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English 11000

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<div align="center">Language and Literacy Final Draft</div>

<div align="center">The Context of Vocabulary in My Life</div>

Cover Letter

In class as well as through my essay, I have learned about how to properly address my audience, how my ideas have changed in language and literacy, what role argument plays in that, and as well as how to think about drafting my ideas through charting.

My audience is immigrants and young adults that are children of immigrants. I expressed how my ideas were ideal. I believed that with fewer resources, the audience of immigrants and young adults that are children of immigrants would need to be more efficient, and therefore ideal. I expressed in my essay how in an ideal situation, people accounted for immigrants' importance of being meaningful in phrasing to get people's attention. I also included a dialogue between my Father and I to show how immigrants try to be resourceful.

I believe language is often not meant to be interpreted with bias. In *Mother Tongue*, Amy Tan's mother often had imperfect speech, which leads to people believing there is less to her mother's speech than what her mother meant. After changing how people view her mother's speech, people set standards for how she talks which makes people very unequal in terms of bias in language. There were standards set for immigrants to talk and receive information that is more meaningful in my story. This makes it so that standards for English for immigrants and others became normal rather than others' normal standard of English, and have to be maneuvered.

I believe argument and evidence allowed for the reader to personally understand what the writer means in context. In my opinion, June Jordan argued in *Nobody Mean More to Me than You and the Future Life of Willie Jordan*, that Black English should be further implemented in society, because it is a rising language, just like *The Color Purple* became a well known book. I believed because this argument ranges in how fast this happens at once, the reader can have their own opinion on the author's argument. I believed evidence, like how *The Color Purple* became well known, allowed the reader to segway from their own understanding to one similar to the author's work, because people understand the importance of a rising trend/language. In my narrative, I argued that vocabulary words are important for context, especially in New York. I believe this argument can be changed by one's opinion of New York, which allows the reader to also segway into my writing.

I believe that charting as well as looking at rhetorics helped me "develop strategies for reading, drafting, collaborating, revising, and editing." In class, I charted paragraph 7 of *Mother Tongue.* This allowed me to focus on my idea that Amy Tan focuses on her mother's English as an uphill battle to relate to a more general view of the text instead of focusing on the details. I believed the details were then more clear after charting what the author does. Looking at rhetorics for the audience in my narrative allowed me to understand what I could add that would be more relevant to the narrative. I believe focusing on similarities between what the audience would focus on in my text allowed me to get a general view of my summarized draft. I believe then, charting provided practice for relating this summary of what I say into more specific ideas that relate to my idea in my assignment about vocabulary. Understanding the main points also allowed me to better revise parts of dialogue that I thought were important.

Written Language and Literacy Narrative

I grew up through school and my family with three lives: one to include how I approach my school life including what I learned, my family life including my background and tendencies, and my socializing life where I develop a personality. These lives were better understood after doing a homework assignment in 6th grade to define a vocabulary word, relate the vocabulary word to two pictures, and to explain why the pictures related to the vocabulary word.

One year in middle school, my teacher, Mr. Behar, proposed a project that dealt with multiple aspects of society: it dealt with writing a definition, drawing two pictures, and explaining how the word's definition applied to both of those pictures in a paragraph on paper and in class. Mr. Behar explained how the point of increasing vocabulary in this way was to make the class more accurate in speech. He expressed how people in the city must be concise because they are constantly moving and have a lot on their agenda. Mr. Behar then talked about how this relates to the lesson: "lessons move very fast like people in the city".

He gave out individual words for each student, and I asked him a question about how I was unsure about my individual word: obscure. Mr. Behar described how the word was used in class, by saying, "there are many examples in my teaching of an obscure way of thinking."

I asked Mr. Behar for a clear example of something obscure in our everyday lives, and Mr. Behar offered that, "an idea is an obscure notion." I went home to do my assignment. I looked up the definition, which was, "not well known", or "difficult to understand" (3).

My first idea of how to represent the picture was a knight (based on the picture shown at the end of the Written Narrative). I showed how there is more to the character than the picture, because there is someone behind the armor. I described their positioning as also not allowing people to guess their next move. This taught me to gauge how words offer multiple layers of

meaning to what people say, based on what he implied, like the implication behind the picture of the knight was obscure.

The second picture I drew was of a person wearing a mask (based on a picture shown at the end of the Written Narrative). I described the picture as being theatrically hidden, in order to express an identity that was to be explored. I wanted my speech, about the accuracy of the word and the pictures I drew, to be very very relatable so I decided to talk about a book I read with my sister, Natasha. My sister walked in and mentioned that, "I often used to read books to fit in school and alongside friends."

I paused, and I remembered reading the word "obscure" in *Ender's Game*: "Dragon Army will not be an obscure name now" (1). Dragon Army was a team the main character fought in and the word obscure showed a correspondence in knowledge between someone's potential and reality in the book. This showed how learning a vocabulary word improved my ability to describe a book through common attitudes, which showed I was on topic with describing the knight with an attitude of obscureness.

I then mentioned to her how: "Dragon army was beginning to be less obscure, which could describe how just like you (Natasha), the main character was trying to fit in."

My sister said, "that makes sense," and left.

I was trying to be considerate of perspectives from people in the city when I applied my explanation of my drawing of obscure in my draft, so I decided to mention this to my dad: "in my speech, I tried to focus on how I should be certain that obscure is not known or understood."

My dad responded, "As an immigrant, language from immigrants is important to offer meaning to their statements; so it (your draft) sounds okay."

Being in a city even with an influx of immigrants in the past, I concluded from my dad that there is a lot of ideas circulating.

I then responded, "I'll try to be more concise".

My dad responded that, "In New York City, I find my language very focused."

I realized that while my dad was in Russia, he often had many families around Russia. In the map (at the end of the Written Narrative), there are a lot of neighboring countries. These neighboring countries made it so that when my dad developed a life, he had to take into account all the countries when talking, and writing. But now, in a much smaller city, my dad's life expanded to keep things much more specific, so people keep him in memory.

As I finalized my speech, I tried to take multiple accounts into perspective, and I concluded because of my dad and my sister that everyone is trying to fit in the city, just like immigrants are trying to fit in also.

I believed this definition would give me the opportunity amidst immigrants like my dad by allowing me to be more concise in city life. I learned how to conceptualize better and be more considerate of general ideas with immigrants who also focus on other people's meaning, because they find meaning very important being relative. I decided to more frequently develop and challenge my vocabulary to allow me to more conceptualize with understanding inherently how to describe the situation.

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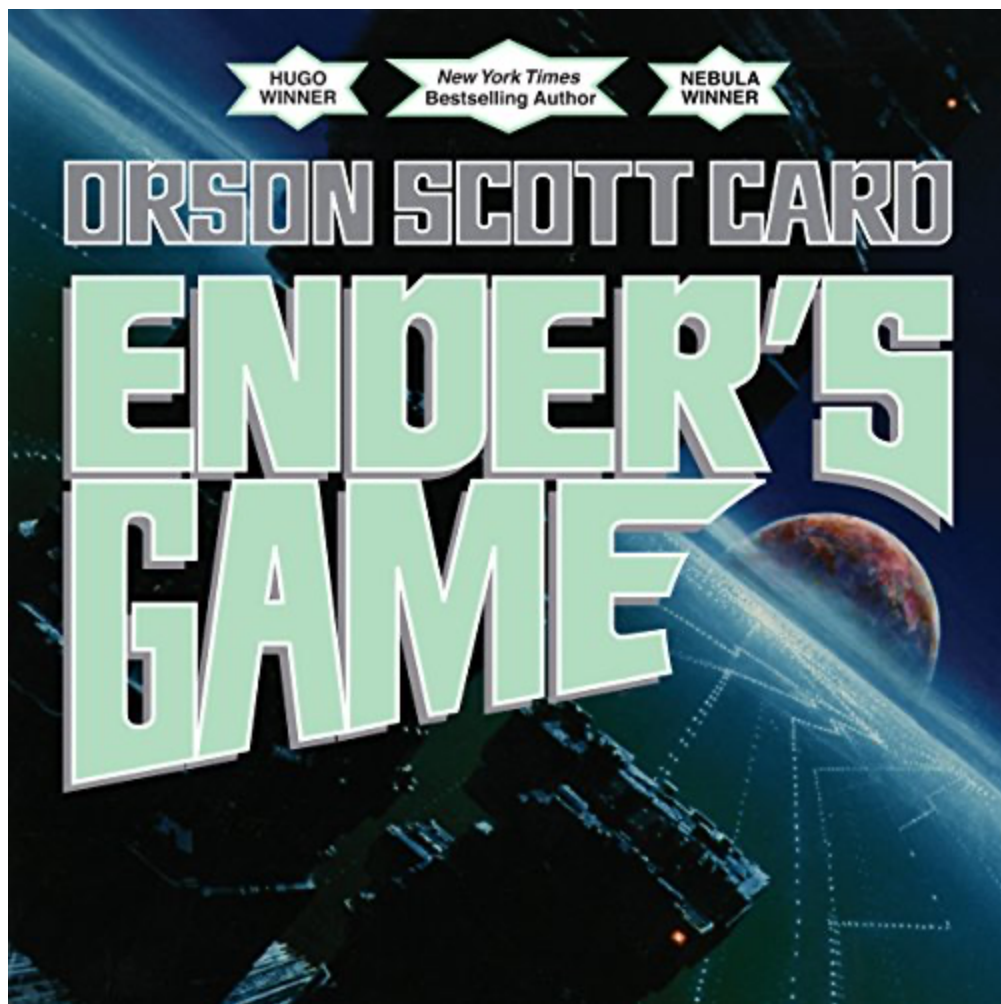Spoken Language and Literacy Narrative

I believed that in my academic life, personal life, and family life were better understood because learning a vocabulary word provided and showed how to properly use and understand that vocabulary word and other words in different contexts. While doing my homework in 6th grade, I tried to understand how my vocabulary word, obscure, properly relates to my life experiences. Implications in school, interactions with my family as well as my personal life including books, are better understood progressively because of such vocabulary trends.

There are many things implied about what people say in terms of implications with vocabulary words. This related to my teacher's idea (in my Written Narrative) that there is an "obscure way of thinking." By using obscure which is a general word, my teacher implied that people in my class may have an obscure way of thinking. This showed how key vocabulary words based on how specific or general they are, from this homework as well as others similar to this, have a role of impacting implicitly how one understands or thinks through future lessons taught by the teacher or how one thinks currently. I thought developing a higher vocabulary would help me relate my premonition of an idea, like the word obscure in my homework to an accurate representation of the word like the two pictures I drew of it.

The book Ender's Game was paternalistic in vocabulary and the cover. In the book, the main character argued that, "Dragon Army will not be an obscure name now." The character implied with the word obscure, that Dragon Army would be referenced more often and more positively in the future based on confidence. In the multimodal (the picture is at the end of the Spoken Language and Literacy Narrative), which is the cover of *Ender's Game*, a spaceship was circling a planet very close, which is where the story takes place(2). This could be explained by the fact that the spaceship is trying to study the whole planet. Since the planet was very detailed,

but the cover does not include the spaceship literally touching this planet, the cover showed how the book is at least partly about studying patterns. Taking into account the main character's confidence, and the glimpse into the book through the cover, one could learn how the main character's confidence was enforced. By knowing both patterns in the book, one could understand how the patterns overlap and talk about development throughout the book. This would have given me an understanding of how to relate in other contexts the homework assignment to the rest of the classes when the word was used.

Through this assignment, I learned how to be more articulate, by being precise with my meaning. I became more considerate of what my family, and other immigrants in New York City said in general which is important because as immigrants, immigrants find, in my opinion, their own words as well as others important to be meaningful. In my family life, school life, and personal life, increasing my vocabulary for me increases change in the way you express oneself.

(2)

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