

Developing Argumentative Writing Assignments that involve Code-Meshing

Below are some questions to consider towards developing an assignment that will work for YOUR class.

What will you be asking students to do for their argumentative paper?

Develop an argument that *uses* code-meshing (that is, your students will be meshing in their own writing - Stella Wang's Code-Meshing Multi-Modal Research Project may be a good model)

- **How will you help them get started?**
 - Can have students practice code-meshing as a way of emphasizing or reiterating a point made in scholarly language - this is often a natural “starting point” for those interested in meshing. (e.g. “translate this scientific study for your mom”, “write about this debate as if it were a chat conversation”, etc)

Develop an argument *about* a particular example of code-meshing

- **Who will be choosing the example text?**
 - Instructor: Which text(s) spring to mind as being good ones for this?
 - Students: How will you help them find texts that are good for this?
- **How will you help them get started?**
 - Specific discussion about code-meshing?
 - What will you focus on?
 - Code meshing as a response to Race/Class/Power issues
 - Code meshing as a matter of Linguistic/Cultural identity
 - General discussions about writing-related topics relevant to meshing:
 - audience, purpose, genre?
 - race, class, and power?
 - linguistic choices?
 - Informal writing about their reaction to a particular text? (e.g. my “Untranslatables” assignment)

Develop an argument that explores code-meshing itself, or related issues, not tied to a particular text:

- **Research papers asking directly about code-meshing/code-switching**
 - Various perspectives could be relevant: psycholinguistics, sociolinguistics, language learning (see Graeme's research paper), cultural studies, race, class, power, politics, etc.
- **Research papers looking at questions relating to language/culture/power/etc. that are not necessarily directly *about* code-meshing, but may have connections**
 - e.g. language within religious traditions (see Esty's research proposal), various questions relating to translation, second language learning and early childhood education, language preservation, etc.