Rhyme and Rhythm: The poem employs a rhyme scheme that includes the phrase "knocking Knickerbocker." This rhyme choice contributes to the overall tone and registers a more oral and non-academic quality. The rhythm of the poem is characterized by marching, fist-raising, and loud-talking elements. These rhythmic patterns evoke a sense of urgency and engagement, aligning with an oral tradition rather than a formal academic one. Lexical Choices and Context: Although the individual lexical items themselves are not necessarily "non-standard," their collocation and the context in which they appear create a distinct resonance.Appropriating Linguistics for Oppositional Causes: By alluding to the "promised land", Smitherman appropriates the field of linguistics to challenge popular biases perpetuated by the dominant community. She aligns herself with enlightened instructors who seek to disrupt conventional norms. Divergent Responses to SRTOL: Some responses to SRTOL (Students' Right to Their Own Language) were dismissive, suggesting that the CCCC (Conference on College Composition and Communication) had lost its mind. Others questioned why it took so long for the resolution to emerge. These ideas sparked strong reactions among CCCC professionals, regardless of their stance on the resolution. Intellectual Production and Compromise: The debates and verbal duels eventually led to the production of a document that all parties could accept. This compromise reflects a pragmatic approach, allowing everyone to coexist until more spaces are available for other English varieties and diverse language resources. Symbol of Change: Smitherman concludes that the documented spirit of resistance in the "Students' Right" and National Language Policy symbolizes the possibility of change, even within the existing system.For instance, consider the quote: "Lloyd even goes so far as to say that linguistics 'is a promised land for the English teacher'" (Smithe1man, 1999, p. 352). This excerpt exemplifies the interplay of academic and personal voices, contributing to the layered texture of the text. Recontextualization Strategy: The author, Smitherman, employs a recontextualization strategy by citing a verse from the Bible: "But we also knew that without vision, the people perish" (Smitherman, 1999, p. 358).Context and Cultural Significance: In the context of the 1998 celebration of African American History Month, a television commercial for McDonald's (referred to as "Mickey D's" in Ebonics) featured a White father and his young son exploring a gallery with paintings of African American heroes and heroines. The phrase "promised land" holds special resonance within the African American community.In summary, Smitherman's text navigates the complex interplay between academic norms, personal voice, and strategic choices, ultimately challenging the monolithic nature of scholarly discourse.These lexical choices collectively index the voice of a speaker from a high-involvement oral culture, which contrasts with the conventions of a low-involvement academic genre (as described by Tannen in 1982).Textual Layering and Oppositional Meanings: By inserting one text into another with a different rhetorical context, Smitherman generates oppositional meanings and an alternate ethos.Biblical Allusion and Vernacular Culture: The term "promised land" has biblical origins, emphasizing the importance of the Bible in vernacular culture. This metaphor has been significant in Black consciousness since Claude Brown's book titled "Manchild in the Promised Land" (1966).In summary, Smitherman's text navigates linguistic and cultural complexities, highlighting the power of language to challenge norms and advocate for inclusivityCitations and Recontextualization: The author sometimes relies on cited authorities to evoke a divergent discourse that serves her purposes.

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