The CSUSB Linguistics Club Presents:
Language as Social Practice:
Emotion, Identity, Ideology, and Power
(Sponsored by the CSUSB Linguistics Club and the M.A. in English Composition)

Introduction, Caroline Vickers

Identity Phauxnetics, Nathan Jones
This thesis investigates the construction of identity and authenticity through sociophonetic variation, focusing on British Hip Hop artist Amy Winehouse. Findings indicate that phonetic features can index a redefinition of authenticity as forms of talk, such as Hip Hop, gain ownership in new contexts.

Correlations Between Vowel Lengths and Emotion in Narratives, Brett Diaz
This paper looks at the relationship between emotion and vowel length in spontaneous speech, specifically during narratives. It is hypothesized that during emotionally-laden speech, vowel length will be longer in duration than when in non-emotional speech. The paper finds that the length of tokens shows an average increase during intraspeaker emotional speech.

Breaking Bread, Shaping Understanding: The Eco-Food Community as Cognitive System, Pamela Portenstein
In this thesis insights are employed from Conversation Analysis and Embodied Cognition Theory to examine the discursive practices of a group of interactants who operate in what is described as a group cognitive system. Findings indicate that verbal and non-verbal embodied actions function to form a cognitive system where new realities are mentally simulated and brought to materiality via information feedback loops.

Capitalist Rhetoric and the Redirection of Power Through Metaphor in Reviews of Alejandro Gonzales Iñárritu Films, Isidro Zepeda
This paper focuses on how figurative language and structure affect the ways in which rhetoric, ideology, and identity are formed within the context of film reviews. In particular, reviews are analyzed from the films Birdman and The Revenant, both directed by Alejandro Gonzales Iñárritu, to detail how the use of metaphors influences the production of rhetoric.

Gatekeepers to the Third Space in Multilingual Approaches to First-Year Composition, Guadalupe Rincon
This thesis examines writing conference interactions between multilingual students and first-year composition instructors to demonstrate the co-construction of instructor authority and student agency in discussions of academic writing. Findings reveal that as expert-novice identities are co-constructed in interaction, the emergence of a power differential inhibits the validation of multilingualism and hybridity. Implications for mitigating instructor authority and promoting student agency in interactions with multilingual students are discussed.

Tues., May 31, 2016 in UH 053 from 5-7 PM