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Practical Grammar and Usage

**Final Presentation Synopsis**

**Title**

Twitter 101

**Description of Audience**

 Essentially, the audience for this assignment is our Practical Grammar and Usage class. Though our lesson plan presentation will be presented to our class, it could also benefit teachers in the classroom. This lesson plan will show teachers (especially those who are skeptical) that electronically mediated communication, specifically Twitter, has a grammaticality all of it’s own.

**Explanation of Topic and Specific Concepts to be Introduced**

Our group is interested in furthering exploring the usage of Twitter. Our main focus is to demonstrate how to convey meaning through 140 characters (which is the character limit when tweeting) while keeping the integrity of the message. We’d like to discuss what the potential future implications may be while using Twitter.

It is obvious to see that our Standard English may become abbreviated when tweeting. Being that there is a 140-character limitation, some words may need to be shortened to fit the limit. For example, the word, “You,” may become abbreviated to “U,” or the usage of abbreviations such as “LOL,” meaning to “laugh out loud.” A specific concept to explore may be the use of abbreviations changing into spoken, and therefore written, words. Are those examples of a decline in SAE, or are they merely changing the SAE that we are used to? Are abbreviations and slang becoming the SAE norm?

 Another specific concept will be how our grammar changes when using Twitter. The question arises, does our grammar actually change, or do we still follow the general grammatical rules when tweeting?

**Discussion of Topic’s Relevance to Audience**

 The audience of teachers in the classroom can greatly benefit from this discussion. Nowadays, grade school students are growing up with social media sites like Twitter. When our generation was in grade school, we had Instant Messenger which had no limit to the amount of characters that were able to be sent through one message. Therefore, our writing and grammar was only affected by the need to be instant (being Instant Messaging), but since Twitter allots only 140 characters to send a message, grade school children are learning abbreviations at a significantly younger age and faster rate. It is important for these children to keep Standard American English and grammar in mind so there is a clear distinction between formal writing and tweets.

 Teachers are also able to incorporate Twitter into their curriculum. Like we saw in a short video earlier in the semester, one teacher showed the importance of keeping “Ebonics” in the vernacular of African American students, but also teaching them Standard American English. Just as teachers are starting to value verbal dialects, they should also recognize the importance of electronically mediated communication.

**Presentation Summary and Rationale for Each Aspect of the Presentation**

We will begin by introducing our topic, which, of course, is necessary. After the introduction, we will examine the kind of grammar that tweeting has created, and we will do this by studying real tweets. We will incorporate the class for the analysis of the tweets. By doing this, our audience of our classmates as well as our audience of teachers will understand why abbreviations have become so prevalent.

The next step in our presentation will be to show that a “non-standard” usage of words and grammar can convey the same message as “standard” grammar. We will be using the Preamble of the United States Constitution to demonstrate this. This is to show any skeptics in the audience that there is no difference between these methods; merely that it is another way of demonstrating the same depth of thought. From here, the audience will have to change the Preamble into 140 characters while keeping the integrity of the message. This is to help demonstrate the next and last section of our presentation, wherein we will examine which “rules” of grammar and syntax must depart from the passage in order to fit the limit.

Works Cited

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