Course Description
A close examination of the linguistic structure of texts and their social, historical, and political contexts. Students will focus on both the information structure of texts (e.g., given-new and topic-comment contrasts, pragmatics, semantics, presuppositions, speech acts), and the contexts of writing--the social, political, and historical events that shape peoples' uses of spoken and written genres. Students will learn to question some of the most commonplace assumptions that surround the childrens' acquisition of reading and writing. Finally, they will analyze the linguistic features of a variety of texts, and perform an extended analysis of a text of their choice.

Prerequisite: relevant previous 200 level course (linguistics, rhetoric, communication) and/or another 300 level linguistics course.

Course Objectives
• To learn the forms and structures of English that may be manipulated in the creation of texts.
• To acquire a working knowledge of the vocabulary and principles of linguistic analysis in order to discuss texts more precisely.
• To compare and contrast a variety of different text types (genres), to see how they have evolved to suit specific purposes.
• To examine the social and political contexts in which oral and written texts are produced and received.
• To examine recent scholarly work being done in the study of literacy and its acquisition by children.

Course Requirements
• Homework notebook 15%
• Midterm examination (10/8) 25%
• Final Project 40%
  prospectus 5%
  oral presentation 10%
  final paper 15%
• Participation 20%
  --Attendance 10%
  --Discussion of homework, and
  --Active engagement in class discussions 10%

TOTAL 100%

Texts
New York: Routledge [WWT]


(This book will not be in the bookstore until about the end of this month.)

Note: DO NOT BUY THE LANGUAGE INSTINCT BY STEPHEN PINKER WHICH IS AT THE BOOKSTORE. I AM NOT USING THIS BOOK. IF YOU HAVE ALREADY BOUGHT THE PINKER BOOK, YOU CAN RETURN IT TO THE REFUND COUNTER IN THE BOOKSTORE.

Plus readings on reserve at the van Pelt Library:

Attendance Policy
Regular attendance is the only way to keep up with the pace of ideas and information exchange in this class. I will frequently present examples of, or solutions to problems that are not covered in the book or put on reserve. You will be responsible for getting these. It is also your responsibility to arrange for someone to pick up any handouts or lend you notes if you miss class; I don't give 'make up' lectures, quizzes, or exams. You learn linguistics by doing it; thus participation in class is very important. If you miss class, you deprive yourself of important practice and information, as well as depriving the class of your viewpoint and ideas. Be sure to notify me in writing (over e-mail) of any legitimate, excusable absences - in advance if possible.

Plagiarism
The assignments that you do in this course are graded with my assuming that the work was conducted and written by you. Therefore, to take the work of others and pass it off as your own constitutes academic theft, punishable by failure in the course. You may consult with others in the early stages of work on major take-home assignments, but you must work out the final solution and write it up yourself. The exam and final projects must be clearly and demonstrably your own work (e.g., keep drafts and working notes).

This policy also includes copying others' answers on homework assignments. Please see me if you have difficulties in doing the homework assignments or in deciding where the line lies between consultation and plagiarism.

Schedule of Course Assignments

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<tr>
<th>Wk.</th>
<th>Date</th>
<th>Assignment</th>
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1 W 9/8 Introduction: Text/meaning/context
Reading: WWT, Unit 2: 71-123
F 9/10 Words and things
Handouts:
Roberts, "A Brief History of English," 600-610;
Files 10.1, 10.11, 10.12 on History of English

2 M 9/13 More on the word level; HW 1
W 9/15 Sentences and structures
Reading: WWT, Unit 3: 125-164
F 9/17 More on the sentence level; science and the passive voice. Discuss final
project aims.

3 M 9/20 Discuss HW 2. Brainstorming text sources and course project.
W 9/22 Written discourse: text & context
Readings: WWT, Unit 4: 165-246
Handout: Coulthard, Malcolm (1994). On analysing and evaluating
written texts," 1-11.
F 9/24 Written discourse: Cohesion, coherence, info structure.
On reserve: Barton, David. Chapter 6. "Configurations of language:
Written and spoken language," pp. 84-94. (If book has arrived by this time
you need not photocopy this material.)

4 M 9/27 Spoken discourse: text & context. Discuss HW 3
Reading: WWT, Unit 5: 247-315.
F 10/1 Everyday talk: Communicative strategies.

5 M 10/4 REVIEW
W 10/6 MIDTERM EXAMINATION; take home portion due
F 10/8 Homecoming; NO CLASS.

6 M 10/11 Preliminary project prospectus due. Conferences all week. Discuss
exam, project.
10-32.
W 10/13 Literacy in English
Reading: Barton, David. Chapter 3, "The social basis of literacy," pp. 33-
52.
F 10/15 Literacy in English, cont.
Reading: Barton, David. Chapter 4, "Literacy embedded in language,"
pp. 53-68.

7 M 10/18 Literacy and genre knowledge
Reading: Barton, David. Chapters 9, the "Roots of Literacy" (pp. 130-
139), and 10, "Emergent Literacy" (pp. 140-160).
W 10/20 Genres-- written and spoken-- and the development of academic literacy
F 10/22 Genres, genre knowledge, and communities of practice
Reserve: John Swales (1997), "English as Tyrannosaurus rex." World
Englishes, 16 (3), pp.373-382.
W 10/27 English as an international language. Guest Instructor.
F 10/29 NO CLASS. Work on oral presentation for course project.

9 M 11/1 Oral presentations
W 11/3 Oral presentations
F 11/5 Oral presentations

10 M 11/8 Oral presentations
W 11/10 Oral presentations

F W 11/18 FINAL PAPERS DUE