

Procedure for BA-13 exams in English Linguistics Spring Term 2020 (Version: January 2020)

1. Application

- ✓ Please make sure that you have fulfilled all the requirements specified in the BA regulations **and** the *Wegleitung* for English according to the BA-13 study plan.
- ✓ Choose an examiner (H. Behrens; M. Locher; D. Dayter [5 max.]; Z. Köylü [10 max.]; J. Leimgruber [8 max.]; T. Messerli [5 max.]).
- ✓ The completed form has to be submitted to/handed in at the *Dekanat*.
- ✓ Deadlines and application forms can be found here: <https://philhist.unibas.ch/de/studium/studierende/bachelor-pruefung-abschluss/>
- ✓ To apply for the BA-13 exam, students must arrange an office hour with their examiner **two weeks before the official application deadline at the latest**. Students must bring the official BA-application form to this meeting.

FYI: ST 2020: ANMELDEZEITRAUM DEKANAT: 10 – 26 March

BASEL CARNIVAL: 2 – 6 March; the ES will be closed the entire week!

→ PLEASE CONTACT YOUR EXAMINERS BEFORE 2 March 2020 (as you need a signature, you need to allow enough time to organize this). Please note that M. Locher is on a sabbatical during the spring term 2020. She does, however, remain available for exam supervision. If you would like to write your exam with M. Locher, please contact her via email. Once she agreed to be your examiner, you need to get in touch with Andrea Wüst (sek-mlps-englsem@unibas.ch) in order to get a signature.

- ✓ At the meeting, students are to define/choose 2 areas of specialization (BA-13) with one focus each (see following list of exam topics). Note that the two topics can be offered by the same examiner or by two different ones.
- ✓ Only one examiner signs the form to accept the candidate.

2. Exam

- ✓ Students will receive the official dates (and place) for the written exam from the *Dekanat*.
- ✓ The 4-hour written exam consists of **one essay**. 1 essay topic will be provided and you have to write about this one. There is no choice.

3. Topics

BA Topics in English Linguistics (Examiners)	<p>General literature (background) and Focus Areas. Please select one focus per topic (if available) in addition to the general reading.</p> <p><i>Note that the amount of reading differs per topic as a function of (a) difficulty of the text and (b) whether the subject has been taught in the BA Programme, or whether it has to be worked out by self-study.</i></p>
First Language Acquisition (Behrens, Köylü [Focus 2])	<p>General</p> <p>Clark, E. (2016). <i>Language acquisition, 3rd edition</i>. Cambridge: Cambridge University Press. → Chp. 1: Acquiring languages, pp. 1–19.</p> <p>Tomasello, M. (2009). The usage-based theory of language acquisition. In E. Bavin (Ed.), <i>The Cambridge handbook of child language</i> (pp. 69–97). Cambridge: Cambridge University Press. (reprinted in E. Bavin & L. Naigles (Eds.) (2015). <i>The Cambridge handbook of child language, 2nd edition</i> (pp. 89–106). Cambridge: Cambridge University Press.)</p> <p>Focus 1: Word Learning: Inferring the Meaning of Words</p> <p>Tomasello, M. (2003). <i>Constructing a language</i>. Cambridge, MA: Harvard University Press. → Chp. 3: Words, pp. 42–93.</p> <p>Diesendruck, G. (2009). Mechanisms of word learning. In E. Hoff & M. Shatz (Eds.), <i>Blackwell handbook of language development</i> (pp. 257–276). Oxford: Wiley-Blackwell.</p> <p>Saxton, M. (2010). <i>Child language acquisition and development</i>. London: Sage Publications. → Chp. 6: The developing lexicon: What's in a name? pp. 133–158</p> <p>Grassmann, S. (2014). The pragmatics of word learning. In D. Matthews (Ed.), <i>Pragmatic development in first language acquisition</i> (pp. 139–160). Amsterdam: John Benjamins.</p> <p>Tomasello, M. (2000). The social-pragmatic theory of word learning. <i>Pragmatics</i>, 10(4), 401–413.</p> <p>Hollich, G. J., Hirsh-Pasek, K., & Golinkoff, R. M. (2000). <i>Breaking the language barrier: An emergentist coalition model of word learning. Monographs of the Society for Research in Child Development, Volume 65 (3), Serial 262, pp. 1–29.</i></p>

	<p>Focus 2: Acquisition of the System: Extracting Schemas and Rules</p> <p>Clark, E. (2016). <i>Language acquisition, 3rd edition</i>. Cambridge: Cambridge University Press. → Chp. 9: Combining clauses, pp. 229–253.</p> <p>Ibbotson, P. (2013). The scope of usage-based theory. <i>Frontiers in Psychology, 4</i>, 255. doi:10.3389/fpsyg.2013.00255.</p> <p>Tomasello, M. (2003). <i>Constructing a language</i>. Cambridge, MA: Harvard University Press. → Chp. 4: Early syntactic constructions, pp. 94–143.</p> <p>Brooks, P. J., & Kempe, V. (2012). <i>Language development</i>. Chichester: BPS Blackwell. → Chp. 5: How do children learn to combine and modify words?, pp. 89–115.</p> <p>Saxton, M. (2010). <i>Child language acquisition and development</i>. London: Sage Publications. → Chp. 9: The usage-based approach, pp. 212–238.</p> <p>Focus 3: Input and Interaction</p> <p>Brooks, P. J., & Kempe, V. (2012). <i>Language development</i>. Chichester: BPS Blackwell. → Chp. 6: What kind of language do children encounter?, pp. 117–140.</p> <p>Saxton, M. (2010). <i>Child language acquisition and development</i>. London: Sage Publications. → Chp. 4: Input and interaction: Tutorials for toddlers, pp. 78–107.</p> <p>Huttenlocher, J., Vasilyeva, M., Cymerman, E., & Levine, S. (2002). Language input and child syntax. <i>Cognitive Psychology, 45</i>, 337–374.</p> <p>Weisleder, A., & Fernald, A. (2013). Talking to children matters: early language experience strengthens processing and builds vocabulary. <i>Psychological Science, 24</i>(11), 2143–2152. doi:10.1177/0956797613488145.</p>
<p>Second Language Acquisition (Behrens, Köylü)</p>	<p>General</p> <p>Ortega, L. (2009). <i>Understanding second language acquisition</i>. London: Hodder Education. → Chp. 1: Introduction, pp. 1–10 → Chp. 3: Crosslinguistic differences, pp. 31–54 → Chp. 4: The linguistic environment, pp. 55–80.</p> <p>Focus 1: Learner Characteristics and Individual Differences</p> <p>Dörnyei, Z. (2009). The L2 Motivational Self System. In Z. Dörnyei & E. Ushioda (Eds.), <i>Motivation, language identity and the L2 self</i> (pp. 9–42). Bristol: Multilingual Matters. Download: https://docs.wixstatic.com/ugd/ba734f_08e57fb081864ecd9b98274bf24e23c6.pdf?index=true</p> <p>Dörnyei, Z. (2014). Motivation in second language learning. In M. Celce-Murcia, D. M. Brinton & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (4th ed., pp. 518–531). Boston, MA: National Geographic Learning/Cengage Learning. Download: https://docs.wixstatic.com/ugd/ba734f_538808efb77d4dc2abc402b2b9e53523.pdf?index=true</p> <p>Gass, S. M., & Selinker, L. (2008). <i>Second language acquisition: An introductory course</i> (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. Chp. 12: Beyond the domain of language, pp. 395–448.</p> <p>Lamb, Martin. (2017). The motivational dimension of language teaching. <i>Language Teaching, 50</i>(03), 301–346. doi:10.1017/s0261444817000088</p> <p>Ortega, L. (2009). <i>Understanding second language acquisition</i>. London: Hodder Education. → Chp. 7: Foreign Language Aptitude, pp. 145–167 → Chp. 8: Motivation, pp. 168–191 → Chp. 9: Affect and other individual differences, pp. 192–215.</p> <p>Focus 2: The Social Dimension of Second Language Learning</p> <p>Ortega, L. (2009). <i>Understanding second language acquisition</i>. London: Hodder Education. → Chp. 10: Social dimensions of L2 learning, pp. 216–254.</p> <p>Lantolf, J. P., & Thorne, S. L. (2007). Sociocultural theory and second language acquisition. In B. van Patten & J. Williams (Eds.), <i>Theories in second language acquisition</i> (pp. 201–224). Mahwah, NJ: Lawrence Erlbaum.</p> <p>Larsen-Freeman, D. (2000) (reprint 2010). <i>Techniques and principles in language teaching</i>. Oxford: Oxford University Press. → Chp. 9: Communicative language teaching, pp. 121–136 → Chp. 10: Content-based, task-based, and participatory approaches, pp. 137–158 → Chp. 11 and 12: Learning strategy training, cooperative learning, and multiple intelligences & Conclusion, pp. 159–190.</p>

	<p>Focus 3: Bilingual First Language Acquisition (= Childhood Bilingualism)</p> <p>De Houwer, A. (2009). <i>Bilingual first language acquisition</i>. Bristol, Buffalo, Toronto: Multilingual Matters. → Chp. 1-3, pp. 1-65.</p> <p>Birdsong, D., & Vanhove, J. (2016). Age of second-language acquisition: Critical periods and social concerns. In E. Nicoladis & S. Montanari (Eds.), <i>Bilingualism across the lifespan</i> (pp. 163-181). Washington, Berlin: American Psychological Association, Walter de Gruyter.</p> <p>Genesee, F. (2015). Myths about early childhood bilingualism. <i>Canadian Psychology/Psychologie canadienne</i>, 56(1), 6-15. doi:10.1037/a0038599</p> <p>Grüter, T., Hurtado, N., Marchman, V. A., & Fernald, A. (2014). Language exposure and online processing efficiency in bilingual development: Relative versus absolute measures. In T. Grüter & J. Paradis (Eds.), <i>Input and Experience in Bilingual Development</i> (pp. 15-36). Amsterdam: Benjamins.</p> <p>Rowland, C. (2014). <i>Understanding child language acquisition</i>. London: Routledge. → Chp. 7: Multilingual language acquisition, pp. 175-202.</p> <p>Hoff, E. & Core, C. (2013) Input and language development in bilingually developing children. <i>Seminars in Speech and Language</i>, 34, 215-226. doi:10.1055/s-0033-1353448</p>
<p>Psycholinguistics (Behrens, Köylü [Focus 1])</p>	<p>General</p> <p>Harley, T. A. (2014). <i>The psychology of language: From data to theory</i> (4th ed.). Howe/New York: Psychology Press. → Chp. 1: The study of language, pp. 1-29.</p> <p>Warren, P. (2012). <i>Introducing psycholinguistics</i>. Cambridge: Cambridge University Press. → Chp. 1: Introduction (pp. 1-12); Chp. 13: The architecture of the processing system (pp. 217-235).</p> <p>Focus 1: Language Production</p> <p>Harley, T. A. (2010). <i>Talking the talk</i>. Hove/New York: Taylor & Francis. → Chp. 8: Speaking, pp. 221-254.</p> <p>Harley, T. A. (2014). <i>The psychology of language: From data to theory</i> (4th ed.). Howe/New York: Psychology Press. → Chp. 13: Language production, pp. 395-448.</p> <p>Warren, P. (2012). <i>Introducing psycholinguistics</i>. Cambridge: Cambridge University Press. → Chp. 2-5, pp. 13-83.</p> <p>Menn, L. (2017). <i>Psycholinguistics: Introduction and applications</i> (2nd ed.). San Diego: Plural Publishing. → Chp. 3: Normal speech errors and how they happen I: From idea to word; Chp. 4: Normal speech errors and how they happen II: Saying words and sounds in the right order, pp. 111-162.</p> <p>Focus 2: Language Comprehension</p> <p>Harley, T. A. (2010). <i>Talking the talk</i>. Hove/New York: Taylor & Francis. → Chp. 7: Understanding, pp. 187-220.</p> <p>Harley, T. A. (2014). <i>The psychology of language: From data to theory</i> (4th ed.). Howe/New York: Psychology Press. → Chp. 9: Understanding speech, pp. 258-283, → Chp. 12: Comprehension, pp. 360-391.</p> <p>Warren, P. (2012). <i>Introducing psycholinguistics</i>. Cambridge: Cambridge University Press. → Chp. 11: Making inferences (pp. 177-198); Chp. 12: Making connections (pp. 199-216).</p> <p>van Berkum, J. J. A. (2018). Language comprehension, emotion, and sociality: Aren't we missing something? In S. Rueschemeyer & G. Gaskell (Eds.), <i>The Oxford handbook of psycholinguistics</i> (2nd ed., pp. 644-669). Oxford: Oxford University Press.</p> <p>Focus 3: Multimodal Language Processing in Interaction</p> <p>Harley, T. A. (2014). <i>The psychology of language: From data to theory</i> (4th ed.). Howe/New York: Psychology Press. → Chp. 14: How do we use language, pp. 449-459.</p> <p>Warren, P. (2012). <i>Introducing psycholinguistics</i>. Cambridge: Cambridge University Press. → Chp. 6: The use of gesture (pp. 85-98)</p> <p>Holler, J., & Levinson, S. C. (2019). Multimodal language processing in human communication. <i>TRENDS in Cognitive Sciences</i>. doi:10.1016/j.tics.2019.05.006</p> <p>Levinson, Stephen C. (2016). Turn-taking in human communication - origins and implications for language processing. <i>TRENDS in Cognitive Sciences</i>, 20(1), 6-14. doi:10.1016/j.tics.2015.10.01</p>

<p>Linguistic Relativity (Behrens)</p>	<p>General</p> <p>Levinson, S. C. (2003). Language and mind: Let's get the issues straight. In D. Gentner & S. Goldin-Meadow (Eds.), <i>Language in mind: Advances in the study of language and cognition</i> (pp. 25–46). Cambridge, MA: MIT Press.</p> <p>Slobin, D. I. (1996). From "thought and language" to "thinking for speaking". In J. J. Gumperz & S. C. Levinson (Eds.), <i>Rethinking linguistic relativity</i> (pp. 70–96). Cambridge: Cambridge University Press.</p> <p>Wolff, P., & Holmes, K. J. (2011). Linguistic relativity. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i>, 2(3), 253–265. doi:10.1002/wcs.104.</p> <p>Focus 1: Space Across Languages</p> <p>Levinson, S. C. (1996). Relativity in spatial conception and description. In J. J. Gumperz & S. C. Levinson (Eds.), <i>Rethinking linguistic relativity</i> (pp. 177–202). Cambridge: Cambridge University Press.</p> <p>Bowerman, M., & Choi, S. (2003). Space under construction: Language-specific spatial categorization in first language acquisition. In D. Gentner, & S. Goldin-Meadow (Eds.), <i>Language in mind: Advances in the study of language and thought</i> (pp. 387–427). Cambridge: MIT Press. Download: http://pubman.mpdl.mpg.de/pubman/item/escidoc:59858:3/component/escidoc:532158/Bowerman_%26Choi_2003_SpaceUnderConstruction.pdf</p> <p>Majid, A., Bowerman, M., Kita, S., Haun, D. B. M., & Levinson, S. C. (2004). Can language restructure cognition? The case for space. <i>Trends in Cognitive Sciences</i>, 8(3), 108–114. doi:10.1016/j.tics.2004.01.003</p> <p>Focus 2: Categorization Across Languages</p> <p>Majid, A., Bowerman, M., Staden, M. V., & Boster, J. S. (2007). The semantic categories of cutting and breaking events: A crosslinguistic perspective. <i>Cognitive Linguistics</i>, 18(2), 133–152.</p> <p>Winawer, J., Witthoft, N., Frank, M. C., Wu, L., Wade, A. R., & Boroditsky, L. (2007). Russian blues reveal effects of language on color discrimination. <i>Proceedings of the National Academy of Sciences</i>, 104(19), 7780–7785.</p> <p>Majid, A., Roberts, S. G., Cilissen, L., Emmorey, K., Nicodemus, B., O'Grady, L., . . . Levinson, S. C. (2018). Differential coding of perception in the world's languages. <i>Proc Natl Acad Sci U S A</i>, 115(45), 11369–11376. doi:10.1073/pnas.1720419115 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6233065/</p> <p>Slobin, D. I., Ibarretxe-Antuñano, I., Kopecka, A., & Majid, A. (2014). Manners of human gait: A crosslinguistic event-naming study. <i>Cognitive Linguistics</i>, 25(4). doi:10.1515/cog-2014-0061. https://www.degruyter.com/view/j/cogl.2014.25.issue-4/cog-2014-0061/cog-2014-0061.xml</p>
<p>Cognitive Approaches to Grammar (Behrens, Köylü [Focus 2])</p>	<p>General</p> <p>Croft, W., & Cruse, D. A. (2004). <i>Cognitive linguistics</i>. Cambridge: Cambridge University Press. → Chp. 9: From idioms to construction grammar, pp. 225–256.</p> <p>Focus 1: Construction Grammars</p> <p>Croft, W., & Cruse, D. A. (2004). <i>Cognitive linguistics</i>. Cambridge: Cambridge University Press. → Chp. 10: An overview of construction grammars, pp. 257–290.</p> <p>Goldberg, A. (1995). <i>Constructions: A constructional approach to argument structure</i>. Chicago: University of Chicago Press. → Chp. 1–3, pp. 1–100.</p> <p>Boas, H. C. (2013). Cognitive construction grammar. In T. Hoffmann & G. Trousdale (Eds.), <i>The Oxford handbook of construction grammar</i> (pp. 233–254). Oxford: Oxford University Press.</p> <p>Focus 2: The Usage-Based Approach</p> <p>Croft, W., & Cruse, D. A. (2004). <i>Cognitive linguistics</i>. Cambridge: Cambridge University Press. → Chp. 11: The usage-based model, pp. 291–327.</p> <p>Bybee, J. (2006). <i>Language, usage and cognition</i>. Cambridge: Cambridge University Press. → Chp. 1–5, pp. 1–104.</p> <p>Ibbotson, P. (2013). The scope of usage-based theory. <i>Frontiers in Psychology</i>, 4, 255. https://doi.org/10.3389/fpsyg.2013.00255.</p>

<p>Cognitive Semantics (Behrens, Köylü)</p>	<p>General</p> <p>Evans, V., & Green, M. (2006). <i>Cognitive linguistics: An introduction</i>. Edinburgh: Edinburgh University Press. → Chp. 5: What is cognitive semantics, pp. 153–175.</p> <p>Focus 1: Linguistic Categorization and Prototypes</p> <p>Taylor, J. R. (2003). <i>Linguistic categorization (3rd ed.)</i>. Oxford: Oxford University Press. → Chp. 1–5, pp. 1–101.</p> <p>Taylor, J. R. (2008). Prototypes in cognitive linguistics. In P. Robinson & N. C. Ellis (Eds.), <i>Handbook of cognitive linguistics and second language acquisition</i> (pp. 39–65). New York: Routledge.</p> <p>Ungerer, F., & Schmid, H.-J. (2006). <i>An introduction to cognitive linguistics</i>. Harlow: Pearson Longman. → Chp. 1 and 2, pp. 1–113.</p> <p>Van Der Auwera, J., & Gast, V. (2012). Categories and prototypes. In J. J. Song (Ed.), <i>The Oxford handbook of linguistic typology</i> (pp. 166–189). Oxford: Oxford University Press. doi: 10.1093/oxfordhb/9780199281251.013.0010</p> <p>Focus 2: Mental Spaces and Conceptual Blending</p> <p>Evans, V., & Green, M. (2006). <i>Cognitive linguistics: An introduction</i>. Edinburgh: Edinburgh University Press. → Chp. 11 and 12, pp. 363–444.</p> <p>Coulson, S., & Oakley, T. (2000). Blending basics. <i>Cognitive Linguistics</i>, 11, 175–196.</p> <p>Fauconnier, G. (2007). Mental spaces. In D. Geeraerts & H. Cuyckens (Eds.), <i>The Oxford handbook of cognitive linguistics</i> (pp. 351–376). Oxford: Oxford University Press.</p> <p>Turner, M. (2007). Conceptual integration. In D. Geeraerts & H. Cuyckens (Eds.), <i>The Oxford handbook of cognitive linguistics</i> (pp. 377–393). Oxford: Oxford University Press.</p> <p>Focus 3: Metaphors & Metonymy</p> <p>Desai, R. H., Binder, J. R., Conant, L. L., Mano, Q. R., & Seidenberg, M. S. (2011). The neural career of sensorimotor metaphors. <i>Journal of Cognitive Neuroscience</i>, 23(9), 2376–2386.</p> <p>Evans, V., & Green, M. (2006). <i>Cognitive linguistics: An introduction</i>. Edinburgh: Edinburgh University Press. → Chp. 9: Metaphor and metonymy, pp. 286–327.</p> <p>Ungerer, F., & Schmid, H.-J. (2006). <i>An introduction to cognitive linguistics</i>. Harlow: Pearson Longman. → Chp. 3: Conceptual metaphors and metonymies, pp. 114–162.</p> <p>Grady, J. E. (2007). Metaphor. In D. Geeraerts & H. Cuyckens (Eds.), <i>The Oxford handbook of cognitive linguistics</i> (pp. 187–213). Oxford: Oxford University Press.</p> <p>Focus 4: Frame Semantics</p> <p>Cruse, William & Cruse, D. Alan (2004). <i>Cognitive linguistics</i>. Cambridge: CUP. → Chp. 1: Frames, domains, spaces: The organization of conceptual structure, pp. 7–39.</p> <p>Fillmore, C.J., (2007). Frame semantics. In V. Evans, B. K. Bergen, & J. Zinken (Eds.), <i>The cognitive linguistics reader</i> (pp. 238–262). London: Equinox.</p> <p>Evans, V., & Green, M. (2006). <i>Cognitive linguistics: An introduction</i>. Edinburgh: Edinburgh University Press. → Chp. 7: The encyclopedic view of meaning, pp. 206–247.</p>
<p>History of English (Dayter, Leimgruber, Locher)</p>	<p>General</p> <p>Barber, C. (1993). <i>The English language: A historical introduction</i>. Cambridge: Cambridge University Press.</p> <p>Graddol, D., Leith, D., Swann, J., Rhys, M., & Gillen, J. (Eds.) (2007). <i>Changing English</i>. London/New York: The Open University.</p> <p>Focus 1: The Composition of the English Vocabulary</p> <p>Minkova, D., & Stockwell, R. (2006). English words. In B. Aarts & A. McMahon (Eds.), <i>The handbook of English linguistics</i>. Oxford: Blackwell Publishing. → Chp. 20</p>

	<p>Focus 2: The spread of English</p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i>. London: Routledge. → pp. 1–111</p>
<p>Discourse as Social Interaction (Dayter, Locher, Messerli)</p>	<p>Focus 1: Theory and Method</p> <p>Schiffrin, D. (1994). <i>Approaches to discourse</i>. Oxford: Blackwell. → Chp. 1, 2, 9–12.</p> <p>van Dijk, T. A. (1997). The study of discourse. In T. A. van Dijk (Ed.), <i>Discourse as structure and process</i> (pp. 1–34). London: Sage Publications.</p> <p>Focus 2: Institutional Discourse</p> <p>Drew, P., & Sorjonen, M.-L. (1997). Institutional dialogue. In T. A. van Dijk (Ed.), <i>Discourse as social interaction Volume 2</i> (pp. 92–118). Thousand Oaks, CA: Sage Publications.</p> <p>Meyerhoff, M. (2002). Communities of practice. In J. K. Chambers, P. Trudgill & N. Schilling-Estes (Eds.), <i>Handbook of language variation and change</i> (pp. 526–548). Oxford: Blackwell.</p> <p>Mumby, D. K., & Clair, R. P. (1997). Organizational discourse. In T. A. van Dijk (Ed.), <i>Discourse as social interaction Volume 2</i> (pp. 181–205). Thousand Oaks, CA: Sage Publications.</p> <p>Schegloff, E. E. (1992). On talk and its institutional occasions. In P. Drew & J. Heritage (Eds.), <i>Talk at work: Interaction in institutional settings</i> (pp. 101–134). Cambridge: Cambridge University Press.</p> <p>Tannen, D. (1993). What's in a frame? Surface evidence for underlying expectations. In D. Tannen (Ed.), <i>Framing in discourse</i> (pp. 14–56). Oxford: Oxford University Press.</p>
<p>Language and Gender (Locher)</p>	<p>Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. <i>Discourse Studies</i>, 7, 585–614.</p> <p>Bucholtz, M. (2004). Language, gender, and sexuality. In E. Finegan & J. Rickford (Eds.), <i>Language in the USA: Themes for the twenty-first century</i> (pp. 411–427). New York: Cambridge University Press.</p> <p>McElhinny, B. (2003). Theorizing gender in sociolinguistics and linguistic anthropology. In J. Holmes & M. Meyerhoff (Eds.), <i>The handbook of language and gender</i> (pp. 21–42). Oxford: Blackwell.</p> <p>Sunderland, J., & Litosseliti, L. (2004). Gender identity and discourse analysis: Theoretical and empirical considerations. In J. Sunderland & L. Litosseliti (Eds.), <i>Gender identity and discourse analysis</i> (pp. 1–39). Amsterdam: John Benjamins.</p> <p>Swann, J. (2002). Yes, but is it gender? In J. Sunderland & L. Litosseliti (Eds.), <i>Gender identity and discourse analysis</i> (pp. 43–67). Amsterdam: John Benjamins.</p>
<p>English in America (Leimgruber, Locher)</p>	<p>General</p> <p>Tottie, G. (2002). <i>An introduction to American English</i>. Malden, MA: Blackwell Publishers. → Chp. 2, 5, 7</p> <p>Wolfram, W., & Schilling-Estes, N. (2006). <i>American English</i> (2nd ed.). Oxford: Blackwell. → Chp. 1, 2, 4</p> <p>Focus 1: Regional, Social and Ethnic Variation</p> <p>Tottie, G. (2002). <i>An introduction to American English</i>. Malden, MA: Blackwell Publishers. → Chp. 9</p> <p>Wolfram, W., & Schilling-Estes, N. (2006). <i>American English</i> (2nd ed.). Oxford: Blackwell. → Chp. 3, 5, 6, 7</p> <p>Focus 2: US Language Politics</p> <p>Baugh, J. (2004). Ebonics and its controversy. In E. Finegan & J. Rickford (Eds.), <i>Language in the USA: Themes for the twenty-first century</i> (pp. 305–318). New York: Cambridge University Press.</p> <p>Rickford, J. R., & Rickford, R. J. (2000). <i>Spoken soul: The story of Black English</i>. New York: Wiley. → Chp. 4 and 5</p> <p>Tottie, G. (2002). <i>An introduction to American English</i>. Malden, MA: Blackwell Publishers. → Chp. 9.5, 10</p> <p>Wolfram, W., & Schilling-Estes, N. (2006). <i>American English</i> (2nd ed.). Oxford: Blackwell. → Chp. 7</p>

<p>English on the Web (Dayter, Leimgruber, Locher, Messerli)</p>	<p>Androutsopoulos, J. (2006). Introduction: Sociolinguistics and computer-mediated communication. <i>Journal of Sociolinguistics</i>, 10(4), pp. 419–438.</p> <p>Bieswanger, M. (2013). Micro-linguistic structural features of computer-mediated communication. In Susan Herring, Dieter Stein, & Tuija Virtanen (Eds.), <i>Pragmatics of computer-mediated communication</i> (pp. 463–485). Berlin: Mouton de Gruyter.</p> <p>Graham, S. L. (2007). Disagreeing to agree: Conflict, (im)politeness and identity in a computer-mediated community. <i>Journal of Pragmatics</i>, 39(4), 742–759.</p> <p>Jucker, A. H., & Dürscheid, C. (2012). The linguistics of keyboard-to-screen communication. A new terminological framework. <i>Linguistik Online</i>, 56(6/12), 39–64.</p> <p>Locher, M.A. (2015). Language and communication in computer-mediated contexts: A rich and challenging research field. <i>Anglistik. Special issue: Focus on Twenty-First Century Literature</i>, 26(2), 125–137.</p>
<p>Identity and language (Dayter, Leimgruber, Locher, Messerli)</p>	<p>Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. <i>Discourse Studies</i>, 7, 585–614.</p> <p>Mendoza-Denton, N. (2002). Language and identity. In J. K. Chambers, P. Trudgill & N. Schilling-Estes (Eds.), <i>Handbook of language variation and change</i> (pp. 475–499). Oxford: Blackwell.</p> <p>Joseph, J. E. (2004). <i>Language and identity: National, ethnic, religious</i>. Basingstoke: Palgrave Macmillan. → pp. 1–66.</p> <p>Locher, M. A. (2008). Relational work, politeness and identity construction. In G. Antos, E. Ventola & T. Weber (Eds.), <i>Handbooks of applied linguistics. Volume 2: Interpersonal communication</i> (pp. 509–540). Berlin/New York: Mouton de Gruyter.</p> <p>Spencer-Oatey, H. (2007). Theories of identity and the analysis of face. <i>Journal of Pragmatics</i>, 39, 639–656.</p>
<p>Narratives (Dayter, Locher)</p>	<p>Klapproth, D. (2004). <i>Narrative as social practice: Anglo-Western and Australian Aboriginal oral traditions</i>. Berlin: Mouton de Gruyter. → Chp. 1–3</p> <p>Johnstone, B. (1990). <i>Stories, community, and place: Narratives from Middle America</i>. Bloomington: Indiana University Press. → Chp. 2 and 3</p> <p>Labov, W. (1997). Some further steps in narrative analysis. <i>Journal of Narrative and Life History</i>, 7, 395–415.</p> <p>Schegloff, E. (1997). 'Narrative analysis' thirty years later. <i>Journal of Narrative and Life History</i>, 7, 97–106.</p>
<p>Politeness and Impoliteness (Dayter, Köylü, Locher, Messerli)</p>	<p>General</p> <p>Locher, M. A. (2004). <i>Power and politeness in action: Disagreements in oral communication</i>. Berlin: Mouton de Gruyter. → Chp. 3 and 4</p> <p>Locher, M. A. (2008). Relational work, politeness and identity construction. In G. Antos, E. Ventola & T. Weber (Eds.), <i>Handbooks of applied linguistics. Volume 2: Interpersonal communication</i> (pp. 509–540). Berlin/New York: Mouton de Gruyter.</p> <p>Focus 1: Politeness</p> <p>Brown, P., & Levinson, S. C. (1987). <i>Politeness: Some universals in language usage</i>. Cambridge: Cambridge University Press. → pp. 1–91.</p> <p>Leech, G. N. (1983). <i>Principles of pragmatics</i>. New York: Longman. → pp. 131–151.</p> <p>Locher, M. A. (2006). Polite behavior within relational work: The discursive approach to politeness. <i>Multilingua</i>, 25, 249–267.</p> <p>Focus 2: Impoliteness</p> <p>Bousfield, D. (2008). Impoliteness in the struggle for power. In D. Bousfield & M. A. Locher (Eds.), <i>Impoliteness in language: Studies on its interplay with power in theory and practice</i> (127–153). Berlin: Mouton de Gruyter.</p> <p>Culpeper, J. (2008). Reflections on impoliteness, relation work and power. In D. Bousfield & M. A. Locher (Eds.), <i>Impoliteness in language: Studies on its interplay with power in theory and practice</i> (pp. 17–44).</p>

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<p>English-based Pidgins and Creoles (Leimgruber)</p>	<p>Sebba, M. (2002). <i>Contact languages: Pidgins and creoles</i>. New York: Palgrave.</p> <p>Siegel, J. (2008) Pidgins/creoles, and second language acquisition. In S. Kouwenberg & J. V. Singler (Eds.), <i>The handbook of pidgin and creole studies</i> (pp. 189–218). Oxford: Wiley-Blackwell.</p> <p>Veenstra, T. (2008) Creole genesis: The impact of the language bioprogram hypothesis. In S. Kouwenberg & J. V. Singler (Eds.), <i>The handbook of pidgin and creole studies</i> (pp. 219–241). Oxford: Wiley-Blackwell.</p> <p>Farquarson, J. T. (2013). Jamaican. In S. M. Michaelis (Ed.), <i>The survey of pidgin and creole languages</i> (pp. 81–91). Oxford: OUP.</p> <p>Green, L. (2013). African American English. In S. M. Michaelis (Ed.), <i>The survey of pidgin and creole languages</i> (pp. 148–156). Oxford: OUP.</p>
<p>Varieties of English (Köylü [Focus 1], Leimgruber, Locher)</p>	<p>General</p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i>. London: Routledge. → pp. 1–111</p> <p>Focus 1: Global English</p> <p>Crystal, D. (2003). <i>English as a global language</i>. Cambridge: Cambridge University Press.</p> <p>House, J. (2003). English as a lingua franca: A threat to multilingualism? <i>Journal of Sociolinguistics</i>, 7(4), 556–578.</p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i>. London: Routledge. → Units 5–8</p> <p>Seidlhofer, B. (2003). <i>A concept of international English and related issues: From 'real English' to 'realistic English'?</i> Strasbourg: Council of Europe.</p> <p>Widdowson, H.G. (1997). The forum: EIL, ESL, EFL: Global issues and local interests. <i>World Englishes</i>, 16(1), 135–146.</p> <p>Focus 2: The Structures of Varieties of English</p> <p>Bauer, L. (2002). <i>An introduction to international varieties of English</i>. Edinburgh: Edinburgh University Press.</p> <p>Burridge, K., & Kortmann, B. (2004). Introduction: Varieties of English in the Pacific and Australasia. In B. Kortmann & E. W. Schneider (Eds.), <i>A handbook of varieties of English: A multimedial reference tool Volume 1</i> (pp. 567–579). Berlin: Mouton de Gruyter.</p> <p>Kortmann, B., & Upton, C. (2004). Introduction: Varieties of English in the British Isles. In B. Kortmann & E. W. Schneider (Eds.), <i>A handbook of varieties of English: A multimedial reference tool Volume 1</i> (pp. 25–33). Berlin: Mouton de Gruyter.</p> <p>Mesthrie, Rajend (2004). Introduction: Varieties of English in Africa and South and Southeast Asia. In B. Kortmann & E. W. Schneider (Eds.), <i>A handbook of varieties of English: A multimedial reference tool Volume 1</i> (pp. 805–812). Berlin: Mouton de Gruyter.</p> <p>Schneider, E. W. (2004). Introduction: Varieties of English in the Americas and the Caribbean. In B. Kortmann & E. W. Schneider (Eds.), <i>A handbook of varieties of English: A multimedial reference tool Volume 1</i> (pp. 247–256). Berlin: Mouton de Gruyter.</p>