**NASFLA Newsletter, Number 2**

North American-Systemic Functional Linguistics Association

September, 2002

Nan Fries, Interim Editor

Greetings.

Our web site is: www.yorku.ca/cummings/nasfla Webmaster's address: mcummings@glendon.yorku.ca

1. World Englishes Conference [IAWE]

We have been working to set up a NA-SFLA mini-conference at the International Association for World Englishes Conference [IAWE] at the University of Illinois, October 17-20, 2002, in honor of [Braj Kachru](http://en.wikipedia.org/wiki/Braj_Kachru), student of [Michael Halliday](http://en.wikipedia.org/wiki/Michael_Halliday). We invite everyone to this conference. The program is on the web site [www.linguistics.uiuc.edu/iawe]. The registration form is also on the web site, and EVERYONE MUST REGISTER, even the speakers.  Our NA-SFLA mini-conference program is below. Please come if you can. Michael Halliday and Ruqaiya Hasan WILL be there.

NA-SFLA mini-conference

Friday, October 18, 2002

University of Illinois

|  |  |  |
| --- | --- | --- |
| 9-9:30  | Peter Fries Central [Michigan University](http://FinanceReports.co/) | Introductions and Summary of SFL |
| 9:30-10:15 | Kazuyoshi Iwamoto York University | A Multistratal Analysis of the "Phonological Paragraph" |
| 10:15-11 | John FlowerdewCity University of Hong Kong | Register specificity of signalling nouns |
| 11-11:45 | Carolyn HartnettCollege of the Mainland | The Untranslatable Koran/Qur'an:  A Corpus Comparison of Three Versions |
| 11:45-12:30 | [Roger Williamson](http://en.wikipedia.org/wiki/Roger_Williamson)University of Ottawa | Multimodality |
|  |  |  |
| 12:30-2  | LUNCH BREAK |  |
|  |  |  |
| 2-2:45 | James Benson and William Greaves, York University | A multistratal analysis of a bonobo-human exchange, Part I |
| 2:45-3:30 | William Greaves and James Benson, York University | A multistratal analysis of a bonobo-human exchange, Part II |
| 3:30-4:15 | [Michael Halliday](http://en.wikipedia.org/wiki/Michael_Halliday)University of Sydney | Systemic [Functional Linguistics](http://en.wikipedia.org/wiki/Functional_theories_of_grammar): What is systemic? |
| 4:15-5 | Ruqaiya HasanMacquarie University | Systemic Functional Linguistics: What is functional? |

2. 2003 Linguistic Society of America Summer Institute, East Lansing, June30-August 8, 2003

We have a tentative program for the NA-SFLA mini-conference to be held July 25-27 in conjunction with the 2003 LSA Summer Institute [web address: lsa2003.lin.msu.edu/].  Our provisional list of contributors is posted below. Please join us in East Lansing. We can still fit people on the program for talks. Just contact us. Hope to see you there.

Titles for Mini-conference of the North American-Systemic [Functional Linguistics](http://en.wikipedia.org/wiki/Functional_theories_of_grammar) Association East Lansing MI, July 25-27, 2003 held in association with 2003 LSA Summer Institute
 <lsa2003.lin.msu.edu/index.html>

|  |  |
| --- | --- |
| Name | Title |
| Asp, Elissa | What DA can tell us about AD: What a functional analysis of the discourse of patients with Alzheimer's type dementia can tell us about language and cognition. |
| Benson, James and William S. Greaves | A multistratal analysis of a bonobo-human exchange (a four hour demonstration) |
| Cummings, Michael | Detecting stylistic variation from genre norms |
| Fries, Peter | An overview of [Systemic Functional Grammar](http://en.wikipedia.org/wiki/Systemic_functional_grammar) |
| Hartnett, Carolyn | Meaning first: A functional approach to written composition |
| Lemke, Jay | Systems and gradients: describing the language of degree |
| Macauley, Marsha | Tattletales |
| Mohan, Bernard | Developmental grammar of causal explanations in science |
| Williamson, Rodney | Multimodality |
| Young, Lynne | Systemic Functional Linguistics: an expanded role in critical analysis |
|  |  |
| Cecilia Colombi and Mary Schleppegrell (organizers) | Colloquium on educational applications of Systemic Functional Linguistics  (2 1/2 hours)  (See below) |

Papers for the Colloquium on Educational Applications of Systemic Functional Linguistics, [from [University of California](http://api.getsmartlinks.com/goto?app_id=opencandy&guid=C58C87CC-3BEB-A276-3579-F433EC170376&time=133376766&term=University%20of%20California&url=http:%2F%2Fwww.yorku.ca%2Fcummings%2Fnasfla%2Fnewsletters%2Fnewsl2.html&v_xpi=35&tp=inuvo&link_id=-10320859&cid=921&pid=1), Davis]

|  |  |  |
| --- | --- | --- |
| Cecilia Colombi and Mary Schleppegrell  | SFL as a resource in advanced literacy development (Introduction to session) | 15 minutes |
| Miram Bormann and Jennifer Guzman  | Functional notions in ESL grammar teaching: Ergativity and [nominalization](http://en.wikipedia.org/wiki/Nominalization) | 20 minutes |
| Mariana Achugar and Teresa Oteiza-Silva  | The grammar of history textbooks: SFL as a resource for critical thinking  | 20 minutes |
| Mary Schleppegrell and Ann Go  | Using SFL to enhance [English language development](http://en.wikipedia.org/wiki/English_as_a_foreign_or_second_language)  | 20 minutes |
| Teresa Oteiza-Silva  | Ergativity and Causality in history textbooks (Chilean Spanish corpus) | 20 minutes |
| Cecilia Colombi, Teresa Oteiza-Silva and Mariana Achugar  | Using SFL in Spanish for writing courses | 20 minutes |
| Cecilia Colombi  | Describing Academic Spanish with SFL | 20 minutes |
| Cecilia Colombi and Mary Schleppegrell  | Concluding discussion and summary | 15 minutes |

3. Book announcement  New Publication from Target Texts Getting Started with Functional Grammar Louise Droga and Sally Humphrey ISBN 0 9580440 0 7 RRP AU$45.95  Visit our website <http://www.targettexts.com/TargetTexts> to view the Introduction, Table of Contents and sample pages or to print an order form.

Getting Started with Functional Grammar is a comprehensive workbook for students studying within the field of systemic functional linguistics. It contains clearly laid out text-based exercises for developing and applying the skills of grammatical analysis. Ideal as a tutorial workbook within a course of study or for those working independently in flexible delivery and self-study modes.

The major features of Getting Started with Functional Grammar are:

- a wide range of engaging texts selected to illustrate particular aspects of the grammar - comprehensive and accessible grammar summaries and troubleshooting guides - exercises which focus on the grammatical analysis of clauses in terms of how they realise experiential, interpersonal and textual meanings across whole texts - clearly set out tables for students' analysis - questions and answers which model ways of commenting on analysis - exercises for introducing students to the system of Appraisal

Getting Started with Functional Grammar is a valuable and time saving resource for those teaching a functional grammar and a practical and comprehensive guide for those learning it.

Louise Droga has an extensive classroom teaching background and worked as a literacy consultant with the Disadvantaged Schools Program in Sydney. In this role,  she worked on both the Language and Social Power and Write it Right projects. At a tertiary level Louise has lectured in language education, TESOL and applied linguistics.

Sally Humphrey is a lecturer in the Learning Centre at the University of Sydney and in the Education Faculty at the University of Technology. She was also involved in research and consultancy on the Write it Right project, where she investigated the literacy demands of school geography. She has lectured in [teacher education](http://FinanceReports.co/), applied linguistics and English for academic purposes.

 4. Job posting The Department of Linguistics at the [University of California](http://www.yorku.ca/cummings/nasfla/newsletters/undefined), Davis, seeks a linguist specializing in second language acquisition and development.  We are looking for someone with a complementary emphasis in language variation and corpus linguistics; an interest in California's growing multilingual/multicultural population is also desirable.  The candidate should be able to teach advanced courses in [second language acquisition](http://en.wikipedia.org/wiki/Second_language_acquisition) and development and M.A.-level TESOL pedagogy, along with other graduate and [undergraduate courses](http://FinanceReports.co/) as needed by the department. Our department currently offers an MA with a general track and an applied (TESOL) track.  A doctoral program emphasizing second language acquisition and development is currently in the approval process.

Candidate must show strong promise in both research and teaching, and rapport with the interests of the department. To ensure full consideration, applications must be postmarked by December 6, 2002, though the position will remain open until filled. Send application letter, sample publications and three letters of reference to Vai Ramanathan, Chair, Search Committee, Department of Linguistics, University of California, One Shields Avenue, Davis, CA 95616. TEL: 530/752-1291, FAX: 530/752-3156; Email: Labyrns@ucdavis.edu, Office Manager). For further information about the Department of Linguistics at UCD, please visit our website at <http://linguistics.ucdavis.edu>

 The University of California, Davis, and the Department of Linguistics are interested in candidates who are committed to the highest standards and professional activities, and to the development of a campus climate that supports equality and diversity. The University of California is an affirmative action/equal opportunity employer.

5. The National Council of Teachers of English [NCTE] will be meeting in Atlanta, November 21-24, 2002. [Jay Lemke](http://en.wikipedia.org/wiki/Jay_Lemke) will be speaking there for NA-SFLA . Everyone is welcome at NCTE Also, the President of TESOL will speak at the ESL Assembly.[web site: www.ncte.org].

 6. Please send your [class/research] bibliographies to [Michael Cummings](http://en.wikipedia.org/wiki/Michael_Cummings) for the NA-SFLA web page [mcummings@glendon.ca] to introduce yourself to other NA-SFLA colleagues. Also send descriptions of any courses in which you teach Systemics.

7. Interesting Conference: Ethnography in Education Research Forum. OCTOBER 4 DEADLINE FOR ABSTRACTS. Jay Lemke, Plenary Speaker

Call for Papers:

Center for Urban Ethnography

[Graduate School](http://FinanceReports.co/) of Education University of Pennsylvania 3700 Walnut Street Philadelphia, PA 19104-6216

Dear Colleague,

The University of Pennsylvania's Graduate School of Education and the Center for Urban Ethnography announce the 24th Annual Ethnography in Education Research Forum, February 28th and March 1st, 2003.  Please find our Call for Papers on the web (<http://www.gse.upenn.edu/cue/forum.html>). We encourage proposal submissions to the 2003 Forum that focus directly on issues of significance for the conduct and understanding of the processes of education.  The submission deadline is October 4th, 2002.

The theme of the 2003 Forum is "Reform, Representation, and Social Responsibility". Around the world, major reforms in formal and informal education are taking place. Ethnographic research can bring an important perspective about the success of educational reforms and the sometimes chaotic changes it brings to the lives of the people whom it affects. However, ethnographic research about reform also creates important questions about representation: both how the experiences and lives of individuals are represented internally within the research and how ethnographic research itself is represented externally to policy makers and the public at large. Ethnographic researchers need to consider how they can use their research in ways that are socially responsible, helping to improve education through positive educational reforms, exposing misguided educational reform efforts and ultimately achieving social justice.

We are happy to announce that [Jay Lemke](http://en.wikipedia.org/wiki/Jay_Lemke), Novella Keith, Monica Heller, and Marilyn Martin-Jones will be our plenary speakers this year and may also join in facilitating the data analysis consultation sessions which are a regular part of the Forum.

The Forum hosts a diverse selection of workshops convened by graduate students, researchers, and practitioners in the fields of education and anthropology. Proposals may be submitted for data analysis consultation, individual papers, works-in progress, and group sessions. We especially encourage proposals which incorporate the theme of the 2003 Forum. Please post this announcement as an invitation for faculty, students, teachers and other practitioners to participate in the Forum. Further inquiries may be directed to Mihyon Jeon and Diana Schwinge, the Student Forum Coordinators, at cue@gse.upenn.edu.

Thank you for your assistance. We look forward to seeing many of you at the 24th Ethnography Forum.

Sincerely,

Nancy H. Hornberger Convenor

 8. Would anyone like to volunteer to accept books [to store temporarily] for an international Systemic project of sending used books to developing countries? Write Nan [Fries1ph@cmich.edu]

So, we are off to an exciting start. Keep in touch about YOUR activities and come to any of the activities mentioned in the newsletter.