

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester B 2020/21

Part I Course Overview

Course Title: Pragmatics

Course Code: LT3215

Course Duration: One Semester

Credit Units: 3

Level: B3

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:
(for GE courses only)

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: LT2201 Introduction to Linguistics or LT2229 Fundamental of Linguistics or
(Course Code and Title) LT2290 Introduction to Language Studies

Precursors: LT3211 Semantics
(Course Code and Title)

Equivalent Courses: CTL3215 Pragmatics
(Course Code and Title)

Exclusive Courses: NIL
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

Pragmatics investigates the role of context in the interpretation of meaning. Pragmatics is a relatively young discipline in linguistics starting to develop in the 1970s. This course covers the topics of deixis, speech acts, conversational implicature, presupposition, conversational analysis, politeness theory, metapragmatics and cultural pragmatics. The student will apply theoretical insights to the design of empirical projects. The ability of launching, conducting and evaluating empirical investigations is crucial in pragmatic research.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Observe the various pragmatic functions of implicatures, presuppositions, speech acts and deixis	1/3	✓	✓	✓
2.	Use pragmatic principles and methods to analyse real data	1/3	✓	✓	✓
3.	Carry out empirical projects	1/3	✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
1	<p>Lecture – Theoretical foundations of all learning outcomes are laid out in the lecture. Basic ideas are taught during two hours per week, including:</p> <p><u>Deixis:</u></p> <ul style="list-style-type: none"> • Classify the situational and spatial subtypes of deixis; • Define the discursive subtypes of deixis; • Describe the social, strategic (politeness) and ethno-pragmatic subtypes of deixis; <p><u>Pragmatic properties of utterances:</u></p> <ul style="list-style-type: none"> • Identify the speech acts of utterances; • Recognize the hidden presuppositions utterances articulate; • Assess the conversational implicatures utterances generate; <p><u>Pragmatic projects:</u></p> <ul style="list-style-type: none"> • Plan practical steps in the execution of projects; • Apply pragmatic principles in analysis of data • Examine the structure of conversations 	✓	✓	✓	2 hours
2	<p>Tutorial – Exercises presented in tutorials will familiarize the students with the theoretical concepts of the lecture</p>	✓	✓	✓	1 hour
3	<p>Individual Reading – Students will read lecture and tutorial notes and additional literature proposed by the lecturer</p>	✓	✓	✓	
4	<p>In-class activities and presentations Through these activities and presentations students will apply the theoretical ideas learned in the lecture to real world linguistic data and to understanding and explaining pragmatic research</p>	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CIOs.)

Assessment Tasks/Activities	CISO No.			Weighting*	Remarks
	1	2	3		
Continuous Assessment: 100%					
<u>Article presentation</u> Students will read and present on a research article in pragmatics	✓	✓		5%	
<u>Research project</u> Students pick one topic in the area of pragmatics, make a class presentation, and write a written report.			✓	30%	
<u>Participation</u> Students will participate in the discussion and in-class activities to learn and practice their analytical and application abilities.	✓	✓	✓	15%	
<u>Test 1</u> Students will be asked to sit in a test in the middle of the course. They will be assessed on their analytical and application abilities.	✓	✓	✓	25%	
<u>Test 2</u> Students will be asked to sit in a test at the end of the course. They will be assessed on their analytical and application abilities.	✓	✓	✓	25%	
				100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Article presentation	Demonstrate through oral presentation the ability to review an academic article.	Excellent understanding of concepts, methodology and findings in the chosen academic article.	Good understanding of concepts, methodology and findings in the chosen academic article.	Adequate understanding of concepts, methodology and findings in the chosen academic article.	Weak understanding of concepts, methodology and findings in the chosen academic article.	Poor understanding of concepts, methodology and findings in the chosen academic article.
2. Research project	Apply concepts and analytical skills on a chosen topic	Excellent competence in applying concepts and analytical skills on the chosen topic.	Good competence in applying concepts and analytical skills on the chosen topic.	Adequate competence in applying concepts and analytical skills on the chosen topic.	Weak competence in applying concepts and analytical skills on the chosen topic.	Poor competence in applying concepts and analytical skills on the chosen topic.
3. Participation	Critical thinking and problem solving	Participation in in-class activities will be graded on a complete/incomplete basis	Participation in in-class activities will be graded on a complete/incomplete basis	Participation in in-class activities will be graded on a complete/incomplete basis	Participation in in-class activities will be graded on a complete/incomplete basis	Participation in in-class activities will be graded on a complete/incomplete basis
4. Tests	Demonstrate command of the subject matter and course content.	Excellent command of the subject matter and course content.	Good command of the subject matter and course content.	Adequate command of the subject matter and course content.	Marginal familiarity with the subject matter and course content.	Poor familiarity with the subject matter and course content.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Introduction:

Scope and definition of Pragmatics

Deixis:

Person deixis, Time deixis, Place deixis, Discourse deixis, Social deixis, Anaphora, Cataphora, Indexicals

Speech acts (Illocutionary acts):

Declaratives, Interrogatives, Imperatives, Constatives and Performatives

Conversational Structure:

Neo-Griceanism, Relevance theory, Conversational implicature and Pragmatic inference

Cultural Pragmatics:

Politeness, Strategies in Social Interactions, Metapragmatics

Pragmatic methods

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Grundy, Peter (2000). <i>Doing Pragmatics</i> . London: Arnold.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Levinson, Stephen (1983). <i>Pragmatics</i> . Cambridge: Cambridge University Press.
2.	Brown, Penelope and Stephen Levinson (1978, 1987). <i>Politeness: Some universals in language use</i> . Cambridge: Cambridge University Press.
3.	Searle, J. (1979). <i>Expression and Meaning</i> . Cambridge: Cambridge University Press.
4.	Sperber, D. and D. Wilson (1986) <i>Relevance: Communication and Cognition</i> . Blackwell
5.	Cutting, J. and K. Fordyce (2020). <i>Pragmatics: A Resource Book for Students</i> . Routledge.