

**PLAN DOCENTE**  
**Plan experimental ECTS**  
**FACULTAD DE LETRAS**  
**UCLM**  
**CURSO 2009-2010**

**I SUBJECT INFORMATION**

<b>Asignatura: Pragmática de la Lengua Inglesa</b>	
Código: 65017	
Carácter: Optativa	
Curso: 5º	
Grupo (desdoblamientos, grupos por titulación):	
Duración: Cuatrimestral 1º <input type="checkbox"/> 2º <input checked="" type="checkbox"/>	
Departamento: Filología Moderna	
Área de conocimiento: Filología Inglesa	
<b>Profesor/es: Ana María Relano Pastor</b>	
Despacho: 204	Extensión: 3118
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Página web: under construction	

**II CREDITS AND LEARNING TIME**

ECTS credits: 4,5
Total hours: 112,5

**III TIMETABLE**

<b>Class: WEDNESDAYS, 1.30-2.30 THURSDAYS, 9.30-11.30 AND FRIDAYS 9.30-10.30 AM</b>
<b>Office hours: Wednesday: 11 AM-1.30 PM; AND 4.30-6 PM Thursday: 12.30-2.30 PM</b>

**IV COURSE REQUIREMENTS**

The subject will be taught in English, so mastery of the English language will be required. Previous knowledge of English Linguistics, Morphology and Syntax, Sociolinguistics, and Discourse Analysis will be helpful, but it is not required. This is an Introductory Class.

**V SUBJECT OBJECTIVES**

Students are expected to:

- 1) Understand basic concepts in the domain of pragmatics
- 2) Bridge the explanatory gap between sentence meaning and speaker's meaning
- 3) Explore how context affects the actual interpretation of signs and expressions.
- 4) Describe and analyze the sociocultural dimensions of language use, including the pragmatic factors that influence the use of language in social interaction.
- 5) Produce an original piece of work applying concepts taught and discussed in class.

## **VI SKILLS**

After successfully completion of the course, students will be able to:

- 1) integrate linguistic knowledge of English grammar and semantics into the analysis of pragmatics and discourse
- 2) apply knowledge of pragmatics to the analysis of everyday communication
- 3) identify the role of pragmatics in inter/cross-cultural communication
- 4) reflect on the implications of pragmatics for the teaching of English as a foreign language
- 5) write critical papers of pragmatic phenomena in specific texts and contexts

## **VII CONTENT**

1. What is pragmatics?
  - 1.1. Pragmatics and Discourse Analysis
  - 1.2. Micropragmatics and Macropragmatics
  - 1.3. Pragmatic dimensions of context
2. Context and Co-text
  - 2.1. Deixis and context
  - 2.2. Personal, spatial, temporal, discursive and social deixis.
  - 2.3. Co-text, reference and inference
3. Pragmatic Principles
  - 3.1. Gricean maxims
  - 3.2. The communicative principle
  - 3.3. The cooperative principle
  - 3.4. Entailment, implicature and presupposition
  - 3.5. Rethinking Grice
4. Speech Acts Theory
  - 4.1. Classification of speech acts
  - 4.2. Felicity conditions
  - 4.3. Direct and indirect speech Acts
  - 4.4. Speech acts and society: limitations of speech act theory
5. Conversation
  - 5.1. Conversation and Context
  - 5.2. From Speech acts to Conversation
  - 5.3. Conversation analysis
6. Linguistic Politeness
  - 5.1. Face Threatening Acts and Politeness Strategies
  - 5.2. Positive and negative politeness
  - 5.3. Politeness maxims
7. The Construction of Meaning: Pragmatics across cultures
  - 7.1. How does pragmatics fit into linguistics?
  - 7.2. Pragmatics and sociolinguistics
  - 7.3. Cross-cultural pragmatics

## VIII BIBLIOGRAPHY AND OTHER RESOURCES

- Blackmore, D. (1992) *Understanding Utterances. An Introduction to Pragmatics*. Oxford: Blackwell.
- Bowe, H. J. and Kylie Martin (2007) *Communication across cultures. Mutual understanding in a global world*. Cambridge: CUP.
- Brown, P. and S. Levinson (1987) *Politeness. Some Universals of Language Usage*. Cambridge: Cambridge University Press.
- Dirven, R. and Verspoor, M. (1998) *Cognitive Exploration of Language and Linguistics*. Amsterdam: John Benjamins.
- Duranti, A. and Goodwin, C. (1992) *Rethinking Context. Language as Interactive Phenomenon*. Cambridge University Press.
- Escandell Vidal, M.V. (1996) *Introducción a la pragmática*. Barcelona: Ariel
- Grundy, P. (2000) *Doing Pragmatics*. London: Arnold.
- Horn, L.R. and G. Ward Malden, eds. (2006) *Handbook of Pragmatics*. Oxford: Blackwell.
- Leech, G. (1983) *Principles of Pragmatics*. London: Longman
- Levinson, S.C. (1983) *Pragmatics*. Cambridge: Cambridge university Press.
- Mey, J. (1993) *Pragmatics: An Introduction*. Oxford: Blackwell.
- Sperber, D. and D. Wilson (1986) *Relevance*. Oxford: Blackwell.
- Thomas, J. (1995) *Meaning in Interaction: An Introduction to Pragmatics*. London: Longman
- Vershueren, J., J.-A. Ostman and J. Blommaert, eds. (1995) *The Handbook of Pragmatics*. Amsterdam: John Benjamins.
- Yule, G. (1996) *Pragmatics*. Oxford: Oxford University Press.
- Wilson, D. and Sperber, D. (2004) *Relevance Theory*. In L. Horn and G. Ward (Eds) *The Handbook of Pragmatics*. Blackwell, Oxford: 607-632.

### Online Journals and Resources

- Pragmatics: [http://ipra.ua.ac.be/main.aspx?c=\\*HOME&n=1267](http://ipra.ua.ac.be/main.aspx?c=*HOME&n=1267)
- Journal of Pragmatics:  
[http://www.elsevier.com/wps/find/journaldescription.cws\\_home/505593/description#description](http://www.elsevier.com/wps/find/journaldescription.cws_home/505593/description#description)
- Journal of Sociolinguistics: <http://www.wiley.com/bw/journal.asp?ref=1360-6441>
- Sociolinguistic Studies: <http://www.equinoxjournals.com/ojs/index.php/SS>
- Discourse Studies: <http://dis.sagepub.com/>
- Discurso y Sociedad: <http://www.dissoc.org/>
- Bibliography and Handbook of Pragmatics On line: [www.benjamins.com/online](http://www.benjamins.com/online)

## IX ACTIVITIES

### Classroom activities:

Theoretical lectures: based on previously distributed reading material. Students are expected to read material before attending lectures.

Practical in-class activities: different exercises to put theoretical concepts into practice

### Guided activities:

Short commentary essays: Students will analyze different types of texts and activities in small groups and will turn them in to instructor.

Peer presentations: students will work in pairs and prepare a final presentation on a topic of their choice related to their research paper.

Individual research paper (10 pages long): students are expected to turn in an individual paper at the end of the semester based on the application of course contents to the analysis of specific texts/interactional data. Instructor will supervise the writing of these papers throughout the semester. Specific instructions will be given in class.

### **Autonomous Work:**

Students are expected to:

1. Use the extensive bibliography list and online resources
2. Critically read material before attending class lectures
3. Critically resolve class activities
4. Discuss group activities with peers, participate in small group discussions and do a final presentation
5. Write an original research paper (10 pages)

### **Methodological description of the learning process and assessment criteria**

<b>Units</b>	<b>Type of activities</b>	<b>Timing</b>	<b>Assessment</b>	<b>Percentage</b>
<b>Unit 1</b>	- Theoretical/practical classes (lectures, reading discussions, in-class exercises) - Self-study - Tutorial attendance	15 hours	-Continuous assessment (attendance and active class participation) - Completion of exercises -Short essays -Oral presentations	13,33%
<b>Unit 2</b>	- Theoretical/practical classes (lectures, reading discussions, in-class exercises) - Self-study - Tutorial attendance	16,5 hours	-Continuous assessment (attendance and active class participation) - Completion of exercises -Short essays -Oral presentations	14,66%
<b>Unit 3</b>	- Theoretical/practical classes (lectures, reading discussions, in-class exercises) - Self-study - Tutorial attendance	16,5 hours	-Continuous assessment (attendance and active class participation) - Completion of exercises -Short essays -Oral presentations	14,66%
<b>Unit 4</b>	- Theoretical/practical classes (lectures, reading discussions, in-	16,5 hours	-Continuous assessment	

	class exercises) - Self-study - Tutorial attendance		(attendance and active class participation) - Completion of exercises -Short essays -Oral presentations	14,66%
<b>Unit 5</b>	- Theoretical/practical classes (lectures, reading discussions, in-class exercises) - Self-study - Tutorial attendance	16,5 hours	-Continuous assessment (attendance and active class participation) - Completion of exercises -Short essays -Oral presentations	14,66%
<b>Tema 6</b>	- Theoretical/practical classes (lectures, reading discussions, in-class exercises) - Self-study - Tutorial attendance	16,5 hours	-Continuous assessment (attendance and active class participation) - Completion of exercises -Short essays -Oral presentations	14,66%
<b>Tema 7</b>	- Theoretical/practical classes (lectures, reading discussions, in-class exercises) - Self-study - Tutorial attendance	15 hours	-Continuous assessment (attendance and active class participation) - Completion of exercises -Short essays -Oral presentations	13,33%
<b>TOTAL DE HORAS</b>		<b>112,5</b>		

### X CHRONOGRAM

Units	Activities	Compulsory	Dates
<b>Unit 1</b>	Theoretical/ practical classes Tutorials Laboratory Self study	Yes	Wk 1,2
<b>Unit 2</b>	Theoretical/ practical classes Tutorials	Yes	Wk 3,4

	Laboratory Self study		
<b>Unit 3</b>	Theoretical/ practical classes Tutorials Laboratory Self study	Yes	Wk 5,6
<b>Unit 4</b>	Theoretical/ practical classes Tutorials Laboratory Self study	Yes	Wk 7,8
<b>Unit 5</b>	Theoretical/ practical classes Tutorials Laboratory Self study	Yes	Wk 9,10
<b>Unit 6</b>	Theoretical/ practical classes Tutorials Laboratory Self study	Yes	Wk 11,12
<b>Unit 7</b>	Theoretical/ practical classes Tutorials Laboratory Self study	Yes	Wk 13,14

## XI EVALUATION CRITERIA

### OPTION A: *CONTINUOUS ASSESSMENT*

- Students are strongly advised to choose to be assessed on a continuous-assessment basis. This option will take into account daily class attendance, active participation, activities, final presentation and final paper.

<b>Actividad</b>	<b>Criteria</b>	<b>Tipo de prueba</b>	<b>Peso</b>
Attendance and participation	-Regular attendance  -Active participation in class	-Instructor's observation and notes	15 %
Individual and/or group presentation of daily coursework	-Presentation of personal or group analysis of specific texts and activities provided by instructor	-Assessment of material presented in class	20%
Final peer	-Specific guidelines	-Final class	25%

presentations	provided in class –Overall, students will be graded on Originality, Organization, and Discussion Questions provided in their class presentations	presentation in pairs	
Final Paper	-Individual paper handed in at the end of year  - Specific guidelines provided in class, but the following aspects will be considered: <ul style="list-style-type: none"> <li>▪ Structure and overall coherence</li> <li>▪ Adequate and accurate application of theoretical concepts</li> <li>▪ originality</li> <li>▪ bibliography employed</li> <li>▪ presentation</li> </ul>	- final individual paper	40 %

**OPTION B: FINAL EXAM**

Alternatively, students may choose to do the final exam. This exam will assess the main theoretical concepts and practical applications discussed in class.