

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: Bachelor of Education (Honours) (English Language)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Pragmatics
<b>Course Code</b>	: ENG4292
<b>Department</b>	: Department of Linguistics and Modern Language Studies (LML)
<b>Credit Point</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Level</b>	: 4

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**Part II**

The University's 4Cs Learning Framework and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important attributes embodied in the 4Cs.

The 4Cs are:

- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Synopsis

This course introduces students to the key concepts in pragmatics as they pertain to the use of language and its relations to the context of usage. It develops students' ability to analyze spoken and written texts as well as non-textual types of communication by referring to general constraints on language use. Pragmatic aspects of language will be analyzed from the point of view of logic, philosophy and typology.

Using established data-gathering and analytic techniques, linguistic data will be analysed to better understand how meaning is conveyed in human communication and how this relates to human cognition in general.

## 2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students will be able to:

- CILO<sub>1</sub> Demonstrate a clear understanding of the key concepts and methods of pragmatics;
- CILO<sub>2</sub> Recognize and analyze pragmatic elements of authentic discourse and be able to characterize the difference between the logical and pragmatic properties of natural language discourse; and
- CILO<sub>3</sub> Apply knowledge of pragmatics to critically evaluate classroom communication strategies.

## 3. Course Intended Language Learning Outcomes (CILLOs)

Upon successful completion of this course, students will be able to:

- CILLO<sub>1</sub> Interpret intended meaning in written and spoken discourse.

## 4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Teaching & Learning Activities
<ul style="list-style-type: none"><li>● Introduction to pragmatics:<ul style="list-style-type: none"><li>➤ What is pragmatics?</li><li>➤ History of pragmatics</li><li>➤ Importance of pragmatics</li></ul></li></ul>	CILO <sub>1</sub>	Lecture, seminar, group work, student presentations.
<ul style="list-style-type: none"><li>● Basic research methods in pragmatics<ul style="list-style-type: none"><li>➤ Discourse completion tasks</li><li>➤ Experimental pragmatics (acceptability judgments etc.)</li><li>➤ Conversation analysis</li><li>➤ Corpus analysis</li></ul></li></ul>	CILO <sub>2</sub> CILLO <sub>1</sub>	Lecture, seminar, group work, student presentations.
<ul style="list-style-type: none"><li>● Reference to the context<ul style="list-style-type: none"><li>➤ Deictic elements (person, time...)</li><li>➤ Non-deictic element</li></ul></li></ul>	CILO <sub>1</sub> CILO <sub>2</sub> CILLO <sub>1</sub>	Lecture, seminar, group work, student presentations.
<ul style="list-style-type: none"><li>● Pragmatic inferences</li></ul>	CILO <sub>1</sub>	Lecture, seminar, group

<ul style="list-style-type: none"> <li>➤ Cooperation/Grice's maxim</li> <li>➤ Logical content of utterances, (basic propositional logic, reasoning fallacies)</li> <li>➤ Comparison of the logical level of meaning with conversational implicatures and implicatures</li> <li>➤ Speech acts: direct/indirect</li> <li>➤ Argumentation: markers and strategies</li> </ul>	<p>CILO<sub>2</sub> CILLO<sub>1</sub></p>	work, student presentations.
<ul style="list-style-type: none"> <li>● Politeness: <ul style="list-style-type: none"> <li>➤ Politeness theories (Brown and Levinson): face-threatening acts; politeness strategies</li> </ul> </li> </ul>	<p>CILO<sub>1</sub> CILO<sub>2</sub> CILLO<sub>1</sub></p>	Lecture, seminar, group work, student presentations.
<ul style="list-style-type: none"> <li>● Contrastive pragmatics: <ul style="list-style-type: none"> <li>➤ Comparison of pragmatics markers across languages: the case of adversative connectives</li> <li>➤ Comparison of politeness strategies across cultures</li> </ul> </li> </ul>	<p>CILO<sub>1</sub> CILO<sub>2</sub> CILLO<sub>1</sub></p>	Lecture, seminar, group work, student presentations.
<ul style="list-style-type: none"> <li>● Pragmatics in the classroom <ul style="list-style-type: none"> <li>➤ Research on classroom pragmatics</li> <li>➤ Implications for teaching - Evaluations of classroom talk, text and electronic-based materials from a pragmatic perspective</li> </ul> </li> </ul>	<p>CILO<sub>1</sub> CILO<sub>2</sub> CILO<sub>3</sub> CILLO<sub>1</sub></p>	Lecture, seminar, group work, student presentations.

## 5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Individual research report analyzing a pragmatic phenomenon in detail based on authentic data (about 1200 words).	40%	CILO <sub>1</sub> & 2 CILLO <sub>1</sub>
(b) Group task, 3 students (eq. to about 1200 words essay by each student): <ul style="list-style-type: none"> <li>➤ Set-up of an experiment to investigate a pragmatic phenomenon</li> <li>➤ Group presentation of the results and their analysis</li> </ul>	20% 20%	CILO <sub>1, 2 &amp; 3</sub> CILLO <sub>1</sub>
(c) Small quizzes requiring students to define and explain technical terms and concepts.	20%	CILO <sub>1</sub>

## 6. Required Text(s)

Huang, Y. (2014). *Pragmatics* (2<sup>nd</sup> ed.). Oxford: Oxford University Press

## 7. Recommended Readings

- Andersen-Wood, L., & Smith, B.R. (1997). *Working with pragmatics: a practical guide to promoting communicative confidence*. Bicester [England]: Winslow.
- Bargiela-Chiappini, F., & Harris, S.J. (1997). *Managing language: the discourse of corporate meetings*. Amsterdam: J. Benjamins.
- Boxer, D., & Cohen, A. D. (2004) *Studying speaking to inform second language learning*. Clevedon: Multilingual Matters.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Cameron, D. (1992). *Feminism and linguistic theory*. (2<sup>nd</sup> Edn.) New York: Palgrave.
- Cummings, L. (2005). *Pragmatics: A multidisciplinary perspective*. Mahwah, NJ: Lawrence Erlbaum and Associates.
- Davies, C. (1990). *Ethnic humour around the world: A comparative analysis*. Bloomington Ind.: Indiana University Press.
- Dewart, H. & Summers, S. (1995). *The pragmatics profile of everyday communication skills in children*. (rev. edn.) Windsor: NFER-Nelson.
- Diamond, J. (1996). *Status and power in verbal interaction: a study of discourse in a close-knit social network*. Amsterdam: Philadelphia: J. Benjamins.
- Gass, S. M., & Neu, J. (1996). *Speech acts across cultures: Challenges to communication in a second language*. Berlin: Mouton de Gruyter.
- Geis, M.L. (1995). *Speech acts and conversational interaction*. Cambridge: New York: Cambridge University Press.
- Geluykens, R. (1994). *The pragmatics of discourse anaphora in English: Evidence from conversational repair*. Berlin: New York: Mouton de Gruyter.
- Goffman, E. (1997). *The Goffman reader*. Malden, Mass.: Blackwell.
- Green, G.M. (1996). *Pragmatics and natural language understanding*. Mahwah, N.J.: Erlbaum.
- Grundy, P. (2000). *Doing pragmatics*. (2nd ed.). London: E. Arnold.
- Huang, Y. (2012). *The Oxford dictionary of Pragmatics*. Oxford: Oxford University Press.
- Huang, Y. (2014). *Pragmatics* (2nd ed.). Oxford: Oxford University Press.
- Holmes, J. (1995). *Women, Men and Politeness*. Harlow, England: Longman.
- Horn, L. R., & Ward, G. (2006). *The handbook of pragmatics*. Oxford: Blackwell.
- Kasper, G. & Dahl, M. (1991). *Research Methods in interlanguage pragmatics*. University of Hawaii.
- Kotthoff, H., & Wodak, R. (Eds.). (1997). *Communicating gender in context*. Amsterdam: Philadelphia, Pa.: J. Benjamin.
- Leech, G.N. (1983). *Principles of Pragmatics*. New York: Longman. [selections from].
- Levinson, S.C. (1983). *Pragmatics*. Cambridge; New York: Cambridge University Press.
- Matthews, S., & Yip, V. (1994). *Cantonese: A comprehensive grammar*. New York: Routledge.
- Mey, J. L. (2001). *Pragmatics: An introduction* (2nd ed). Oxford: Blackwell.
- Rose, K. R., & Kasper, G. (2001). *Pragmatics in language teaching*. Cambridge: Cambridge University Press.
- Scollon, R. & Scollon, S.W. (2001). *Intercultural communication: A discourse approach*. (2<sup>nd</sup> edn.) Malden, MA: Blackwell Publishers.
- Tannen, D. (1993). *Gender and conversational interaction*. New York: Oxford University Press.
- Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. London:

Longman.

Trosborg, A. (1995). *Interlanguage pragmatics: requests, complaints, and apologies*. Berlin; New York: Mouton de Gruyter.

Wierzbicka, A. (2003). *Cross-cultural pragmatics: The semantics of human interaction*. (2<sup>nd</sup> edn.) Berlin; New York: Mouton de Gruyter.

Wray, A. (2008). *Formulaic language: Pushing the boundaries*. Oxford: Oxford University Press.

Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

## 8. Related Web Resources

Corpora:

American National Corpus (ANC):

<http://www.americannationalcorpus.org/#>

BRITISH NATIONAL CORPUS (BNC):

<http://www.natcorp.ox.ac.uk/>

Corpus of Contemporary American English (COCA):

<http://corpus.byu.edu/coca/x.asp?w=1280&h=720>

CORPUS.BYU.EDU:

<http://corpus.byu.edu/corpora.asp>

Michigan Corpus of Academic Spoken English (MICASE):

<http://micase.elicorpora.info/>

SCRIBE - Spoken Corpus of British English:

<http://www.phon.ucl.ac.uk/resource/scribe/>

## 9. Related Journals

*Journal of Pragmatics*

*Intercultural Pragmatics* (<http://www.degruyter.de/journals/intcultpragm/detailEn.cfm>)

*Discourse and Communication*

*Journal of Semantics*

*Semantics and Pragmatics* (<http://semprag.org/>)

## 10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## 11. Others

Nil

26 July 2017