

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0

## Contact

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## Use of languages

Principal working language: english (eng)  
 Some groups entirely in English: Yes  
 Some groups entirely in Catalan: No  
 Some groups entirely in Spanish: No

## Prerequisites

To be able to complete this course successfully, students must have level C2 of the CEFR.

## Objectives and Contextualisation

This course is an introduction to the vast field of linguistic pragmatics. A few key theoretical frameworks and concepts will be examined. They will provide the tools for students to analyse both oral and written texts from a socio-interactional and discursive perspective. Talk is viewed as a situated object and as a tool to accomplish goals in specific interpersonal, social and cultural contexts.

Upon completion of the course, students will be able to:

- Define the main concepts in pragmatic analysis, situate them within a specific theoretical framework, establish connections and assess their contribution to the development of the field.
- Apply the concepts learned to the description and comprehension of language use.
- Reflect on the one's own and others' communicative practice.
- Identify and explain differences and similarities between pragmatic use in English and Spanish/Catalan.

## Skills

### English Studies

- Critically assessing the scientific, literary and cultural production in the English language.
- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Effectively working individually or in teams in multicultural and interdisciplinary environments in English and other languages, applying values of a culture of peace, and the characteristic democratic values of a degree in a foreign language that trains the student for intercultural communication.
- Generate innovative and competitive proposals in research and professional activities.
- Respect the diversity and plurality of ideas, people and situations.

- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

## Learning outcomes

1. Analysing the English language from a semantic and pragmatic point of view, and critically commenting the implementation of the studied models and theories to the analysis of a concrete problem or question.
2. Apply the acquired knowledge in order to improve the general knowledge of linguistic and cultural diversity.
3. Apply the acquired knowledge to the generation of innovative and competitive research on a basic level.
4. Applying the acquired knowledge about intercultural communication to the work in multicultural and interdisciplinary environments in English.
5. Applying the acquired knowledge and competences to professional and academic activities related to linguistics.
6. Applying the acquired methodologies of work planning to work in an environment in the English language.
7. Applying the acquired scientific and work planning methodologies to the research in English.
8. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
9. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
10. Demonstrate a master of the specific methods of individual academic work that prepare the student for a postgraduate specialised education in the same or a different field of study.
11. Demonstrate a sound knowledge about the topics related to the study of linguistics.
12. Describing and identifying the differences and main possible explanations of the theoretical and methodological models that can be applied to the study of grammar and pragmatics.
13. Describing the field of study of pragmatics and knowing the main analysis topics.
14. Developing a labour and research bond in multicultural and interdisciplinary environments in English that contribute to international collaboration.
15. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
16. Explaining the combinatory morphological objects and principles of the word formation.
17. Generate strategies to facilitate the increase and improvement of mutual respect in multicultural environments.
18. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
19. Locating and organising relevant information in English that is available on the Internet, in databases, etc.

## Content

Unit 1: Pragmatics as a discipline. Origins and development. Pragmatic and contextual meaning. The pragmatic perspective.

Unit 2: Language as social action. Speech act theory

Unit 3: The interpersonal dimension of language use: Politeness theory

Unit 4: Pragmatics and language learning. The pragmatics of interlanguage.

Unit 5: The pragmatics of interaction. Conversation Analysis.

Unit 6: Discursive pragmatics. Power, ideology and social representation.

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## Methodology

The teaching/learning methodology is based on:

-directed activities: 33%

-supervised activities: 15%

-autonomous activities: 50%

-evaluation activities: 5%

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Critical analysis and discussion of assigned readings	10	0.4	1, 6, 4, 12, 14, 18, 15, 9, 17
Critical discussion and correction of practical exercises	17	0.68	1, 6, 4, 2, 11, 12, 13, 14, 18, 16, 9, 17
Presentation of theoretical concepts	23	0.92	1, 5, 11, 12, 13, 14, 16
<b>Type: Supervised</b>			
Individual consultation sessions	15	0.6	4, 10, 12, 14, 18, 9
Individual feedback for oral presentations	10	0.4	8, 14, 9, 19
<b>Type: Autonomous</b>			
Completion of exercises	20	0.8	1, 2, 11, 10, 13, 18, 9
Completion of individual and group assignments	15	0.6	7, 4, 14, 18, 15
Personal study	15	0.6	6, 7, 2, 8, 19

## Evaluation

### Assessment criteria:

ALL assessment tasks are compulsory.

Students must have passed all assessment items with a 5. If after reassessment, they still have ONE failed item, this mark will be averaged out with the rest provided it is only one item and the mark is higher than 4.5/10. The maximum mark for any reassessed items will be 6/10.

If a student submits ONLY ONE assessment task, s/he will be considered "no available".

If a student submits MORE THAN ONE assessment task, s/he will either PASS or FAIL the course.

The student's command of English will be taken into account when marking all exercises and for the final mark. If a student's level of English is lower than C2, up to 40% of the final grade can be taken off.

VERY IMPORTANT: Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects). PLAGIARISING consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.

Re-assessment conditions: Students will be able to reassess ONLY 40% of the course or a maximum of TWO assessment tasks.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Active class participation and relevant contribution	15%	3.75	0.15	14
Critical reading of a journal article or book chapter, summary and group presentation	15%	3.75	0.15	6, 4, 3, 8, 14, 19
Individual assignments (2)	30%	7.5	0.3	1, 6, 7, 5, 11, 10, 12, 18, 15, 9, 17
Theory exam	40%	10	0.4	2, 11, 10, 12, 13, 18, 16, 15, 9

## Bibliography

Alba-Juez, Laura & J. Lachlan Mackenzie (2015) *Pragmatics: Cognition, Context and Culture*. Madrid: McGraw-Hill/UNED

Archer, Dawn, Karin Aijmer & Anne Wichmann (2012) *Pragmatics: An Advanced Resource Book for Students*. London: Routledge

Brown, Penelope & Stephen Levinson (1987) *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.

Caldas-Coulthard, Carmen Rosa & Malcom Coulthard (1996) *Texts and Practices: Readings in Critical Discourse Analysis*. London: Routledge.

Cutting, Joan (2008) *Pragmatics and Discourse* (2<sup>nd</sup> ed.). London: Routledge.

Fairclough, Norman (2001). *Language and Power* (2<sup>nd</sup> ed.). London: Longman.

Hutchby, Ian & Robin Wooffitt (1998) *Conversation Analysis: Principles, practices and applications*. Cambridge: Polity Press.

Martínez-Flor, Alicia & Esther Usó-Juan (2010) *Speech Act Performance: Theoretical, Empirical and Methodological Issues*. Amsterdam: John Benjamins.

Mey, Jacob L. (1993) *Pragmatics: An Introduction*. Oxford: Blackwell

Thomas, Jenny (1995) *Meaning in Interaction: An Introduction to Pragmatics*. London: Longman.

Verschueren, Jef (1999) *Understanding Pragmatics*. London: Arnold.