



Arts & Social
Sciences

School of Humanities and Languages

LING 5022, Cross-Cultural Pragmatics Semester 1, 2014

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1. Course Staff and Contact Details			
Course Convenor			
Name	Dr. Debra Aarons	Room	MB 250
Phone	9385-3468 (use e-mail)	Email	d.aarons@unsw.edu.au
Consultation Time	Wednesdays 3.30–5.00pm		
Lecturer			
Name		Room	
Phone		Email	
Consultation Time			
Tutors			
Name		Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	In this course, participants will be introduced to the principles underlying pragmatics, particularly as these apply to linguistic interaction among people of different language and cultural backgrounds. Participants' knowledge of their own and other cultures will be a useful source of input for discussion and application. We will examine the interaction of various factors that are involved in communication, specifically of the cross-cultural kind, drawing on insights from linguistic pragmatics, sociolinguistics and discourse analysis.
Course Aims	<ol style="list-style-type: none"> 1. introduce the basic principles of linguistic pragmatics, and some of the important concepts and issues involved in successful linguistic communication 2. examine the universality of theories that have been proposed to account for communication and their applicability across cultures and among people of different linguistic and cultural backgrounds 3. explore some case studies of communication in specific contexts, both among people of the same culture and those of different cultures
Student Learning Outcomes	<ol style="list-style-type: none"> 1. show a theoretical grounding in the field of cross-cultural and intercultural pragmatics that will enable them to engage in a variety of different situations with a heightened awareness of the language issues involved 2. demonstrate a critical awareness of the problems in communication situations that involve people from different language and/or cultural groups 3. demonstrate an understanding of the principles and

		terminology of linguistic pragmatics
Graduate Attributes	1.	Skills in critical analysis;
	2.	Problem solving skills;
	3.	The ability to engage in independent and reflective learning

3. Learning and Teaching Rationale

There are different theoretical approaches to cross-cultural pragmatics, and although the focus in this course is on linguistic behaviour, a certain amount of discussion about cultural practices relating to communication is also included as a necessary component.

The class is conducted in a seminar format so that students are able to participate fully in deciding on the emphasis of certain aspects of the content. This requires students to take responsibility for their independent reading and contribution to discussion. Students are given practice in giving formal seminar presentations to peers about topics which are allocated early in the semester. Reflection is regarded as a necessary accompaniment to all course activities.

4. Teaching Strategies

Classes will generally take a seminar format. Participants will be required to give short presentations focusing on various aspects of the readings. Most of the time will be spent considering and discussing concepts, issues and problems, in groups and at plenary level. Participants are encouraged to bring data that are relevant to particular issues. Participants are required to produce a short piece of reflective writing each week.

It is expected that by the end of the course, students will have a grounding in the study of linguistic communication among people of different languages and cultures that will enable them to teach or work with diverse cultural and language groups, in Australia and abroad.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Student presentation	10 minutes	20%	1, 2, 3	1,2,3	TBA-one per semester
Reflective writing	150-200 words per week	15%	1, 2, 3	1,2,3	Weekly
Assignment 1	+/-1200 words	20%	1, 2, 3	1,2,3	31st March
Assignment 2	+/- 1200 words	20%	1, 2, 3	1,2,3	6th May
Assignment 3	+/-1500 words	25%	1,2,3	1,2,3	11 th June

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they

meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement.**

Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.

- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	
3/3	Culture, Communication and Interaction	<p>Prescribed: Textbook Chapter 1</p> <p>Recommended: Bowe, H., & K. Martin. 2007. <i>Communication Across Cultures</i>. Cambridge: Cambridge University Press. Chapter 1.</p>
10/3	Speech Acts; Force; The Co-operative Principle	<p>Prescribed: Textbook Chapter 1 & 2</p> <p>Recommended:</p>

		Bowe & Martin, Chapter 2
17/3	Face; Linguistic Politeness	<p>Prescribed:</p> <ol style="list-style-type: none"> 1. Textbook, Chapter 1 & 2 2. Kasper, G. 1990. Linguistic Politeness. <i>Journal of Pragmatics</i> 14: 193-218. 3. Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? <i>Journal of Pragmatics</i>, 11, 2: 131-146. <p>Recommended:</p> <ol style="list-style-type: none"> 1. Bowe & Martin, Chapter 3 2. Brown, P., & S. Levinson. 1987. <i>Politeness: Some universals in language usage</i>. Cambridge University Press. First published 1978 as part of Esther N. Goody (ed.): <i>Questions and Politeness</i>.
24/3	Rapport and Rapport Management	<p>Prescribed:</p> <p>Textbook Chapter 1 & 2</p>
31/3	Understandings of "culture"	<p>Prescribed:</p> <p>Textbook Chapter 3.</p> <p>Recommended:</p> <ol style="list-style-type: none"> 1. Holliday, A.R. 2005. <i>The struggle to teach English as an International Language</i>. Oxford: Oxford University Press. 17-24. <i>extracts available on-line, or in</i> Holliday, A., M. Hyde, & J. Kullman. <i>Intercultural Communication, An advanced resource book for students</i>. (Second edition). London and New York: Routledge. 2. Kumaravadivelu, B. 2008. <i>Cultural Globalisation in Language Education</i>. Yale: Yale University Press. 212-217. <i>extracts available on-line, or in</i> Holliday, A., M. Hyde, & J. Kullman. <i>Intercultural Communication, An advanced resource book for students</i>. (Second edition). London and New York: Routledge. 3. Sugimoto, Y. 1997. <i>An Introduction to Japanese Society</i>. Cambridge: Cambridge University Press. 1-4; 11-13. <i>extracts available on-line, or in</i> Holliday, A., M. Hyde, & J. Kullman. <i>Intercultural Communication, An advanced resource book for students</i>. (Second edition). London and New York: Routledge.
7/4	Speech Acts	Prescribed:

	across cultures (1)	<p>1. Textbook Chapter 4, 5, & 6</p> <p>2. Blum-Kulka, S. 1987. Indirectness and politeness in Requests. <i>Journal of Pragmatics</i> 11: 131-46.</p> <p>Recommended: Bowe & Martin, Chapter 4</p>
14/4	Speech Acts across cultures (2)	<p>Prescribed: Textbook Chapter 4, 5, 6 & 7</p> <p>Recommended: Blum-Kulka, S., J. House & G. Kasper (eds.) 1989. <i>Crosscultural Pragmatics: Requests and Apologies</i>. Ablex Publishing Corporation.</p>
BREAK	Think	
5/5	Power relations	<p>Prescribed:</p> <ol style="list-style-type: none"> 1. Bowe & Martin, Chapter 6 2. Textbook, Chapter 2 & 8 (relevant sections) 3. Yabuuchi, A. 2006. Hierarchy politeness: What Brown and Levinson refused to see. <i>Intercultural Pragmatics</i>, 3: 323-351. <p>Recommended:</p> <ol style="list-style-type: none"> 1. Fairclough N. 1989. <i>Language and Power</i>. Longman. 2. Hall, S. 2003. Power, Knowledge and Discourse. In <i>Discourse Theory and Practice: A Reader</i>. Wetherell, M., S. Taylor & S. Yates (eds.) California: Sage. 3. Holmes, J. & Stubbe, M. 2003. <i>Power and politeness in the workplace</i>. London: Pearson. 4. Solomos, S. & L. Back, 1996. <i>Racism and Society</i>. London: Macmillan. 186-90. <i>extracts available on-line, or in</i> Holliday, A., M. Hyde, & J. Kullman. <i>Intercultural Communication, An advanced resource book for students</i>. (Second edition). London and New York: Routledge.
12/5	Power relations	As for week 8 above
19/5	Respect and deference; power and	<p>Prescribed:</p> <ol style="list-style-type: none"> 1. Bowe & Martin, Chapter 7

	solidarity	<p>2. Thomas, J. 1995. <i>Meaning in Interaction</i>. London: Longman. (Chapter 6) <i>available on-line</i>.</p> <p>Recommended:</p> <p>1. Brown, R. & A. Gilman. 1960. The Pronouns of Power and Solidarity. In <i>Sociolinguistics: The essential readings</i>. Bratt-Paulston, C. & Tucker, G. R. (eds). Oxford: Blackwell</p> <p>2. Tannen, D. 2003. The Relativity of Linguistic Strategies. Rethinking power and solidarity in Gender Dominance. In <i>Sociolinguistics: The essential readings</i>. Bratt-Paulston, C. & G. R. Tucker (eds). Oxford: Blackwell</p>
26/5	Natural Semantic Metalanguage	<p>Prescribed:</p> <p>Wierzbicka, A. 1985. A semantic metalanguage for a cross-cultural comparison of speech acts and speech genres. <i>Language and Society</i> 14: 491-514.</p> <p>Recommended:</p> <p>1. Wierzbicka, A. 1986. Human Emotions: Universal or Culture-Specific? <i>American Anthropologist, New Series</i> 88, 3: 584-594</p> <p>2. Wierzbicka, A. 2004. Happiness in Cross-Linguistic and Cross-Cultural Perspective. <i>Daedalus</i>. 133: 33-43.</p>
2/6	Review and Conclusions	

9. Course Resources

Textbook Details

Prescribed:

Spencer-Oatey, Helen (ed). 2008. *Culturally Speaking: Culture, Communication and Politeness Theory*, Continuum International Publishing. (2nd Edition)

Recommended:

Bowe, Heather & Martin, Kylie. 2007. *Communication Across Cultures: Mutual Understanding in a Global World*. Cambridge University Press.

Journals

The relevant journals in this field are the *Journal of Pragmatics* and the *Journal of Politeness Theory*.

Additional Readings

An additional list of prescribed and recommended readings will be provided that will indicate weekly reading requirements

Websites There's a lot of rubbish out there. We will discuss way to be selective.

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.