

<b>Subject Code</b>	ENGL408
<b>Subject Title</b>	Meaning in Professional Interaction
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite / Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	The subject aims to develop students' critical understanding of the form, meaning and use of language and the principles involved in the interpretation of written and spoken texts; their knowledge and skills to analyse and discuss the ways of describing meaning at word, clause and text levels and apply to appropriate frameworks for describing and discussing pragmatic phenomena, especially in professional communication; and their ability to identify and reflect on the contextual influences which affect English language in use.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>a. Understand and apply the concepts of pragmatics to the critical analysis of the effectiveness and appropriacy of spoken and written English in professional contexts and to then reflect and generalise from the findings;</li> <li>b. critically evaluate and justify the suitability of pragmatic theories and frameworks in analysing, interpreting and discussing professional interaction;</li> <li>c. synthesise and effectively apply pragmatic approaches to the analysis of new (or unseen) professional interaction;</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>d. exercise judgment and develop intellectual curiosity;</li> <li>e. engage with English professional interaction in a more considered and responsible way; and</li> <li>f. employ a range of strategies for learning autonomously and collaboratively.</li> </ol>
<b>Subject Synopsis</b>	<ol style="list-style-type: none"> <li>1.Descriptive approaches to meaning</li> <li>2.Deixis</li> <li>3.Speech acts and speech events</li> <li>4.The co-operative principle and relevance theory</li> <li>5.Conversational implicature</li> <li>6.Indirectness</li> <li>7.Politeness phenomena</li> </ol>

<b>Teaching/ Learning Methodology</b>	In addition to interactive lectures and seminars, additional reading and online learning takes the learner deeper into the concepts, ideas and application of pragmatics in professional interaction.																																																					
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="472 376 1378 909"> <thead> <tr> <th data-bbox="472 376 735 591" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="735 376 903 591" rowspan="2">% weighting</th> <th colspan="6" data-bbox="903 376 1378 521">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="903 521 979 591">a</th> <th data-bbox="979 521 1056 591">b</th> <th data-bbox="1056 521 1133 591">c</th> <th data-bbox="1133 521 1209 591">d</th> <th data-bbox="1209 521 1286 591">e</th> <th data-bbox="1286 521 1378 591">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 591 735 660">1. In-class tests</td> <td data-bbox="735 591 903 660">30%</td> <td data-bbox="903 591 979 660">✓</td> <td data-bbox="979 591 1056 660">✓</td> <td data-bbox="1056 591 1133 660">✓</td> <td data-bbox="1133 591 1209 660">✓</td> <td data-bbox="1209 591 1286 660"></td> <td data-bbox="1286 591 1378 660"></td> </tr> <tr> <td data-bbox="472 660 735 768">2. Oral presentation</td> <td data-bbox="735 660 903 768">30%</td> <td data-bbox="903 660 979 768">✓</td> <td data-bbox="979 660 1056 768">✓</td> <td data-bbox="1056 660 1133 768">✓</td> <td data-bbox="1133 660 1209 768">✓</td> <td data-bbox="1209 660 1286 768">✓</td> <td data-bbox="1286 660 1378 768">✓</td> </tr> <tr> <td data-bbox="472 768 735 837">3. Written paper</td> <td data-bbox="735 768 903 837">40%</td> <td data-bbox="903 768 979 837">✓</td> <td data-bbox="979 768 1056 837">✓</td> <td data-bbox="1056 768 1133 837">✓</td> <td data-bbox="1133 768 1209 837">✓</td> <td data-bbox="1209 768 1286 837">✓</td> <td data-bbox="1286 768 1378 837">✓</td> </tr> <tr> <td data-bbox="472 837 735 909">Total</td> <td data-bbox="735 837 903 909">100 %</td> <td colspan="6" data-bbox="903 837 1378 909"></td> </tr> </tbody> </table> <p data-bbox="469 927 1394 1263">All assignments are designed to assess students' critical understanding of theoretical concepts and frameworks and the ability to apply these to data samples and, at the same time, to reflect on their own language use. They provide students with tasks that require the evaluation, synthesis and application of knowledge of pragmatics to the critical analysis, interpretation and discussion of spoken and written professional interaction. All of the data studied in the subject are authentic and most are drawn from professional contexts in Hong Kong.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. In-class tests	30%	✓	✓	✓	✓			2. Oral presentation	30%	✓	✓	✓	✓	✓	✓	3. Written paper	40%	✓	✓	✓	✓	✓	✓	Total	100 %						
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<b>Student Study Effort Required</b>	Class contact:																																																					
	▪ Lectures							26 Hrs.																																														
	▪ Seminars							13 Hrs.																																														
	Other student study effort:																																																					
	▪ Private study							58 Hrs.																																														
	▪ Take-home assignments							29 Hrs.																																														
	Total student study effort							126 Hrs.																																														
<b>Reading List and References</b>	<p data-bbox="469 1794 1394 1839"><b>Recommended reading</b></p> <p data-bbox="469 1839 1394 1921">Brown, P. and Levinson, S. (1987). <i>Politeness: Some Universals in Language Usage</i>. Cambridge: Cambridge University Press.</p> <p data-bbox="469 1921 1394 2004">Grundy, P. (2008). <i>Doing Pragmatics</i>. (3rd ed.). London: Edward Arnold.</p> <p data-bbox="469 2004 1394 2040">Thomas, J. (1995). <i>Meaning in Interaction</i>. London: Longman.</p> <p data-bbox="469 2040 1394 2065">Yule, G. (1996). <i>Pragmatics</i>. Oxford: Oxford University Press.</p>																																																					

**Further reading**

- Austin, J. L. (1962). *How to Do Things with Words*. Oxford: Oxford University Press.
- Culpeper, J. (2011). *Impoliteness*. Cambridge: Cambridge University Press.
- Grice, H. P. (1975). Logic and conversation. In P. Cole, & J. L. Morgan, (Eds.), *Syntax and Semantics III: Speech Acts*. (pp. 44-58). New York: Academic Press.
- Kasper, G., & Rose, K.S. (2002). *Pragmatic Development in a Second Language*. Oxford: Blackwell.
- Levinson, S. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Mey, J. (2001). *Pragmatics: An Introduction*. (2<sup>nd</sup> ed.). Oxford; Cambridge, Mass.: Blackwell.
- Searle, J. R. (1969). *Speech Acts*. Cambridge: Cambridge University Press.
- Searle, J. R. (1975). Indirect speech acts. In P. Cole and J. L. Morgan (eds.), *Syntax and Semantics Vol. 3: Speech Acts*. New York: Academic Press, 59-82.
- Wharton, T. (2009). *Pragmatics and Non-verbal Communication*. Cambridge: Cambridge University Press.

Prepared by Martin Warren; Revised by Martin Warren, June 2014