

Subject Code	ENGL5015 (subject to approval)
Subject Title	A Pragmatic Approach to Communication
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>The subject has the following objectives:</p> <ol style="list-style-type: none"> to develop students' understanding of the form, meaning and use of language from a pragmatic perspective; to introduce to students the principles involved in the production and interpretation of written and spoken texts; to equip students with the necessary knowledge and skills for analyzing professional discourse types commonly used in the workplace; and to enable students to identify, reflect on, and use the wider organizational, social and cultural contextual influences which affect English language in use, especially in professional communication.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> negotiate meaning at word, clause and text levels pragmatically; analyze professional discourse with the various pragmatic principles introduced; demonstrate an understanding of the possible effects of organizational, social and cultural contexts on the production and interpretation of discourse in a professional communication setting; <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> produce pragmatically appropriate utterances and texts in both daily and professional communication; interpret utterances and texts used in both daily and professional communication not only semantically, but also pragmatically; and reflect critically on the language choice they and others make during interaction.
Subject Synopsis/ Indicative Syllabus	<p>The subject emphasizes the application of the following concepts, constructs and theories to students' daily professional context</p> <ol style="list-style-type: none"> Pragmatics as a component of linguistics Pragmatic acts Reference and anaphora

	<p>d. Applicable pragmatic principles (Co-operative Principle & Relevance Theory)</p> <p>e. Doing politeness, non-politeness and impoliteness in professional contexts</p> <p>f. Rapport and rapport management; relational work</p> <p>g. Indirectness</p> <p>h. Intercultural and cross-cultural pragmatics</p>																																														
Teaching/Learning Methodology	In addition to interactive lectures and seminars, additional reading and online learning takes the learner deeper into the concepts, ideas and application of pragmatics and critical genre analysis in professional interaction.																																														
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>Essay (2000 words)</td> <td>40%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Group presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>In-class test (1500 words)</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>In each of the assessments, students will be required to evaluate, synthesize and apply knowledge of pragmatics to the critical analysis, interpretation and discussion of spoken and written professional interaction. All the data samples used in the assessments are authentic and are drawn from the professional workplace.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	Essay (2000 words)	40%	✓	✓			✓	✓	Group presentation	20%	✓	✓	✓		✓	✓	In-class test (1500 words)	40%	✓	✓	✓	✓	✓	✓	Total	100%						
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Reading List and References	<p>Recommended reading</p> <p>a. Brown, P. and Levinson, S. (1987). <i>Politeness: Some Universals in Language Usage</i>. Cambridge: Cambridge University Press.</p> <p>b. Spencer-Oatey, H. (ed.) (2008). <i>Culturally Speaking: Culture, Communication and Politeness Theory</i>. London; New York: Continuum.</p>																																														

	<p>c. Thomas, J. (1995). <i>Meaning in Interaction</i>. London: Longman.</p> <p>Further reading</p> <p>a. Austin, J. L. (1962). <i>How to Do Things with Words</i>. Oxford: Oxford University Press.</p> <p>b. Blum-Kulka, S., House, J. and Kasper, G. (eds.), <i>Cross-Cultural Pragmatics: Requests and Apologies</i>. Norwood, New Jersey: Ablex.</p> <p>c. Culpeper, J. (2011). <i>Impoliteness</i>. Cambridge: Cambridge University Press.</p> <p>d. Ho, V. (2011). Rapport: How the weight it carries affects the way it is managed. <i>Text & Talk</i>, 31(2), 153-172.</p> <p>e. Holmes, J., & Stubbe, M. (2003). <i>Power and politeness in the workplace: A sociolinguistic analysis of talk at work</i>. London; New York: Longman.</p> <p>f. Locher, M. and Watts, R. (2005) 'Politeness Theory and Relational Work', <i>Journal of Politeness Research</i> 1: 9–33.</p> <p>g. Mey, J. (2001). <i>Pragmatics: An Introduction</i> (2nd edition). Malden, MA: Blackwell Publishing.</p> <p>h. Watts, R. (2003). <i>Politeness</i>. Cambridge: Cambridge University Press.</p>
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Revised as of August 2017