UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*
Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

# of credits: To determine the appropriate number of credits to assign to a course please refer to the UMBC Credit Hour Policy which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the grading methods document (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:
a) Why is there a need for this course at this time?
b) How often is the course likely to be taught?
c) How does this course fit into your department's curriculum?
d) What primary student population will the course serve?
e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
g) Explain the reasoning behind the P/F or regular grading method.
h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special
Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: LING 401: Pragmatics

Date Submitted: March 26, 2018   Proposed Effective Date: Spring 2019

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COURSE INFORMATION:

Course Number(s)	LING 401
Formal Title	Pragmatics
Transcript Title (≤30c)	Pragmatics
Recommended Course Preparation	
Prerequisite **NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	MLL 301 and LING 210, both with a grade of C or better
# of Credits Must adhere to the [UMBC Credit Hour Policy](#)	3
Repeatable for additional credit?	☐ Yes ☒ No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	☒ Reg (A-F) ☐ Audit ☐ Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.**):**

The course investigates the linguistic and semiotic underpinnings of human communication: the sorts of structuring that communicative codes themselves impose on interaction, the social constraints within which human communication operates and the role context plays in understanding the complexities of discourse.

RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?

This request is motivated first of all by a need to offer more electives for linguistics majors. As part of their requirements, students must complete 9 credits (soon to be 12) of upper-level LING courses, in addition to three other upper-level required LING courses. As a result, students often have to find cognate courses to fulfill their major requirements. Having a new upper-level course in the linguistics area will help to provide more elective opportunities for students.

A second motivation for this request is linked to MLLI accelerated BA/MA program in Intercultural Communication. Students accepted into this program may count as many as 9 credits at the 600 level for both degrees. In linguistics, there is only one course already combined between the undergraduate and graduate level (LING 410/610). Having an additional course would act as an incentive to encourage linguistics majors to enroll in the BA/MA program in Intercultural Communication. This new course, LING 401: Pragmatics, would be combined with the graduate course MLL 601: Intercultural Pragmatics.

b) How often is the course likely to be taught?

This class will be offered every spring semester.

c) How does this course fit into your department's curriculum?

Our curriculum in Linguistics is designed to introduce students to the scientific and applied study of language. Each course in our program leads towards an understanding of the different components of language (e.g. LING 210: Language Structures, LING 310: Phonology and Morphology, LING 320: Syntax). There is a need to have a linguistics course in Pragmatics at the undergraduate level. Pragmatics refers to an individual's ability to use language for a variety of functions. An understanding of the principles that govern language use is necessary and important in our globalized world. The study of pragmatics illuminates many of the problems of intercultural discourse, as it underlines the ways in which speakers and hearers deal with the problem of appropriate language use. LING 401: Pragmatics will provide the theoretical orientation for an in-depth examination of language in action.

d) What primary student population will the course serve?

This course will be taken primarily by students in Linguistics. However, given the course's broader perspective into the study of discourse and interaction, it will potentially attract other MLLI students who will have fulfilled the prerequisites for the course.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

LING 401 is an advanced course which assumes a general background in how language works, which is why we require LING 210, Language Structures as a prerequisite. Moreover, LING 401 is envisaged as an expansion of MLL 301, where students are exposed to introductory notions of pragmatics.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

The prerequisite MLL 301: Textual analysis: Words, Images, Music introduces techniques to study the structural and stylistic properties of a wide variety of discourses and emphasizes the social context of communication by examining the cultural assumptions and values that discourses convey. As such, MLL 301 offers a good foundation for the study of pragmatics in LING 401. And the prerequisite of LING 210 ensures that students coming into the course have at least some foundational background in linguistics.

g) Explain the reasoning behind the P/F or regular grading method.

The regular grading method was chosen, to be consistent with other courses in MLLI major tracks.

h) Provide a justification for the repeatability of the course. N/A

Note that the rubric **LING 401: Advanced Readings in Linguistics** is in the catalog, but has been inactive since 05/13/1994, so I assume that we can re-assign this number to the new Pragmatics course.

ATTACH COURSE SYLLABUS (mandatory):

LING 401, MLL 601, LLC 601:

Course Description:
In this course we will examine the pragmatic components of human interaction within an intercultural context. We will be concerned with the crucial role context and pragmatic principles play in understanding the invisible meanings of utterances in everyday conversations and other forms of human communication. Topics of investigation will include: the role of culture and the cultural unconscious in meaning making; content and co-text; situation, frames and scripts in defining context and meaning; implicature; cooperative principle; relevance theory; politeness theory; speech act theory and performativity; and the relationship between language and power. Some emphasis will also be given to the role social markers (i.e. gender, class, race, and sexual orientation) play in communication and miscommunication among speakers across communities. Our approach will be informed by the scholarship in various disciplines that draw on the methods of conversation and discourse analysis. We will also explore several practical applications of pragmatics, including examples from the media (scripted vs. naturally occurring dialogues), as well as those found in legal, educational, commercial/business and familial settings. Exploring the reasons for intercultural miscommunication and examining practical applications of pragmatics will be central to the course.

Required Texts:
1) Bauer, Laurie and Peter Trudgill, eds. *Language Myths*. New York: Penguin Books, 1998.
2) Kecskes, Istvan. *Intercultural Pragmatics*. Oxford: Oxford University Press, 2013.
3) Cameron, Deborah. *Working with Spoken Discourse.* London: Sage, 2001.
4) Fairclough, Norman. *Analysing Discourse: Textual Analysis for Social Research*. New York: Routledge, 2003.

Additional reading assignments will be available through Blackboard or distributed as photocopies in class.

Course Goals: By the end of the semester, students should be able to:

(1) demonstrate an understanding of the field of pragmatics and methods of discourse analysis;
(2) apply tools in pragmatics and discourse analysis to the analysis of intercultural interactions;
(3) identify and answer research problems in applied pragmatics in their fields of concentration and areas of interest; and
(4) extend their grasp of their MA or PhD research topics through pragmatics.

Course Requirements: Students will be expected to keep up with the weekly readings and blackboard postings, and participate actively in class discussions and presentations. Students will complete one midterm exam and one in-class presentation. Each student will also complete a final research paper focusing on intercultural pragmatics or cross-cultural miscommunication as it relates to a speech community of one "culture" or across "cultures." Weekly research tasks have been built into the syllabus to help students with the research project.

1. One take-home midterm examination due electronically.

2. One formal presentation: During the semester, each student will work with a partner to lead the discussion on one research article (from the list of assigned readings on the syllabus). At minimum, the two students will prepare a handout and orally summarizes the article to illustrate how the principles of pragmatics, discourse analysis and/or intercultural communication apply in this research area. Ideally,

the students will also bring in additional (1 or 2) real-world examples of the phenomenon in question that week and lead the class through an analysis of these examples.   These student-lead presentations will begin after spring break.

3. Students will be responsible for occasionally posting in Blackboard **(under the key "Discussion Board")** a written response of one to two paragraphs in length to the weekly readings. Once we begin our formal discussion of pragmatics tools and discourse analysis, each student should also try to include in their posting at least one real-world example of the pragmatic issues at hand for a given week. Students should be ready to share and explain their examples during class.

4. A research paper of 15 (undergraduate)-20 (graduate) typewritten pages (plus bibliography, appendices, transcripts of conversations).

Grading Policy:

Postings, Presence, Participation	15%
Formal Presentation	10%
Exam	30%
Research Paper Proposal	10%
Final Draft of Research Paper	35%

Organization of Class Sessions: Generally, the class will include lecture, whole-class discussions, student presentations, and occasionally work time with your research groups. The lecture topics will also vary moving back and forth between learning about tools in pragmatics and discourse analysis, examining real-world conversations, and designing your own research projects.

A Statement on Academic Integrity:

Academic integrity is expected at UMBC. Any case of dishonest academic behavior will be reported to the head of the Academic Conduct Committee and will result in a grade of F for the course. Such behavior includes, but is not limited to, plagiarism and submitting work that was done by someone else.

The following separate acts are considered plagiarism: (1) failing to indicate the authorship of quotations and borrowed ideas; (2) failing to enclose borrowed language in quotation marks; and (3) failing to put summaries and paraphrases in your own words. Please note that Internet postings are not exempt from the citation requirement. Plagiarism cannot be tolerated in an academic setting.

IRB Requirements: **THIS MUST BE COMPLETED BY THE FIRST CLASS MEEING.**

The following information is for all students enrolled in this course: The Institutional Review Board (IRB) at UMBC requires that all investigators engaged in research with human subjects complete a self-instructional program designed to make researchers aware of the ethical principles and federal regulations governing studies involving human participants. See the instructions given under the "External Links" key in our Blackboard website OR http://www.umbc.edu/research/HARPO/

SYLLABUS

Readings are subject to modification during the semester based on the pace of the course and students' interests. As you read for this course, reflect on how these issues emerge in your own country (-ies) /culture (s) of origin and speech communities.

1   **Cross-cultural Dialogues, The Unspoken, and Language Myths**
     -Syllabus and Research Steps
     -Bauer and Trudgill, *Language Myths* (excerpts)
     -Storti, *Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference* (excerpts distributed in class)

2   **The Nature of Discourse and Casual Conversation**
     -Cameron, Introduction and Chpt 1, What is discourse and why analyse it?
     -Fairclough, Chpts 1 & 7, Introduction; Discourses
     -Gaudio, "Coffee Talk: Starbucks and the Commercialization of Casual Conversation." *Language in Society* 32 (2003): 659-691.

3   **Current Theories in Pragmatics and Intercultural Pragmatics**
     -Kecskes, Introduction and Chpts 1 & 2, Current pragmatic theories; The socio-cognitive approach
     -Suggested reading: Grice's maxims (to be distributed in class)

4   **The Cultural Context and Language**
     -Hall, *Beyond Culture* (excerpts available on Blackboard)
     -Kecskes, Chpt 4, Encyclopedic knowledge, cultural models, and interculturality

5   **Context, Co-text, and Intertextuality**
     -Kecskes, Chpts 6 - 8, Context; Common Ground; Salience
     -Fairclough, Chpt 3, Intertextuality and assumptions
     -Suggested reading: Cutting on context/co-text; Sperber and Wilson on Relevance Theory

6   **Politeness, Competence, and Collaboration**
     -Kecskes, Chpt 3 & 9, Pragmatic competence; Politeness and Impoliteness
     -Davies, "How English-learners Joke with Native Speakers: An Interactional Sociolinguistic Perspective on Humor as Collaborative Discourse Across Cultures." *Journal of Pragmatics* 35 (2003): 1361-1385.
     -Biesenbach-Lucas, "Students Writing Emails to Faculty: An Examination of E-Politeness Among Native and Non-Native Speakers of English." *Language Learning & Technology* 11.2 (2007): 59-81.

7   **Communities of Practice and Collaboration**
     -Beach, "Inviting Collaboration in Stories About a Woman." *Language in Society* 29 (2000): 379-407.
     -Bucholtz, "'Why Be Normal?': Language and Identity Practices in a Community of Nerd Girls." *Language in Society* 28 (1999): 203-223
     - *Will & Grace* (video in class); *The Big Bang Theory* (video in class)

8   SPRING BREAK: Take-home Exam

9   **Research Methods (Part I): Designing your own projects**
     -"Tales of the Tape," *Chronicle of Higher Education* (2005) (to be distributed in class)
     -Cameron: Chpts 10 & 12, Working with spoken discourse in social science research; and Designing your own projects
     -Kecskes, Chpt 10, Methods of analysis
     -Provencher, Chpt 3 and Appendix. *Queer French: Globalization, Language and Sexual Citizenship in France.* Aldershot: Ashgate Publishing, 2007.

10   **Research Methods (Part II): Data Collection, Transcriptions, and Analysis**
       - Cameron: Chpts 2-4, Collecting data; Transcribing spoken discourse; Approaches to discourse analysis
       -Mallinson and Brewster, "'Blacks and Bubbas': Stereotypes, Ideology, and Categorization Processes in Restaurant Servers' Discourse" *Discourse & Society* 16.6 (2005): 787-807.
       -Spalek, "A Critical Reflection on Researching Black Muslim Women's Lives Post September 11th." *The International Journal of Social Research Methodology* 8.5 (2005): 405-418.
       -Suggested: Cameron, Chpts 6-8 (Doing things with words; Sequence and structure; Interactional Sociolinguistics); Fairclough, Chpts 6, 9, 10 (Clauses; Style; Modality)

11   **Speech Genres and Formulaic Language**
       -Kecskes, Chpt 5, Formulaic language
       -Fairclough, Chpts 4 & 5, Genres and generic structure; Meaning relations between sentences and clauses
       -Suggested: Bakhtin on speech genres

12   **Coherence, Cohesion, and Literary Texts**
       -Marouane, *The Sexual Life of an Islamist in Paris*
       -Suggested reading on cohesion: TBA

13   **Texts, Social Events, and Social Practices**
       -Fairclough, Chpts 2 & 8, Texts, social events and social practices; Representations of social events
       -Peterson, "The 'basis for a just, free, and stable' society: institutional homophobia and governance at the Family Research Council" *Language and Gender* 4.2 (2010): 257-286.
       -Carter, "National narratives, institutional ideologies, and local talk: The discursive production of Spanish in a 'new' US Latino Community." *Language in Society* 43 (2014): 209-240.

14   **Language, Ideology, and Power**
       -Cameron, Chpts 9 & 11, Critical discourse analysis; Identity, difference and power
       -Van Dijk, "Ideology and Discourse Analysis." *Journal of Political Ideologies* 11.2 (2006): 115-140.
       -Farfán, "'Al fin que ya los cueros no van a correr': The Pragmatics of Power in Hñahñu (Otomi) Markets." *Language in Society* 32 (2003): 629-658.

15   **Pragmatics and Discourse Analysis Workshop**
       -Prepare and post in Blackboard a one-page sample transcript of your language data