

COURSE SYLLABUS

Study Program	: S1 English Education Program
Subject	: English Pragmatics
Code	: 8820302165
Semester	: 6
Credit	: 2/0 (artinya 2 sks tatap muka 0 praktikum)
Pre-requisite	: Passed Introduction to Linguistics
Lecturer(s)	: Fauris Zuhri, M.Hum Asrori, M.Pd.

Learning Outcomes:

Program Learning Outcome:

PLO-3: Implement the concepts of applied linguistics in English learning.

Course Learning Outcome:

CLO – 1: Making use of learning sources and IT to support the teaching learning process of Pragmatics.

CLO – 2: Possessing knowledge of basic concept of Pragmatics.

CLO – 3: Being able to participate in further studies and research in pragmatics.

CLO – 4: Being responsible for applying the knowledge gained to communicate effectively in different social contexts.

Description:

This course (lesson) of Pragmatics deals with linguistic meaning, kinds of basic elements to make reference in characterising the meanings of words or other linguistic units, kinds of relevant data, and how to evaluate the various possible types of data and how word meanings change. Theoretical topics covered include categorisation construal acquisition of concepts metaphor blending metonymy compositionality mental spaces lexical semantic change. Various semantic domains will be examined in connection with these topics, e.g. colour terms, kinship, dimensional terms, verb meaning but two domains will be treated in depth from various perspectives: the semantics of everyday concepts, and the semantics of space and motion. For pragmatics theoretical frameworks are speech acts, implicature, presupposition, relevant theory, cooperative principles, politeness principles, references, deixis, contexts and co-texts. The final project is documenting the short functional texts are found in the public areas to interpret the communication functions.

References

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- (1) Agar, Michael. 2002. *Language Shock: Understanding the Culture of Conversation*. New York: Harper Collins.
- (2) Miller, Tom. 2005. *Functional Approaches to Written text: Classrooms Applications*. Washington DC: English Language Program of US Information Agency.
- (3) Toolan, Michael. 1992. *Language, Text, and Context*. New York: Routledge.
- (4) Yule, G. (1996). *Pragmatics*. NY: OUP.

Teaching Learning Activity

Meet	Competence	Indicator	Topic	Learning Strategy	Source/ Media	Time Allotment	Learning Experience
1	To understand the area of pragmatics study	<ul style="list-style-type: none"> • To define pragmatics • To explain the area of pragmatics study 	<ul style="list-style-type: none"> • Definition of pragmatics • The area of pragmatics 	Discussion Presentation, Question-Answer	4	100'	<ul style="list-style-type: none"> • Defining pragmatics • Explaining the area pragmatics. • Discussing each topic
2	To understand utterance meaning and sentence meaning.	<ul style="list-style-type: none"> • To differentiate between utterance meaning and sentence meaning. 	<ul style="list-style-type: none"> • Utterance meaning • Sentence meaning. 	Presentation, Discussion, Question-Answer	3, 4	100'	<ul style="list-style-type: none"> • Presenting each topic in group • Differentiating between utterance meaning and sentence meaning. • Making a list of utterances which though may not be grammatical, but they are communicative. • Relate the supporting theories for each topic with the contextual setting
3	To understand the development of pragmatics as a	<ul style="list-style-type: none"> • To explain the development of pragmatics as a discipline 	<ul style="list-style-type: none"> • The development of pragmatics • The relationship 	Presentation, Discussion, Question-Answer	4	100'	<ul style="list-style-type: none"> • Presenting each topic in group • Discussing each topic • Reflecting and concluding

Meet	Competence	Indicator	Topic	Learning Strategy	Source/ Media	Time Allotment	Learning Experience
	discipline	<ul style="list-style-type: none"> To explain in the relationship between pragmatics and semantics. 	between pragmatics and semantics.				the topic(s) of the day
4	To understand the context in language use	<ul style="list-style-type: none"> To explain the study of language in relation to its social context 	Context in language use	Presentation, Discussion, Question-Answer	3, 4	100'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of context in language use Discussing each topic Reflecting and concluding the topic(s) of the day
5	To understand deictic reference	<ul style="list-style-type: none"> To explain deictic reference To give examples of deictic reference 	Deictic Reference	Presentation, Discussion, Question-Answer	4	100'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of each topic Relate the supporting theories for each topic with the contextual setting Discussing each topic Reflecting and concluding the topic(s) of the day
6	To understand the relationship between deictic and meaning	<ul style="list-style-type: none"> To explain the relationship between language and sex To give examples of the relationship between deictic and meaning 	Deictic and Meaning	Presentation, Discussion, Question-Answer	3,4	100'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of each topic Relate the supporting theories for each topic with the contextual setting Discussing each topic Reflecting and concluding the topic(s) of the day

Meet	Competence	Indicator	Topic	Learning Strategy	Source/ Media	Time Allotment	Learning Experience
7	To understand the reference and inference	<ul style="list-style-type: none"> To explain the reference and inference To give examples of reference and inference 	Reference and inference	Presentation, Discussion, Question-Answer	4	100'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of each topic Relate the supporting theories for each topic with the contextual setting Discussing each topic Reflecting and concluding the topic(s) of the day
8	Mid-Terms Test						
9	To understand the presupposition	<ul style="list-style-type: none"> To define presupposition To explain presupposition in the context of language use To supply examples of presupposition in the context of language use. 	Presupposition	Presentation, Discussion, Question-Answer	4	100'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of each topic Relate the supporting theories for each topic with the contextual setting Discussing each topic Reflecting and concluding the topic(s) of the day
10	To understand what maxim is	<ul style="list-style-type: none"> To explain various of conversational maxim To differentiate maxims To provide the example of maxims 	Maxims	Presentation, Discussion, Question-Answer Assignment	4	100'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of each topic Relate the supporting theories for each topic with the contextual setting Discussing each topic Reflecting and

Meet	Competence	Indicator	Topic	Learning Strategy	Source/ Media	Time Allotment	Learning Experience
							concluding the topic(s) of the day
11	To understand the implicature and entailment	<ul style="list-style-type: none"> To distinguish between implicature and entailment To explain the importance of implicature and entailment in encoding meaning 	<ul style="list-style-type: none"> Implicature Entailment 	Presentation, Discussion, Question-Answer	4	100'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of each topic Relate the supporting theories for each topic with the contextual setting Discussing each topic Reflecting and concluding the topic(s) of the day
12	To understand the politeness principle	<ul style="list-style-type: none"> To explain the politeness principle To give example the example of politeness principle in daily communication 	Politeness Principle	Presentation, Discussion, Question-Answer	4	100'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of each topic Relate the supporting theories for each topic with the contextual setting Discussing each topic Reflecting and concluding the topic(s) of the day
13	To understand the theory of speech acts	<ul style="list-style-type: none"> To explain the theory of speech acts To describe the kinds of speech acts To give examples of speech acts 	Speech Acts	Presentation, Discussion, Question-Answer	4	100'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of each topic Relate the supporting theories for each topic with the contextual setting Discussing each topic Reflecting and concluding the topic(s) of the day

Meet	Competence	Indicator	Topic	Learning Strategy	Source/ Media	Time Allotment	Learning Experience
14	To understand the speech events	<ul style="list-style-type: none"> To explain the role of utterances in speech events To describe some formal properties of speech event 	Speech events	Presentation, Discussion, Question-Answer, Assignment	4	100'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of each topic Relate the supporting theories for each topic with the contextual setting Discussing each topic Reflecting and concluding the topic(s) of the day
15	To understand the concept of discourse and culture	<ul style="list-style-type: none"> To explain the concept of discourse and culture To describe the relationship between discourse and culture 	Discourse and culture	Presentation, Discussion, Question-Answer	1, 4	100'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of each topic Relate the supporting theories for each topic with the contextual setting Discussing each topic Reflecting and concluding the topic(s) of the day
16	To understand the theories that contribute to the study of pragmatics	To explain the theories that contribute to the study of pragmatics	Theories that contribute to the study of pragmatics	Presentation, Discussion, Question-Answer	1, 2, 4	100'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of each topic Relate the supporting theories for each topic with the contextual setting Discussing each topic Reflecting and concluding the topic(s) of the day

Assessment

Meet	Indicator	Assessment			
		Type	Instrument	Criteria	Point (%)
	<ul style="list-style-type: none"> To define pragmatics To explain the area of pragmatics study etc 	<p>Topics in Meeting 1-8 are assessed by conducting mid-term test in the 9th meeting.</p>	<ul style="list-style-type: none"> Define pragmatics in your own words Explain the scope of pragmatics Can you think of situations where you have had to interpret a statement from a pragmatic point of view rather than merely looking at the meaning of the words in the sentence(s)? Why is utterance meaning considered as more important in pragmatics than sentence meaning? Describe some important stages in the early studies of pragmatics Explain the relationship between pragmatics and semantics. Why is the study of language in relation to its social context important? Show how social function gives form to the ways in which linguistic features are encountered in actual life. Identify social functions and discover ways in which linguistic features are selected and grouped to serve them (sharing a concern with social realism and validity) How does context help to determine indexical references? Give five (5) examples of indexicals that you have seen in adverts, notices, news headlines etc. and try to interpret their references. Is it altogether untrue that the meaning of a word is the object that the word refers? Give examples to support your answer List ten (10) words that do not refer to any physical object in the world but have meaning. Make a list of utterances that you have heard or read and what you can infer from them as possible intentions of the speakers. Differentiate between pragmatic presupposition and semantic presupposition. Give examples. 		

			<ul style="list-style-type: none"> • What is entailment? Give examples for your answer. • Why do we need to study properties of entailment in pragmatics? • What meanings are implicated by the above literary devices and adverts? Say what maxims are seemingly violated. 		
8	Midterm test		Midterm test questions are taken from the instruments meeting 1-8.		20%
9-15	<ul style="list-style-type: none"> • To explain various of conversational maxim • To differentiate maxims • To provide the example of maxims • etc 		<ul style="list-style-type: none"> • What is entailment? Give examples for your answer. • Why do we need to study properties of entailment in pragmatics? • What meanings are implicated by the above literary devices and adverts? Say what maxims are seemingly violated. • Do you agree that politeness is tied to culture? Support you answer with examples. • Explain the term “direct speech act.” Give examples for your answer. • Give other examples of utterances that show that we perform acts as we speech. • Explain how indirect speech acts work in everyday communication. Give examples to support your answer. • With examples, differentiate between locutionary, illocutionary and perlocutionary acts. • Describe the features of a conversation as a speech event. • Why do you think the illocutionary force is the most important of all the acts proposed by Austin? • With your understanding of performatives and constatives, differentiate between locutionary and illocutionary acts. 		
	Final test		Final test questions are taken from the instruments meeting 10-16		30%

Requirement and Rubric

A. Requirement

1. There will be three assessments:
 - Classroom Participation : 20%
 - Presentation and paper : 30%
 - Mid-term test : 20%
 - Final test : 30%
2. You must attend the class at least 80%. Those who are 4 (four) or more times absent are considered failed.
3. Plagiarism: Assignments are expected to consist of your own written work. If you quote material written by someone else, you must reference it to the source. Assignments contain material that is copied from somewhere and not referenced will be given failing grade.
4. You are not allowed to get into class when you are more than 15 minutes late. You may dismiss the class when I (lecturer) am more than 15 minutes late.
5. Computers and cell phones should be used sparingly and only when absolutely necessary. We reserve the right to confiscate them, should we find them to be distracting. Checking your email, surfing the web, etc. during class not only distracts me and limits what you take away from the course, it deprives other students from your potentially valuable contributions.

B. Rubric

1. Presentation Rubric

Skor	Rubrik
4	Presentasi dilakukan <ul style="list-style-type: none">• secara runtut dengan bahasa yang berterima,• menunjukkan pemahaman konsep yang baik,• berbantuan media ppt atau bentuk lain sesuai kriteria media,• jawaban untuk penanya benar,• mampu memformulasikan saran untuk perbaikan
3	Presentasi dilakukan <ul style="list-style-type: none">• secara runtut dengan bahasa yang berterima,• kurang pemahaman pada beberapa konsep,• berbantuan media ppt atau bentuk lain sesuai kriteria media,• jawaban untuk penanya secara umum benar,

Skor	Rubrik
	<ul style="list-style-type: none"> mampu memformulasikan saran untuk perbaikan
2	Presentasi dilakukan <ul style="list-style-type: none"> kurang runtut menunjukkan kekurangpahaman terhadap beberapa konsep, berbantuan media ppt atau bentuk lain namun tidak sesuai kriteria media, jawaban untuk penanya secara umum tidak benar, mampu memformulasikan saran untuk perbaikan
1	Presentasi dilakukan, <ul style="list-style-type: none"> kurang runtut menunjukkan kekurang pahaman terhadap banyak konsep, tidak berbantuan media sama sekali, jawaban unuk penanya tidak benar, tidak mampu memformulasikan saran untuk perbaikan

2. Participation Rubric

Untuk Kehadiran

hadir	skor
lebih dari 12	60
11,12	50
9,10	40
7,8	30
kurang dari	20

Untuk Keaktifan

keaktifan	skor
lebih dari 12	40
9,10,11,12	30
5,6,7,8	20
3,4	10
0,1,2	5

Surabaya, 25 March 2020

Lecturer

NIP.

