Dr. Maria Barker

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Office hours: MWF 8:30am-9:30 am (ABIV 323)
                 T 2:30-3:45 (TWC 310)
                 W 4:30-5:45 (TWC 310)
By appointment (in person, by phone, via Skype)

Course Description: Language learners have preconceived notions about communication that may help or hurt them as they interact with native speakers, who also have culturally bound expectations for communication. Even high proficiency language learners have difficulty adapting to target culture expectations without specific, targeted instruction on communicative norms. This course addresses general theories of pragmatics, Spanish-English cross-cultural differences, and pedagogical approaches to incorporating pragmatics in the language classroom. Course readings are in English and Spanish; discussions and most assignments are in Spanish.

Required Materials:
--Materials made available on Blackboard. Bring readings (print or digital) to class so that you can consult them during discussions.

IDEA Essential Course Objectives

Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	Learning to apply course material (to improve thinking, problem solving, and decisions)	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

LEARNING OUTCOMES: By the end of the semester, students will be able to

understand principles of pragmatics and the way they govern communication

compare cultural norms between Spanish and English

develop an understanding of the role of pragmatics in language teaching and learning

develop a set of best practices for implementing pragmatics lessons in the classroom

University policies are found at http://www.shsu.edu/syllabus/

EVALUATION/GRADES	
A (100-90), B (89-80), C (79-70), F (69-0)	
Participation / Preparation	10%
Homework	30%
Online participation	15%
Research article analysis	15%
Final project (bibliographic and lesson plan)	30%

Participation and preparation (10%)
Your attendance and active participation is essential to the success of the course and of your classmates. Readings and accompanying homework assignments should be completed **BEFORE** class. In addition to your professor's grade, you will do a self-evaluation midway through the semester and at the end of the semester. As you read for class, please consider the following reflection questions in addition to any assigned work:

      1) Is there a quote or aspect of the reading that you find especially interesting? Why?
      2) What do you agree/disagree with in the reading? Why?
      3) How does this relate to classroom practice and/or language learning?
      4) How would you apply this reading to your own language teaching?

Homework (30%)
Homework will consist of different activity types, including microthemes (less than 250 words), conversation analysis, reading analysis, etc... Each homework assignment will include an assignment sheet and a rubric.

Online participation (15%)

Each student will participate in online threaded discussions on Blackboard. The instructor will regularly post questions / ideas / issues from class discussion on Blackboard by 12:00pm on Thursday of a given week. You should post at least one contribution by 12:00pm that Sunday. You should then respond to at least two classmates' contributions by 12:00pm the following Tuesday. These discussions give you an opportunity to interact with your classmates and take the discussion beyond what we can cover in our class sessions.

Research article analysis (15%)

Throughout the semester, each student will analyze 3 research articles related to their final project topic. You will follow the guidelines for evaluation on a sheet provided by the instructor. This includes highlighting methodology and results, situating the article in the broader context of the course, critically evaluating its contribution to language acquisition and pedagogy research, and connecting the article to best classroom practices.

Final bibliographic and lesson plan project (30%)

The goal of this course is to prepare students to teach pragmatics in their language learning/teaching environment. With that in mind, you will prepare a multimodal project for use with language learners in a context of your choice (e.g., work presentation, language classroom, etc). You should expand your research article analysis work into a bibliography to give a concise overview of the scholarly literature supporting your lesson plan. The lesson plan should cover at least 45-50 minutes of instruction and be carefully constructed to reflect principles and best practices. You should include 1) a plan overview (one-page outline); 2) a literature review (500-750 words); 3) a detailed lesson plan; 4) a reflection (250-500 words). On the last day of class, each student will teach 10-15 minutes of their lesson plan demonstrating how they will incorporate pragmatics and cross-cultural communication in language teaching/learning. Following the last day of class, students will upload **REVISED** versions of their final project (including Overview, Literature Review, Detailed Lesson Plan, and a Reflection).

Each component of the final project is assigned for completion at various points through the semester. This allows the instructor to give constructive feedback at all stages of the writing process; it also limits procrastination on the part of students.

Course Calendar Schedule: Subject to adaptation for instructional purposes			
Class Date	**Topic; In-Class Activities**	**Readings; At-Home Assignments**	***Due Date**
Aug 23	Course introduction Language-culture relationship ¿Qué es la pragmática?	Discussion board 1	1st entry 12:00pm 9/3 2nd entry 12:00pm 9/5
Aug 30/Sep 6	Weather cancellation	Félix-Brasdefer, J.C. (2012) Haverkate, H. (1994) Bravo, D. (2008) Reading Guides	9/13 (bring to class)
Sep 13	Doing things with words (speech acts) Politeness theory	Grice, H.P. (1975) Wilson, D. & Sperber, D. (2008) Discussion board 2	1st entry 12:00pm 9/17 2nd entry 12:00pm 9/19
Sep 20	Cooperative principle Relevance theory Implicature	Ellis, R. (December 2008) Kasper, G. & Rose, K. (2002d) Bardovi-Harlig, K. (2012) Discussion board 3	1st entry 12:00pm 9/24 2nd entry 12:00pm 9/26
Sep 27	Principles of SLA Theories of L2 pragmatic development Interlanguage pragmatics	Kasper, G. & Rose, K. (2002a) Kasper, G. & Rose, K. (2002b) Rosenberg, K. (2011) Discussion board 4	1st entry 12:00pm 10/1 2nd entry 12:00pm 10/3
Oct 4	Library Research Workshop (tentative) Developmental Patterns in L2 Pragmatics Pragmatics and Grammar	Bardovi-Harlig, K. & Mahan-Taylor, R. (2003) Bardovi-Harlig, K. (2001) Kasper, G. & Rose, K. (2002c) Research article analysis 1	10/10 (Upload to Bb)
Oct 11	Library Research Workshop (tentative) Pragmatics Instruction	Briz, A. (2000) Koike, D. & James, M. (2012) Research article analysis 2	10/17 (Upload to Bb)
Oct 18	Elements of interaction Conversation analysis	Ishihara, N. (2012c) Ishihara, N. (2012b) Conversation analysis	10/24 (Upload to Bb)
Oct 25	Teachers and pragmatics Developing lesson plans and curricula	Ishihara, N. (2012a) Bardovi-Harlig, K. & Mossman, S. (2016) Research article analysis 3	10/31 (upload to Bb)
Nov 1	Developing instructional materials and activities	Cohen, A. (2012) Roever, C. (2011) Final Project Bibliography List	11/7 (upload to Bb)
Nov 8	Assessing pragmatic competence	Barron, A. (2005) Final Project Literature Review	11/14 (upload to Bb)
Nov 15	Addressing pragmatic variation Final project workshop	Taguchi, N. (2015) Final Project Lesson Plan	11/28 (upload to Bb)
Nov 22	No class – **THANKSGIVING HOLIDAY**		
Nov 29	Wrapping up and looking to the future	Final Project Reflection Discussion board 5	12/2 (Upload to Bb) 1st entry 12:00pm 12/3 2nd entry 12:00pm 12/5
Dec 3	Final presentation (8:30-10:30pm)	**Revised** and Completed Final Project Files (to include: Overview, Literature Review, Lesson/Teaching Plan, Reflection)	12/5 (upload to Bb)

Course reading list

Bardovi-Harlig, K. (2001). Evaluating the empirical evidence: grounds for instruction in pragmatics? In Rose, K. & Kasper, G. (Eds.). *Pragmatics in Language Teaching* (pp. 13-32). Cambridge, UK: Cambridge University Press.

Bardovi-Harlig, K. (2012). Pragmatics in second language acquisition. In Gass, S. & Mackey, A. (Eds.) *The Routledge handbook of second language acquisition* (pp. 147-162). Florence: Routledge.

Bardovi-Harlig, K. & Mahan-Taylor, R. (2003). Introduction to Teaching Pragmatics. In Bardovi-Harlig, K. & Mahan-Taylor, R. (Eds.). *Teaching Pragmatics* (pp. 1-3). Washington, D.C.: US Department of State. Retrieved from: https://americanenglish.state.gov/resources/teaching-pragmatics

Bardovi-Harlig, K. & Mossman, S. (2016). Corpus-based materials development for teaching and learning pragmatic routines. In Tomlinson, B. (Ed.) *SLA research and materials development for language learning* (pp. 250-267). New York: Routledge.

Barron, A. (2005). Variational pragmatics in the foreign language classroom. *System 33*: 519-536.

Bravo, D. (2008). Las implicaciones del estudio de la cortesía en contextos del español. Una discusión. *Pragmatics 18*(4): 577-583.

Briz, A. (2000). Las unidades de la conversación. In Briz, A. & Grupo Val.Es.Co (Eds.) *¿Cómo se comenta un texto coloquial?* (pp. 51-80). Barcelona: Ariel.

Cohen, A. (2012). Approaches to assessing pragmatic ability. In Ishihara, N. & Cohen, A. (Eds.). *Teaching and learning pragmatics: Where language and culture meet* (pp. 264-285). Harlow, U.K.: Longman.

Ellis, R. (December 2008). *Principles of instructed second language acquisition*. Retrieved from: http://www.cal.org/resource-center/briefs-digests/digests/(offset)/75

Félix-Brasdefer, J.C. (2012). Actos de habla. In Heroes, S. & Niño-Murcia, M. *Fundamentos y modelos del estudio pragmático y sociopragmático del español* (pp. 59-81). Washington, D.C.: Georgetown University Press.

Grice, H.P. (1975). Logic and conversation. *Studies in the way of words* (pp. 22-40). Cambridge, MA: Harvard University Press.

Haverkate, H. (1994). *La cortesía verbal: Estudio pragmalingüístico* (pp. 8-31). Madrid: Gredos.

Ishihara, N. (2012a). Adapting textbooks for teaching pragmatics. In Ishihara, N. & Cohen, A. (Eds.). *Teaching and learning pragmatics: Where language and culture meet* (pp. 145-156). Harlow, U.K.: Longman.

Ishihara, N. (2012b). Curriculum writing for L2 pragmatics – principles and practice in the teaching of L2 pragmatics. In Ishihara, N. & Cohen, A. (Eds.). *Teaching and learning pragmatics: Where language and culture meet* (pp. 201-222). Harlow, U.K.: Longman.

Ishihara, N. (2012c). Teachers' pragmatics: knowledge, beliefs, and practice. In Ishihara, N. & Cohen, A. (Eds.). *Teaching and learning pragmatics: Where language and culture meet* (pp. 21-30). Harlow, U.K.: Longman.

Kasper, G. & Rose, K. (2002a). Developmental patterns in second language pragmatics. *Language Learning, 52*(s1), 117-158.

Kasper, G. & Rose, K. (2002b). The development of pragmatics and grammar. *Language Learning, 52*(s1), 159-190.

Kasper, G. & Rose, K. (2002c). The role of instruction in learning second language pragmatics. *Language Learning, 52*(s1), 237-273.

Kasper, G. & Rose, K. (2002d). Theories of second language pragmatic development. *Language Learning, 52*(s1), 13-61.

Koike, D. & James, M. (2012). Análisis de la conversación. In Heroes, S. & Niño-Murcia, M. *Fundamentos y modelos del estudio pragmático y sociopragmático del español* (pp. 117-140). Washington, D.C.: Georgetown University Press.

Roever, C. (2011). Testing of second language pragmatics: Past and future. *Language Testing 28*(4): 463-481.

Rosenberg, K. (2011). Reading games: Strategies for reading scholarly sources. In Lowe, C. & Zemliansky, P. (Eds.). *Writing spaces: Readings on writing* (pp. 210-220). Anderson, SC: Parlor Press.

Taguchi, N. (2015). Instructed pragmatics at a glance: Where instructional studies were, are, and should be going. *Language Teaching, 48*(1), 1-50.

Wilson, D. & Sperber, D. (2008). Relevance Theory. In Horn, L. & Ward, G. (Eds.) *Handbook of pragmatics* (pp. 607-632). Hoboken, NJ: Wiley