



## UNSW Course Outline

# LING5022 Cross-cultural Pragmatics - 2024

Published on the 01 Feb 2024

## General Course Information

**Course Code :** LING5022

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Humanities and Languages

**Delivery Mode :** Multimodal

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course examines the role of language in social, institutional, and cultural contexts, especially the pragmatic sources of language breakdowns and communicative mis-encounters by identifying and describing major factors in communicative events. You will explore of a range

of case studies that illustrate different sources of miscommunication and learn various ways of analysing the relationship between language and culture. You will become familiar with a useful set of resources to apply in different professional and academic contexts.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply theoretical approaches in the field of cross-cultural and intercultural pragmatics to the analysis of different communication scenarios.
CLO2 : Critically evaluate the literature on problems in communication situations that involve people from different language and/or cultural groups.
CLO3 : Integrate the principles and terminology of linguistic pragmatics
CLO4 : Analyse linguistic data and argue the merits of the analysis.

Course Learning Outcomes	Assessment Item
CLO1 : Apply theoretical approaches in the field of cross-cultural and intercultural pragmatics to the analysis of different communication scenarios.	<ul style="list-style-type: none"><li>Assignment</li></ul>
CLO2 : Critically evaluate the literature on problems in communication situations that involve people from different language and/or cultural groups.	<ul style="list-style-type: none"><li>Assignment</li></ul>
CLO3 : Integrate the principles and terminology of linguistic pragmatics	<ul style="list-style-type: none"><li>Presentation</li><li>Preparation exercises</li><li>Problem Set</li><li>Assignment</li></ul>
CLO4 : Analyse linguistic data and argue the merits of the analysis.	<ul style="list-style-type: none"><li>Problem Set</li><li>Assignment</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Presentation	20%	Start Date: 21/02/2024 11:00 AM Due Date: ongoing from Week 2
Assignment	30%	Due Date: 26/03/2024 11:00 PM
Preparation exercises	15%	Start Date: 20/02/2024 11:00 PM Due Date: Weekly
Problem Set	35%	Due Date: 30/04/2024 12:00 AM

## Assessment Details

### Presentation

#### Assessment Overview

15-20 minutes. Standardised criteria; class and lecturer feedback

#### Course Learning Outcomes

- CLO3 : Integrate the principles and terminology of linguistic pragmatics

#### Assessment Length

15-20 minutes

#### Submission notes

presentation to be submitted on Moodle as well as delivered in person

#### Assessment information

Each student will present once in the term. Presentations are given in tutorials. Dates and topics will be allocated at the beginning of the term. Presentation will start in Week 2 and be ongoing throughout the term.

Refer to Moodle for submission information

#### Assignment submission Turnitin type

This is not a Turnitin assignment

### Assignment

#### Assessment Overview

Set of long form answers marked according to specified criteria. Written feedback. 1200 words

approximately.

#### **Course Learning Outcomes**

- CLO1 : Apply theoretical approaches in the field of cross-cultural and intercultural pragmatics to the analysis of different communication scenarios.
- CLO2 : Critically evaluate the literature on problems in communication situations that involve people from different language and/or cultural groups.
- CLO3 : Integrate the principles and terminology of linguistic pragmatics
- CLO4 : Analyse linguistic data and argue the merits of the analysis.

#### **Assessment Length**

approximately 1200 words

#### **Submission notes**

to be submitted on Moodle

#### **Assessment information**

The assessment task will be made available no less than two weeks from its submission date.

Refer to Moodle for submission information

#### **Assignment submission Turnitin type**

This is not a Turnitin assignment

#### **Preparation exercises**

#### **Assessment Overview**

Submitted weekly online; marked automatically in the case of quizzes.

12 short answer questions

General written feedback provided to the whole class.

#### **Course Learning Outcomes**

- CLO3 : Integrate the principles and terminology of linguistic pragmatics

#### **Assessment Length**

12 short answer questions on-line; 3 homework exercises to be assigned weekly

#### **Submission notes**

Starting from Week 2. Each week there is an on-line quiz. There are also 3 exercises that are to be completed and uploaded to Moodle by due dates each week

### Assessment information

Quizzes to be taken on-line

Exercises to be submitted on Moodle

Refer to Moodle for submission information

### Assignment submission Turnitin type

This is not a Turnitin assignment

## **Problem Set**

### Assessment Overview

Written problem sets, long and short form answers. Marked according to specified criteria.

Written feedback. 1800 words.

This is the final assessment for attendance purposes.

### Course Learning Outcomes

- CLO3 : Integrate the principles and terminology of linguistic pragmatics
- CLO4 : Analyse linguistic data and argue the merits of the analysis.

### Detailed Assessment Description

Please refer to Moodle for more details.

### Assessment Length

1800 words approximately

### Assessment information

Answers to be submitted on Moodle.

Refer to Moodle for submission information

### Assignment submission Turnitin type

This is not a Turnitin assignment

## **General Assessment Information**

Assessment tasks 2 and 4 will be made available no less than 2 weeks from the submission date.

**Grading Basis**

Standard

**Requirements to pass course**

50 percent overall average

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Culture Communication and Context Reading Bowe, Martin & Manns, Chapter 1 House and Kadar, Chapter 1 & 2
	Tutorial	No preparation for tutorial this week. Students must attend the tutorial.
Week 2 : 19 February - 25 February	Lecture	Speech Acts, Force, The Co-operative Principle Reading House & Kadar, Chapter 8 Bowe, Martin and Manns, Chapters 2 & 4
	Tutorial	Speech Acts, Force, The Co-operative Principle Reading and Presentations House & Kadar , Chapter 8 Bowe, Martin & Manns, Chapters 2 & 4
Week 3 : 26 February - 3 March	Lecture	Face: Linguistic Politeness Reading Prescribed 1. Bowe, Martin & Manns, Chapter 3 2. House & Kadar, Chapter 5 3. Kasper, G. 1990. Linguistic Politeness. <i>Journal of Pragmatics</i> 14: 193-218. 4. Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? <i>Journal of Pragmatics</i> 11, 2: 131-146. Recommended Brown, P., & S. Levinson. 1987. <i>Politeness: Some universals in language usage</i> . Cambridge: Cambridge University Press. First published 1978 as part of Esther N. Goody (ed.): <i>Questions and Politeness</i> . Spencer-Oatey, Chapter 2
	Tutorial	Face: Linguistic Politeness I Reading and Presentations Prescribed 1. Bowe, Martin & Manns, Chapter 3 2. House & Kadar, Chapter 5 3. Kasper, G. 1990. Linguistic Politeness. <i>Journal of Pragmatics</i> 14: 193-218. 4. Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? <i>Journal of Pragmatics</i> 11, 2: 131-146. Recommended Brown, P., & S. Levinson. 1987. <i>Politeness: Some universals in language usage</i> . Cambridge: Cambridge University Press. First published 1978 as part of Esther N. Goody (ed.): <i>Questions and Politeness</i> . Spencer-Oatey, Chapter 2
Week 4 : 4 March - 10 March	Lecture	Face: Linguistic Politeness II Reading Prescribed 1. Bowe, Martin & Manns, Chapter 3 2. House & Kadar, Chapter 5 3. Kasper, G. 1990. Linguistic Politeness. <i>Journal of Pragmatics</i> 14: 193-218. 4. Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? <i>Journal of Pragmatics</i> 11, 2: 131-146. Recommended Spencer-Oatey, Chapter 2 Brown, P., & S. Levinson. 1987. <i>Politeness: Some universals in language usage</i> . Cambridge: Cambridge University Press. First published 1978 as part of Esther N. Goody (ed.): <i>Questions and Politeness</i> .
	Tutorial	Face: Linguistic Politeness II Reading and Presentations Prescribed 1. Bowe, Martin & Manns, Chapter 3 2. House & Kadar, Chapter 5 3. Kasper, G. 1990. Linguistic Politeness. <i>Journal of Pragmatics</i> 14: 193-218. 4. Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? <i>Journal of Pragmatics</i> 11, 2: 131-146. Recommended Brown, P., & S. Levinson. 1987. <i>Politeness: Some universals in language usage</i> . Cambridge: Cambridge University Press. First published 1978 as part of Esther N. Goody (ed.): <i>Questions and Politeness</i> . Spencer-Oatey, Chapter 2
Week 5 : 11 March - 17 March	Lecture	Schemas, Speech Acts and Politeness Reading

		Bowe, Martin, and Manns, Chapter 3 & 4 House & Kadar, Chapter 2 (refresher), 3 & 4 Spencer-Oatey, Chapter 3
	Tutorial	Schemas, Speech Acts and Politeness Reading and Presentations Bowe, Martin, and Manns, Chapters 3 & 4 House & Kadar, Chapter 2 (refresher), 3 & 4 Spencer-Oatey, Chapter 3
Week 6 : 18 March - 24 March	Lecture	This is a flex week. No lecture and no tutorials.
	Tutorial	This is a flex week. No lecture and no tutorials.
Week 7 : 25 March - 31 March	Lecture	Speech Acts Across Cultures Reading House and Kadar, Chapters 3 & 9 Spencer-Oatey Chapters 4, 5, & 11 Blum-Kulka, S., and Olshtain, E., 1984. Requests and Apologies. Applied Linguistics 5, 3: 196-213
	Tutorial	Tutorial Speech Acts Across Cultures Reading and Presentations House and Kadar, Chapters 3 & 9 Spencer-Oatey Chapters 4, 5, & 11 Blum-Kulka, S., and Olshtain, E., 1984. Requests and Apologies. Applied Linguistics 5, 3: 196-213
Week 8 : 1 April - 7 April	Lecture	Speech Acts Across Cultures II Reading House and Kadar, Chapters 3 & 9 Spencer-Oatey Chapters 4, 5, & 11 Blum-Kulka, S., and Olshtain, E., 1984. Requests and Apologies. Applied Linguistics 5, 3: 196-213
	Tutorial	Speech Acts Across Cultures II Reading and Presentations House and Kadar, Chapters 3 & 9 Spencer-Oatey Chapters 4, 5, & 11 Blum-Kulka, S., and Olshtain, E., 1984. Requests and Apologies. Applied Linguistics 5, 3: 196-213
Week 9 : 8 April - 14 April	Lecture	Respect and Deference; Power and Solidarity Prescribed: 1. Bowe, Martin & Manns, Chapters 6 & 7 2. Thomas, J. 1995. Meaning in Interaction. London: Longman. (Chapter 6) available on-line. 3. House & Kadar, Chapter 11 4. Yabuuchi, A. 2006. Hierarchy politeness: What Brown and Levinson refused to see. InterculturalPragmatics, 3: 323-351. Recommended: 1. Brown, R. & A Gilman. 1960. The Pronouns of Power and Solidarity. In Sociolinguistics: The essential readings. Bratt-Paulston, C. & Tucker, G. R. (eds). Oxford: Blackwell 2. Tannen, D. 2003. The Relativity of Linguistic Strategies. Rethinking power and solidarity in Gender Dominance. In Sociolinguistics: The essential readings. Bratt-Paulston, C. & G. R. Tucker (eds). Oxford: Blackwell 3. Fairclough N. 1989. Language and Power. Longman. 4. Hall, S. 2003. Power, Knowledge and Discourse. In Discourse Theory and Practice: A Reader. Wetherell, M., S. Taylor & S. Yates (eds.) California: Sage. 5. Holmes, J. & Stubbe, M. 2003. Power and politeness in the workplace. London: Pearson.
	Tutorial	Readings and Presentations Respect and Deference; Power and Solidarity Prescribed: 1. Bowe, Martin & Manns, Chapters 6 & 7 2. Thomas, J. 1995. Meaning in Interaction. London: Longman. (Chapter 6) available on-line. 3. House & Kadar, Chapter 11 4. Yabuuchi, A. 2006. Hierarchy politeness: What Brown and Levinson refused to see. InterculturalPragmatics, 3: 323-351. Recommended: 1. Brown, R. & A Gilman. 1960. The Pronouns of Power and Solidarity. In Sociolinguistics: The essential readings. Bratt-Paulston, C. & Tucker, G. R. (eds). Oxford: Blackwell 2. Tannen, D. 2003. The Relativity of Linguistic Strategies. Rethinking power and solidarity in Gender Dominance. In Sociolinguistics: The essential readings. Bratt-Paulston, C. & G. R. Tucker (eds). Oxford: Blackwell 3. Fairclough N. 1989. Language and Power. Longman. 4. Hall, S. 2003. Power, Knowledge and Discourse. In Discourse Theory and Practice: A Reader. Wetherell, M., S. Taylor & S. Yates (eds.) California: Sage.

	5. Holmes, J. & Stubbe, M. 2003. Power and politeness in the workplace. London: Pearson.
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## Attendance Requirements

Attendance at tutorials is mandatory in this course. Unexcused absence from more than 20 percent of tutorials will result in the award of a fail grade. In both lectures and tutorials you will actively engage with core course content, enabling you to attain Course Learning outcomes 1 and 4. Attendance at tutorials will be recorded through submission of weekly quiz items AND the submission of weekly exercises, as well as a student's presence in the tutorial (online or in-person).

- Align with the course learning outcomes;
- Result in a recorded artefact (an artefact for participation may include a post, or response, to an online discussion forum, poll or quiz, when an artefact for mandatory attendance may include a record of attendance) and have processes in place for recording the student artefact;
- Where relevant, include evidence that the attendance or participation is required to meet a statutory or professional body requirement; and
- Be comparable where the activity is delivered in different modes.

## Course Resources

### Prescribed Resources

Bowe, H., K. Martin & H. Manns. 2014. Communication across Cultures. Melbourne: Cambridge University Press. (2nd edition).

House, J. & D. Kádár. 2021. Cross-cultural Pragmatics. Cambridge University Press.

Spencer-Oatey, Helen (ed). 2011. Culturally Speaking: Culture, Communication and Politeness Theory, Continuum International Publishing. (2nd Edition).

### Recommended Resources

The relevant journals in this field are the Journal of Pragmatics and the Journal of Politeness Research and Intercultural Pragmatics.

An additional list of prescribed and recommended readings will be provided that will indicate weekly reading requirements.

# Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them.

Feedback is gathered from students using myExperience. It is encouraged that students complete their surveys by accessing the personalised web link via the Moodle course site.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Debra Aaron s		contact me online by email	use email please	Friday 2-3.30PM or by appointment	No	No
Tutor	Mark Ander son		online and TBA			No	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your

needs

- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

## [Use of AI for assessments | UNSW Current Students](#)

## Submission of Assessment Tasks

### Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

## School Contact Information

### School of Humanities & Languages

Email: hal@unsw.edu.au

Location: School Office, Morven Brown Building, Level 2, Room 258

Opening Hours: Monday - Friday, 9am - 5pm