ENG 670 Pragmatics & Language Teaching  
Fall 2015  
HL 304  
Wednesday 4.30-7.10

Instructor: Dr. Lucy Pickering  
Office Location: HL 307/308  
Office Hours: Tuesday 2-4pm; Wednesday 2-3pm; & By Appointment  
Office Fax: 903-886-5980  
University Email Address: lucy.pickering@tamuc.edu

COURSE INFORMATION

Materials

Textbook Required:


Additional Readings will be uploaded to the Electronic Course Shell

Suggested Equipment:
A tape recorder with a microphone OR a digital voice recorder. If you have a digital recorder you can also download a free program called Soundsciber that will allow you to listen and transcribe anything you record.

Course Description:
Pragmatics and Language Teaching, investigates both approaches to pragmatics and classroom practice. With an underlying focus in our readings and discussions on cross-cultural pragmatics, we will investigate the following questions: What is pragmatics? How can it help classroom language teaching? How can we integrate pragmatics in the classroom? How can pragmatics help us to understand student development? This is an introductory level graduate course on pragmatics and language teaching, and no background in this area is required. Students will be required to complete a final paper.

Student Learning Outcomes:
1. The student will be an active and engaged participant in discussions by analyzing, constructing and evaluating information presented within the textbook, external readings and class activities.
2. The student will engage in instructional material design by generating lesson plans and materials suitable for ESL/EFL instruction.
3. The student will describe and synthesize theory and instructional design as it relates to teaching and learning through empirically based research.
4. The student will engage in empirically-informed data collection and/or analysis and create an appropriate research paper based on scholarly sources of material.

### COURSE REQUIREMENTS

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<tr>
<th>Assessment and Instruction:</th>
<th>Percentage</th>
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<tr>
<td>Development of Lesson Plans (2)</td>
<td>30%</td>
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<tr>
<td>Final Paper &amp; Presentation</td>
<td>25%</td>
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<tr>
<td>Annotated Articles &amp; Proposal</td>
<td>15%</td>
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<tr>
<td>Activities</td>
<td>15%</td>
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<tr>
<td>Readers Notes/Participation</td>
<td>15%</td>
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The seminar will focus on discussions of readings you have completed for that week; your responses and ideas will be central to the class. To help you focus your reading, you will post reading notes throughout the semester. Each week, one student will assign questions and lead a discussion on the reading notes for that week. You will also be completing data-driven exercises periodically throughout the semester. You will develop two lesson plans during the semester designed to teach aspects of pragmatics that interest you. The lesson plan includes 1) topic; 2) Student demographics; 3) Rationale; 4) Goals/Objectives; 5) Materials; 6) Lesson Plan Outline. The group of annotated articles and paper proposal will help you find your individual focus for your final paper and presentation which may be on any aspect of cross-cultural/interlanguage pragmatics that you feel comfortable with. You may write either (1) a data-oriented study where you gather data pertaining to a specific area of second language pragmatics; (2) a theory-oriented study in which you choose to focus on a current issue important to second language pragmatics; (3) a complete research proposal for a future, proposed research project. Papers may include a lesson plan component if that is your primary interest.

### DEPARTMENT & UNIVERSITY PROCEDURES/POLICIES

Department Policies:

Please be sure to send an email to or make an appointment with your graduate director regarding your degree program to ensure that you are on the right track. It is especially important to remember the 12-hour rule: students will lose anything over 12 hours if they have not been fully admitted into a degree program or if they change their program.
Doctoral students should contact Dr. Donna Dunbar-Odom at Donna.Dunbar-Odom@tamuc.edu.
Master’s-English students should contact Dr. Susan Stewart at Susan.Stewart@tamuc.edu.
Master’s-Applied Linguistics (TESOL) students should contact Dr. Lucy Pickering at Lucy.Pickering@tamuc.edu.
Master’s-Spanish students should contact Dr. Flavia Belpoliti at Flavia.Belpoliti@tamuc.edu.

With your help, I hope to encourage individual student needs and interests in recognition of your future as independent teachers in the TESOL profession.

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

ADA Statement

Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Non-Discrimination Statement

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

Student Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

COURSE OUTLINE

(Schedule is flexible and subject to change)

9/2: Course Introduction

9/9: Pragmatics: Overview

TB: Unit A1 & Unit B1
Reading: Kasper (2001) (Pragmatics & SLA)
Prepared to discuss: C1.2

9/16: Introduction to Research Methods

TB: Unit A2 & B2
Reading: Yuan (2001); Friginal et al (2013)
Prepared to discuss: C2.5

9/23: The Semantic-Pragmatic Interface: Guest Lecture Dr. Salvatore Attardo (On Presupposition & Implicature)

TB: Unit A3 & B3
Reading: TBA

9/30: Speech Acts

TB: Unit A4 & B4
Reading: Boxer & Pickering (1995); Jucker (2009)
Activity Completion (using data collection or MICASE): C4.5
10/7: Implicature  
TB: Unit A5 & B5  
Reading: TBA  
Lesson Plan #1 Due

10/14: Pragmatics & Discourse  
TB: Unit A6 & Unit B6: Guest Lecture; Julie Bouchard on CA  
Reading: Gumperz (1992); Pickering (2001)

10/21 Dr. Pickering in Orlando for AAAL – Annotated Articles & Proposal due

10/28: Pragmatic Markers  
TB: Unit A7 & B7  
Reading: Vine (in progress). Pragmatic Markers at Work in NZ  
Ready to discuss: C5.1

11/4: Pragmatics & Politeness  
TB: Unit A8  
Reading: O’Driscoll (2007); Minegishi Cook (2001)  
Activity Completion: C6.1

11/18: Pragmatics, Prosody & Gesture  
TB: Unit A9 & B9  
Reading: Mennen (2007); Gut (2007)  
Ready to discuss: C7.3

11/25: NO CLASS - THANKSGIVING

12/2: Cross-cultural Pragmatics  
TB: Unit A10 & B10  
Reading: Pickering & Litzenberg, 2011  
Activity Completion: C8.3

12/9: Class Presentations  
Lesson Plan #2 Due

Final Paper Due: December 16th or before