



# LING5022

## Cross-cultural Pragmatics

Term One // 2021

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Debra Aarons	d.aarons@unsw.edu.au	Thursday 1.00-2.30PM or by appointment	contact me online by email	use email please

### School Contact Information

School of Humanities and Languages

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

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

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## **Course Details**

### **Credit Points 6**

### **Summary of the Course**

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**

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

### **Teaching Strategies**

The rationale for LING 5022 is to provide students with a grounding in the study of linguistic communication among people of different languages and cultures that will enable them to teach or work with diverse cultural and language groups, in Australia and abroad.

The weekly lectures are divided into two parts. In the first part, basic concepts and theoretical issues are presented. In the second part, various problems and data sets are presented and discussed in an interactive manner and you are encouraged to contribute to the discussion.

The tutorials provide you with the opportunity for an in-depth examination of linguistic data (drawn from a wide range of languages), with particular focus on creative problem-solving skills in a collaborative environment.

## Assessment

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

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Presentation	20%	ongoing	3
Assignment	30%	22/03/2021 11:00 PM	1, 2, 3, 4
Preparation exercises	15%	22/02/2021 11:00 PM onwards	3
Problem Set	35%	27/04/2021 11:00 PM	3, 4

### Assessment Details

#### Assessment 1: Presentation

**Start date:** 14/02/2021 11:00 PM

**Length:** 15-20 minutes

**Details:**

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

**Additional details:**

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.

**Submission notes:** presentation to be submitted on Moodle as well as delivered in person

**Turnitin setting:** This is not a Turnitin assignment

#### Assessment 2: Assignment

**Start date:** Not Applicable

**Length:** approximately 1200 words

**Details:**

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

approximately.

**Additional details:**

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

**Submission notes:** to be submitted on Moodle

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 3: Preparation exercises**

**Start date:** 22/02/2021

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

**Details:**

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

12 short answer questions

General written feedback provided to the whole class.

**Additional details:**

Quiz to be taken on-line

Exercises to be submitted on Moodle

**Submission notes:** 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

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 4: Problem Set**

**Start date:** at least 2 weeks before due date

**Length:** 1800 words approximately

**Details:**

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.

**Additional details:**

Answers to be submitted on Moodle.

**Turnitin setting:** This is not a Turnitin assignment

## Attendance Requirements

Attendance at tutorials is mandatory in this course. Unexcused absence from more than 20% 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 online tutorial.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 15 February - 19 February	Lecture	Culture, Communication and Context  Reading  Bowe, Martin & Manns, Chapter 1  Spencer-Oatey, Chapter 1
	Tutorial	No tutorial this week
Week 2: 22 February - 26 February	Lecture	Lecture  Speech Acts, Force, The Co-operative Principle  Reading  Spencer-Oatey, Chapter 1 & 2
	Tutorial	Tutorial  Speech Acts, Force, The Co-operative Principle  Reading and Presentations  Spencer-Oatey, Chapter 1 & 2  Bowe, Martin & Manns, Chapter 2
Week 3: 1 March - 5 March	Lecture	Face: Linguistic Politeness I  Reading  <b>Prescribed</b>  1. Spencer-Oatey, Chapter 1 & 2  2. Bowe, Martin & Manns, Chapter 3  3. Kasper, G. 1990. Linguistic Politeness. Journal

		<p>of Pragmatics 14: 193-218.</p> <p>4. Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? <i>Journal of Pragmatics</i>, 11, 2: 131-146.</p> <p><b>Recommended</b></p> <p>Brown, P., &amp; 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>.</p>
	Tutorial	<p>Face: Linguistic Politeness I</p> <p>Reading and Presentations</p> <p><b>Prescribed</b></p> <ol style="list-style-type: none"> <li>1. Spencer-Oatey, Chapter 1 &amp; 2</li> <li>2. Bowe, Martin &amp; Manns, Chapter 3</li> <li>3. Kasper, G. 1990. Linguistic Politeness. <i>Journal of Pragmatics</i> 14: 193-218.</li> <li>4. Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? <i>Journal of Pragmatics</i>, 11, 2: 131-146.</li> </ol> <p><b>Recommended</b></p> <p>Brown, P., &amp; 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>.</p>
Week 4: 8 March - 12 March	Lecture	<p>Face: Linguistic Politeness II</p> <p>Reading</p> <p><b>Prescribed</b></p> <ol style="list-style-type: none"> <li>1. Spencer-Oatey, Chapter 1 &amp; 2</li> <li>2. Bowe, Martin &amp; Manns, Chapter 3</li> </ol>



		<p>3. Kasper, G. 1990. Linguistic Politeness. Journal of Pragmatics 14: 193-218.</p> <p>4. Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? Journal of Pragmatics, 11, 2: 131-146.</p> <p><b>Recommended</b></p> <p>Brown, P., &amp; S. Levinson. 1987. Politeness: Some universals in language usage. Cambridge: Cambridge University Press. First published 1978 as part of Esther N. Goody (ed.): <i>Questions and Politeness</i>.</p>
	Tutorial	<p>Face: Linguistic Politeness II</p> <p><b>Prescribed</b></p> <p>1. Spencer-Oatey, Chapter 1 &amp; 2</p> <p>2. Bowe, Martin &amp; Manns, Chapter 3</p> <p>3. Kasper, G. 1990. Linguistic Politeness. Journal of Pragmatics 14: 193-218.</p> <p>4. Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? Journal of Pragmatics, 11, 2: 131-146.</p> <p><b>Recommended</b></p> <p>Brown, P., &amp; S. Levinson. 1987. Politeness: Some universals in language usage. Cambridge: Cambridge University Press. First published 1978 as part of Esther N. Goody (ed.): <i>Questions and Politeness</i>.</p>
Week 5: 15 March - 19 March	Lecture	<p>Rapport and Rapport Management</p> <p>Reading</p> <p>Spencer-Oatey, Chapter 1 &amp; 2</p>
	Tutorial	<p>Tutorial</p> <p>Face: Linguistic Politeness II</p> <p>Reading</p>

		<p><b>Prescribed</b></p> <ol style="list-style-type: none"> <li>1. Spencer-Oatey, Chapter 1 &amp; 2</li> <li>2. Bowe, Martin &amp; Manns, Chapter 3</li> <li>3. Kasper, G. 1990. Linguistic Politeness. Journal of Pragmatics 14: 193-218.</li> <li>4. Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? Journal of Pragmatics, 11, 2: 131-146.</li> </ol> <p><b>Recommended</b></p> <p>Brown, P., &amp; S. Levinson. 1987. Politeness: Some universals in language usage. Cambridge: Cambridge University Press. First published 1978 as part of Esther N. Goody (ed.): Questions and Politeness.</p>
Week 6: 22 March - 26 March	Reading	<p>This is a reading week, no lectures in Week 6</p> <p>Revision of content already covered in Weeks 1-5</p>
	Tutorial	There is no tutorial in week 6
Week 7: 29 March - 2 April	Lecture	<p>Understandings of "culture"</p> <p><b>Prescribed Reading</b></p> <p>Spencer-Oatey, Chapter 3.</p> <p><b>Recommended reading</b></p> <ol style="list-style-type: none"> <li>1. Holliday, A.R. 2005. The struggle to teach English as an International Language. Oxford: Oxford University Press. 17-24. <i>extracts available on-line, or in</i></li> <li>2. Kumaravadivelu, B. 2008. Cultural Globalisation in Language Education. Yale: Yale University Press. 212-217. <i>extracts available on-line, or in</i></li> </ol> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication. An advanced resource book for students. (Second edition). London and New York: Routledge.</p> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York:</p>

		<p>Routledge.</p> <p>3. Sugimoto, Y. 1997. An Introduction to Japanese Society. Cambridge: Cambridge University Press. 1-4; 11-13 <i>extracts available on-line, or in</i></p> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York: Routledge.</p>
	Tutorial	<p>Understandings of "culture"</p> <p><b>Prescribed Reading</b></p> <p>Spencer-Oatey, Chapter 3.</p> <p><b>Recommended reading</b></p> <p>1. Holliday, A.R. 2005. The struggle to teach English as an International Language. Oxford: Oxford University Press. 17-24. <i>extracts available on-line, or in</i></p> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication. An advanced resource book for students. (Second edition). London and New York: Routledge.</p> <p>2. Kumaravadivelu, B. 2008. Cultural Globalisation in Language Education. Yale: Yale University Press. 212-217. <i>extracts available on-line, or in</i></p> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York: Routledge.</p> <p>3. Sugimoto, Y. 1997. An Introduction to Japanese Society. Cambridge: Cambridge University Press. 1-4; 11-13 <i>extracts available on-line, or in</i></p> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York: Routledge.</p>
Week 8: 5 April - 9 April	Reading	Week 8 is a reading week. Readings to be assigned
	Tutorial	<p>Tutorial</p> <p>Understandings of "culture" continue</p>



		<p>Speech Acts Across Cultures</p> <p>Reading and Presentations</p> <p>Spencer-Oatey, Chapters 4 &amp; 5</p> <p>Spencer-Oatey Chapters 10 &amp; 11</p> <p>Blum-Kulka, S. 1987. Indirectness and politeness in requests: Same or different? <i>Journal of Pragmatics</i>, 11, 2: 131-146.</p> <p>Blum-Kulka, S., and Olshtain, E., 1984. Requests and Apologies. <i>Applied Linguistics</i>, 5, 3: 196-213</p>
<p>Week 10: 19 April - 23 April</p>	<p>Lecture</p>	<p>Respect and Deference; Power and Solidarity</p> <p><b>Prescribed:</b></p> <ol style="list-style-type: none"> <li>1. Bowe, Martin &amp; Manns, Chapter 7</li> <li>2. <i>Thomas, J. 1995. Meaning in Interaction. London: Longman. (Chapter 6) available on-line.</i></li> </ol> <p><b>on Power Relations</b></p> <ol style="list-style-type: none"> <li>1. Bowe, Martin &amp; Manns, Chapter 6</li> <li>2. Spencer-Oatey, Chapter 2 &amp; 8 (relevant sections)</li> <li>3. Yabuuchi, A. 2006. Hierarchy politeness: What Brown and Levinson refused to see. <i>Intercultural Pragmatics</i>, 3: 323-351.</li> </ol> <p><b>Recommended:</b></p> <ol style="list-style-type: none"> <li>1. <i>Brown, R. &amp; A Gilman. 1960. The Pronouns of Power and Solidarity. In Sociolinguistics: The essential readings. Bratt-Paulston, C. &amp; Tucker, G. R. (eds). Oxford: Blackwell</i></li> <li>2. <i>Tannen, D. 2003. The Relativity of Linguistic Strategies. Rethinking power and solidarity in Gender Dominance. In Sociolinguistics: The essential readings. Bratt-Paulston, C. &amp; G. R. Tucker (eds). Oxford: Blackwell</i></li> </ol> <p><b>on Power relations</b></p>

	<p>1. Fairclough N. 1989. Language and Power. Longman.</p> <p>2. Hall, S. 2003. Power, Knowledge and Discourse. In Discourse Theory and Practice: A Reader. Wetherell, M., S. Taylor &amp; S. Yates (eds.) California: Sage.</p> <p>3. Holmes, J. &amp; Stubbe, M. 2003. Power and politeness in the workplace. London: Pearson.</p> <p>4. Solomos, S. &amp; L. Back, 1996. Racism and Society. London: Macmillan. 186-90. extracts available on-line, or in</p> <p>Holliday, A., M. Hyde, &amp; J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York: Routledge.</p>
Tutorial	<p>Respect and Deference; Power and Solidarity</p> <p><b>Prescribed:</b></p> <p>1. Bowe, Martin &amp; Manns, Chapter 7</p> <p>2. Thomas, J. 1995. <i>Meaning in Interaction</i>. London: Longman. (Chapter 6) available on-line.</p> <p><b>on Power Relations</b></p> <p>1. Bowe, Martin &amp; Manns, Chapter 6</p> <p>2. Spencer-Oatey, Chapter 2 &amp; 8 (relevant sections)</p> <p>3. Yabuuchi, A. 2006. Hierarchy politeness: What Brown and Levinson refused to see. <i>Intercultural Pragmatics</i>, 3: 323-351.</p> <p><b>Recommended:</b></p> <p>1. Brown, R. &amp; A Gilman. 1960. <i>The Pronouns of Power and Solidarity</i>. In <i>Sociolinguistics: The essential readings</i>. Bratt-Paulston, C. &amp; Tucker, G. R. (eds). Oxford: Blackwell</p> <p>2. Tannen, D. 2003. <i>The Relativity of Linguistic</i></p>

*Strategies. Rethinking power and solidarity in Gender Dominance. In Sociolinguistics: The essential readings. Bratt-Paulston, C. & G. R. Tucker (eds). Oxford: Blackwell*

**on Power relations**

1. Fairclough N. 1989. Language and Power. Longman.

2. Hall, S. 2003. Power, Knowledge and Discourse. In Discourse Theory and Practice: A Reader. Wetherell, M., S. Taylor & S. Yates (eds.) California: Sage.

3. Holmes, J. & Stubbe, M. 2003. Power and politeness in the workplace. London: Pearson.

4. Solomos, S. & L. Back, 1996. Racism and Society. London: Macmillan. 186-90. extracts available on-line, or in

Holliday, A., M. Hyde, & J. Kullman. Intercultural Communication, An advanced resource book for students. (Second edition). London and New York: Routledge.

## Resources

### Prescribed Resources

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

Spencer-Oatey, Helen (ed). 2008. *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.



## **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, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## 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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, 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.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## **Academic Information**

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Image Credit**

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## **CRICOS**

CRICOS Provider Code: 00098G

## **Acknowledgement of Country**

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.