Syllabus

Department	**Department of English Studies**							**Year**		2024/2025	
Course	Pragmatics							**ECTS**		**4**	
Study programme	English Studies										
Level of study programme	☐ Undergraduate		☒ Graduate		☐ Integrated			☐ Postgraduate			
Type of study programme	☐ Single major ☒ Double major		☒ University		☐ Professional			☐ Specialized			
Year of study	☒ 1		☒ 2		☐ 3		☐ 4		☐ 5		
Semester	☐ Winter ☒ Summer		☐ I		☒ II	☐ III	☒ IV		☐ V		
			☐ VI		☐ VII	☐ VIII	☐ IX		☐ X		
Status of the course	☐ Compulsory		☒ Elective		☒ Elective course offered to students from other departments		**Teaching Competencies**		☐ YES ☒ NO		
Workload	**15**	**L**	**15**	**S**		**E**	**Internet sources for e-learning**			☒ YES ☐ NO	
Location and time of instruction	Friday, 10-12 (room 157)						**Language(s) in which the course is taught**		English		
Course start date	21 February 2025						**Course end date**		23 May 2025		
Enrolment requirements	/										
Course coordinator	Sanja Škifić, PhD, Full Professor										
E-mail	sskific@unizd.hr						**Consultation hours**		Friday, 9-10 or by appointment via e-mail		
Course instructor	Sanja Škifić, PhD, Full Professor										
E-mail	sskific@unizd.hr						**Consultation hours**		Friday, 9-10 or by appointment via e-mail		
Assistant/ Associate											
E-mail							**Consultation hours**				
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E-mail							**Consultation hours**				
Mode of teaching	☒ Lectures		☒ Seminars		☐ Exercises		☐ E-learning		☐ Field work		
	☐ Individual assignments		☐ Multimedia and network		☐ Laboratory		☐ Mentoring		☐ Other		

Learning outcomes	By the end of the course students will acquire basic knowledge in the field of pragmatics and will be able to: -define basic concepts in the field of pragmatics and interpret their relationship - apply acquired knowledge from the syntactic, semantic, and sociolinguistic fields to the analysis of pragmatic issues - analyze relevant theoretical frameworks within which pragmatic phenomena are described and the possibility of their application - describe cultural differences that arise in the interpretation of basic pragmalinguistic concepts and language use - apply the acquired knowledge to the analysis of various instances of linguistic usage and context of linguistic usage -critically argue the results of pragmalinguistic analysis of language use
Learning outcomes at the Programme level	- recognize and describe relevant ideas and concepts - connect different approaches, perceptions, and knowledge through an interdisciplinary approach -apply a critical and self-critical approach in argumentation - explain language as a form of human activity, as well as the linguistic and non-linguistic factors that enable successful communication -carry out scientific research investigations

Assessment criteria	☒ Class attendance	☐ Preparation for class	☐ Homework	☐ Continuous evaluation	☐ Research
	☐ Practical work	☐ Experimental work	☒ Presentation	☐ Project	☒ Seminar
	☒ Test(s)	☒ Written exam	☐ Oral exam	☐ Other:	

Conditions for permission to take the exam	Regular class attendance and seminar paper. Note: Students are required to write a seminar paper on a topic related to an aspect of pragmatics, 2000-2500 words in length. Students should propose the topic of the paper (during office hours or via e-mail), find and read the relevant literature for writing the seminar paper. Students should follow the APA referencing style throughout the paper. The first version of the paper should be sent by the beginning of the 13th week of class.		
Exam periods	☐ Winter	☒ Summer	☒ Autumn
Exam dates		https://anglistika.unizd.hr/ispitni-rokovi	https://anglistika.unizd.hr/ispitni-rokovi
Course description	The basic goal of the course is to introduce students to the basic concepts and theoretical frameworks of pragmatics within which language and language use are interpreted from the viewpoint of human behaviour. Thus, the aims of the course include developing students' critical thinking towards relevant theoretical frameworks and methodological procedures from the viewpoint of speech acts and other forms, principles and consequences of communication interaction. Special attention is paid to similarities and differences between relevant areas of pragmatic investigation and other related linguistic disciplines, primarily syntax, semantics and sociolinguistics. This allows for a clearer insight into the interrelatedness of language structure, meaning dimension and extralinguistic factors that contribute to successful communication.		
Course content	Lectures: 1. Introduction: defining the concept of pragmatics; history of pragmatics; American and European approaches to pragmatics 2. Relationship between pragmatics, syntax, semantics and sociolinguistics 3. Linguistic usage as a form of human behaviour – basic areas of pragmatic analysis and basic concepts in the analysis of linguistic usage		

<table>
<tr><td></td><td colspan="6">4. Information structure and conversational style – structure of monologues and dialogues, cohesion and coherence, turn-taking, adjacency pairs
5. Reference and deixis – defining the concept and categories
6. Politeness and face
7. Mid-term test
8. Conversational implicatures – Grice's theory, cooperative principle and maxims, conventional implicatures
9. Neo-Gricean theory and Relevance theory
10. Presuppositions/inferences – cultural differences
11. Speech acts – Austin and Searle; felicity conditions
12. Speech acts and context
13. Discourse representation
14. Discourse analysis – culture and schemata
15. End-term test
Seminars follow the topics covered in lectures.</td></tr>
<tr><td>Required reading</td><td colspan="6">1. Birner, Betty J. (2013). Introduction to Pragmatics. Oxford: Willey-Blackwell.
2. Huang, Yan (2007). Pragmatics. Oxford: Oxford University Press.
3. Yule, George (1996). Pragmatics. Oxford: Oxford University Press.</td></tr>
<tr><td>Additional reading</td><td colspan="6">1. Austin, J. L. (1962). How to Do Things with Words. Oxford: Oxford University Press.
2. Davis, Steven (1991). Pragmatics: A Reader. Oxford: Oxford University Press.
3. Ivanetić, N. (1994). Govorni činovi. Zavod za lingvistiku, Zagreb.
4. Levinson, Steven C. (1983). Pragmatics. Cambridge: Cambridge University Press.
5. Searle, John R. (1969). Speech Acts: An Essay in the Philosophy of Language. Cambridge: Cambridge University Press.</td></tr>
<tr><td>Internet sources</td><td colspan="6"></td></tr>
<tr><td rowspan="3">Assessment criteria of learning outcomes</td><td colspan="5">Final exam only</td><td></td></tr>
<tr><td colspan="2">☐ Final written exam</td><td colspan="2">☐ Final oral exam</td><td>☐ Final written and oral exam</td><td>☐ Practical work and final exam</td></tr>
<tr><td>☐
Only test/homework</td><td>☐
Test/homework and final exam</td><td>☐
Seminar paper</td><td>☒
Seminar paper and final exam/ mid-term and end-term tests</td><td>☐
Practical work</td><td>☐ other forms</td></tr>
<tr><td>Calculation of final grade</td><td colspan="6">Students who pass both the mid-term and the end-term tests do not have to take the final written exam. Their final grade represents a combination of results obtained on the mid-term and the end-term tests, and the results obtained from writing and presenting the seminar paper (mid-term test - 40%; end-term test - 40%, writing and presentation of seminar paper - 20%). Students who do not pass both the mid-term and end-term exams have to take the final written exam. Their final grade represents a combination of the results obtained from the final written exam (80%) and results obtained from writing and presenting the seminar paper (20%).</td></tr>
<tr><td rowspan="5">Grading scale</td><td>0%-59%</td><td colspan="5">Failure (1)</td></tr>
<tr><td>60%-69%</td><td colspan="5">Satisfactory (2)</td></tr>
<tr><td>70%-79%</td><td colspan="5">Good (3)</td></tr>
<tr><td>80%-89%</td><td colspan="5">Very good (4)</td></tr>
<tr><td>90%-100%</td><td colspan="5">Excellent (5)</td></tr>
<tr><td>Course evaluation procedures</td><td colspan="6">☒ Student evaluations conducted by the University
☐ Student evaluations conducted by the Department
☐ Internal evaluation of teaching</td></tr>
</table>

	☒ Department meetings discussing quality of teaching and results of student evaluations ☐ Other
Note /Other	In accordance with Art. 6 of the *Code of Ethics* of the Committee for Ethics in Science and Higher Education, "the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice." According to Art. 14 of the University of Zadar's *Code of Ethics*, students are expected to "fulfil their responsibilities responsibly and conscientiously. [...] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. [...] Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to: - various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted; -various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results." All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the *Rulebook on Disciplinary Responsibility of Students at the University of Zadar* will be applied. In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to. This course uses the Merlin system for e-learning, so students are required to have an AAI account.