

# CURRICULUM PROPOSAL

## APPROVAL PAGE

Proposal Title: Creation of Graduate Course: Interlanguage Pragmatics

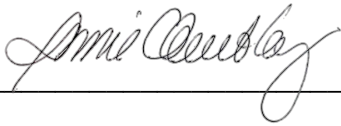
College: Liberal Arts

Department: Chicano Studies, Languages, and Linguistics

**DEPARTMENT CHAIR – Annie C. Tremblay**

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I have read the enclosed proposal and approve this proposal on behalf of the department.



11/18/2024

Signature

Date

**COLLEGE CURRICULUM COMMITTEE CHAIR – Selfa Chew-Melendez**

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I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

**COLLEGE DEAN – Anadeli Bencomo**

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I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

# CURRICULUM CHANGE MEMO

**Date:** 11/18/2024

**From:** Sabrina Mossman, Dept. Chicano Studies, Languages, and Linguistics

**Through:** Annie C. Tremblay, Chair, Dept. of Chicano Studies, Languages, and Linguistics

**Through:** Anadeli Bencomo, Dean, College of Liberal Arts

**Through:** Selfa Chew-Melendez, Chair, Liberal Arts Curriculum Committee

**To:** Annie C. Tremblay, Chair, Graduate Council

**Proposal Title:** Creation of Graduate Course: Interlanguage Pragmatics

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**Select the proposal content (select as many as apply) and provide the rationale.**

## Content

☐ New program or ☐ Program Change

☐ Bachelor's

☐ Master's

☐ Doctoral/Professional

☐ Certificate

☐ Fast Track

☐ Minor

☐ Concentration/Track

☒ New Course

☐ Closure (program, certificate, minor, concentration)

☐ Change

☐ CIP Code

☐ Program/certificate SCH

☐ Course Title

☐ Course Description

☐ Graduate Program Admission Requirements

## Rationale

We are creating an online version of our MA in Bilingualism and Applied Linguistics, and we are creating this course to be part of the regular rotation of elective courses that we offer as part of the online MA. The course will be taught by Dr. Sabrina Mossman during the summer. The focus of the course is her area of expertise. We may also offer this course as one of the regular electives that in-person students can take, but the attached syllabus is for a course taught in a 7-week part-of-term period.

## COURSE ADD

All fields below are required

Add additional Course Add forms as needed

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College : Liberal Arts

Department : Chicano Studies, Languages, and Linguistics

Effective Term : Fall 2025

### Rationale for adding the course:

We have regularly cross-listed Spanish in the US (LING 3316) with a graduate section (LING 5370) that included more advanced requirements. With the development of the new online M.A. in Bilingualism and Applied Linguistics, we plan to offer this course regularly as part of our curriculum. Therefore, we would like to establish a dedicated graduate-level version of the course.

### All fields below are required

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Subject Prefix and # LING 53??

Title (29 characters or fewer): Interlanguage Pragmatics

Dept. Administrative Code : 0616

[CIP Code](#) 16.0201

Departmental Approval Required ☐ Yes ☒ No

Course Level ☐ UG ☒ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☒ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade C

- How many times may course be repeated to satisfy minimum grade requirement? 1

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

### Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course aims to provide an introduction to the theories, research, and teaching of interlanguage pragmatics. Pragmatics is the study of language in context and how the "true" meaning of what we say extends beyond the truth-conditional (literal) aspect of an utterance. Interlanguage, intercultural, or cross-cultural pragmatics investigates how adult learners of an additional language deal with this nuanced aspect of the language they are acquiring and how they develop the pragmatic skills for that language, given that (a) the pragmatics of each language (and the different varieties of each language) are

culturally specific, (b) pragmatics are rarely taught in language classrooms, and (c) the pragmatic features of a language are not always transparent or salient.

**Contact Hours (per week):**    3 Lecture Hours                      Lab Hours                      Other

**Types of Instruction (Schedule Type): Select all that apply**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> A    Lecture | <input type="checkbox"/> H    Thesis                              |
| <input type="checkbox"/> B    Laboratory         | <input type="checkbox"/> I    Dissertation                        |
| <input type="checkbox"/> C    Practicum          | <input type="checkbox"/> K    Lecture/Lab Combined                |
| <input type="checkbox"/> D    Seminar            | <input type="checkbox"/> O    Discussion or Review (Study Skills) |
| <input type="checkbox"/> E    Independent Study  | <input type="checkbox"/> P    Specialized Instruction             |
| <input type="checkbox"/> F    Private Lesson     | <input type="checkbox"/> Q    Student Teaching                    |

### Fields below if applicable

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 weeks

**TCCN (Use for lower division courses) :**

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):	Equivalent Course(s):

<b>Restrictions:</b>	
<b>Classification</b>	
<b>Major</b>	

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

### **Course Syllabus**

# INTERLANGUAGE PRAGMATICS

## SYLLABUS

### Course Description

This course aims to provide an introduction to the theories, research, and teaching of interlanguage pragmatics. Pragmatics is the study of language in context and how the “true” meaning of what we say extends beyond the truth-conditional (literal) aspect of an utterance. Pragmatics deals with questions such as:

- Why can the utterance *“it’s cold in here”* mean *please shut the window*, or *this room is pleasant/unpleasant* or even *I don’t want to stay here*?
- Why is the utterance *I’m sorry, but you should have been looking where you were going* NOT an apology even though it includes the phrase “I’m sorry”?
- If someone states *I have two cats*, how do we know the person has **only** 2 cats and not 18 cats, though the statement would be true in either case?
- What causes us to perceive a speaker as being confident rather than showing off and being modest rather than insecure?

The answers to these questions and more fall under the wide umbrella of pragmatics, and proficient speakers of a language are experts at both producing and interpreting the statements above appropriately in the context in which they occur. *Interlanguage, intercultural, or cross-cultural* pragmatics investigates how adult learners of an additional language deal with this nuanced aspect of the language they are acquiring and how they develop the pragmatic skills for that language, given that (a) the pragmatics of each language (and the different varieties of each language) are culturally specific, (b) pragmatics are rarely taught in language classrooms, and (c) the pragmatic features of a language are not always transparent or salient.

In this course, through readings and discussions on pragmatics and interlanguage pragmatics, we will examine the core issues for adult learners of L2 pragmatics, pragmatic development in adult L2 learners, the most common methods of carrying out pragmatics research, and why and how we should integrate pragmatics into the language classroom.

### Student Outcomes

Students will be able to:

- describe the key theories and concepts in the field of pragmatics
- recognize and evaluate the core issues pertaining to interlanguage pragmatics
- analyze and evaluate existing pragmatics research
- construct a research protocol for pragmatics research
- integrate pragmatics instruction into a language class

COURSE SCHEDULE		
Week 1	L1 Pragmatics: Politeness Theory Gricean Principles / Maxims	Discussion Board Worksheet 1
Week 2	L1 Pragmatics: Speech acts & Turn-taking	Discussion Board Worksheet 2
Week 3	Intercultural pragmatics: Politeness & Speech Acts / CCSARP	Discussion Board Worksheet 3
Week 4	L1/ Interlanguage Pragmatics: Deixis, Implicature, and Relevance theory	Discussion Board Worksheet 4
Week 5	Research methods in L2 Pragmatics: DCTs & role plays	Data collection
Week 6	Research methods in L2 Pragmatics: DCTs & role plays Teaching L2 pragmatics	Data collection & Worksheet
Week 7	Teaching L2 pragmatics	Final Paper Teaching Lesson

### Evaluation/Grading

Weekly Discussions/worksheets	50%
Teaching Lesson	15%
Research Paper	35%