Cross-cultural and Intercultural Pragmatics
Fall 2015
SPAN/FR/JPNS/LC 679, LING 689
(Graduate seminar listed as L2 pragmatics in the Purdue courselist)

Dr. Lori Czerwionka (czerwionka@purdue.edu)
Office: 168 Stanley Coulter Hall
Class meeting time: Tuesday and Thursday, 10:30-11:45, CL50 129
Office hours: Thursday 1:30-3:30

Course description
This is a graduate seminar on cross-cultural and intercultural pragmatics. Pragmatics is the study of
government in context, where context includes linguistic and sociocultural surroundings. This course is
meant to introduce selected topics within pragmatics and consider those topics from intercultural
perspectives, including the second language perspective. Seminal works and many academic research
articles will be read.

Outline of the course
A. Introduction
B. Speech Acts
C. Politeness
D. Discourse Markers and Discourse

Course objectives
• Explain basic concepts in pragmatics (e.g. speech acts, indirect speech, face)
• Evaluate basic concepts from a cross-cultural or intercultural perspective.
• Make cross-cultural and cross-linguistic comparisons of pragmatic language use, considering
cultural contexts and linguistic structures
• Write literature reviews and essays about pragmatic topics addressed in class
• Evaluate methodological procedures used for pragmatics research
• Conduct original research related to intercultural or cross-cultural pragmatics
• Lead others in learning

Texts: All references are listed at the end of the syllabus in the reference list. PDFs of all materials that
are accessible through our library will be provided to you via a dropbox link.

Course components

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Research Project (4 parts)</td>
<td>40%</td>
</tr>
<tr>
<td>R1: Idea (10 point)</td>
<td>5%</td>
</tr>
<tr>
<td>R2: Methods and Annotated bibliography (35 points)</td>
<td>10%</td>
</tr>
<tr>
<td>R3: Writing group participation (10 points)</td>
<td>5%</td>
</tr>
<tr>
<td>R4: Final research project (10 points)</td>
<td>15%</td>
</tr>
<tr>
<td>Research Project Presentation (10 points)</td>
<td>5%</td>
</tr>
<tr>
<td>II. Essays (4 x 10 points each)</td>
<td>20%</td>
</tr>
<tr>
<td>III. Practice Writing Group (10 points)</td>
<td>5%</td>
</tr>
<tr>
<td>IV. Lead class(es) (10 points each)</td>
<td>10%</td>
</tr>
<tr>
<td>V. Exam</td>
<td>15%</td>
</tr>
<tr>
<td>VI. Participation (10 points)</td>
<td>10%</td>
</tr>
</tbody>
</table>
Description of course components

I. Research project

The research project contains four parts. Each part is described below and in the calendar in less detail. All parts should be typed (1.5 line spaces, 12 point Times New Roman, 1 inch margins, APA references).

R1 - What specific cross-cultural, intercultural, or L2 pragmatic aspect will you investigate for your final project? Who will the participants be? Provide a paragraph length description. Also, provide an annotated bibliography including 3 important references, plus an overarching reflection. Turn this in in class. (10 points)

Description of Annotated bibliography

An annotated bibliography serves two main purposes; (1) it organizes your literature review materials and (2) it helps you to draw connections among the various sources to let you see how the ideas and authors of prior work (in addition to your ideas and goals for your research project) are in an academic conversation together. Later, the annotated bibliography will help you to write a literature review that explains the academic conversation and indicates how your project fits into the same academic conversation.

For each entry, you must:

1) List the reference in APA style. Tip: In scholar.google.com, you can search for the publication, then click “cite” underneath the result. Then the website will show you the reference in various styles. Pick APA. These are not always 100% accurate, so check the formatting using the OWL cite.

2) Write the annotation. Each annotation must include a Summary and an Assessment/Reflection. The following descriptions are from https://owl.english.purdue.edu/owl/resource/614/01/.

- **Summarize**: Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.

- **Assess**: After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?

- **Reflect**: Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

3) **Overarching Reflection**: Periodically in your annotated bibliography, include an Overarching Reflection that begins to show how the various publications are in an academic conversation together. Depending on how you like to think and analyze ideas, you may write a paragraph, make a table, create a mindmap, or use another way to organize ideas. The goal of this is to organize information to make a point about the academic conversation. The points that you make may relate to various aspects of the literature review or the methods. It is important to reference the ideas well, so that you know which publications contribute to specific ideas in the conversation when you look at this document in the future.

Examples of points one may want to make if the project is about a certain speech act:

- What do the articles say about how speech acts can be assessed?
- What explains the cross-cultural differences in speech acts?
- What language pairs have been analyzed? Which are most important for my study? What reason is there to add another study like mine?
- What methods are typically used and how do I show that more innovative methods like the ones I will use are needed?
- Which articles show similar findings to one another and which are different? How does this help to identify the gap that my project will fill?
R2 – Turn in a draft of your methods section (10 points). Turn in an annotated bibliography with 23 important references (3 from R1 if those remain important) (20 points). Include at least 2 additional Overarching Reflections (5 points). Turn these in in class.

Description of Methods
Include the sections below in your methods section. Each section should be sufficiently detailed so that a reader could replicate your study using the information provided. This is the “recipe” that explains how to do what you did.
- Short introduction paragraph (may mention the design)
- Participants
- Materials
- Procedures
- Analyses

Participants, Materials and Procedures sections are described in the link below. The analysis section is not listed. I typically include an analyses section in the methods where I say what type of analysis will be done (e.g. grounded approach to qualitative analysis, ANOVA, Multiple regression, etc). Provide the details of the analysis that will be done. This leads readers smoothly into the results section. https://owl.english.purdue.edu/owl/resource/670/04/

R3 – Participation in writing groups: writing and reviewing (10 points)

R4 - Final paper: Due on Monday, December 14 at noon by email. (100 points)
The final paper should include the following parts:
- Introduction
- Literature review
- Methods
- Results
- Discussion (Discuss the results as they relate to the literature. Include references.)
- Conclusion

Research Project Presentation (10 points)

II. Essays (40 points, 10 points each)
The goal of an essay is to make an argument based on readings read for class. Use in-text references to support the arguments, and supply a reference list. (2-5 pages 1.5 line spaces, 12 point Times New Roman, 1 inch margins, APA references)

Essay 1 – Reflect on how Bardovi-Harlig’s ideas changed or remained the same from 1999 to 2013. Use references where appropriate.
Essay 2 – Considering the readings on speech acts, write a literature review that demonstrates how the articles are in an academic conversation together.
Essay 3 – Considering the House videos, write about how her perspective intersects with cross-cultural and intercultural pragmatics.
Essay 4 – Considering the readings on politeness, write a literature review that demonstrates how the articles are in an academic conversation together.

III. Practice writing group (10 points)
Turn in your responses to questions and comments

IV. Lead class (10 points each)
Each person will lead class 1-3 times depending on how many students are in the class. Prepare the class as if you were the teacher. You should not do an academic presentation, but instead you should engage the class in discussion and learning activities.
V. Exam
There is one exam at the end of the course. All material addressed in the class will be included. More
description of the format of the exam will be given later in the semester.

VI. Participation
All students are expected to attend class, read all materials, come prepared to discuss ideas and questions,
and encourage their own and others’ learning during class time. A midterm participation grade will be
given, and a cumulative grade will be assigned at the end of the semester.

Course and University Policies

Grading Policy
This course will follow the +/- system. Normal rounding is used.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
</tr>
<tr>
<td>A</td>
<td>93-98</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
</tr>
<tr>
<td>F</td>
<td>(below 65)</td>
</tr>
</tbody>
</table>

Communication policy
All information for this course will be communicated through blackboard. When announcements are
posted, they will also be sent via email. Outside of office hours, email is the best way to contact me
(czerwionka@purdue.edu). I may not respond to emails on the weekends. Feel free to contact me about
the course or to see me during office hours!

Attendance policy
Attendance is extremely important. In no case will you be allowed to make up the work you miss due to
an unexcused absence. You will be allowed 2 absences (excused or unexcused) without penalty beyond
the work you miss. Work may be submitted prior to the class missed by submitting it in my mailbox,
under my office door, or in class by a classmate. Any unexcused absence beyond your first two absences
will directly affect your grade, and 3% will be deducted from your final course grade, which is based on a
scale of 100%.

Excused absences: (a) participation in a University-sponsored activity, properly documented by the
sponsoring office or department; (b) observance of a religious holy day, properly documented at least 14
days before the anticipated absence, or on the first day of the semester; (c) Grief Absence Policy for
Students (d) illness or emergency, properly documented by a health care professional or the office of the
dean of students. You will have one week to make up work missed for these reasons. For more on the
official attendance policy please see: www.purdue.edu/univregs/academicprocedures/classes.html

Academic Dishonesty:
Academic dishonesty in this course will not be tolerated. In cases of academic dishonesty, the strictest
consequences allowed by university regulations will be pursued.

“Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or
knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-
B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of
acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking
examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must
not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing
dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

“If the instructor concludes that the student is guilty, the matter may be resolved with the student through
punitive grading. Examples of punitive grading are giving a lower or failing grade on the assignment...
failing grade for the course.” The incident will be documented with the university
(http://www.purdue.edu/odos/osrr/academicintegritybrochure.php)
Note: Honesty in the scientific community includes: intellectual honesty in proposing, performing, and reporting research; accuracy in representing (i.e. citing) contributions to research proposals and reports; protection of human subjects in the conduct of research; among other responsibilities (National Research Council, 2002). It is expected that these norms will be followed both in and out of this course.

**Students with disabilities:**
Students who have been certified by the Office of the Dean of Students-Disability Resource Center as eligible for academic adjustments should provide (or have provided by the DRC) a copy of their certification letter. Certification letters should be filed during the first week of classes or as soon as students receive their letters. Only students who have been certified by the ODOS-Disability Resource Center and who have requested the DRC to send their certification letters to their instructors are eligible for academic adjustments. For more information see: [http://www.purdue.edu/odos/drc/welcome.php](http://www.purdue.edu/odos/drc/welcome.php)

**Student Conduct:**
Students are expected and required to abide by the laws of the state of Indiana and of the United States and the rules and regulations of Purdue University, to conduct themselves in accordance with accepted standards of social behavior, *to respect the rights of others, and to refrain from any conduct that tends to obstruct the work of the University* or to be injurious to the welfare of the University. A student who violates these general standards of conduct may be subject to informal actions (as defined in Section III-A-5). If the violation falls within one of the categories of conduct listed in Section III-B-2, the student may also be subject to disciplinary sanctions. No disciplinary sanction/decision may be imposed except for conduct covered by one of the categories listed in Section III-B-2. (For more information see: [http://www.purdue.edu/univregs/studentconduct/regulations.html](http://www.purdue.edu/univregs/studentconduct/regulations.html))

**College of Liberal Arts Classroom Civility Statement**
Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Please visit Purdue’s Nondiscrimination policy for more information: [http://www.purdue.edu/purdue/ea_eou_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html)
### Tentative calendar

**Cross-cultural and Intercultural Pragmatics**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25</td>
<td><strong>A. Introduction</strong></td>
<td>What is pragmatic language?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kecskes 2013 - TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Soifer <a href="https://www.youtube.com/watch?v=q4rvpmzfjA">https://www.youtube.com/watch?v=q4rvpmzfjA</a></td>
</tr>
<tr>
<td>August 27</td>
<td>Introduction to pragmatics</td>
<td>Kecskes 2013 - TBA</td>
</tr>
<tr>
<td>September 1</td>
<td>Pragmatic development</td>
<td>Kasper &amp; Rose 2003 Chapter 1</td>
</tr>
<tr>
<td>September 3</td>
<td>Pragmatic development</td>
<td>Kasper &amp; Rose 2003 Chapter 9</td>
</tr>
<tr>
<td>September 8</td>
<td>Direction of L2 pragmatics</td>
<td>Bardovi-Harlig 1999</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bardovi-Harlig 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Essay 1 – Reflect on how Bardovi-Harlig’s ideas changed or remained the same from 1999 to 2013. Use references where appropriate.</em></td>
</tr>
<tr>
<td>September 10</td>
<td>Multicompetence</td>
<td>Kecskes 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hall, Chen, and Carlson 2006</td>
</tr>
<tr>
<td>September 15</td>
<td>Formulaic expressions</td>
<td>Bardovi-Harlig 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kecskes (year) Formulaic Language in English Lingua Franca.</td>
</tr>
<tr>
<td>September 17</td>
<td>Variational pragmatics</td>
<td>Barron 2005</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Investigate the terms cross-cultural and intercultural. Come to class ready to discuss.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>RI - What specific cross-cultural, intercultural, or L2 pragmatic aspect will you investigate for your final project? Who will the participants be? Provide a paragraph length description. Also, provide an annotated bibliography including 3 important references. (10 points)</em></td>
</tr>
<tr>
<td>September 22</td>
<td><strong>B. Speech Acts</strong></td>
<td>Austin 1975 - TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Searle 1976 – Skip section V.</td>
</tr>
<tr>
<td>September 24</td>
<td>No class – Professor is at a conference</td>
<td></td>
</tr>
<tr>
<td>September 29</td>
<td>Cross-cultural requests and apologies (CCSARP)</td>
<td>Blum-Kulka, House, &amp; Kasper 1989 - TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rose &amp; Ono 1995</td>
</tr>
<tr>
<td>October 1</td>
<td>Pragmatic and grammatical violations – ESL and EFL</td>
<td>Bardovi-Harlig &amp; Dörnyei 1998</td>
</tr>
<tr>
<td></td>
<td>Pragmatic Awareness Japanese EFLs – Proficiency and Motivation</td>
<td>Takahashi 2005</td>
</tr>
<tr>
<td>October 6</td>
<td>Spanish and English requests</td>
<td>Félix-Brasdefer 2007</td>
</tr>
<tr>
<td></td>
<td>Shively 2011</td>
<td></td>
</tr>
<tr>
<td>October 8</td>
<td>Chinese and English requests</td>
<td>Ho 2014</td>
</tr>
<tr>
<td></td>
<td>Li 2000</td>
<td></td>
</tr>
<tr>
<td>October 13</td>
<td>Fall break – No class</td>
<td></td>
</tr>
<tr>
<td>October 20</td>
<td>Turkish and Turkish-German requests: DCT and perception</td>
<td>Marti 2006</td>
</tr>
<tr>
<td></td>
<td><em>Essay 2 – Considering the readings on speech acts.</em></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>October 22</td>
<td><strong>Failed communication: Misunderstandings</strong></td>
<td>House videos in class</td>
</tr>
<tr>
<td>October 27</td>
<td><strong>C. Politeness</strong></td>
<td><em>Essay 3 – Considering the House videos, write about how her perspective intersects with cross-cultural and intercultural pragmatics.</em> Brown &amp; Levinson 1987- TBA</td>
</tr>
<tr>
<td>October 29</td>
<td>Politeness, Sociocognitive Indirectness</td>
<td>Keeskes 2010 Soltys, Terkourafi, &amp; Katsos 2014</td>
</tr>
<tr>
<td>November 3</td>
<td>Russian and English politeness German and American conversational styles and (im)politeness</td>
<td>Mills 1992 House 2006</td>
</tr>
<tr>
<td>November 5</td>
<td>Learners of Japanese, Politeness and Place</td>
<td>Haugh 2007 <em>Essay 4 – Considering the readings on politeness, write a literature review that demonstrates how the articles are in an academic conversation together.</em></td>
</tr>
<tr>
<td>November 10</td>
<td><strong>D. Discourse Markers and Discourse</strong></td>
<td>Schiffrin 1988 - TBA</td>
</tr>
<tr>
<td>November 12</td>
<td>Learner English – Well L2 Spanish - Pues y Bueno</td>
<td>Buysse 2015 Fernández, Tapia, &amp; Lu 2014 Practice writing group – read abstract, respond to questions, provide additional comments on abstract. <em>Practice writing group: Turn in your responses to questions and comments (10 points)</em></td>
</tr>
<tr>
<td>November 17</td>
<td>Japanese ESLs – Backchannel behavior</td>
<td>Cutrone 2014</td>
</tr>
</tbody>
</table>
| November 19| Workshop                                                             | **Due November 18 – Email your group members by noon. Email your title, literature review and methods, and your three questions that you want them to comment on.**

In class: Writing groups of 3- Evaluate literature review and methods (25 minutes per paper)

**R3 – Participation in writing groups: writing and reviewing (10 points)**

| November 26| Thanksgiving - No class                                            |                                                                                                                                          |
| December 1 | F. End of semester                                                 | Review for exam                                                                                                                       |
| December 3 |                                                                        | *Exam in class*                                                                                                                        |
| December 8 |                                                                        | Research Project Presentations                                                                                                       |
| December 10|                                                                        | Research Project Presentations                                                                                                        |

**R4 - Final papers are due on Monday, December 14 at noon by email.**
Some questions to consider when reading:
1. Are the theories sufficiently intercultural?
2. What are the expectations communicated in theories about how people should adjust to one another? What assumptions do those expectations hold?
3. What theories are used to explain the differences in ways of doing things? Are these theories sufficient? What else is needed to explain the differences?
4. What allows people to adjust their pragmatic norms and behaviors? Can this question be considered from production and perception perspectives?
5. Are the studies comparative or developmental? What do we learn from the study?
6. Do language universals play a role in intercultural pragmatics?
7. What are some overarching ideas that provoke this line of research?
8. What paths of research are common in this area?
9. What are the pros/cons of the current research trajectory?
10. What recommendations for future research can be offered?

References
Seminal works and books

Articles and book chapters


Keeskes, I. (year) Formulaic Language in English Lingua Franca.


Videos

Part 2: https://www.youtube.com/watch?v=FdVgd2aTk_E
Part 3: https://www.youtube.com/watch?v=YDqkgwWVIYM
Part 4: https://www.youtube.com/watch?v=r55YEpMII_4

Soifer - https://www.youtube.com/watch?v=q4rvrpmzfjA

**Upcoming Conference held at IU:** The American Pragmatics Association (AMPRA) conference – Nov. 2016. The early submission deadline is January 15, 2016 and the regular deadline is April 15, 2016.

**List of journals**

- **Applied linguistics**
- **Foreign Language Annals**
- **Intercultural pragmatics**
- **Journal of intercultural pragmatics**
- **Journal of politeness research**
- **Journal of pragmatics**
- **Language teaching**
- **Language learning**
- **Modern language journal**
- **Multilingua**
- **Pragmatics**
- **Pragmatics and society**
- **Tesol quarterly**
- **+Other language specific journals**