

SYLLABUS

Conversational Analysis

1. Information on academic programme

1.1. University	„1 Decembrie 1918”
1.2. Faculty	Faculty of History and Philology
1.3. Department	Department of Philology
1.4. Field of Study	Philology
1.5. Cycle of Study	<i>Master</i>
1.6. Academic programme / Qualification	English and Englishes in the Global Age

2. Information of Course Matter

2.1. Course	<i>Conversational Analysis</i>			2.2. Code	MEP 511		
2.3. Course Leader	Senior Lecturer Gabriel Barbulet, PhD						
2.4. Seminar Tutor	Senior Lecturer Gabriel Barbulet, PhD						
2.4.1. Laboratory Tutor							
2.5. Academic Year	II	2.6. Semester	3	2.7. Type of Evaluation (E – final exam/ CE - colloquy examination / CA -continuous assessment)	E	2.8. Type of course (C– Compulsory, Op – optional, F - Facultative)	Op

3. Course Structure (Weekly number of hours)

3.1. Weekly number of hours	2	3.2. course		3.3. seminar, laboratory	2
3.4. Total number of hours in the curriculum	28	3.5. course		3.6. seminar, laboratory	28
Allocation of time:					Hours
Individual study of readers					122
Documentation (library)					35
Home assignments, Essays, Portfolios					30
Tutorials					53
Assessment (examinations)					2
Other activities.....					2

3.7 Total number of hours for individual study	122
3.8 Total number of hours in the curriculum	28
3.9 Total number of hours per semester	150
3.10 Number of ECTS	6

3. Prerequisites (*where applicable*)

4.1. curriculum-based	
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4.2. competence-based	
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4. Requisites (*where applicable*)

5.1. course-related	Computer room, video projector, internet access
5.2. seminar/laboratory-based	Computer room, video projector, internet access

5. Specific competences to be acquired (chosen by the course leader from the programme general competences grid)

Professional competences	<p>C1 Effective written and spoken communication, at C2 level.</p> <p>C1.2 Description of the phonetic, lexical and grammatical system of the English language in its diachronic evolution and in its synchronic varieties.</p> <p>C1.3 Presentation of literary phenomena in the historical, social and philosophical context of their time and as regards the regional differences.</p> <p>C1.4 Appropriate use of conceptual and methodological apparatus of humanities for the interdisciplinary investigation of complex cultural facts.</p> <p>SP1 Development and implementation of projects and cultural policies at various levels (local, regional, national, European and global).</p>
Transversal competences	<p>CT1 Carrying out on time, rigorously, efficiently and in an accountable manner, the professional tasks of high complexity, in terms of decision-making autonomy, in strict compliance with the professional ethics.</p>

6. Course objectives (as per the programme specific competences grid)

7.1 General objectives of the course	The analysis of literary texts in English, in the context of the literary tradition from their reference culture
7.2 Specific objectives of the course	<ul style="list-style-type: none"> • Theoretical, operational and creative competencies aiming the proper supported interpretation of the main data from the British and American history, culture, and civilization • The familiarization with the curricular processes, phenomena and activities, and also with the qualitative and quantitative research in the field of modern languages • Learning and practicing teaching techniques guided to the forming feature of the learning process • The comprehension and interpretation of texts, the comparative and synthetic analysis of the cultural and literary phenomena from the British and American space • Highlighting and examining the present stage of the European linguistic legislation on the protection of the minority and regional languages • Selecting and using adequate techniques for documenting and evaluating the knowledge, and vocabulary, grammar and literature

7. Course content

This is a succinct introduction to the rapidly developing field of pragmatics with a special focus on conversational analysis elements - the study of language from the point of view of its users, of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on other participants in communication.

Seminars	Teaching methods	Bibliography for the seminar support
<p><i>S1. PRAGMATICS AND DISCOURSE ANALYSIS: BASIC NOTIONS</i> <i>DEFINING PRAGMATICS:</i> - Definition and delimitation - Component versus perspective - Function</p> <p><i>S2. SOME ISSUES IN PRAGMATICS.</i> - Linguistics and reality: Presupposition - Users and the usage of language</p> <p><i>S3. CONTEXT, IMPLICATURE AND REFERENCE.</i> - The dynamic context - Context and convention - Implications and implicatures</p> <p><i>S4. PRAGMATIC PRINCIPLES.</i> - Pragmatic principles and rules</p> <p><i>S5. SPEECH ACTS(1)</i> - History and introduction - Language in use - Speech Acts verbs - Speech Acts without SAVs</p> <p><i>S6. SPEECH ACTS (2)</i> - Classifying Speech Acts: Searle's classification of Speech Acts - Austin and Searle</p> <p><i>S7. CONVERSATIONAL ANALYSIS</i> - Conversational Analysis – possible definitions - Foundations of CA - Historical foundations: Garfinkel and Goffman: ethnomethodology and the study of the interaction order - Early CA</p> <p><i>S8. PRAGMATICS & CONVERSATIONAL ANALYSIS</i> - Performatives – Felicity Conditions - Conversational Implicature</p> <p><i>S9. CONVERSATIONAL MAXIMS AND THE COOPERATIVE PRINCIPLE</i> - Relevance - The Politeness Principle</p>	<p><i>Cooperative learning</i></p> <p><i>Discussion and survey; Elicitation</i></p> <p><i>Team-based learning; Active learning systems</i> <i>Explanation; Active listening</i></p>	<p>Austin, J. L. (1962) How to Do Things With Words. Oxford University Press.</p> <p>Brown, Penelope, and Stephen C. Levinson. (1978) Politeness: Some Universals in Language Usage. Cambridge University Press.</p> <p>Cameron, D. (2001). Working with Spoken Discourse. London: Sage Publications.</p> <p>Carston, Robyn (2002) Thoughts and Utterances: The Pragmatics of Explicit Communication. Oxford: Blackwell.</p> <p>Clark, Herbert H. (1996) "Using Language". Cambridge University Press.</p> <p>Cole, Peter, ed.. (1978) Pragmatics. (Syntax and Semantics, 9). New York: Academic Press.</p> <p>Dijk, Teun A. van. (1977) Text and Context. Explorations in the Semantics and Pragmatics of Discourse. London: Longman.</p> <p>Grice, H. Paul. (1989) Studies in the Way of Words. Cambridge (MA): Harvard University Press.</p> <p>Laurence R. Horn and Gregory Ward. (2005) The Handbook of Pragmatics. Blackwell.</p> <p>Leech, Geoffrey N. (1983) Principles of Pragmatics. London: Longman.</p> <p>Levinson, Stephen C. (1983) Pragmatics. Cambridge University</p>

<p>- <i>Deixis</i></p> <p><i>S10. METHODOLOGICAL ISSUES IN CONVERSATIONAL ANALYSIS</i></p> <ul style="list-style-type: none"> - <i>Turn-taking</i> - <i>Adjacency pairs and sequence organization</i> - <i>Repair</i> - <i>Turn design</i> <p><i>S11. DISCOURSE ANALYSIS - BASIC PRINCIPLES</i></p> <ul style="list-style-type: none"> - <i>Discourse as language use and social practice</i> - <i>Who does discourse analysis and why?</i> <p><i>S12. DEFINING DISCOURSE</i></p> <ul style="list-style-type: none"> - <i>Discourse Analysis rules and principles of language in use</i> - <i>Contexts and cultures of language in use</i> - <i>Power and politics of language in use</i> - <i>Interaction</i> - <i>Context</i> - <i>Socio-cultural knowledge in conversational inference</i> <p><i>S13. PRAGMATICS ACROSS CULTURES.</i></p> <ul style="list-style-type: none"> - <i>Pragmatic Presuppositions in culture</i> - <i>Politeness and conversation</i> - <i>Cooperation and conversation</i> <p><i>S14. SOCIAL ASPECTS OF PRAGMATICS.</i></p> <ul style="list-style-type: none"> - <i>The Language and the media</i> - <i>Language and manipulation</i> - <i>Language and gender</i> - <i>Language and social class</i> 		<p>Press.</p> <p>Levinson, Stephen C. (2000). <i>Presumptive meanings: The theory of generalized conversational implicature</i>. MIT Press.</p> <p>Mey, Jacob L. (1993) <i>Pragmatics: An Introduction</i>. Oxford: Blackwell (2nd ed. 2001).</p> <p>Kepa Korta and John Perry. (2006) <i>Pragmatics</i>. The Stanford Encyclopedia of Philosophy.</p> <p>Potts, Christopher. (2005) <i>The Logic of Conventional Implicatures</i>. Oxford Studies in Theoretical Linguistics. Oxford: Oxford University Press.</p> <p>Sperber, Dan and Wilson, Deirdre. (2005) <i>Pragmatics</i>. In F. Jackson and M. Smith (eds.) <i>Oxford Handbook of Contemporary Philosophy</i>. OUP, Oxford, 468-501.</p> <p>Thomas, Jenny (1995) <i>Meaning in Interaction: An Introduction to Pragmatics</i>. Longman.</p> <p>Verschueren, Jef. (1999) <i>Understanding Pragmatics</i>. London, New York: Arnold Publishers.</p> <p>Verschueren, Jef, Jan-Ola Östman, Jan Blommaert, eds. (1995) <i>Handbook of Pragmatics</i>. Amsterdam: Benjamins.</p> <p>Wierzbicka, Anna (1991) <i>Cross-cultural Pragmatics. The Semantics of Human Interaction</i>. Berlin, New York: Mouton de Gruyter.</p> <p>Yule, George (1996) <i>Pragmatics (Oxford Introductions to Language Study)</i>. Oxford University Press.</p>
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Brown, Penelope, and Stephen C. Levinson. (1978) *Politeness: Some Universals in Language Usage*. Cambridge University Press.

Cameron, D. (2001). *Working with Spoken Discourse*. London: Sage Publications.

Carston, Robyn (2002) *Thoughts and Utterances: The Pragmatics of Explicit Communication*. Oxford: Blackwell.

Clark, Herbert H. (1996) "Using Language". Cambridge University Press.

Dijk, Teun A. van. (1977) *Text and Context. Explorations in the Semantics and Pragmatics of Discourse*. London: Longman.

Grice, H. Paul. (1989) *Studies in the Way of Words*. Cambridge (MA): Harvard University Press.

Thomas, Jenny (1995) *Meaning in Interaction: An Introduction to Pragmatics*. Longman.

1. Corroboration of course contents with the expectations of the epistemic community's significant representatives, professional associations and employers in the field of the academic programme

The content of the subject matter was analysed in the monitoring and assessment board of the MA programme. The board consists of representatives of employers and professional associations if the field.

2. Assessment

Activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
Seminar	The quality of the discourse, efficient oral communication in English	Oral(O): questionnaire, works, tests	50%
	The quality of the discourse, efficient written communication in English Quantitative and qualitative evaluation of accumulated knowledge	Practice (P): applications, essay	50%
10.6 Minimum performance standard:			
<ul style="list-style-type: none">Pass, average grade 5			
<i>Proving competences in:</i>			
<ul style="list-style-type: none">exploring the relationship between professional practice, teaching/ training and intercultural communication through concepts such as intercultural communicative competence, cultural awareness and intercultural awareness			

Submission date

Course leader signature

Seminar tutor signature

01.10.2019

Senior Lecturer Gabriel Barbulet, PhD

Date of approval by Department members

Department director signature
Senior Lecturer **Gabriel Bărbuleț**, Ph.D