






5.00 credits

15.0 h

Q1

|                             |  |
|-----------------------------|--|
| Teacher(s)                  | Sabel Joachim ;  |
| Language :                  | Deutsch  |
| Place of the course         | Louvain-la-Neuve   |
| Prerequisites               | Good knowledge of German (bachelor).   |
| Main themes                 | Study of the use and meaning of utterances in communication and conversation. The role of pragmatic knowledge and (word and sentence) semantic knowledge in understanding language.  |
| Learning outcomes           | <p><b>At the end of this learning unit, the student is able to :</b></p> <p>1 At the end of the course, the students should: have developed a knowledge of German linguistics, especially a knowledge of the specific problems of linguistic pragmatics, have developed a knowledge in theoretical and applied linguistics, have acquired the competence in linguistic argumentation, be able to present competently one of the topics of this course.</p>   |
| Evaluation methods          | The grade is composed of the result of a personal work presented by the students at the end of the course.   |
| Content                     | <p>We will study speech act theory, especially the theories of J. L. Austin and J. R. Searle.</p> <p>The topics are: the classification of speech acts, the difference between performative and constative utterances, indirect speech acts. Then we will discuss the theory of conversational implicatures (P. Grice), i.e. the cooperation principle and the conversational maxims and Grice's further developed model of conversation in Sperber and Wilson's book "Relevance." Finally, we will look at the role of word and sentence semantics, in contrast to pragmatics, for a theory of meaning in language. All topics will pay special attention to spoken German. The course is a lecture that requires the student's active participation in discussions, in dealing with exercises, and in reading scientific texts. Furthermore, every student has to give a short presentation on one of the discussed topics at the end of the course.</p> |
| Other infos                 | Support. 1. Syllabus, 2. scientific articles/chapters in books, 3. a written guideline for " how to present a linguistic work ", 4. to aid the students with the workout of their presentations (content, structuring, ...) during office hours.   |
| Faculty or entity in charge | ELAL   |

| Programmes containing this learning unit (UE)                                |         |         |              |   |
|--|---------|---------|--------------|---|
| Program title  | Acronym | Credits | Prerequisite | Learning outcomes   |
| Master [60] in Modern Languages and Literatures : German, Dutch and English  | GERM2M1 | 5       |              |  |
| Master [60] in Modern Languages and Literatures : General                    | ROGE2M1 | 5       |              |  |
| Master [120] in Linguistics  | LING2M  | 5       |              |  |
| Master [120] in Modern Languages and Literatures : German, Dutch and English | GERM2M  | 5       |              |  |
| Master [120] in Modern Languages and Literatures : General                   | ROGE2M  | 5       |              |  |