

LING 5372 (001)
Readings in Linguistics: Discourse Markers
Fall 2018

Professor:	Laurel Smith Stvan
Research Profile:	https://www.uta.edu/mentis/profile/?1558
Class Meetings:	Mon and Wed 5:30-6:50 in University Hall 16 (basement)
Faculty Office:	Hammond Hall 132
Office Hours:	Mon 3:30-4:30 and Tues 5:00-6:00 (and other times by appointment)
Phone:	(817) 272-9489
Email:	stvan@uta.edu (preferred method of contact!)

Description of Course Content

In this class we will be studying some of the ways in which the context and form of an utterance interact to affect our understanding of meaning. In particular, we'll focus on the meaning, distribution, and functions of discourse markers, including their interaction with deixis, implicature, presupposition, and speech acts. This class is seen as a complement to LING 5347 Pragmatics, but this readings class has no prerequisites.

This is a graduate-level course with two objectives:

- to provide practice in analyzing the impact of truth conditions, context, syntactic positioning and speaker intention on the interpretation of meaning.
- to provide practice in reading and discussing linguistic literature on meaning and spoken discourse, in order to gain insight into both theoretical aspects and practical applications of meaning construction in communication.

Student Learning Outcomes

Upon successfully completing this course, students should be able to:

- identify and explain many of the basic questions investigated for discourse markers in order to situate the core issues of context-dependent meaning
- describe ways in which speaker expectations about discourse marker meaning that are created through interlocutor interaction could affect cross-cultural conversations and second language instruction.
- navigate journal databases at the UT Arlington library in order to find additional journal articles related to discourse markers.

Required Course Materials

We won't have a required textbook, but there is a set of required articles that will be available on Blackboard in PDF format shortly after class starts. (See our anticipated bibliography on p. 8.)

I've also put the following books on in-house reserve at the UTA library, as supplemental readings:

1. Deborah Schiffrin, 1987. *Discourse Markers*.
2. Green, Georgia M. 1996. 2nd ed. *Pragmatics and Natural Language Understanding*. Mahwah, N.J: Erlbaum. (ISBN: 0-8058-2166-X).

Descriptions of major assignments

Course grades will be determined as follows:

1. Attendance / Participation **10%**

Attendance as well as participation in group discussions in this class is required.

2. Homework Assignments (1 at 5%, 2 at 10%, 2 at 15%) 55%

There will be 5 brief homework assignments during the semester. Each assignment will cover a step along the way to building an investigation of a particular discourse marker that you'll write on in the final paper. Late assignments will be accepted only if a student has contacted me and received permission in advance. There are no make-up assignments in this class.

3. Term Paper **30%**

Your final paper will be due on Friday of exam week. Each student should turn in an original 12-18 page paper. A week or two before it is due, (depending on class size) you will give a brief oral presentation to share your methods and findings with the class.

4. Presentation on your Final Paper topic **5%**

Near the end of the semester, students are required to give a brief (10-15 minute) oral presentation to the class on their final paper topic.

There will be no final exam.

Grading

The grades for each component will be determined as follows:

A- 90-92 %	B- 80-82 %	C- 70-72	D- 60-62%	F 59 or lower
A 93-96 %	B 83-86 %	C 73-76	D 63-66	
A+ 97-100 %	B+ 87-89	C+ 77-79	D+ 67-69	

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Assignments are due at the beginning of class on the day listed in the schedule, and no later. No late assignments will be accepted without PRIOR approval. Even approved late submissions will receive a reduction in points.

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy: Regular class attendance is required. You are responsible for keeping track of the material presented in class lectures, for any handouts distributed in class or via Blackboard, as well as for any group work done in class. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Important Academic and Administrative Policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** <http://www.uta.edu/disability/> or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability.](http://www.uta.edu/disability/)

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review

Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move towards one of the three exits. The nearest exit is located out the classroom door to the left and then up the stairs. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Safety Information. The UTA Police have prepared some information resources on how to prepare for an active-shooter situation around campus. For a set of resources, please check <https://police.uta.edu/activeshooter> including an overview of tips for how to respond to a threat https://police.uta.edu/_docs/Your%20Options%20to%20an%20Active%20Threat.docx and a more detailed list of responses that we'll cover on the first day: https://police.uta.edu/_docs/Faculty%20lesson%20plan.pdf

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

UTA Library Information: The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

UTA Libraries' Main Website: <http://library.uta.edu/>
Academic Plaza Consultation Services library.uta.edu/academic-plaza
Ask Us ask.uta.edu/
Library Tutorials library.uta.edu/how-to
A to Z List of Library Databases libguides.uta.edu/az.php
Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do
Study Room Reservations openroom.uta.edu/
Linguistics Research Guide: <http://libguides.uta.edu/linguistics>
TESOL Research Guide: <http://libguides.uta.edu/tesol>
LING/TESOL Librarian: Ms. Jody Bailey (jbailey@uta.edu)

Auditors: Department of Linguistics and TESOL faculty, staff, and alumni and students currently enrolled in a linguistics/TESOL programs may be able to audit a course (with the permission of the professor). Audited courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive) be granted for audited courses.

<p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (on a non-campus phone), or 2-3003 (on a campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>
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Definitions

- Fraser, Bruce. 1999. What Are Discourse Markers? *Journal of Pragmatics* 31(7). 931–952.
- Brinton, Laurel J. 2010. Discourse Markers. *Historical Pragmatics*, 285–314. Walter de Gruyter.

In Online Communication

- Tagg, Caroline. 2012. *Discourse of text messaging: Analysis of SMS communication*. Bloomsbury Publishing. Ch. 5 “DMs in Texting” pp. 101-122.
- Markman, Kris M. 2017. Exploring the pragmatic functions of the acronym LOL in Instant Messenger conversations.
- Lockyer, Dorota. 2018. Affixed interjections in English and Polish: A corpus-based study of emotional talk in digital communication and literary dialogue. Vancouver, BC: University of British Columbia PhD Dissertation. pp. 1-28.

Some Background on Conversation Analysis

- Levinson, Stephen C. 1983. *Pragmatics* (Cambridge Textbooks in Linguistics). Cambridge: Cambridge University Press. Ch. 6 “Conversational Structure”.

Diachronic Changes

- Stvan, Laurel Smith. 2014. Truth Is, Sentence-Initial Shell Nouns Are Showing Up Bare. *Complex Visibles Out There: Proceedings of the Olomouc Linguistics Colloquium 2014: Language Use and Linguistic Structure* (Olomouc Modern Language Series), vol. 4, 591–606. Palacký University.
- 2013, Benjamin. 2010. É vida, olha...: Imperatives as discourse markers and grammaticalization paths in Romance: A diachronic corpus study. *Languages in Contrast* 10(2). 245–267.

Some Case Studies

- Stvan, Laurel Smith. 2006. Diachronic Change in the Uses of the Discourse Markers Why and Say in American English. In Ana María Hornero, María José Luzón & Silvia Murillo (eds.), *Corpus Linguistics: Applications for the Study of English*, 61–76. Bern: Peter Lang Verlag.
- Van Olmen, Daniël. 2013. The imperative of *say* as a pragmatic marker in English and Dutch. *Journal of Germanic Linguistics* 25(3). 247–287.
- Vanda, Koczogh Helga & Furkó Bálint Péter. 2011. Gender differences in the use of the discourse markers *you know* and *I mean*. *Argumentum* 7. 1–18.
- Didirková, Ivana, George Christodoulides & Anne Catherine Simon. 2018. The Prosody of Discourse Markers *alors* and *et* in French A Speech Production Study. *Proc. 9th International Conference on Speech Prosody 2018*, 503–507.
- Schiffrin, Deborah. 1987. *Discourse Markers*. Cambridge: Cambridge University Press. Ch. 8 “Temporal Adverbs *now* and *then*.”
- Jucker, Andreas H. 1993. The discourse marker *well*: A relevance-theoretical account. *Journal of pragmatics* 19(5). 435–452.
- Chen, Yiya & Agnes Weiyun He. 2001. *Dui bu dui* as a pragmatic marker: evidence from chinese classroom discourse. *Journal of pragmatics* 33(9). 1441–146.

Schedule for LING 5372-001 Fall 2018

	Reading for Class	Assignment Due
Wed., Aug. 22	Introduction	
Mon., Aug. 27 Wed., Aug. 29	Fraser (1999)	
Mon., Sep. 3 Wed., Sep. 5	Labor Day Holiday--no classes Brinton (2010)	HW 1
Mon., Sep. 10 Wed., Sep. 12	Markham; and Tagg Lockyer (2018)	
Mon., Sep. 17 Wed., Sep. 19	Levinson Ch. 6	
Mon., Sep. 24 Wed., Sep. 26	Stvan (2014)	HW2
Mon., Oct. 1 Wed., Oct. 3	Fagard (2010)	
Mon., Oct. 8 Wed., Oct. 10	Stvan (2006) Van Olmen (2013)	HW3
Mon., Oct. 15 Wed., Oct. 17	Vanda & Peter (2011)	Library Session
Mon., Oct. 22 Wed., Oct. 24	Didirková et al. (2018)	

Reading for Class**Assignment Due**

Mon., Oct. 29		HW4
Wed., Oct. 31	Schiffirin (1987)	
Mon., Nov. 5		
Wed., Nov. 7	Jucker (1993)	
Mon., Nov. 12		
Wed., Nov. 14	Chen & He (2001)	HW5
Mon., Nov. 19		
Wed., Nov. 21	Thanksgiving Holiday-- no classes	
Mon., Nov. 26	Presentations	
Wed., Nov. 28	Presentations	
Mon., Dec. 3	Presentations	
Fri. Dec. 7		Final papers due by 11:59 pm
<p>As the instructor for this course, I reserve the right to ajdust this schedule in any way that serves the educational needs of the students enrolled.</p> <p>Laurel S. Stvan</p>		