

**Course Title:** LNG 340: Pragmatics *3 hours, 3 credits.*

**Course Description:** Language use relative to structure and context. Theoretical perspectives on speech acts and their application to human communication and language instruction. PREREQ: LNG 160 (SPV 246).

**Location:** Speech/Theatre Building Room 203

**Meeting Days:** Tuesday & Thursday

**Time:** 11:00am-12:15pm

**Instructor:** Michelle A. Johnson

**Email:** [mjohnson2@gc.cuny.edu](mailto:mjohnson2@gc.cuny.edu)  
[johnson.michelle.anne@gmail.com](mailto:johnson.michelle.anne@gmail.com)

**Office Hours:** Tuesdays 12:30-1:30 in the classroom OR(inclusive) by appointment.

**Textbooks:** Yule, George. 1996. *Pragmatics*. Oxford Introductions to Language Study. New York: Oxford University Press.

Gee, James Paul. 2011. *How to do Discourse Analysis: A Toolkit*. New York: Routledge.

There will also be additional readings, podcasts and you tube videos posted to the course website which will help you throughout the course.

**Website:** <http://lng340.commonsgc.cuny.edu>

**Blog:** <http://lng340lehmanfall13.blogspot.com> (accessible from the website)

Course materials are available on this website. I will not be using blackboard, and there will not be any materials posted there.

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## Course Description

### *'How do people communicate?'*

This course will introduce students to the study of contextualized meaning in Linguistics — and attempt to answer the question: how do we create meaning from the utterances we make? Pragmatics is the branch of Linguistics that studies how people communicate and understand each other. To get a grasp on this, we will break communication down into speaker meaning, contextual meaning, extra-linguistic communication and relative distance. Since Pragmatics can also be defined as the “relationship of signs to their users and interpreters” (Horn, 2010), we will also be examining how individuals bring their cultural experiences, worldview, and assumptions to conversations. To analyze these aspects of language, we will develop a formal system for discourse analysis and students will come away with the tools to analyze natural language in a formal manner.

Pragmatic tools allow us to propose answers to questions such as the following:

- How do people possibly understand what each other mean when we all come from different backgrounds and experiences?
- What does a person ACTUALLY have to do to “read between the lines” and why would we want to communicate like that?
- Why is it sometimes polite to use formal language (i.e., “I apologize for any inconvenience”, etc.) and other times offensive?
- Why does “It’s cold in here.” Sometimes mean “Please shut the window”, and other times mean “I like this room” and even other times mean “Let’s go somewhere else”?
- Why are compliments sometimes interpreted the wrong way?
- Why do people from the China find it so rude that people from the US bump into you on the subway and say “sorry”, but people from the US think it’s so rude that people from China don’t?
- Why do you have to say so much less when talking to a sibling than to a new employer?
- Why do men, on average, use fewer modals and shorter utterances than women?
- Many more...

## Promises

By the end of this class, you will be able to:

- Analyze any conversation as a piece of linguistic data.
- Explain how you can “know what someone means” even when they say something else
- Organize conversations based on their effect on each participant.
- Use the structure of pragmatic research to discover your own conclusions about language and communication.
- Evaluate communicative techniques.
- Explain why cooperation may be the most important element of communication.

- Better understand what people are saying to each other and pick out the assumptions they are making.
- Identify at which point a misunderstanding occurs.
- Compare cultural communication methods and identify where misunderstandings are likely to take place.

## Format

This is largely a discussion course. Since the class is very small, the format will be mostly guided group discussions. Research on learning theory has shown that students learn best by asking questions and working together (Fagen, Crouch, & Mazur, 2002). This class is based on collecting and working with data to practice discourse analysis yourself. There will be significant hands-on activities that will require everyone to work together. Since it will be a very small class, we will be doing a group research project for which everyone will have a role. Education itself is based on questions and answers (& the explanations) (Bain, 2004; Lang, 2010), and through this class, you will learn the foundations for pragmatics in order to ask interesting questions.

The specific focus and format of the project will be determined the second week of classes, after the add/drop period has closed. You will have a choice of investigating politeness, deixis, information structure, empathy, discourse markers, anaphora, film dialogue, music, etc. Get creative – what would you like, as a group, to study for the next semester? The decision will affect the order of the schedule, so the sequence of lectures is likely to change. Your grade will mostly consist of progress on the main project and the blog posting exercise.

## Assignments

There are three types of assignments in this course, plus two take-home ‘tests’. These are described below. All assignments may be modified if you have a burning desire to do one type of project or another – just come talk to me about it.

### Pre-class writing

Each week, students will post to the course blog about that week’s topic. One person (the motivator) will introduce the topic and describe what it is about. Everyone else will then respond with at least one example from real life, a movie/television, music, or fictitious conversation, etc. and explain how it illustrates the topic of the week. We will discuss the responses in class on Thursdays. Each week is worth 20 points. These posts will comprise the bulk of your grade, and they are your chance to get feedback on your ability to apply the theory to the real world. Grading is based on completeness. To get 20 points for this assignment if you are a motivator, you must:

1. Identify the topic
2. Explain the topic in your own words
  - a. Rewritten definitions do not help anyone to understand the topic better. Think of this part as explaining the idea or topic to someone who cannot understand the definition in the textbook and needs it to be presented in another way. There are lots of ways to explain these ideas – your job is to think about it for yourself and then explain it to everyone else.
3. Highlight the key ideas
4. Cite your sources (if you use any)

To get 20 points in this assignment, if you are a responder, you must:

1. Provide the data
2. Cite the data
3. Explain how it relates to the topic
4. Use the key ideas and terms from the topic

**Extra Credit**

You are able to score as many extra credit points as you wish by posting relevant examples to twitter using the clashtag<sup>1</sup> (class + hashtag = clashtag) #lng340 you will earn one point for every tweet. The goal of this extra credit opportunity falls in line with the goal of the blog – to relate the classroom to the world outside and make it searchable and accessible to a public audience. To earn the extra credit points, you must email me with your twitter handle. If you teach your friends pragmatics and they tweet at you, using #lng340, you will also earn one point (retweets of something you posted do not count).

**Research Project**

- The research project will be an in-depth discourse and cultural analysis that builds on the theory we have constructed in class. This is your opportunity to *be* a linguist by *doing linguistics*. The data and a research question will be decided early in the course of the semester, and agreed upon by all group members. While group work may be intimidating, especially in United States culture which highly values individual achievement, and different people may have different ideas about grades and education, it is a very realistic possibility that you will have to work with others on teams, committees, etc. It's also likely that you will be appraised as a member of a team in the workplace, and since working with others is a skill, it is something that can be learned and developed.
- The research project will consist of 6 main parts
  - Development of a research question (100 word summary due September 24<sup>th</sup>)
  - A literature review
  - Project Design
  - Analysis of the Data
  - Bibliography
  - Peer evaluation
- You will have some time to work on this project during class, but it is expected that you will determine a working plan and be able to either coordinate out of class meetings or conduct virtual meetings.
- More details will be given September 17<sup>th</sup> at the beginning of class.

**Presentation**

- There are a variety of options for the presentation. The purpose is to create the type of work you would in the workplace. Academic papers have a valid and important place, but they are not the only way to present ideas or communicate information.
  - Face to face group presentation during the last week of classes. Since the group is so small, this would be open to invited guests (friends, family, etc.)
  - Write a short manual for publication on the internet that explains how to do a discourse analysis to a layperson.
  - Write a magazine article about avoiding miscommunication for publication in a magazine for travelers
  - Design a travel book for understanding any culture – either written or pictorial.
  - Write an advice column for new students to the US about American communication.
  - Write a children's book about pragmatics.
  - Etc.

**Tests**

- There are three tests, all of which are take-home. The purpose of these is to make sure you are developing the ability to do discourse analysis. These will all be hands-on activities – a discourse analysis of a movie clip, you tube video, radio piece, etc. Unlike the research project, the discourse analysis tests are individual work.

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<sup>1</sup> Not my joke – this is taken from Peter McGraw – an excellent researcher of humor  
<http://blog.petermcgraw.org/>  
mjohnson2@gc.cuny.edu

## Responsibilities

### Attendance

You are responsible to attend all meetings of class. It will be extremely difficult to absorb the concepts and ideas without attending all of the lectures. This class is small and highly participatory, and for that reason I do not have any attendance policy except that if you have to miss 2 classes or more in a row or more than 2 classes total, please come discuss it with me so you can recover the lost material and get feedback to complete the final project.

### Turning in work

This course involves Posting to a Blog <http://lng340lehmanfall13.blogspot.com> , three tests, a final paper building on the written assignments and a “presentation”.

- The pre-class blog posts will be completed by Wednesday at midnight (except when there is a Tuesday deadline, in which case, they should be done by Monday night). The purpose of these assignments is to contribute material everyone can relate to and to show that you are understanding the concepts as we go. They do not fulfill that purpose if they are completed late, so they will receive half credit if they are done after the deadline but before **November 26<sup>th</sup>**.
- The three tests will not be accepted late since we will be going over them the next day in class.
- The final research paper will be accepted until December 17<sup>th</sup> at 5pm. You have as many opportunities as you like to get feedback until then and can submit as many drafts as you care to do until that point. Due to the time bound nature of the semester (it's an achievement – not an activity), I cannot accept late research papers.
- Extra credit will be counted until December 17<sup>th</sup> as well.

### Academic Integrity

*Stand on the shoulders of giants.<sup>2</sup>*

All students will uphold academic integrity and only engage in ethical intellectual conduct. This means students will not plagiarize, use fabricated data, present biased findings, or present opinions as fact.

### Plagiarism

1. Copying word for word someone else's work.
2. Paraphrasing someone else's ideas without giving credit to the original source (of the idea- not just the words).
  - a. This includes sources taken from the internet. It is far better to cite webpages (including Wikipedia) and give credit where credit is due than to accidentally take someone else's idea or summary.
3. Not indicating which ideas are from someone else within the text. A list of sources at the end of a paper is not sufficient –readers cannot identify which ideas are the author's and which ideas are from another source.
4. Here: <http://writingcenter.unc.edu/handouts/plagiarism/> is an excellent source for information about plagiarism. Here: <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf> is Lehman's policy.

*The best measure of a man's honesty isn't his income tax return. It's the zero adjust on his bathroom scale. - Arthur C. Clarke*

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<sup>2</sup> This quote is currently Google Scholar's motto, but originally from Isaac Newton in a letter about his scientific discoveries “If I have seen far, it is because I am standing on the shoulders of giants” (“Standing on the shoulders of giants,” 2013). It is also used in the free software movement, which is committed to the collaborative building of works by and for the people rather than ownership of our tools, efforts and creativity by corporations (Lessig, 2007). For more on this, visit [http://www.ted.com/talks/larry\\_lessig\\_says\\_the\\_law\\_is\\_strangling\\_creativity.html](http://www.ted.com/talks/larry_lessig_says_the_law_is_strangling_creativity.html)

## Technology

Students will utilize the course website to download supplemental readings, videos and podcasts. There is a link to the course webpage on the blackboard site, but the course materials will not be hosted on blackboard. I mostly use the course website and email. Therefore, it is very important that I have an email address for you that you regularly use.

For technology needs, students have access to the library, which has a multimedia lab as well, where all of these materials can be listened to/watched.

If you are having trouble with technology on campus, please call the Help Desk at 718-960-1111 or visit them in Carman Hall.

## Technology in the Classroom

If you are using your phone, laptop, ipad, etc. to take notes, look up things relevant to the course, make an ongoing list of Squib ideas, etc., I encourage you to bring your device. If it'll be a distraction, I encourage you to leave it in your bag as there will be significant amounts of group work and building this theory together – so distractions are just that: a “drawing away of the mind,” from Latin *distractionem* (“the definition of distraction,” n.d.).

## Rights

### Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. Once you have registered, please bring me documentation from them for any assistance that you will need to help you succeed. Without documentation, I will not make accommodations. If you have specific accommodations that will help make you more successful, please tell me as early in the semester as possible.

For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238; phone number, 718-960-8441. Accommodations will only be granted with documentation

### Discrimination Policy

Lehman College does not discriminate on the basis of gender, sexual orientation, race, color, creed, national origin, religion, handicap, or political belief, in any of its educational programs and activities, including employment practices and its policies relating to recruitment and admission of students.

### Tutoring/Writing Center

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

## Grading

1. Course Blog: 30%
2. Tests: 30%
3. Presentation: 15%
4. Research paper: 25%

95-100%	A	83-86%	B	71-74%	C	60-65%	D
91-94%	A-	79-82%	B-	70-73%	C-	Below 60%	F
87-90%	B+	75-78%	C+	66-69%	D+		

## Tentative Schedule of Topics

### Key

Date

General Topic Area

Specific points

Read: Do this before the NEXT class

G = Gee Book, Y = Yule book. Other reading assignments can be found on the webpage:

<http://lng340.common.gc.cuny.edu>

Blog Topic: Due the next Thursday (unless otherwise specified)

### Tentative Grid

Date	Topic	Reading	Blog Topic
Aug 29	Intro / Context and language	Yule Chpt 1 & watch the Steven Pinker Ted Talk	
Sept 3	Steven Pinker RSA Animate	Yule Chpt 2 Gee 1.1- Grammar Interlude #2 (ppg. 1-17)	Inferred meaning – Why we say the things we say. Due Sept 10
Sept 5	NO CLASS		
Sept 10	Deixis	Gee 1.5-1.8 (ppg 22-39)	Deixis Due Sept 12
Sept 12	Intonation & The Frame Problem	Yule Chpt 3	
Sept 17	Reference and Inference		Reference Due Sept 17
Sept 19		Yule Chpt 4	
Sept 24	Presupposition and Entailment		Presupposition Due Sept 26
Sept 26			
Oct 1		Yule Chpt 5	
Oct 3	Cooperation and Implicature		Cooperation – Due Oct 10
Oct 8			
Oct 10		Yule Chpt 6 Test 1	
Oct 15	NO CLASS		
Oct 17	Speech Acts	Test 1 DUE	Speech Acts – Due Oct 24
Oct 22			
Oct 24		Yule Chpt 7	
Oct 29	Politeness and Interaction		Politeness Due Oct 31
Oct 31			
Nov 5		Yule Chpt 8	NO POST – work on Test 2
Nov 7	Conversational Structure	Test 2	
Nov 12			Conversational Structure Due Nov 14
Nov 14	Humor	Test 2 DUE	
Nov 19			Humor Due Nov 21
Nov 21			

Nov 26		Yule Chpt 9	
Nov 28	NO CLASS		
Dec 3	Discourse and Culture	Test 3	Culture Due Dec 5
Dec 5			
Dec 10	Group Work Day		
Dec 12	Presentation	Test 3 DUE	
<b>Dec 17, 5pm</b>	Paper Due		

## August

### August 29

Introduction to Class

1. Syllabus
2. Major Assignments
3. Pragmatics is Communication
4. Structure of what we are looking at
  - a. Context
    - i. Situational
    - ii. Background Knowledge
    - iii. Co-textual
  - b. Language and the context
    - i. Deixis
    - ii. Exophora
    - iii. Cohesion

Read: Yule Chpt 1 & watch the full version of the Steven Pinker Ted Talk

Blog Topic: NONE

## September

### September 3

Context

1. Steven Pinker RSA Animate
2. Saying what we mean and don't mean for many reasons
3. Role of relationships and power in language
4. Nonverbal communication, nonconventional, non symbolic meaning
5. Isn't this just the study of everything?
6. Pragmatics Wastebasket

Read: Yule Chpt 2 & Gee 1.1-Grammar Interlude #2 (ppg 1-17)

Blog: Inferred meaning – Why we say the things we say. Due Sept 10

### September 5

NO CLASSES

### September 10

Deixis

1. What is Deixis and why is it interesting?
  - a. Is 'that' out of stock?
  - b. She said, he said
2. Indexing the world
  - a. Person deixis
    - i. Cross cultural perspectives
  - b. Temporal Deixis
    - i. Be back in an hour

- c. Spatial deixis
  - i. It's not here or there, but everywhere!

Read: Gee 1.5-1.8

Blog: Deixis Due Sept 12

### September 12

Finish up Deixis

1. Intonation & The frame problem
  - a. How do we know what someone means just by their words?
  - b. Is intonation important?
2. How much background information do we have to have in order to understand each other?
3. How is background information created in a short skit?
4. Exercise with the Frame Tool

Read: Yule Chpt 3

Blog: Reference Due Sept 19

### September 17

Reference and Inference

1. What's so special about referring expressions
  - a. A rose by any other name
2. Speaker's goals
3. Speakers beliefs
4. Inference
5. How a reference gets understood
  - a. Wanda went to Kroger.
  - b. Wait! Who's Wanda and Where did she go?
6. Attributives
  - a. We need a tall person to fix the light.
  - b. ANY tall person will do.
7. Co-text... Just like the frame problem
8. Anaphoric and Cataphoric reference
9. Anaphoric = she/he/they/it *after* the fact
10. Cataphoric = she/he/they/it *before* the fact

Read: Class chosen Ted Talk, NPR segment, movie, etc.

Blog: Reference **Due Sept 19**

### September 19

Reference and Inference examples

1. Practice how common ground was established and how Reference/Inference get situated using the
2. Making Strange Tool
3. Frame Tool
4. Deixis Tool
5. Applying theory to media

Read: Yule Chpt 4

Blog: Presuppositions Due Sept 26

### September 24

Presupposition and Entailment

1. Assumptions
2. Potential
3. Existential
4. Factive
5. Lexical
6. Structural
7. Non-factive
8. Counter-factual

Read: Simons Presupposing pg 1-10

Blog: Presuppositions Due Sept 26

### September 26

Presupposition and Entailment examples

1. Projection Problem
2. Ordered entailments
3. Yule pg 99

Read: Gee 3.14 (ppg 126-128) And this short webpage: <http://ozarque.livejournal.com/365085.html>

Blog: **Research proposal Due Oct 1!!**

### October

#### October 1

##### Research Proposal due!

Presuppositional Verbs

1. Factive Verbs
2. Non Factive Verbs
3. Why the difference
4. Exercises with “my computer knows...”

Read: Yule Chpt 5

Blog:

#### October 3

Cooperation and Implicature

1. Grice
2. Maxims
  - a. Violate
  - b. Flout
  - c. Adhere
3. Why do we have to cooperate so much?
  - a. Communication w/o cooperation game

Read: Gee 4.2 Situated meanings & cooperation Glance over this website – it’s a thorough overview of what we are covering tomorrow

[http://www.personal.uni-jena.de/~mu65qev/wikolin/index.php?title=Horn\\_scale](http://www.personal.uni-jena.de/~mu65qev/wikolin/index.php?title=Horn_scale)

Blog: Cooperation **Due Oct 10**

#### October 8

Cooperation and Implicature

1. Horn
2. I broke a finger
3. Did you finish changing the lightbulbs?
  - a. I changed 5...

Read:

Blog: Cooperation **Due Oct 10**

#### October 10

Practice picking out what Grice has to say

1. Cross Cultural Speech Acts
2. Practice
3. Court scene

Read: Yule Chpt 6

Blog: **Test 1**

#### October 15

**CUNY Monday – NO CLASS**

**October 17****Test 1 due**

## Speech Acts

1. Searle
2. Austin
3. Doing things with words
  - a. Locutionary
  - b. Illocutionary
  - c. Perlocutionary
4. Doing more things with words
5. Felicity Conditions
6. Performative Hypothesis

Read: Gee 3.3, 3.6

*Watch "The Warriors" if you can – this is not required reading, but highly suggested because we will be working with it a significant amount on Tuesday.*

Blog: Speech Acts **Due Oct 24**

**October 22**

## More Speech Acts

1. Practice Analyzing Speech Acts
2. What can be built with words? What can't? Why?
  - a. Is this changing?
3. The Warriors Movie... Threats and promises
4. Yule pg 103: promise vs. threat

Read:

Blog: Speech Acts **Due Oct 24**

**DATA CORPUS DUE THURSDAY****October 24****Data Corpus Due**

## Review Examples

1. Classifying Speech Acts – let's get a handle on these...

Read: Yule Chpt 7

Blog: Politeness **Due Oct 31**

**October 29**

## Politeness

1. Face saving
2. Positive politeness
3. Negative Politeness

Read: Watch this Ted Talk on British vs. American politeness

<http://www.youtube.com/watch?v=Jbu-eMcEF3s>

Review the Brown and Levinson Document/Graphic on the course website.

Blog: Politeness **Due Oct 31**

**October 31****Happy Halloween!**

Give me some candy, please or I'll egg your door.

## Review politeness examples

1. Practice with politeness
2. What are the politeness operators
  - a. Male vs. Female Speech
3. Is there ever a time when not to be polite?

Read: Watch this Ted Talk on Euphemisms

<http://www.youtube.com/watch?v=tpCTgNyA3DY>

Review the CARLA website on Pragmatics and Speech Acts – Japanese and Spanish

[http://www.carla.umn.edu/speechacts/sp\\_pragmatics/considerations/politeness.html](http://www.carla.umn.edu/speechacts/sp_pragmatics/considerations/politeness.html)

Blog:

## November

### November 5

Cross cultural Politeness

1. Using CARLA Resources
  - a. Is there any underlying principle of politeness?
  - b. Does Brown and Levinson hold up?

Read: Yule Chpt 8

Blog: Conversational Structure **Due Nov 14**

### November 7

**John McWhorter Colloquium at CUNY-GC 5-7pm (at 5<sup>th</sup> & 34<sup>th</sup>)**

"Is There No Such Thing as a Creole?"

Conversational Structure

1. How and why do we let other people talk?
2. Floors
3. Turn Taking
4. Adjacency Pairs
  - a. Are some conversations more difficult than others?
  - b. Why?
5. What's the correlate with text/chat?

Read: [http://www.ted.com/talks/sherry\\_turkle\\_alone\\_together.html](http://www.ted.com/talks/sherry_turkle_alone_together.html)

Test 2

### November 12

Conversational Structure – analyzing the movies

1. Class choice of a movie
  - a. Analyzing the discourse pattern

Read: Comic Relief: A Comprehensive Philosophy of Humor \* Chapter 1 Available on the Course Website or through the library (e-book)

Blog: Conversational Structure **Due Nov 14**

### November 14

#### Test 2 Due

Humor

Review Conversational Structure Examples

1. Theories of humor
  - a. Superiority
  - b. Relief
  - c. Incongruity

Read: Ted Talk: Chris Bliss Comedy is Translation

Blog: Humor **Due Nov 21**

### November 19

Humor

1. Peter McGraw What Makes Things Funny
  - a. Unexpected
  - b. Benign
  - c. Malign

Read: For more help organizing these ideas, see Theories of Humor

[http://www.pragmaticshumour.net/makingsenseofhumour/theories\\_of\\_humour.htm](http://www.pragmaticshumour.net/makingsenseofhumour/theories_of_humour.htm) - (advance links are at the bottom)

Blog: Humor **Due Nov 21**

mjohnson2@gc.cuny.edu

**November 21**

Humor

Review Humor examples

1. Analysis of humor
  - a. Does the theory hold up?
2. Jokes and Slapstick vs. Irony and Puns...

Read: Yule Chpt 9

Blog: Culture and Communication **Due Dec 5****November 26****DATA DUE****BIBLIOGRAPHY DUE****LAST DAY TO TURN IN LATE WORK!****November 28****Happy Thanksgiving!****December December 3**

Discourse and Culture

1. How we talk to each other (or don't)
  - a. Bringing all the theories together

Read:

Test 3

**December 5**

Review Culture examples

Discourse and Culture

1. Practice how to help people communication

**December 10****IN CLASS WORK DAY – computer lab?****December 12****Test 3 DUE****PRESENTATIONS****December 17****5pm, Paper due**

## REFERENCES:

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What about this college?

Lehman College was established as an independent unit of The City University of New York on July 1, 1968, following a decision by the University's Board of Trustees to create a comprehensive senior college in the Bronx with its own faculty, curriculum, and administration.

The College took over the campus that, since 1931, had served as the Bronx branch of Hunter College, known as Hunter-in-the-Bronx. Adjacent to the historic Jerome Park Reservoir, the first four buildings in the plan-Gillet and Davis halls, the Music Building, and the Gymnasium-were completed in 1931 by the New York State WPA. The original campus plan called for nine buildings, but the Great Depression delayed construction, and the ambitious plan was later abandoned by Mayor Fiorello H. LaGuardia.

For a decade before the entry of the United States in the Second World War, only women students attended, taking their first two years of study at the Bronx campus and then transferring to Hunter's Manhattan campus to complete their undergraduate work.

Shortly after U.S. entry into the war, the students and faculty vacated the campus and turned over the facilities to the U.S. Navy, which used them as a training station for the newly organized WAVES (Women Accepted for Volunteer Emergency Service).

To commemorate this period, the Navy later installed a ship's bell from the U.S.S. Columbia on the campus. In 1946 the campus won a niche in world history when it was made available to the United Nations at the urging of New York City officials. From March to August 1946, the first American meetings of the Security Council were held in the Gymnasium Building where intercollegiate basketball, archery, swimming, and other sports have been played. During festivities marking the 40th anniversary of the United Nations in 1986, the Southern New York State Division of the United Nations Association presented the College with a commemorative plaque, now displayed outside the Gymnasium Building. The College participated in the United Nations' 50th anniversary activities in 1995-96.

Normal collegiate activity resumed at the campus in 1947, but, in addition to women, the Bronx branch began accepting former servicemen, who studied in separate classes. In 1951 the campus became fully coeducational and a four-year curriculum was introduced. The process of separating the Bronx campus from Hunter College into a separate unit began in 1967. Dr. Leonard Lief, chairman of the English Department, was named provost and made responsible for overseeing the transition. On July 1, 1968, Lehman College began an independent existence, with Dr. Lief as president.

The Board of Higher Education named the new college after Herbert H. Lehman, in recognition of the commitment to public service exemplified by the four-time governor of New York State who later became a U.S. Senator and was the first director-general of UNRRA (the United Nations Relief and Rehabilitation Administration). The College was formally dedicated on March 28, 1969, the 91st anniversary of Governor Lehman's birth. Each year, on or about March 28, the College commemorates the double anniversary by inviting a distinguished speaker to deliver the Herbert H. Lehman Memorial Lecture.

Much has occurred at the colleges of City University since 1968. As the only CUNY senior college in the borough and southern Westchester County, Lehman College has adapted to meet changing conditions and is poised to respond to new needs and challenges. (College, n.d.) For the rest of the story, visit: <http://www.lehman.edu/president/lehman-history.php>