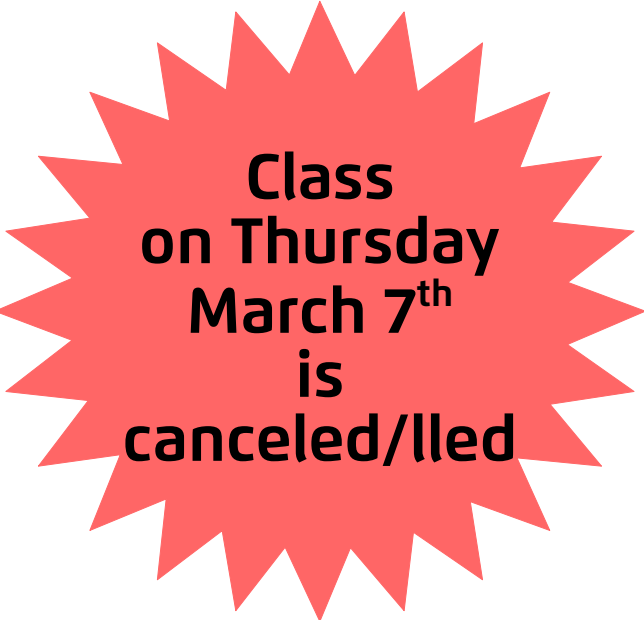


# Lingua Inglese 2A

## **Introductions, Course Introduction & Levels of analysis**

# Plan of the day

- My introduction and yours
- In-class activity: variation across communicative situation
- This course
- In-class activity: fill-in-the-blanks
- Levels of analysis

A red starburst graphic with multiple points, containing text.

Class  
on Thursday  
March 7<sup>th</sup>  
is  
canceled/led

**EXTRA-CLASS WORK:** Read Cutting, Section A1 (pp 1-8).  
Cutting, Part C, Activity on Texts C and D (pp. 79-81) [in your portfolio]

# Introduction 1/4

- My name is Sergio Pizziconi, I am XX years old, I live in Frascati

I **graduated from ... in** Communication Sciences ...

- **With (a) concentration in** Corporate Communication
- I **defended** a thesis about TV fiction production analyzing teleplay writing and the case study “Star Trek- The original series”

# Introduction 2/4

- I **earned** a *dottorato di ricerca* in Linguistics and Applied Linguistics at the University for Foreigners of Siena
  - I defended a dissertation about the language of patents of inventions.
- I **completed** a Ph.D. in English at Texas A&M University-Commerce, in the USA
  - **With emphasis in** Rhetoric & Composition and TESOL (Teaching English to Speakers of Other Languages)
  - I defended a dissertation about teaching English as L1, with the proposal of a curriculum for grammar

# Introduction 3/4

- In Italy, I taught classes in:
  - Composition, Sociolinguistics, General Linguistics, Italian Linguistics, Communication, Technical communication, Business English, Technical-scientific English ; I currently teach Air Navigation and Logistics at a high school in Rome.
- In the USA, I taught classes in:
  - Composition, Modern Grammar, Psycholinguistics, Intro to Linguistics (**undergraduate**)
  - General Linguistics, Structures of the English Language (**graduate**)


# Introduction 4/4

- My research interests: Linguistics, Cognitive Linguistics, First and Second Language acquisition, Educational linguistics, Languages for Specific Purposes (Academic, Technical-Scientific Languages, Business).  
*Specific fields:* Advertising, Marketing, Movies, Patents of inventions, Psychopathologies and dreams
- Other interests: Movies, Literature, Science Fiction, Tennis.

# In-class activity: Introductions across different situations

- Start a worksheet.
- It **MUST** be a small notebook size sheet (A5)
- On top of the page, write:
  - LAST NAME & first name (BLOCK LETTERS, please)
  - “matricola”
  - today’s date
  - signature

Rossi Mario 20358962 2-3-2018

A handwritten signature in black ink, appearing to be 'Rossi Mario', written in a cursive style.

# In-class activity: Introductions across different situations

## SITUATION #1

You are being interviewed to work as editorial staff for the academic journal “World literary studies”. Your interviewer asks you for a short introduction. What would you say?

## SITUATION #2

In the afternoon, some other interviewees, you met while waiting for your interview, invite you to join them for a drink.

You want to introduce yourself (clearly beyond first and last name) to them. What would you say?

**I don't need your autobiography. The goal of this activity is to prompt you to reflect about variation across context. In “situation #2” you might need to create a dialogue**



# Syllabus

Visit my page on the department website:

<http://lettere.uniroma2.it/it/contratto/pizziconi-sergio>

**Download the syllabus**

# Syllabus

**Course title:** Discourse analysis across variation

**Hours:** M R 6-8p Room T33

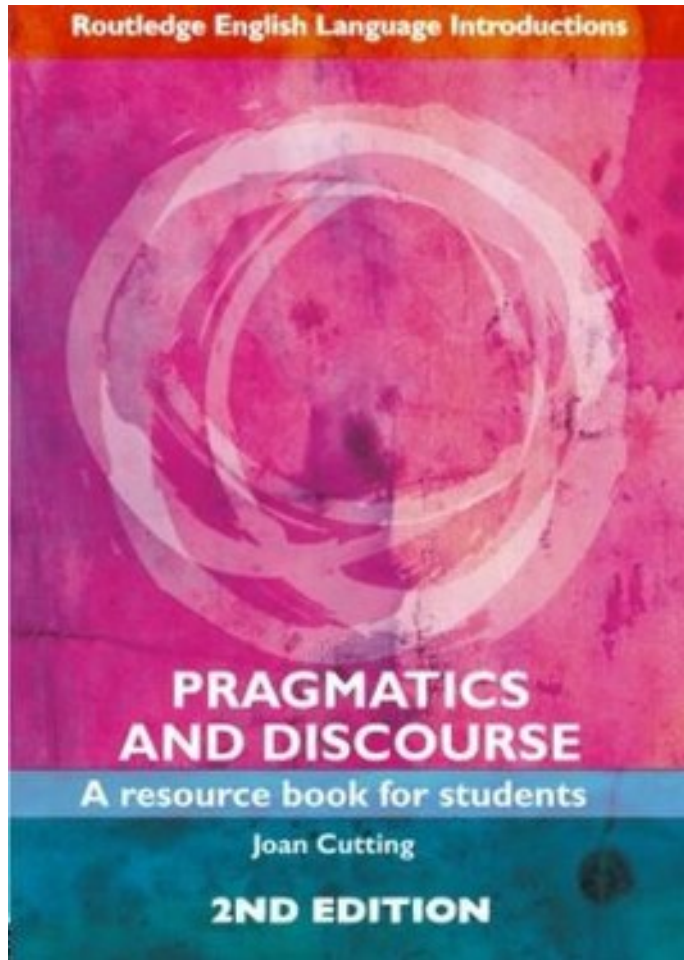
**Educational objectives:**

The main objectives of the course are:

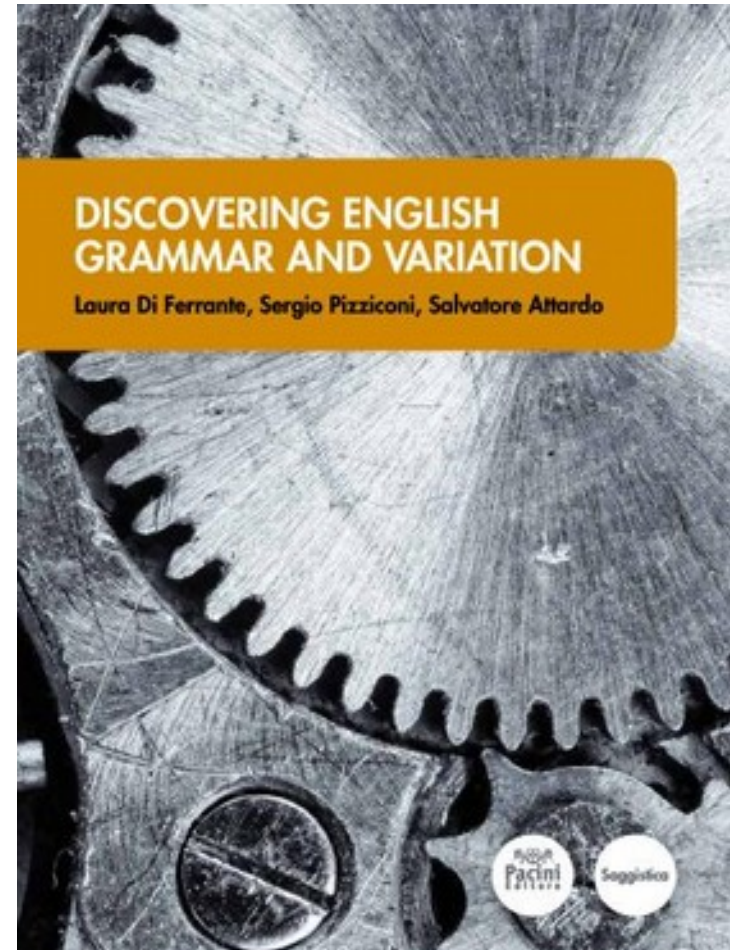
- to familiarize with tools of discourse analysis;
- to use linguistic knowledge in variation analysis.

# Textbooks

Joan Cutting  
***Pragmatics & Discourse***  
(2nd Edition). Routledge  
Press 2008.



Laura Di Ferrante, Sergio Pizziconi &  
Salvatore Attardo  
***Discovering English grammar  
and variation***  
Pacini 2019



# Textbooks

**P&D:** You can read the first chapter here

[http://www.academia.edu/6705289/Pragmatics\\_and\\_Discourse\\_Cutting](http://www.academia.edu/6705289/Pragmatics_and_Discourse_Cutting)

**Discovering:** Soon in bookstores

# Assessment

## EXAM for **NON-ATTENDING** STUDENTS

The final exam includes a written test whose passing grade is 18 out of 30. The test comprises several types of question: **structured, short answer, short analysis**. A sample test is available on my web-page. The oral exam is meant to change the grade of the written test, which must be at least 18 out of 30. The grade might also be lowered.

## EXAM for **ATTENDING** STUDENTS

The course includes 30 hours of lessons. In order to be considered an attending student, you can only miss a maximum of 6 hours. After passing the written test, attending students will discuss their learning portfolio as their oral exam, if they want/need to. If the portfolio carries all the requested items , the grade after the written text can **only** increase. On last day of class you can take the exam test.

# Learning portfolio

It is the collection of the learning products of your course.

It includes:

- **Submitted in-class activities**, including those carried out when you were absent .
- **Notebook in-class activities** (not submitted in class)
- **Extra-class work**

# Survey & Course registration

Please, make certain that by Sunday you complete this survey

<https://goo.gl/forms/VL0p0km2gaYS9La02>

# Levels of analysis

## **A skit from *The Golden Girls*, an American sit-com**

You can watch the full episode here

<https://www.youtube.com/watch?v=j9EAWazVMgU>

We will watch a short clip from minute 16

Main characters:

**Dorothy** (NYC, Italian American, High school substitute teacher)

**Rose** (Minnesota, Norwegian ancestry, simpleton, naive)

**Blanche** (Georgia, typical Southern woman)

**Sophia** (NYC, Italian American, Dorothy's mother)

At the beginning of the episode....



# Levels of analysis

## **A prophecy**

I had a dream last night, a death dream.  
Your father spoke to me.

...

I'm sitting in the living room, and the clock  
strikes 9:00.

Then the bell rings.

It's your father in his fedora.

He always wore a fedora on Saturday.

He walks towards me, reaches out his hand  
and says, "Sophia, you can come now.

There's room for you now."

...

I'm dying, Dorothy.

Saturday, 9:00.

Don't make any plans.



# Levels of analysis

On your worksheet, number 1 to 12 lines, **as follows**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

.....

11) \_\_\_\_\_

12) \_\_\_\_\_

**Fill in the numbered blanks in the captions**

Full clip

Fill-in-the-blanks

# Levels of analysis

What is it that makes us laugh?

# Levels of analysis

What is it that makes us laugh?

Quality of sounds		Phonetics
Function of sounds		Phonology
Rhythm, emphasis, pitch		Prosody
Word choice		Lexicon
Word shape		Morphology
How words combine		Syntax
Meaning		Semantics
Information		Pragmatics