



Universidad  
**Católica de  
Valencia**  
San Vicente Mártir



Course Guide Pragmatics

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**COURSE GUIDE**  
**PRAGMATICS**  
**3rd Year**

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**Academic Year 2025-2026**



**Course of the Subject: PRAGMATICS**

		<b>ECTS</b>
<b>SUBJECT:</b> Pragmatics		6
<b>Module:</b> Philosophy of Language		12
<b>Type:</b> Compulsory	<b>YEAR:</b> 3	
	<b>Semester:</b> 1st	
<b>Lecturer(s):</b> Luis Manuel Sanmartín Cava, Ph. D.	<b>Department:</b>	
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**MODULE ORGANIZATION**

<b>PRAGMATICS</b>				<b>ECTS 6</b>
<b>Duration and location within the study plan:</b> It is part of the “Philosophy of language” module, which consists of 12 ECTS credits and contains two subjects (Semantics is offered in the 2nd semester of the 2nd year; Pragmatics, in the 1st semester of the 3rd year).				
<b>Subject Matter and Subjects</b>				
<b>Subject Matter</b>	<b>ECTS</b>	<b>Subject</b>	<b>ECTS</b>	<b>Year/ semester</b>
Philosophy of language	12	Pragmatics	6	3/1



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BASIC AND GENERALCOMPETENCIES	Weighting			
	1	2	3	4
1 Organization and planning			X	
2 Basic computer skills				X
3 Problem-solving			X	
6 Intra- and interdisciplinary team work		X		
9 Ethical commitment		X		
10 Ability to apply knowledge to practical situations				X
11 Ability to learn and teach			X	
12 Ability to adapt to new situations and generate new ideas			X	

SPECIFIC COMPETENCIES	Weighting			
	1	2	3	4
17 To be able to pose philosophical questions			X	
18 To be able to relate different philosophical topics			X	
25 To be able to understand and evaluate philosophical arguments			X	



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26	To be able to construct philosophical arguments				X
31	To be able to analyze the logics of languages and their different uses				X
32	To be able to search, select and quote bibliography related to philosophy				X
37	To use specialized philosophical terminology and recognize categorical errors				X
39	To identify and recognize rhetorical resources, implicit conventional knowledge, implicit conventional know-ledge, tacit assumptions, vagueness and superficiality				X

LEARNING OUTCOMES	COMPETENCIES
LO1 Philosophy of language: knowledge of main topics and most influential paradigms	<b>GC:</b> 1, 11 <b>SC:</b> 18, 37
LO2 Reproducing pragmatic arguments	<b>GC:</b> 3, 10, 12 <b>SC:</b> 22, 23, 25, 26, 31
LO3 Understanding the relationship between the philosophy of language and other branches of philosophy or human and experimental sciences.	<b>GC:</b> 6 <b>SC:</b> 17, 23, 31
LO4. Discovering semantic assumptions in either ideologies or ordinary beliefs	<b>GC:</b> 2, 9, 10 <b>SC:</b> 31, 39

LEARNING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS <sup>1</sup>
VIRTUAL SESSION	Presentation of the content by the	LO1, LO2, LO3,	0,7

<sup>1</sup> La asignatura y/o materia se organiza en **DOCENCIA VIRTUAL** y en TRABAJO AUTÓNOMO DEL ALUMNO, con un porcentaje estimado en ECTS. Una adecuada distribución es la siguiente: **40%** para las Actividades Formativas **DOCENCIA (60 horas)** y 60% para las de Trabajo Autónomo tutorizado (90 horas) para **una asignatura de 6 créditos**.



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	teacher, analysis of competencies, explanation and demonstration of skills, abilities and knowledge in the virtual classroom.	LO4	
<b>PRACTICAL SESSION</b>	Group work sessions through chat moderated by the teacher. Case studies, both true and fictitious, for the construction of knowledge through the interaction and activity of the student, critical analysis of values and social commitment.	LO1, LO2, LO3	0,3
<b>SEMINAR AND VIDEO-CONFERENCE</b>	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	LO1, LO3, LO4	0,2
<b>VIRTUAL EVALUATION</b>	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	LO1, LO2, LO3, LO4	0,1
<b>TOTAL</b>			<b>1,30</b>

**LEARNING ACTIVITIES THROUGH ASYNCHRONOUS COMMUNICATION**

ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS
INDIVIDUAL ACTIVITIES	Preparation of the final evaluation: student study, individual preparation of readings, essays, problem solving, assignments, reports, etc. for discussion or delivery in electronic format.	LO1, LO2, LO3, LO4	2,3
INDIVIDUAL TUTORSHIP	Individual attention for monitoring and guidance of the learning process, carried out by a tutor with the aim of reviewing and discussing the materials and topics, seminars, readings, carrying out assignments, etc.	LO1, LO2, LO3, LO4	0,1
<b>CONTINUOUS EVALUATION ACTIVITIES</b>	<b>Group work:</b> group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. <b>Discussion forums:</b> participation and contributions to discussion forums related to the subject, moderated by the	LO1, LO2, LO3, LO4	2,3



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	professor of the subject. Resolution of problems, comments, reports to deliver in installments throughout the course, making videos individually or cooperatively, answering questionnaires.		
<b>TOTAL</b>			<b>4,70</b>

<b>EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM</b>		
<b>Evaluation Instrument</b>	<b>EVALUATED LEARNING OUTCOMES</b>	<b>Granted percentage</b>
Attendance and participation in synchronous communication activities	LO1, LO2, LO3	10%
Carrying out deliverable activities and questionnaires	LO1, LO2, LO4	50%
Final Evaluation	LO1, LO2, LO3, LO4	40%

Plagiarism and/or copying in any assessment will result in a fail for the final call corresponding to that assessment.

All assessments must be passed with a minimum grade of 5 in order to pass the course. Generative artificial intelligence tools (such as ChatGPT, Gemini, Copilot, among others) can be useful for study support, information searching, or clarifying concepts.

However, their use must always be ethical, critical, and aligned with the principles of academic integrity. Within the framework of this course, the use of such tools for writing, producing, or co-authoring assignments, text commentaries, multiple-choice tests, or any other graded activity is strictly prohibited, as all submitted content must be the student's original and personal work. Philosophy demands personal reflection, argumentative rigour, and intellectual responsibility—qualities that cannot be delegated to automated systems.

<b>CONTENTS DESCRIPTION</b>	<b>COMPETENCIES</b>
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Pragmatics related to Semantics and Syntax	GC1, SC18, SC37
Later Wittgenstein's philosophy as the core of the philosophy of language pragmatic turn after World War II	GC3, GC10, SC25, SC31
Speech acts theory (Austin, Searle), or how to do things with words.	GC11, GC3, SC26, SC39
Grice's pragmatics (speaker's meaning and conversational implicatures) as consolidated point of departure of a philosophy of language which takes context seriously	GC12, SC18, SC37, SC17
Sperber and Wilson Relevance theory, delimited by Levinson	GC10, GC12, SC18, SC26
The stance of cognitive linguistics, emphasizing some representative aspects of it, such as prototypes or metaphors	GC11, GC9, SC39, SC31

## BIBLIOGRAPHY

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Link: <https://mall.ucv.es/h/es/catalogo/categoria/16-37>
- Texto dinámico de la asignatura (temas o apuntes) producido por los profesores Luis Sanmartín y Clara Bonet Ponce.
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[http://books.google.es/books?id=SJXr9w IVLUC&printsec=frontcover&hl=es&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](http://books.google.es/books?id=SJXr9w IVLUC&printsec=frontcover&hl=es&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)
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<b>TEMPORAL ORGANIZATION OF LEARNING</b>		
	<b>CONTENT BLOCK/DIDACTIC UNIT</b>	<b>NR. OF SESSIONS</b>
Unit 1. Pragmatic aspects of language	1.1. Basic concepts of philosophy of language 1.2. Pragmatics 1.3. Words, actions and interpretations 1.4. Indexicality, context and interpretation 1.5. Mental and social images of language	2
Unit 2. Wittgenstein's public language-games	2.1. The later Wittgenstein 2.2. Private language argument 2.3. Language-games and forms of life 2.4. Following a rule 2.5. Meaning as use	3
Unit 3. Speech acts: Austin and Searle	3.1. Performative utterances 3.2. Locution, illocution and perlocution 3.3. Concept and types of speech acts, after Searle	2
Unit 4. Grice: speaker's meaning	4.1. Communicative intention 4.2. Principles of communication 4.3. Theory of implicatures	3
Unit 5: Relevance theory	5.1. Towards ostensive-inferential communication 5.2. Relevance 5.3. Implicatures and explicatures	3
Unit 6: Cognitive linguistics, categorization and metaphor	6.1. A new theoretical paradigm 6.2. Categorization 6.3. Metaphor	2