UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Philosophy of Communication in Spoken and Signed Languages

2425-2-E2005P013

Learning area

III. Learning area: Acquisition of socio-cultural contextual knowledge and skills aimed at interlinguistic and intercultural communication and mediation in the context of
deafness

Learning objectives

Knowledge and understanding
Origin and evolution of language and of communication
Main theoretical and experimental approaches to verbal and non-verbal communication
The importance of the concept of "intention" for communication
Theoretical and experimental approaches to the study of literal meaning (semantics) and of non-literal meaning (pragmatics)

***Ability to apply knowledge and understanding**
Being able to identify and distinguish communicative acts and informative behaviours
Being able to distinguish explicit and implicit messages
Being able to interpret communicative messages taking into consideration the multimodality in communication (linguistic, non-linguistic and non-verbal aspects)

Contents

The course is divided into two thematic modules. One module focuses on the fundamentals of communication: its essential characteristics and functions, its evolution, main views on communication, the concept of intention,

nonverbal communication systems, communication of emotions. The second module focuses on the presentation and analysis of specific cases and experimental studies on spoken and signed communication, with special attention to the configuration that specific communicative phenomena (e.g., irony) take in spoken and signed communication.

Detailed program

- What is communication? Dimensions and functions of communication, relationship between language and communication, the multicomponentiality of communication and communicative competence.
- To what extent has language evolved in our species to facilitate communication?
- Main approaches to communication: the mathematical, pragmatic and relational point of view.
- Is it possible not to communicate? The distinction between informational behavior and communicative act and the centrality of the concept of intentionality.
- Nonverbal communication: communicating through the face and body.
- The meaning of sentences beyond what is said: explicit and implicit speech acts and the speaker's meaning.
- What is said and what is communicated
- Figurative language: metaphor and irony in spoken and sign languages

Prerequisites

It is assumed that students have already passed the Linguistics exam (mandatory exam of the first year), and therefore some notions related to language structure are taken for granted. Students who have not (yet) taken the Linguistics exam are encouraged to report any deficiencies to the teacher in order to arrange support activities.

Teaching methods

In addition to face-to-face lectures in the classroom, part of the teaching will take place through discussion of scientific articles, and viewing and commenting on videos.
All materials (lecture handouts and, when possible, articles and videos) are made available on the e-learning page of the course.

Assessment methods

The exam is written, and includes closed and open questions. There will be questions related to the first (Amenta) and second module (Panzeri).
The questions aim to ascertain the effective acquisition of both theoretical knowledge and the ability to analyze a real communication case. The evaluation criteria are: the correctness of answers, the ability to argue, synthesize, make connections, and critically read reality.
To pass the written exam, both modules need to be sufficient. The final grade will be the average of the marks obtained in the two modules.
For students who request it, there is also an oral exam, on all course topics, which can result in up to a 3-point increase or decrease on the written exam score. The oral exam is reserved for students who have achieved a

passing grade in the written exam.

Textbooks and Reading Materials

Bibliography will be indicated on the e-learning page of the course

Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES