

COMM 397AT - Studying Social Interaction (38803)

Fall, 2011 M W F 10:10-11:00AM

Machmer Hall room E-37

Moodle: <https://moodle.umass.edu/course/view.php?id=320&sesskey=TX62JeMzz8>

Instructor: Gonen Dori-Hacohen email: gonen@comm.umass.edu office hours: M 12-1PM @ Machmer 304 or by email appointment

TA: Bessie Zhang email: danz@comm.umass.edu

Course description:

Interactions, either face-to-face or over the phone, are the basis of social life. The goal of this course is to learn how to study interactions. The course combines theoretical topics with data sessions of one interaction from the media. We will discuss how to collect data, how to transcribe it, and how to analyze it based on the common structures of human interaction. Structures such as turn-taking, repairs, and story-telling will be covered. The course has two main formats, lectures, and data sessions, in which we analyze data.

Goals and Objectives:

Upon successful completion of the course, you will know how the mechanics of the basic human activity – interacting with other people. You will be able to analyze interactions, and you will analyze your own talk. This knowledge will enable you not only to better understand yourself and your friends but also to creatively write realistic interactions.

| Assessment and assignments | date due | % of final |
|----------------------------|----------------|------------|
| 1. Participation | always | 15 |
| 2. Gathering data | 09/30 | 15 |
| 3. Transcribing data | 11/07 + final | 10+10 |
| 4. Final take home | 12/15 12:00 pm | 50 |

- Participation (15%, always):** participation during class discussion and especially during data sessions may contribute or harm the assessment. A positive and **knowledgeable** participation is essential for an outstanding final grade. A negative participation, including demonstration of lack of needed knowledge, will harm the overall assessment.
- Gathering data (15% guaranteed upon timely submission, 09/30):** you should record an interaction with you and 2-3 more people. The recording of at least 45 minutes should be audio recorded in a good quality. You should receive the other participants' consent. You should make copies and backups of the recording. For the assignment, you should hand in a summary of the recording, the participants in it, and a reflection on the gathering process.
- Transcribing data (10% guaranteed upon timely submission, 11/07):** you should choose 3-5 minutes from your recording and transcribe them. In the segment at least 3 participants should talk, preferably in a lively conversation. The transcript should be done according to the transcription system taught in class. You should hand in the transcript and the audio, in a computerized file. We will compare the audio to the transcript and hand back the transcript with feedbacks.
- Final take home (10% revised transcript +50%, 12/15):** there is no final exam! Following the transcription feedback, you will hand in a corrected transcription with your final paper. In our last meeting you will receive the final take home. You will be asked to answer a currently undetermined number of questions. You should use the **data you transcribed** along with other data, we will make accessible to you to answer these questions. For grading criteria see below.
Late assignments: Docked 1% (out of the assignment's percentage) for each day late for each assignment, beginning the hour the paper is due; none accepted after 3 days. Students **cannot** receive a passing grade if any of the assignments are not handed in.

Lecture outline

| Date | Week | Class | Topic | Assignment |
|---------|------|-------|-------------------------|------------|
| 09/07 W | We1 | 1a | Introduction | |
| 09/09 F | | 1b | Data Session: listening | |

| | | | | |
|---------|------|----------|-------------------------------|----------------------|
| 09/12 M | We2 | 2a | Introduction cont | |
| 09/14 W | | 2b | Introduction cont | |
| 09/16 F | | 2c | Data Session: listening | |
| 09/19 M | We3 | 3a | Collecting data | |
| 09/21 W | | 3b | Writing up reflexivity | |
| 09/23 F | | 3c | Opening up closing - article | |
| 09/26 M | We4 | 4a | Transcribing - theory | |
| 09/28 W | | 4b | DS: transcribing | |
| 09/30 F | | 4c | DS: transcribing | Data is due |
| 10/03 M | We5 | 5a | Adjacency Pair | |
| 05/10 W | | 5a | Adjacency Pair | |
| 07/10 F | | 5c | DS: Adjacency pairs | |
| 10/10 M | We6 | No class | Happy Columbus Day | |
| 10/11 T | We6 | 6a | Sequence organization | |
| 10/12 W | | 6b | Sequence organization | |
| 10/14 F | | 6c | DS: Sequence organization | |
| 10/17 M | We7 | 7a | Turn Taking | |
| 10/19 W | | 7b | Turn Taking | |
| 10/21 F | | 7c | DS: Turn taking | |
| 10/24 M | We8 | 8a | Repairs | |
| 10/26 W | | 8b | Repairs | |
| 10/28 F | | 8c | DS: repairs | |
| 10/31 M | We9 | 9a | Ds: repairs | |
| 11/02 W | | No class | (No Class) | |
| 11/04 F | | No class | (No Class) | |
| 11/07 M | We10 | 10a | Story telling - intro | Transcription is due |
| 11/09 W | | 10b | Story telling – the sequence | |
| 11/11 F | | 10c | Veteran day | |
| 11/14 M | We11 | 11a | Story telling – the structure | |
| 11/16 W | | 11b | Story telling – the structure | |
| 11/18 F | | 11c | DS: story telling | |
| 11/21 M | We12 | 12a | Silences | |
| 11/23 W | | 12b | Silences | |
| 11/25 F | | 12c | Happy Thanks Giving | |
| 11/28 M | We13 | 13a | Gestures | |
| 11/30 W | | 13b | Gestures | |
| 12/02 F | | 13c | DS: gestures and silences | |
| 12/05 M | We14 | 14a | DS: how to start analyzing | |
| 12/07 W | | 14b | DS: all together now | |
| 12/09 F | | 14c | Summary | |

Weekly Reading – roughly

Readings marked with an * are central readings

Past courses strongly suggest a correlation between reading and the final grade.

Week 1

Burke, K. (1968). *Language as Symbolic Action*. Los Angeles; London: University of California press: 3-24.

Week 2:

Heritage, J. (2001). Goffman, Garfinkel and Conversation Analysis. In: Margaret Wetherell, Stephanie Taylor, Simeon Yates (eds.) *Discourse theory and practice: a reader*. Sage publications: pp. 47-57.

Goffman, E. (1959). *The Presentation of Self in Everyday Life*. Garden City, New York: Doubleday. Introduction and conclusion. Ch1, conclusion.

Garfinkel, H. (1967). *Studies in Ethnomethodology*. Englewood Cliffs, N.J.: Prentice-Hall. Ch2. (and 5 if you are interested in Gender)

Week 3-4

Ten-Have, P. (1999) Doing conversation analysis. Sage publications:14-24.

*Schegloff, E. A., & Sacks, H. (1973). Opening up closings. *Semiotica*, 7(4), 289-327. (bring to class as of 09/23) – slow reading

Hamo, M., Blum-Kulka, S., & Hachohen, G. (2004). From Observation to Transcription and Back: Theory, practice, and interpretation in the analysis of children naturally occurring discourse. *Research on Language and Social Interaction*, 37(1), 71-92.

Week 5

*Schegloff, E. A. (1968). Sequencing in conversational openings. *American Anthropologist*, 70(6), 1075-95.

*Pomerantz, A. (1984). Agreement and disagreement with assessment: Some features of preferred/dispreferred turn shapes. In J. Heritage, & M. J. Atkinson (eds.), *Structures of social action: Studies in conversation analysis*. Cambridge: Cambridge University Press: 57-101.

Week 6

*Heritage, J. (1984). *Garfinkel and Ethnomethodology*. Cambridge, MA: Polity Press. Ch. 8

*Schegloff, Emmanuel (1990). On the Organization of Sequences as a Source of Coherence in Talk in Interaction. In: B. Dorval (ed.) *Conversational Organization and its Development*. New York: Norwood: 56-72.

Heritage, J., (1984). A change-of-state token and aspects of its sequential placement. In: J.M. Atkinson, & J. Heritage, (eds.) *Structures of Social Action: Studies in Conversation Analysis*. Cambridge: Cambridge University Press: 299-345.

Schegloff, E. A. (1980). Preliminaries to preliminaries: can I ask you a question? *Sociological Inquiry*, 50(3-4), 104-52.

Week 7

*Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language*, 50(4), 696-735.

Week 8

*Schegloff, E. A., Jefferson, G., & Sacks, H. (1977). The preference for self-correction in the organization of repair in conversation. *Language*, 53(2), 361-82.

Schegloff, E. A. (1987). Some sources of misunderstanding in talk-in-interaction. *Linguistics*, 25, 201-18.

Week 10-11

Schank, R.C. & T. R. Berman (2002) The Pervasive Role of Stories in Knowledge and Action. In: Green, M.C., Strange, J.J. & T.C. Brock (eds.) *Narrative Impact: Social and Cognitive Foundations*. Mahwah, New Jersey; London: Lawrence Erlbaum Associates. Pp: 287-314

*Sacks, H. (1974). An analysis of the course of a joke's telling in conversation. In J. Sherzer, & R. Bauman (Eds.), *Explorations in the ethnography of speaking*. London: Cambridge University Press, pp. 337-353.

*Labov, W. (1972). *Language in the inner city: Studies in the Black English vernacular*. Philadelphia: University of Pennsylvania Press. Ch. 9

Week 12

Goodwin, C. (1979). The Interactive Construction of a Sentence in Natural Conversation. In: Psathas G. (ed.) *Everyday Language*. Pp: 97-121.

Week 13

*Jaworski, A., (1993). *The Power of Silence*. Sage Publications: 85-96, 98-99, 115-125.

Week 14

Schegloff, E.A. (1987). Analyzing single episodes of interaction: an exercise in conversation analysis. *Social Psychology Quarterly*, 50, 101-14.

Grading Letter (%)-- the final take home and grade will be based on a scale of:

A 93-100: Work that demonstrates not only a full grasp of all course materials but unique personal insight into those materials, individually and in total, with substantial evidence of cogent, imaginative efforts to apply them to questions raised in class and beyond and exceptional participation in class.

A- 90-93: a lesser degree thereof.

B+ 87-90: Work that demonstrates a full grasp of all course materials and an authentic full-on effort at analyzing and synthesizing those materials.

B 83-87: a lesser degree thereof.

B- 80-83 : Work that demonstrates a working familiarity with most course materials and an effort at a comprehensive analysis of those materials.

C+ 77-80: a lesser degree thereof

C 73-77: Work that demonstrates a familiarity with the majority of course materials and consistent effort at an analysis of those materials.

C- 70-73: Work that demonstrates a passing acquaintance with the majority of the course materials and efforts at some analysis of those materials. Some assigned work tardy.

D+ 69-70 : Work that demonstrates intermittent attempts to engage with some of the course materials.

D 67-60: lesser degree there of.

F 59-0 or failure to complete any required work results in F.

Disability Statement: Umass Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability of file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disablement Services (PDS), you may be eligible for reasonable academic accommodation, please notify me within course. If you have a documented disability that requires an accommodation, please notify me within the first 2 weeks of the semester so that we may make appropriate arrangements. Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst

Academic dishonesty Statement: Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. The procedures outlined below are intended to provide an efficient and orderly process by which action may be taken if it appears that academic dishonesty has occurred and by which students may appeal such actions. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent.

http://www.umass.edu/dean_students/codeofconduct/acadhonesty/

As any social activity, course order is not preordained and may be subject to change.