Analysis of Language and Social Interaction CMN 572

Department of Communication
Spring Semester, 2016
Class times: 3:40-5:00 Monday and Wednesday

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Course objective

This course provides students with the skills and concepts to analyze naturally occurring conversation. Looking at everyday life we explore the way in which people analyze how other people talk and use this as a basis to understand society and interaction. This course focuses on analysis going beyond the introduction to LSI to examine what it is we do with our social resources in settings of everyday life.

Course goals

This course presents ethnomethodology and conversation analysis as methods of analysis in LSI. As we go through the semester we will apply these perspectives to real data in order to explore the process of analysis. This learning will then be taken into the real world 'praxeologically', that is students will learn by doing in this course. We will learn how to taste coffee in order to explore knowledge, you will play and analyze board games to explore the way in which we use rules and we will explore methods for managing crossing a busy intersection. This course will develop the ability to analyse human sociality and will foster your ability to take new perspectives on the world.

Learning outcomes

As a result of this course students will be able to do the following:

Conduct analysis of the meaning and structure of naturalistic conversations
Identify sequence organization, professional vision and recipient design in naturally occurring talk
Conduct basic research of naturally occurring talk
Transcribe naturally occurring interaction in 'Jeffersonian' notation

Course text

Liberman, Kenneth (2013). *More studies in Ethnomethodology*. SUNY: NY

Assessment

Assessment	Due date	% of grade
Top Hat Engagement	In class	15
Reflections	Announced in class	20
Wiki	4/20/17 23:59	10
Transcription Group Assignment	4/18/17 23:59	10

Syllabus: CMN572 Analysis of Language and Social Interaction

Analysis assignment 1	3/26/17	10
Data submission	4/4/17 23:59	5
Literature review	4/25/16 23:59	10
Major Analysis Assignment	5/15/16 23:59	20

Word Counts: This course will use word counts rather than number of pages for written assignments. I can estimate a word count by glance.

IRB Training Module: As researchers the entire class is required to successfully complete the Institutional Review Board of UNH's training module for researchers. The link is available at https://rit.sr.unh.edu/training/rcr-training/human-subjects.html I will advise the class in the first week and send an announcement with the link. You must submit the completed PDF certificate of completion to mycourses by the due date. **No late submissions will be accepted.** Submissions will not be accepted via email. Only mycourses submissions will be accepted.

Reflection Assignments: Through the semester we will be doing in-class exercises where we leave the classroom to conduct some observation of social interaction. You will submit 200 words via mycourses linking your participation in the exercise to the relevant readings. Absence from the exercise will result in failure for that portion of this grade.

The dates and details of these exercise will be discussed in class. Each exercise will be given a grade out of 10 marks. When determining your grade for this portion of the assessment the two lowest scores will be dropped. You will submit the reflections via canvas. If in class participation is required for an exercise then failure to attend class will result in failure of that exercise.

There is a different late policy for these three reflections than for the Top Hat questions. Late submissions will suffer a penalty of one point (out of 10) per day late. If you are absent on the day an exercise is conducted, with a documented medical or other emergency, then you will be exempted from the assessment. These tasks are designed to be conducted in class. Submission of all exercise assignments is through canvas. I will not accept email or hand submissions.

Top Hat Engagement: the Top Hat application will be used for quizzes and questions in **every** class. Each question is worth rough 0.25% of the course. The assessment will follow three types:

> **Reading questions**: Asked at the start of class these will directly assess if you have done the readings or not. These will be marked for correctness not participation.
> **Analysis questions:** You will do analysis of videos and transcripts and answer questions on tophat. These will be marked for correctness and participation.
> **Discussion questions**: I will also open up discussion topics to promote discussion online and in class. Each student is expected to provide a substantive reply. These are also awarded marks for participation.

TopHat questions are opened for brief periods during class. After ensuring that all present students have had time to provide a reply the TopHat questions are closed. If you miss a Top Hat question after it is closed and I don't assign it to you, then you have missed out. If you are ill, inform me when you return to class and I will assign you the questions. You will need to watch the tegrity videos in order to follow the questions.

Top Hat is designed to be accessible from anywhere during the time of the lecture. In the event you are unable to be in class then you will be able to access the TopHat via your phone. The questions are designed to be taken in class alongside class material and discussion.

Analysis Assignment, Transcription Assignment: Across the semester you will do a connected series of assessments that are a part of the research process.

Outline: At the start of the semester you will be assigned to groups, in these groups you will conduct a recording of a game you have never played. If you submit an assignment and it becomes clear you have played the game before (via the video recordings or feedback from group members) you will fail all of the associated assessment (submission, transcript and final assignment). As a group you will record you playing the game for the first time. You will then analyse your recordings as a group. You will submit individual analysis write ups at the end of the semester.

Data submission: After your group has recorded and conducted your exercise you will submit your recordings in .avi format. The purpose of this assignment is for you to learn how to transcode data. I will show you briefly in class how to do this. Files submitted in formats other than .avi or files submitted that are corrupted will receive no credit. I will not check your submissions on mycourses after you have submitted them. I am happy to meet with you as groups prior to your submission to check them in person.

Group Transcription assignment: In preparation for you final major piece you will hand in transcripts of all of your data. This is a group exercise to which you will be assigned NEW groups in which to conduct it. I will specify how this works later in the semester.

Literature review: Towards the end of the semester prior to the final assignment you will submit a literature review of 500 words. You will be required to summarize **five** readings from outside the course from the field of ethnomethodology. You must use **American Psychological Association** style citation and you must cite all five readings in text.

Analysis assignment: At the end of the semester you will submit 700 words of analysis (not including transcripts you choose to include) of your chosen social ritual. Marking Criteria: Precise analytic criteria will be provided on the assignment sheet.

There is a different late policy for these three exercises than for the Top Hat questions. Late submissions will suffer a penalty equivalent to one grade letter per day late. Medical documentation or family emergencies advised to me via the **Deans** office will be the only basis for extensions. Submission of all assignments is through mycourses. I will not accept email or hand submissions.

Wiki Definitions: Throughout the semester lectures will be arranged in different modules of the course. After each of these modules is complete you will be required to place a definition of a concept used in that module on the canvas site. These will be graded at the end of semester.

You must provide a <u>unique</u> definition from your peers. That is, if someone else has defined the concept first then even if your definition is slightly different, your entry will not count for grades. There is a 'first come first served policy'. So post early and post often. Slightly different names for the same concept/definition do not count as different. You are responsible for checking and reading the wiki to ensure what you intend to post is not already online. Throughout the semester I will recommend specific authors who introduce a great many concepts.

If you attempt to complete this exercise at the last minute you will find that all of the straightforward and 'relevant' definitions have been used. There are grades for relevance, so submitting early will improve your grades. You must also give citations of the source of each definition. My lectures are NOT the source, you must cite the sources I cite.

You will be required to make 5 entries. Check mycourses for the list of modules.

Extra credit: Across the semester I will award extra credit for clips (youtube or otherwise) submitted to me with a very clear and direct link to one of the concepts in list below. Clips should not just be 'generic' instances of the phenomena happening, these clips should make phenomena clear, and will do so usually by doing something 'wrong' in some way.

1. **Accountability**
2. **Professional vision**
3. **Objectivating**
4. **Address term choices as relationships**
5. **Adjacency pairs**
6. **Turn taking**
7. **Rules as social action**

You may earn 1 extra credit per submission. Each submission should be accompanied by a justification of 200 or so words citing and displaying evidence of reading of the core text related to the concept. Do not assume submission of any given piece will earn you this credit, these are designed for those examples that display a deep understanding of the course. I reserve the right to withhold credit for any and all submissions. You may earn up to 5 points in this way. Submission of these will close at the **end of April.**

Class policies

Attendance: This course is designed as a face to face teaching mode. I will interact with you and I will cover material not in the assigned reading. There is no attendance requirement, however TopHat is only open in class and questions are designed to only be useable from the classroom. I do record lectures for final review. These are not an invitation to skip class. I

will do in class exercises most class, these are designed to support your assessment. So expect to do poorly or fail assessment if you skip class. There is no textbook and I do not strictly follow the readings in terms of content, you will need to take notes or obtain them from a classmate.

DropBox/Google Drive: Assignments and class exercises will require you to share large video files with classmates electronically. You will need to arrange with your groups which system you will use and you will be required to purchase a basic subscription for that service.

Sharing large video files easily is a basic requirement of this course, an inability to conduct an exercise because you have not purchased a subscription will not be considered a reasonable excuse.

Assessment submissions: Canvas does not accept mac .pages formatted documents. You must submit all assessment to canvas either via text entry (in the case of journals) or uploaded as .rtf or .docx

I expect all transcripts to be typed in courier font. This is for analytic reasons. I require all referencing to be done with American Psychological Association format (6th Edition). I will grade on correctness of use of APA format.
Otherwise I have no special preferences about font or format, other than that it is readable.

Top Hat: We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit tinyurl.com/TopHatStudentGuide for the Student Quick Start Guide which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will also be sent to your school email account (if you don't receive this email, you can register by visiting our course websites which I will give out in class).

Top Hat will require a subscription. There are two options to choose from:
- $24 for 4 months of unlimited access
- $36 for 1 year unlimited access
- $72 for lifetime access

Technology policy: You will need to bring a laptop tablet or mobile to class for use with Top Hat. You will still need to take hand-written notes for review purposes for the final and the wiki. I do NOT give detailed definitions in the Prezi presentations and I DO NOT provide block text, I talk. So if you don't have notes of me talking then your marks will suffer.

If you choose to text your friends, use facebook, 4Chan, Reddit or Grindr in class then only your grades will suffer. If I notice it distracting other students I will call attention to it and I may use that on the spot as an example for teaching such concepts as 'shame' and 'embarrassment.'

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Discussion of grades: I will accept appointments throughout the semester to discuss grades and your progress and to provide referrals to university learning services. I cannot discuss grades in class or via email for privacy and professional reasons.

Contacting me: I want to talk to you. If you have questions contact me. My office hours are the best. I will arrange 'office-coffee' for groups or individuals across the semester, to get to know you and see how you're settling in. You'll all get an invite, but it's not mandatory to attend (nor does it reflect on your participation). You may email me. However if we get past the **4-email point** (total) on one topic I will halt the email conversation and book some office hours. As you'll learn in class face to face or phone interaction is vastly clearer than endless emails. *I will not answer your emails between 8pm and 8am or on weekends.* If I decide to break the rule once and answer your email out of hours feel blessed, I may not do it again.

Academic honesty: The University of New Hampshire's Academic Honesty Policy will be strictly enforced. The University has a policy of zero tolerance for plagiarism. Plagiarism is the undocumented use of someone else's ideas, words, or sentences. To present another's work as one's own, even if paraphrasing, is plagiarism. Doing so is a serious offense and will result in failure for that assignment and, most likely, for the course. If you are not sure about how to use certain materials, see me. All of the work you submit must be your own original work. Review UNH's policy at http://unh.edu/vpsas/handbook/academic-honesty It applies to all class work, including in-class and takehome work.

Accommodations: The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (DSS). Contact DSS at (603) 862-2607 (located in 201 Smith Hall, 3 Garrison Avenue). If you have received Accommodation Letters for this course from DSS, please provide me with that information privately in my office during the first week of the semester so that we can review and prepare for those accommodations. In fairness to other students, I cannot make special arrangements for students who are not registered with DSS.

Important dates: There will be no scheduled classes on a number of days throughout the semester. On these days you will have other activities required. Dates are as follows

March 14-18 Spring Break No classes

Detailed course guide

All readings are available online on canvas under 'course readings'.

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Week 1 ' Introduction to the course'

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No reading 1/27

Syllabus: CMN572 Analysis of Language and Social Interaction

Week 2 'Accountability'

Read by 2/1
Garfinkel, Harold (1967) 'What is ethnomethodology' in *Studies in Ethnomethodology*. p1-21

Answer the question from the reading: How do sociologists treat interaction different from 'members' (people)
What to focus on in the reading: The Analyzability of actions-in-context as a practical accomplishment

Read by 2/3
Liberman, Kenneth (2013). Chapter 1: The local orderliness of crossing Kincaid. In *More studies in Ethnomethodology*. SUNY: NY.
PAGES 16-31

Answer the question from the reading: Name the ethnomethods in brackets
What to focus on in the reading: Being oblivious

Week 3 'Accounting for action'

Read by 2/8
Liberman, Kenneth (2013). Chapter 1: The local orderliness of crossing Kincaid. In *More studies in Ethnomethodology*. SUNY: NY.
PAGES 32-43

Answer the question from the reading: What are the two senses of accountability?
What to focus on in the reading: p32

Read by 2/10
Jefferson, G. (2004). Glossary of transcript symbols with an introduction. *Conversation Analysis: Studies from the first generation*, 125, 13.

Answer the question from the reading: What symbol does terminal falling intonation use?
What to focus on in the reading: all

Week 4 'Professional vision'

Reading 2/15

Goodwin, C. (1994). Professional vision. American anthropologist, 96(3), 606-633.

Answer the question from the reading: What does the rodney king lawyer use make you 'see' something?

What to focus on in the reading: 613-620 'Making knowledge visible with bodily practices'

Read by 2/17
Goodwin, C. (2000). Practices of seeing visual analysis: An ethnomethodological approach. Handbook of visual analysis, 157-182.

Answer the question from the reading: What is a semiotic field?
What to focus on in the reading: P167-178 'professional vision'

Week 5 'Professional Taste'

Read by 2/22
Liberman, Kenneth (2013). Chapter 8: The phenomenology of coffee tasting. In *More studies in Ethnomethodology*. SUNY: NY.
Page 215 to 230

Answer the question from the reading: How do coffee tasters stabilise meaning?
What to focus on in the reading: A pallette for the palate

Read by 2/24
Liberman, Kenneth (2013). Chapter 8: The phenomenology of coffee tasting. In *More studies in Ethnomethodology*. SUNY: NY.
Page 230 to 267

Answer the question from the reading: What is objectivating?
What to focus on in the reading: 'the work of taste descriptors'.

Week 6 'Taking turns'

Read by 2/29
Sidnell, J. (2010) Turn Taking. In *Conversation Analysis: An introduction*. Chichester: Wiley Blackwell. p 36–59.

Answer the question from the reading: What are the three turn taking rules?
What to focus on in the reading: The rules of turn taking

Read by 3/2
Antaki, C., Billig, M., Edwards, D., & Potter, J. (2003). Discourse analysis means doing analysis: A critique of six analytic shortcomings. *Discourse Analysis Online.*

Answer the question from the reading: What are the six shortcomings of analysis?
What to focus on in the reading: The problems of analysis

Week 7 'Rules in and as action'

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Read by 3/7
Liberman, Ken. (2914) Chapter 6, Rules in games. in More studies in Ethnomethdology. SUNY press.
P83-105

Answer the question from the reading: What do rules consist of?
What to focus on in the reading: The indeterminacy of rules

Read by 3/9
Liberman, Ken. (2914) Chapter 6, Rules in games. in More studies in Ethnomethdology. SUNY press.
P105-135

Answer the question from the reading: What happens after ratifying an account?
What to focus on in the reading: 105-135

Week 8 Spring break no classes

Week 9 'Sequencing and meaning'

Read by 2/21
Stivers, T. (2013). Sequence organization. Chapter 10 in Stivers & Sidnell (Eds.), The Handbook of conversation analysis (pp. 191-209). Wiley Blackwell.

Answer the question from the reading: What defines an adjacency pair?
What to focus on in the reading: p191-200

Read by 2/23
Liberman, Ken. (2914) Chapter 4, Communicating meaning. in More studies in Ethnomethdology. SUNY press.
Page 135 to 153

AND

Arminen, I. (2007). Review of 'Schegloff, E. Sequence organization: a primer in conversation analysis'. *Discourse and Society*, (18).

Answer the question from the reading: What is an insert sequence?
What to focus on in the reading: Expansion

Week 10 'Observing action'

Read by 2/28
Garfinkel, H., & Livingston, E. (2003). Phenomenal field properties of order in formatted queues and their neglected standing in the current situation of inquiry. Visual Studies, 18(1), 21-28.

Answer the question from the reading: Explain 1 paragraph.
What to focus on in the reading: Read page 24

Read by 2/30
Ten Have, P. (2003). Teaching students observational methods: visual studies and visual analysis. Visual Studies, 18(1), 29-35.
Answer the question from the reading: What are the main problems students face observing social interaction?
What to focus on in the reading: Read all

Week 11 'Rules in lines'

Read by 4/4
Pomerantz, A. (1990). Conversation analytic claims. Communications Monographs, 57(3), 231-235.

Answer the question from the reading: What are the three types of conversation analytic claims?
What to focus on in the reading: all

Read by 4/6
Complete tutorial http://www.sscnet.ucla.edu/soc/faculty/schegloff/TranscriptionProject/
BEFORE CLASS
and
Schegloff, E (2007) Appendix A in Sequence organisation in interaction: A primer in conversation analysis

Week 12 'Phenomenal fields and the action horizon'
LAB SESSION 4/11
Mondada, L. (2006). Video recording as the reflexive preservation and configuration of phenomenal features for analysis. *Video analysis,* 51-68.

Answer the question from the reading: What does praxeological mean?
What to focus on in the reading: p52

Read by 4/13
Fele, Giolo. (2008) The Phenomenal Field: Ethnomethodological Perspectives on Collective Phenomena. *Human Studies* 31.3: 299-322.

Answer the question from the reading: How is a 'coherence of figural contexture' achieved?
What to focus on in the reading: p307-315

Week 13 'Doing analysis'

Read by 4/18

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Liberman, Ken. (2914) Chapter 8, Respecifying Husserls phenomenology as worldly enquiries. in More studies in Ethnomethdology. SUNY press.
Page 165 on

No reading 4/20

Assessment Due: Wiki due 4/20 11.59pm Transcription Due 4/18 11.59pm

Week 14 'Group meetings'

4/25 Group meetings no reading.

4/27 Group meetings no reading

Assessment Due: Literature review due 4/25 11.59pm

Week 15 'Course review'

No reading 5/2

Course review each lecture this week.

Assessment due: Analysis assignment by 5/11 11.59.