

CMN 572: Analysis of Language and Social Interaction

Course Description

This course is an in-depth look at language and social interaction and how, as a topic and area of research, it provides insight into communication in everyday life. Incorporates theories, methods and readings from across communication and related disciplines.

Instructor Information

Name: Jessica Robles

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Office: Horton 105

Office Hours: Mondays/Wednesdays 10:10-11am and 12:30-2pm

Fridays 10:10-11am

Tuesdays by appointment

Course Goals

1. Learn theories and methods associated with language and social interaction.
2. Develop skills in conducting original research and analyzing discourse data.
3. Be able to see, understand and participate in communication in new ways.

Required Readings

1. A selection of PDF articles, handouts and edited packets accessible on the course website; some readings will be selected by students.

Gradable Items

1. **Assignments** include homework and in-class assignments. These assignments all involve some form of writing, such as a short essay, discussion post, or reaction paper. Except for those due in class, these assignments should be turned in through the course website. There are eight of these small assignments, each worth 5, 10 or 15 points.
2. **In-class project and presentation:** each involves little or no written component, may include a creative component, and may involve group work or a presentation. There is one group project worth 10 points and one presentation (which may be individual or group) worth 20 points.
3. **Quizzes** will test you on readings. There are two quizzes administered during class time: one a short writing quiz, the other multiple choice. Each is worth 5 points.
4. **The final essay** is the last major assignment and is due at the end of finals week. It is a mini-research paper and is worth 100 points.
5. **Participation** includes classroom engagement, website presence, attendance, and student-instructor contact.
6. **Extra credit** options are limited. Contact your instructor for details.

Point Distribution Summary

Quizzes: 5 points each; 10 pts total

Project: 10 points

Presentation: 20 points

Assignments: 5-15 points each; 80 pts total

Final essay: 100 points

Participation: 30 points

Extra credit: up to 10 points

TOTAL: 250 points

Course Schedule

<i>Week & Dates</i>	<i>Monday</i>	<i>Wednesday</i>	<i>Friday</i>
Unit 1			
<i>Theories and Methods in Language and Social Interaction</i>			
<u>Week 1</u> <i>Aug 27, 29</i>	Topic: Intro to the Class HW due before next class: Print examples	Topic: Observing Comm. HW due before next class: Read packet 1, 2	NO CLASS (airport)
<u>Week 2</u> <i>Sept 5, 7</i>	NO CLASS (holiday)	Topic: Interactional and Cultural Theories HW due before next class: Read packet 2, 3	Topic: Cultural and Critical Theories In class: written quiz HW due before next class: Read article: Kidwell
<u>Week 3</u> <i>Sept 10, 12, 14</i>	Topic: Conversational Studies HW due before next class: Read article: Bailey	Topic: Cultural Studies HW due before next class: Read article: Tileaga	Topic: Critical/Other Studies HW due before next class: Methods Handout Read article: Pillet-Shore
<u>Week 4</u> <i>Sept 17, 19, 21</i>	Topic: Conversational Methods HW due before next class: Read article: Fitch	Topic: Cultural Methods HW due before next class: Read article: McDowell & Schaffner	Topic: Critical/Other Methods In class: Multchoi quiz HW due before next class: Assignment 1
UNIT 2			
<i>Research and Scholarship in Language and Social Interaction</i>			
<u>Week 5</u> <i>Sept 24, 26, 28</i>	Topic: Topics in LSI HW due before next class: Read abstracts	Topic: LSI Scholarship In class: Choose articles HW due before next class: Read Final Paper Guide	Topic: Final Paper Project HW due before next class: Read Getting Started Guide
<u>Week 6</u> <i>Oct 1, 3, 5</i>	Topic: Reading and Researching HW due before next class: None	Topic: Site/Data HW due before next class: Read article: TBD	Topic: TBA HW due before next class: Assignment 2
<u>Week 7</u> <i>Oct 8, 10, 12</i>	Topic: Collecting Data I HW due before next class: None	Topic: Collecting Data II HW due before next class: Read article: TBD	Topic: TBA HW due before next class: Assignment 3

<u>Week 8</u> Oct 15, 17, 19	Topic: Transcribing data HW due before next class: Read article: TBD	Topic: TBA HW due before next class: Assignment 4	Topic: Working with Data HW due before next class: Prepare for data session
UNIT 3 <i>Analysis of Language and Social Interaction and Writing Up Research</i>			
<u>Week 9</u> Oct 22, 24, 26	Topic: Data Session I In class: share data HW due before next class: Prepare for data session	Topic: Data Session II In class: share data HW due before next class: Read article: TBD	Topic: TBA HW due before next class: Read article: TBD
<u>Week 10</u> Oct 29, 31, Nov 2	Topic: TBA HW due before next class: Read for lit review	Topic: Reviewing Literature HW due before next class: Read for lit review	Topic: Writing a Lit Review HW due before next class: Assignment 5 Read article: TBD
<u>Week 11</u> Nov 5, 7, 9	Topic: TBA HW due before next class: Read article: Antaki et al.	Topic: Analyzing Discourse I HW due before next class: Read Analysis Handout	Topic: Analyzing Discourse II HW due before next class: Assignment 6
<u>Week 12</u> Nov 12, 14	Topic: The Research Paper I HW due before next class: None	Topic: The Research Paper II HW due before next class: Assignment 7, 8	NO CLASS (conference)
<u>Week 13</u> Nov 19, 21	NO CLASS (holiday)	NO CLASS (holiday)	NO CLASS (holiday)
<u>Week 14</u> Nov 26, 28, 30	Topic: Presenting Research HW due before next class: Prepare presentation	Topic: Presentations HW due before next class: Prepare presentations	Topic: Presentations HW due before next class: Prepare presentations
<u>Week 15</u> Dec 3, 5, 7	Topic: Presentations HW due before next class: Read Writing Handout	Topic: Writing Up Research HW due before next class: Final essay draft	Topic: Final Essay Workshop In class: Workshop HW due next week: Final essay
<u>Week 16</u> <i>Finals Week</i>	Final Essay Due Saturday, December 15 by noon		

Course Policies

Absences and make-ups: If you anticipate an absence for whatever reason, please consult the course schedule or Blackboard calendar to see what you are missing, and make sure you get notes from a classmate. If there is something due for credit on the day you are missing class, email me ahead of time to arrange making up the work. If you have an unanticipated absence, email me as soon as the situation arises and be prepared to share any documentation you have of the emergency or hardship before emailing me about making up any work which might have been due.

Late work: Late work is not generally accepted. If late work is accepted it may involve significant reductions in assignment points. If you contact me in advance, with documentable problems, you may be granted an extension for full or partial credit depending on the circumstances. If you experience an emergency or hardship which prevents you from turning in an assignment on-time

and which you could not foresee in advance, your work may be accepted with documentation if you contact me as soon as the problem arises or as soon as you are able to notify me about it.

Grading: Grading is done based on written rubrics which accompany assignment descriptions, as well as other expectations which may be communicated in class or by other means. Students are responsible for soliciting information about how their work will be graded if there is any question or concern about it other than what is officially communicated. Grades are not generally negotiable, but I am always willing to discuss them. Assignments will typically be graded within a week, though on some occasions grading may take up to two weeks (particularly in the case of large assignments). The following is the University standard for the value of letter grades:

A	Excellent
A-	Intermediate Grade
B+	Intermediate Grade
B	Superior
B-	Intermediate Grade
C+	Intermediate Grade
C	Satisfactory, Competent
C-	Intermediate Grade
D+	Intermediate Grade
D	Marginal
D-	Intermediate Grade
F	Failure

Contact: If you have questions about class or assignments you can drop by office hours without an appointment except in rare cases when office hours may be cancelled, about which you will be notified in advance (barring emergencies). Emails will generally be responded to within 24 hours with possible delays on weekends or when notified in advance of conferences or other situations which limit email access.

Ethics: Students are responsible for their own work and are expected to conduct themselves in a reasonable and respectful manner in class. Cheating and plagiarism are not tolerated. Students are expected to keep track of their class progress. Students should feel free to share their opinions in class without being derogatory to others. If you ever have concerns about how you feel in class or your ability to fully participate due to the class environment or these expectations, please meet with your instructor.

For University Policies read the Students Rights and Responsibilities: <http://www.unh.edu/student/rights/>

Course Expectations

Time expectations and workload: A college course assumes you will spend twice as much time on work outside of class as you spend in class per week. This means that your teachers—and other university administrators—expect a certain amount of reading and writing outside of class. In our class, we meet a little less than three hours per week; thus, on average, I'd assume most students will spend *5-6 hours a week on this class outside of class time*. This won't necessarily be true for everyone, or be true all the time, but it's a good standard to go by.

Readings

Articles

- Antaki, C., Billig, M., Edwards, D., & Potter, J. (2003). Discourse analysis means doing analysis: A critique of six analytic shortcomings. *Discourse Analysis Online*, <http://hdl.handle.net/2134/633>.
- Bailey, B. (2000). Communicative behavior and conflict between African-American customers and Korean immigrant retailers in Los Angeles. *Discourse & Society*, *11*, 86-108.
- Fitch, K. (2003). Cultural persuadables. *Communication Theory*, *13*, 100-123.
- Kidwell, M. (2000). Common ground in cross-cultural communication: Sequential and institutional context in front desk encounters. *Issues in Applied Linguistics*, *11*, 17-37.
- McDowell, J. & Schaffner, S. (2011). Football, it's a man's game: Insult and gendered discourse in The Gender Bowl. *Discourse & Society*, *22*, 547-564.
- Pillet-Shore, D. (2012). The problems with praise in parent-teacher interaction. *Communication Monographs*, *79*, 181-204.
- Tileaga, C. (2005). Accounting for extreme prejudice and legitimating blame in talk about the Romanies. *Discourse & Society*, *16*, 603-624.

*****SIX more articles will be selected by students!**

Handouts

- Robles, J. (Fall, 2012). Handout 1: Language and Social Interaction Methods. *Analysis of Language and Social Interaction*, University of New Hampshire.
- Robles, J. (Fall, 2012). Handout 2: Analyzing Discourse. *Analysis of Language and Social Interaction*, University of New Hampshire.
- Robles, J. (Fall, 2012). Handout 3: Writing a Communication Research Paper. *Analysis of Language and Social Interaction*, University of New Hampshire.

Packets

- Robles, J. (Ed.) (Fall, 2012). Packet 1: Interactional Theories of Discourse. *Analysis of Language and Social Interaction*, University of New Hampshire.
- Robles, J. (Ed.) (Fall, 2012). Packet 2: Sociocultural Theories of Discourse. *Analysis of Language and Social Interaction*, University of New Hampshire.
- Robles, J. (Ed.) (Fall, 2012). Packet 3: Critical Theories of Discourse. *Analysis of Language and Social Interaction*, University of New Hampshire.