

## CRS 384: DISCOURSE AND SOCIETY Spring 2017

<u>Instructor:</u>	Dr. S. Sierra
<u>Office:</u>	Sims 310
<u>Office Hours:</u>	Wednesdays 12:30pm-2:30pm (and by appointment)
<u>Class meeting place:</u>	Sims 131
<u>Class meeting times:</u>	Tuesdays and Thursdays, 2:00-3:20pm
<u>Email:</u>	ssierra@syr.edu (email is the best way to reach me)
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Course Description: In this course we will examine discourse (broadly understood as “language in use,” “language in context,” or “situated interaction”) and its role in constructing our various social identities. The primary perspective taken is discourse analysis, a key qualitative approach in communication to examining how people create social worlds through language. We will also use insights from sociolinguistics and social psychology to examine accents, dialects, languages, and the social attitudes speakers hold toward how language is (or should be) used.

Course readings, lectures, and other materials will address questions related to discourse and identity (how identities are reflected, created, negotiated, and repaired through talk), discourse and relationships (such as how people negotiate hierarchy and equality in interaction), discourse and meaning (like how meanings are jointly created or not understood), discourse and social action (such as how speakers use language to criticize and apologize), discourse and culture (the interrelationship between language use and culture), discourse and technology (such as how text-messaging is – and is not – changing discourse), and discourse and social problems (like racial and gender discrimination) and social issues (like the role of the English language in the U.S.).

Class Format: This course uses a combination lecture/discussion format. Students will also regularly work in small groups in class. Attendance is required.

### Course Objectives:

1. To learn about how discourse is structured at various levels and used to accomplish various social goals.
2. To learn to analyze aspects of human interaction using the framework of discourse analysis, with insights from related approaches to language and communication.
3. To consider the role of linguistic/discursive devices and strategies in the creation of meanings, identities, personal relationships, social groups, and power structures.
4. To investigate important societal issues related to discourse, such as stereotyping and discrimination, intercultural miscommunication, language controversies such as English Only and political correctness, and how new technologies are changing the ways we communicate.
5. To investigate the application of theoretical concepts to everyday experiences.

6. To develop critical thinking abilities and awareness of the role that discourse plays in mediating social relations and fostering social change.
7. To discover connections between communication and other academic and professional interests, e.g., journalism and media studies, creative writing, teaching, business, social life

#### Required Materials:

Tracy, Karen and Robles, Jessica. *Everyday Talk: Building and Reflecting Identities* (Second Edition). Guilford Press, 2013. (available at the bookstore)

Other course readings and materials will be made available on Blackboard (Bb) or are available elsewhere online.

A recording device for recording and transcribing a conversation (with permission!), e.g., a tape recorder, digital recorder, cell phone with a recording option, or camcorder.

#### Course Requirements:

In order to successfully complete the course, students must:

- Read all assigned material
- Attend and participate in classroom discussions and activities
- Successfully complete in-class reading response activities, record and transcribe 2-3 minutes of recorded conversation, lead discussion of an assigned article, complete 1 mid-term paper based on the transcript and 1 final paper/project

#### *Attendance and participation*

This class relies on lively discussion and group work in class and attendance is required; active note-taking in class and active participation in class discussions based on required readings and analysis of texts is expected. Arrive to class on time; I will take attendance at the beginning of every class and will not stop class to update the attendance or to fill you in on what is happening if you arrive late. **Chronic tardiness or leaving class early WILL negatively affect your attendance grade.** *Excused absences* include legitimate illnesses and emergencies, religious holidays, and University events, and they must be documented by your doctor or a religious or University official. **If you are absent for an illness or emergency, I request that you NOT email me about it unless it is to provide documentation for an excused absence.** In such cases I will mark you absent unless you provide documentation for an excused absence. In the case of an unavoidable absence, it is **your responsibility** to keep up with coursework, get notes from classmates, etc. I will not post any ppt slides or handouts on readings, data, etc. on Blackboard except in exceptional circumstances. **Students will not receive full credit for the attendance portion of the grade with more than 2 unexcused absences. There is no make-up work for attendance points/reading response activities.** (Note: If you are a student-athlete and must miss class for a university-sanctioned event, let me know in advance. Assignment deadlines are generally the same for student-athletes as for other students, even if the student misses class on a day when work is due.)

### *In-class Reading Response Activities*

In lieu of quizzes or written reading responses, students are required to participate actively during in-class small group reading response activities. I will assign small groups, which will rotate 4 times during the semester, about every 3 weeks. **You are required:**

- 1) to read to assigned reading and *annotate* it (e.g., highlight/underline/take notes)
- 2) to bring the annotated reading to class (whether the textbook or a printed article/book chapter)
- 3) participate actively in your group
- 4) to peer evaluate your group members at the end of each 3 week period (I will provide guidelines when we get there, but basically you will evaluate your group members on the 3 items listed above)

I will assign you a grade based on the peer review and my own note-taking at the end of each 3 week period.

### *Conversational Transcript*

Students will record a casual conversation in which you take part with friends or family (with their permission) and will create a written transcript of a 3 minute segment of the conversation. I will provide you with further instructions on how to transcribe conversational data and the requirements for this transcript early on in the class.

### *Papers/Projects*

Students will turn in two papers/projects in which they synthesize the course readings and discussions and analyze aspects of conversations that they have recorded and transcribed. The first project should be in a short written paper format (3 pages double-spaced) and based on your conversational transcript. You will also have the option of turning in a one page preliminary analysis before writing the first project, to make sure you are on the right track. The second project may be a paper of 5 pages (double-spaced) or a website, a portfolio, a workshop, a media project (e.g. a film). I encourage you to draw from your personal skills and interests and to be creative! Note on film option: your film can not simply be interviews of your friends/family without any substantive analysis/commentary on what they say. I will show you an example of a good student film project toward the end of the semester.

**Papers/projects are due at the beginning of the class the day that they are assigned. LATE WORK WILL NOT RECEIVE FULL CREDIT.** If you are going to be absent, you need to make arrangements to have your work in before class time. Late work is marked down for every day that it is late.

### *Discussion leading*

Each student will lead class discussion on an assigned article either individually or in a pair in the second half of the semester. These presentations will be on the dates listed in the syllabus. Students will be able to sign up for the article presentations via a random lottery system. You are expected to:

- 1) using a handout as a guide, clearly describe, using specific examples from the assigned text, one or more terms, concepts, or key points that you want to highlight for the class

- 2) deepen our consideration of these by drawing a connection to something outside of the text (this might be your transcript, a contemporary event, a recent news story, something from your own research for your paper, a comparison/contrast with something else we have read, etc.)
- 3) pose a series of thoughtful, stimulating, and complex questions for your classmates to discuss.

Your presentation should take approximately 15-20 minutes. Your presentation should be as engaging as possible, with opportunities built in for your classmates to participate in the discussion. The remainder of the class will be devoted to conversation. You are not expected to moderate the conversation after you have completed your presentation, nor are you responsible for filling the entire class period, but you should remain active in helping to direct the discussion. The primary goals of this assignment are to encourage you to think about the themes that emerge from each of our readings (and that cut across multiple readings) and to make sense of the readings in a more robust context relevant to your own lives. I urge you to read ahead and begin preparing well in advance for your discussion leading session; you are also always welcome to meet with me about your ideas. Send me your handout at least 2 days ahead of your presentation.

### *Evaluation*

The final grade will be calculated based on the following distribution of graded class assignments:

In-class Reading Response activities:	12% (graded every 6 weeks 4x; 3 pts per 6 weeks)
Conversational Transcript:	20%
Paper 1:	15%
Paper/project 2:	25%
Paper/project 2 informal presentation:	5%
Attendance:	13% (26 days of class after 1 <sup>st</sup> week of class)
Discussion leading:	10%

**Grades are EARNED – they are not subject to negotiation, and I do not allow “extra credit.” It is YOUR responsibility to keep up with assignments and to monitor your progress as well as grades on Blackboard; I will not email you or chase you down if you are missing an assignment or are chronically tardy, absent, etc.**

Grading criteria will be made explicit for all assignments. Assignment rubrics will generally be handed out one week before the assignment is due and I will post examples, or ‘exemplars’ of each assignment on Blackboard.

### Other Course Policies:

1. Classroom conduct: Arrive on time and prepared to engage with the material and other people in a respectful manner. Do not engage in disruptive behavior such as chatting during a lecture. **Cell phones, laptops, and other electronic devices are prohibited (except in cases of special permission from the instructor) in an effort to facilitate classroom interaction.**

Violators of these policies will be marked absent for the class period; repeat offenders will lose additional participation and/or activity points.

2. Grades: Grades are not up for negotiation. However, if you feel a grading error has been made, or if you do not understand a written comment on your work, set up an appointment to discuss your concerns. The policy of this class is not to discuss grades until 24 hours have elapsed since assignments are returned; this gives students the opportunity to re-consider the assignment sheet, re-read their work, and consider the instructor's written remarks prior to discussion.

3. Blackboard: On the Blackboard site you will find certain course readings—indicated with (Bb) in the syllabus—along with other course documents, a record of your grades, etc. Note that course readings posted on Bb are required.

4. Contacting your instructor by email: In the university context, email should be considered as a form of professional communication. Send emails from your syr.edu account. The message subject line should include our course number, your first and last name, and your reason for emailing (e.g., CRS XXX Rosa Meraz assignment question). Please check your spelling, capitalization, punctuation, and grammar in your message. If you do not follow these requirements, you might not receive a response.

8. Academic Integrity: Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information about the policy, see <http://academicintegrity.syr.edu>. If you have any questions about academic integrity, proper citation of sources, inappropriate collaboration, and so on, please come see me.

**If a student violates SU's Integrity Policy on any aspect of this course, they will receive a "zero" for the maximum point total for the assignment/quiz/exam. Note too that all violations of the University's Integrity Policy, without exception, will be reported to the Academic Integrity Office.**

9. Academic Accommodations for Students with Disabilities: If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), visit

the ODS website– <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call [\(315\) 443-4498](tel:3154434498) or TDD: [\(315\) 443-1371](tel:3154431371) for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. For more information, see: <http://www.syr.edu/accessiblesu/>

10. Educational use of student work: I intend to use academic work that you complete this semester in subsequent semesters for educational purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing identifying material.

11. Faith tradition observances: SU’s religious observances policy, found at [supolicies.syr.edu/emp\\_ben/religious\\_observance.htm](http://supolicies.syr.edu/emp_ben/religious_observance.htm), recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students should have an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes. Student deadlines are posted in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

12. Verification of Medical Condition: Excuses for class absences for medical reasons will be given only if such absences are advised by a health care provider at the Health Center, based on clinical findings and prescribed treatment recommendations. Excused notes will not be given solely to confirm a visit to the Health Center. For complete details on excuse notes, visit: <http://health.syr.edu/students/policies.html>.

**Schedule of Readings and Assignments (subject to change)**

<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments/Notes</b>
T 1/17	Introduction	Syllabus	<i>Student info sheets Paper Bags</i>
TR 1/19	Talk & Identity; Descriptivism	Everyday Talk, Ch. 1 AND "Genre: Personal Conversation" (pgs. 259- 262)	<b>Bring your paper bags!</b> <i>Assign reading groups Descriptivism lecture Preview 2 perspectives</i>
T 1/24	Two Perspectives on Talk	Everyday Talk, Ch. 2	
TR 1/26	Referring to people in talk	Everyday Talk, Ch. 3	<i>Sign up sheet for student presentations</i>

T 1/31	Speech Acts	Everyday Talk, Ch. 4	
TR 2/2	Transcribing talk	Everyday Talk, Ch. 5 "The Sound of Talk" pgs 107-121 AND Beginning of "Conversational Style" on methods for recording conversation (Bb)	<i>Recording and Transcribing guidelines</i>
T 2/7	Interaction Structures/Turn-taking	Everyday Talk, Ch. 6 ; Sierra (2017) Buffy sings to Cody: multimodal analysis of mother-infant question-response sequences	<i>Paper Instructions;Doing/Writing a DA;</i> Student presentation; <b>1<sup>st</sup> Peer Review of Reading Activities</b>
TR 2/9	Style	Everyday Talk, Ch. 8 AND Tannen, "New York Style" (Bb) also available at: <a href="http://www.pbs.org/speak/seatosa/americanvarieties/newyorkcity">www.pbs.org/speak/seatosa/americanvarieties/newyorkcity</a>	
T 2/14	Style & Gender	Tannen, preface of You Just Don't Understand and 'Put Down that Paper and Talk to Me!': Rapport-talk and Report-talk (Bb)	<i>View and discuss "Gender and Communication" video and Charlie Rose Tannen interview</i> Student presentation (preface)
TR 2/16	Transcription	None! Work on your transcript; we will listen to all of the recorded conversations in class	<b>Transcript due (bring 24 copies for the class)</b> <i>Preview Bucholtz 1999</i>
T 2/21	Style & Gender	Cameron, "What language barrier?" (Bb) and Bucholtz 1999 Nerd Girls (BB)	Student presentation
TR 2/23	Gender & sexuality in discourse	Coates (BB) - Constructing heteronormativity in talk, Miller & Swift - One step for Genkind (Bb)	<b>Optional preliminary analysis due (1 page max)</b> Student presentation Student presentation
T 2/28	Stance	Everyday Talk, Ch. 9 AND Ochs 1993	Student presentation

TR 3/2	Narrative	Everyday Talk, Ch. 10, De Fina 2006	Student presentation <b>2nd Peer Review of Reading Activities</b>
T 3/7	Discourse in the workplace	Tannen, extract from Talking 9 to 5 (Bb)	Student presentation
TR 3/9	Accents and Dialects	none; work on your paper!	<b>Paper 1 due</b> <i>Midsemester review &amp; course evaluation</i> <i>American Tongues film</i>
T 3/14 (NO CLASS)			
TR 3/16 (NO CLASS)			
T 3/21	Dialects & Devalued Dialects	Everyday Talk, Ch. 5 pgs. 121-131, Sweetland 2002	<i>Nittika's bandout?</i>
TR 3/23	"Nonstandard" language varieties in the US	Baron "Hooked on Ebonics" (Bb; also available at <a href="http://www.pbs.org/speak/seatosea/americanvarieties/AAVE/ hooked/">www.pbs.org/speak/seatosea/americanvarieties/AAVE/ hooked/</a> ) AND Fought "Talking with mi gente: The distinctive dialect of Chicano English" (Bb; also available at: <a href="http://www.pbs.org/speak/seatosea/americanvarieties/chicano/">http://www.pbs.org/speak/seatosea/americanvarieties/chicano/</a> )	<i>Paper 2 Instructions</i>
T 3/28	Language Attitudes, Discrimination, and Linguistic Profiling	Hill, "Mock Spanish" (Bb) Lippi-Green, "Language Ideology and Language Prejudice" (Bb) Rice, "Linguistic Profiling" (article on the work of John Baugh) (Bb; also available at: <a href="http://news-info.wustl.edu/tips/page/normal/6500.html">http://news-info.wustl.edu/tips/page/normal/6500.html</a> )	Student presentation Student presentation
TR 3/30	Dialects & the Media	Lippi-Green "Teaching children how to discriminate: What we learn from the Big Bad	Student presentation

		Wolf" (Bb) AND Why so Many Disney Villians sound 'Gay' (Bb) and can be found here: <a href="http://www.vice.com/read/the-number-of-gay-animated-villains-will-surprise-you-456">http://www.vice.com/read/the-number-of-gay-animated-villains-will-surprise-you-456</a>	
T 4/4	Dialects & the Media: Guest lecture from Thom Miller on dialects in theatre	Sierra (2016) Videogame references in conversation OR Sierra (2017) Online meme references in conversation	Data workshop if time <b>3<sup>rd</sup> Peer Review of Reading Activities</b>
TR 4/6	Language Selection	Everyday Talk, Ch. 7	
T 4/11	Discourse & Relationship Building	Schilling-Estes "Redrawing Ethnic Dividing Lines through Linguistics Creativity" (Bb)	<i>Jack e<sup>3</sup> Julian's handout?</i>
TR 4/13	Discourse & Politics	Gordon (2004) "Al Gore's Our Guy" family political identity AND Sierra (2009) Student activists' construction of radical political identity	Student presentation Student presentation
T 4/18	Discourse & Politics	Duranti (2006) Political campaign identity (Bb) AND Sierra (2014) Mexican grassroots movement group identity	Student presentation Student presentation
TR 4/20	Discourse & Social Media	Zhao et al (Bb) Tannen (Bb)	Student presentation Student presentation
T 4/25	Communication & Education	Carter 2014 Spanish in a "New" Latino Community (Bb), Mallinson and Hudley (BB)	Student presentation Student presentation <b>4<sup>th</sup> Peer Review of Reading Activities</b>
TR 4/27	<b>Knowledge vault; course evaluations</b>	None; be working on your final paper/project	<b>Bring laptops!</b> <i>Course evaluation</i>
T 5/2	Online Class; <b>Final</b>		<b>Final Paper/Project due T 5/2 by 3:30 pm</b>

	<b>Paper/Project presentations</b>		
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