

Introduction to Language and Social Interaction CMN 457

Department of Communication
Spring Semester, 2016

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Office Hours: 12:00-13:00 Monday, 14:00-15:00 Wednesday & by appointment

Course objective

This course develops an understanding of the ways in which humans use language for social interaction. It focuses on ordinary routines of talk in daily life to show how we have strategic choices about communication. It presents the routine patterns of communication in order to show how the choices we make in every moment structure our social settings.

Course goals

This course presents an overview of the important theories in Language and Social Interaction (LSI) research. As we go through the semester we will apply these theories to examples drawn from personal experience to critically analyze the strengths and weaknesses of each. To see the routine nature of interaction students will order coffee to see first-hand the patterns of retail service, or to understand meaning students will be tasked with deliberately misinterpreting friends or family. This course will develop the ability to apply communication theory to the real world.

Learning outcomes

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

Conduct basic analysis of the meaning and structure of naturalistic conversations
Identify categories, face threats, adjacency pairs, and footing in naturally occurring talk
Identify the major theories in the field of LSI
Transcribe naturally occurring interaction in 'Jeffersonian' notation

Assessment

Assessment	Due date(s)	% of grade
Top Hat engagement	In class	25
6x Activity reflections	Assigned in class	20
Recording Assignment	2/15/16 23:59	10
Transcription Assignment	4/20/16 23:59	10
Analysis Assignment	5/11/16 23:59	25
Wiki Definitions	4/29/16 23:59	10

Activity reflections: We live in everyday life without much awareness of the ways we talk. You will be assigned 6 activities throughout the semester for which you will display an understanding of some element of social interaction by manipulating it. These activities will be as follows:

- 1) Your model of communication
- 2) Scripted coffee moment

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- 3) Being nice with face threats
- 4) Abusing adjacency
- 5) Using turn taking for evil
- 6) Feminism in every moment

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 5) 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.

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

Wiki Definitions: Throughout the semester there will be 'summary' lectures covering the individual modules of the course. After these lectures 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 unique 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 the reading guide for the list of modules.

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 and Recording Assignment:

Across the semester you will do a connected series of assessments. The recordings you take you will later use and combine with other students recordings in your analysis.

Recording exercise: In week 1 we will discuss recording a daily social ritual which you may observe. Then by **week 3** you must upload a video or audio recording of three instances of this one social ritual to canvas. You will also submit a 300 word discussion of your data collection exercise, including discussion of the setting you chose and the data collection procedure you used for recordings.

Transcription exercise: Just prior to thanksgiving you will hand in a transcription of two of your recordings. These must total no less than 20 seconds of sustained talk (about a page). You will be marked on correct use of jeffersonian transcription symbols, accuracy of the transcript and correct formatting. Precise instructions and marking criteria will be handed out in the semester.

Analysis exercise: In the final week you will hand in 500 words of analysis (not including transcripts you choose to include) of an action of your describing. We will learn what an action is in the course of the class.

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 of 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 canvas. I will not accept email or hand submissions.

Extra credit: Across the semester I will award extra credit for clips submitted to me with a very clear and direct link to one of the following. 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. Contextualisation cues

2. **Membership categories or CBA**
3. **Blumers three premises**
4. **Turn taking**
5. **Grice's four maxims**
6. **Face threatening acts**
7. **Speech acts**
8. **The social mind**
9. **Language and gender**

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. 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.

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

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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.'

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'.

Week 1 'Introduction to the course and to the basic assumptions of LSI'

Read by 1/29

Glenn, P., LeBaron, C. & Mandelbaum, J.* (Eds.) (2003). An overview of language and social interaction research. in *Studies in language and social interaction: In honor of Robert Hopper*. Mahwah, NJ: Lawrence Erlbaum and Associates. 1–38

Answer the question from the reading: Is the 'sender receiver' model used in LSI?

What to focus on in the reading: p 5–10, the four important parts of LSI and the seven features of LSI research

Week 2 'The importance of context'

Read by 2/1

Ho, E. Y., Koenig, C. J., Wingard, L., & Bansavich, J. C. (2009). Learning LSI Means Doing LSI: Reflections on Technology Use in Two Language and Social Interaction Courses.

Answer the question from the reading: How do we gather our data in LSI?

What to focus on in the reading: Introduction and case study 2

No reading 2/3

Read by 2/5

Becker, Howard S. "Becoming a marijuana user." *American journal of Sociology* (1953): p235–242.

Answer the question from the reading: How does context shape meaning?

What to focus on in the reading: Learning to enjoy the effects p239 onwards

Week 3 'Meaning is function of how we use words in context'

Read by 2/8

Dennis, A. Philburn, R. and Smith, G. (2013). Pragmatism and Symbolic interactionism. in *Sociologies of interaction*. London. Polity. p 8–34.

Answer the question from the reading: What happens when multiple people apply Blumer's premises?

What to focus on in the reading: p12–21, Blumer's three premises

Read by 2/10

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Edgley, C (2003) 'The dramaturgical genre'. in Reynolds, L. T., & Herman-Kinney, N. J. Handbook of symbolic interactionism. Rowman Altamira.

Answer the question from the reading: What is meaning created with?

What to focus on in the reading: The dramaturgical principle

No reading 2/12

Week 4 'Choice not chance: Every detail matters'

No class 2/15

Assessment due: Recording assignment 2/16 11:59 upload to canvas.

Read by 2/17

Gumperz, John J. "8 Contextualization and understanding." *Rethinking context: Language as an interactive phenomenon* 11 (1992): 229–240.

Answer the question from the reading: What are contextualisation cues?

What to focus on in the reading: p229–235, cues and their placement

Read by 2/19

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

Week 5 'We use labels to perform other social actions'

Read by 2/22

Butler, C. (2008) Membership categorisation analysis. In *Talk and interaction in the playground*. Ashgate. p28–38

Answer the question from the reading: What are the two maxims?

What to focus on in the reading: Membership categorization

Read by 2/24

Stokoe, E. (2012). Moving forward with membership categorization analysis: Methods for systematic analysis. *Discourse Studies*, 14(3), 277–303. doi: 10.1177/1461445612441534

Answer the question from the reading: How do categories get tied to actions?

What to focus on in the reading: p 279–283

Read by 2/26

Austin, J.L. (1962/2006). How to do things with words. p55–65 in A. Jaworski & N. Coupland (Eds) *The Discourse Reader*, 2nd ed, London, UK: Routledge.

Answer the question from the reading: What are the six conditions for a performative

What to focus on in the reading: p62–55

Week 6 ‘We do things with words’

Read by 2/29

Shuy, R (2010) ‘Discourse analysis in the legal context’. in the *Handbook of Discourse Analysis*. p822–841.

Answer the question from the reading: What is a speech event?

What to focus on in the reading: Identifying speech acts

Read by 3/2

Grice, H.P. (1975/2006). Logic and conversation. p 66–77 in A. Jaworski & N. Coupland (Eds) *The Discourse Reader*, 2nd ed, London, UK: Routledge.

Answer the question from the reading: What are Grice’s four maxims?

What to focus on in the reading: p45–50

No reading 3/4

Week 7 ‘Our identity is a collaboration’

Read by 3/7

Goffman, E (1955) "On face work" in *Interaction Ritual: Essays on Face-to-Face Behavior* Anchor Books. ISBN 0-394-70631-5

Answer the question from the reading: How is a person’s line formed?

What to focus on in the reading: Introduction

Read by 3/9

Chapter 3 in Brown, Penelope and Stephen C. Levinson. 1987. *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.

Answer the question from the reading: What are the two different types of face?

What to focus on in the reading: Strategies for doing FTAs

Read by 3/11

Levinson, S. C. (1988). Putting linguistics on a proper footing: Explorations in Goffman's participation framework. In *Goffman: Exploring the interaction order* (pp. 161-227). Polity Press.

Answer the question from the reading: What roles make up the participation framework?

What to focus on in the reading: Goffman’s categories of participation in talk

Week 8 Spring break no classes

Week 9 ‘The many roles of speaking and listening’

Read by 2/21

Goffman, E (1981) "Footing". In *Forms of Talk*. Philadelphia: University of Pennsylvania Press. ISBN 978-0-8122-7790-6

Answer the question from the reading: What roles are in the reception format?

What to focus on in the reading: p129–141

No reading 2/23

Read by 2/25

Schegloff, E (2007) Appendix A Transcription. In *Sequence Organisation: A primer in conversation analysis*.

Answer the question from the reading: What symbol is used for vowel elongation?

What to focus on in the reading: The symbols

Week 10 'We do things with turns in talk'

Read by 3/28

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 3/30

John F. Manzo, (1996), "Taking turns and taking sides: Opening scenes from two jury deliberations", *Social Psychology Quarterly*, vol. 59, no. 2, pp. 107-125.

Answer the question from the reading: How do jurors use turn taking to get more than just a turn?

What to focus on in the reading: Expressing "Sides" in the Criminal Jurors' Opening Statement.

Read by 4/1

Garcia, A. C. (2013). Chapter 6: Adjacency pairs, preference organisation and assessment. In *An introduction to interaction: understanding talk in formal and informal settings*. A&C Black.

Answer the question from the reading: How is a first pair part completed?

What to focus on in the reading: Adjacency pairs.

Week 11 'We collaborate for social actions'

Read by 4/4

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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 4/6

Schegloff, E. A. (1988). On an actual virtual servo-mechanism for guessing bad news: A single case conjecture. *Social problems*, 35(4), p442–457.

Answer the question from the reading: How do we use pre sequences?

What to focus on in the reading: p450–55

Read by 4/8

Heritage, John. (1984). Conversation analysis. in *Garfinkel and Ethnomethodology*. Cambridge: Polity. p. 233–260.

Answer the question from the reading: What is the evidence for the normative character of adjacency pairs?

What to focus on in the reading: Paired action

Week 12 ‘How to do transcription and analysis’

LAB SESSION 4/11

Complete tutorial <http://www.sscnet.ucla.edu/soc/faculty/schegloff/TranscriptionProject/>
BEFORE CLASS

Read by 4/13

Heritage, J. (1984). A change-of state token and aspects of its sequential placement. *Structure of social action: Studies in conversation analysis*, 299-345.

Answer the question from the reading: What is the name of the action to which the 'oh' often responds?

What to focus on in the reading: p300-307

Read by 4/15

Edwards, Derek.(2006) "Discourse, cognition and social practices: The rich surface of language and social interaction." *Discourse Studies* 8(1):p 41–49.

Answer the question from the reading: How is cognition enacted publicly?

What to focus on in the reading: p 43–50

Week 13 ‘Our minds are social objects which we use for actions’

Read by 4/18

Potter, Jonathan. "Making psychology relevant." *Discourse & Society* 16.5 (2005):p 739–747.

Answer the question from the reading: What is the problem with cognitivism?

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What to focus on in the reading: p744

No reading 4/20

Assessment Due: Transcription assignment due 4/20

No reading 4/22

Week 14 ‘We use language to enact gender’

4/25 Group meetings no reading.

Read by 4/27

Cameron, D. & Kulick, D. (2003). What has gender got to do with sex: Language, heterosexuality and heteronormativity. in *Language and Sexuality*. Cambridge, UK: Cambridge. p 44–73

Answer the question from the reading: What is the difference model of gender?

What to focus on in the reading: Women’s language

Read by 4/29

Rendle-Short, J. (2005). ‘I’ve got a paper-shuffler for a husband’: indexing sexuality on talk-back radio. *Discourse & Society*, 16(4), 561–578.

Answer the question from the reading: What is heteronormativity?

What to focus on in the reading: Analysis

Assessment Due: Wiki definitions due 4/29 11.59pm

Week 15 ‘Course review’

Read by 5/2

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

Course review each lecture this week.

Assessment due: Analysis assignment by 5/11 11.59.