



# 18SSB164: Social Interaction

## Spring 2019

WE WILL STUDY HOW PEOPLE INTERACT IN EVERYDAY CONVERSATION

## About This Course

### Course Information

**Where:** Brockington Building, Room B114

**When:** Mondays, 11-2pm

### Course Description<sup>1</sup>

The aims of this module are for students to build on their basic skills and understandings in social psychology acquired in previous modules; to develop understanding of theory and methods in the scientific study of social interaction using conversation analysis and discursive psychology; and to develop the practical skills needed to analyse naturally-occurring communication in a range of everyday and institutional contexts. Students will learn practical skills such as how to gather and analyse video data of interaction, how to work in group data analysis sessions, and how to use systematic observation to understand how humans communicate, collaborate and create together through social interaction.



*We will be exploring how people behave in public spaces*

### Intended Learning Outcomes

On completion of this module you will be able to:

- Demonstrate knowledge and understanding of core topics, principles, and tools in the scientific study of social interaction through application of these to analyse social practices
- Identify and explain key findings and principles of conversation analysis
- Apply theoretical principles and empirical understandings to the analysis of data
- Identify patterns and regularities in the organisation of social interaction
- Interpret and make use of detailed transcription conventions
- Use audio and/or video software to work with recordings of social interaction
- Apply social psychological knowledge to real-world interactions in a variety of contexts
- Carry out basic analysis of conversational materials

### Your Lecturer

Dr. Saul Albert

**Email:** [s.b.albert@lboro.ac.uk](mailto:s.b.albert@lboro.ac.uk)

**Phone:** 01509228876

**Office:** Brockington U 314a

### Your Course Tutor

Mr. Jack B. Joyce

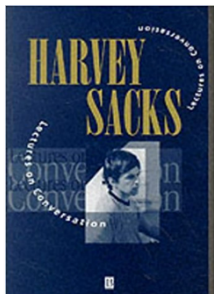
**Contact:** [j.joyce@lboro.ac.uk](mailto:j.joyce@lboro.ac.uk)



<sup>1</sup>Many thanks to Heather Urry, Christian Greiffenhagen, Virginia Gill and Carly Butler for sharing their course outlines, templates and many helpful suggestions.

# Course Texts

The required textbooks are as follows:



Sacks, H. (1995) Jefferson, G. (Ed.) Lectures on conversation vols. I & II, Wiley-Blackwell, Oxford, available free online as a PDF/Kindle/EPUB etc. from

[bit.ly/lectures\\_on\\_conversation](http://bit.ly/lectures_on_conversation)

Download it now to a reading device/phone for reference.

All textbooks are in the library and I can lend you a copy if you can't get hold of one when you need it. They are also reasonably priced for purchase online.



## TEXTBOOKS AVAILABLE IN THE LIBRARY

Heath, Hindmarsh & Luff (2010), Video in Qualitative research: analyzing social interaction in everyday life, London: Sage.

Sidnell (2011), Conversation analysis: an introduction, London: Wiley Blackwell. ([free as a library ebook](#))

Hepurn & Bolden (2017), Transcribing for social research: London: Sage

## General grading

General grading guidelines include:

1. **Relevance:** Does the essay answer the question or all tasks set?
2. **Clarity:** Does the essay follow a consistent and coherent argument?
3. **Structure:** Is the essay logically organised?
4. **Analysis:** Does the essay address various views in a critical fashion?
5. **Originality:** Does the essay include original illustrations/examples? Is there a distinctive synthesis of material?
6. **Use of Evidence:** Is evidence used accurately critically and effectively?
7. **Comprehensiveness:** Is a range of reading and sources called upon?
8. **Presentation:** Is the essay legible, grammatical and fluent? If empirical data is included is it presented accurately and appropriately?
9. **References:** Are sources cited fully and correctly? Is a properly annotated bibliography attached?

**First (95):** An exemplary piece of work scoring the maximum for each of the criteria above. Clear evidence of substantial knowledge and detailed understanding of topic. Evidence of substantial scholarship, critical engagement with a wide range of literature and originality. As good as can be expected at this academic level.

**(85):** Excellent work scoring very highly on each of the criteria. Wholly relevant and well-argued, abundant evidence of independent and critical reading and thinking. Polished and fluent writing. Considerable use of literature from beyond the module reading list.

**(75):** Excellent work scoring highly on most of the criteria. Well-structured and clearly written demonstrating confident and critical use of evidence, examples and appropriate references. Comes to sound and coherently argued conclusions but may lack the polish or fluency of a higher scoring answer.

**Upper Second (68):** A very good answer that is generally well-organised and employs a narrow range of literature appropriately. Answer hangs together

well and contains sound reasoning although some subtle points may be missed. Demonstrates an ability to manipulate evidence. Scores well on the majority of criteria above.

**(65):** A good answer covering most of the points expected but slightly less well-organised. Generally well written but may score less well than above on several criteria. Evidence of appropriate reading but more reliance upon a limited number of sources.

**(62):** A good answer that addresses the question and shows some evidence of reading. Scores less well than above on several criteria. Some points maybe less well-addressed, or essay is slightly unbalanced.

**Lower Second (58):** Grasps main issues and shows knowledge of appropriate course material. Reasonably structured and can generally distinguish between relevant and irrelevant information. Limited use of literature. Scores less well than above on the majority of criteria.

**NB:** Your grade is based only on your coursework, see 'assignments' below.

## HUMAN INTERACTION AROUND CAMPUS



We will study how people deal with everyday service encounters at coffee shops, helpdesks etc.

## Attendance and participation

It is very important that you attend all classes. This is a very participation-oriented class, with lots of workshop activities and some challenging materials. If you miss classes, you will find it hard to catch up since so much of the work we will do involves practical and experience-based research and not all materials shown in class will be available afterwards on lecture capture. If you have any unavoidable issues that might require you to miss classes, it is important that you talk to your lecturer beforehand.

## WHAT WE WILL BE USING IN CLASS



Bring (wired) headphones, paper journals, pens & laptops, or you can use B114's resources (see 'B114\_Resources.pdf' on Learn)

## In-class activities:

Each class will involve group workshop activities, linked with lectures focusing on a different core aspect of social interaction.

## Coursework and activities

Coursework is due Week 12:  
Mon. 20<sup>th</sup> May

## Coursework components

Your coursework essay comprises 100% of your final grade. There are reports you can submit by specific deadlines (see timetable) to get ongoing formative feedback

- Reading reports (ongoing formative feedback)
- Interaction observation entries (ongoing formative feedback)
- Data analysis & final written essay (summative grading & feedback)

## 1. Reading reports

Each week you will have a paper or chapter to read. You should practice reviewing these each week - there's a reading report template on Learn. These are not graded (summative) but will provide opportunities for formative feedback on your progress.

## 2. Interaction observations

From the start of the course you should collect daily observations and reflections about what you've noticed about the ways people around you interact. This will help you figure out what data you want to collect and how you want to focus your analysis. You will hand in typed up observations as part of your coursework three times during the course. These are not graded but provide opportunities for formative feedback. NB: always use pseudonyms in write-ups and notes to protect people's confidentiality.



We will also study how dance, sports, academic lectures and other activities are conducted at Loughborough, with the informed consent of our fellow students, staff and faculty.

## 3. Data analysis/written report

You will collect audio/video data and develop an analysis that draws on your literature review and interaction observations. This final written piece of work is qualitatively graded and involves 4 separate components, which are grade-weighted as follows:

- Abstract (proposal): 10%
- Data collection/transcription: 30%
- Report on 3 related papers: 20%
- Analysis and presentation: 40%

## Specific grading criteria:

1. **Relevance:** Address the tasks set
2. **Clarity:** Produce a clear, consistent and coherent discussion
3. **Originality:** Show independent thought and analysis, distinctive synthesis of material
4. **Use of Evidence:** Use appropriate literature accurately, critically and effectively
5. **Knowledge and Understanding:** Show accuracy and insight
6. **Synthesis:** Explore the relations between literature and data
7. **Communication:** Communicate effectively in writing
8. **Presentation:** Produce a correctly and well-presented piece of work, using references appropriately
9. **References:** Provide full and correct citation of sources and reference list, in APA style.



# Key course readings & reports

A full bibliography including extra readings on each weekly topic are available on Learn. You can also research your own reading using the bibliography keyword search at <http://emcawiki.net>. If you can't access a specific article online, ask a librarian or email me (or the author) and I'll get hold of it.

## Week 1: Introduction to human interaction

- Hoey, E. M., & Kendrick, K. H. (2017). Conversation Analysis. In A. M. B. de Groot & P. Hagoort (Eds.), *Research Methods in Psycholinguistics: A Practical Guide* (pp. 151-173). Hoboken, NJ: Wiley Blackwell.

## Week 2: Transcribing Talk

- Hepburn, A., & Bolden, G. B. (2012). The Conversation Analytic Approach to Transcription. In J. Sidnell & T. Stivers, J. Sidnell & T. Stivers (Eds.), *The Handbook of Conversation Analysis* (pp. 57-76). Oxford: John Wiley & Sons.

## Week 3: Data gathering

- Heath, C., Hindmarsh, J., & Luff, P. (2010).
- *Video in qualitative research: analysing social interaction in everyday life*. London: Sage Publications. Chapter 3 (pp. 37-61).

## Week 4: Building collections

- Sidnell, J. (2011). *Conversation analysis: an introduction*. London: Wiley-Blackwell. Chapter 2 (pp 31-35)

## Week 5: Video analysis 1

- Heath et al. (2010), Ch. 4: pp. 61-86

## Week 6: Video analysis 2

- Mondada, L. (2018). Multiple Temporalities of Language and Body in Interaction: Challenges for Transcribing Multimodality. *Research on Language & Social Interaction*, 51(1), 85-106.

## Week 7: Turn-taking

- Sidnell (2011) Ch. 3: pp. 36-59

## Week 8: Sequence Organisation

- Sidnell (2011) Ch. 6: pp. 95-110

## Week 9: Storytelling

- Sidnell (2011) Ch. 9: pp. 174-197

## Week 11: Repair

- Albert, S., & de Ruiter, J. P. (2018). Repair: The Interface Between Interaction and Cognition. *Topics in Cognitive Science*, 10(2), 279-313. <https://doi.org/10.1111/tops.12339>

## Week 12: Presenting interaction research

- Heath et al. (2010) Ch. 6

## Reading reports

Please at least read each week's key text and send us your reading reports as early as possible so we are ready to discuss that week's reading in class and provide formative feedback on your questions. Feel free to report on other papers from the bibliography.

### How to do a reading report:

- 1. Write a 1 paragraph summary in your own words**  
Write a short summary of the paper, but in your own words. Also say what you thought of the paper/chapter and topic in general – did you enjoy it, was it hard to follow or easy, did you relate to what you saw in the transcripts or not?
- 2. Add some quotations that you found useful/intriguing**  
You don't have to understand the quote, if you find it intriguing, ask a question about it.
- 3. Add your notes/ideas/questions etc.**  
Write a list of at least three questions, notes, quotes, or ideas for discussion in class. Try to mix it up – you can ask straight information questions like "what does X mean", but also write questions that can be read out to spark a class discussion - because that's the plan.

For more information about how to do a reading report, and a template to help you get started with your reading, see the 'how to do a reading report' document on Learn

# Bibliography

All texts are on Learn or in your textbooks.

Use this reading list as a starting point, but when you start working on your final project, you should supplement it with papers from <http://emcawiki.net>. A BibTeX file with all these references is on Learn.

Albert, S., & de Ruiter, J. P. (2018). Repair: The Interface Between Interaction and Cognition. *Topics in Cognitive Science*, 10(2), 279-313.

Clayman, S. (2012). Turn Constructional Units and the Transition Relevance Place. In T. Stivers & J. Sidnell (Eds.), *The Handbook of Conversation Analysis* (pp. 150-166). Oxford: John Wiley & Sons.

Glenn, P. J. (1991). Current speaker initiation of two-party shared laughter. *Research on Language & Social Interaction*, 25(1-4), 139-162.

Goodwin, C. (1984). Notes on story structure and the organization of participation. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp. 225-246). London: Cambridge University Press.

Goodwin, C. (1994). Professional Vision. *American Anthropologist*, 96(3), 606-633.

Goodwin, C. (2000). Action and embodiment within situated human interaction. *Journal of Pragmatics*, 32(10), 1489-1522.

Hepburn, A., & Bolden, G. B. (2017). *Transcribing for social research*. London: Sage.

Hoey, E. M., & Kendrick, K. H. (2017). Conversation Analysis. In A. M. B. de Groot & P. Hagoort (Eds.), *Research Methods in Psycholinguistics: A Practical Guide* (pp. 151-173). Hoboken, NJ: WileyBlackwell.

Kitzinger, C. (2012). Repair. In J. Sidnell & T. Stivers (Eds.), *The Handbook of Conversation Analysis* (pp. 229-256). Oxford: John Wiley & Sons.

Laurier, E. (2014). The graphic transcript: Poaching comic book grammar for inscribing the visual, spatial and temporal aspects of actio. *Geography Compass*, 8(4), 235-248.

Mondada, L. (2006). Video recording as the reflexive preservation and configuration of phenomenal features for analysis. In *Video Analysis: Methodology and Methods: Qualitative Audiovisual Data Analysis in Sociology* (2<sup>nd</sup>, pp. 51-67). Frankfurt: Peter Lang.

Mondada, L. (2018). Multiple Temporalities of Language and Body in Interaction: Challenges for Transcribing Multimodality. *Research on Language and Social Interaction*, 51(1), 85-106.

Ochs, E. (1979). Transcription as theory. In E. Ochs & B. B. Schieffelin (Eds.), *Developmental pragmatics* (pp. 43-72). New York: Academic Press.

Robles, J., Didomenico, S.M. and Raclaw, J. (2018). Doing being an ordinary technology and social media user. *Language & Communication*, 60, pp.150-167.

Sacks, H. (1984). On doing "being ordinary." In J. Heritage & J. M. Atkinson, J. Heritage & J. M. Atkinson (Eds.), *Structures of social action: Studies in conversation analysis* (pp. 413-429). Cambridge: Cambridge University Press.

Sidnell, J. (2011). *Conversation analysis: an introduction*. London: Wiley-Blackwell.

Sidnell, J., & Stivers, T. (2012). *The Handbook of Conversation Analysis*. Oxford: John Wiley & Sons.

Schegloff, E. A. (1992). Repair After Next Turn: The Last Structurally Provided Defense of Intersubjectivity in Conversation. *American Journal of Sociology*, 97(5), 1295-1345.

Schegloff, E. A. (1996). Confirming allusions: Toward an empirical account of action. *American Journal of Sociology*, 102(1), 161-216.

Schegloff, E. A. (1998). Body torque. *Social Research*, 65(5), 536-596.

Weeks, P. (2002). Performative error-correction in music: A problem for ethnomethodological description. *Human Studies*, 25(3), 359-385.

Schegloff, E. A. (2007). *Sequence organization in interaction: Volume 1: A primer in conversation analysis*. Cambridge: Cambridge University Press.

Schegloff, E. A., Jefferson, G., & Sacks, H. (1977). The Preference for Self-Correction in the Organization of Repair in Conversation. *Language*, 53(2), 361-382.

# Class schedule and deadlines for getting formative feedback

Week	Date	Lecture Topics	Coursework feedback opportunities
			Only your final coursework is graded and assessed, but if you would like formative feedback throughout the course, please hand in the following <i>optional</i> reports to provide formative feedback during in-class discussions.
1	4 <sup>th</sup> Feb	Introduction to human interaction	<b>Interaction observation:</b> written report 1 (written in class)
2	11 <sup>th</sup> Feb	Transcribing talk (Jeffersonian style)	<b>Reading report:</b> Hepburn & Bolden (2012)
3	18 <sup>th</sup> Feb	Data gathering 1 (Ethnographic video)	<b>Reading report:</b> Heath, Hindmarsh & Luff (2010), ch. 3
4	25 <sup>th</sup> Feb	Data gathering 2 (Building collections)	<b>Reading report:</b> Sidnell (2011), ch. 2 (pp. 31-35), <b>Interaction observation:</b> typed-up report 2
5	4 <sup>th</sup> Mar	Video Analysis 1 (Bodily/vocal action)	<b>Reading report:</b> Heath et al. (2010), ch. 4 (pp. 66-83)
6	11 <sup>th</sup> Mar	Video Analysis 2 (Work practices)	<b>Reading report:</b> Mondada (2018)
7	18 <sup>th</sup> Mar	Turn-taking	<b>Reading report:</b> Sidnell (2011), ch. 3 (pp. 36-59) <b>Interaction observation:</b> typed-up report 3
8	25 <sup>th</sup> Mar	Sequence Organisation	<b>Reading report:</b> Sidnell (2011) Ch. 6: pp. 95-110 <b>Study proposal:</b> abstract/proposal (300 words) <b>Coursework essay reading selection:</b> pick 3 relevant studies (emcawiki.net)
	1 <sup>st</sup> -28 <sup>th</sup> April	<b>Easter break</b>	NB: Make sure you get all your video data collected before Easter so you can work on clips/transcripts and essay drafting.
9	29 <sup>th</sup> Apr	Storytelling	<b>Reading report:</b> Sidnell (2011), ch. 9 (pp. 174-197) <b>Coursework essay reading reports:</b> on 3 relevant studies (emcawiki.net)
10	6 <sup>th</sup> May	<b>No class</b>	<b>Coursework essay data/transcripts:</b> >= 3 video clips & transcripts
11	13 <sup>th</sup> May	Repair	<b>Reading report:</b> Albert & De Ruiter (2018)
12	20 <sup>th</sup> May	Presenting interaction research	<b>Reading report:</b> Heath et al. (2010), ch. 6  <b>Final coursework essay due</b>
13	27 <sup>th</sup> May	<b>No class</b>	
14	3 <sup>rd</sup> Jun	<b>No class</b>	
15	10 <sup>th</sup> Jun	<b>No class</b>	<b>Summative feedback &amp; essay grades returned</b>

NB: If you submit a reading report and/observation entry or other piece of work towards your final essay by the deadline (before the start of class), you will get formative feedback on that piece through group discussion in class or one-on-one discussion. If you miss this deadline, you will not receive formative feedback since it would conflict with the provision of feedback to other students and disrupt the schedule for feedback on other pieces.

**NB: class schedules are subject to change. All changes will be announced via email and on the course schedule on Learn.**