

CMM 393: Language & Everyday Conversation¹

Fall 2019 – 3 credits
Mondays/Wednesdays, 12:30 pm – 1:45 pm
235 Old Main

Instructor Information

- Professor Stephen M. DiDomenico, Ph.D.
- Office: CSB 049
- Office Hours: T 11:00 am – 12:30 pm, R 2:00 – 3:30 pm (& by apt.)
- Email (the best way to reach me): didomens@newpaltz.edu

Catalog Description

Explores frameworks and techniques for analyzing everyday talk, including how we use language as a practical tool during ordinary interpersonal conversation as well as in organizational settings such as healthcare, broadcast television/media, and legal contexts.

Course Overview

This course takes up the question of how we use language to communicate and accomplish basic social actions. Our primary focus will be on everyday talk as a resource for accomplishing mundane activities of social life as well as institutional tasks in contexts like courtrooms and doctor's offices. We begin by surveying some theories of language in order to see how and why language has been studied and how it is viewed in relationship to communication. Next, by examining the fine-grained details of video- and audio-recorded interactions, we will learn to look beyond the "taken for granted" answers to questions about how and why we behave as we do. This close attention will enable you to see not just what is getting done in conversation, but how it gets done. In this way, you will discover ways of looking beyond the commonsense or stereotypical to explain how we accomplish various activities and how we construct our "selves", relationships, and larger institutions/organizations through our everyday use of language in communication. Course sessions will consist of a mix of lecture, discussion, and close observation of actual instances of interaction. Course assignments will emphasize hands-on application in order to help you develop your own observational skills and see the importance of talk throughout society and your everyday lives.

Learning Objectives

Upon successful completion of this course, students should be able to:

1. Identify how language is used in social interaction (e.g., for turn-taking, sequence organization, repair, storytelling, etc.)
2. Analyze instances of social interaction in terms of the different social actions participants engage in and the specific communication practices used to implement these actions
3. Explain how identities, relationships, organizations, and other features of social context are

¹ **Note for folx accessing via NCA LSI: This syllabus draws heavily on CA-related courses/syllabi that were originally developed by Galina Bolden (Rutgers), Jenny Mandelbaum (Rutgers), and Lisa Mikesell (Rutgers). I am greatly indebted to them.**

(re)constituted through talk and embodied conduct.

- 4. Evaluate various approaches to studying language in social interaction, including their methodologies and implications.
- 5. Communicate effectively according to the standards of academic discourse, both in writing (via written assignments) and speaking (via in-class exercises and discussions).

Format

Class sessions will primarily consist of lecture presentations, discussion, and hands-on exercises.

Required Materials

- 1. A coursepack of readings: You can download and print this from Blackboard and get it bound at the campus print shop (located in the basement of Haggerty) or in town at PDF Printing (at 8 New Paltz Plaza, near Tops).
- 2. "Conversation Analysis: An Introduction" by Jack Sidnell
 - Edition: 1st (2010)
 - ISBN: 0521157196, 978-0521157193
- 3. "Talk in action: Interactions, identities, and institutions" by John Heritage & Steve Clayman
 - Edition: 1st (2010)
 - ISBN: 0521157196, 978-0521157193
- 4. REQUIRED: A three-ring binder
 - A binder is required in order for you to keep course materials (e.g., handouts, notes, quizzes, etc.) organized and easily accessible. I hole punch everything in an effort to help you stay organized, so it is to your advantage to keep all materials organized in your binder!
- 5. REQUIRED: A pack of 3" x 5" notecards

Course Website

Blackboard (<https://bbnewpaltz.sln.suny.edu/>) will be a central resource for information and you will be expected to check it regularly. Announcements, assignment prompts, student grades, and supplemental readings and other resources will all be posted to this site.

Level of Challenge

Expect to be challenged. This course is a "big idea" course where we will develop more sophisticated and complex insights about communication than you have previously encountered. Wear your thinking caps to class; failure to wear your thinking caps could have dire consequences. While I will offer numerous concepts and definitions, I will not offer simple formulas for rote memorization and easy reiteration. Rather, we will continually challenge each other to think critically and creatively about the Big Ideas explored in this course.

The benefits that can be had from taking this course fall into the categories of the enrichment of life as well as the enhancement of day-to-day communication practice. If you take this course and its Big Ideas seriously, it is very likely that your perspective on the world will change (I'd like to think for the better). However, I can see how there might also be more "practical" payoff for you as well: through this course you can become a better thinker and communicator, simply because in it you'll have to think (and, when possible, communicate) on a regular basis about new perspectives on things we ordinarily take for granted. And growth as a thinker and communicator has great practical value.

Methods of Assessment

1) INVOLVEMENT/PARTICIPATION – 15% total

- Overall Student Involvement – 5%

To do well in the course, you need to be present (also see the "Attendance" section), pay close attention to the overarching "story" that is being told over the course of the term, and actively engage in meaningful discussions with your peers and the instructor (during class sessions, office hours, review sessions, etc.). You should always attend class sessions since the exams will often assess material that may have been presented in lectures, discussions, or other in-class communicative activities, but not in the readings (and conversely). Participation is essential to succeeding in this course since (a) it gives you a chance to test out your understanding of the concepts and (b) this will help keep you engaged with the course material. If, during the course of a session, anything is unclear, please ask a question! If something doesn't make sense to you, it probably doesn't make sense to other people either.

- In-class Exercises – 10%

From time to time you will be asked to complete short in-class exercises designed to give you hands-on practice with concepts or techniques we are exploring in the class.

2) SHORT APPLICATION & ANALYSIS (A&A) ASSIGNMENTS - 30% total

Three short assignments (worth 5%, 12.5%, and 12.5%) will ask you to apply the concepts and techniques we have discussed the course and actively engage with techniques of analysis. Each exercise will focus more heavily on what we have most recently covered in the course, but you may need to utilize knowledge that you have applied in previous exercises, handout assignments and in-class exercises. In this way, these short assignments will require you to draw from all of the prior learning-related experiences you have gained from previous weeks in the course.

3) EXAMINATIONS - 50% total

- Reading Check Quizzes – 15%

Regular "reading check" quizzes will be given. They are designed to (a) assess your comprehension of the assigned readings and (b) encourage you to come to sessions prepared. Quiz formats may consist of multiple choice, matching, true/false, and/or short answer questions. All quizzes given during the semester will be weighted equally. At the end of the semester, your lowest 2 quiz grades will be dropped. You must be present in class to complete quizzes. Absolutely no makeups will be given, so plan ahead.

- Exams – 35% total (Midterm - 15%, Final – 20%)

Two exams will test your knowledge of concepts from the required readings, lectures, discussions, and in-class exercises. The exams may consist of a combination of "objective"-type questions (multiple choice, true/false) and written-response questions (short answer, essay). The final exam may contain questions that cut across the

entire course. To prepare for each exam, I suggest that you keep thorough notes from course readings, lectures, and discussion. In an effort to help with this task, I typically review key concepts at the beginning and end of each of our sessions together.

Assessment Item	% of Grade
Involvement/Participation	15%
In-class Exercises	10%
Short Application & Analysis Assignments	30%
Examinations (Quizzes & Exams)	50%

Course Policies

I. Attendance

Attendance and punctuality are expected for in this class. Missing seminar sessions will mean you are not exposed to valuable material that you will be expected to know and understand as well as missed participation points. If you are absent more than twice, your final grade will fall by three percentage points for every absence. My absence policy does not distinguish between excused and unexcused absences, so **save your 2 allotted absences for emergencies**. Regardless of the reason for an absence, you are responsible for talking to a peer to find out what material you missed (do not email me to request written summaries of class). Chronic lateness can also lead to penalties towards your overall grade.

II. Academic Integrity

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action. It is expected that all students enrolled in this class support the letter and the spirit of New Paltz’s institutional mission. New Paltz’s policy on academic integrity is found at www.newpaltz.edu/ugc/policies/policies_integrity.html, and several excellent resources to help with avoiding plagiarism are available on the Sojourner Truth Library’s website: lib.newpaltz.edu/assistance/plag.html. Examples of academic dishonesty include:

1. submitting somebody else’s work as your own;
2. submitting work that is identical or near identical to another student’s;
3. cheating on exams;
4. and failing to provide sufficient details about where the materials you use in your papers come from.

Avoid plagiarism by being very careful that it is clear to the instructor that your work is your own and not anyone else’s. If you use sources in your assignments, be sure to always follow APA format (see course materials for more details). If you are doubtful about issues regarding plagiarism or scholastic dishonesty, please feel free to discuss them with me. The consequences of scholastic dishonesty are very serious, from receiving a score of zero on the assignment and possibly face expulsion.

III. Grading Scale

Grades in this course will be determined on a straight percentage scale:

Letter Grade	Percent
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Letter Grade	Percent
A	94% and higher
A-	93 – 90%
B+	89 – 87%
B	86 – 83%
B-	82 – 80%
C+	79 – 77%
C	76 – 73%
C-	72 – 70%
D+	69 – 67%
D	66 – 63%
D-	62 – 60%
F	59.99% and lower

With regard to grading more generally, there are three important points I wish to emphasize:

- (1) It is my genuine desire to help you excel in this course.
- (2) It is your responsibility to demonstrate that your work is more than just 'satisfactory'.
- (3) Remember that I do not give you a grade - you must earn one.

IV. Grade Inquiries

Grades will be made available as soon as possible following the submission deadline for any assignment. If you have any questions after you receive a grade, we ask that you wait 24 hours from the time you received the document back. In accordance with FERPA (the Family Educational Rights Privacy Act), we will not discuss any grades over email. If you want to appeal your assignment grade, you must turn in to me a well-written, typed critique of your work on the assignment within one week of the graded assignment being distributed/posted (after one week, the grade stands as final). The critique must make the case for why your work is better than the assigned grades reflects. Although this critique is a requirement, the content of it may not be sufficient to warrant a grade change. To reward those who take notes while they make their way through the readings, a single handwritten, loose sheet of paper or a single notecard with notes may be used during any quizzes.

V. Late Work

I expect all work to be turned in at the beginning of class on the due date. Assignments cannot be accepted late unless prior arrangements are made. Technical problems (including, but not limited to, power outages, erased/lost disks or jump drives, viruses, inaccessible networks, inability to print, etc.) do not in themselves constitute legitimate excuses for late or missing work. Please note that late course registration does not constitute a university-approved excuse.

VI. Extra Credit

Several extra credit opportunities may be made available during the semester. All extra credit will be capped at 10 points per student.

VII. Technology Use in the Classroom

The Department of Communication encourages the free exchange of ideas in a safe, supportive, and productive learning environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Behavior that distracts students and faculty during class sessions is therefore not acceptable (e.g. cell phone use, surfing the internet, checking email, text

messaging, listening to music, reading newspapers, etc.). For this reason, use of computers and mobile devices is strongly discouraged. From past experience, I know that students with these items are tempted to spend class time reading e-mail, texting, looking at facebook, etc. This degrades the quality of your education. Instead of engaging in these activities before class, try re-reading your notes, reminding yourself of what puzzled you about an assigned reading, or discussing our next assignment with a classmate. This will make you more receptive to the material and more able to participate during discussion opportunities. Our time together each week is relatively short and you owe it to yourself to maximize the educational experience you are entitled to (and, furthermore, may be paying for). If a student engages in disruptive behavior, the instructor, following the University Code of Student Conduct, may direct the student to leave class for the remainder of the class session.

VIII. Computer and Network Policies Statement:

Users of New Paltz's computer resources and network facilities are required to comply with the institutional policies outlined in the Acceptable Uses and Privacy Policy and other technology policies, available at www.newpaltz.edu/itpolicy/.

IX. Professionalism & Professional Development

Working towards a college degree is not only about developing knowledge from different academic disciplines, but also developing a strong work ethic and a sense of professionalism. In the latter case, this often involves things like meeting deadlines, being strategic with the resources and instructions previously provided to you, and, when appropriate, depending on your colleagues (peers) in order to collaborate and successfully complete tasks. While this is not always an explicit goal in the assignments that I give in this course, this principle of professionalism is something I reserve the right to reference (for instance, when considering requests to accept late work) as I work to do my job to teach you not only about the subject matter of this course, but also prepare you for the norms and expectations of being a working professional after graduation.

X. Proper Email Communication

The way you compose (and proofread) your emails is an important aspect of your self-presentation in any class. Here are the five principles I will expect you to follow when using this medium of communication to contact me:

1. Include the course & section number (CMM 393) in the subject line;
2. Including a greeting and form of address that is professional and appropriate to student-professor interactions (in most cases, you'll need to choose an appropriate honorific);
3. Clearly indicate what your question is. The more relevant information you provide, the more helpful and timely my response can be;
4. Sign off the email ("Thank you" is usually fitting but other common alternatives include "Best", "All the best", "Sincerely", etc.);
5. Be sure to include your FULL NAME at the end of the email.

XI. Lecture Notes/Outlines

There are no lecture notes or handouts guaranteed for this course (though I may pass some out from time to time). Psychologists know that people learn best when using as many of their senses as possible including sight, sound, and touch. It is also through repetition that we are able to memorize things better. So, by reading and making notes while you progress through the assigned readings, listening and remaining actively engaged during our sessions, keeping your own class notes, and playing an active part in discussions, you will enhance your grasp of the level of knowledge and

understanding necessary for success in the course. If you miss a class session, you are fully responsible for getting lecture notes from a classmate.

XII. Reasonable accommodation of individuals w/disabilities

Students needing classroom and/or testing accommodations related to a disability should contact the Disability Resource Center (Student Union, Room 210, 845-257-3020) as close as possible to the beginning of the semester. The DRC will then provide students' instructors with an Accommodation Memo verifying the need for accommodations. Specific questions about services and accommodations may be directed to Deanna Knapp, Assistant Director (knappd@newpaltz.edu) or Jean Vizvary, Director (vizvaryj@newpaltz.edu).

XIII. Veteran & Military Services

New Paltz's Office of Veteran & Military Services (OVMS) is committed to serving the needs of veterans, service members and their dependents during their transition from military life to student life. Student veterans, service members or their dependents who need assistance while attending SUNY New Paltz may refer to www.newpaltz.edu/veterans; call 845-257-3120, -3124 or -3074; e-mail np-vms@newpaltz.edu; or stop by the Student Union, Room 100 South.

XIV. Student Evaluation of Instruction (SEIs)

You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to improve my teaching and planning. Please complete the online form during the designated period towards the end of the term.

XV. Black Solidarity Day

Black Solidarity Day is observed on the first Monday of November, the day before Election Day – is Monday, November 4. Students who choose to participate in Black Solidarity Day should notify their professors beforehand and will not be held accountable for absence on that day.

XVI. Other Resources for Students

Center for Student Success

- Campus Location: Old Main Building, Room B106
- Phone: 845-257-3580
- Web: <https://www.newpaltz.edu/studentsuccess/>

The Center for Student Success promotes student learning, academic engagement, and timely degree completion through the coordination of peer-based academic support programs and the management of the College's Academic Success Referral System. Through collaborative efforts with faculty, academic departments and student services, the Center provides an inclusive, student-oriented learning environment which stimulates academic engagement and the acquisition of knowledge, skills and personal attributes in support of lifelong learning.

Campus Counseling Services

- Campus Location: Student Health and Counseling Center
- Phone: 845-257-2920
- Web: <https://www.newpaltz.edu/counseling/>

The Psychological Counseling Center (PCC) provides preventative and clinical services to the New

Paltz campus community, to enhance a student's ability to succeed academically and participate fully in the college experience. Group and individual psychotherapy, referral assistance, and emergency services are available for all currently-enrolled students. There is no charge for PCC services. Students who utilize our psychotherapy services may discuss in confidence any worries, distressing feelings, or difficult situations they are experiencing. Our goal is to assist students as they navigate life's challenges within the context of a rigorous and demanding academic environment.

Call us at 845-257-2920 or walk in to the Student Health and Counseling Center building to make an appointment. Our regular business hours are Monday - Friday 8:30 a.m. to 5 p.m. Our summer hours are Monday - Friday 8 a.m. to 4 p.m. Our FAX number is 845-257-3162. When mental health emergencies occur after-hours and on the weekends, contact the PCC "Emergency Contact for Student Consult" (ECSC) by calling the University Police Department (UPD) at 845-257-2222 and requesting assistance. UPD will contact the PCC "Emergency Contact" who will call you directly.

Telephone Help Lines

1. Local Service: OASIS Peer Support Service

Students in crisis who wish to speak with a trained peer volunteer rather than a PCC mental health professional, may call the OASIS Peer Support Service at 845-257-4945 or stop by the OASIS office in DEYO HALL G13c between the hours of 8 p.m. to 1 a.m. daily.

2. Local Service: HAVEN Peer Support Service

Students experiencing sexual assault, rape, or relationship violence who want immediate support may contact a PCC mental health professional, or a trained peer volunteer at the HAVEN Peer Support Service at 845-257-4930 or stop by the HAVEN office in DEYO HALL G13c between the hours of 8 p.m. to 1 a.m. daily.

3. National Suicide Prevention Lifeline – (800) 273-8255

-Federally funded 24-hour telephone hotline available for anyone feeling suicidal or under emotional distress

4. The Trevor Project – (866) 488-7386

-The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to LGBTQ and questioning young people ages 13-24.

Shuttle Escort Service

- Phone: (845) 257-3338
- This service is intended for use whenever you feel that walking alone may not be in your best interest. Escort services are available from 10 p.m. - 4 a.m. during the fall and spring semesters (excluding holidays when classes are not in session).

Topic Schedule

(JS = Jack Sidnell's book, H&C = Heritage & Clayman's book, CP = Coursepack)

Session #	Date	Topic	Reading(s) Due	Assign. Due
Unit I: Foundational Concepts & Issues				
WEEK 1:				
1	M Aug 26	Course overview & introductions	N/A	
2	R Aug 29	Language & Communication: Writings vs. speaking	<u>CP Item #1:</u> Mikesell (2009), *Excerpts* pp. 55-58 & 61-79	
WEEK 2:				
3	M Sep 2	NO CLASS – Labor Day		
4	R Sep 6	Approaches / Methodologies "Language as Biology" vs. "Language as action"	<u>CP Item #1 (cont'd)</u> Mikesell (2009), *Excerpt* pp. 97-107 & <u>CP Item #2:</u> Sacks (1984a)	
WEEK 3:				
5	M Sep 9	Observing conversation in real time & the role of hearers	<u>CP Item #3:</u> Goodwin (1979)	
6	R Sept 12	Intro. to Conversation Analysis I: Starting with Position & Composition	<u>CP Item #4:</u> Sacks (1984b) & H&C (2010), Ch. 2	
Unit II: Seeing Language as a Resource in the Organization of Social Interaction				
WEEK 4:				
7	M Sep 16	Introduction to CA II: Transcription & Symbols	J&S, Ch. 1 (only p. 1 - 6) & <u>CP Item #5:</u> Hepburn & Bolden (2013)	
8	R Sep 19	Turn taking organization I: Turn construction	J&S, Ch. 3 (only p. 36 - 45)	
WEEK 5:				
9	M Sept 23	Turn taking organization II: Turn allocation, overlap, & interruption	J&S, Ch. 3 (only p. 45 - 57)	
10	R Sep 26	Adjacency Pairs I	J&S, Ch. 4 (only p. 59 - 66)	

WEEK 6:				
11	M Sept 30	Adjacency Pairs II & Sequence Organization I	J&S, Ch. 4 (only p. 66 - 70 & 73 - 75) & J&S, Ch.6 (only p. 95-103)	
12	R Oct 3	Sequence Organization II	J&S, Ch. 6 (only p. 103 - 109)	
WEEK 7:				
13	T Oct 7	Preference Organization	J&S, p. 77 - 87	
	F Oct 10	Storytelling I	J&S, Ch. 6 (only p. 174 - 187)	
WEEK 8:				
	M Oct 14	NO CLASS – Fall break		
14	R Oct 17	Storytelling II / Catchup & Review	CP Item #6: Mandelbaum (1989) <u>OPTIONAL</u> - CP Item #7: Raclaw (2005)	
WEEK 9:				
15	M Oct 21	Midterm Exam		
16	R Oct 24	Repair Organization	J&S, Ch. 7 (only p. 110 - 125) <u>OPTIONAL</u> -CP Item #8-A: Dingemans et al. (2013)	
WEEK 10:				
17	M Oct 28	Repair & intercultural moments	<u>CP Item #8-B:</u> Bolden (2014) <u>Optional</u> - CP Item #9: Land & Kitzinger (2005)	
Unit III: Examining Language & Interaction in Organizational Settings				
18	R Oct 31	Openings	J&S, Ch. 10 (only p. 197 - 198) & <u>CP Item #10:</u> Hopper (1989)	
WEEK 11:				
19	M Nov 4	Talking social institutions into being	H&C, Ch. 3 & H&C Ch. 4 (only p. 34 – 44)	
20	R Nov 7	Emergency Dispatch I: Requesting emergency help	H&C, Ch. 5	
WEEK 12:				

21	M Nov 11	Emergency Dispatch II: Gatekeeping & Epistemics	TBD	
22	R Nov 14	Judicial System: Talk in the Courtroom	H&C, Ch. 12	
WEEK 13:				
23	M Nov 18	Doctor/Patient Interaction I: Intro. to the acute primary care medical encounter	H&C, Ch. 8 (only p. 103 – 110) & H&C, Ch. 9 (only p. 119 – 122)	
24	R Nov 21	Doctor/Patient Interaction II: Taking the medical history	H&C, Ch. 10 (only p. X – X) & <u>CP Item #11:</u> Heritage & Robinson ('06)	
WEEK 14:				
25	M Nov 25	Doctor/Patient Interaction III: Medical authority & treatment recommendations	H&C, Ch. 10 (only p. X – X) & <u>CP Item #12:</u> Stivers (2002)	
26	R Nov 28	No class – Thanksgiving recess	N/A	
WEEK 15:				
27	M Dec 2	Broadcast Media I: Negotiating turn taking in the broadcast news interview	H&C, Ch. 15	
28	R Dec 5	Broadcast Media II: Question design in news interviews	H&C, Ch. 16	
WEEK 16:				
29	M Dec 9	Broadcast Media III: Answers & Evasions + Course wrap up & review	H&C, Ch. 17	
Final Exam: 12/16/19, 12:30 PM - 02:30 PM				

Coursepack Bibliography (in order of assigned readings)

1) Mikesell, L. (2009). The implications of interaction for the nature of language. In N. Lee, L. Mikesell, AD. Joaquin, AW. Mates, J. Schumann. *The interactional instinct: The evolution and acquisition of language* (pp. 55-58, 61-76, 97-107). Oxford: Oxford University Press.

2) Sacks, H. (1984a). Notes on methodology. In J. M. Atkinson & J. Heritage (eds.), *Structures of social action: Studies in conversation analysis* (pp. 21-27). Cambridge: Cambridge University Press.

3) Sacks (1984b). 'On Doing 'Being Ordinary'. In *Structures of Social Action Studies in Conversation Analysis*, by Atkins, J Maxwell; Heritage, John. pp. 413-429. Cambridge University Press (NY),

- 4) Goodwin, C. (1979). The interactive construction of a sentence in natural conversation. In G. Psathas (ed.), *Everyday language: Studies in ethnomethodology* (pp. 97-121). New York: Irvington Publishers.
- 5) Hepburn, A., & Bolden, G. A. (2013). The conversation analytic approach to transcription. In J. Sidnell & T. Stivers (eds.), *The Handbook for Conversation Analysis* (pp. 57-76). Walden, MA: Wiley-Blackwell.
- 6) Mandelbaum, J. (1989). Interpersonal activities in conversational storytelling. *Western Journal of Communication*, 53(2), 114-126.
- 7) Raclaw, J. (2015). Conversation Analysis, Overview. In K. Tracy, C. Ilie, & T. Sandel (Eds.), *The International Encyclopedia of Language and Social Interaction*.
- 8-A) Dingemanse, M., Torreira, F., & Enfield, N.J. (2013). Is “Huh?” a universal word? Conversational infrastructure and the convergent evolution of linguistic items. *PLOS one*, 8(11), e78273.
- 8-B) Bolden, G.B. (2014). Negotiating understanding in “intercultural moments” in immigrant family interactions. *Communication Monographs*, 81(2), 208-238.
- 9) Land, V., & Kitzinger, C. (2005). Speaking as a lesbian: Correcting the heterosexist presumption. *Research on language and social interaction*, 38(4), 371-416.
- 10) Hopper, R. (1989). Speech in telephone openings: Emergent interaction v. routines. *Western Journal of Communication (includes Communication Reports)*, 53(2), 178-194.
- 11) Heritage, J., Robinson, J. D., Elliott, M. N., Beckett, M., & Wilkes, M. (2007). Reducing patients’ unmet concerns in primary care: The difference one word can make. *Journal of General Internal Medicine*, 22(10), 1429-1433.
- 12) Stivers, T. (2002). Participating in decisions about treatment: Overt parent pressure for antibiotic medication in pediatric encounters. *Social science & medicine*, 54(7), 1111-1130.