# **English 7872**

# **Conversation and Discourse Analysis (Seminar in English Linguistics)**

# Instructor: Dr. Galey Modan

# Email address: modan.1@osu.edu

# Office hours: by appointment

# Thursdays 12:15-3:00

Denney 447

## **Course description**

While many researchers interested in discourse focus on *what* people say -- the content -- linguistically-based discourse analysis attends to the*structure* of discourse -- *how* people say what they say, how the components of language are put together, what patterns emerge, and what effects those patterns have on the way that we understand and evaluate what's being said. Drawing from subfields including interactional sociolinguistics, pragmatics, conversation analysis, ethnography of communication, and critical discourse analysis, we will explore how the contexts of various spheres of social interaction both construct and are constructed by discourse that occurs in or in relation to them.  The approach that we will take to analyzing discourse is a micro-level one, focusing on the ways in which the details of linguistic structure convey social and political meaning.

## **Course learning outcomes**

1. Gain facility with the major schools of discourse analysis, their history, major scholars, and relation to other fields and to each other
2. Learn to transcribe talk in order to consistently represent features of spoken language in written form
3. Be able to identify and analyze linguistic, paralinguistic, and interactional patterns in various genres of speech and writing
4. Conduct research describing the interaction of linguistic patterns with the social and/or political contexts in which they occur

**Accessibility accommodations for students with disabilities**

It is my goal to make this class as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health, or chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options.

 To establish reasonable accommodations, please register with Student Life Disability Services if you are not already registered. After registering, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; 614-292-3307; [slds.osu.edu](http://www.ods.ohio-state.edu/); 098 Baker Hall, 113 W. 12th Avenue.

### **Accessibility of course technology**

This course requires use of Carmen (Ohio State's learning management system). If you need additional services in order to be able to use Carmen, please let me know.

**Course technology**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

* + Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
	+ Phone: 614-688-HELP (4357)
	+ Email: 8help@osu.edu
	+ TDD: 614-688-8743

### **Email setup**

* + Make sure you have Carmen set up to send emails and other notifications to an email address you check every day. During this course, you will need to check your email every day to keep on top of announcements or changes.

### **Baseline technical skills necessary for online courses**

* + Basic computer and web-browsing skills

### **Technology skills necessary for this specific course**

* + Creating and uploading doc files, pdf files, mp3 files; potential photo/video/audio uploads from phone, tablet, or computer.

### **Necessary equipment**

* + Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

### **Necessary software**

* + Microsoft Office 365 ProPlus All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
		- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
		- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

**Office Hours**

Please don’t hesitate to get in touch with me to talk about course material, ideas you’re throwing around, anything else you think would be useful to talk with me about. Rather than having set office hours, I’ve found it more efficient to just make arrangements with students individually for specific times that will work. **After class is always a good time for me** but if you have something then, I’m happy to make a different time.

**COURSE REQUIREMENTS:**

**Reading Responses**

**In order to facilitate discussion, each class member is responsible for writing a reading response to each reading for the week and uploading it to Carmen by Monday at 9 pm. On Monday nights, you will read your classmates’ responses and come up with three points you want to respond to in class the next day. If this schedule proves difficult for students, we can jointly come up with an earlier or later deadline so that everyone has a chance to read all the responses. Our discussions will be structured around these responses.**

**Data and Transcription**

You will record an interaction in which you’re a participant. It could be a casual conversation, meeting of a student group, religious service (if there is enough back and forth) or anything else where there is significant turn-taking. No youtube videos, tv or film, or other media targeted at a mass audience! You’ll then choose 2 excerpts of 3-5 minutes each from your interaction to transcribe. It’s ideal to record from half an hour to an hour, so that you have a wide range of material to choose from. Your segment should have an identifiable beginning and end point. The data does not have to be in English, but if you choose another language, you’ll need to provide a *gloss* and *free translation.* (More on that later.) These recordings and transcriptions will be uploaded to our Carmen site, where they will comprise two data pools – one for short papers, the other for presentations. (This will allow everyone to write every paper on their own data, if they wish, without worrying that their data was already analyzed in class.)

**Short Papers**

In order to gain practice doing discourse analysis, you will be **writing 3, 3-4 page analysis papers,** where you apply the readings and theories discussed in class to one of the interactions from the course data pool. Papers will be due the week after the readings you choose are discussed in class. You will have some flexibility in choosing which topics to choose for papers, but the first paper must be done by week 7, and the second paper must be done by week 10. **Please submit your papers the old-fashioned way, on paper!**

**Discussion leading**

In order to engage deeply with at least one set of readings, each student will be assigned **a day to lead class discussion**. This will entail presenting the concepts in the readings, discussing how the readings relate, build on, or contest each other, and posing discussion questions based on student reading responses. Presentation format is up to you; you may do a powerpoint, sharing the screen during our zoom meeting, write up a handout that you send to the class the night before your presentation, or any other presentation mode that you would like. In addition, you will choose some video, audio, or written data, from our data pool or elsewhere, for the class to analyze. The data must be transcribed and you must provide a copy of the transcript to everyone in the class.

**Final paper and presentation** – for students taking the class for credit

Although the short papers must be on data from the class data pool, your final paper may be an analysis of any set of data -- spoken, written, or signed. If you are working on a larger project for which you would like to use discourse analysis, the final paper provides a good opportunity to get started. The only requirement is that the paper substantively engage with theory and analytical methods from the class. **You have the option of doing a conference-length paper (8 pages), or a longer paper that you could develop into an article (25 pages). Please keep in mind that, if you do the short paper, it really does have to be 8 pages! This will enable you to come out of this class with a 20-minute conference paper ready to go.**

In order to gain feedback from the class and from me on your final paper ideas, as well as to gain experience presenting your work in a more formal format, you will also do a final presentation on the topic of your final paper.

## **Course materials**

### The materials for this course consist of a required textbook and readings from sociolinguistics and linguistic anthropology journals/books, which are posted on Carmen.

### **Required textbook**

 Deborah Cameron. 2001. Working with Spoken Discourse. London: Sage.

 Available through the library and also at the OSU Barnes and Noble, as well as from many online seller. There are lots of cheaper copies floating round.

#### **Additional readings are posted on Carmen, which you will navigate by moving through the course Modules.**

# **Grading**

## **Graded Components**

|  |  |
| --- | --- |
| Assignment or category | Points |
| Regular attendance and participation | 20 |
| Transcription exercise | 10 |
| Discussion leading |  5 |
| 3 short papers | 45 |
| Final presentation & paper | 20 |

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

**Faculty feedback and response time**

For emails requiring simple responses, I will do my best to reply to e-mails within 24 hours on school days (M-F). I generally only answer email in the evening.

## **Your mental health**

Needless to say, the post-covid moment and the general situation of the world are not the ideal context for focusing on school. It’s not uncommon for students to experience a range of issues that can cause challenges to learning, such as financial worries, microaggressions, strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities.

OSU offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu/) or calling 614­-292-­5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614­-292-­5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-­800­-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org/).

## **Academic integrity policy**

### **Ohio State’s academic integrity policy:**

### Academic Misconduct includes submitting class assignments that you did not write, submitting fraudulent documents, forging signatures, and plagiarism, INCLUDING ANY USE OF CHATGPT.

**Use of any transcription software will also be considered Academic Misconduct.**

### Plagiarism, as defined by the OSU English Department, is “the representation of another’s words or ideas as one’s own: it includes the unacknowledged word-for-word use and/or paraphrasing of another person’s work, and/or the unacknowledged use of another person’s ideas.”

### As per university rules, “cases of suspected misconduct will be referred to the Committee on Academic Misconduct.”

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

* The Committee on Academic Misconduct web pages (COAM Home)
* *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
* *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm)](http://www.northwestern.edu/uacc/8cards.htm%29)

## **Copyright disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Statement on title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu](http://titleix.osu.edu/) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

**Statement on Educational Equity**

I am committed to create an inclusive intellectual community that recognizes and values the diversity of experiences that students bring into the classroom, and fosters sensitivity, understanding, and mutual respect. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, will not be tolerated.

**COURSE SCHEDULE**

INTRODUCTION

Week 1 – 1/9

Activity: Goals and set-up of course

DEFINITIONS OF DISCOURSE, COLLECTING DATA

Week 2 – 1/16

Readings: Schiffrin, Definitions of Discourse

 Cameron chs.1-4, 10

INTERACTIONAL ORDER, TRANSCRIPTION

Week 3 – 1/23

Readings: Cameron, ch.8

Erickson, Listening, Speaking, and Looking

 Bucholtz, The Politics of Transcription

**Skim:** Du Bois et al, Outline of Discourse Transcription (skim to see the kinds of features that can be transcribed)

Lush & Heath, Transcribing Embodied Action

Transcription examples

Week 4 – 1/30

Assignment: Transcripts due

Activity: Discussion of everyone’s data, transcription process

CONVERSATION ANALYSIS

Week 5 – 2/6

Readings: Cameron ch.7

 Tollins and Fox Tree, Backchannels & Narrative Development

 Girard-Greuber, Turns and Turn-taking in Sign Language Interaction

 Golato and Taleghani-Nikazm, Negotiating Face in Web Chats

FRAMING AND FOOTING

Week 6 – 2/13

Readings: List of Goffman Terms

Goffman, Frame Analysis of Talk

 Goffman, Footing

Assignment: Short paper on Conversation Analysis

PARTICIPATION FRAMEWORK, FOOTING, AND STANCE

Week 7 – 2/20

Readings: DuBois, Stancetaking in Discourse: The Stance Triangle

Irvine, Shadow Conversations

 Lo, Codeswitching and Ethnic Category Membership

Katila et al, The Primacy of Affective Engagement in Simultaneously Unfolding Participation Frameworks

Discussion leader ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment: Short Paper on framing or footing

INDEXICALITY, ICONIZATION, AND ERASURE

Week 8 – 2/27

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 Irvine & Gal, Language Ideology and Linguistic Differentiation

Squires, Indexical Bleaching

 Mendoza-Denton, Currents of Innuendo Converge on an American Path to Political Hate

Assignment: Short paper on participation framework, footing, or stance

Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**If you have not done your first paper yet, you must turn it in by today**

INTERTEXTUALITY

Week 9 – 3/5

Readings: Tannen, “Oh talking voice that is so sweet”

Fairclough, Interdiscursivity and Intertextuality

Sterphone, Negotiating the Mainstream**:** Proximate Stancetaking and Far-right Policy Proposals in Bundestag Debates

 Trester, Intertextuality as an Interactional Resource

Discussion leader ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment: Short paper on participation framework, footing or stance

Week 10 – 3/12 – SPRING BREAK

RECONTEXTUALIZATION AND RECOUNTING PAST EVENTS

Week 11 – 3/19

Readings: Schiffrin, Tense Variation in Narrative

Koven, Comparing Bilinguals’ Quoted Performances of Self and Others

 Bucholtz, I’m Like Yeah but She’s All No

 De Fina and Gore, Online Retellings

Discussion leader ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment: Short paper on indexicality, iconization, or erasure

ETHNOGRAPHY OF COMMUNICATION

Week 12 – 3/26

Readings: Cameron ch.5

 Hymes, Foundations in Sociolinguistics, ch.2

 Fader, Life-changing Doubt, the Internet, and a Crisis of Authority

 Modan, Keeping it in the Family

Discussion leader ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment: Short paper on intertextuality

**If you have not done your second paper yet, you must turn it in by today**

AGENCY

Week 13 – 4/2

 Readings: Cameron ch. 9

Pritzger, Guzmán, Hui, & Tarn, The Third Speaker: The Body as Interlocutor in Conventional, Complementary, and Integrative Medicine Encounters

 Ilie, Painting White Roses Red

 Modan and Wells, Representations of Change

Discussion leader ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment: Short Paper on recontextualization or recounting past events

**If you have not done another paper yet, you must do this one**

MULTIMODAL DISCOURSE

Week 14 – 4/9

Readings: Bucholtz & Hall, Embodied Sociolinguistics

Mendoza-Denton et al, Gender, Electrodermal Activity, & Video Games

 Goodwin, A Competent Speaker who Can’t Speak: The Social Life of Aphasia

 Pritzger et al, Embodying Intimacy in Everyday Interaction

Discussion leader ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment: Short Paper on Agency

PRESENTATIONS

Week 15 – 4/16

Assignment: Short paper on multimodal discourse

**If you have not done your 3rd paper yet, you must turn it in by today**

FINAL PAPER

Due Thursday, 4/23 by 5 pm

**Please print out a paper copy and put it in my mailbox in 421 Denney**