COMM 538 - Discourse in Interaction – Spring 2019

**Professor**: Dr. Leah Wingard **Office Hours**: M/W: 3:50 – 5:00

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**Class website:** ilearn.sfsu.edu

#### Course Description:

This course is an introduction to the study of communication from a Language and Social Interaction (LSI) perspective and satisfies 4 units of study in the area of Social Context and Inquiry (SC&I) in the Communications Studies major. LSI scholarship examines the connection between language in use and communication and tends to focus specifically on the structures of talk and the social actions those structures enact in interaction. The course readings will expose you to some of the basic theoretical foundations that inform an LSI approach to the study of communication. We will additionally read about recurrent concepts studied by LSI scholars and consider different perspectives within an LSI approach to communication studies. We will observe and discuss how such interactional features vary and may be implemented in a wide variety of interactional settings. Finally, we will consider how discourse used in social interaction has implications for topics such as the constructions of identity, culture and power.

**Student Learning objectives:**

1. Understand the theoretical basis and assumptions of LSI, and how these differ from other approaches to studying communication.
2. Identify and be able to analyze recurrent structures speakers use in interaction that have been studied by LSI scholars.
3. Understand and recognize the role of situated language use for identity and relationships, and social life in general.
4. Understand the social and relational impacts of diversity in language use.

**Program Learning Objectives in Communication Studies**

Students earning a baccalaureate in Communication Studies demonstrate articulation and use of appropriate communication *theories* to multiple contexts, can articulate *ethical standards* and engage in *ethical practice* of communication, can read critically and evaluate appropriately communication *scholarship*, and can *apply* their knowledge of communication to personal, professional and political life.

In line with these departmental goals, COMM 538 emphasizes *theoretical perspectives* central to studying communication from an LSI perspective. We *apply* these perspectives to communication studies research and everyday communication. Further, the *scholarly* *readings* we engage offer examples and opportunities to discuss the *application* of LSI perspectives to everyday communication situations. As we discuss these ideas and apply them to everyday life in class discussions and observations, we consider *ethical* dilemmas we encounter in conducting communication studies research and engaging in everyday communication.

**Grading** will be based on the following standard percentages of total points available minus the 20 “wiggle room” points.

A 93-100% B+ 87-89.99% C+ 77-79.99% D+ 67-69.99%

A- 90-92.99% B 83-86.99% C 73-76.99% D 63-66.99%

 B- 80-82.99% C- 70-72.99% D- 60-62.99%

Please note that the grade of A is given for consistently excellent work that

demonstrates an in-depth understanding of all course materials. B’s are given

for work that demonstrates instances of excellence with a very good understanding of course materials. C’s are given for work that demonstrates a satisfactory competence in course materials. D’s are given for passing, but less than satisfactory work, or work that is incomplete.

The following items are assigned points in the class toward your final grade

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| --- | --- | --- | --- | --- | --- |
| **Evaluation Items** | **# of items** | **Learning objective** | **Possible points each**  | **Total possible points** | **Total** **grade****percentage** |
| Reading guides | Six (6) | 1,2 | 20 points | 120 points | approx. 35% |
| Exams | Two (2) | 1,2 | approx. 50 points\* | approx. 100 points\* | approx. 29% |
| Presentation | One (1) | 1,2,3,4  | 40 points | 40 points | approx. 12% |
| Participation in online activities | Four (4)\*\* | 2,3, 4 | 10 points\*\*  | 40 points\*\* | approx. 12% |
| In-class Participation |  | 3,4 | 40 points | 40 points | approx. 12% |
| Attendance |  |  | 20 points | 20 points | approx. 6% |
| **-20 “Wiggle room”** **(allows room for one missed assignment, a failed exam, weak attendance etc).** | 360 pts\*/\*\****360 – 20 (wiggle)*****340 total**  |  |

**\* actual points counted for grading scale may vary slightly according to top scores on exams**

**\*\*actual points may vary dependent on how many times online activity is scheduled**

**Assignments: Reading Guides and Observations**

**Reading guides** are designed to assist you with reviewing and checking your comprehension of main ideas in presented in class and through readings and should be used as a study guide for exams. A “**preliminary**” version of the reading guide will be available immediately after the concepts are covered in class and I will indicate it is the “**final**” version once all the topics have been covered. Usually the “preliminary” and “final” guide will be exactly the same so you can easily start to answer the reading when the “preliminary” guide is posted. I encourage you to have a copy of the reading guide in class to take notes on as we discuss the concepts. Reading guides are turned in through Turn-it-in in our Ilearn site. Reading guides are graded according to how clearly you draw form the reading and addressing every part of every question. While you may work with a partner or in groups to discuss the answers on reading guides, **it is expected that each student write his or her own answers to the guide. Reading guides or parts of reading guides may not be copied word for word between students. Turn-it-in will detect any copying. Reading guides that have been copied in part or in full between students will be considered plagiarized and both students will be given a zero for that assignment**. Please see statement on plagiarism below.

**Policies regarding turning in work:**

1. Please use a 12pt. standard font that is easy to read such as Times or Arial.

2. Reading guides and observations must be turned in on ilearn by the time and on the day they are due. I offer **one opportunity to turn in an assignment late up to 2 days (48 hours, not two class days)**. A late penalty will be assessed of 2 points per 24 hour period after the assignment was due. For instance if an assignment is due on a Monday at 12:00, you have until Wednesday at 12:00 to turn it in late. If an assignment is due Thursday at 2:00, you have until Saturday at 2:00 to turn it in late. Keep in mind it is always better to turn in an assignment and get partial credit than to not turn anything in at all and not get any credit.

**Exams:**

Two non-cumulative exams will test your knowledge and recognition of key terms, concepts and examples used in the readings, lectures and student presentations in class. The exams are multiple choice in format. Exams may only be taken on the scheduled day. Make-up exams are only possible in of documentable circumstances beyond student control.

**Presentations:**

Toward the end of the semester, students will give group presentations on assigned readings. Students will sign up for a presentation from a list of possible articles and will summarize the main findings of the article and take classmates through the analysis of some of the transcript used in the article to illustrate the main ideas. Further guidelines and information will be provided.

**Participation in online activities:**

We will use the forum and glossary activities to discuss and apply class content. Sometimes I will ask you to reflect on your own lives and apply class content. Other time I will ask you to find written materials and examples that can be related to class content. We will do online activities at least 4 times, but maybe more. Please listen for class announcements and see ilearn for these activities.

**Attendance and participation:**

Regular attendance and participation are an important component of this class. Regular and meaningful contribution to class discussion will affect your participation grade positively. Texting and use of computers in class for other than note taking purposes and non-contribution to class discussion will affect your participation grade negatively. Please show us all courtesy and turn off and put away cell phones and other devices that make noise or distract you and others from class discussion and activity. If you are using a laptop in class, please do so only for notetaking and work related to our class. It is distracting to you and others if you engage in other activities on your laptop while in class.

Attendance is taken at the beginning of each class. You can let me know if you are not coming to class by e-mail but I make no distinction between “excused” or “unexcused” absences. I grant 2 absences or its equivalent in lates (4) for the semester without subtracting points from the attendance grade. Any absences thereafter will result in a 2 point deduction per absence and a 1 point deduction per late.

If you arrive after attendance has been taken, you should make sure to mark yourself “late” by writing an “L” on the roster in the date by your name by the door. After you have been granted 4 “lates”, any subsequent lateness will be considered a full “absence”. If you need to leave early, please mark “LE” (left early) on the roster. If you leave early without signing out you will be considered absent. It is your responsibility to remember to sign in when you are late and to sign out if you leave early.

**Class readings:**

A primary text that we will use is *Working with Spoken Discourse* by Deborah Cameron. This is available electronically on our ilearn site or you can choose to buy a hardcopy if your prefer. You will need to access this text to do your work for the class. Additional readings will be posted as PDF’s files on our Ilearn website for the week(s) we are reviewing those materials. Ideally, you should have the readings available electronically in a way that you can take notes for example on transcripts of interactions as we review them.

**Semester Schedule**

This schedule is tentative. Ilearn will be updated regularly to reflect the specifics of where we are and what we are doing. Always check Ilearn for changes and updates if you are absent.

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| **Week/Date** | **Readings & Topics** | **Assignments** |
| **Week 1** **Jan. 28/30**  | Mon: Intro to class and syllabusWed: The study of discourse Readings:Cameron 1 & 4 | Wed: Turn in Student Information Sheet (found on ilearn) |
| **Week 2****Feb. 4/6** | Mon:The study of discourse cont. Readings:Cameron 2 & 3Wed:Pragmatics and speech actsReadings: Cameron 6 |  |
| **Week 3****Feb. 11/13** | Mon: Pragmatics and speech acts continued. Wed: **Class cancelled** **Look for online activity** | Mon: Reading Guide # 1 dueFriday: Graduation applications due and Last day to drop class without a “W” |
| **Week 4****Feb. 18/20** | Mon: Pragmatics applied to 911 calls.PDF: 911 callsWed: Ethnography of speakingReadings: Cameron 5  |  |
| **Week 5****Feb. 25/27** | Mon: Prof at WSCA –**Class cancelled****Look for online activity**Wed:Conversation Analysis: sequences/adjacency pairsTurn-takingReadings: Cameron 7PDF Nofsinger  | Wed: Reading Guide #2 due |
| **Week 6****March 4/6** | Mon:Conversation Analysis cont.alignment/preference/AssessmentsReading: PDF: Action sequences Liddicoat Chap 5 Wed: Finish Conversation Analysis  workshop practice with data  | Wed: Reading guide #3 due |
| **Week 7****March 11/13** | Mon: Discuss Group presentations- workshop practice with data Wed: Take Exam 1 in class  |  |
| **Week 8****March 18/20** | Mon: Institutional talk PDF: Institutional dialogWed:Institutional talk in applied contexts See additional PDFs on IlearnPDF: Ethnic MonitoringPDF: Jobseekers InterviewsPDF: Response Rates  |  |
| **March 25-29** | SPRING BREAK |  |
| **Week 9****April 1/3** | Mon: (**Cesar Chavez observed)** Wed:Institutional talk applied contexts continued |  |
| **Week 10****April 8/10** | Mon:Stories and NarrativeReading: Cameron 10PDF: Storytelling Wed:Interactional sociolinguisticsReading: Cameron 8 | Mon: Reading Guide #4 due |
| **Week 11****April 15/17** | Mon:Intercultural Discourse Reading: PDF: Communication of respect Wed:A repertoire approach Reading: PDF: repertoires | Wed: Reading Guide #5 due  |
| **Week 12****April 22/24** | Mon:Language style variation:Black EnglishReadings: PDF’s: “Nah, We straight”Wed:Language style variation cont. |  |
| **Week 13****April 29/****May 1** | Mon: See clips from: “Do I sound gay” documentaryWed: Class presentations (2) | Wed: Reading Guide #6 due |
| **Week 14****May 6/8** | Mon: Class presentations (2)Wed: Class presentations (2) |  |
| **Week 15****May 13/15** | Mon: Class presentations (2)Wed: Class presentations (2) |  |
| **Week 16****Final exams****May 17-23** | Final slot Wed. May 22 10:30 – 12:45 |  |

**Disability access**

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor.  The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu).

**Student disclosures of sexual violence**

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination.  If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at [http://titleix.sfsu.edu](http://titleix.sfsu.edu/), emailing vpsaem@sfsu.edu or calling 338-2032.

**To disclose any such violence confidentially, contact:**

·         The SAFE Place - (415) 338-2208; <http://www.sfsu.edu/~safe_plc/>

·         Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>

·         For more information on your rights and available resources: [http://titleix.sfsu.edu](http://titleix.sfsu.edu/)

**Plagiarism:**

Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter