**CRS 601: LANGUAGE, INTERACTION, AND CULTURE**

Fall 2022

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| Instructor: Dr. Sylvia SierraOffice: Sims 115 Office Hours: On Zoom (link on Blackboard); Monday & Friday 11:30am-12:30pm; otherwise send me 3-4 times you are availableEmail: ssierra@syr.edu  |

 “The experience of becoming conscious of previously unconscious phenomena is one of the principal joys of linguistic work.” -Wallace Chafe

This combined lecture/workshop course will introduce you to seminal works by leading scholars from a variety of approaches to the close analysis of discourse, focusing initially and primarily on conversational discourse while also branching out to consider other types of discourse (e.g., institutional, online, and media discourse). It will offer you multiple opportunities to carry out small-scale analyses of talk-in-interaction. Topics include: theories of conversational involvement and conversational inference (conversational style), conversational coherence (discourse markers), the relationship between discourse and consciousness, transcription theory and practice, turn-taking, adjacency pairs, conversational repair, repetition/intertextuality, narrative, linguistic politeness, framing, positioning, stance, identity construction, gender, sexuality and discourse, race and ethnicity in interaction, critical discourse analysis, computer-mediated discourse, and political discourse.

Early in the semester, you will audio- or video record a naturally-occurring conversation. Throughout the semester, you will analyze a short excerpt (3-4 minutes) of this longer segment that you will transcribe. Each week you will apply aspects of the assigned readings to these conversational excerpts. On two occasions, you will write up these applications as a 4-page paper. In addition to this written work, you will also be responsible for 1 20-minute class presentation with a partner that show how the readings apply to your conversations. In a 12-15 page final paper, you will analyze a different conversation, the larger conversation from which the small excerpt came, or discourse of another type. This final paper is not simply a long assignment (i.e. applications of a single reading) but rather employs a combination of approaches or an approach not discussed in class and includes minimally three relevant sources not read in class.

Because most of our time together will be spent comparing and contrasting analytical approaches, identifying relative strengths and weaknesses of the readings, and applying aspects of these readings to transcripts within in-class small-group workshops, I expect you to attend class every week and come prepared to engage fully in these discussions and workshops.

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| **Activity** | **Percentage of final grade** |
| In-class participation | 20 |
| Transcript | 15 |
| Short papers (2 of 6 options) | 30 (15 each) |
| Class presentation | 10 |
| Final paper  | 25 |

Syracuse University’s [Academic Integrity Policy](https://class.syr.edu/academic-integrity/policy/) reflects the high value that we, as a university community, place on honesty in academic work. The policy holds students accountable for the integrity of all work they submit and for upholding course-specific, as well as university-wide, academic integrity expectations. The policy governs citation and use of sources, the integrity of work submitted in exams and assignments, and truthfulness in all academic matters, including course attendance and participation. The policy also prohibits students from: 1) submitting the same work in more than one class without receiving advance written authorization from both instructors and, 2) using websites that charge fees or require uploading of course materials to obtain exam solutions or assignments completed by others and present the work as their own.  Under the policy, instructors who seek to penalize a student for a suspected violation must first report the violation to the Center for Learning and Student Success (CLASS). Students may not drop or withdraw from courses in which they face a suspected violation. Instructors must wait to assign a final course grade until a suspected violation is reviewed and upheld or overturned. Upholding Academic Integrity includes abiding by instructors’ individual course expectations, which may include the protection of their intellectual property. Students should not upload, distribute, or otherwise share instructors’ course materials without permission.  Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered, as described in the Violation and Sanction Classification Rubric. Students are required to read an online summary of the University’s academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level.

For more information about the policy, see <https://class.syr.edu/academic-integrity/>. If you have any questions about academic integrity, proper citation of sources, inappropriate collaboration, and so on, please communicate with me about it.

Academic Accommodations for Students with Disabilities: Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation.  There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course.  I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process. If you would like to discuss disability-accommodations or register with CDR, please visit [Center for Disability Resources](https://disabilityservices.syr.edu/). Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information. The CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

Educational use of student work: I intend to use academic work that you complete this semester in this semester and subsequent semesters for educational and/or research purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing identifying material. Please let me know if you do NOT want me to use your work for educational and/or research purposes.

Faith tradition observances: Syracuse University recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students should have an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes for regular session classes and by the submission deadline for flexibility formatted classes. Student deadlines are posted in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

Discrimination or Harassment: The University prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender. Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University’s Chief Equal Opportunity & Title IX Officer. She is responsible for coordinating compliance efforts under various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211. Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315-443-8000, Barnes Center at The Arch, 150 Sims Drive, Syracuse, New York 13244). Incidents of sexual violence or harassment can be reported non-confidentially to the University’s Title IX Officer (Sheila Johnson Willis, 315-443-0211, titleix@syr.edu, 005 Steele Hall). Reports to law enforcement can be made to the University’s Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes I learn about with the University’s Title IX Officer to help make our campus a safer place for all.

Hunger and food scarcity. There are food pantries at both Hendricks Chapel and on South Campus, stocked with edibles and personal care items. To find out more, go to the [Hendricks Food Pantry Site](https://chapel.syracuse.edu/student-support/food-pantry/), or contact Syeisha Bird at smbyrd@syr.edu, or at 315-706-4526.

Mental health and overall well-being are significant predictors of academic success. As such it is essential that during your graduate school experience you develop the skills and resources to effectively navigate stress, anxiety, depression and other mental health concerns. Please familiarize yourself with the range of resources the Barnes Center provides ([https://ese.syr.edu/bewell/](https://maestro.syr.edu/trk/click?ref=zvu694kig_1-5908x39e88x01654&)) and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days, at 315-443-8000. I encourage you to explore the resources available through the Wellness Leadership Institute, [https://ese.syr.edu/bewell/wellness-leadership-institute/](https://maestro.syr.edu/trk/click?ref=zvu694kig_1-5908x3f53dx01654&).

**COVID-19 Notes**

**Regardless of your vaccination status:
PLEASE DO NOT COME TO CLASS IF YOU ARE ILL WITH SYMPTOMS CONSISTENT WITH COVID-19, ARE AWAITING TEST RESULTS, OR TEST POSITIVE.** (See SU’s [Stay Safe Pledge](https://www.syracuse.edu/staysafe/stay-safe-pledge/) for additional details.)

As of July 28, 2022, [SU states](https://news.syr.edu/blog/2022/07/28/fall-2022-public-health-guidelines/?_gl=1*1e3hm3z*_ga*MzkyMzAxNzYyLjE2NDc1MjEwMTM.*_ga_QT13NN6N9S*MTY2MDkxNzkxMi4xOS4xLjE2NjA5MTgwNTAuNDMuMC4w) “we strongly encourage all members of the campus community to consider masking based on an assessment of personal risk, especially when in large groups, high-density areas of campus, or in response to an exposure to a known COVID-positive individual.” Considering that our classroom consists of a large group in a small classroom (e.g., high-density), I strongly encourage my students to consider masking. COVID-19 can spread to anyone regardless of vaccination status (see [current CDC recommendations](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html)). Thus, while you may be vaccinated, please remember others on campus--and possibly in this class--are not, may live with people who are not vaccinated, and/or might have high risk health conditions. [**Wearing a mask**](https://www.cdc.gov/coronavirus/2019-ncov/your-health/effective-masks.html)properly over your mouth and nose indoorsreduces COVID risks for you, your peers, your professors, and the larger Syracuse community.

Faculty, staff, and students must remain up-to-date and comply with SU’s COVID alert level. **This applies even if you are fully vaccinated.** You can check the current COVID alert level at [Stay Safe](https://www.syracuse.edu/staysafe/)—which includes applicable behavior expected or recommended at current contagion levels for everyone on campus. **When in doubt, wear a mask in all indoor and transportation settings, even if you are fully vaccinated.**

**All individuals** – regardless of vaccination status – are required by NYS law to wear a mask on public transit (including the Syracuse University Shuttle) and when visiting any healthcare facility (including the Barnes Health Center and the Kimmel Testing Center).

If you have to quarantine, you will be responsible for keeping up with your reading, assignments, getting notes from classmates, meeting with me remotely if necessary, etc. At this time I do not provide a remote/zoom/hybrid option for individual students who have to quarantine. However, if a substantial number of students in the class need to quarantine at once, or if I need to quarantine, then we might need to all switch to zoom/virtual class meetings.

**Schedule of topics & readings (subject to change)**

**Introduction to Discourse Theory & Analysis**

**August 30- Sept 1** Tuesday: Overview of course

 **Thursday:**

 **Schiffrin**, Deborah. 1987. *Discourse Markers*, chapter 1. Cambridge University Press.

 **Brown bag objects**

**September 6-8****Tuesday:**

**Tannen,** Deborah. 1984/2005. *Conversational Style*, chapters 1-2, pages 11-13, 42-56 only. Oxford University Press.

**ten Have**, Paul. 1999. *Doing Conversation Analysis*, chapters 1 and 4. Sage Publications.

**List of top-three presentation topic choices; options are marked in the syllabus with asterisk\***

 **Thursday:**

**Bucholtz**, Mary. 2000. The Power of Transcription. *Journal of Pragmatics*.

**ten Have**, Paul. 1999. *Doing Conversation Analysis*, chapter 5. Sage Publications.

**September 13-15** *Chafe chapters 2 & 3 handout*

**Tuesday:**

**Chafe**, Wallace. 1994. *Discourse, Consciousness, and Time,* chapters 2 & 3. University of Chicago Press.

**Thursday:**

**Chafe**, Wallace. 1994. *Discourse, Consciousness, and Time,* chapter 5. University of Chicago Press.

Intonation units workshop

**September 20-22 Tuesday**: **Critical Discourse Analysis**

**Van Dijk**, Teun. 2015. “Critical Discourse Analysis” In Deborah Tannen, Heidi Hamilton, & Deborah Schiffrin (eds.) *Handbook of Discourse Analysis* (2nd edition). Wiley Blackwell.

**Tracy**, Karen, Susana **Martínez-Guillem**, Jessica **Robles**, Kimberly **Casteline**. 2011. “Critical Discourse Analysis and (U.S) Communication Scholarship: Recovering Old Connections, Envisioning New Ones.” Annals of the International Communication Association 35:1, 241-286.

**Thursday: Datafest!** and if we have time,Critical Discourse Analysis data workshop

**DUE: Transcripts (required)**

 *short paper handouts (3) and student presentation evaluation rubrics*

Come to class with your recording and copy of the transcription

 of your 3-4 minute conversational excerpt (we’ll talk about this in class)

 *If we have time after our Datafest we can come up with the workshop schedule together in class*

**September 27-29 \*Conversation Analysis: Turn-taking, Adjacency Pairs, and Repair**

**BY TUESDAY, HAVE THE READINGS DONE**

**Sacks,** Harvey**, Schegloff,** Emanueland **Jefferson,** Gail.

1974. A simplest systematics for the organization of turntaking for conversation. *Language* 50, 696-735.

**Schegloff,** Emanuel**,** and **Sacks**, Harvey. 1973. Opening up closings. *Semiotica* 8, 289-327.

**Schegloff**, E., G. **Jefferson**, and H. **Sacks**. 1977. The preference for self-correction in the organization of repair in conversation. *Language* 53, 361-82.

 **THURSDAYS WILL NOW BE STUDENT PRESENTATION/WORKSHOP DAYS**

 **workshop on turn-taking/adjacency pairs/repair**

**October 4 -6 \*Repetition/intertextuality within and across conversations**

 **SHORT PAPERS NOW DUE THURSDAYS: paper on turn- taking/adjacency pairs (option 1 of 6)**

**Tannen**, Deborah. 1989. *Talking Voices*, chapters 3 (Repetition in conversation: toward a poetics of talk) and 4 (Oh talking voice that is so sweet: Constructing dialogue in conversation). Cambridge.

**Becker**, Alton Lewis (Pete). 1994. Repetition and Otherness: An Essay. In

 Barbara Johnstone (ed.), *Repetition in Discourse*, vol. 2, 162-175. Norwood, NJ: Ablex.

 **workshop on repetition**

**October 11-13** \***Politeness/Conversational Style**

**DUE: paper on repetition/constructed dialogue (option 2 of 6)**

 **Brown**, Penelope and **Levinson**, Stephen. 1987. *Politeness,* chapter 1 (Introduction), pp. 55-91. Cambridge: Cambridge University Press.

**Tannen**, Deborah. 2005. *Conversational Style*, chapters 2-4. Oxford University Press.

**workshop on politeness theory/conversational style**

**October 18-20** \***Framing/Footing**

**DUE: paper on politeness/conversational style (option 3 of 6)**

**Goffman**, Erving. 1981. Footing. In: *Forms of Talk*, 124-159. Philadelphia: University of Pennsylvania Press.

**Tannen**, Deborah and **Wallat**, Cynthia. 1993. Interactive frames and knowledge schemas in interaction: Examples from a medical examination/ interview. In: Deborah Tannen (ed.), *Framing in Discourse*. Oxford: Oxford University Press.

**workshop on framing**

**October 25-27** \***Positioning/Stance/Identity Construction**

 **DUE: paper on framing (option 4 of 6)**

 **van Langenhove**, Luk and **Harre**, Rom. 1999. Introducing positioning theory. In Rom Harre and Luk van Langenhove (eds.), *Positioning Theory*, 14-31.

 Oxford: Blackwell Publishers.

 **Du Bois,** John W.2007. The stance triangle. In Robert Englebretson (ed.), *Stancetaking in discourse: Subjectivity, evaluation, interaction*, 139-182. Amsterdam: Benjamins.

 **Bucholtz**, Mary and **Hall,** Kira. 2005. Identity and interaction:

 a sociocultural linguistic approach. *Discourse Studies* 7: 585-614.

 **Raymond**, Geoffrey and **Heritage**, John. 2006. The

 epistemics of social relations: Owning grandchildren.

 *Language in Society* 35: 677-705.

 **workshop on positioning, stance, and identity construction**

**November 1-3 \*Narrative**

**DUE: paper on positioning/stance/identity construction (option 5 of 6)**

**Labov**, William, & **Waletzky**, Joshua. 1967. Narrative analysis: Oral versions of personal experience. In *Essays on the verbal and visual arts*, 12-44.

 **Ochs**, Elinor, and **Capps,** Lisa. 2009. Ch 1: A Dimensional Approach to Narrative, In: *Living narrative: Creating lives in everyday storytelling*. Harvard University Press.

**workshop on narrative**

**November 8-10** **Discourse, gender, and sexuality**

**DUE: paper on narrative (option 6 of 6)**

 **Tuesday**:

 **Tannen**, Deborah. 1993. The relativity of linguistic strategies: Rethinking power and solidarity in gender and dominance. *Gender and conversational interaction.* New York: Oxford University Press. 165-188.

 **Kiesling**, Scott. 2005. Kiesling, S. F. (2005). Homosocial desire in men's talk: Balancing and re-creating cultural discourses of masculinity. *Language in Society*, *34*(5), 695-726.

 **Thursday:**

**Coates,** Jennifer. 2013. The discursive production of everyday heterosexualities. *Discourse & Society*.24:5, 536-552.

*Optional:*

**Ericsson**, Stina. 2018. The language of cisnormativity: children and parents in interaction with a multimodal app. *Gender & Language*, 12(2).

 **workshop on gender and sexuality if time permits**

**November 15-17 Race and ethnicity in discourse**

 **Tuesday:**

**Rosa**, Jonathan. “From mock Spanish to inverted Spanglish.” *Raciolinguistics: How language shapes our ideas about race*: 65-80. Cambridge University Press.

9 minute (optional) youtube video about this reading: <https://www.youtube.com/watch?v=ahMAAKNCDNM>

 **Bucholtz**, Mary and **Lopez**, Qiuana, 2011. Performing blackness, forming whiteness: Linguistic minstrelsy in Hollywood film. *Journal of Sociolinguistics*, 15(5), pp.680-706.

**Sierra**, Sylvia. (2019). Linguistic and ethnic media stereotypes in everyday talk: Humor and identity construction among friends. *Journal of* *Pragmatics*, *152*, 186-199.

 **Thursday: (NO CLASS—National Communication Association conference) (Nov. 17th-20th)**

**November 22-24 THANKSGIVING WEEK**

**November 29th-**

**December 1 Tuesday: Political discourse? Or whatever we want—another option might be embodied interaction?**

**Gordon**, Cynthia. (2004). ‘Al Gore’s our guy’: Linguistically constructing a family political identity. *Discourse & Society*, *15*(5), 607-631.

**Sierra**, Sylvia. (2021). A Mexican Autodefensa Facebook Group’s use of binarity, legitimization strategies, and topoi of religion, family and struggle. Discourse, Context & Media. 42: 100497.

Replace with or add Sierra & Shrikant 2020 or 2021 depending on student interests?

Thursday: data workshop

**December 6th–**

**December 8th Computer-mediated discourse**

**Tuesday:**

**Tannen**, Deborah. 2017. The (sometimes unintentional) subtext of digital conversations: <https://www.theatlantic.com/technology/archive/2017/04/the-sometimes-unintentional-subtext-of-digital-conversations/524106/>

**Tolins**, Jackson and **Samermit,** Patrawat. 2016. GIFs as embodied enactments in text-mediated conversation. Research on Language and Social Interaction. 49(2): 75-91.

**Jackson**, Lauren Michele. 2017. We need to talk about digital blackface in reaction GIFs: Why is it so common. Retrieved from:

<https://www.teenvogue.com/story/digital-blackface-reaction-gifs>

 **Thursday:**

 **Guest lecture from former CRS MA student Michael Camele (thesis on 4chan discourse and identity construction in an anonymous context)**

**workshop on CMD, if time permits**

**small group discussion of finals, if time permits**

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**Final paper due Friday, December 16**