

## Term Information

Effective Term Spring 2021  
[Previous Value](#) Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We propose to offer an optional online version of this course and add optional terms for delivery of 7872.01

### What is the rationale for the proposed change(s)?

To provide enhanced access for students and flexibility for instructors.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

### Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Corresponding request for online version of English 7872.02 with added optional terms for delivery of 7872.02

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	7872.01
Course Title	Studies in the English Language
Transcript Abbreviation	Sem English Lang
Course Description	Advanced English language study; topics vary.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
<a href="#">Previous Value</a>	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<a href="#">Previous Value</a>	No
Grading Basis	Letter Grade
Repeatable	Yes
Allow Multiple Enrollments in Term	No
Max Credit Hours/Units Allowed	6
Max Completions Allowed	2
Course Components	Seminar

Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 771 or Linguist 601, or equiv, and permission of instructor.
Exclusions	Not open to students with 6 sem cr hrs for 7872.01 or 7872.02.
<a href="#">Previous Value</a>	Not open to students with 10 qtr cr hrs for 872 or 6 sem cr hrs for 7872.01 or 7872.02.
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	23.0101
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Students acquire tools to analyze discourse structure and the relation of linguistic patterns to patterns of social and political interaction.</li></ul>
<a href="#">Previous Value</a>	
Content Topic List	<ul style="list-style-type: none"><li>• Language of everyday life</li><li>• Social contexts discourse analysis</li><li>• Critical discourse analysis</li></ul>
Sought Concurrence	No

## Attachments

- English 7872.01 Sample In-Person Syllabus.docx: Syllabus  
*(Syllabus. Owner: Lowry,Debra Susan)*
- Modan -- English 7872.01 online syllabus.docx: Syllabus  
*(Syllabus. Owner: Lowry,Debra Susan)*
- ASC Tech Review English 7872.docx: Syllabus  
*(Other Supporting Documentation. Owner: Lowry,Debra Susan)*
- 7872 online syllabus.docx: Revised Syllabus, Contingency/Recommendations  
*(Syllabus. Owner: Lowry,Debra Susan)*

**Comments**

- A revised syllabus is attached addressing contingency and 3 of 4 committee recommendations. Full citations pending and in progress for incorporation into operational syllabus. *(by Lowry,Debra Susan on 10/16/2020 03:50 PM)*
- See 8-12-20 email to D. Lowry, K. Winstead, and A. Garcha *(by Oldroyd,Shelby Quinn on 08/12/2020 03:01 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	07/14/2020 02:45 PM	Submitted for Approval
Approved	Lowry,Debra Susan	07/14/2020 02:48 PM	Unit Approval
Approved	Heysel,Garett Robert	07/14/2020 04:39 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	08/12/2020 03:01 PM	ASCCAO Approval
Submitted	Lowry,Debra Susan	10/16/2020 03:50 PM	Submitted for Approval
Approved	Lowry,Debra Susan	10/16/2020 03:51 PM	Unit Approval
Approved	Haddad,Deborah Moore	10/16/2020 03:59 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/16/2020 03:59 PM	ASCCAO Approval



# English 7872: Conversation and Discourse Analysis (Seminar in English Linguistics)

## Instructor

**Instructor:** Dr. Galey Modan

**Email address:** [modan.1@osu.edu](mailto:modan.1@osu.edu)

**Virtual Office hours:** Mondays 9:30-10:30 and by appointment

**Format:** Online, synchronous seminar, Tuesday 9-12

## Course description

For students interested in examining discourse as part of a social science or humanities research project, this course will provide you with tools to analyze discourse structure and the relation of linguistic patterns to patterns of social and political interaction. Drawing from subfields such as interactional sociolinguistics, pragmatics, 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 texts is a micro-level one, focusing on the ways in which the details of linguistic structure connect to spheres of social engagement.

## Rationale for Distance Learning

Discourse analysis is an area of study that many students come to late in their coursework, as they discover it as a methodology that they want to use in their dissertation projects. Many students wanting to learn the skills of discourse analysis are away from Columbus doing preliminary fieldwork for their dissertations, so offering an online version will make it possible for them to take the course, with the result that their use of discourse analysis in their dissertations will be more robust and in conversation with the scholarship in the field. Offering it online will also make it easier for students who are across campus (coming from nursing, urban planning, arts education, and linguistics, for example) and often have trouble coordinating their schedules so that they can get to class on time. In the past this has caused disruptions when multiple students arrive late; offering the course online will allow such students to stay in their offices to do the class, without having to walk across campus or wait for a bus. Finally, offering the course online will enable it to be taught by faculty who may be away from campus, as some faculty members who teach this class commute to Columbus.

The online format is not expected to cause any challenges. Offering it online will provide one avenue for expanding the diversity of enrollments in the English Department, and will aid in the curricular goal of providing curricular support for students who are away from campus, for example those conducting preliminary fieldwork.

## 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, chronic, or temporary medical conditions), please let me know via email immediately so that we can privately discuss options.

To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

For Deaf or Hard of Hearing students, we will arrange for either a synchronous sign language interpreter or CART services for each class meeting.

## **Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services in order to be able to use these technologies, please request accommodations with me for:

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## **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](mailto: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; 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 and capability to view YouTube videos
- Microphone: built-in laptop or tablet mic or external microphone
- Camera: computer or tablet that you can use for zoom-based class meetings.

## 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>.
- Zoom software for class meetings and office hours.

## Office Hours

I will hold virtual office hours every Monday from 9:30-10:30 and by appointment. Here is the link for access: [\[insert link here\]](#). There is also a link on the Modules page in the Course Information module. If I am talking with someone else, you will be placed in a virtual waiting room, and I will give you access to the meeting once I'm free. If you are not free during that time but would still like to meet, please email me and we can set up another time.

# Attendance and participation

## Student requirements

This is a synchronous, online seminar with a focus on **discussion**. We will meet once a week via Zoom for a three-hour stretch, with a break at the midpoint. 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 5:00. We'll talk more about the responses on the first day of class. 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 deadline so that everyone has a chance to read all the responses. Our discussions will be structured around these responses.

In addition, there is a **Questions Forum** on the Carmen site. This is a place where you can post any questions you have about anything in the readings. I encourage you to try and answer each other's questions here as a way to reinforce your own knowledge. I will also be checking the Questions Forum and responding to posts a few times a week.

### Data and Transcription

You will record an interaction in which you're a participant, either in person or online (via zoom, skype, etc.) 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 course data pool. Papers will be due the week after the readings you choose are discussed in class.

### 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 will like. In addition, you will choose some video or audio 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

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)

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, virtual format (akin to a virtual conference), 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 articles from sociolinguistics and linguistic anthropology journals, which are posted on Carmen

### Required textbook

Deborah Cameron. 2002. *Working with Spoken Discourse*. London: Sage.

Additional materials will be 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

### 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

### Accessibility accommodations for students with disabilities

#### Requesting accommodations

If you anticipate or experience academic barriers based on a disability (including mental health, chronic, or temporary medical conditions), please let me know via email immediately so that we can privately discuss options.

If you would like to request academic accommodations, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [slds@osu.edu](mailto:slds@osu.edu) to register for services and/or to coordinate any accommodations you might need in this course and others at The Ohio State University. After registering with SLDS please make arrangements with me as



soon as possible to arrange your accommodations so that they may be implemented in a timely fashion.

For Deaf or Hard of Hearing students, we will arrange for either a synchronous sign language interpreter or CART services for each class meeting.

Student Life Disability Services:

[slds@osu.edu](mailto:slds@osu.edu) 614-292-3307  
slds.osu.edu 098 Baker Hall, 113 W.  
12<sup>th</sup> Ave.

If you are Deaf or Hard of Hearing, we can make adjustments to the Phonetics and Phonology readings and assignments. Get in touch with me, and go to <http://slds.osu.edu> for more information.

### **Accessibility of course technology**

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- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## **Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as 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. 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))

## 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> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Statement on Educational Equity

OSU affirms the importance and value of diversity in the student body. Our programs

and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. 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, is prohibited.

# Course schedule

In addition to the schedule below, each module on the Carmen site is laid out in schedule form, with the specific dates that all assignments are due and links to the specifics of those assignments.

Note on papers: Where an assignment is listed, that means that it is an option for one of your three papers. You may choose which ones you want to do.

## INTRODUCTION

### Week 1

Activity: Goals and set-up of course

## DEFINITIONS OF DISCOURSE, COLLECTING DATA

### Week 2

Readings: Schiffrin, Definitions of Discourse  
Cameron chs.1-4, 10

## INTERACTIONAL ORDER, TRANSCRIPTION

### Week 3

Readings: Cameron, ch.8  
Erickson, Listening and Speaking  
Edelsky, Who's Got the Floor?  
Bucholtz, Mary. 2000. The Politics of Transcription  
Du Bois et al, Outline of Discourse Transcription

### Week 4

Assignment: Transcripts due  
Activity: Discussion of everyone's data, transcription process

## ETHNOGRAPHY OF COMMUNICATION

### Week 5

Readings: Cameron ch.5 (skim)  
Ochs, Indexing Gender  
(Optional: Fairclough, intertextuality and interdiscursivity)  
Kulick, Speaking as a Woman  
Heath, What No Bedtime Story Means  
Hymes, Foundations in Sociolinguistics

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

## CONVERSATION ANALYSIS

### Week 6

Readings: Cameron ch.7  
Sacks & Schegloff, Opening up Closings  
Spiloti, Beyond Genre: Closings and Relational Work in Text  
Messaging  
Goodwin, Co-constructing Meaning

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

Assignment: Short Paper on Ethnography of Communication

## FRAMING AND FOOTING

### Week 7

**Readings:** Goffman, Frame Analysis of Talk  
Goffman, Footing  
**Assignment:** Short Paper on Conversation Analysis  
If you have not done a paper yet, you must do this one.

## **PARTICIPATION FRAMEWORK**

### **Week 8**

**Readings:** Irvine, Shadow Conversations  
Gershon, Selling Your Self in the United States  
Lo, Codeswitching and Ethnic Category Membership  
Sarangi: Reconfiguring Self/Identity/Status/Role

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

**Assignment:** Short Paper on framing or footing

## **IMPLICATURE AND SPEECH ACTS**

### **Week 9**

**Readings:** Cameron ch.6  
Grice, Logic and conversation  
Cameron, Civility and its Discontents  
Lakoff, Hate Speech and Political Correctness  
Optional: Fasold, Presupposition

**Assignment:** Short Paper on Framing or Footing

## **SPRING BREAK**

### **Week 10**

## **AGENCY**

### **Week 11**

**Readings:** Cameron ch. 9  
Ehrlich, My Shirt Came Off  
Ilie, Painting White Roses Red  
Modan and Wells, Representations of Change

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

**Assignment:** Short Paper on Implicature, Speech Acts, or Presupposition  
If you have not done another paper yet, you must do this one

## **CHECK-IN**

### **Week 12**

Instead of class this week, I will meet individually with each of you to check in and discuss how class is going, and anything else you would like to talk about.

## **RECONTEXTUALIZATION AND RECOUNTING PAST EVENTS**

### **Week 13**

**Readings:** Tannen, "Oh talking voice that is so sweet"  
Bucholtz, I'm like yeah but she's all no  
De Fina and Gore, Online retellings  
Perrino and De Fina, Recontextualizing Racialized Stories

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

**Assignment:** Short Paper on Agency

## **NON-VERBAL ASPECTS OF DISCOURSE**

### **Week 14**

**Readings:** Haakana. Laughter as a patient's resource  
Hall et al, The Hands of Trump  
Mendoza-Denton, Pregnant Pauses  
Goodwin, Multimodality in Human Interaction

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

**Assignment:** Short Paper on Indexicality, Intertextuality, or Reported Speech

**Week 15**

**Presentations:** \_\_\_\_\_

**Assignment:** Short Paper on non-verbal aspects of discourse  
If you have not done a third paper yet, you must do this one

**Week 16**

**Presentations:** \_\_\_\_\_

**Course wrap-up**

**FINAL PAPER**

**Due date for the final paper will be the day of the university-scheduled final exam for this class.**

## **Conversation and Discourse Analysis: Social Contexts**

English 7872.01  
The Ohio State University  
Spring 2019  
Tuesday 1:50-4:50  
Derby 062

Dr. Galey Modan  
Denney 519  
[modan.1@osu.edu](mailto:modan.1@osu.edu)

Office Hours:  
Wednesday 9:30-10:30  
and by appointment

### *Course Description*

The dinnertable conversations, class discussions, chats while exercising, arguments, and joking that we engage in every day are rich with pattern and meaning. This course is an introduction to the analysis of spoken language, with a focus on ordinary conversation. You will learn about the mechanics of conversation: how do we start and end conversations, decide when it's our turn to talk, show politeness or interest, create identities for ourselves and others through our talk?

For students interested in examining discourse as part of a social science or humanities research project (including linguistics!), this course will provide you with tools to analyze discourse structure and the relation of linguistic patterns to patterns of social and political interaction. Drawing from subfields such as interactional sociolinguistics, pragmatics, 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 texts is a micro one, focusing on the ways in which the details of linguistic structure connect to spheres of social engagement.

### *Requirements and Grading*

- 1) Regular attendance and participation in class discussions (20% of grade)
- 2) Transcription exercise (10%)
- 3) Discussion leading for one day (5%)
- 4) 3 short papers of 3-4 pages (15% each)
- 5) final presentation and 8-page paper (25%)

You will receive more specific instructions for these assignments as their due dates near. Please note that late papers will not be accepted and incompletes will not be permitted except under extraordinary circumstances.

### *Academic Misconduct*

Academic Misconduct includes submitting class assignments that you did not write, submitting fraudulent documents, forging signatures, and plagiarism. Plagiarism, as defined by the 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."

### *Questions or Concerns*

If you have questions about the material, or ideas that you want to throw around, please come to my office hours or make an appointment to see me. I am more than happy to schedule an appointment to meet with you, so please don't hesitate to ask!

### *Mental Health Services*

As a student you may experience a range of issues that can cause barriers to learning, such as 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 situations, 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](https://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](https://suicidepreventionlifeline.org).**

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Student Life Disability Services:

[slds@osu.edu](mailto:slds@osu.edu) 614-292-3307 <https://slds.osu.edu>  
098 Baker Hall, 113 W. 12<sup>th</sup> Ave.

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### *Reading Materials*

Book: Deborah Cameron. 2002. Working with Spoken Discourse. London: Sage.  
Articles: On Carmen

### *Schedule*

#### **INTRODUCTION**

1/8 Goals and set-up of course

#### **DEFINITIONS OF DISCOURSE, COLLECTING DATA**

1/15 Schiffrin, Definitions of Discourse  
Cameron chs.1-4, 10

#### **INTERACTIONAL ORDER, TRANSCRIPTION**

1/22 Cameron, ch.8  
Erickson, Listening and Speaking  
Edelsky, Who's Got the Floor?



Bucholtz, Mary. 2000. The Politics of Transcription  
Du Bois et al, Outline of Discourse Transcription

1/29 Transcripts due  
Discussion of everyone's data, transcription process

### **ETHNOGRAPHY OF COMMUNICATION**

2/5 Cameron ch.5 (skim)  
Ochs, Indexing Gender  
(Optional: Fairclough, intertextuality and interdiscursivity)  
Paz, Introduction (skim)  
Paz, Strangers in their Own Home  
Heath, What No Bedtime Story Means  
Hymes, Foundations in Sociolinguistics  
**Discussion leader** \_\_\_\_\_  
**Discussion leader** \_\_\_\_\_

### **CONVERSATION ANALYSIS**

2/12 Cameron ch.7  
Sacks & Schegloff, Opening up Closings  
Spilioti, Beyond Genre: Closings and Relational Work in Text Messaging  
Goodwin, Co-constructing Meaning  
**Discussion leader** \_\_\_\_\_  
**Discussion leader** \_\_\_\_\_

**Paper on Ethnography of Communication due**

### **FRAMING AND FOOTING**

2/19 Goffman, Frame Analysis of Talk  
Goffman, Footing

**Paper on Conversation Analysis due**

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

**Discussion Leader** ANDREW

### **PARTICIPATION FRAMEWORK**

2/26 Irvine, Shadow Conversations  
Gershon, Selling Your Self in the United States  
Lo, Codeswitching and Ethnic Category Membership  
Sarangi: Reconfiguring Self/Identity/Status/Role  
**Discussion leader** HILARY  
**Discussion leader** \_\_\_\_\_

**Paper on framing or footing due**

### **IMPLICATURE AND SPEECH ACTS**

3/5 Cameron ch.6  
Grice, Logic and conversation  
Cameron, Civility and its Discontents  
Lakoff, Hate Speech and Political Correctness  
Optional: Fasold, Presupposition  
**Discussion leader** KEIRA  
**Discussion leader** \_\_\_\_\_

**Paper on Framing or Footing due**

## **SPRING BREAK**

3/12

### **AGENCY**

3/19 Cameron ch. 9

Ehrlich, My Shirt Came Off

Ilie, Painting White Roses Red

Modan and Wells, Representations of Change

**Discussion leader** \_\_\_ **KATIE** \_\_\_\_\_

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

**Paper on Implicature, Speech Acts, or Presupposition due**

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

### **RECONTEXTUALIZATION AND RECOUNTING PAST EVENTS**

3/26 Tannen, "Oh talking voice that is so sweet"

Bucholtz, I'm like yeah but she's all no

De Fina and Gore, Online retellings

Perrino and De Fina, Recontextualizing Racialized Stories

**Discussion leader** \_\_\_ **AUSTIN** \_\_\_\_\_

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

**Paper on Agency due**

### **NON-VERBAL ASPECTS OF DISCOURSE**

4/2 Haakana. Laughter as a patient's resource

Hall et al, The Hands of Trump

Mendoza-Denton, Pregnant Pauses

Goodwin, Multimodality in Human Interaction

**Discussion leader** \_\_\_ **MARIAH** \_\_\_\_\_

**Paper on Indexicality, Intertextuality, or Reported Speech due**

4/9 Presentations

**Paper on non-verbal aspects of discourse due**

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

4/16 Presentations and wrap-up

### **FINAL PAPER**

Hard copy due **Thursday 4/25 at 12:00 pm** in my mailbox, Denney 421

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: English 7872**

**Instructor: Galey Modan**

**Summary: Conversation and Discourse Analysis**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen Discussion Board</li> <li>• Carmen Wiki</li> <li>• Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Please add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Please add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			university accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 7/14/20

- Reviewed by: Ian Anderson

**Notes: Just add statements b&c and dates to the weekly breakdown.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.