This course takes up the question of how we use language to communicate. By examining the details of video- and audio-tape recorded naturally occurring conversations, students learn some of the ways we use language to accomplish the activities of everyday life. We will examine routine conversational activities like storytelling and complimenting that have implications for relationships as well as language practices that occur in political discourse. We will also analyze professional settings, doctor-patient interactions, to see how the methodical use of language plays a part in "creating" these settings. We will focus on features of language and social interaction like cultural codes, message strategies, conversational organization, and linguistic choices like metaphors as they shape our communication with others. Our focus will be on face-to-face interaction as well as the online forms of interaction that we use daily.

A specific purpose of the course will be to sharpen our ability to notice, name and explain what goes on as people talk to each other as they advance their aims. Ordinary, everyday conversation is treated as a prime site for studying language use. Students learn to examine tapes and transcripts of naturally occurring conversations in order to explain not just what is getting done in conversation, but how it gets done. An additional purpose is to develop a deeper understanding as to how communication can involve tension or conflict, and how our language and discourse choices can be more or less effective in navigating these communication dilemmas.

**COURSE OBJECTIVES**

By the end of this course students should be able to:

1. recognize and explain features of language and social interaction that accomplish communication.
2. recognize, and explain how we do basic activities in conversation, such as storytelling, complimenting, complaining, supporting, and teasing.
3. read and construct transcriptions from tapes of ordinary talk.
4. explain why a particular situation is a communicative dilemma and offer a rationale for how you would navigate it.
5. develop your ability to design messages or interaction systems based on knowledge of language and social interaction.
6. understand the effectiveness of types of language use for securing an audience’s attention, memorability, and/or belief change.

Course Texts


Posted readings on Carmen, and listed separately.

Course Activities

**Examinations.** All students are asked to take two examinations over the content of the course. These examinations will consist of multiple choice and essay items. They will each count 23% toward the final grade in the course. Please bring a #2 pencil on exam days. Make-up exams will only be offered for medical or other similar, legitimate reasons.

**Interaction & message design analyses.** Each student will be asked to complete 2 short individual papers and 5 graded in-class group analyses throughout the course. These assignments are designed to facilitate mastery of course concepts and increase skills in transcribing and analyzing language use. Complete specifications for each assignment will be given in written form.

**Interaction Analysis Project.** A primary objective is to develop your ability to analyze everyday communication to develop insights about how to design better messages. This project asks students to analyze a social interaction context, the type of discourse that occurs in the context, and recommendations as to what type of messages would be effective in the context. The project may be conducted with 1-2 other people and is your opportunity to do a piece of original research. The paper will include a summary of others’ research on the topic or phenomena that you intend to analyze, a transcription of a 5-10 minute excerpt of the discourse, and an analysis of the discourse. The analysis paper itself will be 8-10 pages in length. Specifics of this assignment will be provided in class and on Carmen. Phase (1) of this project will involve producing a detailed analysis of a piece of conversational data, using the tools developed in the preceding weeks of the course. Phase (2) of the project will lead to the presentations. In phase (2) you will use additional data to further develop your understanding of the phenomenon under examination. In Phase 3, final papers may be submitted as group work, but you will have the option to submit your own paper if you prefer. A more detailed explanation of this assignment will be provided. There will be ample time in class for groups to work on the project.

**To help you master the reading and class discussion material:**

1. Study guide questions for each reading will be available on our course website.
2. There will be in-class application and discussion exercises for you to develop your skill at analyzing and designing interaction systems.

3. Power-point outlines of lectures will be available on Carmen.

GRADING

Your grade in this course is a function of the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>A</th>
<th>A–</th>
<th>93% – 100%</th>
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</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>23%</td>
<td>A</td>
<td>A–</td>
<td>90% – 92%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>23%</td>
<td>A–</td>
<td></td>
<td>87% – 89%</td>
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<tr>
<td>Short Papers</td>
<td>16%</td>
<td>B+</td>
<td></td>
<td>83% – 86%</td>
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<tr>
<td>Interaction Project</td>
<td>18%</td>
<td>B</td>
<td></td>
<td>80% – 82%</td>
</tr>
<tr>
<td>Group analyses</td>
<td>10%</td>
<td>B–</td>
<td></td>
<td>Less than 60%</td>
</tr>
<tr>
<td>Participation, attendance</td>
<td>10%</td>
<td>C+</td>
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<td>77% – 79%</td>
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<td>Less than 60%</td>
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</tbody>
</table>

To help you master the reading and class discussion material:

1. Study guide questions for each reading that will be available on our Carmen course website.
2. There will be plenty of in-class application and discussion exercises for you to develop your skill at analyzing and producing interpersonal messages.
3. Power-point outlines of lectures will be available on Carmen.

Course Policies

Participation. Students are responsible for attending class and participating in class discussion. Students with excessive absences (>4) will be evaluated under the class participation portion of the grade.

Scholarly integrity. Students are expected to demonstrate their knowledge with honor and credibility. It is imperative that all work you submit be your own. When you use someone else’s ideas, you must give proper credit to the original author(s). Please adhere to the 5th edition of the APA manual of style when citing others’ work.

According to the Committee on Academic Misconduct “Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process,” (http://oaa.osu.edu/procedures/1.0.html). Further, the term “academic misconduct” includes all forms of student academic misconduct wherever committed and is illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335- 5-487). It is the responsibility of the Committee of Academic Misconduct to investigate or establish
procedures for the investigation of all reported cases of student academic misconduct. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). Plagiarism of any kind on examinations or written assignments will not be tolerated. If you are caught plagiarizing you will be prosecuted through appropriate University channels.

Diversity. The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

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

Accessibility accommodations for students with disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.
Please review the following for more details: http://ada.osu.edu/resources/Links.htm
The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, TDD 292-0901; slds@osu.edu; http://slds.osu.edu

Students with flu like symptoms are asked not to attend class: securing health/medical notification will help to manage attendance and participation expectations.

Course Topics:

I. Language, Symbolic Forms, and Culture
   - Speech communities and communication codes
   - Speech events & genres
   - Rituals, Symbols and Communal meaning
II. Rhetorical Perspective
   - Message strategies
   - Metaphor and other symbolic Forms
   - Performance
III. Communicative Understanding in Conversation & Social Interaction
   - Securing common ground through cultural communication codes, speech acts
   - Coordination through turn-taking, sequencing and adjacency pairs
   - Alignment
   - Narrative
   - The Cooperative Principle
IV. Language and Identity Construction
   - Person-referencing Practices
   - Language Selection: Dialects, Prosody
   - Identity management strategies (e.g., self-presentation, compliments)
   - Restoring Identity in discourse (e.g., accounts, apologies)
   - Face-work & Politeness
   - Social Identity Markers

V. Language Use in Deliberation and Advocacy
   - Language in ordinary democracy
   - Narrative
   - Argumentation and explanation practices
   - Expressing Self through Stance, Positioning, Credibility
   - Eloquence & Figures of Speech
   - Message stickiness
   - Satire

VI. Languages of Growth, Life, Expansion
   - Languages of illusion vs. authenticity, truth, substance
   - Languages of illness vs life, health
   - Languages of morality and sustainability
   - Languages of wisdom, expertise
   - Language of person-centeredness and dialogue

VII. Languages of Relationship, Solidarity
   - Bonding talk, Compliments
   - Expressing love, affection
   - Humor
   - Respect, trust
   - Racial micro-aggressions
   - Language of conflict
Communication 3629  SCHEDULE

I.   Perspectives on Studying Language and Social Interaction

Week 1
READINGS

Mon, Jan 9  Introduction to the Course
Wed, Jan 11 1. Social Interaction, Language, and Society

Week 2
READINGS

Mon, Jan 16  ML King Holiday – No Class
Wed, Jan 18 2. Social Interaction, Language, and Society
Perspectives on Studying Language Use
American case: Democratic Eloquence

II.   Cultural Communities, Practices and Codes in Language and Social Interaction

Week 3
READINGS:
• Read either: Basso, K. (1970). To give up on words: Silence in western Apache culture. Southwestern Journal of Anthropology, 26, 213-230; or

Probes: How does communication create cultural identities and social relationships? How is social action culturally shaped and meaningful? What is a communication code?

Mon, Jan 23  3. Democratic speech events and eloquence, cont.;
Speech communities and speech events: Philipsen, Chapter 2/3 and 4.
Wed, Jan 25  4. Speech events and speech codes, cont. Basso, Carbaugh

Week 4
READINGS
• Tracy, K. & Robles, J.S. (2013). Everyday talk. Ch.11, Genre

Mon, Jan. 30  5. Rituals that create cultural identities. Hall, Mechling
Wed, Feb 1  6. Speech genres at home, work, in legal and health settings
II. Conversation Analysis

Week 5
READINGS


Mon, Feb 6 7. Transcribing talk-in-interaction  Transcription exercise; Clayman & Gill. 120-124
Wed, Feb 8 8. Speech acts

Week 6
READINGS

Mon, Feb 13 9. Conversation Analysis Exercise
Wed, Feb 15 10. Conversation Structures and Alignment: Turn Taking and Adjacency Pairs

Week 7
READINGS


Mon, Feb 20 11. Adjacency Pairs, Preference Organization/Review
Wed, Feb 22 Examination #1

Week 8
READINGS
• Tracy, K. & Robles, J.S. (2013). Everyday talk. Ch. 8-9
* Burleson, B.R. Person-centered messages. Handout.

Mon, Feb 27 12. Style; person-centeredness and dialogue  TR, Ch. 8; Gladwell

Wed, March 1 13. Stance & altercasting TR, Ch. 9; Rubsult, Burleson

Week 9
READINGS
• Tracy, K. Tracy, K. & Robles, J.S. (2013). *Everyday talk*. Ch. 10

Mon, March 6  14. Narrative
Wed, March 8  15. Narrative cont.; Data analysis session

**Week 10**  
**SPRING BREAK - NO CLASS**

**Week 11**  
**READINGS**  

Moral Foundations Theory and value appeals. TBA.


Mon, March 20  16. Making ideas stick; Language use in advocacy
Wed, March 22  17. Figures of Speech, Metaphor

**Week 12**  
**READINGS**


Mon, March 30  18. Generic Language, concrete language
Wed, April 1  19. The language of Argument and Dialogue

**Week 13**  
**READINGS**


Mon, April 6       20. Micro-aggressions; Language of solidarity vs aggression
Wed, April 8       21 Language use in peace, gratitude, growth, health

**Week 14**

**READINGS**


Mon, April 13       22. Language use in health/Review
Wed, April 15       Examination #2

**Weeks 15-16**

Mon, April 17       Presentations
Wed, April 19       Presentations
Mon, April 24       Presentations
Mon, May 1          Presentations/Course Wrap-up/Projects due 12:00 pm.