

Communication 3629:
Language and Social Interaction

The Ohio State University
School of Communication
Spring 2017

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Class: Monday and Wednesday
11:10-12:30 pm.
Room: 388 Arps Hall

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

Readings from: Tracy, K. & Robles, J.S. (2013). *Everyday Talk: Building and Reflecting Identities, 2nd Ed.* New York: Guilford Press.

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:

Assignment Weights			
Exam #1	23%	A	93% – 100%
Exam #2	23%	A–	90% – 92%
Short Papers	16%	B+	87% – 89%
Interaction Project	18%	B	83% – 86%
Group analyses	10%	B–	80% – 82%
Participation,	10%	C+	77% – 79%
attendance		C	73% – 76%
		C–	70% – 72%
		D+	67% – 69%
		D	60% – 66%
		E	Less than 60%

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

Tracy, K. & Robles, J.S. (2013). *Everyday talk: Building and reflecting identities, 2nd Ed.* New York: Guilford. Ch. 1. Talk and identity.

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

Week 2

READINGS

Tracy, K. & Robles, J.S. (2013). *Everyday talk.* Ch. 1. Talk and identity; Ch. 2. Two perspectives.

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:

*Dillon, G.L., Doyle, A., Eastman, C., Kline, S., Silberstein, S. & Toolan, M. (1990). The rhetorical construction of a president. *Discourse and Society, 1*, 189-200. (not required)
•Philipsen, G. (1992). *Speaking culturally.* New York: SUNY Albany. Read Chapter 2 or 3 on "Teamsterville speech community." Read chapter 4, "Nacirema speech community."
•Read either: Basso, K. (1970). To give up on words: Silence in western Apache culture. *Southwestern Journal of Anthropology, 26*, 213-230; or
•Carbaugh, D. (1999). "Just listen": "Listening" and landscape among the blackfeet, *Western Journal of Communication, 63*, 250-270, doi: 10.1080/10570319909374641

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

- Hall, B. (1998). Ritual as part of everyday life. In J. Martin, T. Nakayama, & L. Flores (Eds.), *Readings in cultural contexts* (pp. 172-179). Mountain View, CA: Mayfield.
- Mechling, J. (1980). The magic of the boy scout campfire. *Journal of American Folklore, 93*, 35-56.
- 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

•Steven E. Clayman and Virginia Teas Gill (2012). Section on Conversation Analysis. In J.P. Gee & M. Handford (Eds.) *The Routledge handbook of discourse analysis* (pp. 120-124). London: Routledge.

Tracy, K. & Robles, J.S. (2013). *Everyday talk*. Ch. 4, Speech Acts.

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

Wed, Feb 8 8. Speech acts

Week 6

READINGS

- Tracy, K. & Robles, J.S. (2013). *Everyday talk*. Ch.6.
- Nofsinger, Robert (1991). *Everyday conversation*. Sage Publications. Alignment

Mon, Feb 13 9. Conversation Analysis Exercise

Wed, Feb 15 10. Conversation Structures and Alignment: Turn Taking and Adjacency Pairs

Week 7

READINGS

Kitzlinger, C., & Frith, H. (1999). Just say no? The use of conversation analysis in developing a feminist perspective on sexual refusal. *Discourse and Society*, 10(3), 293-316.

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
- * Gladwell, M. (2008). *Outliers: The story of success*. New York: Little Brown & Company. Section from Ch. 7: The ethnic theory of plane crashes.
- * Cameron, D. (2006). Performing gender identity: Young men's talk and the construction of heterosexual masculinity. In A. Jaworski & N. Coupland (Eds.), *The discourse reader* (2nd ed., pp. 419-432). London: Routledge. (not required)
- * Rusbult, C., Finkel, E., & Kumashiro, M. The Michelangelo phenomenon. *Current directions in psychological science* 10(6), 305-309.
- * 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; Rusbult, 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**

III. The Effect of Language Practices on Memory, Attentiveness, and Belief

Week 11

READINGS

Heath, C., & Heath, D. (2007). *Made to stick: Why some ideas survive and others die.* New York: Random. Excerpts.

Moral Foundations Theory and value appeals. TBA.

Read either Thibodeau PH., & Boroditsky, L. (2011) Metaphors we think with: The role of metaphor in reasoning. *PLoS ONE* 6(2): e16782. doi:10.1371/journal. Or

Landau, M. J., & Keefe, L.A. (2014). This is like that: Metaphors in public discourse shape Attitudes. *Social and Personality Psychology Compass* 8, 463–473.

Roberts, R. M. & Kreuz, R. J. (1994). Why do people use figurative language? *Psychological Science*, 5(3), 159-163.

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

Week 12

READINGS

- Rhodes, M., Leslie, S.J., & Tworek, C. M. (2012). Cultural transmission of social essentialism. *PNAS*. doi: 10.1073/pnas.1208951109
- Govier, T. (2005). *A practical study of argument.* Thomson/Wadsworth. Excerpt.
- Drew, P. (1985). "Analyzing the use of language in courtroom interaction." in Van Dijk (Ed.). *Handbook of Discourse Analysis v. 3* (pp. 133-147). London: Academic Press. Not required.

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

Week 13

READINGS

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271–286. doi:10.1037/0003-066X.62.4.271

Williams, L., & Bartlett, M.Y. (2015). Warm thanks: Gratitude expression facilitates social affiliation in new relationships via perceived warmth. *Emotion*, 15, 1-5.

Hare, P. (2006). Language and communication. In H. H. Blumberg, A., Hare, P. & A. Costin (Eds.). *Peace psychology: A comprehensive introduction* (pp. 88-94). Cambridge UK: Cambridge Univ. Press.

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

Colloca, L., & Miller, F. G. (2011). The nocebo effect and its relevance for clinical practice *Psychosom Med.*, 73(7), 598–603. doi:10.1097/PSY.0b013e3182294a50.

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.