

Communication 3629:  
**Language and Social Interaction**

The Ohio State University  
School of Communication  
Spring 2020

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Class: Tuesday and Thursday  
12-45- 2:05 pm.  
Room: 106 Journalism

This course explores the question as to how we use language to communicate in every day contexts. One function of language use is to be able to explain, discuss and debate issues that are important to us in our families, at work, and our communities. The civil exchange of opposing perspectives is a cornerstone of democracy. Furthermore, surveys consistently show that employers desire those with strong communication and critical thinking skills. This term we will explore the role of language in various types of social interaction: talking to strangers, socializing, explaining, dialogue and argumentation. We will explore what features of language and social interaction can be used effectively to design clear explanations, express ourselves powerfully, conduct a dialogue and deliberate with others using good arguments. We will also engage in activities to help you develop insights about dialogue and argument, and design messages that are eloquent, evidenced-based and ethical.

**COURSE OBJECTIVES**

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

1. To know the differences between explaining, dialogue and debate as communicative events.
1. To understand the role of language in explaining, dialogue, argumentation and debate.
2. To develop our critical thinking abilities to analyze and evaluate the arguments of others
3. To develop our abilities to construct and present sound arguments in a debate with others.
4. To develop our ability to use language to conduct a dialogue with others.

**Catalog Description:** Examination of perspectives and ways to analyze language use in everyday contexts, with particular focus on the development of abilities to facilitate debate and dialogue on important social issues.

**Course Texts**

Readings come from a variety of sources on language and dialogue, argumentation, and debate, and are posted on Carmen.

Recommended: Tracy, K., & Robles, S. (2013). *Everyday Talk: Building and Reflecting Identities*. 2<sup>nd</sup> Edition. New York: Guilford Press.

## Course Activities

Examinations. All students will take two examinations over the content of the course. These examinations will consist of multiple choice and essay items, and will each count 12% toward the final grade in the course. Make-up exams will only be offered for medical or other similar, legitimate reasons.

In-class activities and homework: Class time produce opportunities to learn the language of dialogue, explanation, identity, power and argument. We will engage in various in-class analyses exercises, such as sharing research, learning about dialogue practices as well as debate strategies. Some language analyses will be group work that is handed in, and some will be individual homework. 8%

Participation in class and attendance will count 10%.

Discourse analysis assignments: (details for each assignment is forthcoming):

- a. Dialogue analysis and presentation: Students will explore, using two dialogue interviews, how others think about a polarizing topic. 8% The focus of this speech is to develop skill in using language to present arguments for or against some position that incorporates the views of opposing perspectives. 6%
- b. Language analyses: Students will write a 2 page essay that presents themselves to a potential employer. (6%)
- c. Non profit website re-design: Students will craft evidence based recommendations to improve a local website. (8%)
- d. Case Study individual analysis and group presentation on Talking to Strangers: Students will analyze one case from Gladwell's *Talking to Strangers*. (6%) presentation (6%)
- e. Debate brief. Students will develop an affirmative or negative brief, or summary of the arguments for his/her debate topic. 10%
- f. Debate. At least one four-person debate will occur. One team will take the position of the "government" while the other plays the "opposition." The assignment will incorporate background research prior to the debate. 8%

## GRADING

A	93% – 100%
A–	90% – 92%
B+	87% – 89%

B	83% – 86%
B–	80% – 82%
C+	77% – 79%
C	73% – 76%
C–	70% – 72%
D+	67% – 69%
D	60% – 66%
E	Less than 60%

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### 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 exercises for you to develop your skill at analyzing and designing dialogue and argumentation.
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 latest 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](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](mailto: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](mailto:slds@osu.edu); <http://slds.osu.edu>**

## TENTATIVE SCHEDULE

Day	Date	Lecture	Topic and Reading
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Week 1: The problem: The lack of civility and dialogue in American discourse

T	1/7		Course Introduction: A call for dialogue and argument in discourse
Th	1/9	1	What is dialogue? What is argument? <i>Lunsford, A.A., Ruszkiewicz, J.J., &amp; Walters, K. (2013). Everything's An argument, with readings. Boston: Bedford/St. Martins. Chapter 1. Everything is an argument.</i> Tracy, K., & Robles, <i>Everyday Talk</i> , Chapter 10. Narrative. (We'll discuss this chapter more in the next two weeks).

Weeks 2-4: Engaging in the language of dialogue: listening, narrative, deliberation, appreciative inquiry, cultural codes, facilitating dialogue

T	1/14	2	What is dialogue? Five tools for asking questions: deliberative questions, appreciative inquiry, critical incident technique, sense-making questions, narrative interviewing
Th	1/16	3	Tools, cont. Handouts provided. Stewart, J. (2013). <i>U&amp;Me: Communicating in moments that matter</i> . Chapter 1 only. Cooperrider, D. L., & Whitney, D. <i>Appreciative Inquiry</i> . Skim. Dervin, B. <i>Sense-Making Interviewing Techniques</i> .
T	1/21	4	Cultural codes for dialogue; facilitating dialogue
Th	1/23	5	Cultural codes, facilitating dialogue, cont. ; <u>read three, your choice:</u>  Carbaugh, D. (1999). "Just listen": "Listening" and landscape among the blackfeet, <i>Western Journal of Communication</i> , 63, 250-270, doi: 10.1080/10570319909374641  Philipsen, G. <i>Speaking culturally</i> . SUNY Press. Chapter 2, or Chapter 4.  Tracy, K., & Robles, S. (2013). Chapter 2. Read section on cultural analysis.  Fish Philosophy: <a href="https://www.youtube.com/watch?v=CXbYQPa9OVY">https://www.youtube.com/watch?v=CXbYQPa9OVY</a>  <i>A guide for training public dialogue facilitators: Everyday democracy</i> . Read 10 pages, your choice (e.g., Chapter 5).
T	1/28		Dialogue interview presentations
Th	1/30		Dialogue Interview presentations

Weeks 5-6: Engaging in the language of self-presentation and altercasting: power, values, eloquence, clarity

T	2/4	6	Finish up/Switch to Self-presentation (Dialogue Analyses due)
Th	2/6	7	Self-presentation strategies, Eloquence, Power
T	2/11	8	Self-presentation strategies/Individual analysis/Group analysis
Th	2/13		Group Analysis

Weeks 7-9: The language of talking to strangers: explanatory skills, conversation, cooperative assumptions

T	2/18	9	Gladwell's thesis. Gladwell, M. (2019). <i>Talking to strangers</i> . New York: Little Brown. Chapters 1, 3, 4
Th	2/20	10	Explanatory skills
T	2/25		Review (optional)
Th	2/27		Group Presentations
T	3/3		Group Presentations
Th	3/5		Examination #1

**SPRING BREAK**

Weeks 11-13: The language of debate: argument, evidence and reasoning, analysis of stock issues, debate roles, case construction, briefing

T	3/17	11	Case construction
Th	3/19	12	Case construction: <u>read two, your choice</u> <i>Hollihan, T.A., &amp; Baaske, K.T. (2005). Arguments and arguing: The products and process of human decision making, 2nd Ed. New York: Waveland Press. Chapter 11.</i> <i>Ziegelmueller, G.W., &amp; Kay, J. (1996). Argumentation: Inquiry and advocacy, 3rd edition. Englewood Cliffs, NJ: Prentice Hall. Chapters 11, 18, 19</i> <i>Freeley, Austin, Argumentation and Debate, 11<sup>th</sup> ed. Selected chapters.</i>
T	3/24	13	Rebuttals; fallacies
Th	3/26	14	Rebuttals: <u>read one, your choice</u>  <i>Hollihan, T.A., &amp; Baaske, K.T. (2005). Arguments and arguing: The products and process of human decision making, 2nd Ed. New York: Waveland Press. Chapter 9.</i> <i>Ziegelmueller, G.W., &amp; Kay, J. (1996). Argumentation: Inquiry and advocacy, 3rd edition. Englewood Cliffs, NJ: Prentice Hall. Chapter 19. (pp. 339-343)</i>
T	3/31		Debate Prep Session

Weeks 13-15: Debates

Th	4/2		Review (optional) (debate briefs due)
T	4/7		Debates

Th	4/9	Debates
T	4/14	Debates
Th	4/16	Examination #2

There may be updates or changes in order to make the class a better experience for everyone. Any changes will be posted to Carmen and announced in class.