

**Introduction to Discourse Analysis Tue  
& Thu 12:00**

**What you will do in the course and why.**

A bulk of everyday and professional works is performed through discourse in interaction, for example, chatting with friends, teaching languages, interacting with doctors or dealing customer service agents. Conversation analysis (CA) has demonstrated that these social actions are accomplished through the choices speakers make in the course of interaction. CA is considered one of the most disciplined and consistent research programs in social science. CA researchers have examined work-practices of professionals across fields such as doctors, lawyers, teachers, TV personnel and/or counselors through analyzing their real-time interaction. This course is designed to help you (1) learn about conceptual precepts and methodological precepts of CA and (2) develop research skills to analyze interaction in real-world that matters to daily and professional lives.

Throughout the course, you will be asked to perform a variety of activities in and outside class, including listening to lectures, analyzing data, participating in group discussion and conducting your own research. You will also experience what is called "learning through writing." Writing is one of the most effective tools to learn course content and to apply it. At the end of the course, you will see some visible evidence of your improvement in making informed argumentation through writing, which would be quite useful for various professional tasks you will perform in the future.

**By the end of the course, you will be able to...**

1. Gain the knowledge of the principles and rationales behind discourse analysis.
2. Apply the knowledge of conversation analysis so as to develop usable skills in real-life settings.
3. Speak and write about discourse phenomena intelligibly.
4. Become aware of your own learning processes.
5. Develop English speaking and writing skills at professional levels.

\*\*I will be happy to answer any questions about the course. However, the syllabus contains a lot of information you may need. So be sure to check the syllabus first.

**Who is the instructor?**

Yo-An Lee, Ph.D

English Language & Linguistics

For my research and teaching record, refer to <https://sites.google.com/site/ylee19/>

## What do I need to read?

### **Textbook**

1. Garcia, Angela. C. (2013). *An introduction to interaction: Understanding talk in formal and informal settings*. Bloomsbury

### **Articles Assigned**

2. Transcript Samples
3. Writing Samples

## Course Requirements

Attendance & Participation	1(-5)
Timed Writing	20
Speech Note	10
One minute data analysis	15
Group Project	15
Individual Project	40
Draft	10
Final Paper	25
Letter	4
SCW Tutoring	1

## Assignment Submission

1. All assignments should be submitted to SCW (Sogang Center for Writing) Writing Management System (<http://writing.sogang.ac.kr>) by the due date (11:59 pm).
2. My feedback on your assignments will be submitted to SCW Writing Management System. If you log-on to the system, you can see and download my feedback, learn about announcements and even do timed writing there. So familiarize yourself with the system.
3. The penalty for the late submission will be applied at the 25%, 50%, 75% and 100% deduction rate for each additional date.
4. Use the notice function in SCW website. I can respond to you there. More serious or long inquiry, use your email to communicate with me.

## Attendance & Participation

Class attendance is an essential part of the learning experience and an absolute requirement.

1. I want to acknowledge diligence and effort for classroom attendance. One extra point (1%) will be given to those who come to all classes without any excused or unexcused absence, late arrival or dearly departure. An extra point (0.5%) will be

given to those who come to all classes on time but have only one late arrival or early departure.

2. If you have documents to get excused for your absence, submit your documents to the office of Humanities (J604).
3. If you miss class, you are required to let me know at least one day ahead of the scheduled class by email. It helps me to re-arrange group works.
4. I will not be able to offer any tutoring for those who miss class. It is your responsibility to find your classmates who can help you with the missing works.

Active participation is critical for acquiring valuable learning experience.

1. The course will use a number of activities that are designed to facilitate your active participation. Without active participation, it is difficult for you to develop knowledge and skills using discourse analysis. If your participation is noticeably absent, I will speak to you to discuss not to lose any points.
2. The following behaviors will be penalized (2-5%) if they are repeated: sleeping, dozing, using mobile phone, refusing to answer, not participating, going out of the classroom during the class and/or other distracting behavior.
3. All rules become effective as of Mar 2<sup>nd</sup>, 2017.

### **Timed Writing (20%)**

Writing is an excellent way to help you understand and learn the course contents. Throughout the semester, I will ask you to do several timed-writings using SCW on-line management system on the assigned reading or class discussions. By far, this is the most effective way of improving students' content knowledge while developing their writing skills. This is a proven method of facilitating your critical and creative thinking skills. To do well, you should be prepared for class activities by reading the assigned reading and then participate in class activities.

#### **Procedure**

1. In class, I will let you know when the timed writing should be done (e.g., April 3-4). During this time, you need to log onto SCW course to perform the task.
2. Once you log-on, you will have to respond to one writing prompt within the time period that was determined in the system (e.g., 40 minutes or 60 minutes).
3. Once you are done, you can save and log-out. Since the total amount of time you can use is already set, you are strongly encouraged to stay with the task once you begin.
4. You will not be given any second chance after the designated time.
5. You will do timed writing multiple times in the course. You will be asked to choose one out of two or three timed writings and I will grade what you select.

#### **Grading Criteria** (Poor >> 1 2 3...5...8 9 10 <<< Exceeds)

##### **1) Content/Ideas**

Writing contains focused ideas that are logically developed while offering relevant details.

2) Reading

Writing demonstrates adequate and accurate understanding of the source materials and their supporting details.

3) Organization

Writing shows organizational structures that help readers process the information adequately and logically from introduction to conclusion.

4) Language use

Writing shows fluent and confident use of language and its errors do not deter or obstruct readers' understanding.

### **Speech Note (10%)**

Your participation in this course is essential to develop the ability to understand the course content and to communicate informed views. This ability is not developed overnight but through regular and consistent practices. Speech note is a great way for you to make meaningful and informative contribution while reducing anxiety in participating discussions. Bring a plain notebook to every class. You will be asked to write on it multiple times in each class before you speak. I will browse your notebooks twice to check if you have utilized the notebook. Your speech note offers strong evidence that you use it regularly to reflect on discourse issues and to participate in classroom activities such as offering your opinions, sharing your ideas and analyzing course contents.

**Grading Criteria** (Poor << 1 2 3 4 5 >> Excellent)

### **One minute data analysis (15%)**

If you have some experience with collecting and analyzing data from discourse interaction, what the authors of the textbook says will make better sense to you. One minute data analysis is designed to help you begin gathering and analyzing the data of your choice. Since this might be the first experience of researching discourse data, I do not expect that your analysis will be of professional quality.

Record conversation you have in any setting (family, friend gathering, telephone conversation, TV interviews and etc.) for about a minute or so. Transcribe them and then, select the part that interests you. Then, describe what goes on in the data in reference to the assigned readings and class discussion in 400-500 words. You may write down what you have observed such as turn-taking, preference, repairs and etc. Or you might talk about distinctive patterns you discovered from the data.

1) Excellent (14-15)

Offer excellent observation of the discourse phenomena and make substantive and informed connection to the course readings.

2) Good (12-13)

Offer recognizable observation of the discourse phenomena and make some connection to the course readings.

3) Average (10-11)

Display some observation of the discourse phenomena and show marginal connection to the course readings.

4) Poor (0-9)

Substantive analytic findings are missing with very little or no connection to the course readings.

### **Group Project (15%)**

This is an activity designed to have you collaborate with other students to critically examine data of your choice. By working collaboratively, you will learn to appreciate different experience and sensibility your classmates have. This also helps you prepare for final project that you will do alone. Collaborative research also trains you to deal with and negotiate with those who have different ideas to reach consensus.

#### **Procedure**

1. Form a group of 4-6 with those who would examine the same set of data.
2. As a group, you should determine the nature of the data to be analyzed. The data set should be similar in its nature and scope (e.g., medical consultation, congressional hearing, dinner table conversation and etc.). You can use Korean data.
3. Then, each person collects the data set respectively and brings to the group meeting to brainstorm about what to analyze and how.
4. Then, pick one data set for presentation by developing group argument for the presentation.
5. Each group will be given about 15-20 minutes to present.
6. The presentation is not just about introducing the data. It also provides a platform for you to present thesis-oriented argument about language use in interaction.
7. Everyone should contribute to the group project. The quality of group work is readily manifested in the way presentations are organized, for example, whether the argument was out of serious discussions or out of single person perspective.

#### **Grading Criteria (Poor >>> 1 2 3 .... 13 14 15 <<< Excellent)**

1. Coverage

The presentation contains all the required components of the data presentation.

2. Understanding of the source

The presentation reflects adequate and accurate understanding of the source text from prior research.

3. Analysis

The presentation as a whole offers logical and insightful analyses of the data for the parties' contingent methods of discourse use.

#### 4. Presentation

The presentation is effective and thus convincing. It also manifests evidence of collaborative work.

### **Individual Project (40%)**

Throughout the course, you have a number of opportunities to read, review and analyze interaction data. This project is to have you experience how discourse shapes, motivates, and influences the way people carry out their everyday affairs both in their private and/or professional settings. This task requires you to collect a small sample of discourse data and analyze them by making use of course readings and class discussions. The final report should be about 7-8 page long (1800-2200 words + references or appendix). The report should include (1) introduction (2) Literature Review (3) Data Analysis (4) Conclusion.

#### *Data*

You need to use data set that should be taken from real-world, not from scripted dialogue (such as movie, sitcom or drama). Real-world data are those that involve interactions such as natural conversation, business negotiation, doctor-patient conversation, congressional hearing, media interviews, and so on. By having you examine real-world data, this task helps you develop observational skills of how people carry out their social actions through interaction, which is not always visible to naked and untrained eyes. You can use a data set that you have collected for your group work or one minute analysis. However, they have to be substantially different from group presentation and one minute analysis.

Record the conversation (minimum 10 minutes) and transcribe them following the convention suggested in conversation analysis. If you examine a collection data, find at least three segment with each one lasting 3 minute long. Then, you will analyze the data in order to examine (1) what actions the participants carry out (e.g., how doctors bring out the medical information from the patient, how the parent reproach their kids, how people negotiate prices at work-places, how the call center staff discusses the problems with the client and so on) and to analyze (2) how this action is carried out specifying choices people use in the talk. (3) In doing this analysis, you need to find 3 additional resource (prior research) through library research.

#### **Draft (10%)**

This draft is designed for me to intervene in your research process and to give you some guidance. It also helps you think longitudinally rather than doing your project at the last minute. Write a 700-800 word long document that includes the following criteria.

#### **Grading Criteria** (Poor >>> 1 2 3 .... 8 9 10 <<< Excellent)

1. It has a recognizable focus that has potential to develop into an informative study.
2. It justifies why the question is important to pursue adequately.

3. Use at least 2 resources outside class readings to demonstrate your ability to find and understand relevant sources.
4. Do not use bullet points but build prose or narrative passages to show trajectory of arguments.

### **Final Paper (25%)**

Your final paper should contain the following components. Many students often gauge their progress by the amount of writing or the number of sources they used (i.e., So far, I've written 7 pages and used 2 sources). More than likely, however, the length is not the most problematic parts in students' writing. The quality of your project depends on whether you can pull off 'a thesis or argument' in a convincing and coherent manner. Use the following criteria to organize your research project.

### **Grading Criteria** (Poor << 1 2 3 .....9 10 11 ..... 23 24 25 >>> Excellent)

#### 1) Cogency of the main argument

The essay presents unique and discernable argument about the discourse data you analyzed. This means that your report has one or two important findings about the interaction you analyze. Stating the main argument once is not sufficient. You need to develop them through guiding readers through logical trajectory of arguments along with evidence and examples. Your analysis manifests your original and in-depth interpretation of the data by analyzing methods and choices of the parties the discourse data manifest.

#### 2) Adequacy of Structure

The entire essay should be organized to serve the main arguments consistently and coherently by using structural resources such as introduction, method and conclusion that function adequately. Your introduction introduces your topic and plan for the paper. The paper also has a literature review section that connects your research to what other people have done on the same topic. The method section explains the process or step you take to perform the research and analyses of the data used in the paper. Your conclusion sections should bring together what you have done in the paper to present your primary thesis.

#### 3) Understanding of the sources

The essay is based and built upon what others (source materials) have done on the same topic. Otherwise, your principles are likely to remain personal reflection or common-sense based trivia. For this reason, the essay should demonstrate accurate understanding, thoughtful reflections and insightful analysis of the source texts you used in the paper while connecting their themes and findings to your own analysis. Source texts here include the textbook and 3 additional sources that you found. You can use those chapters that were not covered in the textbook as additional sources.

#### 4) Valid Method and Insightful Analysis

The report includes description of what kinds of data were collected and how they are analyzed. The process of research has to reflect any of the conceptual precepts and methodological principles of CA presented in the assigned reading. Your analysis of

the data should be insightful and thoughtful in identifying methods and choices the participants demonstrate and in inferring its importance.

#### 5) Language use

The language use in the essay is effective, fluent and adequate without substantial errors or mistakes that often deters or obstruct readers' understanding. The fluent use of language involves a good use of vocabulary, command of grammar and discourse coherent control over various linguistic resources. The report also uses consistent writing styles. The entire writing should be between 1800-2200 words.

#### Letter (4%)

Write a one page informal letter (150-200 words) that shows how your final paper addresses my feedback on your draft. Attach the letter to the last page of the final paper.

#### SCW Consulting (1%)

Sogang Center for Writing (SCW) offers tutoring services for undergraduate students. Once you complete your draft (book review or final paper), use SCW tutoring service. You will need to submit your writing one day ahead of the scheduled tutoring session (<http://writing.sogang.ac.kr>). Once you have a tutoring session, you will get 1 point.

### Plagiarism

When you copy a sentence or more from the sources without citing them adequately, it becomes plagiarism. There are two ways of citing sources: use direct quotes and paraphrasing. I take this matter very seriously. Persons who are suspected of plagiarism will get a penalty (20%) of the total grade for the course. The second time will result in an F grade and you will be reported to the school officials.

### Note on Classroom Discussion

This class will have many discussions both in small group setting and of the entire class. There are several benefits of participating classroom discussions.

- ✓ It helps you explore a diversity set of perspectives
- ✓ It helps you become committed and connected to a topic
- ✓ It increases your awareness of and tolerance for ambiguity or complexity
- ✓ It helps you recognize and investigate their assumptions
- ✓ It encourages attentive, respectful listening
- ✓ It increases intellectual agility
- ✓ It affirms that you are a co-creators of knowledge
- ✓ It develops the capacity for the clear communication of ideas and meaning
- ✓ It helps students develop skills of synthesis and integration

#### Schedule

Mon	Week: Date	Reading (Page numbers)	Assignment & Activity
Mar	W1: 2	Introduction	

	W2: 7	Ch 1. Introduction to the study of CA	
	W2: 9	Ch 2-1. Understanding ethnomethodology	
	W3: 14	" 2-2 EM perspectives on talk and ....	
	W3: 16	Ch 4. Preparing the data	
	W4: 21	No class	
	W4: 23	Ch 3-1. Understanding and doing CA	Data Collection Assignment
	W5: 28	" 3-2. Data collection for ...	
	W5: 30	Ch 5-1. The turn taking system	
Apr	W6: 4	" 5-2. Summary of turn allocation...	
	W6: 6	Ch 6-1. Adjacency pair, Preference ...	
	W7: 11	" 6-2. Preference organization)	
	W7: 13	No Class	
	W8: 17-22	<b>Midterm Examination: No Exam</b>	
	W9: 25	Ch 7. Sequential organization	
	W9: 27	Ch 8. Opening	One Minute Analysis Due
May	W10: 2	Ch 9. Closing	
	W10: 4	Ch10. Error avoidance and repair	
	W11: 9	Ch 14. Routine service calls	
	W11: 11	Ch 18. Doctor patient communication...	
	W12: 16	Ch 20. Trials and other public legal...	
	W12: 18	Ch 23. Television news interviews	
	W13: 23	Ch 25. Talk in business context	
	W13: 25	Group Presentation	
	W14: 30	Ch 13-1. Referring to persons	Draft Due June 31 <sup>st</sup>
June	W14: 1	" 13-2 Membership Categorization.....)	
	W15: 6	No Class	
	W15: 8	Ch 11. Creating Topical Coherence	
	W16: 13	Ch 12. Story telling ...	Final Due June 15 <sup>th</sup> .

	W16:15-22	<b>Final Examination: No Exam</b>
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