Conversation Analysis

To analyse conversation, ultimately, means to analyse how people interact. In this seminar we will explore how speakers manage the (apparently) simple task of social interaction in everyday life. We will examine the micro-structures of human conversation, as discovered by the founders of the discipline - Harvey Sacks, Emanuel Schegloff and Gail Jefferson – in the late 1960s. We will learn about the empirical methodology used to analyse real language data from multifarious scenarios, ranging from casual phone calls to institutional talk. Students will acquire the technical skills needed to compile and analyse their own data and conduct their own analyses of the linguistic mechanisms used to establish, organise and maintain social relationships.

Coursebook/Preparatory readings
Liddicoat, Anthony. 2011. *An Introduction to Conversation Analysis*. London: Continuum. (see Moodle)
Sacks, Harvey, Emanuel A. Schegloff and Gail Jefferson. 1974. "A simplest systematics for the organization of turn taking for conversation." *Language* 50: 696–735. (see Moodle)

Learning objectives
By the end of the course, students should be able to
- define and explain the main structures and features of human conversational interaction
- take a critical approach to theoretical and empirical accounts of conversation phenomena in the literature
- collect and process their own natural language data
- implement their knowledge of CA methodology and findings in their own analysis of selected datasets

Major goals:
- in-depth grasp of language mechanisms, enhanced critical thinking, reading, writing, active listening and discussion skills

Modules
Master of Education: Ka 'Linguistics', Kb 'Linguistics', I 'Linguistics 2'
Master Anglophone Studies: 'Language in Use I' (Language in Use 1 + 2), 'Language in Use II' ('Pragmatics', 'Discourse Linguistics')
Master Kulturwirt: Culture and Language 'Linguistics'

SEMESTERAPPARAT: UL shelf GW/GSW 682

Activity level
2 hours weekly seminar (or online equivalent) + min. 2 hours weekly preparation + exam
Regular, active attendance: readings, discussions, tasks, team work. For confirmation of regular attendance max. 3 absences offline; or course completion online.

Oral exams: 20-30 minutes, potentially covering all topics

Term papers
All papers should include an empirical analysis (qualitative/quantitative). The length and extent of the analysis will depend on the research question. You can write an explorative paper focusing on one major research area in CA, illustrated by real data, e.g. turn-taking, the role of silence, openings/closings, …; based on spoken or CMC data; or an empirical paper presenting an analysis of your own dataset (recorded and transcribed) based on a central research question; or an explorative paper on written data, exploring the applicability of CA methods to writing, including scripted dialogues or even literary discourse.

Linguistics Style Sheet: https://www.uni-due.de/anglistik/linguistics/academicpapers_and_exams.shtml

Contact/office hours: http://www.uni-due.de/anglistik/linguistics/linguistics3/hernandez_nuria

Syllabus (preliminary)

Week	Date	Topic	Prepare
W1	April 15	**Meet and greet (synchronous)** Syllabus, materials in Moodle Study programmes and exams Motivations, expectations, constructs What is a conversation?	**Moodle infos** **your expectations for this course** optional: purchase Liddicoat (2011)
W2	April 22	**What is CA? (synchronous)** Conversation ≠ Discourse Context, registers, social relationships Linguistic concepts involved First examples	**Liddicoat (2011), ch.1** **prepare these questions:** • **What is 'conversation'?** • **What is the main aim of CA?** • **Who founded the discipline?** • **Why is 'context' dynamic?** Extras: Liddicoat ch.2+3, Fox et al. (2013), Rawls (2012), Sacks (1984a), Wikipedia in addition
W3	April 29	**Data: Self-study week (asynchronous)** Application of transcription guidelines The importance of knowing your data, or: the transcript and beyond	**Jefferson (1984) "Transcript notation"** Read, then, using these transcription guidelines, adapt the transcript provided in Moodle to take it as closely as possible to the recording **be ready to share your transcript with fellow students in Week 4**
W4	May 06	**Opening a conversation (synchronous)** study groups, transcription	**Liddicoat, ch.10** Extra: Schegloff (1979) on telephone openings
W5	May 13	Ascension Day	
W6	May 20	**Closing a conversation (synchronous)** study groups, data analysis	**Liddicoat, ch.11** **Moodle: analysis task**
W7	May 27	**Turn-taking (asynchronous)**	**Sacks et al. (1974) (Moodle Textlabor)** **Moodle videos** extras: Liddicoat ch.5, Sacks (1984)
W8	June 03	Corpus Christi	
W9	June 10	**Gaps and overlaps (synchronous)** measurability, social functions	**DeFrancisco (1991) (Moodle Textlabor)** **Goldberg (1990) (Moodle Textlabor)** Extras: Liddicoat (2011), ch.6; Stivers & Rossano (2010)
W 10	June 17	**Data Session (synchronous)** study groups, data analysis	**Moodle tasks**
W 11	June 24	**Adjacency pairs and preference organisation (asynchronous)** institutional talk, interrogations	**Liddicoat, ch.7** **Moodle tasks** Extra: Ilie (2001) on talkshows
W 12	July 01	**Repair (synchronous)** incl. cultural/individual variation	**Liddicoat, ch.9** Extra: Delves & Stirling (2010) on repair and autism
W 13	July 08	**JOKER**	**JOKER**
W 14	July 15	**Wrap-up and question time (synchronous)**	**Moodle tasks**
W 15	July 22	oral examination period	