

Linguistics 400: Linguistic Analysis II
 Rice University
 Spring 2021

Syllabus

Class Meetings: MWF 2:45-3:40PM, Synchronously on Zoom

Instructor:	Dr. Robert Englebretson	(“Dr. E”)	he/him/his
Physical Office:	Herring 206		
Hangout Hours:	on Zoom Thurs. 3-5pm, and by appointment		
E-mail:	reng@rice.edu (I answer emails within 24 hours, usually sooner.)		
Office Phone:	713 348-4776 (Leave a voicemail and I will return your call ASAP.)		

Course Canvas Site: <https://canvas.rice.edu/courses/37258>

Course Objectives and Learning Outcomes

This class focuses on the analysis of language in its natural habitat. We use language in a variety of contexts, to fulfill a broad range of communicative and social goals. In this course we will examine how contexts, functions, and usage influence linguistic form, and how to analyze language-in-use from a range of perspectives.

Upon completion of this course, you will be able to:

- ✓ Record, transcribe, and analyze natural spoken discourse.
- ✓ Analyze units of language beyond the clausal level, such as narratives, conversation, oral history, expository text, internet discourse, etc.
- ✓ Conduct basic grammatical and semantic analyses using corpora and concordance queries.
- ✓ Understand the intricate relation between meaning, grammar, and discourse—the basic idea behind the usage-based model of language.
- ✓ Understand how language is socially contextualized, and the complex relationship that exists between discourse, society, and ideologies.

Online Course Expectations and Attendance

During the Spring 2021 semester, Ling 400 is fully online due to the coronavirus. Class sessions will take place synchronously on Zoom. If you live within four time zones of Houston, you are expected to attend synchronously. If you live further away, or if you miss a class, you may ‘attend’ asynchronously on Canvas, where recordings of each class will be posted. For privacy

reasons, these recordings are only available to students registered in the course, and they must be streamed and are not downloadable.

You are expected to arrive on time via Zoom, and to be actively engaged in class. However, you are **not** required to use your video camera unless you wish to do so. During in-class discussion and data sessions, be prepared to use your microphone, know how to 'mute' and 'unmute' your audio, and use the chat window and the 'raise hand' function when you have questions.

If you find that you are having technical difficulties with Zoom or Canvas, or if you are having equipment or connectivity problems that are interfering with your ability to take part in the class, please get in touch with me right away so that we can find a solution. In an online course such as this, communication is crucial, and I will do what I can to help you access the resources you need.

On a personal level, I recognize that this past year has been a stressful and difficult time for all of us, myself included. As your professor in this class, I aim to be flexible, supportive, and an ally to you, as we all do our best to work together and navigate online learning during the pandemic. Communication is key. During the first two weeks of the semester, I will be setting up individual Zoom meetings with each of you, to get to know a bit about you, where you're at, your goals for this class, and anything else you wish to discuss. Throughout the semester, I encourage you to connect with me and with each other on Zoom during hangout hours (with or without popcorn!), to build community by working together on class projects and data sessions, and to email me any time you have questions or if you wish to set up a Zoom appointment outside of hangout hours.

REQUIRED TEXTS AND MATERIALS

Strauss, Susan and Parastou Feiz. 2014. *Discourse Analysis: Putting our Worlds into Words*. Routledge. ISBN 978-0415522199.

This textbook is available for free download through Fondren Library's eBook collection at <https://www-taylorfrancis-com.ezproxy.rice.edu/books/9780203121559>

In addition, there is a course reading list of published journal articles, available online through the resources at Fondren Library. Articles are listed in the bibliography of this syllabus, and I will post the links on our class's Canvas page.

Course Requirements and Grading

- | | |
|--|-----------------------|
| ❑ Active participation in class discussion and data sessions | 8% |
| ❑ Discussion Points (Course Blog) | 12% |
| ❑ Team-led discussion on two articles from the reading list | 20% (10% per article) |
| ❑ Midterm project and presentation (recording/transcript) | 30% |
| ❑ Final project (research paper): | 30% |

Course letter grades will be assigned as follows:

0-59.99%	60-69.99%	70-79.99%	80-89.99%	90-100%
F	D	C	B	A

Designations of plus and minus will be given to grades ranging within 1 percentage point of the cutoff. For example: 99.0-100% is an A+, 90.0-90.99% is an A-, 89.0-89.99% is a B+, and so on. You must earn at least 60% to pass the course.

There is no midterm and no final exam!

PARTICIPATION: Because this is a seminar-style class, your involvement and attention is crucial! You are required to attend synchronously on Zoom, unless you live further than four time zones from Houston. If you are unable to attend on a particular day, please let me know before the start of class. You do not need to explain or justify your absence—I trust your judgement as to what you need to do to care for yourself and your community. But you do need to acknowledge that you will be missing class. More than two unacknowledged absences will lower your participation grade by 1 percentage point per occurrence. You are also required to actively participate in and contribute to data sessions and discussion of readings.

DISCUSSION POINTS: For each of the starred readings on the schedule, you are required to submit three discussion points: questions, quibbles, rants, notable quotations from or observations about the article, etc. When relevant, you can include illustrative examples of the discourse phenomenon being discussed on that day (from your own recording/transcript, from pop culture or meme, or something you've observed or overheard.) Submit your discussion points as a blog entry on the course discussion thread on Canvas by noon on the day we will be discussing the reading. You are encouraged to read and comment on each other's blog entries. The content of your discussion points is ungraded, but submitting them is worth a total of 12% of your course grade—1% per article. Since there are 15 articles, this means you have three freebees! Blog entries are due no later than noon on the day of discussion.

READING DISCUSSANT TEAMS: You will be assigned to two teams, consisting of three or four students in total. Each team will be assigned one of the starred articles on the schedule, and will be responsible for leading class discussion on that day. Discussion should take 30-40 minutes, should briefly summarize the main points of the article, address any methodological/practical difficulties raised, discuss the analytical and theoretical implications of the research, and facilitate class discussion of the blog posts for that day. We will work out the teams and articles during the first two weeks of the semester. Each team is welcome to meet with me ahead of time to work out details and any questions you may have.

MIDTERM PROJECT AND PRESENTATION: During the first part of the semester, you will record 45-60 minutes of natural spoken discourse and transcribe approximately six minutes of it. For safety during the pandemic, you must make your recording on Zoom, or in-person while observing Rice's physical-distancing and mask requirements. (It may be interesting to observe how these interactions may differ from the typical face-to-face conversations we will be discussing in data sessions and articles.) Your recording and segment proposal is due February 24, and the final version of your transcript is due March 24. We will pool these recordings and transcripts, and they will form a class corpus—a collective source of data for researching topics covered during the semester. More details about this assignment will be distributed during the first week of class. During the week of March 29, you will give a short in-class presentation (around 8 minutes per student); briefly summarize your

recording, and show how some aspect of the recording is relevant to something we have looked at in the course so far.

FINAL PROJECT (RESEARCH PAPER): You are expected to submit an original research paper related to the subject matter of this course. The paper should either be a macro-level analysis of a piece of discourse data, a close analysis of a social action pursued through talk, or a micro-level analysis of a grammatical phenomenon observed in discourse. The data may be from any language, but must be naturally-occurring discourse (any genre). Please meet with me sometime during the semester to discuss ideas for your project and get preliminary feedback. The final, written version of your paper is due by May 12 at 11:59pm (the last day of the final exam period), submitted on the assignments section of the course Canvas site. More information about this assignment will be made available later in the semester.

Rice Honor Code

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at <http://honor.rice.edu/honor-system-handbook/>. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Cite all sources, and quote any material which is not your own work. Acknowledge the sources of corpora and other discourse data which you are using. The final term paper must consist of original work. Plagiarism is a violation of the Rice Honor code. Feel free to e-mail me or stop in to hangout hours if you have any specific questions on what is or is not acceptable under the honor code in this class, or how best to cite your research sources for your paper.

Title IX Responsible Employee Notification

Rice encourages any student who has experienced an incident of harassment, pregnancy discrimination or gender discrimination, or relationship, sexual, or other forms of interpersonal violence to seek support from The SAFE Office.

At Rice University, unlawful discrimination in any form, including sexual misconduct, is prohibited under Rice Policy on Harassment and Sexual Harassment (Policy 830) and the Student Code of Conduct. As the instructor and a responsible employee, I am required by Title IX to disclose all incidents of non-consensual interpersonal behaviors to the Title IX Coordinator on campus. Although responsible employees are required to make this notification, it is the student's choice to pursue a formal complaint. The goal is to make sure that students are aware of the range of options available and have access to the resources when in need. For more information, please visit safe.rice.edu, titleix.rice.edu, or email titleixsupport@rice.edu.

Disability Support Services

If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Support Services (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Course Outline

The following schedule may change slightly as the semester progresses. I will communicate any changes in class and will post them in the announcements on the course Canvas site.

Each reading marked with an asterisk requires blog posts, due by noon, and a student discussant team.

S&F refers to the chapters in the Strauss & Feiz textbook. (These do not require blog posts or discussants.)

Date	Topic	Reading
WEEK 1		
1/25	Course Goals/Introduction	S&F Ch. 1
1/27	Recording Spoken Discourse	None
1/29	Discourse Transcription #1	None
WEEK 2		
2/1	Discourse Transcription #2	(Skim) Du Bois et al.
2/3	Genre/Register/Participation Frames	S&F Ch. 3
2/5	Genre/Register Datasession	None
WEEK 3		
2/8	Narrative	None
2/10	Narrative #2	None
2/12	Narrative Datasession	None
WEEK 4		
2/15	Discourse Frames & Registers	*Seilhamer, 2011
2/17	No Class (Weds. 'sprinkle day')	
2/19	Grammar/Meaning/Conceptualization	S&F Ch. 2
WEEK 5		
2/22	Discourse & Grammar #1	*Thompson & Mulac, 1991
2/24	Discourse & Grammar #2 Recordings are Due	*Tao, 2003
2/26	Discourse & Grammar #3	*Staley & Jucker, 2021
WEEK 6		
3/1	No Class (Mon. 'sprinkle day')	
3/3	Meaning & Collocation	Stubbs, 2007
3/5	Meaning & Collocation #2	*Stange, 2021

WEEK 7		
3/8	Meaning & Collocation #3	*Wilkinson, 2020
3/10	Reference/Deixis/Stance	S&F Ch. 4
3/12	Coherence/Cohesion/Info Structure	S&F Ch. 5
WEEK 8		
3/15	Discourse & Grammar #4	*Du Bois, 1987
3/17	Discourse Markers	None
3/19	Discourse Markers #2	None
WEEK 9		
3/22	Discourse Markers #3	*Aijmer, 2018
3/24	Dialogicality Datasession Transcripts are Due	None
3/26	No Class (Fri. 'sprinkle day')	
WEEK 10		
3/29	Midterm Presentations #1	None
3/31	Midterm Presentations #2	None
4/2	Midterm Presentations #3	None
WEEK 11		
4/5	Conversation Analysis	S&F Ch. 6
4/7	CA #2	None
4/9	CA #3	*Baffy, 2020
WEEK 12		
4/12	CA #4	*Seuren et al., 2021
4/14	CA Datasession	None
4/16	Formulaic Social Actions #1	*Kitzinger & Frith, 1999
WEEK 13		
4/19	Formulaic Social Actions #2	*Overstreet & Yule, 2001
4/21	Formulaic Social Actions #3	*Matley, 2018
4/23	Critical Discourse Analysis	S&F Ch. 9
WEEK 14		
4/26	CDA #2	*Williams, 2020
4/28	CDA #3	*Hodges, 2015
4/30	Summary/Wrap-up	None
FINALS WEEK		
5/12	Research Paper Due by 11:59pm	

List of Readings

Strauss, Susan and Parastou Feiz. 2014. *Discourse Analysis: Putting our Worlds into Words*. Routledge. ISBN 978-0415522199.

This textbook is available for free download from Fondren Library's eBook holdings at <https://www-taylorfrancis-com.ezproxy.rice.edu/books/9780203121559>

The following articles are listed in the order in which they are assigned. I will post the links on the class Canvas page so that you can access them through Fondren Library's journal holdings.

Du Bois, John W., Stephan Schuetze-Coburn, Danae Paolino, and Susanna Cumming. 1993. "Outline of discourse transcription." In Jane A. Edwards and Martin D. Lampert, eds. *Talking data: transcription and coding methods for language research*, 45-89. Hillsdale, NJ: Lawrence Erlbaum.

Seilhamer, Mark Fifer. 2011. "On doing 'being a crank caller': A look into the crank call community of practice." *Journal of Pragmatics*, 43: 677-690.

Thompson, Sandra A. and Anthony Mulac. 1991. "The discourse conditions for the use of the complementizer 'that' in conversational English." *Journal of Pragmatics*, 15: 237-251.

Tao, Hongyin. 2003. "A usage-based approach to argument structure: 'remember' and 'forget' in spoken English." *International Journal of Corpus Linguistics*, 8: 75-95.

Staley, Larssyn, and Andreas H. Jucker. 2021. "'The uh deconstructed pumpkin pie': The use of uh and um in Los Angeles restaurant server talk." *Journal of Pragmatics*, 172: 21-34.

Stubbs, Michael. 2007. "Notes on the history of corpus linguistics and empirical semantics." In M. Nenonen & S. Niemi, eds., *Collocations and Idioms*, 317-329. Joensuu (Finland): Joensuu Yliopisto.

Stange, Ulrike. 2021. "'He Should so Be in Jail': An Empirical Study on Preverbal So in American English." *Journal of English Linguistics*, [Online ahead of print].

Wilkinson, Mark. 2020. "Discourse analysis of LGBT identities." In Eric Friginal and Jack A. Hardy, eds. *The Routledge Handbook of Corpus Approaches to Discourse Analysis*, 554-570. Routledge.

Du Bois, John W. 1987. "The discourse basis of ergativity." *Language*, 63: 805-855.

Aijmer, Karen. 2018. "Positioning of self in interaction: Adolescents' use of attention-getters." In Kate Beeching, Chiara Ghezzi, and Piera Molinelli, Eds. *Positioning the Self and Others: Linguistic Perspectives*, 177-195. Amsterdam: John Benjamins.

Baffy, Marta. 2020. "Doing 'being interrupted' in political talk." *Language in Society*, 49: 689-715.

- Seuren, Lucas M., Joseph Wherton, Trisha Greenhalgh, and Sara E. Shaw. 2021. "Whose turn is it anyway? Latency and the organization of turn-taking in video-mediated interaction." *Journal of Pragmatics*, 172: 63-78
- Kitzinger, Celia, and Hannah Frith. 1999. "Just say no?": the use of Conversation Analysis in developing a feminist perspective on sexual refusal." *Discourse and Society*, 10: 293-316.
- Overstreet, Maryann and George Yule. 2001. "Formulaic disclaimers." *Journal of Pragmatics*, 33: 45-60.
- Matley, David. 2018. "Let's see how many of you mother fuckers unfollow me for this': The pragmatic function of the hashtag #sorrynotsorry in non-apologetic Instagram posts." *Journal of Pragmatics*, 133: 66-78.
- Williams, Emily A.E. 2020. "Critical discourse analysis for language policy and planning." In Eric Friginal and Jack A. Hardy, eds. *The Routledge Handbook of Corpus Approaches to Discourse Analysis*, 481-498. Routledge.
- Hodges, Adam. 2015. "Ideologies of language and race in US media discourse about the Trayvon Martin shooting." *Language in Society*, 44: 401-423.