

APLNG 586: Analyzing Classroom Discourse

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Office hours: by appointment

T R 2:30-3:45

112 Keller

Course Description and Objectives

This graduate seminar provides an introduction to basic concepts of conversation analysis (CA) and its use in the study of classroom interaction. Through participation in a variety of activities, it is expected that you will develop 1) a deeper understanding of and ability to use key concepts associated with CA and the study of classroom interaction, 2) a basic understanding of the research questions about classroom interaction that CA is used to investigate, and 3) some basic knowledge about transcription software and practical skills in transcribing and analyzing data.

We will take an inquiry-based approach to learning. This means that to the greatest extent possible, you will be the leader of your explorations of the specific topics. To be successful, you must be curious, focused, goal-oriented and diligent. To the best of my ability, I will instruct, facilitate, guide and in other ways help ensure that our collaborative explorations are rewarding.

Required Texts

- a. ten Have, P. (2007). *Doing Conversation Analysis: A Practical Guide*. 2nd ed. Sage Publications
- b. Sidnell, J. (2010), *Conversation analysis: An introduction*. Wiley

Additional required readings are listed in the course schedule and can be found on ANGEL.

****CITI training module – all students must complete the CITI training module for conducting social science research, see details in schedule****

Equipment Requirement

You will need a pair of decent headphones for transcribing data.

Course Activities

A. Participation

15%

You are expected to attend all classes, be on time, come fully prepared, and participate fully and appropriately in in-class activities.

B. Individual Activity:

1. Glossary of key terms and concepts; reflections on data sessions **30% MA 20% PhD**

a. You will create a glossary of terms and concepts that you encounter in the readings over the course of the semester (google docs). By the Tuesday of each week, choose a total of five terms and/or concepts from the readings for the week (Th-Tu) and to include in the glossary. For each term/concept, include a detailed definition and complete citation of its sources. Make sure you have your glossary completed and handy (on ipad/smartpad/computer) to share each Tuesday.

b. You will post reflections on ANGEL on the data sessions (C2) given on the day you are NOT presenting, noting what you learned, what questions still remain, and anything else you feel important to reflect on.

C. Small group, pair and blended pair-individual activities

1. CLAN workshop

10% PhD Students only

As one group, the PhD students will lead us through a workshop on using CLAN, a software program for transcribing and analyzing video and audio data. The group will demonstrate and discuss the program's features, and provide examples of transcripts using special transcription keys and opportunities for us to practice using the software.

CLAN: <http://chilides.talkbank.org/clang/>

2. Transcription familiarization, data session and reflection paper

20%

You and your number pair partner are to select one of the clips from the list below. Refine the transcript of 4 consecutive minutes of the video using the CA conventions found in ten Have (you choose the segment). You will then use your revised transcript to lead a 30-minute data session. Each of you must write a 2-3 pg.

(double-spaced) paper in which you describe the additional information you included in transcript and reflect on the a. transcription process b. implications of the refined transcript for analysis and c. the promises and pitfalls of leading a data session. Include the original transcription and the newer version with the paper. Do not include a title page. In the top right corner of the first page include a title on one line and your name and date on another (single-spaced).

Clips to choose from (from talkbank.org)

- <http://talkbank.org/browser/index.php?url=ClassBank/Curtis/dec05/dec05e.cha>
- <http://talkbank.org/browser/index.php?url=ClassBank/TIMMS/USA/107/107a.cha>
- <http://talkbank.org/browser/index.php?url=ClassBank/TIMSS-Math/USA/120/120c.cha>
- <http://talkbank.org/browser/index.php?url=ClassBank/Curtis/nov28/nov28i.cha>
- <http://talkbank.org/browser/index.php?url=ClassBank/ILS/aids.cha>
- <http://talkbank.org/browser/index.php?url=ClassBank/CarlaJim/garden1.cha>
- <http://talkbank.org/browser/index.php?url=ClassBank/TIMSS-Math/USA/123/123a.cha>

3. Pair presentation of a required reading 5%

Twice in the semester you and a partner will lead the class in a presentation of the main points and discussion of one of the required readings. You will have 35 minutes for the presentation and discussion.

4. Data analysis pair project 30%

You will prepare an analysis of naturally occurring video-recorded data using CA. I can provide the data or you can use your own. Written reports must include 1) an introduction to the topic, 2) a description of the data source, 3) a description of the analytic framework and transcription procedures, 4) a discussion of preliminary findings, supported by excerpts from the data and 5) individual reflections on the analytic process and CA as a tool for research on interaction (if you are working with others, this section is written by each of you, 1-2pgs max). Papers (all 5 sections) are expected to be around 28-30 pages, inclusive of references. You will give a 35-minute oral presentation of your project (to include time for Q & A).

Course Schedule

DATE	TOPICS	READINGS	ASSIGNMENTS
Jan 13	Course overview		Assign Pairs
Jan 15	Conversation analysis: Historical overview and basic principles	Sidnell ch 1 ten Have, chs 1, 4 Goodwin & Heritage 1990	Questions from readings?
Jan 21	Turn-taking and sequence organization: TCUs, TRPs, adjacency, conditional relevance, preference	Sidnell chs 3-5, 8 ten Have, ch 2 Sacks, Schegloff & Jefferson 1974 Bilmes 1988	CITI completed (instructions for accessing the site are on ANGEL) Questions from readings? Glossary entries
Jan 23*	No class – project work		

Jan 28	Progressivity, pre-sequences, side-sequences, insertions	Sidnell, ch 6 Jefferson 1972 Stivers and Robinson 2006	Questions from readings? Glossary entries
Jan 30*	No class – project work		
Feb 4	Practices and actions: Repair	Sidnell ch 7 Schegloff, Jefferson, & Sacks 1977 Kitzinger 2012	Questions from readings? Glossary entries
Feb 6	Overview: Methods for doing CA Collecting and analyzing data	Speer & Hutchby 2003 ten Have ch 3, 7, and 8 Clayman & Gill 2004	Questions from readings?
Feb 11	Transcription as theory Reading transcripts	Ochs, 1979 Sidnell, ch 2 Hutchby & Woofit 2011	Questions from readings? Glossary entries
Feb 13	SNOW DAY		Glossary entries Readings for workshop to be uploaded to ANGEL by PhDs
Feb 18	Transcription issues – multimodality, translations, transcription practice	ten Have ch 6 Mondada 2007	Questions from readings?
Feb 20	CLAN workshop: PhDs		
Feb 25	Practices and actions: oh, so, okay	Beach 1998 Heritage 1998 Raymond 2004	Glossary entries
Feb 27	In-class data session, transcription and analysis practice		
Mar 4	Transcription data sessions: Pairs 1, 2		ANGEL data session reflections by Groups 3 and 4 due by midnight Mar 4 Pairs 1, 2: Transcription reflection paper due Mar 5 5pm.
Mar 6	Transcription data sessions: Pairs 3, 4		ANGEL data session reflections by Groups 1, 2 due by midnight Mar 6

			Pairs 3, 4: Transcription reflection paper due Mar 7 5pm
Mar 11	SPRING BREAK		
Mar 13	SPRING BREAK		
Mar 18	Practices and actions: And-prefaced formulations, extreme formulations	RED: Edward 2000 ORANGE Heritage & Sorjonen 1994	Questions from readings? Glossary entries
Mar 20*	No class – work on project		
Mar 25*	Institutional practices and actions	Li 2013 and 1 more reading TBD	Glossary entries
Mar 27*	No class – work on project		
Apr 1	Epistemics in action	BLUE: Heritage & Raymond, in press GREEN: Heritage 2012	Questions from readings? Glossary entries
Apr 3	CA for learning Classroom practices and actions:	Macbeth 2004, 2009 Koschmann, 2012 Sert 2013 Kaanta 2012	Questions from readings?
Apr 8	Classroom practices and actions:	RED: Waring 2013 ORANGE: Mori 2004	Questions from readings? Glossary entries
Apr 10	Classroom practices and actions:	GREEN: Hosoda & Aline 2011 BLUE: Maroni 2011	Questions from readings?
Apr 15	Tracking change	Markee 2008 Hellermann 2007 Melander & Sahlstron 2009	Questions from readings? Glossary entries
Apr 17	Studies of learning using CA	(in Hall, Pekarek and Hellermann 2011 ed volume) Ch 7 Hellermann Ch 8 Nguyen	Questions from readings?

Apr 22	Taiane presentation of diss data	TBD	Glossary entries
Apr 24	Data Presentations: Sheng; Daisuke and Taiane		Paper due Apr 26 by 5pm
Apr 29	Data Presentations: Qian and Becky; Jinna, Xi and Boo Kyung		Paper due May 1 by 5pm
May 1	Wrap up Hall House, 617 W. Park Ave		

Grading Scale

A	95-100	B+	87-89	C+	76-79	D	65-70
A-	90-94	B	84-86	C	70-75	F	<65
		B-	80-83				

ACADEMIC INTEGRITY: Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20). Dishonesty of any kind will not be tolerated in this course. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction.

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