

[SOC 535] TALK AND SOCIAL INTERACTION

FALL 2023

INSTRUCTOR INFORMATION

Instructor	Email	Office Location & Hours
Lucas Z. Wiscons	wiscons@wisc.edu	Sewell 3445, Mondays from 10-11 am and by appointment

GENERAL INFORMATION

DESCRIPTION

This course is an introduction to the sociological study of social interaction, specifically ethnomethodology, conversation analysis, and Goffmanian sociology. In general, we will center the everyday lived experience of participants in everyday social situations. We will explore the theoretical justifications for such inquiry and study practical approaches for doing so.

TIME & LOCATION

Mondays and Wednesdays from 2:30 pm to 3:45 pm at 120 Ingraham Hall

COURSE FORMAT & EXPECTATIONS

This course is primarily synchronous and in-person. However, *occasional* remote and asynchronous participation may be permitted under special circumstances. If you have circumstances that may warrant such participation, please reach out.

In addition to the synchronous and in-person components of the class, you are expected to participate in weekly online text-forum discussions.

This is a three-credit course. There is no discussion section. The University of Wisconsin-Madison uses a 45-hour-per-credit standard. Therefore, this course has been designed to provide 135 hours of instruction. The workload (including all readings, assignments, etc.) for this course will average about 9 hours per week.

The timetable lists the final for this course as taking place on December 15, 2023, from 12:25 pm to 2:25 pm. **There is no final exam for this course.** The course will not meet or hold an exam on December 15, 2023, from 12:25 pm to 2:25 pm.

ACCESSIBILITY AND ACCOMMODATIONS

MY COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Regardless of your age, gender identity and expression, sexual orientation, race, ethnicity, socioeconomic class, physical ability, nationality, immigration status, marital status, political ideology, religion, spirituality, tribal sovereign status, and the complex intersection of these and other dimensions of your identity; **you are welcome and you belong in this class.** All persons, regardless of identity, deserve to be treated with dignity and compassion. With that, research (citations available upon request) shows that diversity is an asset when it comes to tackling complex tasks. I can hardly think of a task as complex as working to understand the relationship between social structure and everyday interaction.

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If you encounter any impediment to your ability to access this class; physical, psychological, legal, ethical, or otherwise; please speak with me immediately. My primary objective is to protect your ability to access this course and its content.

CHILDREN IN THE CLASSROOM

If an inability to find childcare threatens to impede your participation in this class, please reach out. In general, I do not mind if you bring your child to class, but I do appreciate a heads up. We will sometimes touch on sensitive topics during our meetings. I will try and flag those for you before they come up. If you choose to step out of the classroom with your child during a discussion of one of these topics, I understand. Please introduce me to your kid!

In short, as far as it is relevant for this course, consider me a partner in figuring out how to balance your childcare responsibilities with your commitments as a student.

FORMAL ACCOMMODATIONS (MCBURNEY ACCOMMODATIONS)

Please send me an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks. Formal accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request to me by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

RELIGIOUS OBSERVANCE ACCOMMODATIONS

If you wish to request a scheduling accommodation for religious observances, send me an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; your religious observances will be accommodated as long as you make a timely request early in the term. See the university's web page for details: <https://kb.wisc.edu/page.php?id=21698>

INFORMAL ACCOMMODATIONS

If you do not qualify for formal accommodations through the McBurney Center and there is some aspect of the organization of this course that makes it difficult for you to fully participate, please speak with me. While I have made every effort to design this course to be widely accessible, there will always be situations that I have not anticipated. I will make every reasonable effort to accommodate your situation. Bringing a barrier to participation to my attention may benefit other students, present and future.

COURSE MATERIALS

REQUIRED MATERIALS

There are no textbooks that you must purchase for this course. All reading, listening, and viewing materials will be available in a digital format through the course Canvas website.

To complete course assignments, you will need the following:

- A computer capable of reliably accessing the online learning platform (canvas.wisc.edu), using audio/video file viewing software, and Microsoft Word.

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- We will be working with audio and video recordings, **please reserve 10 gigabytes of local (not cloud) hard drive space for work in this course this semester.**
 - Consider purchasing a USB flash drive if you do not have enough space on your computer.
 - If you are unable to purchase a USB flash drive, let me know. I will loan you one for the semester, no questions asked.
- **You must download the local version of Microsoft Word** for your work in this. *The online version does not include many of the features we will need this semester.*
 - Access to Microsoft Office 365 (which includes Microsoft Word) is included in the tuition and fees you pay as a UW-Madison student. For instructions on installing Microsoft Office 365, please navigate to the following webpage: <https://kb.wisc.edu/page.php?id=43841>
- A mobile device capable of audio/video recording (e.g., a smartphone, tablet, etc.)

If you do not have personal access to a laptop or recording device, you can borrow one or both from the UW-Madison Library system (<https://www.library.wisc.edu/equipment/>)

SUGGESTED (OPTIONAL) MATERIALS

The following are **not** required for your participation in class this semester, but you may find them useful especially if you decide to continue with this type of work in the future:

- A transcription pedal. Transcription pedals allow you to use your feet to control the playback of audio and video materials. This keeps your hands free to type and simplifies transcription. [Click here to view the pedal I use on Amazon.](#)
- High quality, wired, over-ear headphones. The recordings that we work with in this class are not cleanly recorded in professional sound booths. They come from the real world and thus contain features (i.e., noise) that can make hearing difficult. [Click here to view the headphones I use on Amazon.](#)
- [Graduate Students] Membership to *The International Society of Conversation Analysis* (ISCA). The ISCA website hosts a trove of invaluable resources for conversation analysts, including two full quarters worth of lectures on conversational structure by Manny Schegloff at UCLA and an index of Harvey Sacks' lectures compiled by Gail Jefferson. A one-year student membership is \$20.00. If you have any inclination to continue this work beyond this semester, I highly recommend joining ISCA. [Click here for more information on joining ISCA.](#)

GRADING

GRADE BREAKDOWN

Component	Percentage
Syllabus Quiz	1%
Attendance, Participation, and Engagement	15%
Online Discussion Board Participation	21%
Introduction Assignment/Transcription Training	21%
Ethnomethodological Observation Assignment	21%
Conversational Structures Assignment	21%

LETTER GRADE CUTOFFS

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A:	≥ 92%
AB:	88% - 91.99%
B:	82% - 87.99%
BC:	78% - 81.99%
C:	70% - 79.99%
D:	60% - 69.99%
F:	≤ 59.99%

GRADING & LATE WORK POLICIES

I take grading very seriously and will work to ensure that each of your assignments is graded quickly and fairly.

COOLDOWN PERIOD

If you have questions about a grade that you have received, you must **wait at least 48 hours** from the time the grade is released on Canvas before approaching me with your questions. Questions received during the “cooldown period” will not be read or responded to.

LATE WORK

Please do not wait until the last possible moment to upload your assignment to Canvas. Give yourself time to work through technical difficulties. If you are experiencing technical difficulties uploading your assignment to Canvas, email me your assignment before the submission deadline and include evidence (a screenshot of the ticket confirmation is preferred) that you have reached out to DoIT (<https://it.wisc.edu/services/help-desk/>) about the issue. **Emailed assignment submissions should be submitted no sooner than 3 hours before and no later than 30 minutes after the assignment deadline.**

Assignment submissions are considered late immediately following the deadline listed on this syllabus or posted on Canvas. A late assignment will receive a 15% grade penalty (subtractive), and an additional 15% penalty will be applied every 24 hours (including weekends) until the assignment is submitted. Assignments submitted more than 4 days after the due date will not be accepted and assigned a final grade of zero.

EXAMPLES:

1. An assignment that received a 94% when graded but was submitted up to 24 hours late will have its grade reduced by 15% to 79%.
2. An assignment that received an 85% when graded but was submitted between 24 and 48 hours late will have its grade reduced by 30% to 55%.
3. An assignment submitted 96 or more hours late will not be graded at all and will receive a final score of 0%.

COURSE COMPONENTS

SYLLABUS QUIZ (1% OF FINAL GRADE)

During the first week of the course, you will complete a syllabus quiz to evaluate your comprehension of this document. You may retake the syllabus quiz as many times as you like. You are bound by the provisions of this syllabus regardless of whether you complete the syllabus quiz.

ATTENDANCE, PARTICIPATION, AND ENGAGEMENT (15% OF FINAL GRADE)

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At the end of each class meeting, I will hand out index cards and ask you to write your name and to answer a very short prompt—your response should fit on the index card and be no longer than a couple of sentences. I will use these cards to take attendance and gauge our collective understanding of the content. These index cards will not be graded for accuracy but may factor into my appraisal of your participation and engagement.

A breakdown of how this category will be scored is below:

ATTENDANCE (30% OF CATEGORY GRADE)

In general, you are expected to arrive on time and prepared for every course meeting. If circumstances arise that result in late arrival or absence on a few occasions, do not worry about it. However, if you are routinely arriving late, unprepared, or if you are frequently absent, please reach out so that we can troubleshoot. If you do not reach out to me, I may reach out to you to ensure that you are doing alright.

At the end of the semester, I will drop up to two absences before calculating your final grade.

PARTICIPATION AND ENGAGEMENT (40% OF CATEGORY GRADE)

This is my *subjective* assessment of your participation and engagement in class. You will not be assigned a participation and engagement score for each class meeting. In general, ***you can assume that you are earning full participation and engagement points unless I reach out to you to express concerns***. If I do reach out to you, please do not interpret it as a reprimand. My intention will be for us to work together to ensure your participation in the course and to alleviate my concerns. If you are feeling disengaged, I encourage you to be proactive and reach out to me—I am willing to work through whatever issue you are having.

LECTURE ACTIVITIES (30% OF CATEGORY GRADE)

Lecture activities will occasionally be assigned to be completed before, after, or during certain course meetings. These are small assignments and are designed to take no longer than about 30 minutes to complete. The purpose of each activity is to either prime you to better understand upcoming information or to help solidify recent content. Lecture activities are graded “Pass/Fail.”

EXTRA CREDIT OPPORTUNITY

Deep engagement with a lecture activity may warrant (at my discretion) extra credit. Deep engagement must be demonstrated through the quality of the submission.

ONLINE DISCUSSION BOARD PARTICIPATION (21% OF FINAL GRADE)

During most weeks, you will be asked to participate in an online written discussion. Detailed instructions for participation will be provided in each week’s assignment description on Canvas. In general, you will be asked to:

1. By Friday at 11:59 pm: Submit one initial discussion post consisting of:
 1. A brief (250-500 word) summary of the reading and listening materials for the week;
 2. A short reflection on some or all of the reading and listening materials, and lectures for the week; and
 3. A prompt for further discussion.
2. By Monday at 12:00 pm (noon): Respond to two discussion posts by your peers

EXTRA CREDIT OPPORTUNITIES

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I may award extra credit for thoughtful, on-topic conversation beyond the initial responses. There are no strict guidelines for this. I am looking for genuine engagement between you and your peers on course content. Beyond your initial two responses, you are free to participate in any discussion thread you would like.

Additionally, during weeks for which there is no discussion post assigned you may, for extra credit, submit a content memo that includes:

1. A brief (250-500 word) summary of the reading and listening materials for the week; and
2. A short reflection on some or all of the reading and listening materials.

Points earned from exemplary participation in weekly online discussions and from extra credit content memos will be applied towards the “Online Discussion Board Participation” portion of your grade.

GRADING NOTE

At the end of the semester, your three (3) lowest online discussion board participation grades will be dropped. Using these dropped grades to skip submitting a discussion post is permitted; however, ***you will still be responsible for being familiar with assigned module materials***. That is, skipping an online discussion board post is not a valid excuse for poor attendance or participation, or for an insufficient response to a lecture activity that requires knowledge of the course material.

INTRODUCTION ASSIGNMENT/TRANSCRIPTION TRAINING (21% OF FINAL GRADE)

During our first class meeting you will participate in and make an audio recording of a 20-25-minute conversation between you and a peer. There are no specific requirements or expectations about what you say during this conversation, only that it lasts between 20-25 minutes and that you “get to know each other.”

You will subsequently use this recording for transcription training activities.

IMPORTANT NOTE

These recordings and the subsequent transcripts will be shared with your peers. If you have any worries about your peers listening to your introduction conversation or seeing your transcripts, please reach out.

INITIAL RECORDING (10% OF ASSIGNMENT GRADE)

Your recording of your introduction conversation is due on September 10, 2023, at 11:59 pm. You will submit an audio file on Canvas. I can open most audio file types. If you are unsure about which format to use, I suggest .mp3, .wav, .aiff, or .aac. The default that your audio recording device produces is likely sufficient.

Confirm that the file works before submission. You can do this by sending the file to a second device (e.g., if you record with your phone, email and open the file on a laptop or on a computer in a computer lab). Other than that the file “works” (i.e., that I can open and play it), you will receive full credit if the audio contained in the file is at least 20 minutes long. ***Do not cut the file if the audio is more than 20 minutes long.***

BASIC (LEVEL 1) TRANSCRIPT (20% OF ASSIGNMENT GRADE)

Your basic transcript of an introduction conversation is due on September 24, 2023, at 11:59 pm. For this assignment, you will be randomly assigned a recording of an introduction conversation between two of your peers (not your own). **I will send you your assigned recording by September 13, 2023 at 2:30 pm.** You will produce a properly formatted, basic (no Jeffersonian mark-up) transcript of at least 20 minutes of the recording.

Although no Jeffersonian mark-up is required, you may choose to indicate candidate hearings and explanatory materials.

You will be graded on:

- Proper formatting (we'll discuss this in advance of the assignment)
- Accuracy; and
- Completeness

INTERMEDIATE (LEVEL 2) TRANSCRIPT (25% OF ASSIGNMENT GRADE)

Your intermediate transcript is due on October 1, 2023, at 11:59 pm. For this assignment, you will work with the same recording that you did for the basic transcript. You will select a five-minute segment from your basic transcript and improve it using Jeffersonian transcription conventions. We will discuss Jeffersonian transcription in class prior to this assignment.

You will add the following to your transcription of the five-minute segment:

- Approximate location of the onset of overlapping speech
- Untimed silences
- Volume
- Laugh tokens
- Cut offs; and
- Speech pacing

In addition to your transcript, you will upload an audio file containing the five-minute segment that you used for your intermediate transcript.

You will be graded on:

- Segment selection: most segments will be fine, but please do not choose a segment with extended periods of silence or non-transcribable content.
 - Avoid starting/ending your segment mid-utterance.
 - You must indicate the audio timestamps of the audio segment that the transcript corresponds to at the top of the transcript.
- Formatting
- Accuracy
- Completeness; and
- Inclusion of the five-minute audio file that corresponds with the transcript.

ADVANCED (LEVEL 3) TRANSCRIPT—SOPHISTICATED DRAFT (20% OF ASSIGNMENT GRADE)

Your sophisticated draft of your advanced transcript is due on October 15, 2023, at 11:59 pm. For this assignment you will work with the same recording that you did for the basic and intermediate transcripts. You will select a one-minute segment from your intermediate transcript and further improve it using Jeffersonian transcription conventions.

In addition to improving the mark-up of the features required for the intermediate transcript, you will add the following to your transcription of the one-minute segment:

- Precise location of onset and conclusion of overlapping speech

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- Timed silences (precisely timed to the nearest tenth of a second)
- Sound stretching (approximated to the nearest tenth of a second)
- In breaths and out breaths (approximated to the nearest tenth of a second); and
- Intonation

In addition to your transcript, you will upload an audio file containing the one-minute segment that you used for your advanced transcript.

As this is a draft, I will not be looking for perfection; however, you will be graded on:

- Segment selection: most segments will be fine, but please do not choose a segment with extended periods of silence or non-transcribable content.
 - Avoid starting/ending your segment mid-utterance.
 - You must indicate the audio timestamps of the audio segment that the transcript corresponds to at the top of the transcript.
- Formatting
- Accuracy; and
- Completeness
- Inclusion of the one-minute audio file that corresponds with the transcript.

ADVANCED (LEVEL 3) TRANSCRIPT—PEER REVIEW

Your peer review will be assigned by **October 18, 2023, at 2:30 pm** and due on **October 22, 2023, at 11:59 pm**. For this assignment you will be randomly assigned to review one of your peers advanced transcript drafts. You should provide feedback on the formatting, accuracy, and completeness of the transcript.

You will not be graded, per se, on this peer review. However, if you do not participate, or if you submit your advanced draft so late that it cannot be assigned for peer review, I may deduct up to 10% of your final assignment grade.

ADVANCED (LEVEL 3) TRANSCRIPT—FINAL DRAFT (25% OF ASSIGNMENT GRADE)

Your final draft of your advanced transcript is due on **October 29, 2023, at 11:59 pm**. You will submit your final advanced transcript along with the corresponding one-minute audio segment.

As this is a final draft following peer review, I will be looking for a high level of quality. You will be graded on:

- Formatting
- Accuracy
- Completeness; and
- Inclusion of the one-minute audio file that corresponds with the transcript.

ASSIGNMENT DEADLINE SUMMARY:

- **September 10, 2023, at 11:59 pm** - Recording of conversation due on Canvas
- **September 24, 2023, at 11:59 pm** - Basic (Level 1) transcript due on Canvas
- **October 1, 2023, at 11:59 pm** - Intermediate (Level 2) transcript and five-minute audio segment due on Canvas
- **October 15, 2023, at 11:59 pm** - Advanced (Level 3) transcript (sophisticated draft) and one-minute audio segment due on Canvas

- **October 22, 2023, at 11:59 pm** - Peer Review of Advanced (Level 3) transcript (sophisticated draft) due on Canvas
- **October 29, 2023, at 11:59 pm** - Advanced (Level 3) transcript (final draft) and one-minute audio segment due on Canvas

ETHNOMETHODOLOGICAL OBSERVATION ASSIGNMENT (21% OF FINAL GRADE)

This assignment is due on November 12, 2023, at 11:59 pm. For this assignment you will spend an hour observing and taking notes on an everyday scene (e.g., café, library, crosswalk, bus stop, etc.). Using your notes, you will prepare a report (750-1000 words) addressing the following questions:

Note: if you are looking at this assignment at the beginning of the semester, you may be confused. Don't worry, our classroom discussions and the readings leading up to this assignment will clarify things.

1. What is your scene? What does it look like? What are its topographical/architectural features?
 - a. In addition to your written description, feel free to include pictures and/or diagrams.
2. What are the people in the scene doing—i.e., what are they accomplishing?
3. How are they accomplishing what they are accomplishing—i.e., what forms of social organization are the participants implementing? What are the practices they are using to implement this organization?
4. How are the participants utilizing topographical/architectural features of the scene as resources for implementing social organization?
5. Did you observe anything that violated the participants' taken-for-granted assumptions about the scene? If so, what was the violation? How do you know that it was a violation? What does the violation tell us about the interactional substrate of the scene?
6. Reflect on the experience.
 - a. What did you expect going into this assignment?
 - b. Did your experience meet those expectations?
 - c. What did you learn?

Your report will be graded on:

- Compliance with assignment description and writing guidelines (see below)
- Completeness—i.e., answers all questions
- Thoughtfulness—i.e., apparent engagement with the assignment
- Inclusion of course materials—connect substantively with at least two readings in your report
- Polish—i.e., free from typos & well written

CONVERSATIONAL STRUCTURES ASSIGNMENT (21% OF FINAL GRADE)

This assignment is due on December 13, 2023, at 11:59 pm. Throughout our module on conversational structures, we will discuss the fundamental structures that participants use for organizing conversational interaction. For your final assignment this semester, you will return to the advanced transcript and apply what you have learned about conversational structures. You will submit a report (1000-1250 words) that:

1. Identifies and describes a multi-unit turn and breaks it down into its constituent turn-constructual units (TCUs).
 - a. Describe how each TCU is analyzable as a discrete entity—i.e., how do we know it is a discrete TCU?
2. Identifies a transition relevance place (TRP) and describe, relying on your knowledge of the turn-taking system for conversation, how the participants manage turn transition.

3. Identifies and describes an adjacency pair with at least one expansion. What is the adjacency pair action? What type of expansion is present? What does the expansion accomplish?
4. Identifies and describes an instance of repair. What trouble is the repair addressing? What is the form of the repair? Where does the repair sequence begin and end?
5. Makes an observation related to word selection or overall structural organization.
6. I will provide you with transcripts portraying interaction in an institutional setting. Within this data, identify and describe an institutional adaptation of an everyday conversational practice. What does this adapted practice accomplish?
7. Reflects on how your thoughts about conversational interaction have changed this semester.

For each of the above items (other than 7), embed an illustrative excerpt from the transcript in your report—e.g., when discussing a multi-unit turn, include the transcript of that turn (and, perhaps, the preceding and subsequent turn) in your report. **These transcript excerpts do not count towards the assignment word limit.** See the section on transcription formatting below for additional information. We will also discuss this in class.

If you are unable to find any of the above items in your transcript, you may use the advanced transcripts produced by your peers that are available on Canvas. Note that you have done so in your assignment.

You will be graded on:

- Compliance with assignment description, writing guidelines, and transcription formatting guidelines (see below)
- Completeness—i.e., answers all questions
- Accuracy—i.e., correctly apply conversational structure to your transcript
- Thoughtfulness—i.e., apparent engagement with the assignment
- Polish—i.e., free from typos & well written

WRITING GUIDELINES

All written assignments (other than discussion postings) for this course must be submitted in Microsoft Word (.doc,.docx) file format. The document should be formatted as follows:

- Double-spaced;
- 12-point font;
- Times New Roman, Garamond, or Ariel font;
- One inch margins;
- A right-hand aligned header that includes:
 - Your last name
 - Your student id number
 - The page number
- ASA/APA/SPQ style in-text citations and reference page; and
 - Course materials must be cited in-text, but do not need to be included on the references page.
- A word count after the final paragraph of the paper (after the conclusion, before the reference page)
 - Paper titles and title pages are optional and do not count towards the word count.

Given the availability of the Writing Center, there is no excuse for turning in a paper which has not been thoroughly proofread. While this is not a writing intensive class, I do expect a reasonable level of quality. You may lose points on your paper if it contains detracting or distracting errors.

As a rule, I do not look over drafts of assignments that are sent to me via email. I will, however, look over drafts and give you feedback during office hours.

TRANSCRIPT FORMATTING

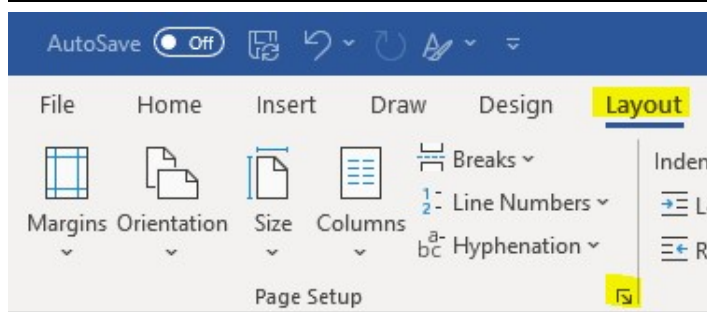
There are strict formatting conventions that are required for conversation analytic transcripts. The following instructions will guide you through setting up a template that you can use during the semester. We will walk through these instructions together in class.

Start by opening a blank document in the desktop (not online) version of Microsoft Word.



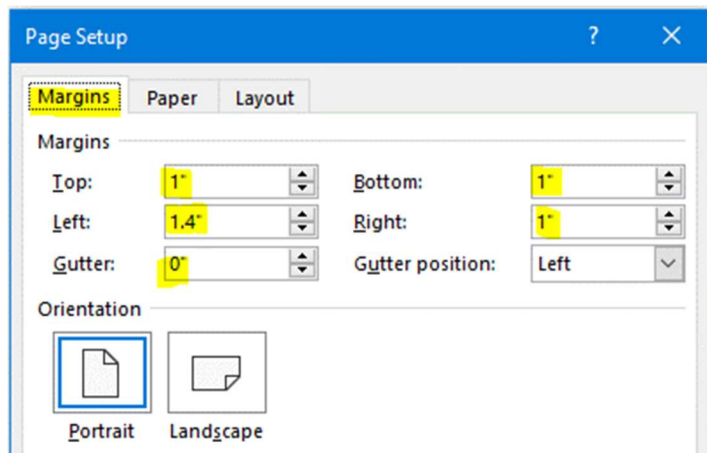
On the “Home” tab:

- Set the font-face to “Courier New”
- Set the font size to 10 points



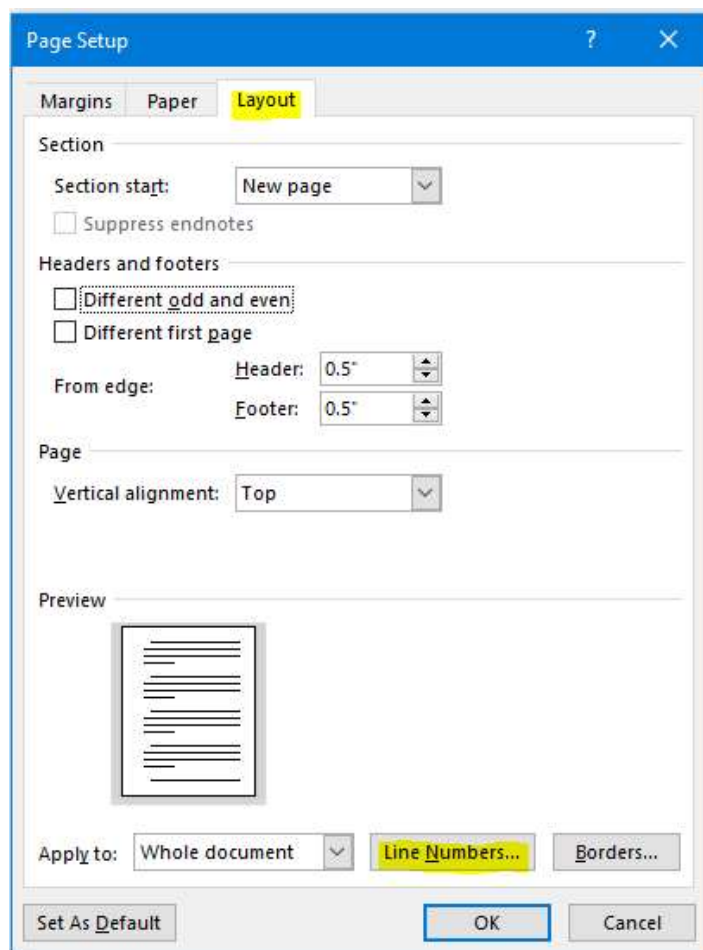
On the “Layout” tab:

- Expand the “Page Setup” options



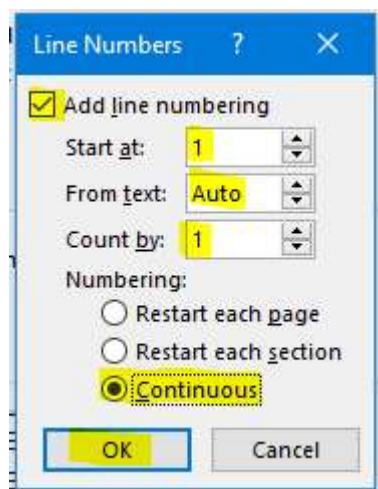
On the “Margins” tab:

- Set the left margin to: 1.4”
- Set all other margins to: 1”
- Set the gutter to: 0”
- Compare your Page Setup window with the screen capture to the left to confirm proper settings



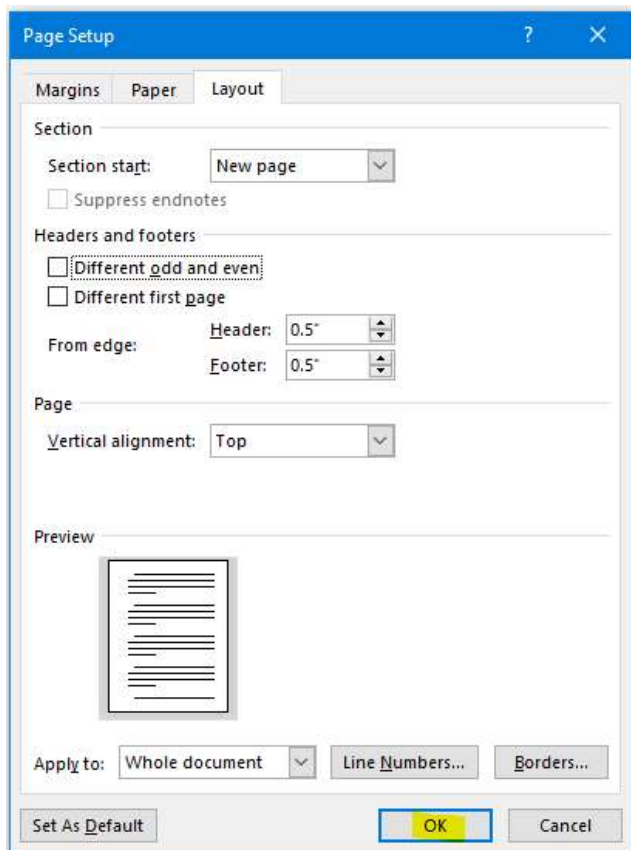
On the “Layout” tab:

- Press the “Line Numbers” button

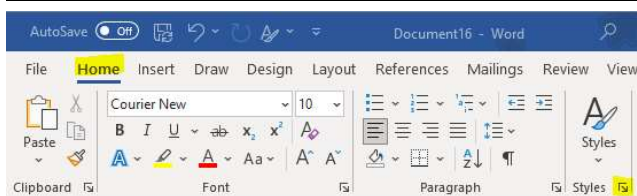


In the “Line Numbers” setting window:

- Check the “Add line numbering” tick-box
- Ensure “Start at” is set to 1
- Ensure “From text” is set to “Auto”
- Ensure “Count by” is set to 1
- Select the “Continuous” numbering option
- Press “OK”

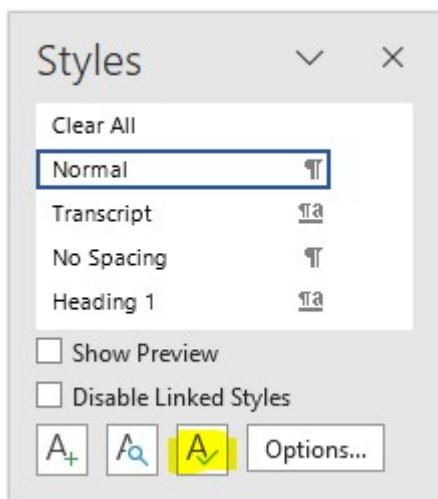


Press “OK” in the “Page Setup” window



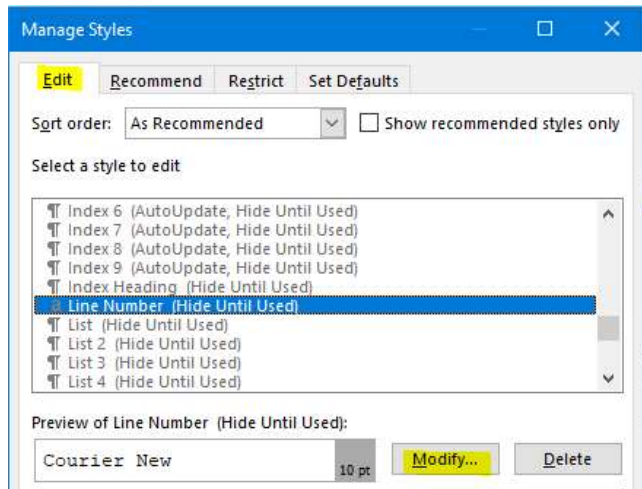
On the “Home” tab

- Expand the “Styles” menu



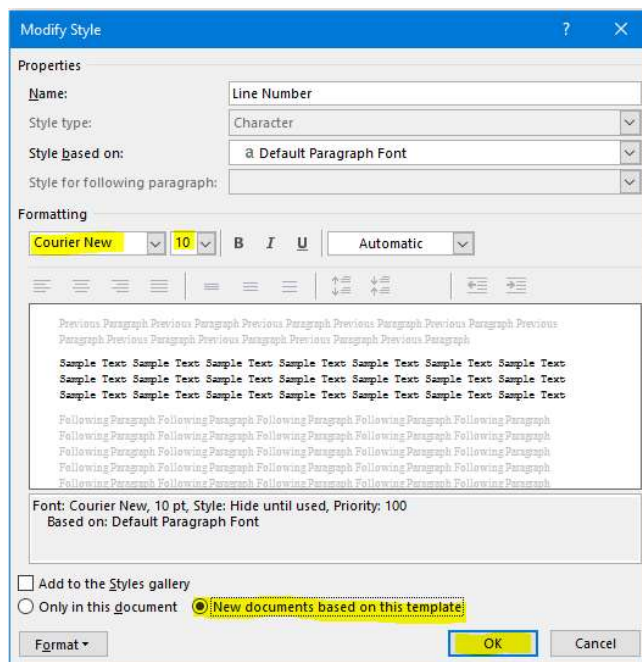
In the “Styles” window:

- Click the “Manage Styles” button

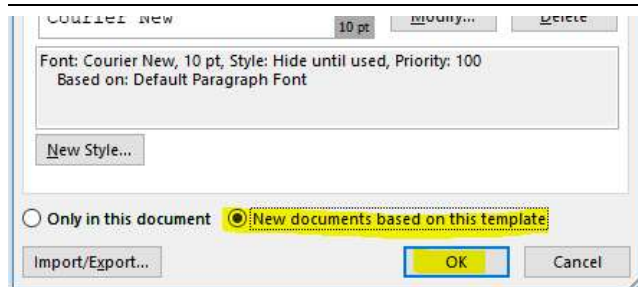


On the “Edit” tab of the “Manage Styles” window:

- scroll down to and select “Line Number” (it may or may not say “Hide Until Used”)
- Press the “Modify...” button
-

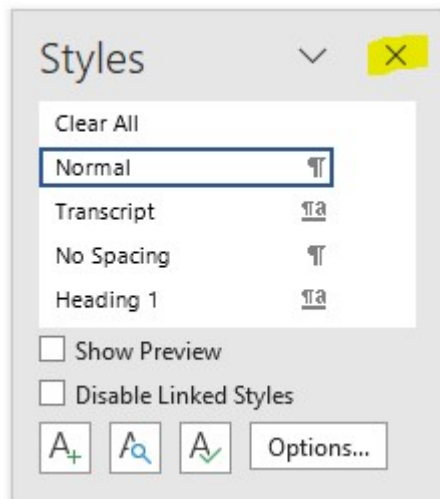


- In the “Modify Style” window:
 - Set the font-face to “Courier New”
 - Set the font-size to 10-point
 - Select the “New documents based on this template” option
 - Press “OK”



In the “Manage Styles” window:

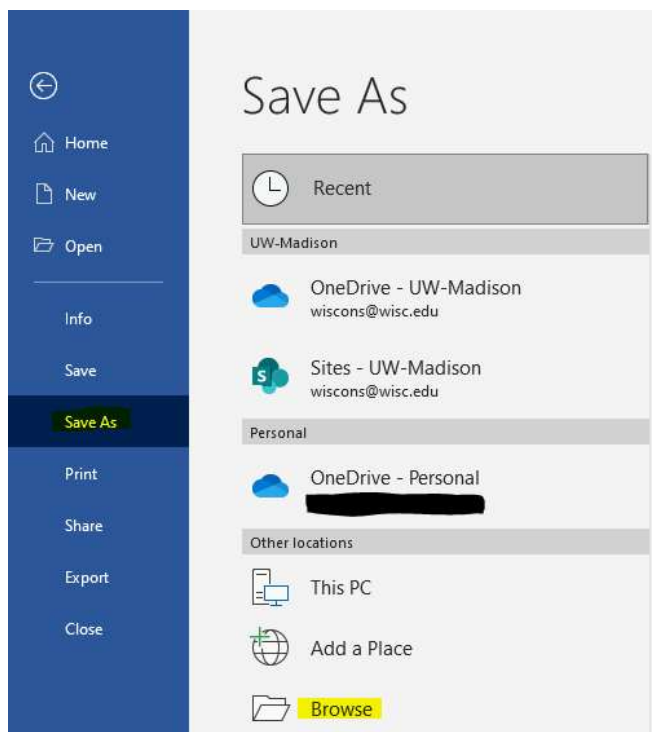
- Select “New documents based on this template” option
- Press “OK”



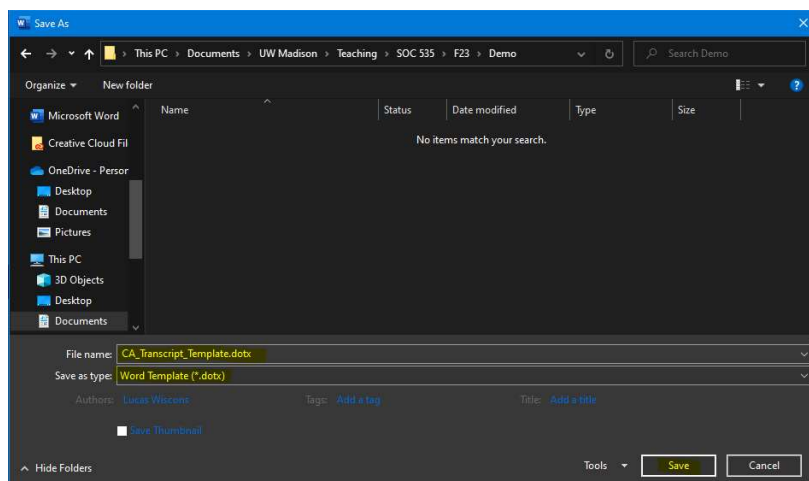
Close the “Styles” window



- Click on “File” on the Navigation ribbon



- Select “Save As”
- Select “Browse”



These next few steps will look different for Mac and PC users. The following instructions are for PC, if you need assistance with Mac, let me know.

- Choose a location to save the file
- Choose a name of the file (I suggest ConversationAnalyticTemplate)
- Select “Word Template (*.dotx)” as the file type
- Save the document

Each time you open the file that you have just created, a new Word document will open that is properly formatted for Conversation Analytic transcripts.

INCLUDING TRANSCRIPT SEGMENTS IN NON-TRANSCRIPT DOCUMENTS

The easiest way to embed a transcript segment within another document is to take a screenshot of the relevant section of the transcript document and add it to another document as an image. There are other ways to take screenshots, but here is a basic option for each major operating system:

[Microsoft Windows Snipping Tool Guide](#)

[Macintosh/Apple Screen Capture Tool Guide](#)

Linux—screen capturing methods vary by specific Linux distribution. Most Linux packages come with [GNOME](#) installed by default.

ACADEMIC MISCONDUCT POLICY

The university defines academic misconduct as the following:

“UWS 14.03 defines academic misconduct as follows: Academic misconduct is an act in which a student: seeks to claim credit for the work or efforts of another without authorization or citation; uses unauthorized materials or fabricated data in any academic exercise; forges or falsifies academic documents or records; intentionally impedes or damages the academic work of others; engages in conduct aimed at making false representation of a student's academic performance; assists other students in any of these acts.” (from Student Advocacy and Judicial affairs)

Academic misconduct rules will be strictly enforced this semester. The sociology program is licensed to use anti-plagiarism software that allows student work to be compared to a database of previously submitted work, on-line sources, and published academic materials. You are expected to familiarize yourself with your rights and duties as a UW-student, and about the consequences of academic misconduct at www.wisc.edu/students/saja/misconduct/UWS14.html.

Instances of academic misconduct will be adjudicated on a case-by-case basis; however, in general, a first instance of academic misconduct will result in a zero score on the assignment and an instructor letter placed in your academic file. A second instance will result in a failing grade in the course and referral to the Dean.

ARTIFICIAL INTELLIGENCE (AI) AND ACADEMIC MISCONDUCT

INTRODUCTION:

I acknowledge the growing significance of artificial intelligence (AI) in various aspects of our lives, including academia. Below, I outline the guidelines and policies related to the responsible use of AI, particularly generative AI, as well as utilizing AI as a tool for learning.

EXPECTATIONS RELATED TO RESPONSIBLE USE OF GENERATIVE AI:

1. **Originality:** Students are expected to produce their own work for assignments and assessments. The use of generative AI to create content that is then submitted as one's own is strictly prohibited.
 2. **Plagiarism:** Submitting work generated entirely or substantially by AI tools without proper attribution or authorization constitutes plagiarism and will be subject to academic penalties.
 3. **Authenticity:** Students should use generative AI tools for personal exploration and learning purposes, but not to deceive or misrepresent their capabilities or contributions.
 4. **Attribution:** If you incorporate content generated by AI tools into your assignments, you must clearly indicate its source and nature, giving credit to the AI tool used.
-

GUIDELINES FOR PRODUCTIVE USE OF AI:

1. **Understanding:** Familiarize yourself with the capabilities and limitations of the AI tools you are using. Do not rely solely on AI-generated content.
 2. **Creativity:** Use AI as a supplement to your creativity, not a replacement. Use AI-generated content as a starting point for your original work.
 3. **Critical Thinking:** Evaluate the AI-generated content for accuracy, relevance, and appropriateness before incorporating it into your work.
 4. **Ethical Considerations:** Be aware of potential biases, misinformation, or ethical concerns associated with AI-generated content. Exercise judgment when using such content.
-

PRINCIPLES FOR USING GENERATIVE AI AS A TUTOR:

1. **Supplemental Learning:** AI tutoring tools may be recommended as supplementary resources. These tools can provide additional explanations, practice problems, and personalized learning experiences.
 2. **Learning Enhancement:** Use AI tutoring tools to reinforce concepts covered in the course, seek clarification on difficult topics, and improve your overall understanding.
 3. **Engagement:** Interact actively with AI tutoring tools, ask questions, and seek feedback to maximize their effectiveness in aiding your learning.
 4. **Balanced Approach:** While AI can be a valuable tutor, it should not replace human interaction, discussion, and critical thinking that are integral to your education.
-

CONCLUSION:

This policy has been formulated to ensure the responsible use of generative AI this semester. By adhering to these guidelines, you can harness the potential of AI in an ethical and constructive manner. Remember that while AI is a powerful tool, it cannot replace the essential aspects of learning, critical thinking, and creativity that define a holistic education experience.

Policy written by ChatGPT.

OTHER COURSE POLICIES AND INFORMATION

TURNITIN.COM

[SOC 535] TALK AND SOCIAL INTERACTION SYLLABUS - FALL 2023 (WISCONS)

The university has purchased an integration between Canvas and Turnitin.com. Assignments you submit for grading will be processed by Turnitin.com to check for plagiarism. Your work will be checked against the work of your classmates as well as a database of work submitted to universities, websites, etc. around the world.

FEEDBACK

While I will always welcome constructive feedback, you will be given the opportunity to provide anonymous feedback to me related to the course during week five (5) and week ten (10.) You will complete a formal evaluation of me and the course during the final instructional week of the semester.

RESPONSE TIME

I will respond to your email within two (2) “business” days. That is, I will not respond to emails on weekends or class holidays. If you email me on a Wednesday, I will respond by Friday. If you email me on Friday, I will respond by the following Tuesday. Please include the course number in the subject line of emails (e.g., “[SOC 535] Pictures of My New Puppy!”).

INTELLECTUAL PROPERTY

Lecture materials and recordings for this course are the intellectual property of Lucas Z. Wiscons. Students in this course may use these materials and recordings for participating in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without my express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

DEPARTMENT NOTICE OF GRIEVANCE AND APPEAL RIGHTS

The sociology program regularly conducts student evaluations of all instructors near the end of the semester. Students who have more immediate concerns about this course should report them to me or to the sociology program chair, Eric Grodsky (socchair@ssc.wisc.edu).

RESOURCES

THE UW LIBRARY SYSTEM

The UW System and the librarians and its employees are an invaluable resource regardless of the nature of your current academic endeavor. There are libraries and librarians that specialize in wide ranges of topics and approaches. I strongly encourage you to take the time to visit one of the many libraries on campus to learn more about what types of support they can offer you. You can contact the library system at 608-262-3193 or check out their website at www.library.wisc.edu/.

THE WRITING CENTER

The Writing Center provides access to professional writing tutors free of charge. Regardless of where you are in a project (from outlining to final proofreading) the Writing Center staff is available to assist you. They have both remote and in-person options available. I strongly suggest that you visit www.wisc.edu/writing to learn more about their offerings.

THE MCBURNEY CENTER

It is the intention of both the University and your instructors to work toward full compliance with the Americans with Disabilities Act (ADA) to make facilities and instructional programs accessible to all people, and to provide reasonable accommodations according to the law. No qualified person will be denied access, participation or benefits to any program or activity operated in the UW System. For more information about accommodations for students with disabilities, please contact the McBurney Disability Resource Center at 608-263-2741, drop by their office at 702 W Johnson St, or check out their website at www.mcburney.wisc.edu.

DIVISION OF INFORMATION TECHNOLOGY (DOIT)

DoIT provides free tech support via chat, email, and telephone to university faculty, staff, and students. Your instructor and TA are not IT professionals and are therefore generally ill-equipped to help you resolve technical issues. It is expected that you reach out to DoIT if you are experiencing technical difficulties that are interfering with your ability to participate in the course. In the specific circumstance that a technical issue is preventing you from submitting an assignment on time, evidence that you have contacted DoIT may be required. DoIT can be contacted at (608) 264-4357 or online at <https://it.wisc.edu/help/>.

COUNSELING & CONSULTATION SERVICES

Our university offers free consultation services to all students. If at any point you are experiencing personal stress, career issues, family or interpersonal conflicts, general anxiety, depression or other psychological concerns, feel free to contact them. I am a strong advocate of professional counseling and encourage you to take advantage of this free service. You can contact them at 608-265-5600, drop by their office at 333 East Campus Mall, or check out their website at www.uhs.wisc.edu. The staff also provide an after-hours crisis response service at the same number.

CROSS-COLLEGE ADVISING SERVICE

If you have questions concerning your future career path or general advising questions, take advantage of this resource. You can contact them at 608-265-5460, drop by their office at 10 Ingraham Hall or check out their website at www.ccas.wisc.edu/. Also, each school and college dean's office provides academic advising information (contact your program advisor for those inquiries).

GREATER UNIVERSITY TUTORING SERVICE (GUTS)

If you are having general troubles with your academics or conversational English, feel free to stop by this office and set up tutoring services. You can contact them at 608-263-5666, drop by their office at 333 East Campus Mall, or check out their website at <https://guts.wisc.edu/>.

DEPARTMENTAL LEARNING OBJECTIVES

Beyond the specific substantive content covered in this term, this course has been designed to achieve the following instructional learning objectives designated as priorities by the department of sociology:

- **Conduct Research and Analyze Data.** Although professional-quality research requires graduate-level training, we expect that all undergraduate majors will be able to conduct small-scale research in which they design a study, collect and analyze data, and draw conclusions.
- **Critically Evaluate Published Research.** Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- **Communicate Skillfully.** Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.

- ***Prepare for Graduate School and the Job Market.*** Students use their social research skills to identify opportunities for employment or further study, assess their qualifications for these opportunities, and identify strategies for gaining the necessary knowledge and experience to improve their qualifications. Students are encouraged to develop and maintain portfolios of their written work and educational experiences to aid them in preparing applications and to learn how to present their work.
- ***Improve project management skills.*** Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

COURSE SCHEDULE

Week	Topic	Required Materials	Recommended Materials	Assignment Notes
Week 1 (9/6-9/10)	Course Introduction	Course Syllabus		9/10 @ 11:59 pm: Recording of Introduction Conversation due on Canvas 9/10 @ 11:59 pm: Syllabus Quiz due on Canvas
Week 2 (9/11-9/17)	Transcription	H. Sacks - Notes on Methodology (Chapter 2 in Structures of Social Action) E. Goffman - The neglected situation	D. Maynard & D. Zimmerman - Topical Talk, Ritual and the Social Organization of Relationships	9/15 @ 11:59 pm: Week 2 Initial Discussion Board Post due on Canvas
Week 3 (9/18-9/24)	Intersubjectivity & Commonsense Knowledge	H. Sacks - On doing "being ordinary" (Lecture 16 in Lectures on Conversation) O. Sacks - The Man Who Mistook His Wife For A Hat (Chapter 1 in The Man Who Mistook His Wife For A Hat and other clinical tales)	E. Schegloff - The routine as achievement	9/18 @ 12:00 pm: Week 2 Discussion Board responses due 9/22 @ 11:59 pm: Week 3 Initial Discussion Board Post due on Canvas 9/24 @ 11:59 pm: Level 1 transcript of Introduction Conversation due on Canvas
Week 4 (9/25-10/1)	Trust, Reciprocity, & Indexicality	H. Garfinkel - A Conception of and Experiments with "Trust" as a Condition of Concerted Stable Actions (Chapter 31 in Motivation and Social Interaction)		9/25 @ 12:00 pm: Week 3 Discussion Board responses due 9/29 @ 11:59 pm: Week 4 Initial Discussion Board Post due on Canvas 10/1 @ 11:59 pm: Level 2 transcript of Introduction

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Week	Topic	Required Materials	Recommended Materials	Assignment Notes
				Conversation (with recording excerpt) due on Canvas
Week 5 (10/2-10/8)	Turn-taking in Conversation	H. Sacks, E. Schegloff, & G. Jefferson - A Simplest Systematics for the Organization of Turn-Taking for Conversations	C. Goodwin - The interactive construction of a sentence in natural conversation E. Schegloff - Discourse as an interactional achievement G. Jefferson - Notes on 'latency' in overlap onset	10/2 @ 12:00 pm: Week 4 Discussion Board responses due 10/6 @ 11:59 pm: Week 5 Initial Discussion Board Post due on Canvas
Week 6 (10/9-10/15)	Sequence Organization in Conversation	T. Stivers - Sequence Organization (Chapter 10 in The Handbook on Conversation Analysis)	A. Pomerantz - Telling my side: 'limited access' as a 'fishing' device	10/9 @ 12:00 pm: Week 5 Discussion Board responses due 10/13 @ 11:59 pm: Week 6 Initial Discussion Board Post due on Canvas 10/15 @ 11:59 pm: Sophisticated draft of level 3 transcript (with recording excerpt) of Introduction Conversation due on Canvas
Week 7 (10/16-10/22)	Preference	A. Pomerantz & J. Heritage - Preference (Chapter 11 in The Handbook on Conversation Analysis)	A. Pomerantz - Agreeing and disagreeing with assessments: some features of preferred/dispreferred turn shapes	10/16 @ 12:00 pm: Week 6 Discussion Board responses due 10/20 @ 11:59 pm: Week 7 Initial Discussion Board Post due on Canvas

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Week	Topic	Required Materials	Recommended Materials	Assignment Notes
				10/22 @ 11:59 pm: Peer review of sophisticated draft of level 3 transcript of Introduction Conversation due on Canvas
Week 8 (10/23-10/29)	Repair	E. Schegloff, G. Jefferson, & H. Sacks - The preference for self-correction in the organization of repair in conversation	G. Jefferson - On stepwise transition from talk about a trouble to inappropriately next-positioned matters G. Jefferson - Error correction as an interactional resource E. Schegloff - Repair after next turn: The last structurally provided defense of intersubjectivity in conversation E. Schegloff - Third turn repair	10/23 @ 12:00 pm: Week 7 Discussion Board responses due 10/27 @ 11:59 pm: Week 8 Initial Discussion Board Post due on Canvas 10/29 @ 11:59 pm: Final draft of level 3 transcript (with recording excerpt) of Introduction Conversation due on Canvas
Week 9 (10/30-11/5)	Overall Structural Organization	J. Robinson - Overall Structural Organization (Chapter 13 in <i>The Handbook on Conversation Analysis</i>)	E. Schegloff & H. Sacks - Opening up closings	10/30 @ 12:00 pm: Week 8 Discussion Board responses due 11/3 @ 11:59 pm: Week 9 Initial Discussion Board Post due on Canvas
Week 10 (11/6-11/12)	Key Topics in Conversation Analysis	Choose any chapter from "Part III—Key Topics in CA" of <i>The Handbook on Conversation Analysis</i> (if you are having trouble choosing, I would suggest Chapter 18 on Epistemics by John Heritage)	H. Sacks - An analysis of the course of a joke's telling in conversation	11/6 @ 12:00 pm: Week 9 Discussion Board responses due 11/10 @ 11:59 pm: Week 10 Initial Discussion Board Post due on Canvas

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Week	Topic	Required Materials	Recommended Materials	Assignment Notes
				11/12 @ 11:59 pm: Ethnomethodological Observation Assignment Report due on Canvas
Week 11 (11/13-11/19)	EMCA & Race	A. Rawls - Harold Garfinkel's Focus on Racism, Inequality, and Social Justice (Chapter 3 in Ethnomethodology: Legacies)	E. Bonilla-Silva - The Linguistics of Color Blind Racism: How to Talk Nasty about Blacks without Sounding "Racist"	11/13 @ 12:00 pm: Week 10 Discussion Board responses due 11/17 @ 11:59 pm: Week 11 Initial Discussion Board Post due on Canvas
Week 12 (11/20-11/26) <i>Thanksgiving Recess</i> 11/23-11/26	EMCA & Gender	H. Garfinkel - Passing and the managed achievement of sex status in an intersexed person, part 1 (Chapter 5 in <i>Studies in Ethnomethodology</i>)	C. Kitzinger & H. Frith - Just Say No? The use of conversation analysis in developing a feminist perspective on sexual refusal	11/20 @ 12:00 pm: Week 11 Discussion Board responses due 11/26 @ 11:59 pm (optional): Week 12 Content Memo
Week 13 (11/27-12/3)	Criminal Legal Interaction	W. Duck - The Complex Dynamics of Trust and Legitimacy: Understanding Interactions between the Police and Poor Black Neighborhood Residents	A. Meehan - Egon Bittner and the Language Practices of Police P. Manning - Violence and the Police Role D. Thacher - Order Maintenance Reconsidered: Moving beyond Strong Causal Reasoning D Thacher - Peril of Value Neutrality D. Maynard - Inside Plea Bargaining	12/1 @ 11:59 pm: Week 13 Initial Discussion Board Post due on Canvas
Week 14 (12/4-12/10)	Medical Interaction	D. Maynard & J. Turowetz - Commonsense and the Interaction Order of the Clinic (Chapter 1 in <i>Autistic Intelligence: Interaction,</i>	D. Maynard & J. Turowetz - Autistic Intelligence: Interaction, Individuality, and the Challenges of Diagnosis D. Maynard & C. Marlaire - Good Reasons for Bad Testing Performance: The	12/4 @ 12:00 pm: Week 13 Discussion Board responses due

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Week	Topic	Required Materials	Recommended Materials	Assignment Notes
		<i>Individuality, and the Challenges of Diagnosis)</i>	Interactional Substrate of Educational Exams A. Robillard - Meaning of A Disability: The Lived Experience of Paralysis O. Sacks - A Leg to Stand On J. Robison - Look Me in the Eye: My Life with Asperger's	12/10 @ 11:59 pm (optional): Week 14 Content Memo
Week 15 (12/11-12/13)	Wrapping Up	[None]		12/13 @ 11:59 pm: Conversational Structures Assignment Report due on Canvas

FINAL NOTES

- I may make modifications to this syllabus during the term. You will be notified of any changes via email.
- Prior to Sunday, November 5, 2023, all dates and times in this syllabus and on Canvas are in U.S. Central Daylight Time (CDT). On and after Sunday, November 5, 2023, all dates and times in this syllabus and on Canvas are in U.S. Central Standard Time (CST).