

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2018 / 19

Part I Course Overview

Course Title: Conversation Analysis

Course Code: LT4239

Course Duration: One Semester

Credit Units: 3

Level: B4

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: CTL2201 Introduction to Linguistics, LT2201 Introduction to Linguistics or
(Course Code and Title) CTL2290 Introduction to Language Studies, LT2290 Introduction to Language
Studies or CTL2229 Linguistics I, LT2229 Linguistics I

Precursors: (i) CTL3212 Phonetics, LT3212 Phonetics and (ii) CTL3209 Syntax, LT3209
(Course Code and Title) Syntax or CTL3211 Semantics, LT3211 Semantics

Equivalent Courses: CTL4239 Conversation Analysis
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to introduce Conversation Analysis as a systematic study of everyday conversation and enable the students to apply the conversation-analytic concepts and skills in describing and analyzing naturally-occurring conversational data. It will cover two perspectives on conversation: conversational organizations and conversational actions.

There are practical workshops and guided work on authentic data which involve listening to and analyzing tapes and transcripts of actual conversations. The model and methodology used are those established by the American pioneers in the field, H. Sacks, E. Schegloff and G. Jefferson.

Students of this course are expected to master the basic concepts of the subject and be able to apply them to analyzing actual spoken data.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Discover and analyse basic organizations in conversation		✓	✓	✓
2.	Discover and analyse selected conversational actions		✓	✓	✓
3.	Apply methods of Conversation Analysis in the analysis of actual spoken data		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

Final details will be provided to students in their first week of attendance in this course.

TLA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
1	Lectures – Key concepts and analytical skills related to all learning outcomes are discussed in the lectures through illustration of ample data extracts.	✓	✓	✓	
2	Data sessions – Two or more such sessions will be arranged during the lecture or tutorial hours to introduce Conversation-Analytic transcribing conventions. Students will learn to recognize and use the symbols in data extracts.	✓	✓	✓	
3	Tutorials – Students will be given hands-on experience to analyse spoken data and they are expected to discuss questions from specified readings.	✓	✓	✓	
4	Individual Reading – In addition to lecture notes, students are expected to read articles and book chapters suggested by the teacher for independent learning	✓	✓	✓	
5	Assignments – Students are required to complete 2 short written assignments, and a term project (which consists of a class presentation and a written report) on a topic selected by the students	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Final details will be provided to students in their first week of attendance in this course.

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3					
Continuous Assessment: 60%								
Two assignments which provide students with opportunities in hands-on experience of handling spoken data, and grasping basic concepts in analysing data.	✓	✓	✓				30%	
The term project requires students to work with group member(s) on their own data and present analysis in oral and written reports.	✓	✓	✓				30%	
Tutorial participation	✓	✓	✓					1% deduction from absence without university proved reasons.
Examination: 40% (duration: 2 hours, if applicable) Students are invited to demonstrate their abilities and skills of applying the key concepts to data analysis. (CILO No.1-3)								
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignment 1: practicum	Develop the ability to handle authentic interactional data.	Excellent grasp of practical procedures in recording, describing and transcribing spoken data.	Good grasp of practical procedures in recording, describing and transcribing spoken data.	Adequate grasp of practical procedures in recording, describing and transcribing spoken data.	Weak grasp of practical procedures in recording, describing and transcribing spoken data.	Poor grasp of practical procedures in recording, describing and transcribing spoken data.
2. Assignment 2: article review	Demonstrate through writing the ability to review an academic article.	Excellent understanding of concepts, methodology and findings in the chosen academic article.	Good understanding of concepts, methodology and findings in the chosen academic article.	Adequate understanding of concepts, methodology and findings in the chosen academic article.	Weak understanding of concepts, methodology and findings in the chosen academic article.	Poor understanding of concepts, methodology and findings in the chosen academic article.
2. Term project	Apply concepts and analytical skills on a chosen topic	Excellent competence in applying concepts and analytical skills on the chosen topic.	Good competence in applying concepts and analytical skills on the chosen topic.	Adequate competence in applying concepts and analytical skills on the chosen topic.	Weak competence in applying concepts and analytical skills on the chosen topic.	Poor competence in applying concepts and analytical skills on the chosen topic.
3. Examination	Demonstrate command of the subject matter and course content.	Excellent command of the subject matter and course content.	Good command of the subject matter and course content.	Adequate command of the subject matter and course content.	Marginal familiarity with the subject matter and course content.	Poor familiarity with the subject matter and course content.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Keyword Syllabus:

1. Conversational organizations (turn-taking, sequences of turns, conversational repair)
2. Conversational actions (selected from: agreement/disagreement, giving and receiving information, responses in conversation, openings and closings, story-telling in conversation)

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Liddicoat, A. 2011. <i>An Introduction to Conversation Analysis</i> . 2 nd edition. London: Continuum.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Sidnell, J. 2010. <i>Conversation Analysis: An Introduction</i> . (A good comprehensive overview of topics in CA)
2.	Levinson, S. 1983. <i>Pragmatics</i> . (Chapter 6 offers an overview of basic concepts in CA.)
3.	Hutchby, I. & Wooffitt, R. 1998. <i>Conversation Analysis</i> . (Part I section 2 “Foundations of Conversation Analysis” has a good introduction on the basic organizations in conversation)
...	Other books and journal articles will be uploaded to Canvas.