

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2019/20**

Part I Course Overview

Course Title:	Language in Social Interaction
Course Code:	EN2502
Course Duration:	1 semester
Credit Units:	3 units
Level:	B2
Proposed Area: <i>(for GE courses only)</i>	<input checked="" type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course focuses on studying social interaction from an ethnomethodological (participant-relevant) perspective and praxeological (action-based) approaches. The first half of the course is devoted to learning theoretical understandings of ethnography, ethnomethodology and conversation analysis and exploring various techniques in analyzing talk-and-other-conduct (i.e., multimodality) in interaction. In the second half of the course students apply these theoretical understandings and approaches to different kinds of everyday conversation including but not limited to storytelling, peer interaction, service encounter interaction, and intercultural communication.

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.	Describe and explain the major ethnomethodological perspective and praxeological approaches to analyzing social interaction.		✓	✓	
2.	Apply these theoretical understandings to the analysis of real world interaction in various genres and media			✓	✓
3.	Analyze the conversation styles and the interactional patterns in situations of social interaction.			✓	✓
4.	Evaluate interpersonal communication for its effectiveness based on sociological theories.		✓	✓	✓
		100%			

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

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.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1.	Students attend interactive lectures in which the principles of interaction analysis are explained and illustrated.	✓	✓	✓	✓			
2.	Students take part in small group activities and tasks in which conversational patterns of everyday interaction are analyzed.	✓	✓	✓	✓			
3.	Students transcribe social interaction from various resources of their own choices and analyze and evaluate them based on the theories learned in class	✓	✓	✓	✓			
4.	Students learn and develop their understandings of ethnomethodological understandings of interaction. Students will be tested on their knowledge of what they learned by taking a quiz .	✓						

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: _100_%							
Students are tested on their knowledge on interaction theories and its applications by taking a quiz .	✓					20%	
Students collect and transcribe social interaction data from various resources of their own choice and write brief observation reports of them.	✓	✓	✓	✓		10%	
Students work in groups to (re-)analyze and compare their	✓	✓	✓	✓		30%	

individual observation reports, and present their findings and discussions.							
Students write an individual paper analysing social interaction of their own choice in which they demonstrate knowledge on interaction theories and its applications.	✓	✓	✓	✓		30%	
Students participate in-class discussion and complete tasks satisfactorily.	✓	✓	✓	✓		10%	
Examination: <u>0</u> % (duration: _____, if applicable)							
* The weightings should add up to 100%.						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)
In-class Quiz	Content	Excellent accuracy of the answers; Demonstrates an in-depth understandings of contents learned in this class.	Good accuracy of the answers; Demonstrates good understandings of contents learned in this class.	Fair accuracy of the answers; Demonstrates fair understandings of contents learned in this class.	Marginal accuracy of the answers; Demonstrates marginal understandings of contents learned in this class.	Poor accuracy of the answers; Demonstrates poor understandings of contents learned in this class.
Brief observation reports		Assessment by completion only				
Group Presentation	Content	Able to choose, collect and transcribe appropriate data in an excellent manner, identify and compare key features in an outstanding manner, and make excellent discussion of the findings.	Able to choose, collect and transcribe appropriate data, identify and compare key features in a good manner, and make good discussion of the findings.	Able to choose, collect and transcribe appropriate data, identify and compare key features in a fair manner, and make a fair discussion of the findings.	Able to choose, collect and transcribe appropriate data, identify and compare key features in a marginal manner, and make marginal discussion of the findings.	Unable to choose, collect and transcribe data and/or identify and compare key features, and make poor to no discussion of the findings
	Presentation	Able to include	Able to include	Able to include important/relevant	Able to include relevant	Unable to include

	skills	important/relevant information and present them very effectively; Excellent delivery; Very effective visual.	important/relevant information and present them effectively; Good delivery; Effective visual.	information and present them somewhat effectively; Fair delivery; Somewhat effective visual.	information; Marginal delivery; Marginal use of visuals.	relevant information; Poor delivery; Poor to no use of visuals.
Individual Interaction Analysis	Content	Able to choose, collect and transcribe appropriate data in an excellent manner, apply principles and tools of analysis accurately and appropriately, and synthesize findings into a coherent and insightful analysis with detailed line-by-line analysis while providing supported interpretations of the findings in an excellent manner.	Able to choose, collect and transcribe appropriate data, apply principles and tools of analysis accurately and appropriately, and describe findings clearly with somewhat detailed line-by-line analysis while providing supported interpretations of the findings.	Able to choose, collect and transcribe appropriate data, and apply some principles and tools of analysis with a moderately high level of accuracy and appropriateness, and describe findings with some line-by-line analysis while providing somewhat supported interpretations of the findings.	Able to choose, collect and transcribe data and apply some principles and tools of analysis.	Unable to choose, collect and transcribe data and/or apply principles and tools to analyze it.
	Language	Able to express ideas in cohesive, accurate English with no errors, in an appropriate style.	Able to express ideas in cohesive, accurate English with one or two errors, in a mostly appropriate style.	Able to express ideas in mostly cohesive, accurate English with several errors, in a moderately appropriate style.	Able to express ideas accurately in English with many errors, in an appropriate style.	Unable to express ideas in clear and accurate English.

In-class Participation	Participation	Makes significant contribution to in-class discussion and completes tasks satisfactorily.	Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.	Seldom makes adequate contribution to in-class discussion and in class tasks.	Little evidence of participation in class; completes very few in-class tasks.	Fails to sufficiently participate in in-class activities (including discussion and other tasks)
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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.)

Ethnography, Ethnomethodology, Conversation Analysis, Membership Categorization Analysis, Multimodality, Managing Conversation, Turn-taking, Ordinary Conversation, Interaction with Objects, Storytelling, Peer Interaction, Service Encounter Interaction, Intercultural 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.	
2.	
3.	
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2.2 Additional Readings

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

1.	Silverman, D. (Ed.) (2016). <i>Qualitative research</i> . 4th edition. London: Sage.
2.	Silverman, D. (2014). <i>Interpreting qualitative data</i> . 5th edition. London: Sage.