

# EN2502: LANGUAGE IN SOCIAL INTERACTION

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## Effective Term

Semester B 2022/23

## Part I Course Overview

### Course Title

Language in Social Interaction

### Subject Code

EN - English

### Course Number

2502

### Academic Unit

English (EN)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course focuses on studying social interaction from various approaches and perspectives. One area of the course is devoted to learning theoretical understandings of social interaction and exploring various concepts and techniques for

analyzing talk-and-other-conduct (such as, multimodality) in interaction. In another area of the course students apply these theoretical understandings and approaches to different kinds of situations for everyday language use and conversation including but not limited to storytelling, student peer interaction, workplace settings, and intercultural encounters.

### Course Intended Learning Outcomes (CILOs)

| CILOs | Weighting (if app.)   | DEC-A1 | DEC-A2 | DEC-A3 |
|-------|---|--------|--------|--------|
| 1     | Describe and explain the major approaches to analyzing social interaction.  | x      | x      |        |
| 2     | Apply these theoretical understandings to the analysis of real world communication and interaction in various genres and media. |        | x      | x      |
| 3     | Analyze the conversation styles and the interactional patterns in situations of social interaction.                             |        | x      | x      |
| 4     | Evaluate the potential of interpersonal communication based on different theories.  | x      | x      | x      |

#### 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 real-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.

### Teaching and Learning Activities (TLAs)

| TLAs | Brief Description  | CILO No.   | Hours/week (if applicable) |
|------|--|------------|----------------------------|
| 1    | Students attend interactive lectures in which different approaches to and principles of interaction analysis are explained and illustrated.            | 1, 2, 3, 4 |                            |
| 2    | Students take part in small group activities and tasks in which patterns of everyday interaction are analyzed.   | 1, 2, 3, 4 |                            |
| 3    | Students transcribe social interaction from various sources of their own choices and analyze and evaluate them based on the theories learned in class. | 1, 2, 3, 4 |                            |

|   |  |   |   |  |
|---|--|---|---|--|
| 4 |  | Students learn and develop their understandings of interaction. Students will be tested on their knowledge of what they learned by taking a quiz. | 1 |  |
|---|--|---|---|--|

**Assessment Tasks / Activities (ATs)**

|   | <b>ATs</b>  | <b>CILO No.</b> | <b>Weighting (%)</b> | <b>Remarks (e.g. Parameter for GenAI use)</b> |
|---|---|-----------------|----------------------|---|
| 1 | Students are tested on their knowledge on interaction theories and applications by taking a quiz.   | 1               | 20                   |   |
| 2 | Students collect and transcribe social interaction data from various sources of their own choice and write brief observation reports of them.                     | 1, 2, 3, 4      | 10                   |   |
| 3 | Students work in groups to (re-)analyze and compare their individual observation reports, and present their findings and discussions.                             | 1, 2, 3, 4      | 30                   |   |
| 4 | Students write an individual paper analysing social interaction of their own choice in which they demonstrate knowledge of interaction theories and applications. | 1, 2, 3, 4      | 30                   |   |
| 5 | Students participate in class discussion and complete tasks satisfactorily.   | 1, 2, 3, 4      | 10                   |   |

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

In-class Quiz

**Criterion**

Content

**Excellent (A+, A, A-)**

Excellent accuracy of the answers;  
Demonstrates an in-depth understandings of contents learned in this class.

**Good (B+, B, B-)**

Good accuracy of the answers;  
Demonstrates good understandings of contents learned in this class.

**Fair (C+, C, C-)**

Fair accuracy of the answers;  
Demonstrates fair understandings of contents learned in this class.

**Marginal (D)**

Marginal accuracy of the answers;  
Demonstrates marginal understandings of contents learned in this class.

**Failure (F)**

Poor accuracy of the answers;  
Demonstrates poor understandings of contents learned in this class.

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**Assessment Task**

Brief observation reports

Assessment by completion only

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**Assessment Task**

Group Presentation

**Criterion**

Content

**Excellent (A+, A, A-)**

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.

**Good (B+, B, B-)**

Able to choose, collect and transcribe appropriate data, identify and compare key features in a good manner, and make good discussion of the findings.

**Fair (C+, C, C-)**

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.

**Marginal (D)**

Able to choose, collect and transcribe appropriate data, identify and compare key features in a marginal manner, and make marginal discussion of the findings.

**Failure (F)**

Unable to choose, collect and transcribe data and/or identify and compare key features, and make poor to no discussion of the findings.

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**Assessment Task**

Group Presentation

**Criterion**

Presentation skills

**Excellent (A+, A, A-)**

Able to include important/relevant information and present them very effectively;  
Excellent delivery; Very effective choice and showing of visual.

**Good (B+, B, B-)**

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 include important/relevant information and present them effectively;  
Good delivery; Effective choice and showing of visual.

**Fair (C+, C, C-)**

Able to include important/relevant information and present them somewhat effectively;  
Fair delivery; Somewhat effective choice and showing of visual.

**Marginal (D)**

Able to include relevant information;  
Marginal delivery; Marginal use of visuals.

**Failure (F)**

Unable to include relevant information;  
Poor delivery; Poor to no use of visuals.

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**Assessment Task**

Individual Interaction Analysis

**Criterion**

Content

**Excellent (A+, A, A-)**

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 detailed analysis while providing supported interpretations of the findings in an excellent manner.

**Good (B+, B, B-)**

Able to choose, collect and transcribe appropriate data, apply principles and tools of analysis accurately and appropriately, and describe findings clearly with somewhat detailed analysis while providing supported interpretations of the findings.

**Fair (C+, C, C-)**

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 analysis while providing somewhat supported interpretations of the findings.

**Marginal (D)**

Able to choose, collect and transcribe data and apply some principles and tools of analysis.

**Failure (F)**

Unable to choose, collect and transcribe data and/or apply principles and tools to analyze it.

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**Assessment Task**

Individual Interaction Analysis

**Criterion**

Language

**Excellent (A+, A, A-)**

Able to express ideas in cohesive, accurate English with no errors, in an appropriate style.

**Good (B+, B, B-)**

Able to express ideas in cohesive, accurate English with one or two errors, in a mostly appropriate style.

**Fair (C+, C, C-)**

Able to express ideas in mostly cohesive, accurate English with several errors, in a moderately appropriate style.

**Marginal (D)**

Able to express ideas accurately in English with many errors, in an appropriate style.

**Failure (F)**

Unable to express ideas in clear and accurate English.

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**Assessment Task**

In-class Participation

**Criterion**

Participation

**Excellent (A+, A, A-)**

Makes significant contribution to in-class discussion and completes tasks satisfactorily.

**Good (B+, B, B-)**

Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.

**Fair (C+, C, C-)**

Seldom makes adequate contribution to in-class discussion and in class tasks.

**Marginal (D)**

Little evidence of participation in class; completes very few in-class tasks.

**Failure (F)**

Fails to sufficiently participate in in-class activities (including discussion and other tasks)

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## Part III Other Information

### Keyword Syllabus

Language in Social Interaction, Multimodality, Gesture Studies, Conversation Analysis, Social Understanding.

### Reading List

#### Compulsory Readings

| Title |   |
|-------|---|
| 1     | Enfield, N. (2017). <i>How We Talk: The Inner Workings of Conversation</i> . Basic Books. |

#### Additional Readings

| Title |   |
|-------|---|
| 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.   |
| 3     | Kendon, A. (2004). <i>Gesture: Visible Action as Utterance</i> . Cambridge University Press.  |
| 4     | Goffman, E. (1981). <i>Forms of Talk</i> . University of Pennsylvania Press.  |
| 5     | Matoesian, G. and Gilbert, K. E. (2018) <i>Multimodal conduct in the law: Language gesture and materiality in legal interaction</i> . Cambridge University Press. |
| 6     | Streeck, J. (2017). <i>Self-making man. A day of action, life, and language</i> . Cambridge University Press.   |