

LT4239: CONVERSATION ANALYSIS

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Conversation Analysis

Subject Code

LT - Linguistics and Translation

Course Number

4239

Academic Unit

Linguistics and Translation (LT)

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

LT2201 Introduction to Linguistics or LT2290 Introduction to Language Studies or LT2229 Fundamentals of Linguistics

Precursors

(i) LT3212 Phonetics and (ii) LT3209 Syntax or LT3211 Semantics

Equivalent Courses

CTL4239 Conversation Analysis

Exclusive Courses

Nil

Part II Course Details

Abstract

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 analysing 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 analysing 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 analysing actual spoken data.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discover and analyse basic organizations in conversation		x	x	x
2	Discover and analyse selected conversational actions		x	x	x
3	Apply methods of Conversation Analysis in the analysis of actual spoken data		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	Lectures	Key concepts and analytical skills related to all learning outcomes are discussed in the lectures through illustration of ample data extracts. In-class exercises will be arranged during the lecture to introduce Conversation-Analytic transcribing conventions.	1, 2, 3

2	Individual Reading	In addition to lecture notes, students are expected to read articles and book chapters suggested by the teacher for independent learning	1, 2, 3	
3	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	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Two assignments which provide students with opportunities in hands-on experience of handling spoken data, and grasping basic concepts in analysing data.	1, 2, 3	30	
2	Two in-class quizzes for the students to demonstrate their understanding of key concepts and their abilities to analyse conversational data	1, 2, 3	40	
3	The term project requires students to work with group member(s) on their own data and present analysis in oral and written reports.	1, 2, 3	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Assignment 1: practicum

Criterion

Develop the ability to handle authentic interactional data.

Excellent (A+, A, A-)

Excellent grasp of practical procedures in recording, describing and transcribing spoken data.

Good (B+, B, B-)

Good grasp of practical procedures in recording, describing and transcribing spoken data.

Fair (C+, C, C-)

Adequate grasp of practical procedures in recording, describing and transcribing spoken data.

Marginal (D)

Weak grasp of practical procedures in recording, describing and transcribing spoken data.

Failure (F)

Poor grasp of practical procedures in recording, describing and transcribing spoken data.

Assessment Task

2. Assignment 2: article review

Criterion

Demonstrate through writing the ability to review an academic article.

Excellent (A+, A, A-)

Excellent understanding of concepts, methodology and findings in the chosen academic article.

Good (B+, B, B-)

Good understanding of concepts, methodology and findings in the chosen academic article.

Fair (C+, C, C-)

Adequate understanding of concepts, methodology and findings in the chosen academic article.

Marginal (D)

Weak understanding of concepts, methodology and findings in the chosen academic article.

Failure (F)

Poor understanding of concepts, methodology and findings in the chosen academic article.

Assessment Task

2. Term project

Criterion

Apply concepts and analytical skills on a chosen topic

Excellent (A+, A, A-)

Excellent competence in applying concepts and analytical skills on the chosen topic.

Good (B+, B, B-)

Good competence in applying concepts and analytical skills on the chosen topic.

Fair (C+, C, C-)

Adequate competence in applying concepts and analytical skills on the chosen topic.

Marginal (D)

Weak competence in applying concepts and analytical skills on the chosen topic.

Failure (F)

Poor competence in applying concepts and analytical skills on the chosen topic.

Assessment Task

3. Quizzes

Criterion

Demonstrate command of the subject matter and course content.

Excellent (A+, A, A-)

Excellent command of the subject matter and course content.

Good (B+, B, B-)

Good command of the subject matter and course content.

Fair (C+, C, C-)

Adequate command of the subject matter and course content.

Marginal (D)

Marginal familiarity with the subject matter and course content.

Failure (F)

Poor familiarity with the subject matter and course content.

Part III Other Information**Keyword Syllabus**

Conversational organizations (turn-taking, sequences of turns, conversational repair)

Conversational actions (selected from: agreement/disagreement, giving and receiving information, responses in conversation, openings and closings, story-telling in conversation)

Reading List**Compulsory Readings**

	Title
1	Liddicoat, A. 2011. An Introduction to Conversation Analysis. 2nd edition. London: Continuum.

Additional Readings

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