CASE STUDY 4
RECONCILIATION
I. BACKGROUND INFORMATION

In the Fall of 1989 the student researcher had Muriel tape record a conversation she had over lunch with her friend Louise. Muriel is 19 and Louise is 20. Muriel is a friend of the student researcher's and acted as respondent.

Here is how the student researcher describes the event:

Both work as salespersons in the shoe department of a department store. Muriel is a regular salesperson, while Louise is an assistant manager of the department which is neat because we don't get yelled at anymore, you-know. Besides being co-workers, Muriel and Louise are friends and have an active social life together.
In her recollection Muriel explains what brings the two girls together, as follows:

we don't really like anyone in the store
and no one likes us
because we're a lease department
and we make commission
and others in the store don't
it makes them jealous I-guess

we like talking to each other about stuff like that
it's good 'cause we get to vent out our frustrations
and we listen to each other
and help each other out

…out lunch talks keep us pretty close
I guess
and days at work would probably be real slow
without them in between hours

The conversation occurred while the two girls were having lunch together, a regular activity in their relationship. The day before, Muriel missed work in order to be with her sister who was in labor at the time. Consequently Louise had to work extra hours by filling in Muriel's shift.
PLACE OF SPECIMEN IN EVENT:

There is only one environment, sitting at a table in a restaurant. The respondent does not specify the place of the specimen in the entire event, but it is very likely that it occurs right after they have settled down for lunch. The place of the specimen in the entire event is very likely as follows:

BEGINNING: they arrive at the restaurant

... they order lunch
... they eat and talk

SPECIMEN

MIDDLE

... ...

END: they leave the restaurant
II. VERBAL FLOW STRUCTURE

A: SEGMENTATION OF TALK IN SPECIMEN

1) RESPONDENT'S SEGMENTATION:

In the Blow-by-Blow, as she listened to the tape, the respondent gave a discursive commentary of what was taking place. Then, in the Follow-up Interviewing, she grouped her commentary into 15 sections as follows:

1: **missing work** (1-9)
   the first thing me and L talked about was how I couldn't come into work that day

2: **apology** (10-22)
   and how L had to work my hours for me
   I apologized to L for it

3: **Louise's reaction** (23-43)
   she was telling me that she was pretty busy
   she was actually pretty mad that I didn't come to work because she didn't want to stay any later than she had to
   she was mostly concerned about how much trouble it was to fill in my hours and how exhausted she was
   like she was trying to make me feel guilty about not coming in for work
   and not caring how my sister made out

4: **sister's baby** (44-58)
   and then after that we started talking about my sister having a baby

5: **reason for missing work** (59-62)
   because that's why I couldn't come to work in the first place
   my sister having a baby

6: **sister's baby** (63-75)
   so we just talked about what she went through while she was in labor

7: **Louise complaining** (76-88)
   and then L talked about what a hectic and busy day she had and how tired she was from working for me

8: **Louise's profit** (89-98)
   she talked about how much she ended up making that day
   she ended up making a lot of money
9: personal reaction (99-114)
   I felt bad that she had to work for me but I know that I would gladly do her the same
   favor if she needed me to
   and I was not going to let my sister down

10: personal diet (115-134)
   after that we got to the topic of my diet
   and about how I was doing on it
   and about my diet plan itself like the foods and exercise involved

11: Louise's diet plans (135-143)
   L was talking about deciding to go on the diet
   and I insisted that she's got no need to try to lose any weight

12: mutual outing plans (144-152)
   and then I asked her what her plans were for the week
   and we discussed our plans to go out together sometime that week
   when we both had the same night off work
   and when our boyfriends might

13: Louise's problem with Charley (153-159)
   then L talked about her boyfriend Charley
   and some problems she was having with him

14: Charley's problem with his dad (160-171)
   and about some problems that Charley was having with his Dad
   and how his Dad kicked him out of the house

15: personal boyfriend (172-188)
   and finally I talked about my boyfriend at the end of our conversation
   who I was happy with at the time
   and basically only had good things to say about him

In addition, the respondent gave a detailed characterization of the information conveyed.
Thus, line 1 is a 'question'. Lines 2 and 3 are an 'answer to own question'. Lines 4 and 5
are 'personal hope/expectation'.
This information is given in the respondent accounts that occur with the analysis of the
internal structure of the basic units.
Transcript of Talk in specimen as segmented and characterized by respondent:

1: missing work
M (1): was Becky mad because I couldn't work?
(2): she knows that the only reason I'd call in
(3): would be an emergency
(4): she'd better not try to make me feel guilty
(5): like the last time
L (6): no
(7): she didn't care
(8): she doesn't care if anybody misses work
(9): as long as she doesn't have to fill in

2: Apology
M (10): well
(11): there was no way I could have come in
(12): but I am really sorry
(13): I didn't mean to put you on the spot
(14): by having to work my hours
(15): I know how much you hate doing that
(16): I'll make it up for you too
(17): next time you need a favor at work
(18): just ask me
L (19): don't worry about it
(20): it wasn't that bad I-guess
M (21): I'm still real sorry
(22): but I hope you understand

3: Louise's reaction
L (23): it's not that I minded filling in for you
(24): or helping you out
(25): it's just that the day sucked so bad
M (26): that bad huh?
L (27): probably worse than you think
M (28): how come?
L (29): I was exhausted from the beginning
(30): to-start-things-off
(31): by the end of the day
(32): I had a throbbing headache
(33): every customer had to give me
(34): some kind of a problem
(35): and I had enough work to do
(36): for about three people
(37): I was in such a lousy mood as-it-was
(38): and staying later made things that much worse
M (39): you're making me feel pretty bad about this
L (40): oh I don't mean to do that
(41): I'm sorry that I'm taking it out on you
(42): it's not your fault
(43): just a bad day
4: Sister’s Baby
M (44): I suppose you aren't really interested
(45): in my sister's baby
L (46): oh of course I am
(47): it's just not the first thing on my mind
(48): right about now
L (49): how did she make out?
(50): did everything go alright?
M (51): yeah
(52): everything turned out OK
(53): but my sister was in so much pain
(54): and she was so nervous
(55): that she needed someone there
(56): besides Bob
L (57): why couldn't someone else do it?
(58): like your Mom?

5: Reason for Missing Work
M (59): because she asked for me specifically
(60): she didn't want just anyone there
(61): if that's not a valid reason for missing work
(62): then I don't know what is

6: Sister’s Baby
M (63): but anyway
(64): she had a little baby girl
(65): and they named her Brooke
(66): but you should have heard my sister screaming
(67): before and during the delivery
(68): I've never been so scared in my life
(69): I heard her from the waiting room
(70): and it sounded like she was being tortured
(71): or-something
(72): she said that she was real happy
(73): that I was there for her
(74): and she would have otherwise been
(75): a lot worse off

7: Louise complaining
L (76): well
(77): I'm glad everything turned out
(78): alright for her
(79): but she's not the only one that went through hell
(80): I don't think that I've ever had
(81): such a hectic day in my life
(82): you wouldn't believe how busy I was
(83): or how drained I am from working extra
M (84): yeah
(85): I know
L (86): you should have seen me
(87): I was counting the minutes before closing time
M (88): I know-what-that's-like
8: Louise’s profit
L (89): one good thing did come out of it though
M (90): what’s that?
L (91): I made over $1500 in sales
M (92): my god that’s a lot!
   (93): I guess you were busy
L (94): yeah
   (95): I can’t wait to see what my
   (96): paycheck is going to be like
   (97): I can sure use the extra money
   (98): it’s about time I had a real good day of sales

9: Personal Reaction
M (99): well
   (100): I still appreciate you working for me
   (101): and I feel kind-a bad that you had to
   (102): but you know that I’d do the same for you
   (103): if you ever needed me to
   (104): with no question asked
   (105): and anyway
   (106): the way my sister wanted me there so much
   (107): and the way she was so scared
   (108): there was no way that I’d have not been there
   (109): for her
L (110): oh I know
   (111): besides do you know how mad you’d be
   (112): if you did end up working instead of seeing her
M (113): yeah
   (114): I’d be so mad at myself

10: Personal Diet
L (115): I thought you can’t eat chicken
   (116): are you still on your diet?
M (117): yeah
   (118): some days I can have chicken
   (119): as long as you follow the diet plan
   (120): you eat certain amounts of proteins
   (121): fruits
   (122): vegetables
   (123): milk and fats
   (124): it does let you eat a lot of normal food
L (15): I thought it would be a lot harder

M (126): no
   (127): it’s really not
   (128): the only tough thing is the workouts
   (129): I never look forward to do a bike workout
   (130): or an aerobic workout
   (131): but when you do those exercises it helps
   (132): you lose weight with the diet
L (133): how much have you lost so far?
M (134): 11 pounds
11: Louise’s diet plans
L (135): wow!
L (136): I think I should go on it
(137): I’d kill to lose 11 pounds!
(138): I can really tell that you’ve lost weight too
M (139): don’t be ridiculous!
(140): the last thing you need is lose weight
(141): your weight is perfect
L (142): well
(143): I’m glad you think so
12: Mutual Outing Plans
M (144): do you have any plans for this week yet?
L (145): no
(146): not yet
(147): we should go out some night
(148): are you off Thursday?
M (149): yeah
(150): that would probably be a good night for it
(151): maybe Charley and Ben might want to go too
(152): if they both have off
13: Louise’s problem with Charley
L (153): I wouldn't count on it with Charley
(154): he's been a complete butt-end lately
(155): he's been blowing me off
(156): and he barely ever calls
(157): and when he does
(158): he seems completely disinterested
(159): he's just been taking me for granted
14: Charley’s problem with his Dad
L (160): I probably can’t blame it all on him though
(161): because his dad is such a jerk to him
(162): that’s why he acts like a jerk to me
(163): I-bet
(164): it’s been like this
(165): ever since Charley got kicked out
M (166): just give it some time
(167): once Charley readjusts
(168): I'm-sure you-guys will
(169): get along fine again
L (170): I-hope-so
(171): because I’m getting tired of it-
15: Personal Boyfriend
L (172): how’s Ben anyway?
M (173): pretty good
(174): actually
(175): he brought over a movie last night
(176): and we just ate dinner and watched it
(177): we had a good time
L (178): I wish I could have a normal evening like that
(179): with Charley
(180): without an argument blowing up
(181): it must be nice
M (182): yeah
(183): I-guess-so
(184): we don’t really have anything to fight about lately
(185): things have been relatively pleasant
L (186): we should switch places
M (187): no
(188): thanks!
(2) ANALYST'S SYSTEMATIZATION OF RESPONDENT'S

As noted by the student researcher, the specimen includes two parts, as follows:
Part 1: NEGOCIATING FORGIVENESS (1-114)
Part II: RE-ESTABLISHING FRIENDSHIP ON EQUAL GROUNDS (115-188)
In each Part, the systematization of the respondent's segmentation yields candidate basic units, the Verbal Flow Sections.
They are obtained as follows:

<table>
<thead>
<tr>
<th>DEFINING CRITERIA for VF1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Talk:</strong> NEGOTIATING</td>
</tr>
<tr>
<td><strong>Modality of Talk:</strong> displaced</td>
</tr>
<tr>
<td><strong>Focality:</strong> focal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEGMENTATION CRITERION for VF1 SECTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stages in Negotiating Process</strong>:</td>
</tr>
<tr>
<td>-stage 1: Bringing up the problem: M lets L know how she feels (1-9)</td>
</tr>
<tr>
<td>-stage 2: Negotiation Proper</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>-stage 3: Turning Point: L’s first sign of forgiveness (89-98)</td>
</tr>
<tr>
<td>-stage 4: End of Negotiation: M testing L's forgiveness (99-114)</td>
</tr>
</tbody>
</table>
DEFINING CRITERIA for VF2
Type of Talk: CHATTING
Modality of Talk: displaced
Focality: focal

SEGMENTATION CRITERION for VF2 SECTIONS:

- **topic 1**: Dieting
  - subtopic 1: M's Diet (115-135)
  - subtopic 2: L's Diet Plans (136-143)
- **topic 2**: Mutual Outing Plans (144-152)
- **topic 3**: Boyfriends
  - subtopic 1: L's boyfriend (153-171)
  - subtopic 2: M's boyfriend (172-188)

Analyst's note 1

The notion of stages is from the analyst, while the labels applied to the stages are from the student researcher.
(3) COMPARISON between A’s and R’s ORGANIZATION

<table>
<thead>
<tr>
<th>ANALYST’S</th>
<th>RESPONDENT’S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEGOTIATING FORGIVENESS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>stage 1: Bringing up the problem:</strong></td>
<td></td>
</tr>
<tr>
<td>M lets L know how..: VF1 Section (1-9) ——— missing work (1-9)</td>
<td></td>
</tr>
<tr>
<td><strong>stage 2: Negotiation Proper</strong></td>
<td></td>
</tr>
<tr>
<td>first attempt</td>
<td></td>
</tr>
<tr>
<td>apology: VF1 Section (10-22) ——— apology (10-22)</td>
<td></td>
</tr>
<tr>
<td>response: VF1 Section (23-43) ——— L’s reaction (23-43)</td>
<td></td>
</tr>
<tr>
<td>second attempt</td>
<td></td>
</tr>
<tr>
<td>justification: VF1 Section (44-75) ——— reason for missing work (59-62)</td>
<td></td>
</tr>
<tr>
<td>——— sister’s baby (63-75)</td>
<td></td>
</tr>
<tr>
<td>response: VF1 Section (76-88) ——— L complaining (76-88)</td>
<td></td>
</tr>
<tr>
<td><strong>stage 3: Turning Point</strong></td>
<td></td>
</tr>
<tr>
<td>L’s first sign of...: VF1 Section (89-98) ——— L’s profit (89-98)</td>
<td></td>
</tr>
<tr>
<td><strong>stage 4: End of negotiation</strong></td>
<td></td>
</tr>
<tr>
<td>M testing L’s...: VF1 Section (99-114) ——— personal reaction (99-114)</td>
<td></td>
</tr>
</tbody>
</table>

**RE-ESTABLISHING FRIENDSHIP ON EQUAL GROUNDS**

| topic 1: Dieting | |
| M’s diet: VF2 Section (115-135) ——— personal diet (115-134)¹ |
| L’s diet: VF2 Section (136-143) ——— L’s diet plans (135-143) |
| **topic 2: Mutual Outing.**: VF2 Section(144-152) ——— Mutual Outing Plans (144-152) |
| **topic 3: Boyfriends** | |
| L’s boyfriend: VF2 Section(153-171) ——— L’s problem with Charley (153-159) |
| ——— Ch’s problem with his Dad (160-171) |
| M’s boyfriend: VF2 Section (172-188) ——— personal boyfriend (172-188) |

---

**Analyst's note 1**

The respondent puts "wow!" with L’s diet plans, whereas the analyst views it as belonging with M’s diet.
B: BASIC UNITS: INTERNAL STRUCTURE
and
PARTIAL RHETORICAL ORGANIZATION of
TALK IN CORES

Each VF Section is now examined in turn in order to ascertain how many basic units it contains. Then, the internal structure of each basic unit, and the partial rhetorical organization of Talk in their respective cores, are described in some detail.
PART I: NEGOTIATING FORGIVENESS
VF Section (1-9) to VF Section (99-114)
VF1 SECTION (1-9)

(1) RECAPITULATION

a) Analytic specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: NEGOTIATING</td>
</tr>
<tr>
<td>Modality of Talk: displaced</td>
</tr>
<tr>
<td>Focality: focal</td>
</tr>
</tbody>
</table>

Segmentation Criterion for VF1 Section (1-9):
stage 1: Bringing up the problem: M indirectly lets L know how she feels

b) Transcript of Talk in Section:

M(1): was Becky mad because I couldn't work?
(2): she knows that the only reason I'd call in
(3): would be an emergency
(4): she'd better not try to make me feel guilty
(5): like the last time
L(6): no
(7): she didn't care
(8): she doesn't care if anybody misses work
(9): as long as she doesn't have to fill in

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (1-9). It is a QUERY, specified by the semantic schema: Muriel asks Louise how the manager felt about her absence from work.
(3) **DETAILED ANALYSIS OF QUERY (1-9)**

a) **INTERNAL STRUCTURE OF QUERY:**

The QUERY has only a nucleus. The latter has only a core, a dialogue initiated by M and addressed to L, with one exchange.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: M (1-5)</td>
</tr>
<tr>
<td>CORE</td>
</tr>
<tr>
<td>M2: L (6-9)</td>
</tr>
</tbody>
</table>
b) RHETORICAL ORGANIZATION of CORE:

M1: M's query
- •1: query proper (yes/no question)
  (1) was Becky mad because I couldn't work?1'
- •2: elaboration
  ••1: justification for missing work
  (2) she knows that the only reason I'd call in
  (3) would be an emergency
  ••2: veiled threat:
  (4) she'd better not try to make me feel guilty
  (5) like the last time

M2: L's answer to yes/no question
- •1: answer proper (negation):
  (6) no
- •2: elaboration (indirect response to threat)
  ••1: initial formulation
  (7) she didn't care
  ••2: re-formulation:
  (8) she doesn't care if anybody misses work
  (9) as long as she doesn't have to fill in

Respondent's account

-fn1
the first thing me and Louise talked about was how I couldn't come into work that day and how Louise had to work my
-hours for me (1-9)
-fn1'
question (1)
M is using Becky as an indirect way of letting L know how she feels.
-fn2
answer to own question(2-3)
-fn3
personal hope/expectation (4-5)
veiled threat: M tries to stop L from making her feel guilty by threatening her
-fn4
L’s attempt to make M feel guilty
VF1 SECTION (10-22)

(1) RECAPITULATION
a) Analytic specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Talk:</strong> NEGOTIATING</td>
</tr>
<tr>
<td><strong>Modality of Talk:</strong> displaced</td>
</tr>
<tr>
<td><strong>Focality:</strong> focal</td>
</tr>
</tbody>
</table>

**Segmentation Criterion for VF1 Section (10-22):**
stage 2: Apology by Muriel

b) Transcript of Talk in Section:

M(10): well
   (11): there was no way I could have come in
   (12): but I am really sorry
   (13): I didn't mean to put you on the spot
   (14): by having to work my hours
   (15): I know how much you hate doing that
   (16): I'll make it up for you too
   (17): next time you need a favor at work
   (18): just ask me
L(19): don't worry about it
   (20): it wasn't that bad I guess
M(21): I'm still real sorry
   (22): but I hope you understand

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (10-22). It is an APOLOGY, specified by the semantic schema: M’s apology to L.
(3) DETAILED ANALYSIS OF APOLOGY (10-22)

a) INTERNAL STRUCTURE OF APOLOGY:

The APOLOGY has only a nucleus. The latter has an entry, and a core.
The entry is a univox.
The core is a dialogue initiated by M and addressed to L, with a three-member exchange.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENTRY</strong>: M (10): well</td>
</tr>
</tbody>
</table>

- **M1**: M (11-18)
- **M2**: L (19-20)
- **M3**: M (21-22)
b) RHETORICAL ORGANIZATION of CORE:

M1: Apology with offer to reciprocate

• 1: preparation (justification): 1
  (11) there was no way I could have come in

•• 2: apology proper: 2
  (12) but I am really sorry

•• 3: elaboration (extended apology) 3
  … 1:
    (13) I didn’t mean to put you on the spot
    (14) by having to work my hours
  … 2:
    (15) I know how much you hate doing that

• 2: offer to reciprocate

•• 1: offer proper (promise): 5
  (16) I’ll make it up for you too

•• 2: elaboration of promise: 6
  (17) next time you need a favor at work
  (18) just ask me

M2: Response

• 1: response proper (dismissal of apology): 7
  (19) don’t worry about it

• 2: elaboration (justification of dismissal): 8
  (20) it wasn’t that bad, I guess

M3: response to response (further apology):

• 1: apology proper: 9
  (21) I’m still real sorry

• 2: elaboration: 10
  (22) but I hope you will understand

Respondent’s account

-fn1
the first thing me and Louise talked about was how I couldn’t come into work that day
I apologized to L for it (10-22)

-fn1'
statement of conditions

-fn2
apology

-fn3
follow-up to apology (13-14)

-fn4
recognition of L’s dislike of working extra hours

-fn5
promise(16-17)
-fn5
  too= pleading
-fn6
  elaboration of promise to L
-fn7
  L's reaction to apology
    (fake polite formula "don't mention it")
-fn8
  L's feelings toward working extra hours
    (covert expression of L's anger)
-fn9
  M's further apology
-fn10
  request for L not to be angry at her
VF1 SECTION (23-43)

(1) RECAPITULATION
a) Analytic specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: NEGOTIATING</td>
</tr>
<tr>
<td>Modality of Talk: displaced</td>
</tr>
<tr>
<td>Focality: focal</td>
</tr>
</tbody>
</table>

Segmentation Criterion for VF1 Section (23-43):
stage 2: Louise’s response to Muriel’s apology

b) Transcript of Talk in Section:

L(23): it's not that I minded filling in for you
(24): or helping you out
(25): it's just that the day sucked so bad
M(26): that bad huh?
L(27): probably worse than you think
M(28): how come?
L(29): I was exhausted from the beginning
(30): to-start-things-off
(31): by the end of the day
(32): I had a throbbing headache
(33): every customer had to give me
(34): some kind of a problem
(35): and I had enough work to do
(36): for about three people
(37): I was in such a lousy mood as-it-was
(38): and staying later made things that much worse
M(39): you're making me feel pretty bad about this
L(40): oh I don't mean to do that!
(41): I'm sorry that I'm taking it out on you
(42): it's not your fault
(43): just a bad day

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (23-43). It is a COMPLAINT, specified by the semantic schema: Louise’s complaint as objection to Muriel’s apology.
(3) DETAILED ANALYSIS OF COMPLAINT (23-43)

a) INTERNAL STRUCTURE OF COMPLAINT:

The COMPLAINT has a nucleus and 1 satellite.
The nucleus has only a core, a dialogue initiated by L and addressed to M, with a three-member exchange.
The satellite is a remark, a dyad initiated by M and responded to by L.
It has a satellite, an incidental query with only a nucleus. The latter is a dialogue initiated by M and addressed to L, with one exchange.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
<th>SATELLITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: L (23-25)</td>
<td></td>
</tr>
<tr>
<td>CORE</td>
<td></td>
</tr>
<tr>
<td>M2: M (39)</td>
<td></td>
</tr>
<tr>
<td>M3: L (40-43)</td>
<td></td>
</tr>
<tr>
<td>REMARK (dyad)</td>
<td></td>
</tr>
<tr>
<td>M (26)</td>
<td></td>
</tr>
<tr>
<td>L (27)</td>
<td></td>
</tr>
<tr>
<td>INCIDENTAL QUERY</td>
<td></td>
</tr>
<tr>
<td>M1: M (28)</td>
<td></td>
</tr>
<tr>
<td>core</td>
<td></td>
</tr>
<tr>
<td>M2: L (29-38)</td>
<td></td>
</tr>
</tbody>
</table>
b) RHETORICAL ORGANIZATION of CORES:

M1: L’s complaint (pattern: Not X, Y)
•1: NOT X: 1’
  (23): it’s not that I minded filling in for you
  (24): or helping you out
•2: Y: 2
  (25): it’s just that the day sucked so bad

REMARK (dyad)
M: assessment:
  (26): that bad uh?
L: acknowledgement:
  (27): probably worse than you think

INCIDENTAL QUERY
M1: M’s request for explanation/justification:
  (28) how come?
M2: L’s response
•1: Initial explanation:
  (29) I was exhausted from the beginning
  (30) to-start-things-off
  (31) by the end of the day
•2: complaining:
  (32) I had a throbbing headache
•3: Further complaining:
  (33) every customer had to give me
  (34) some kind of problem
  (35) and I had enough to do
•4: Even more complaining:
  (36) for about three people
•5: Overall feeling:
  (37) I was in such a lousy mood as-it-was
  (38) and staying made things that much worse

M2: M’s response to L’s complain:
  (39) you’re making me feel pretty bad about it
M3: L’s response to M’s accusation
•1: response proper (rejection of accusation):
  (40) oh I don’t mean to do that!
•2: elaboration
  ..1: fake apology:
    (41) I’m sorry that I’m taking it out on you
••2: fake justification of rejection (pattern: not X, Y)
  ••1: NOT X: shifting of blame:
    (42) it’s not your fault
  ••2: Y: overview:
    (43) just a bad day
Respondent's account

fn1
she was telling me that she was pretty busy
she was actually pretty mad that I didn't come to work because she didn't want to stay any later than she had to
she was mostly concerned about how much trouble it was to fill in my hours and how exhausted she was
like she was trying to make me feel guilty about not coming in for work and not caring how my sister made out (23-43)

-fn1'
what didn't bother Louise (23-24)

-fn2
what bothered Louise (25)

-fn2'
question about what bothered L, how much it bothered her (26)

-fn3
answer (27)

-fn3'
question that requests an explanation (28)

-fn4
initial explanation of question (29-30)

-fn5
complaining (31-32)

-fn6
further complaining (33-34)

-fn7
even more complaining (35-36)

-fn8
overall feeling about how much trouble it was (to do a simple favor) (37-38)

-fn9
reaction (39)

-fn10
response(40)

'oh' marks speaker involvement

-fn11
pretended apology(41)

-fn12
pretended shifting of blame for troubles (42)

-fn13
overview of troubles (43)
VF1 SECTION (44-75)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:
Type of Talk: NEGOITIATING
Modality of Talk: displaced
Focality: focal
Segmentation Criterion for VF1 Section:
stage 2: Muriel’s justification for missing work (44-75)

b) Transcript of Talk in Section:

M (44): I suppose you aren't really interested
   (45): in my sister's baby
L (46): oh of course I am
   (47): it's just not the first thing on my mind
   (48): right about now
   (49): how did she make out?
   (50): did everything go alright?
M (51): yeah
   (52): everything turned out OK
   (53): but my sister was in so much pain
   (54): and she was so nervous
   (55): that she needed someone there
   (56): besides Bob
L (57): why couldn't someone else do it?
   (58): like your Mom?
M (59): because she asked for me specifically
   (60): she didn't want just anyone there
   (61): --if that's not a valid reason for missing work
   (62): then I don't know what is--
   (63): but anyway
   (64): she had a little baby girl
   (65): and they named her Brooke
   (66): but you should have heard my sister screaming
   (67): before and during the delivery
   (68):-- I've never been so scared in my life--
   (69): I heard her from the waiting room
   (70): and it sounded like she was being tortured
   (71): or-something
   (72): she said that she was real happy
   (73): that I was there for her
   (74): and she would have otherwise been
   (75): a lot worse off
(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (44-75). It is a TELLING, specified by the semantic schema: Muriel tells Louise about her sister.
(3) DETAILED ANALYSIS OF TELLING (44-75)

a) INTERNAL STRUCTURE OF TELLING:

The TELLING has a nucleus and one satellite.
The nucleus has only a core. The latter includes a prompt and a core proper.
The prompt is a dialogue initiated by M and addressed to L, with one exchange.
The core proper is a univox by M addressed to L.

The satellite is an incidental query. It has only a nucleus. The latter has only a core, a dialogue initiated by L and addressed to M, with one exchange.
b) RHETORICAL ORGANIZATION of CORES:

<table>
<thead>
<tr>
<th>Prompt</th>
<th>M1: M's Prompt for query (in format of accusation): 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(44) I-suppose you aren't really interested 1'</td>
</tr>
<tr>
<td></td>
<td>(45) in my sister's baby</td>
</tr>
<tr>
<td>M2:</td>
<td>L's response</td>
</tr>
<tr>
<td>•1:</td>
<td>response to accusation</td>
</tr>
<tr>
<td></td>
<td>.1: half-hearted affirmative: 2</td>
</tr>
<tr>
<td></td>
<td>(46) oh of course I am!</td>
</tr>
<tr>
<td></td>
<td>.2: elaboration (justification for apparent lack of interest)</td>
</tr>
<tr>
<td></td>
<td>(47) it's just not the first thing on my mind</td>
</tr>
<tr>
<td></td>
<td>(48) right about now</td>
</tr>
<tr>
<td>•2:</td>
<td>response to prompt for query 3</td>
</tr>
<tr>
<td>••1:</td>
<td>initial formulation:</td>
</tr>
<tr>
<td></td>
<td>(49) how did she make out?</td>
</tr>
<tr>
<td>••2:</td>
<td>reformulation:</td>
</tr>
<tr>
<td></td>
<td>(50) did everything go alright?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Proper</th>
<th>M's response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>•1:</td>
<td>Section 1</td>
</tr>
<tr>
<td>••1:</td>
<td>response proper 4</td>
</tr>
<tr>
<td>•••1:</td>
<td>affirmative answer:</td>
</tr>
<tr>
<td></td>
<td>(51) yeah</td>
</tr>
<tr>
<td>••2:</td>
<td>echoing:</td>
</tr>
<tr>
<td></td>
<td>(52) everything turned out OK</td>
</tr>
<tr>
<td>••2:</td>
<td>elaboration (justification for missing work): 5</td>
</tr>
<tr>
<td></td>
<td>(53) but my sister was in so much pain</td>
</tr>
<tr>
<td></td>
<td>(54) and she was so nervous 6</td>
</tr>
<tr>
<td></td>
<td>(55) that she needed someone there</td>
</tr>
<tr>
<td></td>
<td>(56) besides Bob</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INCIDENTAL QUERY</th>
<th>M1: L's request for explanation: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(57) why couldn't someone else do it?</td>
</tr>
<tr>
<td></td>
<td>(58) like your mom?</td>
</tr>
<tr>
<td>M2:</td>
<td>M's response 8</td>
</tr>
<tr>
<td>•1:</td>
<td>response proper:</td>
</tr>
<tr>
<td></td>
<td>(59) because she asked for me specifically</td>
</tr>
<tr>
<td>•2:</td>
<td>elaboration:</td>
</tr>
<tr>
<td></td>
<td>(60) she didn't want just anyone there</td>
</tr>
<tr>
<td></td>
<td>(61) if that's not a valid reason for missing work</td>
</tr>
<tr>
<td></td>
<td>(62) then I don't know what is</td>
</tr>
</tbody>
</table>
•2: Section 2: M's Telling

initiation:
(64) but anyway

development:

••1: introduction (the newborn child)  
(64) she had a little baby girl
(65) and they named her Brooke

••2: background (description of the birth):
(66) but you should have heard my sister screaming
(67) before and during the delivery  
(68) I've never been so scared in my life  
(69) I heard her from the waiting room  
(70) and it sounded like she was being tortured
(71) or-something

••3: point of narrative (sister's response to M's presence):
(72) she said that she was real happy
(73) that I was there for her  
(74) and she would have otherwise been
(75) lot worse off

Respondent's account

-fn1 we started talking about my sister having a baby (44-58)

-fn1' question about L’s concern for what M feels is important (44-45)

-fn2 half hearted acknowledgement (46-48)

'oh’ marks fake speaker involvement I don’t mean to do that

-fn3 question about condition of sister (49-50)

-fn4 answer (51-52)

-fn5 justification for missing work (53-56)

-fn6 description of poor condition of sister (53-54)

-fn7 questioning M's true need to be with her sister (57-58)

-fn8 answer (59-62)

-fn9 further justification for missing work--my sister had a baby

-fn9' so we talked about what she went through while she was in labor (64-75)

-fn9' description of baby (64-65)

-fn10 description of sister during labor (66-67)

-fn11
M's response to sister's condition (68)
- fn12
explanation of intensity of sister's pain (69)
- fn13
analogy to describe condition of sister (70-71)
- fn14
sister's response (72-73)
- fn15
elaboration of sister's response (74-75)
VF1 SECTION (76-88)

(1) RECAPITULATION
a) Analytic specification of Section:

Defining Criteria for VF1:
Type of Talk: NEGOTIATING
Modality of Talk: displaced
Focality: focal
Segmentation Criterion for VF1 Section (76-88):
stage 2: L’s Response to Muriel's justification

b) Transcript of Talk in Section:

L(76): well
(77): I'm glad everything turned out
(78): alright for her
(79): but she's not the only one that went through hell
(80): I don't think that I've ever had
(81): such a hectic day in my life
(82): you wouldn't believe how busy I was
(83): or how drained I am from working extra
M(84): yeah
(85): I-know
L(86): you should have seen me
(87): I was counting the minutes before closing time
M(88): I-know-what-that's-like

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (76-88). It is a TELLING, specified by the semantic schema: L recounts her bad experience to M as a way of rejecting M’s justification.
(3) DETAILED ANALYSIS OF TELLING (76-88)

a) INTERNAL STRUCTURE OF TELLING:

The TELLING has a nucleus and two satellites.
The nucleus has an entry and a core.
The entry is a univox by L.
The core is a univox initiated by L addressed to M.
The two satellites are univocal back channels by Muriel.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
<th>SATELLITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTRY: L (76): well</td>
<td></td>
</tr>
<tr>
<td>CORE : L (77-83)</td>
<td></td>
</tr>
</tbody>
</table>

BACK CHANNELS
M (84): yeah
(85): 1-know
M (88): 1-know-what-that's-like

Respondent's account:
fn1:
friendly agreement (84-85)
fn2
friendly acknowledgement
**b) RHETORICAL ORGANIZATION of CORE:**

L’s telling

1: preparation:
   (77) I’m glad everything turned out
   (78) alright for her

2: narrative proper
   •1: introduction (complaining):
   (79) but she’s not the only one that went through hell

   •2: background
   ••1: attempt to generate sympathy for herself and guilt for M:
   (80) I don’t think that I’ve ever had
   (81) such a hectic day in my life

   ••2: further attempt:
   (82) you wouldn’t believe how busy I was
   (83) or how drained I am from working extra

•3: point of narrative

••1: preparation:
   (86) you should have seen me

••2: point proper (how difficult it was):
   (87) I was counting the minute before closing time

---

**Respondent's account**

-fn1
L talked about what a hectic and busy day she had and how tired she was from working for me (79-88)

-fn1'
weak show of support (77-78)

-fn2
complaining

-fn3
attempting to generate sympathy for herself and guilt for M (80-81)

-fn4
further attempt to generate sympathy for herself and guilt for M (82-83)

-fn5
describing how difficult it was
VF1 SECTION (89-98)

(1) RECAPITULATION

a) Analytic specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: NEGOTIATING</td>
</tr>
<tr>
<td>Modality of Talk: displaced</td>
</tr>
<tr>
<td>Focality: focal</td>
</tr>
</tbody>
</table>

Segmentation Criterion for VF1 Section (89-98):

Stage 3: Turning Point

b) Transcript of Talk in Section:

L(89): one good thing did come out of it though
M(90): what's that?
L(91): I made over $1500 in sales
M(92): my god that's a lot!
   (93): I-guess you were busy
L(94): yeah
L(95): I can't wait to see what my
   (96): paycheck is going to be like
   (97): I can sure use the extra money
(98): it's about time I had a real good day of sales

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (89-98). It is an INFORMING, specified by the semantic schema: Louise tells Muriel about the good things that happened to her.
a) INTERNAL STRUCTURE OF INFORMING:

The INFORMING has a nucleus and one satellite. The nucleus includes a prompt for query and a core proper. The prompt is a dialogue initiated by L and addressed to M, with one exchange. The core proper is a univox initiated by L and addressed to M. The satellite is a remark dyad initiated by M and followed up by L.
b) RHETORICAL ORGANIZATION of CORE:

PROMPT:
M1: L’s prompt for a query: 1
   (89) one good thing did come out of it though
M2: M's query: 2
   (90) what’s that?

CORE PROPER
L’s response
•1: informing proper: 3
   (91) I made $1500 in sales

   REMARK (dyad)
   assessment by M 4
   initiation:
   (92): my God!
   development:
   (92) that’s a lot!
   (93) I-guess you were busy!
   acknowledgement by L:
   (94) yeah

•2: elaboration
   ••1: expression of excitement: 6
   (95) I can’t wait to see what my
   (96) paycheck is going to be like
   ••2: comment: 7
   (97) I can sure use the extra money
   ••3: confirming positive outcome: 8
   (98) it’s about time I had a real good day of sales

Respondent’s account
-fn1
she talked about how much she ended up making that day
she ended up making a lot of money (89-98)

statement of positive outcome (89)
-fn2
question about that outcome
-fn3
answer
-fn4
agreement of L's heavy load
fn5
surprise in response to answer by L
-fn6
expectation (95-96)

-fn7
rationale

-fn8
confirming a positive outcome to the day's work
VF1 SECTION (99-114)

(1) RECAPITULATION
a) Analytic specification of Section:

Defining Criteria for VF1:
Type of Talk: NEGOTIATING
Modality of Talk: displaced
Focality: focal
Segmentation Criterion for VF1 Section (99-114):
stage 4: End of negotiation

b) Transcript of Talk in Section:

M(99): well
   (100): I still appreciate you working for me
   (101): and I feel kind-a bad that you had to
   (102): but you know that I'd do the same for you
   (103): if you ever needed me to
   (104): with no question asked
   (105): and anyway
   (106): the way my sister wanted me there so much
   (107): and the way she was so scared
   (108): there was no way that I'd have not been there
   (109): for her
L(110): oh I-know
   (111): besides do you know how mad you'd be
   (112): if you did end up working instead of seeing her?
M(113); yeah
   (114): I'd be so mad at myself

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (99-114). It is a JUSTIFICATION, specified by the semantic schema: M’s justification for missing work.
b) INTERNAL STRUCTURE OF OFFER:

The OFFER has a nucleus and one satellite.
The nucleus has an entry, a core and an exit.
The entry is a univox by M.
The exit is a univox by M.
The core is a dialogue initiated by M and addressed to L, with one exchange.

The satellite is a univocal back channel by L.

**Respondent's account:**

fn1
agreement
'oh' marks speaker involvement

fn2
agreement
b) RHETORICAL ORGANIZATION of CORE:

M1: M's justification:¹
Section 1: preparation for justification (Polite Routine)
  •1: Thanks:¹
    (100) I still appreciate your working for me
  •2: Apology (expression of slight guilt):²
    (101) and I feel kind-a bad that you had to
  •3: Offer to reciprocate:
    (102) but you know that I'd do the same for you
    (103) if you ever needed me to
    (104) with no question asked
Section 2: justification proper:³
  initiation:
    (105) and anyway
  development:
  .1: justification for missing work:⁴
    (106) the way my sister wanted me there so much
    (107) and the way she was so scared
  .2: personal motive:⁵
    (108) there was no way that I'd have not been there
    (109) for her
M2: L's response (acceptance of justification):
  initiation:
    (111) besides
  development:
    (111) do you know how mad you'd be
    (112) if you did end up working instead of seeing her!⁶

Respondent's account
- fn1
  I felt bad that she had to work for me
  but I know that I would gladly do her the same favor if she needed me to
  and I was not going to let my sister down (99-109)
- fn1'
  statement of thanks
- fn2
  expression of slight guilt
- fn3
  justification for missing work (105-109)
- fn4
  consideration of sister's condition (106-107)
- fn5
  personal motive for missing work (108-109)
- fn6
  conjectural support (111-112)
PART II: RE-ESTABLISHING FRIENDSHIP ON EQUAL GROUNDS
VF2 Section (115-135) to VF2 Section (172-188)
VF2 SECTION (115-135)

(1) RECAPITULATION

a) Analytic specification of Section:

**Defining Criteria for VF2:**
- **Type of Talk:** CHATTING
- **Modality of Talk:** displaced
- **Focality:** focal

**Segmentation Criterion for VF1 Section (115-135):**
- **topic:** M's Diet

b) Transcript of Talk in Section:

L(115): I thought you can't eat chicken
       (116): are you still on your diet?
M(117): yeah
       (118): some days I can have chicken
       (119): as long as you follow the diet plan
       (120): --you eat certain amounts of proteins
       (121): fruits
       (122): vegetables
       (123): milk and fats--
       (124): it does let you eat a lot of normal food
L(115): I thought it would be a lot harder
M(126): no
       (127): it's really not
       (128): the only tough thing is the workouts
       (129): --I never look forward to do a bike workout
       (130): or an aerobic workout--
       (131): but when you do those exercises it helps
       (132): you lose weight with the diet
L(133): how much have you lost so far?
M(134): 11 pounds
L(135): wow!

(2) BASIC UNITS:

There is only one basic unit, VF2 Stretch (115-135). It is a QUERY, specified by the semantic schema: Louise asks Muriel about her diet.
DETAILED ANALYSIS OF QUERY (115-135)

a) INTERNAL STRUCTURE of QUERY:

The QUERY has only a nucleus. The latter has a core and an exit. The exit is a univox by L. The core is a dialogue initiated by L and addressed to M, with three exchanges.

NUCLEUS

EX1

M1: L (115-116)
M2: M (117-124)

EX2

M1: L (125)
M2: M (126-132)

EX3

M1: L (133)
M2: M (134)

EXIT: L (135): wow!

Respondent's account:

fn1

comment of surprise
b) RHETORICAL ORGANIZATION of CORE:

**Ex1: initial use of schema**
M1: request for information by L
   •1: Preparation: 1
      (115) I-thought you can't eat chicken
   •2: request proper: 2
      (116) are you still on your diet?
M2: Response by M
   •1: response proper
   ••1: affirmative:
      (117) yeah
   ••2: echoing:
      (118) some days I can have chicken
   •2: elaboration (justification): 4
      (119) as long as you follow the diet plan

**Parenthesis**
(120) you eat certain amounts of proteins
(121) fruits
(122) vegetables
(123) milk and fats

(124) it does let you eat a lot of normal food

**Ex2: additional use of schema**
M1: request for information by L (in format of presumption): 5
   (125) I-thought it would be a lot harder
M2: M’s Response
   •1: response proper
   ••1: negative:
      (126) no
   ••2: echoing:
      (127) it’s really not
   •2: elaboration (explanation)
     .1: difficulty: 6
        (128) the only tough thing is the workouts
        (129) I never look forward to do a bike workout
        (130) or an aerobic workout
     .2: advantage: 7
        (131) but when you do those exercises it helps
        (132) you lose weight with the diet

**Ex3: additional use of schema**
M1: request for information by L: 8
   (133) how much have you lost so far?
M2: Response by M (information requested)
   (134) 11 pounds
Respondent's account

-fn1
after that we got to the topic of my diet
and about how I was doing it
and about my diet plan itself like the foods and exercise involved (115-134)

-fn1' alarm

-fn2 question

-fn3 answer

-fn4 elaboration of diet plan as answer to L's question (119-124)

-fn5 statement in response

-fn6 explanation
description of difficulties of diet (128)

-fn7 advantages of performing difficult tasks of diet (131-2)

-fn8 question pertaining to diet

-fn9 answer
VF2 SECTION (136-143)

(1) RECAPITULATION

a) Analytic specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: CHATTING</td>
</tr>
<tr>
<td>Modality of Talk: displaced</td>
</tr>
<tr>
<td>Focality: focal</td>
</tr>
</tbody>
</table>

Segmentation Criterion for VF1 Section (136-143):

| topic: L's Diet Plans |

b) Transcript of Talk in Section:

L (136): I think I should go on it
(137): I'd kill to lose 11 pounds!
(138): I can really tell that you've lost weight too
M (139): don't be ridiculous!
(140): the last thing you need is lose weight
(141): your weight is perfect
L (142): well
(143): I'm glad you think so

(2) BASIC UNITS:

There is only one basic units, VF2 Stretch (136-143). It is an OPINION, specified by the semantic schema: L tells M that she should go on a diet.
(3) DETAILED ANALYSIS OF OPINION (136-143)

a) INTERNAL STRUCTURE OF OPINION:

The OPINION has only a nucleus. The latter has a core and an exit. The exit is a univox by L. The core is a dialogue initiated by L and addressed to M, with one exchange.

**NUCLEUS**

<table>
<thead>
<tr>
<th>CORE</th>
<th>NUCLEUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

M1: L (136-138)

M2: M (139-141)

EXIT: L (142): well
(143): I'm glad you think so

**Respondent's account:**

fn1

response (polite formula)
b) RHETORICAL ORGANIZATION of CORE:

M1: L’s offer

1: offer proper: 1’
   (136) I think I should go on it

2: elaboration
   •1: first rationale (I need to lose weight): 2
      (137) I’d kill to lose 11 pounds!

   •2: second rationale (it improved your appearance): 3
      (138) I can really tell that you’ve lost weight too

M2: M’s Response

1: response proper
   •1: rejection of L’s opinion: 4
      (139) don’t be ridiculous!

   •2: echoing:
      (140) the last thing you need is lose weight

   2: elaboration (justification of rejection): 5
      (141) your weight is perfect

Respondent’s account

-fn1
Louise was talking about deciding to go on a diet
and I insisted that she’s got no need to try to lose any weight (136-143)

-fn1’
half-hearted personal desire

-fn2
personal persuasion

-fn3
comment of diet’s effect on M
too= whining, pleading

-fn4
M denying the comment of L wanting to lose weight

-fn5
explanation of denial (139-140)
VF2 SECTION (144-152)

(1) RECAPITULATION

a) Analytic specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: CHATTING</td>
</tr>
<tr>
<td>Modality of Talk: displaced</td>
</tr>
<tr>
<td>Focality: focal</td>
</tr>
</tbody>
</table>

Segmentation Criterion for VF1 Section (144-152):

| topic: Mutual Outing Plans |

b) Transcript of Talk in Section:

M(144): do you have any plans for this week yet?
L (145): no
   (146): not yet
   (147): we should go out some night
   (148): are you off Thursday?
M(149): yeah
   (150): that would probably be a good night for it
   (151): maybe Charley and Ben might want to go too
   (152): if they both have off

(2) BASIC UNITS:

There is only one basic unit, VF2 Stretch (144-152). It is a QUERY, specified by the semantic schema: Muriel asks Louise about her plans for going out.
(3) DETAILED ANALYSIS OF QUERY (144-152)

a) INTERNAL STRUCTURE OF QUERY:

The QUERY has only a nucleus. The latter has only a core, a dialogue initiated by M and addressed to L, with two hinged exchanges.
b) RHETORICAL ORGANIZATION of CORE:

M1: M's request for information: ¹
   (144) do you have any plans for this week yet?

M2: L's Response²
   • 1: negative:
      (145) no
   • 2: echoing:
      (146) not yet

M1: L's counter request for information
   •• 1: preparation: ³
      (147) we should go out some night
   •• 2: request proper: ⁴
      (148) are you off Thursday?

M2: M's Response
   • 1: response proper
     •• 1: affirmative: ⁵
     (149) yeah
     •• 2: echoing: ⁶
     (150) that would probably be a good night for it
   • 2: elaboration
     .. 1: suggestion: ⁷
     (151) maybe Charley and Ben might want to go too
     .. 2: condition: ⁸
     (152) if they both have off

Respondent's account
- fn1
and then I asked her what her plans were for the week
and we discussed our plans to go out together sometime that week
when we both had the same night off work (144-152)
question (144)
- fn2
answer (145-146)
- fn3
comment to make plans
- fn4
question pertaining to comment
- fn5
affirmative reply
- fn6
decision
- fn7
suggestion
- fn8
conditional statement
VF2 SECTION (153-171)

(1) RECAPITULATION

a) Analytic specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: CHATTING</td>
</tr>
<tr>
<td>Modality of Talk: displaced</td>
</tr>
<tr>
<td>Focality: focal</td>
</tr>
<tr>
<td>Segmentation Criterion for VF1 Section (153-171):</td>
</tr>
<tr>
<td>topic: Louise's Boyfriend</td>
</tr>
</tbody>
</table>

b) Transcript of Talk in Section:

L (153): I wouldn't count on it with Charley
L (154): he's been a complete butt-end lately
L (155): he's been blowing me off
L (156): and he barely ever calls
L (157): and when he does
L (158): he seems completely disinterested
L (159): he's just been taking me for granted
L (160): I probably can't blame it all on him though
L (161): because his dad is such a jerk to him
L (162): --that's why he acts like a jerk to me
L (163): I-bet--
L (164): it's been like this
L (165): ever since Charley got kicked out
M(166): just give it some time
M (167): once Charley readjusts
M (168): I'm-sure you-guys will
M (169): get along fine again
L (170): I-hope-so
L (171): because I'm getting tired of it

(2) BASIC UNITS:

There is only one basic unit, VF2 Stretch (153-171). It is a TELLING, specified by the semantic schema: L recounts her problem with Charley to M.
(3) DETAILED ANALYSIS OF TELLING (153-171)

a) INTERNAL STRUCTURE OF TELLING:

The TELLING has a nucleus and a satellite.
The nucleus has only a core, a univox by L.
The satellite is a remark.
It has only a core, a dyad initiated by M and addressed to L.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
<th>SATELLITE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE:</strong> L (153-165)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>REMARK (dyad)</td>
</tr>
<tr>
<td></td>
<td>M (166-169)</td>
</tr>
<tr>
<td></td>
<td>L (170-171)</td>
</tr>
</tbody>
</table>
b) RHETORICAL ORGANIZATION of CORE:

<table>
<thead>
<tr>
<th>L’s telling</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>•1: preparation (announcement):</td>
<td>1’</td>
</tr>
<tr>
<td>(153) I wouldn't count on it with Charley</td>
<td></td>
</tr>
<tr>
<td>•2: telling proper</td>
<td></td>
</tr>
<tr>
<td>••1: background</td>
<td></td>
</tr>
<tr>
<td>•••1: L's problems with Charley</td>
<td></td>
</tr>
<tr>
<td>••••1: initial formulation:</td>
<td>2</td>
</tr>
<tr>
<td>(154) he's been a complete butt-end lately</td>
<td></td>
</tr>
<tr>
<td>••••2: reformulation</td>
<td></td>
</tr>
<tr>
<td>•••••1: Charley's behavior:</td>
<td>3</td>
</tr>
<tr>
<td>(155) he's been blowing me off</td>
<td></td>
</tr>
<tr>
<td>(156) and he barely ever calls</td>
<td></td>
</tr>
<tr>
<td>(157) and when he does</td>
<td></td>
</tr>
<tr>
<td>(158) he seems completely disinterested</td>
<td></td>
</tr>
<tr>
<td>•••••2: L's interpretation of his behavior:</td>
<td>4</td>
</tr>
<tr>
<td>(159) he's just been taking me for granted</td>
<td></td>
</tr>
<tr>
<td>••2: Charley's problems with his dad:</td>
<td>5</td>
</tr>
<tr>
<td>(160) I probably can't blame it all on him though</td>
<td></td>
</tr>
<tr>
<td>(161) because his dad is such a jerk to him</td>
<td></td>
</tr>
<tr>
<td>PARENTHESIS</td>
<td>6</td>
</tr>
<tr>
<td>(162) that's why he acts like a jerk to me</td>
<td></td>
</tr>
<tr>
<td>(163) I bet</td>
<td></td>
</tr>
<tr>
<td>•••2: conclusion of narrative:</td>
<td>7</td>
</tr>
<tr>
<td>(164) it's been like this</td>
<td></td>
</tr>
<tr>
<td>(165) ever since Charley got kicked out</td>
<td></td>
</tr>
</tbody>
</table>

**REMARK (dyad)**

<table>
<thead>
<tr>
<th>M’s offer of reassurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>•1: preparation:</td>
</tr>
<tr>
<td>(166) just give it some time</td>
</tr>
<tr>
<td>•2: reassurance offer proper:</td>
</tr>
<tr>
<td>(167) once Charley readjusts</td>
</tr>
<tr>
<td>(168) I'm-sure you-guys will</td>
</tr>
<tr>
<td>(169) get along fine again</td>
</tr>
</tbody>
</table>

| L’s response | 10 |
| --- |
| .1: response proper: |
| (170) I-hope-so |
| .2: elaboration: |
| (171) because I’m getting tired of it |
Respondent's account

- fn1
then Louise talked about her boyfriend Charley
and some problems she was having with him (153-159)

and about some problems that Charley was having with his dad
and how his dad kicked him out of the house (160-171)
- fn1'
statement of disagreement
- fn2
reason
- fn3
explanation of reason (155-158)
- fn4
personal attitude
- fn5
reconsideration of anger
- fn6
reason (162-163)
- fn7
reflection of time period to verify accusation of Ch's Dad
(L sees a connection between Charley's behavior and his Dad kicking him out of the house)
- fn8
reassurance
- fn9
elaboration of reassurance (167-169)
- fn10
response (170-171)
VF2 SECTION (172-188)

(1) RECAPITULATION
a) Analytic specification of Section:

Defining Criteria for VF2:
Type of Talk: CHATTING
Modality of Talk: displaced
Focality: focal
Segmentation Criterion for VF1 Section a
topic: Muriel's Boyfriend

b) Transcript of Talk in Section:

L (172): how's Ben anyway?
M(173): pretty good
   (174): actually
   (175): he brought over a movie last night
   (176): and we just ate dinner and watched it
   (177): we had a good time
L (178): I wish I could have a normal evening like that
   (179): with Charley
   (180): without an argument blowing up
   (181): it must be nice
M(182): yeah
   (183): I-guess-so
   (184): we don't really have anything to fight about lately
   (185): things have been relatively pleasant
L (186): we should switch places
M(187): no
   (188): thanks!

(2) BASIC UNITS:

There is only one basic unit, VF2 Stretch (172-188). It is a QUERY, specified by the semantic schema: L asks M about her boyfriend.
(3) DETAILED ANALYSIS OF QUERY (172-188)

a) INTERNAL STRUCTURE OF QUERY:

The QUERY has a nucleus and two satellites. The nucleus has only a core, a dialogue initiated by L and addressed to M, with one exchange.

The first satellite is a remark dyad initiated by L and followed up by M. The second satellite is a joking remark dyad initiated by L and followed up by M.
b) RHETORICAL ORGANIZATION of CORES:

M1: L's request for information: 1
   (172) how's Ben anyway?

M2: M's response
   •1: answer proper: 2
      (173) pretty good
      (174) actually
   •2: elaboration (illustrative narrative):
     ••1: set up (description of activities): 3
        (175) he brought over a movie last night
        (176) and we just ate dinner and watched it
     ••2: point of narrative (personal feelings toward activities): 4
        (177) we had a good time

REMARK (dyad)
L's assessment
   •1: preparation (expression of a desire): 5
      (178) I wish I could have a normal evening like that
      (179) with Charley
      (180) without an argument blowing up
   •2: assessment proper: 6
      (181) it must be nice

M's acknowledgement
   •1: acknowledgement proper: 7
      (182) yeah
      (18) I-guess-so
   •2: elaboration (description of present situation): 8
      (184) we don't really have anything to fight about lately
      (185) things have been relatively pleasant

REMARK (dyad)
L's joking suggestion: 9
   (186) we should switch places

M's response10
   •1: response proper (rejection): 10
      (187) no
   •2: elaboration (polite formula)
      (188) thanks!
Respondent's account

-fn1
and finally I talked about my boyfriend at the end of the conversation
who I was happy with at the time and basically had only good things to say about him (172-188)
question asked in order to change the subject (172)

fn2
response (173-174)

fn3
description of activities (175-176)

fn4
personal feelings towards activities

fn5
expression of a desire by L (178-180)

fn6
consideration of that desire

fn7
response (182-183)

fn8
description of present situation (184-185)

fn9
joking by L (187-188)

fn10
joking by M
III. INTERACTION CLIMATE

I. INTERACTIVE ACCOUNTING:

(1) THE STRATEGIES
There are two strategies, one negotiation strategy and one support strategy.
The negotiation strategy is used by both M and L to negotiate their reconciliation. It is referred to only indirectly by the respondent.
--L's use of the negotiation strategy consists in forgiving M only after "torturing" her by making her feel guilty.
L uses two techniques to make M suffer: complaining and fake conciliation.
--M's use of the negotiation strategy consists in letting L go through her routine while begging for her forgiveness.
M uses two techniques to beg for forgiveness: apologizing and justifying herself.

The support strategy is used by both M and L to nurture their friendship.
In her recollection M describes the purpose of their lunches, as follow:

our lunch talks keep us pretty close I-guess
and days at work would probably be real slow without tem in between hours
She describes what they talk about:
we usually start off our conversation by talking about her new job as our assistant manager
we like to gossip a lot about other people who work in the store
then we talk about some customers we had
we talk about how rude they can be too
we talk about anything that went on the night before
like if we went out together or-something
we talk about what a good time we had
or what a lousy time we had
with us it usually seems to be a little bit of both
we talk about making plans to go out a couple times a week
we talk to each other about our boyfriends too
if we got in a fight with them the night before we talk about it
she usually complains about her boyfriend all the time
sometimes I complain about my boyfriend probably just as much as she does

She summarizes the functions of these talks, as follows:

we like talking to each other about stuff like that
it's good 'cause we get to vent out our frustrations
and we listen to each other
and help each other out

(2) PARTICIPANT ALIGNMENTS

M's and L's relationship is characterized by a mutual fight for control which operates on two levels.
L is openly trying to dominate M. She has recently been made assistant manager and M thinks it's gotten to her head a little bit. She thinks she's my boss and she's really not my boss.
In the negotiation phase M acts as if she is subservient to L, placating her until L finally relents. But in fact, M is constantly manipulating L. She knows what to expect in the negotiation process and she just lets L do her thing. Even in the second part which she characterizes as being on equal ground, M is manipulating L. She acts as the parent while L is the child. She is taking care of L:

Louise is really self conscious
and takes a lot of things way too personally
it kind-a makes it hard for her to relax
and enjoy herself when we are out together with other people
but most of the time I can get her loosened up
so she can try to have a good time
instead of concentrating on being miserable

(3) INTERACTION TONE

The tone of the interaction is only hinted at. It is either tense or relaxed, as follows:
In Part I it is tense because Louise was pretty mad about having to work M's shift because she did not want to stay any later than she had to.
In Part II the tone is much more relaxed as shown by their joking together (186-188).

II. REACTIVE ACCOUNTING:

PSYCHOLOGICAL STATES
The participants’ psychological states are occasionally mentioned.
DATA FROM RESPONDENT’S ACCOUNTS PERTAINING TO INTERACTION CLIMATE

VF1 SECTION (23-43)

I. INTERACTIVE MODE: NEGOTIATION STRATEGY
Louise's technique:
    she was trying to make me feel guilty about not coming in for work.

II. REACTIVE MODE: PSYCHOLOGICAL STATES
Louise was actually pretty mad that I didn't come to work.

VF1 SECTION (76-88)

INTERACTIVE MODE: NEGOTIATION STRATEGY (76-88)
Louise's technique:
    complaining ... to generate sympathy for herself and guilt for Muriel.