

CASE STUDY 8

MOTHER AND SON ON THE TELEPHONE

I. BACKGROUND INFORMATION

Matt, a senior at Cortland SUNY has been away at college for three weeks. His mother calls him on the telephone at around 4pm, for the first time since he left. The mother --who is also the student researcher's mother-- is the respondent.

Here is how the respondent summarizes in her recollection, what usually happens when she calls her son:

why the event takes place:

I call my son (sigh)
to ah...
give him important information
and to uhm...
find out his immediate needs

what happens when we talk:

ah...
it's a convenient way
of keeping in touch
uhm...
with one another

what we talk about:

our conversation
uhm...
includes family events
uhm...
his needs
and
pause
his progress in school

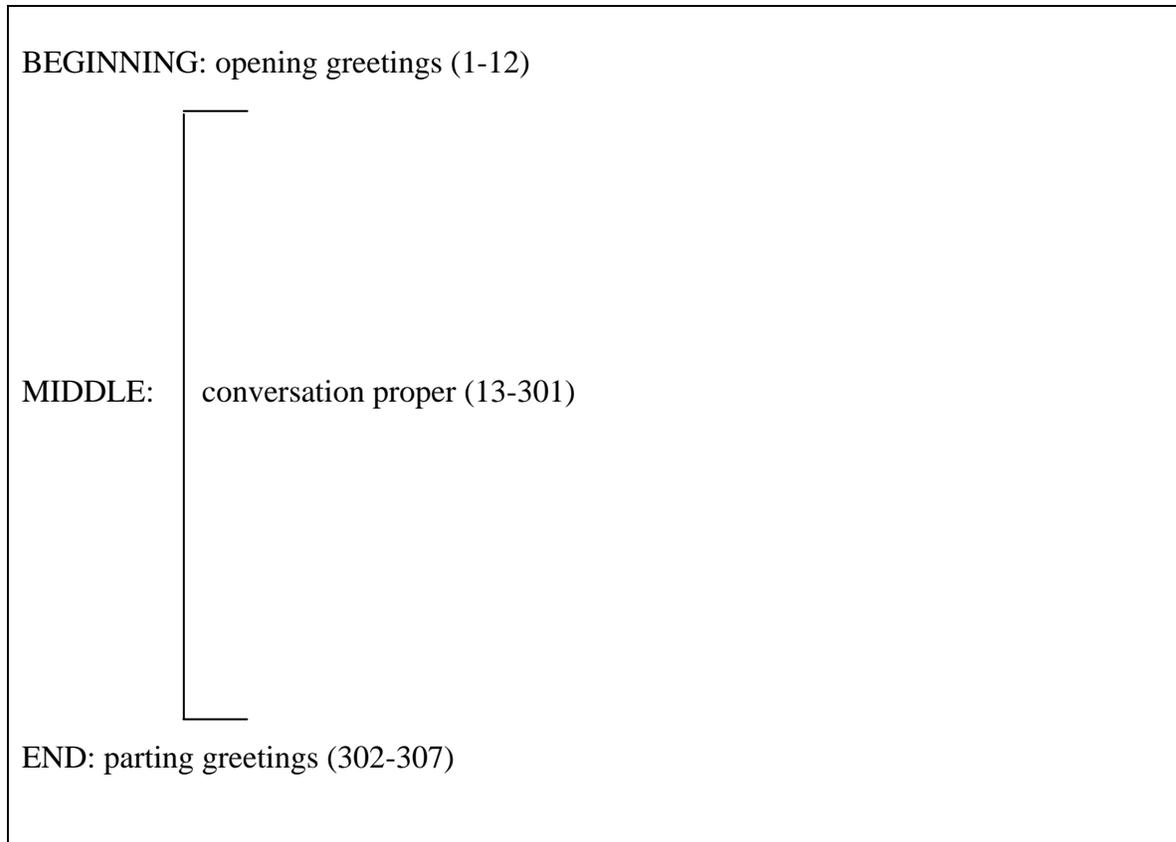
a summation of the event:

I would say
pause
this ah...
strengthens family bonds
and uhm...
emphasizes our mother/son relationship
pause
and I think that by talking about these things
it creates a positive feeling towards each other

PLACE OF SPECIMEN IN ENTIRE EVENT

There is only one environment: on the telephone.

The specimen is the entire event. It includes three parts, as follows:



II. VERBAL FLOW STRUCTURE

A: SEGMENTATION OF TALK IN SPECIMEN

1) RESPONDENT'S SEGMENTATION:

The respondent was given the transcript to write her comments on.
In her initial Blow-by-Blow she gave information which she later on characterized as follows:

- (1) background information clarifying what is being said, for example, commenting on the mention of Son's paycheck (14-16):
he had a summer job
left before receiving last check
- (2) functional information specifying the purpose of the telephone calls, namely keeping in touch
- (3) topic information:
the two main topics in the conversation: Son's immediate needs and Family events
- (4) topic information:
mother/son relationship: the alignments between the participants, namely, closeness
- (5) emotional information: Son's psychological states
- (6) subjective information: Mom's private reactions, namely, approval and disapproval

In the Follow-up Interviewing one type of information, topic of information, was elaborated on, as follows:

- 1: Topics displaying the primacy of Son's immediate needs:
Son's Immediate Needs
psychological states of son are main concern of mother
immediate needs are of primary importance while mother/son relationship is secondary
compromise
subtopic of 1
clothing is an immediate need for the son
- 2: Topics displaying the primacy of Mother/Son relationship:
Family Events
talking about Family makes mother/son relationship the primary importance here
- 3: Topics displaying neither 1 nor 2: **Miscellaneous**
it is miscellaneous because no immediate needs are mentioned

Note that the respondent does not mention the social ritual of greeting and parting.

Transcript of Talk in Specimen as segmented and characterized by respondent**SON'S IMMEDIATE NEEDS**

S (1): hello
M (2): hi Matt
S (3): hey
 (4): what's up Mom?
M (5): how you doing?
S (6): not too bad
 (7): and yourself?
M (8): ah...
 (9): pretty good
 (10): gottcha at home
 (11): I didn't know if I would gettcha
S (12): what do I owe the honor?
M (13): okay
 (14): just wondering
 (15): uhm...
 (16): if you got your paycheck
S (17): yeah
M (18): okay
 (19): you got that
S (20): uh-huh
M (21): I sent you another thing
 (22): but you probably didn't get it yet
S (23): yeah
 (24): it came today
M (25): oh
 (26): did it really?
S (27): yeah
 (28): why?
 (29): when did you send it?
M (30): oh super
 (31): oh Saturday
S (32): Saturday
 (33): yeah
M (34): yeah
S (35): oh wow!
 (36): |maybe/
M (37): |yeah
 (38): that was fast then
 (39): okay
S (40): |yeah
M (41): |very good
S (42): yeah
 (43): it was just that thing that
 (44): ah...
 (45): said not to tell any secrets
M (46): yeah
 (47): that's what Pat thought it might be
 (48): okay
M (49): and I wanted you to know that I picked up your clothing for you
S (50): oh good!
M (51): yeah
 (52): it looks really nice
 (53): but you can try it on when you get home to be sure
S (54): alright

COMPROMISE (subtopic)

S (55): I got that jacket ...
 (56): that I wanted

M (57): (*sigh*) ya got it
 (58): okay

S (59): yeah
 (60): for 32 bucks

M (61): okay
 (62): very good
 (63): did you charge it?

S (64): no
 (65): I/I gotta write a check because
 (66): ah...
 (67): Mike paid
 (68): ah...
 (69): because it was in Penyan
 (70): and Mike picked it up

M (71): oh
 (72): don't worry about it
 (73): yeah

SON'S IMMEDIATE NEEDS (cont'd)

M (74): yeah
 (75): and ah...
 (76): lets see what else was I going to ask you
 (77): oh
 (78): uhm...
 (79): uhm...
 (80): ah book fees
 (81): is there any more book fees?

S (82): no

M (83): no
 (84): just what you had there?

S (85): yeah

M (86): oh
 (87): I thought there were going to be more

S (88): how many more do you want?
 (89): well...
 (90): yeah...
 (91): ah I didn't get the one book
 (92): but I don't need it

M (93): okay
 (94): and food money
 (95): what about that?

S (96): (*sigh*) I'm good for quite a bit
 (97): yeah

M (98): for a little bit now

S (99): well
 (100): yeah definitely

M (101): alright
 (102): as long as that works out
 (103): okay
 (104): anything else that you needed?
 (105): or...

S (106): |not really

M (107): |okay

S (108): uhm

S (109): I'm working as many hours as I
 (110): would probably need
 (111): but

M (112): oh
 (113): you're not/
 (114): it's not going to pick up either
 S (115): no
 (116): |it definitely won't pick up
 M (117): |no
 (118): oh...
 (119): okay
 S (120): I'm only gettin like

slight pause

(121): between like \$20 and \$30 a week
 M (122): oh
 (123): oh boy!
 S (124): I didn't really go out a lot though
 M (125): yeah
 S (126): because I don't like downtown anymore
 (127): it's really boring
 M (128): okay

slight pause

S (129): so I save money usually on Saturdays
 M (130): |yeah
 S (131): |by not going down
 M (132): oh
 (133): that's good
 M (134): okay
 (135): anything else that you need?
 (136): or-whatever
 S (137): no...
 M (138): |no?
 S (139): |no
 M (140): okay
 S (141): I don't think so
 M (142): okay
 (143): very good

MISCELLANEOUS: Son's friend Brett

S (144): talked to Brett last night
 M (145): oh did ya?
 S (146): yeah
 (147): he's going Thursday to get his operation
 M (148): oh
 (149): Thursday is his operation?
 S (150): yeah
 M (151): okay
 (152): so when does he go into the hospital?
 (153): the day before?
 (154): or...
 S (155): I don't know
 M (156): you don't know
 (157): okay

SON'S IMMEDIATE NEEDS (cont'd)

S (158): dam watch!
 (159): ah...
 (160): the date is wrong
 (161): it's not working on my watch
 (162): I have to take it in to see what's
 (163): wrong with it
 M (164): oh
 (165): and your watch's from ah...
 (166): Eddie Bauer?
 S (167): yeah
 M (168): oh
 S (169): (*quietly*) it pisses me off
 (170): oh well
 (171): what can I do?
 M (172): alright

slight pause

M (173): okay
 (174): you mean you're going to do that
 (175): when you come back here?
 S (176): I might just take it to a jeweler here
 M (177): oh
 (178): you'll have to pay
 (179): maybe it...
 (180): uhm...
 (181): how long is the warranty?
 (182): do you have any idea?
 S (183): I don't know
 M (184): okay

slight pause

S (185): I gotta find that receipt again
 (186): did I give it back to you?
 M (187): oh boy!
 (188): who knows?
 S (189): I...
 (190): it's taped right to the box
 (191): so...
 M (192): I don't know honey
 S (193): the box might be
 (194): I-don't-know
 (195): I would have to look
 M (196): yeah
 (197): that's it
 S (198): but ah...
 M (199): okay
 S (200): but ah...
 (201): I probably won't be home till October
 M (202): yeah

MISCELLANEOUS: work schedule

M (203): you work tonight
 (204): or-what?
 S (205): I did already
 M (206): oh
 (207): you did already
 (208): okay

S (209): yeah
 (210): I just got home
 M (211): okay
 (212): oh good!
 S (213): yeah
 M (214): I timed you right then
 S (215): yeah
 M (216): okay

slight pause

FAMILY EVENTS

M (217): okay
 (218): I don't know of anything else that's new
 (219): so...
 S (220): no
 M (221): no

M (222): did you watch the Bills' game at all?
 S (223): yeahhh
 M (224): yeah
 S (225): been watching
 M (226): yeah
 (227): okay
 S (228): good
 (229): huh
 M (230): yeah
 (231): real good!
 S (232): Giants lost too
 M (233): huh?
 S (234): and I said the Giants lost
 M (235): oh they did
 (236): okay didn't know that
 S (237): so
 (238) : |that's good
 M (239): |alright
 (240): okay then
 S (241): not so much doin over here
 M (242): okay Matt
 (243): I just wanted to tell you
 (244): those couple of things
 (245): ya-know
 (246) : |okay
 S (247): |how's Dan and Audrey?
 M (248): pardon me?
 S (249): how's Dave and Allison?
 M (250): good
 (251): real good
 S (252): yeah
 M (253): yeah
 (254): they're doin good
 S (255): they ever stop by?
 (256): or-no?
 M (257): well
 (258): we saw them Friday night at Neil's house
 (259): Neil had a little birthday party
 (260): and ya-know...
 S (261): yeah
 M (262): so
 (263): and Dan's his godfather
 (264): so they were there

(265): so
S (266): oh
(267): cool!
M (268): yeah
(269): and he's stoppin by to-morrow night
(270): to pick up a few more things of his
(271): so
S (272): yeah
M (273): okay
S (274): yep
M (275): alright
(276): well
S (277): nobody got close...
(278): I heard Dad got close
(279): a couple 20 number off or-so
M (280): not too bad
(281): yeah
(282): the...
(283): you
(284): you got close one time
S (285): I don't want to hear about it
M (286): yeah
(287): ha-ha (*laughter*)
S (288): right now
M (289): okay
S (290): well
(291): alright
M (292): you got the rest of the month to go yet
(293): okay?
S (294): yeah
(295): I-know
M (296): okay Matt
(297): then
(298): we'll go
(299): and we'll see ya then
(300): okay?
S (301): okay
M (302): take care
S (303): thank you for the call
(304): bye-bye
M (305): okay
(306): yeah
(307): bye-bye

(2) ANALYST'S SEGMENTATION: VERBAL FLOW SECTIONS:

The systematization of the respondent's segmentation yields candidate basic units, the Verbal Flow Sections.

They are obtained as follows:

DEFINING CRITERIA FOR VERBAL FLOW1:

Type of Talk: INFORMATIVE

Modality of Talk: displaced

Focality: focal

SEGMENTATION CRITERIA FOR VF1 SECTIONS:

topics:

paycheck (13-20)

document (21-48)

clothing needs (49-54)+ (55-72)

book fees (73-93)

food money (94-102)

Mother prodding Son (103-108)+ (109-133)

Mother prodding Son again (134-143)+(158-202)

DEFINING CRITERIA FOR VERBAL FLOW 2:

Type of Talk: SMALL TALK

Modality of Talk: displaced

Focality: focal

SEGMENTATION CRITERIA FOR VF2 SECTIONS:

topics:

friend Brett (144-157)

work schedule (203-216)

nothing going on (241)

DEFINING CRITERIA FOR VERBAL FLOW 3:**Type of Talk:** FAMILY SOCIALIZING**Modality of Talk:** displaced**Focality:** focal**SEGMENTATION CRITERIA FOR VF3 SECTIONS:****topics:**

Bills' game (222-239)

brother and sister-in-law (247-272)

raffle tickets (277-295)

DEFINING CRITERIA FOR VERBAL FLOW 4:**Type of Talk:** SOCIAL RITUAL**Modality of Talk:** here-and-now**Focality:** focal (taken for granted)¹**SEGMENTATION CRITERION FOR VF4 SECTIONS:****triggering agents:**

phone rings (1-12)

feeling need to terminate telephone conversation (217-221)

+(240)+(242-246)+(273-276)

decision to terminate telephone conversation (296-307)

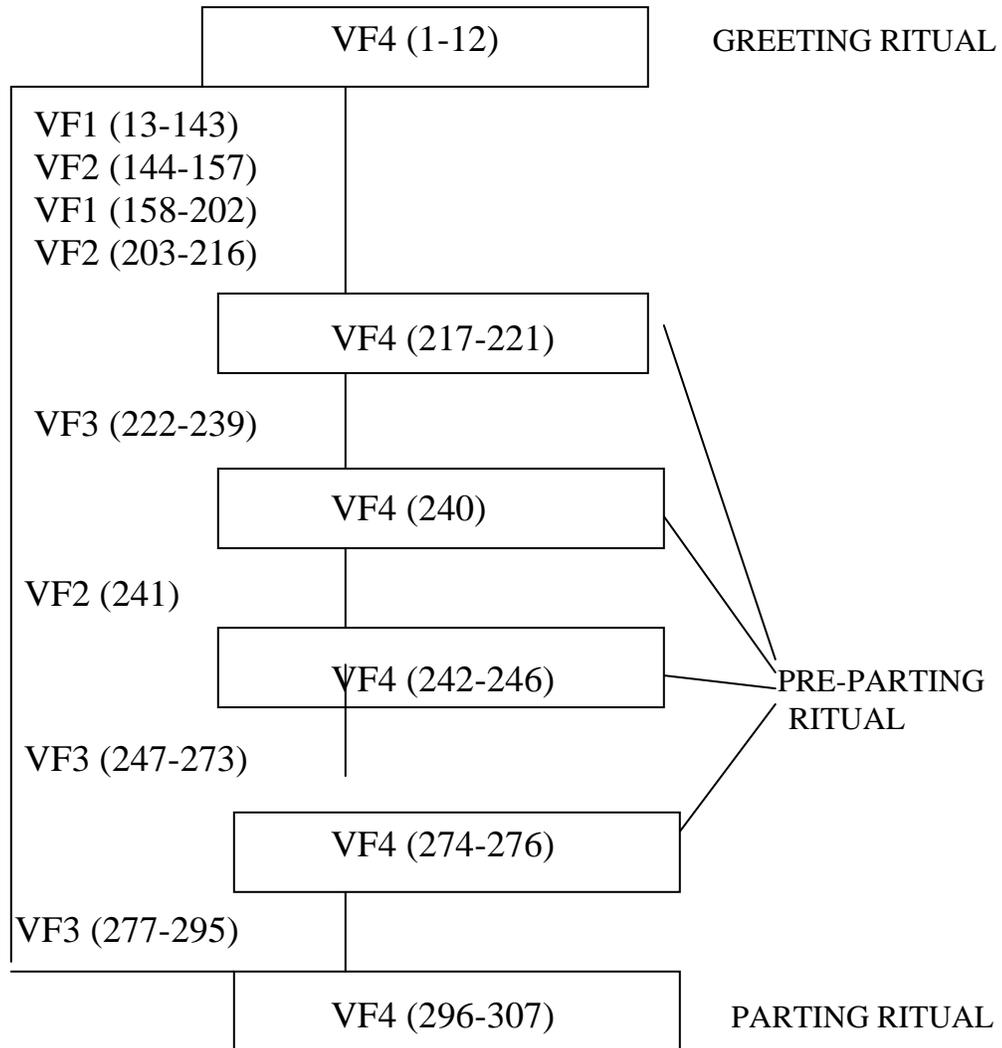
fn1

This type of talk is not mentioned by respondent

Who initiates what type of Talk in Specimen:

<u>TYPE OF TALK</u>	<u>INITIATOR</u>				
VF1: INFORMATIVE	M (13-143)+(158-202)				
VF2: SMALL TALK	S (144-157)+(241) M (203-216)				
VF3: FAMILY TALK	M (222-239) S (247-272)+(277-295)				
VF4 <table border="1" data-bbox="305 898 810 1058"> <tr> <td data-bbox="305 898 810 1003">PREPARTING RITUAL</td> <td data-bbox="810 898 1393 1003">M (217-221)+(240)+(242-246)+(272-276)</td> </tr> <tr> <td data-bbox="305 1003 810 1058">PARTING ROUTINE</td> <td data-bbox="810 1003 1393 1058">M (296-307)</td> </tr> </table>	PREPARTING RITUAL	M (217-221)+(240)+(242-246)+(272-276)	PARTING ROUTINE	M (296-307)	
PREPARTING RITUAL	M (217-221)+(240)+(242-246)+(272-276)				
PARTING ROUTINE	M (296-307)				

Social Ritual (initial greeting and parting):



(3) COMPARISON between A's and R's ORGANIZATION

ANALYST'S	RESPONDENT'S ¹
VF 4 Section (1-12) VF1 Section (13-143)	S's Immediate Needs (1-54) compromise (55-73) S's Immediate Needs (74-143)
VF 2 Section (144-157)	Miscellaneous (144-157)
VF1 Section (158-202)	S's Immediate Needs (158-202)
VF 2 Section (203-216)	Miscellaneous (203-216)
VF 4 Section (217-221) VF 3 Section (222-239) VF 4 Section (240) VF 2 Section (241) VF 4 Section (242-246) VF 3 Section (247-272) VF 4 Section (273-276) VF 3 Section (277-295) VF 4 Section (296-307)	Family Events (217-307)

fn1

Note that the respondent does not account for the social ritual

**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.

VF4 SECTION (1-12)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF4:

Type of Talk: SOCIAL RITUAL

Modality of Talk: here-and-now

Focality: taken for granted

Segmentation Criterion for VF4 Section (1-12):

triggering agent: phone rings

b) Transcript of Talk in Section:

(telephone rings)
(S picks up receiver)

S (1): hello
M (2): hi Matt
S (3): hey!
S (4): what's up Mom?
M (5): how you doing?
S (6): not too bad
(7): and yourself?
M (8): [ah...]
(9): pretty good
(10): gottcha at home
(11): I didn't know if I would gettcha
S (12): what do I owe the honor?

(2) BASIC UNITS:

The Section is constituted by verbal responses by S and M to the triggering agent: phone rings. There is one basic unit, VF4 Stretch (1-12). It is an OPENING ROUTINE.

This is shown in the following Table:

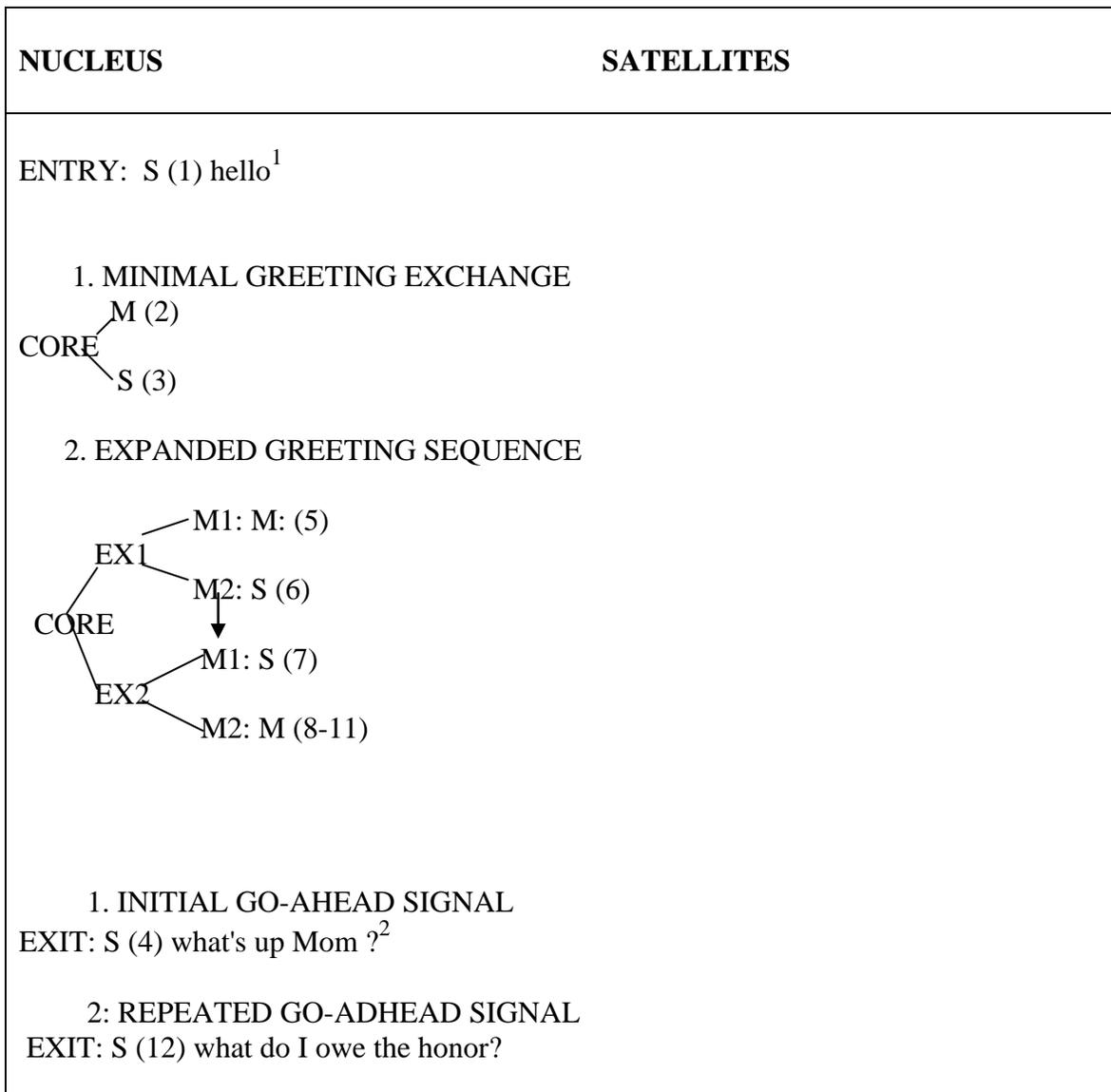
TRIGGERING AGENT	VERBAL RESPONSES by S and M
Telephone rings ¹ →	OPENING ROUTINE

fn1

nonverbal summons¹ by caller (=answer if you are there).
See Schegloff, 1968

(3) DETAILED ANALYSIS OF OPENING ROUTINE (1-12)

a) INTERNAL STRUCTURE OF ROUTINE:



Respondent's account:

-fn1

=I'm here

-fn2

asking why she is calling (=tell me why you are calling)

b) RHETORICAL ORGANIZATION OF ROUTINE:

1: MINIMAL GREETING EXCHANGE

-Mother's greeting (+ self identification through voice):

(2): hi Matt¹

-Son's response (exclamation of recognition)

(3): hey!²

2: EXPANDED GREETING SEQUENCE³

M1: Mother's ritual inquiry:

(5): how you doing?

M2: Son's ritual response:

(6): not too bad

↓
M1: Son's ritual inquiry:

(7): and yourself?

M2: Mother's response:

.1: ritual response proper:

(8): [ah...]

(9): pretty good

.2: elaboration:

(10): gottcha at home

(11): I didn't know if I would gettcha⁴

Respondent's account:

-fn1

short greeting

background information: Matt, my son is a senior at Cortland SUNY

-fn2

emotional information: we haven't spoken in 3 weeks so he is enthusiastic

-fn3

confirming their well being

-fn4

background information: between his part time job and school it is difficult finding him at home

VF1 SECTION (13-20)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: INFORMATIVE

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (13-20):

topic: Paycheck

b) Transcript of Talk in Section:

M (13): okay
 (14): just wondering
 (15): [uhm...]
 (16): if you got your paycheck
 S (17): yeah
 M (18): okay
 (19): you got that
 S (20): uh-huh

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (13-20). It is a QUERY, specified by the semantic schema: Mother asks Son if he has received paycheck,

(3) DETAILED ANALYSIS OF QUERY (13-20)

a) INTERNAL STRUCTURE OF QUERY:

The QUERY has only a nucleus. The latter has an entry, a core and an exit.

The entry is a univox.

The exit is a dyad.

The core is a dialogue, initiated by Mom and addressed to Son, with one exchange.

NUCLEUS

ENTRY: M (13): okay

CORE
 M1: M (14-16)
 M2: S (17)

EXIT
 M (18): okay
 (19): you got that¹
 (dyad) S (20): uh-huh

Respondent's account:

fn1

(18-20)

confirming he received paycheck

Son has money

that's good

b) RHETORICAL ORGANIZATION OF CORE:

M1: M's request for information¹

.1: preparation:

(14): just wondering

(15): [uhm...]

.2: request proper:

(16): if you got your paycheck

M2: S's response:

(17): yeah

Respondent's account:

fn1

(13-16)

telling one reason why she is calling

background information: he had a summer job

left before receiving last check

immediate needs: he is in need of money, so was happy to receive check

he has some necessary expenses such as gas money, insurance and personal needs

VF1 SECTION (21-48)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: INFORMATIVE

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (21-48):

topic: Document

b) Transcript of Talk in Section:

M (21): I sent you another thing
 (22): but you probably didn't get it yet
 S (23): yeah
 (24): it came today
 M (25): oh
 (26): did it really?
 S (27): yeah
 (28): why?
 (29): |when did you send it?
 M (30): |oh super!
 (31): oh Saturday
 S (32): Saturday
 (33): yeah?
 M (34): yeah
 S (35): oh wow!
 (36): |maybe/
 M (37): |yeah
 (38): that was fast then
 (39): okay
 S (40): |yeah
 M (41): |very good
 S (42): yeah
 (43): it was just that thing that
 (44): [ah...]
 (45): said not to tell any secrets
 M (46): yeah
 (47): that's what Pat thought it might be
 (48): okay

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (21-48). It is a QUERY, specified by the semantic schema: Mother asks Son if he has received document.

(3) DETAILED ANALYSIS OF QUERY (21-48)

a) INTERNAL STRUCTURE OF QUERY:

The QUERY has a nucleus and 4 primary satellites:

The nucleus has a core, two exit attempts and a successful exit.

The first unsuccessful exit attempt and the successful exit are univoxes.

The second unsuccessful exit attempt is a dyad.

The core is a dialogue initiated by M and addressed to S, with one exchange

The first primary satellite is a phatic query. It has an entry, a core and an exit.

The entry and the exit are univoxes.

The core is a dialogue involving Mother and Son.

The second primary satellite is an incidental query. It has a core and a satellite.

The core is a dialogue initiated by Son and addressed to Mother, with one exchange.

The satellite is a phatic query. It has a core and an exit.

The exit is a univox.

The core is a dialogue involving Son and Mother.

The third primary satellite is a dyadic remark involving Mother and Son.

The fourth primary satellite is also a univocal remark by Mother to Son.

Respondent's account:

-fn1

(26-27) confirmation he received document

'oh' (25 and 30) marks speaker involvement

-fn2

(35) emotional information: he sounded surprised at the speed of the mail

'oh' marks speaker involvement

b) RHETORICAL ORGANIZATION OF CORES

M1: M's indirect request for information to S (in format of informing)

•1: preparation:

(21): I sent you another thing

•2: indirect request proper: ¹

(22): but you probably didn't get it yet

M2: S's response

•1: response proper

••1: affirmative:

(23): yeah

••2: echoing:

(24): it came today

REPAIRABLE

(36) [maybe]

INCIDENTAL QUERY

M1: S's request for explanation

•1: preparation:

(28): why? (why do you think I did not receive it?)

•2: request proper: ²

(29): when did you send it?

M2: M's response:

(31): oh Saturday!³

REMARK (dyad)

-contentment by M:⁴

initiation:

(37): yeah

development:

(38): that was fast then

-acknowledgement by S:

(40): yeah

•2: elaboration⁵:

(43): it was just that thing that

(44): [ah]

(45): said not to tell any secrets

REMARK

confirmation by M

initiation:

(46): yeah

development:

(47): that's what Pat thought it might be

Respondent's account:

-fn1

(21-22)

second reason why she is calling

functional information: I send all of his mail that is received at home

-fn2

(29-38) discussing when document was sent and how fast it arrived

-fn3

'oh' marks speaker involvement

-fn4

(37-39) good that Son received it so fast

-fn5

(43-45)

referring back to document

topic information (Mother-Son relationship): he is sharing information with me that was in his mail

VF1 SECTION (49-54)+(55-72)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: INFORMATIVE

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (49-54)+(55-72):

topic: clothing needs

b) Transcript of Talk in Section:

M (49): and I wanted you to know that I picked up your clothing for you

S (50): oh good!

M (51): yeah

(52): it looks really nice

(53): but you can try it on when you get home to be sure

S (54): alright

S (55): I got that jacket ...

(56): that I wanted

M (57): (*sigh*) ya got it

(58): okay

S (59): yeah

(60): for 32 bucks

M (61): okay

(62): very good

(63): did you charge it?

S (64): no

(65): [I] I gotta write a check because

(66): [ah...]

(67): Mike paid

(68): [ah...]

(69): because it was in Penyan

(70): and Mike picked it up

M (71): oh

(72): don't worry about it

(2) BASIC UNITS:

There are two basic units, as follows:

1: VF1 SubStretch (49-54) is an INFORMING, specified by the semantic schema:

Mother informs Son that she has picked up his new clothing.

2: VF1 SubStretch (55-72) is also an INFORMING specified by the semantic schema:

Son informs Mother that he has bought a new jacket.

(3.1) DETAILED ANALYSIS OF INFORMING (49-54)

a) INTERNAL STRUCTURE OF INFORMING:

The INFORMING has a nucleus and 2 satellites.

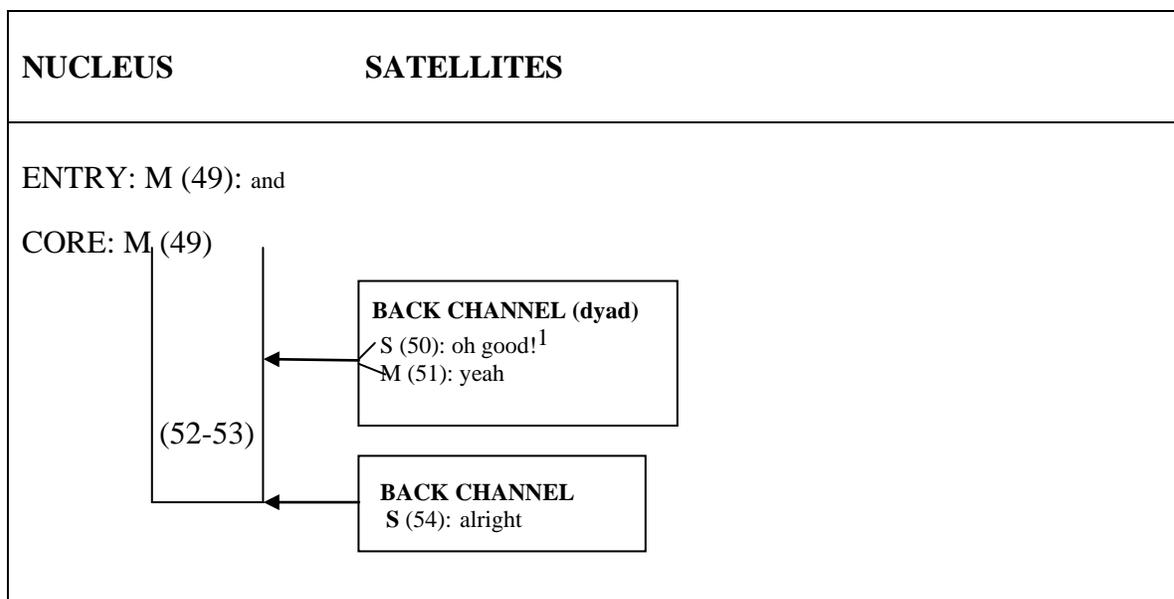
The nucleus has an entry and a core.

The entry is a univox.

The core is a univox by Mother addressed to Son.

The first satellite is a back channel dyad initiated by Son.

The second satellite is a univocal back channel by Son.



Respondent's account:

-fn1

emotional information: happy attitude about new clothing he needed which we purchased before he left
 'oh' marks speaker involvement.

b) RHETORICAL ORGANIZATION OF CORE:

M's informing

•1: informing proper:¹

(49): I wanted you to know that I picked up your clothing for you

•2: elaboration:²

(52): it looks really nice

(53): but you can try it on when you get home to be sure

Respondent's account:

-fn1

third reason she is calling

-fn2

(52-53)

commenting on clothing

student researcher : Mother approves of clothing appearance which Son had picked up previously

(3.2) DETAILED ANALYSIS OF INFORMING (55-73)

a) INTERNAL STRUCTURE OF INFORMING:

The INFORMING has a nucleus and 4 satellites.

-The nucleus has only a core, a univox by Son addressed to Mother.

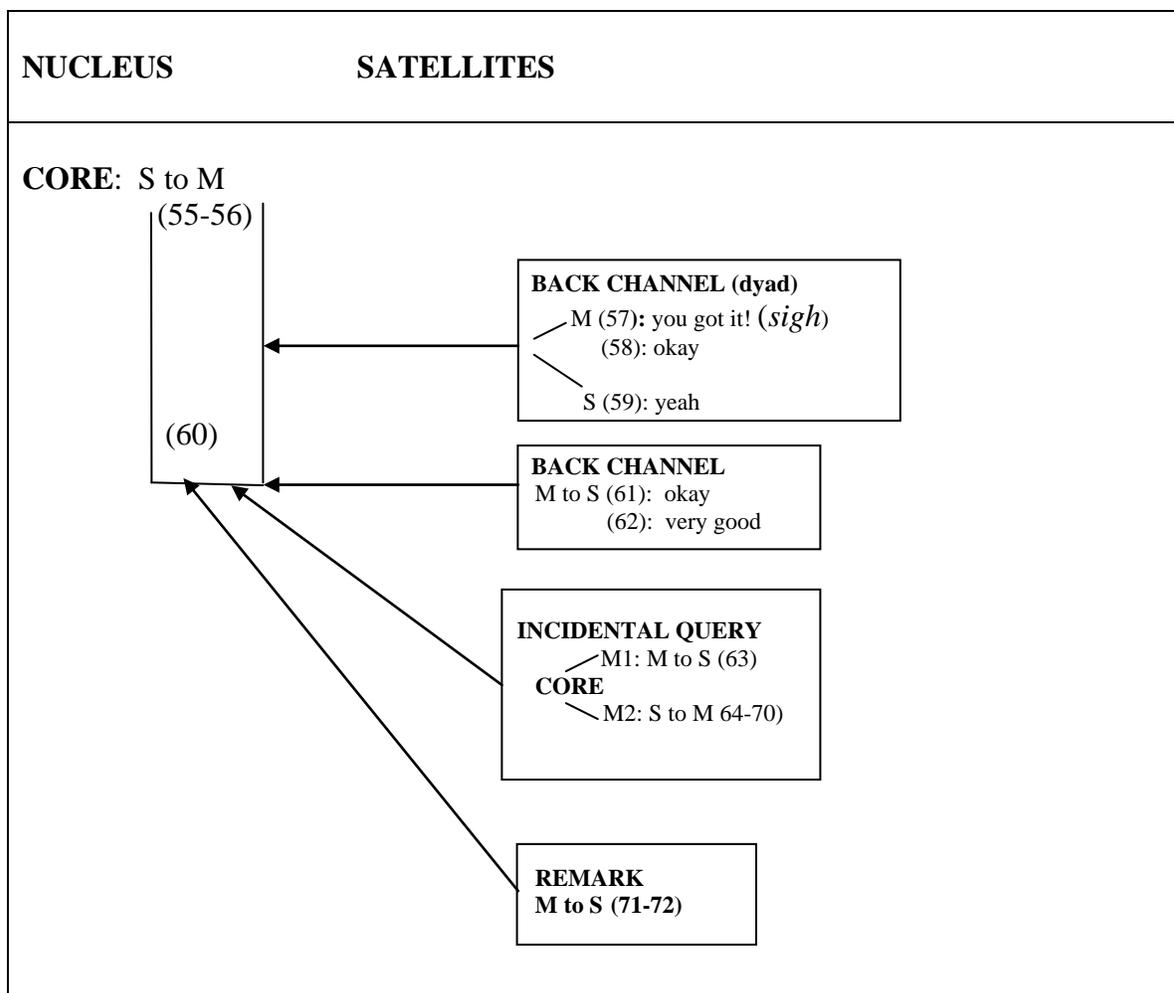
-The first satellite is a dyadic back channel initiated by Mother.

-The second satellite is a univocal back channel by Mother.

-The third satellite is an incidental query.

It has only a core, with one exchange initiated by Mother.

-The fourth satellite is a univocal remark by Mother.



b) RHETORICAL ORGANIZATION OF CORES

Son's informing

•1: informing proper:¹

(55): I got that jacket

(56): that I wanted

•2: elaboration:²

(60): for 32 bucks

INCIDENTAL QUERY

M1: Mother's request for information:

(63): did you charge it?

M2: Son's response

•1: response proper:

(64): no

•2: elaboration:

(65): [I] I gotta write a check because

(66): [ah...]

(67): Mike paid³

(68): [ah...]

(69): because it was at Penyan⁴

(70): and Mike picked it up

REMARK

Reassuring by Mother:⁵

(71): oh!

(72): don't worry about it!

Respondent's account:

-fn1

(55-56)

background information: telling me he purchased a jacket he had been searching for he wanted it very badly

-fn2

(60)

immediate needs: tells me the price probably hoping I will pay for it, but doesn't ask directly I normally pay for his clothing as his income is not much at this time we are trying to reach a compromise to see if I should reimburse him for it
student researcher: good choice for the price

-fn3

(65-67) manner in which it was paid for

-fn4

(69) where purchase was made

-fn5

(72)

emotional information: he wanted to be considerate

student researcher : M will reimburse Son

'oh' marks speaker involvement.

VF1 SECTION (74-93)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: INFORMATIVE

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (73-93):

topic : book fees

b) Transcript of Talk in Section:

M (73): yeah
 (74): yeah
 (75): [and ah...]
 (76): let's see what else was I going to ask you
 (77): oh!
 (78): [uhm...]
 (79): [uhm...]
 (80): [ah] book fees!
 (81): is there anymore book fees?
 S (82): no
 M (83): no?
 (84): just what you had there?
 S (85): yeah
 M (86): oh
 (87): I thought there were going to be more
 S (88): how many more do you want?
 (89): well...
 (90): yeah...
 (91): [ah] I didn't get the one book
 (92): but I don't need it
 M (93): okay

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (74-93). It is a QUERY, specified by the semantic schema: Mother asks Son about his book fees/

(3) DETAILED ANALYSIS OF QUERY (74-93)

a) INTERNAL STRUCTURE OF QUERY:

The QUERY has a nucleus and 2 satellites.

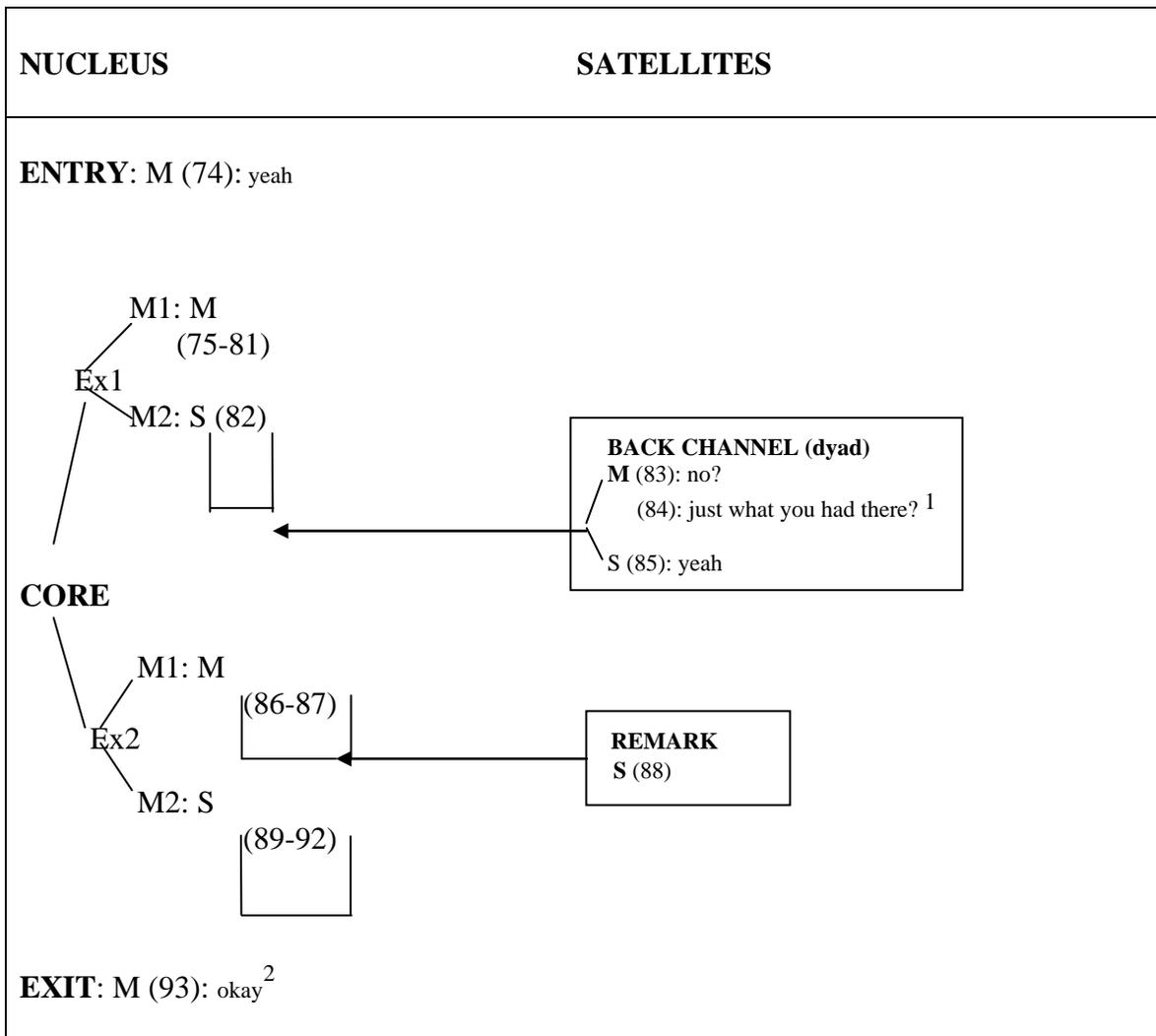
The nucleus has an entry, a core and an exit.

The entry and the exit are univoxes.

The core is a dialogue initiated by Mother and addressed to S, with two exchanges.

The first satellite is a dyadic back channel initiated by Mother.

The second satellite is a univocal remark by Son.



Respondent's account:

-fn1

(83) confirming that no more books are needed and there are no more book fees

-fn2

(93) student researcher : good because Son has all his books and she doesn't have to give him anymore money for them

b) RHETORICAL ORGANIZATION OF CORES:

Ex1: initial use of schema

M1: Mother's request for information

SELF COMMENT

- 1: trying to remember
(75): [and ah...]
(76): let's see what else I was going to ask you
- 2: remembering
 - .1: initiation:**
(77): oh!¹
 - .2: development:**
(78): [uhm...]
(79): [uhm...]
(80): [ah] book fees!

(81): is there anymore book fees?²

M2: Son's response:

(82): no

Ex2: follow up use of schema

M1: Mother's presumption

.1: initiation:

(86): oh!³

.2: development:

(87): I-thought there were going to be more!

REMARK

exclamation of frustration by S:⁴
(88): how many more do you want?!

M2: Son's response

.1: initiation:

(89): well

.2: development:

. .1: response proper:

(90): yeah...

. .2: elaboration:⁵

(91): [ah] I didn't get the one book

(92): but I don't need it

Respondent's account:

-fn1

'oh' is an exclamation (remembering)

-fn2

(81)

fourth reason why she is calling
he had spoken with his Dad previously about books he needed

-fn3

'oh' marks information receipt.

-fn4

(88)

emotional information he sounds like he has too many already
(frustration)

-fn5

(91-92)

background information: he is trying to save a book fee as he feels I have spent enough already

VF1 SECTION (94-102)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: INFORMATIVE

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (94-102):

topic: : Food Money

b) Transcript of Talk in Section:

M (94): and food money
 (95): what about that?
 S (96): (*sigh*) I'm good for quite a bit
 (97): yeah
 M (98): for a little bit now
 S (99): well
 (100): yeah definitely
 M (101): alright
 (102): as long as that works out

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (94-102). It is a QUERY, specified by the semantic schema: Mother asks Son about his food money.

(3) DETAILED ANALYSIS OF QUERY (94-102)

a) INTERNAL STRUCTURE OF QUERY:

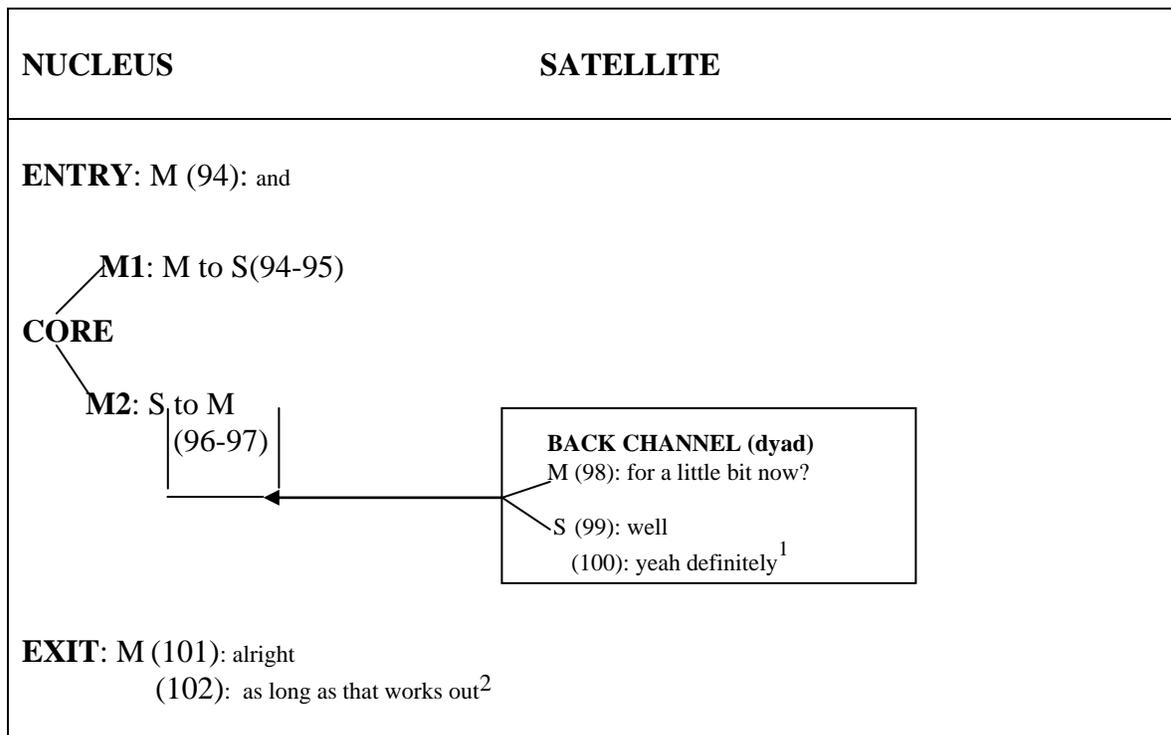
The QUERY has a nucleus and a satellite.

The nucleus has an entry, a core and an exit.

The entry and the exit are univoxes.

The core is a dialogue initiated by Mother and addressed to Son, with one exchange.

The satellite is a Back Channel dyad involving Mother and Son.



Respondent's account:

-fn1

(101-2)

reasserting his position

student researcher : M feels that Son has used his food money wisely and approves

-fn2

student researcher : Mother feels that Son has used his food money wisely and approves

b) RHETORICAL ORGANIZATION OF CORE:

M1: Mother's request for information¹
 request proper: do you have enough food money?
 (94): food money
 (95): what about that?

M2: Son's response:²

- 1: elaboration:
 (96) I'm good for quite a bit
- 2: response proper:
 (97): yeah

Respondent's account:

-fn1

(94-95)

fifth reason why she is calling

subjective information: he has quite an appetite

I feel he used his food money wisely and I approve

he could have used the money for beer but he didn't

-fn2

(96-103) confirming no more food money is needed at the present time (96-103)

VF1 SECTION (103-108)+(109-133)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: INFORMATIVE

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (103-108)+(109-133):

topic: : Mother prodding Son

b) Transcript of Talk in Section:

M (103): okay
 (104): anything else that you needed?
 (105): or...
 S (106): |not really
 M (107): |okay
 S (108): mhum
 S (109): I'm working as many hours as I
 (110): would probably need
 (111): but
 M (112): oh!
 (113):[you're not]
 (114): it's not going to pick up either
 S (115): no
 (116): |it definitely won't pick up
 M (117): |no
 (118): oh...
 (119): okay
 S (120): I'm only gettin [like]

slight pause

(121): between like \$20 and \$30 a week
 M (122): oh!
 (123): oh boy!
 S (124): I didn't really go out a lot though
 M (125): yeah
 S (126): because I don't like downtown anymore
 (127): it's really boring
 M (128): okay

slight pause

S (129): so I save money usually on Saturdays
 M (130): |yeah
 S (131): |by not going down
 M (132): oh!

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (103-108)+(109-133). It is a QUERY, specified by the semantic schema: Mother asks Son if he has any more immediate needs.

(3) DETAILED ANALYSIS OF QUERY (103-108)+(109-133)**a) INTERNAL STRUCTURE OF QUERY:**

The QUERY has a nucleus and 6 satellites.

The nucleus has an entry, a core and an exit.

The entry is a univox. The exit is a dyad.

The core is a dialogue, initiated by M and addressed to S, with one exchange.

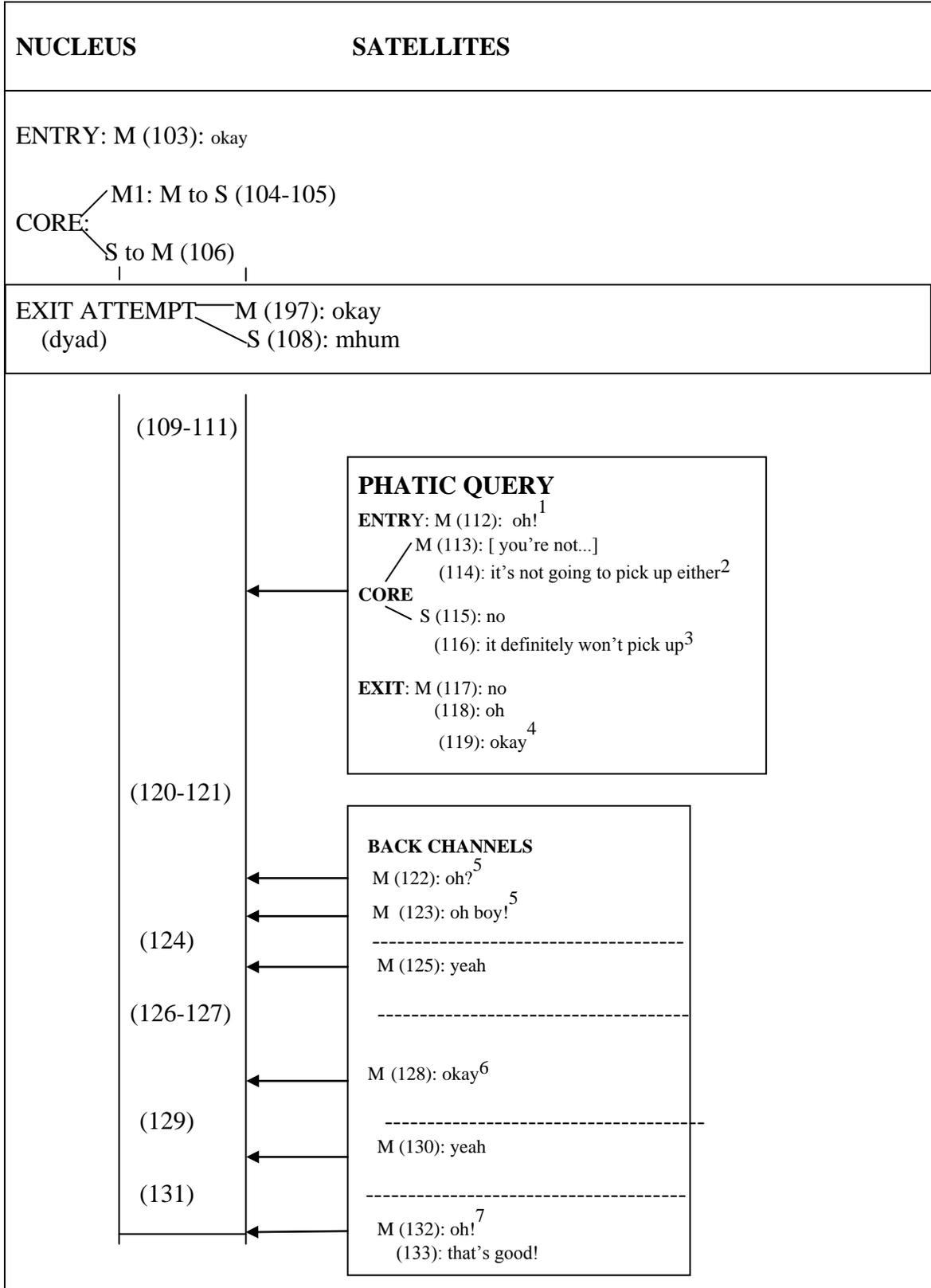
The first satellite is a phatic query.

It has an entry, a core and an exit.

The entry and the exit are univoxes.

The core is a dialogue initiated by Mother and addressed to Son.

The other 5 satellites are all univocal back channels by Mother.



Respondent's account:

-fn1

(112) 'oh' marks speaker involvement

-fn2

(114) this is not meant as a dig as I would give him money myself to meet his needs

-fn3

(116) he is stating work situation will not get better

-fn4

(119) student researcher : disappointed because of so few hours Son is getting

'oh' marks speaker involvement

-fn5

'oh' (122) is an exclamation of dismay

'oh' (123) marks speaker involvement

-fn6

(128) student researcher : M approves because the Son's priorities have seemed to change for the better

-fn7

(132) 'oh' marks speaker involvement

b) RHETORICAL ORGANIZATION OF CORE:

M1: Mother's inquiry:

(104): anything else that you needed

(105): or...¹

M2: Son's response

initial response:

(105): not really

reformulating response as an informing

•1: informing proper:

discussing the hours: ²

(109): I'm working as many hours as I

(110): would probably need

discussing his wages: ³

(111): but

(120): I'm only gettin [like]

(121): between like \$20 and \$30 a week

•2: elaboration:

change in behavior:⁴

(124): I didn't really go out a lot though

(126): because I don't like downtown anymore

(127): it's really boring

his idea of saving money: ⁵

(129): so I save money usually on Saturdays

(131): by not going down

Respondent's account:

-fn1

or-whatever

-fn2

(109-111)

background information: he has a part-time job at an ice-cream parlor

emotional information: he would like more hours

informing his mother of the dissatisfaction with the hours he is working

-fn3

(120-121)

discussing his wages

emotional information: very disappointed about pay as he is in needs of more money for gas, insurance and entertainment

-fn4

(124)+(126-127)

telling his mother his change about not going out a lot anymore

subjective information: I think his attitude about going out has changed over the last 3 years as he used to go out much more which was an important part of his life

his priorities have changed with school being first which I think is great

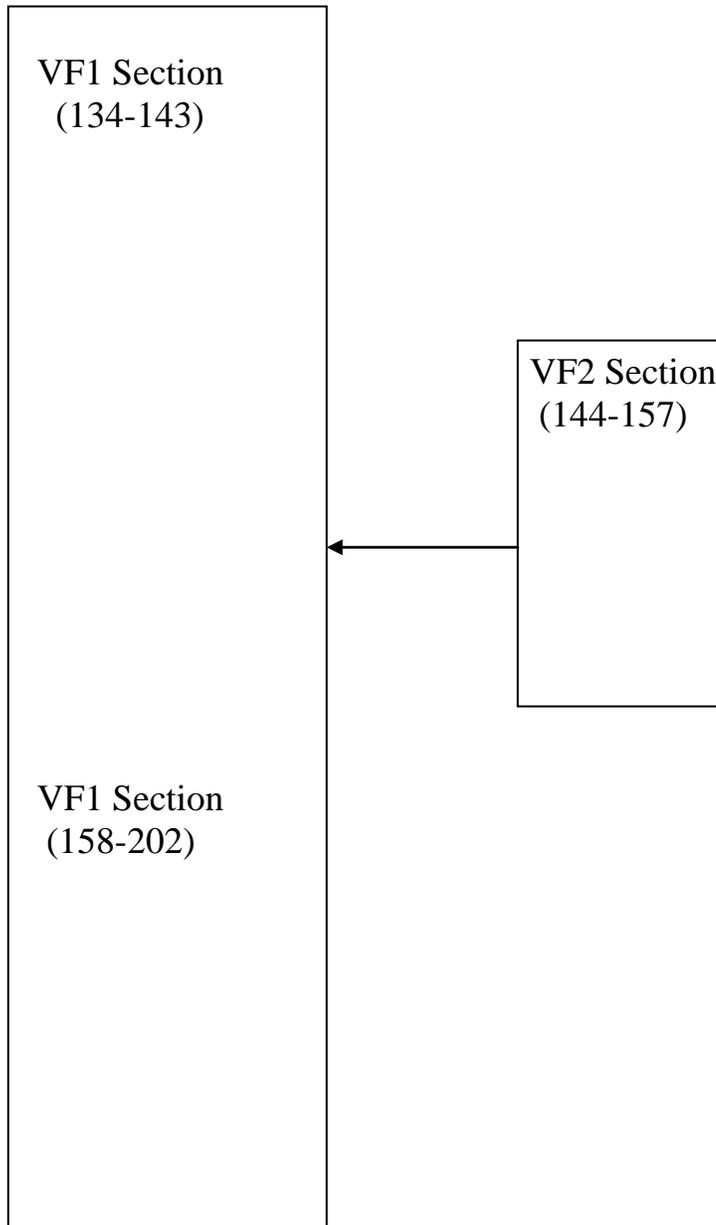
-fn5

(129)+(131)

his idea of saving money

OVERLAPPING VERBAL FLOWS

VF1 sections (134-143) and (158-202) are overlapped by VF2 Section (144-157)



VF1 SECTION (134-143)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: INFORMATIVE

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (134-143):

topic: : Mother prodding Son again

b) Transcript of Talk in Section:

M (134): okay
 (135): anything else that you need
 (136): or-whatever?
 S (137): no...
 M (138): |no?
 S (139): |no
 (140): okay
 S (141): I don't think so
 M (142): okay
 (143): very good

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (134-143). It a QUERY, with the following specific semantic schemas: Mother asks Son if he has any more immediate needs.

(3) DETAILED ANALYSIS OF QUERY (134-143)

a) INTERNAL STRUCTURE OF QUERY:

The QUERY has a nucleus and a satellite.

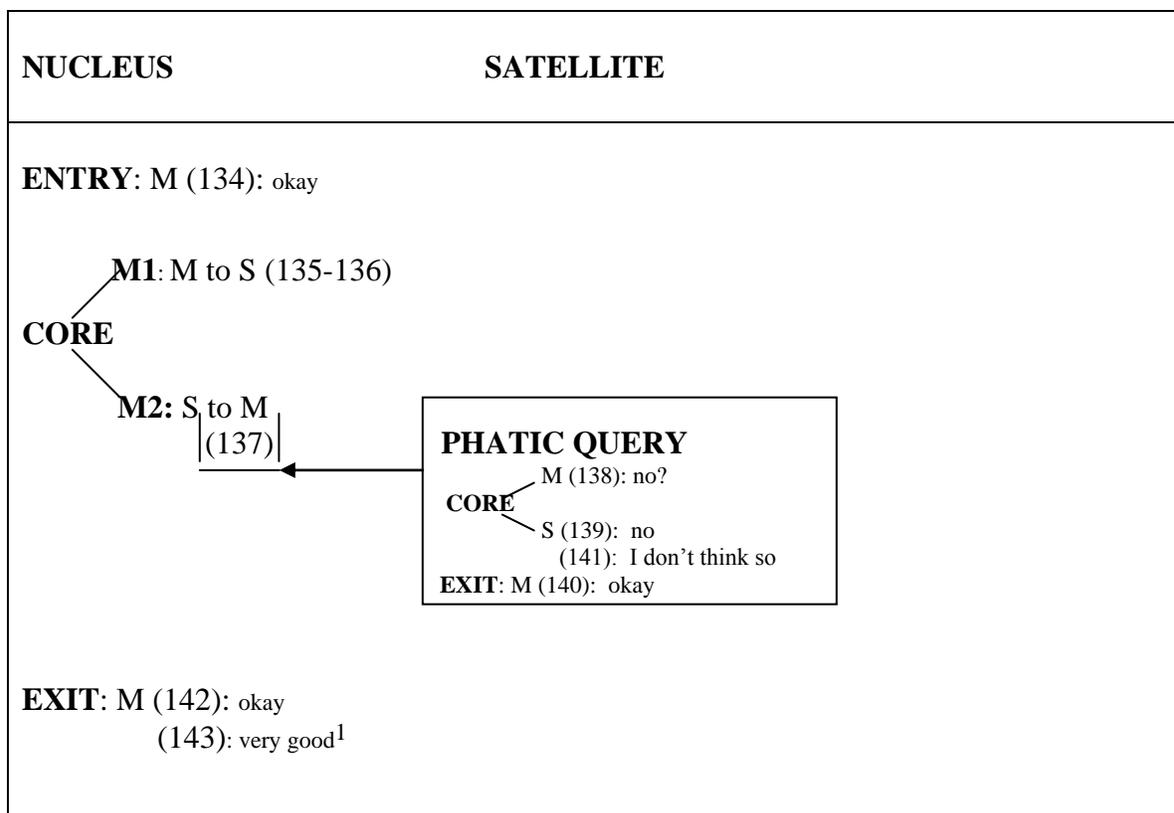
The nucleus has an entry, a core and an exit.

The entry and the exit are univoxes.

The core is a dialogue, initiated by Mother, with one exchange.

The satellite is a phatic query. It has a core and an exit. The exit is a univox.

The core is a dialogue initiated by Mother and addressed to Son.



Respondent's account:

fn1

(142-143)

referring back to no other needs

student researcher : happy that her son is satisfied

b) RHETORICAL ORGANIZATION OF CORE:

M1: Mother's request for information

prodding Son again:¹

(135): anything else that you need

(136): or-whatever?

M2: Son's response:

(137): no...

Respondent's account:

fn1

(134-136)

again Mother confirms nothing else is needed

topic information: (mother/son relationship) : I just wanted to be sure he is happy and comfortable and has no more immediate needs

this is a way I show him that I care about him

VF2 SECTION (144-157)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF2

Type of Talk: SMALL TALK

Modality of Talk: displaced

Focality: secondary

Segmentation Criterion for VF2 Section (144-157):

topic: : friend Brett

b) Transcript of Talk in Section:

S (144): talked to Brett last night
 M (145): oh did ya?
 S (146): yeah
 (147): he's going Thursday to get his operation
 M (148): oh!
 (149): Thursday is his operation?
 S (150): yeah
 M (151): okay
 (152): so when does he go into the hospital?
 (153): the day before?
 (154): [or...]
 S (155): I don't know
 M (156): you don't know
 (157): okay

(2) BASIC UNITS:

There is only one thematic unit, VF2 Stretch (144-157). It is an INFORMING, specified by the semantic schema: Son telling Mother about his friend Brett.

(3) DETAILED ANALYSIS OF INFORMING (144-157)

a) INTERNAL STRUCTURE OF INFORMING:

The INFORMING has a nucleus and 3 satellites.

The nucleus has only a core, a univox by Son to Mother.

-The first satellite is a phatic query. It has only a core, a dialogue initiated by M and addressed to S, with one exchange.

-The second satellite is also a phatic query. It has an entry, a core and an exit.

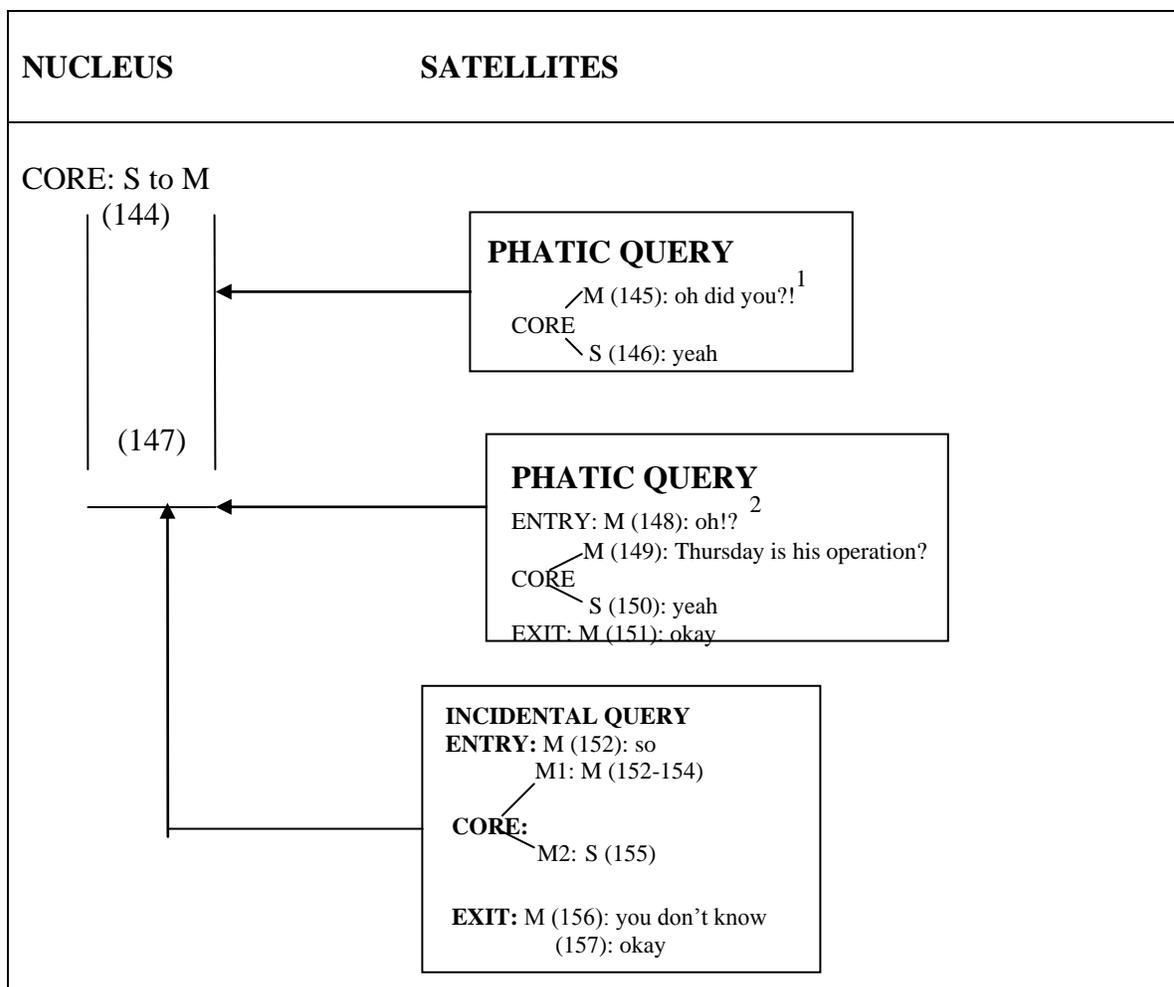
The entry and the exit are univoxes by M.

The core is a dialogue initiated by M and addressed to S, with one exchange.

-The third satellite is an incidental query. It has an entry, a core, and an exit.

The entry and the exit are univoxes by M.

The core is a dialogue initiated by M and addressed to S, with one exchange.



Respondent's account:

fn1

'oh' marks speaker involvement

fn2

'oh' marks information receipt

b) RHETORICAL ORGANIZATION OF CORES:

S's informing

•1: preparation:

(144): talked to Brett last night¹

•2: informing proper:

(147): he 's going Thursday to get his operation²

INCIDENTAL QUERY

M1: Mother's request for information:

(152): when does he go to the hospital?

(153): the day before?

(154): or...³

M2: Son's response:

(155): I don't know⁴

Respondent's account:

-fn1

(144-157)

when Son spoke with friend

background information: he is talking about his very best friend back home

student researcher: Son brings this up so he can take brief control of conversation

-fn2

(147)

informing Mother of friend's situation and when it will occur

he is concerned about him

-fn3

or whatever

-fn4

(155) Son unable to answer Mother's question about this situation

VF1 SECTION (158-202)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1

Type of Talk: INFORMATIVE

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (158-202):

topic: : Mother prodding Son again (cont'd)

b) Transcript of Talk in Section:

S (158): dam watch!
 (159): [ah...]
 (160): the date is wrong
 (161): it's not working on my watch
 (162): I have to take it in to see what's
 (163): wrong with it
 M (164): oh
 (165): and your watch's from [ah...]
 (166): Eddie Bauer?
 S (167): yeah
 M (168): oh
 S (169): (*quietly*) it pisses me off
 (170): oh well
 (171): what can I do?
 M (172): alright

slight pause

M (173): okay
 (174): you mean you're going to do that
 (175): when you come back here?
 S (176): I might just take it to a jeweler here
 M (177): oh
 (178): you'll have to pay
 (179): [maybe it...]
 slight pause
 (180): [uhm...]
 (181): how long is the warranty?
 (182): do you have any idea?
 S (183): I don't know
 M (184): okay
 S (185): I gotta find that receipt again
 (186): did I give it back to you?
 M (187): oh boy!
 (188): who knows?

S (189): [L...]

S (189): [I...]

(190): it's taped right to the box

(191): so...

M (192): I don't know honey

S (193): the box might be

(194): I-don't-know

(195): I would have to look

M (196): yeah

(197): that's it

S (198): [but ah...]

M (199): okay

S (200): but [ah...]

(201): I probably won't be home till October

M (202): yeah

(2) BASIC UNITS

There is only one basic unit, VF1 Stretch (158-202). It is an INFORMING, specified by the semantic schema: Son tells Mother about his watch needing repair (as an after thought).

(3) DETAILED ANALYSIS OF INFORMING (158-202)

a) INTERNAL STRUCTURE OF INFORMING:

The INFORMING has a nucleus and 10 satellites.

The nucleus has only a core, a univox by Son addressed to Mother.

The satellites include 3 incidental queries initiated by Mother, 1 incidental query initiated by Son, 1 univocal remark by Son and 5 univocal back channels by Mother.

-The first incidental query is initiated by Mother. It has an entry, a core, and an exit.

The entry and the exit are univoxes.

The core is a dialogue with one exchange.

-The second incidental query is initiated by Mother. It has an entry and a core.

The entry is a univox. The core is a dialogue with one exchange.

The second member of the exchange has a satellite, a remark by Mother.

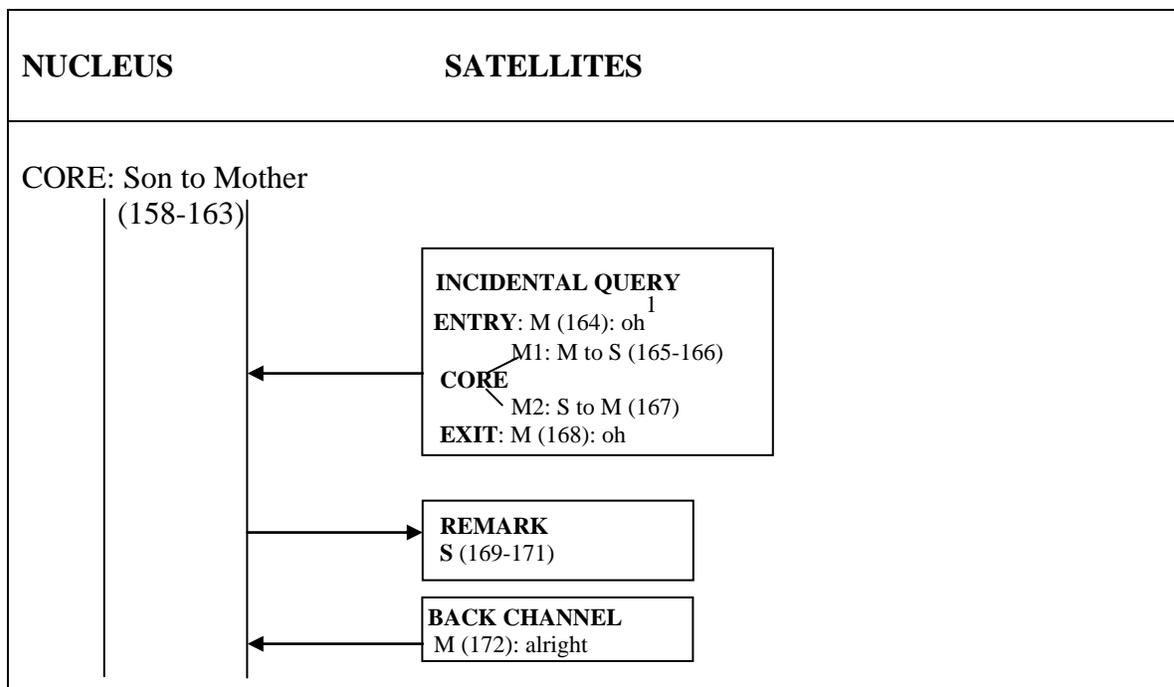
The latter has only a univocal core.

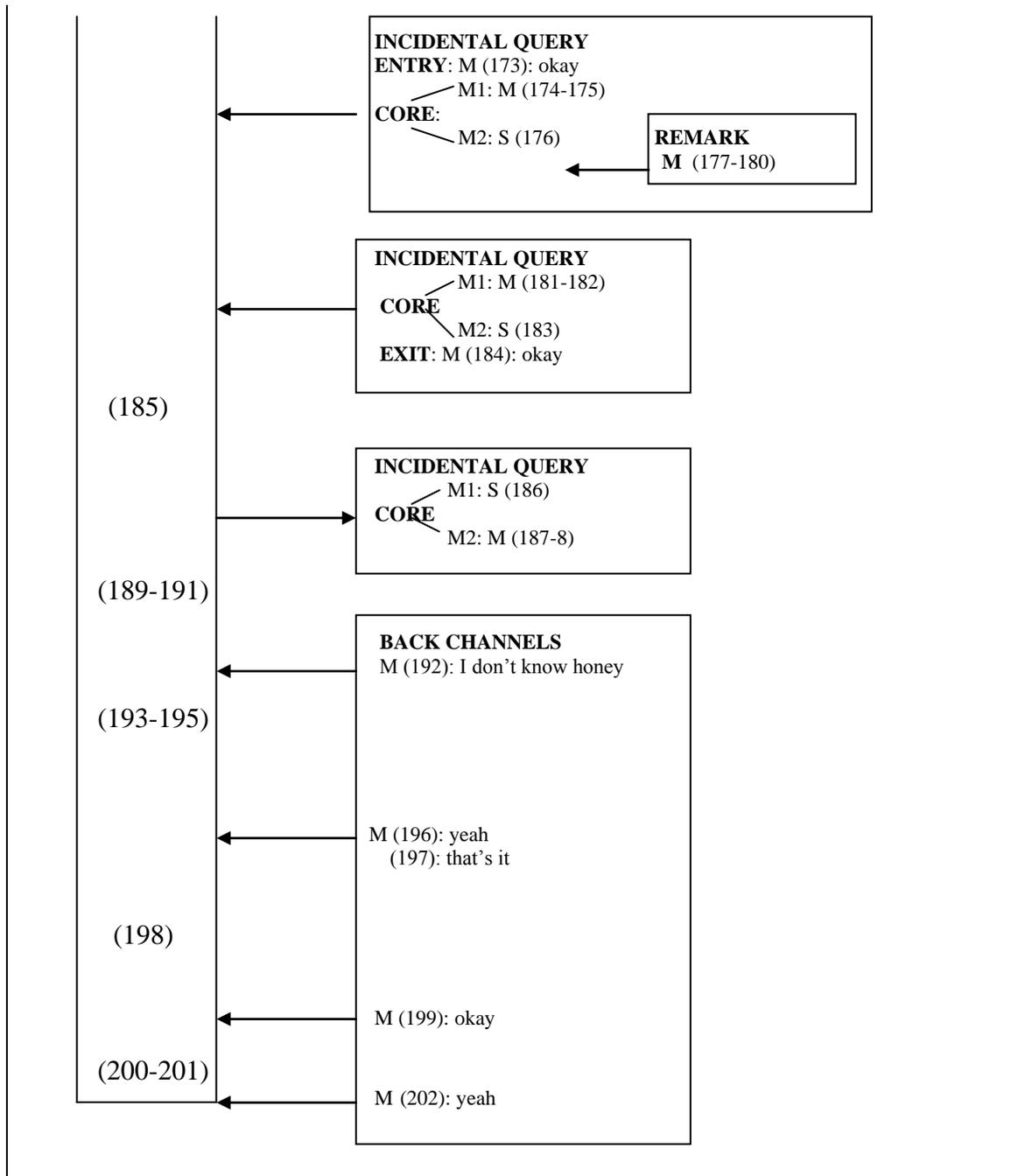
-The third incidental query is initiated by Mother. It has a core and an exit.

The core is a dialogue with one exchange.

The exit is a univox.

-The fourth incidental query is initiated by Son. It has only a core with one exchange.





Respondent's account:

fn1

'oh' marks information receipt

b) RHETORICAL ORGANIZATION OF CORES:

Son's informing

•1: preparation:¹

(158): dam watch!

(159): [ah...]

(160): the date is wrong

(161): it's not working on my watch

•2: informing proper:²

(162): I have to take it in to see what's

(163): wrong with it

INCIDENTAL QUERY

M1: Mother's request for confirmation:³

(165): and your watch is from [ah...]

(166): Eddie Bauer?

M2: Son's response:

(167): yeah

REMARK

exclamation of anger by S:

(169): it pisses me off⁴

resignation:

(170): oh well!

(171): what can I do?!

INCIDENTAL QUERY

M1: Mother's request for information⁵

(174): you-mean you're going to do that

(175): when you come back here?

M2: Son's response:

(176): I might just take it to a jeweler here

REMARK

Expression of displeasure by M:

(178): oh you'll have to pay!

REPAIRABLE

(179): [maybe...]

(180) [uhm...]

INCIDENTAL QUERY

M1: Mother's request for information⁶:

(181) how long is the warranty?

(182) do you have any idea?

M2: Son's response:

(183): I don't know

•3: elaboration

(185): I gotta find that receipt again

INCIDENTAL QUERY

M1: Son's request for information:⁷

(186): did I give it back to you?

M2: Mother's response

.1: initiation:

(187): oh boy!⁸

.2: development:

(188): who knows?

further discussing where location of receipt might be: ⁹

(189): [I...]

(190): it's taped right to the box

(191): [so ...]

(193): the box might be

(194): I-don't-know

(195): I would have to look

(198): [but ah...]

(200): but [ah...]

when he might be home: ¹⁰

(201): I probably won't be home till October

Respondent's account:

-fn1

(158-161)

Son informs Mother his watch is not working

emotional information: he is very disturbed about a gift he received from us
uses it for scuba diving

-fn2

(162-163) he would like it repaired

-fn3

(165-166) Mother confirms which watch

-fn4

(169)

he is openly angry with this situation

subjective information: he says this quietly so as not to offend me which I appreciate
student researcher: Mother appreciates him being polite by not saying it out loud

-fn5

(174-176)

they are discussing when to repair watch

discussing where it should be repaired
background information: wants it repaired soon as he is planning to dive

-fn6

(181-183)

discussing length of warranty for watch repair
subjective information: I would rather he waited until he comes home and have it repaired where it was purchased as it may be under warranty

-fn7

(186-188)

discussing location of receipt for watch
subjective information: I wish he was more reliable with important papers as he usually just lays them somewhere in his room instead of having a filing system
student researcher: M disapproves because he should have taken better care to place something that important where it can be found easily

-fn8

'oh' marks speaker involvement

-fn9

(189-195) further discussing where location of receipt might be

-fn10

(201)

Son states when he might be home
emotional information: sad expression

VF2 SECTION (203-216)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF2:

Type of Talk: SMALL TALK

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF2 Section (203-216):

topic: : Son's work schedule

b) Transcript of Talk in Section:

M (203): you work tonight

(204): or-what?

S (205): I did already

M (206): oh

(207): you did already!

(208): okay

S (209): yeah

(210): I just got home

M (211): okay

(212): oh good!

S (213): yeah

M (214): I timed you right then

S (215): yeah

M (216): okay

slight pause

(2) BASIC UNITS:

There is only one thematic unit, VF2 Stretch (203-216). It is a QUERY, specified by the semantic schema: Mother asking Son about his work schedule.

(3) DETAILED ANALYSIS OF QUERY (203-216)

a) INTERNAL STRUCTURE OF QUERY:

The QUERY has a nucleus and 2 satellites.

The nucleus has a core an exit attempt and a successful exit.

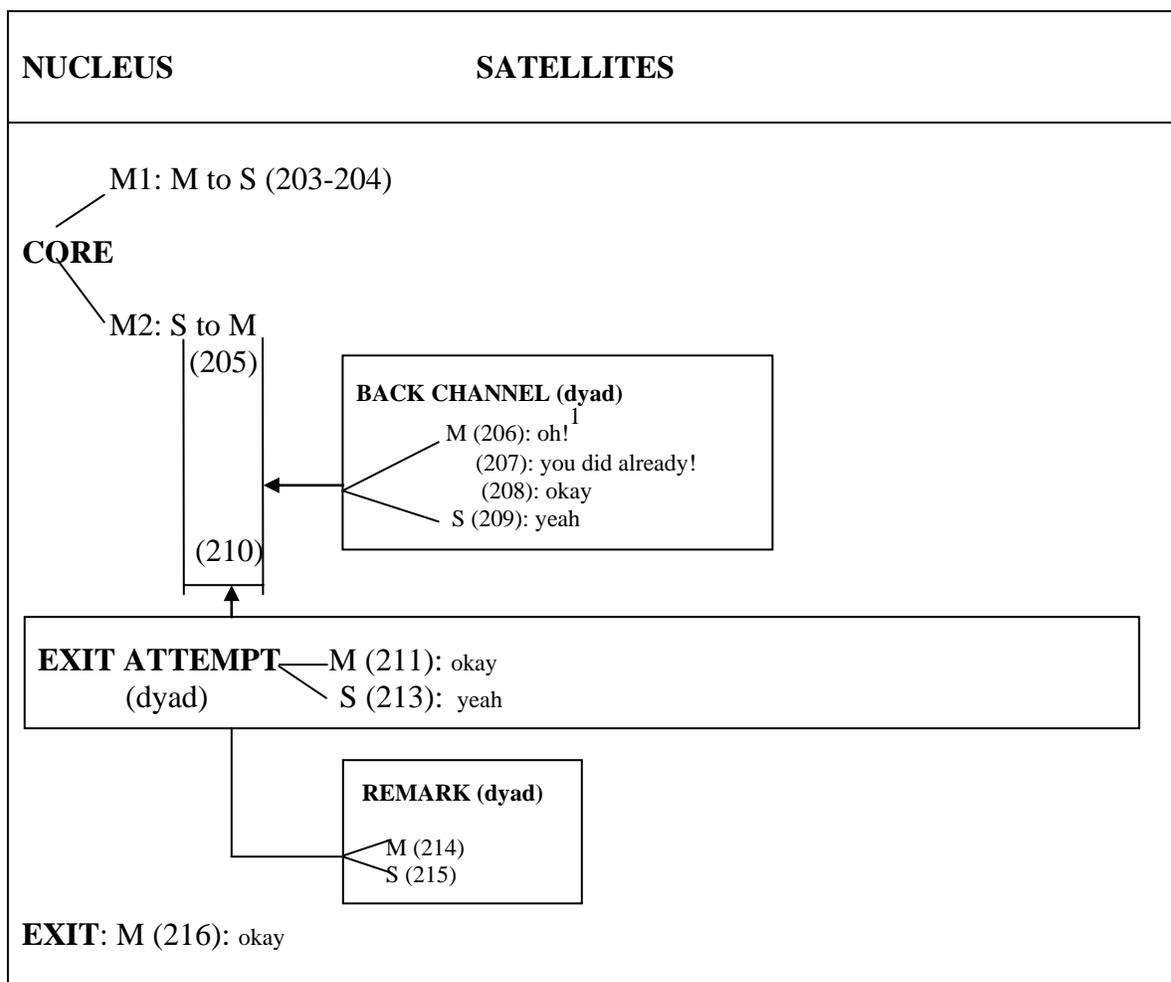
The attempted exit is a dyad initiated by M.

The successful exit is a univox by M.

The core is a dialogue, initiated by M and addressed to S, with one exchange.

-The first satellite is a back channel dyad initiated by M.

-The second satellite is a remark dyad initiated by M.



Respondent's account:

fn1

'oh' marks speaker involvement

b) RHETORICAL ORGANIZATION OF CORES:

M1: Mother's request for information:¹

(203): you work tonight

(204): or-what?

M2: Son's response²

•1: response proper:

(205): I did already

•2: elaboration:

(210): I just got home

REMARK (dyad)

-contentment expressed by M

initiation:

(212): oh good!³

development:

(214): I timed you right then⁴

-acknowledgement by S:

(215): yeah

Respondent's account:

-fn1

(203-204) Mother asks when son must work

-fn2

(205)+(210)

he informs her he has worked already

background information: sharing the fact he already had worked for the day

-fn3

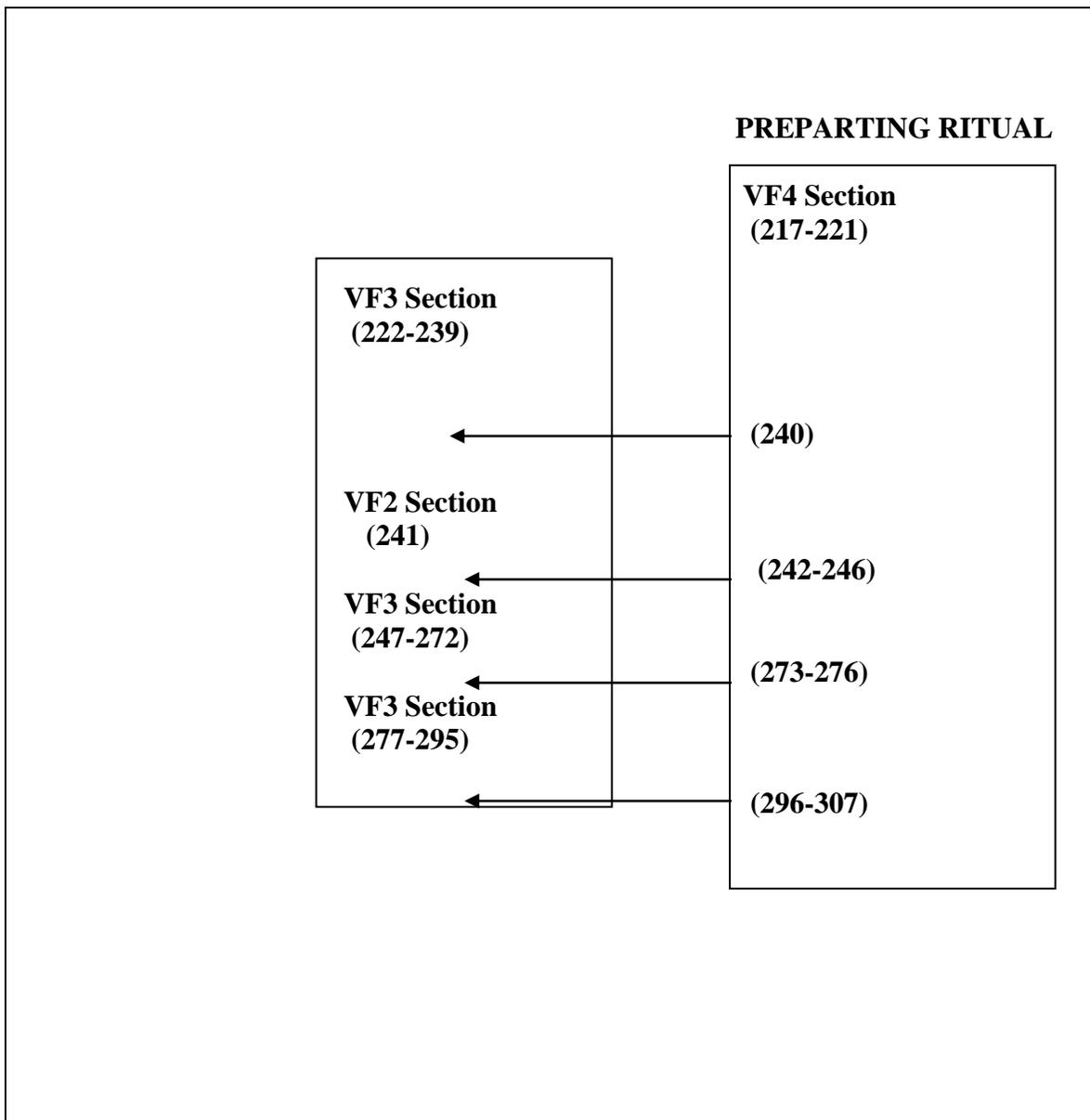
'oh' marks speaker involvement

-fn4

(214) Mother refers back to having picked this time to call

OVERLAPPING VERBAL FLOWS

The Preparing Ritual, VF4 Section (217-221)+(240)+(242-246)+(273-276)+(296-307), overlaps VF3 Section(222-239), VF2 Section (241), VF3 Section (247-472) and VF3 Section 277-295):



VF3 SECTION (222-239)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF3:

Type of Talk: FAMILY SOCIALIZING

Modality of Talk: displaced

Focality: primary

Segmentation Criterion for VF3 Section (222-239):

topic: : Watching the Bills' Game

b) Transcript og Talk in Section:

M (222): did you watch the Bills' game at all?

S (223): yeahhh

M (224): yeah

S (225): been watching

M (226): yeah

(227): okay

S (228): good

(229): huh?

M (230): yeah

(231): real good!

S (232): Giants lost too

M (233): huh?

S (234): and I said the Giants lost

M (235): oh they did

(236): okay didn't know that

S (237): so

(238): |that's good

M (239): |alright

(2) BASIC UNITS:

There is only one basic unit, VF3 Stretch (222-239). It is a QUERY, specified by the semantic schema: Mother asks Son about the Bills.

(3) DETAILED ANALYSIS OF QUERY (222-239)

a) INTERNAL STRUCTURE OF QUERY:

The QUERY has a nucleus and 4 satellites.

The nucleus has a core and an exit.

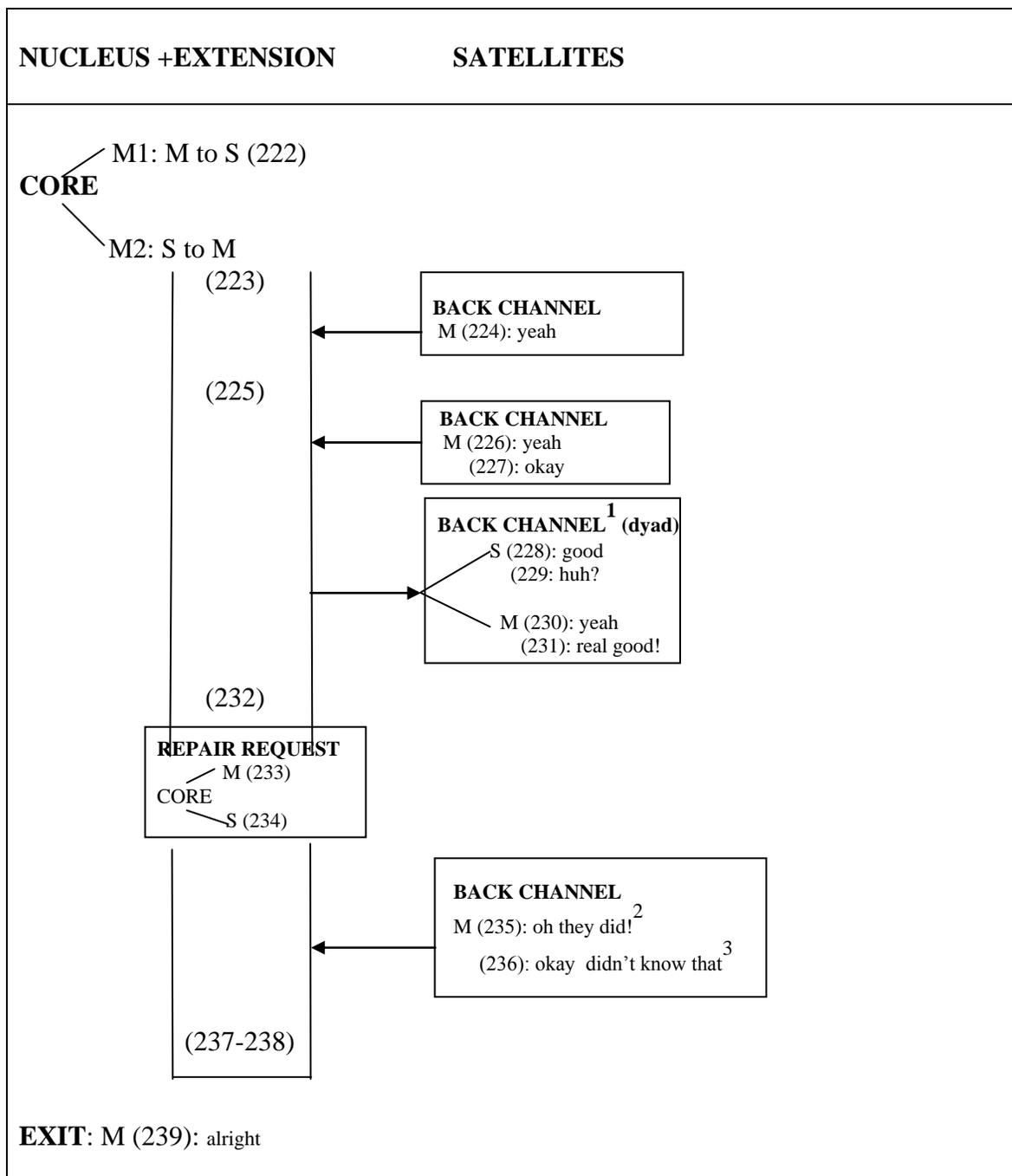
The exit is a univox by M.S M, with one exchange.

The second member of the exchange has an extension, a repair request, initiated by M and addressed to S. It has only a core with one exchange.

The 4 satellites are back channels.

The first, second and fourth back channels are univoxes by M.

The third back channel is a dyad initiated by S, the ongoing speaker.



Respondent's account:

-fn1

(228-229)+ (230-231) student researcher : excitement expressed by both

-fn2

oh' marks speaker involvement

-fn3

(236) she was not aware of this loss

b) RHETORICAL ORGANIZATION OF CORES

M1: Mother's request for information¹:

(222) did you watch the Bills' game at all?

M2: Son's response²:

•1: response proper

••1: affirmative:

(224) yeahhh

••2: echoing:

(225): been watching

•2: elaboration: ³

(232): Giants lost too

REPAIR REQUEST

M1: Mother's request for repeat:

(233): huh?

M2: Son's response:

(234) and I said the Giants lost

(237): so

(238): |that's good⁴

Respondent's account:

-fn1

(222)

Mother asks Son if he saw football game

topic information (family events): we used to watch the Bills' games at home together and have a great time

student researcher : conversation on a family event strengthens mother/son relationship

-fn2

(223)+(225)

Son informs her he has been watching

-fn3

(232)

Son informs Mother of another team's loss

student researcher : Son brings up loss by opponent to stir up more excitement

subjective information: he mentioned this because he is referring to last year's Super Bowl game where the Bills lost to the Giants therefore he is glad the Giants lost at this time

-fn4

(238) he informs her this loss was good for the Buffalo Bills

VF2 SECTION (241)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF2:

Type of Talk: SMALL TALK

Modality of Talk: displaced

Focality: secondary

Segmentation Criterion for VF2 Section (241):

topic: : nothing going on

b) Transcript of Talk in Section:

S (241): not so much doin over here

(2) BASIC UNITS:

There is only one basic unit, VF2 Stretch (241). It is an INFORMING, specified by the semantic schema: Son tells Mother that there is not much going on.

(3) DETAILED ANALYSIS OF INFORMING (241)

a) INTERNAL STRUCTURE OF INFORMING:

The INFORMING has only a nucleus, with only a core.

The latter is a univox.

NUCLEUS
CORE: S to M (241)

b) RHETORICAL ORGANIZATION OF CORE:

<p>Son's comment:</p> <p>(241): not so much doin over here</p>
--

Respondent's account:

fn1

(241) emotional information: he sounds a bit bored

VF3 SECTION (247-272)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF3:

Type of Talk: FAMILY SOCIALIZING

Modality of Talk: displaced

Focality: primary

Segmentation Criterion for VF3 Section (247-272):

topic: : Brother and Sister-in-Law

b) Transcript of Talk in Section:

S (247): |how's Dan and Audrey?
M (248): pardon me?
S (249): how's Dan and Audrey?
M (250): good
(251): real good
S (252): yeah?
M (253): yeah
(254): they're doin good
S (255): they ever stop by
(256): or-no?
M (257): well
(258): we saw them Friday night at Neil's house
(259): Neil had a little birthday party
(260): and ya-know...
S (261): yeah
M (262): so
(263): and Dan's his godfather
(264): so they were there
(265): so
S (266): oh
(267): cool!
M (268): yeah
(269): and he's stoppin by to-morrow night
(270): to pick up a few more things of his
(271): so
S (272): yeah

(2) BASIC UNITS:

There is only one VF3 Stretch (247-271). It is a QUERY, specified by the semantic schema: Son asks Mother about his brother and sister-in-law.

(3) DETAILED ANALYSIS OF QUERY (246-271)

a) INTERNAL STRUCTURE OF QUERY:

The QUERY has a nucleus and 3 satellites.

The nucleus has a core and an exit.

The exit is a univox.

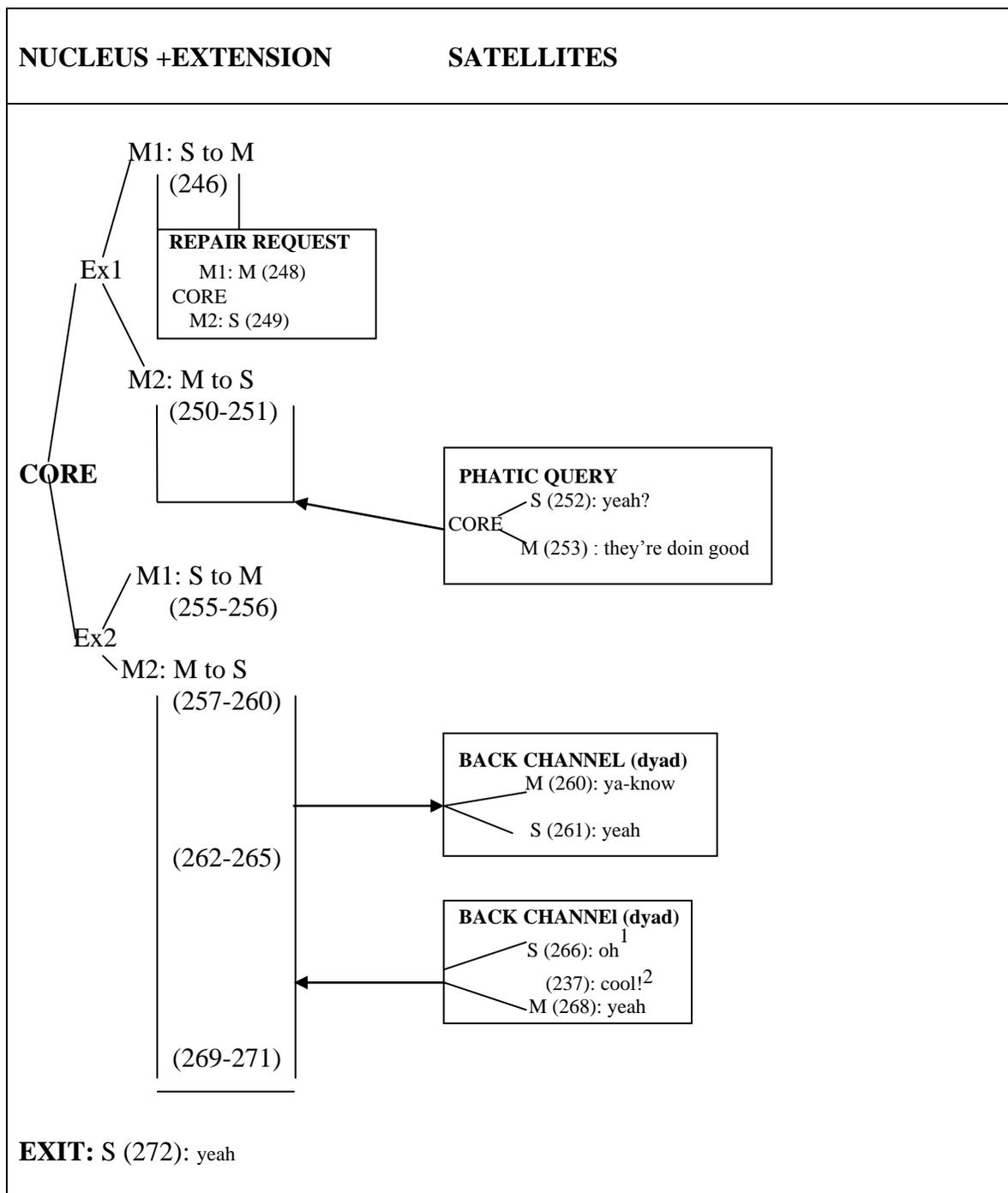
The core is a dialogue, initiated by Son and addressed to Mother, with two exchanges.

The first member of the first exchange has an extension, a repair request, initiated by Mother. It has only a core, a dialogue with one exchange.

-The first satellite is a phatic query. It has only a core, a dialogue initiated by S and addressed to M, with one exchange.

-The second satellite is a dyadic back channel initiated by M, the ongoing main speaker.

-The third satellite is a dyadic back channel initiated by S.

**Respondent's account:**

-fn1

'oh' marks speaker involvement

-fn2

emotional information: a common expression of his
in this case he seems to mean he is glad

student researcher : glad to hear about family event

b) RHETORICAL ORGANIZATION OF CORES:

Ex1: initial use of schema

M1: Son's request for information:¹

(247): how's Dan and Audrey?

REPAIR REQUEST

M1: Mother's request to repeat

(248): pardon me?

M2: Son's response:

(249): how's Dan and Audrey?

M2: Mother's response:²

(250): good

(251): real good

Ex2: additional use of schema

M1: Son's request for information:³

(255): they ever stop by

(256): or-no?

M2: Mother's response

initiation:

(257): well

development:

•1: response proper: ⁴

(258): we saw them Friday at Neil's house

PARENTHESIS

(259): Neil had a little birthday party

(260): [and]

(262): so

(263): and Dan's his godfather

(264): so they were there

(265): so

• 2: elaboration:⁵

(269): and he's stoppin by to-morrow night

(270): to pick up a few more things of his

(271): so

Respondent's account:

-fn1

(247)

Son asks Mother about his brother and sister-in-law

topic information: he is referring to his brother and sister-in-law who just married

subjective information: I feel he wanted to further our conversation because it seemed like it was coming to an end not a judgment

-fn2

(250-251) she informs him they are doing well

-fn3

(255-256) Son wants to know if she sees them

-fn4

(258)

Mother informs him where they were seen

topic information (family events): Nathan is his nephew who looks and acts like him

-fn5

(269-270) she states when the brother is coming again and why

VF3 SECTION (277-295)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF3:

Type of Talk: FAMILY SOCIALIZING

Modality of Talk: displaced

Focality: primary

Segmentation Criterion for VF3 Section (277-295):

topic: : Raffle Tickets

b) Transcript of Talk in Section:

S (277): [nobody got close...]
 (278): I heard Dad got close
 (279): a couple 20 number off or-so
 M (280): not too bad
 (281): yeah
 (282): [the...]
 (283): [you]
 (284): you got close one time
 S (285): I don't want to hear about it
 M (286): yeah
 (287): ha-ha (*laughter*)
 S (288): right now
 M (289): okay
 S (290): well
 (291): alright
 M (292): you got the rest of the month to go yet
 (293): okay?
 S (294): yeah
 (295): I-know

(2) BASIC UNITS:

There is only one basic unit, VF3 Stretch (277-295). It is a RITUAL LAMENT, specified by the semantic schema: Son and Mother engage in a ritual lament about raffle tickets.

(3) DETAILED ANALYSIS OF RITUAL LAMENT (277-295)

a) INTERNAL STRUCTURE OF RITUAL LAMENT:

The RITUAL LAMENT has a nucleus and 3 satellites.

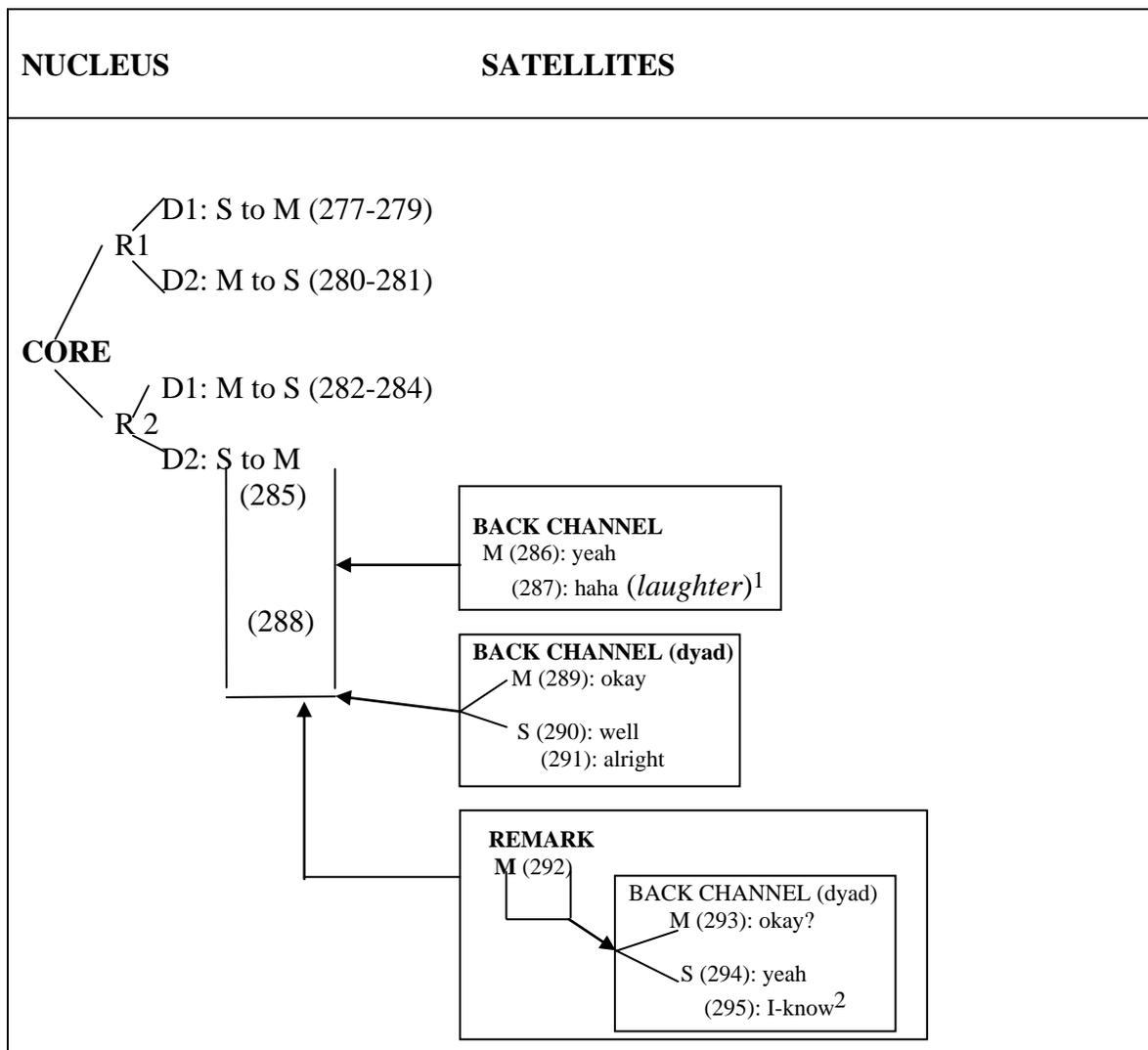
The nucleus has only a multilogic core, a duo, with 2 rounds.

The satellites include 2 back channels and one remark:

The first back channel is a univox by Mother.

The second back channel is a dyad initiated by Mother.

The remark is a univox. It has a satellite, a back channel dyad initiated by M, the main speaker at the time.



Respondent's account:

-fn1

she teases him with laughter

-fn2

Son agrees to this

b) RHETORICAL ORGANIZATION OF CORE

Round1:

D1: Son's lamenting:¹

REPAIRABLE

(277): [nobody got close]

(278): I heard Dad got close

(279): a couple 20 number off or-so

D2: Mother's response:

(280): not too bad

(281): yeah

Round 2:

D1: Mother's lamenting:²

(282): [the...]

(283): [you]

(284) you got close one time

D2: Son's response:³

(285): I don't want to hear about it

(288): right now

REMARK

encouragement by M :⁴

(292): you got the rest of the month to go yet

Respondent's account:

-fn1

(277-279)

Son starts talking about a raffle ticket and how close his Dad came to winning

student researcher : S mentions lottery ticket to further conversation strengthening mother/son relationship

topic information (family events): talking about raffle tickets he , his father and brother, have for a rifle which he would love to have

-fn2

(284) Mother states Son came close to winning

-fn3

(285)

Son does not want to know

emotional information: disgusted because he didn't win the shotgun this year or last year

-fn4

(292)

she states he can still win the rifle as there are days left in the month

topic information (mother/son relationship): I am trying to give him encouragement

VF4 SECTION (277-221)+(240)+(242-246)+(273-276)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF4:

Type of Talk: SOCIAL RITUAL

Modality of Talk: here-and-now

Focality: taken for granted

Segmentation Criterion for VF4 Stretches:

triggering agent: felt need to terminate telephone conversation (217-221)+(240)+(242-246)+(273-276)

b) Transcript of Talk in Section:

M (217): okay	
(218): I don't know of anything else that's new	
(219): so...	
S (220): no?	
M (221): no	.
	.
M (240): okay then	
M (242): okay Matt	
(243): I just wanted to tell you	
(244): those couple of things	
(245): you-know	
(246): okay	.
	.
M (273): okay	
S (274): yep	
M (275): alright	
(276): well	

(2) BASIC UNITS:

The Section is constituted by verbal responses to the triggering agent: need to terminate telephone conversation.

There are 3 basic units, as follows:

(1) VF4 SubStretch (217-221) is a first attempt by Mother to initiate the PARTING RITUAL;

(2) VF4 SubStretch (240-246) is a second attempt by Mother to initiate the PARTING RITUAL;

(3) VF4 Stretch (273-276) is a third attempt by Mother to initiate the PARTING RITUAL.

This is shown in the following Table:

TRIGGERING AGENT	VERBAL RESPONSES
PRE-PARTING RITUAL	
felt need to terminate telephone conversation	<p>ENTRY: M (217): okay CORE: M (218): I don't know of anything else that's new¹ (219): so...</p> <div data-bbox="911 785 1195 884" style="border: 1px solid black; padding: 5px; margin-left: 100px;"> <p>PHATIC QUERY S (220): no? M (221): no</p> </div>
	<p>ENTRY: M (240): okay then (242) : okay Matt CORE: M (453): I just wanted to tell you² (244): those couple of things (245): ya-know EXIT: M (246): okay</p>
	<p>ENTRY (dyad) < M (273): okay</p> <div data-bbox="922 1289 1206 1457" style="border: 1px solid black; padding: 5px; margin-left: 100px;"> <p>S (274): yep (275): alright (276): well</p> </div>

Respondent's account:

fn1

(218) their conversation has come to a standstill
searching for a new topic

fn2

(242-245) Mother implies the overall reasons she called

VF4 SECTION (296-307)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF4:

Type of Talk: SOCIAL RITUAL

Modality of Talk: here-and-now

Focality: taken for granted

Segmentation Criterion for VF4 Section (296-307):

triggering agent: decision to terminate telephone conversation

b) Transcript of Talk in Section:

M (296): okay Matt
 (297): then
 (298): we'll go
 (299): and we'll see ya then
 (300): okay?
 S (301): okay
 M (302): take care
 S (303): thank you for the call
 (304): bye-bye
 M (305): okay
 (306): yeah
 (307): bye-bye

(2) BASIC UNITS:

The Section is an extended good-bye. It is constituted by verbal responses to the triggering agent: decision to terminate telephone conversation.

There are two basic units, as follows:

- (1) VF4 SubStretch ((296-301) is an INITIAL PARTING RITUAL, initiated by Mother.
- (2) VF4 Stretch (302-307) is an EXTENDED PARTING RITUAL, also initiated by Mother.

This is shown in the following Table:

TRIGGERING AGENT	VERBAL RESPONSES
decision to terminate telephone conversation	<p data-bbox="818 411 1182 445">EXTENDED GOOD BYE¹</p> <p data-bbox="786 453 1219 487">1: Initial Parting Ritual (296-301)</p> <p data-bbox="786 520 1263 554">2: Extended Parting Ritual (302-307)</p>

Respondent's account:

fn1

(296-307)

student researcher : extended good-bye

the extended good bye may be a sign of their strong mother/son relationship

otherwise it may have been just a quick good-bye

(3.1) DETAILED ANALYSIS OF INITIAL PARTING RITUAL (296-307)

a) INTERNAL STRUCTURE OF PARTING RITUAL:

The PARTING RITUAL has only a nucleus.

The nucleus has an entry, a core and an exit.

The entry is a univox.

The exit is a dyad.

The core is a univox by M addressed to S.

NUCLEUS

ENTRY: Mother (296): okay Matt

CORE: Mother
(297-299)

EXIT: M (300): okay?
(dyad) S (301): okay

b) RHETORICAL ORGANIZATION OF CORE:

Initial parting by Mother

•1: preparation:

(297): then

(298): we'll go

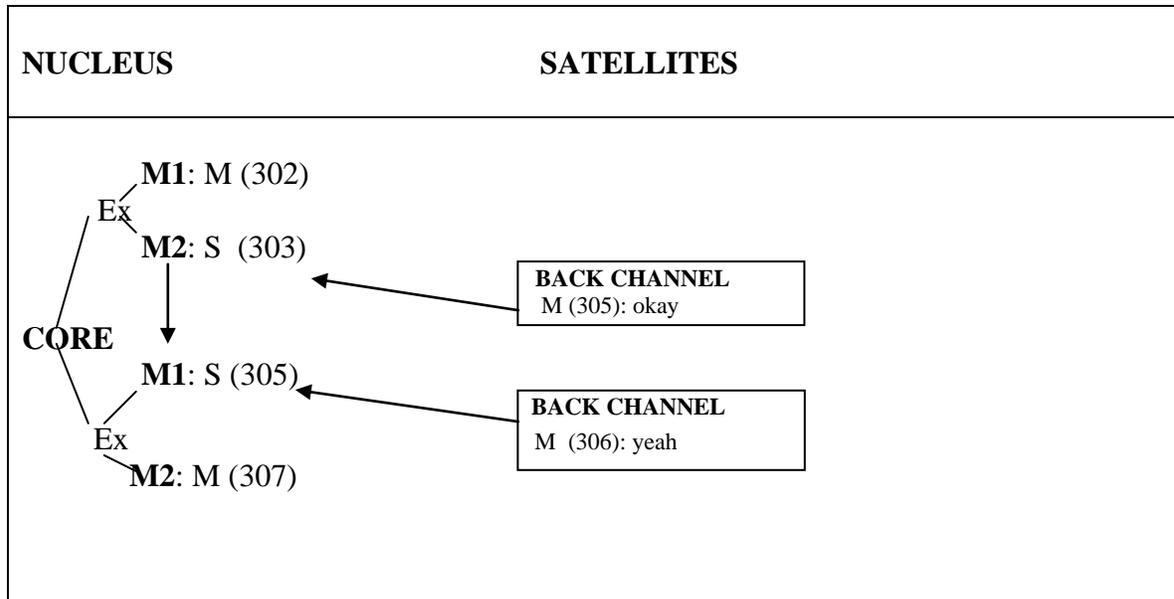
•2: parting proper:

(299): and we'll see ya then

(3.2) DETAILED ANALYSIS OF EXTENDED PARTING RITUAL (302-307)

a) INTERNAL STRUCTURE OF RITUAL PARTING:

The PARTING RITUAL has a nucleus and 2 satellites.
The nucleus has only a core, a dialogue with 2 hinged exchanges.
The two satellites are univocal back channels by Mother.



b) RHETORICAL ORGANIZATION OF CORE:

Ex1: initial use of schema
M1: Mother's parting greetings:
(302): take care
M2: Son's response¹:
(303): thank you for the call
Ex2: repeated use of schema
M1: Son's parting greetings:
(304): bye bye
M2: Mother's response:
(307) bye bye

fn1

(303)

topic information (mother/son relationship): Matt is always kind to me which I appreciate and makes me happy
student researcher : Mother appreciates when he is kind to her ; she praises him for that
subjective information: I feel he likes to see me happy and wants me to be proud of him which I am

III: INTERACTION CLIMATE

I. INTERACTIVE MODE:

(1) STRATEGY

They both negotiate what she will pay for:

He doesn't ask directly for her to pay for his new jacket. He just mention the price (60)

She doesn't tell him directly that she will pay for it. She intimates it (72)

(2) PARTICIPANT ALIGNMENTS: CLOSENESS

He shows his affection by volunteering personal information (43-5), (109-111), (124) (126-7), (147),(158-161), (05-210), (32).

She show her affection by:

1. asking questions about his welfare (135-6)
2. doing chores for him, forwarding his mail, picking up his clothes ...
3. teasing him (287)
4. giving him encouragement (292)

II. REACTIVE MODE:

(1) PSYCHOLOGICAL STATES

She pays attention to his various moods, which she surmises through his voice tone and attitude:

- enthusiastic (3)
- happy to receive check (16)
- happy about new clothes (50)
- glad (232) (267)
- surprised (35)
- positive attitude (100)
- disgusted (289)
- not happy about work schedule (109-111)
- very disappointed about pay (120-121)
- frustrated (88)
- disturbed about watch (158-161)
- angry (169)
- sad (201)
- concerned about his friend (147)
- bored (241)

(2) PRIVATE REACTIONS by M**(1) approval:**

I feel he used his food money wisely (94-95)
his priorities have changed (124-126-127)
he gets mother's approval (132-133)

he is considerate (72)
he feels I have spent enough already (91-92)
so as not to offend me (169)

Matt is always kind to me (303)
I am proud of him (303)

(2) disapproval:

I don't think he should have more hours (114)
I would rather he waited (181-2)
I wish he was more reliable (186-8)

DATA FROM RESPONDENT'S ACCOUNT PERTAINING TO INTERACTION CLIMATE

VF4 SECTION (1-12)

REACTIVE MODE: PSYCHOLOGICAL STATES

he is enthusiastic (3)

VF1 SECTION (13-20)

REACTIVE MODE: PSYCHOLOGICAL STATES

Son is happy to receive check (16)

VF1 SECTION (21-48)

I.INTERACTIVE MODE: PARTICIPANT ALIGNMENTS

closeness:

functional information: I send all of his mail that is received at home which is another way of keeping in touch (21-22)

Mother/Son relationship: he is sharing information with me that was in his mail (43-45)

II.REACTIVE MODE: PSYCHOLOGICAL STATES

S is surprised (37-39)

VF1 SECTION (49-54)+(55-72)

I. INTERACTIVE MODE: PARTICIPANT ALIGNMENTS (closeness)

STRATEGY:

we are trying to reach a compromise to see if I should reimburse him for it (60)

student researcher: Mother will reimburse Son (72)

II. REACTIVE MODE: PSYCHOLOGICAL STATES

S is happy about new clothing (50)

he wanted to be considerate (72)

PRIVATE REACTIONS (approval)

student researcher: Mother approves of clothing appearance which Son had picked out previously (52-54)
good choice for the price (60)

VF1 SECTION (74-93)

REACTIVE MODE: PSYCHOLOGICAL STATES

emotional information: he sounds like he has too many already (frustration) (88)

PRIVATE REACTIONS

approval: he is considerate

background information: he is trying to save a book fee as he feels I have spent enough already (91-92)

VF1 SECTION (94-102)

REACTIVE MODE: PSYCHOLOGICAL STATES

S has a positive attitude (100)

PRIVATE REACTIONS (approval)

subjective information: I feel he used his food money wisely and I approve; he could have used the money for beer but he didn't (94-95)

VF1 SECTION (103-108)+(109-133)

REACTIVE MODE: PSYCHOLOGICAL STATES

emotional information: he is not happy about work schedule as more hours would bring more money (109-111)
very disappointed about pay as he is in needs of more money for gas, insurance and entertainment (120-121)

PRIVATE REACTIONS

approval:

subjective information: his priorities have changed with school being first which I think is great (124)+(126-127)
he gets mother's approval (132-133)

disapproval:

subjective information: I don't think he should have more hours as it will interfere with his school schedule and study time (114)

VF1 SECTION (134-143)

INTERACTIVE MODE: PARTICIPANT ALIGNMENTS (closeness)

Mother/Son relationship: show him I care about him (135-136)

that important where it can be found easily

VF2 SECTION (144-157)

I. INTERACTIVE MODE: PARTICIPANT ALIGNMENTS

sharing information with M (147)

II. REACTIVE MODE: PSYCHOLOGICAL STATES

he is concerned about him (147)

VF1 SECTION (158-202)

REACTIVE MODE: PSYCHOLOGICAL STATES

emotional information: he is very disturbed about a gift he received from us (158-161)
he is openly angry with this situation (169)
emotional information: sad expression (201)

PRIVATE REACTIONS

approval:

subjective information: he says this quietly so as not to offend me which I appreciate (169)

disapproval:

subjective information: would rather he waited until he comes home and have it repaired where it was purchased as it may be under warranty (181-182)

subjective information: I wish he was more reliable with important papers as he usually just lays them somewhere in his room instead of having a filing system (186-188)

student researcher : M disapproves because he should have taken better care to place something

VF2 SECTION (203-216)

INTERACTIVE MODE: PARTICIPANT ALIGNMENTS (closeness)

sharing information with Mother (205-210)

VF3 SECTION (222-239)

I. INTERACTIVE MODE: PARTICIPANT ALIGNMENTS (closeness)

sharing information with Mom (223-225)+ (232)+ (238)

student researcher: conversation on a family event strengthens mother/son relationship (222)

II. REACTIVE MODE: PSYCHOLOGICAL STATES

S is glad the Giants lost (232)

student researcher: excitement expressed by both

student researcher: Son brings up loss by opponent to stir up more excitement (232)

VF2 SECTION (241)**REACTIVE MODE: PSYCHOLOGICAL STATES**

he sounds bored (241)

VF3 SECTION (247-272)**REACTIVE MODE: PSYCHOLOGICAL STATES**

he is glad (267)

VF3 SECTION (277-295)**I. INTERACTIVE MODE: PARTICIPANT ALIGNMENTS (closeness)**

student researcher: S mentions lottery ticket to further conversation strengthening mother/son relationship (277-9)
teasing (287)
encouragement (292)

II. REACTIVE MODE: PSYCHOLOGICAL STATES

S is disgusted (289)

VF4 SECTION (296-307)

I. INTERACTIVE MODE: PARTICIPANT ALIGNMENTS (closeness)

student researcher : the extended good bye may be a sign of their strong mother/son relationship, otherwise it may have been just a quick good-bye

II. REACTIVE MODE: PRIVATE REACTIONS

approval (he is considerate)

topic information (mother/son relationship): Mike is always kind to me (303)

subjective information: I am proud of him (303)

student researcher: M appreciates when he is kind to her ; she praises him for that (303)