

**CASE STUDY 9**  
**A MEETING ON CAMPUS**

## I. BACKGROUND INFORMATION

On a Friday early afternoon in January of 1986 the student researcher tape recorded one of the monthly business meetings of the University of Buffalo Learning Center for the writing component teachers. The tape lasts close to one hour.

Eight teachers are present:

The student researcher, who is the chair (A);

3 men: D, R and Mj, a foreign student;

3 women: S, P and M;

one person whose gender is not stated: J.

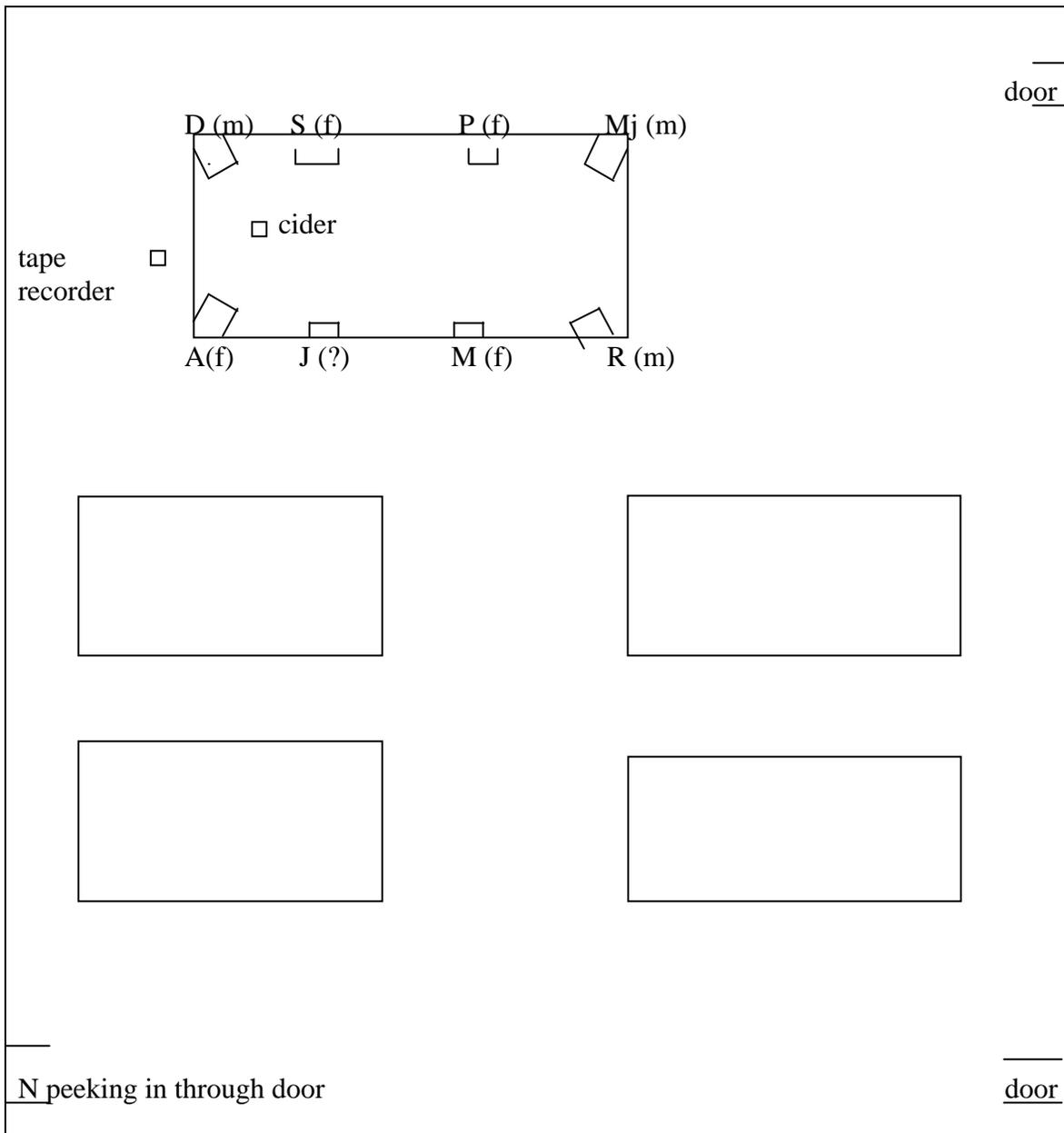
In addition, for a brief moment a woman, N, peeks in through a door.

P served as respondent. She chose as focus for the analysis in depth, a segment of the whole event concerned with an administration announcement that teachers would be observed during the semester.

P is in the awkward position of having to talk about A to her face. It is very likely that it inhibits her. Her only comment about A is like a good mommy.

The sitting arrangement of the participants in the specimen is shown in figure 1.

Figure 1: Sitting arrangement during the meeting

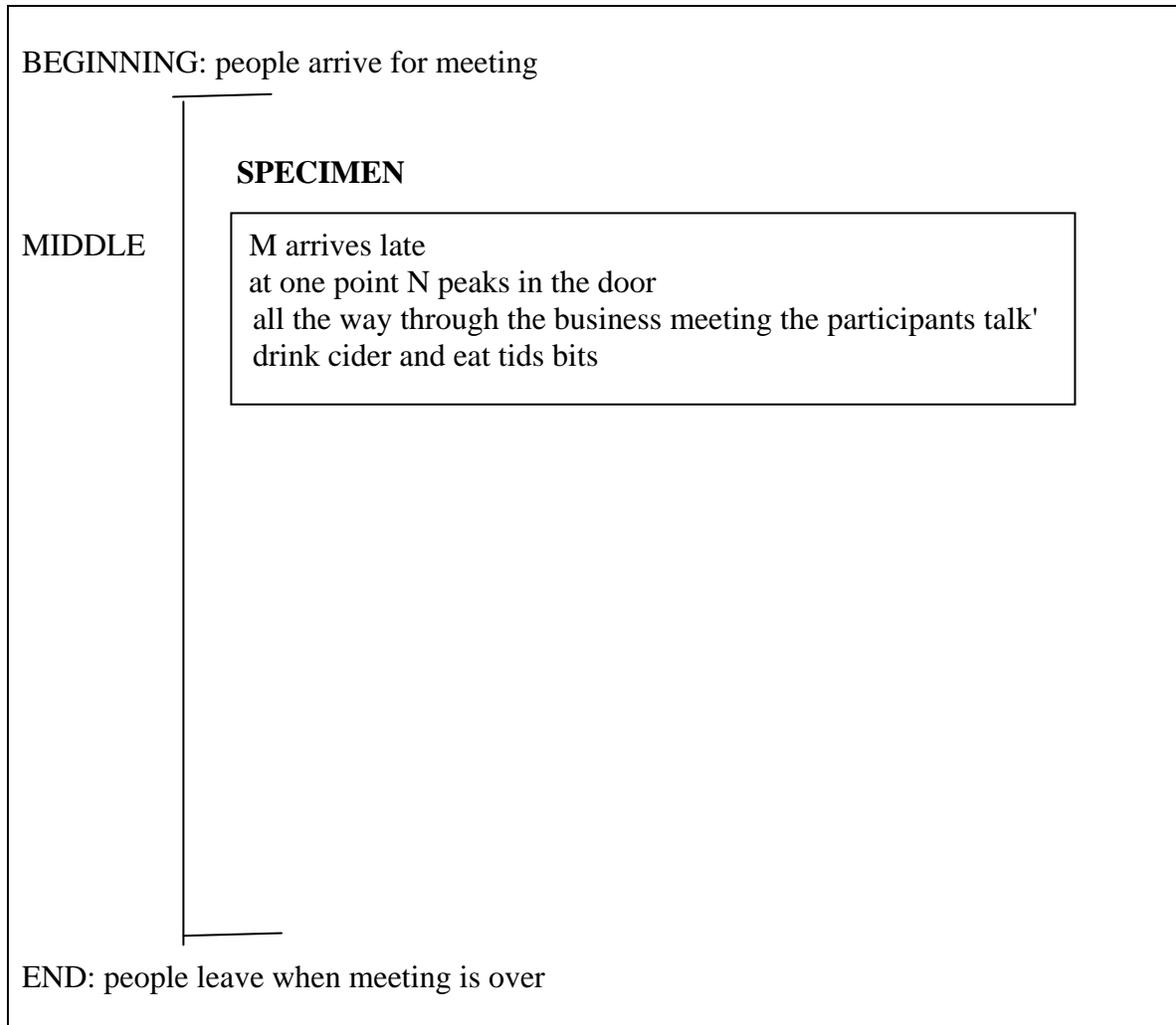


## PLACE OF SPECIMEN IN ENTIRE EVENT

There is only one environment, a room in the Learning Center of the University at Buffalo, where the meeting is taking place.

The specimen occurs toward the beginning of the event.

The place of the specimen in the entire event is as follows:



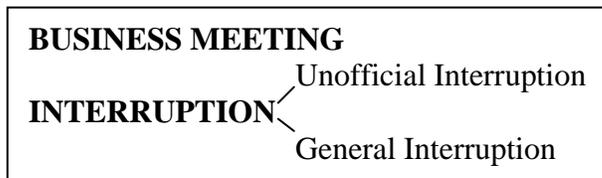
## II. VERBAL FLOW STRUCTURE

### A: SEGMENTATION OF TALK IN SPECIMEN

#### 1) RESPONDENT'S SEGMENTATION:

In her Blow-by-Blow the respondent gives a lengthy commentary.  
In the Follow-up interviewing she characterizes the information present in the Blow-by-Blow using two organizing principles: **TYPES OF ACTIVITIES** directly relating to the business meeting and **TYPES OF TALK**.

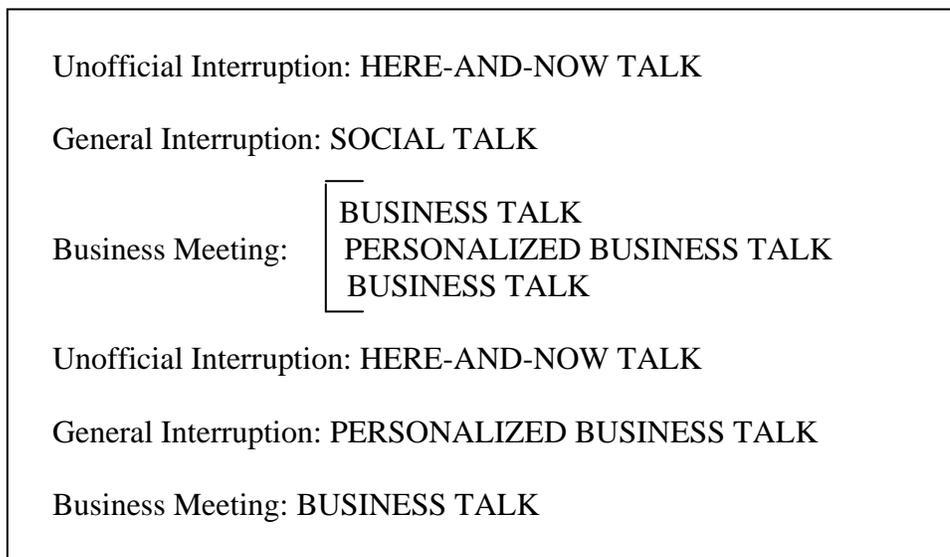
Two major types of activities are differentiated:



Four types of talk are differentiated:



The relation between types of activities and types of talk in the specimen is as follows:



fn1

this term was suggested to the respondent by the student researcher

## Transcript of Talk as segmented and characterized by Respondent

•  
•  
•

### Unofficial Interruption:

#### (1) HERE-AND- NOW TALK

M (1): could I just apologize...

(2): I'm really sorry

R (3): we just started

M (4): oh you did?

### General Interruption:

#### (2) SOCIAL TALK

A (5): can I pass this cider

(6): which is here because Mj donated it

(7): be sure to thank him for it when he/

S (8): (murmuring and laughter)

A (9): he should've brought what?

S (10): gipati

A (11): what is that?

S (12): Indian bread

(13): a flat thing

R (14): oh right

S (15): with chick peas and string beans

A (16): oh is it like pita?

D (17): should we shake it up first?

S (18): no it's better

A (19): no I don't think you need to

(pouring sounds)

M (20): I like tovi

### Business Meeting is on:

#### 3) BUSINESS TALK

A (21): O.K. (laughter)

(22): J and J will be observing classes throughout the semester

D (23): oh-oh

M (24): what does that mean?

A (25): that's sort of a warning

(26): that says that

(27): one of them or both of them

(28): will be visiting your class

(29): during the semester

(30): not because of anything that we've done

(31): but because there have been so many problems

(32): with people who have come and gone

(33): and with people who have been accused of not teaching well

(33'): or teaching well

(34): or using strange methods

(35): or whatever

M (36): (high-pitched laughter)

S (37): really?

J (38): that's our little AIA or whatever?

A (39): yeah

- (40): not so much in our component  
 (41): but you-know  
 (42): in others  
 S (43): are they both coming?  
 (44): or one or the other?  
 A (45): one or the other  
 (46): or if they need to corroborate the other's findings  
 (47): maybe both  
 D (48): Gee! this whole place is built  
 (49): on a liberal bias  
 (50): I just thought of that  
 S (51): of course!  
 A (52): I-don't-know  
 (53): anyway  
 D (54): if we're being observed you-know ...  
 A (55): just so you know that you-know  
 (56): if they show up in your classroom  
 (57): it's not because you've done anything  
 (58): or they've heard something bad about you  
 (59): it's just that they feel  
 (60): that they can't do it  
 (61): to just one or two people  
 (62): they have to do it to everyone  
 S (63): ok  
 M (64): yeah but...  
 (65): they're just going to pop into people's classes?  
 A (66): I'm not sure  
 (67): whether they're going to make an appointment with you  
 (68): or what  
 R (69): they probably won't stay for the whole class  
 A (70): they just issued a memo to us that said:  
 M (71): that's so unethical!  
 A (72): "tell your component that  
 (73): J and J will be visiting their classroom  
 (74): sometime during the semester to observe"  
 ? (75): (murmuring)  
 M (76): she asked me what I meant by it being unethical  
 (77): I just mean  
 (78): not making an appointment with a teacher  
 (79): and just popping into their class  
 J (80): but don't they have the right to do it?  
 M (81) I-know  
 (82): I-know that's what they do in even high schools right?  
 (83): like I just think it's horrible! (high pitched)  
 (84): I think it's so disrespectful to the teacher  
 (85): like I have/  
 S (86): I have two minds about it  
 M to S (87): what?  
 S (88): I'm of two minds about it  
 M (89): yeah  
 (90): I know they have/  
 S (91): if I'm a supervisor/  
 M (92): I know they do it  
 (93): I know it's common practice  
 (94): oh I just think it's horrible!  
 ? (95): (murmuring)

**(4) PERSONALIZED BUSINESS TALK & HERE-AND-NOW TALK**

D (96): one year I got observed  
 (97): the day before Thanksgiving vacation  
 (98): and the day before Christmas vacation  
 R (99): do you want some?  
 A (100): oh my God?  
 S (101): just half  
 S (102): wow!  
 (103): so your classes were a mad house  
 R (104): there's nobody there  
 M (105): those are the worst days (**laughing**)  
 R (106): there's nobody there (**laughing**)  
 J (107): and the ones that are, are hanging from the ceiling  
 D (108): that's how fast/  
 (109): yeah  
 (110): how fast can you pull something out of a hat  
 D (111): that's good  
 (112): I'll have some  
 S (113): that's fine thank you  
 D (114): I got three days but nobody shows up on those days  
 M (115): I'll have some please  
 R (116): yeah

**(5) BUSINESS TALK (cont'd)**

A (117): I have you-know  
 (118): just given you the message that I got  
 R (119): yeah  
 (120): are they going to be going to all ULC classes then?  
 A (121): every one  
 R (122): are we talking math, everybody?  
 A (123): reading, writing, everyone  
 R (124): that's a lot of classes  
 A (125): that's right  
 S (126): I didn't know they were going to do this  
 (127): I'm surprised I didn't know  
 R (128): I don't think they'll stay the whole time (**laughing**)  
 J (129): (**laughing**) do we make them write when they come?  
 S (130): that's exactly what went through my mind:  
 (131): oh yeah?  
 (132): they're going to work in a group with them  
 M (133): yeah  
 (134): I'm gonna make them participate (**laughing**)  
 J (135): that's what I just said:  
 (136): make them write  
 M (137): I'm gonna make them initiate a lesson (**laughing**)  
 (138): hand them a paper and pencil  
 S (139): they could do journals  
 A (140): sure there are lots of things  
 (141): I think they'd feel better  
 (142): than just sitting there like bumps on a log  
 R (143): yeah  
 (144): if they have something to do/

**Unofficial Interruption:****(6) HERE-AND NOW TALK**

N (145): (whispering)

(146): just counted how many people are using this room

A (147): you're kidding me!

R (148): then she puts it on her thing

A (149): but I asked her that because/

(150): that's you-know/

(151): we count them/

(152): she had 500 for one month

R (153): (whispering and laughing)

A (154): I almost fell off the chair

(155): when she said that

**General Interruption:****(7) PERSONALIZED BUSINESS TALK**

D (156): she's always here

(157): she pops her head in

R (158): you mean to tell me

(159): she counts this room

D (160): she comes in and counts people

M (161): yeah

(162): oh right right

A (163): she's not supposed to do that

(164): I-mean we're not in the library

D (165): (whispering) I know that

(166): they've been doing it for years that way

A (167): I-know

(168): that's why their numbers are so impressive

(169): so she uses it as justification for money and staff

D (170): (whispering)

S (171): oh my God!

(172): why can't she be like everybody else?

? (173): (murmuring)

**Business Meeting is on:****(8) BUSINESS TALK**

A (174): ok

(175): do I have everyone's syllabi?

•  
•  
•

## (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 VF1:**

**Type of Talk:** WORK-RELATED (impersonal mode)

**Modality of Talk:** displaced

**Focality:** focal

### **SEGMENTATION CRITERIA FOR VF1 SECTIONS: agenda items**

visit by observers (21-95)+(117-128)

syllabi (174-175)

### **DEFINING CRITERIA FOR VF2:**

**Type of Talk:** WORK-RELATED (personalized mode)

**Modality of Talk:** displaced

**Focality:** focal

### **SEGMENTATION CRITERIA FOR VF2 SECTIONS: topics**

horror story (96-98)+(100)+(102-110)+(114)+(116)

handling observers (129-144)

complaining about N (56-173)

### **DEFINING CRITERIA FOR VF3:**

**Type of Talk:** SOCIAL

**Modality of Talk:** here-and-now

**Focality:** focal

### **SEGMENTATION CRITERION FOR VF3 SECTION:**

**triggering agent:** Mj's name (9-16)+(18)+(20)

**DEFINING CRITERIA FOR VF4:****Type of Talk:** INFORMATIVE**Modality of Talk:** here-and-now**Focality:** focal**SEGMENTATION CRITERION FOR VF4 SECTION:****triggering agent:** N whispering in doorway (145-155)**DEFINING CRITERIA FOR VF5:****Type of Talk:** INFORMATIVE**Modality of Talk:** displaced**Focality:** focal**SEGMENTATION CRITERION FOR VF5 SECTION:****topic:** explaining what N was doing (147-155)**DEFINING CRITERIA FOR VF6:****Type of Talk:** ACTIVITY-RELATED**Modality of Talk:** here-and-now**Focality:** focal**SEGMENTATION CRITERIA FOR VF6 SECTIONS:** triggering agents

offering cider (5-8)+(17)+(19)

serving cider (99)+(101)+(111-113)+(115)

**DEFINING CRITERIA FOR VF7:****Type of Talk:** SOCIAL RITUAL**Modality of Talk:** here-and-now**Focaliy:** focal**SEGMENTATION CRITERION FOR VF7 SECTION:****triggering agent:** M arrives late (1-4)

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

ANALYST'S	RESPONDENT'S
	<b>First Interruption</b>
	<b>1: unofficial</b>
<b>VF 7 Section</b> (1-4)	<b>HERE-AND-NOW TALK</b> (1-4)
	<b>2: general interruption</b>
<b>VF 6 Section</b> (5-8)+(17)+(19)	<b>SOCIAL TALK</b>
<b>VF3 Section</b> (9-16)+(18)+(20)	(5-20)
	<b>Business Meeting Resumed</b>
<b>VF 1 Section</b> (21-95)	<b>BUSINESS TALK</b> (21-95)
<b>VF 2 Section</b> 96-98)+(100)+(102-110) (114)(116)	<b>PERSONAL. BUSINESS T.</b>
<b>VF 6 Section</b> 99)+(101)+(111-3)+(115)	<b>+HERE &amp; NOW TALK</b> (96-116)
<b>VF 1 Section</b> (117-128)	<b>BUSINESS T.</b>
<b>VF 2 Section</b> (129-144)	(117-144)
	<b>Second Interruption</b>
	<b>1: unofficial</b>
<b>VF 4 Section</b> (145-146)	<b>HERE-AND NOW TALK</b>
<b>VF5 Section</b> (147-155)	(145-155)
	<b>2: general interruption</b>
<b>VF 2 Section</b> (156-173)	<b>PERSONAL. BUSINESS T</b> (156-173)
	<b>Business Meeting Resumed</b>
<b>VF 1 Section</b> (174-175)	<b>BUSINESS TALK</b> (174-175)

**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.

## VF7 SECTION (1-4)

### (1) RECAPITULATION

#### a) Analytic Specification of Section:

**Defining Criteria for VF 7:**

**Type of Talk:** SOCIAL RITUAL

**Modality of Talk:** here-and-now

**Focality:** focal

**Segmentation Criterion for VF7 Section (1-4):**

**triggering agent:** M arrives late

#### b) Transcript of Talk in Section:

M (1): could I just apologize...  
 (2): I'm really sorry  
 R (3): we just started  
 M (4): oh you did?

### (2) BASIC UNITS:

The Section is constituted by M's verbal responses to the triggering agent: M arriving late etc.

There is only one basic unit, VF7 Stretch (1-4), It is an APOLOGY, specified by the semantic schema: M apologizes for being late.

This is shown in the following Table:

TRIGGERING AGENT	VERBAL RESPONSES
M arrives late, takes off her coat pulls up a chair etc	APOLOGY by M

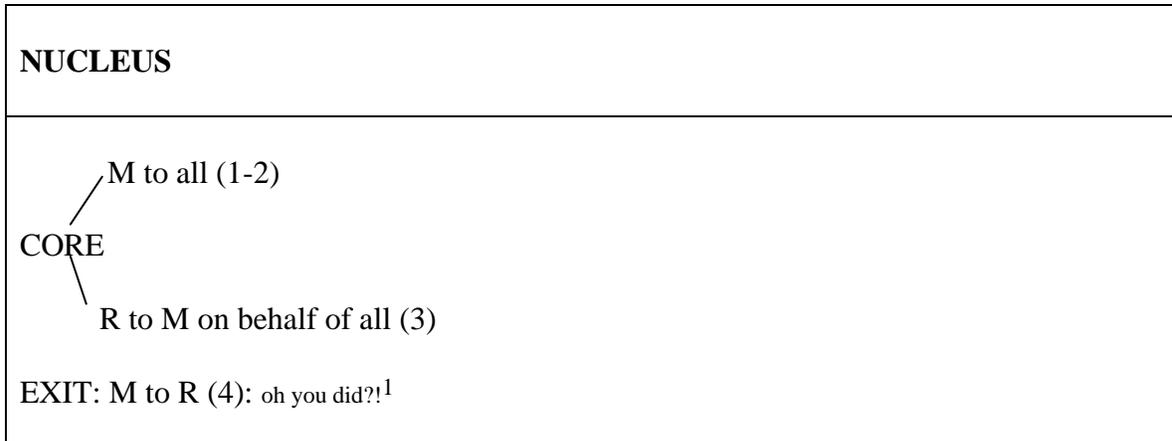
### (3) DETAILED ANALYSIS OF APOLOGY (1-4)

#### a) INTERNAL STRUCTURE OF APOLOGY:

The APOLOGY has only a nucleus. The latter has a core and an exit.

The exit is a univox.

The core is a dyad initiated by M and addressed to all.



#### Respondent's account:

fn1

expression of surprise

M is surprised because it's 15-20 minutes after 2pm , the hour we'd agreed to begin

'oh' marks speaker involvement

**b) RHETORICAL ORGANIZATION OF CORE:**

M's apology<sup>1</sup> to all

•1: preparation:

(1): could I just apologize

•2: apology proper:

(2): I'm really sorry

R's acknowledgement on behalf of the group

•1: acknowledgement proper:

implied rejection of apology (you don't need to apologize)

•2: elaboration (justification of rejection): <sup>2</sup>

(3): we just started

**Respondent's account:**

-fn1

(1-2)

M arriving late interrupts the meeting taking off her coat, pulling up a chair etc.  
she feels compelled to apologize

-fn2

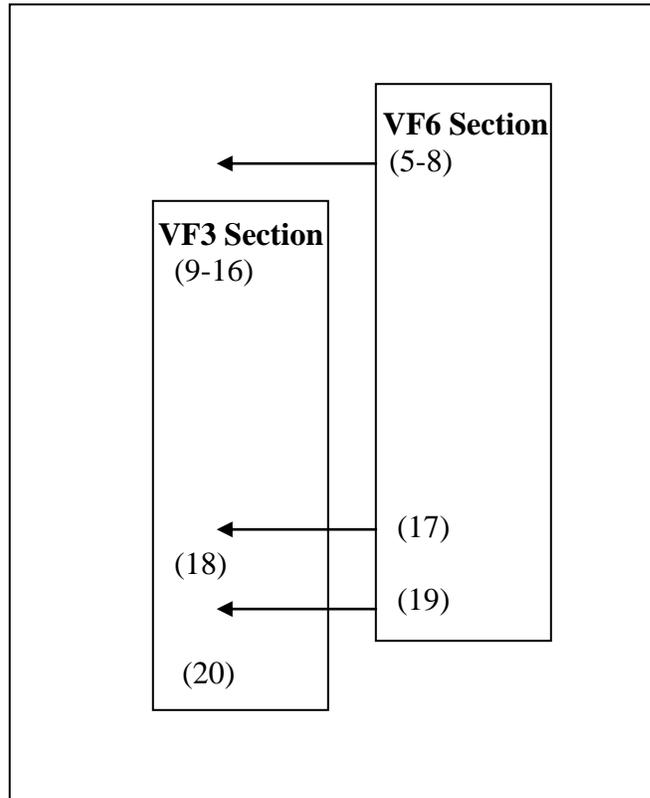
(3)

explanation:

R, to make her feel better, explains that we'd just begun  
begin

## OVERLAPPING VERBAL FLOWS

VF6 Section (5-8)+(17)+(19) overlaps VF3 Section (9-16)+(18)+(20):



## VF6 SECTION (5-8)+(17)+(19)

### (1) RECAPITULATION

#### a) Analytic Specification of Section:

##### Defining Criteria for VF6:

**Type of Talk:** ACTIVITY-RELATED

**Modality of Talk:** here-and-now

**Focality:** focal

##### Segmentation Criteria for VF6 Section (5-8)+(17)+(19):

**triggering agent:** cider

#### b) Transcript of Talk in Section:

A (5): can I pass this cider  
 (6): which is here because Mj donated it  
 (7): be sure to thank him for it when he/  
 (8): (general laughter)

D (17): should we shake it up first?  
 A (19): no I don't think you need to

### (2) BASIC UNITS:

The Section is constituted by A and D's verbal responses to the triggering agent: cider  
 There are two basic units, as follows:

(1) SubStretch VF 6 Stretch (5-8) is a DEMAND, specified by the semantic schema:

A asks J to pass the cider and cups around;

(2) SubStretch VF6 Stretch (17)+(19) is a QUERY specified by the semantic schema:

D asks A if he should shake the cider.

This is shown in the following Table:

TRIGGERING AGENT	VERBAL RESPONSES
cider	1: DEMAND by A to J and D (5-8)
	2: QUERY by D to A (17)+(19)

### (3.1) DETAILED ANALYSIS OF DEMAND (5-8)

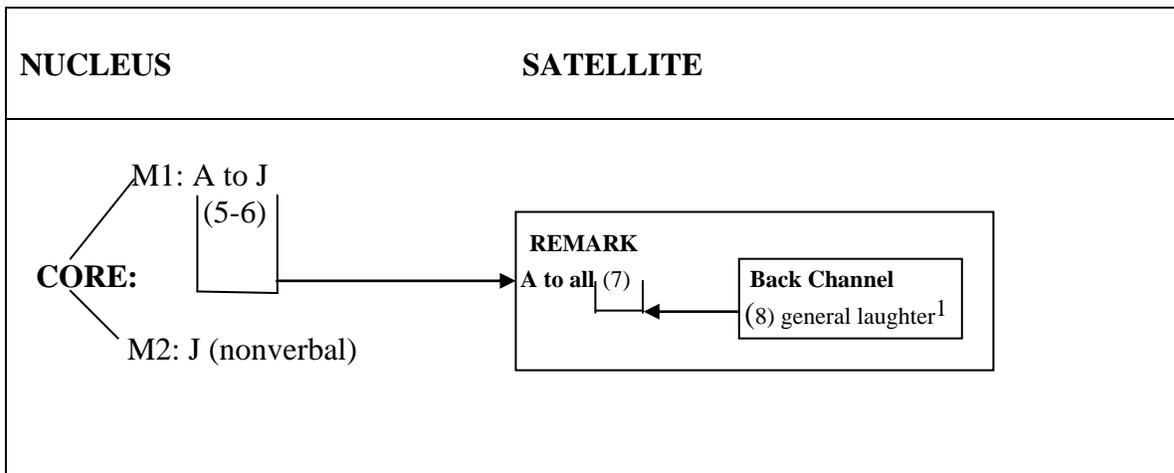
#### a) INTERNAL STRUCTURE OF DEMAND:

The DEMAND has a nucleus and one satellite.

The nucleus has only a core, a quasi exchange, initiated by A and addressed to J.

The satellite is a univocal remark by A addressed to all.

It has one secondary satellite, a univocal back channel: laughter by the group.



#### Respondent's account

fn1

(8) this causes us to laugh

**b) RHETORICAL ORGANIZATION OF CORES:**

M1: A's social request to J

request proper:

(5): can I pass this cider<sup>1</sup>

elaboration

(6): which is here because Mj donated it<sup>2</sup>

**REMARK**

reminder by A to all : <sup>3</sup>

(7): be sure to thank him for it when he...

M2: J's response:

nonverbal compliance<sup>4</sup>

**Respondent's account:**

-fn1

(5)

social request: during the interval in the business meeting caused by M's arriving, taking off her coat, pulling up a chair, etc. A picks up the cider and paper cups and passes them on to the person sitting on her right (J)

-fn2

(6) causal explanation

-fn3

(7) reminder: like a good mommy A reminds the rest of us to thank Mj for the treat

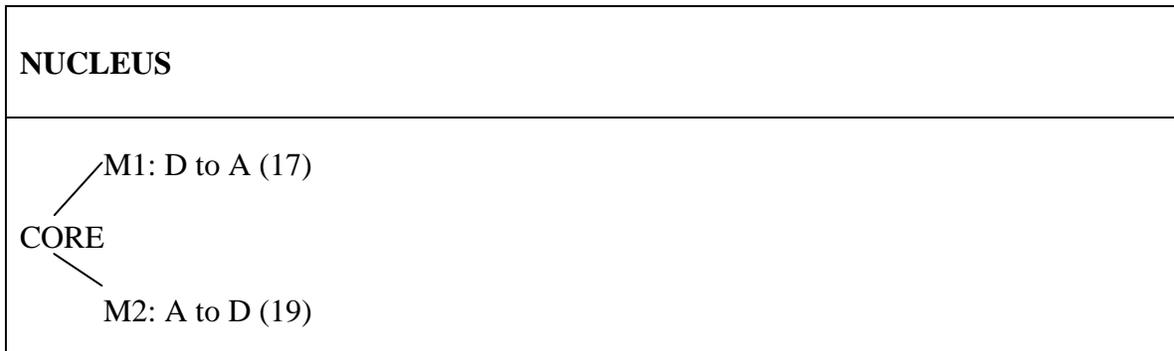
-fn4

then we passed the refreshments around

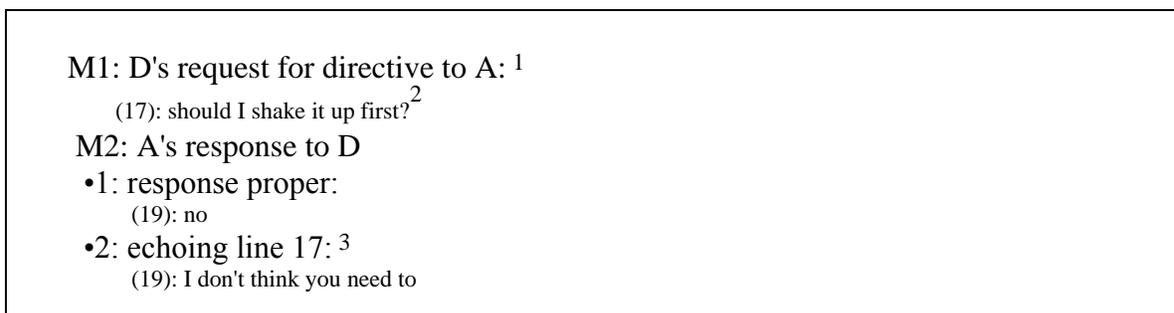
### (3.2) DETAILED ANALYSIS OF QUERY (17)+(19)

#### a) INTERNAL STRUCTURE OF QUERY:

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



#### b) RHETORICAL ORGANIZATION OF CORE:



#### Respondent's account:

-fn1

(17)+(19)

overlapping the conversation about the bread is a conversation about the cider  
real cider, not store-bought homogenized, sometimes needs to be shaken to distribute the sediment that collects on the bottom

-fn2

(17)

request for opinion:

real cider, not store-bought homogenized, sometimes needs to be shaken to distribute the sediment that collects on the bottom

-fn3

(19) opinion

## VF3 SECTION (9-16)+(18)+(20)

### (1) RECAPITULATION

#### a) Analytic Specification of Section:

##### Defining Criteria for VF3:

**Type of Talk:** SOCIAL TALK

**Modality of Talk:** here-and-now

**Focality:** focal

##### Segmentation Criteria for VF3 Section (9-16)+(18)+(20):

**triggering agent:** Mj's name

#### b) Transcript of Talk in Section:

S (9): (murmuring)  
 A (9'): he should've brought what?  
 S (10): gipati  
 A (11): what is that?  
 S (12): Indian bread  
 (13): a flat thing  
 R (14): oh right!  
 S (15): with chick peas and string beans  
 A (16): oh is it like pita?  
  
 S (18): no it's better  
  
 M (20): I like tovi

### (2) BASIC UNITS:

The Section is constituted by S's verbal responses to the triggering agent: Mj's name. There is only one basic unit, VF3 Stretch (9-16)+(18)+(20). It is a MUSING, specified by the semantic schema: S is musing about Indian food.

This is shown in the following Table:

TRIGGERING AGENT	VERBAL RESPONSES
Mj's name	MUSING by S (9-16)+(18)+(20)

### **(3) DETAILED ANALYSIS OF MUSING (9-+16)+(18)+(20)**

#### **a) INTERNAL STRUCTURE OF MUSING:**

The MUSING has a nucleus and one primary satellite.

The nucleus has only a core, a univox, initiated by S and addressed to herself.

It has one extension, a repair request.

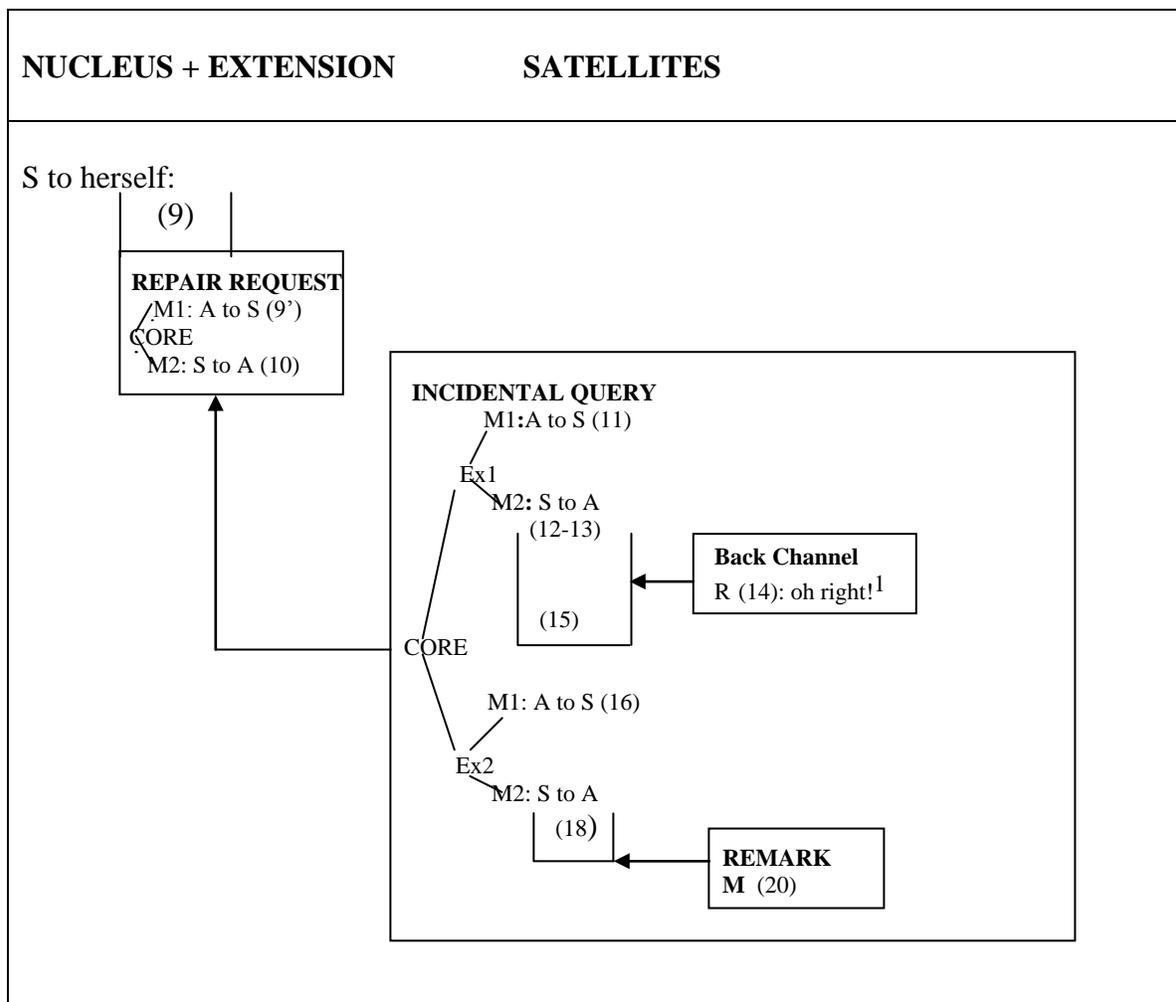
The latter has only a core, a dialogue initiated by A and addressed to S, with one exchange.

The primary satellite is an incidental query. It has a nucleus and two satellites.

The nucleus has only a core, a dialogue initiated by A and addressed to S, with two exchanges.

The first satellite is a univocal back channel by R.

The second satellite is a univocal remark by M responding to S.



### Respondent's account:

fn1

confirmation of understanding

'oh' marks speaker involvement

**b) RHETORICAL ORGANIZATION OF CORES:**

S musing to herself (regret): <sup>1</sup>

(9): *he should have brought gipati* [inaudible]

**REPAIR REQUEST**

M1: A's request for a repeat: <sup>2</sup>

(9'): he should've brought what?

M2: S's response:

(10): gipati<sup>3</sup>

**INCIDENTAL QUERY**

Ex1: initial use of schema

M1: A's request for information: <sup>4</sup>

(11): what is that?

M2: S's response

•1: response proper:

(12): Indian bread

•2: elaboration: <sup>5</sup>

(13): a flat thing

(15): with chick peas and string beans

Ex2: additional use of schema:

M1: A's request for confirmation:

(16): oh! is it like pita?<sup>6</sup>

M2: S's response

•1: response proper:

(18): no

•2: elaboration (assessment): <sup>7</sup>

(18): it's better

**REMARK**

statement of opinion by M to S: <sup>8</sup>

(20): I like tovi

**Respondent's account:**

-fn1

(9'-20)

the refreshments ...were brought by Mj who is a foreign student and that precipitated all the talk about strange food

-fn1'

(9)

Mj's name causes S to say that she'd rather he'd brought some Indian specialty implying it would add more spice to the meeting than ordinary "American" cider

S is bored

-fn2

(9')

request for explanation:

A, not hearing or probably not understanding the word "gipati", asks for an explanation

-fn3

(10) confirmation

-fn4

(11) request for further information

-fn5

(15)

elaboration:

S elaborates upon the dish, listing ingredients

-fn6

(16)

request for information:

A asks if the Indian bread can be compared to pita bread pretty generally known by Americans now

'oh' marks speaker involvement

-fn7

(19)

characterization:

S characterizes it as better

-fn8

(20) statement

## VF1 SECTION (21-95)

### (1) RECAPITULATION

#### a) Analytic Specification of Section:

**Defining Criteria for VF1:**

**Type of Talk:** WORK-RELATED

**Modality of Talk:** displaced

**Focality:** focal

**Segmentation Criteria for VF1 Section (21-95):<sup>1</sup>**

**agenda item:** visit by observers

#### b) Transcript of Talk in Specimen:<sup>1</sup>

A to all (21): O.K. (laughter)

A o all (22): J and J will be observing classes throughout the semester

D (23): oh-oh

M to A (24): what does that mean?

A to M (25): that's sort of a warning

(26): that says that

(27): one of them or both of them

(28): will be visiting your class

(29): during the semester

(30): not because of anything that we've done

(31): but because there have been so many problems

(32): with people who have come and gone

(33): and with people who have been accused of not teaching well

(33'): or teaching well

(34): or using strange methods

(35): or whatever

M (36): (high-pitched laughter)

S (37): really?

J to A (38): that's our little AIA or whatever?

A to J (39): yeah

(40): not so much in our component

(41): but you-know

(42): in others

S to A (43): are they both coming?

(44): or one or the other?

A to J (45): one or the other

(46): or if they need to corroborate the other's findings

(47): maybe both

D to A (48): Gee! this whole place is built

(49): on a liberal bias

(50) I just thought of that

S (51): of course!

A (52): I-don't-know

A to all (53): anyway  
 D to A (54): if we're being observed you-know ...  
 A to all (55): just so you know that you-know  
     (56): if they show up in your classroom  
     (57): it's not because you've done anything  
     (58): or they've heard something bad about you  
     (59): it's just that they feel  
     (60): that they can't do it  
     (61): to just one or two people  
     (62): they have to do it to everyone  
 S (63): ok  
 M to A (64): yeah but...  
     (65): they're just going to pop into people's classes?  
 A to M (66): I'm not sure  
     (67): whether they're going to make an appointment with you  
     (68): or what  
 R to M (69): they probably won't stay for the whole class  
  
 A to all (70): they just issued a memo to us that said:  
 M (71): that's so unethical!  
 A to all (72): "tell your component that  
     (73): J and J will be visiting their classroom  
     (74): sometime during the semester to observe"  
  
 ? to M (75): (murmuring)  
 M to all (76): she asked me what I meant by it being unethical  
     (77): I just mean  
     (78): not making an appointment with a teacher  
     (79): and just popping into their class  
  
 J to M (80): but don't they have the right to do it?  
 M to J (81): I-know  
     (82): I-know  
  
 M to A (83): that's what they do in even high schools  
     (83'): right?  
     (84): like I just think it's horrible! (high pitched)  
     (84'): I think it's so disrespectful to the teacher  
     (85): like I have/  
  
 S to all (86): I have two minds about it  
 M to S (87): what?  
 S to M (88): I'm of two minds about it  
 M (89): yeah  
  
 M to A (90): I know they have/  
  
 S to all (91): if I'm a supervisor/  
  
 M to A (92): I know they do it  
     (93): I know it's common practice  
     (94): oh I just think it's horrible!  
  
 all to each other (95): (murmuring)

### Respondent account:

fn1

(21-74) the next very long section is about people visiting classes

## **(2) BASIC UNITS:**

There are three basic units, as follows:

1. SubStretch (21-54) is an INFORMING, specified by the semantic schema: A's first attempt to inform the group;
2. SubStretch (53+55-69) is also an INFORMING, specified by the semantic schema: A's second attempt to inform the group;
3. SubStretch (70-94) is also an INFORMING, specified by the semantic schema: A's third attempt to inform the group.

### **(3.1) DETAILED ANALYSIS OF INFORMING (21-54)**

#### **a) INTERNAL STRUCTURE OF INFORMING:**

The INFORMING has a nucleus and 4 primary satellites.

The nucleus has an entry and a core, both univoxes, by A addressed to all.

The first primary satellite is a univocal back channel by D responding to A.

The second primary satellite is an incidental query. It has a nucleus and 3 satellites. The nucleus has only a core, a dialogue initiated by M and addressed to A, with one exchange.

The satellites are 2 back channels and 1 incidental query.

The 2 back channels are univoxes, one by M, the other by S, responding to A.

The incidental query has only a nucleus. The latter has only a core, a dialogue initiated by J and addressed to A, with one exchange.

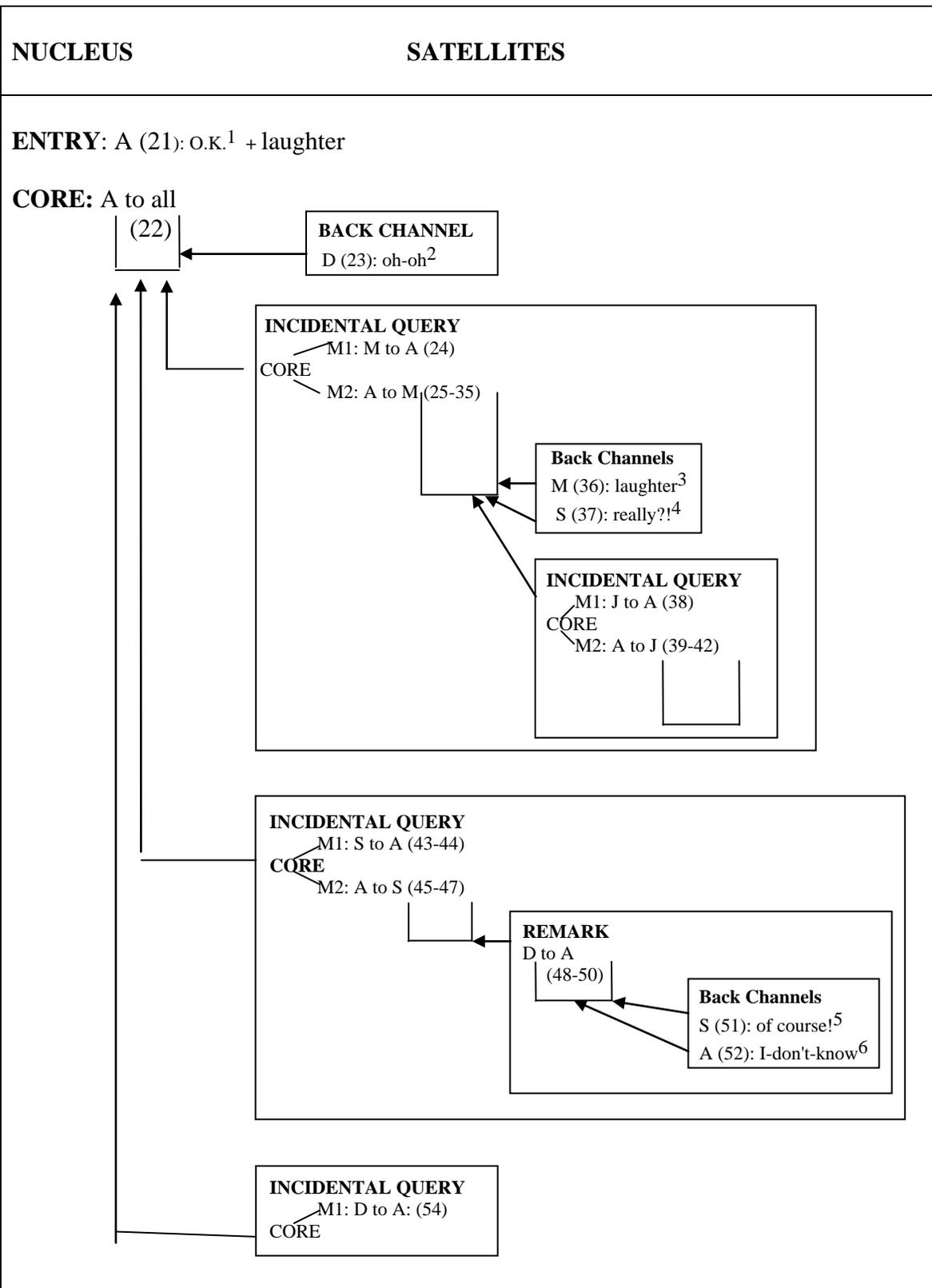
The third primary satellite is an incidental query. It has a nucleus and 1 satellite.

The nucleus has only a core, a dialogue initiated by S and addressed to A, with one exchange.

The satellite is a univocal remark by D responding to A.

It has 2 satellites, univocal back channels, one by S, the other by A, responding to D.

The fourth primary satellite is possibly a partial incidental query. It has only a nucleus, a partial core, with only one member of an exchange.



**Respondent's account:**

-fn1

(21)

affirmation:

A cuts off the discussion about food with "OK"

-fn2

(23) reaction by D

exclamation of trouble anticipation

-fn3

(36)

response:

M's laughter reveals her unease

she finds the practice offensive, philosophically

-fn4

(37) surprise by S

-fn5

(51) agreement with D by S

-fn6

(62) A questions his (=D's) conclusion

**a) RHETORICAL ORGANIZATION of CORES:**

A's first attempt to inform all: <sup>1</sup>

(22): J and J will be observing classes throughout the semester

**INCIDENTAL QUERY**

M1: M's request for clarification to A: <sup>2</sup>

(24): what does that mean?

M2: A's response (explanation) <sup>3</sup>

•1: explanation proper:

(25): that's sort of a warning

(26): that says that

(27): one of them -or both of them-

(28): will be visiting your class

(29): during the semester

•2: elaboration (reassurance):

(30): not because of anything that we've done

(31): but because there have been so many problems

(32): with people who have come and gone

(33): and with people who have been accused of not teaching well

(33'): or teaching well

(34): or using strange methods

(35): or- whatever

**INCIDENTAL QUERY**

M1: J's request for confirmation to A: <sup>4</sup>

(38): that's our little AIA or-whatever?

M2: A's response

•1: confirmation proper: <sup>5</sup>

(39): yeah

•2: elaboration: <sup>6</sup>

(40): not so much in our component

(41): but ya-know

(42): in others

**INCIDENTAL QUERY**

M1: S's request for information to A: <sup>7</sup>

(43): are they both coming?

(44): or one or the other?

M2: A's response<sup>8</sup>

•1: response proper:

(45): one or the other

•2: elaboration:

(46): or if they need to corroborate the other's findings

(47) maybe both

**REMARK**

observation by D: <sup>9</sup>

**initiation:**

(48): gee!

**development:**

(48): this whole place is built

(49): on a liberal bias

**Parenthesis:**

(50): I just thought of that

**INCIDENTAL QUERY**

M1: D's truncated request for information to A <sup>10</sup>

preparation:

(54): if we're being observed ya-know ...

**Respondednt's account:**

-fn1

(22)

she attempts to direct us back to the task

A makes an announcement which causes a debate

obviously the teachers involved feel strongly about being observed

-fn2

reaction by M:

M reacts most strongly: "what does that mean?"

there's hostility almost in her voice

-fn3

background information:

A tries to give some background for J & J' s decision to observe: "so many problems"

and to deflect the threat away from us:

"not because of anything we've done"

we, of course, teach well using acceptable methods

-fn4

(38)

request for information:

the topic suggests to J the current campus controversy involving the AIA which is searching for liberal bias

Note that the student Researcher does not know what AIA stands for.

-fn5

(39) confirmation

-fn6

(40-42)

elaboration:

A, again to relieve concern, directs attention of J to other components

-fn7

(43-44) request for information

-fn8

(45-47)

answer:

A elaborates up their (=the visitors) procedure : "one or the other" "maybe both"

-fn9

(48-50)

observation: "gee whiz"

D observes that the liberal bias is pervasive

a thought that just occurred to him

-fn10

(54)

a return to old topic:

D and the others are not willing to let the topic drop

### (3.2) DETAILED ANALYSIS OF INFORMING (53)+(55-69)

#### a) INTERNAL STRUCTURE OF INFORMING:

The INFORMING has a nucleus and two primary satellites.

The nucleus has an entry and a core.

The entry is a univox.

The core is a univox by A addressed to all.

The first primary satellite is a univocal back channel by S responding to A.

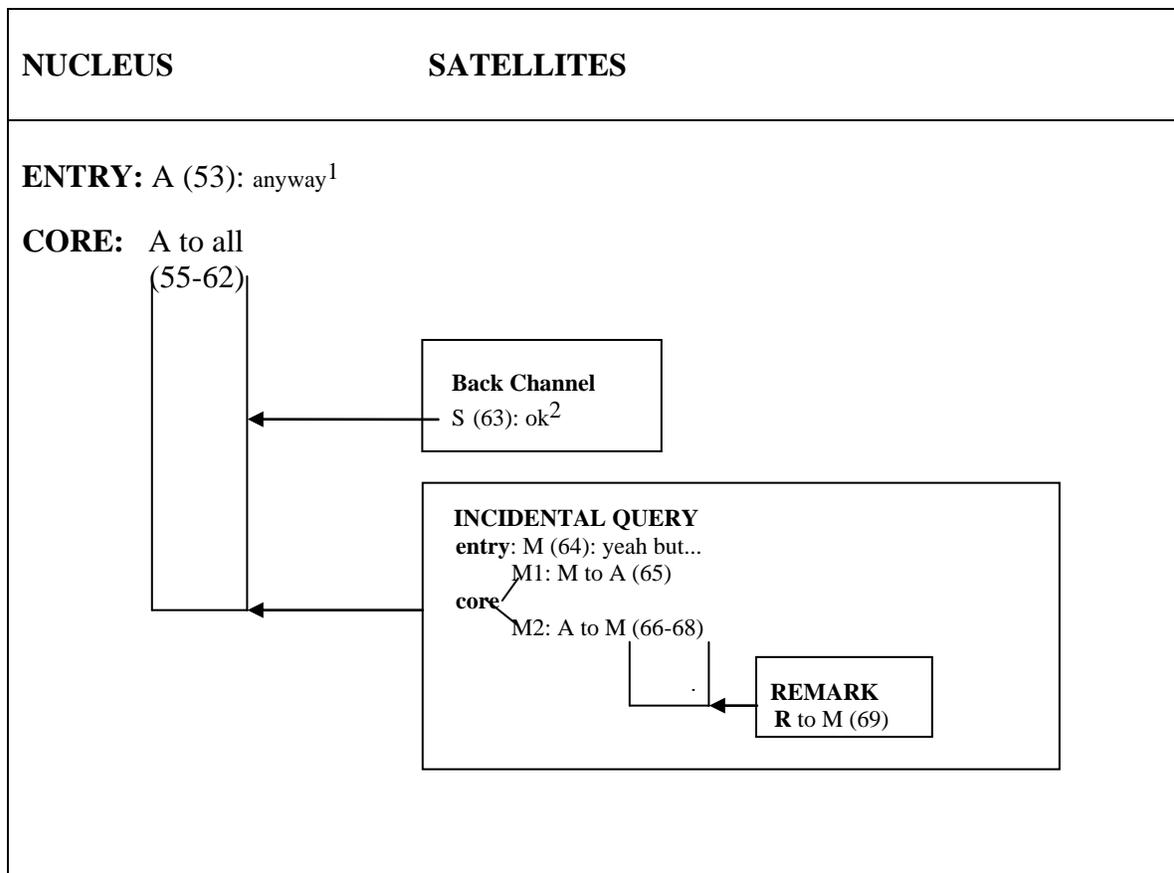
The second primary satellite is an incidental query. It has a nucleus and one satellite.

The nucleus has an entry and a core.

The entry is a univox.

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

The satellite is a univocal remark by R responding to M.



**Respondent's account:**

-fn1

signal to change topic:

A desires to get on with the meeting, not engage in a debate on liberal or conservative bias

-fn2

confirmation

## b) RHETORICAL ORGANIZATION OF CORES:

### A's second attempt to inform all

#### Reassurance: <sup>1</sup>

- (55): just so you know that, ya-k now
- (56): if they show up in your classroom
- (58): or they've heard something bad about you
- (59): it's just that they feel
- (60): that they can't do it
- (61): to just one or two people
- (62): they have to do it to everyone

#### INCIDENTAL QUERY

##### M1: M's request of information to: <sup>2</sup>

- (65): they're just going to pop into people's classes?

##### M2: A's response: <sup>3</sup>

- (66): I'm not sure
- (67): whether they're going to make an appointment with you
- (68): or-what

#### REMARK

##### Reassurance by R resp.to M: <sup>4</sup>

- (69): they probably won't stay for the whole class

### Respondent's account:

-fn1

(55-62)

restatement/reassurance:

A tries to bring closure by restating the original announcement and again reassuring her component members that they personally have nothing to worry about

-fn2

(64-65)

request for information:

M, who reacted so strongly to initial announcement, asks if the observations will be announced in advance

-fn3

(66-68)

answer:

A doesn't know; states information came in form of memo obviously A accepted it without questioning it

-fn4

(69) reassurance

### **(3.3) DETAILED ANALYSIS OF INFORMING (70-94)**

#### **a) INTERNAL STRUCTURE OF INFORMING:**

The INFORMING has a nucleus and one primary satellite.

The nucleus has only a core, a univox, initiated by A and addressed to all.

The primary satellite is a univocal remark by M responding to A.

It has 3 satellites.

-The first satellite is an incidental query with only a nucleus. The latter has only a core, a dialogue initiated by (?) and addressed to M, with one exchange.

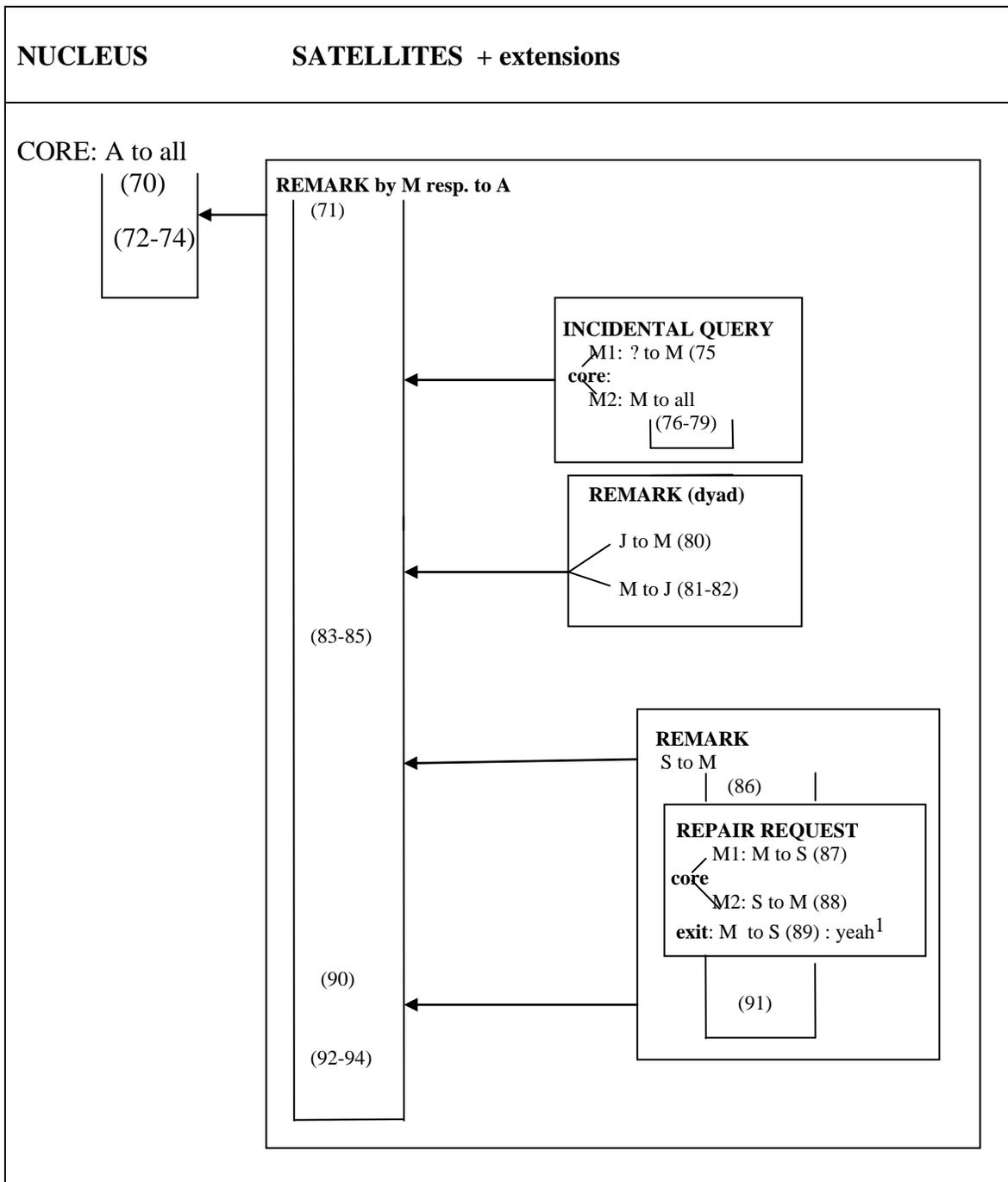
- The second satellite is a dyadic remark initiated by J and addressed to M.

- The third satellite is a univocal remark initiated by S and addressed to M.

It has an extension, a repair request, with only a nucleus. The latter has a core and an exit.

The exit is a univox.

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



**Respondent's account:**

fn1

(89) admission by M

## b) RHETORICAL ORGANIZATION OF CORES:

A's third attempt to inform group

Restatement of announcement: <sup>1</sup>

(70): they just issued a memo to us that said:

**REMARK** by M to A (outrage)

**REFRAIN**

**Judgment:** <sup>2</sup>

M (71): that's so unethical!

(72): "tell your component that

(73): X and Y will be visiting their classroom

(74): sometime during the semester to observe

**INCIDENTAL QUERY**<sup>3</sup>

M1: ?'s request for clarification to M (inaudible)

M2: M's answer is directed to all

•1: preparation: <sup>3'</sup>

(76): she asked me what I meant by it being unethical

•2: clarification proper (complaint): <sup>4</sup>

(77): I just mean

(78): not making an appointment with a teacher

(79): and just popping into their class

**REMARK (dyad)**

- J to M playing the devils advocate

**initiation:**

(80): but

**development:**

(80): don't they have the right to do it?<sup>5</sup>

-acknowledgement by M:

(81):I-know

(82):I-know

..1: appeal to the 3 ex high school teachers present:

(83): that's what they do in even high schools

(83'): right?<sup>6</sup>

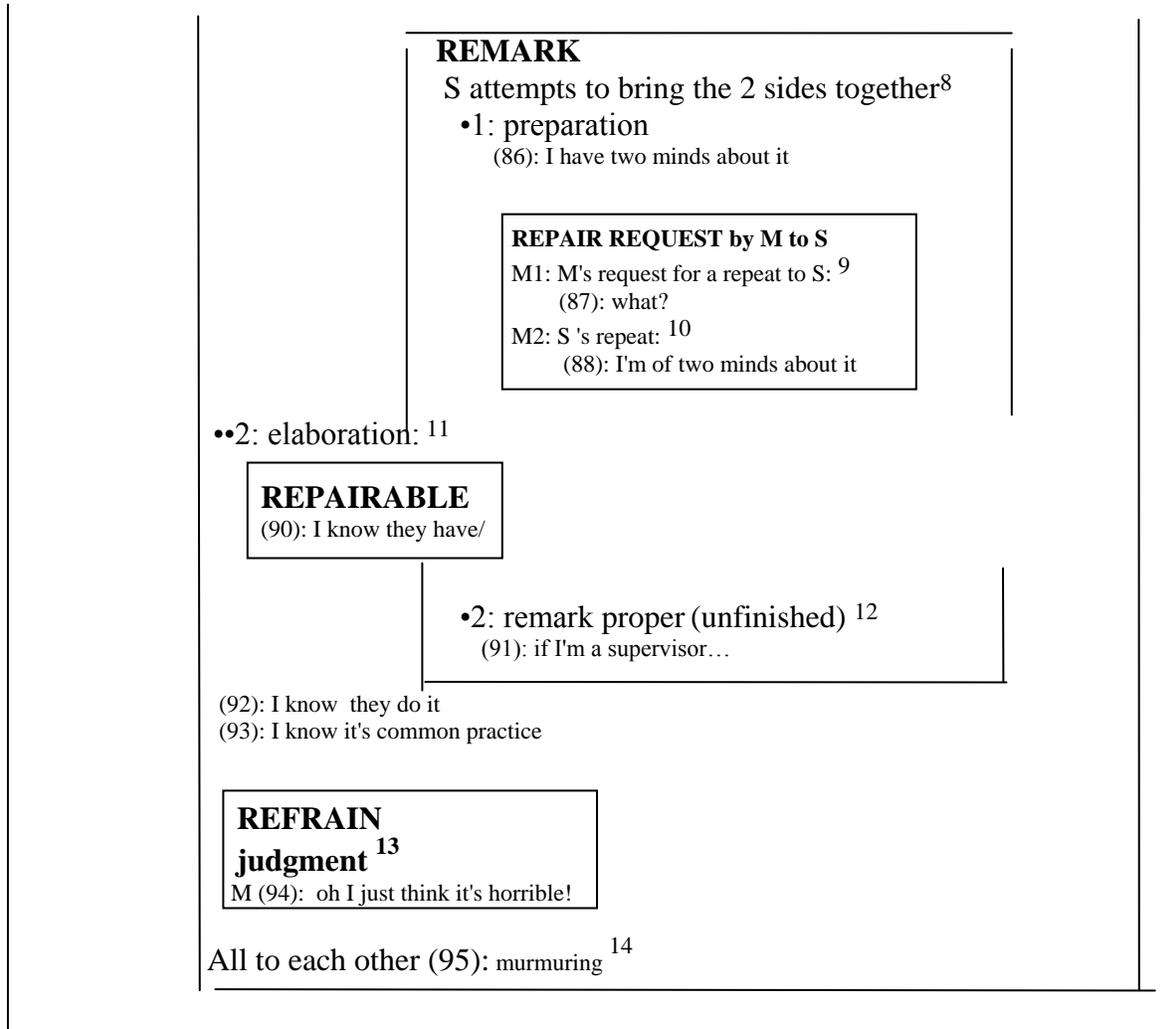
**REFRAIN**

**Judgment:** <sup>7</sup>

M (84): like I just think it's horrible!

**Repairable**

M (85): like I have/



### Respondent's account:

-fn1

(70+72-74)

restatement of announcement

-fn2

(71) judgment

-fn3

(75)

A now would like to move on but the group, inspired by M's judgment ("that's so unethical" line 71) is not willing to let the topic drop

-fn3'

(76)

statement:

M is obviously responding to someone ("she asked me") and elaborates on what she sees as unethical

statement:

M is obviously responding to someone ("she asked me") and elaborates on what she sees as unethical

-fn4

(77-79) elaboration of judgment

-fn5

(80)

request for information:

J asks: "don't they (=the opposition, the enemy, the other) have the right to do it?"

-fn6

(83) M becoming more aroused directs a question to one of the three ex-high school teachers present

(83') request for information: "right?"

-fn7

(84) judgment by M

-fn8

comment by S:

S, usually an ally of M, inserts a comment that could be considered an attempt to bring the two sides in this "dispute" together

-fn9

(87)

request for clarification by M

-fn10

(88) repetition of clarification by S

-fn11

(92-93)

elaboration of judgment or opinion:

M now equals "they", the administrators, and the rest of us, the observers, who have a potential grievance, as now opposed to her

-fn12

(91) S begins explanation

-fn13

(94) judgment by M

'oh' marks speaker involvement

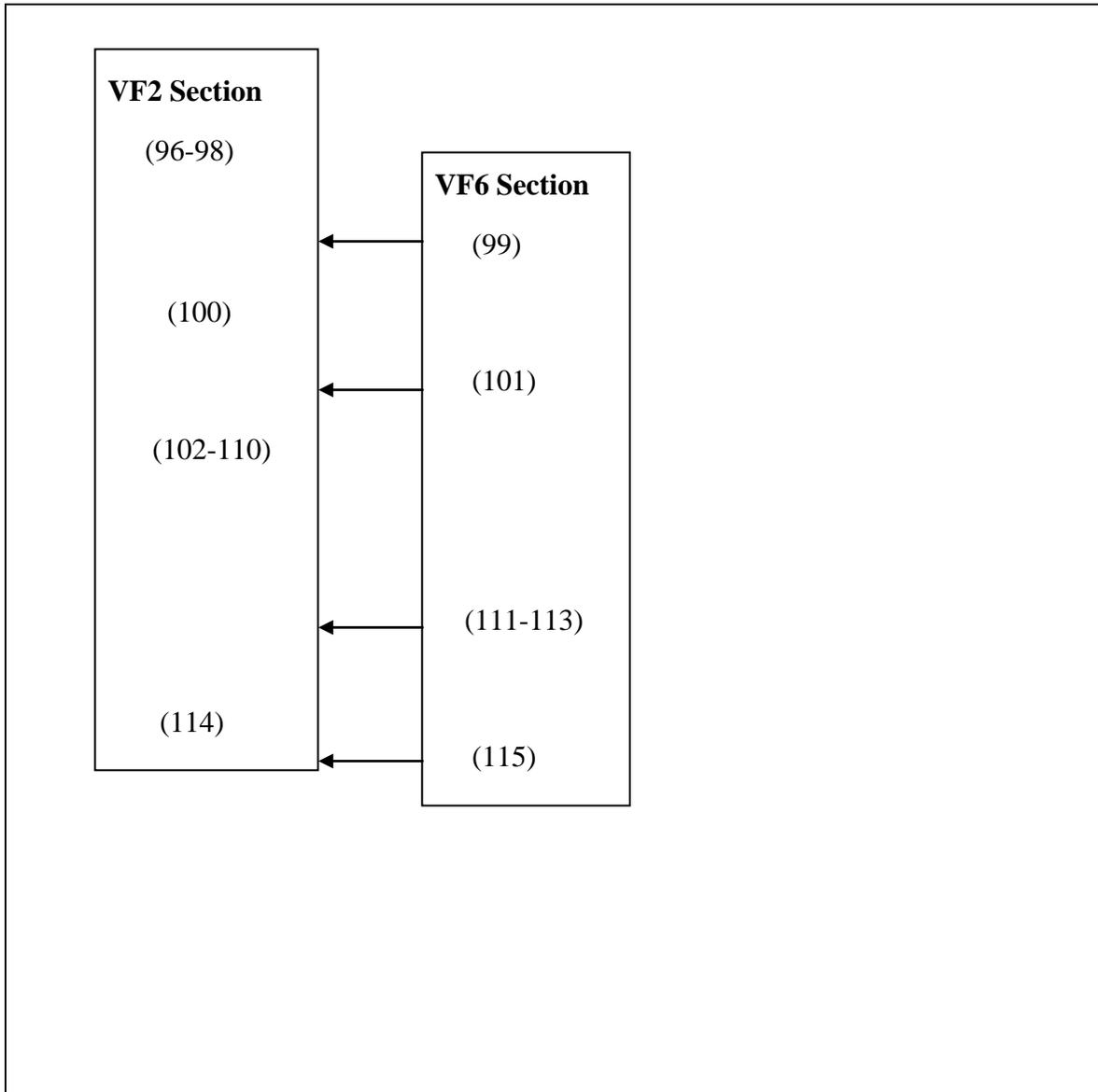
-fn14

(95) the murmuring begins as individuals discuss it among themselves

Note that not enough information is available to attempt the analysis of this passage

## OVERLAPPING VERBAL FLOWS

VF2 Section (96-98)+(100)+(102)+(103-110)+(114) is overlapped by VF6 Section (99)+(101)+(111-113)+(115):



## VF2 SECTION (96-98)+(100)+(102-110)+(114)

### (1) RECAPITULATION

#### a) Analytic Specification of Section:

**Defining Criteria for VF2:**

**Type of Talk:** WORK-RELATED

**Modality of Talk:** displaced

**Focality:** focal

**Segmentation Criteria for VF2 Section (96-98)+(100)+(102-110)+(114):**

**Topic:** Horror Story

#### b) Transcript of Talk in Section:

D (96): one year I got observed  
 (97): the day before Thanksgiving vacation  
 (98): and the day before Christmas vacation

A (100): oh my God!

S (102): wow!  
 S (103): so your classes were a mad house  
 R (104): there's nobody there  
 M (105): those are the worst days (laughing)  
 R (106): there's nobody there (laughing)  
 J (107): and the ones that are, are hanging from the ceiling  
 D (108): that's how fast/  
 (109): yeah  
 (110): how fast can you pull something out of a hat

D (114): I got three days but nobody shows up on those days

### (2) BASIC UNITS:

There is only one basic unit, VF2 Stretch (96-8)+(100)+(102-110)+(114). It is a TELLING, specified by the semantic schema: D telling the group a horror story about being observed the day before vacation.

### (3) DETAILED ANALYSIS OF TELLING (96-8) +(100) +(102-110)+(114)

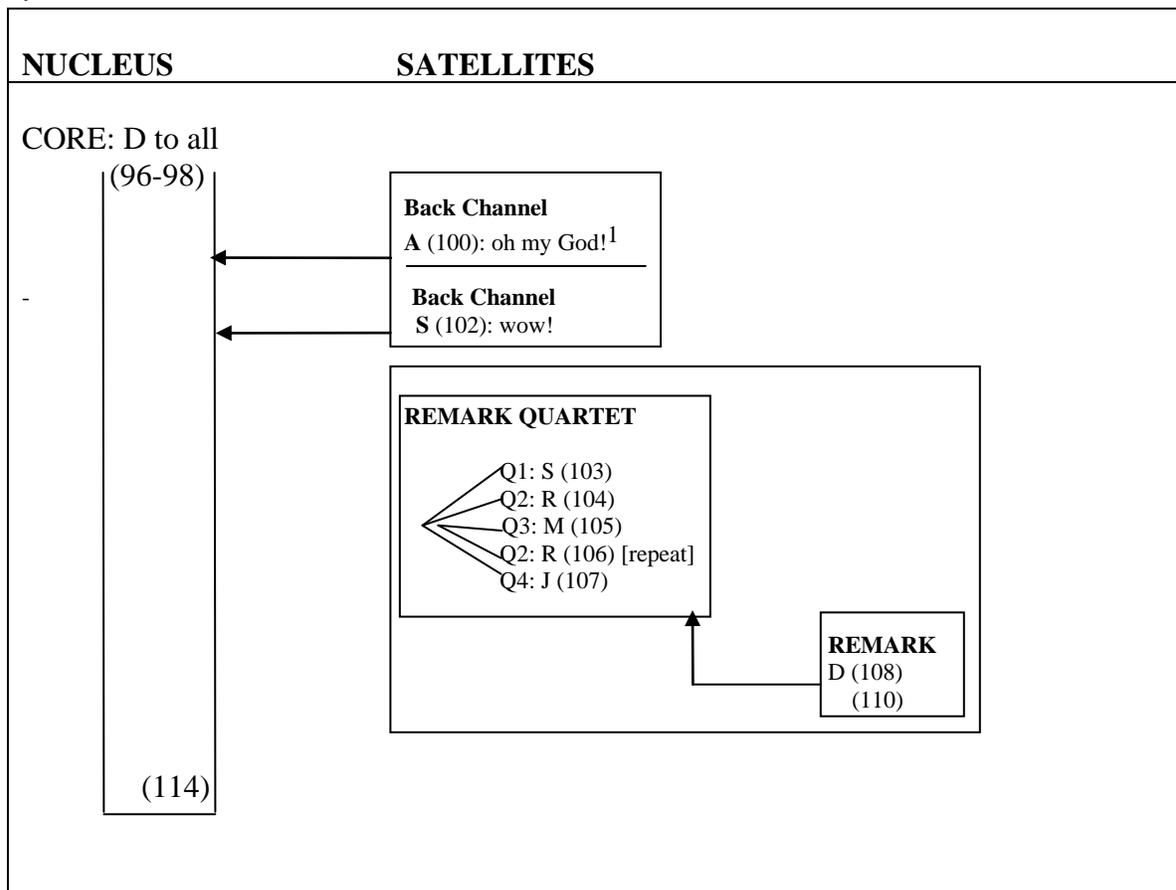
#### a) INTERNAL STRUCTURE OF TELLING:

The TELLING has a nucleus and 3 primary satellites.

The nucleus has only a core, a univox, initiated by D and addressed to the group.

The satellites includes a cluster of 2 univocal back channels, one by A, one by S and one multilogic remark, a quartet involving S,R,M and J, with one round.

It has a satellite, a univocal remark initiated by D



fn1

(100) commiseration

'oh' marks speaker involvement

## b) RHETORICAL ORGANIZATION OF CORES:

D's reporting (in format of narrative)<sup>1</sup>

•1: narrative set up: <sup>2</sup>

(96): one year I got observed

(97): the day before Thanksgiving vacation

(98): and the day before Christmas vacation

### REMARK QUARTET<sup>3</sup>

Q1: S's commiseration:

(103): so your classes were a mad house!

Q2: R's commiseration:

(104): there's nobody there!

Q3: M's commiseration:

(105): those are the worst days! + laughter<sup>4</sup>

Q2: R's commiseration (repeat):

(106): there's nobody there! + laughter<sup>4</sup>

Q4: J's commiseration:

(107): and the ones that are, are hanging from the ceiling!

### REMARK

reinforcing by D<sup>5</sup>

### REPAIRABLE

(108): that's how fast/

### initiation:

(109): yeah

### development:

(110): how fast can you pull something out of a hat?

•2: point of story: <sup>5</sup>

(114): I got three days but nobody shows up on those days

## Respondent's account:

-fn 1

(96) D responding to M's "right" begins a horror story

-fn2

(96-98)

D's personal experience with an unethical observer:

D gave his personal example of what happened when supervisor visited his high school class

-fn3

(103-107)

commiseration:

the group, commiserating with him (D), tosses in some additional gory details

-fn4

(105-106)

the ludicrousness of observing and judging a high school teacher on the day before vacation causes everyone to laugh

-fn5

(108+110) horror story continued

-fn6

(114) confirmation

## VF6 SECTION (99)+(101)+(111-113)+(115-116)

### (1) RECAPITULATION

#### a) Analytic Specification of Section:

**Defining Criteria for VF6:**

**Type of Talk:** ACTIVITY-RELATED

**Modality of Talk:** here-and-now

**Focality:** focal

**Segmentation Criteria for VF6 Section (99)+(101)+(111-113)+(115-116):**

**triggering agent:** serving cider

#### b) Transcript of Talk in Section:

R (99): do you want some?

S (101): just half

D (111): that's good

(112): I'll have some

S (113): that's fine thank you

M (115): I'll have some please

R(116): yeah

### (2) BASIC UNITS:

The Section is constituted by verbal responses by R, S, D and M to the triggering agent: serving cider.

There is only one basic unit, VF6 Stretch (99)+(101)+(111-113)+(115-116). It is an OFFER OF GOODS specified by the semantic schema: R's offer of cider.

This is shown in the following Table:

TRIGGERING AGENT	VERBAL RESPONSES
serving cider	_____ OFFER OF GOODS by R



### (3) DETAILED ANALYSIS OF OFFER OF GOODS (99)+(101)+(111-113)+(115-116)

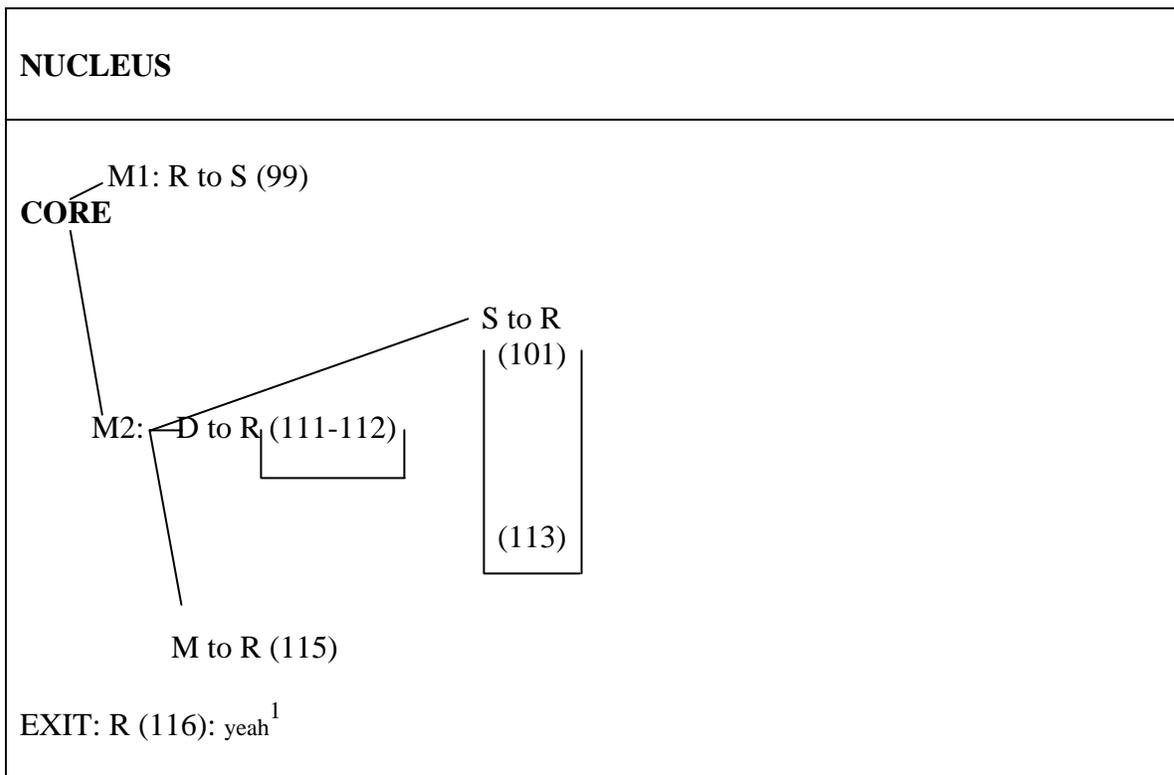
#### b) INTERNAL STRUCTURE OF OFFER OF GOODS:

The OFFER OF GOODS has only a nucleus. The latter has a core and an exit.

The exit is a univox.

The core is as dialogue initiated by R and addressed to the group with one exchange.

The second member of the exchange includes 3 participants, S, D, and M.



#### Respondent's account:

fn1  
confirmation

**b) RHETORICAL ORGANIZATION OF CORE:**

M1: R's offer of cider to the group:

(99): do you want some?<sup>1</sup>

M2: responses by S, D and M

-S 's response<sup>2</sup>

•1: acceptance proper:

(101): just half

•2: elaboration (politeness formula):

(113): that's fine thank you

--D's response<sup>2</sup>

•1: preparation (politeness formula):

(111): that's good

•2: acceptance proper:

(112): I'll have some

-M's response (acceptance proper):<sup>2</sup>

(115): I'll have some

**Respondent's account:**

-fn1

(99) social request

-fn2

response to social request

## VF1 SECTION (117-128)

### (1) RECAPITULATION

#### a) Analytic Specification of Section:

**Defining Criteria for VF1:**

**Type of Talk:** WORK-RELATED

**Modality of Talk:** displaced

**Focality:** focal

**Segmentation Criteria for VF1 Section (117-128):**

**agenda item:** visit by observers

#### b) Transcript of Talk in Section:

A (117): I have you-know  
 (118): just given you the message that I got  
 R (119): yeah  
 R (120): are they going to be going to all ULC classes then?  
 A (121): every one  
 R (122): are we talking math, everybody?  
 A (123): reading, writing, everyone  
 R (124): that's a lot of classes  
 A (125): that's right  
 S (126): I didn't know they were going to do this  
 (127): I'm surprised I didn't know  
 R (128): I don't think they'll stay the whole time (laughing)

### (2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (117-128). It is an INFORMING, specified by the semantic schema: A's fourth attempt to inform the group.

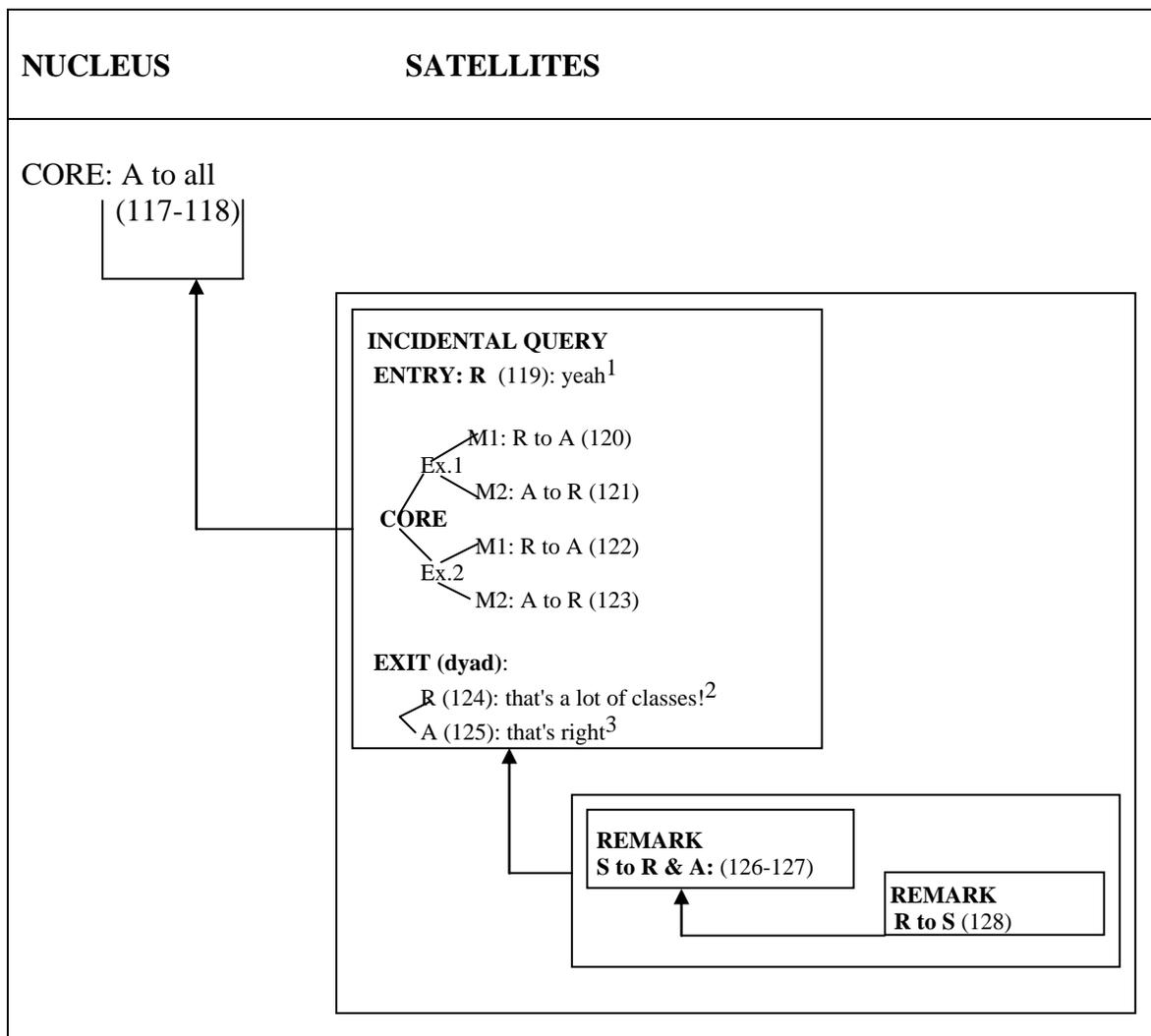
### **(3) DETAILED ANALYSIS OF INFORMING (117-128)**

#### **a) INTERNAL STRUCTURE OF INFORMING:**

The INFORMING has a nucleus and 1 primary satellite.  
The nucleus has only a univocal core by A and addressed to all.

The satellite is an incidental query. It 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 R and addressed to A, with two exchanges.

The incidental query has a satellite, a univocal remark by S responding to A.  
The latter has a satellite, also a univocal remark by R responding to S.



### Respondent's account:

- fn1  
acknowledgement
- fn2  
comment
- fn3  
confirmation

## b) RHETORICAL ORGANIZATION OF CORE:

### A's third restatement of informing

#### looking for closure: <sup>1</sup>

(117): I have ya-know

(118): just given you the message that I got

#### INCIDENTAL QUERY

##### Ex.1: initial use of schema

M1: R's request for information to A: <sup>2</sup>

(120): are they going to be going to all ULC classes then?

M2: A's response: <sup>3</sup>

(121): everyone

##### Ex.2: additional use of schema

M1: R's further request for information: <sup>4</sup>

(122): are we talking math, everybody?

M2: A's response:

(123): reading, writing, everyone

#### REMARK

surprise by S to R and A: <sup>5</sup>

##### •1: preparation:

(126): I didn't know they were going to do this

##### •2: remark proper:

(127): I'm surprised I didn't know

#### REMARK

reassurance by R to S <sup>6</sup>

(128): I don't think they'll stay the whole time + laughter

## Respondent's account

-fn1

(117-118)

request for closure:

A attempts once again to get the group back on track and end the discussion  
she is distancing herself: "I have just given you the message"

-fn2

(120)

return to old topic:

request for information by R

-fn3

(121+123) A answers yes-everyone

-fn4  
(122) request for further information by R

-fn5  
(126-127) surprise by S

-fn6  
reassurance by R

## VF2 SECTION (129-144)

### (1) RECAPITULATION

#### a) Analytic Specification of Section:

**Defining Criteria for VF2:**

**Type of Talk:** WORK-RELATED

**Modality of Talk:** displaced

**Focality:** focal

**Segmentation Criteria for VF2 Section (129-144):**

**topic:** what to do with the observers

#### b) Transcript of Talk in Section:

J (129): (laughing) do we make them write when they come?

S (130): that's exactly what went through my mind:

(131): "oh yeah?"

(132): they're going to work in a group with them"

M (133): yeah

(134): I'm gonna make them participate (laughing)

J (135): that's what I just said:

(136): make them write

M (137): I'm gonna make them initiate a lesson (laughing)

(138): hand them a paper and pencil

S (139): they could do journals

A (140): sure there are lots of things

(141): I think they'd feel better

(142): than just sitting there like bumps on a log

R (143): yeah

(144): if they have something to do/

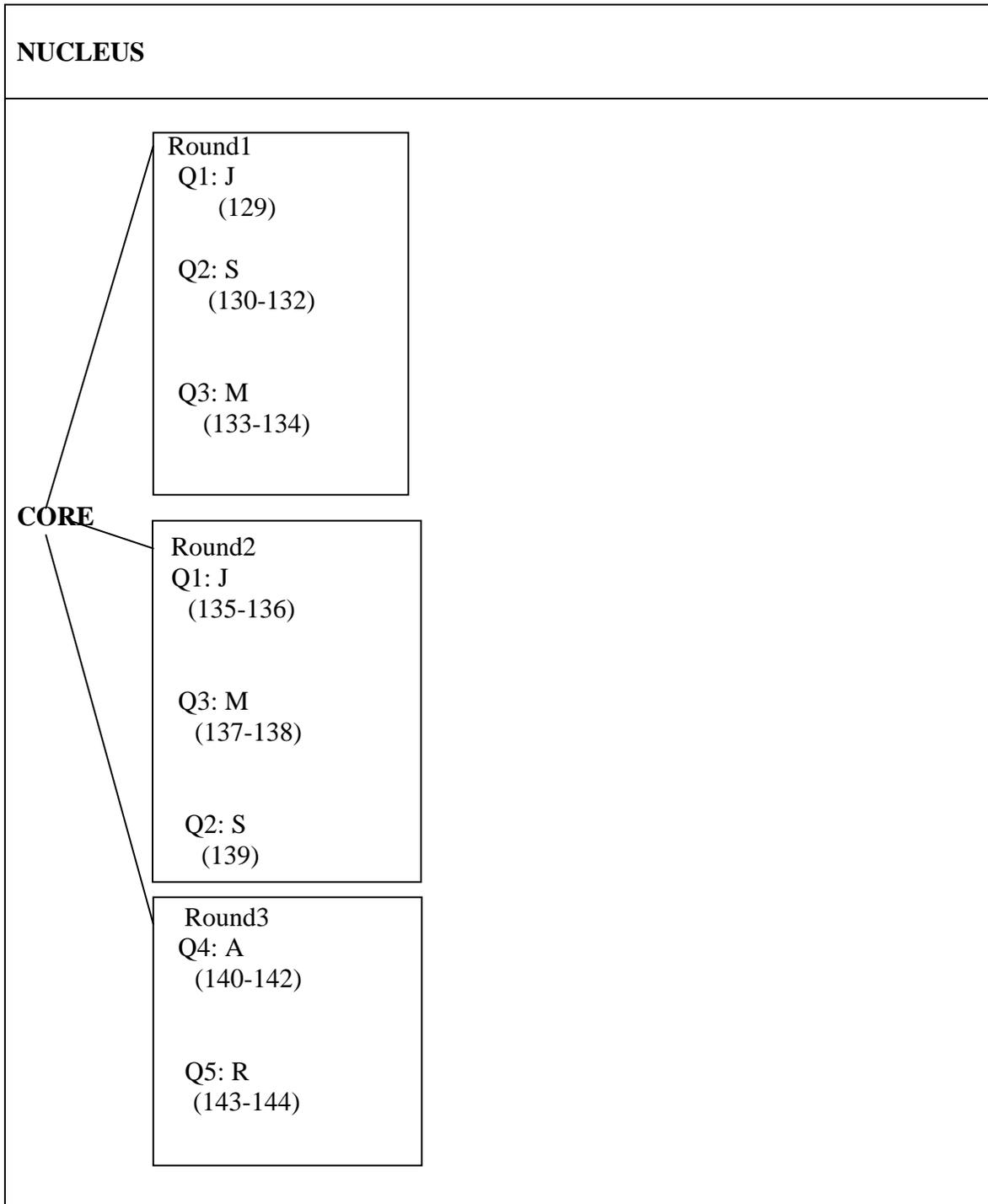
### (2) BASIC UNITS:

There is only one basic unit, VF2 Stretch (129-144). It is a BANTER specified by the semantic schema: The group banter about what to do with the observers.

### (3) DETAILED ANALYSIS OF BANTER (129-144)<sup>1</sup>

#### a) INTERNAL STRUCTURE OF BANTER:

The BANTER has only a nucleus. The latter has only a multilogic core, a quintet involving J, S, M and A and R, with three rounds.



**Respondent's account:**

fn1

(129-139)

the magnitude of the project settles in

it appears as if everyone has now accepted the fact that they'll be observed

so now the discussion turns to what to do with the observer during the class period

the mood lightens

making the observer participate turns the table in a way on the observer

he becomes a participant

obviously what he says or writes will be scrutinized by the teacher and the other students

his potential discomfort is a source of glee

as various individuals suggest activities, everyone laughs

## b) RHETORICAL ORGANIZATION OF CORE:

### (1) First round: suggestions

Q1: J's suggestion:

(129): do we make them write when they come? + laughter

Q2: S's suggestion

•1: preparation (agreement):<sup>1</sup>

(130): that's exactly what went through my mind:

•2: suggestion proper:<sup>2</sup>

(131): "oh yeah?"

(132): they're going to work in a group with them"

Q3: M's suggestion:

**initiation** (agreement):<sup>3</sup>

(133): yeah

**development:**

(134): I'm gonna make them participate + laughter

### (2) Second round: more suggestions

Q1: J's suggestion

•1: preparation (confirmation):<sup>4</sup>

(135): that's what I just said:

•2: suggestion proper:

(136): make them write

Q3: M's suggestion:<sup>5</sup>

(137): I'm gonna make them initiate a lesson

(138): hand them a paper and pencil + laughter

Q2: S's suggestion:

(139): they could do journals

### (3) Third Round: Rationalization

Q4 : A's rationalization

initiation (agreement):<sup>6</sup>

(140): sure

development

•1: preparation:

(140): there are lots of things [they could do]

•2: rationalization proper:<sup>7</sup>

(141): I think they'd feel better

(142): than just sitting there like bumps on a log

Q5: R's confirmation: <sup>8</sup>

**initiation:**

(143): yeah

**development (unfinished)**

(144): if they have something to do....

**Respondent's account:**

-fn1

(130) agreement

-fn2

(131-132) suggestion

'oh' marks speaker involvement

-fn3

(133-134) agreement

-fn4

(135-136) confirmation

-fn5

(137-138) suggestion

-fn6

(140) agreement

-fn7

(141-142) A looks on the plus side for the observer rationalizing: "they'd feel better if they have something to do"

-fn8

(143-144) confirmation

## VF4 SECTION (145-146')

### (1) RECAPITULATION

#### a) Analytic Specification of Section:

**Defining Criteria for VF4:**

**Type of Talk:** INFORMATIVE

**Modality of Talk:** here-and-now

**Focality:** focal

**Segmentation Criteria for VF4 Section (145-146'):**

**triggering agent:** N standing in doorway whispering

#### b) Transcript of Talk in Section:<sup>1</sup>

N (145) : (whispering)

R(146) : nonverbal

N (146') : just counted how many people are using this room

### Respondent's account

fn1

while this "discussion" is drawing to a close, N stands in the doorway of the room for a brief time and counted heads. As explained by A, later on (168-169), N uses the number of people using various rooms as justification for getting money and staff.

### (2) BASIC UNITS:

The Section is constituted by R's verbal responses to the triggering agent: N standing in doorway whispering.

There is only one basic unit, VF4 Stretch (146-146'). It is a QUERY specified by the semantic schema: R asks N what she is doing.

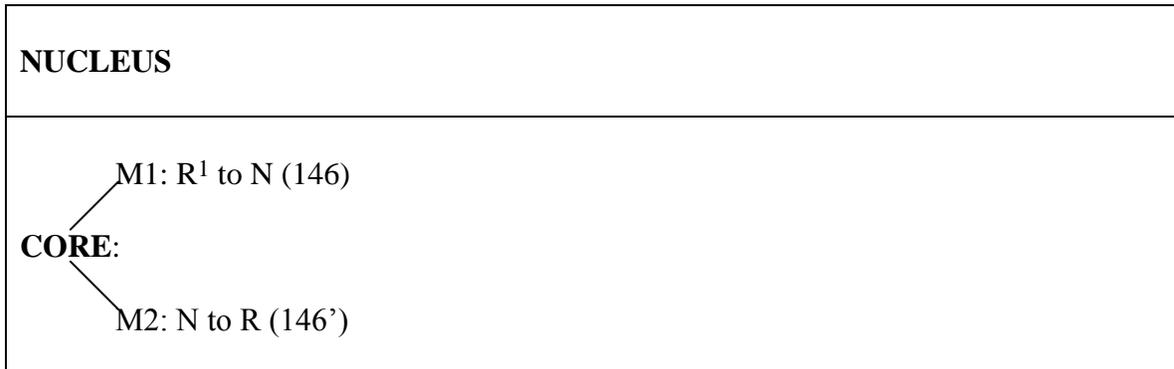
This is shown in the following Table:

TRIGGERING AGENT	VERBAL RESPONSES
N stands in doorway whispering (145)	QUERY by (146-146')

### (3) DETAILED ANALYSIS OF QUERY (146-146')

#### a) INTERNAL STRUCTURE OF QUERY:

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



#### Respondent's account:

fn1

R is the only one who saw N and what she was doing  
the rest of the group is unaware

#### b) RHETORICAL ORGANIZATION OF CORE:

M1: R's nonverbal request for information:

(146): what are you doing?

M2: N's response:

(146'): just counted how many people are using this room

## VF5 SECTION (147-155)

### (1) RECAPITULATION

#### a) Analytic Specification of Section:

**Defining Criteria for VF5:**

**Type of Talk:** INFORMATIVE

**Modality of Talk:** displaced

**Focality:** focal

**Segmentation Criterion for VF5 Section (147-155):**

**topic:** explaining what N was doing

#### b) Transcript of Talk in Section:

R (147): (inaudible)

A (147): you're kidding me!

R (148): then she puts it on her thing

A (149): but I asked her that because/

(150): that's you-know/

(151): we count them/

(152): she had 500 for one month

R (153): (whispering and laughing)

A (154): I almost fell off the chair

(155): when she said that!

### (2) BASIC UNITS:

There is only one basic unit, VF5 Stretch (147-155). It is a TELLING specified by the semantic schema: R reports to A and the group what happened.

### (3) DETAILED ANALYSIS OF TELLING (147-155)

#### a) INTERNAL STRUCTURE OF TELLING:

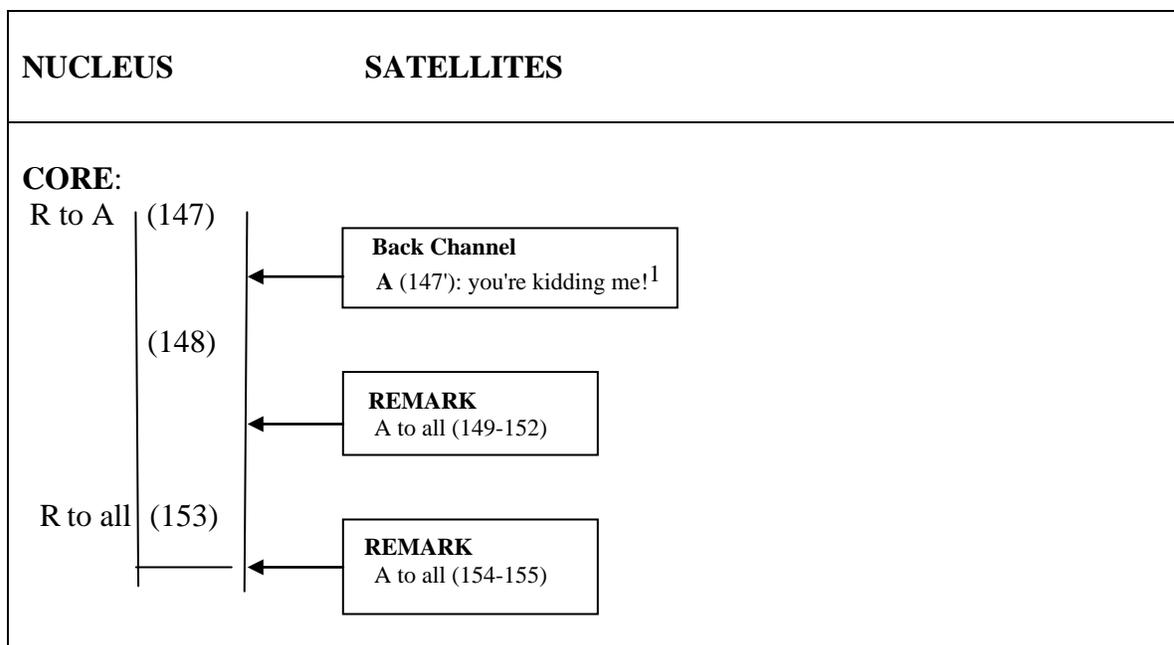
The TELLING has a nucleus and 3 satellites.

The nucleus has only a core, a univox, initiated by R and addressed first to A and then to all.

The first satellite is a univocal back channel by A responding to R

The second satellite is a univocal remark by A responding to R.

The third satellite is also a univocal remark by A responding to R.



#### Responden's account:

fn1

(147')

surprise:

A's exclamation of surprise interrupts R's explanation

## b) RHETORICAL ORGANIZATION OF CORES:

R's reports what happened (in format of narrative about N)<sup>1</sup>

first to A:

(147): inaudible<sup>1</sup>

(148): then she puts it on her thing<sup>2</sup>

### REMARK

wonderment by A:

•1: preparation:

**initiation:**

(149) : but

**development:**

### REPAIRABLES <sup>3</sup>

(149) I asked her that because/

(150): that's ya-know

(151): we count them

•2: remark proper:

(152): she had 500 for one month

then to all ( inaudible): <sup>1</sup>

(153): explains what happened whispering and laughing

### REMARK

wonderment by A:<sup>4</sup>

(154): I almost fell off the chair

(155): when she said that!

## Respondent's account:

-fn1

(147-173)

we are talking about what this person is doing and why she is doing it

-fn2

(147)

as N steps out of the room R, lowering his voice because N can't be far away, explains to the group what just happened

-fn2

(148) attempt at explanation

-fn3

(149-152 )

sputtering:

most regard the incident as humorous, except A, who is a bit indignant because she had discussed "the count" with N before

-fn4

(154-155) remark

## VF2 SECTION (156-173)

### (1) RECAPITULATION

#### a) Analytic Specification of Section:

**Defining Criteria for VF2:**

**Type of Talk:** WORK-RELATED

**Modality of Talk:** displaced

**Focality:** focal

**Segmentation Criterion for VF2 Section (156-173):**

**topic:** work gossip

#### b) Transcript of Talk in Section:

D (156): she's always here  
 (157): she pops her head in  
 R (158): you mean to tell me  
 (159): she counts this room!  
 D (160): she comes in and counts people  
 M (161): yeah  
 (162): oh right! right!  
 A (163): she's not supposed to do that  
 (164): I-mean we're not in the library  
 D (165): I-know-that (whispering)  
 (166): they've been doing it for years that way  
 A (167): I-know  
 (168): that's why their numbers are so impressive  
 (169): so she uses it as justification for money and staff  
 D (170): (whispering)  
 S (171): oh my God!  
 (172): why can't she be like everybody else?!  
 ? (173): (murmuring)

### (2) BASIC UNITS:

There is only one basic unit, VF2 Stretch (156-172). It is a RITUAL LAMENT specified by the semantic schema: D, R, A and S engaging in a ritual lament about N.

### **(3) DETAILED ANALYSIS OF LAMENT (156-172)**

#### **a) INTERNAL STRUCTURE OF LAMENT:**

The LAMENT has a nucleus and 1 satellite.

The nucleus has only a multilogic core, a trio, with 3 rounds.

The satellite is an incidental query.

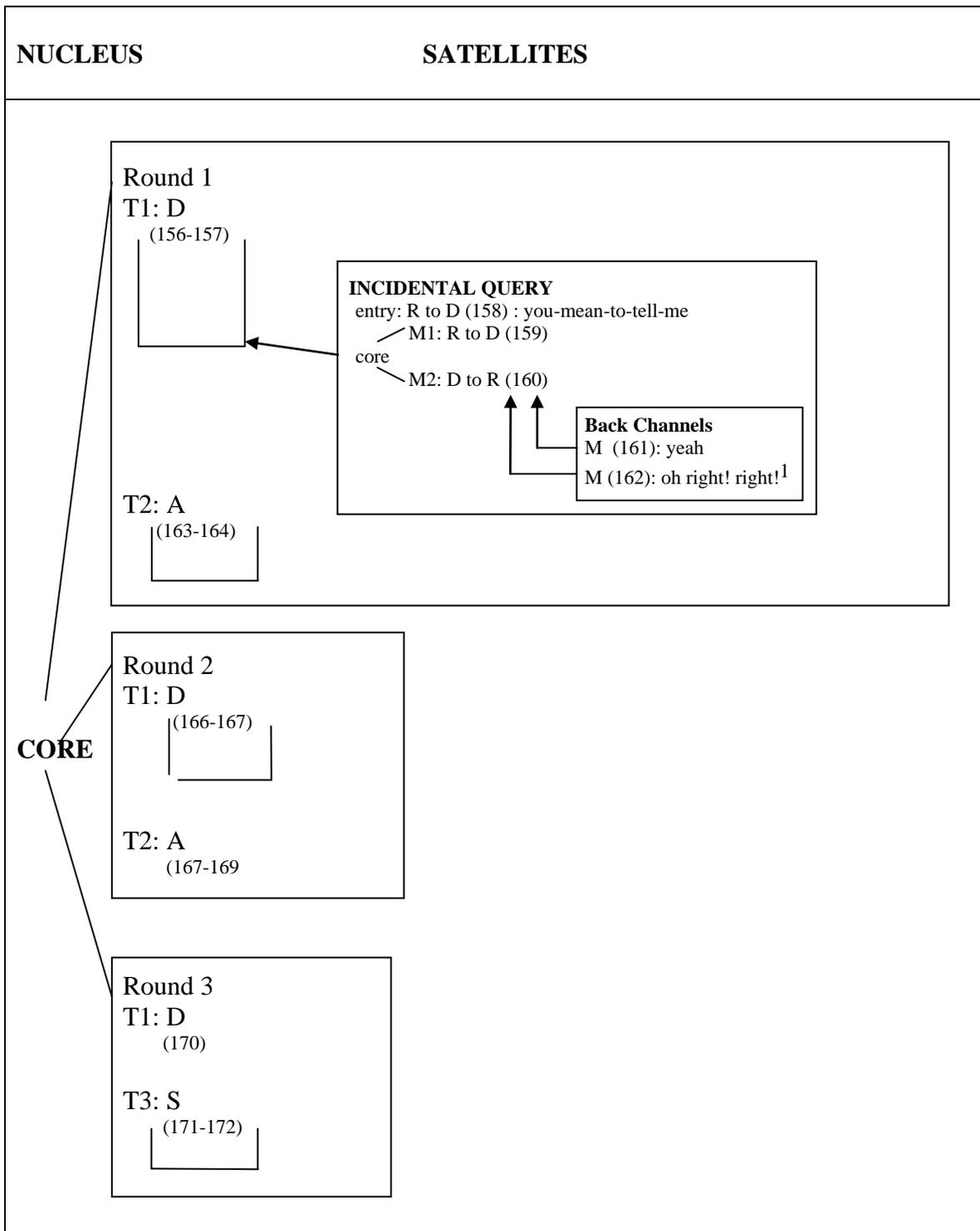
It has a nucleus and a satellite

The nucleus has an entry and a core.

The entry is a univox.

The core is a dialogue initiated by R and addressed to D, with one exchange.

The satellite is a univocal back channel by M responding to D.



**Respondent's account:**

fn1

(161-162) confirmation

'oh' marks speaker involvement

## b) RHETORICAL ORGANIZATION OF CORES:<sup>1</sup>

### Round1: initial round of lamentations

T1: D's confirmation of R's report: <sup>1</sup>

(156): she's always here

(157) she pops her head in

#### INCIDENTAL QUERY

M1: R's request for confirmation to D: <sup>2</sup>

(159): she counts this room!?

M2: D's response to R (confirmation): <sup>3</sup>

(160): she comes in and counts people

T2: A's lamentation<sup>4</sup>

•1: lamentation proper:

(163): she's not supposed to do that!

•2: elaboration:

(164): I-mean we're not in the library

### Round2: second round of lamentations

T1: D's confirmation of R's report<sup>5</sup>

*initiation:*

(166): I know that

*development:*

(166): they've been doing it for years that way

T2: A's explanation of N's behavior: <sup>6</sup>

*initiation:*

(167): I know

*development:*

(168): that's why their numbers are so impressive

(169): so she uses it as justification for money and staff

### Round3: third round of lamentations

T1: D's lamentation:

(170): whispering

T3: S's lamentation:

*initiation:*

(171): oh my god! <sup>7</sup>

*development*

(172): why can't she be like everybody else?! <sup>8</sup>

**Respondent's account:**

-fn1

(156-162)

that what N was doing when she stuck her head in the door was counting the bodies in the room for her "tally" is confirmed by D and M who see this particular behavior many times each day

-fn1'

(156-157)

confirmation

-fn2

(158-159) request for further confirmation

-fn3

(160-162) confirmation

-fn4

(163-164)

lamentation:

A still annoyed, laments: "she's not supposed to"

-fn5

(165-166)

confirmation by D

-fn6

(167-169)

explanation:

then resigned, A explains what the result is and what N's motivation is

-fn7

(171)

hyperbole by S

-fn8

(172)

rhetorical question:

S's rhetorical question on the nature of N draws this section of the meeting to a close

## VF1 SECTION (174-175)

### (1) RECAPITULATION

#### a) Analytic Specification of Section:

**Defining Criteria for VF1:**

**Type of Talk:** WORK-RELATED

**Modality of Talk:** displaced

**Focality:** focal

**Segmentation Criteria for VF1 Section (174-175):**

**agenda item:** syllabi

#### b) Transcript of Talk in Section:

A (174): ok  
 (175): do I have everyone's syllabi?

### (2) BASIC UNITS:

There is only part of a basic unit, VF1 Stretch (174-175). It is part of a QUERY, specified by the semantic schema: A checking with the group that she has their syllabi.

### (3) DETAILED ANALYSIS OF QUERY (174-175)

#### a) INTERNAL STRUCTURE OF QUERY:

The QUERY has only a nucleus. The latter has an entry and a partial core, a dialogue with only the first member of an exchange.

<b>NUCLEUS</b>
<p>ENTRY: A (174): OK<sup>1</sup></p> <p>    /    M1: A to all (175)</p> <p>CORE</p>

#### Respondent's account:

fn1

(174)

A's OK signals this "aside" is concluded  
change of topic

#### b) RHETORICAL ORGANIZATION OF PARTIAL CORE:

<p><b>A's request for information to all:</b></p> <p>(175): do I have everyone's syllabi?<sup>1</sup></p>
---

#### Respondent's account:

fn1

(175)

and A resumes with the business at hand  
request for information  
everyone's voice goes back to normal

### **III: INTERACTION CLIMATE**

#### **I. INTERACTIVE MODE: PARTICIPANT ALIGNMENT**

The respondent describes the alignment between A and the group from 2 standpoints:

(1) DISTANCE:

A distances herself from the group when they don't pay attention to her.

(2) PERMISSIVENESS:

A's leadership style is total permissiveness.

She treats the member of the group as a permissive mother would treat her boisterous children.

#### **II. REACTIVE MODE: PSYCHOLOGICAL STATES**

The group at first is upset by announcement of visit by observers.

After a while they accept it and the mood lightens up.

They start having fun with the idea of making the visitors work with the kids.

A at first shows concern for the feelings of the group. Then she is indifferent.

She gets annoyed at N's interference

## DATA FROM RESPONDENT'S ACCOUNT PERTAINING TO INTERACTION CLIMATE

### **VF7 SECTION (1-4)**

#### **REACTIVE ACCOUNTING ONLY: PSYCHOLOGICAL STATES**

M feels guilty because she is late: she feels compelled to apologize (1-2)

M is surprised (4)

R shows concern: to make her feel better (3)

### **VF6 SECTION (5-8)+(17)+(19)**

#### **REACTIVE MODE ONLY: PSYCHOLOGICAL STATES**

A is concerned (benevolent authoritarianism)

like a good mommy A reminds the rest of us to thank Mj for the treat (7)

### **VF3 SECTION (9-16)+(18)+(20)**

#### **REACTIVE MODE ONLY: PSYCHOLOGICAL STATES**

S is bored (9)

**VF1 SECTION (21-95)****REACTIVE ACCOUNTING ONLY: PSYCHOLOGICAL STATES**

the teachers feel strongly about being observed (20)

M reacts most strongly; there's hostility in her voice (24)  
judgment (71)

M's laughter reveals her unease: she finds the practice offensive philosophically (36)  
M becomes more aroused (83-83')

S is surprised (37)

S is conciliatory: tries to bring the two sides of this "dispute" together (86)

A tries to deflect the threat away from us (25-35)

A again to relieve concern, directs attention of J to other components (39-42)

A again reassuring her component members (55-62)

R reassuring (69)

**VF2 STRETCH (96-98)+(100) +(102-110)+(114)****REACTIVE ACCOUNTING ONLY: PSYCHOLOGICAL STATES**

commiseration by all (100, 103-107)  
everyone laughs (105, 106)

**V F2 SECTION (129-144)****REACTIVE ACCOUNTING ONLY: PSYCHOLOGICAL STATES**

A is distancing herself from the announcement (117-8)

A looks on the plus side for the observer (140-2)

R gives reassurance(128)

the mood lightens (129)

everyone laughs (134, 137)

**VF5 SECTION (147-155)****REACTIVE ACCOUNTING ONLY: PSYCHOLOGICAL STATES**

A is surprised (147')

A is indignant (149-152)

**VF2 SECTION (156-173)****REACTIVE ACCOUNTING ONLY: PSYCHOLOGICAL STATES**

A is still annoyed (163-164)

A is resigned (167-169)