4-Core
Ref. 67-UNC at CRC

FORMAT 6

Submit originals and one copy and electronic copy to the Faculty Senate Office
(Email electronic copy to jbharvie@alaska.edu)

REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

SUBMITTED BY:

Department	Anthropology	College/School	CLA
Prepared by	Robin Shoaps	Phone	474-6884
Email Contact	rashoaps@alaska.edu	Faculty Contact	Robin Shoaps

See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ *for a complete description of the rules governing curriculum & course changes.*

1. COURSE IDENTIFICATION:

Dept	ANTH	Course #	F435	No. of Credits	3

COURSE TITLE	Political Media and Discourses of the American Right

Existing Course		New Course Pending Approval*	X

*Must be approved by appropriate Curriculum Council.)

2. EMPHASIS DESIRED: *(See Guidelines for Oral Intensive Designator)*

Group (medium or large class)	
Public (medium or large class)	
Public (small class)	X
Public (large class) "O/2"	

3. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

ANTH F435 O **Political Media and Discourses of the American Right**
3 Credits Offered Fall Even Numbered Years or As Demand Warrants
This class uses "hands-on" discourse analytic techniques of student-collected media data in order to examine whether or not there is a unified rhetorical style associated with popular contemporary expressions of American Conservatism; the nature of the relationship between a message, its form and persuasion; and how moral stance are taken in political contexts. Evaluation of the veracity, ethical or historical merits of conservative political stances is not part of the scope of the class. *Prerequisites: COMM F131x or COMM F141X; ENGL F111x; ENGL 211x or ENGL 213x or permission of instructor. Recommended: coursework on rhetoric, political science, linguistics or anthropology.* Cross-listed with LING F435. Stacked with ANTH F635 and LING F635

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Oral presentations are integral to this course, one hour per week of which is carried out in a "workshop" format. A course goal is to have students participate in a research team, in which they develop and share their individual areas of expertise (in this case, their own political pundits). The key component of this is that students take turns presenting political media data to the rest of the class in both informal and formal contexts so that they can gather feedback from their classmates and the instructor. Because each student has their own host, peers are motivated to ask questions of the student presenter, the default "expert" on their subject matter. The feedback on oral presentations plays an

important role in students' final research papers, which may involve comparisons between hosts.

The attached syllabus must clearly reflect the following basic elements for the **ORAL COMMUNICATION** emphasis requested. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)

GROUP (medium or large class) (Regularly enrolling at least 12 students)

A	15% of the final grade based on oral communication
B	1 ongoing, integrated group project with 5-8 students
C	2 presentations (minimum of 5 minutes per member)
D	Question & Answer period for both presentations
E	Group and Individual grading
F	Instructor Evaluation/Feedback on all presentations

PUBLIC (medium or large class) (Regularly enrolling at least 12 students)

A	15% of the final grade based on oral communication
B	3 presentations (minimum of 5 minutes each)
C	Question & Answer period for both presentations
D	Instructor Evaluation/Feedback on all presentations

PUBLIC (small class) (Regularly enrolling less than 12 students)

A	15% of the final grade based on oral communication
B	2 presentations of 20 minutes with Question & Answer **or**
	3 presentations of 10 minutes with Question & Answer
C	Instructor Evaluation/Feedback on all presentations

PUBLIC (large class) "O/2" (Regularly enrolling 20 or more students)

A	7.5% of the final grade based on oral communication
B	1 presentation (minimum of 5 minutes), **and**
C	1 presentation of 8-10 minutes with Question & Answer
D	Instructor Evaluation/Feedback on all presentations

APPROVALS:

[signature]	Date	2/7/14
Signature, Chair, Program/Department of:	Anthropology	
[signature]	Date	1/21/14
Signature, Chair, College/School Curriculum Council for:		
[signature]	Date	2/7/14
Signature, Dean, College/School of:	CLA	

UNIVERSITY of ALASKA

ANTH-LING F435 Political Media and Discourse of the American Right

Patrick Marlow <pemarlow@gmail.com> Tue, Feb 11, 2014 at 8:44 AM
To: Breehan Yauney <boyauney@alaska.edu>

Breehan,

I approve Robin's course
ANTH-LING F435 Political Media and Discourse of the American Right
as an Oral Intensive course.

Patrick Marlow, Chair
Linguistics Program
University of Alaska Fairbanks

On Tue, Feb 11, 2014 at 8:21 AM, Breehan Yauney <boyauney@alaska.edu> wrote:
Hi Patrick,

You approved Robin Shoaps new course proposal for ANTH-LING F435 Political Media and Discourse of the American Right, however you did not sign the Oral Intensive Designator request that goes with it. Please send me an e-mail indicating your approval or disapproval.

Thank you,

- Breehan

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Breehan Yauney
Administrative Generalist
University of Alaska Fairbanks
College of Liberal Arts, Dean's Office
404 Gruening Building
PO Box 756280
Fairbanks, AK 99775-6280
(907) 474-7231 | (907) 474-5817 [FAX] | www.uaf.edu/cla

Dean's Office Hours: M-F 8:00am to 12:30pm & 1:30pm to 5:00pm

Breehan's Summer Hours (June 1st to August 18th, 2013): 8:00am to Noon

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Political Media and Discourses of the American Right

ANTH/LING 435 O
3 credits

Prerequisites: COMM F131x or COMM F141X; ENGL F111x;
ENGL 211x or ENGL 213x or instructor's permission.
Recommended: Prior courses in rhetoric, linguistics, anthropology or political science.

Meeting time and location: TBA

Instructor:	Dr. Robin Shoaps
Office Hours:	TBA or by appointment in Bunnell 305B. Bring memory stick or laptop to discuss data
Phone:	474-6884
E-mail:	rashoaps@alaska.edu

1. Catalog (Short) Description:
This class uses "hands-on" discourse analytic techniques of student-collected media data in order to examine whether or not there is a unified rhetorical style associated with the American Right; the nature of the relationship between a message, its form and persuasion; and how moral stances are taken in political contexts. Evaluation of the veracity, ethical or historical merits of conservative political stances is not part of the scope of the class.

2. Overview:
Talk radio, and increasingly, cable news programming, have provided a vibrant platform for conservative punditry and have played a major role in American political discourse. This course will provide students with a new perspective on the mediated political messages leading up to and in the wake of presidential and local and national midterm elections. In approaching political media from a discourse analytic point of view, the course will expose students to a broad analytic framework that is suitable for approaching all forms of political and public moral discourse. A major focus of the class will be on "hands-on" and workshop style analysis of media data and examination of the specific communicative practices found there. Students will be responsible for collecting and transcribing the media broadcasts that will comprise the material for class analysis and discussion. Larger questions to be considered in the class include whether or not there is a unified rhetorical style associated with the American Right; the nature of the relationship between a message, its form and persuasion; and how moral stances are taken in political contexts.

What this course WILL NOT prioritize:
This class is not a journalism or political science class. While we are concerned with identifying political stances, will not evaluate pundits based on the factuality of their statements nor whether their stances are "right" or "wrong." Your and the instructor's political opinions are

irrelevant to analysis. Papers and discussion should not address whether or not you agree with the host. By divorcing ourselves from factual analysis and our political opinions we will be able to learn a new way of listening, one that gives us training to go beyond what a blogger or opinion columnist can write.

Course Goals:
Students will:

- Learn a new framework for "listening" to political media
- Conduct analysis of political media that steps outside of evaluating facts or whether you agree with political platforms
- Recognize and identify the specific rhetorical strategies used by a particular conservative pundit
- Contextualize political media with respect to American conservativism
- Collect data and become an "expert" on the language use of a particular conservative pundit

Student Learning Outcomes:
Upon completion of this course, students should be able to:
• Transcribe discourse data
• Be able to analyze political media with respect to semantic, prosodic and stylistic traits
• Recognize and analyze different units and levels of discourse structure.
• Demonstrate an ability to integrate existing literature into a research project

Instructional Methods:
Regular class time will be divided into 2 formats: In general two days a week will be devoted to lecture and we will discuss the weekly reading assignments and your listening journals. On "lab days" we will discuss data (often provided by a student).

This course is designated as Oral-Intensive (O). ORAL ACTIVITIES IN THIS COURSE WILL FOLLOW THESE RULES:

- A minimum of 15 percent of the graded work will be based on effectiveness of oral communications.
- Students will receive intermediate instructor assistance in developing presentational competency.
- Students will utilize their communication competency across the span of the semester, not just in a final project.
- Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations.

3. Course Requirements:

Oral Participation:

15% of the course grade is based on your oral participation in data workshops and labs. Oral participation is evaluated on your speaking skills and your abilities to integrate class readings into your commentary and presentation.[1]

Each student will have multiple opportunities to discuss their data in class[2]:

1. Data Workshop Presentation: Each student will do a formal presentation of their data, the week of which he/she is "off the hook" for other assignments (aside from readings). The presentation segment should be chosen for rhetorical characteristics (i.e., not necessarily the first few minutes of a show) and should not include commercials, theme music, etc. Plan to prepare a 3-5 minute segment, to be presented in 20 minutes, with copies of transcripts for class to facilitate the question and answer period. Students are required to bring their data to discuss it with me first.

2. Project Presentation: At the end of the semester, each student will present his or her final paper research topic and findings. This presentation will last 20 minutes and provide an opportunity for peer and instructor questions and feedback.[3]

3. Moderation: Each student will moderate another student's data workshop presentation (#1). The moderator should meet with the presenter in advance and prepare comments on the data and discussion questions. The moderator will speak for 5 minutes and will lead discussion and moderate Q & A.

Attendance:
Because much of the methodological framework introduced in the course will be presented in lecture and data workshop format (not through readings), regular attendance is very important in acquiring the skills necessary for a successful presentation or paper. Students may miss two class periods without it affecting their attendance grade.

Weekly Assignments:
Each week you are required to hand in either hand in a transcript OR a journal entry (see more below).

Radio, television and internet data collection:
Each student will be assigned a talk radio, vlog or television program to observe to for the duration of the quarter. On alternating weeks, you will be assigned to listen to/watch one hour of your program (it can be in chunks over several days, or from a single broadcast) and keep a journal. I will provide details on my expectations for this journal in class. Similarly, on alternating weeks you will record and transcribe a 3-5 minute segment of your program.

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[1] This meets oral requirement "A" for Public speaking small courses, according to university-wide guidelines.
[2] The two 20 minute presentations with Q&A and moderation meet oral requirement "B" in general university guidelines for Public speaking small classes.
[3] The feedback from peers and instructor on both presentations meets oral requirement "C."

Listening journals, transcriptions and sound files should be handed in via the course website on Blackboard (and hard copy) and are due before lab sections.

Final Paper: Details will be given in class, however an outline will be due several weeks before the deadline. Students are required to visit my office hours to discuss their final papers/data during the semester, before the outline is due (see schedule).

Grade Distribution:

Attendance	10%
Oral participation in data workshops (including moderation)	10%
Research presentation	15%
Written Listening/viewing journals and media ethnography	10%
Transcription assignments	20%
Corpus	15%
Final Paper	20%

Grading is based on the following scale:

95-100%	A
90-94%	A-
86-89%	B+
83-85%	B
80-82%	B-
76-79%	C+
73-75%	C
70-72	C-
66-69	D+
63-65	D
62 and below	F

Grading is not done on a curve. Note that Anthropology and Linguistics students who wish to take this course for part of the requirements for their major must receive a C (2.0) in order for it to count. For more information please see: http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

4. University Policies and Resources:

Academic Integrity:
Plagiarism is a form of cheating in which you use anyone else's ideas and/or words (both published or personally communicated) without proper citation of the source. Whether from a printed source, the Internet, a lecture or a friend or family member, you must cite the source properly, if you got the idea from someone else—and this is true even if you are not using the source's exact wording. Be aware of the University's policies on academic dishonesty.

When academic dishonesty is documented on any assignment or exam, you will receive a zero and the matter may be turned over to the Dean of Students for inquiry, with the recommendation of a failing grade in the course.

You should familiarize yourself with the Student Code of Conduct (http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct)

and the University statement on Plagiarism (http://library.uaf.edu/ls101-plagiarism).

For information on how to properly cite sources see: http://library.uaf.edu/ls101-citing

Support Services:
Student Support Services are available at UAF: http://www.uaf.edu/sssp/

These services include: free tutorial services; academic advising, mentoring, and personal support; direct financial assistance to qualified low-income participants; use of laptop computers, labs, and other technology resources; and cultural and social engagement. The office is located at 512 Gruening buildng.

See also http://www.uaf.edu/catalog/catalog_10-11/services/serv01.html

Writing Center:
Students are required to visit the Writing Center (801 Gruening) at least once during the semester:

http://www.alaska.edu/english/studentresources/writing/

You can make an appointment (474-5314) to go over a paper with someone at any stage in the writing process, from rough outline to final draft. You can also print up to 25 pages at a time for free. This is an excellent service to take advantage of at any stage of your student career.

Speaking Center:
Students are required to visit the Speaking Center at least once during the semester and are strongly encouraged to seek assistance before presenting the final paper. The Speaking Center is located in Room 507 in the Gruening Building. Call 474-5470 for Speaking Center hours and to schedule an appointment. Walk-ins are welcome, but it is best to make an appointment.

Disability Services:
The University of Alaska is committed to providing equal access for students with disabilities. If you experience a disability and will need special accommodations, please contact me during my office hours. I will work with the Office of Disabilities Services (208 WHIT, 474-5655) to

provide reasonable accommodation to students with disabilities.

5. Policies:

Communication:
Do not expect instant turn-around on emails. I do not check my email frequently on weekends or at night. I would prefer face-to-face interaction and I am passionate about discussing data and readings with you during my office hours or another pre-arranged time—please take advantage of this.

Electronic devices: No cell phones in class. Students should bring laptops on transcription days (to be announced in class) and may bring laptops on workshop and presentation days.

Late assignments
Will be docked half a letter grade for each day late. I do not accept listening/viewing journals or transcription assignments that are more three days late. Handing an assignment in after class counts as late.

Acceptable assignment submission formats:
Do not email electronic copies of assignments to me. Please hand in hard copies of transcriptions and listening journals, in addition to electronic submission under "Discussions" on Blackboard.

I have very specific file naming properties, the importance of which will become evident when it is time to compose the class corpus. I will explain these in class and subtract 10% from your assignment grade for failing to follow formatting and file-naming instructions.

6.Course Materials (Tentative):

Books:
The following required texts are available on reserve at Rasmuson library and at the UAF campus bookstore:

David C. Barker, 2002. *Rushed to Judgment: Talk Radio, Persuasion and American Political Behavior*. Columbia U Press, ISBN 0-231-11807-4

Chilton, Paul. 2004. *Analysing Political Discourse: Theory and Practice*, pp. 48-65. Routledge

Thomas Edsall, 2007. *Building Red America: The New Conservative Coalition and the Drive for Permanent Power*. Basic Books. ISBN 10: 0-465-01816-1

John Mickelthwait and Adrian Woolridge, 2004.*The Right Nation: Conservative Power in America*. Penguin. ISBN 0-14-303539-8

George Lakoff, 2002. *Moral Politics: How Liberals and Conservatives Think.* University of Chicago Press. ISBN 0-226-46771-6.

The following books are recommended further reading for those who would like to learn more about conservativism in America and responses to its rise (on reserve, some chapters are assigned and will be on Blackboard):

Diamond, Sara. 1995. *Roads to dominion: Right-wing movements and political power in the United States.* Guilford.

Pierson, Paul and Skocpol, Theda, eds. 2007. *The Transformation of American Politics: Activist Government and the Rise of Conservativism.* Princeton University Press.

Articles and Book Chapters:
All other readings will be available or, in the case of library resources, linked on Blackboard under "course documents."

Blackboard:
You will hand in your transcripts, journal entries and recorded segments on Blackboard. The course site will also have links to streaming broadcasts, transcription conventions, transcription software, assignment guidelines and the course schedule.

7.Topics, Deadlines and Schedule:

Because the course is really a research team, much of your training will be sensitive to the sorts of issues that arise organically from our data. Thus, I may tailor latter aspects of the syllabus around particular issues that arise. Similarly, depending on how quickly or slowly we make our way through material, some readings may be moved to "recommended" status or lecture topics may be dropped altogether. Please check Blackboard announcements (and your email) for updated syllabi; I will also announce changes in class.

Unless otherwise noted, readings are required.

Topics and readings subject to revision.

Date	Topic	Reading Assignment or note
Week 1	Introduction & class business	
Week 2 (no lab)	Conservatism and American exceptionalism; Receive host assignment and journal guidelines Guide to contemporary major political figures	Mickelthwaite & Wooldridge Ch 12-13 David Foster Wallace Harper's article (for

		fun)
	First homework assignment handed out: Host Profiles Overview of accessing and capturing data	American electoral system and government: selections from Shively (2011)
Week 3	The formation of contemporary conservativism Units of discourse transcription	Edsall Ch 5, 6 Optional: Pierson & Skocpol, 2007)Ch 5
Lab Session	*Practice transcription* *Host profiles and listening/viewing journals due*	*Bring headphones and laptop with Transcriber installed. Download sample soundfile from Blackboard*
	Formation of conservativism (cont'd), Talk Radio: history, policy, partisanship Transcription	M & W: Ch 1 Optional: Hartley Hillard and Keith
Week 4	Political discourse	Chilton Ch 1-2
Lab session	*2 minute transcription due*	*bring memory stick with transcript and sound clip, post to Blackboard before class*
	Talk radio genres	Douglas Holland
Week 5	Political discourse	Chilton, ch 3-4
Lab session	*Listening/viewing journal due* *Discussion of student transcripts*	

	Cont'd discussion of transcription conventions	TBA
Week 6	Religious radio and broadcasting & Political engagement of the religious right	Diamond Hangen Optional: Apostolidis, Brown ch 11-13
Lab Session	*3 minute transcription due*	*bring memory stick with transcript and sound clip, post to Blackboard before class*
	Representation in political discourse	TBA
Week 7	Call-in radio, debate and "hot talk"	Hutchby Ferenchik Optional: Capella et al (highly recommended for call in hosts)
Lab session	*Listening/viewing journal due* *Data discussion*	
	Presenting the "facts" and speaking with authority Linguistic resources in English for marking evidentiality and epistemic stance	Chafe, Optional Philips
Week 8	Repetition as a rhetorical strategy	Tannen 1987
Lab session	*5 minute transcription assignment due*	*bring memory stick with transcript and sound clip, post to Blackboard before class*
	Evaluation, assessments and explicit stance-taking	Linde Optional:

		Goodwin
Week 9	Rhetorical strategies for implicit evaluative stance-taking Part 1: Changes in footing and participant roles as resources contributing to authority and expert status	Wortham, Optional: Goffman, Matoesian
Lab Session	*Listening/viewing journals due*	
	Part 2: Reported speech and double voicing	Tannen 1995 Optional: Voloshinov, Urban
Week 10	Part 3: Transposition, sarcasm and the burlesque	Shoaps Optional: Clift 1999
Lab Session	*5 minute transcription assignment, data discussion*	*bring memory stick with transcript and sound clip, post to Blackboard before class*
	"Style as substance:" non-referential messages and their conservative appeal	Silverstein
Week 11	The fit between form and content: Persuasion and the power of tropes	Lakoff 3-64 Optional: Agha
Lab session	*Listening/viewing journals, data discussion*	
	Persuasion and the power of tropes, cont'd	Lakoff 65-107
Week 12	The fit between form and content: tropes, "concepts" and hegemonic discourse	Lakoff 143-196 Optional: Cohn, Lakoff 222-262
Lab session	*6 minute transcription due*	*bring memory stick with transcript and sound clip, post to Blackboard before class*
	Conservative mobilization: putting rhetoric to work?	Edsall Ch. 1

Week 13	Anger points and polarization	Edsall Ch 2, 3
Lab Session	*Listening/viewing journals due,* *Student-led data discussion*	*Student presenter should bring soundclip on a memory stick and printed transcripts*
	THANKSGIVING HOLIDAY	
Week 14	Conservativism in the public sphere:Media personalities, political commentary and the danger to democracy? *Hand in outline and proposal for final paper* *You must have met with me before this date*	Barker: Chs 1-4 Optional: Bennett Hall
Lab session	*6 minute transcription due* *Student-led data discussion*	*Student presenter should bring soundclip on a memory stick and printed transcripts*
	Media personalities and danger to democracy, cont'd	Barker Ch 8
Week 15	Dangerous persuasion?	Jacobs
Lab session	*Listening/viewing journal* *Student-led data discussion*	*Note: Student presenter should bring soundclip on a memory stick and printed transcripts*
	New forms of "political commentary," and the health of public discourse and democracy	Lule Hart Hariman Bennett (very short readings)
Week 16	Student research presentations	

Partial and tentative bibliography of book chapters and articles (please note that required and recommended books are cited above):

Apostolidis, Paul. 2002. Scanning the "stations of the cross": Christian Right radio in post-Fordist society. In M. Hilmes and J. Loviglio, eds., *The Radio Reader: Essays in the Cultural History of Radio*, pp. 461-483. Routledge. .

Cohn Carol. 1987. Sex and death in the rational world of defense intellectuals. *SIGNS* 12 (4), pp. 685-718.

Diamond, Sara. 1989. To rule and to reign. In *Spiritual Warfare: The Politics of the Christian Right*, pp. 45-81. South End Press.

Douglas, Susan. 2002. Letting the boys be boys: Talk radio, male hysteria and political discourse in the 1980s. In M. Hilmes and J. Loviglio, eds.,*The Radio Reader: Essays in the Cultural History of Radio*, pp. 485-503. Routledge.

Frank, Thomas. 2004. Persecuted, powerless and blind. In *What's the Matter with Kansas? How Conservatives Won the Heart of America*, pp. 113-137. New York: Metropolitan Books.

Goffman, Erving. 1981. Footing. *In Forms of Talk*, pp. 124-159. University of Pennsylvania Press.

Hariman, Robert. 2007. In defense of John Stewart. *Critical Studies in Media Communication* 24(3): 273-277.

Hart, Roderick and EJ Hartelius. 2007. The political sins of John Stewart. *Critical Studies in Media Communication* 24(3): 263-272.

Hilliard, Robert and Michael Keith. 1999. The genesis of bitter air. In Waves of Rancor: Tuning in the Radical Right, pp. 3-35. M.E. Sharpe.

Hutchby, Ian. 1999. Power in discourse: The case of arguments on a British talk radio show. In A. Jaworski and N. Coupland, eds.,*The Discourse Reader*, pp. 576-588. Routledge.

Lakoff, George and Mark Johnson. 1980. *Metaphors We Live By*, pp. 3-32. University of Chicago Press.

Larsen, Jonathan. 2001. Rush Limbaugh: Talk radio's big mouth. Columbia Journalism Review.

Laufer, Peter. 1995. *Inside Talk Radio: America's Voice or Just Hot Air*, pp. 38-67. New York: Birch Lane Press.

Linde, Charlotte. 1997. Evaluation as linguistic structure and social practice. In Gunnarsson, Linell and Nordberg, eds., *The Construction of Professional Discourse*, pp. 151-172. Addison Wesley Longman.

Lippmann, Walter. [1922] 1949. Selections from *Public Opinion*, pp. 41-49, 150-158. The Free Press.

Lule, John. 2007. The wages of cynicism: John Stewart tried for heresy at NCA San Antonio. *Critical Studies in Media Communication* 24(3): 262.

Seib, Philip. 1997. Rush Hour: Talk Radio, Politics and the Rise of Rush Limbaugh. Summit Group.

Shoaps, Robin. 1999. The many voices of Rush Limbaugh: the use of transposition in constructing a rhetoric of common sense. *Text* 19(3): 399-437.

Silverstein, Michael. 2003. *Talking Politics: The Substance of Style from Abe to "W,"* pp. 1-16. Chicago: Prickly Paradigm Press.

Tannen, Deborah. 1995. Waiting for the mouse: constructed dialogue in conversation. In
Mannheim and Tedlock, eds., *The Dialogic Emergence of Culture*, pp. 198-217. University of Illinois Press.
Tannen, Deborah 1987. Repetition in conversation: toward a poetics of talk. *Language* 63(3): 574-605.
Urban, Greg.1989. The 'I' of discourse. In Lee and Urban, eds., *Semiotics, Self and Society*. Mouton de Gruyter.
Voloshinov, V.N. Selections from *Speech Genres and Other Late Essays*. University of Texas Press.
Warren, Donald. 1996. *Radio Priest: Charles Coughlin, Father of Hate Radio*. Chapter 9 Free Press.