Chapter 11 - Transcripts

Note: Activity 1B: Perceptions of Refusals uses "A Professor's Advice 1 and 2." Activity 3: Identifying Softeners also uses "A Professor's Advice 1."

A Professor's Advice 1

1	Advisor:	Taylor, I've looked over your-transcript and I've noticed
2		That you've taken a lot of—literature classes but you haven't
3		taken any linguistics classes, and there's a Spanish linguistics class
4		that I think it would be really beneficial for you to take this semester
$5 \rightarrow$	Student:	Yeah, I don't know—I thought about that, but I really—I really felt
6		that I've, I've learned enough-linguistics before in my other classes
7		so::—I—I kind of felt like I wanted to take a literature class.
8	Advisor:	Yeah, well this focuses not just on the linguistics that you've learned
9		but it applies to Hispanic Linguistics—so I think it would be
10		really beneficial if you had some other linguistics background.
11 →	Student:	m-kay—well—I don't know—I'm really—I'm really not—
12		I don't feel completely ah—like I need—ah—I guess I feel
13		like I can—get enough out of the books that I've read and—
14		just from previous classes
15		so:: I'm st—I'm still kind of unsure about it ((laughs))—uh
16	Advisor:	OK, well I just think that it would—it would be very beneficial.
17 →	Student:	OK, well, I'll—I'll look into it—I'll think about it some more.
18	Advisor:	OK.

1

A Professor's Advice 2

1	Advisor:	Well—I've been reviewing you	r transcript and uh while you've taken a lot	
2		of Spanish classes, a lot of liter	ature classes for your Spanish major, you	
3		you haven't taken any linguisti	cs classes yet—and uh—I think it'd be a real	
4		good idea for you to take this li	nguistics class that's being offered,	
5		it's a really good class.		
6	Student:	Okay, when does that meet?		
7	Advisor:	Um, it meets um Tuesdays, Thu	ursdays in the afternoon.	
8	Student:	Okay, um, my Tuesdays and Thursdays are really wrapped up right now,		
9		um I'm not gonna be able to do that this semester, um, hopefully		
10		I can get around to it next seme	ester—if that's a necessity for	
11	Advisor:	Well it's not a requirement, but	it's a really good class and it's it's	
12		something that I REALLY think you should take.		
13	Student:	Okay, do you think that it would be helpful in me doing better		
14		in these classes?		
15	Advisor:	It's gonna help you understand the Spanish language better, yeah.		
16	Student:	Okay, um, well like I said-maybe next semester, I can't do it now,		
17		uh per se		
18	Advisor:	um—I I think it'd be very beneficial for you to take it uh—		
19		uh as soon as you can.		
20	Student:	okay, um, do you think I should	d try to rearrange my schedule	
21		or should—is it something	[that I could put off?	
22	Advisor:		[Well, well, I think so,	
23		I think you should take it uh—		
24		you know—I think it would rea	ally be helpful for you	
25	Student:	Okay, um		

Activity 4: Producing Refusals

Refusing a Professor's Advice

For the following three situations imagine yourself at your advisor's office. Read the situation carefully. Take a minute to look over the conversation. You will have 15 seconds to respond. Press [start] on the audio when you are ready to begin the advising session.

Situation 1: Selecting a linguistics class for next year

Advisor–Student: It is class registration time and you go to your advisor's office to finalize your schedule for next year. After exchanging greetings, your professor begins the advising session.

(Student hits Play button to begin the advising session.)

ADVISOR:	[Professor begins advising session]
	[Tone]
YOU:	Respond: Briefly agree with your professor's suggestion and provide a
	reason for not taking the class.
	[Tone]
ADVISOR:	[Professor responds]
	[Tone]
YOU:	Respond. Provide a partial agreement response, then an alternative or a
	suggestion.
	[Tone]
ADVISOR:	[Professor ends advising session].

Situation 2: Selecting an English class for next year

Professor–Student: It is class registration time. You go to your advisor' office to finalize your schedule for next year. After exchanging greetings, your professor begins advising session.

ADVISOR: [Professor begins advising session]

[Tone]

YOU:	Respond: Briefly agree with your professor' suggestion and offer a mitigated refusal for not taking the class.
	[Tone]
ADVISOR:	[Professor responds]
	Tone]
YOU:	Respond. After a partial agreement response, end the conversation with a strategy that postpones this class.
	Tone]
ADVISOR:	[Professor ends advising session]

Situation 3: Final paper review

Professor-Student: You go to your advisor' office to discuss the comments she gave you on your final paper. After exchanging greetings, your professor begins advising session.

ADVISOR:	[Professor begins advising session]
	[Tone]
STUDENT:	Respond. Briefly acknowledge your professor' suggestions, and provide a reason that shows your partial disagreement with your professor's suggestion.
	[Tone]
ADVISOR:	[Professor responds]
	[Tone]
STUDENT:	Respond. Open your turn with a brief positive response, and offer a suggestion or an alternative.

[Tone]

<2>Follow-Up Activity: Refusing Invitations

Erin (female) and Paul (male) are two college students at an American University in the southern United States. Erin invites Paul to her birthday party and Paul declines.

D uin				
Erin:	Hey Paul—how's it going?			
Paul:	hey, Erin how are you?			
Erin:	I'm fanta::stic			
Paul:	I haven't seen you in a long time—	[where you been?		pening
Erin:		[I		
	I've just been working—going to class	L		
Paul:	[oh good—good			
Erin:	[the usual—		J	
Lann.			\leq	
	I'm so glad that I saw you—I've been try	ing to figure out		
	how to get in touch with you cuz—um—I	6 6	\	١
	ę ,	5		
	yesterday—and I'm gonna have a party th			
	and I'm just trying to get in touch with ev			
	from last semester—that we were all in cl	-		
	everything and I really wanted you to con			
	it's gonna be at eight o'clock at my house	:		
Paul:	ooh—this Friday?			
Erin:	yeah			
Paul:	ohh-my goodness-it's my grandmothe	r's birthday this we	ekend	
Erin:	you're kidding			
Paul:	and my grandmother lives out of town $-t$	00		Invitation-
Erin:	oh— [no:::			refusal
Paul:	[and—normally—you know—my pa	rents go of course—	-vou know	sequence
Erin:	umhm	8	J	sequence
Paul:	so—when we go, we spend the weekend	with 'em		
Erin:	yeah			
Paul:	because I live so far away—			
I aui.	we just can't come back and forth on	[a day		
Erin:	we just can't come back and forth on	[yeah		
LIIII.	when are you leaving?	Lycan		
Paul:				
	Thursday night			
Erin:	oh man::—	1 ()10	1	
Paul:	and we're gonna get there Friday morning	g and stay until Sun	day	
- ·				
Erin:	and—there's no way you can—like =			
Paul:	= oh, I wish I could—I—I wish I could m		Indiat	
	because, you know—I haven't seen you fe	or such a [long time		
Erin:		[yeah	respon	nse
Paul:	and I'd like to get-you know-I'd like to	o get back with		
	you but-um-maybe next-are you bus	y next week? 🔍		
	I mean—I'll take you out for dinner or =			
			Suggesti	on-
			response	
			-	

Erin:	= ohh ((laughs)) that's nice of you—um yeah we can just—	
	we can get together—that's cool	
Paul:	would that work?	
Erin:	yeah	
Paul:	ok	
Erin:	well, I'm sorry you can't come,	
	but have a good time with your grandmother	Closing
Paul:	alright—I'm sorry too—	
Erin:	alright	
Paul:	happy birthday	
Erin:	thank you.	
	ノ ノ	1