

Table 2: Mapping Lines 201-290

Line	S P	Transcript	Aspect of Argumentative Writing			Social Relationship to Addressee	Notes
			Styl	Stru	Idea		
201	T	What did you guys think of this				Dialogic	Defining topic of instructional conversation / informal register
202		just overall?			I		
203		Yes				Designating turn taking	
204	S 4	There was lack of ideas //			I	Sharing	
205		Like they were partial but not necessarily completed			I		Taking up informal register in 201
206	T	What kind of / are you talking about?				Teacher requesting elaboration	Shift to instructional register
207	S 4	Sorry....					
208	T	So, the evidence you think?		ST	I		Use of jargon signals pedagogical register
209	S 4	Yeah / evidence		ST			
210	T	I think the evidence there is good but maybe another piece [of evidence] would be better		ST		T takes up authoritative role in evaluating essay	Evaluation of S4's comments
211		Hanna				Turn-taking	
212	S H	Explanation of the analyzing or arguing is not as thorough as it could be	SL	ST		Response anticipating evaluation	Formal, jargon-oriented register
213	T	Okay	SL	ST		Evaluating student response	
214		Huh					
215		Are you talking about the warrants and the backing?		ST		Requesting clarity	Formal, jargon-oriented register
216	S H	Yeah		ST		Respondent anticipating evaluation	
217	T	Alright		ST		Evaluating	
218		Anybody else?				Soliciting respondents	
219		Ok Amy				Designating turn-taking	
220	S A	I think the explanations are made kinda informally	SL			Response anticipating evaluation	
221		It just doesn't sound as formal as /	SL			Response anticipating evaluation	
222	T	So just the word choice, right?	SL			Designating appropriate academic terms	Revoicing
223	S A	Like the sentence structure	SL			Following response model	Using terms indexing formal grammar instruction
224	T	The sentence structure	SL			Validating SA's response	
225		So yes	SL			Teacher evaluating student	
226		Uhm					

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227		Anything else?				Requesting shift in topic	Seeking new information from students
228		Margie				Designating turn-taking	
229	S M	I thought that some of the sentences weren't (inaudible]	SL			Ignores T request in 227	Builds on 223 and 224
230		and that // and rephrase it and make it like useful	SL				Elaborates
231	T	Uhm					
232		Were some ideas like repeated?	SL			Revoicing respondent's comment	T clarifies topic shift
233		Is that what you are telling me?	SL			Positioning SM to agree or disagree	Asking for clarification
234	S M	Yeah	SL			Taking up offered position	
235	T	Okay	SL				
236		So					
237		One of the things you guys have said, I actually //				Positioning class as providing a framework for analyzing the writing sample	Designating reported speech
238		And you know that this paper is actually somebody's paragraph in the room, right?				Framing comments on Writing Sample as a social relationship with a classroom peer	
239		Okay					
240		So					
241		with this paragraph really, everything that you guys have said is something that I have mentioned	SL			Evaluating student responses	Establishing shared evaluation of writing sample
242		Right?	SL			Seeking agreement on shared interpretations	Insuring shared evaluation
243		Now I do think // that we need to give a little bit more credit to the explanation of the evidence		ST	I	Taking authoritative position in relation to students	Shifts conversation away from words and style.
244		// I think					
245		Did anyone else think that?				Provides students with opportunity to align with teacher	
246		(T looks around room. One or two students raise their hands.)				Most students decline opportunity	
247		The explanations, the warranting and the backing /		ST			
248		I think it looked pretty good		ST		Taking authoritative position in relation to students	Telling students what the evaluation should be
249		Uhm soooo /					
250		Let's look at an example here					
251		So, he has (reading from Paragraph A) "The thoughts and actions of Liz help the reader better understand the theme of innocence in the story. For example, Liz feels				Focusing student attention on a stretch of text.	Designating text used to support teacher's position that explanation and warranting were done well.

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		funny about the fact that she likes the color of Jim's arm hair above his tan line."					
252		So, we have piece of evidence / yes?		ST		Seeking agreement with label of text as evidence.	Labeling text as "evidence"
253		(reading). "This funny feeling represents a lack of maturity in Liz because if she can't handle looking at Jim's arms, how will she be able to handle a physical relationship with him?"				Focusing student attention on a stretch of text.	Designating text that will be used to support students' previous comments that writing sample was too informal.
254		Uhm so					
255		(reading). "So, Liz's reaction to seeing Jim's arms represents an innocence that she has with men."				Focusing student attention on a stretch of text.	Designating text that will be used to support student's previous comments that writing sample was too informal.
256		Uhm. Maybe these two					
257		that you guys are talking about uhm					
258		is written a bit too informally like	SL				
259		does that "so" kinda	SL			Focusing student attention on a word in the text	
260		uhm don't really need that "so" there	SL			Taking an authoritative role regarding word use.	Evaluating the use of "so"
261		Is that what you are talking about?	SL			Taking an authoritative role regarding word use	
262		Could these two sentences / maybe / be fused together	SL			Taking an authoritative role regarding word use	Evaluating sentence structure and text style
263		Probably	SL			Taking an authoritative role regarding word use	Evaluating sentence structure and text style
264		But the majority of everything that I read from you guys really is a /				Holding students responsible for their writing	Shifting topics
265		I am mainly concerned about the content right now			I	Establishing teacher authority to frame instructional conversation	Designating "ideas" and content as important
266		Like / do you have the ideas down?			I	Making students accountable for clarity of content	Shifts focus from writing ample and its author to students' writing
267		Rather than, uh, (takes a deep breath),					
268		you know it's a different				Projecting student agreement with teacher	
269		this student's writing is in full sentence	SL				Shifts to focus on writing sample
270		you know what I mean?				Projecting student agreement with teacher	
271		It would be different if he were writing in fragments and no complete sentences	SL			Projecting student agreement with teacher	

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272		And if nobody in this class could write in complete sentences then we would be talking about something else but you guys can do all that.	SL			Positioning the students as good writers	Establishing basis for shifting talk away from style
273		And so, I am more concerned with					Establishing basis for shifting talk away from style
274		can you get your ideas down on paper and written clearly			I	Establishing basis evaluation relationship	Shifting topic to expression of ideas; establishing basis of evaluation
275		Good?			I	Seeking agreement	
276		Uhm					
277		So, I think the information there is good			I	Taking authority for evaluation of writing sample	
278		Uhm					
279		Even / Let's see					
280		The second					
281		There was another example here or a piece of evidence		ST	I	Focusing student attention on writing sample	
282		Uhm I like when the student says (reading), "This situation proves that Liz has optimism in a futile situation. This means that Liz hopes for something that she does not put any work into, while at the same time, allowing the reader to yet again realize that she presents a sense of innocence when dealing with men."			I	Establishing what needs to be shared in the class as good writing	Evaluating text in the writing sample as a good idea.
283		So, a little bit like					
284		we already heard that she represents innocence, right?			I	Establishing shared experiences and framework for evaluation	Highlighting "innocence" as content
285		So that's a little bit redundant	SL			Acknowledging previous student comments	
286		But this idea of that she is hoping for something that she hasn't even had a conversation with him about or put any work into is a little immature in her thinking, right?			I	Refocusing student attention on ideas	
287		I thought /				Asserting teacher authority for evaluation	
288		But definitely		ST			
289		like the warrants and the backing		ST			
290		the student has the idea			I	Public evaluation of writing sample	Highlighting ideas