

Bangor University

DOCTOR OF PHILOSOPHY

Texts, Organisations and Practical Actions

Using organisational accounts as a resource for coordinating practical actions.

McGhee, James

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Texts, Organisations and Practical Actions:

Using organisational accounts as a resource for coordinating practical actions.

By James M. McGhee

Thesis submitted in accordance with the requirements of Bangor University for the degree of Doctor of Philosophy.

December 2015 – School of Social Sciences

Dedication

To Alice and Martin. Still thinking of you.

Abstract

The aim of the thesis is to show how members use accounts of a collection of interactions to coordinate making available the possibility for relevant parties to coordinate doing those interactions as practical accomplishments. The empirical data consists in the texts of a Welcome Pack sent by Bangor University to the cohort of new first year undergraduate students. It is argued that as well as members using accounts to coordinate doing activities in interactions, members use organisational accounts as a *medium of coordination* for organising prospective interactions. It describes how this is used to make available the possibility of doing collections of interactions again, for another first time. It describes how members use accounts of interaction types, category types, and interaction types to do the preparatory work which makes available the possibility for members to coordinate doing activities in interactions. The analysis explicates how Bangor University was used as the resource for how the interactions of Welcome Week were doable as practical accomplishments. It therefore extends Ethnomethodological investigations into how members use organisations as a resource to make available the possibility of doing activities in interactions, and how members use accounts of that availability as a resource to indicate the prospective relevance of those interactions to them.

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Appendices

Appendix One: Bangor University Welcome Week Diary: 2009

Appendix Two: Bangor University Students' Union Handbook: 2009

Appendix Three: Bangor University Location Map.

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Introduction

Aims of the study

The thesis is an investigation into how members use accounts of types of social phenomena to coordinate recognising and producing next occurrences of social phenomena. It is not about what types are, or what constitutes a type, or developing some kind of ‘typology’. It is about the methods of their use; i.e. how members use account of types of social phenomena to coordinate doing “recognising” and to coordinate doing “doing”. *It is an analysis of how members use accounts of types of social phenomena to coordinate the mutually constitutive relations between the ‘realised examples of social phenomena’ and ‘accounts of examples of social phenomena’.*

It is an investigation into how members use “organisational accounts” as a *medium of coordination*. This description is being used to indicate how members use accounts of social phenomena to recognise and produce examples of those phenomena. For example, members use the account “conversation” to coordinate producing sequences of utterances (Sacks et al, 1974). The thesis is an explication of how members use the organisational account “Bangor University” to coordinate the prospective organisation of a collection of interactions, and how this collection was accountable as a “Welcome Week”. It also shows how the account “Welcome Week” was used to coordinate indicating to relevant parties (the students) that the interactions had been prospectively organised using a collection of texts accountable as a “Welcome Pack”. It then goes on to describe how the Welcome Pack was usable by its recipients as a possible resource for recognising which of those interactions were relevant to them. It shows how members use accounts of interaction types to make available the possibility for relevant parties to coordinate doing those interactions as practical accomplishments.

The focus of the thesis is grounded in the observation that a feature of everyday life is that members routinely recognise and orient to the prospective relevance of doing activities in interaction. Further, that interactions go together in sequences; and also that sequences of interactions go together in collections. *The explication here is of how this*

is achievable which makes available the possibility of doing sequences of activities in interaction; and how the parties to an occasion are already oriented to which details are relevantly doable, for that occasion.

It is also an explication of how accounts of sequences of *interactions* are usable to orient to the prospective relevance of doing interactions again. It is accounts of sequences of interactions which members use to make available the possibility that the interactions are doable again. It is how this is achievable which is used by members to orient to the *preparatory work* of achieving co-location in relevant settings at relevant times. This is how each party already oriented to doing the activities tied to an interaction type. It is an analysis of the *seen but unnoticed* preparatory work done by members to make available the possibility of coordinating doing activities in interactions in settings. It is how this is done by members which makes available the possibility of coordinating doing a sequence of activities in interaction, as practical accomplishments. The analysis is of how members use accounts of prospective interactions to make available the possibility of doing those interactions as practical accomplishments; and how members use accounts of social organisations as a resource to indicate which interactions are relevantly doable in which settings for that next occasion.

The object of analysis in this thesis is the collection of texts accountable as “Bangor University Welcome Pack”. The study is an analysis of how members use interaction type accounts as a known in common resource to indicate which activities are prospectively relevant for an occasion; and how to coordinate which of those activities are doable by which party co-present for that occasion. It is an inquiry into how members use accounts of sequences of interactions to indicate the prospective relevance of doing the preparatory work of prospectively organising interactions. This is used by relevant incumbents of the categories tied to those interactions to do the preparatory work of achieving co-location. This is used by those parties to do the work of ‘opening the sequence’ on and for that occasion. It investigates how accounts of interaction types are usable to indicate which activities are relevantly realisable by that production cohort on and for that occasion. The category types bound to the interaction are usable to indicate which activities are expectably doable by which party. Parties to an occasion claim incumbency of one of the categories bound to the activities they are there oriented

to prospectively doing. Each of the parties uses the activities bound to those categories to produce and indicate which category is being claimed for that occasion.

This thesis shows how members use "organisational accounts", as exhibited in the Welcome Pack, as a resource to indicate, organise, realise which collections of interactions are doable in which settings by which parties, on which occasions. It describes how the organisation (Bangor University) was used as the coordinating device to make available the prospective availability of doing just this collection of activities in interactions described in the Welcome Pack. It analyses and explicates how members use accounts of the sequential order of *interactions* to coordinate how to make available the possibility of doing a sequence of *interactions* again, and how parties use those accounts to recognise the prospective relevance of doing those interactions. It is observable that *interactions* are done in sequences. It is being argued that members use the sequential ordering of *interactions* in conjunction with the sequential ordering of 'activities' **in** interactions which members use to coordinate doing social order as a practical accomplishment. The sequential ordering of *interactions* is usable to orient to the prospective relevance of doing activities in interactions.

The study is an examination of how the realised example of (Bangor University) done as collections of interactions in settings in the academic year 2008-9 was usable as a resource to indicate the prospective relevance of organising collections of interactions to be done for a next academic year. One of those collections is accountable as a "Welcome Week". There is then how this account was usable to recognise the relevance of organising a collection of interactions to be done during Welcome Week. There is the issue of where and when each of those interactions will be relevantly doable. There is then the issue of recognising just which interactions will be relevantly organisable for this next occasion. There is then the work of orienting to which parties will be relevant to doing the activities in those interactions. There is then the work of how to make visible to those parties which interactions have been prospectively organised, and to indicate which parties are expectable at which of those interactions. There is then how each of the parties relevant to those interactions will do the work of appearing on site at the relevant time oriented to doing the interaction type tied to that setting at that time. What is being argued in this thesis is that all this work is done to make available the possibility of doing the activities in interactions accountable as "Welcome Week

activities”. All this work is done to make available the possibility for members to mutually coordinate doing a sequence interactions. This is the somehow, the seen but unnoticed background features that Garfinkel was talking about (Maynard & Clayman, 2003: 177). It is how members orient to which interaction type is prospectively relevant for this occasion; how the parties use category types tied to the interaction type to orient to which party is expectable to do which activities in that interaction type for that occasion, which makes available the possibility for those parties to negotiate and coordinate doing just that sequence of activities on and for that occasion.

How the texts of the Welcome Pack were assemble-able by members of the university and how the texts were usable by the students to achieve co-location at relevant settings at relevant times is being used to illustrate how members use accounts of interaction types, category types, setting types to orient to the prospective relevance of doing prospective activities in interactions in settings; and, how members use accounts of organisations, (i.e. “Bangor University”) as a resource for indicating which interaction types are relevantly doable in which settings by incumbents of which category types. It is an illustration of how incumbents of categories use accounts of interactions in settings tied to that category as a resource for doing the preparatory work of arriving at relevant settings at relevant times. It describes how members use accounts of interactions in settings tied to prospective times as a resource for recognising that interactions are prospectively relevant and prospectively doable. It describes how the accounts are used to indicate the preparatory work to be done to achieve co-presence in those settings at those times to coordinate doing a sequence of activities with the other parties also co-present in that setting at that time.

It is how this is done which makes available the possibility of doing the details of sequences of activities in interactions in settings. It is how this is doable which makes available the possibility of parties to combine to do sequences of activities in orderly and organised ways. This is an investigation into the methods of this achievement.

Origins of the study

The initial topic of this thesis was based on the observation that parties somehow use membership categories to coordinate doing their activities in interaction. This was based on Sacks' explication of how activities are observably tied to categories when members do describing of events. Sacks described how members use categories in their descriptions of persons (Sacks, 1972 & 1974). The initial study was an inquiry into if and how members used membership categories to coordinate doing their activities in interactions, as practical accomplishments. The study was to consist in finding some way to investigate if this was indeed the case. The initial mode of investigation was to be some kind of observational study of parties coordinating doing their activities in observably accountable 'university settings'. However, in a series of supervisory meetings it emerged, and was agreed that it may be possible to use the Bangor University produced "Welcome Pack" as a naturally occurring source of data, and to see what could be found from that. This was based on Schegloff's observation that the aim of ethnomethodology is to show how members use language in actual instances. The aim is to find actual examples of social phenomena, and to provide an account of how each example was produced empirically and precisely; and "not imaginatively or typically or hypothetically or conjecturally or experimentally, and to use actual situated occurrences of it in naturally occurring social settings to control its description" (Schegloff, 1996: 167). The Welcome Pack was produced by Bangor University as part of the process of preparing the new cohort of first year undergraduates for doing being a student at that university. As such, it is a collection of documents produced by members for members. It was produced completely independently of any research process. The documents, as texts, are available for analysis. They were not produced by methods used for doing the analysis. See section headed: "Method of analysis" (pp. 30-37) for a more detailed description of the relevance of this issue.

This revised project started out as an investigation of: how was the category "student" relevant to how parties made sense of and used the texts of the Welcome Pack. It was in doing the actual analysis, that other features were also noticed. Through reading the ethnomethodological literatures and analysing how the texts were usable to coordinate doing the activities in the interactions as described in the texts, the focus changed from

how members use “categories” to coordinate doing their activities in interactions, to also include how ‘organisations’ are used and usable by members to indicate which categories constitute a category device, and which activities are tie-able to which categories in the interactions tied to an organisation. The thesis is the outcome of an analysis of these other ‘noticings’.

As such, the underpinnings of the thesis are derived from Ethnomethodology (EM) and its focus on “social order” as the topic of investigation.

Outline of Chapters

Chapter 1 provides a description of how universities have been analysed in the sociological literature. It then describes how ethnomethodology seeks to respecify the analysis in terms of how universities are realisable as practical accomplishments.

Chapter 2 describes how the Ethnomethodological focus on explicating how social order is achieved as a practical accomplishment provides the investigative underpinning of this thesis. The chapter describes the Ethnomethodological perspective, and how it is the focus on members’ methods for producing their everyday activities which is the topic of investigation. It highlights that Ethnomethodology is an inquiry into the methods used by members; and how they use the reflexivity of accounts to produce and recognise social phenomena. However, the focus of this analysis is not on describing how the endogenous details of a sequence of activities were done as a practical accomplishment (Garfinkel, 2002), but on how sequences of interactions are recognisable by parties as being prospectively available to be doable. It addresses the issue of how members orient to prospective “what next”. The Ekberg & Le Couteur (2014) study is used to illustrate how this different focus can be used to make visible the features of social order which are seen but unexplicated by ethnomethodological analyses. This also implicates a different approach to analysing the texts. The ethnomethodological studies described show how texts are used internal to the interactions being described. The thesis describes how Welcome Pack is being used as an example to show how texts are usable to coordinate doing *prospective interactions*.

Chapter 3 shows how members use accounts of types of social phenomena to recognise and produce actual examples of social phenomena. Ethnomethodology and

Conversation Analysis show how members use accounts of types of conversation object to coordinate doing sequences of utterances. They also describe how such sequences are accountable as types of speech exchange. Conversation analysis regards conversation as the primordial speech exchange system. The topic then raised is how members use accounts of interaction types to coordinate doing activities in interactions. Studies from the Ethnomethodological literature are used to explicate how this opens up the possibility for an analysis of how members use accounts of sequences of interactions to recognise the prospective relevance of doing *interaction types*. It is how members coordinate doing sequences of interactions which is also a feature of social order.

Chapter 4 then analyses how members make available the possibility of doing prospective interactions. It is argued that it is how this is achievable which members use to recognise the prospective relevance of doing activities in interactions. Again, studies from the literature are used to illustrate the issues being raised, and to show that it is how interaction types are available to be doable which members use to coordinate their actual doing. Chapters 3 and 4 are an outline of the alternate focus being taken in regard to members' methods for using accounts as a medium of coordination rather than a medium of communication. Chapters 5, 6 and 7 are an analysis of how the organisation (Bangor University) is relevant to 'making available the possibility' for doing prospective interactions is recognisable and achievable.

The thesis then develops an analysis of how the Bangor University Welcome Pack was assemble-able as describing just that collection of interactions in settings at just those times. It explores how the accounts in the Welcome Pack were usable by its recipients as a resource for coordinating the doing of the interactions described therein.

Chapter 5 is an investigation into how the account "Bangor University" is used to coordinate doing the prospective organisation of sequences of interactions. Using Bittner's (1974) work on how members use concepts of organisation, it analyses how accounts of sequences of interactions tied to an organisational account are usable to coordinate the doing of those sequences of interaction again, for another first time through. It goes on to describe how this is used to recognise the prospective relevance of organising the interactions tied to the account "Welcome Week", and how this account is usable to indicate which interaction types are prospectively organisable for

this next occasion.

Whereas Membership Categorisation Analysis focusses on how members use categories to do describing of persons, Chapter 6 is an inquiry into how members use category types to coordinate doing activities tied to interactions. It analyses how the interactions tied to Welcome Week are also tie-able to the incumbents of the category new first year undergraduate student. It is an investigation into how members use accounts of category types to indicate prospectively relevant interactions, and which interactions tied to an organisation are relevantly producible by incumbents of that category.

Chapter 7 then goes on to address how just that collection of interactions described in the Welcome Pack was relevantly organisable for this next Welcome Week. It is how this is achievable which is how the accounts in the Welcome Pack are assemble-able.

Chapter 8 changes the focus of analysis from how the organisation is used to compile the texts, to how the students use the texts to recognise what has been organised as the next step in the process of claiming incumbency of the category “student”. It explores how it is by confirming acceptance of a place to study for a degree at Bangor University, which is how they recognise the relevance of the interactions tied to Welcome Week as the next step in the process.

Chapter 9 investigates how the students use the accounts to recognise which of the interactions tied to Welcome Week are prospectively relevant to them. There are different types of interaction. There are various alternatives of the same type of interaction. The chapter describes how the students use the grammar of the textual objects to recognise which of the interactions are relevant to them.

The focus of the work, then, is to explicate the methods members use to prospectively organise collections of interactions, and how makes available the possibility of doing that collection of interactions in mutually knowable settings, at mutually knowable times. It also explicates how members use accounts of that prospective organisation as a resource for recognising their relevance, and what work is implicated in achieving co-presence in the relevant settings at the relevant time to do the work of negotiating with other parties present a possible sequence of activities.

Chapter 1

This thesis is an investigation of how social order is organisable and achievable as a practical accomplishment. This Chapter locates the thesis in relation to Sociology in general and ethnomethodology in particular. As Parsons and Platt (1973) have emphasised in their study of American universities:

“This book is conceived not as a broad survey of the American academic system but as a specialized analysis of certain aspects of it. Such a conception necessitates concentrating attention on one sector of a diverse system. It is ultimately motivated by concern with trends of development in Western society and of the place of higher education in it” (Parsons & Platt, 1973: 1).

This quote highlights that any investigation of social phenomena must be selective in which aspects are analysable on any occasion. It is therefore being emphasised here that the focus of this thesis is not on describing the relations between features of a university, but on the *methods* members use to recognise and produce those relations. The following sections provide a description of the historical antecedents of this project.

In their *Primitive Classification* Durkheim and Mauss declared that the classification of things, institutions, ideas and events “express under different aspects the very societies within which they were elaborated”. Furthermore, they suggested “the differences and resemblances that determine the fashion in which they are grouped are more affective than intellectual”, for example, when category objects are considered “sacred or profane, pure or impure, friends or enemies, favourable or unfavourable” (Durkheim & Mauss, 1963: 40). Durkheim & Mauss seek to show the temporal, spatial and other classifications are social in origin. “*Primitive Classification* contains the first attempt by Durkheim and Mauss to develop a French version of the sociology of knowledge” (Coser, 1988: 85).

Durkheim & Mauss (1963) start by questioning the assumption of Psychology that “faculties of definition, deduction, and induction are generally considered as immediately given in the constitution of the individual understanding” (Durkheim & Mauss: 1963: 2). They go on to suggest that what they call the “classificatory function”; i.e. to classify things into groups is both historical and social. Classifications “are not just used to facilitate action, but to advance understanding; i.e. to make intelligible the

relations which exist between things. They are used to connect ideas and as a means to unify knowledge” (Durkheim & Mauss: 1963: 48). They go on to demonstrate this by describing the various systems of classification used by so-called “primitive societies; for example: Australian natives, the Zuni, the Sioux, and ancient China.

For example, one of the features in common across all the societies was how social relations were classified. They use the term *moieties* to describe how kinship relations were classified. The Australian tribes divided their society into two main moieties, each with a number of sub-clans (Durkheim & Mauss: 1963: 6). The Zuñi tribe of North America is even more complicated. They classify all beings and natural phenomena. Each assigns a fixed place in an integrated system (Durkheim & Mauss: 1963: 25). They use a seven category system to divide the world, which *is exactly the same as that of the clans within the pueblo* (Durkheim & Mauss: 1963: 26; emphasis in original). These clans are also subdivided; this time into groups of three. These classificatory systems, and they are indeed ‘systems’ are “thus intended, above all, to connect ideas, to unify knowledge; as such, they may be said without inexactitude to be scientific, and to constitute a first philosophy of nature” (Durkheim & Mauss: 1963: 48).

In his introduction, Needham finds, "that Durkheim and Mauss's argument is logically fallacious, and that it is methodologically unsound. There are grave reasons, indeed, to deny it any validity whatever." (Durkheim & Mauss: 1963: xxix). This does not obviate the general principle that societies use classificatory systems to organise those societies. Although their method and conclusion is devastatingly criticised he goes on to conclude: “It is the cardinal achievement of Durkheim and Mauss’s essay, with all its imperfections, to have conceived the analytical notion of ‘classification’ in sociological enquiry” (Durkheim & Mauss: 1963: xxix).

In his book about how knowledge should be inculcated to each next generation, Newman took the view that although knowledge can be classified, this does not mean learning should be specialised. According to Newman (1976)

“The view taken of a University in these Discourses is the following: That it is a place of *teaching universal knowledge*” (Newman, 1976: 5).

The purpose of a university is to make its students ‘gentlemen’ (Newman, 1976: 9) and

the cultivation of the mind (Newman, 1976: 10). The university is not there to provide mere qualifications but to shape the whole individual for his future life, and which would allow the individual to make good judgements.

“In default of a recognized term, I have called the perfection or virtue of the intellect by the name of philosophy, philosophical knowledge, enlargement of mind, or illumination; terms which are not uncommonly given to it by writers of this day: but, whatever name we bestow on it, it is, I believe, as a matter of history, the business of a University to make this intellectual culture its direct scope, or to employ itself in the education of the intellect” (Newman, 1976: 114).

Knowledge is the apprehension of ‘all that exists’, as one single subject, so that there is no natural limit between one part and another. All branches of knowledge are interdependent. He feared the danger that specialists in particular branches of knowledge may become bigots and quacks, and reject all knowledge that does not belong to their particular branch. For Newman, all knowledge is the *idea* and the aim of a university is to teach all knowledge.

Durkheim (1956) moves away from the *idea* of a university teaching all knowledge. He makes a distinction between the practice of education and the science of education. He seeks to establish a scientific basis for how social knowledge can be classified. He uses his sociological background to argue that there are three criteria which can be used to establish a science of education. Studies must deal with observed and verified facts. These facts must be recognisable as being assigned to the same category. A science must study these ‘facts’ in an absolutely disinterested fashion (Durkheim, 1956: 92-3). For Durkheim, education cannot be divorced from the social nature of knowledge. His whole approach to education is an application of his sociology of knowledge (Crittenden, 1965: 209). Alternatively to Newman, Durkheim argues education cannot be defined in terms of a universal *idea*. Education is the methodical socialisation of the young generation (Durkheim, 1956: 71). The system of ideas and practices of a society are not properties of the individual but properties of the social. He stresses there is a mutual dependence between the education system and the society of which it is a part. The *function* of education is to teach to each new generation the knowledge of that society.

“In sum, education, far from having as its unique or principal object the

individual and his interest, is above all the means by which society perpetually recreates the conditions of its very existence” (Durkheim, 1956: 123).

Blum (1970) describes the social organisation of knowledge as: “Knowledge is organised and assembled methodically by actors acting under the auspices of some conception of an adequate corpus of knowledge as a maxim of conduct” (Blum, 1970: 333). Those seeking to discover “objective knowledge” are faced with the dilemma of the search for and discovery of such knowledge is not independent of the procedures for doing the finding and producing; i.e. the search for knowledge is socially organised.

He demonstrates that the social organisation of knowledge is not expressed in terms of structural, objective events-in-the-world, but the scientific theories are the product of “the informal understandings negotiated among members of an organised intellectual collectivity” (Blum, 1970). Rather than knowledge being objects, and factual, it is the product of the common sense theorising regarding some aspect of the world which is seen as being relevantly theorisable about. He describes how thinkers such as Hobbes, Descartes and Marx came to define what constitutes “knowledge” in relation to their own particular projects; and what they saw as problematic with previous versions (Blum, 1970: 323)

He describes how Hobbes sought to ‘redefine’ knowledge by reasserting the principle of how knowledge is usable rather than some abstract notion of *virtue*. Knowledge should not be organised around abstract principles but in terms of examples which could be used as sets of instructions for particular cases; i.e. as *normative orders* (Blum, 1970: 324). Descartes’ program of revision was organised around his distrust of the reliability of commonsense knowledge. He was looking to screen out what he saw as its inconsistencies. Descartes sought to establish a system of *certain* knowledge by bracketing out all things that could be doubted (Blum, 1970:325). Marx’s revision consisted in challenging what he saw as how ‘historical knowledge’ was being taken as *given* and that the actions of men should be studied directly. The abstractions made by historians in their theorising were disconnected from the real affairs of men (Blum, 1970: 327). Marx sought to transpose the abstract concepts of economics by introducing the concept of “labour” to analyse instances of social action done by people in the world. He went on to develop the ‘dialectic method’; e.g. an analysis of how new forms of social organisation emerge from the contradictions and conflicts of previous stages.

These challenges and revisions were addressing the question: “How is this particular body of knowledge possible?” (Blum, 1970: 330). Further attempts at revision were made in the following studies.

Parsons & Platt (1973) use the account “cognitive rationality” (Parsons & Platt, 1973: 26) as the operationalising concept for their analysis of the university.

“The primary focus of the university is the cognitive complex, which is grounded in the cultural system and institutionalized in the structure of modern society. Higher education in general and the university in particular represent institutionalized concerns with cognitive matters. On the cultural side, it is concern with the cognitive subsystem of the cultural system; on the social side, it is with the fiduciary subsystem” (Parsons & Platt, 1973: 33).

They move from the idea of ‘the university’ to the institutionalisation of knowledge as part of the cultural system; and how the universities have “become the most critical single feature of the developing structure of modern societies” (Parsons & Platt, 1973: vi).

Parsons understands the academic function of universities as the promotion of learning, “in primarily a cognitive sense” (Parsons, 1971: 486). Parsons goes on to develop his analysis of the functions of academic organisation, and how the process of ‘learning’ legitimised in a society in regard to how it is seen by that society as meeting the needs of that society. Is it useful, and if so, how? (Parsons, 1971: 488).

He describes the social organisation of knowledge in higher education as the decentralisation of specialisation; what he calls “collegial associationalism” (Parsons, 1971:489). Academics are not responsible to a group of persons, as such; but to the “learning process”. Parsons describes this responsibility as a “fiduciary role”; i.e. the transmission and advancement of knowledge is held *in trust* for ‘society’. He goes on to note that there is a complicated relationship between career committed academic professionals, the various student bodies of a university, and administrative bureaucracy. He argues that academic freedom takes primacy in how to coordinate the relations between faculties and other structural elements of the university. It is the function of the academics to define how to investigate and teach social knowledge, but this can only be

done if this is valid/valued by society in general. Universities are not to be judged in terms of economic or bureaucratic “efficiency” but on “a function of the practical payoffs which emerge from the development of knowledge and the education of people” (Parsons, 1971: 487).

Parsons (1968) seeks to provide a balanced analysis of the position of the academic community in American society “as an interested party” (Parsons, 1968: 173). According to Parsons, higher education has been involved in American society becoming increasingly differentiated. This has had paradoxical consequences. Although the higher education system has become increasingly autonomous, it is now more interdependent with the rest of society. It depends on outside sources for political and financial support, yet autonomy is an essential condition if it is to fulfil its function as an agency of the advancement of knowledge.

This process of differentiation has also led to various areas of conflict. He argues that analyses of these ‘conflicts’ can open windows on the processes of how the system is organised and how it interacts with the sociocultural environment. He uses the concept of “cognitive rationality” to frame his analysis. He analyses how academic freedom establishes and maintains the relative integrity of relation to the larger system. He argues that *academic freedom* established the *primacy* of the values of cognitive rationality. The process of “secularisation” led to greater academic freedom, but this freedom is now being challenged by economic and political forces (Parsons, 1968: 177). The basic structure of a faculty is one of specialists trained in a wide variety of subjects; and this structure is organised as a ‘company of equals’. Therefore, power tends to be highly decentralised.

In discussing the status of students as part of the university structure he comments: “It is sometimes rather intemperately asserted that the academic system should be run exclusively for the benefit of the students. This would, however, conflict with the multifunctional character of academia; the relation of student to academia is, in fact, quite complicated” (Parsons, 1968:183). He describes major contexts of change in relations between students and the faculties. Although he asserts the necessity of faculty ‘precedence’ in competence to teach and what should be taught, the students still have the academic freedom to be instructed in what is objectively known.

The academic system is not an engine for change, but, more importantly, the academic community should maintain the procedural norms which are essential to the implementation of ‘cognitive values’; and, as such should be somewhat removed from the normal pressures placed on other social organisations. The academic system, if it is to maintain ‘cognitive rationality’ and independence in the pursuit of knowledge cannot be used to legitimise *particular* values but must retain a position of ‘pluralism’ (Parsons, 1968:197). Thus, cognitive rationality and the process of academic differentiation are used to show how the academic system is reproduced.

Whereas Parsons assumes that social organisations reproduce society, Bourdieu’s project is one of trying to overcome the dichotomy of ‘objectivism’ and ‘subjectivism’ (Bourdieu, 1988: xii). “One cannot avoid having to objectify the objectifying subject” (Bourdieu, 1988: xii). It is only by studying “the historical conditions of his own production that the scientist can avoid transcendental reflection, and his own inclinations to gain the concrete means of achieving scientific objectification” (Bourdieu, 1988: xii). Bourdieu tries to obviate the micro-macro distinction through empirically constructing the research object and concretises them using the concept of *habitus* (Wacquant, 1990:684) to indicate the role of history in shaping how the social structures of universities are constituted in practice.

Bourdieu argues that in studying the social world in which we are *involved*, there are certain epistemological problems in resolving the difference between practical knowledge and scholarly knowledge. He addresses how it is possible to *break* from and reconstitute objectively the assumptions taken for granted by experiences of that social world. Bourdieu focusses on the twin aspects of types of capital and forms of power, and how they are used to classify and transmit what counts as knowledge. He analyses and describes how there is an inherent conflict between those faculties oriented towards research and intellectual goals; and those oriented towards the reproduction of the cultural order and with the exercise of a ‘temporal power’ in that cultural order (Bourdieu, 1988: 73-127). He shows how the social origins, cultural and political resources of academics have the effect of reproducing the academic organisation of the university which reflects the structure of the dominant class. He argues that the power and control of how knowledge is transmitted in the higher education system of France is

based on academic and cultural *capital*, and the strategies used by academics. The paradoxical outcome of all this is that existing class relations are reproduced under the guise of “academic neutrality”.

Becker and his associates introduced yet another aspect to how knowledge transmission is socially organised. In their study of medical students, Becker et al (1961) developed the concept of *perspective* to refer to a “complex of ideas and activities taken together” (Becker et al, 1961: 28); i.e. how members of a group produce collective definitions of situations and what constitute relevant activities in those situations. In their study of students at Kansas University they develop this approach and introduce the concept of “collective action” to analyse how social groups coordinate the activities of their members (Becker et al, 1968: 5).

“The formula for our analysis, then, is that under given conditions, which we may expect to be largely socially created, groups work out collective modes of action or perspectives” (Becker et al, 1968: 6).

By using the concept of “collective action” they seek to transform what they define as “academic work” into an object of scientific analysis. Although they are analysing how members of a group coordinate their activities, their theoretical goal is to explain this process in terms of objectified “forms of collective action” (Becker et al, 1968: 6). They describe how college authorities; i.e. the faculties and college administration, “structure” the everyday academic work of the students. The students seek to pass their courses. The authorities set the parameters of what will constitute a pass. Becker et al (1968) is an explication of how this is achieved using an analysis of how students adapt to this authority by doing “making the grade” (hence the title of the book).

Another alternative approach was taken by Nathan. Rather than focussing of the objective features of the university, she was more interested in what university was like for the students. In her study, Nathan (2006) sets out to understand the culture and everyday experiences of students in the USA. Using an ethnographic method she spent one year living as a student in a university. She explores the different perspectives of the students and ‘official’ university discourses *about* students. She argues that there are a set of faulty assumptions about what constitutes a good student. She describes how students are too preoccupied with the mundane realities of everyday life to become

engrossed in the student ideals of attending courses and doing the preparation work required for those courses.

Like any new student she did the readings assignments and attended most of her classes for the first semester. However, in the second semester she adopted the practices that the other students used to make time for working to live, leisure and extracurricular activities, as well as the demands of her university courses. Therefore, she became much more selective in what reading she did, and how much time she spent on assignments. “Everyday time management” and “being a member of the student community” were developed as organising concepts for her analysis.

However, as Blum emphasises (Blum, 1970: 336), any sociological investigation must also take into account the unanalysed features and assumptions of their methods and procedures and how these somehow become constitutive parts of how events-in-the-world are claimed to be objectively describable. Social ‘regularities’ do not exist “out there”, independent of practical inquiry, social regularities are recognisable *through* practical inquiries. Therefore it is not “objective knowledge” which is the topic of sociological investigation, but the methods used to recognise and produce what gets to be counted as knowledge as a routine and taken for granted accomplishment.

How this is achievable is a core concern of ethnomethodology.

“The central obsession in ethnomethodological studies is to provide for what the alternate procedural descriptions of achieved and achievable phenomena of order-methodologies-could be without sacrificing issues of structure. That means without sacrificing the great achievements-of describable recognizable recurrences, of generality, and of comparability of these productions of ordinary activities -activities that carry with them the recognizable achievements of populations that staff their production, along with the interchangeability and surveyability of those populations. This is not an indifference to structure. This is a concern with structure as an achieved phenomenon of order practices” (Garfinkel, 1996: 6).

Ethnomethodological investigations have their origin in explicating how the Things of Durkheim’s *social facts* are recognisable and producible as just That Thing, on each occasion. Garfinkel describe the relation between Formal Analytic (FA) and Ethnomethodological literatures as “alternates” (Garfinkel, 2007: 16-7). The FA literature instructs practitioners how to theorise about the social world. They provide

instructions on the methods of doing data collection. The literatures provide instructions in the methods of how to analyse the data. They instruct the analyst in how to operationalise their concepts. “The Literature is to be read and carefully mastered, because it is Things, methods, and instructed procedures you are looking for” (Garfinkel, 2007: 18).

EM does not start its investigations by analysing texts about how to do theorising or what theories consist in. Ethnomethodological studies start from the study of what FA literatures take for granted; i.e. how the phenomena which constitute social order, the phenomena which are defined by FA as social facts; ethnomethodology investigates how such phenomena are done as practical accomplishments. It is these *practical accomplishments* which constitute social order. It is describing these practical accomplishments which constitute descriptions of social order; for example how Sudnow (1978) describes how a novice learns to play jazz piano (Garfinkel, 2007: 23).

Ethnomethodology is not trying to objectify a categorisation of what a university is; it is how social order is achieved as a practical accomplishment which it seeks to explicate. As Ryle (1949) has pointed out regarding orienting to the university: “I must first indicate what is meant by the phrase ‘Category-mistake’. This I do in a series of illustrations

“A foreigner visiting Oxford or Cambridge for the first time is shown a number of colleges, libraries, playing fields, museums, scientific departments and administrative offices. He then asks ‘But where is the University? I have seen where the members of the Colleges live, where the Registrar works, where the scientists experiment and the rest. But I have not yet seen the University in which reside and work the members of your University.’ It has then to be explained to him that the University is not another collateral institution, some ulterior counterpart to the colleges, laboratories and offices which he has seen. The University is just the way in which all that he has already seen is organised. When they are seen and when their co-ordination is understood, the University has been seen. His mistake lay in his innocent assumption that it was correct to speak of Christ Church, the Bodleian Library, the Ashmolean Museum *and* the University, so to speak, that is, as if ‘the University’ stood for an extra member of the class of which these other units are members. He was mistakenly allocating the University to the same category as to that which the other institutions belong”. (Ryle, 1949: 16)

Ethnomethodology seeks to respecify the topic of *social order*. It is not trying to theorise about social order. It does not produce definitions of social phenomena. It

investigates how social order is done as a practical accomplishment. For example, Sacks (1995) analyses routine, mundane conversational activities as an example of how social order is routinely achieved as an ongoing practical accomplishment. He argues that by investigating the methods parties to episodes of talk use to coordinate the doing of that talk, this could be used as a way to discover how social order is achievable.

For example, according to Sacks (1995), there are very strong *relevance constraints* for choosing a correct answer to a question. “It’s a matter of great social-order importance which on [one?] has no knowledge about” (Sacks, 1995: 741). It does not appear that there is one correct answer to a question, but it is the local organisation of who is asking the question, what the question is, and how the hearer uses that question to formulate *that* answer for that occasion. The question for Sacks is how this work is routinely coordinated and yet taken for granted. He observes that:

“You are only at the point where sociology is interesting when you can see that 'Tuesday' is the right sort of answer to the question "When did you have the cast taken off?" under certain circumstances, and 'November eleventh' is an answer that would get you committed” (Sacks, 1995: 741).

Following this recommendation, this thesis is an investigation into how members use accounts to coordinate their activities. The “university” is not the object of analysis. It is an analysis of how members use accounts of interactions to recognise the relevance of organising prospective interactions. It investigates how accounts of Bangor University are used as a *medium of coordination* in this achievement. What this thesis aims to provide is a way of approaching “the university” that is found only in abstract form, and can only be found in abstract form, by the studies referred to in this chapter.

Chapter 2 outlines the ethnomethodological approach to *social order*, and how this is used to provide the analytical base for studying how university accounts in the form of a “Welcome Pack” are used to coordinate making prospective arrangements for a collection of interactions accountable as a “Welcome Week”. It is the method of *this* achievement which is the focus of the analysis. As such, it is not trying to describe what the university “is” in any kind of objective sense.

Chapter 2

An investigation into social order as a practical accomplishment

This section is a description of how Ethnomethodology's focus on how social order is achieved as a practical accomplishment is relevant to and provided the impetus for the topics addressed in this study. Ethnomethodology starts from the observation that the social world is orderly and organised. One of Garfinkel's initial formulations of Ethnomethodology was:

“Well, if you want, we are concerned with the how society gets put together; the how it is getting done; the how to do it; the social structures of everyday activities. I would say we are doing studies of how persons, as parties to ordinary arrangements, use the features of the arrangement to make for members the visibly organised characteristics happen. That is it in a really shorthand way” (Garfinkel, in Hill & Crittenden, 1968: 12)

The topic of analysis for Ethnomethodology is how social actors recognise, produce and reproduce their activities-in-interactions. Social interaction is a coordinated, local endogenous achievement. Garfinkel conceives of social order as a practical accomplishment of members, as “locally produced, naturally organised, reflexively accountable” (1991, 15). Social order is members doing their activities in interactions. How this is describable is the goal (Berard, 2005: 196-230). The focus is on the methods the parties to social interaction use to coordinate the contingent details of doing a sequence of activities. Definitions, understandings, etc., are not just social actions but are interactionally-produced, interactionally-monitored and interactionally-ratified (Watson, 2005: 3). The question is: how do members ‘know in common’ what they are doing on and for each occasion (Heritage 1987: 226)? The goal of ethnomethodology is to replace this missing somehow with an instructably observable just how (Garfinkel, 2002: 106). The task is to recover how people make what they are doing ‘instructably observable’ and how others see and act upon the basis of such ‘instructions’ (Llewellyn & Spence, 2009: 1422). The aim is to produce descriptions of how social order is produced not what social order is, consists in, its features, the relations between features, and so on. For Ethnomethodology: “We can ask of each and every socially

observable phenomenon, “How was it produced?””. For the purposes of analytic sociological treatment, all activities display the methods which produced them” (Anderson & Sharrock, 1984: 103).

According to Heritage:

“The term “ethnomethodology” thus refers to the study of a particular subject matter: the body of common-sense knowledge and the range of procedures and considerations by means of which the ordinary members of society make sense of, find their way about in, and act on the circumstances in which they find themselves” (Heritage, 1984: 4).

According to Livingston:

“Ethnomethodology has always had two seemingly compatible research projects. One of these projects, stated simply, is the study of how people actually do things. The other project is the respecification of the problem of social order: the elucidation of what social order is, the characterisation of general features through which the orderlinesses of immediate settings are produced and sustained, and the examination of the methods through which the problem of order is understood, viewed, and interpreted. The origins and clarification of both these projects lie in the work of Harold Garfinkel. The two projects are hopelessly bound together if only, on the one hand, because the respecification of the problem of order takes as its phenomena how people actually go about producing the orderlinesses of the ordinary society and, on the other, because studies of how people do things involve the specification of the observable orderlinesses—the “what”—that people are producing” (Livingston, 2008: 842).

EM is concerned in addressing two major themes. One, is the study of how people actually do their everyday, mundane activities. The other is to elucidate 'social order' as an achieved phenomenon. The two projects are inextricably bound in that it is parties going about their everyday activities which constitutes social order; and 'social order' is the “what” that people are producing. The topic for Ethnomethodology is to explicate the mutually constitutive relations between 'everyday activities' as local endogenous accomplishments and 'social order' as the aggregation of these unique in their witnessable detail everyday activities. How do the local endogenous details of doing the production and recognition of locally negotiated sequences of activities get to be producible, recognisable; i.e. accountable as “social order”?

“As Sharrock (2004) explained: If one is interested in how social order is made

to happen, how people put their affairs together so that the world of everyday life turns out to be, as it extensively does, much the same today as it was yesterday and will be tomorrow, then one cannot really be satisfied that *somehow* these things get done”: we have to make that “somehow” into an object of careful and insightful inquiry” (Quéré, 2012: 309-10).

Explicating this ‘somehow’ is what this thesis is about.

Garfinkel describes phenomena of order as exhibited in “order-freeway traveling waves, service lines, conversational greetings-along with endogenously exhibiting its other details such as [unmotivated slowing ahead] in traveling waves, [the apparent line that exhibits an order of service] in formatted queues, [the hearable absence of a greeting in return] in conversational greetings- exhibits as another detail its staff as a population that produces it” (Garfinkel, 1996: 16). The question is: how are such phenomena done by the parties, how are they *doable*?

“Ethnomethodology's fundamental phenomenon and its standing technical preoccupation in its studies is to find, collect, specify, and make instructably observable the local endogenous production and natural accountability of immortal familiar society's most ordinary organisational things in the world, *and to provide for them both and simultaneously as objects and procedurally, as alternate methodologies*” (Garfinkel, 1996: 6).

As Sacks comments, culture is so arranged such that people:

“... come out in so many ways much like everybody else and able to deal with just about everybody else ... Tap into whomsoever, wheresoever, and we get much the same thing. ... We get an enormous generalisability because things are so arranged that we can get orderly results, given that for members encountering an ordinary environment they have to be able to do that, and things are so arranged as to permit them to” (Sacks, 1984: 22-23).

Garfinkel argues that *constitutive orders* (Rawls, 2011) are used to provide a knowable in common framework for parties to use to make coordinating doing their activities mutually intelligible. It is these frameworks members use to negotiate and coordinate the contingencies of their everyday situations (Rawls, 2008: 34). “Constitutive order” is being used to indicate that social order is coordinated “inside” interactions, i.e. by doing activities in interaction in setting by parties contingently negotiating each next activity. Social order is not external to those activities. Organisations are used as a resource, and are used to indicate a variety of ways in which activities in interactions in settings can

be negotiated for an occasion (Korbut, 2014: 3). Organisations are usable to indicate prospectively relevant activities in interactions in settings. This is how it can be observable they are 'limiting'. They are used to indicate relevance, which can also be used to constrain which activities are relevantly doable in an example of an organisation: for example, how the activities tied to the process of doing registration at Bangor University restrict which activities are doable in that setting at that time. But is also used to indicate which activities are relevantly doable to do the work of "doing registering".

Therefore Garfinkel turns the "problem" of social order into an analysis of how people themselves organise their actions so that each party to an occasion can make sense of the actions done by others, and produce their own actions so they are intelligible to the others. The methods members use to produce their activities so they are mutually recognisable is an indispensable feature of social action (Button & Sharrock, 1998: 74).

This is how Ethnomethodology uses the account "witnessable" (Lynch, 1985: 162) to indicate that the activities routinely done are visibly, hearably, discoverably there. "Ethnomethodology is concerned with the discovery of the methods that members use in order to achieve and exhibit factual, intelligible, rational and accountable order in everyday affairs" (Anderberg, 2011: 19).

Social order is a sequential order, therefore investigate how sequences of activities are actually done on actual occasions, then this will make visible how social order is done as a practical accomplishment (Rawls, 2008: 706). Social order is therefore appropriately investigable through the study of sequential activities such as queues, traffic flows, turn taking in conversation and so on (Atkinson, 1988). The goal of ethnomethodological research is to use the details of this achievement to explicate the methods of how this is achievable. Garfinkel's attention was drawn to the "seen but unnoticed" ways in which social activities are produced and recognised so as to display their recognisable orderliness (Lindwall 2008: 53) The analytical task became to show how these "orderlinesses" are locally, reflexively and accountably done as practical accomplishments (Garfinkel, 1988: 108).

Harvey Sacks observed that most things we do as humans are orderly and organised;

that there is “order at all points”. He observed that this order is describable. This sort of order would be an important resource of a culture, so that each member could experience it in much the same way as any other member. (Sacks – 1984, 22) The methods members use to do describing are in themselves available to be described. Just as how sentences are assembled, the goal is to develop a 'grammar' which describes how activities are assembled “as a model of routinely observable, closely ordered social activities” (Sacks – 1984, 25).

The topic of investigation is how the members of a society coordinate doing their everyday activities in such a way that ‘society’ is observable reportable as orderly and organised. There are observable regularities in the social world, this is what social order and organisation consists in (Zimmerman and Pollner 1971). Ethnomethodology is the study of the methods parties to interactions use to produce and recognise the details of their activities; and how this is doable in orderly and organised ways.

Ethnomethodology investigates the methods of that achievement.

“The phenomenon of social order is identical with the procedures for their local endogenous production and accountability” (Garfinkel 2002: 72; Wilson, 2003: 489). Social order is members doing their everyday activities in ordered and organised ways. The goal of Ethnomethodology is to find, describe and make ‘instructably observable’ the methods members use to do the locally produced, naturally accountable lived phenomenon of order (Garfinkel 2002: 97n), and immortal ordinary society as a phenomenon of order (Garfinkel and Wieder, 1992:182). “[Garfinkel] argues that in focusing on the recognisable production of practices he *is* studying social order” (Rawls, 2002: 60). Ethnomethodology is not indifferent to social structures and social organisations, they are the topic of ethnomethodological investigations, not as things, but to investigate the methods used to realise them as 'achieved phenomena' (Macbeth, 2012: 195). Social order is not external to interaction it is produced through interaction (Dourish 2004: 23).

If social order is identical with the methods of its production then an investigation into the *methods* members use to produce and recognise their situated practices, is an investigation into how social order is achieved as a practical accomplishment (Lynch & Peyrot, 1992: 118). It is how the constituents of social order are done as practical

accomplishments is what social order consists in. The constituents of social order are the mundane, routine activities in interaction in settings done by parties to those interactions. Therefore a description of the *methods* members use to do their everyday activities as those routine practical accomplishments is a description of social order. “The observable “structures” of social order and organisation are not external to the methods of their production but are constituted by and through those methods as their examined locally produced, endogenously achieved, naturally accountable coherent haecceities that constitute as coherent instructed actions the phenomenal fields of ordinary human "jobs”” (Garfinkel, 1996: 20).

Garfinkel went on to argue that the methods parties to occasions use to produce and organise their activities are the same methods they use to make them accountable (Fox, 2006: 430). Settings are not 'pre-defined' as external things but are constituted in and through how members use the setting to orient to which activities are relevantly doable by those parties on and for that occasion. He was arguing that the methods members use to do their activities are the same as those used to describe their activities. Therefore, if it is possible to analyse the *methods* of how members ‘do describing’ then this can be used to make visible how members do social order

It is these seen but unnoticed ways which Ethnomethodology sees as 'members' methods'. It is through using these seen and unnoticed ways that members *somehow* produce and recognise their everyday activities. It is how members produce and recognise their everyday activities which constitutes social order. Therefore an explication of the methods members use to produce and recognise their everyday activities may also explicate how social order is achieved as a practical accomplishment. The goal of Ethnomethodology is to investigate this possibility, and to explicate how members’ methods are used to mutually constitute the locally produced endogenous, lived work of practical actions.

Immortal ordinary society

Organisations are used to make available the possibility of doing sequences of interactions, and how those interactions are doable again as ongoing coherent sequences. This is what social order consists in. This relates to what Garfinkel describes

as “immortal ordinary society”:

“Consider that immortal ordinary society evidently, just in any actual case, is easily done and easily recognised with uniquely adequate competence, vulgar competence, by one and all. *Yet*, for all that, by one and all it is intractably hard to describe procedurally. Procedurally described just in any actual case it is *elusive*. Further, it is only discoverable. It is not imaginable It cannot be imagined but is only actually found out, and just in any actual case” (Garfinkel, 2002: 96).

The point being made is that immortal ordinary society is also constituted through the ongoing realisation of interactions. “Society” is constituted by and through how members coordinate doing “collections” of interactions. In the example of (Bangor University) it relates to how different production cohorts produce collections of interaction in the various settings tied to the organisation, continuously, one after the other, different interactions at the same time in different settings. These collections of interactions are doable again, in each of the settings; i.e. semesters and academic years are doable again, each as another first time through. Hence, the descriptions of the Semester dates for the academic year 2009-10 being available and described on page 16 of the Diary (Appendix 1: 250).

“*Immortal* is used to speak of human jobs as of which local members, being in the midst of organisational *things*, know, of *just these* organisational things they are in the midst of, that it preceded them and will be there after they leave. It is a metaphor for the great recurrences of ordinary society, staffed, provided for, produced, observed and observable, locally and account- ably in and as of an “assemblage of haecceities”” (Garfinkel, 1996: note 14: 10).

An organisation is an observable example of production cohorts doing the details of an interaction, leaving the scene to be replaced by another cohort doing another detailed sequence of activities. This is done in many different settings, not just one. Parties who were part of one cohort can leave one scene, and then go to another scene to constitute a member of another production cohort to negotiate doing the details of another interaction; e.g.in regard to the interaction tied to Welcome Week, a student can attend the VC meeting at 09.30 and then attend the relevant meeting with their academic school at 11.30. It is the methods of this achievement which is how ‘organisations’ are realised as practical accomplishments.

Member

For Ethnomethodology in seeking to describe ‘members’ methods’ the account “member” is being used in a particular way. It is not being used to refer to ‘a person or persons’ or ‘social categories’ (Coulon, 1995) but to “mastery of natural language” (Garfinkel & Sacks, 1986); that is, the interactional practices through which persons participate in social activities and that are evident in the organisation of these activities. (Kasper, 2009: 3). It is observable that when persons use natural language they are somehow heard to be using and producing common-sense knowledge of everyday activities and the language is usable and hearable as observable reportable accounts of those practical actions and practical circumstances. Garfinkel and Sacks (1986: 160) ask: “What is it about natural language that makes these phenomena observable-reportable, i.e., account-able phenomena?” It is how parties use ‘accounts’ as practical accomplishments, as known in common descriptions of their everyday activities which is the topic of ethnomethodological research (Kasper 2009:3). Members are parties who do this as a practical accomplishment (ten Have, 2005: 35-6). The topic is how they do this as a practical accomplishment. It is being used to indicate ‘parties who do activities-in-interactions’. This is how this account is being used in this thesis. It is how members use the reflexive relation between accounts of social phenomena and realisations of social phenomena which constitutes mastery of natural language.

Reflexivity

EM uses the description “reflexivity” to indicate that the methods members use to produce activities in interaction are those used to make sense of those activities. Reflexivity is used to indicate how descriptions of social phenomena, social activities are part of the activities they seek to describe (Coulon, 1995: 37). To Garfinkel and ethnomethodologists, reflexivity refers to “accounting practices and accounts” (Lynch, 1991), or to the “embodied practices through which persons singly and together, retrospectively and prospectively produced account-able states of affairs” (Lynch, 2000b, p. 33). For example, the method used to produce a greeting as an opening to a conversation. The method used to make sense of that utterance as a greeting done as an opening to a conversation. One uses the account “greeting” to produce the utterance. The other uses the utterance to recognise it, using the account ‘greeting’ (Kasper, 2009:

4; Seedhouse, 2004: 11). Reflexivity is used to show the relations between social phenomena and the accounts usable to describe those social phenomena (Berard, 2005: 209). Reflexivity is inextricably bound up with the indexical properties of language. This is what Garfinkel is referring to when he talks about “the essential reflexivity of accounts” (Garfinkel, 1967a: 67). Every action in a context is done and recognised using accounts of that action. The point also, is that it is a mutual achievement done and doable by all the parties to an interaction (Lynch, 2000a).

Members’ methods

Social actions are producible and recognisable using known in common ways. For mutual understanding to be achieved in such mundane and routine ways, parties must use some shared ways of doing the producing and recognising (Llewellyn & Hindmarsh, 2013: 3). From this question, Garfinkel developed his inquiries into members’ methods for practical reasoning, and how jurors did the work of using their background knowledge and competencies to reach a sustainable verdict, for all practical purposes. He also examined how the staff at the Los Angeles Suicide Prevention Centre used their background knowledge to investigate and conclude a verdict of death. Practical reasoning is methodic, and is a social and coordinated activity. These are the members’ methods Garfinkel was interested in (Garfinkel, 1967a). These are what are being looked for.

"The notion of member is the heart of the matter. We do not use the term to refer to a person. It refers instead to mastery of natural language, which we understand in the following way.

We offer the observation that persons, because of the fact that they are heard to be speaking a natural language, *somehow* are heard to be engaged in the objective production and objective display of commonsense knowledge of everyday activities as observable and reportable phenomena. We ask what it is about natural language that permits speakers and auditors to hear, and in other ways to witness, the objective production and objective display of commonsense knowledge, and of practical circumstances, practical actions, and practical sociological reasoning as well. What is it about natural language that makes these phenomena observable-reportable, that is *account-able* phenomena? For speakers and auditors the practices of natural language somehow exhibit these phenomena in the particulars of speaking and *that* these phenomena are exhibited is thereby itself made exhibitable in further description, remark, questions, and in other ways for the telling.

The interests of ethnomethodological research are directed to provide, through detailed analyses, that account-able phenomena are through and through practical accomplishments. We shall speak of 'the work' of that accomplishment in order to gain the emphasis for it of an ongoing course of action. The work is done as assemblages of practices whereby speakers in the situated particulars of speech mean something different from what they can say in just so many words, that is, as 'glossing practices'" (Garfinkel & Sacks, 1986: 163-4).

Members' methods consist in how 'members' coordinate which accounts are usable to indicate examples of which phenomena. Accounts of types of interaction are usable to coordinate the prospective organisation of sequences of activities in interactions in settings. Those accounts are also usable to do the work of producing and recognising which details are relevantly realisable on and for an occasion of the doing. This is how the accounts are being used in the Welcome Pack. The accounts are being used as a resource to coordinate the prospective organisation and the prospective doing of that collection of interactions in those settings by those parties at those times.

"Ethnomethodological studies analyse everyday activities as members' methods for making those same activities visibly-rational-and-reportable-for-all-practical-purposes, i.e., 'accountable,' as organisations of commonplace everyday activities. The reflexivity of that phenomenon is a singular feature of practical actions, of practical circumstances, of common sense knowledge of social structures, and of practical sociological reasoning. By permitting us to locate and examine their occurrence the reflexivity of that phenomenon establishes their study" (Garfinkel, 1967a: vii).

The key is how members use accounts to *coordinate* doing recognising, how they can mutually orient to examples of social phenomena and recognise in common what those phenomena are an example of, on and for that occasion. The focus is on how members *make shared sense* of the situations they are in, and how they use that shared sense to mutually produce and recognise the activities they do for that situation (Heritage & Clayman, 2010: 9). It is how this is done and doable which constitutes social order (Rawls, 2002). Parties orient to 'what' they are doing. They take for granted *how* they do it (Sharrock & Anderson, 1987: 248).

"Their central recommendation is that the activities whereby members produce and manage settings of organised everyday affairs are identical with members' procedures for making those settings 'account-able'" (Garfinkel, 1967a: 1).

Each sequence of activities is unique in its detailed orderliness. Each occurrence is a

practical and negotiated achievement by just that congregation on and for each occasion. As Garfinkel says, such unique details are observable-and-reportable; i.e. accountable. It is how phenomena are accountable for each next first time which constitute members' methods for producing and recognising each next occurrence.

““Methods” are the recurrent and systematic practices through which participants organise their actions; they are both situated – that is, adjusted to the specificities of the context – and general – that is, systematic and recurrent. This methodical aspect of social actions makes them meaningful, recognisable, intelligible – that is: accountable” (Haddington et al, 2013: 10).

It is how accounts are usable to report each next occurrence which is how members coordinate doing recognising and doing producing. It is the work in recognising which account is usable on which occasion of doing recognising and doing “doing” which is the practical achievement. The work of using an account on a particular occasion to recognise an example of a phenomenon also does the work of indicating that example is another occurrence of that type of phenomenon.

Methods of analysis

There is then the work of how to do the looking for “members' methods”. The work of doing an ethnomethodological ‘analysis’ consists in the analyst using their competence as an ordinary member to ask: what were the methods used by the participants to mutually produce and recognise the details of the data; i.e. to look at the ‘data’ from an ordinary member’s perspective; to try and discover how the parties to the occasion being analysed recognised and produced the activities they did, recognise a feature of the data as an ordinary member, and then ask how the phenomenon was producible, recognisable on and for that occasion, by those members. This is how the emphasis on what Ethnomethodology describes as “naturally occurring data” is relevant (Lynch, 2002a: 527)

This is what Sacks (1984) describes as the practice of “unmotivated looking” (Raclaw 2009: 4); i.e. do not use a predefined set of procedures which instruct how to look, but to look at the data and see what can be inferred from how it is organised in just that way on just that occasion. What are its observable features, how were they realised on that occasion, what work were they being used to do? These are the procedures for looking

at the Welcome Pack. The analyst starts with a piece of data, not with an already specified topic or problem, but to see what observations can be made from the data and then see where they will go. The analytical commitment is to explore how members use ‘whatever it is they use’ to produce and recognise the locally produced endogenous details of their activities, to coordinate doing ongoing sequences of those activities. Do not use a predefined set of procedures, but ‘analyse’ the data to see what can be inferred from how it is organised to show how it was done (Raclaw 2009: 4). The only method Ethnomethodology ‘adheres to’ is doing looking for the methods used by members to produce just this local and unique accountable order (cf. Lynch, 1993: 275).

Ethnomethodologists do not start out with a method to do the finding, but are looking to find the methods used by the participants from the social phenomena being analysed. Ethnomethodology is looking for the members' methods used by the parties to do the activities 'in' the data. (Schegloff, 1996: 167). Therefore, it uses what it describes as “naturally occurring data” to analyse, how it was done, how it was doable. The goal is to explicate the methods of how it was done, how it was doable.

“What I want to argue is that if a researcher uses hypotheticalised or hypotheticalised-typicalised versions of the world, then, however rich his imagination is, he is constrained by reference to what an audience, an audience of professionals, can accept as reasonable.... One is then debarred from using these kinds of materials [hypotheticals which are not credible to an audience]. And that debarring of lots of things that actually occur, at least presumably affects the character of social science very strongly” (Sacks, 1992, 2: 419-20). (Quoted in: Schegloff, 1996: 167).

As Sacks went on to elaborate in more detail the methods he used for how he approached how to analyse the data he had collected from recordings of naturally occurring talk in interaction:

“It is not that I attack any piece of data I happen to have according to some problems I bring to it. When we start out with a piece of data, the question of what we are going to end up with, what kind of findings it will give, should not be a consideration. We sit down with a piece of data, make a bunch of observations and see where they will go” (Sacks, 1984: 27).

“Not that I want to try to order it, but I want to see whether there’s some order to it” (Sacks, 1995: 622).

Sacks observed that most things we do in our everyday lives are orderly and organised. There is what he described as “order at all points”. The further point that he made is that this order is describable (Sacks, 1984: 22). From this he went on to argue that the methods for producing this order are describable. Sacks sought to develop a ‘method of doing description’ which might also describe the methods used to produce the details of actual events. . “Since members are themselves engaged in recognising and describing their situated activities and occasions, “rational” properties must be “contained” in their activities or they would not be recognisable as repeatable and describable (i.e., for members, as typicalities)” (Psathas, 1980: 4).

A stricture for doing ethnomethodological analyses was described by Garfinkel as:

“the analyst must be vulgarly competent in the local production and reflexively natural accountability of the phenomenon of order* [the analyst] is ‘studying’” (Garfinkel and Wieder, 1992:182).

This is how ‘unique adequacy’ is invoked as a requirement; i.e. the analyst achieves competence in the activities being investigated so as to also achieve competence in the methods the parties use to produce and recognise the details of their activities; and thus the analyst has as a resource achieved competence in the methods used by the participants and hence, is able to recognise and explicate what those methods consist in (Lynch, 1993: 274).

It is not a case of using a method to find and collect data, and a method to do the analysing. It is a case of finding an example of some data and looking to find the methods used by the producers to do the details of that example on and for that occasion.

The first thing is to find some naturally occurring social phenomenon. If possible find some way of recording the details of the doing of that phenomenon. Francis & Hester describe this initial stage as:

“Accordingly, doing ethnomethodology involves taking three methodological steps:

1 Notice something that is observably-the-case about some talk, activity or setting.

2 Pose the question ‘How is it that this observable feature has been produced

such that it is recognisable for what it is?’
3 Consider, analyse and describe the methods used in the production and recognition of the observable feature” (Francis & Hester, 2004: 25-6).

That is the “analyst” part. It is the detail of the naturally occurring phenomena which constitutes the “data” to be analysed.

It is only when or if the ‘analyst as member’ has done the work of recognising how it was done, i.e. recognised the methods used by the parties, that they put their analyst hat back on to produce a description of those methods; i.e. the work is to describe the methods parties to occasions use but do not usually describe the how of their doing of everyday activities.

This section is a description of how members use accounts as a medium for coordinating the *possibility* of doing interactions. Ethnomethodological analyses focus on the reflexivity of accounts *in* interactions; for example how parties use the account question to describe an utterance, and use that to indicate the relevance of producing a next utterance recognisable as an answer. For Ethnomethodology the focus is on the endogenous details of activities in interactions; the phenomenal field haecceities of practical actions (Garfinkel, 2002). However, Garfinkel also acknowledges that how parties are ‘somehow’ already mutually oriented towards what those details *can* consist in; i.e. they are mutually oriented to which possible details are relevantly realisable on and for that occasion (Garfinkel, 1967a). This study analyses how members use accounts *of interactions* to make available the possibility of doing the activities in those interactions; for example how it was recognisable that the interactions described in the Welcome Pack were prospectively organisable; and how the accounts of the interactions in settings were used by the students to do the preparatory work of arriving at a setting, at a time oriented towards doing an already known interaction type.

The point being raised here is: how in analysing the contingent negotiation of how members coordinate doing sequences of *activities*, Ethnomethodological analyses take for granted, see and then bracket, how members use *organisations* to recognise the prospective relevance of doing the *interactions* they describe. A study done by Ekberg & Le Couteur (2014) is being used as an example to illustrate different analytical focus in this thesis. Their study illustrates the situated details of doing making arrangements.

The thesis is an analysis of how Bangor University is used as a resource to indicate the prospective relevance of arranging prospective interactions for a next Welcome Week; how this is used to indicate which descriptions to include in a “Welcome Pack”; and, how those descriptions are usable by the new cohort of first year undergraduate students to indicate which interactions are relevant to them.

(Ekberg & Le Couteur, 2014; Ekberg, 2011) examine what they describe as a routine practice of how parties make arrangements with one another. They highlight it is not an institution specific practice in that parties routinely use these features of talk in interaction to do the work of making future arrangements. Ekberg & Le Couteur (2014) and Ekberg (2011) examine what they describe as a routine practice of how parties make arrangements with one another. They highlight it is not an institution specific practice in that parties routinely use these features of talk in interaction to do the work of making future arrangements. They provide the following account of the setting for their data.

“Data for this study come from a corpus of telephone conversations between employees and clients of CHC services. Three service centres across metropolitan Adelaide, in South Australia, all operating within the same organisation, were involved. This CHC organisation uses government funding to provide personal care and domestic services to people in their own homes, as well as community based services like transport and shopping. Those typically eligible for this assistance are older people, although others qualify on the basis of disability. Employees maintain regular telephone contact with clients to customise their Support” (Ekberg & Le Couteur, 2014: 381).

Their analyses consist in analysing details of telephone calls made by employees of the organisation. They describe how eleven employees and 152 clients took part in the study. They collected a corpus of 375 calls made between January and September, 2008. They then go on to analyse the recordings of each of the calls.

“The following is an instance that illustrates the practice we examine in this article. It involves an employee (“E”) of a CHC service making a future arrangement with one of her clients (“C”) (Ekberg & Le Couteur, 2014: 379).

“(1) [CHC007, 0:23–0:43]

1 E07: =now I just wanted to let you know that
2 uhm:: tch tomo:rrow night Tammy’s not working
3 . hhh so Laura’s going >to be coming=b’t i’s a
4 liddle bit< later.=it’s going to be about
5 quarter to seven:.
6 (0.2)
7 C003: quarter to seven. th[at’ll b]e
8 E07: [↓yeah.]
9 C003: alri:[ght.]
10 E07: [yeh]=alRI::ght?
11 C003: (yeah/ye:s) [that’ll] be fine.=
12 E07: [ohkay.] =alright.
13 E07: ohkay. .hh how you getting on with the to:ilet
14 surround is it a[lright?] ((topic shifts))”

(Ekberg & Le Couteur, 2014: 379).

To make an arrangement with her client, the employee begins, at lines 1–5, with an informing (Ekberg & Le Couteur, 2014: 379). “Our goal is to explore sequences in which arrangements are informed and then followed by response solicitations, in order to account for this particular type of conduct” (Ekberg & Le Couteur, 2014: 380).

They identified three ‘sequential trajectories’ used by the parties to conduct the talk.

“Informer solicits response

A: 1 → Informed arrangement + Response solicitation

B: 2 → Acceptance

A: Sequence-closing third

Recipient self-selects to respond

A: Informed arrangement

B: 2 → Acceptance

A: 1 → Response solicitation

B: Reacceptance

A: Sequence-closing third

Both parties simultaneously move into the response phase

A: 1 → Informed arrangement [+ Response solicitation

B: 2 → [Acceptance

A: Sequence-closing third”

(Ekberg & Le Couteur, 2014: 382-3).

“We conclude, therefore, that the sequential organisation of the arrangement making we describe is a general one that people use to make arrangements in a range of contexts, both mundane and institutional. This conclusion supports arguments made elsewhere that institutional interactions do not necessarily entail interacting in institution-specific ways, and that people can employ mundane practices when they come to interact with one another in institutional settings (Drew and Heritage 1992; Schegloff 1991; Schegloff et al. 2002). This seems to be the case here; the arrangements we consider are designed to achieve an institutional goal but, at least in terms of their sequential organisation, they do not appear to be accomplished in an institution-specific way” (Ekberg & Le Couteur, 2014: 395).

This is an example of how members use the account of the interaction type “doing making arrangements” as a resource to indicate that arrangements are relevantly makeable, who is to do the making of the arrangements; who the arrangements are to be made with. The question is: how was ‘doing making arrangements’ recognisable as a next relevant activity?

Somehow employee “E07” recognised the relevance of making a call to client “C003”. How? E07 was already oriented to the relevance of doing making arrangements for a carer to make a visit. How was this recognisable?

The question being raised is how the ‘infrastructure’ of the organisation is already there to make available the possibility for an employee to call a client to do “making prospective arrangements”. It is the social organisation of care work in Adelaide, and the organisation of a ‘firm’ to do such work which makes available possible clients who are a recognisable category to be cared for. It is this which indicates the relevance of care workers doing home visits. It is how this is coordinated which makes relevant calls by employees of the organisation to designated clients to arrange which care worker is available to visit which client at a pre-arranged time. It is this which is described in the introduction. It is how organisations are used to make available the possibility of doing prospective interactions which is the topic of this thesis.

Members do not use organisations to pre-determine sequences of activities, but as a

known in common resource for making available the possibility of doing activities in interactions, and for indicating which parties are expectable to do which activities in which interactions. So, for example, in the case of doing ‘making arrangements’ the employees, e.g. E07 use how that organisation is used to coordinate which interactions are doable in which sequence to recognise the relevance of making that call to that client. The interaction type is used to indicate the relevance of doing a ‘prospective informing’. This is used to indicate the relevance of the client accepting or adjusting the proposal. This makes relevant how to use the features of doing talk in interaction to coordinate how to achieve this on and for that occasion; i.e. that someone different will be doing the visit tomorrow. All this preparatory work is done to make available the possibility of doing the talk in interaction. It is how accounts are usable to do this preparatory work which is the focus of this study.

This is how the texts of the Welcome Pack are being used. They are being used to inform parties that a collection of interactions has been prospectively organised. It is how Bangor University was used to coordinate this achievement which is being used as the resource for how the texts are being analysed. It is an analysis of how the organisation (Bangor University) was used as the resource for indicating the prospective relevance of organising a Welcome Week for 2009. It is an analysis of how the account “Bangor University” was used to indicate how that Welcome Week was describable in the Welcome Pack.

Summary

The Welcome Pack is being used as an example to show how members use *organisational* accounts of activities in interactions in settings to organise and coordinate the doing of those activities in interactions in settings. It is an example of how members use the mutually constitutive relations between social phenomena and accounts of social phenomena, and how each is used to produce and recognise the other. It is a visible example of such a use, and is thus available for analysis by any analyst.

The following chapters will show how the organisation (Bangor University) was usable as a resource to indicate the prospective relevance of organising the interactions. It is the accounts of these interactions which were used as the resource for how the

descriptions in the texts of the Welcome Pack were assemble-able. The organisation was used to coordinate which parties the Welcome Packs were sent to. The analysis will also show how the texts, as accounts of prospective interactions in settings, are usable by members to do the preparatory work of arriving at the settings already oriented to doing a known in common type of interaction. It is argued that this is the missing *somehow* identified by Garfinkel; i.e. the taken for granted background knowledge that members used to coordinate doing their activities in interactions. It is how this is doable which makes available the possibility of coordinating doing collections of interactions. It is how collections of interactions are doable which constitutes social order. This is an explication of some of the methods members use to recognise and produce social organisation as a practical accomplishment.

Analysing texts

Whatever the content of the text, the reader has to do the work of recognising how the descriptions are being used on and for that occasion. As Watson (1997: 89) has pointed out, texts are designed to indicate a set of relevancies; the readers do the work of using how the texts have been organised to recognise the relevancies and what work they implicate. For example the different work involved in assembling a newspaper article and a shopping list. Watson uses Lee's (1984) analysis of a newspaper headline and article to show how the headline is used to indicate the relevancies of the article and to indicate how the article has been organised to be read, but each reader of that article still has to do the work of using how the text has been assembled to interpret what it is being used to describe; that is as according to Psathas (1979) reading (and its corollary – assembling texts) are a “methodical accomplishment” (Watson 1997: 94). Readers actively interpret texts, but they cannot interpret them in any old way, they use how the text is organised as indications of how the text is usable. Texts are usable as a “mediating device” between the assemblers of the text and the users of the text. “What ethnomethodology offers up is a way to consider how people situate literacy practices on the occasion of their use and how this reflexively constitutes the practice as what it is (on just this occasion)” (Davidson, 2012: 36).

There are many different types of texts used by members in their everyday lives. They are not “docile texts”, they are “active texts”. There is the work involved in doing the

assembling of a text. There is the work involved in “using” the text; i.e. there is more to a text than 'reading' the text as transparent windows on what the texts have been used to describe (Smith, 1984). Using an ethnomethodologically informed analysis, she has argued that it is how the texts have been assembled which are used by the readers as instructions of how to do the reading. “The text itself is to be seen as organising a course of concerted social action. As an operative part of a social relation it is activated, of course, by the reader but its structuring effect is its own” (Smith 1990: 91). She refers to investigating texts as constituents of social relations which can be used to access the “ontological grounds” through which institutional processes can be seen to organise and govern the social relations of a society; and how texts are used in the achievement of that organisation. Smith (1990) has shown how documents are used and usable in organisations to mediate, regulate and authorise activities in organisation, and are used as a medium for coordinating activities in interactions in organisations (Kameo & Whalen, 2015: 2). However, she goes on to develop her analysis in terms of “ruling relations” (Smith, 1990: 157), the ways in which organisational documents are used as the grounds to organise and regulate activities in organisations; e.g. regulations, rules, memoranda, and so on, in ‘indicating’ specific tasks are relevantly doable by parties on particular occasions. However, this is not a ‘property’ of the texts, or the ‘organisation’ but is oriented to, negotiated by participants in doing their activities (Kameo & Whalen, 2015: 6). As Garfinkel and Sacks put it:

“When and if we have read and talked about the text we will review what might be made of it. Thus we can have used a text not as undefined terms but as a gloss over a lively context whose ways, as a sense assembly procedure, we found no need to specify” (Garfinkel and Sacks, 1986: 161).

Previous ethnomethodological studies have analysed how members use texts, but how they are used as ‘text in interaction’; i.e. the texts are used as an artefact for referring to in the conduct of the interaction. Cecilia E. Ford (1999) analyses how students use reading sheets as an integral feature of negotiating how to collaboratively construct a physics laboratory task. The sequence of their activities is guided by the sequence of accounts on the procedure sheets. The written material is used as an integral resource for how to conduct the activities of the task. Deppermann et al (2010) show how parties to a meeting use a text accountable as a 'meeting agenda' as a known in common resource to indicate a prospectively relevant sequence of topics to be discussed. Their focus is on how sequential order of their activities is used to negotiate the phases of

activity, as a contingent and situated accomplishment, and how the doing of the talk can be used to delay, interrupt, change the sequential order of how and when the 'topics' are discussed. This study is discussed in more detail in Chapter 4 (pp. 77-97).

For example, Hughes et al (2002) describe some of the work involved in assembling a "Management Information Pack" (MI Pack), and how the pack is usable in coordinating doing the interactional work of coordinating turns at talk. The pack contains diverse information regarding a management program for monitoring the procedures and productivity of staff who worked in the branches of a High Street Bank. It involved assembling, inquiring, discovering and collating information from a variety of sources in each branch and across all the branches. They examine instances of the interactional work used in doing the situational work in assembling information regarding the activities of staff into a textual record of those activities (Hughes et al, 2002: 234); and how the work of identifying and recording the tasks done by the staff of the bank is an ongoing situated accomplishment, and how the details of the doing of those activities by those staff is a 'representation', indication of the practicalities of those details. It is how they have been assembled which is used to indicate how they are to be read. Those who do the reading, e.g. in the meeting, still have to do the work of filling in how the accounts are being used, and how the grammar of that assembly indicates the how the relation between those accounts is to be found. They analyse a meeting assembled to discuss "what the figures mean" which were collated on various spreadsheets. The MI Pack is used as a resource for 'accounting for' and display the interactional methods used to produce them. (Hughes et al, 2002: 228). This means that what will be found will be found in doing the discussion. The figures and how they are assembled still have to be used as a resource to indicate how they are to be interpreted on and for that occasion. What the figures mean are worked up in the doing of the interaction (Hughes et al, 2002: 231).

A different approach is taken by Crabtree et al (2003) when they discuss how 'calendars' are used to coordinate when activities in interaction are relevantly doable. They are usable in many domestic and organisational environments to coordinate situated action and can be described as "temporal maps" (Crabtree et al, 2003: 120) to coordinate events. They seek to describe the methods of 'calendar work' (Crabtree et al, 2003: 121) using what Dourish et al (1993) describe as "interpretive work". Their analysis consists

in how two parties use a calendar as a mutually oriented object to discuss, collaborate, orient to a prospective occasion which has not been recorded on the calendar. They show how calendars are used as a collaborative resource as a shared workspace for orienting, recording, reminding, tracking, scheduling work practices, i.e. coordinated activities in interaction. This is an example of how members use calendars to coordinate prospective interactions, and use them to indicate when interactions, activities will be prospectively realisable. However, they then go back to how the texts are usable in coordinating doing talk in interaction. In contrast, the Welcome Pack is an example of how members do the work of tying interactions to prospective time. And use the accounts of the interactions tied to the various prospective times to indicate to relevant incumbents they are an expectable presence at those interactions; i.e. how calendars are usable to organise prospective interactions

In their study, Kameo & Whalen (2015) show how documents are used to achieve the ‘local categorisation’ in interactions; i.e. how documents are usable to coordinate the ‘local order production of their activities, and how persons engage in the mundane work of orienting to, recognising how persons, places are ‘categorisable’ on and for that occasion (Kameo & Whalen, 2015: 3) Their analysis is of how call-takers at Central Lane Communications in Eugene used a Computer Aided Despatch (CAD) system as a “system of coordination” for managing 9-1-1 calls. The call-takers are required to use the CAD as a form to be filled in, in negotiation with the caller. The sequencing of actual calls requires the call taker to use how the call is negotiated to do the work of filling in the form (e.g. see Suchman and Whalen 1994). They describe the work involved by the parties to do the work of ‘filling in the field’, and how the parties negotiate how to describe the occasion being reported to make available the possibility of doing filling in the field Kameo & Whalen, 2015: 13), and thus present an example of how an interaction can be “document driven” (Kameo & Whalen, 2015: 21). Again, this assumes that categories are achieved through doing the talk in interaction. Whereas, the analysis of the thesis is showing how members use categories to coordinate which parties do which activities in the interactions; i.e. how the parties use the category student to indicate which interactions are relevant as a resource for how to indicate how to coordinate doing the activities in the interactions.

Eglin (1979) demonstrated how different and sometimes completely opposing

descriptions of events can be produced, in what Pollner (1979) described as “reality disjunctures”. The analysis is not to define the actual facts of the event, but to explicate how such different accounts of an occasion are producible by using the features of the event, and how different descriptions are usable to characterise those features. For example ‘police brutality’ and ‘reasonable force’ (Eglin, 1979: 373). “By assigning persons to social categories, by ascribing motives to incumbents of those categories, by seeing social behaviour as the outcome of motives, members ‘rationalise’ the world” (Eglin, 1979: 375). These rationalities are made visible and recordable using ‘text’. Again, this is an example of how category descriptions are used in texts to describe events that have already happened. The accounts of the Welcome Pack are being used to indicate how to do interactions which have been prospectively organised.

In this analysis, the Welcome Pack is not being analysed in terms of how 'texts' are used *in interactions* as such. The texts are being used as an observable example of how members use accounts of activities in interactions in settings to prospectively organise and coordinate the doing of those activities in interactions in settings by relevant parties. It is the methods of *this* achievement which is the topic of analysis.

This study is an analysis of how parties use organisational accounts to recognise the prospective relevance of interactions, and how they use accounts of interaction types to coordinate the doing of the activities in those interactions. The analysis of the texts is being used to show how members use accounts of interaction in settings to make available the possibility of doing those interactions in those settings as practical accomplishments by relevant parties. It is an explication of how the texts are used as accounts as a *medium of coordination*; i.e. the accounts are being used as a known in common resource to coordinate doing a collection of interactions as practical accomplishments. It is a description of how the account “Bangor University” is used to indicate which interactions are prospectively relevant for Welcome Week, 2009 at Bangor University; how relevant parties for doing those interactions are recognisable; and, how the sequential organisation of the university is used to indicate where and when the interactions will be prospectively realisable.

Features of the Welcome Pack

The method of inquiry is to notice that there are various features of the Welcome Pack (See Appendices 1-3: 241-273) and ask: how were they done; how were they usable? The Welcome Pack is being used as a heuristic device to explore how natural language accounts of activities, of interactions, of settings are used to coordinate the doing of prospective activities in interaction in settings. It is the methods of this achievement which indicates how the texts were assemble-able, and how the texts were usable as a medium of coordination for doing the prospective organisation of the activities; and for negotiating the doing of the activities as practical accomplishments. From a member's perspective, there are various features observable from the texts of the Welcome Pack.

Watson (1994) raises the question of how do members recognise what can be evidently seen in "the text" and what background knowledge is relevant to do the work of that seeing. In his study of the "certification practices" of the Los Angeles Suicide Prevention Centre (SPC), Garfinkel investigated the relations between practical actions and practical sociological reasoning (Garfinkel, 1967b: 171). He describes how investigators of the SPC used accounts of previous investigations as a resource for how to assemble a report of each investigation into an equivocal death for the Los Angeles Medical Examiner-Coroner's office. There is a body of knowledge for how to conduct investigations. There are texts, manuals, which describe and depict through visual images how activities are done and what features of 'scenes of a death' look like. The investigators use these textual and visual accounts to reflexively produce accounts which "say *in so many words* what really happened" (Garfinkel, 1967b: 175). The accounts do not describe what really happened. "Their rational features *consist* of what members do with and what they "make of" the accounts in the socially organised actual occasions of their use. Both how the texts of the Welcome Pack were assembled; and how the descriptions are usable by students are examples of this reflexive tie.

There is a Welcome Pack and the collection of texts which constitute this Welcome Pack are accountable as: "Bangor University Welcome Week Diary 2009" (Appendix 1: 241-58); "Bangor University Students' Union Handbook 2009-10" (Appendix 2: 259-271); and, "Bangor University Location Map" (Appendix 3: 272-273). Each of the texts consists of a collection of descriptions. There are descriptions of various types of social phenomena. There are descriptions of types of activity. There are descriptions of

types of interaction. There are descriptions of types of setting. There are descriptions of types of category. There are descriptions of types of organisation. These descriptions are being used to describe a collection of interactions in settings. It is observable that these descriptions go together as a collection. It is also observable the accounts have been tied to a realised organisation. This realised organisation is accountable as “Bangor University”.

The accounts in the Welcome Pack have been tied to the account “Welcome Week”. This account has been tied to the dates: 19th to 28th September, 2009. The interaction type accounts have been tied to prospective times. The interactions have been tied to both a parallel and sequential order. The collection of interaction types has been prospectively organised in that the accounts of the interactions have been tied to prospective time. This is being used to indicate when the interaction types are relevantly doable. The texts are being used to indicate to the incumbents of the category “first year undergraduate student” that the interactions have been organised. The category “first year undergraduate student” is relevant to doing each of the interactions.

The texts are being used to indicate that the interactions are available to be done at those time and in those locations. There is a cohort of undergraduate students that the Welcome Pack is relevantly sendable to. There is a university where these interactions are relevantly doable.

Each of the documents contain descriptions which have been assembled using various recognisable conventions and grammars. There are various observable features. The grammar of how the descriptions are organised reflects how the relations between social phenomena; i.e. what is being described, is organised. Each document has been divided into sections. The organisation of each of these sections reflects what they are being used to describe on each occasion of use. It is an example of how descriptions are used as ‘indexical expressions’ (Garfinkel, 1967b) where the sequential order of the accounts reflects and indicates the sequential order of how the interactions have been prospectively organised; how the features of the category, or organisation have been organised. The relations between the descriptions in each of the textual objects is used to reflect the relations between the phenomena being described. Each of the sections is being used to describe the features related to how the activities in interaction in settings

have been prospectively organised. Each section uses a “Section Heading” to indicate it is a separate section. The content of the heading is used to indicate what that section is being used to describe. The textual sections also use recognisable ‘subheadings’ as a means to make visible the different features available of the topic. Bold type is used to highlight some of the text. Some of the sections are mainly textual ‘narratives’ where descriptive accounts are used to indicate the relations between activities, interactions, settings, participants and times. They are also used to describe the features of these phenomena. Other sections employ “table” formats to organise the relations between the descriptions. Lists are also used to indicate and reflect how different examples can be grouped together. The ‘Location Map’ (Appendix 3: 272-3) also uses various types of “maps” to do the work of reflecting the various locations relevant in the different examples.

Although not the main focus of this analysis, one of the aspects observable in the texts is that various photographs accompany each of the sections. Each of the sections in both the Diary and the Handbook are accompanied by a series of images to visually indicate what the texts are talking about. The parties depicted in the images are recognisable as “students”. They are recognisable as doing “student activities”. The images in the Welcome Pack indicate a spatial-temporal location of a collection of scenes. They are used to reflexively embed the text in the context of Bangor University. They provide visual documentation of the various features of both the institution Bangor University, and what doing being a student *looks like* at Bangor University.

Jayyusi investigates the relations between photographs and how they are intelligible; what she describes as “glance-intelligible” (Jayyusi, 1992: 27). She argues that what makes a photograph intelligible are the categories of people, action and objects visible in the image, and the organised ways in which readers organise how they scan the scenic organisation of the photograph. “Categories of objects are categories that organise our knowledge of activities for which objects are constituent activity-objects” (Jayyusi, 1992: 28). The readers use the category accounts in the texts as a resource to indicate how to recognise the parties being depicted in the photographs.

Speier (1973) uses a series of tutorials to demonstrate how members make sense of images. He provides an example and then asks how we can make sense of features of

that photograph. For example, pages 49-52 show images of peoples, and he asks what visual clues are used to recognise the categories of the parties being depicted? There is also the observation that they will be categorised using a known in common category device.

In photographing a scene, the photographer reflexively accomplishes what the scene is about; the people, the activities, the objects. The viewer, in making sense of the photograph respecifies the image in terms of what makes it interesting. The photograph is an indexical object in how it enframes the features of a particular scene (Jayyusi, 1992: 31).

Each photograph is used to indicate particular aspects of the texts they are tied to. For example on page 6 of the Diary, headed: “Arrival details for those living in university accommodation”, there is a panoramic photograph showing one of the University Halls sites. There are also photographs of parties in locations doing activities. These are recognisable as: students in a study bedroom and students in a halls kitchen. There are photographs of students socialising (Diary: 7; Appendix 1:245), studying in the library (Diary: 7; Appendix 1:245), meeting with tutors (page 10; Appendix: 247), attending lectures (page 11; Appendix: 247). In the Handbook (Appendix 2: 260), on page 4 there is a photograph of a crowd of students enjoying a music event. The clubs and societies pages 10-13 (Appendix: 264-5), photographs of the different activities to illustrate the different clubs and societies available to be joined at Bangor University. There is a reflexive relation between the images and the text.

The texts are being used to make available the possibility of doing this collections of activities in interactions in just those settings at just those prospective times, by just those production cohorts. The university is using the accounts in the Welcome Pack to indicate to incumbents of the category ‘student’ that these interactions have been prospectively organised for them. And, how this implicates the students to use the accounts to recognise that some activities have been organised for them at which they are an expectable presence.

This is inferable from the observation that the interaction descriptions have been tied to prospective times to when the packs are sent to the students. This is an example of how

members use sequences of accounts to recognise the prospective relevance of doing a sequence of interactions. Accounts are recognisable as going together in sequences. The sequence of accounts indicates and reflects the sequence of phenomena they are being used to indicate. The sequence of, the relations between the phenomena indicates how to assemble the sequence of accounts.

Therefore, this analysis is not about the texts as “texts”, but about the methods members use to coordinate doing recognising and doing ‘doing’ of their activities. It is about how members used accounts to indicate prospective relevance of doing activities in interactions in settings, and how they use previous examples to indicate what is relevant for this next occasion of the doing. It is being used to show how members use previous examples of sequences of interactions, and sequences of collections of interactions in realised examples to orient to the relevance of and that the interactions of those sequences are doable again, and how sequences are relevantly doable again. This is how the discussion of previous Welcome Week, and how the university was done in previous academic years is relevant to this discussion. It is an example of how members also use accounts of retrospective sequences and collections of interactions to organise the possible realisation of prospective sequences of collections of interactions.

In the Welcome Pack, some of the descriptions are sequential accounts of sequences of activities. In other accounts there are accounts of sequences of interactions. In yet others, there are accounts of collections of interactions. The assembly of the accounts reflects the relations between the phenomena being described. The accounts are also usable to indicate what is being described. This is how the texts are usable by the readers. They are using the accounts to indicate what the descriptions are about.

Chapter 3 – Using “Types”

Introduction

It is how members coordinate doing collections of interactions which constitutes social order. It is how members use accounts of “types of interaction” which they use to coordinate doing actual examples. This chapter sets out how members use descriptions of types of social phenomena to coordinate both the doing recognising and doing the producing of actual examples of social phenomena. It is focussed on explicating there is a difference between: (a) describing members’ accounting practices; and (b), describing how members use accounts of interaction types to coordinate doing their activities in interactions. It will show what is meant by this differentiation, and how it can be used to show how members coordinate doing collections of interactions, as well as how members coordinate doing sequences of activities.

The Welcome Pack is an example of how parties use accounts of types to coordinate doing recognising. There are descriptions of types of interaction. There are descriptions of types of process. There are descriptions of types of setting. There are descriptions of types of category. There are descriptions of types of activity. It is these descriptions of different types of social phenomena which are being used to coordinate the doing of a prospective collection of interactions in settings. The focus of the analysis is how members use the mutually constitutive relations between descriptions of types of social phenomena and realised examples of social phenomena.

The descriptions in the Welcome Pack are an example of how natural language is usable as a medium for achieving ‘intersubjective coordination’. ‘Language’ is the medium members use to coordinate doing recognising (Sacks, 1995). This is how the descriptions in the Welcome Pack are being used. The *methods* of this achievement require an explication of how ‘types’ are usable by members to do coordinating organising prospective practical actions, and how they use types in coordinating doing their practical actions. The descriptions in the Welcome Pack of interaction types are an example of how members use accounts of interaction types to organise and coordinate the possibility of doing sequences of activities. The Welcome Pack uses ‘types of interaction account’ to coordinate the doing of those interactions as practical

accomplishments in and for Welcome Week. This is how descriptions of types are relevantly usable. The accounts are being used to indicate possible activities that parties to the interactions can use to negotiate the doing of actual sequences of activities.

Ethnomethodology and more specifically Ethnomethodological Conversation Analysis (EMCA) have shown through their analyses of naturally occurring talk in interaction how members use types of conversational object to coordinate doing sequences of talk. For example, how Members produce and recognise the utterance “Hello” as a conversational object “type of greeting”, and how the production of that type of conversation object is used to indicate the relevance of a next utterance to be produced as a ‘return greeting’ (Schegloff, 1986). Ethnomethodological analyses focus on how members orient to the endogenous details of sequences of activities. The analysis of the texts of the Welcome Pack is being used to show how members use descriptions of types of *interaction* to make available this possibility; i.e. how members use descriptions of sequences of interactions to coordinate doing those sequences as practical accomplishments.

Drawing on how Garfinkel used Schutz’ work on ‘*typifications*’ to analyse how members use accounts of types of social phenomena to describe examples of social phenomena; the chapter develops an explication of how members also use accounts of interaction types as a knowable in common resource for indicating which activities are relevantly realisable on and for just that occasion. Garfinkel describes how accounts are usable as indexical expressions in members’ accounting practices (Garfinkel, 1967a). The chapter goes on to describe how interaction type accounts are also usable to indicate and coordinate which party is expectable to do which type of activity for each next turn for that occasion. The chapter also describes how accounts of sequences of interactions are used to organise the possibility of doing a sequence of interactions again; and how organisation type accounts are usable to indicate which sequences of interactions are recognisable as going together as a particular collection.

Typifications

The Ethnomethodological study of how members use ‘types’ was developed by Garfinkel from the work on ‘typifications done by Alfred Schutz (Heritage, 1984). Whereas Schutz focussed on how individuals perceived ‘typifications’, Garfinkel studied how groups of parties, e.g. members of a jury, used “types” to coordinate doing recognising of what each other are doing, and what each other are saying (Sharrock, 2004).

According to Schutz only some of our knowledge is gained from direct personal experience, a large proportion is ‘socially derived’ from other persons, various kinds of literature, teachers and so on. Most of this knowledge is gained through natural language descriptions. Schutz used the description ‘typification’ to indicate how members use descriptions to ‘typify’ what is being described which members take for granted as use as contingently valid for the practical purposes of coordinating doing recognising (Schutz 1962). He described how typifications are used as a resource to structure and organise our everyday known in common experiences. They are used to organise stocks of knowledge about the world (Sharrock & Hughes, 2001: 10). They are used as both 'schemes of orientation' (Schutz, 1944; ten Have, 1989), for producing action, and 'schemes of interpretation', for understanding the actions of others. He also pointed out that these typifications tend to be more anonymous, abstract, and standardised when one deals with more strongly institutionalised patterns of conduct (cf. Schutz, 1962:19-26). Natural language descriptions can be used to provide a system of reference for naming things and events (Schutz, 1962: 14)

“By naming an experienced object, we are relating it by its typicality to pre-experienced things of similar typical structure, and we accept its open horizon referring to future experiences of the same type, which are therefore capable of being given the same name” (Schutz, 1962: 285).

According to Schutz (1962), language is the typifying medium par excellence. The pre-scientific vernacular; i.e. everyday language, can be interpreted as a treasure house of ready-made pre-constituted types and characteristics, all socially derived and carrying along an open horizon of unexplored content” (Schutz 1953: 9-10). These descriptions

are usable to indicate the 'features in common' natural occurrences of social phenomena. They can be used to 'organise our impressions, at the start, into objects, events, and categories and so structure our experience' (Benson & Hughes, 1983: 53). This is also how a 'same' example is describable in different way on different occasions, depending on which features are being invoked as relevant for use on that occasion (Randall, Harper & Rouncefield, 2007). Typifications are used as knowledge about the world, as 'how to do it knowledge' (Sharrock & Hughes, 2001: 10).

Influenced by this analysis, Garfinkel sought to investigate *empirically* the practical uses of typifications by members in the negotiation of their everyday activities. Schutz focused more on what members know, whereas Garfinkel is concerned with the *how* of members doing and knowing (Psathas, 1980: 11). According to Rawls, the words are the same, but Garfinkel uses it in a radically different way (Rawls 2006: 4). Garfinkel has argued that any approach which seeks to reduce the details of social life to concepts, typifications or models lose the phenomena (Rawls, 2006: 6). Garfinkel wanted to "bring the observable details of action in situ to centre stage" (Rawls, 2006: 25).

"People do not interact with typifications. They must be able to create and recognise actions as actions of a sort before typifications can be invoked. The question is "how" they do that. How are social phenomena made and recognised as witnessable enterprises? That is an empirical and not a conceptual question" (Rawls, 2002: 51).

How parties to an occasion mutually recognise each other's 'actions of a sort' is the focus of ethnomethodological investigation. Garfinkel used his observations of 'everyday life' as a basis for developing a program of analysis which would show how various types of social activity are recognisable as being describable and hence how *members* use such descriptions to render their activities "accountable" (Heritage, 1984: 136). One of the central features of Ethnomethodology is "accountability". Garfinkel describes 'accountability' as how social phenomena are 'observable-reportable'. Accountability refers to 'the ways in which actions are organised: that is, put together as publicly observable, reportable occurrences. They are not only done, they are done so that they can be seen to have been done. The study of accountability therefore focuses upon the ways actions are done so as to make themselves identifiable within the social setting' (Button and Sharrock, 1998: 74).

Schutz describes how members share their experience of the world in terms of ‘groups of types’ (e.g. animals, trees) rather than singular objects (Schutz, 1973: 8). Garfinkel uses Schutz’s description of the ‘typification process’ but is interested in the procedures members use for recognised the social world as a known in common out there, “objectively real for them” (Psathas, 1980: 10). Garfinkel seeks to show how members use types to recognise examples of social phenomena as social facts, and how they do this ‘intersubjectively’. “How are these typifications constructed, what are the features of the processes used in their construction, and what taken-for-granted assumptions operate in their construction?” (Psathas, 1980: 11). ‘Types’ themselves are not objective. “Social phenomena cannot be understood apart from members’ interpretations of them” (Psathas, 1980: 11). Therefore, the investigation is not to define types, but into their *methods* of use. ‘Finite sets of instances’ cannot always be subsumed by a single concept, and a ‘concept’ cannot be defined in such a way as to include all examples for which that concept is used to describe (Jalbert, 1992: 278). How words are being used on any particular occasion cannot rely on some ‘definition’ but on *that* ‘context of use’ (Maynard & Peräkylä, 2003: 238). This is a practical and mutually achieved accomplishment.

For Ethnomethodology ‘types’ are not idealisations (Zimmerman, 1974: 22), but a known and knowable in common resource to describe social phenomena. This in turn is usable to produce and recognise occurrences of those social phenomena; e.g. types are usable to see patterns of recurrent events, and patterns of sequentially related events. How members use descriptions of activities in interaction in settings is an integral part of how they coordinate doing their activities (Dupret 2011: 5).

The next section is a discussion of how members use the reflexive relations between accounts of types of social phenomena and the producing and recognising occurrences of actual social phenomena; i.e. how one is used to indicate and elaborate the other (Button & Sharrock, 1998; Lynch, 1993: 1; Suchman, 2000: 6). The topic being addressed is how members use type accounts to indicate features in common, and how features in common are used to recognise and realise examples of social phenomena.

Using types

A central problem for any analysis of social action is that every situation is unique in that each differs in some way, in some of the details from any other situation (Sidnell, 2009). Yet, it is also observable that there are some regularities across these unique examples, so much so that it is possible for members to take for granted that interactions are done in regular and routine ways in retrospect to show that parties to interaction do routine activities in routine ways (Heritage 1987: 243). These sequences of activities are also accountable in regular and routine ways. In other words, for something done by an individual (or by a number of persons acting together) to be identifiable and describable as ‘this’ activity (for example, waiting at a street corner, reading a newspaper, running to catch a bus) means that the activity in question forms part of a ‘grammar’ of activities (Psathas, 2014: 31) known by and recognisable to the society’s members (Francis & Hester, 2004: 2). Some sequences activities are done by several persons acting together. Examples of such collective activities are a family meal (Butler & Fitzgerald, 2010), a business meeting (Nielson, 2009), a football match or a political election (Francis & Hester, 2004: 1). These are accountable as *interaction types*. These are members’ accounts used to describe the details of those interaction types. The members use these accounts to coordinate doing the activities indicated by those account. The activities relevant to how the parties negotiating doing a family meal are different to how parties negotiate watching a football match.

“The accomplishment of social action requires that not only the party producing an action, but also that others present, such as its addressee, be able to systematically recognise the shape and character of what is occurring. Without this it would be impossible for separate parties to recognise in common not only what is happening at the moment, but more crucially, what range of events are being projected as relevant nexts, such that an addressee can build not just another independent action, but instead a relevant coordinated next move to what someone else has just done” (Goodwin, 2000: 1491).

Type descriptions are usable, used to indicate “features in common” of social phenomena (Heritage, 2011: 265), and to indicate “sequences in common” for sequences of activities. The method is to use ‘features in common’ to make available the possibility of using those features for coordinating recognising and producing examples, occurrences of social phenomena. Type descriptions are indexical. They are used to indicate and orient to features in common for that occasion, which are usable to

negotiate the doing of a sequence of activities for that occasion. Types are used as indications for coordinating doing recognising examples of social phenomena. They are not 'things'. They are not 'definitions'. How members achieve competence in doing recognising and doing describing; and how these competencies are used to coordinate doing recognising, doing describing and doing realising of social phenomena was investigated by Harvey Sacks.

Sacks was concerned with the issue of 'recognisability' of descriptions (Carlin, 2009). He recognised the relevance of how parties coordinate doing recognising in how members produce and recognise their accounting practices (Housley, 2000: 84). Sacks was interested in how members 'see at a glance' mundane activities such as greetings, proverbs, stories, jokes, etc., and how they are producible as "organisational objects" (Lynch & Bogen, 1994: 71), and how they used a 'consistency rule' (Schegloff, 2004: 91-4) from the same 'taxonomy' to do the describing. As Bilmes has shown in his discussion of various "taxonomies", phenomena are describable in multiple ways, but on each occasion the description used is "referentially adequate" (Sacks 1995, Volume 1: 246; Bilmes, 2011: 149) for that occasion (Bilmes, 2009:1602). Sacks' work explored the methods of this achievement.

Sacks observed that from all the possible descriptions of what the parties did, just one description is usable to describe in all the referentially adequate details (Sacks, 1972a, p. 34), what was done by the parties to the occasion being described. It is how this is doable as a negotiated and contingent practical accomplishment which is a major concern for Sacks' in his analysis of the story: "The baby cried. The mommy picked it up" paper, where he investigates how just those descriptions are producible and recognisable to describe just that sequence of events. From all the possibly correct descriptions of the parties, just those were used, and just those descriptions did the work of describing who the parties were on that occasion. Sacks shows how descriptions of 'types of party' such as baby, mommy; and types of activity such as crying and picking up are recognisable as types, and how they are being used to describe the occurrences of the actual details of the doing. There is also the method of how just those descriptions are producible-recognisable as 'going together' in just those sequences so as to relevantly describe a sequence of events observed by that child. Sacks focussed on how descriptions are mutually recognisable, and sought to explicate the method members use

to produce their accounts can be used to indicate the methods they use to constitute the local accomplishments of social organisation. Mutual recognisability is a methodical achievement by the parties which they use to coordinate doing their activities (Housley, 2000: 84).

The method being described is: how members use “type descriptions” to coordinate doing recognising. It is how members recognise occurrences of social phenomena as ‘another’ example of a type of social phenomena which makes available how parties to an occasion coordinate doing recognising. It is how members use descriptions as a medium of coordination for doing recognising in common. How members use descriptions of types of social phenomena is a taken for granted competence, used in seen but unnoticed ways to coordinate recognising actual occurrences of social phenomena. The new students are expectable to be competent in recognising the descriptions used in the texts of the Welcome Pack. They are expectable to be competent in recognising how to use the descriptions of types of interaction, setting, category as a resource to indicate how the texts are relevant to them, and which interaction types they are expectable at. This is how the method of members recognising how to use types is relevant on this occasion. Achieving competence in how these descriptions are usable is part of the process of learning how to do being a student at Bangor University. As Law & Lynch (1998) have described:

“For most of us, most of the time, the activity of seeing and naming objects in the natural environment is relatively unproblematic. So "natural" does it seem that the contextual skills that we deploy are concealed from our scrutiny. It is only when we are novices - young children, apprentice scientists or radiographers, or aspirant birdwatchers - that the fact of those skills, and, more important, of their social construction, becomes visible to us” (Law & Lynch, 1998: 271).

Their paper describes how novice birdwatchers use lists, tables and field guides as a resource for how to become competent in doing recognising types of bird. They describe how the birdwatching lists, tables and field guides are not self-explicatory. They focus on their textual organisation of the materials and observe that no matter how detailed the descriptions of the features in the texts they do not indicate how to do the recognising of actual examples. The point being made here is that it is how members achieve competence in recognising which descriptions are usable to describe which types of social phenomena that they mutually coordinate doing recognising of actual

example.

They use an example of how a novice birdwatcher is not yet competent in consistently recognising the set of features of a 'duck type bird' are usable to indicate which type of duck it is reportable as for the practical purposes of a competent birdwatcher. The "failure" of a novice birdwatcher to recognise that another sighting of a 'duck' she saw was another 'gadwall' is relevant to parties who are competent in, and are oriented to doing the activity 'birdwatching' (Law & Lynch, 1998: 272) As a novice, she could recognise "ducks" as distinguishable as a type of bird, but was not yet proficient in recognising the different features of different types of duck to be able to identify an in vivo example doing flying past, therefore she was unable to use those features to indicate which type of duck she saw; i.e. she did not recognise the features of the occurrence which could be used to indicate it was a 'gadwall'. This is not due to a failure in perception but, as a novice birdwatcher has not achieved competence in using the features observable from the phenomenon, i.e. the observation of a bird 'doing flying', to be able to use the 'exhibited features' of just that bird 'doing flying on just that occasion', to indicate just which specific type of duck, it recognisably is for a competent birdwatcher. The novice has not yet mastered how to recognise how to use the detailed features of the 'bird' to indicate which type of bird it is reportable as for a competent birdwatcher.

They suggest that "birdwatchers do not simply see birds". Competent birdwatchers engage in what they describe as a "reflexive elaboration" in which they use the texts and the lists to organise their gaze to sequentially organise just which type of bird they are seeing on a particular occasion. They use the reflexive relation between "collection of features" and "description of type" to indicate which description is relevantly usable to describe an actual occurrence. An experienced birdwatcher also uses how they recognised real life examples on previous occasions; and how the features observed relate to the features in the lists, pictures, and so on. There is a reflexive relation between the 'literary phenomenon of the list', and how the list is usable as a resource to indicate which features to look for to do the work of identifying which type of bird the example being observed is another example of (Law & Lynch, 1998: 274). Competence in doing recognising types is achieved in and through repeated doings; and using other already competent members to corroborate that a 'recognition' has been relevantly done.

The activity birdwatching is an exemplar of how members use texts as “instructional orders of practice” (Law & Lynch, 1998: 297). They are not 'formal instructions' as such, but are used to do the work of indicating which features of the phenomenon are tied to which accounts of that phenomenon. Members use the accounts to coordinate doing recognising. Achieving competence in 'birdwatching' entails doing recognising by using the accounts of “types of bird” to indicate what an observed example is recognisable as.

This is an example of the methods members use to achieve member competence, i.e. mastery of natural language use of that language community. There are observable phenomena. Each phenomenon exhibits a collection of features. These features are used to indicate of which type of example it is another occurrence. Which descriptions are usable to indicate which sets of features is coordinated by the population of the language community. Competence is achieved as and when the 'novice' achieves competence in being able to tie a relevant description to an observed example; and use the descriptions that competent members use. This is an illustration of how members use descriptions of objects to recognise examples of objects. There is then the issue of the methods members use to recognise and *produce* examples of types of activity, and how 'types of activity' are describable.

Types of activity

EMCA explicates how members use accounts of types of conversational object to produce and recognise examples of utterances. This method can also be applied to how members use accounts of interaction types to coordinate the prospective organisation of those interactions. This is the method used to produce the descriptions in the Welcome Pack. It can also be applied to how parties to occasions use accounts of interaction types to coordinate doing a sequence of activities for that occasion. This is the method the students use to recognise the relevance of the Welcome Pack. The next section describes how EMCA shows how members use sequences of activities to produce types of conversational objects. The work of the remainder of the chapter is to use studies from the literature to show how members use accounts of sequences of activities as interaction types; and how members use accounts of sequences of interaction to

coordinate the possibility of doing those sequences of interactions again as practical accomplishments. It is how this is achievable which makes possible how the Welcome Pack can be used to describe the prospective organisation of just that collection of interaction types.

This work in revealing the methods used to do talk in interaction is itself dealing with social organisation, not as some objective thing, but how it is done as a practical accomplishment (Schegloff, 1987: 104). As such CA is not directly concerned with language per se, but as a way to investigate and explicate the methods used by members to produce and recognise their everyday activities (Schegloff and Sacks, 1973). And as such they are concerned with: how utterances go together in recognisable sequences; and, how 'things' (social phenomena) like context, identity, are used to coordinate producing episodes of talk-in-interaction (Schegloff, 2005). This section describes how members use description of types of activity as a resource for coordinating producing and recognising activities done and doable as practical accomplishments.

Participants to talk, routinely and mutually make visible to each other their orientation to and thus recognition of the moment by moment contingencies of each next activity. CA is centrally concerned with explicating how these collaborative efforts are routinely and mundanely achieved (Beach, 1995: 121). "Conversations" have an overall organisation, however, each occasion is managed on a turn by turn basis. Each next turn is based on past and projected next turns. The sequence is worked out in the doing (Martin & Sommerville, 2004: 8).

"CA has insisted since its inception that in the real world of interaction sentences are never treated as isolated, self-contained artefacts. Instead, sentences (the abstract entities that are the objects of linguistic enquiry) and utterances (the stream of speech actually produced by a speaker in conversation) are understood as forms of action situated within specific contexts and designed with specific attention to these contexts" (Goodwin & Heritage, 1990: 287). CA has shown how members use 'unit types' to indicate 'types of activity', the mutually constitutive relations between 'utterances' and 'conversational objects'.

"By examining in close detail the constitutive features of conversational interaction,

Sacks and his colleagues identified what they referred to as ‘conversational objects’, that is, structures that were oriented to and used interactionally by participants to conversations” (Francis & Hester, 2004: 21). A ‘conversational object’ is an account of a type of utterance; e.g. greetings, questions, stories, jokes, and so on; which includes such conversational objects as question–answer, request–grant/refusal, and invitation–acceptance/declination sequences (Maynard & Peräkylä, 2003: 246). For example there are the methodic procedures parties use to negotiate how one of the parties to an occasion can claim entitlement to produce an extended utterance, where possible ‘transition relevance places’, such as a gap in speaking, are not used to exchange speakers, but are recognisable as a “pause” for the next part of the utterance. As Sacks has described, such an extended utterance only gets to be a ‘story’ as and when both producer and hearer(s) use the account “story” to produce and recognise how the utterance is being done. (Sacks, 1995, Vol. 2: 223). So, the description “story” must be treated as what Sacks calls “a candidate name,” and we should be interested only in what has happened as a story if we can show how an activity is produced as a story. The candidate name is usable to indicate the type of conversational object (Silverman, 2004: 318). The type of conversational object is used to produce and recognise the type of utterance. The production of one story can be used to indicate the possible relevance of producing another story as a next activity in that sequence

Members produce and recognise conversational objects as a type of activity. A conversational object account is usable to indicate a type of activity. Members use conversational objects to recognise ‘types of utterance’, which they use to produce and recognise actual examples. Conversation analysis has shown how members use ‘types of conversational object’ to produce and recognise their utterances as practical actions. They are produced and recognised as types of situated activity for use in that context for that (Goodwin & Heritage, 1990: 288). The production, recognition of a type of conversational object is used and usable to indicate what activity the utterance is being used to do on and for that occasion. It is also usable to indicate a prospective next relevant utterance. How each conversational object is produced and recognised is used to indicate how to produce and recognise each next occurrence.

Heath & Luff (nd) show how a member of ‘station staff’ use an utterance accountable as an “announcement” as a resource for how to indicate to waiting passengers the arrival

of a next train at that platform.

“OSA: The next train should(nt) be due to arrive on Platform One will be a Circle Line service^ (.5) This train is: currently just left Moorgate^ (.) and will be here in approximately (.) just under a minute” (Heath & Luff, (nd): 7)

The announcement provides the waiting passengers with a way of seeing the next train to enter the platform, and in seeing the object in a particular way, producing a sequentially appropriate next action. (Heath & Luff, (nd): 7)

The above discussion shows how members use descriptions of types of activity to produce and recognise examples of activities as practical accomplishments. It is also observable that types of activity are also producible and recognisable as going together in recognisable sequences. It is how this is achievable as a practical and coordinated accomplishment by parties to an occasion which is the topic of this next section.

Sequence organisation

Sacks observed that the social world was ordered and organised “at all points” (Sacks, 1995: 484), and this order was observable in the locally produced details of parties doing sequences of activities in interactions. Using the basic observation that parties do activities in sequences leads to the question: how do parties to an occasion negotiate and coordinate the doing of sequences of activities so that each next activity is procedurally relevant to what has gone before, and what are prospectively relevant next activities for that occasion? In seeking a way to explicate the methods of how members coordinate doing sequences of activities (Hindmarsh & Heath, 2000: 1856), Sacks noticed that when parties do talk in interaction they do so in organised, finely tuned, and closely coordinated sequences. He went on to reason that if a way could be found to describe the *methods* the parties to the talk used to achieve that finely tuned organisation, then this could also be used to explicate how social order and organisation is also done as a practical accomplishment. Sacks was not looking for “methods used to do talk” as such. He was looking for the methods members used to coordinate their activities in interaction, and thus how members produced social order and organisation as a practical accomplishment. Sacks developed his analysis of conversation as a response to how to

elucidate the moment by moment negotiated details of how social order is achieved as a practical accomplishment (Schegloff in Sacks, 1995). The aim of EMCA is to develop a grammar which would describe how participants in conversation mutually and contingently assemble sequences of utterances (Lynch & Bogen, 1994: 74). The methods EMCA describe are not analysts' methods, but the methods used by the participants themselves to produce those activities.

For EMCA, "ordinary conversation" constitutes the primordial site of language use in the natural world and is the central medium for human socialisation (Goodwin & Heritage, 1990: 289). "In other words, 'conversation' is conceived of as the paradigm of social life: sociality is equated with talk-in-interaction" (ten Have, 1999: 275). In conversation, turn-taking is locally managed and party administered (Sacks et al., 1974); that is, the participants assume and assign speaker and recipient identities contingently as their talk unfolds. Whatever asymmetrical participation frameworks may emerge in concrete instances, the turn-taking system provides for equal access to speaking opportunities (Kasper & Wagner, 2014: 191). Actions are constrained by the interaction-internal context rather than external social structural factors. In 'ordinary' conversation allocating next speaker turns is done at and for each speaker exchange, i.e. all parties have 'equal' rights and obligations regarding how to claim each next turn (Lerner, 2003).

Sacks et al. (1974) identified some of the grossly apparent facts of conversation as including: overwhelmingly, one party talks at a time; transitions between speakers are coordinated at and for each next turn; turn order and the distribution of turns are negotiated turn by turn; turns are produced in sequences; the number of parties and number of turns taken are not fixed in advance but vary for each conversation. "Turn-allocation techniques are obviously used. A current speaker may select a next speaker (as when he addresses a question to another party); or parties may self-select in starting to talk" (Sacks et al., 1974: 701).

Conversational objects are used to indicate type of turn. Types of turn are relevant for how members coordinate doing sequences of talk in interaction. This is the resource for how members produce what CA describes as "adjacency pairs"; for example the conditional relevance between 'adjacency pairs' such as 'greeting-return greeting', 'question-answer', 'invitation-acceptance/rejection'. A first pair part implicates the

production of a second pair part. (Goodwin & Heritage, 1990: 287). This is what Schegloff & Sacks (1973) describe as “sequential implicativeness”. “By “sequential implicativeness” they mean that “an utterance projects for the sequentially following turn(s) the relevance of a determinate range of occurrences (by the utterance types, activities, speaker selection, etc.). It thus has sequentially organised implications” (Schegloff and Sacks, 1973: 296, footnote 6). In turn, this can be used to display “projectability” (Wilson & Zimmerman, 1979: 69), where each party to the occasion recognises an utterance as a type of conversational object, and uses that to indicate a next relevant conversational object at the next indicated transition relevance place, where a relevant speaker change can be coordinated (Goodwin, 2000: 1491). For example how an utterance produced and recognised as the conversational object type “greeting” can be used to indicate the party producing the utterance is seeking to open a sequence of activities with the party or parties the utterance is directed towards. This indicates and implicates the relevance for the hearers of the utterance to accept or decline the offer of doing an opening by producing an utterance recognisable as a return greeting which indicates the agreement to enter into doing a sequence of activities. How the utterance is assembled indicates how it is to be heard. This is used by hearer(s) to orient to what next relevant activity is being indicated by using that conversational object. This is what Cicourel termed “the retrospective-prospective sense of occurrence” (Watson, 2005: 6). How members use the retrospective-prospective sequential order of interactions as a resource for how to coordinate doing the activities in a prospective example is described in the next chapter. The analysis being developed in this thesis is that members use the sequential implicativeness of *interactions* as a resource for orienting to the relevance of doing prospective interactions. It will be demonstrated in Chapter 5 that this is the method used to recognise which types of interactions are to be organised for this next Welcome Week. The studies described below are being used to illustrate this alternate approach, and how it links to the analysis in Chapter 5 onwards.

From a CA perspective it is the “sequential organisation” of activities which parties use to negotiate turns, and how the parties use conversational objects to coordinate each next turn. As Whalen and Raymond (1991) describe, sequential organisation is used to establish a set of mutual obligation between the parties as to what each turn implicates and indicates is a relevant next turn and how that next turn is allocated and/or claimed by one of the other parties

However, not all episodes of talk exhibit the symmetrical speaker rights of ordinary conversation. CA acknowledges there are different types of speech exchange. Sack et al (1974) acknowledged that turn taking procedures differ in different interactions. Sacks et al observe that in speech exchange systems such as meetings, interviews, debates, or ceremonies as 'obviously pre-specified' "Those differences suggest that different turn-taking systems are involved. Conversation obviously occupies a central position among speech exchange systems; perhaps its turn-taking system is more or less explanatory of that centrality" (Sacks et, 1974: 701); what they describe as "turn pre-allocation" where turn coordination is more or less known in advance (Atkinson, 1982:103).

There are noticeably different procedures for how turns are coordinated, negotiated on different occasions. It is observable that there are asymmetrical relations in speaker rights and obligations; and that the parties use these asymmetrical rights as a resource to negotiate the production of each next turn. It is not the case that the asymmetrical allocation procedures are external to the talk, but how members recognise which procedure is relevant to conduct the current episode of talk. The different 'types' of turn allocation procedure are used to make available how to do the negotiating of turns for that occasion, by just that collection of parties. This is what the interaction type is usable to indicate. The focus is on how descriptions such as: cross-examination, call to the police, clinical consultation, etc. are recognisable and usable by the parties in the conduct collaboratively realising their activities on an occasion (Heritage and Greatbatch 1991).

"'Turn-type pre-allocation' tends to be involved in situations where participants orient to there being special restrictions on what sort of action may be done in any particular turn. Much of the talk that takes place during court hearings, for example, involves long chains of alternating turns between counsel and witness, that are minimally recognisable as 'questions' and 'answers' respectively" (Atkinson, 1982:103).

This raises the issue of how the parties to an occasion mutually and prospectively recognise which turn allocation procedure is relevantly usable for that occasion as a resource to coordinate how to coordinate which of the parties gets to do each next turn, on and for that occasion. Ethnomethodological studies also show that in what they describe as "institutional interaction" there are observable occasions where the parties

orient to differential rights and obligations for allocating next activities (Arminem, 2000). The question for EMCA is how institutions are relevant for turn allocation procedures in producing sequences of talk; in what Schegloff (1991) terms "procedural relevance". How Ethnomethodology addresses asymmetrical turn allocation procedures in institutional talk is described in the next section.

Institutional talk

The question for Ethnomethodology is: how does the fact that the episode is negotiated in what is observable as an institutional setting impact upon how the parties to an episode of talk coordinate and negotiate how they produced just that sequence in just that way on just that occasion (Hindmarsh & Llewellyn, 2010: 32)? CA argues the different turn allocation systems are modifications of the methods used to do ordinary conversation. It is incumbent on the analyst to show how or if any 'organisational' features impacted on the doing of the talk. A central theme in research on institutional interaction is that in contrast to the symmetrical relationships between speakers in ordinary conversation, institutional interactions are characteristically asymmetrical. Underlying this research is a widespread acceptance that ordinary conversation is premised on a standard of "equal participation" between speakers and that this standard is departed from in talk in institutional settings (Drew & Heritage, 1992: 47).

“The relationship between ordinary conversation and institutional talk can be understood as that between an encompassing “master institution” and its more restricted local variants” (Heritage & Clayman, 2010: 17).

Talk in interaction can be analysed in different settings. There are interactions which take place in what are describable as “formal settings”. It is these types of formal settings which are describable as “institutional interaction”. There are different types of “formality”. One feature they do have in common is that the turn taking systems used by parties in those settings differ to varying degrees from ordinary conversation (Drew and Heritage, 1992: 26). For example, these variations from ordinary conversation *may* supply the analyst (and, in the first place, the participants) with the basis on which to identify each form of institutional talk (Roca-Cuberes, 2014: 310).

A common finding in “institutional talk” literature is that institutional incumbents such

as doctors, teachers, interviewers, family social workers, etc. can direct the trajectory of the talk by virtue of their 'entitlement' to ask questions and formulate topic selection (Heritage 1985: 101-4). The task for the analyst is to show that interactions recognisable and describable as a "cross-examination," "call to the police," "clinical consultation", etc. are used by the participants procedurally for each next turn in the encounter (Heritage and Greatbatch 1991).

As Hester and Francis (2001:2) put it:

"The basic assumption of the Institutional Talk Programme (hereafter ITP) is that the concepts and methods of CA can be extended beyond the study of 'ordinary conversation' to the investigation of various forms of 'institutional talk' in order to show that such interaction differs from ordinary conversation *in systematic ways*. Where CA has focussed upon the organisation of ordinary conversation, ITP aims to describe the organisation of 'institutional talk and interaction'. At the heart of ITP studies is the claim that that the sequential organisational characteristics of 'ordinary conversation' comprise a 'bedrock' to which other 'speech exchange systems' are tied as specific modifications of that 'paramount system'" (Hester & Francis, 2001b: 2)

Various studies have shown that in sequences of talk one of the parties has done the work of doing asking questions. In some examples the parties were describable as "doctors", in others "interviewers", in others "attorneys", "judges", "barristers", in others "police detectives", and so on. How were these 'descriptions of parties' relevant to, used by the parties to those interactions? Whalen (1991: 10) describes this turn taking system as pre-allocated rather than negotiated locally. As Sacks (1995) has observed regarding how talk is managed in "therapy sessions", the talk between patients follows 'normal' conversation conventions in that they all have equal rights to claim a next turn. However, there is an interactional asymmetry if and when the 'therapist' claims entitlement to talk, and to indicate when the patients are entitled to negotiate sequences (Mondada, 1998: 156). As Mondada describes, participants to "therapy sessions" as a distinct form of interaction (Mondada, 1998: 160). Although each in vivo therapy session is unique in the production of the details of the activities, "it is important to note that patients orient themselves towards the specific characteristics of a therapy session" (Mondada, 1998: 160). There is no typical sequence or particular turn allocation procedure. Instead, there is a 'typifying procedure' used by the participants who reflexively use the typified sequences of what therapy sessions usually consist in to coordinate doing an actual sequence of interaction.

It is the type of interaction which is used by parties to indicate the relevant asymmetrical rights and obligations to produce and allocate next activities. The interaction type is used to indicate the typified sequence. It is the type of interaction which is used to indicate which turn taking asymmetry is relevant for an occasion. The interaction type account 'therapy session' is used to coordinate doing a therapy session by those parties on each occasion. The interaction type account 'conversation' is used to coordinate doing a conversation. Each of the interaction type accounts is usable to indicate different turn allocation procedures, and different rights and obligations regarding how turns are allocate-able. The interaction type accounts are being used to indicate a possible sequence of activities. The parties still have to do the work of coordinating just which activities on and for each of the occasions.

This is one of the main points being raised in the thesis. The issue is to show how members use interaction type accounts to coordinate and negotiate doing sequences of activities. The analysis in chapter 7 will show how members of the University use accounts of interaction types to coordinate the prospective organisation of Welcome Week. Chapter 5 describes it is how Bangor University is organised which is used to indicate the relevance of prospectively organising the interactions for another Welcome Week. Chapter 9 describes how the students use the accounts of the interaction types in the Welcome Pack to do the work of recognising which of those interaction types are relevant to them.

Types of interaction

This section describes how members use descriptions of interaction "types" to coordinate doing a sequence of activities. Interaction type descriptions are usable to indicate which activities are prospectively relevant for negotiating how to do on and for an occasion. Members use descriptions of types of interaction to coordinate doing sequences of activities with other parties. The "interaction type" is used to indicate which activity types are prospectively doable. The interactions type is used to indicate which party is expectable (obliged, entitled) to do which of those activity types. This is how parties to occasion somehow already know how to coordinate doing a sequence of activities for that occasion.

Members use differing interaction type accounts to describe different types of sequences of activities. Conversation is a type of interaction. An interview is a type of interaction. A therapy session is a type of interaction. A classroom lesson is a type of interaction. There are different activities tied to each of these types of interaction. There are different turn allocation procedures used for each type. The parties to such occasions use the interaction type description to indicate which activities are prospectively relevantly realisable, and to coordinate which of the parties present is expectable to do which type of activity relevant to that occasion. Each description type indicates a different type of sequence and different methods of turn allocation. The different type of speech exchange is used to indicate which activities are tied to which parties in that type of talk. They are used by the parties to claim and allocate next turn speaker rights, and which party is entitled, obliged, expectable to produce which activity, and how this is used to indicate and allocate each next turn. Types of speech exchange accounts are being used to indicate ‘types of interaction’. Types of interaction are used to indicate possible relevant activities for an occasion. They are also used to indicate and coordinate different turn allocation procedures.

“For talk to be understandable as the start of an educational event such as a lecture, then it has to display certain features that constitute it as the start of a lecture and it has to be recognised as such by the participants to it. As with lessons, the two features that have to be present are: co-presence of lecturer and students(s) (teacher and pupils in the case of lessons in school); and talk that can be recognised as, in our case, lecture talk” (Francis and Hester, 2004: 117).

It is by using interaction type accounts that the parties to interaction *somehow* already know who gets to do what, or are waiting for, following to be instructed in what is doable and by whom; i.e. an interaction type is mutually orientable, oriented to. This is a description of the observable just how (Crabtree, 2001: 23)

The method for how members ‘somehow already know’ consists in: how they use the interaction type account to recognise which turn allocation procedure is relevantly usable to coordinate producing a sequence of conversational objects for that occasion. Members use a type of speech exchange account to orient to speaker rights and obligations as a resource for how to negotiate speaker turns for that occasion; .e.g. how the parties to an ‘interview’ orient to and mutually allocate the categories ‘interviewer’

and ‘interviewee’ as the resource for allocating speaker rights, and which party produces which types of conversational object (Clayman & Heritage, 2002). It is not that the prospective conversational objects are pre-allocated, but that the different parties to the interaction use already claimed and allocated rights and obligations regarding how each next speaker gets to produce a next turn; and how on some occasions, parties to the interaction have no speaker rights in that interaction. In these interactions, which party is obliged, entitled to do which activity is not negotiable for each next turn, as in ordinary conversation, but the parties already know which activities they are expectable to do prior to negotiating the actual opening of the interaction. A sequence of utterances accountable as an interview indicates a different turn allocation procedure than a cross examination. They are both recognisable as a possible sequence of questions and answers. So what work are the different accounts being used to do? The different sequences are producible and recognisable using different type of speech exchange type description. That is, the parties use the interaction type account as a known in common resource to do the negotiating (Drew et al, 2014).

The observation being made here is that members use the different types of speech exchange to indicate how to coordinate and allocate speaker rights and obligations. The interaction type is used to indicate which party is entitled, obliged to produce each next activity. The interaction type is used as a resource to coordinate how the parties negotiate taking turns at talk. Members use the ‘interaction type’ to coordinate doing the details of their activities on and for that occasion. This is done and recognisedly done as a resource to begin, open the interaction. It is how this is achieved, achievable which the members use to do the coordinating of producing a sequence. Activities are combined into collections, these collections are doable as sequence of activities done by the various parties.

“The structures involved are not invented on the spot by the individuals that happen to be engaged in this particular interaction, but neither are they reproduced ‘mechanically’ by such persons. One’s social competence consists in the ability to use these structures in producing and making sense of social interaction” (Francis & Hester, 2004: 5).

For example, in interview talk, the parties to the occasion already know which party is to do the work of ‘interviewing’ and which party is to do the work of being interviewed (Heritage & Roth, 1995: 60). This work is done to make available the possibility of

which party gets to produce the first utterance on and for the occasion of the doing. The parties use the description 'interview' as a description of the *prospective* interaction type, as a knowable in common resource to coordinate the doing of a prospective sequence of utterances. The description "interview" does not determine the sequence, it is used as a resource for doing the negotiating of a sequence. There are also examples of how 'interview' can be modified to indicate different types of interview; such as "news interview" (Greatbatch, 1992), "job interview" and so on. The different descriptions are usable to indicate the different relevancies for the different occasions; i.e. members use different sets of 'analytic resources' (Baker, 1997).

In contrast, interactions describable as "meetings" pre-allocate alternate turns to a party to the interaction describable as a "chairperson", who the parties to the meeting also agree that party's entitlement to "do selecting" a next speaker (Schegloff 1987: 222). In other speech exchange systems (e.g. classroom talk, sociological research interview situations, courtroom cross-examinations, police interrogations), are all derivatives of (and, to varying extents and in different ways, transformations of) ordinary conversation (cf. Sacks, Schegloff and Jefferson 1974). These more 'formal' speech exchange systems include such 'scripted' systems as denominational church ceremonies, which are close to the polar type of formality. (Watson, 1992: 268). However, Sacks, Schegloff and Jefferson, caution against treating speech exchange systems as discrete communicative structures. It is not being proposed that different types have equal status. It 'appears likely' that conversation can be considered as the basis form of speech exchange with other systems as various transformations of conversations basic turn taking procedures (Sacks, Schegloff and Jefferson, p. 47).

"Interaction types" are *indicative*, they are usable for parties to mutually orient to, mutually recognise which party gets to do which activities, and indicates which activities are possibly prospectively relevantly doable on and for that occasion. This is how parties mutually orient to and recognise who gets to do which activities and in which sequence. It is how this is doable which makes available the possibility of coordinate the opening of a possible sequence, and the relevance of one of the parties doing an 'opening' activity, and the other parties recognising the activity as an opening, and as an opening to that type of interaction, which they can then use to negotiate doing a next relevant, and which party gets to do that next relevant, and each next relevant and

so on; i.e. how they do the work of negotiating and coordinating the rest of the activities of that sequence. This is also how the “retrospective-prospective sense of occurrence” is usable; i.e. they use the interaction type to indicate the relevant activities of the sequence.

For members, the issue of whether an episode of talk is institutional or *somehow* a variant of ordinary conversation is not an issue. They get on with the work of doing a news interview, doing a jury deliberation, doing a lecture, doing a meeting; and so on; i.e. coordinating doing an interaction type. So rather than saying ‘conversation’ is the primordial mode of talk in interaction, which is somehow modified for use on different occasions; e.g. in ‘institutional talk’; this is putting forward an alternate description. Members use descriptions of interaction types as a resource to indicate which activities are prospectively relevant for an occasion, and how the parties to that occasion use an interaction type description to coordinate and indicate which of the parties present is expectable to do which activities and in which sequence, as contingently negotiable for that occasion; e.g. how members use an interaction type description to indicate the different speaker rights and obligations for negotiating turns at talk. It can also be used to describe how members use interaction type descriptions where ‘talk in interaction’ is not a relevant activity for an occasion, but the parties still use an interaction types description to coordinate doing which ever activities get done for that occasion; e.g. playing a game of chess.

Having described how members use accounts of interaction types to coordinate doing sequences of activities, the next stage of the analysis is to examine how interactions are done in sequences. For example, parties having done a sequence of activities accountable as a conversation, they each go on to do a next interaction. The questions being addressed are: how members orient to the relevance of prospective interactions; and how such interactions are made available to be prospectively doable? For example, how members of Bangor University recognised the relevance of organising the interaction types to constitute a prospective Welcome Week, and how the students recognised that those interaction types will be prospectively relevant to them.

The sequential order of interactions

EM shows how *activities* are sequentially implicative (cf. Schegloff & Sacks, 1973). It is also observable that *interactions* go together in sequences. Interactions are also “sequentially implicative”. Interactions go together in recognisable sequences, and each is used to indicate the prospective relevance of a next interaction in a sequence. On one hand, members do sequences of interactions. They do one interaction type, then another, then another and so on. There is also how interactions are available to be done in recognisable sequences in organisations. For example, how the Registration process described in the Diary is prospectively organised as a sequence of different interaction types, and each interaction sequentially implicates the next interaction. (See Chapter 7: pp. 162-189 for more details explication of how this is doable).

The Registration process is an example of how interactions are prospectively organisable as constituting a recognisable sequence. The description “process” is being used in this section to indicate: a collection of interactions that recognisably go together as a sequence. This is how it is also used by members. Members use accounts of “process types” to coordinate doing sequences of interactions. This section is being used to illustrate how members use “process types” to coordinate doing sequences of interactions. A process can be done as a continuous sequence; e.g. the registration process; or, as a sequence of interactions negotiated over time; e.g. the applications process. Members use process type descriptions to make available the prospective doability of sequences of interactions. The process type account is used to indicate which interaction types are relevantly doable as constituting that process. In turn, the interaction types are usable to indicate which activities are relevantly negotiable for each of the interactions in the process sequence.

There is then the work of how to coordinate, recognise which interactions relevantly constitutes a “process”. For example, Dourish’s study of the “mortgage application process” of a major UK Building Society; which he describes as “the Society”, focusses on how the work of doing that process is made mutually visible by the parties for each of stages in the process; i.e. each of the interaction types tied to the process (Dourish et al, 1999: 375). Dourish et al show how attempts to use ‘formal’ process descriptions are not usable in practice; where formal descriptions are being used in an attempt to indicate how to fill in a sequence for all occasions of use; the sequence of interactions,

the sequences of activities. As Dourish et al correctly point out, this is not how members use descriptions. The point being made here is that the organisation; i.e. “the Society” is used as a resource to coordinate how the descriptions are usable. The Society is being used as a resource to coordinate which interaction types constitute the relevant collection for this organisation. It is how the process descriptions are usable as a resource for indicating the ‘type’ of interaction, which members use as a resource for filling in the relevant details on each occasion of use. The method is: members use the descriptions of each of the interaction types to coordinate doing the filling in just which activities are relevantly producible, on and for each occasion of use. It is how members use type descriptions to do the filling in, from their background experience, which makes available the possibility for the parties to fill in the relevant details for that occasion. Relevant details are different for each occasion. This is how formal descriptions of processes do not work in practice. Descriptions are used as a medium of coordination for filling in the relevant details for each occasion of doing each sequence of activities. This is an example of how members use ‘process descriptions’ as a resource to coordinate doing a sequence of interactions. This study is being used here to illustrate that there is a process available to be done; and it is how it is prospectively available to be done which is how the parties coordinate the doing of the different sequential stages.

What the sequence consists in is already prospectively organised. The parties use this already known sequence to coordinate doing each of the interactions. The process of the mortgage application process begins when a customer approaches one of the branches of ‘the Society’ to apply for a loan to buy a house. “The customer walks into a high street branch, discusses requirements with an adviser and fills in an application form” (Dourish et al, 1999: 376). The form and supporting documents are sent to the Initial Approval Unit who carry out an initial check on the information provided. If no obvious errors, discrepancies are found the form is then sent to the Final Approval Unit who carry out more detailed checks, and the information is entered into the Society’s computer system. The sequence is not “fixed”. The interactions are not predetermined. They are used as a resource for doing the coordinating.

“There may be deviations from this process depending on the precise case. For example, a large number of mortgage applications actually come from third party “introducers” rather than “direct” customers who walk into the branch.

These introducers are other financial institutions or financial advisers who mediate in loan negotiations on behalf of their own clients, in return for a fee. A manager in charge of introduced business is typically associated with each IAU. Once the processing gets underway there is little difference between introduced business and direct business in terms of formal processes although there may well be some differences in the precise details of how it is dealt with” (Dourish et al, 1999: 376).

This example is being used to illustrate that members use descriptions of sequences of interactions to indicate the prospective availability of doing the interactions tied to that description. This is then usable by relevant parties to negotiate doing sequences of activities for each of the interactions. There are “branches” available to be walked into. There are parties already in those branches available to discuss applications with. Each interaction is contingent and negotiated on and for each occasion. The work of filling in and checking it has been filled in correctly is a recognisable next interaction. Each completed form and its supporting documents are collated together by the member of staff. This party orients to the next relevant step of sending the pack to the Initial Approval Unit. This “unit” is already staffed by relevant members competent in doing ‘approving mortgage applications’. The staff do the relevant checking. Again, this is contingent and negotiated based on the particular collection of documents and how to do the work of checking their veracity. This is used to indicate the next relevant step in the process, doing more detailed checks in order to make available the possibility of granting approval. This implicates the relevant details being entered on the Society’s computer system. This indicates that the Society has a computer system which is usable by a member of staff to enter the details into. The “process description” is usable as a known in common resource to indicate relevant interactions both to members of staff and to the customers, so as to make visible what will happen to their forms, and how and when they can expect a decision regarding their application.

Another feature of process types is that they are doable again, they are repeatable; i.e. the process can be used to process the application for a mortgage for each next customer who does the work of “walking into a branch”. A branch is used to make visible the possibility of where to do applying for a mortgage. Each next customer does similar work for each occasion. They do the work of negotiating with the member of staff for that occasion, and they do the work of filling in the form. This does the work of commencing the ‘process’ for each next first time. The mortgage application process is not the only sequence of interactions done by a building society. For example they also

perform various banking functions such as running building society accounts where parties can pay in and withdraw money. This is an example of an organisation type where there are various sequences of interactions which when combined form the collection of interactions tied to that type of organisation. This is one of the features of how organisations are used. They are used to coordinate which interactions are recognisable as going together in collections. How organisation types are usable to coordinate collections of interactions is introduced in the next section. How (Bangor University) is used to coordinate the collection of interactions accountable as Welcome Week is described in Chapters 5 and 7.

Collections of interactions

This section is a description of Martin et al (2004) study of how a Hospital Information System was introduced into a hospital trust. The HIS system was ‘procured from a US supplier’. Their focus was on the “circumstances, practices and activities that constitute the real-world, situated character of work” (Martin et al, 2004: 304); and, as such they recorded the talk in action of the various types of meetings held during the implementation of the project. It is being used here as an illustration to show that organisations are usable to coordinate doing collections of interactions; e.g. how there were different phases to the project. How the information systems in each department of the hospital operated currently. How each information system was used to describe the performance of the interaction types tied to each of the departments.

They describe that “Phase 1” of the project was due to go live in February, 2004; and involved the administrative and communication systems which connected the A&E department, the various operating theatres, the order communications and pathology systems. They analysed a sequence of interaction types accountable as “implementation team meetings” which were used to monitor and coordinate the different areas of the project.

“Implementation team meetings are the arena in which practical project activities are reported, discussed, negotiated and planned, and decisions are made. They are attended by the project manager, analysts from all implementation teams, programme support representatives, trainers and US analysts via a teleconferencing system” (Martin et al, 2004: 304).

The overall project was divided into 'phases'. Each phase was used to ensure the tasks indicated by each phase were worked on until complete, to coordinate the sequential progression of the phases, and to make visible any tasks which were not relevantly completed.

“Identifiable major phases in this project include: procurement, award and signing of contract, ‘data collection’, ‘database build and configuration’, ‘application testing’, ‘integration testing’, and finally ‘go-live and transition management’” (Martin et al, 2004: 306).

Their study shows that in a hospital there are different departments: for example, A&E, cardiology, Gynaecology, Orthopaedics, Urology, and so on. Each department constitutes a different 'specialty'. Each department is staffed by parties with different competencies. The study is an example of how multiple interactions in multiple settings done by various and varying production cohorts can be somehow monitored in order to improve coordination and cooperation between healthcare providers and healthcare users. It illustrates how different departments can do different collections of interactions. Each department coordinates its own collection, yet there is also coordination between each of the departments. It is these features which were being used by the project workers as a resource to indicate how the new system could be implemented.

Martin et al describe using examples of talk in interaction as to how the coordinating was done using the various meetings. It has been used here as an example of how the organisation type 'hospital' is usable to coordinate the different collections of interactions done in each of the departments. It is how organisations are used to make available the possibility of doing collections of interactions which is addressed in the next chapter.

Summary

This Chapter has been used to demonstrate *that* members use accounts of types of interaction and accounts of collections of interactions as a resource for coordinating how to do sequences of activities. Using studies from the Ethnomethodological literatures, it shows *that* members use descriptions of types of sequences of interactions

to indicate next relevant ‘interactions’; and *that* interactions go together in collections. Ethnomethodology shows how members do next relevant *activities*. The discussion in this chapter is an illustration of how members use descriptions of types of interaction, as a resource to orient to next relevant *interactions*. The next chapter is a description of *how* members make available the possibility of recognising which interactions go together in which types of sequence. It is being argued that it is *how* members coordinate the prospective availability *interactions* in settings that relevant parties can recognise why activities are prospectively relevant to them. It is these members’ methods which will be described in the following chapters.

The following chapters will show how members use the sequential organisation of the relevant collection of interactions to organise which interactions are tie-able to which settings and at which times; i.e. they use “the sequential organisation of descriptions”. They analyse how (Bangor University) is procedurally relevant to recognising that a collection of interactions is prospectively organisable; and how the account Welcome Week is usable to indicate which interactions are prospectively organisable. They describe how the descriptions of the interactions are used as a resource to organise the prospective availability of doing those interactions as practical accomplishments. This then leads to an analysis of how the accounts are used to tie prospective parties to the activities in the interactions.

Chapter 4 - Sequences of Interaction and Activities

Introduction

EM studies focus on the reflexive relations between the endogenous details of sequences of activities and accounts of those endogenous details and how each is used to elaborate the other (Heath, 1982). Also, as highlighted in Chapter 3, members use accounts of interaction types to coordinate doing sequences of activities. This chapter focusses on how members use accounts of sequences of interactions. This is how they recognise prospective the relevance of organising the activities tied to those interaction types. This is how social order is ongoingly constituted. This can be illustrated through the example of how the new cohort of undergraduate students of Bangor University receive a copy of a “Welcome Pack” in August which describe a collection of interactions which have been tied to a week in September. This is what is being referred to as “making available the possibility”; i.e. how interaction type accounts have been tied to prospective time slots which members use to recognise that such interactions are prospectively available to be doable.

It is the descriptions of which interactions have been prospectively organised to be done in which settings by incumbents of which categories which is the resource for the descriptions in the Welcome Pack. The university academic year is preceded by a Welcome Week which is used to introduce the new cohort to the category “first year undergraduate student”. This chapter is a descriptions of the methods of that achievement, and how this is used to make available the possibility for those parties to do the work of arriving on site already oriented towards doing an interaction type. It is this which is used to make available the possibility for negotiating doing a sequence of activities with other parties also present in those settings at those times.

Using accounts to coordinate doing recognising

EM starts from the assumption that ‘doing recognising’ of social phenomena is what members do as a matter of course. The work for Ethnomethodology is to show how it is done, how it is doable (Francis & Hester, 2004: 23). According to Sacks:

“What one ought to seek to build is an apparatus which will provide for how it is that any activities, which members do in such a way as to be recognisable as such to members, are done, and done recognisably” (Sacks, 1974: 217).

EM shows how members do sequences of activities *in* interactions (Beach, 1989; Button, 1992). This thesis addresses how members coordinate doing sequences of *interactions*; i.e. how populations/cultures make available the possibility that interactions are doable as observable-reportable; i.e. accountable “sequences”. It describes how members use organisation type accounts to coordinate which interactions constitute a recognisable collection. It is how members use the sequential order of collections of interactions tied to (Bangor University) which is used to indicate the relevance of prospectively organising a collection of interactions accountable as “Welcome Week activities”; i.e. Welcome Week is done before each next academic year. It is the prospective organisation of this next Welcome Week which makes available the possibility for those interactions to be done as practical accomplishments; i.e. how members coordinate recognising which activities are relevantly doable by which party, on and for that occasion.

Organisations are not 'pre-defined' as external things (Button and Sharrock 1993). They are constituted in and through production cohorts doing sequences of activities in interactions in settings (Fox, 2006: 430). The question here is: how different interactions in different settings are recognisable and producible as a ‘coherent collection’. Bittner (1974) pointed out that one of the functions of organisations as “formal schemes” (Whittle et al, 2015: 381) is to provide a recognisable coherence between the interactions and how they go together to constitute “an organisation” (Button & Sharrock, 1996: 378).

It is observable that sequences of activities are done by production cohorts in settings. Each sequence of activities is accountable as a type of interaction; e.g. each sequence of

activities done as a lecture, seminar, Senate meeting, etc. is describable as a “lecture”, “seminar”, “Senate meeting”, etc. The types of interaction done in those settings are tie-able to an organisation type account: “Bangor University”. It is the interactions done in settings in Bangor, Gwynedd tied to the account “Bangor University” which constitutes the organisation (Bangor University) as a practical accomplishment. The interaction type accounts are tied to the organisation account. This in turn, makes available the possibility of using the organisation account, “Bangor University”, to indicate which interaction type accounts are tied to that type of organisation; e.g. how the descriptions “degree programs” is usable to indicate collections of interactions which are tied to universities. The interaction type accounts tied to a university account are usable as a resource for coordinating doing sequences of activities in settings again. The doing of those sequences of activities as practical accomplishments for another first time does the work of realising the organisation. The organisation type account “Bangor University” is used as a medium of coordination for which interactions are doable in which settings by which production cohorts at which times. The account “Welcome Week” is usable to indicate which interaction types were done on previous occasions. These accounts are usable to provisionally organise sequences of interactions for doing on this next occasion. What gets done by which party in those settings at those times is a contingent and negotiated achievement by just that cohort on just that occasion in just that setting at just that time.

With regards to Welcome Week, the ‘organisation’ (Bangor University) is being used to coordinate the doing again of a collection of activities in interactions in settings. The collection of interactions described in the Welcome Pack is described as “Welcome Week activities”. Welcome Weeks have been done prior to previous academic years. The interaction type descriptions have been tied to prospective times; i.e. the Welcome Pack is sent to the students in August, the texts describe the interactions as being doable in September. The parties who receive a copy of the Welcome Pack are being welcomed to doing being a student at Bangor University, for another first time. How this is achievable is an illustration of the methods members use to recognise that interactions are prospectively relevant and how members coordinate which interactions are prospectively doable in which settings and at what times. The texts of the Welcome Pack describe *that* these interactions have been prospectively organised to be *doable* in those settings at those times. The following section describes the methods members use

to recognise that interaction types are prospectively relevant, and how such interactions are available to be prospectively doable.

How members recognise interaction types are prospectively relevant

According to Garfinkel, settings have an accomplished recognisability and an accomplished accountability (Garfinkel 1967a: 10). He observed that parties to an occasion are already oriented towards negotiating a possible sequence of activities. However, they are not directed towards doing a pre-determined sequence. It is how parties coordinate negotiating which details are relevantly doable for that occasion which Garfinkel was interested in. For him, the key is how members use accounts to do recognising of commonplace activities, for another first time (Watson, 1999). How this is done is taken for granted by the parties. Garfinkel sought to make visible the methods of this achievement (Crabtree & Rodden, 2009). While Garfinkel focusses on 'accounting practices' (Eriksén, 2002: 179), the emphasis here is that it is how organisational accounts are usable to indicate and coordinate the sequential order of types of interaction. The question being raised here is how the students use the descriptions in the Welcome Pack; and how this makes available the possibility of how they arrive at the different settings already oriented towards doing a known interaction "type". This is made available through how members of the University recognise the prospective relevance of organising a collections of interactions accountable as a "Welcome Week".

Using accounts of previous examples is also the method used by members of Bangor University to recognise how to make available the possibility of doing the interactions tied to doing another Welcome Week. However, they use accounts of previous Welcome Weeks as a resource for doing the prospective organising of just which interactions will be relevant for this next occasion in 2009. Rather than analysing how parties coordinate doing a sequence of activities in situ, this chapter addresses how members of the University use accounts of interaction types to do the work of making available how those interaction types can be done again, for another first time.(Garfinkel & Weider, 1992: 186).

The repeatability of sequences of activities as 'interaction types'

It is observable that *types* of interaction are doable again not as replications, but how a sequence of activities is producible and describable using an interaction type account. An interaction type account is usable to coordinate doing a sequence of activities. The details of that sequence are accountable using an interaction type account. It is this which makes available the possibility of prospectively organising their do-ability again. The method is how a description of an interaction type can be used to coordinate doing the details, and how those details are accountable using a description – again – for each detailed occurrence. It is the description of the 'type' of interaction which is used to do the repeating. It is not the actual detailed activities which are repeated, it is the use of the description to do the accounting which is repeated.

That is, interaction type descriptions are not 'generic representations' (Garfinkel, 2002: 217); but are used as 'medium for doing coordinating'. They are used for coordinating doing recognising and producing examples of sequence of activities. They are used to coordinate doing producing the details of each sequences of activities (e.g. queueing). Descriptions of interaction types are usable to coordinate doing recognising again. Descriptions are usable to coordinate doing "doing" again. The interaction type accounts used in the Welcome Pack are being used to coordinate the doing again of the interactions tied to doing another Welcome Week.

The method is to use interaction type accounts to indicate 'possible' sequences of activities. Such descriptions are usable to coordinate the doing of prospective sequences of activities, and prospective sequences of interactions. This is how the descriptions in the Welcome Pack are being used. Each interaction type account is being used to indicate that a possible sequence of activities has been provisionally organised. The texts are also being used to indicate that a collection of interaction types are prospectively realisable. The descriptions in the texts are being used to prospectively organise their realisation. The collection of interactions has been prospectively tied to particular settings and particular times. This is the resource for the descriptions in the Welcome Pack. The descriptions are being used to do the work of indicating to relevant parties to the interaction types what has been prospectively organised. The texts are an

illustration of how members use accounts interaction types as a resource to coordinate doing activities in interactions. The university has done the work of organising their prospective availability. The texts are an example of how the students orient to the prospective doability of the interactions.

Each of the interaction types described in the texts is an example of how interaction types are doable again. There are also examples of where the interaction type is ongoingly repeatable e.g. the interaction types tied to the Registration process and Serendipity. The following description of a study by Dausendschön-Gay & Krafft (2009) is being used to show the different analytical approach taken in this thesis. They are interested in how the parties project next activities in episodes of talk in interaction. The point of using it here is to show how parties use the interaction type to make available its ongoing repeatability. It is the feature of ongoing repeatability of interaction types which is the focus of this chapter; and how this feature is used in making available the possibility for doing some of the interactions of Welcome Week.

Dausendschön-Gay & Krafft (2009) observed the activities in a setting they describe as a “butcher’s stall” located in a market near Bielefeld, Germany. This is where parties go to *do* buying meat. It is a setting where parties do selling meat. They describe the stall as a multi-party workplace where various types of embodied and speech activities took place between parties describable as “staff” and “customers”. The activities at the stall were recorded for 135 minutes using two cameras. There were three ‘members of staff’ located behind a “counter”. Several customers were present in front of the counter. They describe some of the features of the interactions. The customer and member of staff conduct a unique transaction. They describe how a party does the work of making visible that they are seeking to purchase some items from that stall; i.e. how they “establish participation status” (Dausendschön-Gay & Krafft, 2009: 254). They then describe how the parties enter into the sales interaction; how the parties negotiate which items and in what quantities the customer wishes to purchase; and how the interaction is closed (Dausendschön-Gay & Krafft, 2009: 261-5)

They describe that there are recognisable features in common for each encounter. For example, they describe one of the recognisable and recurring sequences of activities as:

“The setting is not the only component to be organised in a fixed pattern: The same can be said of the way in which any sales interaction typically takes place. It consists of three stages:

1. a. The assistant invites the customer to place an order.
b. The customer places an order.
c. The assistant processes the goods.
2. a. The assistant invites the customer to place another order.
b. The customer places another order.
c. The assistant processes the goods”
b2. The customer makes it clear he or she is not going to place any further orders.
3. a. The assistant produces a bill or receipt and hands it to the customer.
b. The customer pays.
c. The assistant hands over any change, and the goods are purchased.

(Dausendschön-Gay & Krafft, 2009: 252).

There were observable beginnings (Schegloff, 2002) and ends to encounters (Button, 1987). The staff member processes the order, and asks if they would like to order something else. If yes, the customer places another order, and this in turn is processed by the member of staff. This can be repeated a number of times. When the staff member has processed the final order, the staff member does the work of producing a bill of sale and hands it to the customer. The customer then provides payment. If relevant, the staff member gives the required amount of change, and the goods can be purchased.

While they focus on how the details of each transaction is contingently negotiated (Heath, 1989), the focus here is on how the sequences of activities are ongoingly repeatable. It is an example of how members coordinate doing ongoing recurrent interactions. The butcher’s stall in the market is a known in common setting to the residents of Bielefeld as a place where meat is purchasable from. The “stall” in the market makes available a setting where parties who do selling meat is go-able to, on an ongoing basis; e.g. the stall is available for business when the market is open. Staff are ongoingly co-present at that setting; i.e. “behind the counter” to do the work of “serving customers” with their requirements. It is the ongoing presence of the staff in the setting for a known in common time slot which makes available the possibility for possible customers to recognise the availability of doing buying meat in that location. Each

customer arrives at the setting, does the transaction and leaves the setting. These are the parties who provide incumbencies for the Standardised relational pair: staff-customer. The activities are bound to each of the categories. This is how the parties orient to which party gets to do which activity for that occasion.

This study has been used to show how an interaction type is ongoingly repeatable. It is being used to illustrate that although each interaction is unique in its situated details, it is how members use known in common types of sequence to make available the doing again of actual sequences. It is how this is doable which is used to coordinate doing some of the interactions tied to Welcome Week; for example the interaction types tied to the Registration process, and Serendipity.

Another feature of the interactions organised for Welcome Week is how they are sequentially ordered. One interaction type is doable, then another, then another, and so on. The sequential ordering of *interaction* types is a feature of social organisation. It is how this is achievable which is the topic of the next section.

Interactions go together in sequences

In the following, Rawls is referring to how activities go together in sequences.

“If one takes seriously Garfinkel’s proposition that sequential order is constitutive of mutual intelligibility, then order properties of sequences become the primary research object” (Rawls, 2008: 706-7).

As well as negotiating doing sequences of activities, it is also observable that interactions are doable as coherent and recognisable sequences. Just as sequences of activities are accountable using interaction type descriptions; sequences of *interactions* are also observable-reportable, i.e. accountable. For example, Francis & Hester (2004) describe a possible set of preliminaries regarding how a segment of data was prospectively doable: i.e. doing making an appointment to see the doctor. There is the recognition by the party of the relevance of ‘seeing the doctor’. There is the orientation to how this is achievable; e.g. doing the work of phoning the relevant phone number of the surgery, health centre where the relevant doctor can be seen, and arranging an ‘appointment time’. There is then the work of doing arriving at the surgery at the

relevant time, and doing the work of making visible that one has arrived 'ready to see the doctor'. There is then how the 'staff' do the work of coordinating when the doctor is 'ready to be seen'. All this work is done as a prelude to beginning the sequence of utterances they analyse (Francis & Hester, 2004: 142). It is how all these preliminaries are doable, which makes available the possibility of negotiating doing an actual sequence of activities. There is a recognisable sequential order of interaction types which is used to make available the possibility to do the sequence again; e.g. how other parties can do the sequence of interactions tied to how to do 'seeing the doctor'.

This raises the question of how such sequences of interactions are available to be doable. For example, how is it possible that there is someone already waiting to take my call regarding making a prospective appointment to see my doctor? Using Whalen's (1995) study of an emergency call centre, the next section describes how members use organisation types to coordinate making available the possibility of doing sequences of interactions. It is how members use the sequential order of interactions tied to an organisation which will be used to show how the organisation (Bangor University) is usable to coordinate the sequential ordering of the interactions for Welcome Week are relevantly organisable for just that week in September, 2009; and how the account "Welcome Week" was usable as a medium of coordination to indicate which collections of interactions were prospectively organisable. Members use the sequential order of interactions to recognise next relevant interactions, and prospectively relevant interactions. It is this sequential order which members use to recognise that a next interaction is relevant. Members use how social organisation is used to make available the possibility of doing sequences of interactions to recognise how, where and when a next interaction is relevantly realisable.

Whalen (1995) conducted a fifteen months study of a police and fire communications facility: Central Lane Communications Centre in Eugene, Oregon. These emergency call centres are responsible for dispatching police, fire, and paramedic assistance in response to citizen reports, complaints, and requests. He analysed how a "CAD system" was used by the emergency service to coordinate "how to respond to the emergency call". He describes the sequential ordering of the process as follows:

"Computer-aided dispatch, or "CAD," is built around serially ordered steps. A call-taker receives the phone call and, while engaged in interaction with the

caller, enters information into a form on their computer screen, assembling a textual record — what is, in effect, a documentary representation — of the reported trouble or event. This form is then electronically transmitted to another communications centre staff member serving in the role of dispatcher. The dispatcher reads the transmitted form and assesses the information, determines when and what organisational response is warranted, and then, via radio, dispatches fire and/or police units to the scene and coordinates their response” (Whalen, 1995: 4).

His analysis is focussed on the situated details (Button, 1987) of how the parties to each call made available the possibility for the call taker to fill in the relevant information as implicated by the CAD system; and describes how the call taker manages the call in terms of the organisational relevancies of filling in the relevant information for the “CAD system” in operation at that call centre. He describes how parties conducted episodes of talk following the sequence of steps as indicated by the CAD system, and how this sequential ordering was contingently negotiated on each call, and how the call taker used the information provided by the caller to “follow the sequence”. He analysed how calls are locally managed as contingent situated accomplishments.

Rather than focussing on how each call was coordinated, the focus here is on how the organisation was used to coordinate doing a *sequence of interactions*. Each call is just one part of the sequence. In Eugene, the work of the call taker was to elicit ‘information relevant to them’ from the caller; e.g. the nature of the event, where the event occurred, a priority ranking according to the level of emergency, where the call was being made from and a 9-1-1 trunk line number. The work of the call was to somehow fill in these fields so they could be transmitted to the “dispatcher”. The work of the call was to make available the next interaction in the sequence. The work of the “dispatcher” was to inform the relevant service that there was an emergency, the level and the location. This could then be use by that service to send the relevant parties to that location to do “dealing with the emergency”. That is, how the organisation was used to coordinate doing the next interactions in the sequence. Each call is contingent. Each sequence is contingent. Not all the calls result in a “dispatch”. For example, Whalen describes how the Central Lane Communications Centre was used to make available the possibility of approximately 620,000 calls from members of the public in 1991. On 620,000 occasions there was someone available to answer ‘that call’ from a member of the public. On approximately 133,000 occasions, the work of the call indicated the relevance of sending the information received to a ‘dispatcher’. On each of these occasions there was

a dispatcher already available to receive the information and to invoke a next step in the sequence; i.e. informing the relevant service there was an emergency to be managed. This in turn implicates there were parties tied to doing being a members of each of the emergency services to make available the possibility that there were parties available to do “attending the emergency”.

This is an illustration of how members use organisations as a resource for making available the possibility of doing sequences of interactions on a repeatable basis. It is how they use how the sequences are usually done as a resource for indicating how to coordinate doing a sequence again. The analysis of the Bangor University Welcome Pack is being used to show how members used accounts of sequences of interactions done in previous Welcome Week to recognise the prospective relevance of making available the possibility of doing those sequences again, as contingent negotiated practical accomplishments. And thus, rather than describing how an individual episode of an interaction was contingently negotiated, it can be used to explicate how sequences of interactions are doable again as practical accomplishments.

Using the retrospective prospective sequences of interactions

The above has shown how social organisations are usable as a resource for coordinating how interactions go together in sequences. A feature of social organisation is that sequences of interactions are doable again. Previous examples are usable as a resource to indicate how they are doable again. Organisations are used to make available the possibility of doing sequences of interactions again. This section describes how members use accounts of the retrospective prospective sequences of interactions as resource to coordinate doing sequences of interactions. The account “Bangor University” is being used to indicate the prospective relevance of doing another Welcome Week. It is how Welcome Weeks were done on previous occasions is being used as a resource to indicate which interaction types are relevantly realisable for doing again for this next occasion.

EM focusses on the retrospective-prospective use of accounts internal to the

interactions. For example, Maynard (1982) uses the interaction type “plea bargaining” to show how parties recognise the use of “Okay” as an acceptance of an offer in relation to both the proposal that preceded it and whether the use of “Okay” was recognised as an acceptance by whether the offer was accepted.

“Assault with deadly weapon

1. J2 My inclination is that he- you know I think he should spend
2. some more time in
3. PD4: Okay
4. (0.2)
5. PD4: My- my problem with that judge is uh their case doesn't look
6. that good to me”

(Maynard, 1982: 323. Note 7).

Maynard uses this example to show how a bargaining sequence can be seen as basic unit of social organisation which is used to coordinate alignment or non-alignment with a proposition; where the turn by turn display of the positions of the defence and prosecutor is negotiated regarding what course of action should be taken on each occasion (Maynard, 1982: 341). This routine procedure has been describe by Martin & Sommerville (2001) as:

“This has been termed-the retrospective-prospective quality of action and interaction. That is, a given utterance sits in relation to what has previously been said or done and in turn becomes related to what will follow as this is worked out in the unfolding of events” (Martin & Sommerville, 2004: 64).

Garfinkel, in his studies of jury deliberations demonstrated how the parties use the descriptions from the witnesses of the trial as to what can be counted as evidence, and how this is prospectively usable in the course of doing reaching a verdict. This is described by Garfinkel as:

“The anticipation that persons *will* understand, the occasionality of expressions, the specific vagueness of references, the retrospective-prospective sense of a present occurrence, waiting for something later in order to see what was meant before, are sanctioned properties of common discourse” (Garfinkel, 1967a: 41).

Again, the thesis is being used to indicate an alternate method of use: the retrospective-

prospective sense of occurrence is also usable to coordinate the doing of sequences of *interactions*. The doing of a jury deliberation is also an example of how the retrospective interaction types in the trial sequence were done as a resource for how to coordinate doing the current deliberation. They are doing the current deliberation oriented to the prospective interaction of going back into court to declare the party guilty or not guilty. These interactions are part of a sequence of interactions. A jury deliberation is done as part of a sequence of interactions accountable as a 'jury trial'. How that twelve parties got to be in that particular room doing just that interaction type is the next relevant interaction in a jury trial.

The method being invoked is: members use how sequences of interactions were done on previous occasions as a resource to coordinate how to do that sequence of interaction types again. It is the accounts of the sequence of the interaction types which is used to do the coordinating. This is how the interaction type accounts are being used in the Welcome Pack. Accounts of previous Welcome Week are used to indicate which interaction types were done on previous occasions. These accounts are used to coordinate the prospective organising of a sequence for this next occasion. It is how this is doable as a practical accomplishment which is the next topic to be described.

Recognising the prospective relevance of interactions

EM focusses on the "activities *in* interactions" (Kasper, 2009:11), and how members contingently negotiate doing sequences of activities (Goodwin, 2000). But, from a member's perspective, there are also the methods used to recognise the prospective relevance of doing prospective interactions. The doing of one interaction type indicates the relevance of doing another interaction type, and another, and so on. The point here is that members use the sequential organisation of interactions to orient to the prospective relevance of doing each next interaction in a sequence. Once they have started a sequence, there is the relevance of how to do each next interaction tied to that sequence.

This can be seen in how the accounts 'admissions process' and 'applications process' are usable to coordinate doing sequences of interactions; and how the prospective organisation of another Welcome Week is a next step in those processes. It is through using the sequential order of the admissions process that another Welcome Week is

recognisable as being prospectively relevant by the members of Bangor University. This is how organisation types are usable to make available the doing of interactions in a sequence. Now that the new students have confirmed acceptance of a place, there is then the work of inducting and introducing them to doing being a student at Bangor University. This is how Welcome Week is recognisable as being prospectively relevant. This is how the work of informing the students that a Welcome Week has been prospectively organised is used to indicate the relevance of producing a “Welcome Pack” which can be used as one of the resources to do this prospective informing.

Then there are the methods for recognising that interactions in settings are prospectively organisable. It is how members coordinate recognising which interaction types are relevantly realisable in which settings and at what time which makes available the possibility for how they coordinate doing a sequence of activities. Boden (1997: 10) describes how what she describes as *temporal frames* are usable by organisations as a resource to embed previous interactions and project future ones. They can be used as a known in common resource to coordinate when interactions types are doable. This is then usable as a resource to indicate the preparatory work parties do such as how to arrive at the relevant site at the relevant time already oriented towards negotiating doing activities tied to an interaction type; and how each of the parties use an interaction type in common to coordinate which party is expectable to do which activities for that occasion.

The method is how the account organisational account “academic year” is usable to indicate the prospective relevance of doing another academic year; and how this is used to indicate the relevance of organising the interaction types tied to doing another academic year. Members of the University do the work of organising the collections of interactions tied to doing (Bangor University); such as degree programs, student activities, and so on. For example, the 2008-9 collections of cohorts realised the details of activities in interactions in settings as practical accomplishments. These features were accountable as: academic years, semesters, lectures, seminars, meetings, and so on. They were done as practical accomplishments as sequences of activities in interactions in settings each done by a production cohort. It is the in vivo details of each of these interactions in settings which constituted (Bangor University) for the 2008-9 academic year. This is described in more detail in Chapter 5.

Another feature of the sequence of how (Bangor University) is constituted is how a Welcome Week precedes each academic year. This is how the organisation (Bangor University) as a realised example is being used as a resource for recognising the prospective relevance of organising these interactions for Welcome Week. There is another academic year being prospectively organised to be done in 2009-10. There is a Welcome Week to be organised to precede this next academic year. This indicates the interactions tied to this Welcome Week are also prospectively organisable. This makes available the possibility for doing those interactions by relevant parties. The Welcome Pack is used to indicate to the new students that the interaction types are available to be done. This is one of the ways the students can recognise the prospective relevance of the interactions tied to Welcome Week.

This is also used to indicate the relevance of organising the interactions tied to doing another Welcome Week. This uses the sequential order: Welcome Weeks precede the beginning of each academic year. This is usable to indicate the relevance of coordinating where and when the interaction types tied to the doing of this next Welcome Week will be relevantly realisable. This is usable to indicate that the interactions are doable in the week before the academic year begins. There is then how the members use the account "Welcome Week" to indicate just which interactions are relevantly organisable for this next occasion.

The sequential order of the interactions (Button & Sharrock, 1997) tied to the organisation (Bangor University) is being used as a resource to indicate the relevance of doing sequences of interactions again, for another first time. Members of the university used the sequential relation between the next academic year and Welcome Week to indicate the relevance of organising another Welcome Week to be doable prior to the academic year 2009. The 2009 academic year was scheduled to begin on 28th September, 2009. This was used to indicate the relevance of tying the interactions for Welcome Week 2009 to begin on Saturday, 19th September, 2009. It is how members of the university in 2008-9 used this sequential ordering to recognise the relevance of prospectively organising the collection of interactions for this next Welcome Week in September, 2009. This is how members use 'organisations' as being procedurally relevant. The sequential ordering of interactions done on previous occasions is usable to

indicate how to organise the sequential order for this next occasion. This is provisionally achieved by and through recognising just which interaction types are prospectively relevant for this next occasion; tying each of the interaction types to be doable in an appropriate setting; tying the interaction types to a relevant prospective time. It is this “how interaction types are tie-able to prospective time” which is used to make available the doing of those interactions in those settings at those times. It is how this is done, doable which makes available the doing of actual sequences of details. They are “mutually constitutive”. Organisations are used to coordinate doing collections of interactions.

Using ‘organisations’ as centres of coordination

The sequential ordering of the interactions tied to an organisation type are usable to coordinate the doing of those sequences on an ongoing, continuous, recurrent basis. Suchman (2011) uses the description “centres of coordination” to indicate how members use ‘control rooms’ to coordinate the doing of interactions distributed across space and time. Whereas Suchman analyses how workers coordinate the movement of planes in the doing of activities in interaction; the work here is to show how the organisation is used to make available the possibility of doing the interactions. Her analysis of episodes of interaction show how the details were managed in routine and unremarkable ways (Hellermann & Lee, 2014). She focusses on the details of how particular contingent events were negotiated in situ, on each occasion. The relevance of its use here is to show how *organisations* are usable as a resource for making available the possibility of doing sequences of interactions. The aim is to show how an airport is used as a resource to indicate just which settings constitute stable backgrounds for doing particular sequences of interactions; i.e. how to coordinate which interactions are doable in which settings by which production cohorts; and, when they are relevantly doable. How the parties to the interactions described by Suchman (2011: 23) use a ‘schedule’ as an illustration of how organisations are usable as centres to coordinate prospective interactions. This is being used to lay the groundwork for the rest of the thesis which will show how (Bangor University) is used to coordinate the sequential order of Welcome Weeks in relation to academic years, and how it is used as a resource to indicate which interactions are prospectively relevant for doing during that Welcome Week; i.e. how it is usable as a centre to coordinate doing collections of interactions.

The site of Suchman's investigation was the ground operations room of an international airline located in a metropolitan airport in the Western United States (Suchman, 2011: 24). Her interests were to show how the workers "act as skilful mediators between regimes of time and among spatially distributed participants, in the ongoing reproduction of an accountable social order" (Suchman, 2011: 24). The personnel who staff the sites in the airline's network are oriented to coordinating the on time arrival and departure of each plane, based on the contingencies of how and when each plane arrives and depart the airport scheme of operations. Their work is to coordinate the arrival and departure of each plane as indicated by the schedule and how the schedule is 'maintained' through the contingent negotiation of events on the ground by the controllers on and for the details of when each plane actually arrives or departs.

She demonstrates the detailed work involved in how control room personnel monitor and manage the arrival and departure of flights as indicated by a 'flight schedule'. For example, Suchman describes how uses system if there is an expectable or observable delay in the take-off of an actual flight. The example she uses indicates that a flight to Tahoe is scheduled to leave at 17.15, but is late in boarding the passengers. Therefore, as a precaution, and to maintain the schedule order, the controller Rick" inputs an "expected take off time" of 17.35 into the computer system to forestall the built in alarm system which triggers if the take-off time record is not input "on time".

"I want to emphasise that all of this work would be characterised by Rick and his colleagues as "routine" and quite unremarkable – there's nothing "exceptional" going on here" (Suchman, 2011: 27).

Such interactions are part of how the sequence of interactions are routinely managed. There is a sequence to be followed, and the contingent work is achieved in how each sequence is done on and for that occasion. This is how the contingent details of doing activities in interactions constitute the details of social order and organisation.

As indicated above, metropolitan airport is used to coordinate the doing of collections of sequences of interactions. The airport is a stable site. There is an area of land accountable as an airport. There are 'runways' where 'planes' can do taking off and landing. There are 'terminals' where passengers can do getting on and off planes. There

are procedures for passengers to do boarding and departing, using different spaces in the airport. There is how 'each' plane is tie-able to a particular time slot to do landing or to do taking off. There are various types of 'personnel' ongoingly employed by the 'airport company' to do these various jobs of work. There are personnel tied to a setting described as a "control room" whose work it is to monitor and schedule where and when planes can land and take off. These are the collections of interactions being referred to. And it is how the organisation account "metropolitan airport" which is used to make available the possibility of doing the collections as ongoing sequences of interactions. It is how organisations are used to coordinate doing sequences of interactions which is the topic of interest in this analysis. This can be used in *conjunction with* analyses of the endogenous details of activities in interactions to provide an explication of how social order is achievable as an ongoing practical accomplishment.

The focus of the analysis in this thesis is how *accounts* of the collection of sequences of interactions tied to (Bangor University) are used to coordinate making available the possibility of doing those sequences of interactions, again, for another first time through. This analysis will show how (Bangor University) was used as the relevant organisation to coordinate the prospective organisation of the interactions for Welcome Week. It shows how the organisation (Bangor University) was used to make available the possibility of doing the interaction types tied to the account Welcome Week. It is the accounts of the interaction types tied to Welcome Week which is used as a resource for assembling the texts accountable as the Welcome Pack. This is an example of how texts are 'assembled objects' (Watson, 2009: 5)

Linking to textual analysis

EM analyses of how members use texts primarily focus on how they are used as a resource in constituting the activities. The focus of this analysis is how texts are usable to coordinate doing sequences of *interactions*. For example, Watson (2009: 26) describes how parties doing waiting at a bus stop use a bus timetable to recognise when a bus is due, and also how they use the number of the bus as a resource to indicate where it is going. This is used to make available the possibility for how the text 'bus-times' and the text '16' are used by parties to indicate that this bus with this number

which has just arrived at this bus stop is the relevant bus to board.

“Thus, we may speak of “textually mediated social actions *and* social organisations”, such organisation being a product of situated actions” (Watson, 2009: 26).

The Welcome Pack is an illustration of how members use accounts of interaction types as a knowable in common resource for coordinating prospective interactions, as practical accomplishments. The texts of the Welcome Pack are being used to coordinate doing a prospective collection of interaction types. This is an example of how members use descriptions of types of interaction tied to prospective times to make available the possibility of doing those interactions at those times. The texts are being used to indicate to incumbents of one of the relevant categories) to those interactions that they are available to be done. (See Chapter 5, pp. 98-127, for an explication of how category types are usable to tie parties to activities in interactions.) This is an example of how members use accounts of activities in interactions to coordinate doing actual sequences of activities. This is how the texts of the Welcome Pack are relevant to this study. It is the sequential order of interactions tied to the organisation (Bangor University) which was used to indicate the prospective relevance of doing just this collection of interactions, and how Welcome Weeks were done on previous occasions which is used for how the texts were assemble-able. It is how the texts were used as a medium for coordinating ‘prospective interactions’ rather than how texts were used to coordinate doing activities ‘in’ interactions.

A study done by Deppermann et al (2010) shows how parties to a business meeting used an agenda to coordinate doing the situated activities in the interaction. As Button & Casey (1989) have previously described:

“The problem of providing for the warranted and legitimate initiation of talk on business-at-hand is solved by achieving for it a known-in-advance status which is then invoked and traded in at locally organised junctures within the talk” (Button and Casey, 1989: 87).

This section highlights that the interactions type “meeting” is an example of an interaction where the topics for discussion at meetings are planned in advance. These plans are accountable as an “agenda”. The agenda is used as a template for the topics to be addressed and the activities to be done for and during that meeting (Asmuß and

Svennevig, 2009). The agenda is compiled prior to the meeting, and is used as a medium of coordination to indicate which items are prospectively relevant for discussion. The study described how this was *then* achieved as a practical accomplishment.

Deppermann et al observed that interaction types accountable by members as “meetings” are ‘characterised by an agenda of topics of presentations which is fixed in advance and set around in a written form’ (Deppermann et al, 2010: 1700). The agenda is used to do the work of indicating which topics will be relevant to be discussed at that meeting, and indicates a projected sequential order for the different topics to be discussable. They are using the interaction type ‘meeting’ to indicate the relevance of producing a sequence of presentations. There is then the work of coordinating who gets to produce each presentation and in which sequence. This is how the agenda is being used. The ‘text’ is being used as a medium of coordination for indicating the prospective turns at doing making a presentation. It is an example of how members use the sequential organisation of accounts tied to a prospective interaction as a resource for the parties to coordinate doing those activities in some kind of already known order. This is then usable by the parties to coordinate the doing of the actual sequential order; i.e. the parties use the agenda to coordinate the sequence of activities *in* the interaction type: meeting.

They go on to show that the doing of the actual meeting is contingent and situated in which the ‘written agenda’ is used to indicate the order of topics, which the parties use as a resource to negotiate the doing of an actual sequence of topics. The agenda does not ‘determine’ the sequence of presentations, or how the sequence gets done. Their analysis illustrates how the transition from one relevant topic to a next relevant topic was interrupted by one of the parties invoking a ‘break in the sequence’ to which the other parties agreed. The analysis showed that the ‘agenda’ was used as a resource to indicate prospectively relevant topics, and hence how the parties could use the agenda to coordinate the sequence of turns regarding which party was expectable to do each next presentation. The point they raise is that the doing of each next presentation still has to be contingently negotiated by the participants negotiating each transition relevance place from one presentation to the next. They use the ‘unscheduled’ invoking of ‘a break time’ to illustrate this contingency.

From the analytic perspective of this thesis, the agenda is a text which is being used to make available the possibility of doing a sequence of presentations on different topics. There is the account ‘meeting’ which is used to indicate the type of interaction. On this occasion it is being used to indicate the relevance of doing a sequence of ‘presentations’. The agenda is being used to indicate a prospective sequence of activities *in* the interaction. How the ‘meeting’ gets done is negotiated in and through the contingent negotiation of the sequence of presentations.

Summary

The purpose of this chapter was to show that members use accounts of interactions, and accounts of sequences of interactions to make available the possibility of doing those interaction types again, as practical accomplishments. The studies from the Ethnomethodological literature were used to illustrate the difference in analytical focus of this thesis. These studies show how members use various types of text to coordinate doing activities internal to interactions. However, this is not analysis of how activities *in* interactions are done as practical accomplishments, but how organisational accounts of interaction types are usable to make available the possibility of doing the activities indicated by those accounts. The work was to show how call centres, butcher shops, airports are used by members to make available the possibility of doing the activities in interactions described and analysed in those studies. The change in the point of reference is from an analysis of how sequences of activities are done as “autochthonous order properties”, to how members use “organisational” accounts of interaction types and accounts of sequences of interaction types to do the preparatory work to make available the possibility of coordinating doing sequences of activities. The following chapters describe *how this is achievable as a practical accomplishment*.

Chapter 5 describes how the organisation type Bangor University is used as a resource to coordinate the prospective organisation of the interaction types tied to the account Welcome Week. It describes how organisations are procedurally relevant to how members coordinate doing activities in interactions.

Chapter 5 – Organisational relevance

Introduction

From a members' perspective, social order is how members coordinate doing collections of interactions in settings. This is in contrast to, and as well as, how members do sequences of activities *in* interactions. Social order also relates to how members coordinate making available the possibility of doing those collections of interactions "again", for another first time; e.g. how just this collection of interactions for Welcome Week was recognisable as being doable again, and how just this collection was recognisable as being relevantly and prospectively organisable for just this next time. This chapter is an examination of how interactions go together in collections; and how such collections are describable as "organisations". It is an analysis into how a social organisation, i.e. (Bangor University), is usable by members to coordinate doing a collection of *interactions*; i.e. Welcome Week activities. It also explores how members use descriptions of types of organisation to recognise, coordinate which interactions go together as a collection which are realised as, and are accountable as particular examples of an "organisation". This relates back to the discussion in Chapter 3 regarding how members use accounts of types to recognise and produce examples of those types. It explicates how members use the mutually constitutive relations between accounts (descriptions) of organisations, and organisations as realised examples to make available, orient to the 'possibility' of doing activities in interactions. It describes how members use accounts of, concepts of "organisation" to indicate the relevance of prospectively organising those interactions in settings.

Schegloff (1991) asks the question: how are organisations, institutions relevant to how members organise their talk-in-interaction. He argues that any analysis which introduces 'organisation' as part of their analysis, must be able to show how that organisation was used by, was relevant to, how the talk was organised (Schegloff, 1987b; Zimmerman, 1992). This relates to what Sacks (1972a) refers to as the "problem of relevance"; i.e. how parties to occasions of talk can select just one description term which relevantly and adequately describes that person for that occasion. For Schegloff (1991: 51) this raises the problem of showing how descriptions of persons and interactions are related to social organisations.

“So, although the details of the argument have not been fully and formally worked out for the characterization of context or setting in the way that Sacks worked them out for the characterization of participants, it appears likely that the issue of relevance can be posed in much the same way for context as it has been for person reference” (Schegloff, 1991: 52)

He continues:

How does the fact that the talk is being conducted in some setting (say, "the hospital") issue in any consequences for the shape, form, trajectory, content, or character of the interaction that the parties conduct? And *what is the mechanism by which the context-so-understood has determinate consequences for the talk* (Schegloff, 1991: 52; emphasis in original)?

Any use of “organisation” must be able to show the ‘procedural relevance’ of organisations to the details productions of sequences of activities in interactions as raised by Schegloff. That is, formalised descriptions of the relations between the concepts used to describe and/or define an organisation do not and cannot explicate how the organisation is done as a practical accomplishment.

“For one example, a recurrently used method consists of designing a formal scheme of types, giving their formal definitions an interpreted significance with which to develop and explain the orderly properties of the types as ideals, and then assigning the properties of the ideals to observable actions as their described properties of social order (Garfinkel, 1991: 10).

According to Garfinkel, the policy of distinguishing between “the *concreteness* of activities and actions provided for *analytically*” is a major feature of Parsons’ (1949) book “*The Structure of Social Action*” (Garfinkel, 1991: 10). However, for Garfinkel, social order is “locally produced, naturally organised and reflexively accountable” (Garfinkel, 1991: 15).

Schegloff (1991: 54) went on to discuss how members orient to the “courtroom-ness” of a setting; and whether this is used in any way to organise their talk. For example, he asks how ‘onlookers’ (the audience) are not available as potential next speakers in the ‘official’ proceedings of the courtroom, but they can do “whispering to each other”.

The question for Ethnomethodology is not “what” are organisations but how are they

used, usable by members for coordinating doing the details of their everyday activities (Bittner 1974: 75). Although it is observable that there are various examples of ‘things’ which are describable and described by members as “organisations”; the topic of investigation for Ethnomethodology is not to take for granted that they are ‘things’; but to investigate how these ‘things’ describable as organisations are realised and realisable as practical accomplishments (Garfinkel, 2002). There are what Bittner calls “organisational background schemes of interpretation” which parties to an organisational interaction bring to bear on the conduct of that interaction. The question is: how are “organisational accounts” used and usable by members as a known and knowable in common resource for coordinating doing sequences of activities in interactions? For example, it is observable that participants in settings describable as courtrooms, classrooms, are somehow relevant to how the parties to the occasion organise their conduct so as to produce their activities which exhibits an ‘institutional quality’ to those encounters (Drew and Heritage, 1992: 26). The question asked by EMCA is that in conducting their everyday talk in interaction it is necessary to ask whether features of the talk are to be understood institutionally or interactionally (Watson & Sharrock, 1990: 23). For example, is there some kind of property of a ‘call to the cops’ other than *how the talk is done* between the parties? (ibid: 24). If institutions somehow constrain how activities in interactions are producible; the question is not: how does the organisation constrain their activities (Roca-Cuberes, 2014: 310); but how the parties to an interaction mutually recognise and coordinate which activities are ‘constrained’ as being relevantly doable for that occasion; and what are the methods members use to recognise that an institution is procedurally relevant to the doing of a sequence of activities in interaction.

This is an examination of how the ‘constituted example’ (Hester & Francis, 2000: 375) of (Bangor University) was realised by and through cohorts of parties doing activities in interactions in settings for the year 2008-9, and how this is used to indicate the relevance of organising another collections of interactions in settings to be doable for a next academic year 2009-10; and how this was usable to indicate the relevance of organising another collection of interactions in settings describable as another Welcome Week. It is how (Bangor University) is constituted which makes available the practical possibility. It is how the university is organised which is used to indicate how the prospective interactions are doable again, and who they are expectably doable by. There

is the work of how the prospective interactions are recognisable as being prospectively relevant. There is then the who does the work of organising the prospective interactions. This is an example of how the “social structures” of Bangor University are used to indicate what to organise, and provides the parties to do the prospective organising; and provides incumbencies of the relevant categories to do the actual negotiating of the interactions which have been prospectively organised.

The interactions tied to the account Welcome Week are being used to do again the work of inducting and introducing the incumbents of the category first year undergraduate students to what the category consists in. Tying incumbents of the category to activities in those interaction indicates the relevance of indicating to the incumbents of the category that such a collection of interactions has been prospectively organised, at which they will be an expectable presence. This is the resource indicating the relevance of producing a collection of texts accountable as a “Welcome Pack”.

Organisations are contingent and emergent

This section is addressing the issue of how ‘organisations as realised practical accomplishments’ are relevant to the production of situated activities. There is the ethnomethodological observation that ‘organisations are not external to situated activities’; i.e. they do not determine interaction but are constituted by and through interaction. (Bangor University) is not external to, an independent framework (Coulter, 1982: 42), a set of rules to be followed (Rawls, 2002: 41). It is an “emergent achievement” resulting from “concerted efforts of societal members acting within local situations” (Maynard & Clayman, 2003:174). Socio-cultural structures, then, should be understood as the product of people’s actions rather than as simple ‘containers’ of those actions. (Roca-Cuberes, 2014: 311).

Organisations do not in and as of themselves constrain activities in interactions (Alby & Zucchermaglio, 2006). They are used by members as a known in common resource to indicate which activities in which interactions are relevantly doable in that location on and for that particular occasion by just that population cohort.

“[E]xternality and constraint are member’s accomplishments, and social structure and social interaction are reflexively related rather than standing in causal or formal definitional relations to one another” (Wilson, 1991: 27 quoted

in: Freebody, & Freiberg, 2011: 80).

This is the resource for the approach being taken here. Organisations are not treated by members as external to their activities, but are used as a known in common resource to coordinate doing those activities. Garfinkel was one of the first to abandon what came to be termed the “bucket theory” of context, where the situation “treated as anterior to- as "enfolding" and determining-the action that takes place within it” (Goodwin & Heritage, 1990: 286).

“The traditional view of the relationship between interaction and its context is what we term the “bucket theory” of context. The dominant image of this relationship is of a container that “contains” interaction as a bucket contains water. In general the bucket theory assumes that interaction accommodates to fit the context rather as water does the bucket. At any rate the bucket is not significantly altered by the interactions it contains. It is easy to see how this image arises and seems so compelling. If we consider an institutional setting like a university lecture theatre, the participants – professors, students, teaching assistants, etc. – enter the institutional space and behave in accordance with the norms appropriate to a lecture. The lecture hall, like the bucket, contains the actions and it does not seem to be affected by them” (Heritage & Clayman, 2010: 21).

Rather, he took the view that organisations are constituted by and through the ongoing activities in interaction contingently produced by members as practical accomplishments (Heritage & Roth, 1995: 15). It is how ‘social organisation’ is used by members to make available the possibility of, and to negotiate, coordinate the actual doing the details of interaction types.

“"Context" for ethnomethodologists is not a fixed set of social, cultural, environmental, or cognitive "factors" impinging upon specific instances of conduct as though from outside. Instead, the term describes a "reflexively" constituted relationship between singular actions and the relevant specifications of identity, place, time, and meaning implicated by the intelligibility of those actions” (Lynch & Peyrot, 1992: 114).

The work here is to show how members use organisational context as a known in common resource for negotiating activities in interactions. Members use organisations to indicate which interaction types are doable in a setting for an occasion. Interactions tied to an organisation are done in known in common ways; for example, how Registering new students is done at Bangor University. This is how organisations can be observed as ‘constraining actions’. They are usable to indicate which interactions are

relevantly doable in a setting, and they indicate how such interactions are usually doable in those settings. This does not determine the activities of production cohorts; it is used as a resource for doing the negotiating of each particular sequence of activities on each occasion. And it is the doing of sequences of activities which are accountable using interaction type accounts; and which when done as a collection of interactions with other production cohorts doing other sequences of activities, this does the work of realising that example of that organisation as a collection of practical accomplishments. This is how (Bangor University) is being used in organising the prospective availability and the resource for negotiating the doing of a collection of sequences of activities. The accounts in the Welcome Pack are being used as a resource for doing the negotiating of the *in situ* details of the types of interaction described in the accounts. It is the settings tied to (Bangor University) which have been used to indicate where those interactions will be relevantly realisable.

Using the organisation to coordinate recognising which interaction type is relevant

EM seeks to explicate how social order is done as a practical accomplishment. As such, any explications of how (Bangor University) is accomplished as a practical accomplishment has to show the methods used by the production cohorts to mutually recognise which activities are relevantly realisable on and for each occasion. As Rawls has commented: members realise activities in interactions in settings;

“But, interaction must be built first time through each time it is done, or as Garfinkel says ‘each next first time’. Participants must be able to ‘see’ what it is that others are doing and saying before they can interpret what they have done and produce either sequential interpretations, or retrospective accounts. That requires a prospective ordering of events that cannot be accomplished by accounts or formal orders” (Rawls, 2005: 184).

The Welcome Pack is an example of how organisation accounts are not being used as an account of the formal order of interactions. The Welcome Pack is an example of how an organisation is being used as a *medium of coordination*. It is an example of how members use (Bangor University) as a known in common resource to coordinate the sequential order of a collection of interactions. It is an example of how members use

organisations to coordinate doing the in situ details of activities in interactions.

Members do not use concepts of organisation as ‘formal order descriptions’ (Rawls, 2005: 184), but as a medium for doing coordinating which collections of sequences of interactions are being used as a resource for negotiating doing sequences of activities in interactions in settings, over time.

(Bangor University) is being used as an example to illustrate how members use the sequential order of interactions to indicate the prospective relevance of organising and doing those interactions again, for another first time through. The collections of interactions describable as Welcome Week are being used to indicate the prospective relevance of doing a collection of interactions to induct and introduce a cohort of parties as to how doing being a student is achievable as a practical accomplishment at Bangor University. The organisation is used as a resource to coordinate the prospective ordering of *interactions*. That is, to orient to the relevant collections of interactions which are done as going together, as a resource to indicate which interactions are relevantly go-able together for this next occasion. It is by using accounts of prospectively organised interaction that parties already know which interaction type they are there to do, in that setting, at that time. This is a descriptions of the methods of that achievement; i.e. how each of the parties to an occasion can already know just which interaction type is relevantly usable as a resource to negotiate and coordinate just which details, just which activities are relevantly doable by each of the parties present in that location on that occasion.

“Instead of looking for a structure that is invariant across situations, we look for the processes whereby particular, uniquely constituted circumstances are systematically interpreted so as to render meaning shared and action accountably rational” (Suchman, 1987: 67).

It is how the organisation (Bangor University) is temporally organised and realised which is being used to indicate that another Welcome Week is prospectively relevant; i.e. each Welcome Week precedes each next academic year. It is being used to indicate which interactions are relevant for this next Welcome Week. It is being used to coordinate which settings are available to do the interactions. It is being used to coordinate when the interactions are relevantly realisable. This is used by the parties relevant to the interactions as a resource to make available the possibility of doing

coordinating the actual details of each of the interactions which get done as constituting Welcome Week, 2009. The sequential ordering of previous occasions is used to *indicate* the prospective relevance of which interactions are organisable for this next occasion. However, members still have to do the work of recognising just which interactions will be relevant for this next occasion. Members still have to do the work of coordinating which interactions are tied to which settings and to what prospective times. They still have to do the work of indicating to relevant parties that they are an expectable presence at those interactions. Therefore we need an account of how, the methods, members/populations use to coordinate how *interactions* go together in recognisable sequences, and how these *sequences of interactions* are doable again, as practical accomplishments, for another first time.

The reflexive relations between ‘phenomena’ and ‘accounts of phenomena’

The concept “Bangor University” is used as a resource to make available the possibility of doing the interactions tied to this next Welcome Week. Members use the sequential ordering of accounts to describe how the university was realised over previous time. This is usable as a resource to indicate how it will be realisable for prospective time. This is how Welcome Week was oriented to as being prospectively relevant. It is how this was achieved which makes available the possibility of doing the interactions indicated by the account “Welcome Week” by relevant production cohorts. This is the ‘*missing interactional what*’ of organizational studies (Garfinkel 1986).

An issue raised by Sacks (1963) is how to build a sociology that does not rely on ‘undescribed categories’. His ‘solution’ was to treat such categories as the topic of investigation rather than the resource for the analysis. As he argued in his 1963 paper Sociological Description: “The essential ‘message’ of this paper is: even if it can be said that persons produce descriptions of the social world, the task of sociology is not to clarify these, or to get them on the record’, or to criticise them, but to describe them” (Sacks, 1963:8).

To illustrate his argument, Sacks introduces what he calls a ‘representative metaphor’ (Sacks, 1963: 4). He describes an engineering machine as having two parts: one part is

engaged in doing some job; the other part describes what the first part is doing. From a common sense perspective both parts can be described as a “commentator machine” (Sacks, 1963: 5). For Sacks, the question is how the relation between the doing part and the saying part is describable ‘sociologically’. As Silverman describes: for the ‘sociologist’ the ‘saying part’ of the machine is to be analysed as a good, poor or ironical description of the actual working of the machine. This type of ‘sociological explanation’ trades off two kinds of unexplicated knowledge; i.e. knowing the language used by the machine and being able to describe in some language what the machine is doing (Silverman, 1998:46).

But for Sacks, the work of sociological description is not to use everyday descriptions as a basis for producing cases of a class, but to discover *how* those everyday descriptions are used to describe the case that they do; i.e. what are the *methods* of this achievement. As Sacks points out, Durkheim’s analysis of Suicide is based on how cases of suicide were already classified. He argues the work of sociology is to discover how a case of a ‘death’ got to be classified as a ‘suicide’ on and for each occasion; not to use already classified cases as the basis for the analysis. “In any case, till we have described the category, suicide, i.e. produced a description of the procedure employed for assembling cases of the class, the category is not even potentially part of the sociological apparatus” (Sacks, 1963:8). It is this relation between the “doing” of the interactions tied to Welcome Week, and the “accounts” of those interactions described in the Welcome Pack, and how those descriptions were recognisable as relevantly correct for this occasion of use, which is the focus of this thesis.

It is how members use the reflexive relations between “organisations as realised examples” and “accounts of those realised examples” which is used to indicate the possibility of doing again activities in interactions in settings. In this example, it is how (Bangor University) is done as a practical accomplishment which is used to indicate the relevance of organising a collection of interactions in settings which are accountable as another “Welcome Week”. It is how members use the mutually constitutive relation between the concept of an organisation and the realised example of that organisation which is used to make available the possibility of production cohorts negotiating doing sequences of interactions, for another first time. It is how (Bangor University) was constituted in previous academic years which is used to indicate the relevance of the

interactions of Welcome Week. It is how ‘doing being a student’ was done at (Bangor University) in those academic years which is used to indicate which interactions are relevantly organisable for Welcome Week. It is how the activities in interactions in settings were accountable on those previous occasions which is used as the resource for how the accounts are usable in the Welcome Pack. The concept is used to indicate which accounts are usable to describe the activity types, interaction types, category types, setting types in each example. This is the resource for how the maps in the Welcome Pack were assemble-able.

How members use Concepts (accounts) of social organisation

This section highlights what is being analysed in this thesis; i.e. it is not an analysis of the ‘formal’ operationalising of concepts; but the ‘contingent using of organisational descriptions’ (Zimmerman & Boden, 1991) by members to coordinate doing recognising. It is this which makes available how to coordinate doing “doing”. It is how members use concepts of organisations as a known and knowable in common resource which they use to mutually orient to where and when activities are prospectively relevant. This makes available the possibility to coordinate doing the work of achieving co-presence in a relevant setting at a relevant time. This in turn is then used to coordinate doing the work of negotiating the in situ details of a known in common type of interaction. This is how the Welcome Pack is usable as a *medium of* coordination for doing the prospective organising of a collection of interactions, on and for this occasion. This is how “Bangor University” is relevantly usable for the occasion of this Welcome Week.

The account “Bangor University” is an example of how members use concepts of organisation (Coulter 1996), as schemes of interpretation to coordinate the organisation of and the doing of activities in interactions in settings.

“Thus the formal organisational designs are schemes of interpretation that competent and entitled users can invoke in yet unknown ways whenever it suits their purposes. The varieties of ways in which the scheme can be invoked for information, direction, justification, and so on, without incurring the risk of sanction, constitute the scheme’s methodical use” (Bittner, in: Turner, 1974: 78).

Bittner pointed out that one of the functions of formal schemes is to provide a recognisable coherence amongst the activities and relationships of the organisation (Button & Sharrock, 1996: 378). It is an example of how members use concepts of organisation for practical purposes. The concept “university” is being used to indicate both the realised organisation and the language used to describe that realisation (Bittner, 1974). The use of the concept “Bangor University” in the Welcome Pack is an example of how members use concepts of organisation to coordinate realising collections of interactions. Members are using the concept to indicate which interactions constitute this collection of interactions constitute this Welcome Week. The accounts are not used as rules (Zimmerman, 1971). Wieder (1974) has shown how the residents of a halfway house use what is described as a ‘convict code’ as a background scheme of interpretation for how to interaction with other residents as a seen but unnoticed “routine and tacit sense-making template for action” (Watson & Sharrock, 1990: 26).

Using organisational accounts as knowable in common schemes of interpretation allows participants to mutually orient to a known in common scheme for this occasion. The organisation accounts are usable to indicate ‘how stuff is usually done’ in that setting, in those circumstances; which interactions are doable as going together as an already known *possible* sequence. The organisation (Bangor University) is being used to indicate how the interactions tied to this Welcome Week are usually done in these settings, on this occasion of the doing; i.e. how the interactions of Welcome Week are to be done in these settings in Bangor; in contrast to for example Cardiff or Aberystwyth.

The university is used to indicate which interactions are relevantly doable in the setting tied to the organisation.

“The analysis of institutional interaction ultimately seeks complex issues, such as strategic aspects of interaction, the achievement of collaboration, or procedures whereby participants' differing perspectives are brought into alignment” (Arminen, 1999: 254).

The concept “Bangor University” is usable on many occasion and in many different ways. It is how the concept is used on a particular occasion which is used to indicate just which features of the university are being invoked on that occasion of use. On this occasion, “Bangor University” is being used to coordinate the doing of a collection of interactions describable as “Welcome Week activities”. It is the features of (Bangor

University) relevant to the prospective organising of those interactions which is how the concept is being used on this occasion, in this Welcome Pack. The concept “Bangor University” is being used to indicate and coordinate which activities are doable as constituting which interactions in which settings, to be done during the period of time accountable as “Welcome Week”. It is being used to indicate which parties are expectable to do which activities in those interactions, for this next Welcome Week. The concept is being used to coordinate how the realisations of activities, of interactions, of settings, of categories are accountable; and how those accounts are being used for this next occasion. It is these accounts which are used to coordinate the do-ability again of those activities in interactions in setting done by incumbents of categories for Welcome Week, 2009.

The account “Bangor University Welcome Week” is being used as a resource to indicate the sequential organisation of the collections of interactions which are to be done as practical accomplishments. The accounts of the interaction types are being used to coordinate the doing of that sequential order. It is this sequential organisation of the collections of interactions tied to this university which is used to indicate which interactions are relevant for Welcome Week.

(Bangor University) as a realised example

It is how (Bangor University) is ongoingly realised as a practical accomplishment by members doing sequences of activities in settings in previous academic years which is used to make available the possibility of doing activities in interactions for another first time, for the academic year 2009-10; and how descriptions such as “Welcome Week” are usable to coordinate which interactions types are relevant to constitute the doing of another Welcome Week as a practical accomplishment. Interactions such as lectures, seminars, football matches, SU meetings, and so on are done as practical accomplishments. Each of these practical accomplishments are accountable as: lectures, seminars, etc.

In this chapter the description “organisation” is being used to indicate: different cohorts of parties doing activities in interactions in various different settings, across time, as practical accomplishments which constitute a recognisable collection. For example,

Bangor University is ongoingly constituted by production cohorts doing activities in interactions in different settings across time. There are various settings tied to Bangor University. These settings are accountable, for example: Main Arts Lecture Theatre, PJ Hall, Alun 2.06, Thoday G-2, Alun Roberts - Orton Lecture Theatre, and so on. Each account is usable to indicate a different location tied to the university. This is where the interactions tied to Bangor University are done. In each of these locations, there is one interaction, then another, then another, and so on. Each of the interactions is a locally accomplishment achievement by that particular cohort doing that sequence of activities in that setting, as a unique example. It is this collection of activities in interactions in settings done and doable across time which is describable as Bangor University.

The focus is on how the ‘organisation’ describable as “Bangor University” is ongoingly realised as a practical accomplishment. For example, the possibility of using the description:

“University Profile

Founded in 1884, Bangor University has a long tradition of excellence and exceeds expectations, both for academic standards and student experience” (Bangor University. 2015. *University Profile*. [Online]. Available at <http://www.bangor.ac.uk/about/profile.php.en>. Accessed June 2015)

Bangor University has been constituted as an ongoing realisation of some collection of interactions for 125 years.

(Bangor University) is a realised example of parties doing activities in interactions in settings; for example, tutors, researchers, students, various other types of staff members doing activities in interaction in settings as practical accomplishments. This realised example is describable, observable-reportable using the account “Bangor University”. These parties are describable, accountable as “tutors”, “researchers”, “students”, and other “staff” descriptions. The interactions done as practical accomplishments are for example: degree programs; club and society interactions, administration and so on. Each of the locations where these interactions were done are also accountable using a setting type description. This is how settings are findable. It is the ongoing realisation of various production cohorts doing *collections* of activities in interactions in settings as practical accomplishment which constitutes (Bangor University) as a realised organisation. It is constituted by and through each production cohort in each setting,

contingently negotiating doing a sequence of activities; followed by another set of production cohorts negotiating another sequence of activities in those settings, and so on, across time.

(Bangor University) was done as collections of interactions in settings in previous years to 2009. (Bangor University) was realised as a practical example in 2008-9 by the populational cohort tied to, who were members of, that university. It is they who did the activities in interactions in settings. It was these collections of interactions which were observable-reportable as constituting the university across those times. It is the realisation of the activities in interactions in settings done by production cohorts which is the resource for how those activities, interactions, settings, productions cohorts are observable, reportable; i.e. accountable. It is an ongoing reflexive accomplishment. It is how the university is done as a practical accomplishment which is how the university is accountable as a concept. This accountability is then usable as a resource to coordinate the doing of the activities in interactions again by production cohorts. This is how social organisation is achieved as a *local and endogenous* practical accomplishment (Garfinkel, 2007: 15). It is the collection of sequences of interactions done in settings which is reportable as the organisation “Bangor University”. The description “Bangor University” is usable to hold together just that collection of interactions as constituting the realised example (Bangor University).

Holding together collections of interactions

“Organisations” are usable to coordinate how interactions are doable as collections, and how those collections are prospectively organisable. “Collection” is being used to indicate how various interactions are recognisable as ‘going together’. The observation is that organisations are used by populations to indicate which interactions go together in which collections. It is the collection of interactions described as Welcome Week activities which is being used to explicate this achievement; and how the organisation (Bangor University) was used as a resource to coordinate the prospective organisation of just that collection of interactions on and for the doing during just that time; i.e. Welcome Week. It is how this is achievable which is how the doing of activities in interactions is made available; i.e. how members recognise that activities in interactions are available to be done. This is usable by members to indicate when and where such

interactions are relevantly realisable. This is usable by relevant parties to achieve co-presence in relevant settings at relevant times already oriented towards negotiating doing a type of interaction. The parties co-present in a setting use that to do the work of coordinating doing an actual sequence of activities. From a members' perspective, this is how organisations are relevantly usable for doing activities in interactions in settings. Populations use organisations to coordinate which interactions go together as 'collections'. An organisation consists in a population of members doing a collection of interactions in settings as ongoing practical accomplishments. It is how this is coordinated, which is how social organisation is done.

The interactions of Welcome Week constitutes a recognisable collection. They are being used to induct and introduce a new cohort to the category: first year undergraduate students. (Bangor University) is used to indicate the prospective relevance of doing inducting and introducing. The use of this category description on this occasion use is observably tied to the organisation accountable as "Bangor University" (See discussion in Chapter 6, pp. 128-161). The interactions of Welcome Week are observably tied to the organisation (Bangor University). They are to be done in settings tied to (Bangor University). The interactions are being used to tie the incumbents of the category to the interactions which constitutes the collection tied to (Bangor University). They are being used to tie incumbents to the category and its various obligations and entitlements; and to introduce the incumbents to what those obligations and entitlements consist in at Bangor University. What the category consists in, and thus what the new cohort is being introduced to, is indicated by how the category is organised at Bangor, and how the activities in the interactions tied to the category are tie-able to the individual incumbents. This is how the organisation (Bangor University) is procedurally relevant (Schegloff, 1991; Arminen, 2005) to how members get to do the sequences of activities accountable as "Welcome Week activities". The organisation of the collections of interactions tied to (Bangor University) is used to indicate the relevance of doing the prospective organising; and the recruiting of another cohort of first year undergraduate students. One of the collections in this sequence is "Welcome Week". Welcome Weeks are usually done the week prior to the beginning of each academic year. Bangor University is used to make this sequential order visible.

Using previous as resource for prospective

When the students receive the Welcome Pack, the interaction type accounts are recognisable as being tied to future time. The point is, how is this doable? How are interactions tie-able to future time? What are the resources used to accomplish this achievement? The activities of Welcome Week have *somehow* been recognised as being prospectively relevant by members of the University. It is how the interactions of Welcome Week got to be prospectively organisable which is used as the resource for the descriptions in the Welcome Pack. What Garfinkel (1967) describes as the “documentary method of interpretation” can be used as a way to describe how members use previous examples as a resource for recognising and producing prospective examples of social phenomena.

The Documentary Method of Interpretation

According to Garfinkel, the documentary method of interpretation;

“... consists of treating an actual appearance as “the document of”, as “pointing to”, as “standing on behalf of” a presupposed underlying pattern. Not only is the underlying pattern derived from its individual documentary evidences, but the individual documentary evidences, in their turn, are interpreted on the basis of “what is known” about the underlying pattern. Each is used to elaborate the other (Garfinkel, 1967a: 78).

The documentary method of interpretation can be used to search for the pattern indicated by textual descriptions. A pattern is definitely there. The method is: to use the pattern of the phenomena being described to explicate the detail of the pattern to the hearer/reader (Garfinkel, 2002: 204). The pattern can be found in the details of what the description is being used to indicate, on that occasion “The method is recognisable for the everyday necessities of recognising what a person is “talking about” (Garfinkel, 1967a: 78).

A study by Benson & Drew (1978) shows how the relation between an account and what it is being used to describe cannot be assumed to be “natural facts”. They argue that all accounts are the outcome of production procedures. They use a study of an evidential dispute in the Scarman Tribunal regarding whether an entry into a formal police record could be regarded as a fact, to show that ‘account production’ is the outcome of a set of procedures and it is these procedures which are worthy of analytic

attention.

These procedures were investigated by Girton (1986) who conducted a study of how manuals and films of the martial art *kung fu* are usable as resources for becoming a competent practitioner of the moves being illustrated or described. He observes that manuals seem deliberately vague in their use of language and images. “They cannot be read as a report, but they can be read praxeologically, as how-to-do-it, by anyone, not just by practitioners” (Girton, 1986:61). He uses the account ‘production sentence’ to indicate: “[it] is that part of a set of instructions which derives its serious sense as part of the enterprise which it is used to conduct, i.e. an instructed enterprise. He then questions whether what one can learn from a manual is ‘really’ Kung Fu; i.e. what is the relation between accounts of Kung Fu and the practice of learning Kung Fu?

Descriptions do not form an adequate description of the competence involved in the learning and master of a martial art. Mastery of the art is only achieved by doing the activities indicated by those accounts. The accounts are a document of the pattern. The practitioner does the work of achieving competence in what the pattern consists in through practicing the activities indicated by the account.

The relations between objects and accounts of objects was investigated by Slack et al (2007). They provide a perspicuous example of the documentary method in their study of reading mammograms as a practical action. A mammogram is an X-ray taken of women's breast by a radiographer which are then examined for evidence of breast cancer. Breast cancer exhibits various features which are visible on X-ray films. It is these features the readers of the X-rays are looking for. Women are routinely screened at regular intervals. Plus, they are asked about their medical history. This is used to create what Slack et al describe as “breast biographies” (Slack et al, 2007: 178). Comparing previous X-rays with the current example enables the reader to examine the features of that current example in a retrospective-prospective manner to look for any changes observable in the breast tissue; i.e. they use the documentary method of interpretation to do the work of reaching a conclusion as to a next relevant activity. If there are no changes the patient is returned to the routine recall list. If there is evidence of a change the patient is recalled for a more details assessment of what the changes could be. The readers of the X-rays are engaged in the situated practices of using the documentary method to recognise how to do reading each of the X-rays in turn.

“The documentary method enables us to see the actions of others as the expressions of patterns, and these patterns enable us to see what these actions are. Individuals unveil social reality to each other, making it “readable” by building up visible patterns. The actions are continuously interpreted in terms of context, the context being in its turn understood through those actions. This what enables us to retrospectively reinterpret some scenes and to modify our judgement about things and events” (Coulon, 1995: 33).

How the texts of Welcome Pack are assembled and used also provides another illustration of how members use the documentary method of interpretation. It provides an example of how 'organisations' are usable as patterns to indicate how to assemble as use descriptions. In this Welcome Pack, Bangor University is the extant organisation which is the pattern being indicated by the descriptions in the Welcome Pack.

The documentary method provides a basis for how natural language is usable as a medium of coordination. It can be used to show how members of Bangor University use the account “Welcome Week” to recognise and coordinate the prospective organisation of a collection of interactions; and how it is what gets organised for Welcome Week which is the resource for how to assemble the descriptions which constitutes this Welcome Pack. The method is also used in how the ‘students’ use the account Welcome Week as a resource to recognise the relevance of prospectively doing the interactions described in the Welcome Pack.

It is how members use the sequential order (Heath & Hindmarsh, 2002) of how interactions were done on previous occasions; previous Welcome Weeks were done the week before the beginning of each academic year proper. How, where and when the interaction types done in those previous Welcome Weeks is used as a resource for which interactions to prospectively organised for this next occasion. The Welcome Weeks done prior to previous academic years are usable as a resource for indicating and organising how those sequences are doable again. It how parties use the sequential and temporal order of ‘organisational *processes*’ which is used to indicate the prospective organisation of actual interactions; i.e. how Welcome Week precedes an academic year. This is used to coordinate the prospective availability, and prospective doability of sequences of activities to constitute those interactions as practical detailed accomplishments.

However, the contention be made here is although organisations are not external to their production cohorts, the parties to those cohorts use organisations to coordinate doing

those activities in interactions in settings. Members are using (Bangor University) as a resource for how to coordinate the prospective doability of the collection of interactions accountable as “Welcome Week Activities”. Organisations are used to indicate and coordinate the relevance of doing sequences of interaction again. The doing of sequences of interactions again is what social organisation consists in.

This relates to how previous *interactions* are usable to indicate prospective interactions. This is different from how members use retrospective *activities in interactions* to coordinate doing prospective activities in an interaction; (Mehan & Wood, 1975: 102); i.e. as in:

“The anticipation that persons will understand, the occasionality of expressions, the specific vagueness of references, the retrospective-prospective sense of a present occurrence, waiting for something later in order to see what was meant before, are sanctioned properties of common discourse” (Garfinkel, 1967a: 41).

Method: Members use how *sequences of interactions* were done on previous occasions to indicate how to coordinate and organise their prospective doability for this next occasion. Accounts of how previous sequences of interactions were done as practical accomplishments are usable to indicate which interactions are prospectively relevant for this next occasion of the doing, and how to coordinate the sequential organisation of their doing for this next occasion as another practical accomplishment. Accounts of previous sequences of interaction are usable to indicate how they were done as practical accomplishments on previous occasions; how doing arriving was done, how the registration process was done, how Serendipity was done, and so on. The descriptions of the sequential doing of the interactions is usable to indicate how to sequentially organise the interactions for their doing on this next occasion. How the descriptions were used on those previous occasions is usable to indicate how they are usable for this next occasion; i.e. the descriptions of the interactions are usable to indicate which activities were done as constituting those interactions in previous Welcome Weeks. The descriptions of the interactions are usable to indicate which activities to organise and in which sequence for this next occasion. The descriptions are usable to indicate how to do the realising, for another first time through. (See Chapter 7, pp. 162-189, for how the interaction types were organisable by Bangor University)

Method: members use how *collections of interactions* were done on previous occasions

to coordinate their prospective doability. It is how each collection was retrospectively done which is used to indicate how it is prospectively doable. The interactions of Welcome Week constitutes such a collection of interactions. This collection is relevant as part of a sequence of *processes*. There is the admissions/application process which is used to do the work of selecting/achieving incumbency of the category. There is the induction and introduction process to the next academic year. There is the doing of the academic year. The interactions of Welcome Week constitute the induction and introduction processes. The work of induction and introduction to doing being a student at Bangor University is being used to indicate relevant interactions for Welcome Week. How this was done on previous occasions is usable to indicate possible interactions for their doing again for this next occasion. What doing being a student consists in at Bangor is used as a resource to indicate relevant interactions for doing the introducing. What features are available at Bangor is a resource for what they are being introduced to. How those features are organised is a resource for who does the organising, and who does the introducing.

The realised organisation is used as the resource for indicating the prospective relevance of doing a sequence of interactions, for another first time. It is how Bangor University is done as a practical accomplishment which is used to recognise that the activities in interactions in settings are prospectively relevant, and prospectively doable again. It is how the academic year 2008-9 was done as an ongoing collection of interactions in settings which is being used to indicate that another academic year can be done in 2009-10. This is being used as a resource for how to prospectively organise the 2009-10 academic year. The account “Welcome Week” is used at Bangor University to indicate a collection of interactions relevantly doable prior to the beginning of the 2009-10 academic year. This is using the sequential organisation Welcome Weeks are done before each next academic year. The accounts of the collection of interactions tied to Welcome Week are usable to indicate the sequences of activities which will be prospectively relevant for this next 2009 Welcome Week.

This is how the descriptions in the Welcome Pack are usable

This is how these accounts are usable to report the activities in interactions in settings done as constituting (Bangor University). These accounts are also usable to coordinate the prospective organisation of doing these collections of interactions again, as practical accomplishments. This is how the reflexivity of accounts is used, and works. This is how members use concepts of organisation. A collection of accounts is usable to coordinate how to do a collection of interactions. The details of those interactions are recognisable using the collection of accounts used to describe those types of activities in interactions in settings in that organisation, as another example. This is used as a resource for indicating their do-ability again, and so on. Each is used to reflexively constitute the other. Each is used to mutually elaborate the other.

The accounts in the texts of the Welcome Pack are an example of how accounts are usable again for another first time, to coordinate the doing again of these interaction in settings. The accounts of the interactions, activities, settings and categories have been used on previous occasions to describe actual examples which were done as constituting (Bangor University) as a realised example. It is how those accounts were used on previous occasions which is used as a resource to indicate how they are usable for this next occasion. The account Welcome Week has been used on previous occasions. On those previous occasions it was used to indicate a collections of interactions. This is how it is being used again, for this occasion and this Welcome Pack. The accounts used to describe the collections of interactions are also usable again. But, for this next occasion, the same accounts are being used to coordinate doing a different set of details. The accounts of those previous occasions can be used to indicate how those interactions were done as practical accomplishments. The accounts tied to those activities can be used to describe the activities for this next occasion. The same collection of accounts can be used to coordinate the doing of another collections of activities in interactions as practical accomplishments. This is how accounts are usable to describe different occurrences.

The accounts of the prospective organisation of the interactions; i.e. the descriptions of the interactions in the texts, are used to coordinate doing the actual details as practical

accomplishments. These accomplishments are accountable using the organisation description; e.g. doing registering is describable as ‘the Registration process’. Each of the accomplishments, interactions, are accountable using interaction type accounts. This is usable to orient to the relevance that the interactions are relevantly doable again; e.g. for the next Welcome Week. This is how Bangor University is reflexively constituted (Lynch & Peyrot, 1992: 114). It is how members use accounts of the university, the interactions, the settings to organise and coordinate doing activities in interactions in settings as practical accomplishments. It is those practical accomplishments which constitute a realised example. It is accounts of the realised example which constitutes the concept. The concept “Bangor University” is the resource for how the accounts are used in the Welcome Pack. It is how the university is realised as a practical accomplishment which is used as the resource for the accounts.

Degree programs

How degree programs are organised at Bangor University is procedurally relevant to the organisation of each next Welcome Week. Participants invoke how the procedures of interactions are usually done in order to mutually orient to *who is to do what* and *when* during institutional interaction (Nielsen, et al, 2012: 1458). One of the jobs of Welcome Week is to tie incumbents to the category, and to introduce the students to their schools and degrees. This is used as the resource for indicating the relevance of some of the interactions which have been prospectively organised. This section describes how degree programs are used to indicate when Welcome Week is relevantly doable, who it is doable by, and how they are used to coordinate collections of interactions. It is how the interactions types which constitute doing a degree program which realises the university, and used to coordinate its ongoing realisation. It is how degree programs are done as sequentially organised which is the resource for how Welcome Week is relevant.

One of the collections of interactions tied to Bangor University is that indicated by using the description: “degree programs”. The account, “degree program”, is used to indicate an advanced program of doing studying. It is how this ‘doing studying’ is coordinated at Bangor which is used to indicate which interactions constitute doing degree programs. The account “degree program” is usable to indicate and describe what

activities in interactions they consist in, and how they are organised, and organisable. It is how degree programs are done which is used to indicate the relevance of recruiting another cohort to fill the vacant first year undergraduate student category. Incumbents of the category first year undergraduate students are each tied to doing a degree program. It is the inducting and introducing the cohort to their degree programs and what doing being a student consists in at Bangor which indicates the relevance of each next Welcome Week.

It is how degree programs were done in previous academic years which is used as a resource to indicate *that* they will be doable again for this next academic year. This is used to indicate the relevance of prospectively organising what the degree programs will provisionally consist in for the next academic year 2009-10. It is an example of how members use the retrospective doing of collections of interactions as practical accomplishments in previous academic years as a resource to indicate they are relevantly doable again for the next academic year. Accounts of how the previous occurrences were done are usable to coordinate the organisation of and the doing of the prospective occurrences. Bangor University is used as a medium of coordination for how the collection of degree programs will be doable again in 2009-10. Members use the reflexive relation between accounts of the university and the realisation of activities in interactions which constitute the university to prospectively organise another academic year for 2009-10. It is the methods used to achieve this as a practical accomplishment which relates to how members do what Garfinkel describes as ‘the missing somehow’ (Garfinkel, 1967a)

Teaching and studying are the activities tied to doing degree programs. Doing teaching is tied to incumbents of one category. Doing studying is tied to incumbents of another category. This makes relevant how to coordinate parties to do those activities. This makes relevant how parties can claim incumbency of the category to make available the possibility of doing studying. This implicates organising activities for how this is achievable. It is doing the activities in interactions tied to ‘degree programs’ which makes relevant the category “student”. It is the activities tied to degree programs which are tied to the category student. This is how the category student is relevant for doing the activities of Welcome Week. The new cohort is being tied to the category, and tied to the doing of their chosen degree. This is how the Welcome Pack was recognisable as a

relevant text.

A feature of the interactions tied to degree programs is that they are doable again. This makes available the possibility of doing a collection of degree programs for each year of undergraduate study for another first time. This is how the University is ongoingly realisable. This is how undergraduate cohorts can do: moving on to a next year. This is how parties can recognise the relevance of prospectively organising the collections of interactions which will constitute the programs which will be available for study for each of the undergraduate years. It is this which is used as the resource for how to coordinate organising just which interactions will be organised as constituting which degree programs. This makes relevant how the doing delivering of degree programs is organised and realised at Bangor University.

It is how the activities in the interactions tied to doing degree programs are doable again which makes relevant the organisation of another academic year, and the prospective organisation of another collection of modules which constitute each of the degree programs which are being offered as doable again for the academic year 2009-10.

“Social interaction is organised as sequences of actions building on each other and when trying to understand a piece of interaction, the placement of actions, their temporal organisation and relation to one another is the key to capturing the interactional work a specific action is doing” (Ekström, 2012: 36).

This also applies to sequences of *interactions*. The sequential organisation of ‘years of study’ is used to coordinate the doing of undergraduate degrees. This feature is used to indicate the relevance of recruiting another cohort of first year students. An undergraduate degree program consists in three years of advanced study in one, possibly two subject areas. Each program is divided into sections of study described as ‘academic years’. Most degrees consist in a first year of study, a second year and a third and final year. (There are some degrees where there are four years of study.) The parties who do studying for a degree do a first year of study, a second year of study and then a third year of study. Each cohort completes the program of study tied to each year, is assessed they meet the criteria for ‘passing’ that year, and then ‘moves on to’ the next relevant year. Each cohort replaces the one before. The practicalities of this organisation is that each cohort of third years leave the university having ‘graduated’ (assuming they have met the relevant assessment criterial). The ‘second year’ cohort moves on to the third

year. The first year cohort moves on to the second year. One of the outcomes of the current cohort of first years moving on to do their second year indicates that for each next academic year, there is the relevance of how to fill in the cohort of “first year undergraduates”, for another next first time. It is this which makes relevant the recruitment of another cohort to fill the vacant positions for doing studying for an undergraduate degree, and for doing studying for doing the first year of that degree.

The recruitment of a new cohort to do studying for a degree indicates the relevance of inducting those parties to the category. It is this which indicates the relevance of introducing new incumbents to the category ‘first year undergraduate student’. This is an illustration of how the sequential organisation of interactions is usable as a resource to indicate the prospective relevance of how interactions in the sequence are doable again. It is the sequential coordination of degree programs which is used to indicate the relevance of doing another Welcome Week.

It was (Bangor University), as a realised example by production cohorts doing interactions in settings, which constituted the academic year 2008-9. This was observable as an ‘external’ thing by parties not currently engaged in doing activities in interactions in settings. This makes available the possibility for those parties not currently tied to the organisation to apply to claim categories tied to the organisation. The ongoing realisation of (Bangor University) makes available the possibility for parties to apply to go to (Bangor University) to do studying for a degree. Bangor University being done as an ongoing practical accomplishments makes available the possibility for parties to do ‘joining’. In doing the work of ‘joining’ and the activities implicated, they also play their part in the ongoing realisation of the university.

How (Bangor University) is organised makes visible how categories such as ‘student’, are usable to make visible the competencies tied to claiming incumbency of the category, and the procedures for doing the claiming: for example, the sequence of interactions accountable as the “applications process”. This makes available the possibility of ‘doing joining’; i.e. claiming incumbency of categories tied to the organisation.

There is also the feature that the university will still be being realised when this cohort

of students have finished their degrees and left the university. It is 'there' before they join'. It is there while they are students. It will be there when they are gone.

It is how degree programs are organised to be taught in subject areas which makes available for each student to apply to study a particular subject, or combination of subject areas. Degree programs are used to tie each student to a configuration of "modules". At Bangor, degree programs are divided into subject areas; e.g. Chemistry, Ocean Science, Psychology, Law, etc. Each subject area is divided into more specific topics which can be studied with greater focus and in to a greater depth. Each of these topics is 'taught' using collections of interactions tied to the account "module". 'Module' is being used to describe a "block of learning". The description "module" is used to indicate a collection of interaction types which constitute how that particular topic will be taught: e.g. through lectures, seminars, workshops, tutorials, lab work, and so on.

In the Diary (see Appendix 1, pp 241-258), degree program is described as:

"We operate a modular scheme of study at Bangor which means that all programmes comprise 'blocks of learning' called modules. All our modules are labelled according to the level of learning expected and each will also have a credit weighting (e.g. 10, 15, 20 credits) which indicates how much a module is worth if it is successfully completed" (Diary: 17 Appendix 1: 250).

This account is being used to indicate that a first year of study consists in student do studying of modules which are equivalent to the value of 120 credits. This is used to indicate that the university make available a requisite number of modules for each subject area so the 120 credits is selectable. It is how this is coordinated, organised which makes relevant the organisation of "Academic Schools".

Students are required to study various modules which meet the credit criteria. Thus, modules are organised into recognisable collections of interactions. Each module constitutes a particular collection. This is used to indicate the relevance of tying students to particular configurations of modules. This is used to indicate which interaction types are bound to the category student for doing the activities: studying for a degree. This is used to indicate the relevance of tying each of the students to a particular configuration of modules for their first year.

There is the work of tying parties to do the teaching of those modules. There is the work of tying parties to do the studying of those modules. It is the tying of parties to do the studying which is used to indicate the relevance of the interaction: Registering for Modules for this Welcome Week. This is how the interaction is recognisable as being relevant for doing during Welcome Week. Members use the organisational relations between the accounts: degree program, module, subject of study to do the work of organising their availability to be done, and to organise relevant parties to do the interactions indicated by and tied to those accounts.

There is then the work of organising and making available how Registering for modules is to be doable during Welcome Week. There is then the work of coordinating relevant parties tied to registering for modules to do that work. This is organised to be available to be done during Welcome Week. This is how the organisation of modules is relevant to the organisation Welcome Week.

It is this organisation of degree programs which constitutes an academic year. It is recognisable that inducting and introducing the new cohort to the category is relevantly doable before the academic year begins. This is used as the resource for the sequential organisation of Welcome Week to be done the week prior to the beginning of Semester One. Degree programs are also used to indicate the prospective relevance of doing the Registration Process which is used to tie parties to the category student. It is these features which are used to indicate when Welcome Week is relevantly doable. It is these features which are used to indicate some the interactions which will be prospectively relevant for doing during Welcome Week. It is these features which are usable to coordinate the prospective organising of those interactions.

Academic Schools

Academic schools are used to coordinate how the modules tied to each subject area are deliverable as practical accomplishments. It is how collections of modules go together into subject area which members of Bangor University use to organise “Academic Schools”. It is how academic schools are organised which is used to make available the possibility for doing the interactions tied to degree programs at Bangor University.

Academic schools are used to coordinate which collections of interactions are tied to which type of degree program. Each student is tied to an academic school through their degree program. This is used to indicate the relevance of using academic schools as an organising feature for indicating which students are expectable at some of the interactions organised for Welcome Week. Academic schools are used to coordinate which students are expectable at the following interactions: Greeting by the Vice Chancellor, the Registration process, Your first meeting with your academic school and registering for modules. This is how the Academic schools are relevant for accomplishing Welcome Week.

Academic schools are used at Bangor University to coordinate doing the collections of interactions described as modules; i.e. making available which collections of modules constitutes a subject area. Each academic school is used to coordinate delivering the modules tied to a particular subject area. This is used to establish and tie parties to degree programs. This is how the students are tie-able to academic schools; students are tied to the school(s) which deliver the modules of the subject(s) they have elected to study at Bangor. This is how academic schools are usable to coordinate the relevant interactions of Welcome Week. This is how the students can recognise at which of those interactions they are an expectable presence. The relevant interactions are prospectively organised through the schools – the school meetings; peer guides.

Students' Union

The activities tied to degree programs are not the only activities done by incumbents of the category student. There is a whole collection of social, recreational and welfare activities as well. As this account in the Students' Union Handbook indicates:

“You’ll soon discover that being a student is not solely about earning a degree, but about a whole life experience – the people, the places, the cultures, the activities” (Handbook: 3, Appendix 2: 260).

It is a feature of Bangor University that many of the interactions done by the students are organised and coordinated by the students themselves. This is done through an organisation organised by the students themselves. This organisation is accountable as “Bangor University Students' Union”. A description of how the Students' Union is

organised at Bangor can be found on page 21 of the Handbook (Appendix: 267) It is described as a democratic organisation. There is a “Board” comprising Sabbatical Officers and ordinary members who oversee financial and legal decisions regarding the Union. The Students' Union also seeks to represent the interests of students both within the University and other external organisations. A Senate, which is the policy- making arm of the Union, consists of elected Senators, representative officers and heads of committees, along with the Sabbatical Officers and an elected Chairperson. There are also various Union Committees which discuss any issues that may arise in their focus area. The committees are listed as: Athletic Union, Communications, Education, Environment & Community, Equal Opportunities, Societies, Student Volunteering Bangor (SVB), Union Events, University, Welfare, and Welsh Affairs (Handbook: 21, Appendix 2: 269). They produce regular reports which are presented to the Senate. However, the main area where the Students' Union is recognisable as relevant to the students is their role in coordinating the organisation of the Clubs and Societies. It is the Clubs and Societies which are most relevant to the main student population.

“The activities most often associated with a Students' Union are of course the clubs, societies and night venues. Well we won't disappoint – we have all of these things in bucket-loads! From mountain-walking to cheerleading and photography to radio presenting we believe there's something for everyone – and if you think not, then you can start up your own activity” (Handbook: 3, Appendix 2: 260).

At Bangor University many of the activities done by students are organised through what are described as ‘clubs’ and ‘societies’. These are organised by those students interested in doing sporting, social and recreational activities. There are various athletic clubs, and various social societies; each with its own committee of students who do the work of organising the activities in interactions relevant to each example. A feature of the clubs and societies is that the activities each of them do is used to indicate how they are describable. These descriptions are used to indicate which activities each example has been organised to do. (See list of Clubs on page 11, and Societies on page 13 of the Handbook Appendix 2: pp. 264-5). The doing of those activities in interactions by its members does the work of producing and realising the club or society as a practical example. The Students Union does the work of coordinating these societies and is responsible for how they are made visible to prospective new members. It is the leaving of the cohort of third years who graduate, and the induction of a new cohort of first

years which indicates the relevance of the recruitment of the first years as new members to the clubs and societies. This is used by the Students' Union to indicate the relevance of organising an interaction for Welcome Week which can be used to recruit new members. For the 2009 "Welcome Week, this interaction is accountable as "Serendipity". This interaction type is also accountable as the "Freshers' Fair". (See descriptions on pages 10 - 13 of the Handbook, Appendix 2: 264-5)

Summary

This Chapter described how Bangor University is used as a coordinating device for recognising the prospective relevance of organising a collection of interactions accountable as a Welcome Week, for another first time. It described the sequential order of how the university is realised as a practical accomplishment is used to indicate that prospective relevance. It described degree programs are used to indicate the relevance of the category "first year undergraduate". It described the organisation was used to indicate which interactions were relevant.

The next chapter describes how the university is used to indicate which parties are expectable to do which activities in those interactions; i.e. how categories are used to indicate and coordinate how parties recognise which interactions are relevant to them, and which activities in those interactions are relevantly doable which of the categories relevant to those interactions. It describes how the organisation is used as the resource for the category device.

Chapter 6 - Categories

Introduction

It is the methods used by parties to coordinate doing their activities on a turn by turn basis (Housley, 2007: 19) which is how social order is done as a practical accomplishment. An ongoing practical matter for members is how they coordinate doing sequences of activities with other members. There are issues regarding how the parties mutually orient to which activities are relevantly doable as constituting a recognisable sequence of activities on and for each occasion. There is also how the parties to the occasion recognise who is expectable to do which of those activities. Ethnomethodology seeks to describe how parties to interaction coordinate doing their activities, and the methods they use (Francis & Hester, 2004:159).

EM focusses on the sequential organisation of activities in the interactions (Schegloff 1972: 76). This chapter is about how members use categories to negotiate and coordinate doing those activities in interactions. This is a focus on sequences of interactions, and how members use category types to organise and coordinate doing sequences of interactions; and also collections of sequences of interactions. This Chapter is an analysis of how members use categories to implicate and tie parties to doing sequences of interactions; and to indicate which activities are expectably doable by those parties in negotiating doing those activities in interactions.

Method: members use category types tied to a category device tied to an organisation to coordinate, negotiate, allocate doing their activities in interactions. The method being elaborated here is that members use (Bangor University) to indicate which categories are usable to describe the parties tied to doing the activities in interactions tied to Welcome Week. Members use organisation types to indicate which interactions constitute a particular collection. Members use the interaction types to indicate which activities are doable as constituting those interactions in that organisation. The activities in those interactions are tied to category types. The activities of more than one interaction is tie-able to one category type. The category types tied to doing the activities in interactions tied to that organisation constitutes the category device for that organisation. Members use those categories to coordinate which parties are expectable

to do which activities in those interactions. For the purposes of this Chapter, the account “membership category” is being used to indicate “parties who do activities in interactions”. Members use “membership categories” to coordinate which party gets to do which activities in an interaction.

Method: Members use the categories tied to interaction type to indicate ‘possible’ relevant activities. The students use the interaction type accounts in the Welcome Pack as a resource to indicate which activities are expectable at each of the different interactional occasions. Method: Members use category types to coordinate which party is expectable to do which ‘cluster’ of the activities tied to an interaction type. The interaction type indicates possible relevant activities. It is also used to indicate which activities are expectable from each of the different parties

The activities in the interactions are bound to the relevant categories (Sacks, 1995: 40). This indicates which activity types are relevantly doable by incumbents of that category in that interaction. This makes available the possibility of tying the interaction type to the categories. In an organisation, a category can be relevant to doing activities in more than one interaction. Hence the possibility of tying more than one interaction type to each of the categories. It is how the organisation is organised which indicates which activities are bound to which categories in the collections of interaction tied to that organisation. This is how incumbents of categories are tie-able to collections of interactions; e.g. incumbents of the category “first year undergraduate student” have been prospectively tied to a collection of interactions tied to doing a Welcome Week at Bangor University.

Members use categories to allocate and coordinate which parties are expectable, entitled, obliged to do which activities in types of interaction. Members also use categories to tie collections of interactions to parties. Members use categories to tie activities to the different parties relevant to doing each of those interactions. So for example, the organisation type university is usable to indicate the relevant collection of types of categories used in that organisation, the category device. One of these categories is ‘student’. This category is used to tie various interaction types to parties, such as lectures, seminars, and so on. The category is also used to tie clusters of activities in those interactions to those parties. This method is also used to organise and

coordinate which activities are expectably doable by which parties for the interaction types prospectively organised for “Welcome Week”.

Method: members use category types to coordinate doing their activities in interactions. Members use operationally relevant (Francis & Hester, 2004: 39) categories to coordinate producing and recognising their activities. However, the category does not determine which activities get done, it is used to coordinate, contingently negotiate just which activities are relevantly doable for each occasion of use. The descriptions in the Welcome Pack do not pre-determine how the activities in the interactions will be done, they are used as a resource for doing the coordinating. For example, as Suchman’s (1987) study of parties using a manual to do some photocopying, plans, scripts etc. depend of the particular circumstances in which they are being used. They do not determine the conduct of the parties, but are used by those parties as a resource through which they organise their own actions, and interpret the actions of others (Heath et al, 2000: 303). In the Welcome Pack, the category student is being used to indicate which interactions are tied to incumbents of that category at Bangor University. This is usable by those incumbents as a resource for doing the negotiation for each of the interactions they participate in. The method is: parties use category types tied to an interaction type to mutually orient to a sequence of activities in common. Each of the parties uses the category they claim incumbency of for that occasion to indicate which activities are relevantly doable for that occasion.

Membership categorisation analysis

‘Membership categorisation analysis’ (MCA) is concerned with the organisation of common-sense knowledge in terms of the categories members employ in accomplishing their activities in and through talk (Francis & Hester, 2004: 21). For Ethnomethodology-Membership Categorisation Analysis the emphasis is on how members use categories to ‘do describing’ of persons (Sacks, 1972b:332). It is observable that members use categories to do describing of persons. Any person is possibly describable in many different ways. As such, a membership category is describable as: Membership categories are notional concepts used by cultural members to classify persons (Sacks 1995: 40 – 48); i.e. the activities, characterisations, etc. are not tied to individuals as such but to types of person. Members use categories to recognise each other as certain

sorts of people, as certain members of society, and they use this mutual recognisability as a known in common resource “in their dealings with each other” (Hester & Eglin: 1). Sacks describes how categories provide a means for storing and organising common sense cultural knowledge, and as such, using a category as part of a description can indicate the social knowledge about that category and can therefore stand as an adequate account for describing social interactions. (Whitehead & Lerner, 2009: 615).

Schegloff has raised the issue of how a particular category is selected and used on an occasion to relevantly describe the person being referred to, in examples of talk in interaction. He observes the same party can be described using different categories in the same utterance. Schegloff describes this as ‘promiscuity’, and that any analysis must show how the parties used the categories, and it is not the analyst who is doing the categorising.

“Note well: It was necessary to *warrant* all these things which were introduced as: “Let me notice, then, as is obvious to you, that ‘cry’ is bound to ‘baby,’ i.e., to the category ‘baby’ which is a member of the collection from the ‘stage of life’ device. Again, the fact that members know that this is so only serves, for the social scientist, to pose some problem.”
The ‘obviousness’ of it is not the investigator’s resource, but the investigator’s problem. And this, the subsequent literature – especially in so-called membership categorisation analysis – has too often failed to notice, has failed to take seriously, has failed to be constrained by. It can thereby become a vehicle for promiscuously introducing into the analysis what the writing needs for the argument-in-progress. To avoid this, there must be analysis to show the claim is grounded in the conduct of the parties, not in the beliefs of the writer”
(Schegloff, 2007: 476).

Thus, any analysis must be able to show how the parties to a sequence of activities oriented to, used a category device to coordinate doing the details of that sequence on and for that occasion (Schegloff 2007: 477).

Schegloff seems to imply that CA and MCA are analytic alternates (Carlin, 2009). However as Francis & Hester (2004: 38-9) have pointed out, although analysts have to be careful in how they analyse how categories are used by members in doing describing; they go on to make a distinction between how categories can be used as ‘possibly correct’ descriptions such as identity, personality and to on; and those which can be described as “operationally relevant” for that occasion.

Categories are “inference rich” (Sacks, 1995). This means that when members use a category for doing describing they can recognise which activities and attributes are usually tied to incumbents of that category, and that they can be applied to the party being described on this occasion. Such category descriptions can also be used to recognise other parties by and through their situated activities. It is this ‘operational relevance’ which MCA seeks to explicate. We can discover what categories parties are demonstrably oriented to by inspecting the details of the talk and action. From this analytic mentality, each utterance can be used as a resource to indicate the category they are oriented to for doing that utterance; e.g. telephone caller, current speaker, complainant, advice seeker, sulker, litterer or dog walker and so forth. Incumbency of membership categories can fluctuate within interactions Francis & Hester (2004: 39).

However, as Watson (1997: 51) has pointed out. EMCA relies on membership categorisation analysis in seen but unnoticed ways. Conversation analysts use membership category descriptions in explicating the background to the studies; where the interaction was done and they use category descriptions as a means of describing the parties to the interactions, and which party did which activity which constituted the sequence of activities being analysed (Mäkitalo, 2003). But, their relevance to doing the interaction, how they are used by the parties to coordinate doing the activities rarely gets explicated in the actual analysis (Watson 1997: 51). Watson goes on to comment: “Whilst these categorial resources are furnished, in minimised form they are seldom if ever seen as worthy of explication per se. For instance they are seldom if ever analysed in terms of ‘standardised relational pairs’ of categories.” (Watson, 1997: 52). Hester & Eglin (1997) point out the mutually constitutive relations between how parties use both category types and sequential organisation to coordinate which parties produce which types of conversational object. They note that:

“Social identity provides for a sense of the (sequentially organised) talk, just as the talk provides for a sense of social identity Teachers, for example, establish their credentials as incumbents of such a category through the production of particular sorts of sequentially positioned utterances, just as their utterances trade of a presumed social identity (as teachers) for their accountable production and recognition. Further, we would suggest that in practice these aspects (the sequential and the categorisational) are so closely intertwined as to be separable only for purposes of analysis” (Hester and Eglin, 1997: 2-3).

Another example is provided by Fitzgerald & Housley (2002) in their analysis of a

Radio phone-in. One of the parties is describable using the category description “host”; the parties who do phoning in to the station are describable as “callers”. The “host” introduces each “caller” by a Name, and asks the caller to provide an opinion on the current topic at hand. There is a succession of interactions with a sequence of callers. There is the sequential production of the talk. They suggest the categories ‘host’ and ‘caller’ are *omni-relevant* to this type of interaction, in that the parties are continuously oriented to those categories as a resource for producing each next turn at talk (Fitzgerald & Housley, 2002: 585). They argue the participants produce the interaction using the sequential order of doing turn taking and the category types ‘host’ and ‘caller’ are used to inform and elaborate each other, on a turn by turn basis. The categories are used as a standardised relational pair to coordinate doing the activities tied to the interaction type: radio phone in (Fitzgerald & Housley, 2002: 585) They show that the category ‘caller’ is not tied to the topic of the talk, but the activity of “doing calling a radio phone in” Their analysis shows how membership categories are ‘activated” through the talk. The actions are sequentially and categorially tied (Fitzgerald & Housley, 2002: 588).

They then go on to describe how callers, in doing the talk produce a further layer of categorisation in that the callers claim membership of “topical categories” in the course of their talk (Fitzgerald & Housley, 2002: 591)

“The callers’ identity, when transformed from one who is not known into one who is known, is overwhelmingly a matter of the interplay between the sequential organisation and the membership category development. In other words, the succession of sequential turn-generated categories, oriented to getting the caller into a position from which to do topic talk, demonstrates a complex relationship of category flow and layering” (Fitzgerald & Housley, 2002: 598).

The argument being made here is that there seems to be some conflation between membership categories and membership categorisations. The activities of a radio phone in are tied to the categories ‘host’ and ‘caller’. Expressing an opinion is one of the activities bound to the category ‘caller’, and therefore does not warrant a different membership category description. As Jayyusi has pointed out:

“Further, this enables us to make the distinction between membership *categories* and membership *categorisations*; the latter term refers to the work of members in categorising other members or using 'characterisations' of them, whereas the former refers to the already culturally available category-concepts that members may, and routinely do, use in categorisational work and the accomplishment of

various practical tasks” (Jayyusi, 1984: 20).

Membership categories are used to indicate which activities in which interactions are tied to, expectable from incumbents of those categories. Membership categorisations are usable to describe the different features and attributes exhibited by members of a category. This is an explication of how the category student is ‘operationally relevant’ (Francis & Hester, 2004: 39) in terms of how it is used in the Welcome Pack for the practical purposes of indicating which interaction types have been tied to incumbents of that category for Welcome Week; and, how it is being used to indicate which activities are expectable from incumbents of that category for each of those interactions. It is an example of how members use category types to indicate which interactions have been tied to a category; and for coordinating doing sequences of activities with other parties in those interactions. This analysis explicates the reflexive relation between category type descriptions and activities bound to those category type descriptions. Members of the University use the category to indicate which interactions are tied to that category for Welcome Week. The students use the category descriptions in the Welcome Pack to orient to which interactions have been tied to the category, on and for this prospective Welcome Week at Bangor University.

According to Sudnow (1967), the categories of an organisation are constituted by the practices of its members as they go about their daily routines. It is those practices which have been identified as category bound activities; and, give category devices their concrete organisational foundations. Bangor University is an example of how members used categories to organise and coordinate the ongoing realisation of collections of interactions. It is the ongoing production of activities in interactions by incumbents of category types which does the work of constituting (Bangor University) as an ongoing realised example of an organisation. It is an example of how members use a category device to allocate, indicate, negotiate which parties are expectable to do which interactions, and which activities in those interactions. The University provides the resource for which collections of interactions. The categories tied to the university provide the resource for which parties do which activities in which interactions of those collections.

The interaction types of Welcome Week have been tied to the category student. The activities in those interactions have also been tied to that category. The organisation

(Bangor University) has been used as a *medium of coordination* to do this work. The organisation's category device implicates the relevance of the category student. The university indicate which interactions are tie-able to the category "student". The University is used to indicate the relevance of doing another Welcome Week by incumbents of the category student. Members use the sequential organisation of collections of interactions to indicate which interaction types are prospectively relevant (i.e. new academic year indicates the relevance of another Welcome Week). The categories tied to those interactions are used to assign parties to those categories. These parties are expectable to do the activities tied to the interactions tied to doing that Welcome Week. Welcome Weeks are used to introduce the new cohort of students to the University and what doing being a student will consist in at this university. This is how it is recognisable that it is the category 'first year undergraduate' which is relevant to doing these interactions, and not the now second and third year undergraduates.

(Bangor University) as resource for this category device

Sacks sought to explicate the methods members used to produce and recognise how various category descriptions can go together in a collection which he described as a 'category device'. (Sacks, 1974: 219). It seems to be taken for granted that membership categories "go together" in some way considered "natural" in a culture (Watson 1986: 100) and that there are domains of salient activities are organised around each category (Watson 1986: 99). For example, Sacks shows how the category descriptions 'mommy' and 'baby' are tied to the category device "family". He then asked the question: how do members recognise that categories are usable to describe parties, and how do they go together in collections. It is by doing activities in interactions as incumbents of categories that activities are describable as being bound to categories. It is by doing collections of interactions as a recognisable collection which how they are describable as a collection. This is how collections of interactions are tie-able to the category device "family". Parties doing those activities in that collection of interactions are accountable using category descriptions such as mommy, baby. This is how the category device "university" is usable to describe the collection of interactions done as constituting (Bangor University) as a practical accomplishment. It is parties doing the interactions tied to Bangor University who are accountable as students, lecturers, staff and so on.

This is how the category descriptions used in the Welcome Pack were recognised as being relevantly usable.

This makes available how members use what Sacks described as the “consistency rule” (McHoul & Watson, 1984: 285). This holds that, if several persons are being categorised (that is, referred to by category terms), and if the first to be categorised is referred to by some category from some MCD’s collection, then that category or other categories from the same collection can be used to categorise subsequent persons (Schegloff 2007: 471). Thus, if the device being used is “Bangor University” then the parties relevant to doing the activities tied to that organisation are describable using the categories used by the members of that organisation. This is how just these category type descriptions are available for use to describe the parties tied to the activities of Welcome Week and are usable in the texts of the Welcome Pack. The consistency rule: if an interaction is tied to an organisation then use the categories from the category device tied to that organisation.

The organisational description “Bangor University” is being used as the resource for which category descriptions are usable in the Welcome Pack. It is the categories tied to the category device “Bangor University” which are being used to organise which parties are expectable to do the activities tied to the interactions tied to Welcome Week. The organisation is being used as the resource for how to describe the parties expectable to do the activities bound to those interactions. For example, this is how the category description “student” recognisable as being usable on and for this occasion of use. As described in previous chapter, interactions go together in recognisable collections. “Bangor University” is used to coordinate the doing of a recognisable collection. It is these accounts which are used to do the describing of persons in the Welcome Pack. This is how the descriptions: students, Vice Chancellor, staff, personal tutor, Sabbatical Officer, Peer Guide are relevantly usable in the accounts of the texts. The category descriptions used in the Welcome Pack are those descriptions which are usable to describe the parties who do the activities constituting (Bangor University) during “academic years”. (With the exception of the category “Peer Guide”, which is usable to do specific work in Welcome Week). These are the category type accounts which are used to describe the parties who do the activities in the interactions of Welcome Week. These are the accounts used to indicate which activities are tied to which party in doing

the negotiation of those activities as practical accomplishments.

One of the collections of interactions tied to Bangor University is describable as ‘degree programs’. It how degree programs are organised at Bangor University which is used to indicate the relevance of recruiting another cohort of students to do ‘the first year of a degree program’. Each first year undergraduate cohort completes the program tied to the first year, and then move on to complete their second year of study for the next academic year. This leaves vacant the category ‘first year undergraduate’. This is usable to indicate the relevance of recruiting another cohort to that category for the next academic year. This indicates and implicates the work of tying parties to do the activities which have been prospectively organised as a ‘first year’. The sequential organisation of the interactions tied to the admissions and applications processes have been used by the university to recruit a relevant number of parties to study the degree programs they have made available to be studied during the academic year 2009-10. The activities prospectively organised for doing during the Welcome Week of 2009 are being used to tie those parties to this category, and to introduce them to the activities available to the incumbents of that category at Bangor University. A place or institution (object-category) can thus be used to generate a relevant membership categorisation; e.g. doctor-hospital (Jayyusi 1984) or in this example – student-university.

It is how degree programs are organised which indicates the relevance of the category “student”. “Student” is a general term usable to describe persons who do studying of a course of learning. Degree programs are a particular type of course of learning; i.e. advanced studies of a subject. One of the activities tied to doing degree programs is “doing studying” for a degree. There are the activities tied to ‘doing studying for a degree’. It is these activities which are tied to the category “student” (Francis & Hester, 2004). Another feature of degree programs is that they are organised into years of study. The category description “student” as being used in the Welcome Pack is being used to describe parties who do ‘the first year of studying for a degree’; i.e. those who are accountable as “first year undergraduate students”.

There are also the activities tied to doing teaching of degrees. In the organisation type accountable as “university”, these activities in interactions are tied to the category “academic staff”. This is the resource for another of the categories which constitutes the

category device at “Bangor University”. Academic staff are also tied to various interactions. There are various category modifier descriptions which are usable to indicate they are tied to different types of interaction. Staff who do the interaction type ‘lecture’ are describable as ‘lecturers’, those who do seminars are describable as ‘seminar tutors’; those who are assigned as personal advisors to a group of individual students are describable as “personal tutors”. The same member of staff is describable using any of these accounts, according to the relevant interaction.

The category device tied to “Bangor University” is being used to coordinate which parties are expectable at which interaction for Welcome Week, and which activities those parties are expectable to do when they get there. For example, “student” is one of the categories of the Bangor University category device. Another category tied to this device used in the Welcome Pack is the category “staff”, which is used to provide the other half of the standardised relational pairs in the interactions. According to Peräkylä: “*Standardized relational pairs* consist of two categories where incumbents of the categories have standardized rights and obligations in relation to each other, with “mother and baby” clearly being one pair, just as “husband and wife” and “doctor and patient” are common pairs. Moreover, the receivers of descriptions can and do infer from actions to categories and vice versa. By knowing actions, we infer the categories of the agents; by knowing categories of agents, we infer what they do” (Peräkylä, 2011: 873). (See section headed “Standardised relational pair” in Chapter 6, pp.150-151, for further discussion.) Another example used in the texts is “Vice Chancellor” which is used to describe the party who greets the students in the formal greeting interactions. (See section headed “VC Meeting” in Chapter 7, pp.179-181, for more detailed explication of the VC-student pair)

These are not all of the categories which constitute the category device of “Bangor University”. These are the categories relevant to doing the interactions of Welcome Week. The category device has been used to indicate just which categories are relevantly usable for this occasion of use. The Vice Chancellor is the chief executive of Bangor University. At this University the work of doing the formal greeting of the students during Welcome Week has been tied to the incumbent of this category. Sabbatical officers are elected by the student body to do the work of coordinating running the day to day affairs of the activities tied to the Students’ Union. They also do

the work of organising the interactions described in the Handbook. Peer guides are a category of student used during Welcome Week to welcome the students and to show them the more informal aspects of the everyday life of doing being a student. The interaction type is used to indicate which category types are tied to each of the interaction types in this organisation. This is used to indicate which parties are incumbents of those categories. This is used to coordinate which parties are an expectable presence at each of those interactions.

Members use the category device to indicate and coordinate which parties are expectable to do which 'interactions'. The interactions of Welcome Week indicate that one of the relevant categories to those interactions is "first year undergraduate student". The work of Welcome Week at Bangor is to induct and introduce the new incumbents of the category first year undergraduate student to what doing being a student will consist in at Bangor University. The sequential order of the *processes* tied to the University indicates the prospective relevance of Welcome Week. The account "Welcome Week" is usable to indicate which interactions are relevantly doable for that occasion. The interaction types tied to doing Welcome Week are used to indicate which categories are relevant for doing the activities tied to those interactions. This is how category devices are usable. They are usable to indicate which categories are tied to which interactions tied to that organisation. This is how the category student is usable to coordinate who is expectable to do activities in the interactions tied to Welcome Week.

The category device is also usable as a resource for coordinating which parties are expectable to do which activities in the interactions types tied to an organisation. The categories are usable by each of the parties to an interaction to mutually coordinate doing the activities on and for each occasion. Members use the reflexive relation between category type and category bound activities as a known in common resource to coordinate doing mutual recognising. It is by producing an activity recognisably bound to a category type in that type of interaction that the parties indicate which cluster of activities in that interaction type, they are there, in that location to do, on and for that occasion. On producing an activity type, that party is recognisable as claiming incumbency of the category tied to that activity type.

Category bound activities

It is observable from the texts that it is the interaction type accounts which have been tied to the category type: student. This collection of interaction types have been tied to the category student using the organisation (Bangor University) for the time period accountable as a “Welcome Week”. It is an example of how members use “mutually constitutive relations” between ‘category’ and ‘category bound activities’. Parties doing activities use a category type, and are accountable as an incumbent of the category type tied to and indicated by which category the activities they are doing. The activities done by parties are observable-reportable as being done by an incumbent of a category type. The interaction type account is used to indicate which category types are relevant to do the activities tied to that interaction type; e.g. which party is expectable to do which activities in an interaction in a setting tied to a prospective time. Members use the category type descriptions to describe the parties who do the different sets of activities tied to an interaction type.

Sacks observed that activities are bound to categories. He sought to show the methods of this achievement. He analysed how members use category descriptions and activity descriptions in episodes of talk. And how potential suicides reached the conclusion: there was no one to turn to.

“Let me introduce a term which I am going to call *category-bound activities*. While I shall not now give an intendedly careful definition of the term, I shall indicate what I mean to notice with it and then in a while offer a procedure for determining that some of its proposed cases are indeed cases of it. By the term I intend to notice that many activities are taken by members to be done by some particular or several particular categories of members where the categories are categories from membership categorisation devices” (Sacks, 1974: 222).

So one can allude to the category membership of a person by mentioning that person’s doing of an action that is category bound, and the doing of a category-bound action can introduce into a scene or an occasion the relevance of the category to which that action is bound, and, with that category, the MCD which is its locus, and thereby its other categories as potential ways of grasping others in that scene. (Schegloff, 2007: 470).

“Sacks says these are activities that are expectably and properly done by persons who are the incumbents of particular categories. E.g. a waitress may serve

customers food in a restaurant, take orders, present the bill, etc.

Category and Activity are Co-selected

Descriptors which may be used for activities are related to the category. Thus, if a person is categorised as “waitress” then such co-selected descriptors as “serving customers” and “waiting on table” rather than “hanging around”, or “walking through the room” may be used” (Psathas, 1999: 144).

As Sacks has shown, members may use the mutually constitutive relations between membership categories and the activities bound to membership categories to describe persons in their talk; for example, judge is that of passing sentence, of teachers, instructing the class, and of babies, crying (Francis & Hester, 2004: 41). Membership categories are “inference rich” (Sacks, 1995: 40). They are usable to indicate which activities are expectable by each incumbent of a category in an interaction. They are used to store which activities are tied to which categories in the collection of interactions tied to an organisation. Schegloff (2007: 469) comments how they are used as a storehouse to describe persons, what they are like and how they behave. On this occasion of use, they are being used to indicate which interactions have been tied to a category. Incumbents of the category can use the descriptions in the Welcome Pack to infer which of the interactions are relevant to them.

Method: parties use the activities tied to the categories in that interaction type to recognise which party has which rights and obligations regarding the doing of each next activity for that occasion, by that production cohort. The relation between a category and its category bound activities is mutually constitutive. According to Sacks (1995: 242), “the simplest way you make a recognisable description is to take some category and some activity that’s bound to it, and put them together”.

Members use category type descriptions to indicate which parties are expectable to do which activities in a sequence of activities. This provides a known in common resource for coordinating doing sequences of activities as practical accomplishments for each next first time. Members use an interaction type account to indicate which activities are prospectively relevant for that occasion, and to indicate which activities are tied to which category of person. The parties to an interaction claim incumbency of the category relevant to the activities they are there to do in that type of interaction. It is by producing an activity observably recognisable as being tied to a category that each party indicates which category they are claiming for that occasion. The other parties recognise

and orient to what is being indicated, and use the categories they are claiming for that occasion to produce a next relevant activity. This is used to coordinate doing a sequence of activities on and for that occasion. The interaction type is used to indicate which *possible* sequence. The categories are used to coordinate the doing of each next relevant activity in that sequence.

This is made possible through the methods members use to coordinate and allocate which parties are expectable to do which activities in an interaction type. In interactions, different “clusters of activities” (Jayyusi, 1984: 26) are doable by different parties. In a sequence of activities, each party does a different cluster; e.g. in a lecture one party does most of the talking, the other parties to the interaction make notes on what is being said. Each cluster is tied to a nominal party type, which Sacks describes as a ‘membership category’. Therefore, in an interaction accountable as a lecture, the party doing the talking is describable as a “lecturer”; the parties doing listening and taking notes are describable as “students”. In doing an ‘interaction type’ (such as a lecture) again, the parties to that occasion use the categories tied to that interaction type as a known in common resource to coordinate which party gets to do which activities in doing the details of a sequence for another first time through. Each of the parties uses the category types to indicate which activities are expectable by incumbents of that category. Each of the parties to the interaction claims incumbency of a relevant category tied to an interaction type as a resource to indicate which activities are prospectively relevantly doable by them, on and for that occasion. Watson extended Sacks’ description of category bound activities to also include category based characteristics such as knowledge, beliefs, entitlements and obligations which he describes as “category predicates. (Wowk & Carlin, 2004:73). Members use the category predicates (Watson, 1997) tied to categories to orient to which activities are relevantly doable in an interaction type (Kasper, 2009: 9). Each party can also recognise the activities tied to the other categories in that interaction type. This is how the parties are able to coordinate doing a sequence of activities as a negotiated, practical accomplishment. The interaction type is usable to indicate a possible sequence of relevant activities. It is how this is done which is used as a basis for how to negotiate producing another sequence for another first time.

The texts in the Welcome Pack are an example of how members use accounts of

interaction types to indicate which categories are tied to which interactions, and how they use this to negotiate doing a sequence of activities as a practical accomplishment. The interaction descriptions are tied to the category “type” student. The organisation has been used to tie prospective incumbents to that category; i.e. those parties who have confirmed acceptance of a place. Those parties are tied to the category student at Bangor University. They are therefore also tied to the interactions of Welcome Week. Various activities in those interactions have been ‘provisionally’ tied to the category student. These activities in those interactions have been tied to incumbents of that category. This is what the texts of the Welcome Pack are describing. This is how the sections in the Diary: 6 (Appendix 1: 245) on how the students are to do arriving at Halls, and how to do the registration procedure are describable. They are describing the interactions tied to the category student. They are describing the activities in those interactions tied to the category student.

The Welcome Pack is being used to indicate to its recipients they have been tied to the category “student” at Bangor University. It is as prospective incumbents of that category that they have also been tied to the activities in interactions provisionally organised by staff at that university. The accounts in the Welcome Pack describe a particular collection of interactions which have been tied to that category which have been provisionally organised to be done during a period of time accountable as a “Welcome Week”. This is when the activities in those interactions are expectably doable by the relevant incumbents of that category.

The category “student”

Members use categories to coordinate doing their activities in interactions. Members use categories to orient to the prospective relevance of doing activities in interactions. The Welcome Pack is being used to indicate to incumbents of the category “student” that a collection of interactions has been prospectively organised. “Student” is usable as a general category to describe parties who do studying for a degree at the organisation type “university”; undergraduate, postgraduate; first year, second year and so on. It is the features tied to the type: first year undergraduate student which are being invoked to indicate how the category is being used in these texts. In this Welcome Pack it is the activities and interactions which have been tied to this category for doing during the

period accountable as “Welcome Week” which is how the account is being used in the texts.

The description “Fresher” is used to describe the first years in the Student Union Handbook. This is an example of how members can use different accounts to describe the same population of incumbents. It uses the features ‘fresh’ to indicate that the parties are new to the category and thus are describable as freshers. It is also an example of how the different expressions can be used to invoke different features of the category. The use of the category description ‘student’ in the “Welcome Week Diary” is oriented to the ‘organisational’ features of the category, like arriving in Bangor, doing registering, being introduced to the ‘academic’ side of doing being a student. “Fresher” is being used by fellow incumbents of the category “undergraduate student” at Bangor University” and is being used to orient to the mutual activities done by students themselves.

The interactions of Welcome Week are being used to do the inducting and introducing the new cohort to the category “student” at Bangor University. It is the tie between organisation and category device which makes relevant the use of this category account for doing the coordinating of the activities in the interactions organised for Welcome Week. There is the work of tying the parties to the category; e.g. doing registering. There is the work in tying the parties to the activities of the category; e.g. registering for modules, joining clubs and societies. There are the interactions prospectively organised to do the work of introducing the parties and describing what “doing being a student at Bangor University” will consist in for that population for that next academic year 2009-10. This is how the category is relevant to all of the interactions which have been prospectively organised for this Welcome Week.

This is another example of the method: members use the mutually constitutive relations between social phenomena and accounts of social phenomena to produce and recognise each next occurrence of those phenomena. On this occasion of use, it is an illustration of the reflexive relations between categories and category bound activities. This is how these descriptions are usable in the Welcome Pack.

Using Modifiers of the category “student”

The category ‘student’ is relevant to all of the interactions being described in the Welcome Pack. However, not all of the parties tied to the category are relevantly expectable at all of the interactions. It is observable from the descriptions in the texts that different groups of students are expectable at each of the different type of interaction. Constituent features of the category are used by the organisers of the activities to do the work of coordinating which parties are expectable at which interactions.

Method: members use the different features tied to the category to indicate which students are expectable at which interactions, and which activities they are expectable to do in negotiating doing those interactions.

This is based on how different sets of interactions are tied to different sets of students. Members of the same category can be tied to different interactions in a collection. There are also different obligations and entitlements attached to how and when the activities in those collections are relevantly realisable; i.e. the morally expectable category predicates (Watson, 1978: 106). Category modifiers are used to divide the category into segments, and this makes available the possibility to tie different segments to different interactions. Different versions of the same interaction are used to indicate just which segment of a population tied to a category are expectable presences at which interactions. The account of the interaction type is usable to indicate which activities are prospectively organisable, and which categories are relevant to do those activities. There is then the work of recognising which incumbents of the population of each of the categories is relevant to doing the activities tied to the interactions. Different features of the category are used to coordinate this achievement.

Each student is tied to ‘doing a degree program’. There is the organisational relevance of “formally” tying the new incumbents to the category. This is used to indicate that parties are tied to the entitlements and the obligations tied to that category at Bangor University. This is used to indicate the relevance of doing registering as ‘a student at Bangor University’. This is done using the sequence of interactions described as the “registration process”. This is used to do the work of tying each party to the general

category. This is how the students are tied to doing the 'Registration process' as a practical accomplishment.

All the students do "studying for a degree". However, there are different types of degree program. Each type is indicated by topic of study. (See section "Degree Programs" in Chapter 5: pp. 119-124). This is used to tie each of the students to an Academic School. "Academic Schools" are being used to tie the students to various interactions for Welcome Week. It is observable from the accounts in the texts that there are different examples of the same interaction type account tied to different times; e.g. the three alternative VC Greetings. Incumbency of an academic school is used to coordinate which segments of the population are expectable at each of the interactions. Incumbency of academic school is used to coordinate when students are expectable at the "Registration process" it is also observable that the feature "surname" is used to tie particular students to particular slots. Academic school is also used to indicate which of the "First meeting with your academic school" each student is an expectable presence at. As "students" they are tied to do "studying modules". This implicates the interaction registering for modules. This again implicates their academic school

Another feature of the category is that "many students live in university halls of residence for their first year" (Diary: 6; Appendix 1: 245). "Doing living in Halls" is used indicate and coordinate when those students are obliged to do arriving in Bangor. This is using a formal instructed action; i.e. "You must arrive on the day ...". The feature being used to coordinate this interaction is: Hall of residence. Each of the students has been tied to a particular hall using the accountable 'rental agreement'. This is used to tie each of the students to "do arriving" as specified by the University, and how to coordinate 'doing moving in to their room' when they have arrived at the relevant site.

Various interactions have also been organised to welcome and introduce a population of International students to the university. These interactions are used to introduce them to what might be the unfamiliar customs and norms of a new country, and also the different ways the university is organised in Bangor.

There is an interaction described as "Mature Students: Welcome and information session". This is using the feature "age" as a resource to modify the general category.

This is directed at parties over a certain age. There is an implied assumption that they will have different concerns and relevancies from the ‘normal’ eighteen or nineteen year old student; for example childcare, more help with study skills, different social and recreational interests. These meetings are designed to make visible what is available, and how to claim eligibility for the services, and information provided.

There is a section headed “UMCB – Bangor Welsh Students’ Union” on pages 8-9 of the Handbook (Appendix 2: 265) which is being used to indicate there is a “Bangor Welsh Students’ Union” which represents the interests of Welsh speakers. They organise their own clubs and societies, and also produce a magazine and newspaper in the medium of Welsh.

This is how the reflexive relations (Housley & Fitzgerald, 2015: 19-20) between category and category bound activities are used as a practical accomplishment. This is what the Welcome Pack is being used to do.

Rights and obligations

Categories are used to tie parties to doing activities in interactions. Incumbents tied to categories are expectable to do the activities in interactions tied to a sequence of interactions (Sacks, 1972: 224; Samra-Fredericks, 2010: 2154). Those who have received a Welcome Pack are in the process of doing the work of claiming incumbency of the category ‘first year undergraduate student’ at Bangor University. The interactions of Welcome Week have been prospectively organised for incumbents of that category. Therefore, parties tied to the category are “provisionally” tied to the interactions tied to the category. They are expectable at the interactions which are observably and accountably relevant to them. It is the prior work in the sequence of “confirming acceptance of a place” which has tied that party to the category. It is also tied them to the *interactions* bound to that category. This is how they are implicated as being expectable presences at the interaction types organised for Welcome Week. Once they have confirmed acceptance of a place they are then morally bound to the activities in the interactions tied to the category.

“Sacks’ notion of category bound actions, rights and obligations not only points

out the moral features of our category concepts, but also provides thus for the very moral accountability of certain actions or omissions (Jayyusi, 1991: 240).

A party tied to, or claiming incumbency of a category tied to a particular realisation of an organisation is implicated, expectable, obliged to do the activities bound to the interactions tied to that category as and when provisionally organised by members of that organisation. As Jayyusi (1984: 2) has also noted: “categorisation work is embedded in a moral order, which operates practically and pervasively within social life”.

Some of the interactions described in the Welcome Pack point to an 'organisational obligation' that relevant parties attend that interaction. This is a feature of how organisations can be used to tie parties to particular interactions through those parties being tied to a category. The obligation is invoke-able by co-members as and when parties have claimed incumbency, or are in the process of claiming incumbency of a category type tied to a particular realisation of an organisation. On this occasion, activities in interactions have been tied to the category “student” (first year undergraduate). Incumbents of that category are obliged to attend relevant interactions as organised in relation to 'doing Welcome Week'.

Not all the interactions are obligatory to all of the students. Different segments of the population are expectable at different interactions. Only those students who have elected to doing “living in Halls” are expectable to do arriving as described on page 6 of the Diary (Appendix 1: 245). However, for those students, they are obliged to follow the instructions as describes. So, when the text states:

“It will not be possible to choose your arrival day. It is important that you arrive on the correct day, as your hall will not be open before the day specified on your Residence Agreement” (Diary: 6, Appendix 1: 245).

This is being used to indicate that each of the students are obliged to arrive on the day indicated by their Residence Agreement.

There is also the “Registration Procedure” on pages 19-20 of the Diary (Appendix 1: 251-2). The opening sentence of this section states:

“All new full-time undergraduate students must formally register centrally with the Academic Registry of the University on: either **Wednesday, 23 or Thursday, 24 September 2009 depending on your College**” (Diary: 19, Appendix 1: 251).

This indicates that all students ‘must’ do registering, and they are accountable to register at the time as indicated by the schedule. Not only are all the students an accountable presence at this process, they are accountable to be present at times specified by the university. There is also a description of what the procedures consists in. These also take the form of instructed actions; for example:

“ALL STUDENTS must first collect their registration forms from an issue desk in the Main Arts Lecture Theatre or from the Disability Helpdesk in Reception. Please ensure that the form is completed accurately, fully and legibly” (Diary: 19, Appendix 1: 251).

So, when the students arrive at the setting at the relevant time, they are then obliged to do the work of following the procedures as described in the text. The texts do the work of showing that students are tied to the interactions, and are morally obliged to do the activities tied to those interactions as and when prospectively organised by the university.

There are other interactions linked to ‘organisational relevancies’: the formal greeting by the Vice Chancellor; registering for modules and the various interactions organised by each of the academic schools. Each student is expectable at one of the interactions of the different types.

There are also the interactions which have been organised to introduce the students to the activities organised by students for students, to make visible what they consist in, and how they are prospectively doable, claimable by the new cohort. This is the work of the descriptions in the text accountable as the Students’ Union Handbook (Appendix 2: 229-271). The Students Union is used to organise and coordinate the collections of activities done by students as part of their social, leisure activities.

There is a difference in ‘expectability’ for the interactions organised by the Students’ Union. The students are not morally obliged to attend these interactions. The interactions in the Handbook are being used to indicate that such activities are available,

and are to be available to be done by students if such activities are relevant to them. For example, the interaction type “Serendipity” is being used to make visible the collections of activities available to be done as members of the clubs and societies organised by Bangor Students Union. The students are not tied to this interaction by virtue of their incumbency of the category. They are an expectable presence if they are interested in discovering which activities are available. The obligation only occurs if or when a student seeks to do the work of joining a club or a society. If a student wishes to do so then they are obliged to attend this interaction, in the first instance; i.e. if they do the work of joining any of the clubs, societies or voluntary organisation organised by the student body at Bangor University.

They still have to do the work of arriving at relevant settings at relevant times. They still have to do the work of negotiating the details of each of the interactions they are an accountable presence at.

Standardised relational pair

Although the category “student” is tied to the interactions organised for Welcome Week, it is not the only category relevant for doing the interactions. It is observable from the description of the interactions that other category incumbents are relevant for coordinating doing the activities tied to the interactions. One of the methods used to indicate which categories are relevant is to use what Sacks described as a ‘standardised relational pair’ (Sacks 1972a: 37). They consist of two categories, where the incumbents of each of the categories have standardised rights and obligations towards each other (Peräkylä, 2005: 873).

“Sacks noted how certain membership categories seemed to ‘go together’ in ‘standardised relational pairs’, for example ‘father–son’, ‘husband–wife’, ‘shopkeeper–customer’ and that actions associated with or observed through such category pairing involve a level of routine ‘relationship’ predicates that serve to render accountable interaction between the category pair and the actions observed of the category pair” (Housley & Fitzgerald, 2009: 348).

It is this pairing of categories which is used to indicate standardised rights and obligations (Silverman 1998: 82; Lepper, 2000: 17) for example how the doing a

classroom interaction is used to indicate the relevance of the categories teacher/student, which provide a resource for indicating relevant activities (Eglin, 2009: 47). The SRP describes a paired set of categories such that to mention one pair partner is to have the other 'programmatically' present (Eglin and Hester 1992: 244).

As Francis & Hester, (2004); Eglin, (2009); and Burns (2012) have shown, in interactions accountable as "University lectures" there are the parties recognisable "students", there is the party recognisable as the "lecturer". These categories, "student" and "lecturer", are tied to the category device "university". It is the parties doing the activities recognisable as constituting the interaction type 'lecture' which makes these categories observable-reportable. Interactions accountable as lectures are done by one party producing the activities tied to doing lecturing. This party is accountable as a "lecturer" and the parties doing listening and talking notes are accountable using the category type "student".

This is an illustration of how parties use the mutually constitutive relations between organisation, interaction type and category device to do the activities they do, and to recognise the relevance of the activities done by other parties present. The party doing 'lecturing' uses the category to claim entitlement to do those activities. The students use that category to claim entitlement to do the activities they do. There is also the reciprocity of expectations tied to these entitlements. Each expects the other to do the activities tied to the category they are recognisably claiming. It is this method which the members of the university are using to indicate which categories are relevant for the interactions of Welcome Week. The category device is being used to do the prospective organising of the interactions. The category device is being used to tie activities in those interactions to the relevant categories for those interactions.

This is how the category "staff" is relevant. The sequential order of the activities, and which activities are relevantly doable is indicated by the interaction type. The interaction type is used to indicate the category types relevant to doing those activities. The category types indicate which activities are expectable from each of the parties tied to the activities for doing that interaction type. This is how parties coordinate doing activities in interactions. The Standardised relational pair is one example where there are two categories tied to the interaction type.

In the VC meetings, the interaction consists in two types of activity: greeting and being greeted. This is usable to indicate the relevance of one party to do the greeting, and one party to be greeted. In this particular interaction type as done at Bangor University, the category tied to 'doing greeting' is "Vice Chancellor"; the category being 'greeted' is "first year undergraduate student". The organisation is used to indicate the relevance of the interaction, and just which categories are relevant to do the activities on these occasions; i.e. the Standardised relational pair of VC and student is tied to doing Welcome Week greetings at Bangor University. The interaction type account is not tied to Bangor University, doing greeting of new incumbents to a category is done in many other examples and on many other occasions. It is the resources being used to coordinate the doing of this example which indicates the relevance of Bangor University and the categories Vice-Chancellor and student, for just these three interactions on just this occasion of the doing.

Staff is also the category of one of the pair used to do the interactions. Bangor University is used to make available parties to fill the category "staff" which is one of the pair in some of the interactions of Welcome Week; who are being used to show the new cohort their category. The next sections describe which category types are recognisable as the other half of each of the pairs, for the various interaction types tied to this Welcome Week.

Other categories of student

There are also other features of the category student which are used to indicate and coordinate expectable presence at the interaction of Welcome Week. It is observable from the descriptions in the Students' Union Handbook that current students, i.e. incoming second and third year undergraduates are also implicated as one part of the pairs for interacting with the new first years. Again different features attachable to the category are usable to allocate different activities to parties in a sequence of activities. This is a feature of how different descriptions can be used to differentiate the activities done in interactions by incumbents of the same category. The category modifier is used and usable to indicate which interactions and which activities in those interactions have been tied to this particular version of the category.

There are examples in the Welcome Pack of category descriptions being used to describe students who are still undergraduates but are not first years. They are second or third years, and are thus already competent students having already done a first year, and have already done the activities of a Welcome Week. It is members of this population who are used to do the work of introducing the new cohort to the ‘student’ side of their degrees; and, the social and recreational aspects of doing being a student at Bangor University. This is in contrast to the (formal) academic side in the interactions with the academic staff. One of these categories is that accountable as “Peer Guide”. How this category is recognisable as relevant for doing interactions tied to Welcome Week is described in the next section. The Students’ Union is also used as a resource to coordinate the organisation of various category types. How this is achievable is describable in the subsequent section.

Peer guides

Peer Guides are an example of how interactions are tie-able to categories. Welcome Week is being used to coordinate introducing new students to the category. School meetings, and other interactions organised by the academic schools do the ‘formalised’ work of introducing the students to the academic side of doing being a student. There are also the informal aspects of doing being a student both academic and social. It is the practical work of making this visible to the new students which is how Peer Guides are relevant to Welcome Week.

The category description “Peer Guide” is being used to indicate: a) a different segment of the student population who are possible incumbents of that category; and, b) a collection of possible interactions are available. The new first years being the other part. This category is being used to introduce the new cohort to the more informal, everyday aspects of doing being a student at Bangor. There are no interactions tied to ‘specified times’; nor, in the main are the interactions tied to specified settings.

The category description “Peer Guide” is an example of how a modified description of a category type can be tied to a different yet identifiable collection of interaction types. It can be used to indicate and invoke different obligations and entitlements. It is an

illustration of how activities in interactions are tie-able to categories. At Bangor University, Peer Guides are used to show, help and introduce the new cohort of first years to settle into their new life of doing being a student. The account “Peer Guide” is used to tie those interactions to that category description. The account is also used to tie parties to doing those activities; i.e. category incumbents. The account “Welcome Week 2009” is usable to indicate when those activities are relevantly doable.

There is a whole section in the Diary (i.e. see page 8, Appendix 1: 246) which describes the activities and relevance of the category “Peer Guides” for Welcome Week. The descriptions reflect how the category has been organised by the University. It is which activities in which interaction types have been tied to this category, has been used as the resource for how to assemble this collection of descriptions which constitutes this textual object. Peer Guides are described in the Diary as:

“Peer Guides are current students who have volunteered to help new students settle in to University life” (Diary: 8, Appendix 1: 246).

The category description “Peer Guide” is used for tying the activities “helping new students”, and “introducing new students” to the current students who volunteer for the category. These are accounts of which activities have been tied to this category. “Helping the students to settle in” is an account which is usable to indicate various types of activity.

“Central to much that goes on during Welcome Week are the Peer Guides; these are specially-trained second and third year students who are on hand to help you settle in when you first arrive in Bangor, and to give you advice and support throughout your first few weeks” (Diary: 3, Appendix 1: 243).

A feature of doing the introducing new incumbents to a category is for experienced members to show and introduce the new members to doing the details of the category; i.e. how 'already competent' members of the category can be used to show the new members the 'ins and outs' of the everyday practicalities of what doing being a student at Bangor University consists in. This is how the Peer Guides are relevant and usable.

Peer Guides are returning second and third year students. They have already done a first year. They have already done a Welcome Week. As such they have the background

knowledge of what doing such activities consist in. “All our Peer Guides are trained and have also been a new student themselves” (Diary: 8, Appendix 1: 246). They can use this background knowledge to describe, show, explain the various practical details for doing Welcome Week; which societies are the best to join, which will be the best bits of Bangorbury to see; what Bangor and the area is like for doing stuff; what the nightlife is like; places of interest for whatever the students may be interested in, and so on. These are the types of activity bound to the category “Peer Guide”. For example.

“They can help you answer questions you may have about University life such as where the lecture rooms are, which shops are open late, where you can go for a swim, and advise you on what to do and where to go to make new friends” (Diary: 8, Appendix 1: 246).

The work of recruiting incumbents to the category, and training those incumbents in what the activities will consist in is done by and through each of the academic schools. Each school makes visible the availability of the category by advertising to the current population of 2008-9 that the possibility of doing being a Peer Guide is available to be done. A number of students from each of the schools does the work of volunteering to be a Peer Guide, i.e. the work of claiming incumbency of the category. Those who are selected then go through a sequence of activities being trained to achieve competence in the activities tied to the category.

“The Peer Guides work through their academic School ... Exactly what the Peer Guides do and how it is organised depends on the academic School” (Diary: 8, Appendix 1: 246).

This work is done prior to Welcome Week so that the incumbents are available to do the work of helping the new students during Welcome Week. This is another example of how the university is procedurally relevant to not only organising the interactions, but also training incumbents of categories to achieve competence in doing those interactions with the new students.

One of the features of using categories is how the parties do recognising which party is claiming incumbency of which category. The main way is for parties to produce an activity which is observable as being tied to the category being claimed. See how the other interactions are negotiated. Another method is to use visible “identifiers” where the mode of identification is recognisable and accountable as being tied to a particular

category and is used to show that the wearer is accountable is an accountable incumbent of the category that identifier is used to indicate. The Schools provide the “t-shirts” which are used to identify and recognise the students when they are accountable as doing being a Peer Guide. This makes the Peer Guides instantly recognisable through these distinctive yellow tee-shirts. They are visible as members of that category by virtue of that identification. Examples of what Peer Guides “look like” can be seen from the photographs accompanying the text on page 8 of the Diary, (Appendix 1: 246). The photograph is an illustration of Peer Guides “doing helping as student to move in” from a previous Welcome Week. Using this method of identification, the wearers of ‘yellow t-shirts’ with the inscription “Bangor University Peer Guide” are ‘recognisable’ as incumbents of that category “Peer Guide”. They are accountable and obliged to do the activities bound to the category when invoked as relevant by a new student. They are not accountable to other parties such as second or third year students, members of the public. The obligations and entitlements are tied to the category “Peer Guide” and the category “new student”. Peer Guides are not restricted to responding to requests. They can also do “offering to help”; for example, helping an observable new student in the car park of a Halls site, and ask if they would like any help in finding their room, or moving their belongings to their room. Peer Guides are expectable, obliged to realise the “doing helping”, doing giving information as and when relevantly requested by first years. These are the category bound activities tied to Peer Guides at Bangor University.

Reciprocally, as the other half of this Standardised relational pair, the first year students are 'entitled' to do 'requesting help', 'requesting advice', 'asking questions', and so on. The Peer Guides are obliged to do helping when invoked by a first year. Peer Guides are also expectable to 'anticipate' when a first year looks like they may need some kind of help. This is an example of expectable yet contingently realisable interactions.

The interactions between students and Peer Guides are not formally tied to settings and times like some of the other interactions organised for Welcome Week. They are an example of ‘ad hoc’ interactions, where relevance is oriented to as and when parties achieve observable and recognisable co-presence, and the parties mutually orient to doing an interaction where one party orients to seeking help and advice, and the other party orients to giving help and advice. Peer Guides are recognisable in and through how they are dressed. This is used to indicate that they are “Peer Guides”. This indicates

they are accountable to do helping. A first year student can invoke this activity when they encounter a party recognisable as a Peer Guide. This is an example of expectable yet contingently realisable interactions. Each interaction with the students is contingent and negotiated on and for each occasion.

Some Schools allocate a certain number of students to each of the Peer Guides. It is the Peer Guides responsibility to find and assist these named students. This involves the work of doing making arrangements to coordinate when an interaction is relevantly doable.

This is an illustration of how an organisation can be used to coordinate which activities are tie-able to categories for doing a recognisable collection of interactions. It is ‘doing being a student during the academic year’ the new students are being instructed in. Peer Guides are used to do the more informal aspects of this work. The category device “Bangor University” has been used to tie these interaction type to a specific category type; the Peer Guide.

Students’ Union

The category description “student” is both an organisational category and a member's category. As an organisational category it is used to coordinate doing the “academic activities” tied to the University. As a members’ category it is used by the students to indicate other social and recreational activities they do when they are at University. This is how the Students’ Union is relevant. The Students’ Union, although a subsidiary part of Bangor University, it is also separate from the University, in the sense it has its own organisational features and competencies. As described in the Handbook, its work is to organise student activities, and represent student interests in various boards and committees of the university. As such it is the resource of a different category device from the main categories tied to the University; i.e. there is a different collection of category descriptions which are tied to the Students Union, but not to the University. One of these categories is describable as “Sabbatical Officer”.

Sabbatical Officers

The Students' Union is organised for students by students. Each year they elect a number of parties who will be responsible for the day to day running of the interactions tied to the Students' Union. These elected parties are accountable as "Sabbatical Officers". They are still 'students', but they take a year out from formal study to do the work tied to each of the available offices. This is an example of how the population of a category can 'allocate' obligations and entitlements to fellow members. It is an example of how populations coordinate tying entitlements to incumbents of a modifier of a general category. They use these modified descriptions of the category to indicate these entitlements. This makes available the possibility that the incumbent of the category can claim to do these entitlements as practical accomplishments. On this occasion it is how the modifier is usable to indicate which parties are expectable to do 'organising of activities', or doing 'managing' activities of an organisation.

There is then the method of how parties are selectable to be incumbents of these categories. At Bangor University the parties are elected by the general student body to do the work of running the Union. The Students' Union organises elections in each academic year to elect the incumbents for the various Sabbatical Officer positions for the next academic year. The incumbents for 2009-10, those featured in the Handbook were elected in 2008. Bangor University Students' Union has several Sabbatical Officers. Each has a specific title and a set of responsibilities and accountabilities. At Bangor the titles tied to the incumbents are: President, Deputy President, Societies & Events Officer, Athletic Union President, and UMCB President. Incumbents are tied to these categories using 'elections'. The centrefold of the Handbook (Appendix 2: 270) is used to make visible who the incumbents of the category will be for the academic year 2009-10. It is these students who stood for election in 2008.

It is the incumbents of these categories who do the work of coordinating the organisation of the interactions described in the Students' Union Handbook; e.g. Serendipity, Bangorbury, and various other social activities organised for Welcome Week.

Other category types tied to the Students' Union are also described in the Handbook.

There are “Academic reps” who represent student interests on various student-staff committees. There is an Events Committee which allows students to put forward their ideas and views about the various events organised by the Students’ Union for the students. There are also elected “Senators” to the Senate policy making forum; which meets on a monthly basis and coordinates the work of the various union committees (Handbook: 21, Appendix 2: 269). The committees meets on a regular basis to discuss their focus area, and from there, their representatives’ report to Senate. There are also students who do the various administrative duties to facilitate the running of the everyday affairs of the Union. These are the various categories tied to doing the interactions tied to the Students’ Union. Incumbents of these categories are also available to socialise with the freshers at the Union organised interaction types.

It is the collection of interactions which constitutes the types of organisation; and which category device is tie-able to that collection of interactions The Students’ Union is used to indicate one collection of interactions and a category device. Bangor University is used to indicate a different collection of interactions and another category device. The next section describes the category types used in the Welcome Pack tied to the University.

Other category types relevant to the interactions

Various other category type descriptions are also used in the Welcome Pack. They constitute some of the collection of categories tied to Bangor University category device. It is these other categories which constitute the other half of the standardised relational pair categories relevant for each of the interactions for this Welcome Week at Bangor University. Recognising which categories are relevant for an interaction type is a feature of how different parties can do different clusters of activities in an interaction. As each cluster is tied to a different category, this is how standardised relational pairs are usable to coordinate doing activities in interactions. These other categories are already organisationally available as part of the “Bangor University” category device. These are the other categories relevant for coordinating doing the activities of Welcome Week with the students.

Vice Chancellor

One of the interactions organised for Welcome Week is the formal greeting of all new students to the university. At Bangor University this is achieved using an interaction type accountable as a “formal greeting”. For this interaction there is, again, two categories; a standardised relational pair (Fitzgerald, 1999: 36). The students who are the ones being greeted, and “Vice Chancellor” as the party who does the “greeting” talk. It is the prospective organisation of the meetings which makes relevant the doing of the prospective ‘greeting talk’. The category Vice Chancellor is used to indicate the chief executive officer at Bangor. This category is tied to just one incumbent. There can only be one chief executive officer. In 2009 the incumbent was Professor R. Merfyn Jones.

It is Professor Jones, as the incumbent of this category “Vice Chancellor” who has been allocated the responsibility to do the work of welcoming the new students. As Vice Chancellor, he is accountable to produce a conversation object which is recognisable as a “greeting speech”, which does the work of greeting the new students. The cohort of students also assembled in the setting are accountable to do the work of listening to the speech, and recognise it is being used to welcome them to the university.

Staff

The account “staff” is used to describe parties on different occasions in the Welcome Pack. The sense of these different uses is contextually embedded in each specific occasion of its use (Mäkitalo, & Saljo, 2002: 62). The specific parties it is being used to describe on each occasion of use is indicated by the interaction type they are described as being tied to. The account is being used to describe parties who coordinate doing activities in the interactions with the students. These are the other part of the standardised relational pairs for some of the interactions

The account “staff” is being used to indicate personnel relevant to the interactions who are already members tied to the University. It is used to indicate the relevant category type to do those interactions with the students. The relevant ‘department’ does the work of tying particular incumbents to the category who will be expectable to negotiate doing the prospective interactions with the students. For the interaction type Registration there

are the ‘staff’ who do the work of ‘issuing registration forms’ and ‘processing types of payment’. The incumbents accountable as ‘staff’ on this occasion are from the Academic Registry. For the school meetings, each school provides relevant “academic staff” to do the work of introducing the new students to their respective schools. For the module fair, the relevant schools provide members of staff for this interaction as well. The category description “personal tutor” is used to indicate the responsibilities tied to the academic staff regarding the due care of the students of the university. Each member of staff of a school is allocated a number of students from the school. There are certain reciprocal responsibilities. The tutor is expected to meet with each of their tutees according to the routines of the schools.

Summary

This Chapter has described how Bangor University is the resource for the collections of interaction types. The University is also used to indicate which category type descriptions are used to describe the parties who do the activities tied to those interactions. This is the resource for the category device. The organisation of degree programs makes relevant the inducting and introducing new students to that category. This indicates the relevance of that category to the interactions of Welcome Week. The interaction types tied to Welcome Week also implicate parties to do the inducting, introducing and welcoming the cohort of new students. This indicates the relevance of other categories to do those activities in this collection of interactions. It also described how incumbents are tie-able to such categories. The students have confirmed acceptance of a place at Bangor University, and as such have accepted they are expectable to do the activities in interactions tied to that category at Bangor University. Reciprocally, it is incumbent on members of the University to make available the possibility of doing the collection of interaction types tied to Welcome Week as practical accomplishments. How this is recognisable as prospectively relevant and prospectively achievable is the topic of the next chapter.

Chapter 7 - University organising the interactions

Introduction

As described in Chapter 4, a feature of social order is how members of a community coordinate making available the possibility for members to do prospective interactions. Collections of interactions are do-able again. It is by using texts of the sequential ordering of how interaction types were done on previous occasions, that members coordinate the prospective organisation of the collection to be do-able again, as another first time through. Organisations are used to coordinate which interactions constitute a collection. Bangor University is used to indicate the relevance of doing again the collection of interactions accountable as a “Welcome Week”. The account “Welcome Week” is usable to indicate which interaction types usually constitutes this collection; and when they are relevantly realisable. The accounts of the interaction types are usable to indicate where they are prospectively doable, and who the activities tied to the interactions are relevantly doable by.

Method: Members use the prospective organisation of interactions in settings as a resource to indicate to relevant parties that the activities tied to those interactions are available to be done in those settings at those times, as negotiated practical accomplishments. This chapter is an explication of how members use organisations to coordinate this achievement. It is the mutually constitutive relation between accounts of: interaction types, settings, categories and activities tied to accounts of *prospective time* which members use to do the work of prospectively organising collections of interactions. It is how this is prospectively *recognisable* by members of the university, which is used as the resource for how the accounts in the Welcome Pack are “assemble-able”.

As described in Chapter 5, it is the sequential organisation of Bangor University which is used to indicate *that* a collection of interactions are prospectively relevant; i.e. that Welcome Weeks are usually done prior to the beginning of the academic year proper. The account “Welcome Week” is usable *which* interactions are prospectively relevant.

The accounts of the interaction types are usable to indicate which activities are relevantly organisable for this next occasion. This is usable to indicate which category types are tied to doing those activities. This is used to indicate which parties are expectable incumbents of those categories. This makes relevant doing the work of prospectively informing those parties that such a collection of interactions has been organised and to indicate where and when they will be an expectable presence at the interactions which are relevant to them. The prospective organisation of interactions is used to make available the possibility for relevant parties to arrive at relevant settings at relevant times already oriented towards doing a known in common interaction type. This is used by those parties as a known in common resource which can be used to coordinate how to negotiate doing a sequence of activities on and for each interaction type. This is how “prospective organisation” is relevantly usable by members. “Prospective organisation” of interactions consists in tying accounts of interaction types to setting types to category types to prospective times.

Accounts of interaction types are used by members of staff of Bangor University and the Students’ Union do the work of prospectively organising just this collection of interactions described in this Welcome Pack. They do the work of tying interactions to settings. They do the work of configuration the settings for the relevant times to make available the possibility for parties to negotiate doing the activities tied to the interaction set for that time. It is how the collections of interactions are prospectively organisable which is used as the resource for how the descriptions in the texts were organisable. Which interaction is prospectively tied to which setting and at what time is used as the resource for how the texts of the Welcome Pack were assemble-able as just that collection of descriptions. The University is using the accounts in the Welcome Pack to make available the possibility for the relevant parties to be co-present in the relevant settings at the relevant times, *already* oriented towards doing the interaction type tied to that setting at that time.

The texts of the Welcome Pack are being used as a *medium of coordination* to indicate which interactions have been prospectively organised and are relevant to incumbents of the category ‘first year undergraduate student’. The work of the Welcome Pack is to indicate to the new cohort of first year undergraduates that a collection of interactions has been prospectively organised and that the texts are usable as a resource to indicate

which of the interactions are relevant to them. This is usable by the student to do the preparatory work which for doing arriving in relevant settings at relevant times already oriented towards doing a known in common interaction type. And, having done this work, they can do the work of coordinating with other parties also present in those settings a sequence of activities relevant to be done in that setting at that time. This is how prospective organisation is relevant to the doing of activities in interactions in settings.

The interactions tied to the category student have been organised by incumbents of other categories

A feature of Bangor University is the activities tied to the category “first year undergraduate student” for Welcome Week are organised by incumbents of other categories. The ‘staff’ of the university and the Students’ Union have done the work of organising the activities in interaction which have been tied to this Welcome Week. Welcome Week is being used to induct and introduce the incumbents of the category to what doing being a first year student will consist in. It is being used to formally tie those parties to the category. The interactions have already been tied to particular settings and time slots. This is being used to coordinate where and when the interactions are doable. Segments of the category population have been tied to each of the interactions. This is used to indicate to incumbents of the category that they are an expectable presence in those settings at those times. This is how the descriptions in the Welcome Pack are being used.

The interactions described in the Welcome Pack have already been organised in the sense that accounts of interactions have been tied to accounts of settings which have been tied to prospective times or time-slots. This is how interactions are prospectively organisable. Accounts of interactions can be tied to setting accounts which can be used to indicate where and when they will prospectively and relevantly realisable. Accounts of the activities tied to the interactions can be used to indicate how to configure those settings for doing the prospective realisation. It is these accounts which are used to do the preparatory work for configuring the setting to make available the possibility of doing those activities. The accounts are also used to recognise the relevance of

informing incumbents of the relevant categories that the interactions have been tied to a setting and to a time. This is what the Welcome Pack is being used to do. It is being used to indicate to the incumbents of the category student that a collection of interactions has been tied to that category, and as incumbents they are expectable to do the work of appearing at that setting at that time oriented to doing the activities tied to that category. The accounts in the texts are usable as “instructed actions” (Garfinkel, 1996

Using accounts of previous Welcome Weeks

The prospective organisation of another Welcome Week is an example of how populations use the “retrospective prospective sense of occurrence” not of activities (Cicourel, 1970: 149) but of *interactions*. Accounts of the collections of interactions done as constituting previous Welcome Weeks are usable to indicate which interactions are prospectively relevant for this next occasion. The prospective organisation of Welcome Week is an example of how parties use accounts of previous sequences of interactions to coordinate the *prospective* doing of actual realisations of 'activities-in-interactions'. The accounts of the interaction types are being used as a known in common resource which can be used by each of the parties co-present in the settings to negotiate doing an actual sequence of activities. The sequences of interactions in settings were done by production cohorts. These unique details were observable-reportable; i.e. accountable. It is the account which is used to coordinate doing a sequence of activities which members use to indicate how that sequence is reportable (Garfinkel 1967a).

The sequential organisation of Bangor University is used to indicate the prospective relevance of another Welcome Week. The members of staff of the University and Students' Union use the sequential order that Welcome Weeks are usually done the week before the beginning of each academic year, to indicate that the interactions for this 2009 Welcome Week are recognisably organisable for the week beginning on Saturday 19th September; in that the next academic year has been prospectively organised to commence on 29th September, 2009. It is how this sequence was done on previous occasions is usable to indicate the relevance of doing it again. Another academic year has been prospectively organised. This implicates the prospective organisation of

another Welcome Week to induct and introduce the new cohort of students to doing being a student at Bangor University.

It is how the interactions of Welcome Weeks were realised in their details on previous occasions which is used as a resource for how the interactions are prospectively organise-able for this next occasion. Interaction type accounts are used to indicate how the details were done on those previous occasions using accounts of the sequences of activities which were done as indicating the *typical* sequence of how it was done (Coulter, 1983). Collections, sequences of activities in interactions in settings were done by production cohorts in previous Welcome Weeks. These were observable-reportable; i.e. accountable as activities in interactions in settings. Each sequence of activities was contingently negotiated. Each sequence was accountable using an interaction type description. Production cohorts combined in various settings to produce in situ sequences of activities, as local, in vivo realisations by just that collection of parties, on and for just that occasion. Each party was accountable using a category description. Parties combined to do in situ sequences of activities; e.g. doing arriving, registration, registering for modules. Freshers' Fair, Freshers' Ball, and so on. These actual realisations were observable-reportable; i.e. "accountable".

Accounts of these activities and how they were done in their details can be known in common by using the account type to indicate general features of the details; a description of the activity types and the sequence in which they were done. The accounts indicate how the interactions were done on the previous occasions. There is then the work of recognising which details will be relevant for doing on and for this next occasion. The interactions are not automatically done in the same way every year; even though the same descriptions of the interaction types may be used. Each actual realisation was accountable as: "doing arriving", as "registration", as "Freshers' Fair", and so on. Each unique realisation was accountable using an interaction type description. The attachment of an account to a unique example does the work of indicating that unique example is accountable as another example of that interaction *type*. All the examples of each party arriving in Bangor by whatever means, how they did the work of finding their relevant halls, how they did finding their room, getting the keys, moving their belongings into their particular room. All these unique doings are accountable as "*doing arriving*". All the different 'doings' for each of the interactions

are accountable as that interaction type.

Descriptions are usable again to coordinate doing the interactions again.

This section describes how members use accounts of interaction types to coordinate the prospective organisation of doing sequences of activities in interactions again, for another first time. Each interaction type is usable to indicate a possible set of features based on how actual occurrences of interactions were done on previous occasions. The account is also usable to indicate a possible set of activities on a particular occasion of use. It is this retrospective-prospective sense of occurrence of interaction types which is used to make available the possibility for coordinating doing another sequence of activities.

The interaction type accounts used in the Welcome Pack have been used on many occasions in many different contexts. For example, “doing registering” is an everyday description used by members of an organisation to indicate the recording the name and relevant details of parties to be entered in a register. On this occasion, the interaction type accounts are being used to coordinate doing the interactions as constituting a Welcome Week at Bangor University. It is how these interactions have been prospectively organised to be doable for that occasion which is how they are being used on this occasion, in these texts. On this occasion of use, the account ‘registration’ is being used to indicate two different interactions tied to Welcome Week. There is the “Registration Procedure” and there is “Registering for Modules”. The ‘registering’ is differentiated by what the students are registering for. It is being used in two different ways: registering as a student which ties parties to the category; registering for modules; which ties parties to a program of study, and tied them to an academic school. There is also an alternative version account as in ‘joining a club or society’; where ‘doing joining’ is used to indicate the parties tying their names to membership of the club or society.

The description ‘doing arriving’ is usable on any occasion where parties do arriving in a setting. On this occasion it is being used to coordinate the details of doing arriving in

Bangor on those particular dates for the practical purposes of coordinating how the students do ‘moving into halls of residence’. The account “meeting” is usable in many contexts where a number of parties get together in a location (Hughes et al, 2011). On this occasion, it is being used to describe the occasion where students are first introduced to their academic school. This is how accounts are usable again. The interaction type accounts are being used again to coordinate doing the activities in interaction for this next occasion. The members of the university use the account in a specific sense for this occasion. The students do not already have experience of how to do these interactions. They are using the more general sense of the descriptions as a resource for how they use the texts.

Although such descriptions are in everyday use, it is how the interactions have been prospectively organised to be done during Welcome Week, 2009 at Bangor University which is how the accounts in the Welcome Pack are being used; and how the descriptions have been used to coordinate doing the prospective organising. This is what the accounts are being used to indicate on and for this occasion of use.

Using accounts of types of interaction

Interaction type accounts are usable as knowable in common resources for indicating which activities are relevantly doable for an occasion, which categories are relevant, which activities are tied to which of the categories, and the possible sequence of the activities. Interaction type accounts are usable for indicating the practical work of how to organise which activities are tie-able to which type of interaction for this next occasion. The following section describes how this is achievable.

It is observable from the descriptions in the texts that different interaction type accounts are being used. Each interaction type account is being used to indicate a different set of activities. The Welcome Pack is an example of how members use accounts of different types of interaction to make available the possibility for negotiating coordinating doing different sequences of activities. The interaction type accounts are being used to indicate how to organise and configure the various relevant settings to make available the possibility of doing the activities indicated by each interaction type account. It is this provisional sequence of activities which is used as the resource for how the accounts of

the interaction type and interaction type activities are assembled in the Welcome Pack. The interaction type accounts are being used to indicate which activities have been provisionally tied to how each of the interactions types will be negotiable in the doing. The interaction type accounts are being used to organise which activities will be relevantly *negotiable* for this next occasion.

It is how interaction types were done on previous occasions is usable as a resource to indicate how they are prospectively organisable for this next occasion. The details of sequences of activities were done by production cohorts during previous Welcome Weeks. Each of those sequences was observable-reportable; i.e. accountable using an interaction type description. The sequential order of the activities is also accountable; e.g. collect registration form; fill in registration form. The sequential description of the interaction type is usable to indicate the interactions which were done as constituting that sequence. Accounts of previous interactions are used as a resource, a method of indicating a possible next sequence. They are used as knowable in common ‘schemes of interpretation’ so the parties can mutually orient to just which activities are relevantly realisable on and for a particular occasion. In this sense, the interaction type accounts are always applied for another first time (Heritage, 1984: 122). It is this which is usable as a resource for how to coordinate doing a sequence again.

Parties to those occasions can use how the details were done on those previous occasions as a resource to indicate how to coordinate the doing again of another sequence of activities. This is an example of the ‘reflexive relations’ (Hester & Francis, 1994: 689) between sequences of activities and interaction type accounts which are usable to describe those sequences of activities. Each is used to elaborate the other in the doing of the activities. It is the members of staff who use the accounts to indicate how the interactions were done on each occasion as the background knowledge which activities were done as constituting each of the interaction types. For example, on previous occasions, each student did the unique details of arriving in Bangor and moving into their room in Halls. The sequence of interactions was observable reportable; i.e. accountable. Each of the students did the work of registering as a student using the registration procedure. Each did the sequence of interactions. Each of the details were unique in the doing. Each example was accountable as ‘doing the registration procedure’. The sequence of accounts of the interactions is usable to

indicate how the sequence can be provisionally organised to be doable again for this next occasion. This is how accounts such as: “arrival details”, “your first meeting with your academic school”, “Registration Procedure” and so on, are usable in these texts. They were used on previous occasions to describe sequences of activities in interactions. These accounts of the interaction types used on previous occasions are usable to indicate which activities will be relevantly doable as constituting each type of interaction for this next occasion.

The university organises the interaction to be done in sequence and in parallel to make available the possibility for each of the students to coordinate the sequential order of the interactions relevant to them (Watson, 1986). This makes available the possibility to use the accounts to indicate to relevant parties which interactions they are expectable at, and that interaction type account can be used to indicate which activities are expectably doable by the relevant parties on and for that occasion. There is then the question of where these interactions will be doable, and how to tie each of the interaction types to a particular location, for this occasion of the doing. The location is used to indicate where the relevant parties to an interaction type are expectable at. The next section describes how members use type of setting accounts to indicate where interactions are relevantly doable.

Using settings

Settings are used to make available the possibility where interactions are relevantly doable. This is an example of the ethnomethodological argument that a setting does not determine activities, it is used as a resource to coordinate possible activities.

“For EM/CA invocation of “context” (or indeed of “the phenomenon”) is not theoretically derived but is to be argued from the demonstrably local orientations of members themselves in and through their practical and methodological enquiries. The reference to “local” context is not simply a reference to the particular situation in which an action is produced (it is not a naïve situationalism, let alone a situational determinism) but instead focuses attention on the setting considered in terms of the local texture of relevancies through which those involved render it sensible” (Wowk, 2007: 141-2).

Interactions are done somewhere. Settings are where activities-in-interactions are done. Collections of settings are where collections of interactions are done. Collections of

settings can go together as constituting the ‘organisation’ where that collection of interactions is done. Members do the work of using settings as a resource to coordinate where interactions can be done, and if relevant, where they can be done again. Different interactions can be done in the same setting. The same type of interaction can be done in different settings. Settings can be used for the ongoing realisation of a configuration of interactions. This reflexive tie is usable by members to indicate which location to go to, to do an interaction type. It is also used to coordinate where to go by all the relevant parties to an interaction. A setting can be known in common by a population as to where types of interaction can be relevantly done. The method is to reflexively tie that collection of interactions to that collection of settings. This is achieved through the actual doing of those interactions in those settings, again and again. This is how location is procedurally relevant to the ongoing realisation of interactions.

Each of the interactions of Welcome Week has been tied to a particular location. This is made available using the buildings which are used by the university to do the interactions tied to the university. It owns, leases various building in and around the city of Bangor. Each of the buildings consist in various rooms, spaces which are used to do the sequences of activities. Each building is accountable using a building name. Each of the locations in each buildings are also designated using some kind of description. This is how the interaction types are tie-able to a particular location. The account of the interaction is tied to the account of the setting. This is how the doing of interactions are tied to actual physical locations. This is used to make available the possibility of somewhere to do the interactions. This can be seen in the section headed “Welcome Week activities” on pages 12-14 of the Diary (Appendix 1: 248-49) where the header to column 3 of the table is entitled “Location” and each of the rows contains a “location description” These are descriptions of the settings where the interaction type tied to that row has been prospectively organised to be done.

Then there is the work of organising the settings so the interactions can be done by the participants.

Some of the settings are used for more than one interaction. There is the work of configuring the setting to make available the possibility of doing the activities tied to each of the interactions. For example the different configuration of PJ Hall for the meetings with the Vice Chancellor, and the doing the Registration procedure. The

configuration of the setting is the 'same' for each of the VC meetings, but completely different for doing registration. PJ Hall is an example of how a 'same' location-as-a-setting can be used for different interactions during Welcome Week. On Monday 21st, it will be arranged so as to conduct the three Welcome Meetings for all the students. This will be three different versions of the same type of interaction in the same setting. On Tuesday it is being used for the Module Fair. This involves a completely different set up, and a completely different set of university members. Attendance by students is based on whether they are doing modules from other Schools. On Wednesday and Thursday, it is being used for Administrative Registration for first year undergraduate students; again this is another set up and involves another set of university members. The organisation of student attendance is based on School membership and initial letter of surname.

The collection of interactions tied to Welcome Week illustrate how settings can be used to do different interactions on different occasions. One example is how a setting is usually used during the academic year, but how it can be used to coordinate doing other types of interaction during Welcome Week. The account tied to the location "Main Arts Lecture Theatre" indicates it is a 'lecture theatre' a place where lectures are usually done. There are various interactions organised to be done in the Main Arts Lecture Theatre during Welcome Week. It is the interaction accounts and the activities tied to those accounts which are different for these occasion of use. There is the interaction as part of the Registration procedure where the theatre is used for distributing and filling in the Registration forms. The Students Union have organised a Pixar Film night on Wednesday at 8:00pm. The first meeting with their academic school has been scheduled for Monday between 2pm and 4pm for the schools of History, Welsh History and Archaeology. These interactions are using the basic configuration of the setting, the seating layout, and the space in front of the seating as a resource for how to coordinate the different activities tied to each of the different interaction types.

Alternatively, a 'same' type of interaction can be organised to occur in different settings; e.g. the First meeting with your academic school. School Meetings are organised to occur in different settings at different times. Each School organises its meeting in a setting relevant to 'the location of the School' at Bangor University. It is observable from the descriptions attached to some of the buildings is the description is used to

indicate it is attached to a particular School, as where some of the activities done by members of that School are relevantly doable. This is how members of the University allocate and tie activities to settings. Where a school usually does its activities is used to indicate where a “School Meeting” is also relevantly doable. Hence, this is how there are different settings used and usable to do the different versions of the ‘same’ type of interaction. Each actual meeting will be realised as a different version of that type of interaction. Having tied each of the interaction types to a relevant setting, there is then the matter of coordinating when the interaction will be doable. This indicates the work of tying each of the interaction types to particular time slots.

Using time

Time is used as a resource to order situated practices (Rawls, 2005: 168) as accountable “when’s”. Accounts of “time” can be used to indicate when an event occurred, or will prospectively occur. Members use projectable “when’s”, to indicate when an interaction type is relevantly realisable. This can be used by relevant parties tied to that interaction type to coordinate arriving at the relevant setting for the relevant time; each oriented towards doing some segment of the activities tied to that interaction type. This assumes and relies upon how accounts of time are used, and how the accounts are used to indicate the sequence of prospective ‘when’s’. For example, how sequential days are accountable using day names and ‘dates’. How days can be sequentially accountable using hours and minutes. And how this is accountably known in common by members of a community.

“Sequentially is the time dimension in and through which persons mobilise and organise the enactment of practices and the presentation of identities that comprise the order and meaning of modern society. Time, in this regard, is the sequential time of interactional face-to-face relations. As such, time is a constitutive feature of practices, and trust and reciprocity are implicated in its use. The order in which things are said and done – their placement before or after one another – is constitutive of *how* they mean” (Rawls, 2005: 170).

Using ‘schedules’ as a resource for coordinating doing activities in interactions are an integral part of social organisation (Clayman, 1989: 661). Clayman shows how temporal organisation is used to schedule the length of interviews, and thus how parties are oriented to the ‘finish time’ to coordinate doing their talk (Clayman, 1989: 662). He

analyses how parties to news interviews use the pre-arranged closing time to orient their talk to doing a relevant closing sequence. The topic being analysed here is how members use schedules to coordinate the prospective availability of doing activities in interactions.

It is observable from the table on pages 12-14 of the diary (Appendix 1: 248-49) that each of the interactions has been tied to a particular time slot. The descriptions are recognisable as standard calendar day, date and time accounts. Each interaction type account is tied to a particular time slot and a particular day or days. This is used to indicate when that interaction type has been prospectively organised to be doable. The sequential order of time is used to coordinate the sequential order of the interactions. It is the sequential order of the interactions which makes available for parties to do those interactions in a sequential order for them. Time accounts are being used to indicate when incumbents of the category student are expectable to arrive at relevant settings to do the work of negotiating doing the activities tied to the interaction type

Sequential organisation of “interaction” types

Having recognised which interactions will be doable for Welcome Week, there is then the work of coordinating when they are relevantly doable so there are no clashes where the same students are expectable at different interactions at the same time. Sequential time is used to coordinate the sequential order of doing the interactions. According to Rawls (2005: 171), sequential time is an intrinsic ordering principle which members use to order the relations between their interactions (Korbut, 2014: 490).

It is a feature of social organisation that populations use ‘organisations’ to make available and coordinate how members can recognise the relevance of doing one interaction, then another, and another and so on. This is achieved by using the organisation to organise collections of interaction types in *temporal* sequences. Welcome week is an example of how accounts of “time” are usable to coordinate *when* the interactions will be relevantly doable: the sequential and parallel organisation. It is this sequential and parallel availability which enables the students to do the interaction in a sequence relevant to them.

Each of the interaction types described in the Welcome Pack is recognisable as constituting a part of the larger collection of interactions which are all tied to the account “Welcome Week”. It is also observable that this collection has been organised to be done in sequences and in parallel. The sequential order makes it available for students to do one interaction and then another. The parallel organisation makes it available for different segments of the population to do different interactions at the same time. This is how the *collection* of the interactions is organisable. It is this sequential and parallel organisation which makes the collection doable by that population in those settings at those times. This is how it is possible for the students to orient to the prospective relevant of doing one interaction, then another, then another and so on, for the duration of Welcome Week.

As can be seen from the table on pages 12-14 of the Diary “Appendix 1: 248-49), the University uses time slots to coordinate the temporal organisation of the interaction types. Each interaction type is tied to its unique time slot. This is used to indicate when that interaction type is relevantly realisable during that time. The account of each interaction is tied to a setting type and a time slot. It is the sequential order of the time slots which is used to coordinate the sequential order of the interaction types. The descriptions in the Welcome Pack on pages 12-14 of the Diary (Appendix 1: 248-49) are an illustration of how this is achievable. The table has been divided into days. Each day has been divided into time slots. This is indicated in column one. The times are sequentially ordered. In the same row, there are accounts of interaction types in column two, and of location types in column three. The interaction type account in that cell are being used to indicate that interaction has been tied to that time, and has been tied to that location indicated in column three. This textual object reflects which interactions have been tied to which times and to which settings.

This indicates the work done by university members in coordinating which interaction has been prospectively organised, and where and when they have been projected to be done. This does the work of tying the interaction types to a time and a setting. It is how types of interactions are sequentially organisable which makes available the possibility for assembling the descriptions in the Welcome Pack. The organisation of the collection of interactions tied to Welcome Week indicates how the descriptions are assemble-able in the Welcome Pack. The organisation of the interactions indicates the grammar of the

textual objects.

It is also noticeable from this table that there are more than one interaction type descriptions in the some of the interaction type cells. This is an illustration of how different types of interaction can be doable using the same time slot account. It is an illustration of how interactions can be organised to be done in parallel, as well as in sequential order.

Parallel organisation of interactions

It is observable from the texts that different interactions have been scheduled to occur at the same time; i.e. the sections headed “Welcome Week activities” on pages 12- 14 of the Diary (Appendix: 248-49) and “Your first meeting with your academic school” on page 15 (Appendix: 249) provide accounts of the different interactions tied to sequential times. It is observable from the two texts that different interactions have been tied to the same time.

A feature of social organisation is that different interactions are doable at the same time; for example, in different settings by different production cohorts. The organisation is used to coordinate which interactions are done in which locations by which production cohort for each same time, same time slot. This makes available the possibility to coordinate and segment the population tied to those interactions so the same parties are not tied to different interactions at the same time. This is one of the features of how the interactions of Welcome Week have been prospectively organised.

There is also the feature of the interactions being available for extended time, which makes available the possibility for the students to do one and then to do the other. The interactions are organised to be done in parallel to make available the possibility for the students to do the interactions in a sequence. It is how different features of the category student have been used to make available this possibility. For example, on Monday, 21st there are various interactions which have been scheduled to be available to be done. There is the sequential organisation of the Formal Greetings (as described above). There is also the sequential organisation of the “First meetings with academic schools”. There are also interactions organised by each of the academic schools, the organisation of

which are described in literature produced by the schools. (This literature is not included as part of this analysis.)

The University and the Schools use the feature of the category 'incumbency of an academic school' to coordinate the parallel organisation of interactions where the incumbency of a particular school is used to indicate which students will be expectable at which of the interactions. There is the sequential order of each of the types. There is the parallel organisation of all the types. The possibility of tying different interactions to the same time is used as the resource for how to coordinate these interactions. The use of different settings is used to make available their simultaneous doability. This makes available the possibility to organise activities for the different segments to occur at the same time. For example the students tied to the Schools of English, Welsh, Music, Social Sciences, Law have been prospectively tied to the Formal Welcome at 11:30. This makes it possible for the School of Chemistry to schedule the first meeting for their students at exactly the same time. The Formal Greeting has been scheduled to take place in PJ Hall, whereas the Chemistry meeting has been scheduled to take place in the Orton Lecture Theatre, in the Chemistry Tower Building on Deiniol Road.

It is also observable that some of the School meetings themselves have been scheduled to occur at the same time. The meetings for the schools of English, Music and History have all been tied to the time: 2pm on Monday, September 21st. Each has been tied to a different setting. The English meeting is to be in Lecture Room 4, Main Arts. The Music meeting has been organised to be done in the Music Hall. The History meeting has been tied to the Main Arts Lecture Theatre. The academic school indicates the relevant population. Each of the populations are different. This makes available the possibility of organising different occurrences of the same type of interaction at the same time.

As such this makes available how the university can do coordinating which interaction the students are expectable at, so on the one hand there are no clashes where the same students are expected at the same interaction at the same time, but that different interactions can be done for an efficient, effective use of the time available and the relevant interactions to be done, can be doable within the time available. This raises the question of how to coordinate which students are expectable at which interactions, so there are no clashes, and each student is available to attend each of the interactions

relevant to them. This is realisable using the different features tied to the category student. This is one of the features of social organisation.

Features of the category

As described in the chapter 6 category types are used to indicate which party is expectable to do which activities in an interaction, and how parties are tie-able to categories. Category types are also used to coordinate the prospective organisation of interaction types. Different features tied to the category are usable to coordinate which students are expectable at which of the interactions.

Different features of the category “student” are usable to tie different segments of the population to different interactions. This is achieved by using the account of the feature and tying that to the interaction in a setting at a particular time. The prevalent feature of the category student which is used to coordinate and allocate parties to interactions for Welcome Week is the feature: incumbency of ‘academic school’. All the students are tied to an academic school. There are different academic schools. This is usable to divide the population into different segments. This is usable to tie a segment of the population to a particular interaction. This makes available the possibility to coordinate different interactions to be done in different settings at different times; i.e. the work of how to coordinate the organising is to avoid parties being simultaneously tied to different interactions.

Just as the interaction types are used to indicate the relevance of the category student, they are also used to indicate which category constitutes the Standardised relational pair for each type, i.e. which other category types are relevant for doing the interactions.

One half of the Standardised relational pair is the same, the other half is different on each occasion.

An observable feature of some of the interactions prospectively organised for Welcome Week the activities tied to the interactions are doable by different parties; i.e. a cluster of activities is tied to a category type – as discussed in the Chapter 6. The account of the interaction type is used to indicate which activities are tied to which of the categories.

Some interactions are ongoingly repeatable; i.e. one sequence of activities is done and accountably done as an interaction type; (see as an example, Dausendschön-Gay & Krafft's 2009 study of a butcher's market stall on pp. 82-83 of this thesis). Another example is done using the same interaction type account. A feature of some of the interactions of Welcome Week is that the University is used to make available the incumbents of one of the categories on an ongoing basis; i.e. an incumbent of one category is present at a location across time. This is used to make available the possibility for other parties to do the interaction type with that party as a unique occurrence. It is also used to make available the possibility for doing sequential occurrences with each of the stable party at each location.

This feature is used to make available the possibility of doing the interactions tied to the accounts: Registration procedure; Registering for modules, Serendipity. It is inferable from these accounts that one half of the standardised relational pair is made available by the University, or the Students Union; the other half is filled by the students. This is used to make available the possibility that the other half of the pair can be used to make available the sequential doing of the interaction for repeatable occasions. The incumbents of the other category; i.e. the students, take it in turns to negotiate the interaction with the member of staff ongoingly present at each station. The setting and the interaction type accounts are usable to indicate which activities are doable by the 'transient' parties. The configuration of the setting is used to indicate where the activities tied to the interaction are relevantly doable.

VC Meetings

Having described above how the features of the category student are used to coordinate which segments of the general population is expectable at the different interaction types; this and the following sections explicate the method of how the different features of the interactions are used to tie the prospective examples to particular settings and time slots.

Welcome Week is used to indicate the relevance of doing the interaction type accountable as "Formal greeting". How the meetings were done on previous occasions is usable as a resource to indicate how to prospectively organise its doing for this next occasion. The VC meeting is an example of how the same type of interaction is

repeatable. Although each sequence of activities is done as a unique example, the interaction type account is usable to coordinate the doing again of other unique versions of that sequence. The VC formal greeting is an example of how one account can be used to coordinate the doing of different examples; using the standardised relational pair Vice Chancellor and students. This is an example where one incumbent, the Vice Chancellor, is relevant to each example, whereas the population of the other half of the pair can be different, a segment of the population of students.

For Sacks, categories and membership categorisation devices are members' methods for "partitioning the population" tied to an interaction (Stokoe, 2009: 78). At Bangor University the work of doing giving the formal greeting to the new students during Welcome Week has been tied to the incumbent of the category: Vice Chancellor. This category has been tied to this interaction as one half of the standardised relational pair relevant to doing this interaction type. The activities tied to the category is doing 'greeting' by giving a "welcome speech". The other activities tied to this interaction is 'being welcomed'; i.e. doing listening to the speech, and showing appreciation at the end. This is tied to the incumbents of the category first year undergraduate student. All the students are expected to attend this interaction type.

"The 'official' Welcome Week experience starts on Monday however, when all new students attend the **Welcome meetings held in the Prichard Jones Hall (PJ Hall) within the Main Arts Building** on College Road. Please see the programme of central activities on page 12 to see when students from your academic School are expected to attend" (Diary: 3, Appendix 1: 243).

The size of the population of students and the limited size of the available settings indicates the relevance of organising different examples of doing the formal greeting. Three different examples of the formal greeting by the Vice Chancellor have been prospectively organised to be doable on Monday, 21st September, 2009; one at 9.30; one at 10.30 and one at 11.30.

The work of coordinating which students are expectable at which of the interactions using different time slots. How the interaction is doable on these three different occasions is based on the different population of the other category tied to this type of interaction. A segment of the new first year student population has been tied to each meeting. It is the division of the student population into three segments which is used to

coordinate doing the three versions of the interaction type. This is achieved using the how the students are tied to academic schools, which in turn are tied to “Colleges”. The ‘College’ accounts are used to coordinate which students are expectable at which of the meetings. This is how the other half of the standardised relational pair for this interaction type is prospectively fill-able. It is an example of how one of the parties to the interaction is ‘the same’, but the incumbent(s) of the other category/categories can be different. On this occasion it is the division of the other category population into segments which is used as the resource for coordinating the prospective doing of the different occasions.

The sequential order of the interactions is based on how one interaction is done by one population, they move out of the setting to be replaced by another cohort to do the realising of that example. When that interaction has been contingently realised, they in turn leave the setting which makes it vacant for the next cohort to replace them and for the interaction to begin again, for another first time. On each occasion, the VC does his speech again, and each cohort of students does the listening. On this occasion, it is the allocating of a different set of incumbents to one of the categories relevant to doing the sequence of activities which is used to make available the possibility of different interactions using the same interaction type account. Each population does the interaction. Each occasion of unique details is then accountable as a “Formal Greeting”, and each is thus another example of that type of interaction. This is how interaction types are doable again. An interaction type account is usable again to do another set of unique details for another first time.

School meetings: Same account – Multiple occasions

Another method for organising interaction is to use one account to coordinate the organising of multiple occasions of that interaction type. An illustration of how this is achievable is how the organisation have prospectively organised the various possible interactions described as “Your first meeting with your academic school”. On page 15 of the Diary (Appendix 1: 249) there is the heading: “Your first meeting with your academic school”. This is recognisable as an interaction type account, and is an example of how a ‘single’ description can be used to coordinate doing different sequences of activities by different production cohorts in different settings at different times.

This interaction ‘type’ is being used to do the work of introducing a new intake of members to some of the features of their school, introduce them to the staff of that school, and to describe some of the expectable interactions tied to the category student.. Each school organises a different set of details which constitutes the introduction to each school. Each school does the work of organising its own rendering of the interaction type. Each school makes available a relevant setting where the interaction can be done. Each school provides the staff to do the work of ‘doing introducing the school to new members’. Each school uses how the school is organised to indicate which details will be relevantly organisable for doing their unique example. Members of each school do the work of organising what ‘their’ interaction will consist in, who will be accountably present, and how they will do the work of introducing the students to ‘their’ school. Tying the account of the school name to the account of the interaction type is being used to indicate that different interactions have been prospectively organised. This is how each of the examples is doable as a different sequence of activities.

Each interaction is tied to a particular time slot. This is used to coordinate when the relevant parties will be expectable on site. Each of the interactions implicates a different section of the student population. The population of students is partition-able using incumbency of academic school. Each student is tied to the school which delivers the subject they have elected to study at Bangor. This is how the ‘same’ interaction type description is usable to indicate the different versions. This is how the textual object on page 15 of the Diary (Appendix 1: 249) was assemble-able. This is how the general account is usable.

The Registration procedure.

The “Registration procedure” can be used to illustrate various features regarding the methods members use to prospectively organise sequences of interactions. The “Registration procedure” is example of how to coordinate the possibility of doing interactions as ‘sequential encounters’. This is a common mode of organising repeatable interactions and uses the feature where one half of the pair can be the same party over time and across encounters, but where the incumbents of other half of the pair of the

categories tied to the interaction is different on each occasion.

The “Registration procedure” is an illustration of a ‘process’. The account “procedure” in the heading is being used to indicate that there is a sequence of *interaction types*; i.e. how interactions can be tied together to be done as a sequence. The accounts of the interaction types are tie-able to the process description. The sequential order of the descriptions indicates the sequential order of the interactions. The account “Registration procedure” is usable to indicate the relevant interaction types it usually consists in, in that organisation; i.e. on this occasion, Bangor University.

It is also an example of how members coordinate how the sequence can be doable again on an ongoing basis; i.e. it makes available that each of the students can do the process in a sequential order. The process is being used to make available the possibility that each student can do the work of filling in a registration form, and to confirm payments of various monies implicated by incumbency of the category, and residential circumstances.

The different interaction types tied to this procedure are doable in a recognisable sequence; each one indicating and implicating the next interaction. Embarking on the initial interaction implicates the doing of the next. These have been organised so that they are doable in sequential order. Each of the interactions is used to achieve an outcome which is relevant to doing the next interaction in the sequence; e.g. the work of collecting, filling in and handing in the “registration form”.

Each of the interactions tied to this procedure has been organised so each sequence is doable by each of the students. The accounts of the interactions indicate sequences of activities. The activities in the interactions are doable again. The interactions are doable again. The process is doable again. It is an example of how to coordinate the ongoing repeatability of activities, of interactions. It is also an example of how a large population of category incumbents can be coordinated to do a sequence of interactions. It is also an example of how processes can be made available to be done over extended time periods; in this case, for two days.

The sequential organisation of the accounts of the types of interaction in the text reflects

the doing of the sequence of activities. The textual object is also used to indicate the order in which the students are expectable to do the procedure. It is an example where the sequences are ongoingly repeatable, as unique occurrences.

Registration is the procedure used by Bangor University to formally tie parties to incumbency of the category “undergraduate student”. All parties who have confirmed acceptance of a place to study for a degree at Bangor University are relevantly tied to doing registering as a student. The account “Registration procedure” is being used to coordinate the doing of this process as a sequence of interactions. This is indicated by the account in the Diary:

“All new full-time undergraduate students must formally register centrally with the Academic Registry of the University on: either **Wednesday, 23 or Thursday, 24 September 2009 depending on your College**” (Diary: 19, Appendix 1: 251).

The work of doing registering by the students has been organised to be a repeatable occurrence. It has been prospectively organised to make available the possibility for the students to coordinate taking it in turns to do the activities tied to each of the interactions relevant to doing registering. It has been organised so each of the students can coordinate doing the sequence of interactions. This is achieved using an ‘arrival schedule’; i.e. using features of the category as a resource to schedule which students are expectable to arrive at the setting and when.

The ‘process’ has been prospectively been allocated to be doable over two days. Incumbency of academic school is being used as an initial filter for allocating which students are expectable on which days. Each academic school has been tied to one of those days. (See list on page 19 of the Diary. Appendix 1: 251)

A further filter of initial letter of surname is used to tie those students to a particular time slot. This has been prospectively organised as follows.

| First letter of Surname | Registration time |
|--------------------------------|--------------------------|
| A - C: | 9.15am - 10.15am |
| D - G | 10.15am - 11.15am |
| H - K: | 11.15am - 12.15pm |
| Closed: | 12.15pm - 1.00pm |
| L - O: | 1.00pm - 2.00pm |
| P - S: | 2.00pm - 3.00pm |
| T - Z: | 3.00pm - 4.30pm |

(Diary: 19, Appendix 1: 251).

This is being used to synchronise ‘arrival at Main Arts’ by the relevant students at the relevant time.

Registration consists in doing filling in a registration form. This is made prospectively available by tying doing the issuing of registration forms to the setting “Main Arts Lecture Theatre”. This indicates the relevance for members of the university to configure this setting to make available the possibility of ‘doing collecting registration forms’ on and for those two days.

The next step in the procedure is described in the text as:

“Students then proceed to the Prichard-Jones Hall where arrangements for the payment of tuition and Halls of Residence fees will be confirmed” (Diary: 19, Appendix 1: 251).

PJ Hall is also located in the Main Arts Building. This setting will also be configured to make available the possibility of negotiating, indicating payment methods by each of the students in a sequential and parallel order.

This interaction also uses the standardised relational pair; staff, student (Coulter, 1989: 39). One half of the pair is made available using staff from the Academic Registry. The other half of the pair consists in incumbents of the category first year undergraduate student.

“Before leaving Registration, students must hand in their completed ‘Registration Form’ to the appointed member of the Academic Registrar’s staff, but will be given a photocopy. This should be retained as evidence of registration” (Diary: 19, Appendix 1: 251).

The Registration procedure uses various methods to coordinate doing the sequence of interactions in orderly and organised ways. There is the work of doing the sequential organisation of the interactions, and there is the work of coordinating when the students do arriving at the setting to begin doing the process.

The “Registration procedure” is an example of an interaction type where particular segments of the student population have been tied to particular time slots for interactions, and are expectable on site during those times. There is also an alternate method, and this is where interactions are open endedly available to be done by incumbents of one of the categories tied to the interaction type, and incumbents of that category can attend the interaction as and when they choose. An example of this is how Serendipity has been prospectively organised. The interaction is ongoingly available for the specified time, and the students can attend at their own convenience

Serendipity

This interaction type is organised by students for students. It is organised by the Students’ Union. It is an example of how to coordinate multiple interaction sites in one setting.

“**Serendipity**; the freshers’ fair and biggest event in Freshers’ Week is a lively affair. It’ll be packed to the brim with stalls introducing our own clubs, societies, volunteering and other campaign groups and companies. You’ll be able to sign up to and join groups, acquire stacks of freebies, and find out more about what Bangor has to offer!” (Handbook: 4, Appendix 2: 261).

“Serendipity” is an example of how alternate accounts are usable to describe the same type of interaction. From this account it can be seen that the account “Serendipity” is described using the account “Freshers’ Fair”. The account “Freshers’ Fair” is usable by university students to indicate the process used to recruit new members to the clubs and societies of their university.

Serendipity is an example of how a category incumbencies are made available to be

claimed; i.e. the clubs and societies are looking for new members. Serendipity is used to do the recruiting for this next first time. There is the work of how 'doing recruiting new members' is doable as a practical accomplishment. How it was done on previous occasions is usable to indicate how it can be prospectively achieved for this next occasion. The account "Freshers' Fair" is usable to indicate how it was done in the previous Welcome Week of 2008. This account is usable by members to orient to the details of how it was done as a practical accomplishment in 2008. This is usable to indicate which features are prospectively relevant for this next occasion of the doing, in 2009. This Freshers' Fair is accountable as "Serendipity".

There are various clubs and societies at Bangor University which the students use to organise doing various social and recreational activities. Each example which was constituted as a practical example in 2008 is used as the resource for how to assemble the lists of Clubs and Societies on pages 11 (the Clubs) and 13 (the Societies) of the Students' Union Handbook. Each of the accounts in the lists is being used to indicate a constituted organisation. Each of these is entitled to claim a space in the setting. There is the work of configuring the setting to make available this possibility.

This is an example of 'making available the possibility' for doing the activities tied to an interaction, where there is no formal 'obligation' for incumbents of the category student to attend the interaction. However, there is the obligation that each of the stall is staffed by an incumbent of the relevant club, society each stall is being used to indicate. This is a feature of service encounters, where the parties providing the service are obliged to be on site at the times displayed as being organisationally available.

Doing socialising

The Students' Union also does the work of prospectively organising various informal interaction types which are usable by the students for doing "getting to know each other".

"The **Students' Union (SU)** is a key part of Welcome Week, with a host of activities organised from the very first weekend which are all aimed at helping you to settle in and make friends" (Diary: 4, Appendix 1: 244).

The Students' Union organises a "Crazy Sports Afternoon" on arrival weekend between 12:00 and 5:00pm in the Friddoedd Tennis Courts, where a variety of games have been prospectively organised to make available the possibility for the new students to do 'joining in'. Different events have been organised for each night of Welcome Week in the SU Basement Bar. This is an example of how 'organisations' use interactions such as games, quizzes, social events to do the work of making available the new members 'do socialising' with current members and with each other, as a resource for doing 'getting to know other people' in the organisation. For students this also has relevance as a resource for how to do making new friends.

This is relevant in that the SU organising these interactions makes available the possibility where doing 'talking to strangers' is relevantly doable. Parties do not just start talking to each other parties who just happen to be co-present in a location. Each of the parties does the work of recognising the other parties are relevantly talk-able to, and each of those parties does the work of agreeing to coordinating opening doing a sequence of talk. As Sacks noticed (Sacks, 1995, volume 1: 201) that in order to talk to a 'stranger' involves making him a member of a category that is talk-able to.

"People who are strangers to each other talk to each other all the time. Not, however, as 'strangers. ' That is to say, 'cab drivers and fares' talk to each other; people talk to cops, to salesladies, to all sorts of people, and they don't encounter that they're 'talking to a stranger' as a problem they have to overcome, nor one that the respondent treats them as dealing with. So, the characterisation of 'stranger-stranger' interaction in a city is equivocal and turns on, for its relevance, that the parties who are now interacting in a time of disaster are specifically interacting as 'strangers' and not as 'cabbie and fare, ' ' saleslady and client, ' etc.'" (Sacks, 1995, vol. 2: 194)

There are expectations, constraints on when and how opening interactions is relevantly doable; i.e. there are occasions when opening interactions with other parties in the vicinity are not relevant. It is observable that parties routinely do not talk to other parties with whom they come into co-presence.

The SU interactions are used to indicate that the work of opening an episode of talk in interaction is available to be done if the parties indicate they agree to coordinate doing an opening, and to continue the speech exchange; e.g. the work involved in coordinating doing talking to strangers. For the occasion of Welcome Week, these interactions are

being used to indicate that parties are co-members of the category 'new' first years, and this is usable to indicate that talking to a fellow new student in this still strange place is a relevant interaction.

This is an example of how members can use organisations to make available the possibility of doing talk in interaction; i.e. the organisation is used to make available interaction types where doing talking to strangers is a recognisable and relevant activity.

Summary

This chapter described the methods used to prospectively organise the interactions for Welcome Week. It is an example of how members used the account Welcome Week to recognise the relevance of prospectively organising a collection of interactions. This account was also used to indicate which interaction types were prospectively organisable. The accounts of the interaction types were used to coordinate the prospective organisation of those interactions. It is the accounts of the interaction types tied to this next Welcome Week which are used as the resource to indicate how the texts of the Welcome Pack were assemble-able. The texts of the Welcome Pack were assembled to indicate to the incumbents of the category first year undergraduate student that this collection of interactions has been prospectively organised; and they are an expectable presence at the interaction types which are relevant to them. The following two chapters are an explication of how the students use the texts as a resource to indicate which of those interactions are relevant to them, and how the students use this as a resource to do the preparatory work to arrive in each of the relevant settings at the relevant time. This will show how this makes available the possibility that they will be already oriented to doing a known interaction type. It is how this is achievable which makes possible the negotiation of the details of each interaction as a contingent practical accomplishment; i.e. how members use accounts of interactions to coordinate the doing of sequences of activities.

Chapter 8 – Students recognising the relevance of the Welcome Pack

Introduction

The previous three chapters described how members use organisation types (Chapter 5), category types (Chapter 6) and interaction types (Chapter 7) to make available the possibility for parties to do activities in interactions in settings. They described how Bangor University was used to prospectively organise the interactions tied to Welcome Week for the new students to be introduced to that category. Having organised the interactions, a next relevant step is to do the work of prospectively informing the relevant parties to those interactions that they are an expectable presence. The Welcome Pack is used as one of the resources to indicate to the incumbents of the category ‘first year undergraduate student’ which interactions have been organised for Welcome Week, and which students are expectable at which interaction types. It is how members use organisations as resources for projecting future interactions that social order is ongoingly producible as a practical accomplishment.

This chapter describes how members use accounts of organisation types, category types and interaction types to orient to that some of those interaction types are prospectively relevant to them. It describes how the recipients of the Welcome Pack recognise how it is relevant to them regarding the ongoing process of claiming incumbency of the category first year undergraduate student at Bangor University.

This is to show how members use accounts to orient to the prospective relevance of doing activities in interactions. It is how this is doable which makes available the possibility for members to coordinate doing activities in interactions. This is how social order is achievable as a practical accomplishment. This chapter is a description of the methods of how members somehow already know the setting they are in, and which parties are expectable to do which activities for an occasion. The Chapter addresses the issue of institutional relevance (Arminem, 2000) and how organisations are procedurally relevant (Schegloff, 1992) to making available the possibility for the students to do the interactions tied to this Welcome Week.

Each student has a unique “trajectory of application” in getting to the position of “now that your place at the University is assured” (Diary: 2, Appendix 1: 243). Each step in the ‘process’ is used to indicate and implicate each next step in the sequence. Having confirmed acceptance of place, it is incumbent on those students to do the work of inquiring as to what the next step in the sequence of claiming membership and achieving competence in the category student consists in. For the students the next relevant step it is doing the work of formally claiming membership of the category, and discovering what doing being a student at Bangor University will consist in. This is what Welcome Week has been organised to do. This is how Welcome Week is relevant to the students. There is the work in recognising that they are an expectable presence at those interactions. This is the work involved in recognising how the Welcome Pack is relevant. It involves recognising that the interactions of Welcome Week are usable as a resource to indicate how to do the work of claiming the category, and how doing being a student has been organised at Bangor University. It is by attending the interactions organised for Welcome Week they can be introduced to what doing being a student will consist in. The next chapter describes how they use those accounts as a resource to just which of those interactions are relevant, and to recognise the preparatory work which will be relevant to doing arriving in each of the relevant settings at each of the appropriate times.

Relevance of the Application process

Doing applying to university is part of a sequence of interaction types done for claiming membership of the category “first year undergraduate student”. Each of the parties who receive a Welcome Pack has done the work of doing applying to go to university. The applications process to go to university is a sequence of stages parties do to achieve incumbency of the category student. They apply to a number of different universities. They receive offers from those establishments. They do the work of meeting the requirements set by those offers. They receive the results of that work. The parties then receive a formal offer of a place to study for their chosen degree subject(s). The parties confirm acceptance of one of those offers. This does the work of tying that party to a place to do studying for a degree at that university. The parties who receive a copy of this Welcome Pack have confirmed acceptance of a place at Bangor University. As

described in the text of the Vice Chancellor letter on page 2 of the Diary:

“This booklet outlines general university information with which you need to be familiar **now that your place at the University is assured**, and the procedure to be followed when you register as a student” (Diary: 2, Appendix 1: 243; emphasis added).

The students use the sequential organisation of ‘doing applying’ as a resource to indicate that there is a next step, and to recognise that the Welcome Pack is being used to indicate what the next step in this process consists in. They use the accounts of how they did those previous steps as a resource for how to use the accounts in the Welcome Pack. They recognise that their degree program indicates which academic school they are a member of; and how academic schools are one of the organising features for some of the interactions. The applications process is also relevant in terms of recognising how the various descriptions in the texts are being used on this occasion. It is as practical inquirers as to the next step in the sequence that the Welcome Pack is recognisable as prospectively relevant.

Students using the organisation

How the Welcome Pack is usable by the students is an illustration of how members use accounts of prospective interactions to recognise which of those interactions are relevant to them. It is an example of how members recognise that interactions made available by organisations to be done are possibly relevant. It is an example of how the students use the organisation (Bangor University) to recognise that there are interactions available to be doable, which are prospectively relevant to them; i.e. the interactions tied to Welcome Week. The students recognise that Bangor University is usable to do the work of claiming the category. Claiming the category makes available the possibility for parties to claim entitlement to do the interactions as tied to that category; i.e. doing being a student at Bangor University. The accounts in the Welcome Pack describe which interactions have been tied to the category “student” for Welcome Week. The accounts are usable to indicate which interactions each student is an expectable presence at. The texts of the Welcome Pack are usable by the recipients to indicate which of the interactions are relevant to them as incumbents of the category student.

There is the initial work of recognising the ‘package’ where it is from. This can then be

related to their background knowledge and previous experience to indicate how that sender is relevant; e.g. it is a parcel from company X indicates it is a chair they have ordered on line. If it is a parcel from Bangor University it can be related to their ongoing process of going to university. An initial observation of the cover pages of the texts of the Welcome Pack can be used to confirm where it is from; who the sender is. These indicate they are from an organisation accountable as “Bangor University”. The description “Bangor University” is usable to indicate the texts are related to the ongoing process of their application to do studying for a degree at that institution.

The organisational concept “Bangor University” is usable by the readers of the texts to indicate how the descriptions are being used on and for this occasion. The students recognise the accounts of Bangor University on the cover pages to do the work of recognising how their application to do studying for a degree at Bangor University is relevant to the receipt of just this Welcome Pack, just now. The texts are being used to indicate the next stage in the process of achieving incumbency of the category first year undergraduate student. This is the organisation where this student has been confirmed they have a place. This is how the organisation is relevant to the students. It is how these descriptions are used in relation to describing features tied to “Bangor University” which is how the descriptions are being used. The students use their background knowledge of how to use descriptions as indexical expressions to fill in how the descriptions are being used on and for this occasion.

It is by and through doing the interactions described in the texts they will achieve membership and receive an initial introduction to the category. This is how Bangor University is recognisable as being relevant to the students. The students are using the account of the university to indicate how to use the accounts; i.e. the descriptions are of how the interactions and categories are done and used as part of the organisation (Bangor University), and in this ‘context’ that the descriptions are to be read.

Relevance of the Welcome Pack

The University sends a Welcome Pack to each of those students who have confirmed acceptance of a place to do 'studying for an undergraduate degree'. This is used by the University to indicate who to send Welcome Packs to. The recipients can use the

description Bangor University Welcome Pack to recognise it in relation to their having confirmed a place at Bangor. As such, the Welcome Pack is an “oriented object” (Garfinkel, 2002: 179-80). Social objects are not just there; they must be mutually recognisable. They must be rendered in a mutually intelligible form in order to exist as social objects (Rawls, 2008: 713). The descriptions in the Welcome Pack are being used to indicate to the new cohort of students that a collection of interactions has been prospectively organised for Welcome Week. The texts are being used to align the interests of the students to the relevance of those interactions (Schegloff & Sacks 1973). The work of the texts is for the readers to recognise that the texts are relevant to them as “students”.

McHoul points out that: “what is selected for and what is excluded from any account is no random matter (McHoul, 1982: 49). Members use the “pertinence” (the non-triviality) of the features of what is being described as the resource to indicate what is relevant to include or exclude in each particular account. He described the process whereby members routinely attend to the question of selection and exclusion of relevant descriptions as “pertinentisation” (McHoul, 1982: 50-6). The ordering of what is being described furnishes a 'methodicalness' for the inclusion and exclusion criteria - pre-pertinentisation ((McHoul, 1982: 55). This methodicalness of inclusion/exclusion is used by readers of the text to achieve a competent reading of what the text is about - post-pertinentisation. For example, McHoul describes how a doctor may relate the symptoms of a patient to a colleague in fine and technical details; but use a more general, yet still relevant, description to the patient's next of kin. In relation to this analysis of how the students read the texts of the Welcome Pack, they use the methodical construction of the texts of as a resource for how they are to be methodically read; i.e. how the description in the text both reflect and indicate which interactions have been prospectively organised to be done in which settings and at what times. The students use how the texts are organised to indicate how the interactions have been prospectively organised. As McHoul goes on the point out:

“While nothing has been said here of the local production of a text, the discovery of how and that texts' hearers, in producing a reading, are attendant to assumed/imputed aspects of the methodological work of producing them (texts) is a fundamental finding” (McHoul, 1982: 137).

For the students, Welcome Week is part of the process of what learning doing being a

student will consist in. For them, it is part of the process of achieving competence in the category. For them, this is how it is a relevant next step in the sequence of achieving membership and achieving competence in this category (Forrester & Reason, 2006). This is how Welcome Week is recognisable as relevant. It is an observable next step in the sequence. It is done after the students have been guaranteed a place, it comes before the beginning of the academic year proper. Welcome Week is an example of how members use the *prospective organisation* of interaction to indicate where and when interactions are relevantly realisable. The university uses the account “Welcome Week” to coordinate the prospective organisation of “Welcome Week activities”. The students use the accounts in the “Welcome Pack” to orient to prospectively relevant activities in interactions.

The texts are recipient designed (Sacks & Schegloff, 1979) to be read and be intelligible to prospective incumbents of the category “student”. Sacks describes how members design a story for the particular listeners on each occasion of the telling (Sacks et al. 1974, 272). The story is designed in such a way that the hearers can use the descriptions to fill in the events being described (Anderson & Sharrock, 1984: 104). Originally developed as an operating principle for the social organisation of conversation, this concept also helps us understand how such orientations to recipients are embodied by documents and how the users of them enact such design (Kameo & Whalen, 2015: 12). On this occasion, the texts of the Welcome Pack are designed so the students can recognise that the texts are relevant to them. For example, the Vice Chancellor letter on page 2 of the Diary begins:

“In a few weeks’ time, you will be enrolling as a student at Bangor University, and as the Vice-Chancellor I would like you to know that a very warm welcome awaits you here in the University” (Diary: 2, Appendix 1: 243).

It uses the pronominal “you” (Watson, 1987) to indicate the reader, and it is they who will be doing the enrolling. This does the work of indicating the relations between the reader and the category student and Bangor University. The section headed “What happens during Welcome Week” begins:

“Welcome Week is the start of your new life as a Bangor student, and serves as an introduction to University life. It’s the ideal opportunity to make new friends and meet academic staff as well as a chance to choose your modules, find your

way around the campus and basically settle in before starting your studies” (Diary: 2, Appendix 1: 243).

This indicates the relations between the category student, the university and that a collection of interactions has been prospectively organised to do the work of introducing the readers to what doing being a student will consist in at Bangor University. This does the work of confirming that indeed the texts are in relation to their claiming incumbency of that category at that university. The readers use the grammar of the descriptions to indicate that there is a relation between the descriptions. They use their previous knowledge of how these descriptions were used on previous occasions as a resource to orient to what they are being used to indicate on this occasion.

There are descriptions of various *types of interactions-in-settings*. The interactions of Welcome Week are situated (Goodwin & Goodwin, 2004: 223), in that they are doable ‘face to face’ in the settings described in the texts (Heath, 2004). This implicates the relevance for incumbents of the categories tied to the interactions to be present in the settings at the appropriate times. It is this which make available the possibility for those parties to coordinate doing the sequences of activities tied to the interactions as practical accomplishments. The students are aware of this tie, and this is how they orient to the relevance of the Welcome Pack. For them it is indicating the next step in the sequence is how to claim incumbency of the category, and how they are to be introduced to what doing being a student will consist in. Therefore it is relevant that the students will be able to use the texts to do the work of arriving in the relevant settings at the relevant times. The documents indicate to the recipients that they are now incumbents of the category student at the organisation (Bangor University); and as such they are expectable to be co-present in relevant settings to do the work of coordinating doing the activities tied to the category by the interaction tied to the setting.

It is observable that these interaction type accounts have been tied to prospective times. This can be used to recognise that the interaction types will be available to be done during those times. The collection of interactions has been tied to the period 17th to 26th September, 2009. Each of the interaction type accounts is tied to a time slot during that week. This can be used to recognise when the interaction types will be prospectively doable. It is also observable to the reader that the activities described in the texts have also been tied to the category “student”.

“From the moment that new students arrive in Bangor at the start of Welcome Week there are a host of activities arranged on your behalf – varying from activities within your academic School to events organised by the Students’ Union. You’ll get an official welcome to the University by the Vice Chancellor, register as a student and automatically become a member of the Students’ Union, get a chance to join various clubs and societies as well as meet your lecturers” (Diary: 3-4, Appendix 1: 243-4).

The texts are doing the work of informing the student of the prospective interactions, and how they are therefore now implicatively tied to those activities described therein. The texts describe the procedures through which they can achieve formal membership of the category. They describe the procedures through which they will be introduced to the category. The texts are being used to make available the possibility for parties to coordinate the doing of a collection of interactions. The texts are being used as a *medium of coordination*.

The Welcome Pack has been used as a mediating device to indicate and coordinate arrival at settings to do known in common types of interaction by the parties present. The tying of the interaction type account to setting type account and prospective time is used to indicate to the relevant parties where and when they are an expectable presence. The students are then expectable to use these accounts to do the work of doing the preparatory work for negotiating doing location finding for each of the interactions. It is only on arrival at a setting at a time the work of coordinating doing the interaction type with the other parties present begins. The recipients use their background knowledge of how to use the grammar of texts to orient to how these texts are relevantly usable for this occasion.

Using background knowledge

Garfinkel described how parties to an interaction *somehow already know* what they are there to do. It is these unknown ways they use to coordinate doing the details of the activities on and for that occasion (Garfinkel, 1967a). How the students use the Welcome Pack is an example of how members use accounts of prospective interactions to recognise the relevance of doing the activities indicated by those interaction type accounts. The reader herself fills out the text by reading in background knowledge to

accomplish its meaningful character (Smith. 1979).

“Formal organisational designs are schemes of interpretation that competent and entitled users can invoke in yet unknown ways whenever it suits their purposes. The varieties of ways in which the scheme can be invoked for information, direction, justification, and so on, without incurring the risk of sanction, constitute the scheme's methodical use” (Bittner, 1974: 76-77).

Accounts are usable as a resource for “interpretation that competent users can invoke in yet unknown ways” (Bittner, 1974: 77) to negotiate doing interactions in new situations. Accounts are usable as a known in common scheme for methodically indicating prospectively relevant interactions" (Gephart, 1978: 6). The students orient to what Garfinkel (1967a: 53) referred to as: “motivated compliance with these background expectancies”; where they use the accounts to recognise that the interactions are organisationally relevant to claiming incumbency of the category. They therefore use the accounts as instructed actions (Dingwall & Strong, 1985: 214).

Member competence

An observable feature of social organisation is how it is used to coordinate how “new” members of a category type achieve competence in doing the interaction types tied to that category in that organisation. There is then the work of how these competencies are achieved by those new members. It is how parties use their competence *as members* to do the work of achieving category competence; i.e. the work in discovering which interactions are tied to “their relevant category” in an organisation, and how those interactions are accountable in that organisation. How the students use the Welcome Pack is an example of how they use their member competence as a means to achieve category competence. Members use how activities are bound to categories (Housley, 2000) to recognise the relevance of the texts. The recipients use their member competence in reading the texts to recognise that the interactions described in the Welcome Pack are tied to the category student. The recipients of the texts are in process of doing claiming incumbency of that category. They use the grammar of the texts to recognise that the interactions are relevant in doing the work of achieving competence in doing being a student at Bangor University.

It is as “masters of natural language” that the students use the texts (Forrester & Reason,

2006). For the purposes of this discussion “mastery of natural language” (Coulter, 1973) is being used to indicate how members use the reflexive relation between how types of interaction are done and hence doable; and, how types of interaction, category, setting, activity are accountable. The Students are using their mastery of natural language and therefore their competence as members, as a resource for how to make sense of how these texts are being used on and for this occasion. It is a case of how the students use their background knowledge of how the grammar of natural language is used to coordinate the relations between indexical expressions. And, how this relations indicate how the indexical expressions are being used, and how this is usable to indicate what the indexical expressions are being used to indicate (Koschmann et al, 2007: 140).

“Knowing what people are doing (including oneself) is knowing how to identify what they are doing in the categories of a natural language, which requires knowing how to use those categories in discursive contexts, which includes knowing when to utter them” (Berard, 2005: 16-7).

It is as masters of natural language that the students recognise how the grammar of the texts is being used to indicate which interactions have been tied to which settings at which times. The organisation of the descriptions is used to indicate the relations between the social objects being described; and how they are being used on this occasion. This is used by the readers to indicate how to do the work of filling in how each of the descriptions are being used on and for this occasion. “Grammars reveal the manifold connections between words and other words, phrases and expressions as these are used by ‘masters of natural language’, and the manifold connections between kinds of expression and the sorts of circumstances within which and about which they may be used” (Coulter 1989: 49-50). The descriptions in the Welcome Pack can be seen as indicating there is a next step in the sequence of achieving competence in the category. Therefore, the students are using their competence in using their existing background knowledge in how the descriptions in the texts are usable, to do the work of how to fill in how to use them for this occasion. The texts are indicating where and when the interactions have been provisionally organised to be doable. It is this feature of the descriptions which is relevant for the students.

Interaction types have been tied to the category student for doing the inducting and introducing of new members to doing a first year undergraduate degree at Bangor University. The interaction type accounts have been tied to prospective times, and to

accountable locations. The interaction type account tied to that setting at that time is what the parties use to indicate which activities are relevantly realisable by which party on and for that occasion of the doing. It is this preparatory work which is used to indicate which competencies are relevantly usable to negotiate doing the activities on and for each occasion. The times and settings tied to the interaction accounts are usable to indicate how the parties coordinate arriving at a setting already oriented to doing an interaction type. Competence in doing this is expected and assumed:

“for any activity, a certain standard of performance is already embedded and implicit and is situatedly, practically and accountably displayed in the perception of successful or correct performance, indeed in the very notion of what counts as a genuine performance” (Jayyusi, 1984: 42).

Each party to an interaction claims one of the categories bound to that interaction type. On arriving in a setting, it is mutually expected and assumed that each co-present know which category they are going to claim. This is usable to indicate which activities are prospectively doable in that type of interaction. This is then usable as a resource to coordinate with each of the other parties co-present a sequence of activities on and for that occasion. Each of the parties present uses a category type which constitutes that type of interaction to orient to and indicate which activities they are there to do, on and for that occasion. The production of activities recognisably bound to categories is used by each of the parties to an occasion to indicate which category they are claiming for coordinating doing that sequence of activities on and for that occasion. This is used to indicate which cluster of activities in that interaction type is doable by that party.

Another feature of member competence is being able to use incumbents of other categories to indicate relevant next activities. This is especially relevant in ‘new’ situations. It is an example of how parties to an interaction have asymmetrical knowledge (Goode 1990) of the “details of procedure” (Watson, 1986: 92), and how parties doing the literal first time through can use the experience of incumbents of the other category to show, tell, indicate next relevant activities. For the students, they are using their competencies as ‘practical inquirers’ to do work of discovering how to negotiate doing the activities tied to the interactions, and discovering what the activities consist in.

Students using the category

As described in the chapter 6, one of the features of category competence is how incumbents are expectable to already know which interaction types are tied to that category, and how those interactions are negotiable in that organisation. The students are in the process of achieving category competence. On this occasion of use, the description “student” is recognisable as being bound to the institution type “university”. It is one of the categories tied to the Bangor University category device. It is this tie which is being used on this occasion. The texts are being used to establish a tie between the reader and the category “student”. The aim is to get the student to use the documents as an incumbent of the category “student” (Hester & Eglin 1997) and to self-categorise as a student (Llewellyn, 2014). Interactional categories are “achieved identities” through the production of recognisable category bound activities (Hester & Eglin 1997: 36). There are methods for doing claiming category incumbency. How incumbency of this category is claimable is organised by members of the University. The students use this prospective organisation as a resource to indicate how incumbency is achievable.

Using the Welcome Pack is an example of how members can project the relevance of future interactions. This is an illustration of how members use interaction types bound to a category type to recognise that such interactions are available to be done, and that the interactions are relevant to be done by them. According to Watson, the search and selection of a relevant category and category device is a methodical procedure done by all of the participants to an interaction (Watson, 1997: 65). It is the recognition of the relevance of the category “first year undergraduate student at Bangor University” which is usable by each of the recipients to recognise that the Welcome Pack is relevant to them. It is the next step in the sequence of claiming the category. The parties use the general category to indicate the relevance of the Welcome Pack. That is, all of the interactions are relevant to the category, but not all of the population is expectable at every interaction. The organisation of the descriptions in the texts indicate which segments of the population are expectable at which interactions. The students are expectable to use this organisation to recognise which of the interactions are relevant to them.

There are various ways used in the texts to implicate, tie the reader to the category

“student”. The texts use pronominal terms such as “your” and “we” tied to the description “student” to indicate to the reader that it is they who are being addressed and included as being part of the activities being described. The reader is expected to recognise that “you” is being used to implicate “you, the reader” and that “we” is being used to implicate the reader as part of that group being described. The readers are expected use the category “student” to attach themselves to “you” and “we”.

For example, how the introductions in the texts use the category in the form of an address: e.g. in the letter from the Vice Chancellor on page two of the diary (Appendix 1: 243) the address is; “Dear Student”. On this occasion, the reader is being addressed using a category type description rather than some form of personal identification. The general descriptions of the Welcome Week activities on pages 2-3 diary (Appendix 1: 243) uses the account “Welcome Week is the start of **your** new life as a Bangor student, and serves as an introduction to University life” (emphasis added). This is being used to indicate the relation between the University, the category student and Welcome Week. This is usable by the reader to make those connections and hence recognise how the texts are being used to indicate what Welcome Week is being used to do. The Handbook also uses a ‘letter’ form as a means to open the document. “Greetings everyone, first and foremost we’d like to say a very warm welcome to all of our new students and look forward to meeting as many of you as possible (or even all of you if possible)” (Handbook: 3, Appendix 2: 260). This uses “everyone” as an inclusive category, and indicates to the reader they are part of the category “student”, and that they are being warmly welcomed as new members.

This is an example of how members use categories to orient to prospectively relevant interactions. Categories are used as a resource for indicating 'implicative relevance' of activities-in-interaction. It is the category ‘student’ which is being used to coordinate the realisation of the activities of Welcome Week. This is used as a resource to indicate what preparatory work is relevantly doable to make available the doing of an opening of a sequence by relevant parties to each of the interactions. For example, the work the students need to do to arrive at each setting at the relevant time; and how this is used to coordinate doing opening interactions.

Expectable presence

The interactions of Welcome Week have been prospectively organised to induct and introduce the new cohort to the category first year undergraduate student. These interactions have been tied to that category. As such, the interactions are tied to incumbents of that category. This is used to indicate that such incumbents are an expectable presence at the interactions which are relevant to them. Incumbency of a category ties parties to the interactions, and activities in those interactions tied to that category in that organisation; e.g. how the activities tied to this collection of interactions are tied to the first year undergraduates tied to Bangor University. Parties claiming incumbency of a category are tied to how that category is organised in that organisation. Category types are used to indicate and implicate both obligations and entitlements. Incumbents are expectable to do the activities, they are also entitled to do those activities – as and when organisationally appropriate; i.e. as and when mutually coordinated, organised; i.e. when an interaction type is tied to a setting to a time.

“Persons can be accountable to external institutions, such as government agencies or scientific disciplines, at the same time that they are accountable to the expectations of their colleagues with regard to normal workplace procedures” (Rawls, 2003: 38-39).

The parties are recognisably and invokably tied to the category by and through confirming acceptance of the offer of a place to study for a degree at Bangor University. It is through doing ‘confirming acceptance of a place’ that this implicates and makes relevant the next step in the sequence; i.e. claiming membership of and being introduced to that category. Confirming acceptance also invokes an expectation from the other categories of the device tied to Bangor University that the incumbents of that category will seek to do the activities bound to that category. It is also usable by the students to invoke entitlement to do the activities bound to the category. The claiming incumbency of a category is used to provide both entitlements and obligations; i.e. the students are both entitled to do the activities tied to the category, they are also obliged to do those activities. The tying of activities to categories and the tying of parties to incumbency of categories is how populations coordinate, indicate the obligations and entitlements a party has to doing those activities. This implicates the work of recognising which interactions are relevant and where and when such activities are relevantly realisable. This is a coordinated achievement. The students use the category to orient to how they

are now “institutionally accountable”. This implicates being able to recognise and hence realise “expectable actions” tied to the category by the University. Membership categories are used to indicate expectable presence by incumbents of the categories tied to the interaction types. According to Watson:

“Category-bound entitlements, obligations, knowledge, etc., can... give us a picture or profile of a given state of events. If an incumbent of a given category does not claim particular entitlements, does not enact category-bound obligations, or does not display category-bound knowledge, then these matters may be claimed as noticeably absent and as specifically accountable” (Watson, 1978: 106–107).

The students are obligated to do some of the interactions. They are obliged to do them as and when already prospectively organised. Examples include: registration, registering for modules, claiming their room in Halls. The doing registering is literally an accountable interaction. Each student is accountable to do the work of formally registering in person. If the students do not register then they have not formally claimed entitlement to the category or to study for modules. For other interactions, such as the formal greeting and first meetings with academic schools, the students are an expectable presence, but are not individually accountable. As such, an individual student would not be noticeably absent, it would only be noticeable if a substantial number of students did not do the work of attending.

The students use the accounts in the Welcome Pack as a resource to indicate that a collection of interactions has been prospectively organised for them, and at which they are an expectable presence. This is used to indicate the preparatory work required for doing arriving at each of the relevant setting at each of the times specified in the texts. How the students use the Welcome Pack is an example of how members use accounts of prospective activities in interactions in settings to recognise the prospective relevance of doing those activities in interactions in settings. It is through doing the work of arriving in relevant settings at relevant times which makes available the possibility of doing, as a practical accomplishment, a sequence of activities indicated by the interaction type account. The students use the interaction type account tied to that setting at that time to indicate which activities are expectable for that occasion. This is how members *somehow* already know how to coordinate doing sequences of activities. It is by and through achieving co-presence in a setting that the parties can coordinate doing the

activities tied to that interaction type.

The texts of the Welcome Pack describe what has been organised, where and when. Therefore, the texts are *usable* as instructed actions which can be used to indicate what work is to be done to arrive at each of the settings at the relevant times. They are usable as instructions as to how to arrive in each of the relevant settings at the relevant times, oriented towards negotiating doing the interaction type tied to those settings at those times.

The relevance of achieving co-presence

An observable feature of the accounts of these interactions is that they implicate the parties to be co-present in settings to make available the possibility of negotiating and coordinating doing actual sequences of activities. Achieving co-presence makes available the possibility of coordinating doing activities in interactions. This is how coordinating co-presence is relevant. Coordinating co-presence is an accountable social practice. It is used to indicate and implicate incumbents of categories to be present at settings to do the work of realising activities bound to the category at mutually coordinated times. It is how achieving co-presence is coordinate-able which makes available how doing the details of the actual activities are negotiably doable. This is what the texts of the Welcome Pack are being used to coordinate.

A feature of prospective interactions is how accounts of those interactions and where and when they have been organised to be done is usable by the potential participants to indicate the preparatory work relevant to co-presence in the relevant settings at the relevant times. This is coordinated and achieved by and through the relevant parties using the accounts of what, where and when as a knowable in common resource for mutually orienting to which interaction has been tied to which setting and at what time. The interaction type accounts are also usable to indicate which parties are tied as incumbents to the categories tied to the interactions. This is how the texts of the Welcome Pack are usable by the students.

This makes available the possibility for another observable feature for doing activities in interactions in settings. This is that the parties co-present in a setting are mutually

oriented to doing a known in common interaction type. It is how this is achievable which is how members coordinate doing opening an interaction, and coordinate which party is expectable to do which activities on and for just that occasion.

“It is in and through the move from unfocused to focused interaction, from co-present individuals to co-participants, that participants establish and maintain social relationships, negotiate whether they ‘just’ happen to share some public space or whether space is used as a resource for entering into social interaction, (institutional) identities and participation roles are projected and negotiated, and participants ‘get ready’ for the incipient interaction, e.g., by disengaging from the ongoing-so-far activities” (Mortensen & Hazel, 2014: 46).

It is how parties do the work of arriving in a *relevant* setting oriented to doing the interaction type tied to that setting at that time which is used to make available the possibility for the parties co-present to mutually orient to doing a sequence of activities. It is this which makes possible the doing of the negotiating and coordinating of the possible activities as indicated by the interaction type account tied to that setting at that time, which the students are using as a resource to indicate possible relevant activities. How this is achievable is the topic of the next chapter.

Summary

This chapter has described how the accounts in the Welcome Pack are being used to indicate to the students the next stage in the process of becoming a first year undergraduate student at Bangor University. The students are expected to use the texts as a resource for coordinating the preparatory work for doing the interactions described in the texts. It describes how the readers use the category student in relation to their application to do studying for a degree at Bangor University are usable to indicate that the Welcome Pack is prospectively relevant for indicating the next steps in that process. It explicates how they use their background knowledge of how the descriptions are being used to recognise that a collection of interactions has been organised at which they are an expectable presence.

This chapter describes how the recipients of a Welcome Pack recognise *that* the texts are relevant to them. The next chapter will describe how the students recognise *how* the descriptions in the texts are relevant to them. It describes how the student use the texts to orient to just which of those interactions are relevant to them; and how this is used to

do the preparatory work for doing arriving at each of the settings at the relevant time already oriented to doing a known in common interaction type. It will describe how the students use the accounts to indicate which interactions are relevant to them, and how to do the preparatory work to achieve co-presence at the relevant settings, at the relevant times.

Prospective sequences of activities have been tied to the accounts of the interaction types. This constitutes the provisional organisation. In order to negotiate the doing of actual sequences the students are implicated in being there, in those settings at those times. For this to be achieved, each of the students has to do the work of how to achieve co-presence in the relevant settings at the relevant times. The students use the texts to indicate what this work consists in. For example, how to do arriving in Bangor; or, from their location in Halls, how to get to each of the relevant settings. Or, if they are doing more than one interaction type in a sequence, how to get from the setting of one interaction to the setting of the next interaction in that sequence. How this is achievable using the texts is the topic to be explicated.

Chapter 9 – Students using the texts

Introduction

It is by using the texts of the Welcome Pack that the students reflexively constitute Bangor University as a practical accomplishment. The texts are being used as a resource to coordinate doing a collection of interactions as practical accomplishments. The texts of the Welcome Pack are a perspicuous example of descriptions of a collection of interactions which are prospectively relevant to the incumbents of a category. The texts of the Welcome Pack are doing the “descriptive work” (Watson, 1986: 97) of making visible to the new students the institution and the organisation of the interactions. “[D]escribing is not merely an appendage to other interactional work; rather it is often through constructing descriptions that certain interactional tasks may be accomplished” (Atkinson & Drew, 1979: 107). On this occasion, the students use the accounts in the Welcome Pack to indicate which interactions have been prospectively tied to that category for Welcome Week. This makes available the possibility for the students to do the work of claiming formal incumbency of the category, and to be introduced to what the category consists in at Bangor University. “The social organisation is always necessarily “present” in the description, and the description depends upon it though it does not explicate it” (Smith, 1979: 336). The students are using the texts to discover in the reading how “Bangor University” is being used to coordinate which interactions are available to be done in which settings. They use how the accounts are organised to indicate which of those interactions are relevant to them. They can then use the accounts to do the work of finding each of the settings at the relevant times. This makes available the possibility for doing the interaction type tied to that setting at that time.

The ways students use the welcome pack to recognise relevancies of prospective interactions is a perspicuous site for the more general phenomenon of how members use accounts of activities in interaction in settings to recognise the prospective relevance of doing those activities in those interactions, in those settings at the prospective times as indicated in the texts. How the students use the accounts in the Welcome Pack is an illustration of how members use categorial incumbency and the features tied to a category to orient to prospectively relevant interactions. As described in Chapter 7, the university uses different features of the category to coordinate which segments of the

student population are expectable at which of the interactions. The feature used to do the coordinating is made visible in the texts. These descriptions are usable by the students to indicate if that interaction is relevant to them. For example, membership of an academic school has been used to coordinate which segments of the population are expectable at each of the three alternative Formal Greeting by the Vice Chancellor which have been tied to different times. The students use the incumbency of their academic school to indicate which one of those alternatives they are expectable at. This is an illustration of the methods that prospective participants to the interactions use to recognise which features of the category are being invoked for each occasion, and how those different features are usable to claim entitlement to do the activities in those interactions which are relevant to them; and where and when the activities in that interaction are prospectively and relevantly doable.

The recipients of a Welcome Pack use the organisation (Bangor University) to indicate how the category “student” is being used in the texts; and, how that category description is relevant to them regarding their application to do studying for a degree at Bangor University. The recipients do the work of recognising the tie between Bangor University, the category student at Bangor University, and by having confirmed acceptance of a place at Bangor to do studying for a degree, they are tied to the category student at Bangor University. This is used by the recipients to use the category student indicate that the interaction types as described in the texts have been tied to that category and that as incumbents of the category, the interactions are prospectively relevant to them.

A feature of these interactions is how they have been tied to specified time slots. “The length associated with institutionally situated occasions represents a time that the interaction should fill as well as a limit beyond which it should not extend” (Clayman, 1989: 662). This feature is used to coordinate the sequential order of the interactions. These specified time slots are usable by the students to indicate when they are an expectable presence at each of the settings. This is then usable to indicate the relevant “preparatory work” if they are to achieve co-presence in the relevant settings at the relevant times, already oriented to coordinating doing the interaction type tied to that setting at that time. They use the descriptions of the interactions tied to settings tied to times to indicate what work is to be done to arrive at each of the settings at the

appropriate time oriented towards doing the interaction tied to that setting at that time. It is these methods which are being described in this chapter.

This Chapter describes how students use the descriptions in the Welcome Pack to indicate which interactions are relevant to them. This is used to indicate the preparatory work for achieving co-presence. How they use the accounts of the interaction types is used as a resource for indicating how to negotiate the doing of actual sequences of activities. A description of how this is achieved makes visible the seen but unnoticed features (Voß et al, 2002) members use to coordinate doing sequences of activities in settings as contingent, in situ practical accomplishments.

Using the texts

How the students use the texts of the Welcome Pack is an illustration of the members' method: members use accounts of types of interaction tied to a category type as a resource to indicate the prospective relevance of doing the activities bound to that category in those interactions.

“Language, including language in its textual incarnations, is, clearly a modal instrument in members' and professionals' accounting practices. One way or another we make *linguistic* sense of the local settings we inhabit, and this sense may be “simultaneous”, retrospective or prospective. We might say that language practices in all forms are modally involved in the self-commentating, self-describing, self-explicating features of social settings” (Watson, 2009: 2).

Livingston (1995) refers to members doing reading as a “text/reading pair”. Reading consists in the work which is done in understanding a particular text. He argues that rather than being two separate objects – the text and doing reading of a text, the two together constitute one object – a “text/reading” pair (Livingston, 1995 14). Although the pair can be conceptualised as having two parts, each text is always embedded in the work of doing reading. The text provides “clues” how to be read. The work of reading consists in recognising and using these clues.

“In this way, a text provides an “account” of its own reading; the text is a “reading account”, a story about how its own reading should be done” (Livingston, 1995: 15). Reading a text is “made available through the organization and configuration of the

descriptions” (Livingston, 1995: 61).

The students use their competence as members to recognise the relevance of the category student, and that the texts are describing a collection of interactions which have been prospectively tied to that category. The students use their competence, as masters of natural language, to use the grammar of the texts, to indicate what they are being instructed in. The job of work is to use the descriptions of the interactions in the texts to recognise just which of those interactions are relevant to them.

The accounts in the texts describe a collection of interaction types which have been observably tied to ‘prospective’ incumbents of the category “first year undergraduate student”. Doing confirming acceptance of a place to study for a degree at Bangor University does the work of implicating expectable presence by those parties at the interactions of Welcome Week in that it is the next step in the organisational process of achieving incumbency of the category ‘first year undergraduate student’.

Each Welcome Pack contains a copy of texts accountable as: Welcome Week Diary (Appendix 1: 241-58), Students Union Handbook (Appendix 2: 259-71) and a Maps booklet (272-3). The texts are organised in such a way so as to be usable by each of the students. It is how the texts are organised, the grammar of the texts, which is being used to indicate which students are expectable at which interactions. The students are expectable to be competent in using this grammar to indicate which of the interactions are relevant to them; where and when those interactions are scheduled to occur; and, do the preparatory work for doing arriving at each of the settings at each relevant time.

Various types of textual object are employed to make visible how the texts are to be used. The texts have been organised as textual narrative, tables, lists. This indicates how the texts are to be read. The grammar of the texts reflects what it is being used to describe; and thus how it is usable to indicate to the reader what it is being used to describe. The texts use category *type* descriptions, activity *type* descriptions, interaction *type* descriptions, setting *type* descriptions, and time descriptions. The grammar of the text is used to indicate how these phenomena have been prospectively organised as going together. The students use the how the texts are organised to discover this what the prospective organisation of this Welcome Week consists in.

Descriptions and/as textual objects

The accounts of the interactions indicate where and when they will be prospectively doable. The grammar of their assembly indicates how the descriptions are usable by the students as instructed actions. The accounts use every day, known in common descriptions of the activities, interactions, settings, categories, times. The readers are expectable to be competent in recognising how those descriptions are being used on and for this particular occasion.

The organisation of the texts indicates that each of the interaction types has been tied to a setting at a particular time slot, and that some segment of the population of new students has been tied to each of the interactions. This is what the descriptions reflect. This is what the descriptions are being used to indicate. The students use this grammar to indicate which interactions are relevant to them. The texts consist in using various descriptions, for example: student, staff, modules, Peer Guides, Halls, PJ Hall, Academic Schools, Clubs, Societies, Serendipity, and so on. They are assembled using various textual objects such as textual narrative, tables, lists, and so on. For example, tables are used to indicate the relations between interaction, setting and time; e.g. Diary: 12-14 and 15 (Appendix 1: 248-49). The narratives are used to describe the features of interactions or the features of categories which will be relevant to the students for doing the activities; e.g. the Registration process (Diary: 19, Appendix 1: 251).

The textual objects recognisable as tables are used to indicate and summarise the sequential order of which interactions have been tied to which settings and for which time slots. It is how such textual objects are usable for recognising where and when the interaction are doable is described in the next section.

Using the texts to recognise relevant interactions

As described in Chapter 7, members of the university have used the different features of the category to coordinate which students are expectable at which interactions. The students use these features as described in the texts to indicate which of the interactions are relevant to them. It is as a unique party with a unique set of relevancies that each of

the students read the Welcome Pack. Each of the students use the texts to orient to just which interactions are relevant to them. There are descriptions of the same interaction type being organised for different times in the same setting; e.g. the Formal Greetings. There are descriptions of the same interaction type being organised to be done in different settings and at different times; e.g. the First meetings with academic schools. There are description of interactions which are doable across extended times; e.g. Serendipity. It is incumbent on the students to orient to which interactions are relevant to their unique set of features and interests. It is incumbent on the students to use how the grammar of the textual objects are used to recognise these features, and how they are being used to indicate which interactions implicate their unique circumstances. The students use how the descriptions are assembled to indicate how they are relevant to them. The sequential availability of the interactions can be used by the students to do the interactions in a sequential order for them.

Each of the interactions of Welcome Week is being used to make visible the various interactions available to be done by incumbents of the category “student” at Bangor University. The students follow the texts as instructions in that it is in their interests to do the work of inquiring what the category consists in; in what Bittner (1974: 77-8) refers to as a “gambit of compliance”. There is a reciprocal relevance: for the university to make visible what the category consists in; for the students, to discover what the category consists in. This is how Welcome Week is relevant to both parties. The students are expectable to be competent in recognising how the texts are being used to indicate which interaction is relevant to which student. The different textual formats are used to indicate how different features of the category are being used to indicate which students are expectable at which of the interactions. Each textual object is being used to indicate one particular aspect, collection of features which are organised as going together on this occasion, and thus their relevance to the student.

For example, each student is tied to a particular academic school, as indicated by their chosen topic of study. It is observable that this feature is used to coordinate which segments of the general population are expectable at particular interactions. This is a relevant feature in: Formal Greeting, Your first meeting with your academic school, registering for modules, and formal Registration. The Registration process also uses surname initial as a further filter to do the coordinating. The Module Fair is only

relevant to those students who have elected to study a module outside their main subject areas. Each student uses their incumbency of their academic school to indicate which interactions they are an expectable presence at.

For some of the interactions each student is organisationally accountably present or absent; e.g. doing arriving, administrative registration, registering for modules. For other interactions, attendance is based on personal relevance; e.g. Serendipity, the various social events organised by the Students' Union. Regarding the interaction “Serendipity” this is only relevant if they are interested in joining any of the clubs and societies described as being available on pages 10 – 13 of the Handbook (Appendix 2: 264-5). These descriptions can be used to indicate whether any of those listed are of interest, and if so, then going to Serendipity will be of relevance. This implicates the work of self-selecting whether to go to the Students’ Union Building; e.g. a student might already be interested in joining particular clubs, societies; or, they may just go to do looking for what is available. There are other activities organised by the Students’ Union which are being used to make available the possibility of doing socialising with peers. Once again, this is the choice of the individual students as to which, if any, they will decide to attend.

Each student has a different set of relevancies and will orient to and use the texts in different ways. The method consists in recognising how the texts use different descriptions which use different features of the category as the resource. Having done the work of using the texts to discover which of the available interaction types are relevant to them, there is then the work of inquiring where and when those interaction types have been prospectively organised to take place. This is how the timetables in the texts are relevant. They are usable by the students to discover where and when they will be an expectable presence.

Textual objects recognisable as “timetables”

The students use their competence in using *time* accounts to coordinate doing arriving at relevant locations at appropriate times. The students use the texts to recognise the collection of interactions has been organised to be done during a period of time accountable as a Welcome Week. This is recognisable by using the “calendar dates” tied

to the account in the texts. The readers use their background competence in using calendar dates to recognise the interaction type accounts and the account Welcome Week are all tied to dates from 19th September, 2009 to the 26th September, 2009. For example the “timetable” on pages 12-14 of the Diary (Appendix 1: 248-49) uses the heading: “Welcome week activities – Saturday, September 19 – Saturday, September 26”. The students receive the packs in August. Hence is it recognisable that the interactions have been tied to prospective time. The texts can thus be used by the students to indicate that the interactions are prospectively relevant, and prospectively available to be negotiated as practical accomplishments at those prospective times. The work is now to use the texts to discover where and when the interactions have been prospectively organised to take place. This is how the timetables in the text are relevant to the students.

Each of the interactions of Welcome Week has been tied to a prospective time slot. Timetables have been used in the texts to display this information to the students. Timetables are a ubiquitous feature of everyday life: bus, trains, planes, schools, universities, workplaces etc. all use some method of scheduling prospective activities. For example, as Heath & Luff (1991) describe:

“The Underground service is coordinated through a paper timetable which specifies; the number, running time and route of trains, crew allocation and shift arrangements, information concerning staff travel facilities, stock transfers, vehicle storage and maintenance etc. Each underground line has a particular timetable, though in some cases the timing of trains will be closely tied to the service on a related line. The timetable is not simply an abstract description of the operation of the service, but is used by various personnel including the Controller, DIA, Signalmen, Duty Crew Managers, to coordinate traffic flow and passenger movement” (Heath & Luff, 1991: 69).

Time tables are not abstract descriptions (Heath & Luff, 1991: 69) but are used by parties as a knowable in common resource to coordinate doing their activities as practical accomplishments (Heath & Luff, (nd): 1). The timetables in the Welcome Pack are being used to do the work of coordinating doing arriving at relevant settings at relevant times. The examples used in the Welcome Pack include: “Welcome Week activities” table on pages 12-14 of the Diary; the “First meeting with your academic school” on page 15 of the Diary (Appendix 1: 249); and the “Freshers’ Week Timetable” on page 4 of the Handbook (Appendix 2: 261), are being used to indicate which

interactions have been tied to which settings and at what times. Each of these examples in the Welcome Pack uses a different format to display the relevant information. Although they are presented in different ways, these examples are observable as a type of timetable. There are features in common. They show the relations between date, time, interaction type and location, they each use a different format to do the work of displaying those relations.

There is then the work involved for the students to recognise how the grammar of each of these timetables is being used to display these relations. The method of doing reading implicates recognising how the relations between the columns and rows are being used to indicate how the times, settings and interactions have been prospectively tied together. The students use their background knowledge of how to do “reading timetables” as a resource to discover where and when the collection of interactions for Welcome Week have been prospectively organised to be do-able; to recognise which interaction has been tied to which setting and when. The timetables are usable in conjunction with the narratives in the texts to do the work of orienting to where and when the interaction types relevant to them have been prospectively organised to be doable.

The “Welcome week activities” table used three columns each with a heading at the top of each column: Time, Activity, Location. This is observable as describing the phenomena in the cells in that column; i.e. time, activity and location. The table is divided into rows. Some of the rows are highlighted in yellow to display the day and date. The rows below each highlighted are tied to that day and date. This indicates which day the interactions described in column 2 of the table have been tied. Column 1 is used to indicate what time slot the interaction in that row has been scheduled. The entry in column 3 indicates which location that interaction has been prospectively organised to take place. This makes visible that the interaction type in column 2 has been tied to the time slot in column one, and the location description in column 3. For example, one of the ways the table is usable is to find where and when an interaction type has been organised to be done. Using this table to find relevant interactions involves recognising the interaction type descriptions are to be found in column 2. The work is to follow the descriptions in column 2 to find relevant interaction type accounts. On finding a cell in that column with a relevant interaction type account, the work is

then to use the row of that cell to indicate the time, in column 2, and the setting, in column 2. There is the further work of then recognising which day the time has been tied by locating the day and date description in the yellow highlighted row above the row containing the interaction type description.

The “Freshers’ Week Timetable” uses a different format. It makes visible that it is usable as a timetable by using the description “Timetable” in the heading. Again the table is divided into days and dates as main sub-headings, but all the relevant information is contained in one description; i.e. it is not sub-divided into columns and rows. Each interaction type is indicated by using a bullet point. Each bullet point indicates an interaction type, its location and time. Again, if being used to find where and when an interaction has been organised to be done, all the relevant information is visible in the same bullet point.

The “First meeting with your academic school” uses a different format. This table is being used to indicate when and where various examples of the same type of interaction has been prospectively organised and thus a different format is usable. For this example, the organising feature is “academic school” not type of interaction. As such, although a similar three column format to the “Welcome week activities” table is used, the headings consist in: School, Date and Time, Location. The heading indicates the interaction type. On this occasion column 1 indicates that it is the incumbents of the academic school tied to the time and location for each row which the students use to indicate which ‘one’ is relevant to them; i.e. the students use the table to recognise it applies to one interaction type, and it is to be used to discover which one they are expectable at. Therefore the work is to look for their relevant academic school in column one. And then use the day and time in that row, and the location description in that row to indicate where and when they will be an expectable presence for doing the negotiating of that interaction type.

There is also the example where the Registration process uses time to coordinate the doing of that sequence of interactions. The students are referred to pages 19 to 22 of the Diary in the introduction (Appendix 1: 251-2). The process has been organised to be doable for two days. Each student has been scheduled to attend during a particular time slot. The students use the information on page 19 (Appendix 1: 251) as a resource to

indicate just which time slot is relevant for them to attend. They use the list of colleges and schools to indicate which day. They then use the table in the “Registration times” section to orient to which time slot they are expectable. This implicates using two different sources to be combined to arrive at the relevant time for the relevant day.

This is how the students recognise where to go and when. The students do the work of recognising how the format of each table is being used to display the relevant information. Each format displays the relations between interaction type, setting type and time slot. The students use these exhibited relations to recognise which interaction type has been provisionally tied to which setting and when. How the interactions of Welcome Week have been sequentially ordered makes available the possibility for each of the students to coordinate doing a sequence of interactions for themselves.

The students do a sequence of interactions

Members use accounts of interaction types and accounts of collections of interaction types to project the relevance of doing future activities in interactions in settings.

Members use ‘social organisation’ to recognise that interaction types are prospectively available. This is used to indicate where and when such activities are relevantly doable.

The prospective organisation of the interactions tied to this Welcome Week at Bangor University as a *temporal order* makes available the possibility for the students to schedule how they can do the interactions as a sequence for them.

“One, perhaps foremost, item of temporal business in any organised course of activities is the matter of “what’s next,” in the sense here of “what’s coming up next that I will have to attend to” (Eglin, 2009: 50).

The students use how the interactions have been tied to sequential time to work out a sequential order in which they can do the interactions. The tying of the interactions to sequential times makes available the possibility for each of the students to do a sequence of interactions. They use the timetables to recognise which of the interactions they are obliged to attend, and which of the interactions they would like to attend, so they can attend all the interactions that are relevant to them. This is how the extended availability of some of the interactions is relevant to the students. For example, how to coordinate attending both the formal greeting and their school meeting for those school

meetings which have been tied to be done on Monday morning. Or, working out when to attend Serendipity in relation to doing other interactions such as registration.

The students, having recognised which interactions are prospectively relevant, and devised some sort of schedule of when to attend those interactions, there is then the work of how to do arriving at the relevant settings at the relevant times. This can be described as the 'preparatory work' for doing activities in interactions. This involves orienting to the prospective order of the future interactions, and recognising what is involved in having done the closing of one interaction type, the work of doing arriving in the setting for the next interaction type on the schedule.

Preparatory work

Having done the work of using the texts to recognise which interactions are relevant to them, the accounts are then usable to indicate where and when the interactions have been prospectively organised to be done. The accounts are therefore usable by *each* of the students to indicate the *preparatory work* to be done in order to achieve co-presence in each of the relevant setting for each of those interaction types.

The temporal accounts in the texts are being used to indicate *when* to do relevant arriving on site. The designated time slots tied to the interaction type accounts enable those parties to coordinate when to do arriving at the relevant setting. Each interaction has been tied to a setting. This is where the interaction has been organised to be done. The students are expected to use the accounts of those settings to do the work of finding that location on the relevant day and at the relevant time. The setting is the location where they are expected to do the interaction. The university has done the work of organising the interactions and tied them to this specific week. It is now incumbent on the students to go to the interaction types relevant to them.

There is the work in recognising which interactions are relevant, what times they are doable. This indicates that the timetables are usable to work out a possible schedule for coordinating the sequential order the students can do the interactions. This is then usable to recognise the work to be done to achieve co-presence in each of the relevant settings at each of the relevant times.

Doing activities in those settings at those times implicates that the parties tied to those activities, are co-present to negotiate and coordinate the doing of the actual sequence of activities. This implicates that members do the work of going to the setting where that interaction is relevantly realisable; and to do the work of arriving at the relevant setting at the appropriate time. This implicates orienting to when doing travelling to that setting is relevant. There is the work of doing the travelling from one location to the next. There is the doing arriving at the relevant time. This is how the text in the Welcome Pack described as the “Bangor University Location Map” (Appendix 3: 272-3). Its inclusion as part of the Welcome Pack is relevant for the students in that the maps included in that booklet are usable to do the work of finding the relevant buildings where the settings for the interactions are located. The maps are usable to do the work of location finding.

Location finding

Each of the interactions of Welcome Week is tied to a particular location. The texts describe which interactions are tied to which settings. This is how the setting descriptions are relevant to the students. The Welcome Pack contains a selection of maps which indicate where these settings can be found (Appendix 3: 272-3). The students are expected to be competent in using these maps to do location finding. It is by using the descriptions of the settings in the texts, and using the maps of the University provided, the students are expected to be able to find each setting attached to each interaction. It is by attaching a description to a location members can use that description to recognise which location is relevant for that occasion, and use it as a resource as “go-able to”. Maps are usable for finding locations parties do not already know how to get there.

Having recognised which interactions are relevant to attend, there is still the work involved in finding the relevant setting, and doing the work of arriving at that setting at an appropriate time. One of the competencies common to all the interactions is: doing location finding. One of the features of face to face situated interaction is the parties are co-located in a particular setting. This implicates doing finding each location as a practical accomplishment. For the students this involves looking for locations they may

have not been to before; for example, finding the buildings described in the texts, and finding the settings in those buildings where the interactions are to be negotiated. This invokes the methods members use to do looking for and arriving at places. One of the methods members use to find locations they do not already know is to use the texts accountable as “maps” as a resource for both indicating where a location is situated, and for finding a route to get to that location. One of the texts included in the Welcome Pack is the “Bangor University Location Map” (Appendix 3: 272-3). These maps are usable to do finding locations in Bangor University. The maps are usable as a resource for indicating “Where do I go” (Brown & Laurier, 2005: 10).

Maps are not independent objects (Psathas 1979, 204). The map’s “coherent, contingent, factual exposition” (Garfinkel 2002, 179) emerges from a reflexive engagement with the landscape while using the map (Lieberman, 2013: 51). Doing the actual finding of each setting is still a challenge (Laurier & Brown, 2008: 205). “No map tells people how to move, but only how here and there are related on the ground should they want to get from one to the other” (Smith, 1993: 188). As Garfinkel demonstrated in having people follow ‘occasioned maps’ (such as instructions on how to get to someone’s house), people have to make decisions, as they follow the map, as to the applicability of the instructions: “does the ‘instruction make a right turn at the third set of traffic lights’, include the lights governing ‘this’ pedestrian crossing, or just the lights controlling the intersection of roads; or is ‘this’ alley counted as a road in the instruction ‘take the fourth road on the right?’” (Button, 2012: 676).

There is the work of finding the relevant location on the map, and then there is the work of finding the route to get there. This section describes how the Booklet is usable to do the work of finding the locations ‘on the map’. This then makes available the possibility of using the map to do the finding of each location as a practical accomplishment. This involves using descriptions of settings used in the texts to do the finding of that location ‘on the map’. This in turn involves using the description of the setting and doing finding where that setting can be found on the map. On this occasion this is not a straightforward process.

The booklet “Bangor University Location Map” (Appendix 3: 272-3) contains four different maps. Each one is being use to indicate a different job of work. The one

relevant to doing finding the settings where the interactions have been organised to be doable is situated as the centrefold. This map consists of three main sections and an inset. The top section and the inset are observable as “maps”. Descriptions of street names are used attached to illustrations of how the streets are organised in Bangor. What is noticeably different is that there are numbers tied to the shapes used to indicate university buildings. This form of notation makes relevant the bottom two sections of the page. These sections provide alternate ways of finding the relevant university buildings.

In order to indicate where university buildings are located the map uses a red shape and their location in relation to a street name. Attached to each shape is a number. Each building tied to the university has been tied to a specific number. This number is tied to the accounts in the bottom half of the page. This is how the two sections in the bottom half of the page are usable.

The bottom half is divided into two sections, each section is headed “key” (Appendix 3: 273). This is used to indicate how the numbers are being used to indicate building names in the main map. These sections are being used to make visible which number is being used to indicate which building. The section on the left is being used to indicate buildings as collections which constitute a department, a site, a library and facilities. The section on the right uses the cluster of buildings attached to a site name. The students do the work of recognising that the numbers tied to the building descriptions in the lower section indicate the name of the building tied to that number on the map. This makes available two ways of finding which number is being used to indicate which building. It makes available two ways for how the students can use the map for how to find a building on the map.

The maps also use conventional features such as how to display the organisation of roads and streets, and how to indicate the names of these roads and streets. Not all the streets are named or even shown. The maps show the main streets relevant for doing the finding.

Therefore, in order to find a building or site on the main map, involves looking for the description of the building name in the text on one of the key sections and identifying

the number it has been tied to in that text. The next step is to locate that number on the actual map. On finding the number on map and which shape it is attached to, this can then be used to find which street the building is located in Bangor. This involves doing the work of finding the number and its attached shape and then finding the relevant street description which is visible as being nearest to the shape found. Having found the building of the map, there is then the work of doing finding the actual building.

For example finding “Main Arts” indicates the relevance of looking for the description “Main Arts” in the list of buildings in the “Key” section of the map (Appendix 3: 273). Reading through the descriptions under the heading: “Academic”, it is not there. Reading through all the lists in that section, it is nowhere to be found. There is another list with a yellow background. Reading through that list it can be found as the description: “51” Main University Building (Main Arts). This indicates “Main Arts” is being indicated using the number “51”. This is recognisable as being located ‘in’ College Road. Therefore, to find Main Arts as a practical accomplishment involves finding the street: “College Road” and travelling along it until encountering a building signposted as, recognisable as the building “Main Arts”.

The next job is to find the relevant setting in the building where the relevant interaction is to be done. Individual setting locations within the buildings are not shown on the maps. For doing Registration, this involves finding “Main Arts Lecture Theatre”. On arriving at Main Arts, the student then has to do the work of finding the “Main Arts Lecture Theatre”. This implicates their competence in finding settings within buildings; for example looking for signs and following the relevant signs which are being used to indicate where the lecture theatre is located in the Main Arts building.

This is how the maps are relevant. This is how the maps are usable for doing location finding. This is a description of the methods for using the maps as a resource for how location finding is doable using a map. This is a description of how the maps are usable as a resource to coordinate doing location finding. How each student does the actual finding of each setting for each interaction is an in vivo achievement by each student. How each student uses the map to do the finding is a unique accomplishment by that student.

As Garfinkel has put it:

“It is not possible to read from the map the work of following the map in a way finding journey. The traveller’s work of consulting the map is an unavoidable detail of lived, ongoingly, in-its-course, first time through, travelling body’s way-finding journey that the map is consulted to get done” (Garfinkel, 2002: 130; emphasis in original).

This invokes the methods members use to do looking for and arriving at places. Each student does the work in the details of doing the finding, how they get to each location, on the relevant day and at the relevant time. It is only when this work has been done, and the relevant setting found, and it is the relevant time for that student, that the student can do the work of achieving mutual orientation with other parties also present in that setting and coordinate doing a sequence of activities.

Achieving mutual orientation to a sequence of activities in common

“The prerequisites for opening a meeting, or beginning any kind of interaction for that matter, are participants’ presence and shared orientation towards the situation at hand” (Oittinen & Piirainen-Marsh, 2015: 47).

The interaction type accounts in the Welcome Pack are usable by the students to orient to prospectively relevant interactions. This is how accounts of the prospective interactions in the Welcome Pack are relevant, and how they are usable. The students use the interaction type account tied to that setting for that time as a resource for how they are *somehow* already oriented to doing a known in common sequence of activities. This is how members coordinate orienting to an interaction type in common in that setting on just that occasion. Members orient to and use their personal biographies to indicate which interactions are possibly relevant to them. They use interaction accounts to indicate where and when they are an expectable presence; or where the interactions are available to be doable. On arriving at a setting, they use the interaction type account tied to that setting at that time to orient to how to coordinate doing a sequence of activities with other parties also present in that location at that time. They use the interaction type as a resource for how to recognise which activities are expectable from those other parties co-present.

The interaction type description tied to a setting and a time is used to indicate that is the interaction type which will be relevantly doable in that setting at that time. The tying of an interaction type description to a prospective time is used to make available the possibility for relevant parties to do the activities bound to that interaction types. It does not determine that the interaction will be done. It indicates that parties claiming incumbency of one of the categories are claiming entitlement to do activities bound to that category in that type of interaction. In order to do that interaction each party does the work to achieve co-location in an already designated setting at a designated time. This makes available the possibility for those parties to do the coordinating of a sequence of activities. This is how the accounts in the Welcome Pack are usable *by the students*. The Welcome Pack describes the interaction types which have been tied to the category student for Welcome Week. The interactions of Welcome Week are only doable if the parties relevant to doing those interactions do the work of arriving on site. It is when the students have done the work of arriving at a setting that the interaction type account is usable to coordinate doing a sequence of activities with the other parties also co-present in that setting at the time.

The account of the interaction type is used to orient to which activities are relevantly doable on and for each occasion. The students use the interaction type account 'Formal greeting' to do arriving at Main Arts, and negotiating how to assemble in PJ Hall to coordinate the beginning of the greeting. They use the account "Registration process" to arrive at the same setting on a different day oriented towards negotiating a different sequence of interactions. They use the account "Serendipity" to recognise the relevance of going to a different setting and that another set of activities will be relevantly usable to do the negotiating how to find interesting clubs and societies to join. On each occasion and for each interaction, the interaction type account is usable as a resource to indicate which activities are relevantly doable by incumbents of the category student. Members use an interaction type account, to indicate which activities are relevantly realisable in that setting, with just those other parties, on that occasion.

There is then the matter of which other parties will also be present in the settings, and how to coordinate doing sequences of activities with those other parties. This implicates the methods of how members do the work of recognising other parties; and which

activities are expectably doable by those other parties on and for each occasion.

Textual objects describing other categories relevant to the interactions

The texts also indicate that other categories are relevant for doing coordinating this collection of interaction. They constitute the other half of the Standardised relational pairs in that certain categories stand in relation to each other according to the social relations routinely configured and reproduced by members (Housley & Fitzgerald, 2015: 8). The texts use various category type descriptions to indicate which categories have been tied to which interactions. These descriptions are usable by the students as a resource for how to recognise how to coordinate doing a sequence of activities with the other parties present, in each of the settings.

The Vice Chancellor letter indicate the Vice Chancellor will be doing the formal greeting meetings:

“I look forward to welcoming you in person to the University on Monday, 21 September.
Yours sincerely
Professor R. Merfyn Jones
Vice-Chancellor” (Diary: 2, Appendix 1: 243)

There is a detailed description of the category type “Peer guide”, how they are recognisable, and how they are relevant for doing the introduction work with the new students. There are no formal interaction types organised between Peer guides and students. They are all informal and ad hoc.

“Central to much that goes on during Welcome Week are the **Peer Guides**; these are specially-trained second and third year students who are on hand to help you settle in when you first arrive in Bangor, and to give you advice and support throughout your first few weeks. They’re easily spotted during Welcome Week, as they all wear Peer Guide T-shirts. See page 8 for more on the Peer Guide system” (Diary: 3, Appendix 1: 243).

Various members of staff are available to help with the registration process.

“Do not hesitate to ask any of the staff or student helpers on duty if you have any queries or problems.

Before leaving Registration, students must hand in their completed ‘Registration Form’ to the appointed member of the Academic Registry staff, but will be given a photocopy” (Diary: 20, Appendix 1: 252).

There are also the Students’ Union Sabbatical Officers who do the work of coordinating the SU organised activities for Welcome Week. There are also the club and society committee members who organise many of the social events for Welcome Week.

This makes relevant the methods used for doing recognising incumbents of other categories and incumbents of one’s own category to do the work of how to coordinate doing sequences of activities. The interaction type accounts indicate that there are incumbents of other categories relevantly look-able for. For example, looking for parties staffing stations being used for coordinating doing the activities; e.g. registration, Serendipity, registering for modules. Recognising parties at the front of a setting as parties who will be giving a talk; e.g. the formal greeting and first meetings with academic schools. The recognisability of Peer guides from their distinctive yellow tee-shirts. The texts indicate that there are incumbents of other categories available to be found to coordinate doing the activities in interactions. The incumbents of the other categories are also available to instruct the students what these activities consist in.

The texts of the Welcome Pack are available to be used by the students to recognise which interactions are relevant to them, where they are located and at what times. They then do the work of finding each of the settings at each of the relevant times. The texts were also usable to indicate that there will be other parties to coordinate doing the interactions with. These are the methods the students use as the preparatory work for how to discover in the doing what each of the interaction types consist.

Discovering in the doing

It is when the student has arrived in a setting that the next job of work begins.

Sequences of activities are not done in purely ad hoc and contingent ways. Although each next activity is contingent and negotiated in situ, members use the ‘type of interaction’ to indicate and coordinate next relevant activities on and for that occasion. It is how the type of interaction is usually done which members use to coordinate how to

negotiate doing another example as a unique first time through.

““Competence” is visible in persons’ understanding and production of situated, concerted, orderly, local actions. No distinction is made between “competence” and “performance” because orderliness rests not only in the abstract organisations through which social actions are produced and understood but in the produced conduct itself” (Kasper, 2009: 3).

There is the difference between doing activities in an interaction type for another first time; e.g. routine interactions done on a regular basis; and doing activities in interaction for an actual first time. For the students, this is a literal first time. They do not have any prior experience of doing these interaction types in this organisation. The students are expected to use their competence as members to do “discovering in the doing”; i.e. the work in doing recognising the features of the setting, and using those to indicate possible next activities.

“The participants' conduct arises through ways in which they are given resources to make sense of and produce activities in specific, situationally relevant ways. This locally achieved 'close coupling', for want of a better term, provides an important resource in the operation of the organisation” (Heath & Luff, (nd): 9)

The students use that category as a resource to recognise *that* activities have been tied to the category for each of the interaction types. On arriving at the setting to do the interaction, they are motivated to discover which activities are provisionally tied to incumbents of that category. Even though they might not already know the actual details of which activities are expectable, they know that some activities are expectable, and they are there to find out in the doing what they consist in for that occasion; in negotiation with the incumbents of the other category to the interaction.

The interaction type accounts are used by the parties to an occasion to orient to a possible sequence of activities. The accounts of the interaction types are used to coordinate the doing of those activities in a mutually negotiated and contingent sequence. The parties also use the interaction type to indicate the other categories tied to the standardised relational pairs for each of the interactions. It is this which makes available the possibility of “initiating a social encounter”, and how the parties move from co-present individuals to ‘co-participants in interaction’ (Mortensen & Hazel, 2014: 46) and coordinate doing an opening of that interaction type. Which sequence

actually gets done on an occasion is negotiated in situ by the relevant parties. The interaction type account is used to make available the possibility of coordinating doing a first activity. This is then used to indicate and coordinate which parties get to do which activities in which sequence in that interaction on and for that occasion. Interaction types are usable by parties to indicate relevant activities, which sequence is possible, and which of the parties present are expectable to do which of those activities.

Summary

This chapter describes how members recognise the relevance of the Welcome Pack, and how they use the descriptions in the texts to indicate which of the interaction types organised for Welcome Week are relevant to them. It shows the methods members use to discover where and when those interactions have been prospectively organised to be doable, and how they use this to do the preparatory work for arriving at each of the settings at the relevant times already oriented towards doing an 'interaction type'. The students are doing these interactions as a literal first time, therefore they are using the interaction types to discover in the doing the details of each of the interactions.

Members use the accounts in the texts to indicate which interactions will be prospectively relevant to them. They use the accounts of the interactions as a resource to indicate which activities will be relevantly doable when they arrive on site. The texts are usable as a medium of coordination for the students to use to make available the possibility of how to arrive in each relevant setting at each relevant time to begin the work of negotiating that sequence of activities accountable as that type of interaction. The methods for doing this preparatory work are used to make available the possibility for the students to negotiate doing the interactions as practical accomplishments.

The chapters have described the *methods* of how members use accounts of types of interaction, of types of category, of types of setting, of time to make available the possibility for the cohort of new first year undergraduates to arrive on site to negotiate doing sequences of activities in interactions which have been prospectively organised by Bangor University. They described how that cohort of students used the accounts in the Welcome Pack as a resource how to do arriving on site at the relevant settings at the relevant times. It described examples of how members use accounts of interaction types

as a resource for coordinating doing activities in interactions.

It is the methods members use to *make available the possibility* for members to coordinate doing sequences of activities in interactions as practical accomplishments which have been described in this thesis. It is when parties to an interaction have achieved co-presence and are doing the opening to an interaction which is where EM, EMCA analyses usually begin. This thesis is an analysis of the methods members use to make available the possibility that interactions can begin.

Summary and conclusions.

The thesis addresses the question: how do parties somehow already know which of the parties present is expectable to do which activities on and for that occasion? The aim of the thesis was to show how members use accounts of interaction types to make available the possibility for parties to coordinate doing those interaction types again, as a practical accomplishment, for another first time.

Social interaction does not occur in some context free domain, but is situated. A question by Goodwin is: how is this *situatedness* describable (Goodwin, 1995: 237). He describes how separate teams of marine scientists, each with their own separate research agendas, coordinate doing “research work” on a single research vessel (Goodwin, 1995: 246). He provides an illustration of how parties in different settings combining as a team on a single project, integrate their separate conceptual frameworks to coordinate completing a survey of a particular stretch of the ocean bed (Goodwin, 1995: 257) He describes how collaborative seeing has links to what was previously observed by the teams; and that this is used to indicate to set an agenda for future sampling work (Goodwin, 1995: 267). The study shows that how members coordinate doing their activities is a “historically constituted, socially-distributed process encompassing tools as well as multiple human being situated in structurally different positions (Goodwin, 1995: 268).

The method of this explication has been to use the ethnomethodological analytical precepts of the mutually constitutive relations between accounts of social phenomena and examples of social phenomena; and of ‘sequential ordering’ described by Goodwin, to extend the analysis from how members use accounts to do sequences of activities; to, how members use accounts to make available the possibility of coordinating doing collections of interactions. The emphasis is on ‘making available the possibility’. The thesis demonstrated that it is how this is achievable which makes available how parties recognise the relevance of doing prospective interactions, and how they use the interaction type accounts to coordinate doing a sequence of activities tied to those interaction accounts. The thesis describes how members use accounts of interactions to coordinate doing sequences of interactions It has shown that how this is achievable addresses the ‘missing what’ in Ethnomethodological explications of how social order is

achievable as a practical accomplishment. The thesis has extended the purview of Ethnomethodological analysis from how members do the endogenous details of sequences of activities to also include members' methods for how to make available the possibility of doing sequences of interactions.

The study describes how members use accounts as a *medium of coordination*. It is not saying that every student specifically used the accounts in the Welcome Pack to do arriving on site. The Welcome Pack is being used as an instantiation of this method. The analysis has shown how members use accounts of prospective interactions to make available the possibility for members to coordinate doing those interactions again as practical accomplishments. It described how members use organisational accounts as a resource to indicate the sequential ordering of interactions. The sequential ordering of organisational accounts is used to make available the possibility of doing a collection of interaction types again. This was demonstrated through a description of how members of the university used the account Welcome Week as a resource to indicate the prospective relevance of organising a collection of interactions to be doable.

The analysis of the texts demonstrated how organisations are usable as a medium of coordination for indicating which interaction types constitute which sequences, and how organisations are usable for how to coordinate doing those sequences of interaction again. This is an explication of the method of using accounts to recognise the prospective relevance of doing a collection of interactions and the work involved in using those accounts to make available the possibility of how parties get to be co-present in settings to negotiate doing the interaction types.

According to Schutz (1982), all projecting consists of "phantasying" future action. This "phantasying" is based on previous experience of projects similar to the current projection (Schutz, 1982: 20). The project is used to indicate a "system of relevancies (Schutz, 1982: 9). Schutz described how actors orient to their "biographically determined situation" to recognise the relevance for doing future projects (Schutz, 1982: 94). They can use their imagination to visualise from the class of open possibilities what a particular project may indicate as possible relevant activities (Schutz, 1982: 81). As has been shown in this thesis, members use their experience of previous academic years to recognise the prospective relevance for organising another Welcome Week. The

students use their previous experience to recognise that the Welcome Pack was being used to indicate future relevant projects.

It described how members use accounts of sequences of interactions tied to the account “Bangor University” as a resource for recognising how interactions are observable reportable as going together in sequences. It went on to show how this is used as a resource for indicating how interactions are organisable as going together in sequences. The emphasis is on the methods of how the accounts are used in doing the coordinating. The thesis is not saying that organisations are the only ways of doing the coordinating sequences of interactions, but is an *illustration* of how accounts are used to indicate which sequences constitute which collections, and hence how those accounts are usable to coordinate the doing of those sequences again. Organisations, and concepts of organisation are one of the ways. In this analysis, Bangor University was used to do the coordinating.

The study has shown how Bangor University is procedurally relevant in how the interactions for Welcome Week were recognisable as being prospectively relevant and prospectively organisable. It elucidated how the recipients of the Welcome Pack used their confirmation of acceptance to do studying for a degree at Bangor University as a resource for indicating the possible relevance of this Welcome Pack.

The thesis described and explicated how members use accounts of the sequential ordering of interactions as a resource for how to coordinate doing that sequence of interactions again, as a negotiated and contingent practical accomplishment. It described the methods of using the accounts of a collection of interactions to:

1. Recognise the relevance of doing the collection again.
2. Coordinating the prospective organisation of the interaction types to make available the possibility of doing the collection again.
3. Using the organisational accounts of how previous collections of interactions were done as a resource to indicate which interactions will be relevant for this next occasion.

4. Using the interaction type accounts and the category device tied to the organisation to indicate which category types are relevant for the doing of the activities tied to those interactions.
5. Recognising which parties are incumbents of those categories to do the work of informing those parties that a collection of interactions has been prospectively organised.
6. Using the accounts of the interaction types tied to the account Welcome Week to produce a collection of texts to do the work of prospectively informing incumbents of one of the relevant categories that the interactions have been prospectively organised.
7. How the organisation of the interactions is used to tie the interactions to the category student.
8. How incumbents of that category will be an expectable presence at those interactions.

The focus then moved to how the texts were usable by the recipients as a resource for indicating how to achieve co-presence in the relevant settings at the relevant times. It described:

1. How the recipients of a Welcome Pack use the relevance of their confirming acceptance of a place at Bangor University as a resource to indicate the possible relevance of the texts as a resource to indicate “what next”.
2. How the recipients use the category “student” to recognise the relevance of the texts, and they are an expectable presence at those interactions
3. How the students use the texts to recognise which of those interactions are relevant to them
4. How they use the map in the Location booklet to discover where the relevant buildings are findable on the map.
5. How they use this as a resource for how to do the work of arriving on site for each of the relevant interactions at the relevant times, in the sequential order which is relevant to them.

It is how this is done which makes available the possibility for those parties to do the work of negotiating with other parties also present in each of the settings, of how to

coordinate doing a prospective sequence of interactions.

Chapter 1 provided an account of the wider context of this project.

Chapter 2 described the Ethnomethodological background being used as the resource for this study, and how it is members' methods for achieving social order as a practical accomplishment which is the topic of investigation. It outlined Garfinkel's argument that social order is constituted by and through the methods used to produce and recognise their activities. It then described how members use accounts of social phenomena to coordinate that producing and recognising.

The Chapter then provides a description of the methods used to do the investigation, and the relevance of how the Welcome Pack is an example of naturally occurring data. It was produced by the Bangor University as part of the natural course of informing the new students that a collection of interactions had been prospectively organised. It is not the product of some method of data collection by a researcher. The aim of Ethnomethodology is to explicate members' methods. Ethnomethodology has no formal methods of investigation (Garfinkel, 1996). It has no formal methods for collecting data to be analysed. The work is to use naturally occurring social phenomena, and to investigate the methods of its production. This is how the Welcome Pack was relevant to the research. It was produced by members of Bangor University and sent to the prospective incumbents of the category first year undergraduate students. The questions raised for subsequent analysis were: how was the Welcome Pack assemble-able as just that collection of accounts; how the texts were sendable to just those parties; and, how the texts of the Welcome Pack were relevant and usable by the recipients.

It then goes on to discuss a study done by Ekberg & Le Couteur (2014) to show the difference between analysing how prospective informing is done in episodes of talk in interaction; and the perspective of this thesis which is it is how the organisation is usable to make available the possibility of doing the interaction.

Chapter 3 developed Garfinkel's work on how members use accounts of types of activity, and Sacks' work on how members coordinate doing recognising of types of activity. The work goes on to describe how members use types of interaction accounts

to negotiate doing sequences of activities. This is then used to describe the members' method of how members use accounts of interaction types to coordinate doing sequences of activities. The studies from the literature are used to explicate this method. The analysis is further developed through an examination of how members use accounts of sequences of interactions as a resource for coordinating doing activities in interactions.

It is how members recognise how sequences of interactions are implicated as going together which is used to develop the description in Chapter 4. It describes the members' method of how accounts of sequences of interaction are used to make available the possibility of doing those interactions again as practical accomplishments. Examples from the literature are used to show how organisations are used by parties to interaction as a resource to indicate how to coordinate doing sequences of activities in that setting. The analysis also illustrates another difference in analytic mentality of this investigation, in that it also describes how members use accounts of interaction types to recognise the prospective relevance of doing types of interaction by describing how members use the sequential order of accounts tied to Bangor University to recognise the prospective relevance of organising a collection of interactions to be done using the account Welcome Week.

These were the analytical precepts used as the resource for doing this study. Chapters 5, 6 and 7 describe how Bangor University is procedurally relevant to making available the possibility of prospectively organising the interactions tied to Welcome Week.

Chapter 5 described how the sequential organisation of (Bangor University) is used to recognise the relevance of another Welcome Week. Using Bittner's work on how members use concepts of organisation it describes how accounts of sequences of interactions done as constituting the University on previous occasions are used as a resource to coordinate the doing of those sequences again, for another first time; i.e. how the retrospective accounts are used to make available the prospective doing of those interactions. This is based on how the interactions tied to the account "Bangor University" are done as practical accomplishment. Bangor University is used to do the work of coordinating how to do degree programs. It is how degree programs are done which is used to indicate the relevance of recruiting another cohort of first year students.

It is how degree programs are delivered by subject area which is the resource for how the Academic Schools are organisable. The analysis demonstrated how it is the organisation type Bangor University which is used to indicate the relevance of organising the collection of interactions accountable as a Welcome Week. This is an example of how organisations are usable to coordinate the sequential ordering of interactions.

This further develops the explication of how social order is doable as a practical accomplishment. It showed how members use accounts of organisation to project possible sequences and how members use time to do the prospective coordinating, scheduling of those interactions, which members use to mutually orient to when interactions are prospectively relevant to be doable. This is how interactions are done and doable as going together in sequences. This part of the analysis demonstrated how members use organisational accounts as a resource for recognising the prospective relevance of doing those interactions again, for another first time.

Bangor University is also used indicate which category types constitutes the category device for this example. Again, this is a feature of how degree programs are organised. Parties who do studying for a degree are accountable as 'students'. This category type account is used to indicate the activities tied to parties who do studying for degrees at universities. Chapter6 analysed how Bangor University is used to indicate how the category student is relevant to doing the collection of interactions tied to Welcome Week, 2009. The category type student is used to indicate parties who do studying for a degree. Welcome Week has been organised to induct and introduce the new incumbents of the category to what doing being a student consists in at Bangor University. The analysis shows how the organisation is the resource for the category device. It describes how interaction types which constitute the organisation are tied to categories and how the interaction types are used to indicate which activities are tied to which of the categories for each of the interaction types. This explicates how activities are tie-able to categories; i.e. *category bound activities*. It then describes how incumbents are tied to categories, and once that is achieved and agreed by the parties, they are expectable to do the interactions tied to that category. The analysis also showed how categories are usable to indicate the rights, obligations, entitlements and expectations for parties to activities in interactions; i.e. it shows how members use accounts of category types to

tie both interaction types, and activities in those interactions to prospective incumbents of those categories. The organisation of Welcome Week shows how those interactions were tied to the category new student; and how one set of the activities in those interactions were tied to that category

The analysis then moved on in Chapter 7 to show how the university does the work of using the account Welcome Week to prospectively organise the collection of interactions relevant for the next occasion in September, 2009. It explicates the method of how members use accounts of interaction types to coordinate the doing of those interactions again in settings tied to the University. There is then an analysis of how time is used to do the sequential ordering of when the interactions will be available to be done. It analysed how different features of the interaction types and different features of the category were used to coordinate which students are expectable at which of the interactions.

It described the methods of doing the prospective organisation of this collection of interactions; and how interaction type accounts can be tied to setting type accounts and accounts of time to coordinate where and when the interaction will be realisable. It then described how members used time to coordinate the sequential order of when the interactions will be available to be done. It was also noted that not all of the interactions are relevant to all of the students, and described the method of how different features of the category student were used to coordinate and indicate which segment of the population were expectable at which of the interactions.

Chapters 5, 6 and 7 explicated the methods for making available the possibility for doing the collection of interactions for Welcome Week. Chapters 8 and 9 analysed how parties do the work of recognising how such prospectively available interactions are relevant to them, and how they use the organisational accounts of what has been prospectively organised as a resource to recognise just which of the collection are relevant to them.

Chapter 8 described the methodic procedure of how the students use the sequential order of the applications process as a resource to recognise the “what next”. It described how the recipients of a Welcome Pack orient to their confirming of a place to study for a

degree at Bangor University as a resource for indicating the possible relevance of the Welcome Pack. It explicated how the students use their competence as masters of natural language to recognise the relevance of the texts. It then described the methods of how parties use the category to recognise that they will be an expectable presence at the interactions.

Chapter 9 explicated how the students use the accounts in the Welcome Pack to recognise just which of the interactions are relevant to them. It explicated how members use category types to orient to which interaction types have been bound to that category in an organisation. The interactions of Welcome Week have been tied to the category student. The new students use the category to use the Welcome Pack as a resource for indicating which of those interactions are relevant to them. It described how this was then usable for each of the parties to do the preparatory work for doing arriving at each of the relevant settings at an appropriate time. It described how the texts of the Welcome Pack were usable by the students to do the preparatory work for arriving in the relevant settings at the relevant time already oriented towards doing activities indicated by that interaction type account. It described how they could use the texts to orient to a sequential order for doing those interactions, and use this as indicating the preparatory work for doing arriving in each of those settings at the relevant time, oriented to doing the interaction types tied to that setting.

A possible avenue for future research could be to look at some episodes of naturally occurring interaction, and, as well as analysing how the parties coordinated doing the sequence of activities in the interaction; it can also be asked: how was that occasion available to be done; and how did the parties to the occasion recognise the relevance of doing just that interaction type on that occasion; i.e. did the parties use the sequential order of interactions as a resource to indicate that interaction was a relevant “what next”? If so, how did the parties orient to the relevance of interactions in that sequence, and how was that sequence of interactions available to be done?

There is also the possibility of further investigation into how organisations are used to coordinate how interactions constitute a collection and which interaction types constitutes which collection, and how this is usable as a medium of coordinate for how the collections are ongoingly realisable, and how the combinations of different

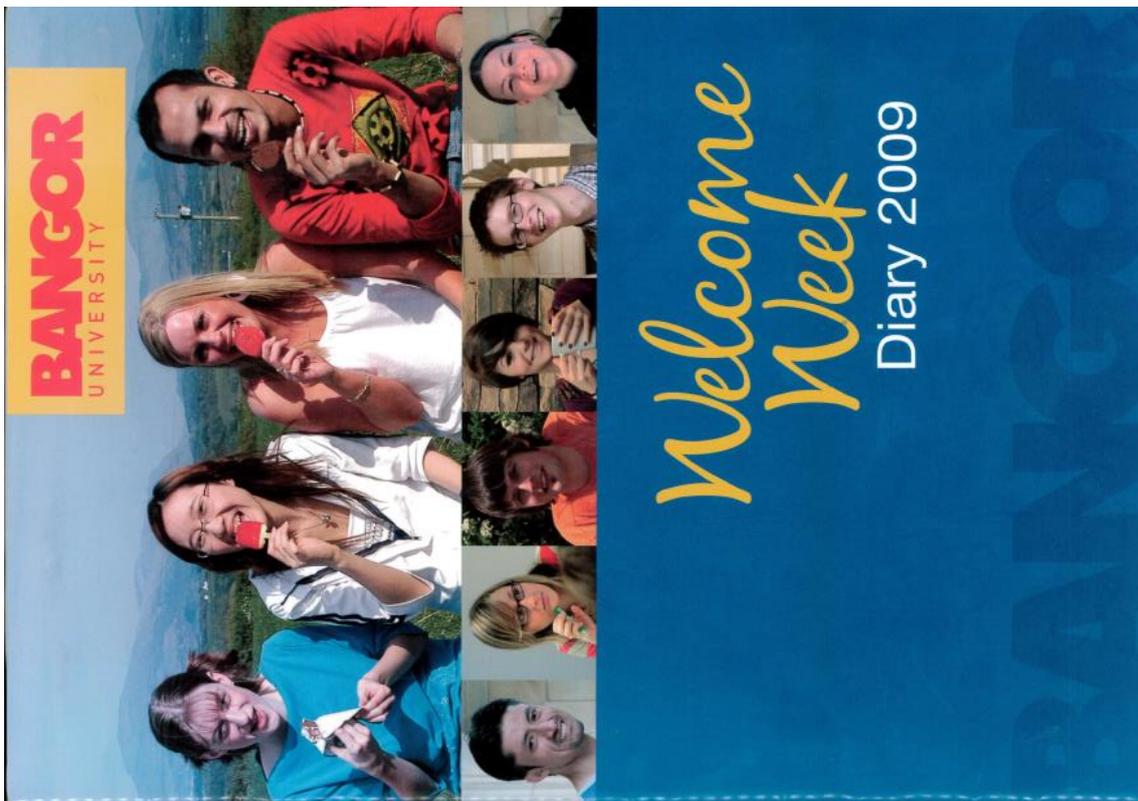
instantiations of organisations is achievable, and how it is this which constitutes social organisation.

With regard to Membership Categorisation Analysis, further analysis of how members use organisations to tie interactions to category types could be a fruitful avenue of research. There are also the methods of how members' accounts of the rights, obligations tied to interactions to negotiate and coordinate which parties are expectable to do which activities in which interactions. For example, how members use the obligations, entitlements tied to a category, the norms and rules tied to interaction types, tied to sequences of interactions to invoke, hold to account parties tied to other categories of the interactions, of the category device.

There was also a discussion of the admissions and applications processes in Chapter Four. A possible area of investigation could be how different 'organisations' can be used to constitute a sequence of interactions; e.g. how the applications process is coordinated between schools, colleges, UCAS, and the universities. And how this coordination is 'in place' to make available the possibility for parties to coordinate doing the sequence.

Overall, this thesis explicated various methods of how members use accounts of organisations, categories, interactions and time to make available the possibility of coordinating doing activities in interaction. It has shown how members use organisations to make available the possibility for doing activities in interactions in settings. It has shown how members use accounts of those interactions in settings to do the preparatory work for arriving in those settings at the relevant times. It has been shown that it is how this is done which makes available the possibility of doing collections of interactions. It is how this is doable which made available the possibility for relevant parties to do the interactions of Welcome Week, 2009.

Appendix 1 Bangor University Welcome Week Diary: 2009



CHECKLIST

1 Have you downloaded and returned your application form for University accommodation?
(If not, please see www.bangor.ac.uk/accommodation)

2 Have you completed, detached and returned the 'Student Identification Form (A)' on page 277?

IT IS ESSENTIAL THAT YOU DO SO IMMEDIATELY. Failure to do so may lead to delays at Registration and in accessing Library and Computing facilities.

3 Photographs
In addition to completing and returning the Student Identification Form (A), prior to Registration as mentioned above, you should also bring several additional passport-sized photographs with you in September. Some academic Schools may request one for their records. It is advisable to bring some spare photographs just in case.

4 Have you read the enclosed 'Money Advice' leaflet?
This gives further advice on the Awards, Student Loans, Banking and other financial considerations for new students.

5 Have you read the 'Registration Procedure' pages in this booklet?

6 Have you completed the 'Student Health Questionnaire' and 'Family Doctor Services Registration' forms (if appropriate) and returned them to the surgery in the Stamped Addressed Envelope provided?

7 Have you read the 'Payment of Fees' information in the 'Registration Procedure' section of this booklet and accordingly made arrangements for payment of your tuition and hall fees? If you are paying by recurring debit/credit card, have you completed the relevant form (direct debit mandate on page 31; credit card authority on page 29) and returned it to the Finance Office?

Important: Only for students whose tuition fees will be wholly or partially paid via the Student Finance Wales (SFW) / Student Loans Company (SLC) fee grants or fee loan schemes. Please bring your SFW/SLC documentation confirming your financial support arrangements for tuition fees with you to Registration as this may be required. This is only normally needed where there may have been recent changes in your circumstances.

• By preparing for registration prior to arrival you can ensure that the process will be easier to follow and quicker to complete.

• Academic Registry staff will be available to give help wherever necessary.

• If you are unsure of anything do not hesitate to ask.

• We look forward to seeing you in Bangor!

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Visit the Welcome Week website for more information about Welcome Week activities, including details of the activities being arranged by your academic School throughout the week: www.bangor.ac.uk/welcomeweek

Also included in this welcome pack:

- Student Healthcare Booklet & Forms
- Money Advice Booklet
- Map

The University's main library is situated just off the Avenue with the Assembly reception in the background



Introduction by the Vice-Chancellor

Dear Student,

In a few weeks' time, you will be enrolling as a student at Bangor University, and as the Vice-Chancellor I would like you to know that a very warm welcome awaits you here in the University.

You will be joining a vibrant and friendly academic community, and I trust that the university study upon which you are embarking will be both an intellectually stimulating and a pleasurable and enriching experience.

This booklet outlines general university information with which you need to be familiar now that your place at the University is assured, and the procedure to be followed when you register as a student. I hope that you will find it helpful. You should arrive in Bangor on either Saturday, 19 September or Sunday, 20 September. We have planned a programme of 'Welcome Week' events for you which should provide an informative introduction to the University.

I look forward to welcoming you in person to the University on Monday, 21 September.

Yours sincerely

Mertyn Jones
Professor R. Mertyn Jones
 Vice-Chancellor

What happens during Welcome Week?

Welcome Week is the start of your new life as a Bangor student, and serves as an introduction to University life. It's the ideal opportunity to make new friends and meet academic staff as well as a chance to choose your modules, find your way around the campus, and especially settle in before starting your studies.

The first step is of course **arriving in Bangor** – and you'll find the necessary information about this on pages 6-7. The majority of our first year students choose to live in University accommodation, and there's information about moving in to your allocated hall of residence within the Arrival details section on pages 6-7.

From the moment that new students arrive in Bangor at the start of Welcome Week there are a host of activities arranged on your behalf – varying from activities within your academic School to events organised by the

Students' Union. You'll get an official welcome to the University by the Vice-Chancellor, register as a student and automatically become a member of the Students' Union, get a chance to join various clubs and societies, as well as meet your lecturers.

Central to much that goes on during Welcome Week are the **Peer Guides**; these are specially-trained second and third year students who are on hand to help you settle in when you first arrive in Bangor, and to give you advice and support throughout your first few weeks. They're easily spotted during Welcome Week, as they all wear Peer Guide T-shirts. See page 8 for more on the Peer Guide system.

If you're taking in halls, then you'll encounter the Peer Guides upon arrival as they're usually around to help students move in, and you'll be encouraged by them to

participate in the various activities taking place over the first weekend. The 'official' Welcome Week experience starts on Monday however, when all new students attend the **Welcome meetings held in the Prichard Jones Hall (PJ Hall) within the Main Arts Building** on College Road. Please see the programmes of central activities on page 12 to see when students from your academic School are expected to attend.

Many academic Schools organise their **initial meetings with new first year students** on the Monday as well – see the relevant programme on page 15. You'll also need to check the Welcome Week website to get the **full details of the activities being arranged by your Academic School**. The meetings listed on page 15 are just the initial meetings; you need to check the website at www.bangor.ac.uk/welcomeweek to see the full programme of activities being arranged by your



WELCOME WEEK EXPERIENCES

academic School. If you are a **Joint Honours student**, try if you can to go to both. School inductions; you should go to the induction for the School which has admitted you.

The **Students' Union (SU)** is also a key part of Welcome Week, with a host of activities organised from the very first weekend, which are all aimed at helping you to settle in and make friends. Details of the activities organised by the SU are included on pages 12-14 and in the **Students' Union Handbook** (letter sent to you with this pack, or available from the Students' Union reception). During the day the Students' Union building is the one-stop shop for a range of information on the support services available to students. During every evening of Welcome Week, the Students' Union will organise various Welcome Week events and nights out in its venues, The Basement Bar, Amser/Tine nightclub and Academy.

Serendipity, the Students' Union's Freshers' Fair, is held on **Wednesday and Thursday** in the SU's venues – see pages 12-14 for times. This is the most popular event of the week, giving you a chance to get involved in anything from societies and sports teams, to volunteering projects. There will be plenty of freebies and information on various aspects of University life such as banking, insurance, and student services.

At the end of Welcome Week, on **Friday**, the Students' Union hosts **The Freshers' Ball**. This event is spread across

all of the SU venues and is the highlight of the week's night time entertainment. For more information about the Students' Union and its events please visit www.bangorstudents.com

Other important activities for you during Welcome Week are **choosing your modules** (see pages 17-18) and the **registration process** (see pages 19-22). Please make sure you read these sections so you know what to expect and what you need to do beforehand, especially in the case of **registration**, which takes place on the Thursday in the **Prechard Jones Hall (PJ Hall)** in the **Main Arts Building** on College Road (see pages 19-22).

This booklet highlights some of the key elements of Welcome Week – such as moving in to your accommodation, the registration process, and making the most of the academic and social activities that have been laid on for new students. It also refers you to **contact points for help and support**, as well as providing you with **information which you may find useful beyond Welcome Week**, when you've started on your studies and want to know more about other activities/extra support that's available. However, please make sure you visit the website as the most up-to-date information can be found on the Welcome Week pages at www.bangor.ac.uk/welcomeweek.

There are also a couple of forms which you must complete and return as soon as possible please make sure that you use the **checklist on the inside cover** to ensure that you've read, completed and returned the necessary forms.

“My advice for Welcome Week would be to take time to get to know the people in your halls, after all these are the people you will be living with for the next year. I would also try out new you are used to. In the past week I've done silent discos, kissing, skim boarding and ultimate frisbee.

Remember, if you're worried about anything or feeling a bit lost in your first week, call on your peer guide because that's what they're there for. Lastly try and save money for the first week, it can be quite expensive because you tend to go out quite a lot.”

Becké Suttarby, Psychology student, from Essex

“The peer guide scheme is excellent and really helped me settle in, they tell you the best places to eat, where to go out, support for module choices as well as being a good friend... I enjoyed the Welcome Week – the Serendipity fair, the opportunities to do taster sessions for clubs, and the organised events. They all help to keep you busy and make sure you get to know loads of people.”

Francis Burrows, Marine Biology student, from West Sussex



Arrival details for those living in university accommodation

Students who have been allocated a room in a University Hall of Residence will receive a Residence Agreement in the weeks prior to the start of Welcome Week, together with instructions for their arrival in Halls.

Arrival in Bangor will be on Saturday, September 10 OR Sunday, September 20, and you will be allocated an arrival day as different Halls will open on different days. **It will not be possible to choose your arrival day.** It is important that you arrive on the correct day, as your hall will not be open before the day specified on your Residence Agreement.

Please visit the Welcome Week website at www.bangor.ac.uk/welcomeweek and click on your allocated Halls of Residence for more information about arrival. You should also check out the Welcome Week website and the Students' Union website for tips on getting in to halls and making the most out of Welcome Week.

If you are arriving by car, please follow the instructions regarding routes into Bangor and parking. There is more information on the Welcome Week website for directions to your allocated Hall. It is essential that you arrive on the day specified and follow the route given to your residence. The routes have been agreed by the police to minimize traffic congestion.

If you are arriving by train Students' Union minibuses will be available to take you directly to your Hall.



Arrival details for those living in the private sector or living locally

All new students are expected to arrive in Bangor for the start of Welcome Week. If you choose to live in the private sector, or are local to Bangor and travelling on a daily basis, then you need to look at the central programme of Welcome Week activities (see page 12) to decide what you're going to take part in over that first weekend. Students from North Wales who intend to commute to the University on a daily basis should also consider attending the pre-entry induction programme on Thursday, September 17 (see page 25).

You definitely need to arrive in Bangor in time for the start of the 'official' Welcome Week experience on Monday, September 21, when all new students attend the Welcome meetings held in the Richard Jones Hall (PU Hall) within the Main Arts Building on College Road. Please see the programme of central activities on page 12 to see when students from your academic School are expected to attend. Many academic Schools organise their initial meetings with new first year students on the Monday as well - see the relevant programme on page 15. You'll also need to check the Welcome Week website at www.bangor.ac.uk/welcomeweek to get the full details of the activities being arranged by your academic School.

ACTIVITIES ARRANGED FOR ARRIVAL WEEKEND
You need to look at the central programme of Welcome Week activities (see page 12) to see the type of activities that are held over the first weekend - and also look at the Students' Union Handbook for details of the activities and entertainment organised by the Students' Union on Saturday and Sunday.

Activities arranged for the rest of the week

- Please see the programme of central activities on page 12 for details of activities such as the Welcome session for students from your academic School, the Module Fair on Tuesday, Registration on Wednesday and Thursday, and the information sessions being organised by Student Services.
- Please see the timetable on page 15 for details of your first meeting with your academic School. You'll also need to check the Welcome Week website at www.bangor.ac.uk/welcomeweek to see the full programme of activities being arranged by your academic School.
- Please refer to the Students' Union Handbook for details of the activities and entertainment being organised by the Students' Union throughout Welcome Week.



Baylor - Some of Bangor University's Halls of Residence





Peer Guides

ON HAND TO HELP!

Who are the Peer Guides?
Peer Guides are current students who have volunteered to help new students settle in to University life. They can help you answer questions you may have about University life such as where the lecture rooms are, which shops are open late, where you can go for a swim, and advise you on what to do and where to go to make new friends.

All our Peer Guides are trained and have also been a student themselves. They're ready to help you settle in - for as long as you feel you'd like a little help. They'll listen to your questions and help where they can. If they can't help, their training makes sure they know a man who can and they'll point you in the right direction.

Peer Guides and Academic Schools
The Peer Guides work through their academic School - you might even recognise some of them from a University Open Day. Exactly what the Peer Guides do and how it is organised depends on the academic School. You might have a named Peer Guide who will keep a friendly eye on you or you might meet lots of Peer Guides operating more generally at events. However, you will meet them at some point during Welcome Week and have the chance to ask them any questions you might have.

During Welcome Week you're likely to see quite a lot of Peer Guides around the University as they give tours of the University and the town, help out with registration and choosing modules, and help you get where you're supposed to be. And that's without all the social events!

How will I meet my Peer Guide?
In some academic Schools Peer Guides contact you at your home address before you arrive (training covers confidentiality), while others arrange a meeting within the academic School. However, if you're moving into Halls of Residence you'll see many of the Peer Guides in their bright T-shirts out and about looking for you to give you the low-down on planned social activities. During the Saturday and Sunday afternoons of Halls arrival weekend there will be a Peer Guide base room open 10am-5pm in Telfan on the Ffriddodd Site. If you haven't met a Peer Guide and want some information, you will be able to get help there.

Opting Out
Most new students find Peer Guides really helpful; however, if you really feel you don't want one, please let us know. If you do want to opt out please contact the Peer Guide Coordinator, as soon as possible. Peer Guide Coordinator: Centre for Careers and Opportunities, Bangor University, Students' Union Building, Derryl Rd, Bangor, Gwynedd LL57 2UW or email: peerguide@bangor.ac.uk



Student support and welfare

Student Services & Advice

If you need help or advice during Welcome Week or throughout the rest of the academic year, come along to the Students' Union Building. Staff in the Student Services Centre (on the third floor), and in the Students' Union Advice and Representation Centre (on the second floor), will be happy to answer queries as follows:

- Students' Union Advice Centre: 2nd Floor, Students' Union Building for expert, impartial and confidential advice on all general enquiries including: Accommodation and Housing, Finance and Benefits, Health Matters and Local Services, Personal Safety, Personal and Family Issues and Academic Assistance and Representation.
- Student Services Centre 3rd Floor, Students' Union Building for general welfare enquiries and specific enquiries on money matters, counselling, student health, disability issues, accommodation, careers, part-time employment, international student matters.
- Students' Union Deputy President: 2nd Floor, Students' Union Building. The Deputy President is one of 5 elected subnational officers who represent the whole student body on a wide range of welfare issues. For more information, please visit: www.bangorstudents.com/advicecentre

Accommodation Enquiries

If you're living in University accommodation, then the Halls Office, situated on the Ffriddodd Site, can help you with all Halls-related enquiries. You may visit the office in person, call the Halls Office on 01248 382967 or e-mail halls@bangor.ac.uk.

If you're looking for accommodation in the private sector, then you can contact the Student Housing Office within Student Services on 01248 382032/382034 or e-mail studenthousing@bangor.ac.uk. Househunting days for students looking for accommodation in the private sector will be held over the arrival weekend on Saturday, September 19 and Sunday, September 20 (see page 12).

Welfare Support in the Halls of Residence

The University has a welfare support system of Senior Wardens and Wardens within the Halls of Residence. Students can seek advice and support from the Warden Team, and can contact the Duty Senior Warden or Warden Monday - Friday. Outside office hours: 9am - 4pm through the Halls Office during office hours: 9am - 4pm Monday - Friday. Outside office hours students should make contact through University Security on 01248 382796 or ext 2795.

If you have any enquiries before you arrive, please contact us on the following numbers:

- Students' Union Advice Centre: 01248 382015
- Student Services Centre (general enquiries): 01248 382024
- Money Advice: 01248 382627

- Disability Service: 01248 382022/ Telephone 371811
- Student Housing Office: 01248 382032/2032
- Centre for Careers & Opportunities: 01248 382071
- International Students: 01248 381430

Health care information

STUDENT HEALTH SERVICES

Please see the information enclosed with this pack about the Student Health service provided by Bodnant Surgery or visit www.bodnant-surgery.co.uk. You will also need to complete and return the Student Health Questionnaire and the Family doctor services registration form (if appropriate) to Bodnant Surgery.

VACCINATION ADVICE

Meningococcal Meningitis: Meningitis Vaccine

In line with advice issued in previous years, all first year students should be vaccinated against meningococcal disease, prior to coming to Bangor University.

If you are a new international or exchange student and have not been vaccinated against Group C Meningococcal Disease, you will have the opportunity of receiving the vaccination at the University Health Service located in the Bodnant Medical Centre in Upper Bangor. Please make an appointment to see the practice nurse. 'Home' students who have not received the vaccine may also attend the surgery.

Mumps is a viral illness which spreads very easily and causes painful swollen glands, headache, and fever, which last a week or more.

First year students should check their MMR1 vaccination status before they attend for the 2009-10 academic year.

This is normally done through your surgery at home (ask to speak to the practice nurse). If you have not completed two doses of mumps-containing vaccine you should request a dose from your practice at home now.

If MMR1 is not available from your home practice, then request MMR1 when you register with the surgery soon after arrival.



Study Skills Support

Please see page 25 for information about the Study Skills support that's available to all students. This includes a Drop-in Advisory Service for help with note taking, planning and writing essays, oral presentations and preparing for exams; a Drop-in Advisory Service offering help with Mathematics, Statistics and Numeracy; and IT Study Skills sessions to provide you with the essential IT skills for your work at University.

More Information

There will be much more information on all the Welfare and Support Services available in the University and locally, on University Regulations, on your Rights and Guidelines, on Health and Safety rules etc in *The Student Guide 2009/2010* which will be given out in your School or at Registration.

Your Personal Tutor

As a new undergraduate student, you will be allocated a member of academic staff who will be your tutor. Your tutor will be a member of the academic staff in the School in which you are studying for one of the Schools in the case of Joint Honours students).

Your tutor is normally your first point of contact and you are expected to see your tutor at least three times a year to discuss welfare and academic issues relating to your progress. The more you keep in touch with your tutor, the more they will be able to advise and assist you.

If you have any difficulties with the allocation of your tutor, do not hesitate to contact the Senior Tutor in your School, the School Secretary/Administrator or the Student Services Centre. More information on the Personal Tutor System is given in *The Student Guide 2009/2010* (see below).

Welcome week activities

Saturday, September 19 – Saturday, September 26

| TIME | ACTIVITY | LOCATION |
|------------------------------------|---|---|
| Saturday, September 19 | | |
| Throughout the day | Some Halls of Residence open for new student arrivals - please see your Residence Agreement and additional halls literature for the day your particular hall will open. | |
| 10.00am – 5.00pm | Students' Union minibuses at Bangor Railway station | Student Services Centre, Students' Union Building |
| 11.00am – 4.00pm | House-hunting Day (Private-Sector) in the Student Housing Office | Students' Union Building |
| | Student Services Centre open for enquiries | |
| | Peer Guides welcome new students | |
| 12.00noon – 5.00pm | Students' Union 'Crazy Sports', Food and Drinks | Friddlands Site Tennis Courts |
| 7.00pm | Meet your warden and flat-mates | Bar Uno, Friddlands Site |
| Sunday, September 20 | | |
| | Remaining Halls of Residence open for new student arrivals - please see your Residence Agreement and additional halls literature for the day your particular hall will open. | |
| 10.00am – 5.00pm | Students' Union minibuses at Bangor Railway Station | |
| 11.00am – 4.00pm | House-hunting Day (Private Sector) in the Student Housing Office | Student Services Centre, Students' Union Building |
| | Student Services Centre open for enquiries | |
| | Students' Union Activities as advertised | Students' Union Building |
| 12.00noon – 5.00pm | Students' Union 'Crazy Sports', Food and Drinks | Friddlands Site Tennis Courts |
| 7.00pm | Meet your warden and flat-mates & disco | Bar Uno, Friddlands Site |
| Monday, September 21 | | |
| 9.30am | Schools of the Environment & Natural Resources: Biological Sciences; Ocean Sciences; Chemistry; Electronics; Computer Science; Sport, Health & Exercise Sciences. | P.J. Hall, Main Arts Building |
| 10.30am | Bangor Business School: School of Psychology, College of Education and Lifelong Learning. | P.J. Hall, Main Arts Building |
| 11.30am | Schools of English: Welsh History & Archaeology; Linguistics & English Language; Modern Languages; Music; Theology & Religious Studies; Creative Studies & Media; Social Sciences; Law. | P.J. Hall, Main Arts Building |
| School Meetings throughout the day | See your School for details of all activities throughout the week | As advertised by your School |
| 10.00am – 4.00pm | International Student welcome room open daily | Student Services Centre, Students' Union Building |
| 3.30pm – 5.00pm | Information and Advice session for new International Students led by International Student Welfare Advisor | Lecture Room 2, Main Arts Building |
| 8.00pm | Karaoke | Bar Uno, Friddlands Site |
| 8.00pm | Students' Union Quiz Night | Basement Bar, Students' Union Building |
| Evening | School Social Events and Students' Union Social Events | As advertised |

| TIME | ACTIVITY | LOCATION |
|--------------------------------|--|--|
| Tuesday, September 22 | | |
| Throughout the day | School Meetings and Activities - see your School diary | See your School diary |
| 10.00am – 4.00pm | International Student welcome room open daily | Student Services Centre |
| 11.00pm – 1.00pm | Students' Union Mature Students' 'Coffee and Cakes' Morning | Basement Bar, Students' Union Building |
| 12.30pm – 2.00pm | 'Dunmod Croeso Tl Brifysgol' - information on modules available through the medium of Welsh | Rowland John Morris Jones, College Road Site |
| 12.30pm – 4.30pm | Module Fair | P.J. Hall, Main Arts Building |
| 12.30pm – 2.00pm | Information session for International Students 'Working During and After Your Studies' | Lecture Room 2, Main Arts Building |
| 5.00pm – 6.00pm | Mature Students: Welcome and information session | Cared Lounge, Students' Union Building |
| 7.00pm | Psychology Quiz | Bar Uno, Friddlands Site |
| 8.00pm | Students' Union 'Open Mic Night' | Basement Bar, Students' Union Building |
| Evening | School and Students' Union Social Events | As advertised |
| Wednesday, September 23 | | |
| Throughout the day | Administrative registration for all new undergraduate students in the College of Natural Sciences, College of Physical & Applied Sciences and College of Health & Behavioural Sciences | P.J. Hall, Main Arts Building |
| Throughout the day | School Meetings and Activities - see your School diary | |
| 10.00am – 4.00pm | International Student welcome room open daily | Student Services Centre |
| 11.00am – 3.00pm | Serendipity: Students' Union Clubs and Societies Fair | Students' Union Building |
| 1.00pm | Walking tour of Bangor for International Students | Meet outside Main Entrance, Main Arts Building |
| 2.00pm – 3.00pm | Come and find out about the IT facilities you are going to need for your course: • Blackboard – Bangor University's learning environment • Programs available to aid your study • Email and internet | R035, Adair's Demol, Demol Road |
| 7.30 – 9.30pm | University Chorus – Open rehearsal and live choral-and-wine party | P.J. Hall, Main Arts Building |
| Evening | School and Students' Union Social Events | As advertised |
| 8.00pm | Students' Union 'Four Themes' Film Night | Main Arts Lecture Theatre, Main Arts Building |
| 8.00pm | Societies Night | Bar Uno, Friddlands Site |
| Thursday, September 24 | | |
| Throughout the day | Administrative registration for all new undergraduate students in the College of Arts & Humanities, College of Business, Social Sciences & Law and College of Education & Lifelong Learning | P.J. Hall, Main Arts Building |
| 10.00am – 4.00pm | International Student welcome room open daily | Student Services Centre |

Welcome week activities

Saturday, September 19 – Saturday, September 26

| TIME | ACTIVITY | LOCATION |
|--|---|---|
| Thursday, September 24 ...continued | | |
| 11.00am – 3.00pm | Sensibility, Students' Union Clubs and Societies Fair | Students' Union Building |
| 12.00 noon | Bus Tour of Bangor and Area for International Students | Meet outside the Students' Union Building entrance |
| 3.00pm – 4.00pm | Come and find out about the IT facilities you are going to need for your course: • Backboard – Bangor University's learning environment • Programs available to aid your study • Email and Internet | ROGS, Adriadel, Delinell, Delinell Road |
| 8.00pm | Acoustic Band Night | Bar Uno, Ffriddoedd Site |
| 8.00pm | Students' Union 'Wii Sports Night' | Basement Bar, Student's Union Building |
| Evening | School and Students' Union Social Events | As advertised |
| Friday, September 25 | | |
| 10.00am – 12.00 noon | Police Registration for International Students who need to register Students from - College of Natural Sciences College of Physical & Applied Sciences College Health & Behavioural Sciences | Powis Hall, Main Arts Building |
| 1.00pm – 4.30pm | Students from - College of Arts & Humanities College of Business, Social Sciences & Law College of Education & Lifelong Learning | Powis Hall, Main Arts Building |
| Throughout the day | School Meetings and activities, see your School diary | |
| 12 noon or 1 pm (2 sessions) | Finding Part-time Work: The Jobszone | Conference Room, Student Services Centre |
| 11.30am – 1.00pm | Information session for International Students 'Your Questions Answered' | Lecture Room 2, Main Arts Building |
| 12.45pm – 1.45pm | Master Students: Welcome and Information Session (repeat) | Academics, Students' Union Building |
| 7.30 – 9.30pm | University Symphony Orchestra - open rehearsal, shared with Music Society Orchestra. All welcome. | P.J. Hall, Main Arts Building |
| 8.00pm | Cheesy Disco | Bar Uno, Ffriddoedd Site |
| 9.00pm | Students' Union – The Freshers' Ball | Students' Union Venues |
| Evening | School and Students' Union Social Events | As advertised |
| Saturday, September 26 | | |
| Throughout the day | Students' Union Clubs and Societies Taster Sessions | As advertised at www.bangorstudents.com |
| 1.00pm | BBQ and Live Music Event | Bar Uno, Ffriddoedd Site |

Your first meeting with your academic school

Please find below details of when you should attend your first meeting with the academic school in which you will be studying. If your school is not included on the list below you will receive information directly from them in due course, or you can check the **Welcome Week** website at www.bangor.ac.uk/welcomeweek

| SCHOOL | DATE AND TIME | LOCATION |
|---|---|--|
| Creative Studies and Media | Monday, September 21 10am (Welsh speakers) Monday, September 21 10.30am (English speakers) | J.P. Hall, College Road |
| English | Monday, September 21, 2pm | Lecture Room 4, Main Arts Building |
| History, Welsh History and Archaeology | Monday, September 21, 2pm - 4pm | Main Arts Lecture Theatre, Main Arts Building |
| Bangor Business School | Monday, September 21, 12.30pm lunch | Management Centre, College Road |
| Law | Tuesday, September 22, 2pm - 4pm | Powis Hall, Main Arts Building |
| Linguistics and English Language | Monday, September 21, 10am | Lecture Room 2, Main Arts Building |
| Modern Languages | Monday, September 21, 2.30pm | Lecture Room 3, Main Arts Building |
| Music | Monday, September 21, 2pm | Music Hall |
| Social Sciences | Monday, September 21, 12.30 onwards Buffer lunch followed by School induction | Management Centre, College Road |
| Theology and Religious Studies | Monday, September 21, 2pm | Drama Rehearsal Room, Main Arts Building |
| Welsh | Monday, September 21, 10am | Welsh Seminar Room, Main Arts Building |
| Environment and Natural Resources | Monday, September 21, 10.30am | Room G23, Theody Building, Delinell Rd |
| Biological Sciences | Single Honours students Monday, September 21, 2pm | A12, Brambell Building, Delinell Road |
| Chemistry | Monday, September 21, 11.30am | Orion Lecture Theatre, Chemistry Tower, Delinell Road |
| Electronics | Monday, September 21, 11am | Students' Common Room, School of Electronics, Dean Street |
| Computer Science | Monday, September 21, 11am | Students' Common Room, School of Computer Science, Dean Street |
| Ocean Sciences | Monday, September 21, Coaches leave Main Arts at 10.15am, return around 2.30 | Craig Mair Building, School of Ocean Sciences, Mesea Bridge |
| Psychology | Monday, September 21, 12 noon | Whelton Building |
| Sport, Health & Exercise Sciences | Monday, September 21, 1pm | Main Hall, George Building, Normal Site |
| Education | Monday, September 21; BA Education 2pm | English Medium: Conference Hall, Normal Site Welsh Medium: Rhos Hall, Normal Site |
| | BA Childhood Studies 1pm | Neatle Building, Normal Site |
| | F&L Early Childhood & Learning Support Studies 1pm | Neatle Building, Normal Site |
| | BSc Design & Technology 1.30pm | Catgwyn, Normal Site |

Semester dates

All students register twice a year: in September, and in January.

Where student grant cheques have been received they will be distributed at 'Registration'. Teaching is carried out in two 12 week blocks or 'semesters'.

Modules may be assessed or examined at the end of each semester.

Welcome Week begins: 21 September 2009
Registration: 23 & 24 September 2009

SEMESTER 1 BEGINS: 28 September 2009

Vacation: 19 December 2009 - 10 January 2010

Return: 11 January 2010

Assessment/examination: 11 January 2010 - 22 January 2010

SEMESTER 2 BEGINS: 25 January 2010

Registration for all full-time undergraduates: 25 January 2010 - 29 January 2010

Vacation: 20 March - 11 April 2010

Return: 12 April 2010

Assessment/examination: 10 May - 4 June 2010

Session ends: 4 June 2010

Your academic school

You will be registered for a degree course in a School (or possibly two if it is a Joint Honours degree), even though you may pursue modules or courses in more than one School. The University's academic Schools are grouped into six Colleges:

College of Arts and Humanities:

- School of English
- School of Welsh
- School of History, Welsh History and Archaeology
- School of Linguistics and English Language
- School of Modern Languages
- School of Music
- School of Theology and Religious Studies
- School of Creative Studies and Media

College of Business, Social Sciences and Law:

- Bangor Business School
- School of Law
- School of Social Sciences

College of Education and Lifelong Learning:

- Education
- Lifelong Learning

College of Natural Sciences:

- School of the Environment and Natural Resources
- School of Biological Sciences
- School of Ocean Sciences

College of Health and Behavioural Sciences:

- School of Healthcare Sciences
- School of Psychology
- School of Sport, Health and Exercise Sciences

College of Physical and Applied Sciences:

- School of Chemistry
- School of Electronics
- School of Computer Science

Choosing modules



1 Choice within your programme of study

This section is intended to explain how to go about choosing elements of your first year study at the University. Although you are already accepted onto a

programme of study, each programme structure normally gives you the opportunity to pick courses outside your main area of study. The extent to which this is possible within your programme will be outlined in the School Handbook which you will receive during Welcome Week. We operate a modular scheme of study at Bangor which means that all programmes comprise "blocks of learning" called modules. All our modules are labeled according to the level of learning expected and each will also have a credit weighting (e.g. 10, 15, 20 credits) which indicates how much a module is worth if it is successfully completed.

Undergraduate three year programmes comprise modules equivalent to 120 credits for each year of full-time study. If you have any queries there will be plenty of people available to advise and guide you so please don't hold back on asking questions.

2 Registering for the right number of modules

If you are a full-time student you will have to register for modules which make up the equivalent of 120 credits during the academic year 2008/2010. It is anticipated

that the 120 credit full-time year is equivalent to 1200 hours of learning time - i.e. 30 weeks of full-time study over the two semesters with a total of 40 learning hours per week. You are advised to take 60 credits in each semester, so that your work is spread evenly across the year. There may however, be good reason why you

choose to undertake more modules in one semester than another. But our rules will not permit you to follow modules worth more than 70 credits or less than 50 credits in either of the two Semesters as this would lead to a very unbalanced academic year in terms of demands on your time, making it difficult for you to complete the requirements of the programme.

Your Personal Tutor will be able to help you select modules for your first year during Welcome Week. A handbook outlining the programme of study and details on the modules offered by the School will be provided. While many modules will already be specified for you as compulsory within your programme there may also be:

- a list of optional modules for you to choose from
- elective modules which are "free choice" modules normally outside your main School(s).

3 Choosing modules outside your main School

It is important for you to consider taking modules outside your main subject area that may prove useful for your future career. You may wish to take the opportunity e.g. to learn a new language such as Welsh, Spanish or

Choosing modules

one of the other Modern Languages available, or attain competence in Information Technology. With so many modules on offer, the menu could be considered a daunting prospect and this is why your tutor and the School advice sessions are very important.

In order to assist you to choose modules outside your main School we produce a Gazette which will include information on all the level 1 modules available in the academic year 2009/2010. The information can be found on the Web at: <http://admin.bangor.ac.uk/gazette>. A number of modules are available through the medium of Welsh. There will be a "Module Fair" in the Pritchard Jones Hall (PJ Hall) on Tuesday, September 22 from 12.30pm until 4.30pm. The Module Fair will give you the opportunity to talk to staff in other departments about their provision. You will have to be registered for the 120 credits by 5.00pm, on Wednesday, September 23.

If you feel that you have made the wrong choice of modules at Welcome Week, it is not the end of the world! You can make changes up to two weeks after the start of Semester 1. Please do this in consultation with your School to ensure that the right procedure is followed and that the necessary permission is gained for the change. It is really important to ensure that the University's record of your registered programme is correct and that modules comply with your programme's requirements.

4 Further points to consider

When considering "free choice" modules, you will need to take account of the "pre-requisite" background knowledge required to study the module. This information will be available in the Gazette mentioned above.

The other "constraint" on your choice is obviously the teaching timetable, and it will be necessary for you to check that the modules you wish to study do not clash with each other, as it is important for you to be able to attend your lectures, seminars and tutorials. Up to date details of your course timetables are available at www.bangor.ac.uk/maivai/vu/home.htm. Please note that timetables may be subject to change and it is strongly recommended that you review the timetable webpage regularly up to and including the first weeks of term. Some modules also have limits on numbers of students, and it may therefore not be possible to accommodate all your first choices. The University also attempts to ensure that the module information is correct when it goes to print - however, we do reserve the right to change the provision from that published in the Prospectus, Gazette and School information.

The best piece of advice is to ask plenty of questions if you are unsure about any aspect of what is required from you - please remember that we are here to assist you during your time at the University.



Registration procedure

1 Date of Registration

All new full-time undergraduate students must formally register with the Academic Registry on: **Wednesday, 23 or Thursday, 24, September 2009**, depending on your College.

Wednesday 23rd September:

- College of Natural Sciences**
 - School of the Environment & Natural Resources
 - School of Biological Sciences
 - School of Ocean Sciences

College of Physical & Applied Sciences

- School of Chemistry
- School of Electronics
- School of Computer Science

College of Health & Behavioural Sciences

- School of Healthcare Sciences (Radiography)
- School of Psychology
- School of Sport, Health & Exercise Sciences.

Thursday 24th September:

- College of Arts & Humanities**
 - School of Creative Studies and Media
 - School of History, Welsh History and Archaeology
 - School of Linguistics and English Language
 - School of Modern Languages
- School of Music
- School of Theology and Religious Studies
- School of Welsh

College of Business Social Sciences & Law

- Bank of Business School
- School of Law
- School of Social Sciences

College of Education & Lifelong Learning

- Education

Registration will take place, except where otherwise stated, in the Pritchard-Jones Hall in the Main Arts Building (no 51 on the map included in this pack). Different registration arrangements may apply to part-time students and those studying franchised courses at partner colleges, in which case further information will be available from the course organiser. School of Healthcare Science students studying in Wrexham will be advised of local registration arrangements by the school.

2 Registration times

Students must register in the order given and during the times shown below unless arrangements have been made in advance with the Disability Service. The registration process necessitates some form filling, queuing, as well as negotiation of steps. Disabled students requiring assistance should contact the Disability Service (tel: 01248 362100), e-mail: disability.service@bangor.ac.uk giving as much notice as possible.

| First letter of surname | Registration time |
|-------------------------|-------------------|
| A - C | 9.15am - 10.15am |
| D - B | 10.15am - 11.15am |
| H - K | 11.15am - 12.15pm |
| L - O | 12.15pm - 1.00pm |
| P - S | 1.00pm - 2.00pm |
| T - Z | 2.00pm - 3.00pm |
| | 3.00pm - 4.30pm |

Failure to register promptly will delay payment of the Student Loans Company student support.

3 Procedure

ALL STUDENTS must first collect their registration forms from an issue desk in the Main Arts Lecture Theatre or from the Disability Helpdesk in Reception. Please ensure that the form is completed accurately, fully and legibly. Staff will be available to answer any queries. Students then proceed to the Pritchard-Jones Hall where arrangements for the payment of tuition and hall fees will be confirmed. A helpdesk will be located in this Hall to assist you with any questions you might have.

Students in receipt of tuition fee support from the Student Finance Wales (SPW) / Student Loans Company (SLC) fee grants or fee loan schemes should bring their SPWS/LC documentation confirming support arrangements for tuition fees to Registration as this may be required. This is only normally needed where there may have been recent changes in your personal circumstances. Those who have not opted to pay tuition fees either by direct debit or by a recurring credit card authority must pay in full on Registration day and will be expected to have sufficient funds available to make the necessary payment (e.g. credit/debit cards, cheques and cash).

European Union students should have received form EU(09) Application for Student Finance 2009/10 from

Registration procedure

UCAS: Any EU student who has not received a form can obtain it from the UCAS website at www.direct.gov.uk/uk/Student/learning/registration/registration.
Student Finance Scotland: www.studentfinance.scot.nhs.uk
Student Finance Northern Ireland: www.studentfinance-ni.co.uk
Student Finance Wales: www.studentfinance-wales.co.uk
You must return the form to the DFES and the evidence needed promptly otherwise you may lose your entitlement to help with your tuition fees. **Please do this now, and do not wait until you arrive in Bangor in September.**

Do not hesitate to ask any of the staff or student helpers on duty if you have any queries or problems.

Before leaving Registration, students must hand in their completed 'Registration Form' to the appointed member of the Academic Registrar's staff, but will be given a photocopy. This should be retained as evidence of registration.

Important: During 'Welcome Week' you will be given a copy of the Student Guide 2008/2009. Amongst other useful information, this book provides important information regarding the 'Rules and Regulations' of the University. Please ensure that you have received a copy and have read this information prior to registering as you will be asked to sign the registration form confirming this fact.

4 Students Receiving Student Loan Company (SLC) Maintenance Support

Student Maintenance Loan payments will be made by direct electronic transfer via your bank or building society account only after you have formally registered. **Please note that this is relevant only if you have applied and are eligible for student support.**

Any change of degree course will mean that you must inform your Award Authority immediately, so that your student support payment will not be delayed. The Award Authority in England and Wales is your Local Education Authority (LEA). If you are from Scotland, it is the Student Awards Agency for Scotland (SAAAS) and if you are from Northern Ireland it is your Education and Library Board (ELB).

Important: Please note that you must complete the registration process at the University before the University can advise the Student Loans Company to make payment.

5 Amount of Tuition Fees

Tuition Fees will be set at £3,225 for undergraduates (non-UK students for the academic year 2008/10). This fee can be deferred until after you complete your studies if you are eligible for a tuition fee loan. Students who

normally live in Wales before starting their course (who have a Welsh LEA) and students from other EU countries outside the UK who choose to study in Wales will qualify for a fee grant of up to £1,340 from the Welsh Assembly. This will be paid directly to the University. The University will only charge you £1,385. The fee grant is available regardless of family income. You will have to apply for this grant through your LEA or the EU Team.

You have a responsibility to ensure that you are aware of all your financial obligations and have made the necessary arrangements for payment prior to registration.

6 Payment of Fees

As a student at Bangor University you will have an account set up in your name on our student records system. Any tuition or accommodation related fees will be charged to this account and any payments which you make will be credited to your account.

All tuition fees and accommodation fees are payable in full at registration unless you have taken out a fee loan or you need to pay your fees by an instalment plan relevant to your student status.

Lump sum payments If you prefer to pay your tuition and accommodation fees in one lump sum you may do so at registration. Payment can be made by cash, credit/debit card or a sterling cheque/draft drawn on a UK Clearing Bank and made payable to Bangor University (see Note below for cheques/drafts not drawn on a UK Clearing Bank).

Payment by Direct Debit This is the preferred method of payment. Instalments are taken by Direct Debit and the enclosed Direct Debit instruction must be completed and returned to the Finance Office. If you are still setting up your Student Bank Account, you may forward the Direct Debit instruction to us within 14 days of the registration date.

Unless paper advice is requested from the Finance Office, at least 10 days prior to each payment date you will be sent an electronic notification to your University email address directing you to a secure website which will allow you to see details of your account and advise you of the date and amount that will be taken by Direct Debit for that instalment. If any other person is paying fees on your behalf, they must complete and sign the Direct Debit instruction. You will continue to receive an electronic notice of the instalments because it is your account. At least 10 days prior to the payment date the person who completes the Direct Debit instruction will also receive a letter advising them of the date and amount to be taken by Direct Debit. Only one Direct Debit instruction is permitted for each account and the calculation of the instalments remains the same.

Registration procedure

- 50% of the total amount due must be paid on or before registration; and
- the remaining 50% on or before 26 February 2010 of the same Academic year.

To take this option an agreement form must be completed at registration when the first payment is made and the February 2010 payment must arrive on or before the due date by one of the following methods:

- Credit/debit card by supplying credit/debit card details at this office or by telephone to the number below;
- Cheque or draft drawn on a UK Clearing Bank (see Note below for cheques/drafts not drawn on a UK Clearing Bank).

Electronic funds transfer from your bank directly into the University bank account quoting the student ID number and full name as a reference. The University bank details are available from this office on request.

Cheques/drafts not drawn on a UK Clearing Bank In the event that a cheque or draft is not drawn on a UK Clearing Bank this could create very significant delays before the University is able to either confirm receipt of payment or process any refunds that may subsequently become due. Students will remain liable for payment until the University is able to confirm receipt of payment, which it will be unable to confirm until 'cleared' funds are received to the University's bank account.

Financial hardship - Please note that failure to pay your fees may result in the termination of your registration. If you anticipate any difficulty paying your fees you should contact the Finance Office as soon as possible. The University will try a penalty charge of £30.00 for a late payment but we are keen to ensure that you avoid such charges, and in order to help you the University has a specialist money advisor in the Students Services centre (01248 383637).

For further information visit the Finance Office between 10.00am and 4pm Monday to Friday. Telephone either 01248 383801 or 01248 382048 between 9.00am and 5pm Monday to Friday or email fees@bangor.ac.uk or visit the Finance Office web site <http://www.bangor.ac.uk>

7 Bursaries

The Bangor Bursary scheme aims to provide additional support for those with lower income families and ensures you could receive up to £1,000 a year in extra financial help from the University. Bangor bursaries are available on top of any state-funded maintenance grants and loans, as well as any other University bursaries you may be eligible for.

The bursaries are available to students from all parts of the UK and do not have to be paid back. Please note, students in receipt of other bursary payments (eg NHS, Health & Social

The Direct Debit payment dates for the 2009-10 session are:
22. 10. 2009 Collection of 1/3 of balance on account
08. 01. 2010 Collection of 1/2 of outstanding balance on account
16. 04. 2010 Collection of outstanding balance on account

The Direct Debit process attempts to spread costs evenly throughout the year in line with the Student Loans payments. If there are changes to your account during the year then any increase or decrease in the amount(s) due will be spread over the remaining instalments.

The Direct Debit system is backed by all the major UK banks. If an error is made by the University or your Bank, you are guaranteed a full and immediate refund from your branch of the amount paid. You may cancel a Direct Debit at any time directly with your bank and this will mean the total outstanding amount of your fees will immediately become due.

Payment by Recurring Credit/Debit Card Authority It is also possible to arrange to pay instalments by recurring credit/debit card authority. To use this method you must complete the recurring credit/debit card form enclosed and return it to the Finance Office.

Unless paper advice is requested from the Finance Office, at least 10 days prior to each payment date you will be sent an electronic notification to your University email address directing you to a secure website which will allow you to see details of your account and advise you of the date and amount that will be taken by credit/debit card for that instalment. If any other person is paying fees on your behalf, you will continue to receive an electronic notice of the instalments because it is your account. At least 10 days prior to the payment date the person who is paying fees on your behalf will also receive a letter advising them of the date and amount to be taken by credit/debit card.

The Recurring Credit Card Authority payment dates for the 2009-10 session are:

30. 10. 2009 Collection of 1/3 of balance on account
30. 11. 2009 Collection of 1/3 of outstanding balance on account
29. 01. 2010 Collection of 1/4 of outstanding balance on account
26. 02. 2010 Collection of 1/2 of outstanding balance on account
31. 03. 2010 Collection of 1/2 of outstanding balance on account
30. 04. 2010 Collection of outstanding balance on account

International Student payment plans If you are classified as an international student for the purposes of tuition fee payment, an additional option is available for payment to be made in 2 instalments as follows:

Registration procedure



Care Council) will not be eligible for the Bangor bursary scheme.

Your eligibility for a Bangor Bursary will be assessed as part of the selection process based on your Local Education Authority when you complete the Application for Student Finance form to apply for a maintenance grant, etc.

Other bursaries for 2009 entry include Subject-Specific Bursaries worth £500 a year, bursaries those entering the University from care, and Welsh Medium Study Bursaries for those who choose to study all or part of their course through the medium of Welsh.

8 Certificates of Attendance

Where these are required, they may be obtained from the Admissions and Student Records section in the Academic Registry from Monday, 28 September 2009 onwards.

9 Important

Students will only be admitted to the Main Arts Lecture Theatre at the times stated in paragraph 2. Failure to register on the correct date without a valid reason may render the student liable to a late registration fine. This also applies to the registration in January 2010.

- Up to 1 week £15
- 1 - 2 weeks £20
- 2 - 3 weeks £25
- 3 - 4 weeks £30

10 Academic Registry - Communication

The Academic Registry is committed to reducing the administrative burden on students as far as practical, thereby allowing more time for you to focus on your studies. With this in mind, on-line services, e-mail and web-based information will be used as widely as possible. For your on-line services please see BangorPost: bangorpost@bangor.ac.uk (01248 382798)

All important communications will be initially sent to your university e-mail account which should be checked regularly. The Academic Registry will seek to limit communications to only those necessary for the administration of your studies.

You are strongly advised to use your university e-mail account as your primary e-mail account, however if for other reasons (e.g. professional work reasons for part-time students) you need to maintain more than one e-mail account, then you must either check your university account regularly or arrange for all university e-mails to be forwarded as appropriate. Failure to read university e-mails cannot be used in mitigation for non-compliance with university regulations and procedures.

If we are unable to contact you by e-mail, then we will escalate our communication strategy in the following order:

- By calling your mobile or home phone;
- By writing to your permanent home address;
- By sending your academic School to contact you;
- By writing to your last recorded term-time address.

It is important that you keep your contact details up to date on-line.

11 Car Parking Permits for Students

A parking permit is required by anyone wishing to park in the University car park. Registered students who are either resident in University owned halls or who live outside the boundary of the City of Bangor are eligible to apply for these parking permits. The permit, however, does not guarantee that a parking space will be available for the permit holder.

Applications for student parking permits can be made at the Estates and Facilities Office located in the Floodwood Building on Victoria Drive. Further details, including the parking regulations, can be found at www.bangor.ac.uk/eeo/VehicleParking

Beyond Welcome Week

Information which you may find useful during the first few weeks or months at Bangor:

Broaden Your Horizons

The School of Modern Languages and the College of Education and Lifelong Learning present 'Learn a language, open doors', a selection of beginners and intermediate language 11 week courses to help you make the most of your career prospects, free time or curiosity! These modules can be taken as part of your degree programme. With new language skills, you can enhance your employability, improve your communications skills and broaden your horizons.

Welsh Courses

The College of Education & Lifelong Learning offers the following:

Basic Welsh / Cymraeg Sylfaenol YHC-1914

These modules are intended for complete beginners with no previous knowledge of Welsh. The course will introduce basic constructions, phrases and vocabulary for everyday use and will involve a great deal of conversational practice.

Contact Hours: 2 hours per week over 2 semesters (Wednesday 2 - 4pm)

Credits: 20

Assessment: 50% oral work / 50% coursework and examination

NB It is also possible to register for a 10 credit basic Welsh course in semester 1 code YHC-181

Intermediate Welsh YHC-1913

These modules are intended for those students who have some basic knowledge of the Welsh language, but want to gain further oral competence and improve their written skills as well. They are not intended for students who have passed Welsh GCSE but language.

Contact Hours: over 2 semesters

2 hours a week - Wednesday 10am - 12pm

Credits: 20

Assessment: 50% oral work / 50% course work and examination

NB It is also possible to register for a 10 credits Intermediate Welsh course in Semester 1 - code YHC-1813

IT Courses

Wednesday, September 24, 14:00-16:00

Room 013 Michael Denzil

Come and find out about the IT facilities you are going to need for your course:

- Backboard - Bangor University's learning environment
- Programs available to aid your study
- Email and Internet

Study Skills support: Help is at hand!

Drop-in Advisory Service: Study Skills

Help with note taking, planning and writing essays, oral presentations and preparing for exams. Every Monday 4pm - 6pm and Wednesday 1pm - 4pm at Lifelong Learning, Dean Street, Bangor (near A6) during term time. There's no need for an appointment, just call in for a chat with one of our experienced tutors.

Drop-in Advisory Service: Maths/Statistics

Help with Mathematics, Statistics and Numeracy. Every Tuesday and Wednesday during term time at 10.30am - 1.30pm in the Denzil Building, Denzil Road, Bangor. No need for an appointment, just call in for a chat with one of our experienced tutors.

Do you have few or no IT Skills? IT Study Skills

sessions will provide you with the essential IT skills for your work at University. They will also prepare you to progress to other relevant IT modules to further your skills if necessary. International students and mature students may find these sessions particularly useful. To book, please contact Maggie Williams or Christine Roberts in the Learning Support Office, Denzil Building on 01248 382429 or e-mail ltutor@bangor.ac.uk

These sessions are part of the Study Skills Programme in the

College of Education & Lifelong Learning. For further details, please see the website at www.bangor.ac.uk/ll call on 01248 382798 or e-mail ll@bangor.ac.uk



Credit Card Payment Form

Credit Card Recurring Transaction Authority

Please fill in ALL sections of this Form B and return it to the address at the bottom.

Cardholder(s) Name and Statement Address:

Name _____

Address _____

Contact Telephone Number _____

Reference Number (Bangor Student ID No.) 5 0 0 _____

Full Name of Student _____

Type of Card (Please tick box)

Visa Solo Maestro Mastercard



Card Number

Start Date: / Expiry Date: /

Issue Number (if applicable)

I authorise you, with further notice to charge my visa / solo / maestro / mastercard* (delete as applicable) account for an unspecified amount on the advised dates. I understand the amount will be notified to me at least 10 days prior to collection. I will advise you in writing immediately if the card becomes lost, stolen or I wish to close my card account or cancel the authority.

Signature of Cardholder(s) _____

Date _____

PLEASE SEND THIS FORM TO:
Finance Office, Bangor University, Cae Denwen, College Road,
Bangor, Gwynedd, LL57 2DG

SWIRFODDOLWR
WYTHIUS GROESO
WELCOME WEEK
VOLUNTEER

SWIRFODDOLWR
WYTHIUS GROESO
WELCOME WEEK
VOLUNTEER

Welcome Week



 BANGOR UNIVERSITY
 Bangor University, Bangor, Gwynedd, LL57 2DG
 Tel: 01248 351 151 (Main switchboard)
www.bangor.ac.uk/welcomeweek

Appendix 2: Bangor University Students' Union Handbook: 2009



bangor students' union presents...

Bangorbury.

Friday 25th
September.

bangor freshers' week
ball goes festival

Arena 1:
Urban nights.

Arena 2:
Electro city.

Arena 3:
Village disco.

Arena 4:
Pic'n'mix.

9pm-3am: £17.50 : £15.00 (♥ bangor)




Greetings everyone, first and foremost we'd like to say a very warm welcome to all of our new students and look forward to meeting as many of you as possible (or even all of you, if possible).

You've made a fantastic choice in coming to Bangor - there's nowhere else in the world quite like it; it's a beautiful unique location sandwiched between Snowdonia and the Menai Straits, with a great view of Anglesey from the pier. It's a town-sized city which means that you can feel part of a local community without slipping into an abyss of metropolitan life, but you can still go about your day-to-day activities without every man and his dog knowing your business!

The activities most often associated with a Students' Union are of course the clubs, societies and night venues. Well we won't disappoint - we have all of these things in bucket-loads! From mountain-walking to cheerleading and photography to radio-presenting we believe there's something for everyone - and if you think not, then you can start up your own activity. And on the night venue front, we have a public nightclub, a

student bar, and a basement café-bar.

The Students' Union isn't just about spare-time activities or going out in the evenings, there are many students and staff-members who work tirelessly with the University to provide support and representation to our 10,000 students, and also others who regularly get involved in the local community.

We're a fully democratic organisation run by students for students and the political side of things is open to anyone to get involved through representing their courses, clubs, societies or campaign groups.

You'll soon discover that being a student is not solely about earning a degree, but about a whole life experience - the people, the places, the cultures, the activities. There is much positive change on the horizon and around the Bangor area and we really do encourage you to take advantage of your opportunity to get involved - it is a golden one. We wish you all the very best of luck for the next few years. When you've settled in, call by and say hello...

John, Spencer, Tom, Andy & Sharyn
Your Team of Sabbatical Officers

www.bangorstudents.com 3



Freshers' Week

Freshers' Week is a fantastically explosive start to university life. Free from lectures, the first seven days of your time at Bangor occupy you like none other. You'll be introduced to the University and your department, have the opportunity to explore the city of Bangor, and meet to add of new people from your course and halls of residence.

On top of all this, the Students' Union is running a whole host of activities and events from a 'crazy sports afternoon' to the biggest event of the week, **Bangorbury '09 - Freshers' Week Ball goes 'Festival'!** At the time of writing, Freshers' Week is still months away so do check on our website www.bangorstudents.com for all the other stuff we're planning.

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Event Highlights

Serendipity; the fresher's fair and biggest event in Freshers' Week is a lively affair. It'll be packed to the brim with stalls introducing our own clubs, societies, volunteering and other campaign groups and companies. You'll be able to sign up to and join groups, acquire stacks of freebies, and find out more about what Bangor has to offer!

Taster sessions; hosted by our clubs and societies. You'll be able to trial-run various groups' activities over the last weekend to make sure you like them before becoming a fully paid and signed-up member.



Bangorbury '09 - Freshers' Week Ball goes 'Festival'! takes place at the end of Welcome Week, on **Friday 25 September**. For this event, the Students' Union opens all its venues together in a series of 4 arenas to play host to the biggest night out in Freshers' Week! Come along and celebrate the beginning of the year in festival style!

Nights Out! Special Freshers' nights out will be running all week in our two main Students' Union night-time venues. Don't forget we'll be running minibuses all week escorting you from our venues back to the halls of residence so you get back safely after your night out.

Give it a Go! During the week we'll also be launching our Give it a Go programme, through which you can choose to sign up to an activity for a one-off session. There's a whole host of activities we think you may like so check out our website nearer the time.

Freshers' Week Timetable

Saturday 19 & Sunday 20

- **Crazy Sports Afternoon** - Games, Food & Drinks

Ffriddoe Hall Tennis Courts, 12:00 - 5:00 pm

Monday 21

- **Students' Union Quiz Night**

SU Basement Bar, 8:00pm onwards

Tuesday 22

- **Mature Students' Coffee & Cake Morning**
- **Bangorbury '09** - SU Basement Bar, 11:00am - 1:00pm
- **Students' Union Open Mic Night**
- **Serendipity** (Freshers' Fair) - Day 1

SU Basement Bar, 8:00pm onwards

Wednesday 23

- **Serendipity** (Freshers' Fair) - Day 1

Students' Union Building, 11:00am - 3:00pm

Thursday 24

- **Serendipity** (Freshers' Fair) - Day 2
- **Students' Union Wii Games Night**

Students' Union Building, 11:00am - 3:00pm

SU Basement Bar, 8:00pm onwards

Friday 25

- **Bangorbury '09** - Freshers' Week Ball goes 'Festival'!
- **Serendipity** (Freshers' Fair) - Day 2

Students' Union Venues, 9:00pm - 3:00am

Saturday 26 & Sunday 27

- **Clubs and Societies Taster Sessions**

Throughout the weekend

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Love Bangor

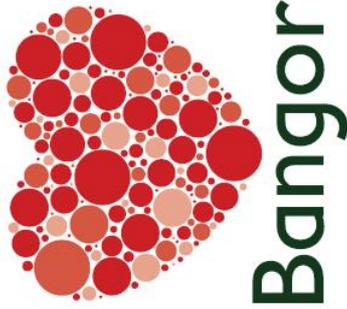
Bangor Students' Union prides itself on taking an active role within the local community. Whether it's attending neighbourhood meetings, taking part in events or helping tidy the local area, we're always keen to help out where we can.

Bangor Students' Union is actively involved in **Bangor Pride**, a community cooperative which aims to restore pride in Bangor and the surrounding areas. We are committed to working with Bangor Pride on environmental and sustainable projects such as recycling, litter picks and the promotion of a local cycle scheme. We also value sustainability and would urge all students to recycle where they can. There are all manner of facilities available at halls of residence or in the local area.

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With help from our Fair Trade society, we have been actively seeking to offer **Fair Trade** products throughout our venues. Promotion of Fair Trade is high on our agenda and if you would like to find out more or get involved, then visit the 'Fair Trade Bangor' Uni Facebook page.

Bangor University owns a botanical garden at the Treborth site situated on the edge of the Menai Straits. The gardens are available for all to enjoy, with volunteer sessions available at various times throughout the week. For more information visit www.treborthbotanicalgarden.org or visit the STAG (Student Treborth Action Group) stall at Serendipity.



To help further develop relationships with our local community, we are launching **Love Bangor**, a unique discount and promotion's campaign available to all Bangor Students. As a student member of our SU you are able to purchase an **NUS Extra card** (£10) which allows you access to all manner of discounts to help with your retail therapy. Discounts can be obtained from places such as Amazon.co.uk, play.com, McDonalds, JJB, Superdrug, 3 Mobile, La Senza, Endsleigh, New Look, Matalan and many more!

However, in addition to these specific national NUS discounts we have added the **Love Bangor** feature to Bangor students' version of the cards; this entitles you to many special offers from local businesses in Bangor and also discounts at SU & University facilities. Whether it's discounted entry to our night venues, promotional offers with University catering or exclusive access to Debenhams special offers, **Love Bangor** gives you that little bit more. And if that's not enough, your **Love Bangor NUS Extra Card** will also get you money off your ticket to **Bangorbury '09 - Freshers' Week Ball goes Festival!**

What makes this scheme even better is that the addition of the **Love Bangor** feature is completely free! All you have to do when buying your NUS Extra card is to remember to tick the option to add **Love Bangor!** For more information on how to sign up for your **Love Bangor NUS Extra Card**, follow the instructions below:

Sign up to Love Bangor!

Follow these simple steps and start saving the pennies!

1. Log onto www.nus.org.uk/nus-extra
2. Click on the link to **order your card**
3. Fill in the details and choose **Bangor University** as your delivery point.
4. Crucially, ensure you select the option to **add the Love Bangor feature** before you make the final purchase.
5. Collect your card from the **Students' Union reception** any time between 9am and 5pm throughout Freshers' Week.



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UMCB – Bangor Welsh Students' Union



Bangor's Welsh Students' Union (UMCB) represents the interests of the University's Welsh speakers and learners in all aspects of University life. Welsh speakers and learners are automatically members of UMCB and our events are open to anyone who has an interest in the Welsh language or Welsh culture, and there are plenty of opportunities to learn about both!

Clubs and Societies

UMCB has a quite a few clubs and societies that offer opportunities to get involved in the language and culture or just to socialise through the medium of Welsh – a brilliant way to improve your Welsh!

Here are just a few of the clubs and societies that UMCB currently has:

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Bangor Welsh Christian Union

- Bangor Welsh Christian Union
 - Cymdeithas Llywelyn: the Welsh learners' society
 - JMW JCR
 - The Football Team
 - Y Ddraenen: the Welsh language magazine
 - Y Llef: the Welsh language newspaper
- Remember to keep an eye out for our clubs and societies' **taster sessions** on the Give it a Go calendar and the Events Portal on the Union website throughout the academic year.

Learning Welsh

The most important society for learners is **Cymdeithas Llywelyn**, the 'Welsh learners' society. The society offers Welsh taster sessions on different topics – from phrases to use in the Union shop to songs to sing when your AU

club is playing abroad! The society also holds regular socials for you to practise your Welsh in a friendly and supportive environment with fellow learners. We also provide information about the Welsh language courses on offer in Bangor to learners, fluent speakers and to everyone in-between! Plus, some degree courses at the University allow you to take an optional Welsh language module for those who want to learn a bit of the local lingo – so it can even help make up the credits that you need for your course! For more information on Cymdeithas Llywelyn, or about the Welsh language courses available to you while you're here, then please email: llwyelyn@undeb.bangor.ac.uk.

Events

As well as the events organised by our clubs and societies, UMCB holds its own special events throughout the year. All of these activities are organised by **Y Cymrk** – the UMCB events committee – so keep an eye out on the Students' Union website, the University intranet and the UMCB Facebook group for the committee's meeting times to have your say on the social side of UMCB!

One important event to look out for this year is **Welsh Week!** From 1–7 March we will be holding all sorts of events celebrating the Welsh language and culture, from a comedy night & a gig for Welsh bands to Welsh lessons & Welsh folk dancing. Then the entire thing will be rounded off with a traditional Eisteddfod in which you're all invited to take part in various competitions from Welsh folk dancing to Bingoing (making up verses to a song on the spot – last one standing!)

Language & Representation

Of course, UMCB does more than just organise social activities – there are also plenty of opportunities to get involved in the representation side of our work. Keep an eye out for the Welsh Language Committee's

meeting times and come along to discuss issues concerning bilingualism within the Union, the University and the local community.

So whether you're Welsh, Scottish, Irish, English or international, there are plenty of opportunities for you to learn about the language and culture of the country that you're probably planning on living in for at least the next three years, so come and visit the UMCB stall at Serendipity, the UMCB office on the floor above Academi or the UMCB Facebook group to sign up for more information about our goings-on!

Remember to pick up a copy of Yr Hadau, the learner's pull out in Y Llef, the Welsh language newspaper!

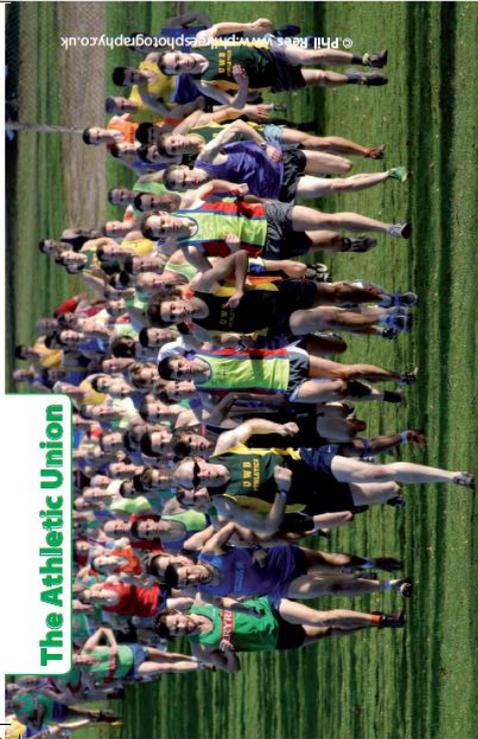
Y Ddraenen

Y Ddraenen, our Welsh magazine, includes articles about UMCB activities, features on Welsh students, your horoscopes, a problem page's photographs of *CiwB Cymru* nights and much more. Everything is written by students, so if you have any ideas, please e-mail our editor, Fflur:

f-y-ddraenen@undeb.bangor.ac.uk



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The Athletic Union

We have a wider range of sports on offer, and with over 45 clubs to choose from there really is something for everyone. Whether you choose to continue with a sport you already participate in or take up something completely new, it's worth while getting involved. Situated in our unique location between the Menai Straits and Snowdonia National Park we offer everything from Rock Climbing and Rowing to Fencing and the more traditional team sports (see A-Z opposite for a complete list). You can find out more about all the clubs by chatting to them at Serendipity and signing up to any of their taster sessions.

If competing is your thing then there is plenty of opportunity. We compete in BUCS (British Universities & Colleges Sport) leagues as well as various local leagues.

We also have **Varsity**, a weekend in March of multi-sport competition against Aberystwyth University. A great event for both competitors and supporters alike, this will definitely be an experience you won't want to miss!

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Support Sport
Our competitive teams value your support, check out the AU website for details of fixtures and come on down to watch your teams in action!

Intramural Events

These are your opportunity to compete as a club, society or group of friends within the University. Look out for the various events held throughout the year including a Freshers' Tournament, Super Teams, and Crazy Sports Day.

Of course it's important to celebrate our sport and we do this at AU nights hosted by sports clubs in the SU venues throughout the year, so be sure to come and show your support!

Sport is a great complement to your studies and here in Bang or you have the perfect chance to get involved. Whether it is just for fun, to support your University or to compete, make the most of the great opportunities available!

Joining

To join a sports club you need to become a member of the Athletic Union by purchasing an AU card from the SU reception. This provides insurance cover for the year and allows you to become a member of any affiliated AU club. All you need to do is give your AU number to each club you want to join and pay the joining fee for that club.
☎ www.bangorstudents.com/au

Athletic Union Clubs

- American Football
- Archery
- Athletics
- Badminton
- Basketball (Men's & Women's)
- Bodybuilding
- BUMS (Mountaineering)
- Canoe
- Canoe Polo
- Cheerleaders
- Dance
- Fencing
- Football (Men's & Women's)
- Gaelic Football (Men's & Women's)
- Golf
- Gymnastics
- Hockey (Men's & Women's)
- Judo
- Karate
- Mountain Biking
- Mountain Walking
- Netball
- Octopush
- Orienteering
- Riding
- Rowing
- Rugby League
- Rugby Union (Men's & Women's)
- Sailing
- Snooker & Pool
- Snowsports
- Sub Aqua
- Surf
- Swimming
- Table Tennis
- Tennis
- Trampoline
- Ultimate Frisbee
- Volleyball
- Wakeboarding



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Societies



So you've taken a fancy to some of the non-sporty societies? Whilst the AU sets the sporting scene, there are nearly 50 societies at Bangor offering a wide-range of activities for you to get involved with. Be certain to have a glance at the A-Z opposite and then find out more about each of them at **Serendipity** (our fresher's fair – see p4 for more details).

Whilst your degree is important, there is plenty to complement your academic studies here at Bangor University. Societies play a vital role in allowing you to get stuck in to the social scene and become involved with your

Students' Union. Best of all every society is open to absolutely everyone, so from amateur photographer to proficient actor there'll be something that appeals.

This year we'd specifically like to get more students involved in 'halls-based' societies and activities; whether it's acting as your hall rep or taking part in an inter-hall football competition, we'd like to help.

Don't forget you can **start your own club** or society by collecting a starter pack from the Students' Union!

➔ www.bangorstudents.com/societies

- SUS odities A-Z**
- Afro-Caribbean
 - Bangor Amnesty Student Society
 - Anglican Society
 - Arcanil – English Literature Society
 - Archaeology Society
 - Art Society
 - BEDS – Bangor English Dramatic Society
 - BUFFS – Film-making Society
 - BUGS – Guides & Scouts
 - BWRPS – Waigaming & Role-Playing Society
 - CathSoc – Catholic Society
 - Chinese Society
 - Christian Union
 - DJ Society
 - Duke of Edinburgh
 - Earth Religions
 - Fair Trade
 - BIFS A – Bangor Forestry Society
 - Ffriddodd JCR – Hall Society
 - Geog-Soc – Geographical Society
 - Hellenic Society
 - Herpetological Society
 - Indian Society
 - International Students Group
 - Islamic Society
 - Japanese Society
 - Law Society
 - Malaysian Society
 - Mature Students Group
 - No Normal Site JCR – Hall Society
 - People and Planet
 - Photography Society
 - PUB – Paranormal Society
 - Rathbone JCR – Hall Society
 - Rostra – Drama Society
 - RSF Social – Research Students Forum
 - Seren – English Language Newspaper
 - Socialist Students
 - SODA – Operatic & Dramatic Association
 - STAG – Student Treborth Action Group
 - Stage Crew
 - Storm FM – Student Radio Station
 - Students with Disabilities Group
 - Unity Bangor – Lesbian, Gay, Bisexual, Trans



SVB – Student Volunteering Bangor



Student Volunteering Bangor (SVB) is our student-led volunteering department which runs an array of projects for you to get stuck into while at university. Opportunities range from working with children with learning difficulties to cleaning up local beaches, from thinking up and implementing fundraising ideas to holding tea parties for local elderly people.

You can use your creative skills to promote volunteering through SVB publicity or get involved in the decision making side of things.

You can volunteer for as few or as many hours as you can spare on regular projects or one-off events. Whatever you're into, SVB has something for everyone and if not, we've got great links with a whole host of other volunteering organisations in the local area.

Our main aim is to encourage students to lead their own volunteering projects which make a positive impact in the local area while at the same time picking up valuable skills and knowledge. Volunteering is an excellent way to gain essential work experience, something which will impress employers when you go looking for a job. It is also a great way to make

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friends and through SVB, you can have a great time whilst making a difference at the same time.

Getting involved in SVB is easy.

- Visit our stand at Serendipity during welcome week. Meet existing volunteers and see our current vacancies.
 - Come along to one of our Volunteering Information Sessions in the first few weeks of term and learn more about our various projects.
 - Email us at svb@undeb.bangor.ac.uk to receive email updates of SVB's activities and opportunities. You can also register your interest via our website www.bangorstudents.com/svb
 - Alternatively you can contact the Student Volunteering Co-ordinator, Helen Munro. Her office is situated on the second floor of the Student's Union building. Helen can also often be found in the SVB projects room on the ground floor of the Students' Union.
- ☎ 01 248 388021
✉ helen.munro@undeb.bangor.ac.uk

Millennium Volunteers

Student Volunteering Bangor is a recognised Millennium Volunteers centre. MV is a UK-wide volunteering programme designed to promote and recognise volunteering amongst young people aged 16 to 24 years. By registering on the programme, you can receive nationally recognised awards for the commitment you make by completing 50, 100 and 200 hours of volunteer work. If you make it to 200 hours, you receive an award of excellence signed by the First Minister of Wales. 200 hours may sound like a long time but you would be surprised just how quickly the time adds up. Many students have achieved the award in just one year.

RAG Bangor

RAG, which stands for Raise and Give, is an old university tradition which has existed in Bangor for decades. By taking part in RAG, you get the opportunity to take part in a whole host of crazy and wacky activities designed to raise money for local, national and international charities. From organising charity pool tournaments to sponsored walks, there's something for everyone at RAG whether you've got time to join in everything or just take part in one-off activities. It's a fantastic experience and a chance to make new friends. For more information, contact rag@undeb.bangor.ac.uk or go along to one of their monthly meetings, details of which can be found on the SVB website and Bangor RAG Facebook page.

SVB Projects

- **Splojge:** Arts, crafts and general fun and games for local 5–7 year olds.
- **Shlat:** Arts, crafts, games and trips out to local attractions for 8–12 year olds from the Communities First area.
- **Boomerang:** Help 8–11 year olds learn about other countries and world cultures.
- **Spectrwm:** Play and activity sessions

for children with Autism and Asperger Syndrome.

- **Red Cross Youth Bus:** Mobile youth outreach programme in local rural areas.
- **Dragon Sports:** After-school sports activities at local primary schools.
- **The Hergest Project:** Befriending sessions and activities with patients at the local mental health unit.
- **Out and About:** Trips to local attractions with a group of local pensioners.
- **Contact the Elderly:** Visit senior citizens in local residential homes and help organise monthly afternoon teas.
- **Tea Parties:** Spectacular afternoon tea parties for over 100 local elderly people at Christmas and Easter.
- **The Big Give:** Collect unwanted food and household items at the end of term and distribute them to local homelessness agencies.
- **Beach Clean:** Help improve and protect the local environment.
- **Promotions Team:** Help fundraise and get even more people involved in the wonderful world of Student Volunteering.



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Entertainment and Facilities



© Gary Smith www.garysmith.org.uk

The Students' Union is the hub of activity for Bangor's social scene, and provides a range of useful facilities too...

Time & Amser is our 1200+ capacity nightclub which is open to the public as well as to our students. The main room has a spacious dance floor and two bars (one for cocktails), and the curved lounge leads to one side where you can chat or chill out between sessions. With its sizeable stage, this venue is the main location for big acts that come to Bangor – so keep an eye out for this year's line-up...

Our student bar is the 500+ capacity **Academi** which has a much more diverse range of music than Time. The main room has a bar, dance

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floor and seating area, and there is also a separate cocktail lounge and a chill out area. Popular weekly nights include rock and indie music, and fancy dress and themed nights are often hosted by clubs and societies too, so it's not unusual to bump into a pirate, a cowboy or a superhero!

The basement of the SU houses a pub, imaginatively called **The Basement**. Teas, coffees, and milkshakes are available in addition to alcoholic beverages. You can relax whilst watching TV, playing giant garden games, practicing tennis on the Wilor paraking in a quiz night or two. Lots of fun events are held in here so make sure you take time to pop in during 'freshers' week!

The **Union Shop** is the first thing to greet you as you arrive through the building's main entrance. It stocks the usual edibles – sandwiches, crisps, sweets & drinks – but also stationery and greetings cards, not to mention a variety of University-branded stuff from clothing to USB-drives and teddy bears.

Next to The Basement you'll find the **laundrette** complete with washers and dryers. You're less likely to queue here than at the laundrette on the halls of residence, and what's more, you can relax in the basement while you wait for your undies!

Every year the Students' Union arranges a massive **Summer Ball** in the Main Arts building as an end of year farewell. It's a formal event so prepare to dust down the tux or ballgown (if you have one – otherwise you can hire) because nine whole hours of fun is to be had on funfair rides and at casino tables whilst listening to a complete spectrum of fantastic music from big name acts, cover bands and local talent. Previous headliners have included Supergrass, Wiley, The Ordinary Boys, Girls Aloud, At the End and the Mystery Jets.

Events Committee As part of the recent restructuring of the Union, we now have an **Events Committee** which allows students the chance to express their thoughts and opinions about Union events. This means that everything from the choice of acts to the specifics of the Freshers' and Summer Ball can be discussed and evaluated, whilst suggestions for improvement and preferences for the future can be voiced.

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Education and Welfare



The SU's Education Officers are the President and the Deputy President. If you have any question's, problems or concerns relating to your academic studies then they are the people to see. However, there is also the Academic Reps system within each School too.

Academic Reps are students who are elected to represent the views of fellow students on their course, or from their school or college, at meetings of regular student-staff committees. This representation could relate to the quality of lectures or staff, the library, laboratory or computing facilities, assessment procedures and deadlines, or anything else to do with your academic studies.

The Students' Union offers training and guidance on how to be an effective Academic Rep. Feedback from all academic departments is fed directly to our Education Committee, and from there to the Sabbs and then to Senate where any necessary action can be taken.

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Being an Academic Rep is (like any involvement in the democratic system) a great way to get to know people, improve your CV and develop your interpersonal skills. If you're interested in becoming one, or want to find out who your Rep is, then your School should have the contact details, or alternatively you can come through us here at the Students' Union where we'll help you with the necessary steps: president@undebbbangora.ac.uk.

Your welfare as a student at Bangor University is incredibly important to us. Attending university for the first time might produce challenges that you've never come across before. However, have no fear, we are here to help! Whether you're strapped for cash, encountering issues with your accommodation or whether you just need a friendly face to chat to, we are always on hand to ensure that your health, safety and well being is looked after.

The Advice Centre

Located on the second floor of the SU, the Advice Centre is a friendly and approachable service that offers free expert, impartial and confidential advice on a whole range of issues including: accommodation and housing, finance and benefits, personal and family issues, academic assistance and representation, personal safety, health matters and local services.

The Advice Centre is also a well stocked resource library with a wealth of information on a variety of external organisations including: NUS, Local Education Authorities; Citizens Advice Bureau, Residential Landlords Association; Shelter; Student Finance Direct; Endsleigh Insurance; Advice UK; National Health Board and the Benefits Agency.

Did you know that as a student you are often exempt from many NHS costs? To help you recoup costs on services such as eye tests and dentistry, pick up a HCI form from the Advice Centre.

🌐 www.bangorstudents.com/advice-centre
 ✉️ advicecentre@undebbbangora.ac.uk
 ☎️ 01 248 388015

Nightline

Nightline is a confidential listening and information service available 8pm-8am, 7 days a week during term time. Nightline is run by student volunteers who are trained in giving information and support, so if you want a take away number, exam times or just a friendly chat with someone who understands, just drop us a line, we're here every night.

Nightline is always on the lookout for more volunteers who are eager to get involved. You'll receive all the training needed and it only takes four nights a semester to make a real difference.

To find out more, email nighltnline@undebbbangora.ac.uk. Serendipity or visit the Nightline stand at www.bangorstudents.com/nightline



Representation

One of our core values as a Students' Union is Equality. We believe that all students should be treated fairly and respectfully regardless of race, creed, gender, sexuality or any other factor. We are keen to offer extra support to those groups who may face discrimination of one kind or another which is why we have our 'liberation groups' who provide a strong voice with in the student community.

At present we have four Liberation groups. They are: Mature Students; International students; Students With Disabilities and 'Unity' who represent Lesbian, Gay, Bisexual and Trans students. However these groups aren't just there for representation and information, they are also incredibly active socially. Whether you self define as part of a liberation group or not, they are always on hand to give help, advice and friendly support. For more information you can visit their stalls at Serendipity or you can contact the groups at these addresses:

✉️ mature@undebbbangora.ac.uk
 ✉️ international@undebbbangora.ac.uk
 ✉️ disabilities@undebbbangora.ac.uk
 ✉️ unity@undebbbangora.ac.uk

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Student Media



Getting involved with student media is a great way to gain journalistic experience. Whether it's to complement your degree or just for fun, student media offers the chance to meet new people and learn new skills. We have three media societies in the SU (two newspapers and a radio station) and you don't need any previous experience to get involved.



Seren is our free English-language newspaper, printed monthly during the academic year and distributed around the University campus. It offers a good mix of articles ranging from politics to travel, film reviews to student news and much more. There are plenty of opportunities to get involved in writing, graphics design, marketing and distribution. Seren's office is located on the second floor of the SU. To check out past issues check out their website or for more information contact the editor:

✉ editor@seren.bangor.ac.uk
 🌐 www.seren.bangor.ac.uk

Our radio station, **Storm FM**, is housed in the basement of the SU and offers a studio, production suite and a comprehensive music library. Storm FM is one of only a handful of student radio stations to have a year-round FM licence and we take full advantage of it with over 60 hours of programmes each week. What's more, as of September, Storm FM will be broadcasting online so you can listen to it wherever you are in the University. Storm FM offers training in presenting, production, marketing, IT and much more. You can find out more about storm by visiting their website, or emailing the team:

🌐 www.stormfm.com
 ✉ stormfm@unideb.bangor.ac.uk

Y Lief, our Welsh-language newspaper, contains news and information about UMCB, the Students' Union, the University and Welsh Language events throughout the academic year. It also contains Yr Hadau, a pull-out full of information for Welsh learners. Y Lief is always looking out for contributors, so whether you're fluent in Welsh or just learning the basics, why not get involved? For more information contact the UMCB president:

✉ umcb@unideb.bangor.ac.uk

Democracy



The **Students' Union** is an entirely democratic institution which means that every **single student** has the opportunity to influence Union policy; you can get

directly involved by standing for election and representing fellow students, less directly by submitting a motion for discussion at Senate, or indirectly by voting for your nominated representatives.

Held once every term, **General Meetings** (Union GMs) are open to all students and must have a minimum attendance of 150. This is the most powerful meeting of the Union where policy is ratified, and where you can hold your elected representatives to account.

The **Board** is made up of sabbatical officers, ordinary members and for advice and an external perspective, some non-students; it is the operational side of the Union where financial and legal decisions are dealt with.

Senate is the policy-making arm of the Union consisting of elected Senators, representative officers and heads of committees, along

with the Sabbatical Officers and an elected Chairperson.

Senate meets on a monthly basis and coordinates the work of the **Union**

Committees:

- Athletic Union
- Communications
- Education
- Environment & Community
- Equal Opportunities
- Societies
- Student Volunteering Bangor (SVB)
- Union Events
- University
- Welfare
- Welsh Affairs

Each of these committees meet on a regular basis to discuss their focus area, and from there, their representatives report to Senate.

If you are interested in any part of the political side to the Union and would like more information about getting involved as a representative, please don't hesitate to contact the President at president@unideb.bangor.ac.uk or in dead any other officers or departments...



Appendix 3: Bangor University Location Map



KEY Numbers in italics indicate the principal location.

ACADEMIC

- College of Arts and Humanities 51:**
 School of English 51
 School of Welsh 51
 School of History, Welsh History and Archaeology 51
 School of Linguistics and English Language 51
 School of Modern Languages 51
 School of Music 51, 65, 66
 School of Theology and Religious Studies 51
 School of Creative Studies and Media 51, 56, 63
 ELOCS (English Language Centre for Overseas Students) (Ground floor) 17
 WISCA (Welsh Institute for Social and Cultural Affairs) 51

College of Business, Social Sciences & Law 59:

- Bangor Business School 55, 59
 Bangor Business School Management Centre 59, 60, 61, 62, 64
 School of Law 57
 School of Social Sciences 54, 59

College of Education and Lifelong Learning:

- Education 1, 6, 7, 8, 9, 10, 11, 12, 14, 16
 Lifelong Learning 73

College of Natural Sciences:

- School of the Environment & Natural Resources 39, 46
 School of Biological Sciences 38, 39, 41, 42
 Geography and Regional Studies 43
 School of Ocean Sciences A, B
 Welsh Institute of Natural Resources encompassing: CAZS – Natural Resources 46 and the BioComposites Centre (7th & 8th floor) 40

College of Health & Behavioural Sciences:

- School of Healthcare Sciences (also at Wrexham) 37
 School of Medical Sciences 50
 School of Psychology 44, 49, 50, 68
 School of Sport, Health & Exercise Sciences 5
 IMSCaR (Institute of Medical & Social Care Research) 13, 50, 73

College of Physical & Applied Sciences:

- School of Chemistry 40
 School of Electronics Engineering 74
 School of Computer Science 74

ADMINISTRATION AND SERVICE DEPARTMENTS

- Academic Registry (Admissions, Student Records & Timetabling) 51
 Agrafruffy, Menai 7
 Canolfan Bethwyn 6, 15
 Centre for Careers and Opportunities 48
 Corporate Communications & Marketing Department:
 Development and Alumni Unit 58
 Press and Public Relations Unit 51, 58
 Student Recruitment Unit 58
 International Recruitment Unit 71
 Conference Office 33
 Dyslexia Unit 69
 Estates and Facilities 33
 Finance Office 67
 Human Resources 53
 IT Services 47
 Library Services 11, 37, 47, 51
 Printing and Binding Unit 7
 Registrar's Office 51
 Occupational Health & Safety Unit 52
 Student Services Centre 48
 Students' Union 48
 Translation Unit 15
 University Innovation Bangor (9th floor) 40
 Vice-Chancellor's Office 51

OTHER SERVICES AND FACILITIES

- Anglican Chaplaincy 77
 Catholic Chaplaincy 78
 Centre for Research on Bilingualism 51
 (Terrace Level)
 DSDC (Dementia Services Development Centre) 13
 Environment Centre Wales 39
 IBMM (Institute of Bioelectronic and Molecular Microsystems) 74
 ICON (Industrial and Commercial Optoelectronics) 74
 IDB (Industrial Development Bangor) Ltd 74
 IT Wales 74
 John Phillips Hall 63
 Maes Glas Sports Centre 18
 NWCS (North Wales Clinical School) 50
 Powis Hall 51
 Prichard-Jones Hall 51
 R. S. Thomas Centre (located in Main Library) 51
 UK LMC (UK Laser Micromachining Centre) 74
 Welsh National Centre for Religious Education 15
 Research groups within IMSCaR (Institute of Medical & Social Care Research):
 AWARD (All Wales Alliance for Research and Development in Health and Social Care) 50
 CEPHi (Centre for Economics and Policy in Health) 73
 NPHS (National Public Health Service) 13
 NWFORTH (North Wales Organisation for Randomised Trials in Health) 73, 50
 PCSS (Primary Care Support Service) 13

LIBRARIES

- Archive Service 51
 Deiniol Library 47
 Fron Heulog Library 37
 Main Library 51
 Normal Site Library 11
 Welfson Library A

CATERING AND SOCIAL FACILITIES

- Bar Uno (lower floor) 33
 Bistro2 4
 Dylan's Coffee Shop 51
 Management Centres Lounge 60
 Students' Union 48
RESIDENCES
College Road
 Neuadd John Morris-Jones 72
 Neuadd Rathbone 70
Ffriddoedd Site
 Adda 34
 Alaw 22
 Braint (Lower floor – Shop) 32
 Bryn Dinas 25
 Neuadd Arfon
 Cefn-y-Coed 24
 Crafnant 29
 Eiddir 19
 Enlli 20
 Ffrw 28
 Glaslyn 27
 Gwynant 36
 Idwal (Ground floor – Halls & Conference Office) 35
 Llanddwin 31
 Neuadd Reichel 17
 Paris 21
 Tegfan 26
 Y Borth 23
 Y Glyder / Security Lodge 30
Normal Site
 Neuadd Arfon 3
 Neuadd Seiriol 2
St. Mary's Site
 Byn Eithin 75
 St. Mary's 76

- University Main Reception
 University Parking (Entry card required)
 Public Pay and Display Parking

| KEY | | |
|-----|--|--|
| 47 | Adelaid Deiniol | |
| 41 | Adelaid W. Charles Evans | |
| 38 | Brambell | |
| 39 | Environment Centre Wales | |
| 42 | Memorial | |
| 43 | Robinson | |
| 43 | Security / Enquiries | |
| 48 | Students' Union | |
| 46 | Today | |
| 44 | Wieldon | |
| | Normal Site | |
| 13 | Arduwy | |
| 4 | Bistro2 | |
| 9 | Cilgwyn | |
| 16 | Dinas | |
| 6 | Elliomydd and Rhos | |
| 5 | George Building | |
| 10 | Gymnasium & Sports Hall | |
| 12 | Hraethog | |
| 11 | Library | |
| 15 | Meirion | |
| 7 | Nantlle | |
| 3 | Neuadd Arfon | |
| 2 | Neuadd Seiriol | |
| 1 | Padaarn | |
| 8 | Trefnal | |
| 14 | Y Wern | |
| | Ffriddoedd Site | |
| 34 | Adda | |
| 22 | Alaw | |
| 32 | Bar Uno (Lower floor) | |
| 25 | Bryn Dinas | |
| 24 | Cefn y Coed | |
| 29 | Crafnant | |
| 19 | Eiddir | |
| 20 | Enlli | |
| 33 | Estates and Facilities | |
| 28 | Ffrw | |
| 27 | Glaslyn | |
| 36 | Gwynant | |
| 35 | Idwal (Ground floor – Halls & Conference Office) | |
| 31 | Llanddwin | |
| 18 | Maes Glas Sports Centre | |
| 17 | Neuadd Reichel | |
| 21 | Paris | |
| 26 | Tegfan | |
| 23 | Y Borth | |
| 30 | Y Glyder / Security Lodge | |
| | Ffriddoedd Road | |
| 37 | Fron Heulog | |
| | Deiniol Road | |
| 40 | Adelaid Alun Roberts | |

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