

The Texture of Discourse

Towards an outline of connectivity theory

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recapped by Yi-Ting TSAI

Recap from last time

Connectivity = texture of discourse

- Harris(1952) 1st aim of discourse studies : continuing descriptive linguistics beyond the limits of a single sentence.
- **cohesion** (physical) & **coherence** (mental)

- (1) The children went to the beach. They came home with sandy shoes.
- (2) The children went to the beach. They came home with a very special conch.
So,



Discursive & Dialogic Principle

- **discursive principle:** an expanded macroproposition which let us see discourse relations between clauses in the same way as **constituent relations occurring within clauses**.
- **dialogic principle:** dialogue between interlocutors which directs us to see discourse relations also as **answers to questions** that can reasonably be expected to be posed by an addressee.

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- from addresser to addressee
- 3 aspects (expressing, processing, impressing) and its schema

CH6 Connectivity Theory

- keypoints & overview of Adjunction and Interjunction

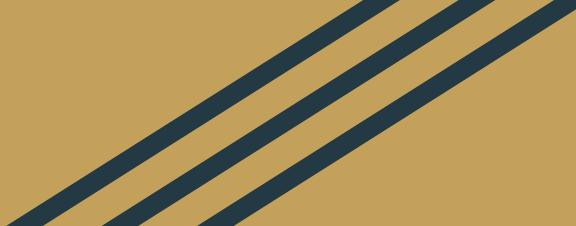
Conjunction – Adjunction – Interjunction

Conjunction linking form to form

Adjunction linking information to information

Interjunction linking addresser to addressee

- 7 tasks to fulfill in connectivity theory
 - i. Provide a framework for describing connectivity.
 - ii. Describe the variety of **forms** in which discourse relations occur.
 - iii. Explain the various **functions** that discourse relations can have.
 - iv. Construct a taxonomy of discourse relations.
 - v. Formulate form – function correspondences.
 - vi. Predict at any point in a discourse what discourse relations are likely to follow or what readers can reasonably expect as a continuation.
 - vii. Evaluate judgments on discourse relations in the communication process.



CH3 Conjunction : the linking of segments via textual elements

- Discourse basics
 - 3 aspects (location, ordination, combination) and its schema
- 

3: Conjunction

= constituents are somehow related **beyond the segment boundaries**

- Discourse -vs- Non sequitur (constituents in the segments are **not** somehow linked to constituents in other segments.)
 - Conditions:
 1. w/i sentences, constituents are to be interpreted in terms of their **dependency** on other constituents.
 2. w/i discourse, at least some constituents need a **dependency** with other constituents in other segments.

non sequitur (1) 1. John wants to visit his girlfriend. 2. Mr. Smith lives in a small village nearby.
3. The vacuum cleaner didn't work. 4. It is going to be a long talk.

 verbal elements
 constituents relate among segments

discourse (2) 1. John wants to visit his girlfriend. 2. Mary lives in a small village nearby. 3. The car wouldn't start. 4. It is going to be a long walk.

 verbal elements
 constituents relate among segments

- rhetorical non sequitur : has no relation linked to precedent but claim to be somehow related
 - **if** enough context & sentence obeys the grammar rules → **then** any string of constituents in a sentence can make sense
- anacoluthon : grammatical structure incorrectly disrupted sentence
 - **if** conditions for rules referring to constituents are satisfied or could be easily corrected & enough context is added
→ **then:** every combination of sentences an interpretation is possible

- (3) Peace is war.
(4) France is a hexagon.
(5) Colorless leftish ideas will have to meet certain conditions.

- (6) During the weekend Mary working was not allowed.
(7) Mary worked hard that the pig was grunting.

3: Conjunction

● Location

- the *order* of segments
 - anaphoric (\leftarrow)
 - cataphoric (\rightarrow)

Possibilities in directions of linking

$X \leftarrow Y, X \rightarrow Y; Y \rightarrow X, Y \leftarrow X; X \leftarrow Y \rightarrow Z$

- *contact* places:

- **Phoric** / pointer / fixing point
- **Ground** / anchor position / scope of phoric

- (12) Ann and Mary were glad because they had asked Bill to keep their secret.
(13) She loves him. That's why we have to wait and see.

- in discourse, phorics can also point to constituents that are **not verbalized**, and even to more or less clearly expressed **speech acts.**

non-verbalized 'car'

speech act of questioning
'I ask you this, for I heard ...'

(16) The dealer just called. Only my brakes had to be repaired.

(19) When do you want to leave? For I heard about a terrible road accident nearby.

(20) Children can stand more than parents think. Look at Ann and Mary

2nd possibility of conjunction for example 20
-first segment: act of claiming
-second segment: speech act: presenting example

- Ordination
- Combination

3: Conjunction

- (4) Teun van Dijk wrote more than 20 books. I owe you a bottle of wine.
- (5) I owe you a bottle of wine, because Teun van Dijk wrote more than 20 books.

clause < subclause

- Location: *order* (anaphoric & cataphoric) + *contact* (phoric & ground)

- **Ordination**

- Prominence relative status of the linked clauses
- *Grammar-based* (syntactic information)

Subordination and coordination are used here in a **broader sense** than the strict grammatical meaning.

Possibilities of Ordination

X - Y, X - y, x - Y, X - y - z, X - y/Y - z

- symmetrical or asymmetrical
- even simultaneously have a lower status (than the preceding segment) and a higher status than the following segment

- **Interordination:** reaction to the proposition made in the first (greeting – response, offer – acceptance and question – answer)
- **Coordination:** symmetrical linking between main clauses, between subclauses, and also between independent or complex sentences.
- **Subordination:** a subclause is connected to a main clause or to another subclause at a higher level.

1st main clause - 'but' - 2nd main clause (24) Peter had organized a short vacation but his wife would not come with him.

1st independent clause - 2nd independent clause (25) Peter was sitting at the window. Mary was busy with her car.

main clause < 2 subclause - { 1st subclause - 'and' - 2nd subclause } (26) Peter would not come because he hated parties, and because he had no time, either.

2 levels subordination (27) Although he did not want to say that he was ill, everyone knew it.



Content-based (level of information flow)

- Nucleus
- Satelite

(32) Pete announced a short vacation because his wife was depressed. She had visited many therapists with no result.

- Combination

3: Conjunction

- Location: *order* (anaphoric & cataphoric) + *contact* (phoric & ground)
- Ordination: *grammar* (interordination, coordination & subordination) + *contact* (nucleus & satellite)
- **Combination:** how segments are tied

They can occur
simultaneously



○ **Repetition:** clear and unambiguous lexical items

○ **Substitution:** grammatical or lexical

- grammatical: dummy word, anaphor or cataphor, 'do', 'then', 'the', etc.
- lexical: synonyms or hyponyms/hyperonyms.

cataphor(37)

verb 'do'(38)

adverb 'then'(39)

definite article 'the'(40)

hyper/hyponym ; synonym(41)
flowers - roses ; depressed -down

She certainly has changed. No, behind John. I mean Karin.

Have you called the doctor? No, but I will do.

We grew up in the 1960s. We were very idealistic then.

An old man crossed the street. Suddenly, a gunshot hissed. The old man seemed to stumble.

People who are depressed are advised to buy roses. Flowers are said to soothe those who are feeling down.



○ **Collocation**



○ **Connection**



○ **Zero-linkage**

3: Conjunction

- Location: *order* (anaphoric & cataphoric) + *contact* (phoric & ground)
- Ordination: *grammar* (interordination, coordination & subordination) + *contact* (nucleus & satellite)
- **Combination:** how segments are tied

referential cohesion



○ Repetition: clear and unambiguous lexical items

○ Substitution: grammatical or lexical

○ Collocation:

- language-based: linguistic aspects (grammar, semantics and pragmatics) of combining discourse segments
- knowledge-based: encyclopedic knowledge and world concepts (nature, culture and situation)

Language-based collocation: grammatical, semantic, pragmatic

grammatical (42) I sent a postcard last week. My mother was delighted.

send(agent=I, patient=? , object=postcard)

semantic (43) Old movies don't do it anymore. New media are more appealing.

old - new

semantic (44) We have too many problems. The solutions are not at all clear.

problem - solution

pragmatic (45) John came walking. Our car enemy wanted to give a signal once again.

walking - our >> John = car enemy



○ Connection

fuzzynymy

'walking' = signal to express disdain for cars in some kind of knowledge

○ Zero-linkage

natural (people have faces) (46)

cultural (blood bank and donors) (47)
linked to Red Cross

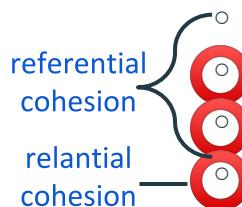
Knowledge-based collocation: natural, cultural, situational

I saw people in the street. All the faces made such a tired impression to me.

Red Cross helicopters were in the air continuously. The blood bank will soon be in desperate need of donors.

3: Conjunction

- Location: *order* (anaphoric & cataphoric) + *contact* (phoric & ground)
- Ordination: *grammar* (interordination, coordination & subordination) + *contact* (nucleus & satellite)
- **Combination:** how segments are tied



Repetition: clear and unambiguous lexical items

Substitution: grammatical or lexical

Collocation: language-based (grammar, semantics and pragmatics) or knowledge-based (nature, culture and situation)

Connection: via constituents in different clauses (words indicating a *relation*), referring to the same or related concepts.

- The ‘relation words’ = connectives.
 - not only conjunctions like “and,” “although,” , but also discourse markers like “well,” “anyway,” etc.

Connection add its own meaning with the help of various connectives

Disjunction

(48) You may go, **or** you can stay for a while.

Negative connection

(49) You may go, **or** you will miss the train.

Restatement

(50) You may go, **or** to put it more directly: you are fired.

Sequence 'and', 'also' → 'besides', 'furthermore'

(51) **Besides** the fact that John is mean, he is also hateful.

(52) She is very competent. **Furthermore**, she is a good team player.

○ **Zero-linkage:**

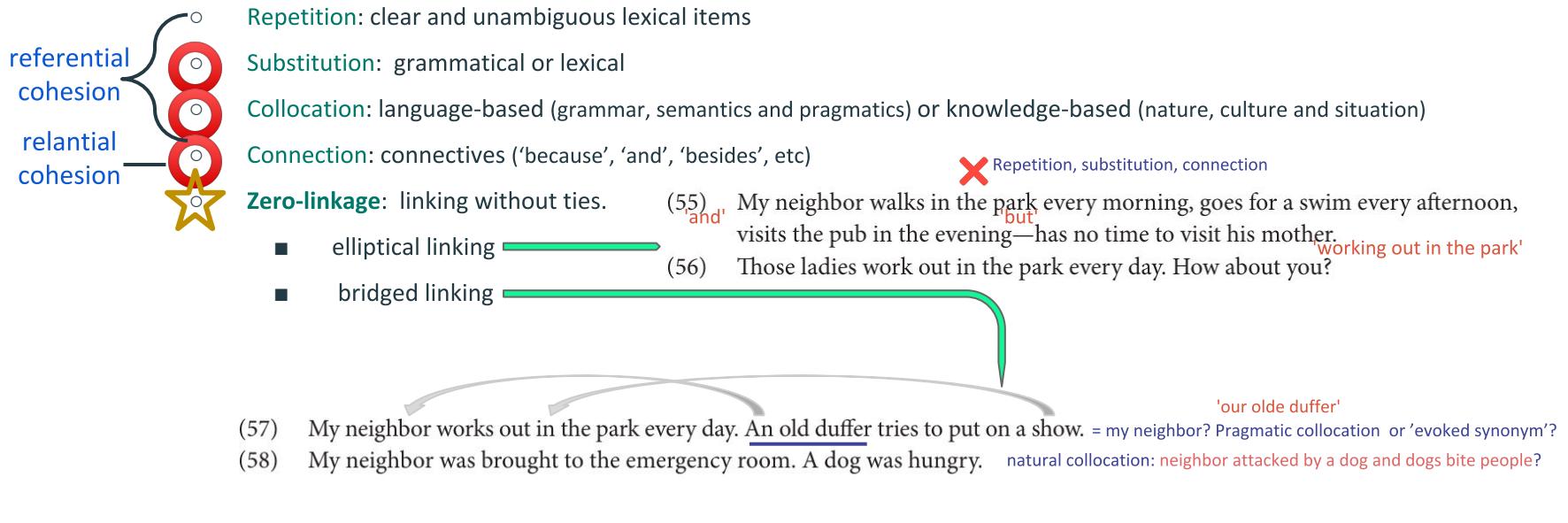
Causation because → 'and', 'as long as'

(53) Ann got a great job last year **and** now she is rich.

(54) **As long as** you have the time, why don't you join us?

3: Conjunction

- Location: *order* (anaphoric & cataphoric) + *contact* (phoric & ground)
- Ordination: *grammar* (interordination, coordination & subordination) + *contact* (nucleus & satellite)
- **Combination:** how segments are tied



3: Conjunction

- Location: *order* (anaphoric & cataphoric) + *contact* (phoric & ground)
- Ordination: *grammar* (interordination, coordination & subordination) + *contact* (nucleus & satellite)
- Combination: *repetition*, *substitution* (grammatical or lexical), *collocation* (language or knowledge), *connection*, *zero-linkage* (elliptical or bridged)

Location	Ordination	Combination
<i>Order</i>	<i>Grammar</i>	<i>Reference</i>
a X before Y	c interordination	g repetition
X after Y	d coordination	h substitution •
	e subordination	i collocation ★
<i>Contact</i>	<i>Content</i>	<i>Relation</i>
b phoric	f nucleus	j connection
ground	sattelite	
		<i>Zero-linkage</i>
		k elliptical linking
		l bridged linking

• substitution: grammatical (ana/cataphora, dummy words); lexical (synonymy/hyperonymy)

★ collocation: grammatical – semantic – pragmatic; natural – cultural – situational



CH4 Adjunction : the content characteristics of the segment linkings

- Adding on information
 - 3 aspect (elaboration, enhancement, extension) and its schema
- 

4: Adjunction = adding pieces of information expressed in clauses

- Adding on information
 - An information = proposition containing a **concept C** (a person, a lie, a mermaid) and an **event E** (actions, processes, states of affairs)
 - **C+E** combination: "John is ill." is a basic information block. → 'discourse proposition'
 - "My brother John is terribly ill." contain **several propositions** in a clause which together function as one segment in discourse

Three types of Adjunction (linking information to information)

Elaboration

Adjunction to a c

Linking aspects, details, features or properties to a concept c

- (1) Mary went to the market. It was a small market in the suburb.
- (2) Mary went to the market. She was in a good mood.

Extension

Adjunction to a c+E

Linking c's and/or E's to a clause, a c+E

- (3) Mary went to the market. Or was it the mall?
- (4) Mary went to the market. John went to the hairdresser.
- (5) Mary went to the market. I cleaned the house.
- (6) Mary went to the market, but she lost her way and ended up at the station.

(1) E + C ← (2) E

Enhancement

Adjunction to an E

Linking elements in the frame of an event E

Dialogic principle:
"Please, tell me more
about event E?"

Where?
When?
How?
Why?

- (7) Mary went to the market. She had to go to the other side of the city.
- (8) Mary went to the market. That day was the longest day of the year.
- (9) Mary went to the market. It was a pleasant walk.
- (10) Mary went to the market. She wanted to please her mother.

4: Adjunction

- **Elaboration C**: the discourse continues with information (details, aspects, features or properties) about a concept.

- the general label Elaboration is mostly not further specified in the practice of discourse analysis.
 - continuation is based on lexical linking (substitution or collocation mostly).
 - more or less predictable encyclopedic knowledge
 - **Quality**



(15) I would like to introduce a new rule. It works as a rule of thumb.)

(16) He is always pestering me. There is never a day without some kind of criticism.

Specification (17) I've done a lot of shopping. I bought all we need for the weekend.

- **Quantity**

(18) The tennis federation has published a list with 170 curses that can be fined.

(A lot of) these curses are of French origin.

Part - Whole relation (19) Our school will organize a sports competition next month. (All students) can compete in basketball, soccer and gymnastics.

switch the word to 'only a few', the relation becomes Restriction

- Extension
- Enhancement

4: Adjunction

- Elaboration C : *Quality + Quantity* [very vague]

- RST

Relation Name	Constraints on either S or N individually	Constraints on N + S	Intention of W
<u>Elaboration</u>	none	<p>S presents additional detail about the situation or some element of subject matter which is presented in N or inferentially accessible in N in one or more of the ways listed below. In the list, if N presents the first member of any pair, then S includes the second:</p> <ul style="list-style-type: none">• set :: member• abstraction :: instance• whole :: part• process :: step• object :: attribute• generalization :: specific <p>Quality Quantity</p>	R recognizes S as providing additional detail for N. R identifies the element of subject matter for which detail is provided.

- Extension
- Enhancement

N: nucleus
S: satellite

4: Adjunction

- Elaboration C : *Quality + Quantity*

- Extension C+E :

- Sequence 'and'

other connectives of course are possible

Sequence {List, Enumeration}

- (24) Yesterday's storm damaged a big part of the village. And a terrible accident on the highway caused unusually big traffic jams.

- (25) (There are at least two main reasons for retirement.) It enables young employees to get better jobs. Moreover, there is more time for family life.

Contrast {Opposition}

- (26) He says that his proposal has benefits only. But I see some serious problems.

Disjunction {Alternative}

- Disjunction 'or'

- (27) You can take a study break for about a year. Or you can start your apprenticeship abroad now.

- Enhancement

4: Adjunction

- Elaboration C : *Quality + Quantity*
- Extension C+E : *Sequence* ('and') + *Contrast* ('but') + *Disjunction* ('or')
- Enhancement E : framing an Event with four adverbial constituents - Place, Time, Manner and Causation.

- **Place:** {Spot, Distance}

Spot (29) Where there are grain fields now, the sea had its tides centuries ago.

Distance (30) I dreamt that I walked through a desert. Far away, a beautiful white village with many palm trees could be seen, their tops fading into a trembling air.

- **Time:** several distinctions can be made.

Relative-Absolute (31) Before going to the movies, we have to do some shopping, and at the end of the evening we can go to a bar till the last bus departs.

Duration-Frequency-Simultaneousness (32) Since I was a student, every time I hear his voice I have to think of my parents' home. Then I am gone and this can last for several minutes, while others are staring at me.

Terminus Post Quem: "since I was a student"

Terminus Ad Quem: "till the last bus departs"

- **Manner**

- **Causation**

4: Adjunction

- Elaboration C : *Quality + Quantity*
- Extension C+E : *Sequence* ('and') + *Contrast* ('but') + *Disjunction* ('or')
- Enhancement E : framing an Event with four adverbial constituents - Place, Time, Manner and Causation.

- Place: {Spot, Distance}
- Time: {Absolute, Relative, Duration, Frequency, Simultaneousness}
- Manner: aspects of the situation.

- Circumstance
- (Quality) Comparison; Proportion; Degree
- (Quantity) Restriction; Exception
- Causation

Time and/or Place aspect → situation

Circumstance

- (33) Get it while it is hot.
- (34) Years ago I had a terrible experience. I was in high school in Vancouver then.
- (35) We went to the beach. We decided to take the bus.
- (36) Please help me, instead of looking at me!

(Quantity) Restriction

- (40) All computers have the same price-performance ratio nowadays, at least as far as we can see.
- (41) All computers have the same price-performance ratio nowadays. This conclusion, however, does not hold for computers made in Hong Kong.

(Quality) Comparison

- (37) Please do it exactly as I have told you.
- (38) Employees will receive a gratuity in proportion to the years they have worked.
- (39) He was the first to finish. He left the others way behind. *Degree = Comparison*

4: Adjunction

RST	Relation Name	Constraints on either S or N individually	Constraints on N + S	Intention of W
●	Non-volitional Cause	on N: N is not a volitional action	S, by means other than motivating a volitional action, caused N; without the presentation of S, R might not know the particular cause of the situation; a presentation of N is more central than S to W's purposes in putting forth the N-S combination.	R recognizes S as a cause of N
●	Volitional Cause	on N: N is a volitional action or else a situation that could have arisen from a volitional action	S could have caused the agent of the volitional action in N to perform that action; without the presentation of S, R might not regard the action as motivated or know the particular motivation; N is more central to W's purposes in putting forth the N-S combination than S is.	R recognizes S as a cause for the volitional action in N

- **Causation:** 5 varieties of the Causal relation $p \rightarrow q$

the power to make your own decisions (Cambridge Dictionary)

Cause – Effect

– volition

- (42) Because he is ill, he will not attend the meeting. ($p - q$)
- (43) He could not attend the meeting. His flight was delayed. ($q - p$)

Reason – Result

+ volition

- (44) He does not want to join us, because he hates parties. ($q - p$)
- (45) He wanted to please his girlfriend. So, he cancelled his business trip. ($p - q$)

Definitions of Presentational Relations

Relation Name	Constraints on either S or N individually	Constraints on N + S	Intention of W
Concession	on N: W has positive regard for N on S: W is not claiming that S does not hold;	W acknowledges a potential or apparent incompatibility between N and S; recognizing the compatibility between N and S increases R's positive regard for N	R's positive regard for N is increased
Relation Name	Constraints on either S or N individually	Constraints on N + S	Intention of W
Condition	on S: S presents a hypothetical, future, or otherwise unrealized situation (relative to the situational context of S)	Realization of N depends on realization of S	R recognizes how the realization of N depends on the realization of S
Means	on N: an activity	S presents a method or instrument which tends to make realization of N more likely	R recognizes that the method or instrument in S tends to make realization of N more likely

- **Causation:** 5 varieties of the Causal relation $p \rightarrow q$

Means – Purpose

+ aim

- (46) He was practicing every day, so he might win the race. ($p - q$)
 (47) Please, would you open the door. Here is the key. ($q - p$)

Condition – Consequence

- reality

- (48) You can take a job after school hours, if you take care of your homework. ($q - p$)
 Negative Condition (49) You have to rinse the glasses carefully. Otherwise the beer won't foam. ($p - q$)

Concessive – Outcome

- implication

connotation: tall people should be good at basketball

relation between p and q counters some kind of implied meaning or connotation or expectation, or some general implication (not in the logical sense)

- (50) He is a very bad basketball player, although he is very tall. ($q - p$)
 (51) I know that it is very unusual. Still, I would like to introduce my dog first. ($p - q$)

RST

4: Adjunction

- Elaboration C : *Quality + Quantity*
- Extension C+E : *Sequence* ('and') + *Contrast* ('but') + *Disjunction* ('or')
- Enhancement E : *Place* (Spot, Distance) + *Time* (Absolute, Relative, Duration, Frequency, Simultaneousness) + *Manner* (Circumstance, (Comparison, Proportion, Degree), (Restriction, Exception)) + *Causation* (Cause, Reason, Means, Condition, Concession).

Elaboration	Extension	Enhancement
1 Quality, Quantity	2 Sequence 3 Contrast 4 Disjunction	5 Place 6 Time 7 Manner • 8 Causation ★

- Manner: Circumstance, Restriction, Comparison
- ★ Causation: Cause – Effect, Reason – Result, Means – Purpose, Condition – Consequence, Concessive – Outcome

Figure 3. Adjunction



CH5 Interjunction : the ‘interactional’ qualities of the segment linkings

- from addresser to addressee
 - 3 aspects (expressing, processing, impressing) and its schema
- 

5: Interjunction = addresser wants to join with the addressee(s)

Think
dialogic
principle!

Organon model from Bühler (1934): a sound can only qualify as a linguistic sign if a three-pronged relationship exists that connects the sound to an object, to an addresser and to an addressee.

- an utterance or a discourse has 3 functions simultaneously :

- a *symptom*, because it expresses an intention of an addresser;
- a *symbol*, because it refers to concepts and events;
- a *signal*, because an addressee must interpret it or react to it.

addresser express their intention

support the communication

influence mental state of the addressee

➤ Expressing

➤ Processing

➤ Impressing

5: Interjunction

- **Expressing:** addresser expresses his/her intentions

- **Presentation:** outlook on how two pieces of information are connected

Reason or Solutionhood (5) The traffic congestions are still getting worse. Now the government has planned to build some bypass roads.

Condition (interactional)or Solutionhood (6) Do you want a complete overview of our new products? Visit our website!

- **Comment:** a comment on a state of affairs

express cognitive aspects of the addresser

Interpretation (expressing an **opinion**)

Cause - Effect (7)

His new proposals will soon be implemented. This will improve our job facilities.

express attitudinal aspects

Evaluation (expressing a **qualification**)

Elaboration (8)

His new proposals will soon be implemented. Actually, these proposals are very bad.

closing statement or summarizing wrap up

Conclusion (presenting a final comment)

Interpretation or Evaluation (9)

(...) The arguments of this proposal are internally inconsistent. So, we need a more thorough discussion.

- Processing
- Impressing

5: Interjunction

- Expressing: *Presentation + Comment* (Interpretation, Evaluation).
- **Processing:** support communication

- **Explanation:** in facilitating the content of the message → 'what'

Background

 (improving understanding with something 'given')

- (10) He was totally upset after this war documentary. You know where his father died. Cause

Clarification

 (improving understanding with something 'new')

- (11) I don't like this proposal. I just discovered that the financing is completely Reason wrong.

- **Metatext:** guiding the addressee through the message's 'wording' → 'how'

Restatement

 (improving understanding of wording) Includes also Reformulation, Correction, Definition

- (12) We have some doubts about your education. Or to put it more directly: we don't understand why you even applied for this job.

Organizer

 (improving guidance through structure) Advanced Organizer, Preparation, Degression Indicators, Asides

- (13) There are at least seven objections to this proposal. Three of them will be dealt with below.

Summary

 (improving storage of content) Different possible cue words

- (14) (...) In sum, this report provides three arguments against having children at an early age.

- **Quote or Attribution:** → 'who'

- **Impressing**

5: Interjunction

- Expressing: *Presentation* + *Comment* (Interpretation, Evaluation)
- Processing: *Explanation* ('what' Background, Clarification) + *Metatext* ('how' Restatement, Organizer, Summary) +
 - **Quote or Attribution:** → 'who'
 - Other - Text (15) He said: "I never want to see her again."
 - Source - Citation (16) The growth of the national income will not "diminish" next year, according to unnamed bank officials.
- **Impressing:** influence the mental state of the addressee. 3 aspects of the mental state of the addressee(s) in the communication process can be related:
 - **Attention:** addressee has to be directed to special segments
 - **Acceptance:** increase a positive attitude to or an acceptance of an opinion
 - **Action:** addressee has to be motivated to do something

5: Interjunction

- Expressing: *Presentation + Comment* (Interpretation, Evaluation)
- Processing: *Explanation* ('what' Background, Clarification) + *Metatext* ('how' Restatement, Organizer, Summary) + *Quote/Attribution* ('who' Citation, Text)
- Impressing: influence the mental state of the addressee.
 - Attention:** addressee has to be directed to special segments
 - Climax:** attention of the addressee is directed to the last part of a segment in a List relation.
 - Anthesis:** addressee's attention towards one of the two segments in a **Contrast** relation

	Climax (focusing attention on the last element in a string of segments)		Antithesis (positively focusing attention for one out of two possibilities)
(17a)	Not only tall buildings were damaged; lower buildings were also destroyed and even some avenues were demolished.	(18a)	We can try to defend common European values. <u>However</u> , we can also renew our trust in national identities.
(b)	Not only were some avenues demolished; lower buildings were also destroyed and even tall buildings were damaged.	(b)	We can renew our trust in national identities. <u>However</u> , we can also try to defend common European values. <i>Increase positive attitude towards the content of 2nd segment</i>

RST	Definitions of Presentational Relations		
	Relation Name	Constraints on either S or N individually	Constraints on N + S
Antithesis	on N: W has positive regard for N	N and S are in contrast (see the Contrast relation); because of the incompatibility that arises from the contrast, one cannot have positive regard for both of those situations; comprehending S and the incompatibility between the situations increases R's positive regard for N	R's positive regard for N is increased

Definitions of Presentational Relations

Relation Name	Constraints on either S or N individually	Constraints on N + S	Intention of W
<u>Evidence</u>	on N: R might not believe N to a degree satisfactory to W on S: R believes S or will find it credible	R's comprehending S increases R's belief of N	R's belief of N is increased
<u>Justify</u>	none	R's comprehending S increases R's readiness to accept W's right to present N	R's readiness to accept W's right to present N is increased

- **Acceptance:** increase a positive attitude to or an acceptance of an opinion

occur in **argumentative** discourse and have a claim – argument structure.

Evidence (increasing acceptance; **objective**) Addresser is not involved ; a case

- (19) Our traffic department has to be reshuffled. The traffic jams are just as bad as they were years ago.

Justification (increasing acceptance; **subjective**) Addresser is related ; a person's behaviour

- (20) She has tried it several times. Now she can give up.

5: Interjunction

- Expressing: *Presentation* + *Comment* (Interpretation, Evaluation)
- Processing: *Explanation* ('what' Background, Clarification) + *Metatext* ('how' Restatement, Organizer, Summary) + *Quote/Attribution* ('who' Citation, Text)
- Impressing: *Attention* (+ Climax, Antithesis) + *Acceptance* (Evidence(objective), Justification(subjective))
 - Action: addressee has to be motivated to do something

Enablement (increasing ability to perform an action)

(21) If you want to know more, here are my coordinates.

Motivation (increasing desire to perform an action)

(22) If you want to become rich in a few months, read this brochure.

RST

Definitions of Presentational Relations			
Relation Name	Constraints on either S or N individually	Constraints on N + S	Intention of W
Enablement	on N: presents an action by R (including accepting an offer), unrealized with respect to the context of N	R comprehending S increases R's potential ability to perform the action in N	R's potential ability to perform the action in N increases
Motivation	on N: N is an action in which R is the actor (including accepting an offer), unrealized with respect to the context of N	Comprehending S increases R's desire to perform action in N	R's desire to perform action in N is increased

5: Interjunction

- Expressing: *Presentation* + *Comment* (Interpretation, Evaluation)
- Processing: *Explanation* ('what' Background, Clarification) + *Metatext* ('how' Restatement, Organizer, Summary) + *Quote/Attribution* ('who' Citation, Text)
- Impressing: *Attention* (Climax, Antithesis) + *Acceptance* (Evidence(objective), Justification(subjective)) + *Action* (Enablement(ability), Motivation(desire))

Expressing	Processing	Impressing
9 Presentation	11 Explanation	14 Attention
10 Comment	12 Metatext	15 Acceptance
	13 Attribution	16 Action

Figure 4. Interjunction

CH6 Connectivity Theory

- keypoints & overview of Adjunction and Interjunction

6: Connectivity Theory

- **polyinterpretability:** a segment sometimes can possibly have more labels
- taxonomy of discourse relations:

		WHAT?	COMMENT
1	Conjunction	linking of clauses via textual elements	<ul style="list-style-type: none">• formal aspects of linking constituents beyond the segment boundaries
2	Adjunction	adding pieces of information expressed in clauses	<ul style="list-style-type: none">• discourse relation• always present
3	Interjunction	addresser joins with the addressee	<ul style="list-style-type: none">• discourse relation• not always present

6: Connectivity Theory - Adjunction landscape

Table 1a. A taxonomy of discourse relations: Adjunction

Adjunction			
Family	Category	Type	Subtype
Elaboration the discourse continues with information (details, aspects, features or properties) about a concept C			
1	Quality, Quantity	Specification Part – Whole	Object – Attribute Set – Member Process – Step Abstract – Instance ⁱ General–Specific
Extension linking a E and/or C to a clause C+E			
'and'	2	Sequence ⁱⁱ Addition; Joint	Time Sequence Narration Continuation Reverted Sequence
Interactional Pair			
List ⁱⁱⁱ			
'but'	3	Contrast ^{iv}	Opposition
'or'	4	Disjunction ^v	Alternative

6: Connectivity Theory - Adjunction landscape

Enhancement framing an E with adverbial constituents

6: Connectivity Theory - Interjection landscape

Table 1b. A taxonomy of discourse relations: Interjunction

Interjunction			
Family	Category	Type	Subtype
Expressing addresser expresses his/her intentions			
	9 Presentation	Solutionhood ⁱ	Problem-Solution
	10 Comment	Interpretation	Generalization
		Evaluation	
		Conclusion	
Processing support communication			
	11 Explanation 'What'	Background Clarification	given info new info
			Exemplification Illustration
	12 Metatext 'How'	Restatement ⁱⁱ Reformulation	wording
		Organizer	structure
			Advanced Organizer: Heading Orientation ⁱⁱⁱ Preparation
			Digression Indicator ^{iv} Aside , Topic Shift
	13 'Who' Attribution ^v	Summary Citation	
		Other–Text, Source Citation, Quote relation	Indirect Citation Anonymous General Source
		Thought Incorporation	

6: Connectivity Theory - Interjection landscape

Impressing influence the mental state of the addressee

14	Attention	Climax +
		Antithesis -
15	Acceptance	Evidence objective
		Justification subjective
16	Action	Enablement ability
		Motivation desire

connectivity theory (texture of discourse) chapter reference

1. Provide a framework for describing connectivity.
 - o CH2: 2 principles on which the Connectivity Model is based, and then illustrate how these principles can guide a view on discourse.
2. Describe the variety of forms in which discourse relations occur.
3. Explain the various functions that discourse relations can have.
 - o CH3 Conjunction : how clauses are linked in discourse
 - o CH4 Adjunction : various functions of discourse relations (how info in clauses can be linked)
 - o CH5 Interjection : how relations between segments function between writer and reader
4. Construct a taxonomy of discourse relations.
 - o CH6 (Why is a taxonomy needed? Why this one? What is the use of it? Why this terminology?)
 - o CH7 clarify the architecture of the taxonomy
 - o CH8 model will be compared with other important approaches in discussing certain major issues in the study of discourse relations
5. Formulate form – function correspondences.
6. Predict at any point in a discourse what discourse relations are likely to follow or what readers can reasonably expect as a continuation.
7. Evaluate judgments on discourse relations in the communication process.
 - o CH12 formulating form – function correspondences in corpus studies, showing recent examples of research into discourse continuation, and discussing discourse relations in the communication process.