Introduction

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OUR LIVES NOW, in ways we are only beginning to understand, are lived with and through electronic media: We get news on the internet, read books on Kindle, find old friends on Facebook and new loves on OKCupid and Match.com. We network on LinkedIn, and create, enhance, and share images with Instagram; we "tweet," "friend," and "follow"; "post," "pin" and "like"; and sometimes "#fail." As we seek to understand these new ways of using language in our lives, the new worlds of words they entail in turn provide new means of understanding who we are and how we connect through language.

The chapters in this volume are drawn from the sixty-third annual meeting of the Georgetown University Round Table on Languages and Linguistics (GURT), "Discourse 2.0: Language and New Media," which is also the title of this volume. Included here are the five plenary addresses as well as selected papers by workshop leaders, panel organizers, and paper presenters, all of whom turn the attention of discourse analysis, broadly defined, to emerging and rapidly evolving new media platforms for interpersonal interaction. In this introduction we suggest some connections among the chapters as well as some focal themes of the volume.

In chapter 1, Susan Herring sets the stage for the volume by defining and describing Web 2.0, placing it in the historical context of computer-mediated discourse analysis (CMDA) and showing that it can be understood through the lens of the tripartite classification suggested in her title, "Discourse in Web 2.0: Familiar, Reconfigured, and Emergent." Considering a wealth of data sources such as Second Life, YouTube, Twitter, wikis, games, Skype, and texting, she outlines her CMDA toolkit, providing a set of methods grounded in discourse analysis, which may be used to uncover patterns of structure and meaning in networked communications.

The chapters that follow begin to provide the range of research that Herring calls for in her conclusion. In chapter 2, "Polities and Politics of Ongoing Assessments: Evidence from Video-Gaming and Blogging," Hervé Varenne, Gillian "Gus" Andrews, Aaron Chia-Yuan Hung, and Sarah Wessler develop and integrate the notion of "assessment" from the disparate fields of education, mental health, and conversation analysis, by exploring three examples of the phenomenon as played out in electronic discourse: first, an interaction at a video-game design camp in which an expert child takes over the controls from an incompetent adult; next, a group of four young Chinese friends playing video games in New York City, wherein three of the young men were expert, but the fourth, a young woman, was a novice; and, finally, a series of multiparty exchanges in which a number of people mistakenly tried to cancel AOL

ing (in her terms, sends metamessages), and that the risk of miscommunication is sometimes built into the mechanics of a given medium, such as a tag line automatically appended to text messages that is visible to the receiver but not to the sender.

In chapter 7, "Bringing Mobiles into the Conversation: Applying a Conversation Analytic Approach to the Study of Mobiles in Co-present Interaction," Stephen M. DiDomenico and Jeffrey Boase examine a segment of a video recording of a naturally occurring social gathering among three women friends in which the participants oscillated between attention to the people in the room and attention to their mobile devices. In their first example, drawing on Gibson's concept of "technological affordance," the authors demonstrate the importance of the asynchronous nature of texting in relation to the turn-taking organization of the face-to-face interaction. Their second example illustrates the blurring of boundaries between the two attention foci, as two of the participants become effective bystanders to an interaction between the third participant and the sender of a text message who is not in the room. This study thus demonstrates how new media discourse is integrated into face-to-face interaction, exemplifying how norms about such use are interactionally negotiated.

Continuing the exploration of interactional norms in chapter 8, "Facework on Facebook: Conversations on Social Media," Laura West and Anna Marie Trester examine interaction on Facebook to uncover how politeness norms are negotiated. Specifically, the authors explore the discursive means by which participants manage what Brown and Levinson characterize in their politeness schema as face-threatening acts (FTAs). Drawing from an ongoing ethnography, the authors contrast, on the one hand, fake Facebook interactions that create humor by featuring FTAs that violate politeness norms, with, on the other hand, naturally occurring Facebook interactions collected from users' walls, in which FTAs are largely avoided. With particular focus on how intertextuality is implicated in facework, the authors focus on the core practices of friending, posting, and replying, as well as some of the conversational rituals that Facebook has sought to operationalize: issuing invitations and sending birthday greetings. The authors thus consider how users navigate the balancing of face needs in this medium. Beginning and ending the discussion with the playful negotiation of norms surrounding one of the newer features on the site (tagging), this chapter sets the stage for the one that follows; together, the chapters demonstrate that ludic discursive practices are critical to the creation and navigation of interactional meaning in online contexts.

Whereas the chapters thus far have applied theoretical and methodical frameworks of anthropology (chapter 2), sociology (chapters 5 and 7), interactional sociolinguistics (chapter 6), and politeness theory (chapter 8), in chapter 9, "Mock Performatives in Online Discussion Boards: Toward a Discourse-Pragmatic Model of Computer-Mediated Communication," Tuija Virtanen applies and contributes to the semantic theory of performativity by examining the use of the word "hereby" in what she characterizes as "mock performatives" on a discussion board devoted to beauty and fashion. She introduces the term "discourse transformer" to highlight the way that these mock performatives signal a shift into a "play mode" by referencing a familiar institutional script. She ends by suggesting that her analysis provides a discourse pragmatic model for the study of performativity in computer-mediated communication.

ing that the institutional use of discourse that mimics the social functions of talk in interpersonal interaction threatens to blur distinctions between "the public and private, the personal and institutional, and the corporate and social."

To bring this overview full circle, we conclude by observing that, taken together, the chapters in this volume, like the many papers presented at GURT 2011, support Susan Herring's observation that if this work "demonstrates only one thing, it should be that Discourse 2.0 offers a rich field of investigation for discourse analysts"—and, we might add, that the field of discourse analysis offers a rich source of insight into the language of new media and the way it is shaping human lives.