Supplemental Material S1. Step-by-step segmentation sample guide.

1. Listen to recording at least three times. Do not read the transcript yet.

2. Identify and annotate ALL verbs in the transcript.

3. Identify and annotate Finites by identifying all verb morphology that provides information about verb tense.

4. Determine and annotate the Residue and Residue boundaries. (Box S1)
   a. Residues are all words or phrases that can serve to provide details to verbs and finites.
   b. Residue boundaries are determined by the lexico-grammatical rules of English.
   c. Residue boundaries do not occur within phrases.
   d. Residue boundaries may, but do not always, occur before conjunctions.
   e. All words, including discourse markers, must be assigned to a Subject or Residue.
   f. Each word in the Residue can be assigned to one verb argument only.

Box S1. Sample transcript after Steps 1-4 with Verbs, Finites, and Residue boundaries annotated.

PROMPT: Do children today have good manners?
START TRANSCRIPTION:
I belie*ve* \ children today ha*ve* good manners \ if they'*re* treat*ed* respectfully \ it'*s* pretty amazing to me \ that the people that are complain*ing* about how kids act *are* kind of giving em a hard time to begin with \ and *do* it in a in a condescending tone \ and in a manner that you uh nobody like*s* to really be talked to \ so I-I thi*nk* \ it'*s* a two way street \ when I've treat*ed* most young children in the last year or two with a degree of kindness and consideration \ they respo*nd* the same \ it ha*s* kind of amazed me actually \ that when you s*ay* something really nice to em \ and and ya know the kid'*s* kinda doing something \ that you thi*nk* \ ah well he'*s* probably a trouble maker \ but ya know I'vezuh h*ad* some kids \ that *were* in front of me at a fishing dock \ and they'*re* rid*ing* the bikes \ and they kinda g*ot* in my way \ and one of em kinda g*ot* in trouble in the water \ he we*nt* in a little too deep \ and I cou*ld* sorta see that \ I w*as* uh \ as I was back*ing* my boat in \ but I to*ok* everything slow \ and I stopp*ed* \ when I s*aw* \ the kid was hav*in* issues \ and they all g*ot* outta my way \ and I w*as* uh \ I to*ld* them \ thank you very much ya know for lett*ing* me get my boat in here \ and they they to*ld* me thank you very much for being patient \ I uh I w*as* really surprised \ and I thi*nk* \ that *is* uh \ you g*et* \ what you gi*ve* \ ya know I thi*nk* \ *is* a huge part of it \ not that there *isn't* people \ that beha*ve* really rudely \ but they'*re* pretty rare \ if you addre*ss* them with a degree of kindness

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Note. Underlined text represents an identified Verb, italicized text represents an identified Finite, and \ represents an identified Residue boundary.

5. Determine if each verb has a Subject. If the verb has a Subject, the Subject and Residue form a clause. A clause forms single units, no part of which is grammatically governed by elements external to the clause.
   a. <u>NOTE</u>: Clauses may feature pronouns whose antecedents occur earlier in the transcript. These pronouns are linked semantically (not grammatically) to their antecedents, so the presence of pronouns does not automatically prevent a sequence from being a clause.

6. Subjects and Finites without Residues are also clauses.

7. Annotate all Finites that have Subjects.

8. If a verb and finite have no identifiable subject, the verb and all identified Residues constitute a phrase. Phrases are governed by the clause simplexes to which they attach. A phrase cannot be fully interpreted without reference to the head clause simplex to which the phrase is attached. Annotate all Finites without Subjects (Box S2).

Table S1. Legend for interpreting text formatting in Boxes S2-S4.

Number	Text formatting	Description
1	Black Underlined Font	Finites without Subjects
2	Purple Font	Subject
3	Purple Underlined Font	Finites with Subjects
4	\	Residue Boundary
5	(a)	Clause Simplex Boundary, Step 9a
6	(b)	Clause Simplex Boundary, Step 9b
7	(c)	Clause Simplex Boundary, Step 9c
8	(d)	Clause Simplex Boundary, Step 9d
9	Bolded Black Font	Conjunction
10	Purple Underlined and Bolded Font	Projection Verb
11	Line Break	Clause Boundary
12	{}	Cohesion Device

Box S2. Sample transcript after Steps 2-8 with all Subjects, Verbs, and Residue boundaries annotated.

PROMPT: Do children today have good manners?
START TRANSCRIPTION:
I believe \ children today have good manners \ if they're treated respectfully \ it's pretty amazing to me \ that the people that are complaining about how kids act are kind of giving em a hard time to begin with \ and do it in a in a condescending tone \ and in a manner that you uh nobody likes to really be talked to \ so I-I think \ it's a two way street \ when I've treated most young children in the last year or two with a degree of kindness and consideration \ they respond the same \ it has kind of amazed me actually \ that when you say something really nice to em \ and and ya know the kid's kinda doing something \ that you think \ ah well he's probably a trouble maker \ but ya know I've zuh had some kids \ that were in front of me at a fishing dock \ and they're riding the bikes \ and they kinda got in my way \ and one of em kinda got in trouble in the water \ he went in a little too deep \ and I could sorta see that \ I was uh \ as I was backing my boat in \ but I took everything slow \ and I stopped \ when I saw \ the kid was havin issues \ and they all got outta my way \ and I was uh \ I told them \ thank you very much ya know for letting me get my boat in here \ and they they told me \ thank you very much for being patient \ I uh I was really surprised \ and I think \ that is uh \ you get \ what you give \ ya know I think \ is a huge part of it \ not that there isn't people \ that behave really rudely \ but they're pretty rare \ if you address them with a degree of kindness \

Note. Refer to Table S1, Numbers 1-4 for description of text formatting.

9. Identify clause boundaries and insert a line break after each one (Box S3).
   a. If a clause consists of a Subject and a Finite without a Residue, the clause boundary occurs after the Finite.
   b. If a clause consists of a Subject, Finite, and Residue, the clause boundary occurs after Finite or last word of the identified Residue.
   c. If a clause consists of a Subject, Finite, and Residue and one or more phrases governed by the clause, the clause boundary occurs after the last word of the last phrase governed by the clause.
   d. Speakers will sometimes terminate clauses at junctures that cannot serve as clause boundaries (in the middle of words, after words that cannot serve as clause boundaries) and begin new simplexes. In these instances, the cut off word serves as the simplex/complex boundary.

Box S3. Sample transcript after Steps 2-9 with clause boundaries annotated.

PROMPT: Do children today have good manners?
START TRANSCRIPTION:
I believe \ (a)
children today have good manners \ (b)
if they're treated respectfully \ (b)
it's pretty amazing to me \ (b)
that the people that are complaining about how kids act are kind of giving em a hard time to begin
with \ and do it in a in a condescending tone \ and in a manner that you uh\ nobody likes to really be
talked to \ (c)
so I-I think \ (b)
it's a two way street \ (b)
when I've treated most young children in the last year or two with a degree of kindness and
consideration \ (b)
they respond the same \ (b)
it has kind of amazed me actually \ (b)
that when you say something really nice to em \ (b)
and and ya know the kid's kinda doing something \ (b)
that you think \ (b)
ah well he's probably a trouble maker \ (b)
but ya know I've zuh had some kids \ (b)
that were in front of me at a fishing dock \ (b)
and they're riding the bikes \ (b)
and they kinda got in my way \ (b)
and one of em kinda got in trouble in the water \ (b)
he went in a little too deep \ (b)
and I could sorta see that \ (b)
I was uh \ (d)
as I was backing my boat in\ (b)
but I took everything slow \ (b)
and I stopped \ (b)
when I saw \ (b)
the kid was havin issues \ (b)
and they all got outta my way \ (b)
and I was uh \ (d)
I told them \ (b)
thank you very much ya know for letting me get my boat in here \ (b)
and they they told me \ (b)
thank you very much for being patient \ (b)
I uh I was really surprised \ (b)
and I think \ (b)
that is uh \ (d)
you get \ (a)
what you give \ (b)
ya know I think \ is a huge part of it \ (c)
not that there isn't people \ (b)
that behave really rudely \ (b)
but they're pretty rare \ (b)
if you address them with a degree of kindness \ (b)

Note. Refer to Table S1, Numbers 1-11 for description of text formatting.

10. Speakers will sometimes produce filled pauses such as "um" or "ah."
    a. Speakers will sometimes produce formulae that appear to meet the criteria for a clause (e.g., "I mean"). These utterances function as discourse markers and are not analyzed in the same way as other clauses.
    b. Formulae which are produced in the middle of clauses should be included as part of the clause or clause complex in which they occur.
    c. Formulae which are produced just before a terminal clause or clause complex boundary pause are included as part of the clause or clause complex that precedes the boundary.
    d. Formulae which are produced just after a terminal clause or clause complex boundary pause are included as part of the clause or clause complex that follows the boundary.

11. Multiple clauses may be cohered into clause complexes by means of conjunctions. If clauses are joined together into clause complexes by means of conjunctions, use a bracketing device to indicate this relationship.

12. Multiple clauses may be cohered into clause complexes by means of projection. In these cases, the speaker uses words such as "think" or "say" in the first clause to indicate that the second clause is cohered to the first (for example, "I think [clause1] cilantro tastes gross [clause2]").

13. Other forms of cohesion are possible.

Box S4. Sample transcript after Steps 1-13 with cohesion annotated.

START TRANSCRIPTION:
{I **believe** \
children today have good manners \
if they're treated respectfully \ }
{it's pretty amazing to me \
that the people that are complaining about how kids act are kind of giving em a hard time to begin with \ **and** do it in a in a condescending tone \ **and** in a manner that you uh\ nobody likes to really be talked to \
so I-I **think** \
it's a two way street \
when I've treated most young children in the last year **or** two with a degree of kindness **and** consideration \
they respond the same \ }
{it has kind of amazed me actually \
that when you say something really nice to em \
and **and** ya know the kid's kinda doing something \
that you **think** \
ah well he's probably a trouble maker \
but ya know I've zuh had some kids \
that were in front of me at a fishing dock \
and they're riding the bikes \
and they kinda got in my way \
and one of em kinda got in trouble in the water \ }
{he went in a little too deep \
and I could sorta see that \
I was uh \
as I was backing my boat in\
but I took everything slow \
and I stopped \
when I saw \
the kid was havin issues \
and they all got outta my way \
and I was uh \
I **told** them \
thank you very much ya know for letting me get my boat in here \
and they they **told** me \
thank you very much for being patient \ }
{I uh I was really surprised \
and I **think** \
that is uh \ }
{you get \
what you give \ }
{ya know I **think** \ is a huge part of it \ }
{not that there isn't people \
that behave really rudely \
but they're pretty rare \
if you address them with a degree of kindness \ }

Note. Refer to Table S1, Numbers 1-12 for description of text formatting.

14. The terminal boundary of a clause complex aligns with the terminal boundary of the last clause within the clause complex, and with the boundary of the terminal Residue in the clause complex.
    a. In instances were lexico-grammatically based boundaries do not co-occur with one of the phenomena identified here, remove the line break introduced to mark the boundary.

15. Clause complex boundaries are primarily determined by analyzing the lexico-grammar of the words used within the complex. Once you have determined the location of clause and clause complex boundaries, listen to the recording again. Each clause and clause complex boundary you have identified should also exhibit at least <u>one</u> of the following:
    a. Words near the boundary are produced with an intonational contour consistent with the speaker's message (e.g., perceptibly falling intonational contour for declarative statements, perceptibly rising intonational contour for interrogatives and/or intonational phenomena such as "uptalk").
    b. The final word of the complex is followed by a noticeable period of silence.
    c. The final word of the complex is followed by an audible intake of breath by the speaker.

16. Clause complex boundaries are marked with a [0] (Box S5).

Box S5. Sample transcript following all steps with clause complexes annotated.

START TRANSCRIPTION:

I believe \ children today have good manners \ if they're treated respectfully \ [0]

it's pretty amazing to me \ that the people that are complaining about how kids act are kind of giving em a hard time to begin with \ and do it in a in a condescending tone \ and in a manner that you uh\ nobody likes to really be talked to \ so I-I think \ it's a two way street \ when I've treated most young children in the last year or two with a degree of kindness and consideration \ they respond the same \ [0]

it has kind of amazed me actually \ that when you say something really nice to em \ and and ya know the kid's kinda doing something \ that you think \ ah well he's probably a trouble maker \ but ya know I've zuh had some kids \ that were in front of me at a fishing dock \ and they're riding the bikes \ and they kinda got in my way \ and one of em kinda got in trouble in the water \ [0]

he went in a little too deep \ and I could sorta see that \ I was uh \ as I was backing my boat in\ but I took everything slow \ and I stopped \ when I saw \ the kid was havin issues \ and they all got outta my way \ and I was uh \ I told them \ thank you very much ya know for letting me get my boat in here \ and they they told me \ thank you very much for being patient \ [0]

I uh I was really surprised \ and I think \ that is uh \ [0]

you get \ what you give \ [0]

ya know I think \ is a huge part of it \ [0]

not that there isn't people \ that behave really rudely \ but they're pretty rare \ if you address them with a degree of kindness \ [0]

Note. \ represents an identified clause simplex boundary and [0] represents an identified clause complex boundary.