Anth 4501/6501: Language in its Social Context  
Ling 4040/6040 Introduction to Sociolinguistics  
Spring 2018  
TTh 12:25-1:45  HEB 2010

Instructor: M. Di Paolo
Office hours: Tuesdays 2:00-3:30 and by appointment.
Office: Stewart 101B
Phone: 801-581-4389
Email: dipaolo@anthro.utah.edu (Please put ANTH or LING and the course number in the subject line.)

Description of the Course
The purpose of the course is to develop an understanding of the social factors correlated with language variation within Western and non-Western societies. Multilingualism, the consequences of language contact, and language endangerment are also dealt with in the course. The methodology necessary for studying variation and change as well as the political and educational implications of language variation are running themes. The mini-projects and the larger term project for the course are structured as collaborative research studies. The projects introduce students to working as a team member on a research project, including sociolinguistics field methods, hypothesis testing, and writing a research report.

Textbooks (both are required for the graduate level, only the first one is required for undergraduates):
And other readings on reserve at Dept. of Anthropology Library or sent via email as pdfs.

Grading:

<table>
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<tr>
<th>Grade Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation &amp; homework</td>
<td>10%</td>
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<tr>
<td>Midterm Essay Exam. (Take-home)</td>
<td>25%</td>
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<tr>
<td>Small group work resulting in mini-projects (wordlist reading, and politeness x gender), and endangered language presentation &amp; essay</td>
<td>25%</td>
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<tr>
<td>Group term project—quality of the work and meeting deadlines: interview, audio, interview transcriptions, proposal, presentation, etc.</td>
<td>10%</td>
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<tr>
<td>Term project paper</td>
<td>30%</td>
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Important course policies you need to be aware of:
1. **It is strongly recommended that you have some background knowledge of phonetic transcription and phonological analysis before taking this course. Anyone who does not have this background is encouraged to attend the extra sessions that I will be offering the first few weeks of the semester in which I will review basic English phonetics.**
2. Students registered in the 6000-level course will be meeting with me for an additional hour a week to discuss the readings from the Meyerhoff and Schleef book (=R on the syllabus), which are required reading for graduate students. The work that these graduate students produce in this course will also be evaluated on a higher standard.
3. The variation mini-projects and work on endangered languages will take the place of a second or final exam. You will be working in small groups to collect data, code it, and analyze it; and then write it up as a short project report. Working on these small projects will help you in doing the term project. You will be receiving more details on these projects soon.
4. **The term project will be based on data that you will gather as a team from native speakers of English from Utah and from data gathered by students in my sociolinguistics courses in the past. The project is intended**
primarily to give you a feel for sociolinguistic methodology and for what real live people’s language is like. You will give a short presentation based on your term paper. More details will be forthcoming on the project in the near future.

5. **Class participation** is very important. I expect you to do the assigned readings, be attentive to the discussion, and participate in it, especially when fellow students are presenting. The University attendance policy states that "The University expects regular attendance at all class meetings." [http://www.acs.utah.edu/sched/handbook/attend.htm](http://www.acs.utah.edu/sched/handbook/attend.htm)

6. **No late papers, or exams** will be accepted unless the student can demonstrate sufficient cause for not being able to complete the assignment on time. "Sufficient cause" is a situation such as a major illness, a death in the family, or serious emotional stress. I must be informed of any such circumstances in a timely manner. This rule will also apply to the required in-class assignments

**Department and University Policies**

**ADA Statement:** The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

**Addressing Sexual Misconduct:** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

**Wellness Statement:** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness ([www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776).

**Student Code:** (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code ([regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)). Students have specific rights in the classroom as detailed in S. II of the Code. The Code also specifies standards of behavior (S. III) and academic conduct (S. V). “Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating” (S. VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

**Incomplete Policy:** An "I" will only be given for work not completed because of circumstances beyond the student's control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being
present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student's normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". **Faculty will not accept additional work to change the grade after that one-year period.** If a student has a problem with the course, please deal with it immediately. It is the student’s responsibility to contact instructors and submit necessary forms.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

**SYLLABUS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Reading for the day:</th>
<th>Other assignments due or activities in class:</th>
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<tbody>
<tr>
<td>Jan 9</td>
<td>Introduction to the course</td>
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| Jan 11, 16, 18 | • Ch. 1 Introduction  
Regional dialectology & transition to social dialectology:  
• Ch. 2 Variation & language  
• Wolfram & Schilling-Estes. (to be emailed to you)  
  • Ch. 4 Dialects in the U.S.: past, present, and future.  
  • Ch. 5 Regional dialects (pp. 134-153)                                                                 | Jan 18: Exercises in the Wolfram & Schilling-Estes pdf: Ex. 2, 3, 4                                                                                      |
| Jan 23, 25 & 30 | **Sociolinguistic style**  
• Ch. 3: Variation and style                                                                 |                                                                                                            |
| Feb 1      | • Ch. 4: Language attitudes  
& emailed to you or on Reserve in Anthropology Library:  
  • Wolfram & Schilling-Estes. Ch. 5.5 & 5.6 Regional dialects: Perceptual dialectology & Region and place. pp. 159-163. pdf  
  • "Does the language I speak influence the way I think?" LSA pamphlet. www.linguisticsociety.org/content/docs-language-i-speak… |                                                                                                            |
<p>| Feb 6 &amp; 8 | • Ch. 7: Real time and apparent time                                                      |                                                                                                            |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Ch.</th>
<th>Methodology</th>
<th>Attendance Required</th>
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<tbody>
<tr>
<td>Feb 20</td>
<td>Ch. 8: Social class</td>
<td><strong>Methodology</strong>&lt;br&gt;• How to record the student wordlists. Using a digital recorder and mics.&lt;br&gt;• Get a partner to record and transcribe with.&lt;br&gt;• Overview of the term paper project&lt;br&gt;• Review the questionnaire&lt;br&gt;&lt;br&gt;Everyone reads:&lt;br&gt;• Schleef &amp; Myerhoff. (2010) In R.</td>
<td>TP Part 1:&lt;br&gt;1. Choose a partner to work with on wordlist mini-study.&lt;br&gt;2. Draw a speaker code number for later interview&lt;br&gt;&lt;br&gt;TAKE-HOME MIDTERM&lt;br&gt;TO BE HANDED OUT&lt;br&gt;Due Feb 27th, in class</td>
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<td>Feb 22</td>
<td>Students' Word List Recording Day</td>
<td><strong>Methodology</strong>&lt;br&gt;• How to record the student wordlists. Using a digital recorder and mics.&lt;br&gt;• Get a partner to record and transcribe with.&lt;br&gt;• Overview of the term paper project&lt;br&gt;• Review the questionnaire&lt;br&gt;&lt;br&gt;Everyone reads:&lt;br&gt;• Schleef &amp; Myerhoff. (2010) In R.</td>
<td>TP Part 2:&lt;br&gt;• Methods for recording and transcribing word lists.&lt;br&gt;• See more details below.</td>
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<tr>
<td>Feb 27 &amp; March 1</td>
<td>Ch. 9: Social networks and communities of practice</td>
<td><strong>Methodology</strong>&lt;br&gt;• How to record the student wordlists. Using a digital recorder and mics.&lt;br&gt;• Get a partner to record and transcribe with.&lt;br&gt;• Overview of the term paper project&lt;br&gt;• Review the questionnaire&lt;br&gt;&lt;br&gt;Everyone reads:&lt;br&gt;• Schleef &amp; Myerhoff. (2010) In R.</td>
<td>Take-Home Midterm Due in class. Feb 27th&lt;br&gt;&lt;br&gt;TP Part 3: Phonetic transcription (TextGrid) of 2nd reading of students' wordlist recording due. March 6th</td>
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<tr>
<td>March 6, 8, 13 &amp; 15</td>
<td>Ch. 10: Gender</td>
<td><strong>Methodology</strong>&lt;br&gt;• How to record the student wordlists. Using a digital recorder and mics.&lt;br&gt;• Get a partner to record and transcribe with.&lt;br&gt;• Overview of the term paper project&lt;br&gt;• Review the questionnaire&lt;br&gt;&lt;br&gt;Everyone reads:&lt;br&gt;• Schleef &amp; Myerhoff. (2010) In R.</td>
<td>TP Part 4: Essay comparing wordlist readings of you &amp; your partner. March 13th&lt;br&gt;&lt;br&gt;Sign up for required term paper topic meeting on week of the 26th.&lt;br&gt;• MDP: record names of students and speaker codes. March 13th.</td>
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<td>MARCH 18-25</td>
<td>SPRING BREAK</td>
<td><strong>Methodology</strong>&lt;br&gt;• How to record the student wordlists. Using a digital recorder and mics.&lt;br&gt;• Get a partner to record and transcribe with.&lt;br&gt;• Overview of the term paper project&lt;br&gt;• Review the questionnaire&lt;br&gt;&lt;br&gt;Everyone reads:&lt;br&gt;• Schleef &amp; Myerhoff. (2010) In R.</td>
<td>TP Part 5: Required term paper topic proposal meeting outside of class time.&lt;br&gt;• Make an appointment for the meeting to be held in Stewart 101B and SHOW UP!&lt;br&gt;• Prepare short term paper proposals, following the guidelines.</td>
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<td>Week of March 26-30</td>
<td>Ch. 5: Being polite as a variable in speech</td>
<td><strong>Methodology</strong>&lt;br&gt;• How to record the student wordlists. Using a digital recorder and mics.&lt;br&gt;• Get a partner to record and transcribe with.&lt;br&gt;• Overview of the term paper project&lt;br&gt;• Review the questionnaire&lt;br&gt;&lt;br&gt;Everyone reads:&lt;br&gt;• Schleef &amp; Myerhoff. (2010) In R.</td>
<td>TP Part 6: Required term paper topic proposal meeting outside of class time.&lt;br&gt;• Make an appointment for the meeting to be held in Stewart 101B and SHOW UP!&lt;br&gt;• Prepare short term paper proposals. March 31st.</td>
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<td>March 27 &amp; 29</td>
<td>Ch. 6: Multilingualism and language choice &amp; emailed to you or on Reserve in Anthropology Library:</td>
<td><strong>Methodology</strong>&lt;br&gt;• How to record the student wordlists. Using a digital recorder and mics.&lt;br&gt;• Get a partner to record and transcribe with.&lt;br&gt;• Overview of the term paper project&lt;br&gt;• Review the questionnaire&lt;br&gt;&lt;br&gt;Everyone reads:&lt;br&gt;• Schleef &amp; Myerhoff. (2010) In R.</td>
<td>TP Part 7: Required term paper topic proposal meeting outside of class time.&lt;br&gt;• Make an appointment for the meeting to be held in Stewart 101B and SHOW UP!&lt;br&gt;• Prepare short term paper proposals. March 31st.</td>
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<td>April 3, 5 &amp; 10</td>
<td>Ch. 6: Multilingualism and language choice</td>
<td><strong>Methodology</strong>&lt;br&gt;• How to record the student wordlists. Using a digital recorder and mics.&lt;br&gt;• Get a partner to record and transcribe with.&lt;br&gt;• Overview of the term paper project&lt;br&gt;• Review the questionnaire&lt;br&gt;&lt;br&gt;Everyone reads:&lt;br&gt;• Schleef &amp; Myerhoff. (2010) In R.</td>
<td>Research Report on Politeness and Gender due. April 5th in class.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<td>April 12</td>
<td>Student presentations on an endangered language of the U.S.</td>
<td>In-class small group presentations.</td>
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<td>April 17 &amp; 24</td>
<td>Choose one to read carefully:</td>
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<td></td>
<td>• Choi. In R.</td>
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<td></td>
<td>• Kulick &amp; Stroud. In R.</td>
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<td></td>
<td>• Blom &amp; Gumperz. In R.</td>
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<td>• Choose one to read carefully:</td>
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<td></td>
<td>• Ferguson. In R.</td>
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<td>• Heller. In R.</td>
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<td></td>
<td>• Rampton. In R.</td>
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<td>April 23-26</td>
<td>Required individual or small group meeting.</td>
<td>TP Part 8: Final required meeting.</td>
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<td>• Final meeting with Dr. Di Paolo on term paper projects, including any remaining questions on subjects chosen for your study, linguistic variable and variants, analysis, results, conclusions, in-class presentation, and written project report/term paper.</td>
<td>Make an appointment for the meeting to be held in Stewart 101B and SHOW UP!</td>
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<td>Wed. May 2</td>
<td>During scheduled Final Exam Time (10:30 am – 12:30 pm):</td>
<td>TP Part 9: Short presentations of term paper results.</td>
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<td>Term paper presentations</td>
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<td>May 3</td>
<td>TERM PAPER DUE</td>
<td>TP Part 10: TP papers due at noon today</td>
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**Short Written Assignments and a Presentation (in lieu of a final exam)**

Due March 13th in class: Essay analyzing & comparing your word list reading to that of your partner
See TP 1, 2, 3 & 4 below.

Due April 5th in class: Written Research Report on Politeness and Gender due. Submit it in hard copy.
- Students work in pairs to collect data, analyze it, and write up a co-authored report based on their mini-study of whether there are female-male differences in politeness from a 20-30ish minute episode of one "TV" show.
  - Focus on one female and one male character in the show.
  - Make use of politeness theory as discussed in Myerhoff.
  - Approach the data from a quantitative perspective.
- The report must be from 900-1000 words, co-authored by both students.
- The report must be in the form of a research report with the following sections: Introduction (short!), Review of the literature (specifically cite what we have read and discussed that is relevant to your study), Hypothesis/Research Question (make sure that your report provides justification—explain how the
hypothesis/question is based on what you have learned in the assigned materials and discussion.
Methodology including data collection & coding, Analysis, Results, and Conclusions.
  o Basically, the report should focus on what relevant concepts, etc. you knew before you began the mini-study, what you did and why, and what you found out.
  o Include an Appendix with the transcriptions (in regular English orthography) of the data you analyzed, what the male and female characters said and probably did. (The transcription does not count towards the word limit. It is acceptable to use a transcription produced by someone else, but it is up to you to make sure that it is accurate. So compare the transcription to the actual episode of the show.)
  o It is probably a good idea to include one table and/or one figure which clearly support your analysis, but do not spend a huge amount of time preparing these visuals. The text must explain what is most important in the visuals. (The visuals do not count towards the word limit.)

Due April 12th: Presentations on an endangered language of the U.S.
Students work in small groups to present on an endangered language of the U.S.
• 10-minute presentation per group, including 3 min Q&A
  o every student needs to present
• include information on the language family, where the language was spoken traditionally & where it is spoken now, the number of tribal/heritage lg community members, the number of present-day speakers, the age of the present-day speakers (if possible to determine from the literature), any maintenance & revitalization efforts, etc.
• time permitting, anything else of importance related to the language
• this should be a substantive teaching/learning experience so it must be informed by
  • the course readings and discussions, which you must cite in the presentation.
  • a minimum of 4 additional scholarly sources:
    o 2 must be in peer-reviewed journals or chapters in high-quality books
    o others can be from other well-informed sources produced by researchers trained in linguistics
      ▪ One of these must be a language resource accessible via LinguistList such as Multi-Tree, LLMap, Ethnologue; or something comparable, which must be pre-approved by Dr. Di Paolo.
      ▪ There are other reputable online resources such as EndangeredLanguages.com which you may use, but there are many that are pretty bad. So be discerning!
• provide a handout minimally containing the full bibliographic citations for each source you used (in LSA (Language) or APA, some other reasonable bibliographic citation format).

Due April 17th in class: Written report on another group's April 12th presentation on an endangered language of the U.S.
• The report must be a single-authored essay from 300-500 words based on one group presentation on one language.
  o You may not focus on the endangered language you worked on or on your own presentation. Do not do additional readings, searches, etc. However, you may include what you have learned from assigned readings and class discussions.
  o You are encouraged to pay close attention to other students' presentations, to take notes, and to ask questions at the end of the presentations.
• Please submit it in hard copy.
Term Project (TP)

Graduate students may be asked to work independently or be assigned to assist a team of undergraduates. Undergraduates are encouraged to work in a team.

TP Part 1: February 20th
• Choose a partner to work with on TP Part 2, TP Part 4, and TP Part 5.
• **DRAW A SPEAKER CODE FOR THE INTERVIEWS** you will be doing with research participants. Please see TP Part 6 for details.

March 13th  LAST DAY TO REPORT SPEAKER CODES TO Dr. Di Paolo FOR THE TP Part 6 INTERVIEWS.

TP Part 2: February 22nd Students' Word List Recording Day
• Students work in pairs to record each other's readings of the Word List.
• Students upload properly named wav files to UBox, other website, or external device, as directed by Dr. Di Paolo. Depending on the storage environment, you may each need a flashdrive or other device to store the sound files for your individual use.
• Students learn to use Praat to produce a phonetic transcription of self's and partner's designated reading of word list. Each student works on the transcriptions individually and then shares them.
• Students upload properly named TextGrid of phonetic transcription to UBox, other website, or external device, as directed by Dr. Di Paolo.
  o TextGrid transcripts of the same sound files may later be merged for comparison.
• Record **three readings** of the wordlist in your most natural style, pausing briefly between each word. Please read the words column by column. You will work with a partner in the class to do the recording. (See also TP Part 3.)
• Produce a very good digitized recording of the readings at 16-bit 44 kHz and submit it on a flashdrive with a Read Me file containing: your name, date of reading, etc. (16-bit is important, but depending on what you use to digitize you may end up with something like 48 kHz rather than exactly 44 kHz. That’s OK.)
• All recordings will be done on the same day, possibly in a room other than our regular classroom so please pay attention to announcements about the venue.
• Any storage device that you submit containing files for this course must be readable on a Mac.

TP Part 3: Due on March 6th. Students' phonetic transcription of wordlist.
• Transcribe the 2nd reading of the recorded wordlist in phonetic transcription of you and of your partner using Praat. Use a Unicode font to produce IPA characters or use other pre-approved unique keyboard characters & provide an IPA key.
• Follow these procedures in your study:
  o Begin with the recording of your readings of the wordlist as described in TP Part 2.
  o Using phonetic transcription, transcribe the second reading of the word list recording that you have made of your own speech.
  o Then transcribe your partner's second reading of the word list.

TP Part 4: Due on March 13th. Short research report on variation in phonetic/phonological features between recorded speakers. Phonetic/phonological differences write-up:
• **Undergraduates work with your partner and turn in only one essay. Graduate students compare own word list with that of two other students in the class.**
• Choose just one or two variables to study such as a part of a vowel shift or one consonant. It is important to pick a variable represented by a number of tokens so that you have enough data to analyze.
• Work with your partner to check the two transcriptions (yours and your partners) against each other for every word on the word list containing the one or two variable(s) you have chosen.
In your study, you must include every word containing the target variable(s).

- Keep in mind that the primary data is what was actually said as evidenced in the sound file. ♠ The transcription should be considered to be a coding of the data, and it may need to be corrected to reflect what was actually said.
- Negotiate any discrepancies in the two transcriptions so that you agree on how to transcribe each word or you decide that some words must be omitted from consideration because you can’t agree. ♠ Note all unresolvable discrepancies.
- Note if there were any systematic differences in the way you did the transcriptions.

- Then write a short research report comparing your own pronunciation of the variable based on the wordlist with that of your partner’s for the one or two variables you have chosen to study.
  - Begin this short paper with a one or two sentence introduction.
  - Also describe the two linguistic variables and their possible variants and both speakers in terms of social factors (that is, non-linguistic factors) that may be relevant to this mini-sociolinguistic study. ♠ When relevant provide citations from your readings and class discussions.
  - Describe the procedures you used to collect the data and produce your transcriptions.
  - Provide an analysis of the data and the results.
  - Provide conclusions based on what you had read or learned from class compared to what you discovered in doing this study.

- Word limit and format
  - Write no more than 400 words of text in the essay. (Anything longer will not be accepted.)
  - Numbered examples or tables referred to in the text don’t count in the word count.
  - Use a Unicode font such as the free SIL fonts (available at sil.org) Doulos SIL or Charis or write the phonetic symbols by hand. It is not acceptable to use something other than phonetic symbols or to omit the phonetic symbols in your written report!!
  - Hard copy must be double-spaced with 1” margins all around.
  - No fancy folders, binders, etc.—Just a nice corner staple.

**TP Part 5: Required term paper topic meeting the Week of March 26-30, by appointment so sign up.**

Bring at least one term paper topic proposal in hard copy with you to the required meeting. Each proposal should include the following:

1. A brief description of the linguistic variable you are thinking of studying
   a. If possible, include a list of the predicted variants.
2. Speaker variables you will include in your research design.
3. Keep the proposals brief and to the point. A few sentences is all you need.

**TP Part 6: Due on April 10th.** Digital recording of interview with a Utahn due. (wav format) Must be readable on a Mac.

If you are working with a partner, please make sure that both of you take an equal share in the interview, as I will explain in class, and also that both your names are used on the recording and that both of you submit the solidarity ratings asked for below.

**SPEAKERS**

1. For this project you will each need to collect data from one native Utahn (other than students in this course).
2. In the first part of the interview, the interviewee will be answering some basic demographic questions about themselves. Then you will ask them some more questions, much of it will be asking them about their interests and opinions. There are no right or wrong answers. Finally, and they will be reading the same wordlist you read for TP Part 2.
3. The entire recording will be made available to all of the other students and to future students for their term paper and other research projects.
4. When you first contact the research participant who you will be recording, make sure that they understand that the interview will probably take about one hour.

5. Also tell the participant that you and other members of the class will be using the interviews for your term paper projects and that they will be asked to sign a consent form. (You will also be asked to sign the same consent form.) Of course, the interviewee and you may choose not to sign the form. (Your grade will not be affected if you do not give consent. But see below regarding the interviewee's consent.)

6. Do NOT talk to the participants about specific features of Utah English on or before this visit. (But don’t be rude about it!!) Keep linguistic insecurity and the Observer’s Paradox fully in mind. Do let them know that you would be happy to answer their questions at the end of the interview.

7. To decide the age of your research participant, we will conduct a random drawing on February 20th. If you are not happy with the draw you make, you may trade the draw with other people in the class. The final decisions on speaker codes must be made no later than March 13th. The speakers you will be interviewing will fall into the following groups of people:

1. An 18-25 year old. This person must have lived in the same area of Utah for the first 17 years of his/her life. The same area means that they lived in a 20 mile radius of their first home.

2. A 35-45 year old. This person must have lived in the same area of Utah for the first 17 years of his/her life. This person must have also lived in that same area for most of the other years. For example, a 35 year old whose first home was in South Jordan must have lived within 20 miles of South Jordan for the first 17 years + at least 10 more years.

3. A 65+ year old. This person must have lived in the same area of Utah for the first 17 years of his/her life. This person must have also lived in that same area for most of the other years. For example, a 65 year old whose first home was in Panguitch must have lived within 20 miles of Panguitch for the first 17 years + at least 25 more years.

8. The people you interview may be any gender and may be family members, friends, strangers, etc.

9. The people you interview must be willing to be recorded and must know that you will record them.

10. They will need to sign an informed consent form, which I will provide to you, stating that they have understood all of this. You must submit the form when you submit the recording. Without the consent form the recording cannot be used by you or any other student and so will not “count” as your class work. If the person you interview does not wish to give consent, you cannot pressure them to do so. You will need to find someone else who does consent.

WHAT YOU NEED TO SUBMIT:

- The recording of your interview of the speaker based on the demographic questionnaire and the speaker’s reading of the wordlist. The speaker’s background must match the demographics on the slip of paper with the speaker code.
- The recording must be submitted in 16-bit wav 44 kHz format burned on a flashdrive or on some other portable device and must be readable on a Mac. (16-bit is important, but depending on what you use to digitize you may end up with something like 48 kHz rather than exactly 44 kHz. That’s OK.)
- The audio filename MUST have the following syntax: the subject code, your surname, and the file type, for example, “3_3_Di_Paolo.wav”, indicates a wav file that I recorded of subject 3.3.
- Do not record the speaker’s name. To protect the speaker’s identity, we will always refer to him/her by the code number assigned to you.
- The flashdrive will also need to include a spreadsheet containing a short description of the speaker that you interviewed. This is the catalog information or “metadata” for the recording. You will receive an Excel spreadsheet by email to fill out and include on the flashdrive.
- On the spreadsheet you will need to briefly state your relationship to the speaker that you interviewed and rate your solidarity/social distance from the speaker as measured by answering the question according to the scale in Figure 1:
Figure 1: Solidarity/social distance rating scale

How well do you know the person you interviewed on this recording?

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<td>We were strangers until the interview</td>
<td>We know each other extremely well.</td>
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TP Part 7: Ten-minute transcript. Due on April 19th.
Transcribe 10 minutes of connected speech (interviewer and interviewee) in regular English orthography using the system described on the handout which will be provided to you. You may be asked to learn/use transcribing software.
If you and your partner recorded just one speaker, each of you need to do a 10-minute transcription of two non-overlapping sections of the recording. The two segments may be adjacent to each other and you may check and correct each other’s transcriptions for accuracy, but each one of you must be fully engaged in this process, regardless of language background. Doing a transcription of running speech is an important part of your learning in this course.
The transcription filename MUST have the following syntax: the subject code, your surname, and the word transcription, for example, “3.3_Di_Paolo_transcription.XXX”, indicates a transcription file that I recorded of subject 3.3. (The extension will depend on the application you used—please do include it.)

TP Part 8: Final required meeting. April 23-26 (make an appointment).
Bring a final hard copy term paper topic proposal with you to the required meeting. Here’s what it needs to contain:

1. A brief description of the linguistic variable you are studying and the predicted variants.
2. Speaker variables you will include in your research design.
3. List of the speakers you will be including.
   a. Put them in a table showing speaker codes x speaker variables.
4. Token selection and coding
   a. Criteria for token selection
   b. Proposed/predicted number of tokens for analysis
   c. See Schleef & Myerhoff section 1.4 & 2.3 Coding and Extracting your Data for Quantitative Analysis, pp. 12-13. (But you do not have to do anything other than simple descriptive statistics such as percentages, means, medians, etc. If you have data analysis skills beyond that, by all means, employ them!)
5. References for literature review
   a. At least 2 full references relevant to your topic of study
6. Keep it brief and to the point—aim for no more than 300 words

TP Part 9: Short presentations of term papers. On Wednesday May 2nd during final exam time.
TP Part 10: TP papers due at noon. Due May 3rd.