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## LING 414: Sociophonetics

<b>Class Meetings</b>	Tuesdays & Thursdays, 2:00-3:15pm ICC 119
<b>Professor</b>	Jennifer Nycz jennifer.nycz@georgetown.edu Office hours: Tuesdays 3:30-5:00pm in 224 Poulton or by appointment.
<b>Readings</b>	There is no required textbook for this course. Readings will be made available on Basecamp.

**Course Overview.** Everyone has an accent. Moreover, everyone's accent varies depending on who they are talking to, what they are talking about, what kind of personal identity they want to convey, and other contextual factors, and listeners accordingly attribute social meaning to the variation that they hear. In this course students will learn how sociophonetic variation in production and perception can be systematically studied to answer questions about language, social meaning, and the link between them. The first part of the course will focus on the acoustic analysis of conversational speech. The second part will turn to the experimental study of speech perception and social meaning, accent change over the lifespan, and the implications of sociophonetic variation for phonological theory. Students will develop skills throughout this course that will enable them to 1) make appropriate methodological choices when planning research projects in sociophonetics, 2) use tools such as ELAN, PRAAT, FAVE, NORM, and R to facilitate data processing, and 3) critically evaluate (socio)phonetic studies of language.

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### Requirements and Assessment

- **Participation (15%).** Your attendance is required every day. A large part of each class meeting will consist of discussion and hands-on data analysis, so you must come to class prepared to talk about the day's readings and topic and to work in pairs or small groups on phonetic analysis. If you are shy or otherwise have difficulty participating in group discussions, come talk to me about it and we'll work out some strategies.
- **Quick quizzes (15%).** Most days of class will begin with a 5-10 minute quiz covering material from the previous class meeting. The lowest two quiz grades will be dropped.
- **Homework (30%)** There will be 5 homework assignments in the first half of the term. These assignments will take you through a workflow from recording a short sociolinguistic interview and word list to analyzing and plotting data from that interview.
- **Final paper (40%)** You will carry out a small-scale sociophonetics research project (alone or in a pair). More details will be given in a separate handout, but the paper process will involve a **project proposal** (1-2 pages), three project **progress reports** (max 1 page each), an in-class project **presentation**, and the final **written paper** (about 15 pages).

Undergraduates and Masters students will receive numerical or letter grades on all written work. Doctoral students will receive prose feedback only.

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## Course Schedule

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### Thursday, January 14th: Sources of variability in the production and perception of speech

- Foulkes, Paul, Scobbie, James M. & Watt, Dominic J.L. 2010. Sociophonetics. In Hardcastle, W., Laver, J. & Gibbon, F. (eds.) Handbook of Phonetic Sciences (2nd ed.). Oxford: Blackwell. p. 703–754.
  - Baranowski, Maciej. 2013. Sociophonetics. In Bayley, R., Cameron, R., & Lucas, C (eds.) The Oxford Handbook of Sociolinguistics. Oxford: Oxford University Press: 403–424.
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### Tuesday, January 19th: Collecting good data

- Cieri, Christopher. 2010. Making a field recording. In Di Paolo & Yaeger-Dror (eds). Sociophonetics: A Student's Guide. p. 24–35.
- 👉 ASSIGNMENT 1 (MAKING A RECORDING) GOES OUT

### Thursday, January 21st: Sociophonetic variation in the production: Stops

- Foulkes, Paul, Gerard Docherty & Mark Jones. 2010. Analyzing stops. In Di Paolo & Yaeger-Dror (eds). Sociophonetics: A Student's Guide. p. 58–71.
  - Install praat on your laptop. <http://praat.org>
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### Tuesday, January 26th: Sociophonetic variation in production: Fricatives

- Erker, Daniel. 2010. A subsegmental approach to coda /s/ weakening in Dominican Spanish. International Journal of the Sociology of Language 203: 9–26.
- 👉 ASSIGNMENT 1 (MAKING A RECORDING) DUE BY 5PM

### Thursday, January 28th: Transcribing your data with ELAN

- Rosenfelder, Ingrid. 2011. A short introduction to transcribing with ELAN.
  - Install ELAN on your laptop. <https://tla.mpi.nl/tools/tla-tools/elan/>
  - 👉 ASSIGNMENT 2 (TRANSCRIBING YOUR DATA IN ELAN) GOES OUT
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### Tuesday, February 2nd: Vowels 1: Word classes & measurement choices

- Labov, William, Sharon Ash, & Charles Boberg. 2006. The North American English vowel system. Chapter 2 in The Atlas of North American English: 11–15.
- Thomas, Erik. 2011. Vowels. Chapter 5.1–5.4 in Sociophonetics: An Introduction (138–154).
- 👉 ASSIGNMENT 2 (TRANSCRIBING YOUR DATA IN ELAN) DUE BY 5PM

### Thursday, February 4th: Aligning transcripts with sound files using FAVE

- Forced Alignment and Vowel Extraction website.<http://fave.ling.upenn.edu/usingFAAValign.html>
  - 👉 ASSIGNMENT 3 (ALIGNING YOUR DATA WITH FAVE) GOES OUT
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### Tuesday, February 9th: Vowels 2: Plotting & normalization.

- Thomas, Erik. 2011. Vowels. Chapter 5.5–5.6 in Sociophonetics: An Introduction (155–171).
- Thomas, Erik & Tyler Kendall. 2007. NORM: The vowel normalization and plotting suite. <http://ncslaap.lib.ncsu.edu/tools/norm/index.php>
- 👉 ASSIGNMENT 3 (ALIGNING YOUR DATA WITH FAVE) DUE BY 5PM

### Thursday, February 11th: Vowels 3: Quantifying vowel shifts

- Gordon, Matthew. 2013. Investigating chain shifts and mergers. In Chambers, J.K. & N. Schilling (eds). Handbook of Language Variation and Change. John Wiley & Sons: 203–219.
  - 👉 ASSIGNMENT 4 (MEASURING & PLOTTING VOWELS) GOES OUT
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**Tuesday, February 16th:** Vowels 4: Mergers & distinctions

➤ Clark, Lynn, Kevin Watson, and Warren Maguire. 2013. What are mergers and can they be reversed? *English Language and Linguistics* 17: 229–239.

➤ Nycz, Jennifer & Lauren Hall-Lew 2014. Best practices in measuring vowel mergers. *Proceedings of the Meetings on Acoustics* 20.

📅 ASSIGNMENT 4 (MEASURING & PLOTTING VOWELS) DUE BY 5PM

**Thursday, February 18th:** Automated vowel measurements

➤ Forced Alignment and Vowel Extraction website. <http://fave.ling.upenn.edu/usingEF.html>

📅 ASSIGNMENT 5 (AUTOMATIC EXTRACTION OF VOWEL MEASUREMENTS) GOES OUT

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**Tuesday, February 23rd:** Liquids 1: Acoustics

➤ Lawson, Eleanor, Jane Stuart-Smith, James Scobbie, Malcah Yaegar-Dror & Margaret Maclagan. 2010. Liquids. In Di Paolo & Yaegor-Dror (eds). *Sociophonetics: A Student's Guide*. (73–86)

📅 ASSIGNMENT 5 (AUTOMATIC EXTRACTION OF VOWEL MEASUREMENTS) DUE BY 5PM

**Thursday, February 25th:** Liquids 2: Articulation

➤ Lawson, Eleanor, James M. Scobbie, & Jane Stuart-Smith. 2011. The social stratification of tongue shape for postvocalic /r/ in Scottish English. *Journal of Sociolinguistics* 15: 256–268.

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**Tuesday, March 1st:** Pitch and Intonation

➤ Thomas, Erik. 2011. Prosody. In *Sociophonetics: An Introduction*. Palgrave-Macmillan: 200–221.

**Thursday, March 3rd:** Voice quality

➤ Thomas, Erik. 2011. Voice quality. In *Sociophonetics: An Introduction*. Palgrave-Macmillan: 224–250.

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SPRING BREAK

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**Tuesday, March 15th:** Identifying sounds

➤ Drager, Katie. 2013. Experimental methods in sociolinguistics. In Janet Holmes & Kirk Hazen (Eds.) *Research Methods in Sociolinguistics: A practical guide*. Wiley-Blackwell: 58–73.

➤ Niedzielski, Nancy. 1999. The effect of social information on the perception of sociolinguistic variables. *Journal of Language and Social Psychology* 18: 62–85.

**Thursday, March 17th:** Classifying talkers

➤ Bartłomiej Plichta & Preston, Dennis. 2005. The /ay/s have it. In T. Kristiansen, N. Coupland & P. Garrett (eds). *Acta Linguistica Hafniensia 2005 (Subjective processes in language variation and change)*, 107–30.

**Friday, March 18th:** 📅 FINAL PROJECT PROPOSALS DUE BY 5PM

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**Tuesday, March 22nd:** Investigating meaning

➤ Campbell-Kibler, Kathryn. 2009. The nature of sociolinguistic perception. *Language Variation and Change* 21: 135–156.

**Thursday, March 24nd:** EASTER

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**Tuesday, March 29th:** Interpretation of variables in context 1

➤ Pharao, Nicolai, Marie Maegaard, Janus Spindler Møller, & Tore Kristiansen. 2014. Indexical meanings of [s+] among Copenhagen youth: Social perceptions of a phonetic variant in different prosodic contexts. *Language in Society* 43: 1–31.

**Thursday, March 31st:** Interpretation of variables in context 2

➤ Podesva, Robert J., Jermy Reynolds, Patrick Callier, & Jessica Baptiste. 2015. Constraints on the social meaning of released /t/: A production and perception study of U.S. politicians. *Language Variation and Change* 27: 59–87.

**Friday, April 1st:** 📅 FIRST PROGRESS REPORT DUE BY 5PM

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**Tuesday, April 5th:** Listener experience

➤ Walker, Abby & Jen Hay. 2011. Congruence between ‘word age’ and ‘voice age’ facilitates lexical access. *Laboratory Phonology 2*: 219–237.

**Thursday, April 7th:** Sociophonetics & phonological theory

➤ Foulkes, Paul & Hay, Jennifer B. 2015. The Emergence of Sociophonetic Structure. In Brian MacWhinney & William O’Grady (eds.), *The Handbook of Language Emergence* Wiley Blackwell: 292–313.

**Friday, April 8th:** 📅 SECOND PROGRESS REPORT DUE BY 5PM

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**Tuesday, April 12th:** Attitudes & short-term accommodation

➤ Babel, Molly. 2010. Dialect convergence and divergence in New Zealand English. *Language in Society* 39 (4): 437–456.

**Thursday, April 14th:** Sociophonetic change over the lifespan

➤ Harrington, Jonathan, Sallyanne Paleothorpe, and Catherine Watson. 2000. Monophthongal vowel changes in Received Pronunciation: an acoustic analysis of the Queen’s Christmas broadcasts. *Journal of the International Phonetic Association* 30: 63–78.

**Friday, April 15th:** 📅 THIRD PROGRESS REPORT DUE BY 5PM

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**Tuesday, April 19th:** Second dialect acquisition

➤ Nycz, Jennifer. Second dialect acquisition: A sociophonetic perspective. *Language and Linguistics Compass* 9: 469–482.

**Thursday, April 21st:** Project presentations.

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**Tuesday, April 26th:** Project presentations.

**Thursday, April 28th:** Class wrap-up!

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FINAL PAPERS DUE FRIDAY, MAY 6TH BY 5PM

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**Members of the Georgetown University academic community are bound by the Georgetown University Honor Code:**

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

We are obliged by university rules to report any apparent violations of the Honor Code to the Honor Council. According to the University Honor Code (<http://www.georgetown.edu/honor>), “Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the intellectual rights and privileges of others is prohibited.”

Violations of the honor system include cheating on exams or assignments, committing plagiarism, using false citations, submitting work for multiple purposes without prior permission of relevant instructors, submitting false data, falsifying academic documentation, abusing library privileges, and abusing shared electronic media. If you have any questions at all about the honor system, please contact us immediately.

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**Excused absences:** In certain circumstances, absences may be excused. These include:

- **Absence for religious observances:** Students must notify their professors in writing at the beginning of the semester of religious observances that conflict with classes. Students who cannot be accommodated should discuss the matter with a dean.
- **Absence for athletic travel:** Student-athletes must provide their professors with a travel letter at the beginning of the semester which highlights potential absences. Students who cannot be accommodated for some or all absences should discuss the matter with the relevant Academic Coordinator for Student-Athletes.
- **Absence for documented illness:** Students who miss multiple classes due to prolonged illness should seek medical care and provide documentation of such to the Dean’s Office, which will communicate with the student’s professors. A prolonged absence may necessitate the students withdrawal from the course or from the University for the semester.
- **At the discretion of the professor:** There may be cases where an absence is undocumented but is, nevertheless, excused by the professor (e.g., absence due to a death in the family). Students should initiate a conversation with their professors about the nature and duration of the absence, in advance of the absence whenever possible. Students who anticipate missing multiple classes should inform the Dean’s Office.

When absences are excused, students remain responsible for all assigned work, and shall be provided with the opportunity to make up, without penalty, any work that they have missed.

**Special accommodations:** If you believe you have a disability that will affect your performance in this class, then you should contact the Academic Resource Center ([arc@georgetown.edu](mailto:arc@georgetown.edu)) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

**Technology:** Laptop use is permitted for class purposes only. Tablets are ok for referring to class readings. No cell phones, please.