Linguistics 5602. An Introduction to Quantitative Sociolinguistics. Spring 2012.
Venue: Hagerty 351. Times: Tuesdays and Thursdays 1.30 – 3.20 PM.
     Instructor: Donald Winford.   Office: 207 Oxley Hall.   Tel. 2-0362
          Office hours: Monday 1.00 - 2.00 pm or by appointment.

Course Description:

This is a graduate-level introduction to the study of language in its social context. The course explores quantitative approaches to the study of linguistic variation and its relationship to external (non-linguistic) factors. It explores the methodological and theoretical issues raised by attempts to account for variability at the levels of phonology and morphosyntax. We will explore the methodology of variationist studies, as it relates to questions of selection of speakers, the observation and recording of styles of speaking, the identification of linguistic variables in the context of an adequate linguistic analysis, and the kinds of hypotheses that statistical analyses can test. Students will have the opportunity to work first hand with a corpus of recorded speech (either of their own choice or supplied by the instructor) and to conduct a detailed quantitative analysis of some aspect of variation at the phonological or morphosyntactic level.

Textbook: Tagliamonte, Sali. A. 2006. Analysing sociolinguistic variation.
               ISBN 978-0-521-77818-3 (Paperback). Cambridge University Press.

Recommended: Milroy, Lesley & Matthew Gordon. 2003 Sociolinguistics: Method and interpretation. ISBN 0-631-22225-1 (paperback). Oxford:Blackwell.

Readings.   Readings available on CARMEN.

Objectives.
1.   To introduce students to the methodology of quantitative sociolinguistics.
2.   To provide students with an understanding of the theoretical issues raised by approaches which use quantitative methods to explore variability in linguistic systems.

Requirements:
1.   Five (3-4 page) summaries of required readings, with critical evaluation and discussion of the questions that you think the paper raises. (See guidelines for summaries) (30% of final grade).

2.   Class presentations of one of the assigned readings, to serve as a basis for discussion in class (No. of presentations and schedule to be decided in class).   (15% of grade).

3.   Practice Using VARBRUL. Analysis of selected variable features in a tape-recording of natural speech (either from transcription to be provided by instructor or from student's own research). This project will be discussed in class in Week 4. (15% of grade).

4.   A final research paper that develops the mid-term report. To be presented in class in week 10 (15 minute presentation, with discussion after). Typed version, approximately 12-15 pages (2000 - 2500 words) long, to be submitted by end of examination week. (40% of grade).

Policies.

Attendance:
Attendance at classes is strictly required, except in extenuating circumstances.

Class Cancellation Policy:
In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note on department letterhead be placed on the classroom door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

<u>**Grading:**</u>
   All assignments will be graded in accordance with the following scale,:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	60-66
B-	80-82	E	0-59
C+	77-79		

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp)

Special Accommodations

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.

Schedule of Topics and readings.

<u>Week 1: 3/27-29.</u>
        Linguistics and Quantitative Sociolinguistics;
        Rationale for the study of language in its social setting.
        The linguistic variable.
    Reading:
        Tagliamonte text. Chapter 1.
        Labov 1972, "The study of language…" (CARMEN)

<u>Week 2: 4/3-5.</u>
    A.   The methodology of the quantitative paradigm;
        Community, sample, and data;
    Reading:
        Tagliamonte text. Chapters 2 - 4.
    B.   Social variables and linguistic variation.
    Reading:
        Labov "Principles" 2001. Chapter 3. (CARMEN)
        First summary due Tuesday 4/3

<u>Week 3. 4/10-12.</u>
        Identifying Variables.
        Phonological variables.
    Reading:
        Tagliamonte text. Chapter 5.
        Eckert 2000, Chapters 4 and 5. (CARMEN)
Thursday 4/12: **Guest lecture: Kathryn Campbell-Kibler**
        Second summary due Tuesday 4/10.

<u>Week 4: 4/17-19.</u>
        Morpho-syntactic variables.
        The copula in African-American English;
    Reading:
        Labov 1969. "Contraction etc of the English copula" (CARMEN)
        The question of semantic equivalence.
    Reading:
        Romaine 1984 "Syntactic variation" (CARMEN)
        Third summary due Tuesday 4/17.
        Discussion of data for VARBRUL analysis.

<u>Week 5: 4/24-26</u>
        Quantifying linguistic variables. A brief look at statistics.
        VARBRUL and variable rules.

Reading:
>> Tagliamonte text. Chapters 6 - 7.
>> Bayley 2002. The quantitative paradigm. (CARMEN)
>> **Mid-term reports on research project due Tuesday 4/24.**

Week 6: 5/1-3.
>> **Practice. Using VARBRUL. (see guidelines to assignments)**
>> **Analysis of the copula in African-American English**.
>> **(Data to be supplied by instructor)**
>> **Assignment: Select all relevant tokens of the copula and their linguistic environments. (See Tagliamonte chap. 6)**
>> **DUE TUESDAY 5/1**
> Reading:
>> Tagliamonte text, Chaps 8 - 10.

Week 7: 5/8-10.
> A.   Testing hypotheses via VARBRUL analysis.
> Reading:
>> Tagliamonte text. Chapters 11-12.
>> Labov. Quantitative Reasoning in Linguistics. (CARMEN)

> B: AAVE: Testing the creole hypothesis. (CARMEN)
> Reading:
>> Sharma & Rickford 2009. AAVE/creole copula
>> **Fourth summary due Wednesday 5/12.**

Week 8: 5/15-17.
>> Morpho-syntactic variation revisited.
>> Implications for synchronic description.
> Reading:
>> Winford 1994. Perfect in Trinidadian English (CARMEN)
>> Green 2007. Syntactic variation.

>> **Fifth summary due Wednesday 5/19.**

Week 9: 5/22-24.
>> Variation and theories of change
> Reading:
>> Labov 1963. "The social motivation of a sound change"
>> Labov 2001, "Principles II" Chapters 4, 10 (CARMEN)

Week 10: 5/29 – 31
>> Unfinished business.
>> **Class presentations of research papers.**