

LING-UA 102: Research Seminar
Language Variation and Change Over the Lifespan
Schedule

Week Date	Class topics		Assignments		
	Conceptual	Practical		Reading	Project progress
2 9/8	Introduction and overview	Project examples	HW1	Tagliamonte 2012 ch. 1	Speaker research, set up Zotero
3 9/15	Studying language variation and change	Exercises for studying language variation	HW2	Tagliamonte 2012 ch. 2	Select a speaker, find two references
4 9/22	Social patterning of language variation and change	Exploring a spreadsheet, calculating percentages with pivot tables	HW3	Gries 2013, Trudgill 1983	Set up a tracking spreadsheet, continue background research
5 9/29	Developing a linguistic hypothesis	Pivot tables, continued; displaying quantitative data	HW4	Sankoff 2004, Tagliamonte & Molfenter 2007	State research questions and hypotheses, extract audio files
6 10/6	Social & geographical mobility	Statistics, the chi-square test	HW5	Nardy et al. 2014	Extract audio files
7 10/13	Forming the peer group in childhood	Data extraction pipeline, orth. transcription, forced alignment	HW6	Van Hofwegen & Wolfram 2010	Transcribe & align your audio, progress report
8 10/20	Standardization in the school-age years	Annotating (“coding”) categorical variables with Praat scripts	HW7	Papers relevant to your project (you choose!)	Transcribe & align your audio
9 10/27	In-class project updates & work time	Measuring vowels & interpreting vowel plots, vowel extraction, plotting vowels with NORM	HW8	Rickford & Price 2013	Collect your data
10 11/3	Age-grading	Analyzing vowel data: means & t-tests	HW9	Mechler & Buchstaller 2019	Collect your data, progress report
11 11/10	Age-grading (continued)	Writing an academic paper, dissecting an academic article	HW10	Harrington et al. 2000, Fabricius 2007	Analyze your data
12 11/17	Later-life participation in community change	Supervised project work time	HW11	Raumolin-Brunberg 2005	Make a graph/plot

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13 11/24	Later-life participation in community change (continued)	Supervised project work time	HW12	MacKenzie 2025	(Optional) Draft one section
14 12/1	Later-life participation in community change (continued), stock-taking, exit survey	Supervised project work time	n/a	n/a	Work on your presentation
15 12/8	Presentations	Supervised project work time	n/a	n/a	Write and submit your paper
12/14	Final papers due (NYU last day of classes – a Monday)				

Notes on the schedule:

- Every week there will be a homework assignment asking you to (a) read something, (b) respond to questions about it, and (c) make progress on your project. The details of all of these components will be provided in assignment documents linked from Brightspace, but the above schedule gives you a summary so you can get a sense of how the semester will be structured.
- All homework assignments are due to Brightspace 24 hours before the following week's class session, that is, Mondays at 9:30am.
- For the presentations in the final week of class, slides must be submitted to Brightspace 24 hours before the presentations take place (that is, Monday 12/7 at 9:30am).
- The final paper is due at the end of the day (11:59pm) on Monday 12/14.
- The tutorials and activities listed in the "Practical" column can all be found in the "Methods and Activities" book shared with students through Brightspace.
- It is recommended to add shortcuts to this schedule and the "Methods and Activities" book so you can easily find them on your own Google Drive (**File > Add shortcut to Drive**).

Bibliography

- Fabricius, Anne H. 2007. Variation and change in the TRAP and STRUT vowels of RP: A real time comparison of five acoustic data sets. *Journal of the International Phonetic Association* 37:293–320.
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- Harrington, Jonathan, Sallyanne Palethorpe, and Catherine I. Watson. 2000. Does the Queen speak the Queen's English? *Nature* 408:927–928.

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- Raumolin-Brunberg, Helena. 2005. Language change in adulthood. *European Journal of English Studies* 9:37–51.
- Rickford, John, and Mackenzie Price. 2013. Girlz II women: Age-grading, language change and stylistic variation. *Journal of Sociolinguistics* 17:143–179.
- Sankoff, Gillian. 2004. Adolescents, young adults and the critical period: Two case studies from ‘Seven Up’. In *Sociolinguistic Variation: Critical Reflections*, ed. Carmen Fought, 121–139. New York: Oxford University Press.
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- Tagliamonte, Sali A., and Sonja Molfenter. 2007. How’d you get that accent?: Acquiring a second dialect of the same language. *Language in Society* 36:649–675.
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