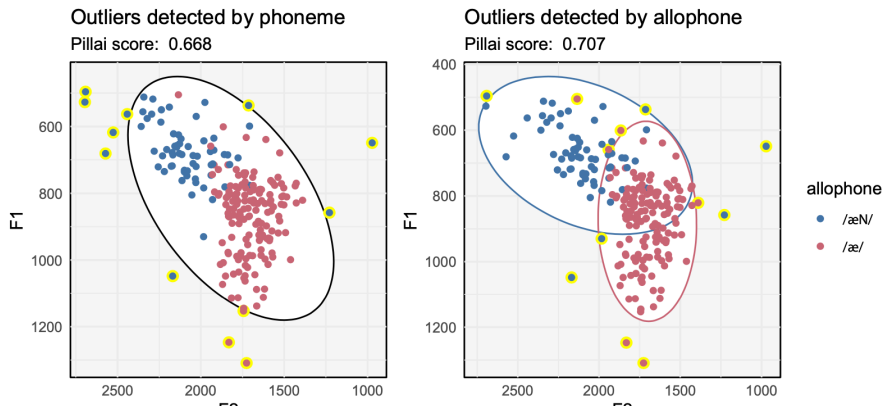


LING 716: Advanced Methods in Sociophonetics Spring 2023



What will I learn?

Graduate students who plan to write masters or doctoral theses in sociophonetics or adjacent areas (phonetics, laboratory phonology) often need to master advanced methods of data preparation or analysis to address the research questions they want to address; the most innovative dissertations may even develop their own methods. The aim of this course is for students to begin this process by learning advanced methods that are useful in (socio)phonetics research. These could include methods for stimuli creation, platforms for running experiments, acoustic analysis beyond single-point measures, statistical analysis of multivariate data or for dimensionality reduction, plotting options for complex data, etc.

By the end of this course, you will:

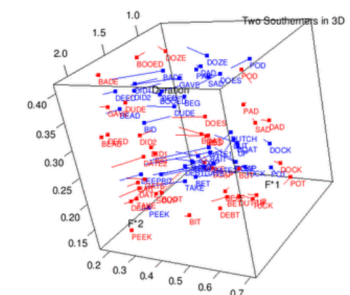
- 1) Understand the rationale for various advanced techniques in sociophonetics, and how to deploy them
- 2) Have developed and delivered a tutorial in one such method, for possible sharing more widely

Your guide

Dr. Jennifer Nycz (call her Jen)
 Jennifer.nycz@georgetown.edu
 249 Poulton
 Office hours: MW 2:30pm-4:30pm or
 By Appt: nycz.youcanbookme.com

Where to find stuff

All readings and assignments will be posted to the course Canvas site; check that site regularly!



Whoa vowels come in cubes now??

What's expected of me?

Do the readings, participate in discussion (40% of your grade) You are expected to do the agreed-upon reading and be prepared to participate in the discussion of the material. We will use Perusall to make annotations on the papers before class meetings.

- Please put at least one question or comment about each paper on Perusall by **9pm** the night before each class. **Your question should address a broader aspect of the paper whenever possible.** If you have a technical question/comment like “Why were the recordings made at this sampling rate?” or “Why weren’t the speakers balanced for geographic origin?”, you can make it in addition to a question about the main research addressed in the paper, but it should not be your only question.
- Come to class ready to discuss that day's readings in a substantive way. One person in the class will be in charge of leading the discussion, but everyone needs to contribute.

Perusall commenting on each reading is worth 1 pt (for a total of ~15 or more points over the semester, depending on how many readings there end up being)

Showing up to each class and contributing to the discussion is worth 1 pt (27 total over the semester)

Any additional ad hoc requests by me or discussion leaders for class prep is 1 pt each

Missing the occasional class (due to illness, say) or whiffing a reading/discussion once or twice will not impact your grade significantly; consistently not doing what you need to do to contribute meaningfully to the course will.

Present a tutorial (30%) Each participant will present at least one topic to the class, and be “in charge” of both classes for whichever week you are presenting. This involves:

- Choosing your methods topic
- Choosing a reading (or perhaps two shorter readings) which illustrate the use of this method and why is it needed (in consultation with Jen). The seminar will do this reading in advance of the Monday class, and come to class prepared to discuss it; you will lead that discussion.
- Developing a tutorial to demo your method during the Wednesday session. Everyone will ideally be able to "play along" during class, working through your tutorial with you as you demo it. This means finding/choosing relevant datasets, preparing any sound files, code files or handouts needed, testing your tutorial beforehand so you know it works with your data, and leading the class through it like a boss.

This component will be graded essentially for completion; that is, do it as described and you get full points. You will receive feedback on these activities.

Prepare your final product (30%) You will choose 1 of the following options:

- You can develop your original tutorial for contribution to the Linguistics Methods Hub. To complete this task, you will send me a link to your published contribution. Note: this involves learning some extra stuff - how to set up a GitHub site, etc
- You can write a traditional final paper of about 15 pages in which you deploy one of the methods from class (likely the method you developed a tutorial for, but could be one a classmate presented) to analyze a dataset of interest to you.

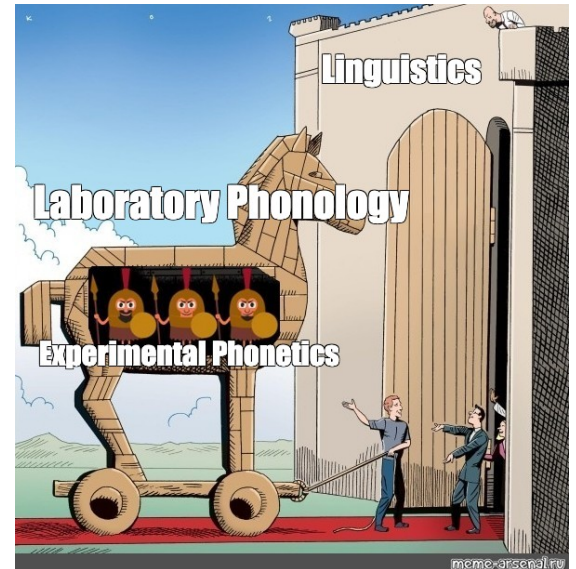
This component will be graded for quality, and you will receive feedback.

What's the weekly schedule like?

Each regular week (with two class meetings) we will focus on a specific topic. A Canvas page for each week will be posted with that week's readings, activities, & any short class-prep assignments, no later than the preceding Thursday. You are expected to comment on each week's readings before class meets on Monday.

We will meet in person on campus on Mondays and Wednesdays, with a few online exceptions. Mondays will typically be for discussing readings and "theory"; Wednesdays will be for "practicum" - that is, tutorials, demos, guest speakers, etc.

Jen's office hours are MW from 2:30-4:30 in Poulton 249 (so you can catch me while class is still fresh in your mind) but I will have availability for meetings at various other times. You can just show up in person to office hours or book times at nycz.youcanbookme.com to meet with me (in person or over Zoom). If you can't find a spot here, just send me an email and we'll work something out.



How do I communicate with Jen & others in the class?

If you have a question about class logistics or a specific assignment (or any other topic that one of your peers might conceivably have as well), please post it as a new thread in the discussion board on Canvas. This way others can benefit from my answer.

If you have more "personal" business (e.g. notifying me of an absence, or questions that are specific to you), drop by office hours or send me an email! I try not to check work email after a certain point in the evening (6pm-ish) or on weekends, so just know that I may not see your after-hours messages until the next business morning.

I highly recommend you also form some kind of class group chat that *doesn't* include me, where you can discuss course work and ask questions you'd rather ask of peers than professor-types. Nominate someone to organize this during the first week of classes!