

Homework 7 (see below for due dates)

Part 1. AAVE (2 points) This part of the homework is due at the beginning of class on Wednesday, April 2, and should be completed individually (i.e. no pair-work).

Download and read **Wolfram & Shilling-Estes chapter 7** (this week's assigned reading), and write a 2- to 3-sentence response to the second question in Exercise 1 (pp. 215-216): 'How would you respond to a person who observed that 'copula absence can't be unique to AAE because I hear European American speakers who say things like *They gonna do it right now*'?

The rest of the homework is due via Digital Dropbox by midnight on Friday, April 4. You may work in pairs and submit joint write-ups.

Part 2. Short-a data analysis (5 points) Download the spreadsheet **short-a-class.xls** from the class homepage. This spreadsheet contains your pooled data from the interviews you conducted last month. As with Homework 6, begin by doing some basic clean-up:

- Make sure that your own data is included. If it's missing, let me know.
- Eyeball the spreadsheet and decide how to fix any errors, inconsistencies, etc. (Data > Filter > AutoFilter is a good way to do this.)

Then do the following:

1. Calculate the overall frequency of /æ/-tensing.
2. Compare the frequency of /æ/-tensing in the following phonological environments:
 - before nasals
 - before voiceless fricatives
 - elsewhere
3. Pick one independent factor (syllable structure, sex, age, hometown, etc.) and see how it affects the frequency of /æ/-tensing:
 - before nasals
 - before voiceless fricatives
 - elsewhere

As with the last assignment, if you pick a factor with many categories (like age or hometown), you'll want to collapse them into 2 or 3 categories to make your results more reliable.

4. Present your results in a table (or several tables), and write a ½- to 1-page summary reporting your findings.

Part 3. Field project abstract (2 points) Write a ½- to 1-page abstract indicating what you would like to investigate for your final field project report, which is due April 30. You may either:

- follow up on what you did for Part 2 of this homework, by examining additional social and/or linguistic factors that may be influencing /æ/-tensing in this data set.
- **or** collect additional data on /æ/-tensing by conducting a site study, R&A study, or sociolinguistic interview(s), and compare rates of tensing across the various elicited styles.
- **or** choose another phonological or morphological variable (e.g., g-dropping, t/d-deletion...) and design and conduct your own study to investigate it. Your study should include at least two different data-collection methods or tasks (e.g. sociolinguistic interviews, semantic differentials, reading passage ...). If you choose this option, be as detailed as possible in describing how the study will be set up, how many speakers you intend to interview, etc.

Whatever option you choose, your abstract should include a clear statement of what you hope to discover in your study – i.e. your goal and/or hypothesis. You may complete your final field project individually or in pairs. If you work in pairs, you should decide now who you are working with and submit a joint abstract. I will expect jointly written final reports to investigate more factors and be somewhat longer than individually written final reports (6-7 pages as opposed to 4-5 pages).