**Semester Assignment: Language Log, Analysis, and Reflection**

**Scenario and General Directions:**

*Primary Field Research: Collecting Examples (Data)*

For this assignment, you are a linguist conducting field research. You will start the way all linguists start: by listening to the language around you in everyday contexts, making notes about what you hear, and identifying specific linguistic patterns and features the examples represent (see below).

*Analysis (Finding & Describing Patterns in your Data)*

Linguists look for patterns in the examples they collect in order to understand and describe how language is used. Collected examples yield information about patterns in pronunciation, word forms, grammar, and meanings among speakers grouped by social variables (age, race, gender, education level, employment, etc.). Sometimes examples are common in specific geographic regions but not others, or language features are unique to particular professions or jobs.

*Reflection on Results*

Once you've completed your analysis, you will reflect on what you've learned. What surprised you? What did you learn? Were your expectations borne out? Did you start with one attitude about language and find you changed your mind after you started your research?

**Where to Collect Examples:**

Any spoken English you hear as you go about your everyday activities. A variety of adult speakers is required. Many students go to different places and listen to conversations. You are not eavesdropping on the content of the conversation, you are listening for specific language features (see below).

**What Data (Examples) to Collect:**

Listen for specific examples that demonstrate the four major linguistic content areas under study this semester: phonetics (pronunciation), morphology (word formation processes and derivational & inflectional morphemes), syntax (grammar), and semantics (vocabulary and conceptual metaphor).

*Phonetic features (Module 3): (Need 3 total)*

1. Find at least 3 pronunciation examples in 3 separate words and briefly describe the specific phonetic features (descriptive parameters for consonants and vowels). **You must transcribe the words** **using phonetic transcription.**

Example A: Perhaps the speaker pronounces the word ***I***as [æ], but you pronounce it with the diphthong [aI ]

Example B: A speaker pronounces the word *these* as [diz], but you pronounce it [ðIz]

*Morphology features (Module 4): (Need 4 total)*

1. Identify at least 2 words that demonstrate specific English word formation processes.

Example A: a speaker refers to a *railroad,* which uses the word formation process of *compounding. Noun "rail" + Noun "road"*

Example B: a speaker says *cosmeceuticals,* which you recognize as an example of the word formation process called *blending.*

*Noun "cosmetics" + Adjective "pharmaceutical"*

2. Identify 2 words that are formed using derivational suffixes or inflectional suffixes.

Example A: a speaker uses the word *dogs,* which you recognize as containing the noun inflectional suffix {-s} indicating plural number

Example B: a speaker uses the adjective *icy*, which you recognize as containing the adjective-forming derivational suffix {-y}

*Grammar Examples (Module 5): (Need 3 total)*

1. Collect and identify at least 3 grammar examples. Use the following PLE Module 5 numbered topics and pages to help you write the descriptions for each example:

1. Introduction to Grammar and Syntax

1. Lexical Categories (Parts of Speech)

2. Grammar Basics (phrases, clauses, predicate, subject)

3. Grammatical Categories

2. Grammar Essentials

3. Prescriptive Grammar vs. the Grammar of American English ...

4. What to look for when researching ...

*Semantics Examples (Module 6): (Need 2 total)*

1. Collect and accurately describe at least 1 unique vocabulary word.

Example A: Speaker uses the noun *pigbrain* to refer to someone who is stubborn.

2. Collect and accurately describe at least 1 conceptual metaphor (identify source and target domains).

Example A: Speaker uses the connotative expression (conceptual metaphor, not a simile) "He's *on the edge*."

**Writing your Final Report: Table and Essay:**

* Replicate the table in a new word document. Follow standard writing conventions (see below).
* Write the analysis and reflection paragraphs after the table. Both the table and the paragraphs must be in the same document.
  1. Analysis: Describe patterns of language sounds, words, or grammar that emerged. What surprised or interested you?
  2. Reflection: Describe what you learned from doing this research. What conclusions did you draw about language?

**Grading Criteria:**

* **Collected examples may not come from course materials.**
* **Table and Essay must use specific course vocabulary from the Modules (see sample table below)**
* 3 pronunciation examples with accurate phonetic transcription in [ ] for each; phonetic transcription notation must be the one taught in this class
* 2 word formation process examples, accurately identified and explained
* 2 morphemes (derivational or inflectional) in { } and accurately identified and explained
* 3 grammar examples, accurately identified and explained
* 2 semantics examples (1 vocabulary word; 1 conceptual metaphor). Vocabulary word and Source and target domains must be accurately identified.
* All cells and rows of table completed.
* 500-word minimum Essay follows table in same document
* Full Student Name on paper; Standard writing conventions of grammar, punctuation, mechanics, minimum 500-word count. Double spaced. Proofread. Any secondary sources cited using MLA 8th edition style guidelines for in-text and works cited page.
* File Version required: .jpg or .pdf file versions only
* All requirements in the assignment must be met, including formatting and organization of table and completion of essay
* On-time submission to Blackboard

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Describe the speaker | Where was the speaker? | Data Examples |  | Description and Analysis |
| Phonetic Transcription [ ] |
| Phonetics 1 |  |  |  |  |  |
| Phonetics 2 |  |  |  |  |  |
| Phonetics 3 |  |  |  |  |  |
|  | | | | | |
| Word Formation Examples |  |  |  | Word Formation Process |  |
| Morphology 1 |  |  |  |  |  |
| Morphology 2 |  |  |  |  |  |
|  |  |  |  |  |  |
| Morpheme Examples |  |  |  | Type of Morpheme { } |  |
| Morphology 3 |  |  |  |  |  |
| Morphology 4 |  |  |  |  |  |
|  | | | | | |
| Grammar Examples |  |  |  | Lexical Categories & Grammatical Categories that apply |  |
| Syntax 1 |  |  |  |  |  |
| Syntax 2 |  |  |  |  |  |
| Syntax 3 |  |  |  |  |  |
|  | | | | | |
| Semantics Examples |  |  |  | Vocabulary Word |  |
| Semantics 1 |  |  |  |  |  |
|  |  |  |  | Conceptual Metaphor |  |
| Semantics 2 |  |  |  |  |  |

**Table of Data Examples**

**Essay** (500-words Minimum)

Part 1: Discussion of Patterns

Part 2: Reflection on Research and Results

SAMPLE TABLE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Describe the speaker** | **Where was the speaker** | **Data Examples** |  | **Description and Analysis** |
| **Pronunciation Examples** |  |  | **Word** | **Phonetic Transcription [ ]** | **Descriptive Parameters: Consonants & Vowels** |
| *Pronunciation 1* | *Female in 50s* | *Grocery store in Surry County* | *payroll* | *[ pɛrəl ]* | *Tense high front monophthong vowel [ e ] in first syllable changed to lax high front vowel*  *[ ɛ ] and monophthong vowel in second syllable changed from tense mid back vowel [ o ] to mid-central schwa [ə]. Consonants are pronounced the same as the standard dictionary pronunciation.* |
| **Word Formation Examples** |  |  |  | **Word Formation Process** |  |
| *Morphology 1* | *Male, late 30s* | *Chili's, Norfolk* | *"za" for pizza* | *Clipping* | *The first syllable of the root word "pizza" is omitted.* |
| **Morpheme Examples** |  |  |  | **Type of Morpheme { }** |  |
| *Morphology 2* | *"Ed Sheeran talks 'Game of Thrones' character"* | *http://www.cnn.com/2017/05/02/entertainment/ed-sheeran-game-thrones/index.html* | *showrunner* | *Derivational Suffix {-er}* | *Compounded Noun:*  *Root: {show}plus Root: {run} and*  *Derivational morpheme {-er}, a noun-forming derivational suffix* |
| **Grammar**  **Examples** |  |  |  | **Identification of the Lexical Category and Grammatical Category** |  |
| *Grammar 1* | *Female diner, late 30s* | *Brixx Restaurant, Chesapeake* | *Him and myself is next.* | *Lexical Categories: Personal Pronouns: him, myself;*  *Verb: is*  *Grammatical Categories:*  *Present tense, active voice* | *Him: 3rd person object pronoun; myself: 1st person reflexive pronoun. The to be verb "is" is for singular subjects. Since the subject in this clause is plural, subject-verb does not agree in number. Prescriptive grammar requires "He and I are next."* |
| **Semantic Examples** |  |  |  | **Vocabulary Word** |  |
| Semantics 1 | *Mom, 50* | *Our house in Ivor* | *He's such a pigbrain.* | *pigbrain* | *Compound noun meaning stubborn* |
|  |  |  |  | **Conceptual Metaphor** |  |
| Semantics 2 | *Woman, early 20s* | *Ocean View Beach* | *Your child is a pig.* | *pig* | *Associative meaning, not conceptual meaning.*  *Target Domain: messiness*  *Source Domain: an animal lying in mud or dirt* |