INTERNATIONAL COURSE MODULE PROGRAM

Application for funding – 2012-13

Please submit this proposal form to your department chair, program director or designate for approval. A completed form forwarded from the chair/director/designate will be considered approved by your department or program. Submit proposals via email to MP Stevens at mp.stevens@utoronto.ca no later than Monday, October 22, 2012.

Proposals may be submitted by students or continuously appointed faculty members through the unit under which the course is given. However, all proposals must include the full participation of a continuously appointed Arts and Science faculty member. Funding is provided for one faculty member and Arts and Science degree students enrolled in the course in which the module is proposed.

Proposals over 4 pages (including this cover sheet, itinerary and budget) will not be accepted. Please use a common 12-point font.

PART I – Applicant + course information

Name: Professor Sali A. Tagliamonte
Department/Unit: Linguistics
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Phone: +1 416 946 8024 (office)
Alternate contact for correspondence (if different from above): n/a
Alternate phone: +1 416 XXX XXXX (mobile)
Alternate e-mail: n/a
Course title(s) and number(s) (only students from the courses listed may participate):
LIN 351H1S Sociolinguistic Patterns
Total number of students enrolled: 85 [as of 10-16-12]
Maximum number of students proposed to participate in ICM: 6
Location of proposed ICM: England
Proposed travel dates: Reading week, February 16-23, 2013
Amount requested: $14,232.67

(continue for Parts II + III)
PART II – International course module details

1) Please provide a brief description of the module.

This ICM will form part of the gateway course in Sociolinguistics in the Department of Linguistics — Sociolinguistic Patterns, LIN351H1S. I propose to take six students to York, England where they will engage in a week of group and individual activities providing them with experience and training in fieldwork, including: 1) ETHNOGRAPHIC OBSERVATION, 2) INTERVIEWING TECHNIQUES and 3) CORPUS CONSTRUCTION. This unique opportunity will enable students to put into practice the theories and knowledge learned in the classroom in a field-based exploration of a unique dialect.¹ The students will learn first hand how to cope with the challenges of social science research in unfamiliar territory.

2) What are the learning objectives of this module?

The activities of the module are designed to give students an authentic fieldwork experience. In addition, they will gain an experiential understanding of the contrasts between two urban contexts (Toronto and York) and two major varieties of English (British and Canadian).

All the students in LIN 351 (ICM and non-ICM) are required to do a Course Research Project. While both ICM and non-ICM will be engaged in similar tasks, the ICM students will learn how to cope with an unknown cultural situation, make fresh contacts in the community, interview people they have only just met, work as a team and solve (often unexpected) problems in diverse circumstances. Upon their return, they will be expected to convey what they have learned in a group presentation to the rest of the class. This will further embed their learning.

3) Please describe the activities planned for the module and how they help achieve the learning objectives described above.

Each ICM student will be required to conduct the following tasks:

i) Engage in anthropological observations and immerse themselves in the history and culture of York and its current social milieu.

ii) Conduct an interview with two individuals their own age born and raised in York following ethnographic methods, standard ethical guidelines and sociolinguistic techniques.

iii) Compile meta-data (e.g. age, sex, education, etc) pertaining to the interviewees and the interview situation in a data base for further analysis back in Toronto.

iv) Document the expedition using video, photography, reminiscences and personal anecdotes.

4) How does the module enhance the learning objectives for the course in which the module is embedded?

A cornerstone of Sociolinguistics is the study of linguistic change in progress. However, students rarely grasp what it takes to actually do it. The LIN 351 Course Research Project is designed to

¹ Listen to the sound of the Yorkshire dialect by clicking on the sound clips at: http://individual.utoronto.ca/tagliamonte/Definite_Article.html
accomplish this. The students will tackle an authentic research question: How does a linguistic change evolve? The target feature is the English quotative system, e.g. *I’m like* “Oh, I can’t stand it.” And Jean says, “It doesn’t bother me at all”, with a focus on the innovation ‘be like’. Two locales — Toronto and York — were surveyed in projects by the Professor at earlier points in time: York English Corpus (1997) and Toronto English Corpus (2003). Among young people in York in 1997, forms such as *I’m like* occurred only 14% of the time while the standard form *she says* was still frequent. In Toronto in 2003 among the same age group ‘be like’ occurred 65% of the time and *say* was rare. The difference between the two places was dramatic. The time span between the original data collection and the proposed trip (February 2013) is 15 and 10 years respectively, sufficient time for a rapidly diffusing innovation to make significant advances. How has this feature changed in York and Toronto since then? What patterns of use will be observed? The latter is a critical diagnostic for identifying the stage of development of a new form. The comparison between York and Toronto will offer key evidence to answer the question of how language change happens since it will provide data representing different points of time and rates of change across two major varieties of English, British vs. Canadian. In sum, the ICM students will be creating an important real-time data sample for the Course Research Project in York while the non-ICM students will be doing the same thing back in Toronto. This will enable the entire class to conduct an unprecedented 4-way comparison of linguistic change in progress, the optimal data set for Sociolinguistic study. The fact that all the students in the class will be engaged in and benefit from the overall research project means that the ICM will have pedagogical value beyond the six individuals who take part in it.

5) If participation by less than the total number of students in the course is proposed, what procedures and criteria will be used to select ICM participants?

Students interested in taking advantage of ICM will be selected in early January based on an application which will include: a) letter of interest; b) resume; c) reference letter; and d) academic record. Students will be notified as early as possible of this potential opportunity to encourage preparation before the start of second term. Applicants will be selected by the Professor in conjunction with the three Teaching Assistants assigned to the course.

6) What coursework alternatives will be available for students who do not participate in the ICM?

Both the non-ICM and ICM students of LIN 351 will be part of the same project, each with their own important contributions. The non-ICM students will be conducting the same activities in Toronto but over a longer period of time and within their own social networks.

7) How will the ICM be incorporated into the course evaluation and marking scheme?

The ICM activities/tasks will be evaluated in the same way as the non-ICM students as the tasks/activities will mirror each other. The ICM students will have the added responsibility of preparing a presentation for one of the lecture slots in order to transmit their experiential learning to the rest of the class. One tutorial will be devoted to a discussion between ICM and non-ICM students that will contrast and compare their data collection experiences.

8) How will participants share their experience with the wider A&S community?
The ICM students will be required to present a poster at the Annual Research Fair in March. I will also encourage them to do other presentations if/when such opportunities arise.

9) What are the preliminary plans for meeting UofT Safety Abroad guidelines? (For example, all students will be required to attend a Pre-Departure Orientation and be registered on the UofT Safety Abroad Database.)

The United Kingdom, and York in particular, is as safe as any place, including Toronto. The Government of Canada does not issue an official warning for the UK and states “exercise normal security precautions”. Therefore this ICM falls under Low to Moderate Risk Level. The following steps will be taken before embarking on this trip: 1) students will fill out a Consent Form. A Communication Plan plus information for Safety Abroad Database will be collected and disseminated to University officials. 2) Students will be required to attend a Pre-Departure Orientation session. 3) I will have a working mobile phone with me and students will be encouraged to purchase an overseas plan on their mobile phones as well (if possible) so as to maintain contact using SMS messages. Having previously conducted a large scale project on this variety of English makes me (the Professor) ideally suited to support the students and introduce them to the York environment. My Visiting Professor status at the University of York also ensures that we will have a local support network in place.

PART III – Itinerary + budget

Please provide an approximate itinerary (briefly indicating daily locations and activities) and a budget in Canadian dollars. The budget should include expenses for students and one faculty member and should clearly indicate any contributions from other sources received or applied for.

ESTIMATED BUDGET AND ITINERARY:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description and costings [as of 10-16-12]</th>
<th>Cdn $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Travel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flight: Toronto – London</td>
<td>$1164 x 7 = $8148</td>
<td>8,148.00</td>
</tr>
<tr>
<td>Taxi van to/from Pearson</td>
<td>$180</td>
<td>180.00</td>
</tr>
<tr>
<td>Train: London - York</td>
<td>£93.10 x 7 = £651.00</td>
<td>1,034.34</td>
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<tr>
<td>Tube: Heathrow – Kings Cross</td>
<td>£4.80 x 14 = £67.20</td>
<td>106.77</td>
</tr>
<tr>
<td>Taxi in York</td>
<td>£50.00</td>
<td>79.25</td>
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<tr>
<td><strong>Accommodation</strong></td>
<td></td>
<td></td>
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<tr>
<td>February 17-23</td>
<td>$2500 (Hostel rates/availability 10-16-12)</td>
<td>2,500.00</td>
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<tr>
<td><strong>Food</strong></td>
<td></td>
<td></td>
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<tr>
<td>February 17-24</td>
<td>£25/day for 7 people x 7 1/2 days = £1312</td>
<td>2,084.40</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td>14,132.76</td>
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</tbody>
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Please ensure that this proposal is no more than 4 pages long (cover sheet, module details, itinerary and budget) and submit it to your department chair, program director or designate for approval. Approved proposal should then be submitted by the chair/director/designate to MP Stevens at mp.stevens@utoronto.ca no later than Monday, October 22, 2012.