

SYLLABUS: LINGUISTICS 481

LANGUAGE AND LAW

SPRING 2020

Course Overview

Instructor

Instructor: Prof. Crystal Akers

Email address: cakers@rutgers.edu

Office hours: Friday 1-3 pm, but these hours can vary. Check the Office Hours page on Canvas to confirm this week's drop-in day and time. Also available by appointment.

Course Delivery

This course is fully online. To access the course, please visit canvas.rutgers.edu. For more information about course access or support, contact the Online Learning Help Desk at 877-361-1134 or email help@canvas.rutgers.edu. Support is available 24/7/365.

Contact the Help Desk to resolve Canvas technical issues.

Course Description

A teenage girl disappears, but her parents continue to receive text messages sent from her phone. Are they from her, or her kidnapper? An airline employee is accused of calling in fake bomb threats to his employer. Can his dialect exonerate him? A patient requests medical records in a suit against a hospital. Does the hospital's carefully-worded response reveal an intent to conceal information?

Determining "whodunnit" can involve language at every step of the legal process, from analyzing the linguistic evidence of ransom notes, bomb threats and corporate denials, to interrogating suspects, cross-examining witnesses, and instructing juries. This course provides an introduction to forensic linguistics, or the application of linguistics within legal settings, and examines how language is used in laws and in courts. Topics such as syntax, semantics, phonetics, phonology, morphology, pragmatics, and sociolinguistics will inform our examination of language from evidence to courtroom.

Prerequisites

One of the following courses: Ling 305 (Syntax), 315 (Phonology), 325 (Semantics), or 350 (Pragmatics)

- You will be required to read, analyze, discuss, and present linguistic information in collaboration with other students. This prerequisite ensures a background in experience and skill analyzing language.

Important Dates

- The course begins on 1/21/2020 and ends on 5/4/2020, and the last day to drop the course without a “W” grade is 1/28/2020.
- Exams with online proctoring will be available during the following periods:
 - Midterm Exam: Available Monday, March 9 at 7 am until Wednesday, March 11 at 11 pm.
 - Final Exam: Available Thursday, May 7 at 7 am until Saturday, May 9 at 11 pm.
 - You may schedule an appointment with ProctorU to take a proctored exam any time within the availability periods. Online proctoring is free if you sign up >72 hours before your scheduled appointment. Any fees associated with late scheduling are the responsibility of the student.
- Exams with in-person proctoring will be held in computer lab 1210/1220 of the [Rutgers Academic Building](#) at the following times:
 - Midterm Exam: Monday, March 9, 4:30-6:30 pm
 - Final Exam: Thursday, May 7, 12-2:30 pm
 - If you would like to take the exam in person but have a conflict with the proctored session times, please contact me to arrange an alternate exam session or location.

Course Learning Objectives

By the end of this course, you will be able to:

1. discuss, given examples of laws, testimonies, interrogations, or other uses of language in legal settings, the effect on the legal process of at least three different linguistic concepts, such as: presupposition, conversational implicature, structural and semantic ambiguity, syntactic complexity, and lexical variation.
 - *Assessed through quizzes, discussions and/or exam*
2. discuss the use of at least three different linguistic concepts -- such as syntactic structure, choice of lexical items, register, voice qualities, phoneme production, and prosody – for analyzing language as forensic evidence
 - *Assessed through quizzes, discussions and/or exam*
3. discuss at least two limitations of authorship analysis as forensic evidence

- *Assessed through quizzes, discussions and/or exam*
- 4. collaborate on a WikiEd project to summarize and provide references for a topic in which linguistics, forensic linguistics or language in the legal process figures prominently.
 - *Assessed in the completion of the WikiEd project*

Department Learning Goals Met by this Course

Students will:

- reason about language scientifically
- demonstrate knowledge of cross-linguistic variability and universal patterns in language
- investigate and analyze linguistic data
- extend their understanding of theoretical linguistics into other domains of linguistic research
- apply the techniques of linguistics to new topics, and
- access current research in the field.

Course Materials

Required Text(s), Videos, and Website Resources

- Solan, L. & Tiersma, P. (2005). *Speaking of crime: The language of criminal justice*. Chicago: The University of Chicago Press. ISBN: 978-0226767932
 - The textbook is available online through the [Rutgers University Libraries](#).
- Additional required resources can be accessed from links provided in the syllabus and course Canvas site.

Optional Materials

- Optional resources can be accessed from links provided in the syllabus and course Canvas site.

Technology Requirements

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Canvas
- Navigating Wikipedia and WikiEdu.org

Technology skills necessary for this specific course

- Collaborating on VoiceThread
- Recording, editing, and uploading video

Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7 or newer) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Required Software

- Microsoft Word

Assessment

Assignment Summary

This course will require you to spend roughly the same amount of time on the instructional resources, activities, and assessments each week as you would in a traditional classroom course, about 8 hours per week.

Below are the assignments required for this course and the value each assignment contributes to the final course grade. Please refer to the course calendar on Canvas and/or the course schedule below for specific due dates. All information on Canvas supersedes the information here.

Assignment	Points
Midterm Exam	20
Final Exam	25
Quizzes	12
Discussions	28
WikiEd Project	15
Total	100

See course schedule, below, for due dates.

Assignment Overview

Midterm Exam: 20%

- The midterm exam contributes 20% toward your final grade and covers the topics learned in the first seven weeks of the course. The exam may include multiple choice, matching, fill-in-the-blank, and short answer questions. Some questions may be taken from the quizzes. The midterm will include at least one essay-style question reflecting on the role of language in the legal process.
- The midterm exam is a *proctored, closed-book exam*. You will have 1.5 hours to take the exam once you begin it. You will have the opportunity to sign up for a session to take the exam at a computer lab on the New Brunswick campus or you may take the exam online using a designated proctoring service. Any fees associated with the online service are the responsibility of the student. If you would like to take the exam in person but have a conflict with the proctored session times, please contact me to arrange an alternate exam session or location.

Final Exam: 25%

- The final exam contributes 25% toward your final grade and emphasizes, but is not limited to, the topics learned in last six weeks of the course. The exam may include multiple choice, matching, fill-in-the-blank, and short answer questions. Some questions may be taken from the quizzes. The final exam will include at least one essay-style question discussing language as forensic evidence.
- The final exam is a *proctored, closed-book exam*. You will have 2 hours to take the exam once you begin it. You will have the opportunity to sign up for a session to take the exam at a computer lab on the New Brunswick campus or you may take the exam online using a designated proctoring service. Any fees associated with the online service are the responsibility of the student. If you would like to take the exam in person but have a conflict with the proctored session times, please contact me to arrange an alternate exam session or location.

Quizzes: 12%

- Five highest scores; 2.5% each
- Short quizzes will assess factual knowledge, such as the definitions of key terms from each module, and may also assess higher-order knowledge using short-answer questions. Prepare for quizzes by completing the assigned instructional resources, which may include readings, videos or audio recordings, and by answering any formative questions associated with the required resources. Some quizzes may be cumulative, using questions from prior quizzes to review key terms or concepts. Quizzes will be available from Thursday through Sunday, and you will have 90 minutes to complete the

quiz once you begin. **You are not permitted to consult with others as you work**, but you are expected to refer to the course materials as you take the quiz. The lowest quiz grade of six total quizzes will be dropped, leaving five quizzes contributing to this category.

- Note: You may not always be supplied automatically with the correct answers to the quiz after it is graded, as some questions may be reused on exams; however, I am always willing to discuss quiz questions and answers with you on an individual basis after you have had a chance to try to determine the correct answer for yourself. You may email your revised answers for additional feedback or visit during office hours for further discussion.

Discussions: 28%

- Seven discussions; 4% each.
- For full credit, your first post in each discussion must explicitly use and cite the unit's required instructional resources. "Use" of the sources can take many forms. If you took Expos 101 at Rutgers, you may have learned how sources can be used to complement, contradict, or complicate your positions. These are all valid ways of using the required resources in your posts. Your second post in the discussion should respond thoughtfully to someone else's post.
- Frequent interaction is vital to building an online learning community. In our course, interaction will primarily take place in small-group and full-class discussions. Sometimes you will be required to respond to a specific question I ask. Other times, you will have the opportunity to explore your personal interests in the topics we cover by suggesting your own discussion question and responding to your classmates'. Though I will evaluate that you are using the assigned materials to inform your discussion posts, I view the act of discussion itself as part of the process of learning, and for that reason the discussion rubric emphasizes qualities that lead to sustained, thoughtful engagement over the course of the week.
- Your initial response to the discussion will be due on Thursday night, with all required responses due by Sunday night of the given week. I strongly encourage you to review the Discussion Rubric, posted on our course site, as you work on your discussion posts.

WikiEd Project: 15%

- Authorship analysis is a common task for forensic linguists, who may be called to present the evidence of whether a suspect wrote a ransom note – or whether one novelist plagiarized another. Plagiarism is a frequent concern of educators, too, and to some, Wikipedia pages can seem like the primary source of plagiarized term papers. This project flips the Wikipedia experience: this time, you will be the editor.
- In this project, you will experience two roles of forensic linguists: first, the role of an expert communicating linguistic knowledge to members of the public; and second, the role of an analyst, assessing written texts for evidence of authorship. The project will allow you to:

- learn more about a topic that relates to language and/or law
- learn more about the challenges of identifying authorship problems in real texts
- imitate a particular style for a particular audience
- act as a "public-facing linguist" to expand the knowledge of linguistics for a public audience
- This project will be completed as a series of weekly tasks beginning near the midpoint of the semester, including training in using the Wikipedia contributor interface, evaluating the sources of the article, drafting a contribution, peer reviewing another article, and most importantly, writing a reflective response on forensic linguistic perspectives on the experience of critiquing and contributing to Wikipedia articles. You may, but are not required to, work in a group on this project.

Grading Scale

(Source: Rutgers standard undergraduate grade scale)

Grade	Range
A	90 – 100
B+	85 – 89
B	80 – 84
C+	75 – 79
C	70 – 74
D	60 – 69
F	Below 60

Student Participation Expectations

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**
Be sure you are logging in to the course in Canvas each course week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Time Commitment**
To be successful in this course, you should plan to dedicate approximately 8-10 hours per week.

- **Midterm Exam: REQUIRED, PROCTORED**

The midterm exam is a *proctored, closed-book exam*. You will have 1.5 hours to take the exam once you begin it. You will have the opportunity to sign up for a session to take the exam at a computer lab on the New Brunswick campus or you may take the exam online using a designated proctoring service. Any fees associated with the online service are the responsibility of the student. If you would like to take the exam in person but have a conflict with the proctored session times, please contact me to arrange an alternate exam session or location.

- **Final Exam: REQUIRED, IN-PERSON**

The in-person final exam is a *proctored, closed-book exam*. You will have 2 hours to take the exam once you begin it. You will have the opportunity to sign up for a session to take the exam at a computer lab on the New Brunswick campus or you may take the exam online using a designated proctoring service. Any fees associated with the online service are the responsibility of the student. If you would like to take the exam in person but have a conflict with the proctored session times, please contact me to arrange an alternate exam session or location.

- **Office hours and live sessions: OPTIONAL**

Other than the midterm and final, any live, scheduled events for the course, including my office hours, are optional. For any live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.

- **Participating in discussion forums: 2 OR MORE TIMES PER WEEK**

As participation, during a week with an assigned discussion you can expect to post at least two times as part of our substantive class discussion on the week's topics.

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using academic style for grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Treat your instructor and fellow students with respect at all times, and in all communications.
- **Citing your sources:** When we have academic discussions, you must cite your sources to back up what you say. For the textbook or other course materials, include at least the

title and page numbers or section heading. For online sources, include the site name and a link.

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Canvas discussion.

Support and Policies

Late Work and Make-up Exams

Because all work will be completed asynchronously for this course, there is no formal attendance policy; however, regular class engagement will be assessed through the assigned activities and assessments. All quizzes are available for multiple days, and there are multiple sessions available for the exams. Please take note of the availability periods on the attached schedule and plan accordingly.

- Except for documented cases of illness or religious observance, **no quizzes will be accepted late.**
- **For late discussions and tasks in the WikiEd project, your work will lose 10% of the maximum points possible for each day late. Any submissions later than 5 days will receive a maximum of 40% credit.**

Extra Credit

You have the opportunity to raise your final grade by up to 2 points through experimental participation.

- Some faculty and graduate students in the Department of Linguistics do experimental research on language. This research depends on the participation of undergraduate participants.
- You have the option of participating in Linguistics experiments during the semester. Each experiment usually takes between 20 and 45 minutes.
- You will get **1 point credit for every half hour** of experimental participation. It does not matter what subfield of Linguistics this experiment is in, but it must be in Linguistics.
- Experiments are offered through the Linguistics Department [experimental management system \(sona\) website](#). Towards the beginning of the semester, your name and email will be added to the experiment system. You will be issued an anonymous id to participate in experiments through this system. Once Linguistics experiments are posted, you can sign up online. Note that this system is different from the psychology pool, and you should not use a psychology ID to log in to the system.
- Any student enrolled in a Linguistics undergraduate course is eligible to participate in Linguistics experiments, regardless of gender, race, ethnicity, language status, or

impairments, disorders, or disabilities (as long as his/her instructor provides the opportunity). You cannot be denied participation for any of these reasons.

- **You have the right to not participate in experiments to earn extra credit. You may speak with me about possible research alternatives, such as reading a pre-approved scholarly article in linguistics and writing a 2-page paper summarizing it.**
- If you are taking multiple Linguistics courses that allow for experimental participation to count towards extra credit, you are responsible for making sure you have assigned the credit correctly through the experiment system online. This is not your instructor's, the experimenter's or the experiment system administrator's job!
- If you sign up for, but fail to show up for, two or more experiments, you may be barred from further participation and restricted to research alternatives as described above, so please note the time and location of your experiments and take your schedule and transportation time into account. Many experiments have restrictions on how late you may cancel online.

Faculty Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can email help@canvas.rutgers.edu or call 877-361-1134 if you have a technical problem.)

Grading and Feedback

For large weekly assignments such as quizzes with short answer questions or discussions, you can generally expect feedback within **7-10 days** of the assignment's due date.

E-mail

I will reply to e-mails within **24 hours** during the work week and by the next business day on weekends and holidays.

Please include the course number or name (Ling 481; Lang & Law) in the subject line.

Discussion Board

I will check posts in the discussion forums regularly; however, I may not post a response every night. I view discussions as your opportunity to talk amongst yourselves, and I will generally be a lurker.

Academic Integrity

The consequences of scholastic dishonesty are very serious. Please review the [Rutgers academic integrity policy](#).

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the information you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number or section heading within the assignment.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Other sources of information to which you can refer include:

- [Rutgers' Academic Integrity website](#)
- [Code of Student Conduct](#)
- [Eight Cardinal Rules of Academic Integrity](#)

Please note: collaboration and interaction are expected and often integral aspects of work in this class and outside of it in the highly-connected world we live in today. I encourage you to work together whenever possible and to make the most of the collaborative tools available on our course site and social media – or just get together in person if you're on campus.

Here is some specific guidance on where collaboration is and is not permitted in this course:

- Do not work on quizzes together
- Do not talk about quiz questions and answers during quiz availability periods, including those contained in the “Questions for the Required Resources.”
- Submit your own work for discussions and collaborative assignments.
- Cite your sources, including classmates whose thoughts have informed your own opinions.
 - *This point is especially important for discussions. Identifying a classmate who has changed or expanded your thinking in some way not only gives them proper attribution, it helps us build an online learning community that recognizes and values participation.*

Consult the following links for tips on how to improve your note-taking to avoid accidental plagiarism:

- [Don't Plagiarize! Document Your Research](#)
- [Resources for Students \(Rutgers Academic Integrity\)](#)

Any collaboration with other students to answer quiz questions is a violation of Rutgers' Academic Integrity Policy. Students caught cheating or committing plagiarism will be penalized, as per Rutgers policy.

Grievances and Complaints

The Bylaws of the Department of Linguistics direct that any concern must first be directed to the Course Instructor/Lecturer. (The concern should be shared in a timely manner, and that individual should be given an opportunity to address the concern.)

- If the concern is still not resolved, it will be referred to the Undergraduate Program Director.
- If the concern is still not resolved, it will be referred to the Chair of the Department of Linguistics.
- If the concern is still not resolved, it will be referred to the Dean.

Additional information regarding grievances, disciplinary procedures, and the process for making a complaint can be found in the [Making a Complaint](#) section of the Student Conduct website.

Accommodations for Accessibility

Requesting accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. More information can be found in the [Documentation Guidelines](#) section of the [Office for Disability Services](#) website.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration Form](#) on the [Office for Disability Services](#) website.

Visit the [Student section of the Office of Disability Services](#) website for more information.

Course Schedule and Deadlines

Please see the appropriate unit on the course site to find detailed information about each assignment, including rubrics and specific due dates. All required Instructional Resources are provided here; the course site may include additional optional resources. Information provided on the course site supersedes details provided here.

Week	Topic	Activities & Assessments	Instructional Resources
1 1/21	Course Introduction	<ol style="list-style-type: none"> 1. VT: Self-Introduction 2. Quiz: Course Intro (ungraded, but required) 	<p>Read: Syllabus</p> <p>Read: S&T Ch 1</p> <p>View: Introduction Video</p>
2 1/27	Pragmatics and Police Interaction: Consent to Search	<ol style="list-style-type: none"> 1. Quiz 1 	<p>Read: S&T Ch. 2 “Discourse and Inferences from Context”; Part 2 Intro, “Gathering the Evidence”; Ch 3, “‘Consensual’ Searches”</p> <p>View: Trump comments remind Comey of famous quote from King Henry II</p>

3 2/3	Pragmatics and Police Interaction: Interrogation, Confession, Right to Counsel	1. Discussion 1: Invoking right to counsel in <i>State of Louisiana v. Warren Demesme</i>	Read: S&T Ch 4
4 2/10	In Court: Questions & Testimony	1. Quiz 2	Read: O&L 13 Read: Heffer: "Narrative in Trial" Read: Holt & Johnson: "Socio-pragmatic aspects of legal talk "
5 2/17	In Court: Dialect & Testimony	1. Discussion 2: Dialect and testimony in <i>State of Florida v. George Zimmerman</i>	View: Rickford & King (2/19/2014) Read: Famous Trials: The George Zimmerman Trial: An Account Optional, Recommended View: Rickford & King (2/10/2014)
6 2/24	In Court: Jury Instructions	1. Quiz 3 2. WikiEd: Week 6 Tasks (Training on Policies & Editing Basics)	Read: Tiersma, "Instructions to Jurors"
7 3/2	In Court: The meaning of laws	1. Quiz 4 2. WikiEd: Week 7 Tasks (Evaluate Wikipedia; Training on evaluating)	Read: O&L Ch 16 (pdf) Read: Solan (1993)
8 3/9	Midterm	1. Multiple Choice & Essay Format	See "Important Dates" for date and time info.
9 3/16	<i>Spring Break</i>		
10 3/23	Authorship Analysis (I) – Written Texts	1. Discussion 3: Written text analysis for "Three Schoolboys' account...." 2. WikiEd: Week 10 Tasks (Choose topic; Find sources; Link to shared sandbox)	Read: O&L Ch 10 View: Weiner 2013 ; 4:00-22:00

11 3/30	Authorship Analysis (II) - Voice Analysis	<ol style="list-style-type: none"> 1. Discussion 4: Voice analysis expert testimony in <i>State of Florida v. George Zimmerman</i> 2. WikiEd: Week 11 Tasks (Training on sandboxes & plagiarism; Draft your article) 	<p>Read: S&T Ch 7</p> <p>Read: O&L Ch 6 (Excerpts; pdf)</p> <p>View: Voice Analysis of Zimmerman trial</p>
12 4/6	Authorship Analysis (II) – Limitations	<ol style="list-style-type: none"> 1. Quiz 5 2. WikiEd/ Discussion 5 : Thinking about plagiarism & style 3. WikiEd: Week 12 Tasks (Polish your work) 	<p>Read: S&T Ch 8</p> <p>Read: Olsson Ch. 4</p> <p>Listen: Rehm (2015)</p>
13 4/13	Crimes with words (I) – Solicitation, Conspiracy, Bribery	<ol style="list-style-type: none"> 1. Discussion 6: Verbal disputes in media 2. WikiEd: Week 13 Tasks (Move to Mainspace; Finalize article) 	<p>Read: S&T Ch 9</p>
14 4/20	Crimes with words (II) - Perjury	<ol style="list-style-type: none"> 1. Quiz 6 2. WikiEd: Week 14 Tasks (Reflective essay) 	<p>Read: S&T Ch 11</p> <p>Read: Famous Trials: Clinton Impeachment</p>
15 4/27	Wrap-Up	<ol style="list-style-type: none"> 1. Discussion 7: Linguistics and the legal process 	<p>View: Weiner (2015); 9:50-18:42</p>
16 5/4	Final Exam	<ol style="list-style-type: none"> 1. Cumulative; multiple-choice and essay format 	<p>To be scheduled during exam period; <i>May 7-9</i></p>

References

- Ehrlich, S. (2010). Rape victims: The discourse of rape trials. In M. Coulthard & A. Johnson (Eds.), *The Routledge Handbook of Forensic Linguistics* (21-36). New York, Routledge.
- Heffer, C. (2010). Narrative in the trial: Constructing crime stories in court. In M. Coulthard & A. Johnson (Eds.), *The Routledge Handbook of Forensic Linguistics* (21-36). New York, Routledge.
- Holt, E. and Johnson, A. (2010). Socio-pragmatic aspects of legal talk: police interviews and trial discourse. In M. Coulthard & A. Johnson (Eds.), *The Routledge Handbook of Forensic*

Linguistics (21-36). New York, Routledge.

- Hitt, J. (2012, July 23). Words on trial. *The New Yorker*. Retrieved from <https://www.newyorker.com/magazine/2012/07/23/words-on-trial>
- Lewis, Karen. (2014, Aug 13). Philosophy – Language: Gricean Pragmatics. [video]. *Wireless Philosophy*. Retrieved from: <https://youtu.be/we6uSVf4qss>
- Linder, D. O. (2017). Famous Trials. [website]. Retrieved from: <http://www.famous-trials.com/>
- Olsson, J. (2012). *Wordcrime: Solving crime through forensic linguistics*. New York: Bloomsbury Academic.
- Olsson, J. and Luchjenbroers, J. (2014). *Forensic Linguistics* (3rd ed.) New York: Bloomsbury Academic.
- [PBS NewsHour]. (2017, June 8). Trump comments remind Comey of famous quote from King Henry II. [video]. Retrieved from: <https://www.youtube.com/watch?v=KTtKawpkju8>.
- Rhem, D. (2015, April 1). How technology is changing criminal linguistic evidence in court. [Audio interview]. *The Diane Rehm Show*. Retrieved from <http://thedianerehmshow.org/shows/2015-04-01/how-technology-is-changing-criminal-linguistic-evidence-in-court>
- Rickford, J. (2013, July 10). Rachel Jeantel's language in the Zimmerman trial. [blog post]. *Language Log*. Retrieved from: <http://languagelog.ldc.upenn.edu/nll/?p=5161>
- Rickford, J. & King, S. (2014, Feb 10). Aspects of the Testimony of Rachel Jeantel. [Conference talk video]. Retrieved from: <http://edstream.stanford.edu/Video/Play/6f2b381269624f1eb37dc8a4b04f0eea1d>
- Rickford, J. & King, S. (2014, Feb 19). Race, Dialect Prejudice in the Zimmerman trial. [Video]. Stanford Scope. Retrieved from: <https://www.youtube.com/watch?v=qH-vshQf2g0>
- Search and Seizure. (2015, August 15). *Crash Course Government and Politics*. [Episode 27]. [video]. Retrieved from <https://www.youtube.com/watch?v=4O1OIGyTuU>

- Sellers, F. S. (2015, February 27). Should texts, e-mail, tweets and Facebook posts be the new fingerprints in court? *Washington Post*. Retrieved from https://www.washingtonpost.com/lifestyle/magazine/should-texts-e-mail-tweets-and-facebook-posts-the-be-new-fingerprints-in-court/2015/02/19/a5ec2bf6-6f32-11e4-8808-afaa1e3a33ef_story.html?utm_term=.b890347d464f
- Solan, L. (1993). When judges use the dictionary. *American Speech*: 68(1), 50-57. Retrieved from: <https://www.jstor.org/stable/455835>
- Solan, L. & Tiersma, P. (2005). *Speaking of crime: The language of criminal justice*. Chicago: The University of Chicago Press.
- Tiersma, P. (2010). Instructions to jurors: Redrafting California's jury instructions. In M. Coulthard & A. Johnson (Eds.), *The Routledge Handbook of Forensic Linguistics* (21-36). New York, Routledge.
- Vuolo, M. & Garfield, B. (2012, June 18). By their words you shall know them [Episode 14]. *Lexicon Valley Podcast*. Podcast retrieved from http://www.slate.com/articles/podcasts/lexicon_valley/2012/06/lexicon_valley_resolving_authorship_controversies_in_the_federalist_papers_and_the_wizard_of_oz.html
- Weiner, A. H. (2013, June 12). FBI Linguistics Manhunt for the Unabomber, Christopher Dorner and DC Sniper. [video]. *TheLipTV*. Retrieved from <https://www.youtube.com/watch?v=9it0qezCWBo>
- Weiner, A. H. (2015, Nov. 5). Crime, Language, and Forensics Decoded with Jim Fitzgerald and Dr. Natalie Schilling. [video]. *TheLipTV*. Retrieved from <https://www.youtube.com/watch?v=LZuglMjNHwQ>.