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LING 475.01: Linguistic Field Methods

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Linguistic Field Methods

LING 475/575

The University of Montana

Spring 2017
Instructor: Leora Bar-el

SYLLABUS

“Be open to learn” – Keren Rice (2001:230)

Instructor information

✉ <leora.bar-el@umontana.edu>

📍 Social Science Building, Room 210

☎ To reach me by phone, you can leave a message in the Anthropology main office 406-243-2693

Office hours: Wednesdays 10am-12pm, or by appointment

Course meeting times and venue

Tuesdays and Thursdays

9:30am-10:50am

LA 303

Additional meetings will be scheduled outside of class time (times/venues TBA)

Course description

This course is an introduction to field methods in linguistics. The goal of this course is to become familiar with the practical and technical skills involved in conducting fieldwork in linguistics. Students will learn how to collect, record, organize, store and analyze elicited linguistic data. The primary focus will be on research in phonology, morphology, syntax, and semantics, though we may touch on other research areas during the course. We will also be discussing the ethical issues involved in linguistic fieldwork and the communication of fieldwork results. Throughout the course we will be working with a language consultant in order to learn *firsthand* about the target language.

Language focus (subject to change)

This semester, our language focus is **Javanese**. Javanese is a member of the Malayo-Polynesian branch of the Austronesian language family. Our language consultant is Wuri Kusumastuti. She will be meeting with us throughout the course.

Prerequisites

LING 470 is a prerequisite for this course.

Co-convening

LING 575 co-convenes with LING 475 (see further information below on graduate student requirements).

Moodle

This course has an online supplement Moodle site: <http://umonline.umt.edu/> (click on Moodle NetID Login). Slides, additional readings, and other materials will be posted there for downloading. You will also be uploading your assessed work to Moodle.

Technical Support

UMOnline: 406-243-4999 or toll-free 866-225-1641

UMOnline services and support website: <http://umonline.umt.edu/services-and-support>UMOnline technical support e-mail address: umonline-help@umontana.edu

IT Central: 406-243-4357

IT Central support website: <http://umt.edu/it/support/>IT Central support e-mail address: italk@umontana.edu

Basic organization of the course (subject to change; see also schedule below)

- Generally, in-class elicitations will take place on Tuesdays, and discussions, presentations, etc. will take place on Thursdays.
 - You will be divided into groups of 3-5 students (group assignment will be determined based on a combination of your schedule availability, level of study (i.e., graduate/undergraduate), and research interests). Each group will meet with our language consultant for a one-hour elicitation session each week for 9 weeks of the course. Groups will take turns planning and facilitating the in-class sessions; when a group is not leading the in-class session, they will meet with our language consultant outside of class. Group members will decide amongst themselves how elicitation sessions are structured.
 - Our language consultant will start attending our class in Week 3. Tuesday in-class elicitations will be held 9:45am-10:45am (though class still starts at 9:30am). Out of class elicitation schedules will be announced as soon as schedules are coordinated.
 - For the first few weeks of the course we will be discussing some of the practical aspects of conducting linguistic fieldwork (see topics in the schedule below). As you start collecting data we will devote some in-class discussions to your research progress, methodological issues, generalizations, data, analysis, and other issues that arise from your data collection (what works/what doesn't, etc.)
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Learning Outcomes

Upon successful completion of this course, you will:

- have the basic skills to conduct linguistic fieldwork with a fluent speaker of a language, primarily focused on elicitation techniques
 - be familiar with audio-recording techniques for linguistic fieldwork
 - know how to organize and analyze your data
 - understand the ethical practices involved in linguistic fieldwork
 - be able to communicate your research findings in the form of progress reports, oral presentations, research papers, etc., based on data that you collect
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Assessment (undergraduate)

Participation	15%
Ethics assessment	5%
Elicitation reports & database maintenance	30%
Project proposal	5%
Progress report & presentation	15%
Final presentation	10%
Final paper	20%

- **Participation:** This is a crucial component of this course. To succeed in this course, you need to attend each class and be prepared for the scheduled activities (elicitations, discussions, presentations, etc.). You are also responsible to the members of your elicitation group and must keep up with schedules and duties. Schedules (blank copies can be downloaded from the Schedules folder on our course Moodle page) are due by **9am Wednesday January 25**.
- **Elicitation reports:** You are required to write up your collected data on a weekly basis. Elicitation reports must be uploaded to Moodle by **9am on Wednesdays** (the week following your elicitation). You are also required to maintain the course sound file and elicitation reports databases.
- **Ethics training:** Conducting research with human subjects must be approved by the UM Institutional Review Board (IRB): <http://www.umt.edu/research/compliance/IRB>. Before you can collect data, you are required to complete a Human Subjects Protection Course: <http://www.umt.edu/research/compliance/IRB/hspcourse.php>. You are welcome to complete any of the three options. For this course you are required to complete Sections 1, 2, and 6 of the UM Online Research Ethics Course (Option 3): https://ori.hhs.gov/education/products/montana_round1/research_ethics.html. Copies of your assessment certificates (available electronically upon successful completion of the course) must be uploaded to the IRB folder of our course Moodle site by **9am on Monday February 6**. You cannot collect data before you have submitted your assessment certificates and I have received approval from the IRB. If you have already have ethics certificates that are dated within the last 3 years, you have two options: (i) retake the ethics course and submit your new certificates, or (ii) submit your older certificates and complete a short (~1-page, single-spaced) assignment.
- **Project proposals:** For your project in this course, you can choose any part of the grammar to explore. You will write a proposal for your project and uploaded it to Moodle by **9am on Thursday February 23**. You will give a very brief informal presentation of your research project in class.
- **Progress reports:** You will write a progress report and upload it to Moodle by **9am on Tuesday March 28**. You will give a brief progress report presentation (incl. a 1-pg handout) **in class on Thursday March 30**.
- **Final papers:** Your final paper must be uploaded to Moodle by **9am on Friday May 5**.
- **Final presentations:** You will give a final presentation in class during the **last two weeks of classes**. A presentation schedule will be circulated later in the term.
- An important component of fieldwork can be communicating the results of your research to a consultant/ speech community/wider audience (who may not be linguists), in an accessible way. In addition to your papers, you will also prepare a short summary of your research findings aimed at describing that aspect of the language to a non-linguistic audience. More information will be circulated later in the course.

Plagiarism is an offence and is not tolerated.

You are welcome (and encouraged) to discuss readings, data, analysis, elicitation techniques, projects, etc. together with classmates, but you **must** write up your work **on your own**.

Assessment (graduate)

Graduate students taking this course are required to write a conference-style abstract of their final paper which must be uploaded to Moodle along with their final paper (by 9:00am Friday May 5). Graduate student work is also expected to be of a more advanced nature and some assessed work will have longer page requirements. Further information will be circulated to graduate students during in the term.

Grading criteria

A	93-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	Below 60%
A-	90-92%	B	83-86%	C	73-76%	D	63-66%		
		B-	80-82%	C-	70-72%	D-	60-62%		

Required text

Bowern, Claire. 2015. *Linguistic Fieldwork: A Practical Guide*. New York: Palgrave Macmillan. [a companion website from the first (2008) edition of the book is available: <http://pamanyungan.sites.yale.edu/linguistic-fieldwork>]

Recommended text

Vaux, Bert, Justin Cooper & Emily Tucker. 2007. *Linguistic field methods*. Eugene, OR: Wipf and Stock.

Library Course Reserves

- This course has a Course Reserves webpage. Go to the main page of the Mansfield Library website <http://www.lib.umt.edu> and in the Search window click on the Course Reserves tab. You can search by my name, course ID, course name, or item title. Books on reserve for this course (listed below) are available from the Information Centre on the main floor of the library (Level 3). These books are on 24-hr reserve.

Bowern, Claire. 2015. *Linguistic Fieldwork: A Practical Guide*. New York: Palgrave Macmillan.

Crowley, Terry. 2007. *Field Linguistics: A Beginner's Guide*. Oxford: Oxford University Press.

Ladefoged, Peter. 2003. *Phonetic Data Analysis: An Introduction to Fieldwork and Instrumental Techniques*. Malden, MA: Blackwell.

Newman, Paul and Martha Ratliff (eds.). 2001. *Linguistic Fieldwork*. Cambridge: CUP.

Payne, Thomas. 1997. *Describing Morphosyntax: a Guide for Field Linguists*. Cambridge: CUP.

Samarin, William J. 1967. *Field Linguistics: A Guide to Linguistic Field Work*. New York: Holt, Rinehart & Winston.

Sakel, Jeanette and Daniel Everett. 2012. *Linguistic Fieldwork: A Student Guide*. CUP.

Thieberger, Nicholas (ed.). 2012. *The Oxford Handbook of Linguistic Fieldwork*. Oxford: OUP.

Vaux, Bert, Justin Cooper & Emily Tucker. 2007. *Linguistic field methods*. Eugene, OR: Wipf and Stock.

E-books available at Mansfield Library

Chelliah, Shobhana and Willem de Reuse. 2011. *Handbook of Descriptive Linguistic Fieldwork*. Springer.

Gippert, Jost, Nikolaus Himmelmann and Ulrike Mosel (eds.). 2006. *Essentials of Language Documentation*. Berlin: Mouton.

Grenoble, Lenore A. and N. Louanna Furbee (eds.). 2010. *Language Documentation: Practice and Values*. Amsterdam: John Benjamins.

Some additional online resources

- Stanford University Department of Linguistics: Resources for Linguistic Fieldwork. <https://linguistics.stanford.edu/research/linguistic-fieldwork/remove-resources-linguistic-fieldwork>
- Language and Cognition Group Field Manuals and Stimulus Materials (from the Max Planck Institute for Psycholinguistics in Nijmegen): <http://fieldmanuals.mpi.nl/>
- Typological tools for field linguistics (from the Max Planck Institute for Evolutionary Anthropology in Leipzig): <http://www.eva.mpg.de/lingua/tools-at-lingboard/tools.php>
- Linguistic Society of America Ethics Blog: <http://lsaethics.wordpress.com/>
- *Language Documentation and Conservation* online journal: <http://www.nflrc.hawaii.edu/ldc/>
- *Language Documentation and Description* journal (ELPub), formerly published through the Hans Rausing Endangered Languages Project): <http://www.elpublishing.org/publications>. The Mansfield Library has hard copies of the first 5 volumes.
- University of Toronto's Linguistic Fieldwork Preparation Guide (not updated regularly, but contains some useful links): <http://www.chass.utoronto.ca/lingfieldwork/>
- The World Atlas of Language Structures Online (searchable database of language structures gathered primarily from descriptive grammars): <http://wals.info>

- Leipzig Glossing Rules (a set of conventions for interlinear morpheme-by-morpheme glosses): <http://www.eva.mpg.de/lingua/resources/glossing-rules.php>
- Totem Field Storyboards (a site for sharing storyboards that can be used for language data collection): <http://totemfieldstoryboards.org>

Other resources

- You will also be expected to find books, articles and other resources related to your chosen research topic throughout the course.
- As the resource lists above are by no means exhaustive, I encourage you to do your own searches. When you come across articles, links or other resources that you think the class would benefit from, please let me know and I will post them on Moodle where appropriate.
- Other relevant materials may be introduced during the course and posted on Moodle where possible. You are always welcome to come speak to me about advice on materials to consult.
- If the library does not own a book or article that you are looking for, you can request it through Interlibrary Loan (ILL): <http://www.lib.umt.edu/research-find/ill>
- The Linguistics Program Library liaison is Julie Edwards julie.edwards@umontana.edu

Additional materials that you will need

- A notebook for recording data during elicitations. The type of notebook you purchase is up to you. I suggest a bound notebook – not loose leaf paper. My own preference is a hard back notebook (for cases where I don't have a table/desk to write at), with binding (usually spiral) that allows the notebook to be laid flat, and can be folded over easily.

UM Writing Center

The University of Montana Writing Center offers students in all disciplines free support as they write for any course. Welcoming all students, The Writing Center provides a comfortable environment where students can engage in supportive conversations about their writing and receive feedback at any point during a writing process. To make an appointment and learn more about The Writing Center's by-appointment and drop-in hours, visit www.umt.edu/writingcenter or call 243-2266. I encourage you all to take advantage of this excellent resource!

Course Policies and Procedures

- Attendance: You are expected to attend every class and be an active participant. If you miss a class, inform me by e-mail **as early as possible**. Unexcused absences will result in a deduction to your participation grade. An attendance sign-in sheet will be circulated in each class. It is **your** responsibility to make sure that you sign-in so that your attendance is registered. You are also expected to attend each of your out-of-class meetings with our consultant. If you miss a meeting, you are expected to inform your group members as early as possible. Note that if you miss an in-class/out-of-class elicitation, you will not be able to reschedule with our consultant.
- Respect your classmates and our language consultant: Arrive to class **on time**. You are responsible for all material covered, including announcements, questions/answers, etc., that may occur at the beginning of class. If you are late, please be courteous to our language consultant, your fellow classmates and me – avoid being disruptive. If you are late, you must add a note to that effect on the sign-in sheet. Unexcused tardiness will result in a deduction to your participation grade. If you anticipate being late to class regularly (e.g., due to a work schedule, a class on the other side of campus, etc.), please inform me as soon as possible.

- **Student Conduct Code:** You are expected to be familiar with the *University of Montana Student Conduct Code*, which is downloadable from the Student Conduct Code webpage: http://www.umt.edu/vpsa/policies/student_conduct.php. You are also expected to be familiar with the University of Montana Academic Policies and Procedures, which can be found on the Academic Policies and Procedures webpage: <http://www.umt.edu/catalog/academics/academic-policy-procedure.php>.
- **E-mail:** Throughout the semester course information will be circulated by e-mail to your UM e-mail address (usually via Moodle, but in some cases, directly to your individual e-mail address). Make sure that you check that e-mail account often. **You are responsible for ensuring that you are able to receive any course information circulated by e-mail.** If you have any concerns about this, please contact me immediately.
- **Course Accommodations Statement (DSS):** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or by calling 406-243-2243 for assistance in developing a plan to address program modifications. If you are already working with Disability Services your responsibilities are to contact me to discuss reasonable and appropriate modifications that may be necessary. I will work with you and Disability Services to provide a reasonable and appropriate modification. For more information, visit the Disability Services for Students website at <http://life.umt.edu/dss>.
- **Technical Requirements:** Using the Moodle learning environment requires your computer to be set up to view and download documents, webpages, etc. More information can be found on the UOnline Services and Support website: <http://umonline.umt.edu/services-and-support/>. Contact UOnline for assistance: 406-243-4999 or toll-free 866-225-1641; UOnline technical support e-mail address: umonline-help@umontana.edu.
- **Naming and Submitting Assessed Work:** Unless otherwise noted, assessed work should be uploaded to the relevant section on Moodle as either .docx or .pdf files. Files should be named with your last name and an appropriate assessment category (e.g., “Smith Ethics Certificates” or “Jones Research Proposal”). If your operating system does not allow blank spaces in file names, you may use an underscore “_” (e.g., “Smith_Ethics_Certificates” or “Jones_Research_Proposal”). Please do not use any other symbols in your file name as I may not be able to open the file.

Proposed Schedule (subject to change)

Week	Day	Date	Topic/Activity	Readings* and Deadlines**
1	Tues	Jan. 24	Course overview and introduction	Schedules due by 9am Wed Jan 25
	Thurs	Jan. 26	What is linguistic fieldwork?	Ch. 1, Ch. 13
2	Tues	Jan. 31	Ethics	Ch. 11, Ch. 12 (§12.4 only)
	Thurs	Feb. 2	Recording equipment and techniques; Elicitation techniques	Ch. 2
3	Tues	Feb. 7	In-class elicitation - Leora	Ethics cert. due by 9am Mon Feb 6 Ch. 3, 5, 6, 7 (see also chapters in Vaux et al. 2007; and resources relevant to your chosen research area)
	Thurs	Feb. 9	Preparing research proposals; Elicitation techniques (cont'd)	Continue reading on elicitation techniques

4	Tues	Feb. 14	In-class elicitation – Group 1	
	Thurs	Feb. 16	Data storage, data management, and data presentation	Ch. 4
5	Tues	Feb. 21	In-class elicitation – Group 2	
	Thurs	Feb. 23	Informal project proposal presentations	Project proposals due by 9am
6	Tues	Feb. 28	In-class elicitation – Group 3	
	Thurs	Mar. 2	Informal group progress reports	
7	Tues	Mar. 7	In-class elicitation – Group 4	
	Thurs	Mar. 9	Presenting research in progress; Discussion: data/methods/analysis	
8	Tues	Mar. 14	In-class elicitation – Group 5	
	Thurs	Mar. 16	Fieldwork outcomes, working with communities	Ch. 14
9	Tues	Mar. 21	Spring Break – No Class	
	Thurs	Mar. 23	Spring Break – No Class	
10	Tues	Mar. 28	In-class elicitation – Group 1	Progress reports due by 9am
	Thurs	Mar. 30	Progress report presentations	
11	Tues	Apr. 4	In-class elicitation – Group 2	
	Thurs	Apr. 6	Discussion: data/methods/analysis	
12	Tues	Apr. 11	In-class elicitation – Group 3	
	Thurs	Apr. 13	Discussion: data/methods/analysis	
13	Tues	Apr. 18	In-class elicitation – Group 4	
	Thurs	Apr. 20	Discussion: data/methods/analysis	
14	Tues	Apr. 25	Student Presentations (schedules TBA)	
	Thurs	Apr. 27	Student Presentations (schedules TBA)	
15	Tues	May 2	Student Presentations (schedules TBA)	
	Thurs	May 4	Course wrap-up	Final papers due by 9am Fri May 5

* “Ch.” refers to chapters from our main textbook *Linguistic Fieldwork: A Practical Guide* (Bowerman 2015). Additional readings may be assigned or suggested throughout the course. They will be posted on Moodle where available. You are expected to consult additional resources relating to your chosen research topic.

** Elicitation reports must be uploaded by 9am on Wednesdays, the week following your elicitation.

This syllabus is subject to change