LIN 4930/6165 Field Methods
T 5-6, Th 6
UST 0108

Instructor
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Course Description
This course is an introduction to linguistic fieldwork. We will do hands-on investigation of the phonetic, phonological, morphological and syntactic structure of a lesser-known language and we will explore the techniques used in the elicitation and analysis of such linguistic data. Much of the course focuses on the following three concerns related to fieldwork: i) how to discover the grammatical structure of a language and test hypotheses about that structure, ii) practical issues surrounding the collection of linguistic data from native speakers, and iii) linguistic typology.

Objectives
• Learn and use techniques for elicitation of linguistic data
• Practice doing linguistic analysis on “real” data
• Practice writing linguistic description

Prerequisites
For undergraduate students, the prerequisites for this course are LIN 3460 Structure of Human Language and LIN 3201 Sounds of Human Language. For graduate students, the prerequisites are LIN 6501 Syntax and LIN 6323 Phonology.

Course Materials

The book has an associated website at [http://pamanyungan.sites.yale.edu/linguistic-fieldwork](http://pamanyungan.sites.yale.edu/linguistic-fieldwork). Additional course materials will be available on Sakai, [https://lss.at.ufl.edu](https://lss.at.ufl.edu).

An optional (but expensive) text with a great deal of useful and more in-depth material is the following. Several of the chapters will be available on Sakai as pdf files. Chelliah, Shobhana L. and Willem J. de Reuse. 2011. *Handbook of descriptive linguistic fieldwork*. Dordrecht: Springer.

Requirements
• homework papers 50%
• elicitation 20%
• final paper 30%
Attendance and participation. This course is largely about collecting and analyzing linguistic data. You will spend a great deal of time going over your findings, organizing the data, thinking about their implications, formulating analytical hypotheses, and planning ways to elicit more data to test your ideas. Although I encourage you to share and compare your data, you cannot do well if you are not present in class and actively writing down the data yourself. All our sessions will be recorded, so if you miss a day, you can consult the recordings and your fellow students. This is not a substitute for being there in person however.

Data. A large portion of the effort involved in doing fieldwork is keeping track of and organizing your data. After an elicitation session, you will need to go home and organize your data, make notes on it, write down any questions, and keep track of future questions you would like to ask. The neater and more organized you can be, the better. You are not required, but are encouraged, to use FLEX (http://fieldworks.sil.org/flex/), a commonly used language documentation tool from SIL International.

Homework. There will be several homeworks throughout the semester. The topics will depend largely on what we are finding in our elicitations. They will involve a combination of language description, analysis, methodology discussion, and planning.

Elicitation. Each class member will be responsible for at least one in-class elicitation session (~50 minutes) in the latter half of the semester. The exact topic is to be determined but numerous options are listed in Bowern’s Appendix D and Comrie and Smith 1977 (both available on Sakai under Linguistic Resources). You will be required to come up with the type(s) of elicitation you want to do and the actual protocol. You will be in charge of setting up the recording equipment and running the session, with help from the instructor and the other class members. You should plan on having the materials prepared in advance so that i) you can review them with the instructor before the session and ii) you can provide other class members and the consultant with a copy of the material.

Final paper. The final paper for the course is due on Wednesday, December 11 at noon. The paper should be about 10-15 pages. The topic should therefore be fairly focused but may come from any area of the language’s grammar and must be approved by the instructor. It may be descriptive and/or theoretical in nature. More information will follow. The plan is that you will have about two hours of elicitation with the consultant to pursue your final paper topic.

Undergraduates may work on the elicitation session and final paper in pairs if they wish. Graduate students must do these tasks on their own.

Grading
The course grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93.3 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 93.2</td>
</tr>
<tr>
<td>B+</td>
<td>86.7 - 89.9</td>
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<tr>
<td>B</td>
<td>83.3 - 86.6</td>
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<tr>
<td>B-</td>
<td>80 - 83.2</td>
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<tr>
<td>C+</td>
<td>76.7 - 79.9</td>
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<tr>
<td>C</td>
<td>73.3 - 76.6</td>
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<tr>
<td>C-</td>
<td>70 - 73.2</td>
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<tr>
<td>D+</td>
<td>66.7 - 69.9</td>
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<tr>
<td>D</td>
<td>63.3 - 66.6</td>
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<tr>
<td>D-</td>
<td>60 - 63.2</td>
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<tr>
<td>E</td>
<td>&lt; 60</td>
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Further information about UF’s grading policies and the calculation of grade point averages is at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.
**Miscellaneous**

Missed/Late Work. You should assume that late work or electronically submitted work will not be accepted unless otherwise indicated. All requests for exceptions due to illness, religious obligations, unexpected emergencies, or other extenuating circumstances must be made before the exam date or homework due date.

Accommodations for students with disabilities. Students requesting classroom accommodation must first register with the Dean of Students Office: [http://www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

**Schedule**

The following schedule is a rough estimate of the topics to be covered and our progress. Please be aware that the schedule will be influenced to a large extent by findings during our elicitation sessions, so prepare to be flexible and expect changes – just as in the field.

Readings should be done for the first day of the week indicated. Chapters are from the Bowern book. Please also refer to the materials for each chapter on the textbook’s webpage: [http://pamanyungan.sites.yale.edu/linguistic-fieldwork](http://pamanyungan.sites.yale.edu/linguistic-fieldwork). Other materials will be available on Sakai in Resources > Readings.

The general pattern will be that we will discuss field methods-related and language-related topics during period 5 on Tuesday and will do elicitation during period 6 on Tuesday and Thursday. There will be exceptions however. Blank days in the schedule are tentatively for elicitation.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS</th>
<th>READING</th>
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<tbody>
<tr>
<td>2</td>
<td>8/27-29</td>
<td>getting started</td>
<td>ch. 3, Seth Cable’s fieldwork methodology notes <a href="http://pamanyungan.sites.yale.edu/checklists.htm">pamanyungan.sites.yale.edu/checklists.htm</a> (Fieldnotes.doc)</td>
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<tr>
<td>3</td>
<td>9/3-5</td>
<td>technology, data management</td>
<td>ch. 2, 4 <a href="http://billposer.org/Linguistics/Computation/LectureNotes/AudioData.html">billposer.org/Linguistics/Computation/LectureNotes/AudioData.html</a></td>
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<tr>
<td>4</td>
<td>9/10-12</td>
<td>organizing the elicitation session</td>
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<td>5</td>
<td>9/17-19</td>
<td>phonology</td>
<td>ch. 5, Dixon 2010:ch. 7, Müller-Gotama 2001 (phonology)</td>
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<td>6</td>
<td>9/24-26</td>
<td>data gathering methodologies 1</td>
<td>ch. 6</td>
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<td>7</td>
<td>10/1-3</td>
<td>working with texts</td>
<td>ch. 9, Chelliah 2001, Chelliah and de Reuse ch. 13 (13.4 only)</td>
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<td>8</td>
<td>10/8-10</td>
<td>data gathering methodologies 2</td>
<td>ch. 6, 7, Chelliah and de Reuse ch. 12</td>
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<td>10</td>
<td>10/22-24</td>
<td>ethics</td>
<td>ch. 11, Chelliah and de Reuse ch. 6, Rice 2012</td>
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<td>11</td>
<td>10/29-31</td>
<td>library work</td>
<td>ch. 13</td>
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<td>12</td>
<td>11/5-7</td>
<td>minority and endangered languages</td>
<td>ch. 11, Grinevald 2007</td>
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<td>13</td>
<td>11/12-14</td>
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<td>14</td>
<td>11/19-21</td>
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<td>15</td>
<td>11/26</td>
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<td>16</td>
<td>12/3</td>
<td>real fieldwork projects</td>
<td>ch. 10, Chelliah and de Reuse ch. 5, 7</td>
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<tr>
<td>12/11</td>
<td>final paper due at noon</td>
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Resources
You are free to consult books on any useful topic related to this course: Javanese language, related languages, linguistics, terminology, grammar, fieldwork, language description/documentation, etc. Some useful references are below. Those with a * are available on Sakai. Those with a % are on course reserve in Library West with a 2 hour checkout.

Language literature
http://www.lmp.ucla.edu/Profile.aspx?LangID=213&menu=004
http://www.ethnologue.com/language/jav


*Poedjosoedarmo, Gloria. The symbolic significance of pharyngeal configuration in Javanese speech: Some preliminary notes.


online English-Javanese-English dictionaries
http://www.sealang.net/java/dictionary.htm
http://kamusjawa.info/

Javanese corpus (for searching for actual examples)
http://www.sealang.net/java/corpus.htm

Field Methods


*Language typology*


*Language documentation*


*Grammar writing*


Examples of good grammars

Tools
IPA fonts: http://www.langsci.ucl.ac.uk/ipa/ipafonts.html
audio recording: http://www.linguistics.ucsb.edu/faculty/infield/courses/audio.html
Fieldworks Language Explorer: http://fieldworks.sil.org/lex/
Toolbox: http://www.sil.org/computing/catalog/show_software.asp?id=79 (for Windows)
questionnaires: http://www.eva.mpg.de/lingua/tools-at-lingboard/questionnaires.php
Scope Fieldwork Project: http://www.eva.mpg.de/lingua/tools-at-lingboard/material_scope_fieldwork_project.php