LIN 4930/6165 Field Methods
T 4, Th 4-5
Anderson 021

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. This year, the language of investigation is Xhosa, a Bantu language spoken in South Africa.

Objectives
• Learn and use techniques for elicitation of linguistic data
• Grapple with linguistic analysis of "real" data
• Practice writing linguistic descriptions

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 textbook for this course is

The book has an associated website at http://pamanyungan.sites.yale.edu/linguistic-fieldwork. Additional course materials will be available on Canvas, 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 Canvas.


Requirements
• homework papers 50%
• elicitation(s) 20%
• final paper 30%
Attendance and participation. This course is largely about collecting and analyzing linguistic data. We will spend a great deal of time going over our findings, organizing the data, thinking about their implications, formulating analytical hypotheses, and planning ways to elicit more data to test our ideas. Although you may share and compare your data with other members in the class, you cannot do well if you are not present in class and actively writing down the data yourself. All our sessions will be recorded and the recordings will be uploaded to Canvas. 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. Minimally, you should have a bound notebook. You are not required, but are encouraged, to use FLEn (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, explication of the readings, and planning. You may discuss the data and analyses with other people in the course and you may consult outside sources. Unless explicitly allowed however, you must write up your solutions entirely on your own, without help, in accordance with the University of Florida Honor Code and the academic honesty guidelines. It is imperative that you properly cite outside sources in your assignments if you use their ideas.

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 the Comrie and Smith 1977 outline (both available on Canvas under Linguistic Resources). You will be required to come up with goals for the session, and the type(s) of elicitation you want to do, along with 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 Thursday, December 17 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 on your own with the consultant towards the end of the semester 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:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>B-</td>
<td>80 – 83.9</td>
<td>D+</td>
<td>67 – 69.9</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93.9</td>
<td>C+</td>
<td>77 – 79.9</td>
<td>D</td>
<td>64 – 66.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9</td>
<td>C</td>
<td>74 – 76.9</td>
<td>D-</td>
<td>61 – 63.9</td>
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<tr>
<td>B</td>
<td>84 – 86.9</td>
<td>C-</td>
<td>70 – 73.9</td>
<td>E</td>
<td>&lt; 61</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](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx).

Work will be graded using the letter scale below. The corresponding numerical score on a one hundred point scale is given.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>96</td>
<td>excellent</td>
</tr>
<tr>
<td>A-</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
<td>D</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
<td>D-</td>
</tr>
<tr>
<td>B-</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
<td>E</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>missing work</td>
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</tbody>
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Miscellaneous

Missed/Late Work. You should assume that late 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.

Academic honesty. Academic misconduct, including but not limited to cheating and plagiarism, will not be tolerated. It may result in disciplinary action and an E for the course. The University has an Honor Code, which reads in part as follows: “On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment.” See [http://www.dso.ufl.edu/sscr/honorcodes/honorcode.php](http://www.dso.ufl.edu/sscr/honorcodes/honorcode.php). If you use outside references in your work, they should always be properly cited. Copying or sharing any part of your homework assignments in any way, shape, or form is strictly prohibited. For computer work, this includes, but is not limited to, using the same file/document as someone else, using a modified file/document, or copying information between files/documents. No written work may be a joint effort unless explicitly permitted and acknowledged.

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 Canvas under Files > Readings.

The general pattern will be that we will discuss field methods-related and language-related topics during period 5 on Thursday and will do elicitations during period 4 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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| 1    | 8/25-27    | syllabus, goals of fieldwork, getting started | ch. 1, 3, Hyman 2001  
[https://www.ethnologue.com/language/xho](https://www.ethnologue.com/language/xho)  
Seth Cable’s fieldwork methodology notes [pamanyungan.sites.yale.edu/checklists.htm](pamanyungan.sites.yale.edu/checklists.htm) (Fieldnotes.doc) |
| 2    | 9/1-3      | audio technology, phonetics/phonology | ch. 2, 5, Ladefoged 2003, Chelliah and de Reuse ch. 10  
[billposer.org/Linguistics/Computation/LectureNotes/AudioData.html](billposer.org/Linguistics/Computation/LectureNotes/AudioData.html) |
| 3    | 9/8-10     | organizing the elicitation session   | ch. 4, CdR ch. 8  |
| 4    | 9/15-17    | phonology                           | ch. 5, Dixon 2010: ch. 7, Müller-Gotama 2001 (phonology) |
| 5    | 9/22-24    | data gathering methodologies 1      | ch. 6  |
| 6    | 9/29-10/1  | working with texts                 | ch. 9, Chelliah 2001, Chelliah and de Reuse ch. 13 (13.4 only) |
| 7    | 10/6-8     | data gathering methodologies 2      | ch. 6, 7, Chelliah and de Reuse ch. 12 |
| 9    | 10/20-22   |                                     |                                                                         |
| 10   | 10/27-29   | library work                       | ch. 13  |
| 11   | 11/3-5     |                                     |                                                                         |
| 12   | 11/10-12   |                                     |                                                                         |
| 13   | 11/17-19   | ethics                              | ch. 11, Chelliah and de Reuse ch. 6, Rice 2012 |
| 14   | 11/24      |                                     |                                                                         |
| 15   | 12/1-3     | minority and endangered languages   | ch. 11, Grinevald 2007 |
| 16   | 12/8       | real fieldwork projects             | ch. 10, Chelliah and de Reuse ch. 5, 7 |
|      | 12/17      | final paper due at noon             |                                                                         |
Resources
You are free to consult materials on any topic related to this course: the Xhosa language, related languages (particularly Zulu), linguistics, terminology, grammar, fieldwork, language description/documentation, etc. Some references are below. Those with a * are available in Library West.

General linguistics references
SIL glossary of linguistics terms, http://www-01.sil.org/linguistics/glossaryoflinguisticterms/

Language literature
https://www.ethnologue.com/language/xho
http://lmp.ucla.edu/Profile.aspx?menu=004&LangID=21
http://www.omniglot.com/writing/xhosa.htm
http://aboutworldlanguages.com/xhosa (useful consonant chart)

phonetics/phonology


morphology

*Davey, Anthony S. 1972?. The mood and tenses of the verb in Xhosa. MA thesis, University of South Africa.


syntax


Carstens, Vicki, and Loyiso Mletshe. 2015. N-words in disguise: A negative concord approach to augmentless NPIs in Xhosa and Zulu. ling.auf.net/lingbuzz/001938


grammars

(online) dictionaries and phrasebooks
http://www.gononda.com/xhosa/

Field Methods


*Language typology*


Language documentation


Grammar writing


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 (FLEx): http://fieldworks.sil.org/flex/
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