LIN 4760/6165 Field Methods
T 2 – 3, Th 3
MAT 0115

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 of such information from a native speaker. Much of the course focuses on the following three concerns related to fieldwork: i) practical issues surrounding the collection of reliable linguistic data from native speakers, ii) how to formulate and test hypotheses about the grammatical structure of a language, and iii) linguistic typology. The language this semester is Ewe, a Niger-Congo language of West Africa.

Objectives
- Know about different techniques for elicitation of linguistic data
- Be able to use these techniques to elicit data from a native speaker
- Have basic competency in managing language data
- Be able to formulate hypotheses about patterns in "real" linguistic data
- Be able to present data, generalizations, and analyses in a coherent and user-friendly way

Prerequisites
A basic knowledge of morphosyntax and phonology is necessary, including familiarity with the IPA, as is a curiosity about how languages work. For undergraduate students, the prerequisites for this course are LIN3460 Structure of Human Language and LIN3201 Sounds of Human Language. For graduate students, the prerequisites are LIN6501 Syntax 1 and LIN6323 Phonology 1.

Course Materials
The textbook for this course is
Bowern, Claire. 2015. *Linguistic fieldwork: A practical guide*. 2nd edition. New York: Palgrave Macmillan.

The 2008 first edition of the book has an associated website at pamanyungan.sites.yale.edu/linguistic-fieldwork. Despite being rather dated at this point, it has much useful information if you are looking for further readings. Additional course materials will be available on Canvas.

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.

Chelliah, Shobhana L. and Willem J. de Reuse. 2011. *Handbook of descriptive linguistic fieldwork*.
    Dordrecht: Springer.

Structure of the Course
Phase 1. Group elicitation and phonology. We will begin by investigating the sound system of the language, largely through elicitation of lexical items and short phrases. Phase 1 will culminate in a phoneme inventory, some understanding of the phonological system, and a practical orthography for the language. This phase will provide a vocabulary and writing system for more advanced elicitations down the road.

Phase 2. Text elicitation and analysis. In Phase 2 we will elicit, transcribe, translate, and annotate a text provided by our speaker. We will not be able to completely analyze the text and so it will provide numerous jumping off points for further investigation.

Phase 3. Targeted elicitation. We will first jointly investigate basic aspects of the language's morphology and syntax. We will then begin more specific, student-led elicitations on topics of your choosing that will lead to final projects. Initial investigation of your topics will be done in class with guidance on your elicitation materials and methodology. You will later have time outside of class to work further with the speaker on your own. The goal of the elicitation is to produce a conference quality paper that can be presented at a research conference and/or published in a working papers volume.

A large portion of the effort involved in doing fieldwork goes into planning the collection of data, collecting the data, and organizing the data afterwards. To aid in the data organization process, we have a dedicated website where we will collectively enter, edit, and store our data. It is a WordPress site available to course participants at http://lingsite.org/fm/fla/2223a/. There will be handouts and a class session later in the semester demonstrating how the site works and how to enter data there. Feel free to explore it once I send you login information. There are some basic tutorials.

Course Requirements
- homework   40%
- elicitation(s)   30%
- final paper   30%

Attendance and *participation*. This course is largely about collecting and analyzing linguistic data. Although most of the data from class will ultimately be recorded, posted, and shared, you cannot do well if you are not present in class and actively engaged in the collection and analysis.

Homework. There will be several homeworks throughout the semester. They will involve a combination of

- application of elicitation methodologies
- language description
- analysis
- review of readings

You may discuss the content of the homework with other people in the course and you may consult outside sources. Unless explicitly allowed, however, you must write up your homework 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 and data in your assignments.

Elicitation. More detailed information about Phase 3 of the course will follow but here are the basics. Each class member will be responsible for participating in at least two in-class elicitation sessions throughout the semester. Graduate students should expect to do additional sessions.

You will be required to come up with goals for the session, the type(s) of elicitation you want to do, and the actual set of things to be elicited (the protocol). You should plan on developing the protocol well in advance so that i) you can refine it with the instructor before the session and ii) you can provide other class members and the consultant with a copy. The final protocol must be posted on Canvas by midnight the day before the actual elicitation session. During the session, you will elicit the data and write it on the board while another person that you have designated will serve as the "scribe" and document everything that occurs in the session, via notes and photographs.

After the elicitation session,you are responsible for posting the data on Canvas and creating one or more discussion posts. Once the data and discussion have been posted, others in the class may see it, add comments, and write new posts.

Final paper. The final paper for the course is due on Wednesday, December 14 at noon. The paper should be 10-15 pages for undergraduates and 15-20 pages for graduate students. The topic should 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 about various options. The plan is that you will have about two to three hours of elicitation on your own outside of class with the consultant towards the end of the semester to pursue your final paper topic, in addition to any elicitation you do on the topic in class.

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

A	96	excellent	C+	78		D	65	marginal work
A-	92		C	75	satisfactory	D-	62	
B+	88		C-	72		E	30	unsatisfactory
B	85	good	D+	68			0	missing work
B-	82							

The course grading scale is as follows:

A	93.3 – 100	B	83.3 – 86.6	C	73.3 – 76.6	D	63.3 – 66.6
A-	90 – 93.2	B-	80 – 83.2	C-	70 – 73.2	D-	60 – 63.2
B+	86.7 – 89.9	C+	76.7 – 79.9	D+	66.7 – 69.9	E	< 60

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

Attendance and participation. This course is largely about collecting and analyzing linguistic data. We will spend a great deal of time collecting data, organizing the data, going over our findings, thinking about their implications, formulating analytical hypotheses, and planning ways to elicit more data to test our ideas. Although the data from class will ultimately be recorded, posted, shared, and collectively corrected, you cannot do well if you are not present in class and actively engaged in the elicitation and analysis. UF attendance policies are available at https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

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. UF students are bound by the Honor Pledge, which states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. 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.'" You can read more about the Honor Code at https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/. If you have any questions or concerns, please consult with the instructor.

      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 with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Evaluations. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive, in their Canvas course menu under GatorEvals, or via the evaluation system at https://ufl.bluera.com/ufl. Summaries of course evaluation results are available to students at the public results website at https://gatorevals.aa.ufl.edu/public-results/.

Campus resources. The following health and wellness resources are available to students:
- U Matter, We Care, umatter@ufl.edu, 392-1575
- Counseling & Wellness Center, http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575
- Student Health Care Center, https://shcc.ufl.edu, 392-1161, 24 hours a day, 7 days a week
- GatorWell Health Promotion Services, https://gatorwell.ufsa.ufl.edu, 273-4450
- University Police Department, http://www.police.ufl.edu, 392-1111
- Dean of Students office, http://dso.ufl.edu/ , 392-1261
- Disability Resource Center, https://disability.ufl.edu/students/get-started/, DRCaccessUF@ufsa.ufl.edu, 392-8565
- Multicultural and Diversity Affairs, https://multicultural.ufl.edu, 294-7850
- Office of Student Veteran Services, http://veterans.ufl.edu, vacounselor@ufl.edu, 294-2948

Academic resources. The following academic resources are available:
- *E-learning technical support*, 392-4357 (select option 2) or e-mail to Learning- support@ufl.edu, https://lss.at.ufl.edu/help.shtml
- *Career Connections Center*, Reitz Union, 392-1601, https://career.ufl.edu/
- *Library Support*, http://cms.uflib.ufl.edu/ask
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420, http://teachingcenter.ufl.edu/
- *Writing Studio,* 302 Tigert Hall, 846-1138, http://writing.ufl.edu/writing-studio/
- *Student Complaints On-Campus*, https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
- *On-Line Students Complaints*: http://distance.ufl.edu/student-complaint-process/

COVID. In response to COVID-19, the following university recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.
- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.uf.edu for screening, testing, and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider or the UF Student Health Care Center at 352-392-1161 if you are ill and need immediate care.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Computer Access. The University requires that you have access to and on-going use of a computer. This should not be a tablet device or smartphone, but an actual desktop or laptop computer. Minimum equipment specifications are available at: https://it.ufl.edu/policies/student-computing-requirements/.

Netiquette. In the event that a class takes place online via Zoom, please be respectful of your classmates.
- Zoom in on time or a few minutes early if possible.
- Find a quiet indoor space with a stable internet connection to attend class. The space should be conducive to work, including pair/group work. Make sure you are uninterrupted by other household members, including pets.
- When you are assigned to a breakout room, enable your webcam and microphone so that your partners may hear and see who they are working with.
- Be aware of your surroundings. Everyone sees what is behind you. Make sure the background is not distracting or something you would not want your classmates to see.
- Dress appropriately for class. Remember, everyone can see you.
- Follow the same rules of respectful interaction as you would in a face-to-face course. This is especially important in a remote situation, where multiple voices attempting to speak at once result in no one being heard.

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. **Consult Canvas for the most up-to-date schedule, assignments, and elicitation topics**.

Readings should be done for the day indicated. Chapters listed below are from the Bowern book unless otherwise indicated. Please also refer to the materials for each chapter on the textbook's webpage: http://pamanyungan.sites.yale.edu/linguistic-fieldwork. Other materials will be available on Canvas under Files > Readings. Readings listed as optional provide more information about the topic that week if you would like to know more. Handouts (H) listed should on Canvas be read as well. Elicitation protocols (E) that should be downloaded and brought to class will be listed on Canvas too.

The typical pattern will be that we will discuss field methods-related and language-related topics during period 2 on Tuesday and will do elicitations in period 3 on Tuesday and Thursday. Blank days in the schedule are tentatively dedicated to elicitation.

WEEK	DATE	TOPICS	READING/WORK
1	8/25	syllabus, goals of fieldwork, getting started	Bowern ch. 1, Hyman 2001 (optional) https://en.wikipedia.org/wiki/Ewe_language https://omniglot.com/writing/ewe.htm https://www-ethnologue-com.lp.hscl.ufl.edu/language/ewe (accessible through UF Library)
2	8/30	getting to know the consultant, first elicitation	Bowern ch. 3
	9/1	Swadesh vocabulary	
3	9/6	audio technology, phonetics/phonology	Bowern ch. 2, 5 Chelliah and de Reuse ch. 10 (optional), Ladefoged 2003 (optional) billposer.org/Linguistics/Computation/LectureNotes/AudioData.html
	9/8		
4	9/13		
	9/15		
5	9/20	organizing the elicitation session	Bowern ch. 4, Chelliah and de Reuse ch. 8 (optional)
	9/22		
6	9/27	elicitation methodologies 1	Bowern ch. 6
	9/29		
7	10/4	text elicitation	Bowern ch. 9 Chelliah 2001 (optional), Chelliah and de Reuse ch. 13.4 (optional)
	10/6		
8	10/11	elicitation methodologies 2	Bowern ch. 6, 7 Chelliah and de Reuse ch. 12 (optional)
	10/13		
9	10/18	linguistic description	Weber 2005, Noonan 2005
	10/20		
10	10/25		
	10/27		
11	11/1	library work	Bowern ch. 13
	11/3		
12	11/8		
	11/10		
13	11/15	ethical field research	Bowern ch. 11, Chelliah and de Reuse ch. 6, Rice 2012

	11/17		
14	11/22	minority & endangered languages	Bowern ch. 11, Grinevald 2007
	11/24		
15	11/29		
	12/1		
16	12/6	real fieldwork projects	Bowern ch. 10, Chelliah and de Reuse ch. 5, 7 (optional)
	12/14	final paper due at noon	

Resources
You are free to consult materials on any topic related to this course: the language itself, related languages, linguistics, terminology, grammar, fieldwork, language description/documentation, etc. Some general references are below. Those with a * are available on Canvas.

General Linguistics References
SIL glossary of linguistics terms, https://glossary.sil.org

Field Methods References
See in particular the following for references:
Rice, Keren. 2011. Fieldwork. In *Oxford Bibliographies Online*.
        http://www.oxfordbibliographies.com

Abbi, Anvit. 2001. *A manual of linguistic field work and structures of Indian languages*. Munich: Lincom Europa.
Aikhenald, Alexandra Y. (ed.). 2007. Focus on linguistic fieldwork. *Sprachtypologie und Universalienforschung* 60.
Bouquiaux, Luc and Jacqueline M. C. Thomas. 1992. *Studying and describing unwritten languages*. Dallas: Summer Institute of Linguistics.
Campbell, Lyle and Wade Davis. 2021. *Linguist on the loose: Adventures and misadventures in fieldwork*. Edinburgh University Press.
Chelliah, Shobhana L. and Willem J. de Reuse. 2011. *Handbook of descriptive linguistic fieldwork*. Dordrecht: Springer.
Craig, Colette. 1979. Jacaltec: field work in Guatemala. In Timothy Shopen (ed.). *Languages and their speakers*. Cambridge, Mass.: Winthrop, 3-57.
Crowley, Terry. 2007. *Field linguistics: A beginner's guide*. Oxford: Oxford University Press.
Dixon, R. M. W. 2007. Field linguistics: A minor manual. *Sprachtypologie und Universalien forschung* 60, 12-31.
Everett, Daniel L. 2004. Coherent fieldwork. In: Piet van Sterkenberg (ed.), *Linguistics today*. Amsterdam: John Benjamins Publishing, 141-162.
Grinevald, Colette. 2007. Linguistic fieldwork among speakers of endangered languages. In Osahito Miyaoka, Osamu Sakiyama, and Michael E. Krauss (eds.). *The vanishing languages of the Pacific Rim*. Oxford: Oxford University Press, 35-76.
Hale, Kenneth. 1965. On the use of informants in field work. *Canadian Journal of Linguistics* 10, 108-119.
Harris, Zelig S. and Carl F. Voegelin. 1953. Eliciting in linguistics. *Southwestern Journal of Anthropology* 9. 59-75.
Kibrik, Alexander. E. 1977. *The methodology of field investigations in linguistics*. The Hague: Mouton.
Ladefoged, Peter. 2003. *Phonetic data analysis: An introduction to fieldwork and instrumental techniques*. Oxford: Blackwell.
Lounsbury, Floyd G. 1953. Field methods and techniques in descriptive linguistics. In A.L. Kroeber (ed.) *Anthropology today: An encyclopedic inventory*. Chicago: University of Chicago Press.
Matthewson, Lisa. 2004. On the methodology of semantic fieldwork. *International Journal of American Linguistics* 70, 369-415.
Meakins, Felicity, Jennifer Green, and Myfany Turpin. 2018. *Understanding linguistic fieldwork*. London: Routledge.

Newman, Paul. 1992. Fieldwork and field methods in linguistics. California Linguistic Newsletter. XXIII.2.

Newman, Paul, and Martha Ratliff (eds.). 2001. *Linguistic fieldwork*. Cambridge: Cambridge University Press.

Nida, Eugene. 1947. Field techniques in descriptive linguistics. *IJAL* 13, 138-146.

Sakel, Jeanette, and Daniel L. Everett. 2012. *Linguistic fieldwork*. Cambridge: Cambridge University Press.

Samarin, William J. 1967. *Field linguistics*. Holt, Rinehart, & Winston.

Thieberger, Nicholas. (ed.). 2012. *The Oxford handbook of linguistic fieldwork.* Oxford: Oxford University Press.

Vaux, Bert, and Justin Cooper. 1998. *Introduction to linguistic field methods*. Munich: Lincom Europa.

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

Language typology

Aikhenvald, Alexandra Y., and R .M. W. Dixon (eds.). 2017. *The Cambridge handbook of linguistic typology*. Cambridge: Cambridge University Press.

Dixon, R. M. W. 2010a. *Basic linguistic theory: Volume 1, Methodology*. Oxford: Oxford University Press.

Dixon, R. M. W. 2010b. *Basic linguistic theory: Volume 2, Grammatical topics*. Oxford: Oxford University Press.

Dixon, R. M. W. 2012. *Basic linguistic theory: Volume 3, Further grammatical topics*. Oxford: Oxford University Press.

Haspelmath, Martin, Matthew Dryer, David Gil, and Bernard Comrie. 2005. World atlas of linguistic structures. Oxford: Oxford University Press.

Payne, Thomas E. 1997. *Describing morphosyntax: A guide for field linguists*. Cambridge: Cambridge University Press.

Shopen, Timothy. 2009. *Language typology and syntactic description*. Cambridge: Cambridge University Press.

Song, Jae Jung. 2010. *The Oxford handbook of linguistic typology*. Oxford: Oxford University Press.

Swadesh, Morris. 1965. Language universals and research efficiency in descriptive linguistics. *Canadian Journal of Linguistics* 10. 147-155.

Language documentation

links on language documentation and description: http://www.eva.mpg.de/lingua/tools-at-lingboard/links.php

Gippert, Jost, Nikolaus P. Himmelmann, and Ulrike Mosel (eds.). 2006. *Essentials of language documentation*. Berlin: Mouton de Gruyter.

Himmelmann, Nikolaus P. 1998. Documentary and descriptive linguistics. *Linguistics* 36, 161-195.

Himmelmann, Nikolaus P. 2006. Language documentation: What is it and what is it good for? In Jost Gippert, Nikolaus Himmelmann, and Ulrike Mosel (eds.), *Essentials of language documentation*. Berlin: Mouton de Gruyter, 1-30.

Woodbury, Anthony C. 2003. Defining documentary linguistics. In Peter K. Austin (ed.), *Language documenation and description, Vol. 1*. London: School of Oriental and African Studies, 35-51.

Woodbury, Anthony C. 2007. On thick translation in linguistic documentation. In Peter K. Austin (ed.), *Language documentation and description, Vol. 4*. London: School of Oriental and African Studies, 120-135.

Grammar writing
Ameka, Felix K. Alan Dench, and Nicholas Evans (eds.). 2006. *Catching language: The standing challenge of grammar writing*. Berlin: Mouton de Gruyter.
Payne, Thomas E., and David J. Weber. (eds.). 2007. *Perspectives on grammar writing*. Amsterdam: John Benjamins. [originally published as 2005, Special issue of *Studies in Language* 30]. See especially the papers by Noonan, Rice, and Weber.
Rice, Keren. 2005. A typology of good grammars. *Studies in Language* 30, 385-415.

Tools/Software
IPA fonts: https://www.internationalphoneticassociation.org/content/ipa-fonts
Audacity audio editing software: https://www.audacityteam.org
Praat phonetic analysis software: http://www.fon.hum.uva.nl/praat/
Fieldworks Language Explorer (FLEx): https://software.sil.org/carla/flex/ (for Windows)
ELAN multimedia annotator: https://tla.mpi.nl/tools/tla-tools/elan/

glossing rules: http://www.eva.mpg.de/lingua/resources/glossing-rules.php
questionnaires: http://www.eva.mpg.de/lingua/tools-at-lingboard/questionnaires.php
experimental linguistics: https://experimentalfieldlinguistics.wordpress.com/experimental-%20materials/
semantics materials: http://fieldmanuals.mpi.nl
*Comrie, Bernard and Norval Smith. 1977. Lingua Descriptive Studies: questionnaire. *Lingua* 42, 1-72.