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Department of Languages, Literatures & Cultures

Spring 2018

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Professor: Dr. James Essegbey

Office: Pugh Hall 342

Phone: (352)8462431

Office hours: Mondays & Wednesdays 3:00-4:00 (and by appointment)

E-mail: essegbey@ufl.edu

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SSA 4930 Section 0418/ LIN 4930 Section 0913/ LIN 6932 Section 02D8

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Methods in language documentation

Time: 6th period (12:50 - 1:40)

Location: Documentation Lab

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Course objectives

David Nathan writes "language documentation, as a new field operating in a largely digital environment, can aspire to exploit all the capabilities of new technologies." The aim of this course is to equip students with skills to exploit these technologies. Students will learn about choosing appropriate audio and video recording tools and how to get the best results from the ones they choose. They will also learn to process video and audio recording using ELAN, Audacity, PRAAT and FLEx. Students will learn about metadata and preparing tests for archiving. They will learn about choosing from existing (nonlinguistic) stimuli and creating supplementary ones to address their specific research needs.

Course Material: The materials for the course are your class notes, articles in journals, book chapters, and 2 PhD theses. Some of the articles are available for download at your course site in CANVAS while others are posted at ARES.

Requirements

Final grading is based on an assignment, a test, a project work, and critical report on other projects. While the 4000-level students will do the project work in pairs, 6000-level students will do it alone. The breakdown is as follows:

Assignments	20pts
Test	40 pts
Submitting Project Topic on Schedule	2
Submitting Project Video Recording on Schedule	3
Project work	30
Critical report on project presentations	5

Week 1. INTRODUCTION	
Date	**Source**
Monday **Jan 8**	• Introduction and review of syllabus and resources • Time in the field (The Meaning and Use of Ideophones in Siwu, by Mark Dingemanse (pp 4-15)
Wednesday **Jan 10**	• Away at a conference
Friday **Jan 12**	Language documentation: What is it and what is it good for? By Himmelmann, Nikolaus, 2006 **(Canvas)**.
Week 2. MULTIMODALITY	
Monday **Jan 15**	• Martin Luther King Day
Wednesday **Jan 117**	• Visual mode of language documentation (Class notes)
Friday **Jan 19**	• Video –A linguist's view (A reply to David Nathan) By Patrick McConvell **(Canvas)** • Developing multimedia documentation by David Nathan **(Canvas)**
Week 3. AUDIO	
Monday **Jan 22**	• Bowern, Claire. 2008. Ethical field research **(Course Reserves)**
Wednesday **Jan 24**	• Sound and unsound practices in documentary linguistics: towards an epistemology for audio. By David Nathan **(Canvas)**
Friday	• Sound Recording: microphones: by David Nathan **(Canvas)**

Jan 26	• Review of Zoom H4n (https://www.youtube.com/watch?v=WNufsAOg1mk)
	Week 4. VIDEO
Monday **Jan 29**	• Video recording in the field, By Cholin, Jochen. 2004. **(Canvas)**
Wednesday **Jan 31**	• Practice recording with video
Friday **Feb 2**	• Review of recording in class
	Week 5. COMPRESION
Monday **Feb 5**	• Digital Image Processing • https://www.youtube.com/watch?v=mANUEfTyH3g&t=553s • https://www.youtube.com/watch?v=AIJLWo8DuGI&t=541s
Wednesday **Feb 7**	Image and video compression fundamentals. In Video codec design: developing image and video compression systems by Iain E.G. Richardson (pp27-45) **(Course Reserves)**
Friday **Feb 9**	• Working with Handbrake • Download and install Handbrake
	Week. 6 METADATA
Monday **Feb 12**	• Reconceiving metadata: language documentation through thick and thin. By David Nathan and Peter Austin • (https://www.hrelp.org/events/workshops/eldp2008_6/resources/nathan-austin.pdf)
Wednesday **Feb 14**	• Component Metadata Initiative (CMDI)
Friday **Feb 16**	• Practice metadata entry
	Week 7. ELAN

Monday Feb 19	• Download ELAN (https://tla.mpi.nl/tools/tla-tools/elan/download/) • Introduction: Short guide ELAN- Linguistic Annotator
Wednesday Feb 21	• Transcription Mode (http://ideophone.org/transcription-mode-in-elan/)
Friday Feb 23	• Start work on Assignment 1 • (https://www.phil-fak.uni-duesseldorf.de/fileadmin/Redaktion/Institute/Allgemeine_Sprachwissenschaft/Frogstory-2_01.pdf)

Week 8 FLEx	
Monday Feb 26	• Introduction to FLEx • The SIL FieldWorks Language Explorer Approach to Morphological Parsing by Bird and Simons **(Canvas)**
Wednesday Feb 28	• FLEx (Lexicon & Interlinearization)
Friday Mar 2	• Enter transcript of Frog story into FLEx • Complete Assignment 1 and submit on Saturday March 3 at 11:55pm

Week 9 (Spring Break)

Week 10 ELAN & FLEx	
Monday Mar 12	• Integrate ELAN with FLEx
Wednesday Mar 14	• Integrate ELAN with FLEx (continued)
Friday Mar 16	• Using ELAN with Audacity and PRAAT • Download PRAAT (http://www.fon.hum.uva.nl/praat/download_win.html)

Week 11 ARCHIVES

Monday **Mar 19**	• Digital archives: essential elements in the workflow for endangered languages documentation by David Nathan **(Canvas)**
Wednesday **Mar 21**	• Away at a conference
Friday **Mar 23**	• Away at a conference
Week 12 ARCHIVES & ELICITATION	
Monday **Mar 26**	• Language archives: They are not just for linguists any more. By Gary Holton **(Canvas)**
Wednesday **Mar 28**	• A guide to the Ikaan Language and Culture Documentation **(Canvas)**
Friday **Mar 30**	• Levinson, Stephen (2003): Spatial Language **(Canvas)**
Week 13 ELICITATION (continued)	
Monday **Apr 2**	• Picture book elicitation: http://fieldmanuals.mpi.nl/volumes/1992/bowped/
Wednesday **Apr 4**	• Causality (Video Elicitation) **(Canvas)**
Friday **Apr 6**	• Wilkins, D. P. (2003). 'Why pointing with the index finger is not a universal (in socio-cultural and semiotic terms)', in S. Kita (ed.), *Pointing: Where language, culture, and cognition meet*; Mahwah, NJ: Erlbaum, 171-215. **(Course Reserves)** (Complete and Submit Assignment 2)
Week 14 PROJECT WORK	
Monday **Apr 9**	• Project Work (Submit Project Topic)
Wednesday **Apr 11**	• Project Work
Friday **Apr 13**	• Review • Project Work (Submit Project Recording)

Week 15 PRESENTATIONS	
Monday Apr 16	Presentation of Project Work (Groups 1 & 2)
Wednesday Apr 18	Presentation of Project Work (Groups 3 & 4)
Friday Apr 20	Presentation of Project Work (Groups 5 & 6)
Week 16 PRESENTATION & EXAM	
Monday Apr 23	Presentation
Wednesday Apr 25	Test

Assignments

Students will submit the following two assignments, each of which will fetch 10 points, making a total of 20 points.

Assignment 1

Record somebody else narrating the Frog Story with a video camera, upload it into ELAN, segment it and transcribe first 20 sentences

Assignment 2

Spend at least 30 minutes at each of the following archives (Endangered Languages Documentation Archive (SOAS) and The Language Archive (Max-Planck Institute, Nijmegen) and write a report about your experience (the type of data in the archives, their targeted audience, their accessibility and three types of data you perused). The report should be one and a half pages, single-spaced in New Times Room 12.

Test

There will be a written test on April 25, which will cover topics covered from Weeks 1 to 11.

Project work

Students will choose from existing stimuli or design one specifically suited to a research objective. They will elicit 10 minutes of data in a language other than English or Spanish (or a language which the students in the group speak) which will be video and audio recorded. The video recording will be exported into ELAN, time aligned and THE FIRST THREE MINUTES (excluding very lengthy pauses) TRANSCRIBED by the 4000-level students while 6000-level students transcribe THE FIRST FIVE MINUTES. The transcribed part will be exported from ELAN into FLEx and provided with morphemic glossing. 4000-level students will enter 30 KEY WORDS into the FLEx database with their translation while 6000-level students do the same for 40 KEY WORDS. Students will have 20 minutes each to present the project in class from the choice or design of the stimuli to data elicitation. The presentation will include the video which they recorded.

The breakdown of grading for the project is as follows:

Appropriateness of stimuli	= 5
Quality of video	= 5
Clarity of audio	= 5
Document in ELAN and FLEx	=10
30/40 words in FLEx	= 5

All materials (ELAN, FLEx & Presentation) will be uploaded at the course website on **Monday, April 23rd**.

Critical Report on project presentation

Students will listen to the group presentations of their peers and submit a critical report on appropriate choice of stimuli, quality of video recording and clarity of audio. Students need to submit the report on all the group presentations in order to get the full 5 points.

Submission of Project Topic and Video

Students/Groups are expected to submit their topic to me on Monday, April 9 for **2 points**, and their elicitation video on Friday, April 13 at 11:55pm for **3 points**.

Grading Scale

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 B; 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

A grade of Incomplete (I) will not be issued under any circumstance.

Grading Policy

Information on current UF grading policy can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Students with disabilities

The University of Florida provides high-quality services to students with disabilities, and you are encouraged to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (352-392-8565), and 2) Bring a letter to the instructor from Disability Resources indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

Honor/Conduct Code

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will be sanctioned.