

Language Documentation, Fall 2018

LIN 4930 (17679), ANT 4930 (10648),

ANT 6930 (10547), LIN 6932 (17329)

Meeting Time: T 8-9, R 9
Language Documentation Lab: Dauer 68

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352-294-7598

Office location: B364 Turlington Hall
Office hours: Tuesday 10:30-12:00 and Wednesday 2:00-3:30 or by appointment

Course Description

This is an interdisciplinary course designed to expose students to new techniques used in language documentation and conservation. It is open to students who have either taken LIN 3010 (Introduction to Linguistics) or ANT 3620 (Language and Culture) or based on interview with instructor. Introduction The languages of the world are disappearing at an alarming rate. It has been suggested that half of the world's languages have disappeared in the past 500 years (Nettle and Romaine 2000), and some linguists estimate between 60 to 90% of the world's languages may be at risk of extinction within the next hundred years (see Romaine 2007). This situation leads to loss of diversity and important cultural knowledge. Since the 1990s efforts have been made by several bodies including UNESCO to address this problem. Linguists and anthropologists have been at the forefront in the effort to document languages before they disappear. In some cases, efforts are made to revitalize languages as well. Language documentation and conservation are facilitated by modern technological advances that enable the digitization and integration of video, audio and textual material, and the production of material for revitalization.

Class objectives The aim of this course is to introduce students to the present state of affairs in global linguistic diversity and teach students to use new technologies to document languages as a way to address language endangerment. Students will learn about language documentation as an interdisciplinary field of linguistic inquiry and practice. This includes various aspects of fieldwork, including basic skills and the importance of ethical considerations. An important aspect of this course is the integration of the study of language structure (grammar) with aspects of language use and cultural considerations. State of the art tools for recording, processing and archiving digital data will also be learned. Finally, students will learn how to write grant proposals to document endangered languages.

Requirements: The evaluation requirements for this course are nine short assignments, two class presentations, and a project proposal, all of which will be the focus of the second part of the course. Since this course deals with a fairly young sub-discipline in linguistics the available literature is somewhat scarce, class attendance is therefore more important than in other courses and will be counted towards the grade.

The breakdown is as follows:

1. Two Writing assignments, four FLEx assignments, and one ELAN assignment 45%
2. Two Class presentations 20%
3. Project proposal 25%
4. Attendance/Participation 10%

Class Attendance (10 points) From the start everybody will have 100 points of class attendance. Each unexcused non-attendance of a class will be penalized by subtracting 10 points from this score. The final score will count 10 per cent of the final grade. Only excused absences arranged ahead of time with the professor or documented emergencies will be exempted.

Required textbook: There is no required text for this class. Readings will be available on Canvas. All students in the class will need to install Fieldworks Language Explorer (FLEx) on a computer that runs Windows or Linux. (No Mac version available.)

Week	Topic and Readings	Assignments
1 Aug 23	Overview of language documentation and ethics Himmelman, ch 1; Dwyer ch 2 (ELD) Funding and fieldwork	
2 Aug 28, 30	Collaborative and community based research Rice 2011, Leonard 2017	
3 Sept 4, 6	Traditional documentation methods: Dictionaries Basic distinctions: Word, lexeme, lemma (lexical entry), affix, root Issues: Orthography, fonts	Writing assignment 1: Overview/critique of reading. Due Sept 4
4 Sept 11, 13	Traditional documentation methods: Dictionaries: Review of print sources	Presentation 1: Print dictionary review Due Sept 11
5 Sept 18, 20	New documentation methods: Fieldwork Language Explorer (FLEx) – Introduction to projects and writing systems Metadata standards	FLEx assignment 1: Open the Sena project and explore. Find information in a project. Due Sept 18
6 Sept 25, 27	New documentation methods: Lexical entries – Choice of lemma (lexeme vs citation form); senses	FLEx assignment 2:
7 Oct 2, 4	New documentation methods:	FLEx assignment 3:

Week	Topic and Readings	Assignments
	Relationships between lexical entries – complex/compound words, cross-references	Create a lexicon of 50 words. and write a description of your dictionary design decisions. Due Oct 2
8 Oct 9, 11	New documentation methods: Semantic fields and elicitation Reverse entries and examples Electronic dictionaries/Webonary	FLEx assignment 4: Create a lexicon of 100 words with cross-references and semantic categories. Design an output print format. Due Oct 9
9 Oct 16, 18	Dictionary presentations	Presentation 2: Prepare a 10-15 minute presentation on your dictionary
10 Oct 23, 25	New documentation methods: Eliciting and recording texts ELAN	ELAN assignment 1: Show a brief segment of text annotated with ELAN. Due Oct 30
11 Oct 30, Nov 1	New documentation methods: ELAN 2	
13 Nov 6, 8	New documentation methods: Texts in FLEx 1	
14 Nov 13, 15	New documentation methods: Texts in FLEx 2	
15 Nov 20, 22	New documentation methods: Archiving	FLEx assignment 7: Enter a text of at least 100 words. Make sure that your text can be parsed with your lexicon. Due Nov 20
16 Nov 27, 29	Archiving, continued	Writing assignment 2: Evaluation of a collection in an archive Due Nov 29
17 Dec 4	Conclusions	Final proposals due: NSF-style Documenting Endangered Languages grant

Class Policies

Make-up Work

Work, including in-class evaluation, can only be accepted late if arrangements have been made ahead of time with the professor, or if a documented emergency was responsible for the missing work. ‘Extra-credit’ work will not be available to make up for missing work.

The following grading scale, suggested by CLAS, will be used to determine final grades:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
90+	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	57-59	below 56

Additional information about the University's grade policies is available at

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

Academic Honesty Guidelines

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

Cheating. The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.

Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.

Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

Students with disabilities

Students with disabilities must register with the Dean of Students office. Contact the Assistant Dean of Students/Director of the Disability Resources Program at:

P202 Peabody Hall
Gainesville, FL 32611-5055
Phone (352) 392-1261 (V), 392-3008 (TDD)

For stress, emotional and psychological support, please contact the Counseling Center at:

301 Peabody Hall
Phone (352) 392-1575

Or: www.counsel.ufl.edu