

## **LIN 4930: Field Methods**

T 7, R 7-8  
Spring 2018

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### **Description of the Course**

This course provides an introduction to linguistic fieldwork. We will work with a native speaker of a lesser-known language and attempt to determine the basics of the structure of the language, including the phonetic, phonological, morphological, syntactic and semantic systems. We will learn about elicitation techniques, data management, transcription and analysis, and various practical issues surrounding the collection of linguistic data. You are not expected to have extensive background in linguistics, beyond having taken LIN 3460 Structure of Human Language.

### **Objectives**

Upon successful completion of this course, you should be able to:

- Learn and use techniques for elicitation of linguistic data.
- Grapple with linguistic analysis of “real” data.
- Practice writing linguistic descriptions.

### **Course materials**

The textbook for this course is:

Bowern, Claire. 2015. Linguistic fieldwork: A practical guide. 2nd edition. New York: Palgrave Macmillan.

The book has an associated website at <http://pamanyungan.sites.yale.edu/linguistic-fieldwork>.

Additional course materials will be available on Canvas.

### **Requirements**

- Elicitations: 40%
- Attendance and participation: 30%
- Final paper: 30%

**Attendance and participation.** This course is first and foremost about collecting and analyzing linguistic data and therefore requires a lot of participation. We will spend 2 out of 3 hours every week eliciting data from our consultant. A class like this cannot work unless everyone is an active participant and contributor in class. We will spend a great deal of time collecting and 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. You cannot do well if you are not present in class and actively engaged in the elicitation and analysis. This is why attendance and participation constitute 30% of your grade.

**Elicitation.** We will talk about the details of elicitations in class, but here are the basics. Each class member will be responsible for participating in at least two in-class elicitation sessions (100 minutes) throughout the semester. Three people will lead each elicitation session. One person will elicit the data, the second will write it on the board with the help of the class, and the third will serve as the “scribe” and document everything that occurs in the session. Together with the instructor, 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 having the protocol prepared in advance so that i) you can review and refine it with the instructor before the session and ii) you can provide other class members with a copy. After the elicitation session, the three students will be responsible for entering the collected data to our course website and summarize the findings in one or more posts (depending on the number of topics covered in the elicitation). After you have entered the data and written the posts, I will review them. Then the rest of the class may read them, add comments, or write new topics posts.

**Final paper.** The final paper for the course is due on Thursday, December 14 at noon. The paper should be 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. 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** The following grading scale will be used:

A	93-100	B-	80-83	D+	67-70
A-	90-93	C+	77-80	D	63-67
B+	87-90	C	73-77	D-	60-63
B	83-87	C-	70-73	E	<60

Additional information about the University’s grade policies is available at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

**Miscellaneous.**

**Missed/Late Work.** You should assume that late work will not be accepted. 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/sccr/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 accommodations must first register with the Dean of Students Office, <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 Bowerin book. 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.

Week	Topics	Readings
1	Syllabus. Goals of fieldwork. IPA.	Ch 1 & 3; Himmelmann (1998); Igala on Wikipedia and Ethnologue.
2	Phonetics and phonology.	Ch 5; Ladefoged 2003
3	Elicitation session. Data organization.	Ch 4
4	Technology.	Ch 2
5	Morphology and syntax 1.	Ch 6
6	Working with texts.	Ch 9
7	Morphology and syntax 2.	Ch 7
8	Review of data so far.	
9	SPRING BREAK	
10	Working with existing materials.	Ch 13
11	Semantics.	Ch 8; Matthewson 2004
12		
13	Ethics.	Ch 11; Rice 2012
14		
15	Endangered languages.	
16	In the field.	Ch 10; McLaughlin & Sall 2001