

Language Documentation, Fall 2013 ¹

LIN 4930 (6211), LIN 6932 (132C), ANT 4930 (17EB), ANG 6930 (17EA)
Anderson Hall, Room 101, T4/R4-5

Instructor: Todd Hughes

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Office: Dauer 68

Office hours: T3,5/R3, and by appointment

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Course website: <http://lss.at.ufl.edu>

Mailbox: Turlington 4120

1 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.

2 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 60 to 90% of the world's languages may be at risk of extinction within the next hundred years ([Romaine 2007](#)). This situation leads to loss of diversity and important cultural knowledge. Linguists and anthropologists have been at the forefront in the effort to document languages before they disappear. 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.

3 Class Objectives

The aim of this course is to introduce students to the present state of affairs in global linguistic diversity and to instruct students in the use of 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. These include using FLE_x to create lexical and textual databases, Isle Metadata Initiative ([IMDI](#)) for creating digital archival metadata, ELAN for integrating textual, audio and visual data in a time-aligned format, and L^AT_EX_{2 ϵ} for creating non-proprietary typeset documents suitable for long-term storage. Finally, students will learn how to write grant proposals to document endangered languages.

¹compiled on Friday 16th August, 2013 @ 16:10

4 Requirements

The evaluation requirements for this course are one (1) exam (taken after $\frac{1}{3}$ of the course), two (2) assignments, five (5) reaction papers, and a grant proposal. Since this course deals with a fairly young sub-discipline in linguistics, the available literature is somewhat scarce. Class attendance is, therefore, very important and will be counted towards the grade. The breakdown is as follows:

Exam	20%
Assignments	30%
Reaction papers ($\LaTeX 2_{\epsilon}$)	10%
Grant proposal	30%
Attendance	10%

Important Dates:

Exam	October 1
Assignment 1 (ELAN)	October 24 (in instructor's mailbox by 10:25 a.m.)
Assignment 2 (FLEx)	November 26 (in instructor's mailbox by 10:25 a.m.)
Grant Proposal ($\LaTeX 2_{\epsilon}$)	December 11 (in instructor's e-mail inbox by 4:00 p.m.)

5 Assignments and Projects

5.1 Assignment 1 (ELAN)

Group audio-visual recording of a telling of the *Frog Story*, with three (3) minutes of transcription and annotation using ELAN (*five (5) minutes for graduate students*). The target language may not be English, and must be approved by the instructor in advance. Photographs of the recording context and an Excel file with metadata must also be included. You should consider ethical considerations when planning. Each student will submit a separate assignment based on the group recording. Groups will be determined by the instructor.

5.2 Assignment 2 (FLEx)

Using the recording and transcription/annotation from Assignment 1, enter four (4) minutes of transcription and annotation into FLEx (three (3) minutes may be the same as Assignment 1; *graduate students should enter all five (5) minutes from the ELAN assignment*), building a collection of texts and a basic lexicon. The database should illustrate five (5) entries with a picture and example audio file (*seven (7) entries for graduate students*). Photographs of the recording context and an Excel file with metadata must also be included. You should consider ethical considerations when planning. Each student will submit a separate assignment based on the group recording.

5.3 Grant Proposal

Students are required to write a project proposal for the documentation of an endangered language. The proposal will be written in a format similar to that required by the [NSF Documenting Endangered Languages program](#). Language and topic choice must be submitted to the instructor for approval no later than October 31. The proposal must be submitted by e-mail as a single *compilable* .tex file (lastname_firstname.tex).

5.4 Reaction Papers

Students will write a *brief* (1-2 paragraph) reaction to four (4) of the assigned readings, chosen by the instructor and indicated by a \Rightarrow symbol (10/8, 10/22, 10/29, 11/12). Each paper must be submitted by e-mail as a *compilable* .tex file (lastname_firstname.tex) before class on the day for which the reading is assigned. Students will also write a reaction to one (1) [Thursday Linguistics Seminar](#) (choose from 9/26, 10/10, 10/24, 10/31, 11/14, 11/21). *Plan ahead, in case you need help compiling your L^AT_EX 2_ε document.*

5.5 Class Attendance

Each student begins the semester with 10 points for class attendance. Students will be penalized one (1) point for each absence. Only excused absences arranged in advance with the instructor or documented emergencies will be exempted.

6 Class Policies

6.1 Make-up Work

Work, including in-class evaluation, can only be accepted late if arrangements have been made in advance with the instructor, or in the case of a documented emergency. Extra-credit work will not be available to make up for missing work.

6.2 Grades

The following grading scale will be used to determine final grades:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
above 92	90-92	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	below 60

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

6.3 Academic Honesty

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 an instructor to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic dishonesty.

6.4 Students with Disabilities

I would like to hear from anyone who has a disability which may require some modification in seating, testing, or other class requirements. Please contact me in any way that is comfortable for you so that appropriate arrangements can be made.

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 register with and provide documentation to the Director of the Disability Resources Program, and provide a letter to the instructor from Disability Resources indicating that you need academic accommodations. 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
www.counsel.ufl.edu

7 Tentative Schedule

NB: You should read assigned articles *before* coming to class on the assigned date. The reading list could change somewhat depending upon interests of the class and the speed of our progress. Changes will be announced clearly by email and in class. Unless otherwise noted, all readings will be available on our e-learning website.

7.1 The *Why* of Language Documentation

August 22

- Crystal, David (2000). What is Language death?
- [Online Atlas for Endangered Languages](#)
- Discuss computer file structure in class

August 27

- Evans, Nicholas (2010). Warramurrungunji's Children.
- Hallinen, Bob (2010). Extinct Alaskan native language interests French student.
- Turin, Mark (2012). New York, a graveyard for languages.

August 29

- *The Linguists* film
- Rymer, Russ (2012). Vanishing voices.
- Manitoba proposes legislation to recognize Aboriginal languages (2010).
- Roberts, Sam (2010). Endangered tongues.
- Economist (2011). Say What?

September 3

- Nicholson, Chris (2009). Linguist's Preservation Kit Has New Digital Tools.
- Briggs, Kara (2010). Treasured Teacher Embodies 100 Reasons to Learn Oneida.
- Taylor, Holly (2010). Preserving the Lushootseed language for the next generation.
- Estrada, Daniela (2010). Training Young Mapuche Filmmakers in Chile.

7.2 The *What* of Language Documentation

September 5

- Woodbury, Anthony (2003). Defining Documentary Linguistics.
- **Install** $\text{\LaTeX} 2_{\epsilon}$
Windows users: [MiKTeX](#) and [TeXStudio](#) (install MiKTeX first)
MacOS users: [MacTeX](#) (TeXShop is included)
- review http://en.wikibooks.org/wiki/LaTeX/Document_Structure

September 10

- Himmelmann, Nikolaus (2008). Reproduction and preservation of linguistic knowledge: Linguistics' response to language endangerment.
- Austin, Peter K. and Lenore A. Grenoble (2007). Current trends in language documentation.

September 12

- *Guest Lecture: Dr. Ira Fischler, UF IRB 2*
- [UF IRB 2](#)
- Thieberger, Nick and Simon Musgrave (2007). Documentary linguistics and ethical issues.
- Zimmer, Carl (2013). A family consents to a medical gift, 62 years later.

September 17

- *Guest Lecture: Dr. Brent Henderson*
- Henderson, Brent, Peter Rohloff and Robert Henderson (2013). More than Words: Towards a development-based approach to language revitalization (draft).
- Sallabank, Julia (2012). From language documentation to language planning: Not necessarily a direct route.

September 19

- Harrison, K. David (2005). Ethnographically informed language documentation.
- Salzmann, Zdenek (1998). Ethnography of communication.

7.3 The *How* of Language Documentation

September 24

- Munro, Robert (2005). The digital skills of language documentation.
- **Install** [Audacity](#)
- **Install** [ELAN](#)

September 26

- Nathan, David (2009). Audio responsibilities in endangered languages documentation.
- [Nathan, David. Sound recording: microphones.](#)
- *Thursday Linguistics Seminar today at 4:05*

October 1

- **Exam**

October 3

- In-class ELAN exercises.

October 8

- ⇒ Lüpke, Friederike (2010). Research methods in language documentation.
- *Frog Story*
- **Download** metadata.xlsx
- **Discuss** ELAN assignment.

October 10

- No class meeting. Working day for ELAN assignment.
- *No office hours. Sorry.*
- *Thursday Linguistics Seminar today at 4:05*

October 15

- Seifart, Frank (2006). Orthography development.
- Schultze-Berndt, Eva (2006). Linguistic annotation.

October 17

- No class meeting. Working day for ELAN assignment.
- Come by the office during office hours or class time if you need help.

October 22

- ⇒ Nathan, David (2008). Digital archives: Essential elements in the workflow of endangered languages documentation.
- Trilsbeek, Paul and Peter Wittenburg (2006). Archiving challenges.
- [ISLE Metadata Initiative \(IMDI\)](#)

October 24

- **Assignment 1 (ELAN) due in instructor's mailbox by 10:25 a.m.**
- Siegel, Gail (2010). Digital archiving tool to give voice to indigenous peoples.
- [Hans Rausing Endangered Languages Program](#)
- [Max Planck Institute](#)
- [Foundation for Endangered Languages](#)
- [Grant to create Online Atlas of Endangered Languages](#)
- [NSF-Documenting Endangered Languages](#)
- **Discuss** grant proposal
- *Thursday Linguistics Seminar today at 4:05*

October 29

- **Install FLEx**
NB: We might be using an online version of the software.
- ⇒ Mosel, Ulrike (2004). Dictionary making in endangered language communities.
- Coward, David F. and Charles E. Grimes (2000). Making Dictionaries. *Chapter 4 only.*

October 31

- Haviland, John B. (2006). Documenting lexical knowledge.
- Liberman, Mark (2005). Chimwiini exemplified, tax perceived, uncertainty admired.
- *Thursday Linguistics Seminar today at 4:05*

November 5

- [Watch FLEx training videos](#) before class (they make for a fun weekend date).
- In-class FLEx exercises.

November 7

- In-class FLEx exercises.
- Lockwood, Ron (nd). Machine Parsing of Gilaki Verbs with Fieldworks Language Explorer.
- Black, H. Andrew and Gary F. Simons (2006). The SIL FieldWorks Language Explorer Approach to Morphological Parsing.

November 12

- ⇒ Mosel, Ulrike (2006). Sketch grammar.

November 14

- No class meeting. Working day for FLEx assignment.
- Come by the office during office hours or class time if you need help.
- *Thursday Linguistics Seminar today at 4:05*

November 19

- Emerging technology.

November 21

- No class meeting. Working day for FLEx assignment.
- Come by the office during office hours or class time if you need help.
- *Thursday Linguistics Seminar today at 4:05*

November 26

- **Assignment 2 (FLEx) due in instructor's mailbox by 10:25 a.m.**
- In-class project presentations.

November 28

- Thanksgiving holiday. No class meeting.

December 3

- In-class project presentations.

December 11

- **Grant Proposal due in instructor's e-mail inbox by 4:00 p.m.**