Methods of Language Documentation, Spring 2014 [1]
LIN 4930 (0913), LIN 6932 (02D8), ANT 4930 (13H7), ANG 6930 (13H9)
Anderson Hall ● Room 21, Tuesday 5-6 ● Room 32, Thursday 6

Instructor: Todd Hughes

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

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Office hours: Tuesday 4/Thursday 4-5

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1   Course Description

David Nathan and Peter Austin (2004:183) 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 interdisciplinary course is to equip students with skills to exploit these technologies. It is open to students who have taken either LIN 3010 (Introduction to Linguistics) or ANT 3620 (Language and Culture), or based on interview with instructor. 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 recordings using various software packages. Students will learn about metadata and preparing texts for archiving. They will learn about choosing from existing (nonlinguistic) stimuli and creating supplementary ones to address their specific research needs.

2   Class Objectives

In this course, students will learn how to use state of the art technologies to document languages. Students will learn about various aspects of fieldwork, including hardware management and software application skills, as well as 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. Software applications include Audacity, Handbrake, SayMore, FLEx, ELAN, WeSay, as well as the open-source office application suite LibreOffice.

3   Requirements

Much of the semester's work will involve native speakers of a language other than English. Each team will need to find two adult (over age 18) native speakers of the same language who are willing to work with you throughout the semester. Teams will form during the second week of class.

Students will need access to a computer with a modern Windows operating system (Windows 7 or Windows 8). Several of the software packages we use in this course will not work on Mac OS X.

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:

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[1]compiled on December 31, 2013 at 14:29

3.1 Attendance (10%)

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.

3.2 Exam (20%)

The exam will be given on April 8, and will cover all course material to that point.

3.3 Thursday Seminar (5%)

Students will attend one (1) Thursday Linguistics Seminar and write a *brief* (1-2 paragraph) reaction. Thursday Seminar reaction papers should be submitted within one week of the seminar. Do not wait until the end of the semester, in case your chosen Seminar is cancelled.

3.4 Weekend Workshop (10%)

Students are expected to attend a weekend workshop on Saturday and Sunday, March 15-16. Any student unable to attend should inform the instructor no later than Tuesday, January 14.

3.5 Project Components (40% — 10% each)

- Frog Story
- Conversation
- Group choice stimulus
- Lexicon

Project grades will mostly be based on group work, but a portion of each component will require evaluations of fellow group members.

3.6 Reports on Presentations (10%)

3.7 Final Archive Submission (5%)

4 Class Policies

4.1 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.

4.2 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.

4.3   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.

4.4   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

5 Tentative Schedule

You should read assigned articles *before* coming to class on the assigned date. *Really.* The reading list and pacing 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.

January 7

- Himmelmann, Nikolaus. 2006. Language documentation: What is it and what is it good for?
- Nathan, David. 2010. Sound and unsound practices in documentary linguistics.
- Computer file structure

January 9

- Bowern, Claire. 2008. Ethical field research.

January 14

- Cholin, Jochen. 2004. Video recording in the field.
- Nathan, David. 2007. Digital video in documenting and archiving.
- McConvell, Patrick. 2007. Video – A linguist's view.
- Wittenburg, Peter. 2007. Video – A technologist's view.
- **Meet in Dauer 68**

January 16

- Download and install Handbrake
- Download and install Audacity
- Download and install SayMore
- Download and install FLEx
- Download and install ELAN
- Download and install WeSay
- Download and install LibreOffice
- In-class recording practice
- **Meet in Dauer 68**

January 21

- **NO CLASS** – university holiday

January 23

- In-class SayMore exercises
- In-class Handbrake exercises

January 28

- Recording 1 with consultant – *Frog Story* (transcribe and translate with consultant, using SayMore)

January 30

- **Meet in Dauer 68** for *Frog Story* project component review

February 4

- XML
- Unicode
- LibreOffice
- Good, Jeff, et al. nd. Interoperability for language documentation.

February 6

- In-class WeSay exercises
- Nathan, David and Peter K. Austin. 2004. Reconceiving metadata: Language documentation through thick and thin.

February 11

- Watch FLEx training videos *before class*
- 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.
- In-class FLEx exercises

February 13

- In-class FLEx exercises
- Bowern, Claire. 2008. Discourse, pragmatics and narrative data.

February 18

- In-class ELAN exercises
- Wittenburg, Peter, et al. 2006. ELAN: A professional framework for multimodality research.

February 20

- In-class ELAN exercises
- Watch 'Extracting Individual Sounds files from ELAN using Audacity' video *before class*

February 25

- Recording 2

February 27

- Recording 2

March 4

- **NO CLASS** – university holiday

March 6

- **NO CLASS** – university holiday

March 11

- Recording 2

March 13

- **Meet in Dauer 68** to review Recording 2 project component

March 15-16

- *Multi-modal Language Documentation Training Workshop*, Dr. Mandana Seyfeddinipur, Director, Endangered Languages Documentation Programme weekend workshop.

March 18

- Recording 3

March 20

- L&C Field Manuals and Stimulus Materials
- Recording 3

March 25

- **Meet in Dauer 68** to review Recording 3 project component

March 27

- Haviland, John B. (2006). Documenting lexical knowledge.
- In-class WeSay exercises

April 1

- Lexicon

April 3

- **Meet in Dauer 68** to review Lexicon project component

April 8

- Broeder, Daan, et al. nd. Evolving challenges in archiving and data infrastructures.
- Finalize archive submissions
- **Meet in Dauer 68**

April 10

- Exam

April 15

- Group presentations
- **Meet in Dauer 68**

April 17

- Electricity and health in the field

April 22

- Group presentations
- **Meet in Dauer 68**

April 24

- Group presentations
- **Meet in Dauer 68**