

COURSE SYLLABUS

Staff:				Office hours
Course Head:	Dick Watson	Pike 112; ext 2029	Dick_watson@gial.edu	M-F 11-12; 1-5:00
Instructional	Cindy Blood	Mahler 13, ext. 7491	cindy_blood@gial.edu	M,W, F 1-4; T 2-4
Assistants:	Bob Conrad	Pike 112; ext. 2029	bob_conrad@sil.org	TBA
	Rich Boutwell	Mahler 19 A, ext. 2160	Rich-Katrina_Boutwell@sil.org	TBA

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Course Description:

By the end of Field Methods & Linguistic Analysis, students should be able to elicit, record and transcribe linguistic data by working with a speaker of a non-western language, use external sources plus the elicited data to formulate hypotheses, test those hypotheses against available data, refine them and write them up.

Prerequisites: AL 4302, LD 4330, AL 4410 and LD 4505 or equivalents.

Corequisite: AL 5207 (Computer Use in Data Management)

Class times:

Monday through Friday Section I, 8:00-8:55 A.M., Section II, 9:05-10:00 A.M., October 20, 2004 through December 17, 2004 in Mahler 7

Goals of the course:

The goal of this course is to prepare you, the student, to conduct linguistic field research without on-site supervision. This involves the following subgoals:

1. Continue learning a non-Western language using a self-directed approach from LD 4505.
2. Analyzing and describing several aspects of that language as a field language.
Students will learn to do the following:
 - a. Elicit, record and transcribe linguistic data by working with a speaker of a non-Western language
 - b. Use elicited data supplemented by external sources to formulate hypotheses
 - c. Test hypotheses against available data, and refine hypotheses
 - d. Present these hypotheses in an intelligible form so that other linguists can benefit from them.
3. Managing time to achieve goals and maintain a balance among competing activities.

Field Methods is a time-intensive course. You will more than likely feel overwhelmed sometime during the semester. In this respect, the course mirrors life on the field. Effective planning and time management are essential to your success in language learning and language analysis. You will formulate plans of action consisting of explicit goals, concrete objectives, and a set of activities for accomplishing your objectives, for both language learning and language analysis.

You will practice these three skills (listed above) in the context of spending three hours per week with a speaker of a non-Western language. Everything is designed to make your encounter with another language (and one of its speakers) successful.

Specific Course Requirements:

Language Sessions: Three afternoons each week students will participate in sessions with a Language Consultant (LC). This time will be split into time for a **big group** of four to six students to work together with the LC, and **sub-group** times, in which students will work in pairs or groups of three.

Big Group: Each group of four to six students working with one LC will constitute a Language Learning group. Thirty minutes will be allotted three afternoons per week for the group to work together doing planned language learning, following a plan made and agreed to by the whole group.

Sub-group: Each student will have 20 minutes to elicit and transcribe language data from the LC and 20 minutes to listen and transcribe while his/her partner elicits.

Projects: The major projects for the course are as follows:

*Annotated Bibliography, *Language Learning Plan, ‡Language Analysis Plan, ‡Phonology Paper, ‡Grammar Paper, Interlinear Text and Lexical Database.

(The * projects are **big group** projects, the ‡ projects are **sub-group** projects and the other two allow for a choice between sub-group and individual.)

Recording devices:

You will need a good quality recording device for this course. For cassette recorders, any reasonably good model will do, but some useful features to have are: (1) an index counter; (2) a pause button; (3) a cue/review button; and (4) an external mike. If you have a laptop computer and are experienced using Speech Analyzer, you may use that means for recording.

Classes will typically follow a lecture/discussion format, other classes will be devoted to small groups. These will normally include a member of the Field Methods staff to discuss specific language data and problems in eliciting, managing and analyzing the data. For a tentative list of topics covered in the class, see the accompanying calendar.

Final Course Grades:

Final course grades provided directly to a student by a faculty member are not official. Students may obtain official grade reports through the Registrar's Office.

Grading Criteria: Your final grade will be based on a set of projects, staff evaluations, and homework. These are weighted and keyed to the major course areas as follows:

Semester projects	60%
Language Learning Plan	3.3
Language Analysis Plan	3.3
Bibliography	3.3
Phonology Paper	15
Grammar Paper	15
Interlinear Text	10
Lexical Database	10
Periodic evaluations	30%
Data Notebook	10
Processing Notebook	10
Language Learning Evals	10
Homework	5%
Class Participation	5%
Total	100%

There are no formal examinations. You are expected to hand in assignments on time and to attend class regularly.

Absence Policy

Students are responsible to attend class. Roll will be taken by a TA. If a student must be absent from a class (s)he must advise the instructor ahead of time, in order to arrange to make up any work (s)he will miss. If a student is absent from class without advising the instructor ahead of time, (s)he will not be allowed to make up any in-class graded work, except in the case of dire emergencies. Unexcused absences will negatively impact a student's grade.

Special student needs

As faculty members, we are required by law to provide reasonable accomodation to students with disabilities, so as not to discriminate on the basis of that disability. Students responsibility rests with informing the instructor in writing, at the beginning of each course, of such disabilities, so that modifications may be made.

Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the bimester may have their financial aid adjusted because of the withdrawal or addition. This change in schedule may affect the aid they are receiving during the current bimester, and could affect their eligibility for aid in future bimesters.

Texts

The only required text is the **LinguaLinks** program, both **Workshop** and **Library**. All reading assignments are on reserve in the library or will be given in class as handouts. The following books are resources that you may find helpful. Many of them are in the LinguaLinks Library the others are available in the Pike Library.

- Bickford, J. Albert. 1998. Tools for Analyzing the World's Languages. SIL. (in LinguaLinks Library)
- Brewster, E. Thomas and Elizabeth S. Brewster. 1976. Language acquisition made practical. Pasadena: Lingua House.
- Burling, Robbins. 1984. Learning a field language. Ann Arbor, MI: The University of Michigan Press.
- Burquest, Donald A. and David Payne. 1993. Phonological analysis: a functional approach. SIL. (in LinguaLinks Library)
- Grimes, Charles F. 1992. Field guide to recording language data. Pattimura University and SIL.
- Healy, Alan. 1975. Language learner's field guide. Ukarumpa, PNG: SIL. (many of the articles in this book are in the LinguaLinks Library)
- Kroeger, Paul R. Analyzing Grammar. Dallas: GIAL. Pre-Publication draft, Dec. 2002.
- Leech, Geoffrey and Jan Svartvik. 1975. A communicative grammar of English. Essex, U. K. : Longman.
- Marlett, Steve. 1992. An introduction to phonological analysis. SIL. (in LinguaLinks Library)
- Marshall, Terry. 1989. The whole world guide to language learning. Yarmouth, MN: Intercultural Press, Inc.
- Purnell, Herbert C. 1993. A language and culture learning program for independent learners. (Prepublication – by permission). (in the LinguaLinks Library).
- Rubin, Joan and Irene Thompson. 1982. How to be a more successful language learner. Boston: Heinle and Heinle.
- Simons, Gary F. and Evan L. Antworth. 1991. A guide to linguistic field methods. Dallas: SIL.
- Vaux, Bert and Justin Cooper. 1999. Introduction to Linguistic Field Methods. Lincom Europa.

Many other materials relevant to the course are also available in the LinguaLinks Library. Students in the Field Methods class taking the co-requisite Field Data Management will have purchased that program for that course.

FM = Field Methods, DM = Data Management, HW = Homework, LC = Lang. Consultant, LLX = LinguaLinks, PT = Phonology Tool, IT = Interlinear Text, WA = Wordform Analysis

	Monday	Tuesday	Wednesday	Thursday	Friday
1				4/7- Day 1	4/8- Day 2
FM				Introductions, Overview, Needs assessment	Data Notebooks; Processing NB
DM				Introduction, computers overview, windows terms	Grammar Filing for Processing Notebook
HW				List wds. to check w/LC	LLX setup, Keyman, PT Intro, IPA, Backup Enter wds. in LLX PhonoTool (approx. 30/day goal 120 words)
2	4/11- Day 3	4/12- Day 4	4/13- Day 5	4/14- Day 6	4/15- Day 7
FM	Monolingual Demonstration and Eliciting data	Eliciting data	Syllables Planning and Time Mgt	Library Research	Working with LCs
DM	Everyone in FM both hours	LLX PT-Phone data, MSWord Tables –Make IPA charts, Printing, Errors.	Planning Language Analysis PT: Y-charts, Comparing PSS, finding CAE & CD (6-7), Exporting data of Pane, Status Report, PT—Syllable lists	Interpreting Ambiguous Sg&Sqs PT: homophones, linguistic descriptions	PT: Phoneme statements, Export to MS Word, print

HW	Continue entering words	Make Phone Chart-MSWord, circle PSS.	List & describe syllable types.	List ambiguous segments & sequences, /w interpretation	List contrasts with examples
3 FM DM HW Project	4/18- Day 8 Eliciting for Phonology Phonetics-Lg. Groups Discussion MS Equation Editor, DNB & PNB Check Preliminary Phoneme descriptions printout	4/19- Day 9 Tape Recordings: Phonology: Lg. Groups Discussion MSWord Customizing, Headings, Headers, Tables (contents, figures, Example), Record & BRING TAPES for Day 11 Bibliography (draft)	4/20- Day 10 Technical Writing <u>LLX PT Skills Check</u>	4/21- Day 11 Eliciting Texts; Phonology Using SA to isolate problems Speech Analyzer Select & Save Acoustic Data Lang.Lrn. &Analysis Plan (draft)	4/22- Day 12 Grammar: Filing Practice Speech Analyzer Interpret Acoustic Data
4 FM	4/25- Day 13 Lexicography: intro, Lexemes & Senses vs. Homo Phonology Work Day	4/26- Day 14 Lexicography: Intro , Minor entries & Subentries LDB: Intro (Eng.)	4/27- Day 15 Lexicography: Lexical Relations Minimal View LDB: Intro (English) continued-Major/	4/28- Day 16 Theory driven elicitation - Transitive & Semantically Neutral	4/29- Day 17 Grammar: Categories, Paradigms & Universals LDB Work Day

DM		Overview why enter words, how used (preferences 3, 26) (lex'l rel'ns, texts)Phonology Paper (draft)	Subentries/Minor Entry Group Files: Data Entry into LDB from Data notebooks of languages (minimal view) lexical sets like kin terms, colors, body parts, pron., fruits, numbers, etc.	LDB: Intro (con.) Subentries, Dictionary Print Layout view,	Lex Entry Decisions
HW					
Project					

	Monday	Tuesday	Wednesday	Thursday	Friday
5	5/2- Day 18	5/3- Day 19	5/4 Day 20	5/5- Day 21	5/6- Day 22
FM	Group sessions	Interlinear Texts	Interlinear Texts	Database Overview	Lg. Groups. Discussion ITs
DM	LDB Reduplication StatisticsDNB/PNB check Lang. Learning Eval. #1	LDB Authority Lists, gray links, Annotations	IT: intro, preferences, Enter text, prepare for analysis	IT/WA: Analyzing word forms (expanded)	IT/WA: Anal. wordforms IT/WA: Change Spelling & Del. Unattested wordforms, (shortcut), Print text; Show proposed anal
HW		Lang.Lrn. &Analysis Plan (final)	Phonology Paper (final)		
Project					

6	5/9- Day 23	5/10- Day 24	5/11 Day 25	5/12 Day 26	5/13- Day 27
FM	Lg. Groups. Discussion ITs	Grammar: Interclausal Relations	Grammar: Serial Verbs	Grammar: Serial Verbs	Lexicography: Types of Dictionaries, Example Sentences, Eliciting multiple Senses
DM	Text Outline View Saving, Compressing, Archiving, Restoring; Export text; Wordform analysis strategies	IT/WA: Morphology Explorer, Wordform analysis strategies, Restore/ Redo sense combos, Abbrev, minimal view	Work Day	Lex. POS Category Viewer IT/ WA	<u>IT/WA: Skills check</u>
HW		Bibliography (final)			DNB & PNB checks
Project				Interlinear Text (draft)	No Homework Weekend

7	5/16- Day 28	5/17- Day 29	5/18- Day 30	5/19- Day 31	5/20- Day 32
FM	OCM Codes & Anthro Ling Thesauri	Lexical Relations	Lexicography: Writing definitions	Lexicography:	Lexicography in the real world (Panel) 9a.m.
DM	Example sentences , Attested Examples, Merge Entries, LDB: Indexes	LDB: Thesaurus & OCM codes, LDB Statistics	LDB: Creating lexical relation sets (27-8)	LDB: Writing definitions Comparing Related Senses, lexical relation sets and Thesaurus Category view, Preset Filters LDB: Filters	8 a.m. LDB: Filters Missing Gloss, No Entry type, errors, incomplete objects, missing string or name
HW					Show by category tool
Project		Grammar Paper (draft)			Interlinear Text (final)
8	5/23- Day 33	5/24- Day 34	5/25- Day 35	5/26- Day 37	5/27- Day 38
FM	Non-Roman Script Initiative	Stages of Language Learning (Lexicography and LL)	Lg. Grp. Discuss & Consulting	Prep time for Grp Presentations	Group Presentations
DM	LDB Work day	LDB: Usage Type & Cross- references	IT/LDB Work Day	Grammar & LDB: Work Day	Group Presentations
HW	Print Category abbreviations list				
Project	Lexical Database (draft)				Grammar Paper (final)

9	5/30	5/31- Day 36	6/1- Day 39	6/2- Day 40	
FM	Memorial Day	TBA		Evaluation	
DM		<u>LDB: Skills Check</u>	Shoebox Intro	Clean up files & class evaluation	
HW			Lang. Learning Eval. #2		
Proj.				Lexical Database (final)	