

Fieldmethods in Linguistics LING 431/531

Information on instructors:

Instructor: Martina Wiltschko
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Language Consultant: Beatrice Bullshields
Contact info and available times: tba

Course Information:

Time: Wednesday: i) 11.00 - 12.00 (to be changed)
ii) 3.00 - 5.00

Location: Stores Road, Reading room

Language under investigation:
Blackfoot (Algonquian, spoken in southwestern Alberta & Northern Montana)

This course has a WebCT-site. If you don't have a campus wide login, you should get one ASAP to have access to the site.

Prerequisites:

Basic knowledge of syntax and phonology (basic knowledge in semantics and phonetics is an asset)
Basic transcription skills (IPA)

Goal of the course:

By the end of the course students should:

- 1) Be able to independently conduct linguistic fieldwork (i.e., work with a language consultant). This includes:
 - Basic knowledge of audio-recording techniques
 - Basic knowledge of effective database use and maintenance
 - Basic skills in controlled elicitation techniques as well as elicitation of stories
 - Interpersonal skills necessary to work with language consultants
- 2) Have a basic knowledge of Blackfoot. This includes:
 - Basic knowledge of the pronunciation of Blackfoot
 - Basic knowledge of the Blackfoot orthography
 - Active knowledge of basic vocabulary, grammatical morphemes, and agreement paradigms
 - Basic knowledge of the grammatical system of Blackfoot (word order, morpheme ordering, phonological rules, etc.)
- 3) Have completed a research project on a topic of their choice and communicate their research results in the form of project reports and oral presentations

Structure of the course:

There won't be any lectures by the instructor.

In addition to regular in-class elicitation sessions, classes consist of:

- i) very short Quizzes (on Bf vocabulary, paradigms, basic grammatical terms, etc.) and preparation for these quizzes (students decide on what should be tested next)
Students are encouraged to submit relevant vocabulary, prepare study tools (flash cards; paradigm sheets; etc.)
- ii) lecture or workshop on the basic skills
- iii) in-class presentation of student's project
- iv) discussion of ongoing progress, problems, elicitation reports (what worked well, what didn't work well)
- v) presentation/reading/discussion of relevant topic of Bf grammar (these will be assigned throughout the course, and I rely on volunteers)

Once students have identified their research topic (week 3), research groups will be formed (approx. 3 students per group). Each group will be responsible for planning and conducting the in-class elicitation sessions. In addition, each group may meet with the language consultant outside of the class. Each group is required to share their data with the class in the form of an annotated data sheet (Bf data, interlinear gloss, translation, relevant observations, remarks, etc.; this should also include a basic list of vocabulary used in the elicitation)

Make use of the expertise of your class-mates through discussion and WebCT. WebCT is very useful to ask questions, post interesting data, discuss problems, let people know when you are stuck, etc.

Even though students are working on their own topics, this is very much a team effort.

Grading:

		<i>due date</i>
Class-participation	10%	n/a
Elicitation reports (annotated data sheet)	15%	1 Week after the elicitation (to be distributed/discussed in class)
Weekly Quizzes (vocabulary, paradigms, terms)	10%	every week (graded by fellow students)
Research report #1 (project proposal)	10%	Sept 26 th 2005
Research report #2 (in class presentation)	10%	Oct 17 th 2005, to be presented in class Oct 19 th
Research report #3 (abstract)	10%	Nov 7 th 2005
Research report #4 (final presentation)	10%	Nov 28 th 2005, to be presented on Nov 30 th
Final paper	25%	Dec 12 th 2005

Please, retain a copy of all submitted work (in case of loss) and please also retain all your marked assignments
Hand assignments in on time. Late assignments need a very good reason.

Readings:

*Frantz, Donald G. 1991. *Blackfoot Grammar*. University of Toronto Press [available in the linguistics reading room]

*Frantz, Donald G. & Norma Jean Russell. 1995. *Blackfoot dictionary of stems, roots, and affixes* (second edition).
University of Toronto Press. [available in the linguistics reading room]

Glougie, Jennifer, 2000. Topics in the syntax and semantics of Blackfoot quantifiers and nominals. MA thesis, UBC.

Kaneko, Ikuyo, 1999. A metrical analysis of Blackfoot nominal accent in Optimality Theory. Ma thesis, UBC.

Mithun, Marianne. 1999. *The Languages of Native North America*. Cambridge University Press.

Newman, Paul & Martha Ratliff. 2001. *Linguistic Fieldwork*. Cambridge University Press.

Payne, Thomas. 1997. *Describing morphosyntax. A guide for field linguists*. Cambridge University Press.

Further readings will be assigned throughout the course

Schedule of the course: (elicitation plan as well as the topics of the workshops are an approximation and might be subject to change)

Week 1: Introduction and organization.

Sept 7 What is linguistic fieldwork

Week 2: Quiz #1

Sept 14 Workshop: Elicitation techniques, cultural background

Topic in Blackfoot grammar

Elicitation #1: basic vocabulary, paradigms (MW)

Week 3: Quiz #2

Sept 21 Workshop: Recording technique, data-base basics, how to write project (and grant) proposals

Research groups are formed and assigned duties

Elicitation #2: (topic oriented, story) (MW)

Week 4 due: project proposal (Sept 26th)

Sept 28 Short in Class presentation of topics;

Elicitation #3 (Group 1 & 2) (Group 3,4,5,6 out of class elicitation)

Week 5 Quiz #3

Oct 5 Workshop: how to present data, topic in Bf

Elicitation #4 (Group 3 & 4) (Group 1,2,5,6 out of class elicitation)

Week 6 Quiz #4

Oct 12 Workshop: how to present your research and that of others, topic in Bf

Elicitation #5 (Group 5 & 6) (Group 1,2,3,4 out of class elicitation)

Week 7 due: progress report in the form of a handout for in class presentation (Oct 17th)

Oct 19 Quiz #5

Class presentation of project reports

Elicitation #6 (Group 1 & 2) (Group 3,4,5,6 out of class elicitation)

Week 8 Quiz #6

Oct 26 Workshop: how to write an abstract; topic in Bf

Elicitation #7 (Group 3 & 4) (Group 1,2,5,6 out of class elicitation)

Week 9 Quiz #7

Nov 2 Workshop: topic in Bf

Elicitation #8 (Group 5 & 6) (Group 1,2,3,4 out of class elicitation)

Week 10 due: progress report in the form of an abstract (Nov 7th)

Nov 9 Quiz #8

Workshop: topic in Bf

Elicitation #9 (Group 1 & 2) (Group 3,4,5,6 out of class elicitation)

Week 11 Quiz #9

Nov 16 Workshop: topic in Bf

Elicitation #10 (Group 3 & 4) (Group 1,2,5,6 out of class elicitation)

Week 12 Quiz #10

Nov 23 Workshop: topic in Bf

Elicitation #11 (Group 5 & 6) (Group 1,2,3,4 out of class elicitation)

Week 13 due handout for final in class presentations (Nov 28th)

Nov 30 Final presentations

Jobs to be done (the list might increase):

Compiling a complete bibliography

Web-Ct master

Recording equipment manager

Data base manager

Elicitation manager (in charge of the master list)

Reading room manager

Master gloss and abbreviations list

Tables of paradigms

Quiz master

Quiz preparation master