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 FLEn 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 LATEX for creating non-proprietary typeset documents suitable for long-term storage. Finally, students will learn how to write grant proposals to document endangered languages.

\[^{1}\text{compiled on Friday 16}^{th}\text{ August, 2013 @ 16:10}\]
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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Reaction papers (\LaTeX)</td>
<td>10%</td>
</tr>
<tr>
<td>Grant proposal</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
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</tbody>
</table>

Important Dates:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>October 1</td>
</tr>
<tr>
<td>Assignment 1 (ELAN)</td>
<td>October 24 (in instructor's mailbox by 10:25 a.m.)</td>
</tr>
<tr>
<td>Assignment 2 (FLEX)</td>
<td>November 26 (in instructor's mailbox by 10:25 a.m.)</td>
</tr>
<tr>
<td>Grant Proposal (\LaTeX)</td>
<td>December 11 (in instructor's e-mail inbox by 4:00 p.m.)</td>
</tr>
</tbody>
</table>

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 ⇒ symbol (10/8, 10/22, 10/29, 11/12). Each paper must be submitted by e-mail as a compilable .tex file (lastnamefirstname.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 \LaTeX 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>above 92</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>E</td>
<td>below 60</td>
</tr>
</tbody>
</table>

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.

August 29

- *The Linguists* film
- Manitoba proposes legislation to recognize Aboriginal languages (2010).
- Economist (2011). Say What?

September 3

- Briggs, Kara (2010). Treasured Teacher Embodies 100 Reasons to Learn Oneida.
- Estrada, Daniela (2010). Training Young Mapuche Filmmakers in Chile.

7.2 The What of Language Documentation

September 5

- **Install LaTeX**
  Windows users: MiKTeX and TeXStudio (install MiKTeX first)
  MacOS users: MacTeX (TeXShop is included)

September 10

September 12

- *Guest Lecture: Dr. Ira Fischler, UF IRB 2*
- **UF IRB 2**

September 17

- *Guest Lecture: Dr. Brent Henderson*
- Sallabank, Julia (2012). From language documentation to language planning: Not necessarily a direct route.

September 19


7.3 The *How* of Language Documentation

September 24

- **Install Audacity**
- **Install ELAN**

September 26

- *Thursday Linguistics Seminar* today at 4:05

October 1

- Exam

October 3

- In-class ELAN exercises.

October 8

- *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


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

- 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.

October 31

- *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.
November 12

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.