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| Professor: | Brent Henderson | TA: | Todd Hughes |
| Department: | Linguistics | Email: | toddao@ufl.edu |
| Office location: | 4125 Turlington Hall | Office: | 4125 Turlington Hall |
| Telephone: | 294-7454 | Office Hours: M, W 5th per | |
| Email: | bhendrsn@ufl.edu | | |
| Office Hours: | M 3-4th per; Th 4th per and by appointment | | |
| Course website: | http://lss.at.ufl.edu | | |

**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.

**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 between 60 to 90% of the world's languages may be at risk of extinction within the next hundred years (see Romaine 2007). This situation leads to loss of diversity and important cultural knowledge. Since the 1990s efforts have been made by several bodies including UNESCO to address this problem. Linguists and anthropologists have been at the forefront in the effort to document languages before they disappear. In some cases, efforts are made to revitalize languages as well. 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.

**Class objectives**

The aim of this course is to introduce students to the present state of affairs in global linguistic diversity and teach students to use 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 FLEx to create lexical and textual databases, Isle Metadata Initiative (IMDI) for creating digital archival metadata, and ELAN for integrating textual, audio and visual data in a time-aligned format. Finally, students will learn how to write grant proposals to document endangered languages.

**Requirements**:

The evaluation requirements for this course are one test (taken after 1/3 of the course), two class assignments, a documentation project, and a project proposal, all of which will be the focus of the second part of the course. Since this course deals with a fairly young sub-discipline in linguistics the available literature is somewhat scarce, class attendance is therefore more important than in other courses and will be counted towards the grade. The breakdown is as follows:

1.  Test (1)                      20%
2.  Assignments                20% (10 points each)
3.  Documentation project    20%
4.  Project proposal            30%
5.  Attendance/Participation  10%

Important Dates:

| | |
|---|---|
| Test: | 9/28 |
| 1st Assignment due | 11/02 |
| 2nd Assignment due | 11/19 |
| Documentation project due | 12/13 by noon |
| Project Proposal due | 12/13 by noon |

**Required textbook:**

Gippert Jost, Himmelmann Nikolaus P., and Mosel Ulrike (2006): *Essentials of language documentation*. Berlin & New York: Mouton de Gruyter

Other required and optional readings provided in the schedule below.

## Class Requirements

### Documentation Project (20 points)

Students will record a session on a language of their choice using one of the elicitation tools. The recording should be audio and video. Students will then transcribe, translate and integrate 5 minutes of the work for 10 points. Students will also set up a lexical database comprising 20 words. The lexical database should contain words from a semantic domain and words from the transcribed portion of their text (10 points). Students will provide an Excel table containing selected IMDI metadata concerning their project (10 points).

Students need to choose their project language (which can be any language but English) and inform the professor by September 28th. Projects are due 12/13 by noon.

### Proposal (30 points)

Students are required to write a project proposal for the documentation of an endangered language. The said proposal will be written using a standard form (modeled on NSF requirements) provided by professor that needs to be filled out. In addition to 2.5 pages requesting general project data information, the form will include a section for the proposal narrative which in itself will be 6-10 pages in length, including bibliography, and a section that will detail the cost calculation for the project of 2-3 pages. The proposal will be double-spaced and it must have Times New Roman with font size 12 and 1" margins.

### Class Attendance (10 points)

From the start everybody will have 100 points of class attendance. Each unexcused non-attendance of a class will be penalized by subtracting 10 points from this score. The final score will count 10 per cent of the final grade. Only excused absences arranged ahead of time with the professor or documented emergencies will be exempted.

## Class Policies

### Make-up Work

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

The following grading scale, suggested by CLAS, will be used to determine final grades:

| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 90 or above | 87-89 | 84-86 | 80-83 | 77-79 | 74-76 | 70-73 | 67-69 | 64-66 | 60-63 | 57-59 | 56 or below |

Additional information about the University's grade policies is available at
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html.

**Academic Honesty Guidelines**

     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 a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

**Students with disabilities**

     Students with disabilities must register with the Dean of Students office. 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
     Or: www.counsel.ufl.edu

<u>**TENTATIVE SCHEDULE.**</u>

NOTE: Readings listed are required to be read before coming to class on the assigned date. Some optional 'historical' readings are also listed. 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. URL links are given for most news articles and other material.

8/22: Language endangerment
- What is Language death? By David Crystal, pp1-27
- Warramurrungunji's Children- The library of Babel. By Nicholas Evans
- http://www.unesco.org/new/en/culture/themes/endangered-languages/atlas-of-languages-in-danger/   (online atlas for endangered languages)
- Extinct Alaskan native interests French student (http://www.adn.com/2010/06/27/1343777/unlikely-passion-may-save-eyak.html#ixzz0sDX41WNq)

8/24: Language endangerment
- Manitoba on Aboriginal languages (http://www.thegovmonitor.com/civil_society_and_democratic_renewal/manitoba-proposes-legislation-to-recognize-aboriginal-languages-28441.html)
- New York is now home for some endangered languages (http://www.deccanherald.com/content/70927/endangered-tongues.html)
- The Economist: Say What? (http://www.economist.com/node/21528592)


8/27-29. Lost Voices
- The Linguists (film). Watch and discuss in class.

Reading for discussion on 8/29 and 8/31
- Linguist's Preservation Kit has New Digital Tools, *The New York Times*, July 27, 2009
- Maria Hinton and Teaching the Oneida Language
- Katrina-Ann R. Kapä'anaokaläokeola Näkoa Oliveira (2009). Hawaian place names as vehicles of ancestral memory.
- Preserving the Lushootseed language.
- Training Young Mapuche Filmmakers in Chile

9/3: No Class (Labor Day)

9/5-9/7: Introducing Documentary Linguistics
- Anthony Woodbury 2003. Defining Documentary Linguistics. In: Peter K. Austin (ed.), *Language Documentation and Description, vol* 1. London: School of Oriental and African Studies: 35-51
- Reproduction and preservation of linguistic knowledge: linguistics' response to language endangerment, by Nikolaus Himmelmann *Ann Rev of Anthropology*, 37, 337-350
- Peter, K. Austin and Leonore A. Grenoble 2007. Current trends in language documentation. In: Peter K. Austin (ed.), *Language Documentation and Description, vol* 4. London: School of Oriental and African Studies: 12-25

Optional Historical Reading:
- Boas, Franz 1911. Introduction. In: Franz Boas (ed.), *Handbook of American Indian Languages, part 1*. Washington: Bureau of American Ethnology.

9/10. Ethics
- Grinevald, Speakers and Documentation of Endangered Languages
- Thieberger and Musgrave, Documentary Linguistics and Ethical Issues

9/12: Ethics in practice.
- Ethics and practicalities of cooperative fieldwork and analysis. By Arienne M. Dwyer (*Essentials of Language Documentation*, Chapter 2)
- Holton, Gary. Ethical practices in language documentation and archiving.
- UF IRB (http://irb.ufl.edu/irb02/)

9/14: Ethnography
- Ethnography in language documentation, by Bruna Franchetto (*Essentials of Language Documentation*, Chapter 8)
- The ethnography of language and language documentation, by Jane H. Hill (*Essentials of Language Documentation*, Chapter 5)

9/17: Ethnography
- Harrison, K. David 2005. Ethnographically informed language documentation. In: Peter K. Austin (ed.), *Language Documentation and Description,* vol 3. London: School of Oriental and African Studies: 22-41
- Salzmann, Zdenek 2004. Chapter 10: Ethnography of Communication. In: Zdenek Salzmann, *Language, Culture, and Society*: *An Introduction to Linguistic Anthropology*, (3rd edition). Boulder, Westview: 216-232.

Optional Historical material:
- Hurston, Zora Neale 1935. Mules and Men. (http://xroads.virginia.edu/~MA01/Grand-Jean/Hurston/Chapters/index.html)

9/19: Language Planning and Revitalization
- Sallabank, Julia. 2012. From language documentation to language planning: Not necessarily a direct route. In Frank Seifart, Geoffrey Haig, Nikolaus P. Himmelmann, Dagmar Jung, Anna Margetts, and Paul Trilsbeek (eds). 2012. Potentials of Language Documentation: Methods, Analyses, and Utilization. 126-128 Honolulu: University of Hawai'i Press.
- Tummons, Emily, Robert Henderson and Peter Rohloff. 2011. Language Revitalization and Development: Studies from Community Based Health Care in Guatemala. Paper presented at LASA 2011, University of Pittsburgh.

9/21: Tools for Recording
- Munro, Robert 2005. The digital skills of language documentation. In: Peter K. Austin (ed.), *Language Documentation and Description,* vol 3. London: School of Oriental and African Studies: 141-156.

9/24: Tools for Recording: Audio
- Nathan, David 2009. Audio responsibilities in endangered languages documentation. In: Peter K. Austin (ed.), *Language Documentation and Description,* vol 6. London: School of Oriental and African Studies: 101-116.
- David Nathan: Sound recording: microphones (http://www.hrelp.org/archive/advice/microphones.html)

9/26: Tools for Recording: Video
- Ashmore, Louise 2008. The role of digital video in language documentation. In: Peter K. Austin (ed.), *Language Documentation and Description,* vol 5. London: School of Oriental and African Studies: 77-102.

Other (extensive) Resources
- Peter Ladefoged (2003) Phonetic data analysis: an introduction to fieldwork and instrumental techniques. Malden, MA : Blackwell Pub
- Digital editing of field audio (reviews of recorders) (http://www.vermontfolklifecenter.org/archive/res_digitalediting.htm)
- ELAR Resources (http://www.hrelp.org/archive/resources/index.html)
- Rose, Jay 1999. Producing Great Sound for Digital Video. San Francisco: Miller Freeman (available as ebook in Library)

9/28: Test

10/1: Tools for Recording: Intro to Software
**Required downloads and installation:**
- Audacity (http://audacity.sourceforge.net/)
- ELAN (http://www.lat-mpi.eu/tools/elan/)

10/3-10/8. Tools for Recording II
> *Practical classroom exercises in video and audio recording.*
> *Bring laptops!*

10/10-10/12: Documenting lexical knowledge
- Ulrike Mosel 2004. Dictionary making in language communities. In: Peter K. Austin (ed.), *Language Documentation and Description,* vol 2. London: School of Oriental and African Studies: 39-54
- Documenting lexical knowledge, by John B. Haviland (*Essentials of Lang Doc*, Chp 6)

**Required Familiarization:**
- Comrie, B. and N. Smith, Questionnaire, Lingua Descriptive Series, Lingua 42: 1-72.
- Bouquiaux, Luc and Jacqueline M.C. Thomas 1992. Studying and Describing Unwritten Languages. [Originally published in 1976 as Enquête et description de langues à tradition orale. L'enquête de terrain et l'analyse grammaticale, 1. Approche linguistique, 2. Approche thématique. Translated by James Roberts]. Dallas: Summer Institute of Linguistics.

**Required downloads and installation:**
- Download: http://fieldworks.sil.org/flex/
- Watch training videos: http://downloads.sil.org/FieldWorks/Movies/Demo%20Movies.html

10/15-10/19. Establishing a lexical and textual database
Introducing FLEx and doing class exercises.
- Coward, David F. and Charles E. Grimes 2000. *Making Dictionaries. A guide to lexicography and the Multi-Dictionary Formatter.* Waxhaw: SIL International (pdf available at http://www.sil.org/computing/shoebox/MDF_2000.pdf)
  - Familiarization with pages (7-52)
  - Reading pages (67-96)

**1st Assignment (due 11/02**): Group Audio recording of **20 lexical items** from a language of your choice (not English) and individual compilation of **5 recorded lexical items** into FLEx database. The database should contain **sound files illustrating each entry** and **at least one picture**.

10/22-10/26: Funding and grant writing
- NSF-Documenting Endangered Languages (http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12816)
  - We will discuss some successful proposals on the NSF-DEL website
- Hans Rausing Endangered Languages Program (http://www.hrelp.org/)
- Max Planck Institute (http://www.mpi.nl/DOBES)
- Foundation for Endangered Languages (http://www.ogmios.org/)
- Digital archiving tool to give voice to indigenous peoples (http://wsutoday.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=19698&TypeID=1)
- Grant to create Online Atlas of Endangered Languages. http://media-newswire.com/release_1117246.html

11/02: Integrating video and audio: Introducing ELAN
- 1st Assignment due on 11/02!
- Be sure ELAN is installed (http://www.lat-mpi.eu/tools/elan/)

<u>11/05-11/07: ELAN Class Exercises</u>
**2<sup>nd</sup> Assignment (due 11/19):** Individual Audio-visual recording of language event and **5-minute** transcription and free translation in ELAN. The integration into ELAN has to include 1 reference tier, 1 transcription tier, and 1free translation tier.

<u>11/09: HOMECOMING; NO CLASS</u>

<u>11/12: VETERANS DAY; NO CLASS</u>

<u>11/14-11/19. Using elicitation techniques and tools</u>
Discussion of different techniques and tools for elicitation: Director matcher tasks, Triads; the design and use of diagrams, drawings and wordless pictures, as well as video stimuli
- Lüpke, Friederike 2010. Research methods in language documentation. In: Peter K. Austin (ed.), *Language Documentation and Description,* vol 7. London: School of Oriental and African Studies: 55-104
- Stimuli that will be discussed in class more thoroughly:
  - Picture-book stimuli: Frog story (on our course website)
  - Audio-visual stimuli: information structure video stimuli

**11/16: Discussion of final projects and proposals**
**11/19: 2<sup>nd</sup> Assignment Due**

Optional material
- Russ Tomlin's Fish Film: Stimulus designed to uncover the motivation for voice contrasts, topicality, etc. http://logos.uoregon.edu/tomlin/research_fishfilm.html
- Field Manual for the Language and Cognition Group at the Max-Planck Institute for Psycholinguistics, Nijmegen (http://fieldmanuals.mpi.nl/)
- The MPI EVA Leipzig links to field tools: http://lingweb.eva.mpg.de/fieldtools/tools.htm

<u>11/21-23: THANKSGIVING; NO CLASS</u>

<u>11/26: Transcription, Orthography and Metadata</u>
- Linguistic annotation by Eva Schultze-Berndt (*Essentials of Language Documentation*, Chp 9)
- Orthography development by Frank Seifert (*Essentials of Language Documentation*, Chapter 11)

<u>11/28-30: Metadata and Archiving</u>
- Nathan, David 2008. Digital archives: essential elements in the workflow of endangered languages documentation and revitalization. In *Language Documentation and Description*, 5.
- Archiving challenges by Paul Trilsberg and Peter Wittenburg (*Essentials of Language Documentation*, Chp 13)
- ISLE Metadata Initiative (IMDI) (http://www.mpi.nl/publications/escidoc-60630/?searchterm=imdi)

<u>12/3: Sketch grammars</u>
- Sketch grammars by Ulrike Mosel (*Essentials of Language Documentation*, Chapter 12)

<u>12/5: Progress Reports on projects</u>
- Discussion of progress of individual projects. All students should have their projects available in class. The projects do not have to be finished by this date; they can be in any stage.
- Required preparation:
  Bring the project files to class on your laptop or a thumb-drive.