

Associated Canadian Theological Schools

LIN 580: Field Methods: Data Management and Analysis

Larry Hayashi – Course head
Fall - 2009
3 credit hours
Prerequisites: LING 210 Language and Society, LING 310 Articulatory Phonetics, LING 330 Phonological Analysis, LING 360 Grammatical Analysis

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Class Dates: September 10 – December 9
Class time(s): Tues/Thurs 8:20-9:50
CanIL Computer Lab 214 with announced exceptions

I. Course Description

This course introduces students to aspects of linguistic fieldwork with an emphasis on practical and ethical methodology for eliciting, managing, describing and analyzing language and cultural data. Working with a native speaker of a non-Indo-European language, students gain experience in various aspects of fieldwork such as data collection, transcription and linguistic analysis. Students learn to empirically support their hypotheses while using current software for assisting in the analysis of sounds, creating a dictionary, interlinearizing texts and archiving language and cultural data for contribution to the academic community, the language community and humanity at large.

II. Objectives

By the end of this course, each student should:

- 1) articulate reasons for doing descriptive linguistic fieldwork (including issues of language attitudes, language endangerment and revitalization).
- 2) articulate and openly discuss ethical issues related to collecting language data.
- 3) understand and employ a variety of data elicitation techniques for linguistic analyses including phonology, morphology and syntax.
- 4) employ the scientific method and apply language and culture data management tools to formulate and test hypotheses in areas of phonetic transcription, phonology, grammar, and semantics;
- 5) prepare and enter linguistic and cultural data for use by computer data management tools;
- 6) easily incorporate and transfer data and analyses from the above tools into technical papers;
- 7) be familiar with computing hazards associated with linguistic fieldwork and solutions to protect against them;
- 8) understand how data entry in and management of a lexical database can form the foundation for a wide variety of phonological, grammatical, semantic and cultural analyses;

- 9) understand rudimentary principles of lexicography and apply them in the creation of a draft dictionary.

III. Course Textbooks



[Software and textbooks

There is not a required textbook for this course.

Most of the software used in the Field Methods course is available for free except for LinguaLinks Library. Students may use LinguaLinks Library in the CanIL lab at no charge or can purchase their own copy for approximately \$35. These are available from Kent Royer, the CanIL accountant. These discounted derivative licenses are offered to CanIL for educational use and on the condition that software support is provided by

CanIL rather than through SIL International, the publisher of the software.

Readings will be put on reserve in the CanIL library and most readings will be available online. Readings will be taken from the following sources:

Bickford, J. Albert. 1998. Tools for analyzing the world's languages: Morphology and syntax. SIL.

Bouquiaux, Luc and Jacqueline M.C. Thomas. James Roberts (translator). 1992. *Studying and describing unwritten languages*. SIL.

Coward, David F. and Charles E. Grimes. 1995. Making dictionaries: A guide to lexicography and the Multi-Dictionary Formatter. SIL.

Crowley, Terry. 2007. *Field Linguistics: A Beginner's Guide*. Oxford University Press, USA.

Moe, Ronald. 2001. *Lexicography and mass production*. Notes on Linguistics 4:3.

Newell, Leonard E. 1995. *Handbook on lexicography for Philippine and other languages*. Manila: Linguistic Society of the Philippines.

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

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

Peck, Charles. 1995. *How to analyze a language*. SIL.

Samarin, William J. 1967. *Field linguistics: A guide to linguistic fieldwork*. Holt, Rinehart, and Winston.

Vaux, Bert and Justin Cooper. 1999. *Introduction to Linguistic Field Methods*. Lincom Europa.

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IV. Course Assignments

Just as a linguist works on the field, each task is highly interconnected with other tasks and analyses. It is important to do all the work and on time. There are many smaller projects to help course staff ensure that you are keeping up with elicitation, data entry and analysis. Each activity below will be evaluated according to the grade interpretation scale on the following page. The acronym LDP signifies “Language Data Project”. Many of the following assignments are chapters of the LDP.

Tentative (a more finalized version will be handed out the first day of class)

Week	Date	Topic	Elicitation focus	Assignments
1	Sept 10	Introduction to fieldwork, scientific method in linguistics Bibliography tools	No elicitation yet.	Phonetics review, get data notebooks ready, get a CanIL username for lab, get personal computers ready. Try out a bibliography tool.
2	Sept 15	Ethics, Data notebooks Recording, Using audacity	Elicit greetings from a fellow student. Record, phonetically transcribe.	As above. Practice using Zoom recorder and Audacity
	Sep 17	Powertools, Wordlist elicitation, Ethics		Prepare for elicitation next week
3	Sep 22	Ethics, FLEX project setup and data entry	Powertools/Greetings/Wordlist	Create FLEX project, add wordlist data
	Sep 24	Semantic Domains and the Categorized Entry tool		
4	Sep 29	FLEX and Phonology Assistant	Wordlist/Semantic domains	Sep 21 (2%) Powertools assignment Sep 28 (2%) Wordlist assignment
	Oct 1	Phonology / Phonology Assistant		
5	Oct 6	Text collection	Semantic domains and wordlist data, phonology, ask LRP to think of a story/experience/etc. to tell you about next week.	Oct 5 (3%) Semantic domains assignment Oct 9 (3%) Phonetics worksheet
	Oct 8	Language Documentation, The Lexicon		
6	Oct 13	Getting at the grammar and syntax	Record a text, English free translation. Begin to transcribe. Simple clauses.	Oct 19 (10%) Phonology LDP Oct 23 (3%) Text recording with free translations
	Oct 15	Getting at the grammar and syntax, simple clauses		
7	Oct 20	Data representations and writing systems, FLEX text and phrase entry. Tagging data.	Transcribe text / Work on simple clauses. Enter text into FLEX and add free translations.	Oct 30 (4%) Introduction LDP
	Oct 22	More on FLEX text and phrase entry, Noun Phrases and Pronouns		

8	Oct 27	Using the FLEX discourse tool to learn about syntax	Transcribe text/Work on modifying noun phrases and pronouns	Oct 30 (7%) Simple Clauses LDP
	Oct 29	What is a category? Concordances and discovering morphemes		
9	Nov 3	Parsing and interlinearization	Transcribe / begin to interlinearize text	Nov 9 (7%) Noun Phrases LDP
	Nov 5	Verbs and Verb Phrases		
10	Nov 10	More interlinearization Exporting Interlinear Text, Generating a word grammar	Transcribe and interlinearize text/Verbs	Nov 16 (5%) Transcribed text with free translations
	Nov 11 Nov 12	Remembrance Day/ Reading break		
11	Nov 17	TBA		Nov 23 (7%) Verb Phrases LDP
	Nov 19	TBA		
12	Nov 24	Filling out lexical entries	Work on text, phrases, dictionary entries, elicit data based on your LDP of choice.	Nov 30 (4%) Data Notebooks
	Nov 26	Lexical relations		
13	Dec 1	Producing a dictionary with Lexique Pro	Work on text, phrases, dictionary entries, elicit data based on your LDP of choice.	Dec 4 (7%) Printed Dictionaries
	Dec 3	Archiving data		
14	Dec 8	Party preparations / Evaluations	You may submit these final projects anywhere up to and including Dec 14.	Dec 14 (7%) LDP of choice – Questions, Negation, Relative Clauses, Complex clauses or other approved topic
	Dec 10	FM/LACA Party!!!		
				Dec 14 (3%) Data archive CD
				Dec 14 (10%) Interlinearized Text and Phrases
				Dec 14 (10%) Take home final exam
				Participation (3%)

V. Grading Scale

Grades:

Generally speaking, grades in the "B-range" indicate adequate meeting of class objective requirements. Grades above that range indicate superior performance while those below indicate marginal, less-than-expected, or deficient

performance.

Graduate students enrolled in 580 are graded with higher expectations than their undergraduate 480 counterparts, particularly in the areas of argumentation, synthesizing and integrating principles and knowledge from previous material both in Field Methods and from other courses.

Grade: Interpretation:

<p>A+ A A-</p>	<p>Demonstrates the ability to perform the assignment objectives in a field situation and to help others Exceeds staff expectations in performing work associated with the assignment. Work done demonstrates creativity beyond the mere requisite carrying out of data management and analysis tasks. Demonstrates connected learning, synthesizing and integrating principles and knowledge from previous material into the assignment. Demonstrates both desire and ability to help others learn the required skills and attitudes toward data management. The essential difference between lower and higher grades within this category is the consistency and degree of the above attributes.</p>
<p>B+ B B-</p>	<p>Students who receive this grade have met staff expectations in work associated with this course or assignment. Every aspect of the course requirements have been fulfilled as documented.</p>
<p>C C+</p>	<p>Students have met considerable of the course requirements, but have not entirely demonstrated abilities to do so with data other than that presented in the course or assignment. If there are one or two areas of concern to the course staff, the grade given will be higher, but if there are more areas of concern the grade will be lower and the student would be advised to repeat the course.</p>
<p>D</p>	<p>A majority of the assignment requirements have not been met.</p>
<p>F</p>	<p>Students who receive this grade will have consistently demonstrated regular inability or unwillingness to perform the required tasks for the course.</p>

VI. CanIL Computer Lab

The CanIL computer lab (Room 214) is open to students and has all the necessary software installed along with internet access. Each student has an account and personal private hard drive space. Lab hours will be posted online but are expected to be M - F 8a - 9p. Check the Announcements on mycourses.twu.ca for additional hours. If it is past 5pm and you are the last person in the lab, please close all doors to the lab.

If you have your own computer, after acquiring appropriate licenses, you can install the necessary software on your computer and use it for the course.



If it is a desktop, you will need to keep digital copies of your files that you can bring in and work on in the lab. We will be interacting with data during class and lab times.



If you have a laptop/notebook computer with the proper Ethernet card, you can hook up to the CanIL network. There is no wireless access to the CanIL network but you are able to access the TWU Internet through wireless.

Students who have yet to purchase hardware and software they plan to use during the CanIL courses should consult with the CanIL computer network staff before making such purchases.

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students will be provided a CanIL Linguistics stylesheet. These adheres primarily to the guidelines set out by the Linguistic Society of America.

Students are encouraged strongly to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/egh-damerow/turabian.htm> or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 6th edition, and APA – American Psychological Association, 5th edition.

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/>. Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.