

LING 5362: Language Documentation
Summer 1 2014 Syllabus and Course Policies

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Office Hours: By appointment
Section info: LING 4362 Section 001
Time and Place of Meetings: Monday Tuesday Wednesday & Thursdays 1:00 pm – 3:00 pm, GS 104
Note weeks 2-4 are in a different location
Prerequisites: Note: due to opportunity with CoLang, prerequisite is waived this summer

Description of course content: There is an urgent need worldwide to respond to the global crisis of endangered languages. Experts estimate that as many as half of the world's 6,000-7,000 languages may cease to have fluent speakers by the end of this century. In response, many linguists and language communities are working vigorously to document threatened languages while fluent speakers still exist.

“Documenting” a language means to create a full set of all the language practices of a community. This means audio recording, video recording, cataloguing recording info in a manner that makes it useful to others, transcribing audio and video, and archiving collected materials. Due to a unique opportunity at UTA this summer, students enrolling in this course will be able to participate in portions of CoLang 2014. Weeks 2 and 3 of the summer course will involve participating in Data Management and Archiving and two other CoLang workshops (full list here: <http://www.uta.edu/faculty/cmfitz/swnal/projects/CoLang/courses/>), giving students the chance to sit in workshops taught by internationally known scholars and indigenous community members. Students will also spend the time preceding CoLang learning key documentation software, FLEx and ELAN. Course requirements will involve attendance; assisting at CoLang activities; working on a documentation project; and possibly a final presentation. Depending on scheduling, some of our class meetings may allow us to invite guest lectures from instructors teaching at CoLang 2014. In terms of the documentation project assignment, the professor has a number of existing projects that students can work on as their class project. These include projects working on materials for the following Native American languages: Chickasaw, Cherokee, Tohono O’odham, Choctaw and possibly Sauk.

For students looking for fall 2014 options in further exploring these topics, we have a partnership with the Cherokee Language Program and just collected considerable materials relating Cherokee traditional ecological knowledge (ethnobotany — indigenous knowledge systems of plants and their uses). We expect to do work with this Cherokee project in the fall.

Because CoLang as a training venue encourages people from all backgrounds: linguists, anthropologists, community members with no experience in language work, biologists, musicians, etc., this offering of LING 4362/5362 will waive the LING 3311/5300 requirement. Courses at CoLang include ethnobotany, song documentation, introduction to linguistics, technology classes and much more, so there are a wide range of potential options, allowing students a valuable experience in the discipline when they enroll in this course. Full information about all the activities of CoLang 2014 are online at <http://tinyurl.com/colang2014>.

NOTE: This course will count for ESS (Minor in Environmental and Sustainability Studies) credit if the student chooses the Ethnobotany 1 & 2 or the Ethnobiology 1&2 CoLang workshop sequences to attend, and if the student's final project work is on a project that relates to traditional ecological knowledge (TEK) as approved by the instructor. Note: instructor has several ongoing projects on TEK where students can contribute.

Required Texts and Resources

Readings on Blackboard:

<http://elearn.uta.edu/>

Czaykowska-Higgins, Ewa. 2009. "Research Models, Community Engagement, and Linguistic Fieldwork: Reflections on Working within Canadian Indigenous Communities." *Language Documentation & Conservation* 3:1, 15-50.]

Fitzgerald and Hinson 2013. "Ilittibaatoksali 'We are working together': Perspectives on Our Chickasaw Tribal-Academic Collaboration," in Norris, Mary Jane, Erik Anonby, Marie-Odile Junker, Nicholas Ostler & Donna Patrick (eds.), *FEL XVII: Endangered Languages Beyond Boundaries: Community Connections, Collaborative Approaches, and Cross-Disciplinary Research*, 53-60. Bath, England: The Foundation for Endangered Languages.

Hale, Kenneth L., Colette Craig, Nora England, Laverne Masayesva Jeanne, Michael Krauss, Lucille Watahomigie, and Akira Yamamoto. 1992. Endangered Languages. *Language* 68:1-42.

Himmelman, Nikolaus. 1998. Documentary and descriptive linguistics. *Linguistics* 36:165–191.

Rice, Keren. 2006. Ethical issues in linguistic fieldwork: An overview. *Journal of Academic Ethics* 4.123-155.

Optional reading

Additional readings TBA, as announced and posted on Blackboard
Harrison, K. David. 2007. *When Languages Die: The Extinction of the World's Languages and the Erosion of Human Knowledge*. New York: Oxford University Press.

Student learning outcomes: **Student Learning Outcomes:**

Students who successfully complete LING 5362 Language Documentation should be able to do the following:

- Articulate the impact of the global endangerment of languages
- Demonstrate an understanding of best practices in data management and metadata collection/cataloguing
- Demonstrate the ability to utilize linguistic databasing software
- Demonstrate preliminary skills in using transcription software for digital audio and video
- Show the ability to put into practice the theory of documentation on an actual documentation project as a member of a team or leading a project

Descriptions of major assignments and examinations:

- *Short oral presentation* (25 points total) Students will share informally on what they're doing on their documentation project and/or what they covered in attending a CoLang workshop other than Data Management and Archiving
- *CoLang Participation and Assistance* (125 points total) Students will contribute between 10 and 15 hours assisting in CoLang activities and planning. Due to the large number of possibilities here, there is considerable leeway to work with student schedules and needs.
- *Attendance and Participation* (100 points total) more than 1 unexcused absence will reduce this grade by 20 points; see below for attendance policy. additional absences will incur reductions of 20 points for each absence due to the intensive nature and lecture format of the class; *this includes attendance at Models talks during both weeks of CoLang and of a Period 3 course during both weeks; during week 2, another option may be substituted.*
- *Documentation Project + Abstract*: students may develop and work on their own documentation project or may work with the instructor/class members to work on clearly defined goals on an existing documentation project. Grade will be assigned based on progress on the project (200 points total) toward the goals when submitted on the exam day.
- *Abstract*: students will write and turn in an abstract (200

words summarizing the project, its importance, the findings, etc.) Due July 7/exam day. Students working on the same project may collaborate on their abstract with instructor permission. (50 points total)

Attendance: More than 1 unexcused absence will reduce this grade by 20 points; additional absences will incur reductions of 20 points for each absence due to the intensive nature and lecture format of the class; *this includes attendance at Models talks during both weeks of CoLang and of a Period 3 course during both weeks; during week 2, another option may be substituted.*

Late Assignments and Quizzes: Assignments must be turned in ontime and complete when due to receive full credit; late assignments may be dropped by a letter grade for each day not turned in.

Grading: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the GTAs or instructor) if their performance drops below satisfactory levels.

There are five hundred possible points that can be earned in the class. Points can be earned from any assignment. Different assignments contribute different point values. It is the final total point value that leads to these letter grades:

Letter	Point Range
A	450 – 500
B	400 – 449
C	350 – 399
D	300 – 349
F	0 – 299

Make up exams: No make up tests, quizzes or assignments are permitted.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for

Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow

students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is past the elevators to the breezeway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Course Schedule

Note: As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Colleen M. Fitzgerald

Date	Topic	Textbook Reading
6/2	Overview of course; what is language endangerment	Hale et al 1992
6/3	What is language documentation	Himmelman 1998
6/4	Ethics; IRB approval; human subjects training	Rice 2006, Czaykowska-Higgins 2009
6/5	Grants; Chickasaw language documentation, other projects	Fitzgerald and Hinson 2013
6/9	FLEx training (Library computer lab 315A– third floor)	
6/10	FLEx training (Ling Lab – basement of Trimble, 014)	
6/11	ELAN training (Ling Lab – basement of Trimble, 014)	
6/12	ELAN training (Ling Lab – basement of Trimble, 014)	
6/16	COLANG 2014 – Models + Period 3 Thieberger workshop	
6/17	COLANG 2014 – Models + Period 3 Thieberger workshop	
6/18	COLANG 2014 – Models + Period 3 Thieberger workshop	
6/19	COLANG 2014 – Models + Period 3 Thieberger workshop	
6/23	COLANG 2014 – Models + Period 3 Your choice workshop	
6/24	COLANG 2014 – Models + Period 3 Your choice workshop	
6/25	COLANG 2014 – Models + Period 3 Your choice workshop	
6/26	COLANG 2014 – Models + Period 3 Your choice workshop	
6/30	TBA (Guest lecture; documentation project)	
7/1	TBA (Guest lecture; documentation project)	
7/2	TBA (Guest lecture; documentation project)	
7/3	TBA (Guest lecture; documentation project)	
7/7	Documentation Project Due by 5 pm	