

LINGUISTICS/ANTHROPOLOGY 431/631
Three-week compression for summer sessions
To be offered July 2016 as part of CoLang 2016

Instructor:

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Course information:

Ling 431/Anth 432 and Ling 631/Anth 632: Introduction to Field Methods I

LING 431/631 will be offered as a 3-week practicum as part of the 2016 Institute on Collaborative Language Research (CoLang), an intensive summer training program which builds capacity in language documentation and conservation (<http://www.alaska.edu/colang2016/>).

Meeting Location: Duckering 352. Visits to Rasmuson 234 and 102.

Prerequisites:

For 2016, as part of CoLang:
(June 20-July 1)

All students will be required to enroll in LING 495, a 2-week series of workshops which will immediately precede the practicum and provide an introduction to language documentation techniques and prepare students for the intensive practicum.

Catalog prerequisites are LING 318 and LING 320 or permission of instructor. As all practicum students will participate in the preceding workshops, appropriate background is assumed by the instructor.

Class Dates and Hours:

(July 5-July 22)

M-S 9:00-5:00 (40 + 48 + 40 = 128 hours of lecture/lab/practicum, 2560 minutes of contact per credit hour.

Catalog Description:

LING F431 Field Methods in Descriptive Linguistics I

3 Credits

Offered Fall Odd-numbered Years

Introduction to general issues in language field work and to issues specific to working with little studied and/or endangered languages in particular. Focus on introduction to writing systems, making recordings, computers and transcriptions, planning consultant sessions, working with consultants, interviewing and ethics in the field. Projects include making transcriptions of familiar language, and later, working on an unfamiliar language

with a language consultant, selecting and carrying out a well- defined project, resulting in a term paper. Prerequisites: LING F318; LING F320; or permission of instructor. Cross-listed with ANTH F432. (3+0)

Focus of 2016 Compression

We expect this course to vary depending on the year it is offered. For 2016 Linguistics 431/631 will be a practicum in Fieldwork on a sleeping or less accessible language using archival materials - **Unangan Tunuu** (Eastern Aleut, ISO 639-3 ale). Sleeping languages are languages that are not actively being spoken but that have been documented and that are being revitalized with the help of the documentation. Less accessible languages are those which are not easily accessible to the language worker for a number of reasons, including geographic, financial, social, or political constraints on travel to a community, lack of speakers in a given community, etc. Unangan Tunuu is a less accessible language: it is highly endangered with fewer than 100 fluent speakers, and travel to various speaker communities can be costly and difficult because of their remoteness and extreme weather conditions. The language has been very well documented from the 19th century to the present. The archival record includes linguistic field notes, native writings, and many sound and video recordings; most are still unpublished and these materials are housed at the Alaska Native Language Archive.

The class will introduce students to using archives; using raw data (in both written and audio forms); transcribing without the help of a native speaker present; identifying gaps in both documentation and analysis of existing documentation; using archives for directed linguistic research; and creating a variety of products from the results of archival research, including papers and reports, dictionaries, grammars, maps, apps, language learning and teaching materials, etc.

The class will consist of morning lectures by faculty and guest experts; guided activities pertaining to the day's topic; and group discussions and analyses of the activities. Students will be required to choose a research topic requiring in-depth use of the Alaska Native Language Archive's Collection of materials on Unangan Tunuu, and to create a product which will be completed and presented during the final two days of the class. The product may take a number of forms: it may be a research paper on a linguistic feature of Unangan Tunuu; a language learning lesson; or other documentation or applied linguistic product.

Undergraduate / Graduate Credit

Undergraduate students taking the course for credit will complete a written report and a presentation of the focus of their use of the Archive; for example, they may research the body of work of a particular linguist, or they may work with language tapes and transcription, and complete a critical analysis of the challenges they faced and the steps they took to resolve them.

Graduate students will be required to create a product, such as a paper on descriptive linguistic analysis, or a set of language lessons, or a paper taking raw field data from a

particular contributor to the Archive and making it accessible (e.g. transforming handwritten notes on a story or collection of lexical items, deciphering the notes, doing the background research to contextualize them, and evaluating them). Graduate students will also present their findings to their colleagues.

The difference between the graduate and undergraduate levels lies in the nature of the work required. A written report on the student's use of the Archive, required at the undergraduate level, requires basic online and physical search, reading of raw notes and publishable material, synthesis of what has been learned, and basic reporting. It is an upper-division task, but not unlike a literature review in scope. A short presentation related to this task is a relatively easy conversion, one that undergraduates are often asked to accomplish.

Graduate students are asked to transform materials rather than simply report on them. For example, an analytic paper integrating archival materials with data and analysis from non-archival sources is a major undertaking, requiring significantly more background in linguistics and ability to work with the target language than a mere report on "what I read". Likewise, transformation from archival source to pedagogically accessible material requires a high level of understanding of the linguistic structures addressed and of pedagogical principles involved in second language acquisition. Contextualization of archival annotation often requires serious delving into historical, political and social issues that underly the findings and the analytic choices of earlier researchers. Graduate students will also be required to present their findings to their colleagues.

Course Goals

Together with the preparatory workshops (Linguistics 495) taught during the first two weeks of CoLang 2016, this course provides an introduction to general issues in language fieldwork and to issues specific to working with little studied, endangered and "sleeping" languages in particular. This course will introduce students to preparation for and execution of successful fieldwork with a language that has few speakers and a variety of existing documentation. Skills addressed will be archival research, interpretation of field data and analyses, development of research goals, and understanding of the ethics of in-person and archival research.

Student Learning Outcomes

Students will demonstrate ability to synthesize information from archival and published sources, along with data gathered in person from speakers of the target language. They will be able to learn from archival materials, transcribe the target language without speakers present, interpret previous field data and analyses, create original language research from archival materials, and understand the ethics of working with archival materials.

Compression Design for CoLang 2016:

The practicum will meet for 17 days over three weeks (July 5-9, 11-16, and 18-22, from 9-5, for a total of 128 contact hours. This results in 2560 minutes of contact per credit

hour, within the standards for a supervised practicum (FS meeting #141, Feb 5, 2007). Students will not be enrolled in any other class or activity during these 3 weeks.

Readings :

O'Toole, James M., Cox, Richard J. 2006. *Understanding Archives & Manuscripts* (Archival Fundamentals Series). Society of American Archivists.

Woodbury, Anthony C. 2011. Archives and audiences: Toward making endangered language documentations people can read, use, understand, and admire. In David Nathan (ed.), *Proceedings of Workshop on Language Documentation and Archiving*. London: Hans Rausing Endangered Language Project, SOAS.

Further readings to be determined by student research topics

Proposed plan of day for the first two weeks:

9-10:15	Intro to topic of day
10:30-11:15	Guided activity 1
11:45-1	Lunch
1-2:15	Troubleshooting and guided activity 2
2:30-3:45	Group analysis
4-5	Recap

On the last day of each week, there will only be one guided activity, and there will be a quiz on the week's materials in its stead

During the last week, guided activities will be replaced with guided research time; the last two days will consist of student presentations and discussion thereof; and final products of the research will be due.

In this calendar, guest speakers are named provisionally, but topics for their presentations are placed where they may be most useful to students.

Evaluation Metric based on 100 points:

2 quizzes:	50 pts
1 final product:	30 pts
Attendance:	20 pts

The final product may take a number of forms: it may be a research paper on a linguistic feature of Unangam Tunuu; a language learning lesson; or other documentation or applied linguistic product. It is assessed based on:

- Content (breadth and depth) (15 pts)
- Format (prose is expected to conform to accepted standards of grammar and style) (5 pts)
- Bibliography and evidence of research in the preparation of the product (5 pts)
- Final presentation (5 pts)

Attendance is mandatory; no more than 1 day or 2 half days may be missed without penalties. For each half day missed beyond these, the student will lose 1 letter grade. More than 3 missed days will result in a failing grade.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Normal expectations are regular attendance, participation, and evidence of time spent with the materials. To obtain an A grade, you will need to produce work that exceeds normal expectations.

Disabilities:

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit <http://www.uaf.edu/disability> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at 907-474-5655, by email at uaf-disabilityservices@alaska.edu.

Proposed Calendar

Date	Topic
Week 1	Focus on using archives Readings: O'Toole, Cox Activities: exercises in using archives, finding materials, transcription practice, identifying documentation needs
7/5/2016	Introduction to archives, how they are organized, principles of use, etc.
7/6/2016	Guest speaker: Physical and digital archives
7/7/2016	Working with existing documentation (transcription, language variety, decoding handwriting and spelling, understanding fieldworker notations, etc.)
7/8/2016	Understanding gaps in documentation
7/9/2016	Understanding gaps in analysis <i>Quiz 1</i>
Week 2	Focus on individual research topics Readings: Holton

Activities: choosing and pursuing research topic

- 7/11/2016 Choosing research topic, identifying appropriate sources
- 7/12/2016 Guest speaker Gary Holton (Lexical analysis)

- 7/13/2016 Guest speaker Siri Tuttle (Phonetic analysis)
- 7/14/2016 Guest speaker Susan Paskvan (Song Documentation, Place Name Doc, Teaching materials)
- 7/15/2016 Guest speaker (Regional Archive: C'ek'aedi Hwnax)
- 7/16/2016 Guest speaker (Alutiiq museum)
Quiz 2

Week 3 Focus on Products

Readings: Woodbury

Activities: preparing final product and presentation

- 7/18/2016 How to prepare a product (including academic paper, user lexicon, lesson materials, etc.)
- 7/19/2016 Guest speaker Kathy Sikorski (Lesson materials)
- 7/20/2016 Guest speaker (Ethics and Archives)
- 7/21/2016 Presentations
Final products due
- 7/22/2016 Presentations and closing comments