L431 Field Methods in Linguistics
Fall 2013
Language: *Chimpoto*

Instructor: Robert Botne
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Office: Memorial Hall 323
              Department of Linguistics

Hours: MW 10:00-10:45, TR 11:15-12:15
              These hours are times when I will definitely be in my office. You are welcome
              (and encouraged) to come by at anytime to discuss your data gathering, analysis, or
              sketch/dictionary

Course description:
  Field methods, or field linguistics, are the means for obtaining linguistic data about languages
  unknown to the linguist. In this course you will learn how to work with a language consultant,
  how to obtain a corpus of data, and how to organize and analyze the data. The language that
  we will be investigating is Chimpoto, a Bantu language spoken in southwestern Tanzania.
     The focus will be on gathering and transcribing data accurately, incorporating it into a
  database, and organizing it into an accessible format, a grammatical sketch. We will also
  consider various non-linguistic aspects of fieldwork.
     In addition to the usual classroom activity, you will be meeting separately with the
  informant each week for 30 minutes to gather data. You are expected to maintain a field
  notebook, enter your data into a database, share your findings with the class, and contribute to
  our understanding of this language.

Language Consultant: Margaret Mwingira (mpmwingi@indiana.edu)
                     812-929-1480

Workroom for data collection sessions: Recording Room (Linguistics, Memorial Hall 336)

Required tools: bound notebook(s); ink pen
                  recording device (digital or tape)
                  access to a computer that will run a database program

Texts: *Linguistic Fieldwork*, Newman and Ratliff (eds.) [P128 .F53 L56]
        Field Linguistics: A beginner's guide, Crowley [P128 .F53 C67]

     Supplementary readings on reserve
        Linguistic Fieldwork: A practical guide, Bowern [P128 .F53 B69]
        Handbook of Descriptive Linguistic Fieldwork, Chelliah & de Reuse [P128 .F53 C48]
        Studying and Describing Unwritten Languages, L. Bouquiaux & J. Thomas [P128 .F53 E513]
        Describing Morphosyntax: A guide for field linguists, T. Payne [P241 .P39]
        Essentials of Language Documentation, Gippert, Himmelman, & Mosel (eds) [P128. D63 E85]
        Practical Phonetics for Students of African Languages, Westermann & Ward [PL8007 .W4]

Sample grammatical sketches
A Grammatical Sketch of Rugciriku, Möhlig [PL8135.1 .M64]
A Grammatical Sketch of Mbugwe, Mous [PL8025.1 .M65]

Online resources
Information on linguistic fieldwork (Stanford University)
http://www.stanford.edu/dept/linguistics/cgi-bin/fieldwork/info.php

Linguistic fieldwork preparation
http://projects.chass.utoronto.ca/lingfieldwork/

Typological tools for field linguists (Max Planck Institute, Leipzig)
http://www.eva.mpg.de/lingua/tools-at-lingboard/tools.php

Evaluation: Data collection and accessibility   25%
                   (Notebook/14 Consultant sessions)

               Data analysis and presentation   40%
                   (Grammatical sketch and lexicon)

               Field methods & issues   25% (10% & 15 %)
                   (Mid-term & final exams)

               Contribution   10% [AVG of 5 3-week marking periods]

Contribution to class discussion & elicitation

		Outstnd.	Excl.	Good	Fair	0
Absences	0	10	9.25	8.5	8	7.5
	1	9	8	7.5	7	6.5
	2	7.5	7	6.5	5.5	5
	3	6	5	4	3	2
	4	4	3	2	1	0

Quality of contribution
        • directing elicitation
        • explanatory comments
        • identifying errors or contradictions in data
        • adding data to analysis
        • contributing transcriptions on BB

Academic Integrity: As a student at IU, you are expected to adhere to the standards and policies detailed in the *Code of Student Rights, Responsibilities, and Conduct* (*Code*). When you submit a sketch with your name on it in this course, you are signifying that the work contained therein is all yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the *Code* will be handled according to University policies. Sanctions for academic misconduct may include a reduction in your final grade, a failing grade in the course, among other possibilities, and must include a report to the Dean of Students.

Administrative policies:
— students are responsible for all announcements and changes in course schedule which are made in class, whether they attend the class in which the announcement is made or not.
— attendance is expected; non-attendance will be reflected in a lower grade (this includes sessions with the language consultant)
— excused absences:
participation in official IU sanctioned events (e.g., sports, music, debate team, etc.)
occasional medical problem with memo from medical facility
[N.B. severe or lengthy medical issues do not qualify]
— no make-up tests will be given except in cases of excused absences when instructor is notified in advance.
— please, do NOT consume food or drinks during class time; do so either before or after.
— cell phones must be TURNED OFF and stowed away out of sight.

Goals

• Develop awareness of the problems and issues in doing field research.

• Develop skills in gathering field data in a linguistically intelligent, careful, and culturally/ personally sensitive way, such that accurate analysis of Chimpoto phonology and grammar can be achieved.

• Develop skills in linguistic analysis.

• Contribute to the scientific study of Chimpoto and Bantu languages via original research based on data gathered during the course.

• Learn something about Chimpoto, about Language, and about the relationship between data and theory.

• Have fun.

Learning outcomes

By the end of this semester, you should be able to:
1. Gather appropriate linguistic data in an organized manner.
2. Describe the data collected.
3. Analyze the data and extract generalizations about the language.
4. Organize the data in a coherent manner.
5. Present the data and analysis in a "grammatical sketch" that makes your findings accessible to the linguistic community.

Expectations and evaluation of "fieldwork"

1) Expectation: Elicitation, tape-recording, and relatively accurate transcription (phonetic accuracy, morpheme breaks, underlying forms, glosses, free translations, referencing) of word, sentence, and discourse data

    Evaluation: Log of 14 elicitation sessions (goals, summary, hypotheses)
Assessment of notebook (organization, accessibility to data, accuracy of data)

2) Expectation: Attendance at all class sessions and all elicitation sessions. (If you cannot make a particular individual session, you must let the instructor and language speaker know ahead of time.)

    Evaluation: Based on attendance.

3) Expectation: On-going archiving and maintenance of data in notebook and in a database. (You absolutely MUST keep up-to-date on this.)

    Evaluation: Notebooks or photocopies of relevant pages from notebook. Printouts of data from your daily log and/or database.

4) Expectation: Sharing of data with all other members of the class. Discussion in class.

    Evaluation: Based on participation and contributions (e.g., questions, comments, copies of elicited data for group checking).

5) Expectation: Grammatical sketch and small lexicon based on elicitations during the semester.

    Evaluation: Based on quality, accuracy, organization of work.

<u>Tentative</u> schedule of topics and readings

Date		*Topic*	*Readings*
Aug	26	Fieldwork	Crowley Ch 1
	28		Hyman 'Fieldwork as a state of mind'
Sep	2	LABOR DAY–*No class*	
	4	Prep for the field	Crowley Ch 3.1-3.3, 3.7
			Dimmendaal 'Places and people: field sites and informants
	9	Elicitation: sounds & words	Crowley Ch 4.2.1-4.2.3, 4.2.5, 4.3.1
	11		
	16	Data organization	Crowley Ch 4.4-4.5
	18		
	23	The informant(s)	Crowley Ch 4.1
	25		Mithun 'Who shapes the record: the speaker and the linguist'
	30	Elicitation: morphology	Crowley Ch 4.2.4
Oct	2		
	7	Using other's work	Crowley Ch 2.3
	9	**MID-TERM EXAM**	
	14	Elicitation: vocabulary	Crowley Ch 4.3.1
	16		Gil 'Escaping Eurocentrism'
	21	Other data gathering tech.	Crowley Ch 4.3.2
	23		Rice 'Learning as one goes'
	28	Collecting texts	Crowley Ch 5
	30		Chelliah 'The role of text collection and elicitation in linguistic fieldwork'
Nov	4		
	6		
	11	Ethical behavior	Crowley Ch 2
	13	Problems & pitfalls	Crowley Ch 6
	18		Mc Laughlin & Sall "The give & take of fieldwork:
	19		noun classes and other concerns'
	25	*No class — Thanksgiving*	

	27		
Dec	2	Getting to & from the field & staying healthy there	Crowley Ch 3.4-3.6, 3.8
	4		
	9		
	11		
	17	Sketches due by NOON	
	18	**Final Exam: 5:00 - 7:00**	