

Cover Sheet: Request 14121

LIN4XXX Methods in Language Documentation

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Aleksandra Tomic a.tomic@ufl.edu
Created	8/9/2019 8:45:43 PM
Updated	9/10/2020 2:24:56 PM
Description of request	Request for the creation of a dedicated course number (new course creation) for the undergraduate course LIN4XXX Methods in Language Documentation

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Linguistics 011654000	Eric Potsdam		2/10/2020
No document changes					
College	Conditionall Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following changes needed: 1) please remove the "C" designation, as this does not appear to be a lab course; 2) change transcript title to "Methods in Lang Docum"; 3) please remove the reference to Incomplete grades on the form. NOTE: Requested changes submitted this week may allow this to make it onto the March UCC agenda.	2/17/2020
No document changes					
Department	Approved	CLAS - Linguistics 011654000	Eric Potsdam		4/29/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		5/29/2020
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	Sending back to college so that edits can be made. Original Submitter has left the University.	9/10/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		9/10/2020
Methods-of-LD-Syllabus.docx					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/10/2020
No document changes					

Step	Status	Group	User	Comment	Updated
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14121

Info

Request: LIN4XXX Methods in Language Documentation

Description of request: Request for the creation of a dedicated course number (new course creation) for the undergraduate course LIN4XXX Methods in Language Documentation

Submitter: Joseph Spillane spillane@ufl.edu

Created: 9/10/2020 2:23:55 PM

Form version: 2

Responses

Recommended Prefix LIN

Course Level 4

Course Number XXX

Category of Instruction Advanced

Lab Code C

Course Title Methods in Language Documentation

Transcript Title Methods in Lang Doc

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing Yes

Co-Listing Explanation The coursework for grads and undergrad differs in that the work for grads is either done individually rather than in pairs, or in the scope of work. Breakdown of differences:

- grads will complete Project Work assignment individually, while undergrads will do it in pairs

- grads will transcribe 5 minutes of a video recording uploaded to ELAN, while undergrads will transcribe 3 minutes

- undergrad students will enter 30 KEY WORDS into the FLEx database with their translation while grad students do the same for 40 KEY WORDS.

NOTE: The companion graduate-level course has been submitted to the Graduate Curriculum Committee, and is currently under review there (Item 14122).

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Exploration of digital methods used in contemporary language documentation.

Prerequisites LIN 3010

Co-requisites None.

Rationale and Placement in Curriculum Himmelmann (1998: 161) describes documentary linguistics as sub-discipline that aims to provide "a comprehensive record of the linguistic practices characteristic of a given speech community." It operates in a largely digital environment, and aspires to exploit all the capabilities of new technologies. The Methods of Language Documentation course is a crucial component in this discipline as it equips students with the skills to exploit these technologies.

Course Objectives A student who successfully completes the course will be able to:

- choose appropriate audio and video recording tools and get the best results from the ones they choose;

- process video and audio recording using ELAN, Audacity, PRAAT and FLEx;

- create metadata and prepare tests for archiving;

- choose from existing (nonlinguistic) stimuli and create supplementary ones to address their specific research needs.

Course Textbook(s) and/or Other Assigned Reading McConvell, P. (2007). Video-A linguist's view (A reply to David Nathan). Language Archives Newsletter, 10, 2-3.

Nathan, David. 2005. Developing Multimedia Documentation. In P. Austin (ed.) Language Description and Documentation Vol 2. London: The Hans Rausing Endangered Languages Project. 154–168 eprint

- Bowerman, Claire. 2008. Ethical field research (Course Reserves)

Nathan, D. (2010). Sound and unsound practices in documentary linguistics: towards an epistemology for audio. Language Documentation and Description, 7(1), 1-17.

Nathan, D. (2004). Sound recording: microphones. Language Archive Newsletter, 1(3), 6-9.

- Video recording in the field, By Cholin, Jochen. 2004. (Canvas)

Richardson, I. E. (2002). Video codec design: developing image and video compression systems. John Wiley & Sons.

Nathan, D., & Austin, P. K. (2004). Reconceiving metadata: language documentation through thick and thin. Language documentation and description, 2, 179-187.

- (https://www.hrelp.org/events/workshops/eldp2008_6/resources/nathan-austin.pdf)

(Mayer, M. (1969). Frog, where are you?. New York: Dial Press.

Black, H. A., & Simons, G. F. (2006). The SIL Field-Works Language Explorer approach to morphological parsing. Computational Linguistics for Lessstudied Languages: Texas Linguistics Society, 10.

Henke, R., & Berez-Kroeker, A. L. (2016). A brief history of archiving in language documentation, with an annotated bibliography.

- Thieberger, N. (2014). Digital humanities and language documentation.

Holton, G. (2012). Language archives: They're not just for linguists any more.

Salffner, S. (2015). A guide to the Ikaan language and culture documentation.

Levinson, Stephen (2003): Spatial Language (Canvas)

- Bowerman, Melissa & Eric Pederson. 1992. Topological relations picture series. In Stephen C. Levinson (ed.), Space stimuli kit 1.2: November 1992, 51. Nijmegen: Max Planck Institute for Psycholinguistics.

- Causality (Video Elicitation) (Canvas)

- Wilkins, D. P. (2003). 'Why pointing with the index finger is not a universal (in socio-cultural and semiotic terms)', in S. Kita (ed.), Pointing: Where language, culture, and cognition meet; Mahwah, NJ: Erlbaum, 171-215. (Course Reserves)

Weekly Schedule of Topics Week 1. INTRODUCTION

Week 2. MULTIMODALITY

Week 3. AUDIO

Week 4. VIDEO

Week 5. COMPRESSION

Week 6. METADATA

Week 7. ELAN

Week 8. FLEX

Week 9 (Spring Break)

Week 10 ELAN & FLEx & Archives
Week 11 ARCHIVES
Week 12 & 13 ELICITATION
Week 14 PROJECT WORK
Week 15 PRESENTATIONS
Week 16 PRESENTATION & EXAM

Grading Scheme Requirements

Final grading is based on an assignment, a test, a project work, and critical report on other projects. 4000-level students will do the project work in pairs.

Assignments

Students will submit the following two assignments, each of which will fetch 10 points, making a total of 20 points.

Assignment 1

Record somebody else narrating the Frog Story with a video camera, upload it into ELAN, segment it and transcribe first 20 sentences

Assignment 2

Spend at least 30 minutes at each of the following archives (Endangered Languages Documentation Archive (SOAS) and The Language Archive (Max-Planck Institute, Nijmegen) and write a report about your experience (the type of data in the archives, their targeted audience, their accessibility and three types of data you perused). The report should be one and a half pages, single-spaced in New Times Room 12.

Test

There will be a written test on xxx, which will cover topics covered from Weeks 1 to 11.

Project work

Students will choose from existing stimuli or design one specifically suited to a research objective. They will elicit 10 minutes of data in a language other than English or Spanish (or a language which the students in the group speak) which will be video and audio recorded. The video recording will be exported into ELAN, time aligned and THE FIRST THREE MINUTES (excluding very lengthy pauses) TRANSCRIBED by the 4000-level students. The transcribed part will be exported from ELAN into FLEx and provided with morphemic glossing. 4000-level students will enter 30 KEY WORDS into the FLEx database with their translation. Students will have 20 minutes each to present the project in class from the choice or design of the stimuli to data elicitation. The presentation will include the video which they recorded.

The breakdown of grading for the project is as follows:

Appropriateness of stimuli = 5

Quality of video = 5

Clarity of audio = 5

Document in ELAN and FLEx = 10

30 words in FLEx = 5

All materials (ELAN, FLEx & Presentation) will be uploaded at the course website on Monday, April 24th.

Critical Report on project presentation

Students will listen to the group presentations of their peers and submit a critical report on appropriate choice of stimuli, quality of video recording and clarity of audio. Students need to submit the report on all the group presentations in order to get the full 5 points.

Submission of Project Topic and Video

Students/Groups are expected to submit their topic to me on Monday, April 4 for 2 points, and their elicitation video on Friday, April 13 at 11:55pm for 3 points.

Grading Scale

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 B; 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-);
67-69 (D+); 63-
66 (D); 60-62 (D-); 59 or below (E)

A grade of Incomplete (I) will not be issued under any circumstance.

Grading Policy

Information on current UF grading policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Instructor(s) James Essegbey

Attendance & Make-up Yes

Accomodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

Department of Languages, Literatures & Cultures

Professor : Dr. James Essegbey

Office : Pugh Hall 342

Phone : (352)8462431

Office hours : Mondays & Wednesdays 3:00-4:00 (and by appointment)

E-mail : essegbey@ufl.edu

SSA 4930 Section 0418/ LIN 4930 Section 0913/ LIN 6932 Section 02D8

Multimodal language documentation

Location: Documentation Lab

Course objectives

David Nathan writes “language documentation, as a new field operating in a largely digital environment, can aspire to exploit all the capabilities of new technologies.” The aim of this course is to equip students with skills to exploit these technologies. Students will learn about choosing appropriate audio and video recording tools and how to get the best results from the ones they choose. They will also learn to process video and audio recording using ELAN, Audacity, PRAAT and FLEx. Students will learn about metadata and preparing tests for archiving. They will learn about choosing from existing (nonlinguistic) stimuli and creating supplementary ones to address their specific research needs.

Course Material: The materials for the course are class notes, articles in journals, book chapters, and 2 PhD theses. Some of the articles are available for download at your course site in CANVAS while others are posted at ARES.

Requirements

Final grading is based on an assignment, a test, a project work, and critical report on other projects. While the 4000-level students will do the project work in pairs, 6000-level students will do it alone. The breakdown is as follows:

Assignments

20pts

Test

40 pts

Submitting Project Topic on Schedule

2

Submitting Project Video Recording on Schedule

3

Project work

30

Critical report on project presentations

Week 1. INTRODUCTION	
Date	
Day 1	<ul style="list-style-type: none"> • Introduction and review of syllabus and res • Time in the field (The Meaning and Use of
Day 2	<ul style="list-style-type: none"> • Language documentation: What is it and w
Day 3	Language documentation: What is it and wl
Week 2. MULTIMODALITY	
Day 1	<ul style="list-style-type: none"> • Martin Luther King Day
Day 2	<ul style="list-style-type: none"> • Visual mode of language documentation (C
Day 3	<ul style="list-style-type: none"> • Video –A linguist’s view (A reply to David N • Developing multimedia documentation by
Week 3. AUDIO	
Day 1	<ul style="list-style-type: none"> • Bower, Claire. 2008. Ethical field research
Day 2	<ul style="list-style-type: none"> • Sound and unsound practices in document Nathan (Canvas)
Day 3	<ul style="list-style-type: none"> • Sound Recording: microphones: by David N • Review of Zoom H4n (https://www.youtub
Week 4. VIDEO	
Day 1	<ul style="list-style-type: none"> • Video recording in the field, By Cholin, Jock
Day 2	<ul style="list-style-type: none"> • Practice recording with video
Day 3	<ul style="list-style-type: none"> • Review of recording in class
Week 5. COMPRESION	
Day 1	<ul style="list-style-type: none"> • Digital Image Processing https://www.youtube.com/watch?v=mAN https://www.youtube.com/watch?v=AIJLV
Day 2	Image and video compression fundamentals compression systems by Iain E.G. Richardso
Day 3	<ul style="list-style-type: none"> • Working with Handbrake • Download and install Handbrake
Week. 6 METADATA	
Day 1	<ul style="list-style-type: none"> • Reconceiving metadata: language documen Austin • (https://www.hrelp.org/events/workshop
Day 2	<ul style="list-style-type: none"> • Component Metadata Initiative (CMDI)
Day 3	<ul style="list-style-type: none"> • Practice metadata entry
Week 7. ELAN	
Day 1	<ul style="list-style-type: none"> • Download ELAN (https://tla.mpi.nl/tools/ Introduction: Short guide ELAN- Linguistic /
Day 2	<ul style="list-style-type: none"> • Transcription Mode (http://ideophone.org
Day 3	<ul style="list-style-type: none"> • Start work on Assignment 1 (https://www.phil-fak.uni-duesseldorf.de/fileadmin/Redaktion/Institu

Week 8 FLEx	
Day 1	Introduction to FLEx The SIL FieldWorks Language Explorer App
Day 2	<ul style="list-style-type: none"> FLEx (Lexicon & Interlinearization)
Day 3	<ul style="list-style-type: none"> Enter transcript of Frog story into FLEx Complete Assignment 1 and submit on Saturday
Week 9 (Spring Break)	
Week 10 ELAN & FLEx	
Day 1	Integrate ELAN with FLEx
Day 2	Integrate ELAN with FLEx (continued)
Day 3	<ul style="list-style-type: none"> Using ELAN with Audacity and PRAAT Download PRAAT (http://www.fon.hum.uva.nl/praat/)
Week 11 ARCHIVES	
Day 1	Digital archives: essential elements in the v Nathan (Canvas)
Day 2	Digital archives: essential elements in the v Nathan (Canvas)
Day 3	Digital archives: essential elements in the v Nathan (Canvas)
Week 12 ARCHIVES & ELICITATION	
Day 1	Language archives: They are not just for linguists
Day 2	A guide to the Ikaan Language and Culture
Day 3	Levinson, Stephen (2003): Spatial Language and Causality
Week 13 ELICITATION (continued)	
Day 1	Picture book elicitation: http://fieldmanual.sil.org/
Day 2	Causality (Video Elicitation) (Canvas)
Day 3	Wilkins, D. P. (2003). 'Why pointing with the hands?', in S. Kita (ed.), <i>Pointing: Where language meets action</i> , 171-215. (Course Reserves) (Complete at the end of the semester)
Week 14 PROJECT WORK	
Day 1	<ul style="list-style-type: none"> Project Work (Submit Project Topic)
Day 2	<ul style="list-style-type: none"> Project Work
Day 3	<ul style="list-style-type: none"> Review Project Work (Submit Project Recording)
Week 15 PRESENTATIONS	
Day 1	Presentation of Project Work (Groups 1 & 2)
Day 2	Presentation of Project Work (Groups 3 & 4)
Day 3	Presentation of Project Work (Groups 5 & 6)
Week 16 PRESENTATION & EXAM	
Day 1	Presentation
Day 2	

Assignments

Students will submit the following two assignments, each of which will fetch 10 points, making a total of 20 points.

Assignment 1

Record somebody else narrating the Frog Story with a video camera, upload it into ELAN, segment it and transcribe first 20 sentences

Assignment 2

Spend at least 30 minutes at each of the following archives (Endangered Languages Documentation Archive (SOAS) and The Language Archive (Max-Planck Institute, Nijmegen) and write a report about your experience (the type of data in the archives, their targeted audience, their accessibility and three types of data you perused). The report should be one and a half pages, single-spaced in New Times Room 12.

Test

There will be a written test on April 25, which will cover topics covered from Weeks 1 to 11.

Project work

Students will choose from existing stimuli or design one specifically suited to a research objective. They will elicit 10 minutes of data in a language other than English or Spanish (or a language which the students in the group speak) which will be video and audio recorded. The video recording will be exported into ELAN, time aligned and THE FIRST THREE MINUTES (excluding very lengthy pauses) TRANSCRIBED by the 4000-level students while 6000-level students transcribe THE FIRST FIVE MINUTES. The transcribed part will be exported from ELAN into FLEx and provided with morphemic glossing. 4000-level students will enter 30 KEY WORDS into the FLEx database with their translation while 6000-level students do the same for 40 KEY WORDS. Students will have 20 minutes each to present the project in class from the choice or design of the stimuli to data elicitation. The presentation will include the video which they recorded.

The breakdown of grading for the project is as follows:

Appropriateness of stimuli

= 5

Quality of video

= 5

Clarity of audio

= 5

Document in ELAN and FLEx

=10

30/40 words in FLEx

= 5

Critical Report on project presentation

Students will listen to the group presentations of their peers and submit a critical report on appropriate choice of stimuli, quality of video recording and clarity of audio. Students need to submit the report on all the group presentations in order to get the full 5 points.

Submission of Project Topic and Video

Submission of Project Topic and Video

Students/Groups are expected to submit their topic to me on Monday, April 9 for **2 points** , and their elicitation video on Friday, April 13 at 11:55pm for **3 points** .

Grading Scale

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 B; 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

A grade of Incomplete (I) will not be issued under any circumstance.

Grading Policy

Information on current UF grading policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Students with disabilities

The University of Florida provides high-quality services to students with disabilities, and you are encouraged to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (352-392-8565), and 2) Bring a letter to the instructor from Disability Resources indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

Honor/Conduct Code

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will be sanctioned.