

## Linguistic Field Methods

CRN Ling 461: 21916      Ling 500: 21920  
Tuesdays and Thursdays, 4:30-6:00 pm, ECS128      Clearihue C111

Instructor:      Leslie Saxon  
Contact:      Cle D355      [saxon@uvic.ca](mailto:saxon@uvic.ca) 250-721-7433  
Office hours:      Tuesdays 1:30-3:00 pm and by appointment



Joseph Martel and Mary K. Richardson

*We are fortunate to be living and studying in these beautiful and historic surroundings. UVic is situated on territory of the Coast and Straits Salish people, the site of a Lkwungen village. I acknowledge with respect the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

This course is an introduction to field methods in linguistics. The goal is to become familiar with basic practical, ethical, and technical issues involved in field research in linguistics. Students will learn to collect, edit, and analyze linguistic information from linguistic consultants, with an emphasis on supporting language documentation and revitalization through study of phonetics, phonology, morphology, and syntax in a field situation.

Our class includes students registered in Ling 461 (undergraduate) and Ling 500 (graduate). It is expected that the graduate student will do somewhat longer and more sophisticated papers, and that they will provide some mentoring and leadership in the class. Paper requirements will be made more explicit as further instructions are provided.

### Textbook and reference materials

Bowern, Claire. 2015. *Linguistic fieldwork: Practical guide*. 2nd ed. New York: Palgrave Macmillan. Available at the bookstore or through the UVic libraries (e-book).

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada. 2010. *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*. Second edition. [also known as **TCPS 2**] Retrieved from: [www.pre.ethics.gc.ca](http://www.pre.ethics.gc.ca)

- there will be other readings and other resources provided, including guest speakers

### Other requirements

- notebook so that field notes do not get lost on looseleaf paper. An alternative is to take notes directly onto your computer. We can talk about pros and cons.

### Four online resources (among many!)

Recent UVic theses etc on topics related to Indigenous languages  
<https://onlineacademiccommunity.uvic.ca/rill/research/>

*Language Documentation and Conservation* (online journal)  
<http://nflrc.hawaii.edu/lcd/>

First Peoples' Cultural Council  
<http://fpcc.ca>

FirstVoices  
<http://www.firstvoices.com/>



### Goals of the course

By the end of the course, students should:

- be able to conduct linguistic fieldwork (working with a speaker to learn first-hand about a language, and making a start on a corpus deriving from that fieldwork)
- have completed a research project, a revitalization project, and communicated research results
- reflect on conducting linguistic fieldwork, including issues relating to ethics and methodologies
- have a basic knowledge of the language under study. This includes
  - phonetics and phonological systems
  - vocabulary and morphological processes
  - grammatical systems including such topics as word order, syntactic relations, agreement, and phrase structures

### Basic organization of classes

Classes will involve two types of activities:

- in-class recording sessions with consultant(s)
- workshops

Workshops will cover a range of topics particularly as outlined in our textbook by Claire Bower. As we learn more about our language of study, students will take on the role of planning and conducting recording sessions. In the second half of the semester there will be the opportunity for additional elicitation sessions with our consultant outside of class hours.

### Things to be taken care of (volunteers needed)

- recording equipment (ensuring that we have something to use for recording each time)
- recording plan (preparing materials for use in recording sessions, and developing a recording schedule)
- database construction/ maintenance (for compiling and updating information from recording sessions)
- logistics and communications (postings in CourseSpaces; cards etc for visitors; refreshments; miscellaneous tasks)

### Course Work (provisional dates; further information to follow)

Ethics application	5%	<i>due date TBD (January)</i>
Active participation (details to follow)	20%	<i>throughout the semester</i>
Summary of 'journal of reflections' (2 pages)	10%	<i>due Thursday 5 April</i>
Revitalization project	20%	<i>due Tuesday 3 April</i>
Research project	Total 45%=	
<i>Proposal</i>	10%	<i>due Thursday 8 March</i>
<i>Draft [not assigned a grade]</i>		<i>due Thursday 22 March</i>
<i>Oral presentation</i>	5%	<i>dates TBD</i>
<i>Final paper</i>	30%	<i>due Friday 13 April</i>

### General advice

- attendance and active participation greatly contribute to your learning in the course
- your and your classmates' contributions are essential to everyone's success in this course
- we will be working collaboratively and I'm counting on people to help each other
- please talk to me if you have concerns about how the course is going
- if you are going to miss an important date or deadline it is important to let me know the context as soon as possible; illness or hardships are acceptable reasons for missing deadlines. Talk to me about it.
- our work is done according to the University of Victoria's policies on academic integrity:  
<https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html#>

## Learning goals

Each of you has certain goals in taking this course, and I guess everyone has quite different goals. We might talk about this in class.



## Scholarly conduct

As scholars, it is important for us to take responsibility for our own learning. This includes doing the assigned readings and assignments, participating in and contributing to class activities, discussions, etc, and above all working for a respectful and encouraging learning environment.

## Policy on late assignments

All work is to be completed by the dates outlined on the schedule above, unless a change is made by the instructor. In cases of illness or personal tragedy an extension will be given. Please contact the instructor prior to the due dates for discussion if there are difficulties or challenges.

## Other reference materials

Chelliah, Shobhana and Willem de Reuse. 2010. *Handbook of Descriptive Linguistic Fieldwork*. Springer Netherlands.

Retrieved from: <http://voyager.library.uvic.ca/vwebv/holdingsInfo?bibId=2155674>

Comrie, Bernard, Martin Haspelmath, and Balthazar Bickel. 2008. The Leipzig Glossing Rules: Conventions for interlinear morpheme-by-morpheme glosses. Leipzig: Department of Linguistics, Max Planck Institute for Evolutionary Anthropology and Department of Linguistics, University of Leipzig. Retrieved from:

<http://www.eva.mpg.de/lingua/resources/glossing-rules.php>

Grenoble, Lenore A. and N. Louanna Furbee (Eds.). 2010. *Language Documentation: Practice and Values*. John Benjamins Publishing Company. P128 C68L36 2010

Podesva, Robert J. and Devyani Sharma (Eds.). 2013. *Research Methods in Linguistics*. Cambridge University Press. P126 R466 2013

## University of Victoria Grading Scales

• scores will be rounded to the nearest whole number and the final grade arrived at from there. See link below for more information. What is copied below leaves out the less common circumstances.

<http://web.uvic.ca/calendar2018-01/FACS/UnIn/UARe/Grad.html>

Undergraduate Grading Scale			
Grades	Grade Point Value	Percentage for Instructor Use Only *	Description
A+	9	90 – 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.

<https://web.uvic.ca/calendar2018-01/grad/academic-regulations/grading.html#>

Graduate Grading Scale				
Grade	Grade Point Value	Percentage *	Description	Achievement of Assignment Objectives
A+	9	90 – 100	Exceptional Work	Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.
A	8	85 – 89	Outstanding Work	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.
A-	7	80 – 84	Excellent Work	Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.
B+	6	77 – 79	Very good work	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.
B	5	73 – 76	Acceptable work that fulfills the expectations of the course	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.
B-	4	70 – 72	Unacceptable work revealing some deficiencies in knowledge, understanding or techniques	Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies.
C+	3	65 – 69		
C	2	60 – 64		
D	1	50-59		