Syllabus

"Be open to learn" – Keren Rice (2001:230)

Office hours and contact information

lei@umontana.edu (she/her/hers)

Weekly online office hours (Mountain Time) – Zoom link

- Wednesdays 11am-12pm
- Thursdays 4pm-5pm
- Fridays 2pm-3pm
- and by appointment (see below)

For other meeting times, use my online scheduler. Available meeting times will be updated weekly. You are welcome to sign-up for a meeting slot up to 24hrs before a selected time.

Course meeting times and modality

Mondays
1pm-3:50pm
Zoom [link posted on Moodle]

**Additional meetings will be scheduled outside of regular class time (times/links TBA)**

Course description

This course is an introduction to field methods in linguistics. The goal of this course is to become familiar with the practical and technical skills involved in conducting fieldwork in linguistics. In this course we learn how to collect, record, organize, store and analyze elicited linguistic data. The primary focus is on research in phonetics, phonology, morphology, syntax, and semantics, though we may touch on other research areas during the semester. We also discuss the ethical issues involved in linguistic fieldwork, and the communication of fieldwork results. Throughout the course we will be working with a language consultant in order to learn firsthand about the target language.

Language focus (subject to change)

This semester, our language focus is Lani. Lani is a Trans New Guinea language spoken in Papua, Indonesia. Our language consultant is Eiton Kogoya. He will be meeting with us throughout the course.

Prerequisites and co-convening

LING 470 is a prerequisite for this course. LING 575 co-convenes with LING 475 (see further information below on graduate student requirements).

Moodle and Box

This course has an online supplement Moodle site (click on Moodle NetID Login). Registered students will also have access to a shared UM Box folder. You will be submitting assessed work to Moodle as well as uploading shared recordings and weekly reports, etc. to our shared Box folder.

Technical Support

UMOnline: 406-243-4999 or toll-free 866-225-1641; email; website
IT Central: 406-243-4357; e-mail; website
Basic organization of the course (subject to change)

For the first few weeks of the course we will be discussing some of the practical aspects of conducting linguistic fieldwork. Our language consultant will begin to meet with our class starting in Week 4 of the semester. You will be divided into small groups of 2-4 students. Each group will meet with our language consultant for a one-hour session each week for approximately 10 weeks of the semester. Some of those sessions may take place during class time. Group assignment will be determined based on a combination of your schedule availability, research interests, etc. Group members will decide amongst themselves how their sessions are structured. Group assignments and meeting schedules will be announced as soon as schedules are coordinated. As you start collecting data we will devote some in-class discussions to your research progress, methodological issues, data, analysis, and other issues that arise from your data collection (what works/what doesn’t, etc.). We will meet synchronously as a group every week. You will also be completing some course work and engaging with each other asynchronously. Weekly plans will be discussed in class and reflected on Moodle.

Recording Policy: To ensure free and open discussion, our class meetings will not be recorded. Students do not have permission to record our class meetings either. Materials presented in class will be available on Moodle. These materials are for educational purposes only and cannot be modified, copied or distributed. Occasionally I may post a recorded lecture on Moodle. Students do not have permission to download, record or otherwise capture these videos.

Learning Outcomes

Upon successful completion of this course, you will:

- Have the basic skills to conduct linguistic fieldwork, primarily focused on elicitation techniques
- Be familiar with audio-recording techniques for linguistic fieldwork
- Know how to organize and analyze your data
- Understand the ethical practices involved in linguistic fieldwork
- Be able to communicate your research findings in the form of progress reports, oral presentations, research papers, etc., based on data that you collect

Assessment (undergraduate)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Ethics training</td>
<td>5%</td>
</tr>
<tr>
<td>Weekly reports &amp; database maintenance</td>
<td>25%</td>
</tr>
<tr>
<td>Project proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Progress report &amp; presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper</td>
<td>20%</td>
</tr>
<tr>
<td>Community/wider audience activity</td>
<td>5%</td>
</tr>
</tbody>
</table>

- Participation: This is a crucial component of this course. To succeed in this course, you must attend each class, come to class prepared for the scheduled activities, actively participate in discussions and activities on a regular basis. Unexcused absence or lateness will result in deductions to your participation grade. You are also responsible to the members of your group and must keep up with schedules and duties. Schedules are due by 4pm Mountain Time Friday January 15 (see the Schedules folder on Moodle).

- Weekly reports & database maintenance: You are required to write up your collected data on a weekly basis. Reports must be uploaded to Moodle one week following each group session. You are also required to maintain the course sound file and weekly reports database.

- Ethics training: Conducting research with human subjects must be approved by the UM Institutional Review Board (IRB). Before you can collect data, you are required to complete a Human Subjects Protection Course. For this course you are required to complete Sections 1, 2, and 6 of the UM Online Research Ethics Course (Option 2 on the website). Copies of your assessment certificates (available electronically upon successful completion of the course) must be uploaded to the IRB folder of our course Moodle site by 1pm Mountain Time (before class) Monday January 25. Important: be sure to enter your name before beginning each assessment so that your name appears on your certificate upon successful completion of the assessment. If you do not do so, you will need to retake the assessment. You cannot collect data before you have submitted your assessment certificates and I have received approval from the IRB. If you have already have ethics certificates that are dated within the last 3 years, you have two options: (i) retake the ethics course and submit your new certificates, or (ii) submit your older certificates and complete a short (~1-page, single-spaced) assignment.
• PROJECT PROPOSALS: For your project in this course, you will choose a part of the Lani grammar to explore. You will write a proposal for your project and uploaded it to Moodle by **1pm Mountain Time on Monday February 15**. You will give a brief presentation of your research project proposal in our rescheduled class that week.

• PROGRESS REPORTS & PRESENTATIONS: You will write a progress report and upload it to Moodle by **1pm Mountain Time (before class) on Monday March 22**. You will give a brief progress report presentation in class on that day.

• FINAL PAPERS: Your final paper is due (uploaded to Moodle) by **9am Mountain Time on Tuesday April 27**.

• FINAL PRESENTATIONS: Your final presentations take place in Week 14. Presentation slides/handouts must be uploaded to Moodle by **1pm Mountain Time (before class) Monday April 12**.

• COMMUNITY/WIDER AUDIENCE ACTIVITY: An important component of fieldwork can be communicating the results of your research to a consultant/speech community/wider audience (who may not be linguists), in an accessible way, or providing some support to a community’s language revitalization efforts, training, etc. We will discuss as a group, and in consultation with our language consultant, which types of activities might be most beneficial. You will complete a corresponding assignment due by **1pm (before class) Monday April 19**.

### Assessment (graduate)

| Participation | 10% |
| IRB and ethics training | 10% |
| Elicitation reports & database maintenance | 25% |
| Project proposal | 5% |
| Progress report & presentation | 15% |
| Final presentation | 10% |
| Final paper and conference abstract | 20% |
| Community/wider audience activity | 5% |

In addition to the undergraduate requirements, graduate students are required to (i) complete an IRB application for their research project (due Feb 22), and (ii) write a conference-style abstract of your research paper (due Apr 27). Graduate student work is also expected to be of a more advanced nature. Further information will be made available.

### Grading criteria

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B</td>
<td>87-89%</td>
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<tr>
<td>B+</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C</td>
<td>77-79%</td>
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<tr>
<td>C+</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>67-69%</td>
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<tr>
<td>D+</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<td>F</td>
<td>Below 60%</td>
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</table>

### Required text


### Mansfield Library

- As a result of COVID-19 restrictions at the Mansfield Library due to COVID-19, I have not set up course reserves this semester. We can discuss as a class whether setting up course reserves for our course would be beneficial.
- The library has a number of relevant books in its collection, some of which are listed below (links to ebooks are included where available; you may need to login to your library account and/or create an Ebook Central account for access):
Some additional online resources

- Language and Cognition Group Field Manuals and Stimulus Materials (from the Max Planck Institute for Psycholinguistics in Nijmegen).
- Typological tools for field linguistics (from the Max Planck Institute for Evolutionary Anthropology in Leipzig).
- Linguistic Society of America Ethics Blog
- Glottolog (catalog of the world’s languages, focused on classification)
- Leipzig Glossing Rules (a set of conventions for interlinear morpheme-by-morpheme glosses).
- Totem Field Storyboards (a site for sharing storyboards that can be used for language data collection).
- Language Documentation and Conservation (online journal)
- Endangered Languages Documentation Program (grant funding, training and support)
- OLAC: Open Languages Archives Community (language resource database)

Other resources

- Other relevant materials may be introduced during the course and posted or linked to on Moodle where possible. You are always welcome to come speak to me about advice on materials to consult.
- If the library does not own a resource that you are looking for, you can request it through Interlibrary Loan (ILL). See also the Library’s Research and Find Materials page for additional information.
- Looking for more help at the library? Explore the resources on the Mansfield Library website, use their chat or e-mail feature.
- These resource list are by no means exhaustive. You are expected to find books, articles and other resources related to your chosen research topic throughout the course.
- If you come across articles, links or other resources that our class might benefit from, please add it to one of the Wiki collaborative resource lists available on Moodle and also let us know!

UM Writing and Public Speaking Center

The University of Montana Writing and Public Speaking Center provides one-on-one tutoring to students from any discipline, and at any level, as they write or prepare presentations for any course. Welcoming all students, the center provides a learning environment where students can engage in supportive conversations about their work and receive feedback at any point during their process. To make an appointment and learn more about the center, visit their website.

Course Policies and Procedures

- ATTENDANCE: You are expected to attend every class and be an active participant. Unexcused lateness or absences will result in deductions to your grade. You are responsible for any missed material. You are expected to attend each of your group meetings with our consultant. If you are late to your group meeting or miss your group meeting, you are expected to inform your group members as early as possible. Note that if you miss your group meeting, you will not be able to reschedule with our consultant. Missed work due to excused absences can be made-up upon consultation with me.
- RESPECT YOUR CLASSMATES AND OUR LANGUAGE CONSULTANT: Arrive to class on time. You are responsible for all material covered, including announcements, questions/answers, etc., that may occur at the beginning of class. If you are late, be courteous and avoid being disruptive. If you anticipate being late to class regularly (e.g., due to a work schedule), inform me as soon as possible.
- STUDENT CONDUCT CODE: You are expected to be familiar with the University of Montana Student Conduct Code, which is downloadable from the Community Standards webpage. You are also expected to be familiar with the University of Montana Academic Policies and Procedures, which can be found on the Academic Policies and Procedures webpage.
- E-MAIL: Course information will be circulated by e-mail to your UM e-mail address (usually via Moodle, but in some cases, directly to your individual e-mail address). Check your UM e-mail account often. You are responsible for ensuring that you are able to receive any course information circulated by e-mail.
- TECHNICAL REQUIREMENTS: Using the Moodle learning environment requires your computer to be set up to view and download documents (.pptx, .ppsx, .docx, .pdf), webpages, etc. More information can be found on the UMOnline student support website. Contact UMOnline for assistance: 406-243-4999 or toll-free 866-225-1641; UMOnline technical support e-mail address. If you are new to the Moodle Learning Environment, please visit UMOnline, follow the Moodle NedID Login link, and once you have logged in, check out the Student Resources in the Tools for Success section. Great News! UM students get access to a free license of Microsoft Office 365 ProPlus.
• **SUBMITTING WORK:** Unless otherwise indicated, completed work must be typed and uploaded to Moodle as .pdf or .docx files.

• **COURSE ACCOMMODATION:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you have a disability that adversely affects your academic performance, and you have not yet registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406-243-2243 to do so. **If you are already working with Disability Services your responsibilities are to contact me as soon as possible to request accommodation.** I will work with you and DSS to discuss reasonable and appropriate accommodations. Please note that it is essential that you contact me early in the semester in order to request accommodation. Delays in requests may impact my ability to provide accommodations. Visit the [Disability Services for Students](#) website for more information.

• **CULTURAL AND CEREMONIAL LEAVE** (see Academic Policies and Procedures) "Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor."

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**Academic honesty**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students must be familiar with the [Student Conduct Code](#). You are welcome (and encouraged!) to work together with classmates, but you must write up your submitted work on your own.

**Basic Needs**

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources:

- The [UM Food Pantry](#) is located in UC 119. Emergency food for students can be accessed from there and from satellite food cupboards across campus.
- The [ASUM Renter Center](#) offers information, support and referrals for UM students at risk of homelessness or food insecurity.
- [TRIO Student Support Services](#) serves UM students who are low-income, first-generation college students, or have documented disabilities. Services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their [eligibility online](#).

**Coronavirus**

In the Spring 2021 semester, we find ourselves continuing to navigate the challenges of a global pandemic. Although the modality of our course is remote, it is important to be aware of campus operations, expectations and resources to help you navigate the semester. If you have questions, please ask.

- (Re-)Familiarize yourself with the [UM Mask Policy](#).
- (Re-)Familiarize yourself with the locations of hand sanitizer and disinfectant "refill" stations.
- Watch for signage on campus and be mindful of social distancing.
- Self-assess your health regularly. Stay home if you feel sick and/or if you develop COVID-19 symptoms. Contact [Curry Health Center](#) (406) 243-4330 if you develop symptoms.
- Remain vigilant on and off campus to help mitigate the spread of COVID-19.
- Stay informed and up-to-date:
  - [UM Coronavirus Updates](#)
  - [UM COVID Operations Plan](#)
  - [UM Keep on Learning](#)
  - [UM Coronavirus student info page](#)
  - [Curry Health Center COVID-19 Information](#)

*Protect yourselves and each other. We are all in this together.*
Remote Learning Spaces
- To accommodate students who may not have adequate WiFi in their homes, or for other reasons may want access to space on campus for remote learning, the Remote Learning on Campus website lists the days, times and capacities of spaces available on campus for remote learning.
- Social distancing and mask requirements are in effect.
- Please use headphones in these spaces and be mindful of other students working in these spaces.

Student Support for Online and Remote Learning
UMOnline has compiled a list of focused resources to support online and remote students. The list includes resources, strategies and links related to the many facets of student life: academic, staying connected, and personal well-being. This list is available on our course Moodle site (in the Welcome Section) and can also be downloaded as a pdf file from the same page.

Proposed Schedule (subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Activities</th>
<th>Readings*</th>
<th>Deadlines**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 11</td>
<td>Introduction &amp; Overview</td>
<td>Ch1, Ch13</td>
<td>Schedules due by Friday 1/15 @4pm</td>
</tr>
<tr>
<td>2</td>
<td>TBD</td>
<td>No class Jan 18 (MLK Day); Rescheduled class TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan. 25</td>
<td>Recording equipment &amp; techniques</td>
<td>Ch11, Ch12 (§12.4 only)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb. 1</td>
<td>Elicitation techniques (cont’d)</td>
<td>Ch7, Ch8 (and selected sources relevant to your research topic)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb. 8</td>
<td>Data management group sessions TBA</td>
<td>Ch4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>TBD</td>
<td>No class Feb 15 (Presidents’ Day); Rescheduled class TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb. 22</td>
<td>Informal group progress updates</td>
<td>TBD</td>
<td>Come to class prepared to give us an update Grad students: IRB applications due by Monday 2/22 @1pm</td>
</tr>
<tr>
<td>8</td>
<td>Mar. 1</td>
<td>Presenting research in progress</td>
<td>TBD</td>
<td>Bring questions, data, etc. to class</td>
</tr>
<tr>
<td>9</td>
<td>Mar. 8</td>
<td>Discussion: data/methods/analysis</td>
<td>TBD</td>
<td>Bring questions, data, etc. to class</td>
</tr>
<tr>
<td>10</td>
<td>Mar. 15</td>
<td>Discussion: data/methods/analysis</td>
<td>TBD</td>
<td>Bring questions, data, etc. to class</td>
</tr>
<tr>
<td>11</td>
<td>Mar. 22</td>
<td>Progress report presentations</td>
<td></td>
<td>Progress reports due Monday 3/22 @1pm</td>
</tr>
<tr>
<td>12</td>
<td>Mar. 29</td>
<td>Fieldwork outcomes</td>
<td>Ch14</td>
<td></td>
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**Schedule (cont’d)**

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<th>Week</th>
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<th>Topic/Activities</th>
<th>Readings*</th>
<th>Deadlines**</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Apr. 5</td>
<td>Preparing final papers &amp; presentations</td>
<td>TBD</td>
<td>Bring drafts, notes, questions, etc. to class</td>
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<tr>
<td></td>
<td></td>
<td>Group sessions TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Apr. 12</td>
<td>Final Presentations</td>
<td></td>
<td>Presentation slides/handouts due Monday 4/12 @1pm</td>
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<tr>
<td>15</td>
<td>Apr. 19</td>
<td>Remaining questions/further issues</td>
<td>TBD</td>
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<tr>
<td></td>
<td></td>
<td>Course wrap-up</td>
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*Final papers due by 9am Tuesday April 27*

*“Ch.” refers to chapters from *Linguistic Fieldwork: A Practical Guide* (Bowern 2015). Additional readings will be suggested and/or assigned throughout the course.*

**Weekly reports must be uploaded to our shared UMBox folder the week following each of your group’s sessions.*

*This syllabus is subject to change*

*Changes will be announced in class and updated on Moodle*