

ANTH 3237B / LING 9237B: Field Techniques in Linguistics
Winter 2017
Course Outline
Dr. Tania Granadillo

Classes: Tuesdays, 9:30-10:30, Wednesday 11:30-1:30
Classroom: SSC-3102
Office hours: Tuesdays and Thursdays 11-12 or by appointment
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Note: This syllabus may be adjusted as required throughout the term. All students are responsible for attending class for information in this regard.

Prerequisites: Anthropology 1027A/B or Linguistics 2288A/B, Anthropology 2247A/B and Anthropology 2248A/B.

"Unless you either have the prerequisites for this course or have written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

I. Course Objectives

the purpose of this course is to introduce students to Linguistic Fieldwork. As such, this course will lead you into the field to seek native speaker consultants, to collect, transcribe and analyze linguistic data of a given language and to present that data in such a way that it is useful to others. the language we will be working with is Twi, a Niger-Congo language of Ghana with TONES! The Tuesday class will be devoted to lecture and going over data and the Wednesday class to data gathering and elicitation with a language consultant.

II. Required Books

Payne, Thomas. 1997. Describing Morpho-syntax. Cambridge: Cambridge University Press.
(Payne in reading list)

Vaux, Bert Justin Cooper and Emily Tucker. 2007. Linguistic Field Methods. Eugene, Oregon: Wipf & Stock Publishers (Vaux in reading list)

Required for graduate students:

Newman, Paul and Martha Ratliff. 2001. Linguistic Fieldwork. Cambridge: Cambridge University Press. (Newman in Reading list)

Other readings available through WebCT OWL course website. Login at <http://webct.uwo.ca> > Owl (powered by Sakai) > Log In > Anthropology 3237

III. Course Requirements

Homework Assignments 40%

There are four homework assignments due throughout the semester. They will be posted on the Owl website by the end of the class and must be turned in electronically through the same site and in hard copy. They will be due by the beginning of the following class. Be sure to follow the instructions provided with each assignment. HW4 is to hand in your fieldnotes.

Weekly Quizz 10%

Every week there will be a quiz on the OWL website to be completed before the beginning of the Tuesday class. The quiz will be based on that week's readings. This is to ensure you are not falling behind on the material and are coming to class prepared to talk about the language and the data.

Elicitation 30%

You will be asked to prepare **two** 25 min elicitation session related to a specific topic in a group (2-3 people), graduate students individually. You will also be asked to provide a time-aligned transcription of the session you carried out and a write-up of the topic plus further data needed. You will be graded based on planning and execution of the session, as well as the transcription and write-up. All materials from an elicitation session must be handed in one week after the session. More info will be posted in the OWL website under "Elicitation instructions".

Grammar sketch or squib 20%

You will be required to write a squib or grammar sketch of at least 1000 words (but no more than 1500); this is around 4-6 pages; graduate students 2500 words. If you choose a squib, you will choose the topic of the paper and it can be an expansion of a topic covered in class or something different related to the class area. This will be due the last day of class. If you require extra material from the consultant in order to complete your paper, you must talk to me in advance to provide you with time to work with the consultant on the penultimate day of class. More info will be provided in class.

IV. Grading Structure

Your grade will be based on the cumulative sum of points you earn in the areas outlined above. It's as simple as that. If you would like to know your grade at any point in the term, simply keep a running total of your accumulated points and compare them to the number of points possible at that point. I will be happy to confirm your point total at any time. This can also be checked through the Gradebook on OWL.

V. Grading Philosophy

Your grade is your responsibility, not ours

Your grade in this course is up to you, as much as we can make it so. We encourage you to talk to us, and to each other, in order to ensure that you understand the course material. If you have additional concerns about how you can ensure that you earn the grade you are hoping to earn in this course, please consult us for suggestions. If you feel you have been graded unfairly, please communicate with us about your concerns - and be a strong advocate for yourself! The promise that we will not be mad at you because you argue a grade.

Grades are not personal statements about your intrinsic worth; they are accurate and fair-minded assessments of the objective merits of your work at a particular time and place.

While we are kind and sympathetic, we will not respond well to arguments about your grade that are based on anything other than the merits of your particular assignment. The smartest people in the world sometimes get poor grades - and the less-than-smartest sometimes get As. Your grade is not an index of your intelligence or of our beliefs about your intelligence.

The grade you earn is in no way required to be the grade you "need". Similarly, the grade you earn does not have anything to do with other grades you have earned in the past.

Need (due to financial aid status, athletics, or any other such requirement) is not an appropriate criterion for us to use in figuring your grade in this course. Neither is the fact that you are "an 'A' student", generally speaking. Please limit your discussion of grades in this course to the quality and quantity of work you do for this course - and we'll do the same! the grade you earn ought to be proportional to your willingness to do the course work in this class.

Note also that you will not be able to do well in this course unless you are willing to (a) attend regularly; (b) participate fully, (c) think really hard about the material, even if you find it confusing or difficult, and (d) do the work, regardless of how bored/frustrated you are with it. If you are doing all these things, and you are still concerned about your grade, then please see us for suggestions and assistance. If you are not doing all these things, please accept a lower grade and move on – that's precisely what low grades were intended for!

the grade you earn in this class ought to reflect your performance on the assignments, and not your availability to do extra credit work outside of class when you blow off the real assignments so there are no extra credit assignments.

VI. Course Policies

Written Assignments

All written assignments completed outside of class must be typewritten or word-processed, formatted for 8.5 – 11" white paper, double-spaced, using 12 point font they must include your FIRST AND LAST NAME and the ASSIGNMENT NAME or a TITLE. Late assignments will be penalized 5% per business day that they are late as counted through the electronic datestamp on OWL.

Electronic devices

During regular classes, the only allowable electronic device is a laptop computer and it should be used solely for the purpose of taking notes related to the class. Mobile phones, ipods, mp3 players etc. must be turned off during class. Remember that electronic distractions will count against your participation mark.

University Policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation:

All students should familiarize themselves with Western's current academic policies. These policies are outlined (with links to the full policies) at:

http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html

VII. Schedule of Topics, Readings and Assignments

Week	Date	Topic	Reading*	Assignment Due	Elicitations
1	T Jan 10 W Jan 11	Fieldwork: what is it and what is it good for?	Vaux 1, Payne Intro, 1. Newman Introduction		
2	T Jan 17 W Jan 18	Ethics, Equipment, Transcription	Vaux 2, Newman 1,3		
3	T Jan 24 W Jan 25	Vocabulary, Texts, Phonetics	Vaux 3,4,6 Newman 10		Tania
4	T Jan 31 W Feb 1	Phonology	Vaux 7 Newman 4,	HW1	
5	T Feb 7 W Feb 8	Morphology	Vaux 8 , Payne 2		
6	T Feb 14 W Feb 15	Morphology	Vaux11, Payne 3 Newman 7,8		
7	T Feb 21 W Feb 22	Reading Week			
8	T Feb 28 W March 1	Syntax	Vaux 9 , Payne 5 Newman 3	HW2	
9	T March 7 W March 8	Syntax	Payne 7, 11		
10	T March 14 W March 15	Semantics	Vaux 5		
11	T March 21 W March 22	Sociolinguistics	Vaux 11 Newman 6	HW3	
12	T March 28 W March 29	Pragmatics	Vaux 10, Payne 10		
13	T April 4 W April 5	Summary of findings and future research,		HW4, Squib/ Grammar	Extra

*To better plan elicitations, students are encouraged to read the appropriate section in Payne. Other Payne chapters will be assigned depending on elicitation topics