

語言學研究所九十七學年度上學期課程大綱

科號	LING575900	組別		學分		人數限制	
科目中文名稱	語言記載方法			教室	人社 C519		
科目英文名稱	Methods of Language Documentation						
任課教師	廖秀娟 (Hsiu-chuan Liao)						
上課時間	Friday 2:10-5:10PM						
擋修科目				擋修分數			

一、課程說明	<p>This course deals with a branch of linguistics that is documentary, descriptive, theoretical and community-oriented. In this course, you will acquire some of the basic skills that are required to undertake the crucial task of documenting languages that are currently endangered and/or underdocumented. You will learn how to prepare for the field, to obtain funding, to record data, to design orthographies, to process texts, and to develop dictionaries and grammars.</p> <p>***Note: This course will be offered <i>in English</i>.</p> <p>POLICY ON AUDITORS:</p> <ul style="list-style-type: none"> ● Auditors are welcome as space permits. All auditors are expected to do the reading, <u>to make a presentation on one (or more) paper(s)</u> from the required reading list, and to participate in class discussions.
二、指定用書	<p>Primary textbooks</p> <p>*Crowley, Terry. 2007. <i>Field linguistics: A beginner's guide</i>. Oxford: Oxford University Press.</p> <p>*Gippert, Jost, Nikolaus P. Himmelmann, and Ulrike Mosel, eds. 2006. <i>Essentials of language documentation</i>. Berlin and New York: Mouton de Gruyter. (If you plan to take this course, please order this book on-line: www.amazon.com [US\$20.00] or www.bn.com [US\$19.95 (regular) or US\$17.95 (member)].)</p> <p>Secondary textbooks</p> <p>Ladefoged, Peter. 2003. <i>Phonetic data analysis: An introduction to fieldwork and instrumental techniques</i>. Oxford: Blackwell.</p>

	Newman, Paul, and Martha Ratliff, eds. 2001. <i>Linguistic fieldwork</i> . Cambridge: Cambridge University Press.
三、參考書籍	<p>Anderson, Victoria. 2008. Static palatography for language fieldwork. <i>Language Documentation & Conservation</i> 2(1):1-27.</p> <p>Blevins, Juliette. 2007. Endangered sound patterns: Three perspectives on theory and description. <i>Language Documentation & Conservation</i> 1(1):1-16.</p> <p>**Bowern, Claire. 2008. <i>Linguistic fieldwork: A practical guide</i>. Palgrave MacMillan.</p> <p>Bright, William. 2005. Contextualizing a grammar. <i>Studies in Language</i> 30(2):245-252.</p> <p>Crystal, David. 2000. <i>Language death</i>. New York: Cambridge University Press.</p> <p>Davis, Wade. 1999. Vanishing Cultures. <i>National Geographic</i> 196(2): 62-89.</p> <p>Ding, Picus Sizhi. 2007. The use of perception tests in studying the tonal system of Prinmi dialects: A speaker-centered approach to descriptive linguistics. <i>Language Documentation & Conservation</i> 1(2):154-181.</p> <p>Gordon, Matthew. 2003. Collecting phonetic data on endangered languages. <i>15th International Congress of Phonetic Sciences</i>, 207-210</p> <p>Grenoble, Lenore, and Lindsay Whaley, eds. 1998. <i>Endangered Languages: Language Loss and Community Response</i>. Cambridge: Cambridge University Press.</p> <p>Harrison, K. David. 2007. <i>When languages die: The extinction of the world's languages and the erosion of human knowledge</i>. Oxford: Oxford University Press.</p> <p>Himmelman, Nikolaus P. 1998. Documentary and descriptive linguistics. <i>Linguistics</i> 36:161-195</p> <p>Honeyman, Tom, and Laura C. Robinson. 2007. Solar power for the digital fieldworker. <i>Language Documentation & Conservation</i> 1(1): 17-27.</p> <p>Kibrik, Aleksandr E. 2005. Collective field work: Advantages or disadvantages? <i>Studies in Language</i> 30(2): 259-279.</p> <p>Krauss, Michael E. 1992. The world's languages in crises. <i>Language</i> 68(1): 4-10.</p> <p>Lindstrom, Lamont. 2007. Bislama into Kwamera: Code-mixing and language change on Tanna (Vanuatu). <i>Language Documentation & Conservation</i> 1(2):216-239.</p> <p>Matthewson, Lisa. 2004. On the methodology of semantic fieldwork. <i>International Journal of American Linguistics</i> 70: 369-415.</p> <p>Mithun, Marianne. 2005. Grammars and the community. <i>Studies in Language</i> 30(2): 281-306.</p> <p>Munro, Pamela. 2005. From parts of speech to the grammar. <i>Studies in Language</i> 30(2): 307-349.</p> <p>Nettle, Daniel, and Suzanne Romaine. 2000. <i>Vanishing voices: The extinction of the world's languages</i>. New York: Oxford University Press.</p>

	<p>Newman, Paul. 2007. Copyright essentials for linguists. <i>Language Documentation & Conservation</i> 1(1): 28-43.</p> <p>Noonan, Michael. 2005. Grammar writing for a grammar-reading audience. <i>Studies in Language</i> 30(2):351-365.</p> <p>Olson, Kenneth S., Glenn Machlan, and Nelson Amangao. 2008. Minangali (Kalinga) digital wordlist: Presentation form. <i>Language Documentation & Conservation</i> 2(1):141-156.</p> <p>Otsuka, Yuko, and Andrew Wong. 2007. Fostering the growth of budding community initiatives: The role of linguists in Tokelauan maintenance in Hawai'i. <i>Language Documentation & Conservation</i> 1(2):240-256.</p> <p>**Payne, Thomas E. 1997. <i>Describing morphosyntax: A guide for field linguists</i>. Cambridge: Cambridge University Press.</p> <p>Payne, Thomas E. 2005a. Introduction. <i>Studies in Language</i> 30(2): 235-243.</p> <p>Payne, Thomas E. 2005b. A grammar as a communicative act or what does a grammatical description really describe? <i>Studies in Language</i> 30(2): 367-383.</p> <p>Payne, Thomas E., and David J. Weber, eds. 2007. <i>Perspectives on grammar writing</i>. (originally published in <i>Studies in Language</i> 30(2) [year 2005]) Benjamins Current Topics 11. Amsterdam and Philadelphia: John Benjamins.</p> <p>Rau, D. Victoria, and Margaret Florey, eds. 2007. <i>Documenting and revitalizing Austronesian languages</i>. Language Documentation & Conservation Special Publication No. 1. Honolulu: University of Hawai'i Press. (Available on-line: http://nflrc.hawaii.edu/lcd/sp01/).</p> <p>Rice, Karen. 2005. A typology of good grammars. <i>Studies in Language</i> 30(2): 385-415.</p> <p>Robins, Robert, and Eugenius Uhlenbeck, eds. 1992. <i>Endangered Languages</i>. Oxford: Berg.</p> <p>Robinson, Stuart, Greg Aumann, and Steven Bird. 2007. Managing fieldwork data with Toolbox and the Natural Language Toolkit. <i>Language Documentation & Conservation</i> 1(1): 44-57.</p> <p>Schmidt, Thomas, and Jasmine Bennöhr. 2008. Rescuing legacy data. <i>Language Documentation & Conservation</i> 2(1):109-129.</p> <p>**Vaux, Bert. 2007. <i>Linguistic field methods</i>. Wipf & Stock Publishers.</p> <p>Weber, David J. 2005a. Thoughts on growing a grammar. <i>Studies in Language</i> 30(2):417-444.</p> <p>Weber, David J. 2005b. The linguistic example. <i>Studies in Language</i> 30(2):445-460.</p> <p>Yamada, Racquel-Maria. 2007. Collaborative linguistic fieldwork: Practical application of the Empowerment Model. <i>Language Documentation & Conservation</i> 1(2): 257-282.</p>
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	<p>On-line Resources</p> <ul style="list-style-type: none"> ● Linguistics computing resources on the internet: http://www.sil.org/linguistics/computing.html ● Typological tools for field linguistics (http://www.eva.mpg.de/lingua/tools-at-lingboard/tools.php) ● Praat: doing phonetics by computer (http://fonsg3.hum.uva.nl/praat/) ● WordCorr: A tool for comparative-historical linguists (http://www.wordcorr.org/) ● On-line journal: <i>Language Documentation & Conservation (LD&C)</i> (http://www.nflrc.hawaii.edu/ldc/) ● The following website provides a useful list of on-line resources for language documentation and conservation: The Hans Rausing Endangered Languages Projects (http://www.hrelp.org/languages/resources/orel/) 																					
<p>四、教學方式</p>	<p>This course discusses issues concerning language documentation through a series of readings, lectures, and discussions. Moreover, there will be a tutorial session on how to use the <i>Toolbox</i> program to store/sort data.</p> <p>***Note: Although I will lecture <i>in English</i>, students can ask questions in either English or Mandarin Chinese. However, they are strongly encouraged to ask questions <i>in English</i>.</p>																					
<p>五、教學進度</p>	<p><i>Tentative schedule</i></p> <table border="0"> <tr> <td>Week 1</td> <td>09/19/2008</td> <td>Orientation</td> </tr> <tr> <td>Week 2</td> <td>09/26/2008</td> <td>Language documentation (Himmelman 2006a, in Gippert et al. 2006—Ch. 1)</td> </tr> <tr> <td>Week 3</td> <td>10/03/2008</td> <td>Ethical issues in fieldwork (Crowley 2007—Ch. 2); Dwyer 2006, in Gippert et al. 2006—Ch. 2)</td> </tr> <tr> <td>*Week 4</td> <td>10/10/2008</td> <td>Holiday: National Day</td> </tr> <tr> <td>Week 5</td> <td>10/17/2008</td> <td>Getting started (Crowley 2007—Ch. 3; Mosel 2006a, in Gippert et al. 2006—Ch. 3)</td> </tr> <tr> <td>Week 6</td> <td>10/24/2008</td> <td>Data gathering (Crowley 2007—Ch. 4)</td> </tr> <tr> <td>Week 7</td> <td>10/31/2008</td> <td>Phonetics and phonology in language documentation—I (Ladefoged 2003—Ch. 1; Maddieson 2001, in Newman & Ratliff 2001—Ch. 10) [Guest</td> </tr> </table>	Week 1	09/19/2008	Orientation	Week 2	09/26/2008	Language documentation (Himmelman 2006a, in Gippert et al. 2006—Ch. 1)	Week 3	10/03/2008	Ethical issues in fieldwork (Crowley 2007—Ch. 2); Dwyer 2006, in Gippert et al. 2006—Ch. 2)	*Week 4	10/10/2008	Holiday: National Day	Week 5	10/17/2008	Getting started (Crowley 2007—Ch. 3; Mosel 2006a, in Gippert et al. 2006—Ch. 3)	Week 6	10/24/2008	Data gathering (Crowley 2007—Ch. 4)	Week 7	10/31/2008	Phonetics and phonology in language documentation—I (Ladefoged 2003—Ch. 1; Maddieson 2001, in Newman & Ratliff 2001—Ch. 10) [Guest
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			Lecturer: Feng-fan Hsieh]
	Week 8	11/07/2008	Phonetics and phonology in language documentation—II (Himmelman 2006b, in Gippert et al. 2006—Ch. 7; Himmelman 2006c, in Gippert et al. 2006—Ch.10) [Guest Lecturer: Feng-fan Hsieh]
	Week 9	11/14/2008	Sketch grammar (Mosel 2006b, in Gippert et al. 2006—Ch. 12); Linguistic annotation (Schultze-Berndt 2006, in Gippert et al. 2006—Ch. 9)
	Week 10	11/21/2008	Monolingual fieldwork (Everett 2001, in Newman & Ratliff 2001—Ch. 8)
	*Week 11	11/28/2008	Text collection and elicitation—I (Chelliah 2001, in Newman & Ratliff 2001—Ch. 7) *Mid-term project due
	Week 12	12/05/2008	Text collection and elicitation—II (Crowley 2007—Ch. 5)
	Week 13	12/12/2008	Orthography development (Seifart 2006, in Gippert et al. 2006—Ch. 11)
	Week 14	12/19/2008	Obtaining Funding: Grant proposal writing (Peters and Menn, n.d.)
	Week 15	12/26/2008	The ethnography of language and language documentation (Franchetto 2006, in Gippert et al. 2006—Ch. 8; Hill 2006, in Gippert et al. 2006—Ch. 5)
	*Week 16	01/02/2008	No Class—Holiday
	Week 17	01/09/2009	Data management—I (Austin 2006, in Gippert et al. 2006—Ch.4)
	*Week 18	01/16/2009	Data management—II (<i>Toolbox</i> tutorial session) (Robinson et al. 2007) --Please bring your laptop to the class. Be sure to install the <u>Toolbox program</u> on your laptop before you come to the tutorial session. (The <i>Toolbox</i> program is

	<p>downloadable from the following website: www.sil.org/computing/toolbox.)</p> <p><i>*Term project due</i></p>
六、成績考核	<ul style="list-style-type: none"> ● The course grade is based entirely on how well the following requirements are fulfilled; <i>NO second chance or alternative work can be given.</i> <ul style="list-style-type: none"> (a) participation (10%) (b) one written article summary, together with an oral presentation (20%) (c) a mid-term project (To be announced) (due on November 28, 2008) (30%) (d) a final project in the form of a grant proposal (due on January 16, 2009) (40%) ● Late homework will be accepted ONLY in DOCUMENTED cases of illness or crisis. ● ***Failure to make any oral presentation or failure to submit any written assignment <i>on time</i> will result in either a “low pass” or an “F” (i.e. below 70) in students’ course grade. ● ***<u>Academic honesty is highly valued by the instructor.</u> ***<u>Plagiarism (i.e. the use of other people’s words and/or ideas without giving proper citation or acknowledgement) will result in an “F” (i.e. below 70) in students’ course grade.</u> ● Students are responsible for material and information covered in classes that they miss.
七、講義位址 http://	