
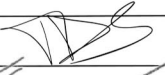

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Languages, Linguistics, and Comparative Literature <b>College</b> Arts & Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
<b>Prefix</b> LIN  <b>Number</b> 4162	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b> <input type="text" value="Lecture"/>	<b>Course Title</b> Field Methods in Linguistics
<b>Credits</b> <i>(Review Provost Memorandum)</i>  3	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b> <input checked="" type="radio"/> <b>Pass/Fail</b> <input type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i> Introduction to linguistic fieldwork. Collection and analysis of language data from speakers of under-described languages.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>  Spring 2021	<b>Prerequisites, with minimum grade*</b> LIN 3010 or permission of instructor		<b>Corequisites</b> n/a
		<b>Registration Controls</b> <i>(Major, College, Level)</i> n/a	
<i>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</i>			
<b>WAC/Gordon Rule Course</b> <input type="radio"/> Yes <input checked="" type="radio"/> No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  None  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a> .	
<b>Minimum qualifications to teach course</b> Master's degree in Linguistics or related field			
<b>Faculty Contact/Email/Phone</b> Michael Hamilton mhamilton@fau.edu 0342		<b>List/Attach comments from departments affected by new course</b> n/a	
<b>Approved by</b> Department Chair  College Curriculum Chair  College Dean  UUPC Chair <u>Jerry Haky (via email confirmation)</u> Undergraduate Studies Dean <u>Edward Pratt (via email confirmation)</u> UFS President _____ Provost _____			<b>Date</b> 3-02-20 3.24.20 3-24-2020 3-30-20 3-31-20 _____ _____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**FLORIDA ATLANTIC UNIVERSITY**  
**Department of Languages, Linguistics, & Comparative Literature**

**LIN 4162 – Field Methods in Linguistics- Spring 2021**

**Section 001 CRN XXXXX**

**3.0 credit hours**

**Tuesdays & Thursdays**

<i>Professor:</i>	Michael David Hamilton	<i>Consultant:</i>	Kathryn Pewenofkit Briner
<i>Office:</i>	CU 269	<i>Office:</i>	CU 237
<i>E-mail:</i>	<a href="mailto:mhamilton@fau.edu">mhamilton@fau.edu</a>	<i>E-mail:</i>	<a href="mailto:kbridwel@fau.edu">kbridwel@fau.edu</a>
<i>Office Hours:</i>	Tuesdays & Thursdays, 9-11:00, or by appointment	<i>Office hours:</i>	by appointment

**Textbook & materials:**

Bowern, Claire. (2008). *Linguistic Fieldwork: A practical guide*. Palgrave-Macmillan.  
-Posted on Canvas (pdf available for free online)

**FAU Catalog description:**

***Field Methods in Linguistics (LIN 4162) 3 credits*** Introduction to linguistic fieldwork. Collection and analysis of language data from speakers of under-described languages.  
*Prerequisites:* LIN 3010 or permission of instructor.

**Course description:**

In this course we will conduct a research project from beginning research until dissemination. We will all being a research project on an unfamiliar language by collecting data, selecting a topic, developing a hypothesis, testing the hypothesis, refining the hypothesis and retesting (i.e., following the scientific method). In conducting our research projects, we will also learn about a variety of topics, including (i) best practices in data collection and analysis, (ii) ethics and applying for ethics approval, (iii) using a database and database management, (iv) reading primary linguistic research and engaging with background literature, (v) linguistic typology, and (vi) dissemination, i.e., writing a proposal, making and presenting a poster, making and presenting slides, and writing a paper. We'll read and discuss fieldwork best practices, but primarily we will learn by doing. You'll gain practice writing up your findings and supporting proposals with linguistic data.

The language of study for our course is Comanche, an Uto-Aztecan language. Our language consultant is Kathryn Pewenofkit Briner. Please do not actively conduct independent research (online or otherwise) until we decide to do this in class. It is important to begin at first without any background in the language for the purposes of the course.

**Goals of the course:**

The goals of this course are to:

- (i) collect and analyze reliable and accurate language data through direct work with a first-language speaker, and
- (ii) practice formulating and testing linguistic hypotheses

**Grading distribution:**

The final course grade will be calculated as follows:

Final Project:	40%	(20% Oral Presentation: slides; 20% Paper)
Progress Report:	20%	(10% Oral Presentation: poster; 10% Paper)
Project Proposal:	15%	(5% Pre-proposal; 10% Proposal)
Homework:	15%	(e.g., session plans, summary, & database entry)
Participation:	10%	(e.g., attendance, lateness, & class contribution)

**Participation**

This class is a workshop, not a lecture, and active participation in class and in your group is absolutely essential to its – and your! – success. So it is very important for you to attend every class and arrive on time (especially when we are doing an elicitation session with Kathryn). Participating in class means asking questions, contributing ideas, and taking careful notes. Each student will be responsible for planning and guiding elicitations for in-class sessions. While certain groups will be responsible for guiding our elicitation on any given meeting, everyone should be participating actively in all class sessions.

**Elicitation Sessions**

Each student will be responsible for leading portions of an in-class elicitation sessions. This will involve: (i) coming up with a plan for material to elicit, and (ii) submitting your plan by email to the professor and consultant 24 hours before the session. After your session, you will be responsible for ensuring that the online database is up-to-date with the material elicited in class that week.

**Final Project**

Each student will select a topic related to the course material and in consultation with the professor. This project will consist of three stages. The first is the proposal stage, which involves a pre-proposal (5%), in which each student will choose a relevant research paper in an area of interest, reverse engineer a proposal for this paper, and complete a rough draft of a proposal for their own project. After one session led, students will submit a revised finished proposal (10%).

The second stage is the completion of a progress report after the second session led. Students will make a poster and present it to the class (10%). This will be followed up by the submission of a written report, which will be a first rough draft of the final paper.

The third, and final, stage is an oral presentation (using slides) of the final paper after the last sessions (20%). This will be done in the last class(es) and will offer the chance for students to summarize their project, share their ideas with classmates, and receive crucial feedback before the paper. During the exam period, the final paper (20%) and will no more than 10 pages (single spaced). It is encouraged for students to present this paper in the FAU Undergraduate conference and submit it to the FAU Undergraduate Research Journal.

**Submissions**

*Submissions are due at the beginning of class on the due date (i.e. at 11:00am on the due date). Please keep a copy of each submission in case there are issues with the submitted hard copy (i.e., accidentally lost) or electronic copies (i.e., formatting issues). Any issue about grading must be addressed within 1 week of the date when the graded work was returned. Late submissions will not be accepted unless you have a documented medical excuse. If you miss an assignment deadline, and you have a certified medical excuse, you must notify me (via email) within 24 hours of the assignment deadline.*

**Grading scale**

Quiz scores and attendance & participation credit will be calculated as percentages. There will be **no rounding of grades** beyond the automatic rounding done by Canvas. At the end of the semester, the overall percentage score will be converted into a letter grade as follows:

A	94.0-100%	B-	80.0-82.99%	D +	65.0-69.99%
A-	90.0-93.99%	C+	75.0-79.99%	D	63.0-64.99%
B+	87.0-89.99%	C	73.0-74.99%	D-	60.0-62.99%
B	83.0-86.99%	C-	70.0-72.99 %	F	0%-59.99%

**Attendance**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

**Attendance on First Day of Class**

Students are required to attend the first day of class for any course in which they are registered. If a student misses the first day of class for any reason, the student may be administratively withdrawn from the course.

**Communication Devices**

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cell phones, are to be disabled in class sessions.

### **Email policy**

FAU's primary source for correspondence with students is through the student's FAU email. Messages sent by the University may include time-sensitive information regarding student accounts, announcements, and class information. Students are responsible for checking their FAU email on a regular basis and should clean out their email boxes diligently to ensure all mail is delivered. FAU email should never be auto-forwarded to another email account. To access MyFAU and FAU email, visit <http://myfau.fau.edu/>. For issues with logging into MyFAU, contact the OIT Help desk at <http://www.fau.edu/oit/> or 561-297-3999.

When emailing your instructors, please use your FAU account. Messages sent from a personal e-mail account may be classified as junk mail, and therefore may result in no response or a delayed response. FAU e-mail is considered by the university to be official communication, and you should therefore address your instructor appropriately, use a formal writing style, state your name and the course you are enrolled in, and allow at least 24 hours for a response (48 hours on weekends).

### **Accommodations policy**

In compliance with the Americans with Disabilities Act Amendment Act 2008 (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111 (561-799-8585) — and follow all SAS procedures.

### **Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling>.

### **Academic Integrity:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

**NOTE: This syllabus, including the Calendar, is a guide for the course and is subject to change. All changes will be announced and discussed in class and posted on Canvas. The syllabus should not be considered a substitute for attending class or for any information that is provided to you by your instructor. Please check Canvas regularly for announcements and use it for assignments as indicated. Please keep in mind that you are responsible for having the required materials for class, for checking the syllabus for assignments, and for completing and submitting on time all assignments indicated for that week.**

## Calendar

Dates	Topics (tentative)	Readings	Tasks
-------	--------------------	----------	-------

### Part #1: Introduction

1/14 (Tu)	Intro to field work	Bowern, Ch. 11	
1/16 (Th)	Intro to elicitation	Bowern, Ch. 1 & 3	FAU IRB (CITI)
1/21 (Tu)	First sessions	Bowern, Ch. 5	
1/23 (Th)		Bowern, Ch. 6	Topic selection
1/28 (Tu)		Bowern, Ch. 7	
1/30 (Th)		Bowern, Ch. 8	Pre-proposal due

### Part #2: Directed research (1<sup>st</sup> round)

2/04 (Tu)	Pre-proposal discussion		
2/06 (Th)	1 <sup>st</sup> Sessions: Day 1		Elicitation homework
2/11 (Tu)	1 <sup>st</sup> Sessions: Day 2		Elicitation homework
2/13 (Th)	1 <sup>st</sup> Sessions: Day 3		Elicitation homework
2/18 (Tu)	1 <sup>st</sup> Sessions: Day 4		Elicitation homework
2/20 (Th)	1 <sup>st</sup> Sessions: Day 5		Elicitation homework
2/25 (Tu)	Proposal discussions		Proposals due

### Part #3: Directed research (2<sup>nd</sup> round)

2/27 (Th)	2 <sup>nd</sup> Sessions: Day 1		Research homework
3/03 (Tu)	2 <sup>nd</sup> Sessions: Day 2		Research homework
3/05 (Th)	2 <sup>nd</sup> Sessions: Day 3		Research homework
3/10 (Tu)	Spring Break		
3/12 (Th)			
3/17 (Tu)	2 <sup>nd</sup> Sessions: Day 4		Research homework
3/19 (Th)	2 <sup>nd</sup> Sessions: Day 5		Research homework
3/24 (Tu)	Progress reports		Slides due on morning (by 9am) of presentation
3/26 (Th)	Progress reports		

### Part #4: Directed research (3<sup>rd</sup> round)

3/31 (Tu)	3 <sup>rd</sup> Sessions: Day 1		Directed research
4/02 (Th)	3 <sup>rd</sup> Sessions: Day 2		Directed research
4/07 (Tu)	3 <sup>rd</sup> Sessions: Day 3		Directed research
4/09 (Th)	3 <sup>rd</sup> Sessions: Day 4		Directed research
4/14 (Tu)	3 <sup>rd</sup> Sessions: Day 5		Directed research

### Part #5: Research Presentations

4/16 (Th)	Final Presentations: Day 1		Slides due on morning (by 9am) of presentation
4/21 (Tu)	Final Presentations: Day 2		
4/23 (Th)	Final Presentations: Day 3		

To find/verify other important dates, consult the FAU academic calendar:  
<http://www.fau.edu/registrar/registration/calendar.php>