



"Taking Language Home"
2013 American Indian Language Development Institute
University of Arizona
Summer 2013

LING 497B/597B: Workshop in Linguistics
Creating Linguistic Products for Native American Languages

Instructor: Colleen Fitzgerald
Room: EDUC 502
Schedule: Mondays-Fridays, 1:00-4:30 p.m.
Email: cmfitz@uta.edu
Web Page: <http://www.uta.edu/faculty/cmfitz/>
Course Web Page: <http://www.uta.edu/faculty/cmfitz/swnal/training/june2013/>

Additional resources, courtesy of UT Arlington's Native American Languages Lab, including a number of Dell laptops which can be checked out during the AILDI course, per arrangement with me:

Web: <http://www.uta.edu/faculty/cmfitz/swnal>
Facebook: <https://www.facebook.com/Native.American.Languages.Lab>

Course Description. Talking dictionaries, teaching grammars, bilingual stories with audio in your language, 501 Verbs of your languages: these are some of the ways you can deploy linguistically-driven projects into your language program. As part of the course, all participants will identify the linguistic and related cultural resources for their languages, as well as learn some of the software and stimuli tools out there to assist you in developing such projects. In particular, we will spend time learning a free dictionary-making software (FLEx – Fieldworks Language Explorer) that a number of tribes have used to create online dictionaries with audio and pictures or to create text collections of their stories in bilingual format. We will also look at some of the ways these projects can be creatively deployed, such as in a 'word of the day' format, social media, learning or teaching grammars. Additionally, we will consider how tools for documenting your language can be done in a way to promote revitalization, for example, as a way to collect language patterns from an elder or as a prop to organize a Master-Apprentice session. Each participant will try out each of these different product possibilities for their own language as in-class assignments, as well as choose one to create a product of their choice for their language by the end of the class. Participants will complete a microteaching lesson, ideally centered around the same topic. Ultimately, the goal of this course is for you to find a way to draw from linguistics in a way that is useful for your language and its revitalization.

For more about microteaching, go to <http://aildi.arizona.edu/microteaching>

Readings:

Hinton, Leanne and William F. Weigel. 2002. A Dictionary for Whom? In Making Dictionaries: Preserving Indigenous Languages of the Americas. Ed. by William Frawley, Kenneth C. Hill, and Pamela Munro. University of California Press. Berkeley, CA. Pp. 155 – 170.

Mithun, Marianne, 2005. Grammars and the community. *Studies in Language* 30:2, 281-306. <http://www.uta.edu/faculty/cmfitz/swnal/training/june2013/5.Mithun.Comm.pdf>

Munro, Pamela. 2005. From parts of speech to the grammar. *Studies in Language* 30:2, 307–349. <http://www.uta.edu/faculty/cmfitz/swnal/training/june2013/6.Munro.PoS.pdf>

Handbook for FLEx Handouts from UT Arlington (creation supported by NSF grant BCS# to Fitzgerald)
<http://www.uta.edu/faculty/cmfitz/swnal/training/june2013/AILDI-FLExHandoutPacket.pdf>

Software:

Fieldworks Language Explorer – latest stable release is 7.2.7; download the "SE Full" version (FW727_SE_A.exe): direct link:
http://downloads.sil.org/FieldWorks/7.2.7/SE/FW727_SE_A.exe
 Audacity: <http://audacity.sourceforge.net/download/>

Helpful Online Resources:

<http://oxforddictionaries.com/words/jargon-buster>

Munro, Pam. 2006. The Joy of grammar: Intro to grammatical analysis. Presented at the Breath of Life workshop, Berkeley CA. <http://www.aicls.org/pages/pam.htm>.

Story-builder: Picture cards for language learning <http://www.story-builder.ca/>

CARLA Center for Advanced Research in Language Acquisition, University of Minnesota. <http://www.carla.umn.edu/>

Policy on Attendance (*please read carefully*)

Because of the intensive, participatory nature of this class, it is critical that you come to class every day. It is AILDI policy to drop a student from the class after two absences (the equivalent of four classes during a normal semester). I will follow this policy. If you anticipate two or more absences, please do not enroll in this course.

Policy on Incompletes

Incompletes are difficult for students and instructors, as well as unfair to your colleagues in the class who have completed course requirements within the scheduled time. Therefore, I strongly discourage incompletes and will allow them only for extreme emergencies. Students who receive incompletes can expect to earn only a grade of B or below.

Description of Major Course Requirements:

Assignment	Value	Description
1. Collection of Linguistic and Cultural Resources (day 1 task)	25 points	Pull together the set of language and cultural materials relevant to language to assist you in the course and set up data entry sheets
2. Presentation of your project at the AILDI conference	75 points	Your work in progress will be presented as part of the AILDI

		National Conference, 'Creating Linguistic Products' session (Breakout B; 1:30 pm – 3 pm)
3. Micro-teaching In-Class Practice	50 points	An immersion lesson taught entirely in the language, up to 20 minutes. For practice lesson (June 12-13), try for a 10 minute lesson in your language; engage learner (games, songs, physical activities), include comprehension checks and learner practice
4. Linguistic Product for Your Language	150 points	Your choice from topics covered in the class; work with the instructor to get project approval. Goal is a final project that can go home with you and be used in your language program. Should include a 1-2 page report of your project, what you did and how you envision using it.
5. Presentation of your Linguistic Product	75 points	You will describe the goals behind your project, show and explain your project to our class.
6. Microteaching	100 points	http://aildi.arizona.edu/microteaching This includes presenting your microteaching and attending and actively participating in micro-teaching sessions.
6. Attendance and participation	25 points	This includes our class meeting time, and attending and being active at the AILDI conference on June 17-18, and

Grading

Letter	Points earned
A	450 - 500
B	400 - 449
C	350 - 399
D	300 - 349
F	0 - 299

Approximate Course Schedule for Topics

Date	Topic	Reading Due	Assignment Due
WEEK 1			
Mon 6/3	ORIENTATION		
Tues 6/4	Overview of course; Identifying Linguistic and Cultural Resources for your Language		

	Overview demo of FLEx; Installation/computer time Example projects Microteaching Discussions		
Wed 6/5	Dictionaries and Database Software: First Steps in FLEx; Using meaning and culture to guide dictionary-building; Words in FLEx		
Thurs 6/6	Creating your own Dictionary (FLEx): Sounds and writing system; Morphemes; Thinking about Grammar; Microteaching Discussion		
Fri 6/7	Nouns Verbs in Dictionaries – FLEx Grammar Sketch and Text functions Microteaching discussions		Microteaching Forms Due
WEEK 2			
Mon 6/10	Collecting and sharing the stories of your language; Texts in FLEx Audacity and audio editing (Audacity) Audio recording		
Tues 6/11	Pedagogical (teaching) grammars: the good, the bad, the ugly Grammar sketch function in FLEx		
Wed 6/12	501 Verbs of Chickasaw – Inspiration from Oklahoma FLEx work		
Thurs 6/13	More tools that can be used for both documentation and revitalization (stimuli kits) Dictionary and text work in FLEx		
Fri 6/14	Language Project (informal sharing of plans) Microteaching Practice		Microteaching Practice
WEEK 3			
Mon 6/17	AILDI CONFERENCE		
Tues 6/18	AILDI CONFERENCE		
Wed 6/19	Conference debriefing More on Verbs, Actions, and Linguistic Products		
Thurs 6/20	Finish Linguistic Products Note Microteaching Practice tonight at 5-		
Fri 6/21	Language Project Presentations		Presentations
WEEK 4			
Mon 6/24	Databases, Talking Dictionaries, Blogs, Facebook, Instagram, Twitter, Wikis and Tumblr: Getting the 'Word' out on your language Microteaching Support		Language Projects Due
Tues 6/25	MICROTEACHING DAY		Microteaching
Wed 6/26	MICROTEACHING DAY		Microteaching
Thurs 6/27	CLOSING SESSION		
Fri 6/28	FINAL DAY		