

RECEIVED

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OFFICE OF THE
SENATE COUNCIL

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 2/16/2016

1b. Department/Division: Linguistics

1c. Contact Person

Name: Rusty Barrett

Email: erbarr2@uky.edu

Phone: 257-3114

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: LIN 550

2c. Full Title: Linguistic Field Methods

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** This course is an introduction to field methods for grammatical description. Working with a native speaker of an unfamiliar language, students will gain experience in eliciting and analyzing data in descriptive linguistics. We will consider general issues related to fieldwork, including choosing a field site and consultants, software for linguistic archiving and analysis, as well as the psychological, ethical, and practical considerations related to fieldwork. The bulk of the course, however, will focus on practical experience in describing the phonetics, phonology, morphology, and syntax of an unfamiliar language. LIN 540 must be taken concurrently.

2k. **Prerequisites, if any:** LIN 221 or graduate standing in Linguistics; Requires LIN 540 taken concurrently.

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Spring,

Will the course be offered every year?: No

If No, explain: MA students and PhD students will have opportunity to take the course if offered every two years.

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 25

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. **Check the category most applicable to this course:** Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** Yes

If YES, name the proposed new program: PhD in linguistics. It will also be used in the current MA in Linguistic Theory and Typology.

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs:

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 550 NEW Dept Review|20150317

SIGNATURE|ACSI222|Anna C Harmon|LIN 550 NEW College Review|20151019

SIGNATURE|JMETT2|Joanie Ett-Mims|LIN 550 NEW Undergrad Council Review|20160226

SIGNATURE|ZNNIKO0|Roshan N Nikou|LIN 550 NEW Graduate Council Review|20160331

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

[Browse...](#)

Upload File

	ID	Attachment
Delete	6310	LIN 550 Syllabus Revised.docx

First 1 Last

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e. Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.
- | | | | |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory ¹ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is an introduction to field methods for grammatical description. Working with a native speaker of an unfamiliar language, students will gain experience in eliciting and analyzing data in descriptive linguistics. We will consider general issues related to fieldwork, including choosing a field site and consultants, software for linguistic archiving and analysis, as well as the psychological, ethical, and practical considerations related to fieldwork. The bulk of the course, however, will focus on practical experience in describing the phonetics, phonology, morphology, and syntax of an unfamiliar language. LIN 540 must be taken concurrently.

k. Prerequisites, if any:

LIN 221 or graduate standing in Linguistics; Requires LIN 540 taken concurrently.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: MA students and PhD students will have opportunity to take the course if offered ever

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

PhD in linguistics. It will also be used in the current MA in Linguistic Theory and Typology.

b. * Will this course be a new requirement ²for ANY program? Yes No

If YES ², list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log.

- ☐ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ☐ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ☐ In order to change a program, a program change form must also be submitted.

Rev 8/09

LIN 550: Linguistic Field Methods
Spring 201X Course Syllabus
Classroom *TBD*
Time *TBD*

Instructor: Dr. Rusty Barrett

Office: 1367 Patterson Office Tower

Phone: (859) 257-3114

Email: erbarrett@uky.edu

Mailbox: 1243 Patterson Office Tower, English Department

Office hours: W 10am-12pm or by appointment

Course Description: This course is an introduction to field methods for grammatical description. Working with a native speaker of an unfamiliar language, students will gain experience in eliciting and analyzing data in descriptive linguistics. We will consider general issues related to fieldwork, including choosing a field site and consultants, software for linguistic archiving and analysis, as well as the psychological, ethical, and practical considerations related to fieldwork. The bulk of the course, however, will focus on practical experience in describing the phonetics, phonology, morphology, and syntax of an unfamiliar language. **Requires that LIN 540 be taken concurrently.**

Prerequisite: LIN 221 or graduate standing in Linguistics

Course Goals/Objectives:

- Gain awareness of the issues involved in conducting linguistic fieldwork, including issues related to ethics, mental/physical health, and safety.
- Provide practical experience with recording equipment and software tools for linguistic description and archiving
- Gain practical experience in conducting linguistic elicitation with a speaker of an unfamiliar language
- Learn methods for determining structures at all levels of grammar through interactions with a language consultant

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Work with a native speaker to elicit linguistic data
- Develop an organized research plan to analyze the phonetics, phonology, morphology, and syntax of an unfamiliar language
- Develop techniques for eliciting data relevant to specific research questions
- Use computational and audio/video methods to analyze and archive linguistic
- Work with a large set of “messy” data in order to draw generalizations and determine basic patterns
- Relate linguistic theory to new data in order to collect and analyze data to produce theoretically-relevant research
- Independently develop a fieldwork-based research program to describe an understudied

language

Required Textbook: Claire Bower, (2015). *Linguistic Fieldwork: A practical guide*. [second edition] Palgrave Macmillan.

Attendance Policy: Because we will be conducting elicitations during classtime, it is important that you attend every class session; if you do have to miss a class session, you must let me know the circumstances of your absence. Excused absences will be given with proof as defined by S.R.

5.2.4.2 of *Student Rights and Responsibilities*, which is available online at

<http://www.uky.edu/Ombud/policies.php>. (S.R. 5.2.4.2 defines the acceptable reasons for excused absences.) I require proper documentation, such as a note from the doctor for illness, a bulletin from the funeral in the case of bereavement, etc., covering the specific day(s) of your absence. Do **NOT** schedule regular appointments/check-ups (i.e. eye doctor, dentist, OB/GYN, etc.) during our class time. These will not be excused. The latest that you can contact me regarding these absences is **ONE** week from the date of the **FIRST** excused absence.

If you need to leave early for any reason, let us know before class starts. Please try to sit near the door, so as to limit the amount of disruption to the class.

Course Evaluation and Grading Scale (undergraduate):

Assignments (5)	50%	A	90-100%
Midterm research proposal	20%	B	80-89%
Final paper	30%	C	70-79%
		D	60-69%
		E	59% or below
<hr/>			
TOTAL	100%		

Course Evaluation and Grading Scale (undergraduate):

Assignments (5)	45%	A	90-100%
Midterm research proposal	15%	B	80-89%
Final paper	40%	C	70-79%
		E	69% or below
<hr/>			
TOTAL	100%		

Assignments: Assignments for this class will be short descriptions of aspects of grammar in the language we are working with (e.g. evidence for a specific phonemic inventory).

Midterm research proposal: DUE March 4: This is a short (5-7 page) proposal for the final research project. The proposal should describe the aspect of grammar that will be the focus of the research and the techniques that will be used to obtain the relevant data.

Mid-term Grades: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final paper: For undergraduates, the paper should be a detailed description (12-15 pages) of some portion of the grammar. For graduate students, the paper should use data obtained in the class to address a current issue in linguistic theory.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Academic Integrity: All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Academic Ombudsman's website also has information on plagiarism found at <http://www.uky.edu/Ombud>.

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Students ask whether it is permissible to work together on homework assignments. Here is the answer: it is fine – in fact it is desirable – for two or more students to discuss an assigned problem **before** they have begun formulating their answers in writing; but once a student has begun putting an answer down in writing, no consultation with other students is permitted. By university policy, the minimum penalty for handing in an answer any part of which is copied (or an answer from which another student has been allowed to copy) is an E for the course.

Writing Center: The Writing Center, Room B108B in The Hub of the W. T. Young Library (lower level), is available to help you with your writing. It is open 9am-9pm Monday-Thursday, 9am-3pm Friday, and 8pm-11pm Sunday. It is strongly advised to make an appointment in advance: go to uky.mywconline.com to sign on as a new client (select "First visit? Click here to register") or to log in and schedule an appointment. More information about the Writing Center is available at <http://wrd.as.uky.edu/writing-center> . You can contact the Director of the Writing Center, Judy Prats, at judithgprats@uky.edu.

Daily Schedule

The following dates are tentative. The attention given to specific topics will depend on the structure of the language we are studying.

Date	Topic/Elicitation area	Readings
W 1/14	Introduction	
F 1/16	Fieldwork issues	Bowern, chapter 1
M 1/19	**MLK DAY**	**NO CLASS**
W 1/21	Intro to technological tools	Bowern, chapter 2
F 1/23	Intro to technological tools	
M 1/26	Data organization	Bowern, chapter 4
W 1/28	Phonetics	Bowern, chapter 3
F 1/30	Phonetics	
M 2/2	Phonetics	
W 2/4	Phonology	Bowern, chapter 5
F 2/6	Phonology	
M 2/9	Phonology	
W 2/10	Morphology	Bowern, chapter 6
F 2/13	Morphology	
M 2/16	Morphology	
W 2/18	Morphology	
F 2/20	Syntax	Bowern, chapter 7
M 2/23	Syntax	
W 2/25	Syntax	
F 2/27	Syntax	
M 3/2	Syntax	
W 3/4	Midterm research proposal due	
F 3/6	Semantics	Bowern, chapter 8
M 3/9	Semantics Midterm grades reported	
W 3/11	Working with text	Bowern, chapter 9
F 3/13	Working with text	
M 3/16	**SPRING BREAK**	**NO CLASS**
W 3/18	**SPRING BREAK**	**NO CLASS**
F 3/20	**SPRING BREAK**	**NO CLASS**
M 3/23	Specific research questions (TBD)	
W 3/25	Specific research questions (TBD)	
F 3/27	Specific research questions (TBD)	
M 3/30	Specific research questions (TBD)	
W 4/1	Specific research questions (TBD)	
F 4/3	Specific research questions (TBD)	
M 4/6	Specific research questions (TBD)	
W 4/8	Specific research questions (TBD)	
F 4/10	Specific research questions (TBD)	
M 4/13	Practical issues in fieldwork	Bowern, chapter 10

W 4/15	Practical issues in fieldwork	Bowern, chapter 11
F 4/17	Practical issues in fieldwork	Bowern, chapters 12
M 4/20	Practical issues in fieldwork	Bowern, chapter 13
W 4/22	Practical issues in fieldwork	
F 4/24	Student presentations on projects	
M 4/26	Student presentations on projects	
W 4/28	Student presentations on projects	
F 5/1	Student presentations on projects	

Final Paper due: Friday May 8 at 12:00 PM