國立清華大學課程大綱

科號	LING703600	組別		學分	3	人數限制	
上課時間	W234/ (三)9:00-12:00			教室	C519		
科目中文名稱	瀕危語言與語言記載			週數 16			
科目英文名稱	Endangered Languages and Language Documentation						
任課教師	廖秀娟 (Dr. Hsiu-chuan Liao)						
擋修科目	無			擋修分數			

一、課程說明	This course deals with issues of language endangerment and documentary linguistics. In this course, students will acquire some basic skills that are required to undertake the crucial task of documenting endangered and/or underdocumented languages. Students 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. ***Note: This course will be offered ***in English***.
二、指定用書	Crowley, Terry. 2007. *Field linguistics: A beginner's guide*. Oxford: Oxford University Press. Gippert, Jost, Nikolaus P. Himmelmann, and Ulrike Mosel, eds. 2006. *Essentials of language documentation*. Berlin and New York: Mouton de Gruyter. Krauss, Michael E. 1992. The world's languages in crises. *Language* 68(1): 4–10. Himmelmann, Nikolaus. 1998. Documentary and descriptive linguistics. *Linguistics* 36(1):161-195. Ladefoged, Peter. 2003. *Phonetic data analysis: An introduction to fieldwork and instrumental techniques*. Oxford: Blackwell. McDonnell, Bradley, Andrea L. Berez-Kroeker, and Gary Holton, eds. 2018. *Reflections on language documentation: 20 years after Himmelmann 1998*. Language Documentation & Conservation Special Publication No. 15. Honolulu: University of Hawai'i Press. [Introduction + 31 reflection papers] (http://hdl.handle.net/10125/24800) Newman, Paul. 2007. Copyright essentials for linguists. *Language Documentation & Conservation* 1(1): 28-43. Newman, Paul, and Martha Ratliff, eds. 2001. *Linguistic fieldwork*. Cambridge: Cambridge University Press. Peters, Ann M., and Lisa Menn. 2003. Guidelines for writing

| | grant proposals. May 9, 2003. Social, Behavioral and Economic Sciences (SBC), National Science Foundation (NSF). (https://www.nsf.gov/sbe/bcs/ling/guidelines.jsp)

Special Issue of *Studies in Language* 30(2): Perspectives on Grammar Writing (ed. by Thomas E. Payne and David J. Weber)
Bright, William. 2006. Contextualizing a grammar. *Studies in Language* 30(2):245-252.
Kibrik, Aleksandr E. 2006. Collective field work: Advantages or disadvantages? *Studies in Language* 30(2): 259-279.
Mithun, Marianne. 2006. Grammars and the community. *Studies in Language* 30(2): 281-306.
Munro, Pamela. 2006. From parts of speech to the grammar. *Studies in Language* 30(2): 307-349.
Noonan, Michael. 2006. Grammar writing for a grammar-reading audience. *Studies in Language* 30(2):351-365.
Payne, Thomas E. 2006a. Introduction. *Studies in Language* 30(2): 235-243.
Payne, Thomas E. 2006b. A grammar as a communicative act: or what does a grammatical description really describe? *Studies in Language* 30(2): 367-383.
Payne, Thomas E., and David J. Weber, eds. 2007. *Perspectives on grammar writing*. (originally published in *Studies in Language* 30(2) [year 2006]). Benjamins Current Topics 11. Amsterdam and Philadelphia: John Benjamins.
Rice, Karen. 2006. A typology of good grammars. *Studies in Language* 30(2): 385-415.
Weber, David J. 2006a. Thoughts on growing a grammar. *Studies in Language* 30(2):417-444.
Weber, David J. 2006b. The linguistic example. *Studies in Language* 30(2):445-460.

On-line journal: ***Language Documentation & Conservation (LD&C)* (http://nflrc.hawaii.edu/ldc)** |
| 三、參考書籍 | Adelaar, Alexander. 2013. Reviving Siraya: A case of language engineering. *Language Documentation & Conservation* 7:212-234.
Anderson, Victoria. 2008. Static palatography for language fieldwork. *Language Documentation & Conservation* 2(1):1-27.
Blevins, Juliette. 2007. Endangered sound patterns: Three perspectives on theory and description. *Language Documentation & Conservation* 1:1-16.
Bowern, Claire. 2008. *Linguistic fieldwork: A practical guide*. Palgrave MacMillan.
Crystal, David. 2000. *Language death*. New York: Cambridge University Press.
Davis, Wade. 1999. Vanishing Cultures. *National Geographic* |

196(2): 62-89.

Florey, Margaret. 2007. Introduction: Documenting and revitalizing Austronesian languages. In *Documenting and revitalizing Austronesian languages*, ed. by Victoria D. Rau and Margaret Florey, 1-12. Language Documentation & Conservation Special Publication No. 1. Honolulu: University of Hawai'i Press.

François, Alexandre. 2019. A proposal for conversational questionnaires. In *Methodological tools for linguistic description and typology*, ed. by Alimée Lahaussois and Marine Vuillermet, 155-196. Language Documentation & Conservation Special Publication No. 16. Honolulu: University of Hawai'i Press.

Gordon, Matthew. 2003. Collecting phonetic data on endangered languages. *15th International Congress of Phonetic Sciences*, 207-210.

Grenoble, Lenore, and Lindsay Whaley, eds. 1998. *Endangered Languages: Language Loss and Community Response*. Cambridge: Cambridge University Press.

Harrison, K. David. 2007. *When languages die: The extinction of the world's languages and the erosion of human knowledge*. Oxford: Oxford University Press.

Kaufman, Daniel, and Raphael Finkel. 2018. Kratylos: A tool for sharing interlinearized and lexical data in diverse formats. *Language Documentation & Conservation* 12:124-146

Matthewson, Lisa. 2004. On the methodology of semantic fieldwork. *International Journal of American Linguistics* 70: 369-415.

Nettle, Daniel, and Suzanne Romaine. 2000. *Vanishing voices: The extinction of the world's languages*. New York: Oxford University Press.

Olson, Kenneth S., Glenn Machlan, and Nelson Amangao. 2008. Minangali (Kalinga) digital wordlist: Presentation form. *Language Documentation & Conservation* 2(1):141-156.

Otsuka, Yuko, and Andrew Wong. 2007. Fostering the growth of budding community initiatives: The role of linguists in Tokelauan maintenance in Hawai'i. *Language Documentation & Conservation* 1(2):240-256.

Payne, Thomas E. 1997. *Describing morphosyntax: A guide for field linguists*. Cambridge: Cambridge University Press.

Rau, D. Victoria, and Margaret Florey, eds.. 2007. *Documenting and revitalizing Austronesian languages*. Language Documentation & Conservation Special Publication No. 1. Honolulu: University of Hawai'i Press. [12 articles]

Robins, Robert, and Eugenius Uhlenbeck, eds. 1992. *Endangered Languages*. Oxford: Berg.

Robinson, Stuart, Greg Aumann, and Steven Bird. 2007. Managing fieldwork data with Toolbox and the Natural Language Toolkit. *Language Documentation &*

Conservation 1(1): 44-57.

Schmidt, Thomas, and Jasmine Bennöhr.　2008.　Rescuing legacy data.　*Language Documentation & Conservation* 2(1):109-129.

Vaux, Bert.　2007.　*Linguistic field methods*.　Wipf & Stock Publishers.

Wisdom, Jennifer P., Halley Riley, and Neely Myers. 2015. Recommendations for writing successful grant proposals: An information synthesis. Academic medicine: Journal of the Association of American Medical Colleges 90(12):1720-1725.

Yamada, Racquel-Maria.　2007.　Collaborative linguistic fieldwork: Practical application of the Empowerment Model. *Language Documentation & Conservation* 1(2): 257-282.

Zepeda, Ofelia, and Susan Penfield. 2008. Grant writing for indigenous languages. Arizona Board of Regents, The University of Arizon.

Useful websites:
Endangered Languages Documentation Programme. (https://www.eldp.net/en/about+us/)

SIL Linguistics Software (https://www.sil.org/linguistics/linguistics-software)

四、教學方式	This course discusses issues concerning endangered languages, language documentation and revitalization, and archiving through a series of readings, lectures (including guest lectures), and discussions.
五、教學進度	**Tentative Schedule** W1　02/15/2023　Orientation W2　02/22/2023　Endangered Languages (Kraus 1992); Documentary Linguistics (Himmelmann 1998) W3　03/01/2023　Data gathering (Crowley 2007—Ch. 4); Monolingual fieldwork (Everett 2001, in Newman & Ratliff 2001—Ch. 8) W4　03/08/2023　Ethical issues in fieldwork (Crowley 2007—Ch. 2); Dwyer 2006, in Gippert et al. 2006—Ch. 2) W5　03/15/2023　Phonetics and phonology in language documentation—I (Ladefoged 2003—Chapter 1; Maddieson 2001, in Newman & Ratliff 2001—Ch. 10)

	W6	03/22/2023	Phonetics and phonology in language documentation—II (Himmelmann 2006b, in Gippert et al. 2006—Ch. 7; Himmelmann 2006c, in Gippert et al. 2006—Ch.10)
	W7	03/29/2023	Sketch grammar (Mosel 2006b, in Gippert et al. 2006—Ch. 12); Linguistic annotation (Schultze-Berndt 2006, in Gippert et al. 2006—Ch. 9)
	W8	**04/05/2023**	**Holiday: Tomb Sweeping Day**
	W9	04/12/2023	The revitalization of Truku Seediq (Guest lecturer: Dr. Apay Ai-yu **TANG** (湯愛玉), National Dong Hwa university (國立東華大學))
	W10	04/19/2023	Text collection and elicitation (Chelliah 2001, in Newman & Ratliff 2001—Ch. 7; Crowley 2007—Ch. 5)
	W11	04/26/2023	The state-of-the-art of Formosan languages endangerment and language documentation (Guest lecturer: Dr. Elizabeth **ZEITOUN** (齊莉莎), Academia Sinica (中央研究院))
	W12	05/03/2023	Obtaining Funding: Grant proposal writing (Peters and Menn, 2003)
	W13	05/10/2023	Documenting and Archiving Arta, an endangered Negrito language in Northern Luzon, the Philippines (Guest lecturer: Dr. Yukinori **KIMOTO** (木本 幸憲), University of Hyogo (兵庫縣立大學), Japan)
	W14	**05/17/2023**	**Conferences: SEALS 2023 (Chiang Mai, Thailand)**
	W15	05/24/2023	Orthography development (Seifart 2006, in Gippert et al. 2006—Ch. 11)
	W16	05/31/2023	Data management (Austin 2006, in Gippert et al. 2006—Ch.4)
六、成績考核	● The course grade is based entirely on how well the following requirements are fulfilled; ***NO* second chance or alternative work can be given.**		

	(a) participation (10%)
	(b) one article presentation (in English) **(20%)**
	(c) a review of sample grant proposals (due at **5:00PM, May 24, 2023**) **(20%)**
	(d) a final project in the form of a grant proposal (due at **5:00PM, June 14, 2023**) **(50%)**
	● **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 *on time* 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</u> (i.e. the use of other people's words and/or ideas without giving proper citation or acknowledgement) <u>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://	