Faculty Development Plan
Name
Assistant Professor
Linguistics and English Language

Overview

The purpose of this plan is to lay out the details and strategies for my professional development as a faculty member at BYU. As per the guidelines in the University Rank and Status Policy this plan will discuss teaching, scholarship, and citizenship as elements in my professional development by surveying where I am now, what I would like to achieve, and how I plan to reach those achievements and be a contributing member of my department and the university.

Teaching

Self-assessment. I have a strong commitment to teaching. I value good teachers and the teacher-student interactions possible in a classroom. I have had a lot of opportunity to develop my own style and teaching philosophy at BYU and other universities. However, I recognize that my development as a teacher is not finished and I look forward to continued development. I have already taught a majority of the undergraduate and some graduate courses in linguistics at BYU. I have also taught similar graduate and undergraduate courses at other universities. I enjoy new teaching challenges and approach each class as an opportunity to explore and learn -- rather than a challenge for the students to compete in.

Areas where I would like to improve as a teacher include:
1. ensuring that students are meeting course and department objectives
2. creating more of a collaborative learning environment in the classroom
3. helping students see beyond the course materials to find applications to their individual pursuits and goals.

Plan.
1. I have begun to include an overview of the major in all of my course as a way of helping students understand how a specific course's content fits into the major. I also use this opportunity to explain the types of skills and knowledge students should expect to develop in a specific course. I think this is valuable, but I need to point out to the students how these are being accomplished throughout the course, instead of only the beginning. One option for doing this would be informal mid-semester course surveys.
2. Learning to analyze language data can be daunting. I think that those students who feel that they can rely on each other in learning are less apprehensive, and generally more successful as students. I have been experimenting with developing short in-class "projects" that can help students learn to ask each other for help if necessary. I like the way they have turned out in LING 201, but I will be developing more of these in other courses also.
3. Students engage with course material better if they understand how it is individually relevant to them. I have experimented in the 300-level courses with helping students develop final projects which use the course material applied in their own professional,

educational, and personal goals and pursuits. I want to improve this experience by including a discussion on doing library research and field work (of any language).

Assessment.
Student reviews, a portfolio of student projects, and the syllabi and materials of the courses I teach can be used as assessments of these planned activities.

Resources needed.
I need time to develop my courses and to foster good student relationships. I would like to get some feedback from other professors about how they are accomplishing similar goals in their own courses.

Scholarship

Self-assessment. I love writing and research. I feel that this is an important step in developing citizenship and teaching. However, I find my scholarship is mostly a selfish endeavor -- I write and research because that is the way I can explore the world and contribute to the big ideas about language that I live with. I have already published articles, book chapters, and reviews, and have three other articles, two book chapters, and two books currently in various stages of production. I have also a list of ten other ongoing projects and two invitations to co-author grant proposals. I have been a key component of various linguistic projects documenting various languages, one of which was funded by the NSF with me as PI. I have joined a writing group with two other professors in the department to make sure I stay focused on my writing and research.

Areas where I would like to improve as a scholar include:
1. developing better/new relationships with language communities where I can be involved in prolonged linguistic fieldwork, documentation, and description. As one example I would like to develop a plan for using the amazing native speaker resources on campus
2. encouraging current students -- especially graduate students -- to explore language documentation as a meaningful research program.
3. engaging professionally with students through co-authored work.

Plan.

1. While I am a member of various professional organizations which support the development of research activities, I will network consistently with members of each of these to identify communities in need of support. I will also create a list of potential native speakers of understudied languages here on campus.
2. I have started the Language Documentation Research Group, but advertising this to other students and faculty is necessary. To do this I will give a lecture on the value of language documentation to the field of linguistics as a humanistic endeavor.
3. Inviting graduate students with interest in language documentation to join me in writing up and conducting various aspects of my on-going research. The goal will be to submit one conference abstract together with a student
4. Writing and delivering two additional articles to journals for publication, each year.

Assessment.
A portfolio of new publications and research activities, of the conference abstract, and student feedback on the research group can be used to assess the success of these plans.

Resources needed.
I need consistent time to write and support in putting together the research group and the lecture. I will also need more access to graduate students. Funding for new research would be ideal, but if I be informed on the prospects for obtaining research and writing funding on campus that would be helpful.

Citizenship

Self-assessment. This is area in which I need the most improvement. I have served as a reader on various theses at BYU or other institutions. I am on the department graduate and undergraduate committees, and assessment committee. I am a member of various professional organizations and have a good working relationship with many people in my field. However, in all of these activities I have taken a passive role. I need to make a bigger impact as a contributor in these various activities.

Areas where I would like to improve in my professional citizenship include:
1. being actively engaged in the professional activities and organizations I am a part of
2. understanding my role in the department committees
3. get better acquainted with the other faculty in the department

Plan.
1. Take an active role in my assigned department committees.
2. Volunteer to serve on the board of the Committee for Endangered Languages and their Preservation (CELP) at the next LSA meeting.

Assessment.
Feedback from colleagues and individuals serving on CELP can be used to assess my success with these plans.

Resources needed.
I need to have feedback on what the department goals for each committee is. I also need time to foster the relationships with CELP.

Course Development Project

Course Description:

Linguistics 495 is the Senior Capstone course for our undergraduate program. It requires students to have completed the five foundational courses in linguistic analysis. Other courses offered in the department will enhance student experience and possibilities in this course. The general course outcomes listed in the university catalog are:

- Students will demonstrate that they can integrate their knowledge of core and applied areas of linguistics to produce a linguistic artifact (grammar, lexicon, corpus, experiment, survey, etc), and communicate the results in writing or speaking.

Teacher goals for this course:

My teaching philosophy is built on student improvement and independence. I want this course to be an opportunity for students to explore their own interests while helping them develop skills that can "finish" their learning experience as an undergraduate student at BYU. To meet the listed outcomes the artifact and the communications of results should be prominent.

There are a few challenges for this course that must be overcome to achieve the desired outcomes.
1. Most students do not have a general understanding of the field of linguistics. They can do data analysis, but the reason for doing that may not be apparent. This is necessary for knowing how and why produce a relevant artifact.
2. Most students do not know what "language documentation entails". Some will think it is field work. None of them will understand how important it is to the field of linguistics generally. Since this is a new topic for them, getting to the final artifact may be evoke a daunting learning experience.
3. Some of them might have difficulty articulating their reasons for pursuing linguistics or language-focused projects. While this is partially true for everyone, this is really important for developing a project/artifact. Students can get bogged down without knowing what, why, or how to proceed.
4. To engage in the field of linguistics, students should have a base of information and ideas presented to them that is comparable to their peers at other universities.

Course Design:
For the reasons explained above the following elements are considered appropriate for helping students learn, have a positive experience, and improve. Ten course outcomes have been identified. Ten learning and teaching activities have been designed to help students achieve each outcome.

	Outcome	Assessment	Learning Activity	Teaching Activity
1	Define language documentation, language data, and the state of the world's languages and explain why these are important to the field of linguistics	Report 1	Readings & In-class discussion	Lecture
2	Identify the place of language documentation within the larger field of linguistics.	Report 1	Readings & In-class discussion	Lecture
3	Identify the best methodologies for collecting language data	Small Group Work & Final Project	Readings, In-class discussion & Small Group Work	Lecture & Final Project Planning
4	Understand and apply the means for data management and preservation	Report 2 & Final Project	Software Instruction	Software Instruction & Final Project Planning
5	Describe data on multiple levels	Report 3	Readings & In-class discussion	Language Description Showcase
6	Present and disseminate the data that has been collected, preserved, and described.	Small Group Work & Final Project	Small Group Work	Lecture & Final Project Planning
7	Discuss language data ethics	Report 4	Readings & In-class discussion	In class debate
8	Engage with primary literature	Final project, Student-led discussions of readings	Readings & In-class discussion	Instruction on where and how to access this
9	Identify the components of a language documentation project	Final Project	Readings, In-class discussion & Small Group Feedback	Lecture & Final Project Planning
10	Plan and conduct a language documentation project	Final Project	In-class discussion & Small Group Feedback	Lecture & Final Project Planning

From these design elements, the following syllabus is thought appropriate

BRIGHAM YOUNG UNIVERSITY DEPARTMENT OF LINGUISTICS
LNG 495/ELANG 495R: Capstone "Language Documentation"
JKB 2114 MWF 11:00 – 11:50
Fall 2016

Instructor: Dr. Name
Office: JFSB 4047
Office Hours: T,TH 9-12, or by appt.
Email: Name@gmail.com Phone:
801-422-4707

Course Overview:
Language documentation is both new and old. In this undergraduate capstone course, we will examine the expanding importance and practice of language documentation within the field of linguistics. Analyzing language data is linguistics, but what is the nature of that data (e.g., where does it come from, who owns it, etc.)? This is a new concern for the field of linguistics. In this course, we investigate the fundamentals of language documentation and description. We will concentrate only on those issues that deal with the role of data in linguistics (ignoring many others).

General Course Outcomes:
"Students will demonstrate that they can integrate their knowledge of core and applied areas of linguistics to produce a linguistic artifact (grammar, lexicon, corpus, experiment, survey, etc.), and communicate the results in writing or speaking."

Specific Course Outcomes:
Students who complete this course will be able to:
1. Define language documentation, language data, and the state of the world's languages and explain why these are important to the field of linguistics.
2. Identify the best methodologies for collecting language data.
3. Understand and apply the means for data management and preservation.
4. Describe language data on multiple levels
5. Present and disseminate the data that has been collected, preserved, and described.
6. Discuss language data ethics.
7. Identify the place of language documentation within the larger field of linguistics.
8. Engage with primary literature on language documentation
9. Identify the components of documentation in linguistic projects
10. Plan and conduct a documentation project either individually or in a small group (choose the appropriate methods and technology, address how archives and accessibility play a role, be aware of the ethics involved in data collection)

Course Assessments
1. **Readings.** Readings are to be done before class.
   a. **Student-led class discussions.** Each student is required to lead the class in a discussion on one of the assigned readings in a small group. These do not need to be formal, but they do need to be prepared. These can be in any format you want.
2. **Reports.** Each student is responsible for four reports.

a. Review and discuss a published, academic linguistic article, corpus, or other project (pre-approved by the instructor) and indicate the role language documentation has in it. In this report you should:
  i. Define language documentation, language data and the state of the world's languages
  ii. Identify elements of the reviewed work which are language documentation
  iii. Make at least one suggestions for how the documentation can be improved or more clearly articulated as part of the reviewed work.
b. Review one software application that can be/is used for language documentation. In this report you should
  i. Identify which software package you are reviewing
  ii. Explain why you chose to review it
  iii. Discuss the pros and cons it provides for doing language documentation (as you understand them).
c. Review one published type of data description (such as a grammar, a dictionary, or a corpus of texts) discuss the pros and cons. In this report you should:
  i. Give the full citation (using the Unified Style Sheet for linguistics) of the work you are reviewing
  ii. Discuss what makes the review work useful for the field of linguistics and what it is missing (based on our discussion of the place of language documentation within the field of linguistics)
  iii. Critically evaluate the format of the reviewed work in light of the community of language speakers, the field of linguistics, and the general public.
d. Review the issues regarding ethics of the use of language data. In this report you should:
  i. Take a stance on who owns language data
  ii. Endeavor to convince your audience (the class) that your stance is correct
  iii. Discuss what your stance means for language documentation and linguistics generally.

3. **Final Projects.** Each student will be responsible for a final project. This project must be about linguistics and have a significant component of documentation and description. The project will be best if it focuses on the interests of the individual student, and should be approved by Chris.

There are two ways to complete this project -- individually or as a small group. If you choose to work as a group, one component of the overall project must be yours alone, though it will fit into the whole project. No matter which path you choose, this requires planning now….now…..now…..now……please do it **now!** The culmination of the project will be a 10-minute in-class presentation and a written report (the written report can take many different forms depending on your project specifics, so see me if you have concerns) -- typically reports will be 15-20 pages long (double spaced, not including references).

Course Schedule (subject to change)

Dates	Topic	Assignment	Discussion Group
8/29-9/2	Defining language documentation and data types	Readings	
9/5-9/9	Defining language documentation and data types	Readings	
9/12-9/16	Endangered Languages and Language Revitalization	Readings	
9/19-9/23	Endangered Languages and Language Revitalization	Readings & **Report 1**	
9/26-9/30	Data collection Methodologies	Readings & Small Group Work Final Project Idea	
10/3-10/7	Data collection Methodologies	Readings, Small Group Work & Feedback on Final Project Idea	
10/10-10/14	Data Management and Preservation	Readings & **Report 2**	
10/17-10/21	**ELAN Training**	In-class Projects	--
10/24-10/28	**ELAN Training**	In-class Projects & Feedback on Final Project Design	--
10/31-11/4	Language Description	Class Discussion & Small Group feedback on Final Project Data	
11/7-11/11	Language Description	Class Discussion, Small Group feedback on Final Project Data & **Report 3**	
11/14-11/18	**FLEX Training**	Feedback on Final Project Design	--
11/21-11/22	Ethics	Readings & **Report 4**	
11/28-12/2	**Final Presentations**		
12/5-12/8	**Final Presentations**		
12/13	**Final Papers**		

Course Materials
Reference works to be consulted for more information

Frawley, William.; Kenneth C Hill.; and Pamela Munro. 2002. *Making dictionaries : preserving indigenous languages of the Americas*. Berkeley: University of California Press.

Gippert, Jost.; Nikolaus Himmelmann.; and Ulrike Mosel. 2006. *Essentials of language documentation*. Berlin; New York: Mouton de Gruyter.

Grenoble, Lenore A., and Louanna Furbee-Losee (eds.) 2010. *Language documentation: practice and values*. Amsterdam, The Netherlands ; Philadelphia, PA: John Benjamins Pub. Co.

Payne, Thomas Edward, and David Weber, eds. *Perspectives on Grammar Writing*. Amsterdam Philadelphia: John Benjamins Pub. Co, 2007. Print. Benjamins Current Topics v. 11. (do

not buy this book unless you want to, all of the chapters are available as articles in other places).
Journal of *Language Documentation & Conservation*, http://nflrc.hawaii.edu/ldc/
Journal of *Language Documentation and Description,* http://www.elpublishing.org/publications
The Endangered Languages Project: www.endangeredlanguages.com

Required Readings
1. **Defining language documentation and data types**
    Good, Jeff. 2012. Data and language documentation. Data and language documentation. Peter Austin and Julia Sallabank (eds.), Handbook of Endangered Languages. Cambridge: Cambridge University Press. 212–234.
    Himmelmann, Nikolaus P. 1998. Documentary and descriptive linguistics. *Linguistics* 36.161–195. doi:10.1515/ling.1998.36.1.161.
    Himmelmann, Nikolaus P. 2012. Linguistic data types and the interface between language documentation and description. *Language Documentation and Conservations*, vol. 6, pp.187-207.
    Woodbury, Tony. 2003. Defining documentary linguistics. *Language documentation and description* 1.35–51.

2. **Endangered Languages and Language Revitalization**
    Brenzinger, Matthias, Akira Y. Yamamoto, Noriko Aikawa, Dmitri Koundiouba, Anahit Minasyan, Arienne Dwyer, Colette Grinevald, et. al. 2003. *Language vitality and endangerment.* Paris: UNESCO Intangible Cultural Unit, Safeguarding Endangered Languages.
    Dorian, Nancy C. 1993. A response to Ladefoged another view of endangered languages. *Language* 69.575–579. doi:10.2307/416699.
    Hale, K.; Michael Krauss; Lucille Watahomigie; Akira Y. Yamamoto; Collette Craig; Laverne Masayesva Jeanne & Nora C. England. 1992. Endangered languages. *Language* 68 (1): 1–42.
    Ladefoged, Peter. 1992. Another view of endangered languages. *Language* 68.809–811. doi:10.2307/416854.

3. **Data Collection Methodologies**
    Sunderland, Jane. 2010. Research Questions in Linguistics. In LITOSSELITI, LIA (ed.) *Research methods in linguistics.* London ; New York: Continuum.
    Angouri, Jo. 2010. Quantitative, Qualitative or Both? Combining Methods in linguistic research. In LITOSSELITI, LIA (ed.) *Research methods in linguistics.* London ; New York: Continuum.
    Lüpke, Friederike. 2010. Research methods in language documentation. In Peter K. Austin (ed.) Language Documentation and Description, Vol 7, 55-104. London: SOAS
    Labov, William. 1972. Some principles of linguistic methodology. Language in Society 1(1): 97–120.
4. **Data Management and Preservation**
    Nathan, David and Peter K. Austin. Reconceiving metadata: lanauge documentation through thick and thin. *Language Documentation and Description*.
    Bird, S. and G. Simons. 2003. Seven dimensions of portability for language documentation and description. *Language* 79.557–582. doi:10.1353/lan.2003.0149.

Conathan, Lisa. 2011. Archiving and language documentation. In The Cambridge handbook of Endangered languages, eds. Peter K. Austin and Julia Sallabank, 235-254. Cambridge [U.K.]; New York : Cambridge University Press.

Woodbury, Anthony C. 2014. Archives and audiences: Toward making endangered language documentations people can read, use, understand, and admire. In David Nathan and Peter K. Austin (eds.) Language Documentation and Description 12: 19-36. London: SOAS.

5. **Language Description**

Evans, N & Dench, A 2006, 'Introduction: Catching language', in Felix K. Ameka, Alan Dench, Nicholas Evans (ed.), *Catching language: the standing challenge of grammar writing*, Mouton de Gruyter, Berlin, New York, pp. 1-39.

Lupke, Fredericke. 2010. Orthography development. In Jost Gippert, Nikolaus Himmelmann, and Ulrike Mosel (eds.) *Essentials of Language Documentation*, 275-300. Berlin: Mouton de Gruyter.

Mosel, Ulrike. 2004. Dictionary making in endangered speech communities. *Language Documentation and Description* 2: 39-54.

Rice, Keren. 2006. A typology of good grammars. *Studies in Language* 30(2): 385-416.

6. **Ethics**

LSA ethics statement. http://www.linguisticsociety.org/sites/default/files/Ethics_Statement.pdf

Rice, Keren. 2006. Ethical Issues in linguistic fieldwork: an overview. *Journal of Academic Ethics* 4: 123-155.

Thieberger, Nick and Simon Musgrave. 2007. Documentary linguistics and ethical issues. *Language Documentation and Description* 4: 26-37.

Course Evaluation

To assess the value and effectiveness of this course and its design, I plan on implementing the following assessment strategies:

1. Clear explanation of course purpose and outcomes
2. Three formal evaluations
   a. Two mid-semester student evaluations
   b. A final student evaluation
3. An informal feedback session at the end of the course

Scholarship Strategies Project

The purpose of this project is to provide a detailed plan for achieving my scholarship goals over the next year. As mentioned above, writing is an integral part of my daily habits and I see no problems in creating time for research or writing. However, there are areas that you make my research agenda stronger and more effective they are (copied from above):

1. developing better/new relationships with language communities where I can be involved in prolonged linguistic fieldwork, documentation, and description. As one example I would like to develop a plan for using the amazing native speaker resources on campus
2. encouraging current students -- especially graduate students -- to explore language documentation as a meaningful research program.
3. engaging professionally with students through co-authored work.

I have also laid out my general plans for achieving these goals above. Other than these activities, I will continue to set up time each day for my writing and research. To ensure continued success in publications, I will also identify two new papers that can be written and submitted in 2017. Here a timeline of the specifics of what I will accomplish in the next year are given.

Activity	Deadline
Get in touch with Jeff Pynes about working with the Tol community in Honduras	September 2016
Begin List of Language Speakers at BYU	August 2016
Complete and submit Vowel Harmony paper	Submit in August 2016
Complete and submit Glottalized Consonants paper	Submit in October 2016
Hold two LDRG meetings (one in the fall and one in the winter)	October 2016 March 2017
Submit Máku documentation to SSILLA with one student	September 2016
Two new paper topics and outlines	January 2017

Citizenship Project

In my faculty development plan above, I proposed pursuing opportunities to be more active in my contributions on department committees and in working with my field's professional organizations. As part of these proposals, I suggested two action items that I could work on over the next year. They are:

1. Take an active role in my assigned department committees.
2. Volunteer to serve on the board of the Committee for Endangered Languages and their Preservation (CELP) at the next LSA meeting.

In order to do accomplish these goals I have laid out the following steps to accomplish each month (culminating in February 2017).

1. Contact the committee chair prior to any committee meetings to make sure I am prepared to participate
2. Spend time getting to know faculty members through informal chats so that I can better appreciate their perspectives
3. Look for opportunities to volunteer to complete department committee projects and/or assignments
4. Contact the chair of the Committee for Endangered Languages and their Preservation (CELP) and express my interest in being involved.
5. Attend the January CELP meeting and look for opportunities that allow me to be involved.