INT D 318 Technologies for Endangered Language Documentation

Instructor:	Atticus Harrigan	**Time:**	T, W, Th 11:00–12:00
Email:	galvin+INTD318@ualberta.ca	**Place:**	Online

Course Page: intd318.a.ttic.us

Office Hours: By appointment

Required Texts: Links to readings and videos will be posted to the class website.

Objectives: This course introduces students to the use of technology for the purposes of documenting and revitalizing languages. By the end of this course, students will be able to:

- Identify and describe the different types of technology used in language documentation and revitalization

- Recognize and respond to ethical issues of language technology

- Formulate and evaluate a teaching plan involving the use or creation of technology for language documentation or revitalization

Prerequisites: Registration in the CILLDI program.

Email: When emailing me about this course, please use the email galvin+INTD318@ualberta.ca. I'm going to setting up a rule to place all emails sent there into a priority inbox. I plan to respond to all emails within 2 business days, but if galvin+INTD318@ualberta.ca is not the email your question is sent to, I can't promise I'll be able to stick to that timeline.

Course Content

Lectures: We will meet every Tuesday, Wednesday, and Thursday from 11:00–12:00. You can access to Zoom meeting from this address: Join Zoom Meeting. Meetings will not be traditional lectures. Instead, they will be discussion seminars. Have watched the required videos is essential to student success.

The meetings will be held in my personal Zoom room: 398 908 0979. The room will be open roughly 5 minutes before each meeting.

Marking & Grading: Marks for assignments will be given in percentages, and an overall course mark will be calculated according to the weights given below. Letter grades will be assigned to the overall mark according to the University guidelines. There is no curve for the final letter grade (i.e. the distribution of grades is not predetermined by a quota that requires a certain number or percentage of grades at a particular level). As per the University Calendar, marks and grades are based on a combination of absolute achievement and relative performance in a class. Grade cutoffs can thus differ between courses. Representative evaluative course material (such as practice/Test Yourself quizzes) will be available on the course website.

Course Outline:

Date	Videos Discussed
July 6, 2021	Introduction to language documentation, revitalization, and technology
July 7, 2021	Recording Standards
July 8, 2021	Discussion of Assignment 1
July 8, 2021	**ADD/DROP DEADLINE, PAYMENT DEADLINE**
July 9, 2021	**Assignment 1 Due by 11:59:59 PM**
July 12, 2021	**REFUND DEADLINE**
July 13, 2021	First Voices Audacity(see the First Voices Audacity playlist on this page)
July 14, 2021	Discussion of Assignment 2
July 15, 2021	Labelling in Audacity
June 15, 2021	**WITHDRAWAL DEADLINE**
July 16, 2021	**Assignment 2 Due by 11:59:59 PM**
July 19, 2021	**WITHDRAWAL DEADLINE**
July 20, 2021	Language Models, Basic Dictionaries, Smart Dictionaries
July 21, 2021	QR Codes, Discussion of Assignment 3
July 22, 2021	Speech Technology, LAST CLASS
July 23, 2021	**Assignment 3 Due by 11:59:59 PM**

Evaluation Policies

Evaluation Metrics

Assignments: This course is assignment based. There will be no exams. Instead, there will be four assignments given throughout the semester. The three assignments are each worth 25%. The final 25% of your grades comes from regular participation in this course.

Each assignment will be submitted electronically to me through email, with the exception of the final project presentation. All assignments must be submitted as a Google Doc, Microsoft Word, or PDF file. Submissions should be in 12 point font for body text and 10 point font for tables or captions. Documents should have 1 inch margins on all sides. Beyond this, there are no specific formatting requirements. Details for assignment lengths and contents will be given in assignment handouts uploaded to the course website. A *summary* of each assignment is given below.

Assignment 1: Recording on a Budget: Apart from finding good language speakers, a digital language documentation project begins with good equipment. Fortunately, you can find good equipment even if

you don't have much money to spend. For this activity, please use the web and do some "shopping" for audio equipment. Your imaginary budget for this spree is **$500 CANADIAN**. Make sure you're either buying from a Canadian website OR that you've calculated the exam rate. You can look this up on Google. Please write in the assignment if you are using exchange rates. Please submit this assignment to my email by 11:59 PM on July 9. Please list the brand and model, the price, and the website where you found it. You can look on any online source, for example Amazon (http://www.amazon.ca/), Long & McQuade (https://www.long-mcquade.com/), or B&H (http://www.bhphotovideo.com/). You will need to select a few things:

- A recorder

- A microphone of your choice

- A memory card/other accessories

- . . . And if you have money left over, see if there is anything else you would like to purchase!

Assignment 2: Using Recording Technology: In this assignment, you will use Audacity to to record yourself saying three sentences. Record this in audacity and save it as a .wav file. You can do it in any language and you can say anything you would like! Try to leave a few seconds of silence between each sentence. Then, edit it in Audacity to take out/delete the second sentence. Do this as cleanly as possible so that it sounds like you never recorded the second sentence in the first place. Save this as a new .wav file. Send both the original and the edited files to me via email by 11:59 PM July 16.

Assignment 3: Lesson Planning: For this assignment, choose one form of language technology, either that we covered in class or that you otherwise know about. Using this resource, write an informal 2 page lesson plan (aimed towards an age group of your choice) the makes use of this technology as a central resource. This lesson plan should identify the target audience, describe what resources (e.g. computer, tablets, etc) are needed to use this technology, demonstrate why this the language technology is unique, its advantages and disadvantages over other alternatives, and possible concerns that you have with tool. Send via email by 11:59 July 23.

Student Success

Life can be stressful. It is important to know that **you are not alone**. I want to make it very clear that your performance in this (or any) class is **not a reflection of your value as a person**. If you ever feel overwhelmed or stressed out by this class in particular, or your student life in general, please feel free to come and talk to me. If you find that weird, or you prefer other types of support, there are many resources available to you as a uAlberta student, such as the Peer Support Centre and Counselling Services. Please take care of yourself. Your grades in university are not more important than your health.

Other Required Information

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

Academic Integrity & Academic Honesty: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension

or expulsion from the University. All students should consult the information provided by the Vice-Provost and Dean of Students regarding cheating and plagiarism in particular and academic dishonesty in general. If in doubt about what is permitted in this class, ask the instructor. Students involved in language courses and translation courses should be aware that on-line "translation engines" produce very dubious and unreliable "translations." Students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of cheating that violates the code of student conduct with dire consequences. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

Learning and Working Environment: The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or

- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the Office of the Student Ombuds. Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL.

Recording of Lectures: Audio, video, or photographic recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Naturally, in an online class, much of the course material is already recorded; any recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor. You are prohibited from re-distributing any course materials as described above; this includes uploading slides and other materials to websites such as CourseHero.

Attendance, Absences, and Missed Grade Components: Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the Calendar regarding Attendance and Examinations sections of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the "attendance and participation" component(s) of a course, as well as for any assignments that are not handed in or completed as a result. It is your responsibility to make up work and learn material for missed classes. In an online course, "attendance" begins to feel less relevant; however, be sure to read all communication around this course - including emails from the instructor, posts to the discussion forums, and documents posted on the course website. Recognize that those who choose not to read communication surrounding this course must assume whatever risks are involved.

Policy for Late Assignments: Extensions may be receives extensions if you speak with me BEFORE the assignment due date. No extension will go beyond the final day of the course, July 23, 2021 except in exceptional circumstances.