

General requirements for the data presentation**1. Procedures**

- (1) Data presentations will be done in groups of four. You may arrange your own group, or you may request that I arrange a group for you (based largely on considerations of linguistics background and topics of interest).
- (2) Data presentations will take place over the course of the semester. Certain basic requirements on the content will be consistent (see separate handout), but the expectations for theoretical sophistication will increase as time goes on.
- (3) By at least two days before your scheduled presentation, your group must show me the grammar you have chosen for approval. Also, you must let me borrow your grammar while I am grading your presentation. (I won't keep it longer than one class week, and I will return it to the library for you directly if you prefer.)

You are encouraged to meet with me as you prepare for your presentation if things come up that you would like to discuss.

- (4) Your presentation must be accompanied by something that the class can (a) look at while you present and (b) keep for later reference. This could be slides on screen, in which case the file will be posted to the course Sakai site. Or, this could be a paper handout, which you would bring to class (we are 28 students plus one instructor in total).
 - Handouts or slides are most effective when presented in outline form, divided into numbered sections/subsections. Use numbered data examples so that it's easy to refer to the data while you're giving your presentation. (Much like this document, in fact.)

2. Choosing a grammar

- (5) The language must be one you do not already speak and have not studied. It must be a natural language, not an artificial or constructed language. It must not be taught at UNC (this includes Arabic, Korean, and Wolof).
- (6) The reference source that you will work from will be a published book-length linguistic grammar. In other words, it is not:
 - an online source
 - an article in a journal, or a chapter in a book about multiple languages
 - a dictionary
 - a textbook for foreign-language learners

Linguistic grammars are available on the 6th and 7th floors of Davis Library, in the LC call-number range from PA to PM.

- (7) Different grammars will have different degrees of linguistic analysis or sophistication. Before you commit to a particular grammar, have a look to see how easy it will be for you to work with, and how much relevant information it actually contains.

- (8) Your grammar is likely to have a chapter or section called “Morphology.” However, be prepared to use the table of contents and index to find relevant information (including glosses and points related to syntax or phonology) in other parts of the book, if necessary. Different authors will make different decisions about where in their book to put different kinds of information.

3. What to cover in the presentation

- (9) Give basic information about the language:
- its name, and alternative names if applicable
 - its classification (language family or subgroup, or “isolate”)
 - where it is spoken
 - the number of speakers and the date when this was determined — if more than ten years ago, try to get more recent numbers from Ethnologue for comparison
 - Ethnologue is an SIL web site, www.ethnologue.com (linked from the Resources page on the course web site), which is a good source of information of this type beyond what may be stated in your grammar. Please cite Ethnologue if you use it.
- (10) Give a consonant chart and a vowel chart. (Almost all grammars have these somewhere; if yours doesn’t, state that and move on.)
- If you know IPA, please convert the charts from your source into appropriate IPA symbols if they are not already in IPA.
 - If you don’t know IPA, you may use symbols as used in your source.
- (11) The main part of the handout should focus on the morphological categories and phenomena found in the language.
- (a) What kinds of categories and phenomena should you look for/report on? This will partly depend on where we are in the course. Therefore, a web page entitled Information to include for data presentations, linked from the Resources page on the course web site, will keep track of what the data presentations should consider at different times during the semester.
- (b) Always remember that you need to support all claims that you make with relevant examples from the data whenever this is possible. (Cite page numbers.)
- Your grammar author may be good or bad at supporting claims with data; if the author makes claims that can’t be supported by the information available in the grammar (in the relevant section or elsewhere), you may note this and move on.
- (12) Then, a final section of the handout should identify anything that seems interesting, unexpected, or problematic from some theoretical perspective. (This part of the data presentation will gradually become more sophisticated over the course of the semester, as we consider additional theoretical perspectives.)
- You should aim to have at least five minutes’ worth of discussion in this section.
- (13) Be sure to give the bibliographic reference for your grammar. Also, all examples and claims/proposals taken from the source need page-number citations in the handout.