Linguistics

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The Department of Linguistics offers instruction leading to a bachelor of arts (BA), a master of arts (MA), and a doctor of philosophy (PhD) degree in linguistics. The interests of its faculty are in the documentation, preservation, and revitalization of endangered languages; historical linguistics; laboratory phonology; language acquisition and learning; language variation and change; morphosyntax; semantics; Slavic linguistics; sociolinguistics; and typology.

Cognitive and Decision Sciences

Several linguistics faculty members are associated with the Institute of Cognitive and Decision Sciences. For more information, see the **Research Centers and Institutes** section of this catalog.

American English Institute

aei.uoregon.edu

The American English Institute offers several English-language programs for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting:

- Intensive English Program
- Academic English for International Students program
- International Graduate Teaching Fellow program
- online Distance Education program
- special short-term program

Institute instructors are university faculty members with specialized training in linguistics, applied linguistics, or teaching English as a second language. Classes begin in September, January, March, and June.

Intensive English Program

This program consists of a basic seven-level curriculum and an elective curriculum.

The basic seven-level curriculum is divided into two combined skill areas: oral communication, which emphasizes speaking and listening, and written communication, which emphasizes reading and composition.

The elective curriculum consists of optional courses that focus on areas of special concern or interest to students, including Test of English as a Foreign Language (TOEFL) Preparation I and II, Business English, Pronunciation, and Academic Vocabulary.

Other services and facilities, including an audio-digital laboratory and a Macintosh computer laboratory, help students develop English proficiency. Advanced students may enroll, with approval from the institute, in one regular university course. Trained and supervised tutors help students with course work, conversation, listening, reading, composition, and pronunciation.

Academic English for International Students

This program is offered to matriculated students who have scored between 500 and 575 on TOEFL (between 173 and 233 on the computer-based TOEFL, between 61 and 88 on the Internet-based TOEFL, below 7.0 on the International English Language Testing System [IELTS] examination) or request additional training in English as a second language for academic work. Courses are offered in listening, speaking, reading and vocabulary, and writing. A placement test is required before registering. These courses earn university credit and are taken at the same time as other university course work. Information about this program is available from the institute office and the Office of International Affairs.

International Graduate Teaching Fellow Program

English courses are offered to international teaching assistants who need or want help in improving English for use in the classroom. Courses are offered to improve listening and speaking abilities, pronunciation, and university-level teaching and classroom interaction skills. Information about this program is available from the institute office, the Office of International Affairs, and the Graduate School.

Distance Education

The institute offers several online distance education courses and video conferencing workshops in language-teacher training. Specialized distance courses can also be designed upon request.

Short-Term Programs

The institute designs and teaches short-term programs for groups of students. Programs may target areas of interest such as business, university preparation, American language and culture, or second-language teaching methodology.

Student Services

The institute's services for students in the intensive and short-term programs include host families, an academic advisor, an extensive orientation program before classes begin, and planned activities in Eugene and Oregon.

Admission Procedures

The institute's Intensive English Program is open to students who have successfully completed secondary school and are able to demonstrate sufficient financial support for study at the institute. Students are advised to study English for a minimum of six months prior to admission. To apply, submit the following materials:

1. An American English Institute application form
2. Original or certified copies of the most recent degree or diploma received
3. A personal (or guarantor's) bank statement showing the exact amount available for the period of study, or evidence of a scholarship
4. A nonrefundable application fee of $110

Admission to the Intensive English Program does not imply admission to any other school or program at the University of Oregon. Inquiries about admission should be directed to the institute's admissions coordinator.

Linguistics Faculty

B. Mokaya Bosire, instructor (Swahili). BA, 1991, MA, 1993, Nairobi; PhD, 2008, State University of New York, Albany. (2012)

Scott DeLancey, professor (phonology, semantics, syntax; Sino-Tibetan and North American languages). BA, 1972, Cornell; PhD, 1980, Indiana. (1982)

Spike Gildea, professor (language description, diachronic syntax, typology, phonology, comparative linguistics, field methods and ethics, ethnobiology; Cariban and other South American languages). BA, 1983, MA, 1989, PhD, 1992, Oregon. (2000)

Vsevolod M. Kapatsinski, assistant professor (psycholinguistics, corpus linguistics, experimental morphology and phonology, language learning in the lab). BA, 2003, MA, 2005, New Mexico; PhD, 2009, Indiana, Bloomington. (2009)

Tyler S. Kendall, assistant professor (sociolinguistics, corpus linguistics, phonetics, language and law). BA, 1998, Cornell; PhD, 2009, Duke. (2010)

Anna Mikhaylova, assistant professor (second-language acquisition, heritage language acquisition and maintenance, bilingualism, sociolinguistics). BA, 1999, Ryazan State; MA, 2003, East Carolina; PhD, 2012, South Carolina. (2012)

Doris L. Payne, professor (morphology, syntax, semantics, discourse; Amerindian and African languages). BS, 1974, Wheaton; MA, 1976, Texas, Arlington; PhD, 1985, California, Los Angeles. (1987)

Eric W. Pederson, associate professor (cognitive and psycholinguistics, language and culture; South Indian languages). BA, 1982, MA, 1985, PhD, 1991, California, Berkeley. On leave 2012–13. (1997)

Melissa Redford, associate professor (phonetics, laboratory phonology, psycholinguistics, cognitive science). BA, 1992, California, Berkeley; MA, 1995, PhD, 1999, Texas, Austin. (2002)

Cynthia M. Vakareliyska, professor (Slavic linguistics). BA, 1973, Princeton; JD, 1976, Columbia; PhD, 1990, Harvard. (1994)

Emeriti

T. Givón, professor emeritus. BSc, 1959, Jerusalem; MS, 1962, MA, 1966, PhD, 1969, California, Los Angeles. (1981)

Russell S. Tomlin, professor emeritus. BA, 1973, Knox; MA, 1975, PhD, 1979, Michigan. (1979)

Participating

Gregory D. Anderson, linguistics

Dare A. Baldwin, psychology

Marjorie S. Barker, linguistics

Robert L. Davis, Romance languages

Carl Falsgraf, Center for Applied Second-Language Studies

Kaori Idemaru, East Asian languages and literatures

Zhuo Jing-Schmidt, East Asian languages and literatures

Mark Johnson, philosophy

Sarah Klinghammer, linguistics

Jeffrey Magoto, Yamada Language Center

Helen Neville, psychology

Thomas E. Payne, linguistics

Philip D. Young, anthropology

American English Institute Faculty

Agnieszka Alboszta, instructor (critical thinking, distance education). BA, 1993, Minnesota, Twin Cities; MA, 2000, California Institute of Integral Studies. (2003)

Pat Bryan, senior instructor (cross-cultural communication, academic advising, experiential learning). BA, 1969, Seton Hill; MA, 1988, Oregon. (1989)

Emily Rine Butler, instructor (conversation analysis, intercultural pragmatics, teacher training); director, sponsored programs. BA, 2001, Boston College; MA, 2004, Columbia; PhD, 2009, Pennsylvania State (2010)

Jill Cargile, instructor (program administration, academic writing, English for specific purposes). BA, 1989, MS, 1992, Georgia State. (2010)

Peggy Dame, senior instructor; coordinator, special programs. BS, 1975, California, Berkeley; MA, 1981, Oregon. (1986)

Thomas Delaney, instructor (Teaching English to speakers of other languages, testing and assessment, differences in language learning); instructional coordinator. BA, 1994, Loyola Marymount; MA, 1998, Monterey Institute of International Studies. (2006)

Charles Dold, instructor (academic reading and writing). BS, 1989, MLS, 1994, MA, 2004, Illinois, Urbana-Champaign. (2012)

Rachel Drummond-Sardell, instructor (technology-enhanced curriculum design, teacher training, assessing listening and speaking). BA, 2003, MEd, 2005, Oregon. (2006)

Robert K. Elliott, instructor, (pronunciation and intonation, international GTF training, distance education). BA, 1988, California, Los Angeles; MA, 1994, San Francisco State. (2007)

Nicole M. Eustice, instructor (English as a second language curriculum design, critical thinking, theoretical and applied phonology). BA, 2000, MA, 2004, Iowa. (2010)

Alison Evans, senior instructor (academic English for international students). BA, 1980, Ohio Wesleyan; MA, 1985, San Francisco State. (1995)

Bruce Evans, instructor (second-language acquisition, learning and cognitive theory, content-based instruction). BS, 1982, Southern Oregon; MEd, 1992, Temple, Japan. (2010)

Alicia R. Going, instructor. BA, 1987, Seattle; MA, 1995, School for International Training. (2003)

Deborah Healey, instructor (computer-assisted language learning, teacher education, English language teaching). BA, 1974, Queen's (Ontario); MA, 1976, PhD, 1993, Oregon. (2009)

Char Heitman, senior instructor (teacher training, cross-cultural communication, oral skills and fluency). BA, 1988, Northern Iowa; MA, 1993, Iowa. (1997)

Sherie Henderson, instructor (critical thinking, best practices). BA, 1973, Southern Oregon College; AB, 1978, Prairie Bible College; MEd, 2001, Regent. (2012)

Deanna Hochstein, senior instructor (intercultural communication, academic writing, critical thinking). BA, 1973, Oregon State; MA, 1978, Oregon. (1979)

Laura G. Holland, instructor (intensive English-language teaching, teacher training, online distance education). BS, 1981, Wheelock College; MA, 1991, Columbia. (2010)

Britt Johnson, instructor (English as a second language reading, writing, grammar; curriculum; faculty community of practice). BA, 1992, Colorado. (2012)

Cynthia L. Kieffer, senior instructor (teacher training, curriculum review, distance education). BA, 1972, Washington State; MS, 1975, State University of New York, College at Buffalo. (1979)

Sydney Kinnaman, senior instructor (developmental reading, Test of English as a Foreign Language preparation, academic English); coordinator, tutor program. BA, 1979, Idaho; MA, 1982, Washington State, MA 1986, Oregon. (1983)

Marvin LeNoue, instructor (academic writing, technology-enhanced curriculum design and delivery, training program design). BA, 1993, Portland State; MA, 2000, Hawaii, Manoa. (2010)

Leslie Opp-Beckman, senior instructor; coordinator, distance education. BA, 1979, MA, 1989, PhD, 2007, Oregon. (1995)

Patricia Pashby, senior instructor (second-language teaching, teacher training, vocabulary acquisition); coordinator, international graduate teaching fellow program. BA, 1987, MA, 1990, San Francisco State; EdD, 2002, San Francisco. (2001)

Cathryn Phelps, instructor (English for specific purposes: business; English for academic purposes: writing). BA, 1971, MAT, 1978, Georgia State; MA, 1991, Brigham Young. (2004)

Lara M. Ravitch, instructor (curriculum design, assessment, content-based instruction). BA, 1998, Connecticut College; MA, 2002, Monterey Institute of International Studies. (2011)

Jennifer Rice, instructor (English as a second language oral-aural skills, curriculum and materials design, objectives-based course assessment). BS, 2000, Ashland; MA, 2002, Western Oregon. (2010)

Korey Rice, instructor (discussion skills assessment, curriculum development). BA, 1999, Ashland; MS, 2004, Shenandoah. (2004)

Robin Rogers, instructor (curriculum development, materials writing, assessment procedures). BS, 2001, George Fox; MA, 2006, Seattle Pacific. (2010)

Janine Sepulveda, instructor (reading, writing, grammar). BA, 1991, Oregon; MA, 1995, Monterey Institute of International Studies. (1995)

Donna Shaw, instructor (academic reading and writing, curriculum design, distance education). BA, 1993, MS, 1996, EdM, 1997, PhD, 2009, Oregon State. (2010)

Thomas Tasker, instructor (academic reading and writing, curriculum development). MA, 1992, Illinois, Chicago. (2013)

Bonny Tibbitts, instructor (language learning and critical thinking, vocabulary acquisition, academic reading). BA, 1981, MA, 1987, Oregon. (2000)

Jodi Weber, instructor (academic English for international students). BA, 1976, MA, 1991, Saint Michael's College. (2010)

Kay Westerfield, senior instructor (English for specific purposes, international business communication, cross-cultural communication); codirector, International Business Communication Program; coordinator, business English programs. BA, 1974, Iowa State; EdM, 1981, Boston. (1983)

Keli D. Yerian, instructor (discourse analysis, cross-cultural communication, teacher training); director, language teaching specialization. BA, 1991, North Carolina, Chapel Hill; MS, 1994, PhD, 2000, Georgetown. (2007)

Belinda Young-Davy, instructor. BS, 1986, Polytechnic Institute of New York; MA, 1992, PhD, 2000, Oregon. (1998)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

- **Bachelor of Arts**
- **Minor**

Undergraduate Studies

The program offers instruction in the nature of human language, the structural variety of individual languages, and the methodology of conducting a linguistic investigation. The primary aim of linguistics as a science is to study the use and organization of human language in coding and communicating knowledge. Although linguists may study specific facts of many languages, they do so to gain insight into the properties and processes common to all languages. Such common features may in turn reflect universals of human cognitive, cultural, and social organization.

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining humanity. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning, it verges on logic and philosophy. As a computational system, it relates to computer science and language-data processing. As a repository of one's cultural worldview, it is a part of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. As a biological subsystem lodged in the brain, it is highly relevant to neurology. As the primary vehicle of learning and maturation, it is important for education. As an expressive medium, it is the crux of literature and rhetoric.

Careers

To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of academic investigation

and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychiatrists, speech therapists, and translators all depend heavily on understanding the nature and use of language.

The BA degree in linguistics provides a solid foundation for graduate studies in anthropology, communication, communication disorders and sciences, computer-science education, journalism, law, linguistics, literature and languages, philosophy, psychology, or sociology. It offers a strong entry into the applied fields listed above.

Advising

Undergraduate majors should consult one of the departmental undergraduate advisors each term about their study program.

Bachelor of Arts Degree Requirements

LING 301	Introduction to Linguistics Analysis	4
LING 491	Sociolinguistics	4
LING 411	Phonetics	4
LING 435	Morphology and Syntax	4
LING 450	Introduction to Phonology	4
LING 451–452	Functional Syntax I-II	8
LING 460	Historical and Comparative Linguistics (or equivalent)	4
Other linguistic courses [1]		12
Total Credits		44

[1] Excluding 100-level courses and Linguistic Principles and Second-Language Learning (LING 440) or courses in other departments listed as relevant to linguistics. At least 6 of the credits must be upper-division credits, including at least one undergraduate Seminar: [Topic] (LING 407) or a comparable course approved by a departmental advisor.

Additional Requirements

Two years of one second language and one year of another.

Courses applied to the major in linguistics must be taken for letter grades. A course in which a grade of D+ or lower is earned cannot count toward the major.

The study program of undergraduate linguistics majors must be approved by a departmental undergraduate advisor.

Honors in Linguistics

By fulfilling the following requirements, any linguistics major may graduate with honors.

Grade Point Average

On entry to the honors program at the end of the junior year, a grade point average (GPA) of 3.75 or better in linguistics courses and at least 3.50 overall is required. At the end of the senior year, a GPA of 3.75 or better in linguistics courses is required.

Senior Thesis

Write an original honors thesis under the guidance of a thesis advisor from the linguistics faculty, chosen in consultation with the undergraduate advisor. The thesis must be a substantial piece of work; it may be a revised and expanded term paper. The thesis advisor determines whether the thesis is acceptable; the student is required to register for at least 6 credits in Thesis (LING 403), taken pass/no pass, over the course of at least two terms.

Upon fulfilling these requirements, the candidate is approved to receive a BA degree with honors in linguistics.

Minor in Linguistics

The minor grounds the student in the basics of linguistic analysis and offers the opportunity to pursue areas of special interest. The minor requires at least 28 credits in linguistics course work. Under special circumstances substitutions to courses listed below are possible. Students need permission from an undergraduate advisor to pursue an alternative program of study.

Minor Degree Requirements

LING 301	Introduction to Linguistics Analysis	4
LING 435	Morphology and Syntax	4
Select two of the following:		8
LING 211	Languages of the World	
LING 296	Language and Society in the United States	
LING 396	Language and Cognition	
Other elective courses as approved by advisor		
LING 411	Phonetics	4
LING 450	Introduction to Phonology	4
LING 451	Functional Syntax I	4
Total Credits		28

- **Master of Arts**
- **Master of Arts: Specialization in Language Teaching** (p. 5)
- **Doctoral Degree**

Graduate Studies

Solid preparation in linguistics is indispensable to any specialization at the graduate level. Although the courses deal with a variety of linguistic topics, three facets of linguistics are strongly emphasized in the graduate program:

1. A pragmatic approach to the study of language structure and use, variation and change, and acquisition and learning
2. An empirical, live-data, fieldwork, experimental, and cross-linguistic approach to the methodology of linguistic research
3. Interdisciplinary emphasis on the place of human language in its wider natural context

Advising and Review Practices

Graduate students meet regularly with the departmental director of graduate studies. In addition, students are assigned a faculty member to advise them in the areas of their academic interest. The faculty reviews the performance of each graduate student at the end of each academic term. In case a student falls below what the faculty considers minimal standards of performance, a representative of the faculty notifies the student and suggests appropriate remedial steps.

Master of Arts

For those who intend to complete the PhD, the MA is not necessary and may delay completion of the advanced degree. While not necessary, the option of completing a terminal theoretical MA may be appropriate for

some whose goals are, for example, professional work in a language community. Prospective students who are unsure which program would be appropriate are encouraged to consult with the department's director of graduate studies.

Prerequisites

Students may be required to pass with grades of B– or better certain prerequisite courses, typically an introductory course in linguistics.

Master of Arts Degree Requirements

Core Courses		
LING 550	Introduction to Phonology	4
LING 551–552	Functional Syntax I-II	8
LING 507	Seminar: [Topic]	4
or LING 607	Seminar: [Topic]	
LING 614	Linguistic Theory: Phonology	4
LING 615	Linguistic Theory: Syntax	4
LING 616	Linguistic Theory: Semantics	4
Elective Courses		
Graduate-level linguistics or other relevant courses [1]		20
Total Credits		48

1 Select electives in consultation with department's director of graduate studies and the student's faculty advisor.

No course with a grade lower than B– may be used to satisfy degree requirements.

Second-Language Requirement

Candidates for the MA must demonstrate proficiency equivalent to two years of college-level study of a second language during the seven years before graduation.

MA Thesis or Substitute

Students in good standing may form an MA committee consisting of two linguistics faculty members who indicate their agreement to serve by signing a standard form and who share equal responsibility for directing the thesis. For the MA to be granted, both members of the committee must approve the thesis and the main content of the thesis must be presented as a departmental colloquium.

Students who elect not to write a thesis or who are unsuccessful in forming the two-member thesis committee may complete the degree by taking an additional 8 credits of course work approved by the director of graduate studies.

Specialization in Language Teaching

lts.uoregon.edu

The specialization in language teaching requires a background in basic linguistics and courses specifically designed for second-language teaching preparation.

Prerequisites

Students should have a BS or BA degree in linguistics or a related field.

Master of Arts: Specialization in Language Teaching Degree Requirements

Required Courses		
Seminar (chosen in consultation with advisor)		4
LT 528	Teaching English Culture and Literature	4
LT 535	Second-Language Teaching Methods	4
LT 536	Second-Language Teaching Planning	4
LT 437	Second-Language Teaching Practice	4
LING 540	Linguistic Principles and Second-Language Learning	4
LT 541	Teaching English Pronunciation	4
LT 548	Curriculum and Materials Development	5
LT 549	Testing and Assessment	5
LING 594	English Grammar	4
LT 608	Workshop: [Topic] (Computer-Assistant Language Learning, two terms)	2
LT 608	Workshop: [Topic] (Language Teaching Specialization Orientation)	1
LT 611	Terminal Project (two terms)	7
Elective Courses		
EDLD 510	Experimental Course: [Topic] (Comparative Education)	1-4
Elective courses [1]		5
Total Credits		58-61

1 Students who have already taken any of the required courses or their equivalents should replace them with elective course work in consultation with their advisor.

Only graded courses may be used to satisfy degree requirements. Exceptions must be approved by the department. No course with a grade lower than B– may be used to satisfy degree requirements.

Terminal Project

Students working toward an MA degree with the language-teaching specialization must complete a terminal project over two consecutive terms. The project topic must be approved by the faculty advisor, and be presented in a Terminal Project (LT 611) class session during the final term.

Doctor of Philosophy

The doctor of philosophy (PhD) program in linguistics is individually tailored to meet the needs and professional goals of the student, drawing strong interdisciplinary support from related fields at the university. These fields may include—but are not limited to—anthropological linguistics, cognitive science, communication disorders and sciences, discourse and text analysis, English linguistics, first- and second-language acquisition, language-data processing, neurolinguistics, and sociolinguistics.

Residency Requirement

The Graduate School requires at least three years of full-time work beyond the bachelor’s degree for the doctorate, with at least one year spent in continuous residence on the Eugene campus. The Department of Linguistics interprets the latter requirement to mean that at least six courses, including seminars, must be taken in the program while the student is in continuous residence for three academic terms.

Doctoral Advisor

The department head appoints a doctoral advisor for each student upon admission to the PhD program.

Second-Year Review

By the end of a doctoral student's second year, he or she shall be given a review by members of the linguistics faculty. Materials submitted for this review must include the following:

- A research plan for the next year of course work, qualifying papers, and any other details worked out in consultation with the student's advisor
- Written evidence of scholarly potential. For example, a student may provide a substantive term paper or revision of a term paper that demonstrates excellence of original research. A student's linguistics master's thesis can fulfill this requirement

Following review of these materials, the reviewing faculty members decide either to *accept* or *deny* the student for continued study in the PhD program. In some cases, a probation year may be granted for a student's third year of study; the review process is repeated at the end of the third year with an *accept* outcome the only possibility for continued study.

Doctoral Examination and Advancement to Candidacy

The examination is designed to prove the student's competence as a professional linguist, and consists of two original publishable papers of substantial length and quality in different subfields of linguistics.

An unmodified MA thesis cannot serve as one of the qualifying papers. A separate committee of three faculty members will be appointed by the department head or representative to referee each paper, including the student's advisor, who sits on both committees. Upon documented completion of both papers, the language requirement, and all required course work, the student is advanced to candidacy.

Doctoral Dissertation

A doctoral committee must include at least three linguistics faculty members and one outside member, and must be either chaired or cochaired by the student's doctoral advisor in linguistics. A dissertation prospectus must be submitted to and approved by the doctoral committee before the writing of the dissertation commences. The PhD will be granted upon completion of the preceding requirements, the writing of an original dissertation acceptable to the doctoral committee, and an oral examination on the dissertation.

Doctoral Required Courses

LING 614–616	Linguistic Theory	12
Select two of the following:		5
LING 507	Seminar: [Topic]	
LING 607	Seminar: [Topic]	
Equivalent seminar courses		
Select one of the following:		15
LING 617–619	Field Methods I-III	
Sequence of courses in quantitative methods		
Sequence of courses in philological methods		
Combination of courses from two of these areas		
Total Credits		32

The course work must be approved by the student's doctoral advisor. Even those students who have already earned an MA degree are typically expected to complete all of the MA degree course work requirements at Oregon as part of the normal progress toward the PhD.

For each student, the specific course requirements in courses the student selects are to be determined by the student's advisor and the department's director of graduate studies, as are all other courses required for the PhD. No course with a grade lower than B– may be used to satisfy degree requirements. Candidates for the PhD must demonstrate proficiency equivalent to two years of college-level study of a second language and either proficiency equivalent to one year in a third research-related language or proficiency in programming or statistics in order to be advanced to candidacy.

Certificate in Second-Language Acquisition and Teaching

In collaboration with several UO departments, the Department of Linguistics offers an undergraduate certificate that focuses on the theory of second-language acquisition and teaching and its application in pedagogical settings. The certificate complements any other major. Specific course requirements may be found at slat.uoregon.edu .

Certificate Requirements

Three courses in second-language acquisition theory and language-teaching methodology	12
Three courses in linguistic description of target language	12
One practicum, internship, supervised tutoring	2-4
Total Credits	26-28

Additional Requirements

College-level second-language study (two years of any second language if the certificate target language is English; three years for any other target language).

Courses

AEIS 101. Introductory Academic Oral Communication. 4 Credits.
Focuses on strategies to improve aural-oral academic communication through discussions, seminars, dialogue, videos, and lectures. Sequence AEIS 102
Pre- or coreq: placement test.

AEIS 102. Advanced Academic Oral Communication. 4 Credits.
Focuses on strategies to improve aural-oral academic communication through discussions, seminars, dialogue, and presentations. Sequence AEIS 101
Pre- or coreq: placement test or AEIS 101 with a grade of C– or better.

AEIS 107. Reading Academic Discourse. 4 Credits.
Focuses on interactive reading of academic text, building reading strategies for better comprehension, speed, and confidence, and developing critical reading skills.
Prereq: Accuplacer Reading Comprehension Test score of 59 or below.

AEIS 108. Advanced Reading Academic Discourse. 4 Credits.
Focuses on interactive reading of academic text, reading strategies for better comprehension, speed, and confidence, and further development of critical, interpretive and evaluative reading. Sequence with AEIS 107.
Prereq: AEIS 107 or Accuplacer Reading Comprehension Test score of 60–79.

AEIS 110. Introductory Academic Writing. 4 Credits.
Introduces conventions of expository essay writing. Emphasizes clear, effective written communication and development of editing skills. Covers grammar in context. Sequence.
Prereq: TOEFL score of 500-574, English-proficiency examination.

AEIS 111. Intermediate Academic Writing. 4 Credits.
Intermediate writing for nonnative speakers of English. Critical analysis of literary readings leading to summary, paraphrase, essay-examination responses, and expository essays. Sequence.
Prereq: C- or better or P in AEIS 110 or English-proficiency examination.

AEIS 112. Advanced Academic Writing. 4 Credits.
Advanced writing for nonnative speakers of English. Critical reading of academic texts for response in various academic modes: reporting research, critical analysis, and argumentation. Sequence.
Prereq: C- or better or P in AEIS 111 or English-proficiency examination.

AEIS 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

AEIS 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

Courses

LT 199. Special Studies: [Topic]. 1-5 Credits.
Various languages offered through the Yamada Language Center. Repeatable when topic changes.

LT 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LT 405. Reading and Conference: [Topic]. 1-12 Credits.
Repeatable four times for a maximum of 16 credits.

LT 407. Seminar: [Topic]. 1-5 Credits.
Repeatable twice for a maximum of 8 credits.

LT 409. Supervised Tutoring. 1-4 Credits.
Repeatable twice for a maximum of 8 credits.

LT 410. Experimental Course: [Topic]. 1-8 Credits.
Repeatable twice for a maximum of 8 credits.

LT 428. Teaching English Culture and Literature. 4 Credits.
The interaction between language and culture as it relates to second-language teaching. Application to the teaching of literature.

LT 435. Second-Language Teaching Methods. 4 Credits.
Approaches and methods in teaching second languages. Theoretical and pedagogical principles of language teaching, including a focus on language skills. Sequence with LT 436/536, 437/537.
Prereq: LING 440

LT 436. Second-Language Teaching Planning. 4 Credits.
Application of teaching principles and practices in teaching instruction. Practical techniques for developing skills in listening, speaking, reading, and writing second languages. Sequence with LT 435/535, 437/537.
Prereq: LING 440 or 444; LT 435 with a C– or better.

LT 437. Second-Language Teaching Practice. 4 Credits.
Intensive workshop and practice in language instruction. Team-teaching of weekly English as a spoken language course including designing activities and creating materials. Sequence with LT 435/535, 436/536.
Pre- or coreq: LT 436.

LT 441. Teaching English Pronunciation. 4 Credits.
Introduction to English phonetics and phonology, methods for teaching pronunciation, lesson plan development, and practice teaching.

LT 448. Curriculum and Materials Development. 5 Credits.
Introduction to elements of curriculum design and related materials development. Development and implementation of language curriculum. Practical application.
Prereq: LT 436/536.

LT 449. Testing and Assessment. 5 Credits.
Principles and types of language testing; focuses on classroom testing, test design and integration into curriculum, and test planning for teaching situations.
Prereq: LT 436/536.

LT 507. Seminar: [Topic]. 1-5 Credits.
Repeatable twice for a maximum of 8 credits.

LT 510. Experimental Course: [Topic]. 1-8 Credits.
Repeatable twice for a maximum of 8 credits.

LT 528. Teaching English Culture and Literature. 4 Credits.
The interaction between language and culture as it relates to second-language teaching. Application to the teaching of literature.

LT 535. Second-Language Teaching Methods. 4 Credits.
Approaches and methods in teaching second languages. Theoretical and pedagogical principles of language teaching, including a focus on language skills. Sequence with LT 436/536, 437/537.
Prereq: LING 540.

LT 536. Second-Language Teaching Planning. 4 Credits.
Application of teaching principles and practices in teaching instruction. Practical techniques for developing skills in listening, speaking, reading, and writing second languages. Sequence with LT 435/535, 437/537.
Prereq: LING 540 or 544; LT 535 with a B– or better.

LT 537. Second-Language Teaching Practice. 4 Credits.
Intensive workshop and practice in language instruction. Team-teaching of weekly English as a spoken language course including designing activities and creating materials. Sequence with LT 435/535, 436/536.

LT 541. Teaching English Pronunciation. 4 Credits.
Introduction to English phonetics and phonology, methods for teaching pronunciation, lesson plan development, and practice teaching.

LT 548. Curriculum and Materials Development. 5 Credits.
Introduction to elements of curriculum design and related materials development. Development and implementation of language curriculum. Practical application.
Prereq: LT 436/536.

LT 549. Testing and Assessment. 5 Credits.
Principles and types of language testing; focuses on classroom testing, test design and integration into curriculum, and test planning for teaching situations.
Prereq: LT 436/536.

LT 605. Reading and Conference: [Topic]. 1-9 Credits.
Repeatable five times for a maximum of 21 credits.

LT 607. Seminar: [Topic]. 1-5 Credits.
Repeatable five times for a maximum of 16 credits.

LT 608. Workshop: [Topic]. 1-5 Credits.
Repeatable five times for a maximum of 16 credits.

LT 609. Supervised Tutoring. 1-4 Credits.
Repeatable twice for a maximum of 8 credits.

LT 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable twice for a maximum of 8 credits.

LT 611. Terminal Project. 1-7 Credits.
Two-term course required to complete an MA in language teaching specialization. Individual projects. Weekly group sessions provide guidance. Repeatable once for a maximum of 7 credits.
Prereq: LT 536.

LT 629. Foundations in Language Theory. 4 Credits.
Provides a foundation in linguistic theory, sociolinguistics, and language acquisition for teachers assisting language-minority students.

Courses

LING 101. Introduction to Language. 4 Credits.
Nontechnical introduction to language. Issues of general concern such as language attitudes; language and legislation, nationalism, gender; language learning; and human language versus animal communication.

LING 150. Structure of English Words. 4 Credits.
Word structure and derivation in English Greek- and Latin-derived vocabulary; Germanic- and Romance-derived derivational rules. Understanding the dynamic structure of the English lexicon; prefixes, suffixes, and morphology.

LING 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

LING 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

LING 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LING 201. Language and Power. 4 Credits.
Explores the nature of language, dialects, accents, and multilingualism, and relates these to issues of political, educational, and other forms of social power.

LING 211. Languages of the World. 4 Credits.
Survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location.

LING 294. Child Language. 4 Credits.
Systematic survey of language structure and representation presented through the lens of language acquisition. Sounds, words, phrases, discourse, and pragmatics in typically and atypically developing children.

LING 295. Language, Culture, and Society. 4 Credits.
Ways in which language reflects culture and in turn determines cultural world view, interaction between language and social structure, social relations and interpersonal communication.

LING 296. Language and Society in the United States. 4 Credits.
English and non-English language diversity in the U.S., including regional varieties, African American English, Latino English. Explores language and social structure, policy, and educational issues.

LING 301. Introduction to Linguistics Analysis. 4 Credits.
Study of human language and linguistics as a scientific and humanistic discipline. Lexicon, phonology, syntax, semantics, language change. Basic analytic techniques for drawing linguistic generalizations.

LING 331. African Languages: Identity, Ethnicity, History. 4 Credits.
Introduction to the role of languages in understanding African identities, cultures, and migrations. Major language families, linguistic diversity, multilingualism, and historical change in African languages.
WR 121 passed with a grade of C- or better.

LING 396. Language and Cognition. 4 Credits.
How human thought is coded by language. Topics include meaning, categorization; linguistic units and speech behavior; language use and memory; language comprehension and production.

LING 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LING 401. Research: [Topic]. 1-21 Credits.
Repeatable.

LING 403. Thesis. 1-12 Credits.
Repeatable.

LING 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

LING 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

LING 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycholinguistics, language acquisition, applied linguistics..

LING 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

LING 409. Supervised Tutoring. 1-21 Credits.
Repeatable.

LING 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LING 411. Phonetics. 4 Credits.
The articulatory and acoustic basis for understanding the production and perception of speech sounds; relevance of this phonetic base to phonological analysis.
Pre- or coreq: LING 301 passed with a grade of C- or better.

LING 415. Semantics. 4 Credits.
Survey of the fundamentals of semantic theory from traditional formal logic to modern cognitive approaches. Additional coverage of fundamental notions in pragmatics.
Prereq: LING 301 passed with a grade of C- or better.

LING 423. Fieldwork Methods and Ethics. 4 Credits.
Qualitative methodology in cross-cultural fieldwork from an interdisciplinary perspective. Ethics and techniques in preparation for the field, field relations, leaving the field.

LING 432. Pathology of Language. 4 Credits.
Examines the language symptoms of aphasia, schizophrenia, Alzheimer's disease, and other neurological and psychiatric conditions from a neurolinguistic perspective.
Prereq: LING 301 or CDS 210 passed with a grade of C- or better.

LING 435. Morphology and Syntax. 4 Credits.
Methods of determining the morphological and syntactic patterns of natural language data, with introduction to typological and theoretical issues in morphology.
Prereq: LING 301 passed with a grade of C- or better.

LING 440. Linguistic Principles and Second-Language Learning. 4 Credits.
Introduction to how languages are learned in school contexts; underlying human language principles. Special attention to learning issues that classroom teachers need to address. Students cannot receive credit for both LING 440 and 444.

LING 444. Second-Language Acquisition. 4 Credits.
Introduction to cognitive and social processes of acquiring second languages. Students cannot receive credit for both LING 440/540 and 444/544.
Prereq: LING 301 passed with a grade of C- or better.

LING 450. Introduction to Phonology. 4 Credits.
Study of sound systems in language. Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words,phonological processes operating at the segmental and suprasegmental levels.
Prereq: LING 411 passed with a grade of C- or better.

LING 451. Functional Syntax I. 4 Credits.
Syntax within grammar; its interaction with lexical meaning, propositional semantics, and discourse pragmatics; syntactic structure; case roles; word order; grammatical morphology; tense, aspect, modality, and negation; definiteness and referentiality.
Prereq: LING 435 passed with a grade of C- or better.

LING 452. Functional Syntax II. 4 Credits.
Complex syntactic structures and their discourse function; embedded, coordinate, and subordinate clauses; nondeclarative speech acts, topicalization, contrast, and focusing; transitivization and detransitivization.
Prereq: LING 451 passed with a grade of C- or better.

LING 460. Historical and Comparative Linguistics. 4 Credits.
Principles of language change and the methods of comparative and internal reconstruction; typological change in phonology, morphology, and syntax; language families and protolanguages.
Prereq: LING 450 with a grade of C- or better.

LING 491. Sociolinguistics. 4 Credits.
Major approaches and frameworks to the study of sociolinguistics; social-cultural variation in language use and its relationship to change; attitudes about variations, multilingualism.
Prereq: LING 301.

LING 494. English Grammar. 4 Credits.
Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.

LING 495. Language and Gender. 4 Credits.
An objective investigation of differences between women's and men's use of language on all linguistic levels, including phonetics, phonology, morphology, semantics, syntax, and discourse.
Prereq: LING 301 passed with a grade of C- or better.

LING 503. Thesis. 1-16 Credits.
Repeatable.

LING 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis.

LING 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

LING 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LING 511. Phonetics. 4 Credits.
The articulatory and acoustic basis for understanding the production and perception of speech sounds; relevance of this phonetic base to phonological analysis.

LING 515. Semantics. 4 Credits.
Survey of the fundamentals of semantic theory from traditional formal logic to modern cognitive approaches. Additional coverage of fundamental notions in pragmatics.

LING 523. Fieldwork Methods and Ethics. 4 Credits.
Qualitative methodology in cross-cultural fieldwork from an interdisciplinary perspective. Ethics and techniques in preparation for the field, field relations, leaving the field.

LING 532. Pathology of Language. 4 Credits.
Examines the language symptoms of aphasia, schizophrenia, Alzheimer's disease, and other neurological and psychiatric conditions from a neurolinguistic perspective.

LING 535. Morphology and Syntax. 4 Credits.
Methods of determining the morphological and syntactic patterns of natural language data, with introduction to typological and theoretical issues in morphology.

LING 540. Linguistic Principles and Second-Language Learning. 4 Credits.
Introduction to how languages are learned in school contexts; underlying human language principles. Special attention to learning issues that classroom teachers need to address. Students cannot receive credit for both LING 440/540 and 444/544.

LING 544. Second-Language Acquisition. 4 Credits.
Introduction to cognitive and social processes of acquiring second languages. Students cannot receive credit for both LING 440/540 and 444/544.

LING 550. Introduction to Phonology. 4 Credits.
Study of sound systems in language. Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words,phonological processes operating at the segmental and suprasegmental levels.

LING 551. Functional Syntax I. 4 Credits.
Syntax within grammar; its interaction with lexical meaning, propositional semantics, and discourse pragmatics; syntactic structure; case roles; word order; grammatical morphology; tense, aspect, modality, and negation; definiteness and referentiality.

LING 552. Functional Syntax II. 4 Credits.
Complex syntactic structures and their discourse function; embedded, coordinate, and subordinate clauses; nondeclarative speech acts, topicalization, contrast, and focusing; transitivization and detransitivization.

LING 560. Historical and Comparative Linguistics. 4 Credits.
Principles of language change and the methods of comparative and internal reconstruction; typological change in phonology, morphology, and syntax; language families and protolanguages.

LING 591. Sociolinguistics. 4 Credits.
Major approaches and frameworks to the study of sociolinguistics; social-cultural variation in language use and its relationship to change; attitudes about variations, multilingualism.

LING 594. English Grammar. 4 Credits.
Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.

LING 595. Language and Gender. 4 Credits.
An objective investigation of differences between women's and men's use of language on all linguistic levels, including phonetics, phonology, morphology, semantics, syntax, and discourse.

LING 601. Research: [Topic]. 1-16 Credits.
Repeatable.

LING 602. Supervised Teaching. 1-5 Credits.
Repeatable.

LING 603. Dissertation. 1-16 Credits.
Repeatable.

LING 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

LING 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

LING 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include syntax, semantics, discourse pragmatics, stylistics, psycholinguistics, neurolinguistics.
Prereq: LING 450/550, 452/552.

LING 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

LING 609. Practicum: [Topic]. 1-8 Credits.
Prereq: LT 445/545.

LING 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LING 614. Linguistic Theory: Phonology. 4 Credits.
Detailed investigation of phonological theory with emphasis on experimental evidence. Topics may include sound systems and their typology, morphophonology, and the acquisition of phonological structures.
Prereq: LING 450/550.

LING 615. Linguistic Theory: Syntax. 4 Credits.
Issues in syntactic theory. Topics may include universals of semantic, pragmatic, and discourse function and their relation to syntax, syntactic typology and universals, formal models in syntactic description.
Prereq: LING 452/552.

LING 616. Linguistic Theory: Semantics. 4 Credits.
Detailed investigation of issues in semantic and pragmatic theory. Topics may include universals of lexical semantics and discourse pragmatics and their interaction.
Prereq: LING 415/515.

LING 617. Field Methods I. 5 Credits.
Supervised linguistics fieldwork with language speakers, both in and out of class. Application of language universals to the elicitation, analysis, and evaluation of data from particular languages; the writing of phonological, lexical, and grammatical descriptions; sentence versus text elicitation. Sequence.
Prereq: LING 450/550, 452/552.

LING 618. Field Methods II. 5 Credits.
Supervised linguistics fieldwork with language speakers, both in and out of class. Application of language universals to the elicitation, analysis, and evaluation of data from particular languages; the writing of phonological, lexical, and grammatical descriptions; sentence versus text elicitation. Sequence.
Prereq: LING 617.

LING 619. Field Methods III. 5 Credits.
Supervised linguistics fieldwork with language speakers, both in and out of class. Application of language universals to the elicitation, analysis, and evaluation of data from particular languages; the writing of phonological, lexical, and grammatical descriptions; sentence versus text elicitation. Sequence.
Prereq: LING 618.

LING 621. Empirical Methods in Linguistics. 4 Credits.
Empirical quantified methods of data collection and analysis; statistical evaluation of results. Data derived from discourse, conversation, psycholinguistics, first- and second-language acquisition, speech pathology, speech and writing deficiencies.
Prereq: LING 450/550, 452/552.

LING 622. Discourse Analysis. 4 Credits.
Language beyond the sentence level; elicitation and analysis of oral and written texts; quantitative text analysis. Information structure of discourse, discourse and syntax, conversational analysis, discourse pragmatics, discourse processing.
Prereq: LING 4/552.

LING 644. Advanced Second-Language Acquisition. 4 Credits.
Characterization of major theoretical frameworks from which to view second-language acquisition issues and research paradigms associated with each framework.

LING 660. Historical Syntax. 4 Credits.
Topics in the study of syntactic change.
Prereq: LING 452/552, 460/560 or equivalent.

Courses

SWAH 101. First Year Swahili. 5 Credits.
Introduction to Swahili with emphasis on speaking, reading, writing and comprehension. Sequence: SWAH 102 and 103.

SWAH 102. First-Year Swahili. 5 Credits.
Introduction to Swahili with emphasis on speaking, reading, writing, and comprehension. Sequence: SWAH 101 and 103.
Prereq: SWAH 101 or equivalent.

SWAH 103. First-Year Swahili. 5 Credits.
Introduction to Swahili with emphasis on speaking, reading, writing, and comprehension. Sequence: SWAH 101 and 102.
Prereq: SWAH 102.

SWAH 201. Second-Year Swahili. 5 Credits.
Continued development of Swahili language skills with emphasis on African culture. Sequence with SWAH 202, 203.
Prereq: SWAH 103 or equivalent.

SWAH 202. Second-Year Swahili. 5 Credits.
Continued development of Swahili language skills with emphasis on African culture. Sequence with SWAH 201, 203.
Prereq: SWAH 201 or equivalent.

SWAH 203. Second Year Swahili. 5 Credits.
Continued development of Swahili language skills with emphasis on African culture. Sequence with SWAH 201, 202.
Prereq: SWAH 202.

SWAH 301. Advanced Swahili. 5 Credits.
Explores the noun class system, nominalization, styles in language use, genres, and literary devices; vowel system including vowel extensions; idioms; specialized language. Sequence with SWAH 302, 303.
Prereq: SWAH 203 or equivalent.

SWAH 302. Contemporary Swahili Literature. 5 Credits.
Survey of popular modern Swahili literature including the novel, the play, and Ushairi poetry. Sequence with SWAH 301, 303.
Prereq: SWAH 301 or equivalent.

SWAH 303. Language and Culture: Swahili Nation. 5 Credits.
Critical look at the origins, development, and expansion of Swahili including its sociology, use, and importance in the modern Swahili nation. Sequence with SWAH 301, 302.
Prereq: SWAH 302.

SWAH 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.