Linguistics

Scott DeLancey, Department Head
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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.

Faculty

Melissa Michaud Baese-Berk, assistant professor (second-language acquisition, phonetics, laboratory phonology, psycholinguistics). BA, 2004, Boston; PhD, 2010, Northwestern. (2013)

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

Tyler S. Kendall, associate 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. (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)

Charlotte R. Vaughn, instructor (psycholinguistics, speech perception, mechanisms for and mental representations of linguistic and talker variability, sociophonetics). BA, 2005, Duke; MA, 2011, PhD, 2014, Northwestern. (2014)

Keli D. Yerian, senior lecturer (language teacher education; curriculum development; gesture in discourse); director, Language Teaching Specialization MA Program. BA, 1991, North Carolina, Chapel Hill; MS, 1994, PhD, 2000, Georgetown. (2007)

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

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

LING301	Introduction to Linguistics Analysis	4
LING491	Sociolinguistics	4
LING411	Phonetics	4
LING435	Morphology and Syntax	4
LING450	Introduction to Phonology	4
LING451–452	Functional Syntax I-II	8
LING460	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 (LING440) 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] (LING407) 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 (LING403), 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

LING301	Introduction to Linguistics Analysis	4
LING435	Morphology and Syntax	4
Select two of the following:		8
LING211	Languages of the World	
LING296	Language and Society in the United States	
LING396	Language and Cognition	
Other elective courses as approved by advisor		
LING411	Phonetics	4
LING450	Introduction to Phonology	4
LING451	Functional Syntax I	4
Total Credits		**28**

- **Master of Arts**
- **Master of Arts: Specialization in Language Teaching** (p. 3)
- **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 pragmaticapproach 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		
LING550	Introduction to Phonology	4
LING551–552	Functional Syntax I-II	8
LING507	Seminar: [Topic]	4
orLING607	Seminar: [Topic]	
LING614	Linguistic Theory: Phonology	4
LING615	Linguistic Theory: Syntax	4
LING616	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 languageduring the seven yearsbefore 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
LT528	Teaching English Culture and Literature	4
LT535	Second-Language Teaching Methods	4
LT536	Second-Language Teaching Planning	4
LT437	Second-Language Teaching Practice	4
LING540	Linguistic Principles and Second-Language Learning	4
LT541	Teaching English Pronunciation	4
LT548	Curriculum and Materials Development	5
LT549	Testing and Assessment	5
LING594	English Grammar	4
LT608	Workshop: [Topic] (Computer-Assistant Language Learning, two terms)	2
LT608	Workshop: [Topic] (Language Teaching Specialization Orientation)	1
LT611	Terminal Project (two terms)	7
Elective Courses		
EDLD510	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 (LT611) 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

LING614–616	Linguistic Theory	12
Select two of the following:		5
LING507	Seminar: [Topic]	
LING607	Seminar: [Topic]	
Equivalent seminar courses		
Select one of the following:		15
LING617–619	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 satisfydegree 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 andTeaching

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

LT199. Special Studies: [Topic]. 1-5 Credits.
Various languages offered through the Yamada Language Center. Repeatable when topic changes.

LT399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LT405. Reading and Conference: [Topic]. 1-12 Credits.
Repeatable four times for a maximum of 16 credits.

LT407. Seminar: [Topic]. 1-5 Credits.
Repeatable twice for a maximum of 8 credits.

LT409. Supervised Tutoring. 1-4 Credits.
Repeatable twice for a maximum of 8 credits.

LT410. Experimental Course: [Topic]. 1-8 Credits.
Repeatable twice for a maximum of 8 credits.

LT428. 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.

LT435. 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

LT436. 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.

LT437. 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.
Prereq: LT 435. Pre- or coreq: LT 436.

LT441. Teaching English Pronunciation. 4 Credits.
Introduction to English phonetics and phonology, methods for teaching pronunciation, lesson plan development, and practice teaching.

LT448. 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.

LT449. 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.

LT507. Seminar: [Topic]. 1-5 Credits.
Repeatable twice for a maximum of 8 credits.

LT510. Experimental Course: [Topic]. 1-8 Credits.
Repeatable twice for a maximum of 8 credits.

LT528. 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.

LT535. 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.

LT536. 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.

LT537. 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.
Prereq: LT 535. Pre- or coreq: LT 536

LT541. Teaching English Pronunciation. 4 Credits.
Introduction to English phonetics and phonology, methods for teaching pronunciation, lesson plan development, and practice teaching.

LT548. 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.

LT549. 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.

LT605. Reading and Conference: [Topic]. 1-9 Credits.
Repeatable five times for a maximum of 21 credits.

LT607. Seminar: [Topic]. 1-5 Credits.
Repeatable five times for a maximum of 16 credits.

LT608. Workshop: [Topic]. 1-5 Credits.
Repeatable five times for a maximum of 16 credits.

LT609. Supervised Tutoring. 1-4 Credits.
Repeatable twice for a maximum of 8 credits.

LT610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable twice for a maximum of 8 credits.

LT611. 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.

LT629. Foundations in Language Theory. 4 Credits.
Provides a foundation in linguistic theory, sociolinguistics, and language acquisition for teachers assisting language-minority students.

Courses

LING101. 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.

LING150. 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.

LING196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

LING198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

LING199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LING201. 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.

LING211. 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.

LING294. 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.

LING295. 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.

LING296. 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.

LING301. 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.

LING302. Introduction to Linguistic Behavior. 4 Credits.
Study of language as a human behavior, focusing on developmental, cognitive, and social aspects of language use. Theories and methods involved in empirical, quantitative linguistics.
Prereq: prior course work at the 200 or 300 level in linguistics is required.

LING331. 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.

LING396. 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.

LING399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LING401. Research: [Topic]. 1-21 Credits.
Repeatable.

LING403. Thesis. 1-12 Credits.
Repeatable.

LING405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

LING406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

LING407. 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..

LING408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

LING409. Supervised Tutoring. 1-21 Credits.
Repeatable.

LING410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LING411. 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.

LING415. 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.

LING423. 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.

LING432. 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.

LING435. 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.

LING440. 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.

LING444. 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.

LING450. 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.

LING451. 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.

LING452. 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.

LING460. 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.

LING491. 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.

LING494. English Grammar. 4 Credits.
Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.

LING503. Thesis. 1-16 Credits.
Repeatable.

LING507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis.

LING508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

LING510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LING511. 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.

LING515. 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.

LING523. 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.

LING532. 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.

LING535. 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.

LING540. 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.

LING544. 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.

LING550. 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.

LING551. 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.

LING552. 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.

LING560. 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.

LING591. 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.

LING594. English Grammar. 4 Credits.
Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.

LING601. Research: [Topic]. 1-16 Credits.
Repeatable.

LING602. Supervised Teaching. 1-5 Credits.
Repeatable.

LING603. Dissertation. 1-16 Credits.
Repeatable.

LING605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

LING606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

LING607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include syntax, semantics, discourse pragmatics, stylistics, psycholinguistics, neurolinguistics.
Prereq: LING 450/550, 452/552.

LING608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

LING609. Practicum: [Topic]. 1-8 Credits.
Prereq: LT 445/545.

LING610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LING614. 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.

LING615. 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.

LING616. 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.

LING617. 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.

LING618. 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.

LING619. 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.

LING621. 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.

LING622. 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.

LING644. 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.

LING660. Historical Syntax. 4 Credits.
Topics in the study of syntactic change.
Prereq: LING 452/552, 460/560 or equivalent.

Courses

SWAH101. First Year Swahili. 5 Credits.
Introduction to Swahili with emphasis on speaking, reading, writing and comprehension. Sequence: SWAH 102 and 103.

SWAH102. 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.

SWAH103. First-Year Swahili. 5 Credits.
Introduction to Swahili with emphasis on speaking, reading, writing, and comprehension. Sequence: SWAH 101 and 102.
Prereq: SWAH 102.

SWAH201. 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.

SWAH202. 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.

SWAH203. Second Year Swahili. 5 Credits.
Continued development of Swahili language skills with emphasis on African culture. Sequence with SWAH 201, 202.
Prereq: SWAH 202.

SWAH301. 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.

SWAH302. 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.

SWAH303. 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.

SWAH399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

SWAH405. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.