Linguistics

Melissa Redford, Department Head
541-346-3906
161 Straub Hall
1290 University of Oregon
Eugene, Oregon 97403-1290

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. A master of arts in language teaching studies in also offered. 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; phonetics; psycholinguistics; semantics; Slavic linguistics; sociolinguistics; and typology.

Faculty

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

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

Don Daniels, assistant professor (languages of Papua New Guinea, language change and reconstruction, linguistic fieldwork, morphosyntax). BA, 2006, Dartmouth College; PhD, 2015, California, Santa Barbara. (2018)

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

Vsevolod M. Kapatsinski, 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, professor (sociolinguistics, corpus linguistics, phonetics, language and law). BA, 1998, Cornell; PhD, 2009, Duke. (2010)

Kristopher Kyle, assistant professor (second language acquisition, language assessment, natural language processing, second language writing). BA, 2005, Harding; MA, 2011, Colorado State; PhD, 2016, Georgia State. (2019)

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)

Gabriela Pérez Báez, assistant professor (language documentation and description, language revitalization, semantic typology, language and cognition, Zapotec languages). BFA, 1997, MA, 2005, PhD 2009, State University of New York, Buffalo. (2018)

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

Julie M. Sykes, associate professor (second language acquisition, interlanguage pragmatics, transformative pedagogy). BA, 2001, MA, 2005, Arizona State; PhD, 2008, Minnesota. (2016)

Charlotte R. Vaughn, instructor (speech perception, psycholinguistics, 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

Scott DeLancey, professor emeritus. BA, 1972, Cornell; PhD, 1980, Indiana. (1982)

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)

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

Participating

Gregory D. Anderson, linguistics

Dare A. Baldwin, psychology

Marjorie S. Barker, linguistics

Robert L. Davis, Romance languages

Tom Delaney, American English Institute

Robert Elliott, Northwest Indian Language Institute

Andrew Halvorsen, American English Institute

Laura G. Holland, American English Institute

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

Thomas E. Payne, linguistics

Trish Pashby, American English Institute

Janne Underriner, Northwest Indian Language Institute

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

- **Bachelor of Arts and Bachelor of Science**
- Minor in Linguistics **(**p. 3**)**
- Minor in Interdisciplinary Cognitive Sciences **(**p. 3**)**

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. The undergraduate major requirements changed in Fall of 2020. Students admitted to the major before Fall of 2020 can choose to follow the current degree requirements or the previous major requirements. The Linguistics Department website provides more information.

Bachelor of Arts Degree and Bachelor of Science Requirements

Code	Title	Credits
Core Courses		
LING 301	Introduction to Linguistics Analysis	4
LING 302	Introduction to Linguistic Behavior	4
LING 311	Phonetics and Phonology	4
LING 312	Morphosyntax	4
Specialization Courses		
Choose three of the following:		12
LING 411	Phonetics	
LING 415	Semantics	
LING 416	Language and Cognition	
LING 435	Morphology and Syntax	
LING 444	Second-Language Acquisition	
LING 450	Introduction to Phonology	
LING 451	Functional Syntax I	
LING 460	Historical and Comparative Linguistics	
LING 491	Sociolinguistics	
LING 493	Corpus Linguistics	
Electives		**8**
LING 407	Seminar: [Topic] (Proseminar)	
Any 200-level or greater LING course		
Total Credits		**36**

Core Courses

The six core courses are designed to expose you to the analysis of linguistic data and language acquisition, variation, and change: two introductory courses, Introduction to Linguistics Analysis (LING 301) and Introduction to Linguistic Behavior (LING 302); two courses focusing on sound, Phonetics (LING 411) and Introduction to Phonology (LING 450); and two courses focusing on grammar, Morphology and Syntax (LING 435) and Functional Syntax I (LING 451).

Specialization Courses

These three courses allow students to focus either on language behavior or linguistic analysis, on cognitive aspects or grammar.

Electives

Two courses complete the requirements:

- **Elective.** Any linguistics (LING) course numbered between 200 and 499.
- **Proseminar elective.** Seminar: [Topic] (LING 407). It is sometimes possible to substitute another 400-level course that has fewer students, most readings from primary literature, and discussion-oriented class periods with a rigorous term paper. Seminars typically have prerequisites, often a subset of the required courses.

For a list of preapproved non-LING courses that can serve as an elective, visit the department website (http://linguistics.uoregon.edu/undergraduate/electives/).

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. The undergraduate minor requirements will change in Fall of 2020. Students admitted to the minor before Fall of 2020 can choose to follow the current degree requirements or the previous major requirements. The Linguistics Department website provides more information.

Minor Degree Requirements

Code	Title	Credits
Required Courses:		16
LING 301	Introduction to Linguistics Analysis	
LING 302	Introduction to Linguistic Behavior	
LING 311	Phonetics and Phonology	
LING 312	Morphosyntax	
Electives [1]		12
Total Credits		**28**

[1] Two electives must be at the 400+ level with a third elective at the 200+ level.

Language Requirement

The language requirement for the minor is the same as the language requirement that is required for the Bachelor of Arts at the UO. See the UO Academic Policies (http://uocatalog.uoregon.edu/admissiontograduation/bachelorrequirements/); scroll down to the “Bachelor of Arts Requirements” for an explanation of the BA second language requirement.

Minor in Interdisciplinary Cognitive Sciences

Code	Title	Credits
One course from each of the following core disciplines:		**12**
Linguistics		
LING 294	Child Language	
LING 302	Introduction to Linguistic Behavior	
LING 416	Language and Cognition	
LING 407	Seminar: [Topic]	
Computer Science		
CS 122	Introduction to Programming and Problem Solving	
CS 210	Computer Science I	
CS 211	Computer Science II	
Psychology		
PSY 201	Mind and Brain	
PSY 301	Scientific Thinking in Psychology	
PSY 304	Biopsychology	
PSY 305	Cognition	
One additional course from one of the aforementioned disciplines (depth requirement) [1]		**4**
One course from a supplemental department (breadth requirement) [2]		**4**
Biology		
BI 160	From Brains to Artificial Intelligence	
BI 132	Introduction to Animal Behavior	
Philosophy		
PHIL 101	Philosophical Problems	
PHIL 110	Human Nature	
PHIL 225	Introduction to Formal Logic	
Anthropology		
ANTH 413	Culture and Psychology	
Sociology		
SOC 328	Self and Society	
Economics		
EC 201	Introduction to Economic Analysis: Microeconomics	
EC 320	Introduction to Econometrics	
EC 327	Introduction to Game Theory	
EC 428	Behavioral and Experimental Economics	
Methods Course		**4**
CS 122	Introduction to Programming and Problem Solving	
CS 210	Computer Science I	
CS 211	Computer Science II	
EC 320	Introduction to Econometrics	
PHIL 225	Introduction to Formal Logic	
PSY 301	Scientific Thinking in Psychology	
Cognitive Science Seminar or independent study or minor thesis		**4**
LING 407	Seminar: [Topic]	
Total Credits		**28**

[1] One additional course from one of the aforementioned disciplines (depth requirement). Note: If majoring on one of the three disciplines, this depth course must be in one of the disciplines outside of the major.

[2] Another department/course in consultation with advisor.

[3] At least 12 credits must be upper division.

At least 16 credits must be taken in residence, including the upper division capstone course and 8 other upper division course credits.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Linguistics

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
First term of first-year second-language sequence		4-5	
Elective course with LING subject code		4	
Arts and letters group-satisfying course		4	
	Credits	**16-17**	
Winter			
WR 122 or WR 123	College Composition II or College Composition III	4	
LING 302	Introduction to Linguistic Behavior	4	
Second term of first-year second-language sequence		4-5	
Social science group-satisfying course		4	
	Credits	**16-17**	
Spring			
LING 301	Introduction to Linguistics Analysis	4	Complete before Fall 2nd year
Third term of first-year second-language sequence		4-5	
Social science group-satisfying course		4	
Science group-satisfying course		4	
	Credits	**16-17**	
	Total Credits	**48-51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
LING 311	Phonetics and Phonology	4	
First term of second-year second-language sequence		4-5	
Social science group-satisfying course		4	
Arts and letters group-satisfying course		4	
	Credits	**16-17**	
Winter			
LING 312	Morphosyntax	4	
Second term of second-year second-language sequence		4-5	
Science group-satisfying course		4	
Elective course with LING subject code		4	
	Credits	**16-17**	
Spring			
Any 400-level LING course		4	
Third term of second-year second-language sequence		4-5	
Social science group satisfying course		4	Complete multicultural requirement
Science group satisfying course		4	
	Credits	**16-17**	
	Total Credits	**48-51**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Any two 400-level LING courses		8	
First term of a third-language sequence		5	
Arts and letters group satisfying course		4	
	Credits	**17**	
Winter			
Any two 400-level LING courses		8	
Second term of a third-language sequence		5	
General-education course in social science		4	
	Credits	**17**	
Spring			
LING 407	Seminar: [Topic]	4	
Third term of a third-language sequence		5	
Any 400-level LING course		4	
Science group satisfying course		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Arts and letters group satisfying course		4	
Elective courses		12	
	Credits	**16**	
Winter			
Elective courses		16	
	Credits	**16**	
Spring			
Elective courses		16	Apply for graduation
	Credits	**16**	
	Total Credits	**48**	

- **Master of Arts in Linguistics**
- Master of Arts in Language Teaching Studies **(**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 in Linguistics

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 take and pass (with grades of B– or better) certain prerequisite courses, typically an introductory course, such as Morphology and Syntax (LING 535) and Phonetics (LING 511).

Master of Arts Degree Requirements

Code	Title	Credits
Core Courses		
LING 550	Introduction to Phonology	4
LING 551 & LING 552	Functional Syntax I and Functional Syntax 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 are required to have taken at least two years of one second language within the past seven years. At the MA level, any foreign language is acceptable, including English for an international student whose first language is not English. It should be noted that the MA language may count toward the two language requirements for the PhD program if the language is used as a research language (see PhD requirements below).

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.

Master of Arts in Language Teaching Studies

The MA in Language Teaching Studies does not require a background in linguistics or second-language teaching preparation, but experience in these areas is encouraged. For more information, visit the website (https://lts.uoregon.edu/).

Prerequisites. It is preferred that students should have a BS or BA degree in linguistics or a related field.

Master of Arts in Language Teaching Studies

Code	Title	Credits
LING 520	Language, Mind and Society	4
LT 510	Experimental Course: [Topic] (Language Learning in Context)	4
LT 535	Language Learning Design	4
LING 544	Second-Language Acquisition	4
LT 536	Design for Learning Language Systems	4
LT 537	Second-Language Teaching Practice	4
LING 530	Research Methods for Applied Linguistics	4
LT 510	Experimental Course: [Topic] (Design for Language Learning Pragmatics)	4
LT 548	Curriculum and Materials Development	5
LT 539	Design for Language Learning Pronunciation	4
LT 549	Measuring Language Ability	5
LT 608	Workshop: [Topic] (Digitally Mediated Language Learning)	1
LT 608	Workshop: [Topic] (Microteaching & Materials)	3
LT 611	Terminal Project	7
Total Credits		**57**

Students who choose to take 2 years to complete the program can delay some coursework to the 2nd year, but must take LT 535 before LT 536 or LT 548. Electives credits are described after the required courses.

Electives

Students may take additional elective course work, which may include any number of language or education related coursework, internships, or supervised tutoring or teaching opportunities.

Students who have already taken any of the required courses or their equivalents previous to entering LTS should replace them with elective credits in consultation with the LTS Director. Students who have taken any of the required LTS courses at the 400 level as undergraduates

or as UO Community Education Program credits may be able to have up to 15 of these credits waived from the 60 credit total. Students who already have two years or more of language teaching experience can choose to focus on additional coursework for their elective credit, while students with less than two years are advised to gain additional practical experience through the many supervised teaching opportunities noted below.

Courses that can count as electives include additional LT seminars and any graduate Linguistics course (e.g. LING 507 Heritage Language Acquisition; LING 507 Bilingualism, and LING 507 Speech Perception and Production; LING 591 Sociolinguistics; or LING 644 Advanced Second Language Acquisition), as well as graduate level courses in other language departments, the School of Education, International Studies, Psychology, and others. Any course that relates to topics in education, language, or both is a potential elective choice, with Director approval. A few examples of the many possible electives courses are EDLD 530 Comparative Education, CHN 581 Chinese Pedagogical Grammar, GLBL 534 Language Issues in International Studies, and PSY 533 Learning and Memory.

Internships and Supervised Teaching (LT 602) are arranged on an individual basis in a range of language teaching or curriculum development contexts. Students can assist in language classrooms at the American English Institute (AEI) at all proficiency levels, at Lane Community College, in various Foreign Language classes at the UO or LCC, at the Center for Applied Second Language Studies (CASLS), and in K-12 classrooms, such as in the local Japanese, Spanish, or French immersion programs. Classroom internships involve observation, assisting, and some teaching under the supervision of a cooperating teacher.

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.

Master's Project

Students working toward the Language Teaching Studies MA degree must complete a master's project over two consecutive terms. The project topic must be approved by the faculty advisor, and be presented in a 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 Division of Graduate Studies 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 the faculty members at a department meeting. Materials submitted by the student to the department for this review must include the following:

1. A report that includes a research plan for the next year's course work, potential topics for the two qualifying papers, a statement about the student's career plans beyond the doctoral degree (and how the specific qualifying paper and thesis topics are relevant), and any other details worked out in consultation with the student's advisor
2. A curriculum vitae (CV)
3. Written evidence of research progress and scholarly potential, such as a substantive term paper or revision of a term paper that demonstrates excellence of original research or a linguistics master's thesis; the materials must be submitted to the Department by April 15

Following review of these materials, the faculty members decides 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.

As soon as possible after completion of the review, a letter to each graduate student under review is issued by the director of graduate studies informing the student of his or her status and, in the case of a one-year probation, specifying the conditions that must be met for a successful outcome during the additional third-year review. The language of the probation conditions is drafted by the student's doctoral advisor and the director of graduate studies. The director may also meet with any students who are denied continued study or who are granted probation.

Annual review

Beginning in the third year of the program, each graduate student must submit an annual report and CV to his or her advisor by April 15 of each year. The report should be no more than one page in length and should detail what the student has accomplished over the past year in the program.

Doctoral Examination and Advancement to Candidacy

Requirements for the Qualifying Paper

The doctoral examination consists of two original publishable papers (QPs) in different subfields of linguistics. The term "different subfields" may include two different methodological approaches to a single broad topic. Acceptance of a QP indicates that the review committee has deemed the paper to constitute sufficient evidence for the student's readiness to perform PhD-level research and write a dissertation. Submission of both QPs for publication is required before the student can advance to candidacy. The publishing venue may be a refereed journal, a refereed or nonrefereed conference proceedings volume, an online publication, or another venue. While submission of each qualifying paper to a publishing venue is required for advancement to candidacy, acceptance for publication is not a requirement.

An unmodified MA thesis cannot serve as one of the qualifying papers. A qualifying paper may be, however, a publishable expansion or revision of an MA thesis or publishable term paper written for a course conducted by any faculty member in the department or, where deemed reasonable, for a course conducted by a faculty member outside the department. The paper may be written under the supervision of either the student's advisor or another faculty member in consultation with the student's advisor, who approves the topic and the final version before submission to the QP Coordinator.

Composition of the Qualifying Paper Committee

A committee of three faculty members is drawn up to review each qualifying paper. The committee is composed of two faculty member reviewers and the student's doctoral advisor. In cases where the qualifying paper supervisor is not the student's doctoral advisor, the doctoral advisor will be one of the two reviewers and the supervisor will be the third member of the committee. The advisor sits on both of an individual student's committees, whereas at least one of the two faculty reviewers serves on only one of the two committees. One of the two faculty members on the committee may be from another department, where appropriate.

Upon completion and documented submission to a publisher of both qualifying papers and completion of all required course work and the research language requirement, the student advances to candidacy for the PhD degree. The student and the department must electronically submit the advancement to candidacy to the Division of Graduate Studies for approval.

At least one of the QP reviewers must not be a co-author of the QP at the time of the QP's submission to the committee. One QP reviewer may be a co-author of the QP as long as they have not contributed to the writing of the manuscript prior to its submission for review.

Qualifying Paper Coordinator and Reviewers

The qualifying paper coordinator is a member of the faculty who

- receives papers submitted by the graduate student (after approval of the qualifying paper by the student's doctoral advisor and the QP supervisor)
- selects reviewers for the paper in consultation with the doctoral advisor and the QP supervisor
- sends the paper to the reviewers and sets a deadline for review (typically four weeks)
- receives the reviewers' comments and decisions
- sends a summary of the comments and decisions, together with the reviewers' specific comments, to the doctoral advisor and the student
- notifies the department when the qualifying paper is submitted and when it is accepted by the reviewers
- resolves disputes in cases of intractable disagreement among members of the QP committee

In the event that one or both of the reviewers requests revisions, the student (after the QP supervisor approves the revised version of the paper) submits the revision to the coordinator. A reviewer may choose whether or not to review the revised version. If a reviewer chooses to review the revision, the coordinator sends the revised version to the reviewer and sets a deadline for review (typically four weeks). Any further comments or revision requirements from the reviewer or reviewers are sent by the coordinator to the student, the QP supervisor and the student (with copies to the student's doctoral advisor). In the event that both reviewers reject a qualifying paper, the student may submit a substitute paper with the approval of the doctoral advisor. Except by petition to the faculty and subsequent faculty approval, there may be no third submission of a qualifying paper.

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.

Required Courses

Code	Title	Credits
LING 614 & LING 615 & LING 616	Linguistic Theory: Phonology and Linguistic Theory: Syntax and Linguistic Theory: Semantics	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 & LING 618 & LING 618	and and	
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 (http://slat.uoregon.edu).

Certificate Requirements

Code	Title	Credits
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: [1]		36

[1] Additional requirement of 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) will bring total credits to a minimum of 36.

Ichishkíin Courses

ICH 101. First-Year Ichishki´in. 5 Credits.
Ichishkíin (Sahaptin) is a Native American language of the Columbia River Plateau. The language is critically endangered, and this course adds to language preservation efforts. The course has been designed under the guidance of Yakama Elder, Dr. Virginia Beavert, a renowned language activist and scholar.

ICH 102. First-Year Ichishki´in. 5 Credits.
Ichishkíin (Sahaptin) is a Native American language of the Columbia River Plateau. The language is critically endangered, and this course adds to language preservation efforts. The course has been designed under the guidance of Yakama Elder, Dr. Virginia Beavert, a renowned language activist and scholar.
Prereq: ICH 101.

ICH 103. First-Year Ichishki´in. 5 Credits.
Ichishkíin (Sahaptin) is a Native American language of the Columbia River Plateau. The language is critically endangered, and this course adds to language preservation efforts. The course has been designed under the guidance of Yakama Elder, Dr. Virginia Beavert, a renowned language activist and scholar.
Prereq: ICH 102.

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

ICH 201. Second-Year Ichishki´in. 5 Credits.
Ichishkíin (Sahaptin) is a Native American language of the Columbia River Plateau. The language is critically endangered, and thiscourse adds to language preservation efforts. The course has been designed under the guidance of Yakama Elder, Dr. Virginia Beavert,a renowned language activist and scholar.
Prereq: ICH 103.

ICH 202. Second-Year Ichishki´in. 5 Credits.
Ichishkíin (Sahaptin) is a Native American language of the Columbia River Plateau. The language is critically endangered, and this course adds to language preservation efforts. The course has been designed under the guidance of Yakama Elder, Dr. Virginia Beavert, a renowned language activist and scholar.
Prereq: ICH 201.

ICH 203. Second-Year Ichishki´in. 5 Credits.
Ichishkíin (Sahaptin) is a Native American language of the Columbia River Plateau. The language is critically endangered, and this course adds to language preservation efforts. The course has been designed under the guidance of Yakama Elder, Dr. Virginia Beavert, a renowned language activist and scholar.
Prereq: ICH 202.

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

Language Teaching 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 402. Supervised College Teaching. 1-12 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.

LT 409. Terminal Project. 1-12 Credits.
Repeatable.

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 434. Language Learning in Context. 4 Credits.
This course is designed to sensitize future language professionals to the complex global and local dynamics in language use and vitality, and to enable them to make informed decisions about choosing appropriate approaches to instructional design for particular populations, including classroom and non-classroom instruction.

LT 435. Language Learning Design. 4 Credits.
Theoretical and research-based approaches to designing second language learning experiences.

LT 436. Design for Learning Language Systems. 4 Credits.
Application of language learning design to word, sentence, and discourse-level systems in listening, speaking, reading, and writing second languages.
Prereq: LING 444, LT 435.

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

LT 438. Design for Language Learning Pragmatics. 4 Credits.
Designed to engage students in the teaching and learning of pragmatics using theoretical and empirical inquiry to examine first language and second language pragmatic behaviors, intercultural communication, and classroom practice. Special topics to be addressed include research methodology, and pragmatic competence and language learning.

LT 439. Design for Language Learning Pronunciation. 4 Credits.
Approaches to supporting the learning of pronunciation for any second language, including lesson plan development and practice teaching.

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.

LT 449. Measuring Language Ability. 5 Credits.
Principles and types of language testing; focuses on how to assess language learners' abilities in a variety of contexts.
Prereq: LT 436.

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 534. Language Learning in Context. 4 Credits.
This course is designed to sensitize future language professionals to the complex global and local dynamics in language use and vitality, and to enable them to make informed decisions about choosing appropriate approaches to instructional design for particular populations, including classroom and non-classroom instruction.

LT 535. Language Learning Design. 4 Credits.
Theoretical and research-based approaches to designing second language learning experiences.
Prereq: LING 540 or LING 544.

LT 536. Design for Learning Language Systems. 4 Credits.
Application of language learning design to word, sentence, and discourse-level systems in listening, speaking, reading, and writing second languages.
Prereq: LING 544, LT 535.

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

LT 538. Design for Language Learning Pragmatics. 4 Credits.
Designed to engage students in the teaching and learning of pragmatics using theoretical and empirical inquiry to examine first language and second language pragmatic behaviors, intercultural communication, and classroom practice. Special topics to be addressed include research methodology, and pragmatic competence and language learning.

LT 539. Design for Language Learning Pronunciation. 4 Credits.
Approaches to supporting the learning of pronunciation for any second language, including lesson plan development and practice teaching.

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 536.

LT 549. Measuring Language Ability. 5 Credits.
Principles and types of language testing; focuses on how to assess language learners' abilities in a variety of contexts.
Prereq: LT 536.

LT 602. Supervised College Teaching. 1-12 Credits.
Repeatable.

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

LT 606. Practicum: [Topic]. 1-16 Credits.
Repeatable.

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. Terminal Project. 1-16 Credits.
Repeatable.

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.

Linguistics 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 144. Learning How To Learn Languages. 4 Credits.
The course will focus on how to learn languages, empowering students to become more self-directed and effective learners. Topics will include psycholinguistics, sociolinguistics, diversity in linguistic structures and learning situations (heritage vs. second languages), plus cognitive and metacognitive strategies for learning languages and in general.

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 199L. Special Studies: [Topic]. 4 Credits.
Repeatable.

LING 201. Language and Power in the United States. 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 in the United States.

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 225. Writing Systems. 4 Credits.
Surveys historical and current systems for encoding languages through writing. Examines the different systems and the advantages and disadvantages of these systems, evaluating them in their historical development.

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 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 297. Introduction to Bilingualism. 4 Credits.
The linguistic, cognitive, cultural, and social dimensions of individual and societal bilingualism, which dispel common myths about the way bilinguals develop and use their two or more languages.

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 302. 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.

LING 311. Phonetics and Phonology. 4 Credits.
The purpose of this class is to introduce students to basic concepts of sounds and sound structure in language. Students will learn to describe sounds of the world's languages in terms of their articulatory and acoustic properties.
Prereq: LING 301.

LING 312. Morphosyntax. 4 Credits.
This course will introduce you to the building blocks that every language uses to produce an infinite number of possible utterances. Topics include: how words are formed, how they're combined, and how they relate to each other in phrases and sentences.
Prereq: LING 301.

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 404. Internship: [Topic]. 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. Terminal Project. 1-12 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 416. 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.
Prereq: LING 301 or LING 302.

LING 420. Language, Mind and Society. 4 Credits.
Exploration of the relationship between language, human cognition, and social dynamics.

LING 430. Research Methods for Applied Linguistics. 4 Credits.
Introduces students to a number of common research practices in the field of applied linguistics, including research design, ethics, and collecting and analyzing quantitative and qualitative data. Students will gain hands-on experience with analysis software to assist their research.
Prereq: LING 301.

LING 431. Statistical Methods in Linguistics. 4 Credits.
This course serves as a hands-on introduction to the state of the art in statistical analysis of linguistic data. Common pitfalls in statistical analysis and the challenges posed by linguistic data are reviewed. Topics covered are mixed-effects regression models, conditional inference trees and model averaging.

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

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 311.

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 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 493. Corpus Linguistics. 4 Credits.
Corpus-based approaches to the study of natural, human language, focusing on the use of computer-based methods to conduct empirical analyses of written and spoken language. Developing skills in computer programming for linguistic analysis.
Prereq: LING 301, LING 302.

LING 494. English Grammar. 4 Credits.
Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria. Students cannot receive credit for both ENG 209 and LING 494.

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 516. 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 520. Language, Mind and Society. 4 Credits.
Exploration of the relationship between language, human cognition, and social dynamics.

LING 530. Research Methods for Applied Linguistics. 4 Credits.
Introduces students to a number of common research practices in the field of applied linguistics, including research design, ethics, and collecting and analyzing quantitative and qualitative data. Students will gain hands-on experience with analysis software to assist their research.

LING 531. Statistical Methods in Linguistics. 4 Credits.
This course serves as a hands-on introduction to the state of the art in statistical analysis of linguistic data. Common pitfalls in statistical analysis and the challenges posed by linguistic data are reviewed. Topics covered are mixed-effects regression models, conditional inference trees and model averaging.

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 544. Second-Language Acquisition. 4 Credits.
Introduction to cognitive and social processes of acquiring second languages. Students cannot receive credit for both LING 440/LING 540 and LING 444/LING 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 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 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 593. Corpus Linguistics. 4 Credits.
Corpus-based approaches to the study of natural, human language, focusing on the use of computer-based methods to conduct empirical analyses of written and spoken language. Developing skills in computer programming for linguistic analysis.

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

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

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

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

LING 604. Internship: [Topic]. 1-9 Credits.
Repeatable.

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

LING 606. Practicum: [Topic]. 1-8 Credits.
Repeatable three times with a maximum of 9 credits.
Prereq: LT 545.

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

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

LING 609. Terminal Project. 1-16 Credits.
Repeatable.

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 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 515.

Swahili Courses

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

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

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

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

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

SWAH 405. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.