

Table of Contents

Linguistics..... 1

Linguistics

The Department of Linguistics offers programs leading to the Master of Arts degree in Linguistics and the Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL).

Overview of Graduate Programs

The M.A. program in Linguistics is designed to give students a broad training in most aspects of contemporary linguistics, including phonology, syntax, phonetics, semantics, historical linguistics, psycholinguistics, language acquisition, sociolinguistics, and field methods. In addition, students will pursue advanced study through further coursework and thesis research. Graduates of the linguistics program frequently go on to more advanced study and research in linguistics leading to the Ph.D. degree.

The M.A. program in TESOL is designed primarily for students who wish to pursue careers in the teaching of English to speakers of other languages either in the United States or abroad. The program combines both theory and practice. In addition to a core course in linguistics, students in the TESOL program are required to take courses in the theory and methods of language teaching, language assessment, and second language acquisition, and to teach in a supervised practicum in the teaching of oral and written English. Graduates of the TESOL program can go on to advanced study of language learning and teaching or related fields, in addition to pursuing a career in language instruction, instructional materials or test development, teacher training, program administration, or related areas.

For students who are interested in language study but are not committed to either graduate major, the department offers a number of interesting, non-specialist courses which may serve as electives in degree programs such as those offered by the Departments of Anthropology, Communication Disorders and Sciences, English, Languages, Cultures, and International Trade, Psychology, Communication Studies, and the College of Education and Human Services. A sequence of courses is also available for students wishing to pursue a double major combining linguistics or TESOL with other programs at the master's level.

This program requires a nonrefundable \$65 application fee that must be submitted with the application for Admission to Graduate Study in Linguistics. Applicants must pay this fee by credit card. Applicants for admission should address inquiries to the Chair, Department of Linguistics, Southern Illinois University Carbondale, Carbondale, IL 62901-4517, USA.

Admission to the Degree Programs

Undergraduate GPA

Applicants for admission to either degree program, in addition to meeting the requirements for admission to the Graduate School, are expected to have undergraduate grade point averages of at least 3.0 (*A* = 4.0). Applicants with GPAs below 3.0 may be granted conditional admission. However, students admitted on a conditional basis must earn a graduate GPA of 3.0. Failure to do so will result in the student being dropped from the program.

Foreign Language Requirement

All students who are native speakers of English must have completed at least one semester of study of a foreign language within the preceding five years (excluding high school) and have achieved a grade of *B* or better. Those students who have achieved proficiency in a foreign language by means other than graded academic study must demonstrate that they have achieved a minimum level of novice-mid

as defined in the proficiency guidelines published by the American Council on the Teaching of Foreign Languages. Students may also fulfill this requirement by taking one semester of a foreign language with a grade of *B* or better while they are enrolled in their M.A. program. In recognition of their experience in learning English, international students who have learned English as a second or foreign language are exempt from this requirement.

TOEFL and GRE

International student applicants who are not native speakers of English must achieve a score on the Test of English as a Foreign Language (TOEFL) of at least 577 (paper) or 90 (IBT), or 7.0 on the IELTS. Although submission of scores on the Graduate Record Examination (GRE) is not required for admission to the Graduate School nor to the department, applicants are advised that high GRE scores put them at a competitive advantage when applying for University fellowships or departmental assistantships.

Academic Retention

Academic Probation

As required by the Graduate School, any student whose GPA falls below 3.0 will be placed on academic probation. Any student who fails to return to good standing after one term on academic probation will not be eligible to hold a graduate assistantship. Any student who fails to return to good standing after two terms on academic probation will be dropped from the program. Any student who accumulates three or more incompletes will be put on academic probation and may return to good standing by reducing the number of incompletes to two or fewer.

Minimum Grades in Core Courses

As described below, both M.A. programs include a number of core courses which are required of all students. These courses must be passed with a grade of *B* or better. Students who receive a grade lower than *B* on a core course must take the course again. They will register officially for the course and will be granted a letter of permission to do so from the department. Both grades will be counted in calculating GPA. Students who need to repeat core courses may take other courses concurrently or sequentially for which the core courses are prerequisites.

Grade Point Average to Graduate

All graduate work must be completed with an overall GPA of 3.0.

Master of Arts Two-Year Degree in Linguistics

The Master of Arts in Linguistics requires 36 hours of coursework including a mix of required courses and restricted and non-restricted electives in all the major linguistic subfields. There are two options for completing the MA: a thesis option and a non-thesis option. Thesis writers are required to do advanced coursework in phonology or syntax and three to six hours of thesis writing; non-thesis writers have a little more flexibility in their advanced coursework and take more courses at that level in lieu of thesis writing credits.

Required Core Courses: All Candidates (9 semester hours)

All students must take the three LING courses in **Set A**:

- LING 505-3 The Professional Study of Linguistics
- LING 503-3 Phonological Theories
- LING 508-3 Syntactic Theory

Restricted Electives: all candidates (9 semester hours)

All students must take at least two of the LING courses in **Set B** for breadth of study.

- LING 415-3 Sociolinguistics
- LING 417-3 Language Contact

- LING 445-3 Psycholinguistics
- LING 402-3 Phonetics
- LING 500-3 Formal Semantics

All students must also take at least one writing-intensive LING course from **Set C**.

- LING 552-3 Field Methods in Linguistics
- LING 506-3 Historical Linguistics

Requirements specific to the two options (6 semester hours)

Additional coursework requirements diverge depending on whether students choose the thesis or non-thesis option for the MA.

The thesis option

Those students who wish to write theses must formally apply to the department by the beginning of the third semester. They must also take at least one of the advanced LING courses in **Set D**:

- LING 553-3 Advanced Phonology
- LING 558-3 Advanced Syntax

Thesis-writing students will also enroll in a minimum of three and a maximum of six hours of LING thesis writing.

- LING 599-3 to 6 Thesis writing course

The thesis is a written summary of a student's independent research conducted while enrolled in one of the department's M.A. programs. Every thesis is expected to include a clear statement of the topic, identification of the particular issues to be investigated, a literature review, an explanation of the procedures followed, and an analysis and discussion of research findings. Each student writing a thesis must have a thesis committee composed of at least three faculty members, one of whom serves as chair of the committee. Two of the three committee members must have their primary appointment in the Department of Linguistics. The thesis must be submitted to a public oral examination by the student's committee. Detailed information regarding the thesis may be found in *Thesis Policies and Guidelines*, copies of which are available from the department.

The non-thesis option

Students who do not write theses must take two additional LING courses from **Set C** and/or **Set D**.

Unrestricted electives

To complete the 36 hours required for the M.A. in Linguistics, students may choose electives from among courses offered within the department or relevant courses taught by faculty in the Departments of Anthropology, Communication Disorders and Sciences, Computer Science, English, Foreign Languages and International Trade, Philosophy, Psychology, Communication Studies, and the College of Education and Human Services (subject to departmental approval). Where appropriate, students are encouraged to take courses in quantitative and ethnographic research methods taught in the Departments of Counseling, Quantitative Methods, Special Education, and Anthropology. Students are also encouraged to attend the annual summer institutes sponsored by the Linguistic Society of America and TESOL. Credit may be allowed for coursework successfully completed in this way.

Master of Arts Degree in Teaching English to Speakers of Other Languages

The M.A. degree in TESOL blends linguistic science with the art of classroom practice. It prepares students both intellectually and experientially so that as professionals they are capable of making wise and informed choices among different language teaching approaches, methods, and techniques. In addition, students will understand how differences among individual students, teaching and learning situations, and social structures influence decisions they will be called upon to make as teachers or other language professionals. The TESOL master's program provides a firm and broad foundation in current theories of language and language learning and graduates will be prepared to take on careers as teacher educators and curriculum or assessment specialists as well as classroom teachers.

There are two options for completing the M.A. TESOL degree: a thesis option and a non-thesis option. In both cases 36 credits are required. Both options include five components: a group of core courses totaling 15 semester hours, a selection of language skills-related courses totaling 6 semester hours, a teaching specialty course (3 semester hours), free electives totaling 6 semester hours, and research training (6 semester hours)--either a thesis (thesis option) or additional course work from a selected group of focus courses with a substantial research component (non-thesis option).

Core Courses (15 semester hours)

All students in the MA TESOL program take the following five courses:

- LING 472-3 Assessment of ESL and Bilingual Students
- LING 505-3 The Professional Study of Linguistics
- LING 541-3 Second Language Acquisition
- LING 570-3 Methods and Materials of TESOL
- LING 583-3 TESOL Practicum

Language Skills (6 semester hours)

All students must take at least two of the following language skills-related courses:

- LING 531-3 Teaching Grammar and Writing in a Second Language
- LING 585-3 Teaching Listening and Speaking in a Second Language
- LING 587-3 Teaching Reading and Vocabulary in a Second Language

Teaching Specialties Courses (3 semester hours)

All students must take one of the following teaching specialties courses:

- LING 470-3 Theoretical Foundations of ESL and Bilingual Education
- LING 471-3 Bilingual Education Methods and Materials
- LING 573-3 Introduction to Computer-Assisted Language Learning
- LING 582-3 Course Design
- LING 586-3 English for Specific Purposes
- LING 5XX-3 Teaching Internship

Research Component (6 semester hours)

All students must take at least six semester hours from the following courses with a substantial research component:

- LING 415-3 Sociolinguistics
- LING 417-3 Language Contact
- LING 542-3 Advanced Seminar in Second Language Acquisition
- LING 543-3 Bilingualism
- LING 549-3 Research Methods in Linguistics and TESOL
- LING 584-3 Advanced Seminar in Grammar and Composition
- LING 589-3 Advanced Seminar in Reading and Vocabulary
- LING 590-3 Advanced Second Language Pronunciation
- LING 592-3 Advanced Computer-Assisted Language Learning
- LING 599-1 to 6 Thesis

Note that students pursuing the thesis option must enroll in a minimum of 3 and a maximum of 6 semester hours of LING 599 (Thesis).

Free Electives (6 semester hours)

Students can select from a number of elective courses offered each semester. These include additional courses from the categories listed above as well as other courses offered in the department. In addition, courses related to language, education, and/or research methods offered by other departments may be used to complete elective requirements, with approval from the student's faculty advisor. Students are also encouraged to attend summer institutes and other professional development programs offered by the TESOL International organization or the Linguistic Society of America. Credit may be approved for coursework successfully completed this way.

Accelerated B.A./M.A. in Linguistics

Students who begin as undergraduate majors in either linguistics or TESOL may pursue the 5-year M.A. in Linguistics, providing (i) they have maintained a 3.5 grade point average in 300 and 400-level courses, and (ii) their B.A. coursework includes the following:

LING courses required of all 5-year B.A./M.A. students (15 semester hours):

- LING 200 Language, Society, and the Mind
- LING 300 Introduction to Descriptive Linguistics
- LING 405 Introduction to Phonological Theories
- LING 408 Introduction to Syntactic Theory
- LING 406 Introduction to Historical Linguistics, or LING 452 Field Methods in Linguistics

Beyond these courses and the other requirements for their B.A. degrees is added a fifth year, consisting of advanced coursework and a 20-25 page research paper.

Fifth year (27 credit hours)

Fall (12 credit hours)

- LING 505 The Professional Study of Linguistics
- LING 558 Advanced Syntax
- LING 553 Advanced Phonology
- Elective not taken at the undergraduate level (400-level or above)

Spring (12 credit hours)

- LING 506 Historical Linguistics (if not taken as LING 406) or LING 552 Field Methods (which may be repeated for credit)
- 2 electives not taken at the undergraduate level (400-level; or above)
- LING 593 Research in Linguistics (3 credit hours)

Summer (3 credit hours)

- LING 593 Research in Linguistics (3 credit hours)

9 hours of 400-level coursework taken at the undergraduate level will also be counted towards the M.A. This enables students in the accelerated M.A. to meet the 36-hours of coursework required for a Linguistics M.A.

Linguistics Courses

LING402 - Phonetics 402-3 Phonetics. Theory and practice of articulatory phonetics.

LING403 - English Phonology 403-3 English Phonology. Study of English phonology, including phonetics, phonemics, and prosodics. Prerequisite: LING 300 or graduate status or consent of instructor.

LING404 - American Dialects 404-3 American Dialects. Regional variation and social stratification of American English. Phonological and syntactic differences among the major dialects of American English. Prerequisite: LING 300 or graduate status or consent of instructor.

LING405 - Intro to Phonological Theories 405-3 Introduction to Phonological Theories. A survey of various phonological theories from the 19th century up to the present, including theoretical issues arising therefrom and relationships among the theories. Limited data analysis within the perspectives of the different theories. Not open to those who have taken LING 503. Prerequisite: LING 300 or consent of instructor.

LING408 - Intro to Syntactic Theory 408-3 Introduction to Syntactic Theory. This course is an introduction to the major concepts and issues in generative grammar. Data from English and other languages will be examined and students will be provided with numerous opportunities to solve problems

in syntax. Students will also be given an opportunity to carry out an individual project in syntax. Not open to those who have taken LING 508. Prerequisite: LING 300 or consent of instructor.

LING412 - Structure of Japanese 412-3 The Linguistic Structure of Japanese. (Same as JPN 410) Inductive approach to the analysis of various aspects (such as phonology, morphology, syntax) of Japanese grammar with emphasis on syntactic structures within any of the current theoretical frameworks such as pragmatics, functionalism and formal linguistics. May include contrastive analysis between Japanese and English, and close examination of theories of comparative-historical linguistics of Japanese and Korean. This course satisfies the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: one year of Japanese or one previous course in linguistics or consent of instructor.

LING415 - Sociolinguistics 415-3 Sociolinguistics. (Same as ANTH 415) History, methodology, and future prospects in the study of social dialectology, linguistic geography, multilingualism, languages in contact, pidgin and creole languages, and language planning. Prerequisite: LING 300 or Graduate status or consent of instructor.

LING416 - Spanish in the U.S.A. 416-3 Spanish in the U.S.A. (Same as ANTH 416) This course offers a survey of the historical, social, political, linguistic, and educational issues surrounding the Spanish language in the United States. Topics to be addressed include Spanish language use and bilingualism, language maintenance and shift, education of Latino populations, Hispanic diversity, and Latino literature.

LING417 - Language Contact 417-3 Language Contact. (Same as ANTH 417) This course will introduce students to the social conditions under which language contact occurs and the cultural and linguistic consequences of such contact. Primary topics will be language maintenance and shift, ideologies and attitudes regarding bilingualism, and language development and change, using data from a variety of languages and cultures. Designed to provide a comprehensive background for research on bi- or multilingual settings. Prerequisite: one of the following: ANTH 240B, LING 200, LING 300, ANTH 500B, or LING 505.

LING426 - Gender, Culture, & Language 426-3 Gender, Culture, and Language. (Same as WGSS 426 and ANTH 426) This course is designed for students who have had some exposure to gender studies. It will focus on readings in language and gender in the fields of anthropological- and socio-linguistics. Issues to be addressed are the differences between language use by men/boys and women/girls, how these differences are embedded in other cultural practices, and the various methodologies and theories that have been used to study gendered language use.

LING430 - Grammatical Structures 430-3 to 6 (3,3) Grammatical Structures. Detailed analysis of the structure of particular languages. May be repeated to a total of six hours credit with consent of department. Prerequisite: LING 300 or graduate status or consent of instructor.

LING431 - Teaching L2 Writing & Grammar 431-3 Teaching Writing and Grammar in a Second Language. An introduction to current theories of ESL/EFL composition and pedagogical grammar, as well as principles and techniques for teaching composition and grammar in a second language. Course will combine understanding of theory with evaluation of published materials and original development of high-quality teaching materials. Prerequisite: LING 353 or consent of instructor.

LING440 - Topics in Linguistics 440-3 to 9 (3 per topic) Topics in Linguistics. Selected topics in theoretical and applied linguistics. May be repeated to a total of nine hours credit under different topics. Not for graduate credit.

LING442 - Language Planning 442-3 Language Planning. Survey of the field of language planning: definitions and typologies, language problems, language treatment, attitudes and beliefs about language, relations between language planning processes and other kinds of social and economic planning, linguistic innovations and other processes of language change, implementation of language policies. Prerequisite: LING 300 or graduate status or consent of instructor.

LING445 - Psycholinguistics 445-3 Psycholinguistics. (Same as PSYC 445) A broad spectrum introduction to psycholinguistics. Topics to be covered include general methodology for the study of psycholinguistics, the nature of language, theories of human communication, language comprehension and production, first and second language acquisition, meaning and thought, natural animal

communication systems, and language and the brain. Prerequisite: LING 300 or graduate status or consent of instructor.

LING450 - Language Families 450-3 to 6 (3,3) Language Families. A synchronic survey of particular language families or sub-families. May be repeated to a total of six hours credit with consent of department. Prerequisite: LING 300 or graduate status or consent of instructor.

LING452 - Field Methods in Linguistics 452-3 Field Methods in Linguistics. At a time when minority languages are dwindling and becoming extinct, language documentation is more important than ever. This course has two pedagogical goals, related to the documentation of understudied languages. The first goal is to train students on the methods of eliciting and evaluating data to construct a detailed linguistic description and analysis of an unknown language, essentially from scratch, by working with a native speaker of the language. The second goal is for students to discover specific details of the structure of the language under investigation and document them for posterity. Satisfies the CoLA Writing-Across-the-Curriculum requirement. May be repeated for credit. Not open to those who have taken LING 552. Prerequisite: LING 300 and one of the following courses: LING 402, 403, 405, 408, with a minimum grade of C, or consent of instructor.

LING470 - Foundation ESL/Bilingual Ed 470-3 Theoretical Foundations of Teaching ESL and Bilingual Students. Provides a broad overview of the field of bilingual education, including related terminology; historical, political, social, theoretical, international, economic, cultural, and legal aspects of bilingual education; and educational program models for serving English language students. Satisfies the CoLA Writing-Across-the-Curriculum Requirement.

LING471 - Bilingual Ed Methods/Materials 471-3 Bilingual Education Methods and Materials. Methods and materials for: bilingual content, biliteracy, sheltered and multicultural instruction, and for ELLs with disabilities; techniques for advocacy for ELLs, writing funding proposals, and conducting program reviews and workshops. Includes materials reviews, lesson planning, and micro-teaching.

LING472 - Assess ESL/Bilingual Students 472-3 Assessment of ESL and Bilingual Students. This course covers theoretical and practical issues in the assessment, testing, measurement, and evaluation of second and foreign language learners. It covers the history and development of language testing practices; the relationship between assessment, instruction, and course design; principles of good assessment; the sociocultural context surrounding assessment; and traditional and alternative assessment that can be used for all language skills in diverse K-12 and adult learners. Students get hands-on practice critically evaluating assessments, creating their own assessments, and analyzing and interpreting assessment results.

LING473 - Intro Comp Assist Lang Learn 473-3 Introduction to Computer Assisted Language Learning. This hands-on course introduces essential concepts and skills for applying technology to language learning and instruction. Topics include online quizzes and activities, creating and editing multimedia objects for use in instructional materials, social networking, Web resources, evaluating commercial materials, digital storytelling, and hypermedia. New developments in CALL are introduced as the state of the art progresses. Not open to those who have taken LING 573.

LING480A - Less Common Lang-Elementary 480A-3 to 12 Less Commonly Taught Languages. Elementary course in less commonly taught languages. Languages vary. Section A corresponds to the first semester, section B of the same language is a continuation of section A. Must be taken in an A,B sequence when available. Sequence may be repeated with a different language. Students must earn a grade of C or better in LING 480A before beginning LING 480B.

LING480B - Less Common Lang-Intermediate 480B-3-12 Less Commonly Taught Languages. Elementary course in less commonly taught language. Languages vary. Section B is a continuation of section A. Must be taken in A, B sequence when available. Sequence may be repeated with a different language. Students must earn a grade of C or better in LING 480A before beginning LING 480B. Prerequisite: LING 480A.

LING485 - L2 Listen and Speak 485-3 Teaching Listening and Speaking in a Second Language. An introduction to current theories, principles, and techniques for teaching second language listening and

speaking skills. Students will gain practical experience in developing meaningful listening and speaking activities/materials. Not open to those who have taken LING 585.

LING487 - L2 Reading & Vocabulary 487-3 Teaching Reading and Vocabulary in a Second Language. An introduction to current theories of reading and vocabulary learning, as well as principles and techniques for teaching reading and vocabulary in a second language. Course will combine understanding of theory with evaluation of published materials and original development of high-quality teaching materials. Prerequisite: LING 353 or consent of instructor.

LING490A - TESOL K-12 Internship 490A-3 TESOL K-12 Internship. The TESOL K-12 internship provides students with the opportunity to work with students of diverse linguistic backgrounds in a classroom at a local school. Students will volunteer for a minimum of two hours per week (for one credit hour), up to eight hours per week (for three credit hours). Students wishing to fulfill the 100-clock-hours requirement for an ESL endorsement will need to register for three credit hours (volunteer at least eight hours per week). Students will complete weekly reports and monthly reflections, observe language educators, and design and teach language lessons. Prerequisite: LING 353 or LING 570 with a grade of C or better.

LING490B - TESOL International Internship 490B-3 TESOL International Internship. The TESOL K-international internship provides students with the opportunity to work in an international English as a foreign language (EFL) classroom. Students will complete weekly reports and monthly reflections, observe language educators, and design and teach language lessons. Students will also be observed and receive feedback from the teaching staff at the international placement institution. Students will leave the course with practical knowledge regarding classroom organization, management, instructional strategies, international education, and language program organization. Prerequisite: LING 353 or LING 570 with a C or better.

LING500 - Formal Semantics 500-3 Formal Semantics. (Same as PHIL 502) This course will introduce and develop formal mechanisms to encode meaning in natural language. We will deeply explore the topics of predication, definiteness, quantification, and semantic modeling. Mastery of these topics can be applied to many other semantic phenomena. By the end students will be able to: understand and evaluate scholarly literature in semantics; approach problems in natural language from the perspective of a formal semanticist; understand and describe the role of semantics in generative approaches to language; and produce novel work in semantics.

LING503 - Phonological Theories 503-3 Phonological Theories. An examination of the development of phonological theories from the 19th century up to the present. Relationships among various theories and insights into language structures that arise from them are considered. Data analysis within the perspectives of the different theories. Not open to those who have taken LING 405. Prerequisite: LING 505 or consent of instructor.

LING505 - Professional Study Linguistics 505-3 The Professional Study of Linguistics. Basic concepts and methods of general linguistics. Fundamentals of the nature, structure and functioning of language. Data analysis and problem solving. Introduction to professional standards and resources available for linguistic research. Course satisfies introduction to linguistics requirement.

LING506 - Historical Linguistics 506-3 Historical Linguistics. Theories and methods in the study of the history and prehistory of languages and language families. Prerequisite: LING 503, LING 505, and LING 508 or consent of instructor.

LING508 - Syntactic Theory 508-3 Syntactic Theory. An examination of the major concepts and issues in generative grammar. Data from diverse languages will be examined. Students will be presented with problems in syntax to solve. They will also carry out an individual project in syntactic analysis. Not open to those who have taken LING 408. Prerequisite: LING 505 or consent of instructor.

LING510 - History of Linguistics 510-3 History of Linguistics. The history of linguistic inquiry from classical times to the present. Prerequisite: one previous course in linguistics or consent of instructor.

LING531 - L2 Writing and Grammar 531-3 Teaching Writing and Grammar in a Second Language. An introduction to current theories of ESL/EFL composition and pedagogical grammar, as well as principles and techniques for teaching composition and grammar in a second language. Course will combine

understanding of theory with evaluation of published materials and original development of high-quality teaching materials. Prerequisite: LING 485 or LING 585 with a B or better or consent of instructor.

LING540 - Studies in Applied Linguistics 540-3 to 6 (3 per topic) Studies in Applied Linguistics. Selected topics in applied linguistics. May be repeated as topics vary to a total of six hours of credit with consent of department. Prerequisite: LING 505 or consent of instructor.

LING541 - Second Language Acquisition 541-3 Introduction to Second Language Acquisition. (Same as PSYC 577) Introduction to key concepts and major theoretical and methodological issues in second language acquisition. Major developments in SLA in phonology, morphology, lexis, syntax, semantics and discourse and provides students with hands-on experience in describing and accounting for second language data. Opportunity to design and implement a data-based SLA study in an area of interest to students. Prerequisite: LING 505 or consent of instructor.

LING542 - Adv Seminar Sec Lang Acqsn 542-3 Advanced Seminar in Second Language Acquisition. Research seminar in second language acquisition on selected topics such as universal grammar in SLA, language transfer, variation in SLA, second language learnability, etc. Prerequisite: LING 541 or consent of instructor.

LING543 - Bilingualism 543-3 Bilingualism. (Same as PSYC 578) A comprehensive introduction to the study of bilingualism. Course will examine the linguistic, psycholinguistic, sociolinguistic, and educational aspects of bilingualism, particularly as pertaining to the care and education of bilingual children. Prerequisite: LING 505 or consent of instructor.

LING544 - Discourse Analysis 544-3 Discourse Analysis. (Same as ANTH 544) Survey of major approaches to the analysis of spoken or written discourse including speech act theory, pragmatics, interactional sociolinguistics, ethnography of communication, conversation analysis, variation analysis, and critical discourse analysis. Prerequisite: LING 505 or consent of instructor.

LING545 - Language, Gender, Sexuality 545-3 Language, Gender and Sexuality: Anthropological Approaches. (Same as ANTH 546, WGSS 546) This course examines the study of language in society with a particular focus on how linguistic practices are part of the construction of gender and sexuality identities, ideologies, social categories and discourses. Anthropological theories applied to the study of language, gender and sexuality will be covered along with a variety of methodological approaches.

LING546 - Conversatn Analysis:Pragmatics 546-3 Conversation Analysis: Pragmatics. (Same as CMST 546) Study of the pragmatics of everyday conversation: sequential organization, topical coherence, speech act rules and functions, contextual frames, and background understandings. Emphasis on observational research methods and analysis of original data. Special approval needed from the instructor.

LING548 - Linguistic Anth of Education 548-3 The Linguistic Anthropology of Education. (Same as ANTH 548) This course examines the role of language in education through a critical anthropological lens, examining educational institutions across cultures and times. Topics to be covered include the teaching of literacy, language policies and ideologies in education, the linguistic construction of identities in school settings (including national, ethnic, gender, sexuality, age, religious, and social class identities) and modes of intervention to improve educational endeavors. Ethnographic studies of education in a variety of national, cultural, and linguistic contexts will be covered, as well as other discourse analysis approaches to the study of educational processes and institutions. The course is designed to bring together a wide range of material of interest to graduate students in anthropology, linguistics, education, and other related fields.

LING549 - Research Methods 549-3 Research Methods in Linguistics and TESOL. This course examines basic concepts and principles of quantitative and qualitative methods in Linguistics and TESOL. It prepares students to critically read and understand related research as well as design and carry out their own research projects. It includes analyses of research articles, writing literature reviews, making informed decisions about appropriate methodology and data analyses procedures. Prerequisite: LING 505 or consent of instructor.

LING550A - Sem-Syntax & Semantics 550A-3 to 6 Seminar in Theoretical Linguistics. Guided advanced research in syntax and semantics. May be taken only once. Special approval needed from the department.

LING550B - Seminar - Phonology 550B-3 to 6 Seminar in Theoretical Linguistics. Guided advanced research in phonology. May be taken only once each. Special approval needed from the department.

LING550C - Seminar-Sociolinguistics 550C-3 to 6 Seminar in Theoretical Linguistics. Guided advanced research in sociolinguistics. May be taken only once each. Special approval needed from the department.

LING550D - Seminar-Selected Topics 550D-3 to 6 Seminar in Theoretical Linguistics. Guided advanced research in selected topics. May be repeated as topics vary. Special approval needed from the department.

LING551 - Pragmatics 551-3 Pragmatics. (Same as ANTH 551) An investigation of language use in context; this incorporates both social and psychological aspects of language use. Topics to be covered in this course include speech acts; implicature; conversation analysis; and the acquisition of communicative competence by both first and second language learners. Prerequisite: LING 505 or consent of instructor.

LING552 - Field Methods in Linguistics 552-3 Field Methods in Linguistics. At a time when minority languages are dwindling and becoming extinct, language documentation is more important than ever. This course has two pedagogical goals, related to the documentation of understudied languages. The first goal is to train students on the methods of eliciting and evaluating data to construct a detailed linguistic description and analysis of an unknown language, essentially from scratch, by working with a native speaker of the language. The second goal is for students to discover specific details of the structure of the language under investigation and document them for posterity.

LING553 - Advanced Phonology 553-3 Advanced Phonology. Emphasis is on current work in phonology, its impact on phonological theory, and application of theory to data, and implications for current work. Prerequisite: LING 503 or consent of instructor.

LING558 - Advanced Syntax 558-3 Advanced Syntax. This course focuses on the study of current trends in generative grammar, building on Government and Binding and moving into Minimalism. Part of the class will be devoted to the study of original works on special topics. A major requirement of this class is a term project investigating the syntax of a language of the student's choosing. Prerequisite: LING 508 or consent of instructor.

LING570 - TESOL Methods/Materials 570-3 Methods and Materials in TESOL. Requirement for Illinois ESL/Bilingual Approval. Methods/materials to teach ESL/EFL in the United States (K-adult) and abroad. Promotes eclecticism through reflective practice; overview of methods from early grammar translation to cognitive and communicative, integrated skills, technology, and content-based approaches. Lecture, readings, discussion, demonstration, materials review, lesson planning, micro-teaching.

LING573 - Intro to CALL 573-3 Introduction to Computer-Assisted Language Learning. (Same as FL 437) This hands-on course introduces essential concepts and skills for applying technology to language learning and instruction. Topics include online quizzes and activities, creating and editing multimedia objects for use in instructional materials, social networking, Web resources, evaluating commercial materials, digital storytelling, and hypermedia. New developments in CALL are introduced as the state of the art progresses. Not open to those who have taken LING 473.

LING574 - CESL Teaching Methods 574-3 CESL Teaching Methods. Introduces new CESL teaching assistants to teaching methodologies and principles within the CESL context, following CESL's curriculum and classroom practices. Familiarizes students with pedagogical strategies, theories of language instruction, materials design, curriculum development, error correction and assessment, classroom management, reflective teaching, and professionalism. Required of first time CESL teaching assistants.

LING580 - Teaching English Abroad 580-3 to 6 Seminar in Special Topics in TESOL-Teaching English Abroad. Selected topics in special areas of teaching English to speakers of other languages. May be repeated as topics vary. Prerequisite: LING 570 or consent of instructor.

LING582 - Course Design for TESOL 582-3 Course Design for TESOL. A review of issues and procedures in the design and implementation of courses for teaching English to speakers of other

languages. Particular attention is given to recent developments such as content-based instruction. All major course components such as setting of objectives, syllabus design, content specification, and evaluation are considered. In addition, resources available for addressing these issues will be discussed. Prerequisite: LING 570 or consent of instructor.

LING583 - TESOL Practicum 583-3 TESOL Practicum. Class observation and supervised teaching of English to speakers of other languages; meets concurrently with Linguistics 454: Observation and Practice in TESOL and Linguistics 100: Instruction in ESL. Prerequisite: LING 570 or consent of department.

LING584 - Advanced L2 Grammar/Comp 584-3 Advanced Seminar in Grammar and Composition. Course will focus on the advanced study of grammatical features in English and their applicability to the writing and composing process of ESL/EFL writers. Additionally, stylistic and rhetorical factors, including cross-cultural rhetoric, will be considered, with the focus guided by student and instructor interests. Course will include reading the primary research literature, student development of a research project, and implications for supporting second language writers. Prerequisite: LING 431 or LING 531 with a B or better or consent of instructor.

LING585 - L2 Listen and Speak 585-3 Teaching Listening and Speaking in a Second Language. An introduction to current theories, principles, and techniques for teaching second language listening and speaking skills. Students will gain practical experience in developing meaningful listening and speaking activities/materials. Prerequisite: LING 570 or permission of instructor.

LING586 - English for Specific Purposes 586-3 English for Specific Purposes. A course designed to familiarize students with key components of English language courses designed for speakers of other languages with specific needs or in well-defined settings. Case studies and sample courses are reviewed and students develop individual projects related to a content area or course component of their choice, e.g., needs assessment, syllabus design, materials development, or teacher training. Prerequisite: LING 570 or consent of instructor.

LING587 - L2 Reading and Vocabulary 587-3 Teaching Reading and Vocabulary in a Second Language. An introduction to current theories of reading and vocabulary learning, as well as principles and techniques for teaching reading and vocabulary in a second language. Course will combine understanding of theory with evaluation of published materials and original development of high-quality teaching materials. Not open to those who have taken LING 487. Prerequisite: LING 570 with a B or better or consent of instructor.

LING588 - Intercultural Communication 588-3 Intercultural Communication. Advances knowledge and understanding of theory, practice, and research in intercultural communication, including the effects of cultural identities and cross-cultural experiences on language, perception and world view. Implications for language learning and teaching are also explored. Prerequisite: LING 505 or consent of instructor.

LING589 - Advanced Reading & Vocabulary 589-3 Advanced Seminar in Reading and Vocabulary. Course will focus on the advanced study of reading processes and lexical knowledge in first, second and additional languages. All levels of reading skills and lexical knowledge, from letter recognition to discourse processing, will be considered, with the focus guided by student and instructor interests. Course will include reading the primary research literature, student development of a research project, and implications for supporting second language readers. Prerequisite: LING 487 or LING 587 with a B or better or consent of instructor.

LING590 - Adv Sem Sec Lang Pronunciation 590-3 Advanced Seminar in Second Language Pronunciation. Course will focus on aspects of second language acquisition specific to second language phonology along with attention to the phonology of English. Course will be research focused with extensive reading in L2 pronunciation topics and student development of a research project. Prerequisite: LING 485 or LING 585 with a B or better or consent of instructor.

LING592 - Advanced CALL 592-3 Advanced Computer-Assisted Language Learning. (Same as FL 592) This hands-on course builds on LING 573 (Introduction to Computer-Assisted Language Learning) and covers language learning in virtual worlds, creating a presence on the Web, course management systems, developing apps for mobile devices, making instructional videos as well as hypermedia learning

units. New developments in CALL are introduced as the state of the art progresses. Prerequisite: LING 573 with a grade of C or better, or consent of instructor.

LING593 - Research in Linguistics 593-1 to 4 Research in Linguistics. Individual research under graduate faculty guidance. Special approval needed from the instructor.

LING597 - Readings in Linguistics 597-1 to 8 Readings in Linguistics. Individual readings in linguistics under graduate faculty guidance. Special approval needed from the department.

LING599 - Thesis 599-1 to 6 Thesis. Minimum of three hours to be counted toward a Master's degree. Special approval needed from the department.

LING601 - Continuing Enrollment 601-1 per semester Continuing Enrollment. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded S/U or DEF only.

Linguistics Faculty

Angelis, Paul, Associate Professor, *Emeritus*, Ph.D., Georgetown University, 1968; 1981.

Baertsch, Karen S., Associate Professor, Ph.D., Indiana University, 2002. Phonology, phonetics, historical linguistics, dialects, Central Asian languages.

Brutten, Sheila, Associate Professor, *Emeritus*, M.A., Southern Illinois University Carbondale, 1965; 1968.

Carstens, Vicki M., Professor, Ph.D., UCLA, 1991. Theoretical syntax and morphology, African linguistics, field linguistics.

Dotson, John E., Professor, *Emeritus*, Ph.D., Johns Hopkins University, 1969.

Friedenberg, Joan, Professor *Emeritus*, Ph.D., University of Illinois at Urbana-Champaign, 1979; 1994.

Gilbert, Glenn G., Professor, *Emeritus*, Ph.D., Harvard University, 1963; 1970.

Halliday, Laura J., Clinical Professor, Ph.D., Southern Illinois University, 2005. TESOL theory and methods, ESL writing, pedagogical grammar.

Kim, Alan Hyun Oak, Professor, *Emeritus*, Ph.D., University of Southern California, 1985; 1988.

Lakshmanan, Usha, Professor, Ph.D., University of Michigan, 1989; 1990. First and second language acquisition, psycholinguistics, syntactic theory, Tamil syntax.

Martin, Katherine I., Assistant Professor, Ph.D., University of Pittsburgh, 2015. Second language acquisition, reading and literacy, vocabulary learning, morphological awareness, crosslinguistic transfer, English as a Second Language.

McCrocklin, Shannon, Assistant Professor, Ph.D., Iowa State University, 2014. Second language phonology and pronunciation.

Montavon, Mary V., Lecturer, *Emeritus*, Ph.D., University of Illinois, 2003.

Perkins, Kyle, Professor, *Emeritus*, Ph.D., University of Michigan, 1976; 1976.

Punske, Jeffrey, Assistant Professor, Ph.D., University of Arizona, 2012. Theoretical syntax, morphology, and semantics.

Rodríguez-Ordóñez, Itxaso, Assistant Professor, Ph.D., University of Illinois at Urbana-Champaign, 2016. Language contact, sociolinguistics, language acquisition, linguistic ideologies and identities, Basque linguistics.

Wu, Shu-Ling, Assistant Professor, Ph.D., University of Hawaii at M#noa, 2011. Second language acquisition, applied cognitive linguistics, Chinese linguistics & literature, L2/FL pedagogy.

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Catalog Year Statement:

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