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Linguistics

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).

The M.A. in Linguistics is designed to give students a broad training in many 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 or thesis research. Graduates of the linguistics program frequently go on to more advanced study and research in Linguistics leading to a Ph.D. degree or pursue jobs in the technology, publications, marketing, or translation sectors, for example.

The M.A. in TESOL is designed primarily for students who wish to pursue careers in Teaching English to Speakers of Other Languages (TESOL) 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 M.A. in 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 M.A. in 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 Linguistics Program offers a number of interesting, non-specialist courses which may serve as electives in degree programs such as those offered by Anthropology, Languages, Cultures, and International Trade, Communication Studies, School of Health Sciences, School of Psychological and Behavioral Sciences, School of Literature, Writing, and Digital Humanities, and School of Education. 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 Linguistics Program Coordinator, Southern Illinois University Carbondale, Carbondale, IL 62901-4517, USA.

Admission

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 in their first semester of study. Failure to do so will result in the student being dropped from the program.

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 Program, applicants are advised that high GRE scores put them at a competitive advantage when applying for University fellowships or assistantships within the Program.

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 permission to do so by the Program. 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 (M.A.) in Linguistics

The Master of Arts in Linguistics requires 36 credit hours of coursework including a mix of required courses and electives in the major linguistic subfields. There are two options for completing the M.A. in Linguistics: a thesis option and a non-thesis option. Thesis writers are required to do advanced coursework in phonology or syntax and three to six credit 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 credit hours.

Core Courses (9 credit hours)

All students in the M.A. in Linguistics program must take the three LING courses below, and earn a grade of at least a B:

- LING 503: Phonological Theories (3 CH)
- LING 505: The Professional Study of Linguistics (3 CH)
- LING 508: Syntactic Theory (3 CH)

Breadth of Study (6 credit hours)

All students in the M.A. in Linguistics program must take at least two of the LING courses below:

- LING 402: Phonetics (3 CH)
- LING 404: American Dialects (3 CH)
- LING 410: Philosophy of Language (3 CH)
- LING 412: Structure of Japanese (3 CH)
- LING 415: Sociolinguistics (3 CH)
- LING 417: Language Contact (3 CH)
- LING 426: Gender, Culture, & Language (3 CH)
- LING 430: Grammatical Structures (3 CH)
- LING 445: Psycholinguistics (3 CH)
- LING 450: Language Families (3 CH)
- LING 500: Formal Semantics (3 CH)
- LING 510: History of Linguistics (3 CH)

- LING 540: Studies in Linguistics (3 CH)
- (substitutions allowed with Program approval)

Depth of Study (6 credit hours)

All students in the M.A. in Linguistics program must also take at least two of the courses below:

- LING 506: Historical Linguistics (3 CH)
- LING 520: Morphology (3 CH)
- LING 550: Seminar (3 CH) (LING 550A, LING 550B, LING 550C, LING 550D each focus on different topics)
- LING 552: Field Methods in Linguistics (3 CH)
- LING 553: Advanced Phonology (3 CH)
- LING 558: Advanced Syntax (3 CH)
- (substitutions allowed with Program approval)

Additional coursework requirements diverge depending on whether students choose the thesis or non-thesis option for the M.A. in Linguistics.

Thesis Option

M.A. in Linguistics students who wish to write theses must formally apply to the Program by the beginning of the third semester. If accepted to the thesis track, thesis-writing students must also enroll in a minimum of three credit hours and a maximum of six credit hours of LING thesis writing:

- LING 599: Thesis writing (3-6 CH)

The thesis is a written summary of a student's independent research conducted while enrolled in the M.A. in Linguistics program. 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 (including the chair) must have their primary appointment in the Linguistics Program. 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*, distributed within the Program.

Non-thesis Option

M.A. in Linguistics students on the non-thesis track must take an additional LING course from the Depth of Study group (3 credit hours):

- LING 506: Historical Linguistics (3 CH)
- LING 520: Morphology (3 CH)
- LING 550: Seminar (3 CH) (LING 550A, LING 550B, LING 550C, LING 550D each focus on different topics)
- LING 552: Field Methods in Linguistics (3 CH)
- LING 553: Advanced Phonology (3 CH)
- LING 558: Advanced Syntax (3 CH)
- (substitutions allowed with Program approval)

Electives

To complete the 36 credit hours required for the M.A. in Linguistics, students may choose electives from among courses offered within the Program or (with Linguistics Program approval) relevant courses taught by faculty in Anthropology, School of Health Sciences, School of Computing, School of Literature, Writing, and Digital Humanities, Program in Languages, Cultures, and International Trade, School of History and Philosophy, School of Psychological and Behavioral Sciences, Communication Studies, and School of Education. Where appropriate, students are encouraged to take courses in quantitative and ethnographic research methods taught in the School of Education and in the Social Sciences. 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 (M.A.) 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 M.A. in TESOL 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. in TESOL degree: a thesis option and a non-thesis option. In both cases 36 credit hours are required. Both options include five components: a group of core courses totaling 15 credit hours, a selection of language skills-related courses totaling 6 credit hours, a teaching specialty course (3 credit hours), free electives totaling 9 credit hours, and research training (3 credit hours)--either a thesis (thesis option) or additional course work from a selected group of courses with a substantial research component (non-thesis option).

Core Courses (15 credit hours)

All students in the M.A. in TESOL program take the following five courses and earn a grade of at least a B:

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

Language Skills (6 credit hours)

All students in the M.A. in TESOL program must take at least two of the following language skills-related courses:

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

Teaching Specialties Courses (3 credit hours)

All students in the M.A. in TESOL program must take one of the following teaching specialties courses:

- LING 470: Theoretical Foundations of ESL and Bilingual Education (3 CH)
- LING 471: Bilingual Education Methods and Materials (3 CH)
- LING 573: Computer-Assisted Language Learning (3 CH)
- LING 582: Course Design for TESOL (3 CH)
- LING 586: English for Specific Purposes (3 CH)
- LCIS 436: Methods in Teaching World Languages (3CH)
- (substitutions allowed with Program approval)

Research Component (3 credit hours)

All students in the M.A. in TESOL program must take at least three credit hours from the following courses with a substantial research component:

- LING 415: Sociolinguistics (3 CH)
- LING 417: Language Contact (3 CH)
- LING 542: Advanced Seminar in Second Language Acquisition (3 CH)
- LING 549: Research Methods in Linguistics and TESOL (3 CH)
- LING 584: Advanced Seminar in Grammar and Composition (3 CH)
- LING 589: Advanced Seminar in Reading and Vocabulary (3 CH)
- LING 590: Advanced Seminar in Second Language Pronunciation (3 CH)
- LING 592: Advanced Computer-Assisted Language Learning (3 CH)
- LING 599: Thesis (1-6 CH)
- (substitutions allowed with Program approval)

Note that students pursuing the thesis option must enroll in a minimum of 3 credit hours and a maximum of 6 credit hours of LING 599 (Thesis). 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 (including the chair) must have their primary appointment in the Linguistics Program. 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*, distributed within the Program.

Electives (9 credit hours)

M.A. in TESOL 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 Linguistics Program. In addition, courses related to language, education, and/or research methods offered by other Programs 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 M.A. in Linguistics

Students who are completing an undergraduate major in linguistics may pursue the Accelerated 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:

Undergraduate LING courses required of all Accelerated M.A. students (15 credit hours):

The following four courses with a grade of at least a B:

- LING 200: Language, Society, and the Mind -OR- LING 201: Language Diversity in the USA
- LING 300: Introduction to Descriptive Linguistics
- LING 405: Introduction to Phonological Theories
- LING 408: Introduction to Syntactic Theory

Plus at least **one** of the following courses:

- LING 400: Introduction to Semantics
- LING 402: Phonetics
- LING 406: Introduction to Historical Linguistics
- LING 415: Sociolinguistics
- LING 420: Introduction to Morphology

Beyond these courses and the other requirements for their B.A. in Linguistics, the Accelerated M.A. requires an additional 27 credit hours of graduate level work.

Graduate level LING courses (27 credit hours)

Core Course (3 credit hours)

- LING 505: The Professional Study of Linguistics (3 CH)

Breadth courses not taken at the undergraduate level (6 credit hours - choose two):

- LING 402: Phonetics (3 CH)
- LING 410: Philosophy of Language (3 CH)
- LING 412: Structure of Japanese (3 CH)
- LING 415: Sociolinguistics (3 CH)
- LING 417: Language Contact (3 CH)
- LING 426: Gender, Culture, & Language (3 CH)
- LING 430: Grammatical Structures (3 CH)
- LING 445: Psycholinguistics (3 CH)
- LING 450: Language Families (3 CH)
- LING 500: Formal Semantics (3 CH)
- LING 510: History of Linguistics (3 CH)
- LING 540: Studies in Linguistics (3 CH)
- (substitutions allowed with Program approval)

Research courses not taken at the undergraduate level (6 credit hours - choose two):

- LING 506: Historical Linguistics (3 CH)
- LING 520: Morphology (3 CH)
- LING 549: Research Methods in Linguistics and TESOL (3 CH)
- LING 550: Seminar (3 CH) (LING 550A, LING 550B, LING 550C, LING 550D each focus on different topics)
- LING 552: Field Methods in Linguistics (3 CH)
- LING 553: Advanced Phonology (3 CH)
- LING 558: Advanced Syntax (3 CH)
- LING 593: Research in Linguistics (3 CH)
- LING 599: Thesis (3 CH)
- (substitutions allowed with Program approval)

Electives (12 credit hours):

Students choose the remaining 12 credit hours from courses taught within the program that they have not taken at the undergraduate level. Relevant courses taught by faculty in other Programs may be used to fulfill elective credit with Program approval.

Students in the Accelerated M.A. program who write a Thesis take 3-6 credit hours of LING 599. Three of those credit hours satisfy the Research component of the degree program and the remaining three credit hours are counted as electives.

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

Linguistics Courses

LING402 - Phonetics This is a course in basic phonetics, including articulatory and acoustic phonetics. Students will learn to make the sounds used in languages of the world, provide articulatory descriptions of those sounds, recognize distinctions among sounds upon hearing them, and use spectrographic software to analyze the acoustic stream. Credit Hours: 3

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

LING404 - 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. Credit Hours: 3

LING410 - Philosophy of Language (Same as PHIL 410) A survey and introduction to theories on the nature of "truth" and "meaning" and their relationship to natural language. Potential topics include: reference, definite descriptions, naming, externalism, modality and possible worlds. Credit Hours: 3

LING412 - The Linguistic Structure of Japanese (Same as JPN 410) Introduction to the linguistic structure of Japanese (phonetics, phonology, morphology, syntax, semantics, pragmatics, etc.) with particular emphasis on morphology and syntax. This course satisfies the CoLA Writing-Across-the-Curriculum requirement. Credit Hours: 3

LING415 - Sociolinguistics (Same as ANTH 415) This course studies the relationship between language and society. The focus in an individual semester may include but is not limited to regional dialectology, language variation, linguistic geography, multilingualism, languages in contact, and/or language planning. Credit Hours: 3

LING416 - 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. Credit Hours: 3

LING417 - Language Contact (Same as ANTH 417) Introduction to the study of the social conditions under which language contact occurs and the cultural and linguistic consequences of such contact using data from a variety of languages and cultures. Potential topics include: language maintenance and shift, ideologies and attitudes regarding bilingualism, and language development and change. Credit Hours: 3

LING418 - Pragmatics of Japanese This course takes a pragmatic approach to learning Japanese and focuses on Japanese "in context." Students will acquire interpretive skills to understand the contextual particularity and nuance of Japanese in context. They are introduced to various pragmatic concepts and constructs, such as speech act, politeness, face negotiation, speech style shifts, and gender, among others. Credit Hours: 3

LING426 - 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. Credit Hours: 3

LING430 - Grammatical Structures Detailed analysis of the structure of particular languages or linguistic structures. May be repeated to a total of six credit hours with consent of department. Credit Hours: 3

LING442 - 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. Credit Hours: 3

LING445 - 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. Credit Hours: 3

LING450 - Language Families A synchronic or diachronic survey of particular language, language family, sub-family, or macro-family. May be repeated for a total of six credit hours with consent of department. Credit Hours: 3

LING470 - 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. Credit Hours: 3

LING471 - 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. Credit Hours: 3

LING472 - 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. Credit Hours: 3

LING490A - 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 407 or LING 570 with a grade of C or better. Credit Hours: 1-3

LING490B - TESOL International Internship The TESOL 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 407 or LING 570 with a grade of C or better. Credit Hours: 1-3

LING500 - Formal Semantics (Same as PHIL 502) Discussion of the formal mechanisms used to encode meaning in natural language. Potential topics include: predication, definiteness, quantification, and semantic modeling. Credit Hours: 3

LING503 - Phonological Theories An examination of phonological theory and application from a cross-linguistic perspective. Data analysis from the perspective of different theories. Prerequisite: LING 505 or consent of instructor. Credit Hours: 3

LING505 - 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. Credit Hours: 3

LING506 - Historical Linguistics Theories and methods in the study of the history and prehistory of languages and language families. The course includes the study of the linguistic and social histories that lead to language change. Prerequisite: LING 505 with a grade of B or better or consent of instructor. Credit Hours: 3

LING508 - Syntactic Theory An examination of the major concepts and issues in generative syntax from a cross-linguistic perspective. Prerequisite: LING 505 or consent of instructor. Credit Hours: 3

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

LING520 - Morphology Detailed discussion of the theories and methods in modern morphological theories. Emphasis is on current work in morphology, its impact on other subareas of linguistics, and

application of theory to data, and implications for current work. Prerequisite: LING 505 or consent of instructor. Credit Hours: 3

LING531 - 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 570 or concurrent enrollment with a B or better or consent of instructor. Credit Hours: 3

LING540 - Studies in Linguistics Selected topics in linguistics. May be repeated as topics vary to a total of 6 credit hours per term and 9 credit hours toward the degree. Prerequisite: LING 505 or consent of instructor. Credit Hours: 3-6

LING541 - 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. Credit Hours: 3

LING542 - 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. Credit Hours: 3

LING543 - 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. Credit Hours: 3

LING544 - 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. Credit Hours: 3

LING545 - 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. Credit Hours: 3

LING548 - 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. Credit Hours: 3

LING549 - 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. Credit Hours: 3

LING550A - Seminar in Theoretical Linguistics Guided advanced research in syntax and semantics. May be taken only once. Special approval needed from the department. Credit Hours: 3

LING550B - Seminar in Theoretical Linguistics Guided advanced research in phonology. May be taken only once each. Special approval needed from the department. Credit Hours: 3

LING550C - Seminar in Theoretical Linguistics Guided advanced research in sociolinguistics. May be taken only once each. Special approval needed from the department. Credit Hours: 3

LING550D - Seminar in Theoretical Linguistics Guided advanced research in selected topics. May be repeated as topics vary. Special approval needed from the department. Credit Hours: 3

LING551 - 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. Credit Hours: 3

LING552 - Field Methods in Linguistics Focus on the methods of eliciting and evaluating data to construct a detailed linguistic description of a language or dialect by working with a native speaker or speakers of the language/dialect. Additional discussion on preservation and wider linguist-community responsibility. Prerequisite: LING 505 or consent of instructor. Credit Hours: 3

LING553 - 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. Credit Hours: 3

LING558 - Advanced Syntax Emphasis is on current work in syntax, its impact on syntactic theory, and application of theory to data, and implications for current work. Prerequisite: LING 508 or consent of instructor. Credit Hours: 3

LING570 - 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. Credit Hours: 3

LING573 - Computer Assisted Language Learning This course examines a variety of technologies that can be used to support and enhance second language learning. In addition to building students' practical skills and comfort with a range of technologies, the course encourages critical thinking about if/when to use technologies in the classroom and how to best integrate them. Credit Hours: 3

LING580 - 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. Credit Hours: 3-6

LING582 - 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. Credit Hours: 3

LING583 - 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. Credit Hours: 3

LING584 - 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. Credit Hours: 3

LING585 - 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. Credit Hours: 3

LING586 - 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. Credit Hours: 3

LING587 - 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. Credit Hours: 3

LING588 - Culture & the Language Classroom This course explores the various ways in which culture informs and interacts with teaching and learning in the additional language classroom. Materials and assignments are designed to advance students' understanding of theory, practice, and research in the wider field of intercultural communication with a focus on how such knowledge can be applied to pedagogical practices in language teaching. Considerations will include the effects of cultural identities and cross-cultural experiences on language, perception, and world view and how these factors inform the larger language learning experience. Current and future teachers will be equipped with the tools to develop their individual intercultural competence and to foster intercultural awareness in their own classrooms. Credit Hours: 3

LING589 - 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. Credit Hours: 3

LING590 - 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. Credit Hours: 3

LING592 - Advanced Computer-Assisted Language Learning (Same as LCIS 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. Credit Hours: 3

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

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

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

LING601 - 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. Credit Hours: 1

Linguistics Faculty

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

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

Martin, Katherine I., Associate 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, Associate Professor, Ph.D., Iowa State University, 2014. Second language phonology and pronunciation.

Olsen, Michael Lee, Assistant Professor of Practice, Ph.D., University of Georgia, 2021. Sociolinguistics, corpus-assisted discourse analysis.

Olsen, Rachel, Assistant Professor of Practice, Ph.D., University of Georgia, 2022. Social/emotional phonetics, second language composition/grammar.

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

Toyosaki, Satoshi, Professor, Ph.D., Southern Illinois University Carbondale, 2005. Intercultural communication, ethnography of communication, discourse analysis.

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

Emeriti Faculty

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

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

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

Friedenberg, Joan, Professor, Emerita, 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, Emerita, Ph.D., Southern Illinois University, 2005.

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

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

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