

Linguistics

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COLLEGE OF LIBERAL ARTS

Graduate 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.

Crow, Bryan Kelso, Associate Professor, Ph.D., University of Iowa, 1982. Interpersonal communication, conversation analysis, gender and communication, Irish studies.

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., Senior Lecturer, Ph.D., Southern Illinois University, 2005. TESOL theory and methods, ESL writing, pedagogical grammar.

Kim, Alan Hyun Oak, Associate Professor, Ph.D., University of Southern California, 1985; 1988. Syntactic theory, functional syntax, semantics, comparative linguistics, Japanese and Korean syntax.

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, cross-linguistic 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 Mānoa, 2011. Second language acquisition, applied cognitive linguistics, Chinese linguistics & literature, L2/FL pedagogy.

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 core courses in linguistics, students in the TESOL program are required to take courses in the theory and methods of language teaching 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.

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 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:

Set A

- 505-3 The Professional Study of Linguistics
- 503-3 Phonological Theories
- 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.

Set B

- 415-3 Sociolinguistics
- 417-3 Language Contact
- 445-3 Psycholinguistics
- 402-3 Phonetics
- 500-3 Formal Semantics

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

Set C

- 552-3 Field Methods in Linguistics
- 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 Graduate Studies Committee by the beginning of the third semester. They must also take at least one of the advanced LING courses in Set D:

Set D

- 553-3 Advanced Phonology
- 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.

- 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 and must be from 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 MA 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 will 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 teachers 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. 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 professional careers as teacher educators and curriculum specialists as well as classroom teachers.

There are two options for completing the MA TESOL degree, a thesis option and a non-thesis option. In both cases 33 credits are required. Both options include three components: a group of core courses totaling 18 semester hours, elective courses totaling 9 semester credit hours, and a concentration--either a thesis (thesis option) or additional course work from a selected group of focus courses (non-thesis option) which provides the final 6 semester hours.

Core Courses (18 semester hours)

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

LING 472-3	Assessment of ESL and Bilingual Students
LING 505-3	The Professional Study of Linguistics
LING 531-3	Pedagogical Grammar
LING 541-3	Second Language Acquisition
LING 570-3	Methods and Materials of TESOL
LING 583-3	TESOL Practicum

Elective courses (9 semester hours)

Students can select from a number of elective courses offered each semester. In some cases, courses offered by other departments may be used to complete elective requirements. Faculty advisors work with students to determine which electives will be most appropriate for the student's program. Students are also encouraged to attend summer institutes when offered by the TESOL organization or the Linguistic Society of America. Credit will be allowed for coursework successfully completed in this way.

Thesis (6 semester hours)

Students following the thesis option are required to submit a thesis, which is a written summary of their independent research. The 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 analysis and discussion of the research

findings. Each student writing a thesis must have a thesis committee composed of at least three faculty members, one of whom serves as the Chair of the committee and must be from the Department of Linguistics. The thesis must be submitted to a public oral examination by the student's committee. The six credit hours used for the thesis work may be taken in one semester or divided across more than one semester but should coincide with the terms in which the student is actually working on the thesis project. Detailed information regarding the thesis may be found in *Thesis Policies and Guidelines*, copies of which are available from the department.

Focus Courses (6 semester hours)

Students following the non-thesis option are required to take two additional courses beyond those included in the core and elective categories. These courses serve as ones in which students can apply what they have been learning to designated topics, issues, and problems related to the teaching of English to speakers of other languages. These courses are writing intensive, which is to say that they require students to demonstrate their understanding through written assignments; they generally require a final written project. The two courses selected by the student as focus courses must be from the following group of courses:

LING 470-3	Theoretical Foundations of Teaching ESL and Bilingual Students
LING 543-3	Bilingualism
LING 573-3	Introduction into Computer-Assisted Language Learning
LING 582-3	Course Design for TESOL
LING 584-3	Teaching Composition in a Second Language
LING 586-3	English for Specific Purposes
LING 587-3	Teaching Reading in a Second Language
LING 589-3	Teaching Vocabulary in a Second Language

Emphasis in CALL

In addition to a Linguistics degree program, students may opt to take courses for an "Emphasis in CALL" (Computer-Assisted Language Learning). The two courses required for this emphasis are:

LING 573
LING 592

Both courses are taught on campus and online.

Five Year BA/MA in Linguistics

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

LING courses required of all 5-year BA-MA students:

(15 semester hours)

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

Beyond these courses and the other requirements for their BA 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)

505 The Professional Study of Linguistics

558 Advanced Syntax

553 Advanced Phonology

Elective not taken at the undergraduate level (400-level or above)

Spring (12 credit hours)

506 Historical Linguistics (if not taken as 406) or 552 Field Methods (which may be repeated for credit)

2 electives not taken at the undergraduate level (400-level; or above)

593 Research in Linguistics (3 credit hours)

Summer (3 credit hours)

593 Research in Linguistics (3 credit hours)

Courses (LING)

The Department of Linguistics offers courses toward the Master of Arts degree in linguistics and the Master of Arts degree in teaching of English to speakers of other languages (TESOL).

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

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

LING 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 department.

LING 405-3 Introduction to Phonological Theories. A survey of various phonological theories from the 19th century up to the present, including theoretical issues arising there from 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 department.

LING 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 department.

LING 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.

LING 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.

LING 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.

LING 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.

LING 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 department.

LING 431-3 Pedagogical Grammar. Explores relationship among language structure, learning and teaching in order to understand the role of grammar in TESOL. Makes students more aware of how the English language works, the kinds of language that ESL learners (K-adult) produce and why they proceed through certain stages, and understand the role and effects of grammatical consciousness-raising on the development of ESL. Not open to those who have taken LING 531. Prerequisite: LING 300 or consent of department.

LING 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 department.

LING 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.

LING 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.

LING 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 instructor's consent.

LING 470-3 Theoretical Foundations of ESL and Bilingual Education. 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 LEP students.

LING 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.

LING 472-3 Assessment of ESL and Bilingual Students. Assessment concepts and terminology; how to select, administer, and interpret standardized tests for English learners; develop traditional and alternative classroom tests of language and content instruction. Course includes lectures, readings, class discussions, and individual and group projects.

LING 473-3 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.

LING 480A-3 to 12 Less Commonly Taught Languages. Elementary course in less commonly taught language. Languages vary. Section (A) corresponds to first semester, section (B) of the same language 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.

LING 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.

LING 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.

LING 487-3 Teaching Reading in a Second Language. An introduction to first and second language reading theories and their application to teaching reading in a second language. The focus is on critical evaluation of published materials and developing a reading unit for a target second language group. Not open to those who have taken LING 587.

LING 489-3 Teaching Vocabulary in L2. An introduction to teaching second language vocabulary through a range of techniques. The course uses corpus data and emphasizes the importance of building collocational knowledge. Not open to those who have taken LING 589.

LING 500-3 Formal Semantics. 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.

LING 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 department.

LING 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.

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

LING 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 department.

LING 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.

LING 531-3 Pedagogical Grammar. Explores the relationships among language structure, learning and teaching in order to understand the role of grammar in TESOL. Makes students more aware of the way the English language works, the kinds of language that ESL learners produce and why they proceed through certain stages, and understand the role and effects of grammatical consciousness-raising on the development of ESL. Not open to those who have taken LING 431. Prerequisite: LING 570 or consent of department.

LING 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 department.

LING 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.

LING 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.

LING 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.

LING 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 department.

LING 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.

LING 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.

LING 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.

LING 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 department.

LING 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.

LING 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.

LING 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.

LING 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.

LING 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 department.

LING 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.

LING 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 department.

LING 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 department.

LING 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.

LING 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.

LING 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.

LING 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.

LING 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.

LING 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.

LING 584-3 Teaching Composition in a Second Language. Analysis of current theories of composition in a second language, research on the nature, process, and applications of research for the teaching of writing in a second language. Prerequisite: LING 570 or consent of instructor.

LING 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 with a B or better or consent of instructor.

LING 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.

LING 587-3 Teaching Reading in a Second Language. Analysis of theories of reading in a second language (L2) and research into the nature of L2 reading. Observation and practice in developing L2 reading materials and teaching techniques under supervision. Not open to those who have taken LING 487. Prerequisite: LING 570 or consent of instructor.

LING 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 department.

LING 589-3 Teaching Vocabulary in a Second Language. The course integrates theory and practice in teaching second language vocabulary. It offers an introduction to concordances and collocations and their use in materials development. Prerequisite: LING 570 or consent of instructor.

LING 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.

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

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

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

LING 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.