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### Linguistics

Language is both a means of social communication and a unique property of the human mind. As such, linguistics - the scientific study of language - has a broad appeal to students who are interested in the social sciences, the humanities, computer science, or the life sciences. The undergraduate program in linguistics helps students understand the diversity of human modes of communication, the social and psychological origins of language, and the processes by which languages are learned and lost. A major in linguistics thus provides students with a focused but broad-based education in the liberal arts. In addition, the way linguists think about their subject has greatly influenced the development of other disciplines such as anthropology, computer science, language teaching, philosophy, psychology, and sociology. A degree in linguistics will thus be of great value to students intending to pursue careers in these fields.

Graduates of the linguistics program who enter the work force immediately after graduating find employment in a wide variety of settings as teachers, writers, translators, editors, civil servants, community developers, policy makers, analysts, etc. Graduates who go on to advanced study find themselves well prepared for professional careers in fields such as linguistics, language teaching, law, educational administration, speech pathology, development of educational and assessment materials, language planning, publishing, language research, lexicography, and foreign service.

Students working toward a BA degree in Linguistics can choose from four options: The Generalist track allows students to focus on the courses that are of greatest interest to them. The Theoretical Linguistics track provides students with a grounding in linguistic theory and application. The ASL Linguistics track allows students to combine an interest in the language, culture, and linguistics of ASL with work in the linguistics of spoken languages. The Specialization in English as a New Language (ENL) focuses primarily on teaching English to speakers of other languages in an English as a Second Language (ESL), English as a Foreign Language (EFL), or bilingual setting.

All students pursuing a BA degree in Linguistics are required to take two introductory courses in Linguistics regardless of their chosen track or specialization and must obtain a grade of C or better in both courses. These two courses should be taken early in the student's degree program.

#### Required courses for all students pursuing a BA in Linguistics (6 credit hours)

- LING 200 Language, Society and the Mind --OR-- LING 201 Language Diversity in the USA
- LING 300 Introduction to Descriptive Linguistics

### Bachelor of Arts (B.A.) in Linguistics

#### Generalist Track

This track is the best option for students who wish to combine elements of theoretical linguistics and teaching ESL/EFL in their degree program or who are preparing for further coursework in a related field such as Law, Speech Pathology, Sociology, Psychology, etc. Students pursuing this track are encouraged to work closely with the Undergraduate Studies Coordinator in Linguistics to identify the courses that will best serve their needs.

#### Additional requirements for the generalist track:

In addition to the two courses required of all Linguistics majors (LING 200 or 201 and LING 300, students choose 27 credit hours of coursework in Linguistics (courses with a LING prefix). At least 12 credit hours

must be at the 400-level, the remaining 15 credit hours may be at the 300- or 400-level. Six of the 27 credit hours may be taken outside of the Linguistics Program with the prior approval of the Undergraduate Studies Coordinator in Linguistics.

## B.A. Linguistics - Generalist Track Degree Requirements

Degree Requirements	Credit Hours
University Core Curriculum Requirements	39
College of Liberal Arts Academic Requirements (includes one year of a language)	18
Requirements for Major in Linguistics	33
Core courses: LING 200 or LING 201, LING 300 each with a grade of C or better	6
Electives: 27 credit hours, 12 of which must be at the 400 level. The remainder may be at the 300 or 400 level. Six of the 27 credit hours may be taken outside of Linguistics with approval of the Undergraduate Studies Coordinator in Linguistics.	27
University Electives	30
Total	120

### Theoretical Track

This track is the best option for those students who wish to move on to graduate work in Linguistics. The focus in this track is on providing a solid theoretical foundation in several subfields within Linguistics that will serve as the base for more advanced work at the graduate level.

Because the study of theoretical linguistics involves analysis of languages other than one's native language, the theoretical linguistics track requires either one year of an uncommon or non-Western language or two years of any other non-English language. One year of an uncommon or non-Western language also satisfies the language requirement of the College of Liberal Arts. Students who choose to study a common, Western language satisfy the College of Liberal Arts requirement by taking the first year of that language and satisfy the Theoretical Linguistics language requirement by taking a second year of that language.

In addition to the two courses required of all BA Linguistics majors (LING 200 or 201 and LING 300), students pursuing the Theoretical Linguistics track must also take the following courses:

#### **Core Subfields (6 credit hours with a grade of C or better):**

- LING 405 Introduction to Phonological Theories
- LING 408 Introduction to Syntactic Theory

#### **Theoretical Breadth (12 credit hours):**

The Theoretical Linguistics track expects students to concentrate their coursework in areas that cover the most common sub-specializations pursued at the graduate level. To that end, students in this track choose four courses from the list of theoretically-oriented courses below with at least two of those courses coming from the sub-specializations list.

Sub-specializations (6 credit hours):

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

The remaining courses in the Theoretical Breadth category can come either from additional sub-specialization courses (above) or from other theoretically-oriented courses (below).

Additional Theoretical Breadth courses (6 credit hours):

- LING 302 Invented Languages
- LING 320i Language, Gender, Power
- LING 328 Language and Law
- LING 404 American Dialects
- LING 410 Philosophy of Language
- LING 412 The Linguistic Structure of Japanese
- LING 416 Spanish in the USA
- LING 417 Language Contact
- LING 426 Gender, Culture & Language
- LING 430 Grammatical Structures
- LING 440 Topics in Linguistics (where appropriate)
- LING 445 Psycholinguistics
- LING 450 Language Families
- LING 452 Introduction to Linguistic Field Methods

**Electives (9 credit hours):**

The remaining 9 credit hours (3 courses) are chosen from any of the 300- or 400-level courses offered with a LING prefix. Up to six credit hours may be drawn from other programs with the prior approval of the Undergraduate Studies Coordinator in Linguistics.

Students who are interested in entering the **Accelerated MA Program in Linguistics** are encouraged to work with the Undergraduate and Graduate Advisors in Linguistics in planning their program of study. The Theoretical Linguistics track automatically provides the required coursework for entry into this Program, which reduces the required MA Linguistics coursework to 27 credit hours. Students working toward their BA degree on the Generalist track can also choose appropriate coursework for entry into this Program under the guidance of the Undergraduate Studies Coordinator in Linguistics.

**B.A. Linguistics - Theoretical Track Degree Requirements**

Degree Requirements	Credit Hours
University Core Curriculum	39
College of Liberal Arts Academic Requirements (includes one year of a language)	18
Requirements for Major in Linguistics	33-39
Core Courses: LING 200 or LING 201, LING 300, LING 405, and LING 408 each with a grade of C or better.	12
Theoretical Breadth: At least two of LING 400, LING 402, LING 406, LING 415 and LING 420 plus two additional Theoretical Breadth courses listed above.	12
Electives: 9 credit hours, chosen from any of the 300- or 400-level courses offered with a LING prefix. Six of the	9

Degree Requirements	Credit Hours
9 credit hours may be taken outside of Linguistics with the approval of the Undergraduate Studies Coordinator in Linguistics.	
Language Requirement (if chosen language is a common, Western language)	(0-6)
University Electives	24-30
Total	120

## ASL Linguistics Track

This track is a good option for students who already have some expertise in ASL or who wish to learn more about the language and culture of ASL. This track enables students to gain at least an intermediate level of proficiency in ASL while introducing them to deaf culture and the linguistics of ASL.

The study of ASL Linguistics requires some familiarity with ASL itself and therefore students in this track must complete two years of language instruction in ASL. The first year of language instruction satisfies the language requirement of the College of Liberal Arts. The second year of language instruction is a requirement of the major.

In addition to the two courses required of all BA Linguistics majors (LING 200 or 201 and LING 300), students pursuing the ASL Linguistics track must also take the following courses:

### Core Courses (6 credit hours with a grade of C or better):

- ASL 370 Deaf Culture
- ASL 375/LING 375 History of Sign Language

### ASL Focus (15 credit hours):

The ASL Linguistics track expects students to concentrate their coursework in areas that focus on ASL and on the linguistics of ASL. To that end, students in this track choose five courses from the list of courses below that allow students to focus on the linguistics of ASL with at least two of those courses coming from the sub-specializations list.

ASL sub-specialization courses (6 credit hours):

- ASL 351/LING 351 Linguistics of American Sign Language
- LING 352/ASL 352 Sociolinguistics and Deaf Communities
- ASL 306 Classifiers
- ASL 401 Special Topics in ASL
- LING 415 Sociolinguistics
- LING 450 Language Families (when the focus is on signed languages)

The remaining courses in the ASL Focus category can come either from additional sub-specialization courses (above) or from other courses below. In these courses, students will have an opportunity to incorporate ASL into their coursework.

Additional ASL Language & Linguistics courses (9 credit hours):

- ASL 230 Numbering systems of ASL
- ASL 307 Masterpieces of the Deaf World
- ASL 320A/ASL 320B Advanced ASL I & II
- ASL 400 Advanced fingerspelling
- LING 320i Language, Gender, Power
- LING 405 Introduction to Phonological Theories
- LING 408 Introduction to Syntactic Theory

- LING 417 Language Contact
- LING 420 Introduction to Morphology
- LING 426 Gender, Culture & Language
- LING 430 Grammatical Structures (where appropriate)
- LING 440 Topics in Linguistics (where appropriate)
- Additional courses are allowed with prior approval of the Undergraduate Studies Coordinator

**Language requirement (6 credit hours):**

- ASL 220A Intermediate ASL I
- ASL 220B Intermediate ASL II

**B.A. Linguistics - ASL Linguistics Track Degree Requirements**

Degree Requirements	Credit Hours
University Core Curriculum Requirements	39
College of Liberal Arts Academic Requirements (including ASL 120A/ASL 120B)	18
Requirements for Major in Linguistics	33
Core Courses: LING 200 or LING 201, LING 300, ASL 370, and ASL 375/LING 375 each with a grade of C or better	12
ASL Focus: At least two of ASL 351/LING 351, ASL 352/LING 352, ASL 306, ASL 401, LING 415 and LING 450 plus three additional ASL Language and Linguistics courses listed above.	15
ASL Language Requirement: ASL 220A/ASL 220B	6
University Electives	30
<b>Total</b>	<b>120</b>

**English as a New Language (ENL) Specialization**

The Specialization in ENL is the best option for students who wish to work in the field of ESL education after graduation or continue with graduate-level work in ESL or TESOL. This Specialization provides coursework in the structure of the English language and pedagogical methods appropriate for teaching English to speakers of other languages, both adults and children, in ESL, EFL, and bilingual settings.

In addition to the two courses required of all BA Linguistics majors (LING 200 or 201 and LING 300), students pursuing the Specialization in ENL must also take the following courses:

**Core Courses (6 credit hours with a grade of C or better):**

- LING 407 Theory, Methods, and Materials of TESOL
- LING 472 Assessment of ESL and Bilingual Students

**Teaching Specialization (12 credit hours):**

The ENL Specialization requires that students focus most of their coursework in areas that directly relate to the teaching of English. Students in this Specialization choose four courses from the categories listed below with at least one course focused on Language Skills.

Language Skills (3 credit hours):

- LING 431 Teaching Writing and Grammar in a Second Language
- LING 485 Teaching Listening and Speaking in a Second Language
- LING 487 Teaching Reading and Vocabulary in a Second Language

The remaining courses in the Teaching Specialization category can come either from additional Language Skills (above) or from other TESOL Focus courses (below).

TESOL Focus (9 credit hours):

- LING 341 Introduction to Intercultural Communication
- LING 415 Sociolinguistics
- LING 440 Topics in Linguistics (where appropriate)
- LING 442 Language Planning
- LING 443 Bilingualism
- LING 444 Second Language Acquisition
- LING 454 Observation and Practice in TESOL
- LING 470 Theoretical Foundations of Teaching ESL and Bilingual Students
- LING 471 Bilingual Education Methods and Materials
- LING 473 Introduction to Computer-Assisted Language Learning
- LING 482 Course Design for TESOL
- LING 490A TESOL K-12 Internship
- LING 490B TESOL International Internship

**Electives (9 credit hours):**

The remaining 9 credit hours (3 courses) are chosen from any of the 300- or 400-level courses offered with a LING prefix. Up to six credit hours may be drawn from other programs with the prior approval of the Undergraduate Studies Coordinator in Linguistics.

Students who are interested in obtaining an **ESL Endorsement to a Professional Educator License** should speak with the Linguistics K-12 Advisor for a specific list of courses that will satisfy this endorsement. The ESL Endorsement coursework can be completed while working toward the ENL Specialization or on the Generalist track with the guidance of the Linguistics K-12 Advisor.

## **B.A. Linguistics - English as a New Language (ENL) Specialization Degree Requirements**

<b>Degree Requirements</b>	<b>Credit Hours</b>
University Core Curriculum Requirements	39
College of Liberal Arts Academic Requirements (includes one year of a language)	18
Requirements for Major in Linguistics, ESL/Bilingual Education/ENL	33
Core Courses: LING 200 or LING 201, LING 300, LING 407, and LING 472, each with a grade of C or better.	12
Teaching Specialization: At least one of LING 431, LING 485, and LING 487 plus three additional Teaching Specialization courses listed above.	12

Degree Requirements	Credit Hours
Electives: 9 credit hours, chosen from any of the 300- or 400-level courses offered with a LING prefix. Six of the 9 credit hours may be taken outside of Linguistics with the approval of the Undergraduate Studies Coordinator in Linguistics.	9
University Electives	30
Total	120

## Linguistics Minor

The Minor in Linguistics requires 18 credit hours of study and draws upon core courses in Linguistics. It introduces students to the scientific study of language and to aspects of linguistic structure and language use. A Minor in Linguistics may be of interest to students majoring in a variety of fields including but not limited to Anthropology, Communication Disorders and Sciences, Communication Studies, Computer Science, Education, English, Languages and Literatures, Mathematics, Philosophy, Psychology, and Sociology.

Course requirements for the Minor in Linguistics are LING 300, plus at least five additional LING courses (15 credit hours) including at least two LING courses (6 credit hours) at the 400-level. The remaining three courses (9 credit hours) may be at the 300- or 400-level. Up to six credit hours may be drawn from other programs with the prior approval of the Undergraduate Studies Coordinator in Linguistics.

## Linguistics Courses

**LING100 - Speaking and Listening in English as a Second Language** Oral conversational and academic English. An elective for students who do not speak English as their first language. Classes are offered at beginning, intermediate, and advanced levels. May be repeated at three different levels for a maximum of 9 credit hours. Mandatory Pass/Fail. Credit Hours: 3

**LING101 - English Composition I for ESL Students** (University Core Curriculum) [IAI Course: C1 900] The first course in the university's two-course required composition sequence designed for ESL students. This course helps ESL writers become more comfortable with and proficient in academic writing in English. To this end, Linguistics 101 teaches students processes and strategies for planning, drafting, revising, and editing their English writing for academic audiences. Course assignments focus on writing from primary and secondary sources. ESL equivalent to University Core Curriculum English 101. Credit Hours: 3

**LING102 - English Composition II for ESL Students** (University Core Curriculum) [IAI Course: C1 901R] The second course in the university's two-course required composition sequence designed for ESL students. This course helps ESL writers become more comfortable with and proficient in research writing for academic audiences. Linguistics 102 focuses on writing from secondary sources, teaching students processes and strategies for planning, drafting, revising, and editing papers that incorporate published material. All aspects of the research process are addressed, from locating and evaluating relevant sources to incorporating and documenting these sources in papers written for various purposes. Students must earn a grade of C or better in LING 101 or ENGL 101 before beginning LING 102. For credit in the University Core Curriculum, students must earn a "C" or better in 102. Equivalent to University Core Curriculum ENGL 102. Prerequisite: LING 101 or ENGL 101. Credit Hours: 3

**LING200 - Language, Society, and the Mind** (University Core Curriculum) What distinguishes humans from other animals? This course addresses how language is a uniquely human phenomenon by exploring issues in language and society and psychological aspects of language use. Topics include language in

conversation, differences between speakers of different ages/genders/regions/social groups, first and second language acquisition, bilingualism, language meaning and change, and the relationship between language and culture. Credit Hours: 3

**LING201 - Language Diversity in the USA** (University Core Curriculum) An examination of different varieties of English and the growing presence of other languages in the United States. Local, regional, and national perspectives are used to review current patterns of language diversity and to explore the impact of language issues on policies and practices in education, the legal system, and the work place. Credit Hours: 3

**LING290 - Advanced English Composition for ESL Students** This course helps ESL writers refine their writing in English, with a focus on broadening their understanding of the rhetorical expectations of the types of writing done in their professional disciplines, both in academia and in industry. Assignments focus on the exploration of research methods and writing tasks involved in various fields and in the job application process. Students must earn a grade of C or better in LING 102 or ENGL 102 before beginning LING 290. Prerequisite: LING 101 or ENGL 101 and LING 102 or ENGL 102. Credit Hours: 3

**LING298 - Multicultural Applied Experience** (Multicultural Applied Experience Course) An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race, or class. Students can sign up for the one-credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or coordinate the credit with a particular core course on American diversity, although neither is required. Students should consult the department for course specifications regarding grading, work requirements, and supervision. Graded Pass/Fail. Credit Hours: 1

**LING300 - Introduction to Descriptive Linguistics** An introductory survey of descriptive and theoretical linguistics: assumptions, methods, goals, terminology, and data manipulation. Credit Hours: 3

**LING301 - Language in Culture and Society** (Same as ANTH 301) The problem of the uniqueness of human language and how it fits into culture and society. The origin and development of language. Topics covered include animal and human communication, language and world view, and the meaning of meaning. Credit Hours: 3

**LING302 - From Esperanto to Dothraki: The Linguistic Reality of Invented Languages** Introduction to the study of and creation of constructed languages (ConLangs) with a special focus on the typology of natural languages. Credit Hours: 3

**LING320I - Language, Gender, and Power** (University Core Curriculum) (Same as WGSS 320I) This course looks at language practices and men and women from different cultures in terms of how speech reflects and shapes their social identities. Perspectives from the fields of linguistics, anthropology, psychology, sociology, and communication studies will be used. Credit Hours: 3

**LING328 - Language and Law** This course introduces students to the fundamental role that language plays in creating and shaping laws and the legal system. The course incorporates introductory information from the linguistic fields of semantics, syntax, and pragmatics to develop an understanding of written and spoken laws from the perspective of language use. Credit Hours: 3

**LING341 - Introduction to Intercultural Communication** Introduces foundational 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 worldview. Implications for language learning and teaching are also explored. Credit Hours: 3

**LING351 - Linguistics of American Sign Language** (Same as ASL 351) This course is designed to examine linguistic concepts as they pertain to American Sign Language. Phonological, morphological, syntactic and pragmatic structures of ASL will be studied. Prerequisite: ASL 220B with a grade of C or better. Credit Hours: 3

**LING352 - Sociolinguistics and Deaf Communities** (Same as ASL 352) This course will explore the major areas of sociolinguistics as they relate to Deaf communities from around the world. Multilingualism, bilingualism and language contact, variation, discourse analysis, language planning and policy, and language attitudes will be studied. No knowledge of Sign Language required. Credit Hours: 3



**LING375 - History of Sign Language** (University Core Curriculum) (Same as ASL 375) This course explores the history of sign language in the Western world, and the marginalization of the American Deaf community. Emphasis is placed upon the presences of sign language in Deaf education, and the socio-linguistic culture of Deaf communities. No prior knowledge of sign language required. Credit Hours: 3

**LING400 - Introduction to Formal Semantics** (Same as PHIL 402) Introduction to the formal mechanisms used to encode meaning in natural language. Potential topics include: predication, definiteness, quantification, and semantic modeling. Credit Hours: 3

**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

**LING405 - Introduction to Phonological Theories** Introduction to the major concepts and issues in phonological theory from a cross-linguistic perspective. Prerequisite: LING 300 or consent of instructor. Credit Hours: 3

**LING406 - Introduction to Historical Linguistics** (Same as ANTH 406) An introductory survey of historical and comparative linguistics, including terminology, assumptions, and methods of investigation. Satisfies the CoLA Writing-Across-the-Curriculum requirement. Not open to graduate students in Linguistics. Prerequisites: LING 300, LING 405 (may be taken concurrently), or consent of department. Credit Hours: 3

**LING407 - Theory, Methods, and Materials of TESOL** Course works to make connection between SLA theory and TESOL methods. Promotes eclecticism through exploration of historical (e.g. grammar translation) and current approaches to TESOL (communicative). Encourages critical analysis of teaching materials and reflective practice. Lecture, readings, discussion, teaching demonstrations, and materials review. Credit Hours: 3

**LING408 - Introduction to Syntactic Theory** Introduction to the major concepts and issues in generative syntax from a cross-linguistic perspective. Prerequisite: LING 300 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

**LING420 - Introduction to Morphology** Introduction to the theories and methods in the study of the structure of words. 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 300 or consent of instructor. 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

**LING431 - 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 407 or consent of instructor. Credit Hours: 3

**LING440 - 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. 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

**LING443 - Bilingualism** (Same as PSYC 443) Examines the linguistic, psycholinguistic, sociolinguistic, and educational aspects of bilingualism, particularly as pertaining to the care and education of bilingual children. Useful for teachers, speech therapists, doctors, psychologists, counselors, and others working with bilinguals. Practical applications and data-based research. Prerequisite: LING 300 or consent of instructor. Credit Hours: 3

**LING444 - Second Language Acquisition** (Same as PSYC 444) Introduction to key concepts and major theoretical and methodological issues in SLA research. Examines major developments in SLA in the areas of phonology, morphology, lexis, syntax, semantics, pragmatics, and discourse and provides students with hands-on experience in describing and accounting for L2 data. An opportunity to design and implement a data-based study in an area of interest to students. Prerequisite: LING 300 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

**LING452 - Introduction to Linguistic Field Methods** Introduction to 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 300 or consent of instructor. Credit Hours: 3

**LING454 - Observation and Practice in TESOL** Focused observation of a wide variety of classes in English as a second language and in foreign languages. Some supervised teaching or tutoring. Analysis of textbooks for TESOL. Not for graduate credit. Prerequisite: LING 407 or 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

**LING473 - Introduction to Computer Assisted Language Learning** This course offers an introduction to 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

**LING482 - Course Design for TESOL** Overview of issues and procedures in the design and implementation of courses for TESOL. Works through major steps of course design including needs and context analysis, setting of objectives, syllabus design, content specification, and evaluation. Prerequisite: LING 300 and LING 407, or consent of instructor. Credit Hours: 3

**LING485 - 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 407 or consent of instructor. Credit Hours: 3

**LING487 - 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 407 or consent of instructor. Credit Hours: 3

**LING488 - 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

**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

**LING497 - Readings in Linguistics** Directed readings in selected topics in linguistics. Not for graduate credit. Special approval needed from the instructor. Credit Hours: 1-8

## 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 M.**, 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.

**Olsen, Rachel**, Assistant Professor of Practice, Ph.D., University of Georgia, 2022.

**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.

## Emeriti Faculty

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

**Brutten, Sheila R.**, Associate Professor, Emerita, M.A., Southern Illinois University Carbondale, 1965.

**Charkova, Krassimira**, Senior Lecturer, Emerita, Ph.D., Southern Illinois University Carbondale, 2001.

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

**Friedenberg, Joan**, Professor, Emerita, Ph.D., University of Illinois, 1979.

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

**Halliday, Laura J.**, Clinical Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 2005.

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

**Perkins, Allen Kyle**, Professor, Emeritus, Ph.D., University of Michigan at Ann Arbor, 1976.

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