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 those 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, etc. Graduates who go on to advanced study find themselves well prepared for professional careers in fields such as linguistics, language teaching, educational administration, language planning, language research, speech pathology, lexicography, publishing, and foreign service.

Two tracks are available in the B.A. degree in Linguistics. The first track provides students with a solid grounding in linguistic theory and application; the second track focuses primarily on teaching English to new speakers of the language in an ESL or bilingual setting. Majors in both tracks are required to obtain a grade of C or better in each of the core courses.

Since the study of theoretical linguistics involves analysis of languages other than one’s native language, the linguistics track requires either one year of an uncommon or non-Western language or two years of any other foreign language. The ESL/Bilingual Education/ENL track requires one year of study of any foreign language, to allow time for additional coursework that ESL/ENL students may choose to take in order to obtain an endorsement to a Professional Educator License. Either course of study satisfies the foreign language requirement of the College of Liberal Arts.

The linguistics track of the major consists of a minimum of 33 semester hours. This includes 12 hours of required foundation courses and 21 hours chosen from linguistic electives covering a broad range of subfields within the discipline. This flexibility allows linguistics students to double-major in a variety of other fields.

**Required courses: (12 semester hours)**

LING 200 Language, Society, and the Mind
LING 300 Introduction to Descriptive Linguistics
LING 405 Introduction to Phonological Theories
LING 408 Introduction to Syntactic Theory

The 21 hours of electives may include (but are not limited to) courses on the following list. They must include 15 hours at the 400-level including a linguistics course designated Writing Across the Curriculum (WAC). Up to six hours may be drawn from other departments such as English, Psychology, Anthropology, and Languages, Cultures, and International Trade, subject to approval of the Linguistics faculty.

**Sampling of acceptable electives (21 semester hours)**

LING 320I Language, Gender, and Power
LING 340 Second Language Acquisition
LING 400 Formal Semantics  
LING 402 Phonetics  
LING 406 Introduction to Historical Linguistics (WAC)  
LING 415 Sociolinguistics  
LING 426 Gender, Culture, and Language  
LING 440 Topics in Linguistics (may be repeated)  
LING 443 Bilingualism  
LING 445 Psycholinguistics  
LING 452 Field Methods in Linguistics (WAC; may be repeated)  

The major in linguistics with specialization in English as a Second Language (ESL)/Bilingual Education, also known as English as a New Language (ENL), consists of 33 semester hours comprising a core of basic courses in the structure of the English language and pedagogical methods.

**Required Courses for ESL/ENL BA:**
LING 200 Language, Society, and the Mind or 201 Language Diversity in the USA  
LING 300 Introduction to Descriptive Linguistics  
LING 340 Second Language Acquisition  
LING 341 Introduction to Intercultural Communication  
LING 353 Methods and Materials of TESOL  
LING 431 Pedagogical Grammar  
LING 470 Theoretical Foundations of Teaching ESL and Bilingual Students  
LING 472 Assessment of ESL and Bilingual Students  

In addition to these core courses, nine semester hours of Linguistics electives are also required.

**Bachelor of Arts Degree in Linguistics Requirements**

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<th>Degree Requirements</th>
<th>Credit Hours</th>
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<td>University Core Curriculum Requirements</td>
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<td>College of Liberal Arts Academic Requirements</td>
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<tr>
<td>Requirements for Major in Linguistics</td>
<td>33</td>
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<tr>
<td>Core courses: LING 200, LING 300, LING 405, and LING 408 each with a grade of C or better</td>
<td>12</td>
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<tr>
<td>Electives: 21 credit hours, nine of which must be at the 400 level. The remainder may be at the 300- or 400-level. Three of the 12 hours may be taken outside the linguistics department with the permission of the department’s undergraduate advisor</td>
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<tr>
<td>Foreign Language Requirements (satisfies the College foreign language requirement)</td>
<td>6-16</td>
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<td>Electives</td>
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<td>Total</td>
<td>120</td>
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Bachelor of Arts Degree in Linguistics Requirements

Specialization in ESL/Bilingual Education/ENL, College of Liberal Arts

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<td>Requirements for Major in Linguistics, ESL/Bilingual Education/ENL</td>
<td>33</td>
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<tr>
<td>Core courses: LING 200 or LING 201, LING 300, LING 340, LING 341, LING 353, LING 431, LING 470, LING 472, each with a grade of C or better.</td>
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<tr>
<td>Electives: Choose nine hours of linguistics courses at the 300- or 400-level. This may include LING 440 taken up to three times with different topics.</td>
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Linguistics Minor

The minor in linguistics is 18 hours of study and draws upon core courses from the Department of Linguistics. It introduces students to the science of language and to aspects of linguistic structure and language use. A minor in linguistics may be of special interest to students in anthropology, computer science, English, foreign languages and literatures, mathematics, philosophy, psychology, sociology, communication studies, and communication disorders and sciences.

Course requirements for the minor in linguistics are LING 200 and LING 300, plus at least four additional LING courses (12 semester hours) including two (six semester hours) at the 400-level. LING 480A does not count toward the minor in linguistics.

Linguistics Courses

LING100 - Speaking & Listening in ESL 100-3 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.

LING101 - English Composition I for ESL 101-3 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.
LING102 - English Composition II for ESL 102-3 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.

LING104 - Grammar in Language 104-3 Grammar in Language. Description and explanation of the major grammatical categories and structures found in a wide variety of languages, including English. Consideration of the role of language structures in such topics as the nature, origin, acquisition, and variation of language. Course is designed to give students insight into the basic concepts of grammar and show their interrelationship, importance, and functioning in human language.

LING200 - Language, Society and the Mind 200-3 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.

LING201 - Language Diversity in the USA 201-3 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.

LING290 - Advanced English Comp for ESL 290-3 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.

LING298 - Multicultural Applied Experience 298-1 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.

LING300 - Intro to Descript Linguistics 300-3 Introduction to Descriptive Linguistics. An introductory survey of descriptive and theoretical linguistics: assumptions, methods, goals, terminology, and data manipulation.

LING301 - Language in Culture & Society 301-3 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.

LING302 - Invented Languages 302-3 From Esperanto to Dothraki: The Linguistic Reality of Invented Languages. Invented or constructed languages (ConLangs) such as Elvish, Klingon, and Dothraki have become firmly established within the public consciousness, most of them created by trained linguists. But how plausible are these languages? In what ways are they informed by documentation work on...
existing languages and cultures throughout the world? This course seeks to gain an understanding of the motivations, methods, means (and sometimes madness) of the language inventor and of how invented languages fit within the broader typology of the world's languages and cultures.

LING320I - Language, Gender, and Power 320I-3 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 field of linguistics, anthropology, psychology, sociology, and speech communication will be used.

LING330 - Language and Behavior 330-3 Language and Behavior. A wide-ranging examination of the implications of language study for people's view of themselves and their place in the world. Topics deal with the pervasiveness of verbal and non-verbal language in various aspects of modern society.

LING340 - Second Language Acquisition 340-3 Second Language Acquisition. (Same as PSYC 345) 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.

LING341 - Intro to Intercultural Comm 341-3 Introduction to Intercultural Communication. (See CMST 341)

LING353 - TESOL Theory/Methods 353-3 Theory and Methods of TESOL. Theory and methods to teach ESL/EFL. 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, material review, lesson planning, micro-teaching.

LING382 - Course Design for TESOL 382-3 Course Design for TESOL. Overview of issues and procedures in the design and implementation of courses for TESOL. 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 300 and LING 353, or consent of instructor.

LING400 - Formal Semantics 400-3 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.


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

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

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

LING406 - Intro Historical Linguistics 406-3 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.

LING 408 - Intro to Syntactic Theory 408-3 Introduction to Syntactic Theory. This course is an introduction to the major concepts and issues in generative grammar. Data from English and other languages will be examined and students will be provided with numerous opportunities to solve problems in syntax. Students will also be given an opportunity to carry out an individual project in syntax. Not open to those who have taken LING 508. Prerequisite: LING 300 or consent of department.

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

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

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

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

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

LING 431 - Pedagogical Grammar 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 440 - Topics in Linguistics 440-3 to 9 (3 per topic) Topics in Linguistics. Selected topics in theoretical and applied linguistics. May be repeated to a total of nine hours credit under different topics. Not for graduate credit.

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

LING 443 - Bilingualism 443-3 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.
LING445 - Psycholinguistics 445-3 Psycholinguistics. (Same as PSYC 445) A broad spectrum introduction to psycholinguistics. Topics to be covered include general methodology for the study of psycholinguistics, the nature of language, theories of human communication, language comprehension and production, first and second language acquisition, meaning and thought, natural animal communication systems, and language and the brain. Prerequisite: LING 300 or graduate status or consent of instructor.

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

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

LING454 - Observation in TESOL 454-3 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 353 or consent of department.

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

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

LING472 - Assess ESL/Bilingual Students 472-3 Assessment of ESL and Bilingual Students. 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.

LING473 - Computer-Assist Lang Learning 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.

LING480A - Less Common Lang-Elemtry 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.

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

LING485 - L2 Listen and Speak 485-3 Teaching Listening and Speaking in a Second Language. An introduction to current theories, principles, and techniques for teaching second language listening and speaking skills. Students will gain practical experience in developing meaningful listening and speaking activities/materials. Not open to those who have taken LING 585.

LING487 - Teaching Reading Second Lang 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.

LING489 - Teach Vocab in a Second Lang 489-3 Teaching Vocabulary in a Second Language. 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.

LING497 - Readings in Linguistics 497-1 to 8 Readings in Linguistics. Directed readings in selected topics in linguistics. Not for graduate credit. Special approval needed from the instructor.

Linguistics Faculty

Baertsch, Karen S., Associate Professor, Ph.D., Indiana University, 2002.
Carstens, Vicki, Professor and Chair, Ph.D., UCLA, 1991.
Crow, Bryan Kelso, Associate Professor, Ph.D., University of Iowa, 1982.
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., Senior Lecturer, Ph.D., Southern Illinois University Carbondale, 2005.
Kim, Alan Hyun-Oak, Professor, Ph.D., University of Southern California, 1985.
Lakshmanan, Usha, Professor, Ph.D., University of Michigan, 1989.
Martin, Katherine I., Assistant Professor, Ph.D., University of Pittsburgh, 2015.
McCrocklin, Shannon M., Assistant Professor, Ph.D., Iowa State University, 2014.
Montavon, Mary V., Lecturer, Emerita, Ph.D., University of Illinois, 2003.
Punske, Jeffrey, Assistant Professor, Ph.D., University of Arizona, 2012.
Rodriguez-Ordonez, Itxaso, Assistant Professor, Ph.D., University of Illinois at Urbana-Champaign, 2016.

Last updated: 02/09/2017

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Catalog Year Statement:
Students starting their collegiate training during the period of time covered by this catalog (see bottom of this page) are subject to the curricular requirements as specified herein. The requirements herein will extend for a seven calendar-year period from the date of entry for baccalaureate programs and three years for associate programs. Should the University change the course requirements contained herein subsequently, students are assured that necessary adjustments will be made so that no additional time is required of them.