

Linguistics (LIN, ESL)

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Degrees awarded: M.A. in Linguistics; M.A. in Teaching English to Speakers of Other Languages; Ph.D. in Linguistics

The Department of Linguistics, in the College of Arts and Sciences, offers courses of studies leading to the degrees of Master of Arts in Teaching English to Speakers of Other Languages (TESOL) or Doctor of Philosophy in Linguistics. The graduate program in Linguistics combines sophisticated instruction in theoretical linguistics with extensive field experience and clinical practice in the area of teaching English to non-native speakers, as well as other areas of applied linguistics.

The M.A. in TESOL is designed to prepare students to become professional teachers, teacher educators, and curriculum designers. The program offers courses in applied linguistics and pedagogy and extensive supervised field experience in schools and the English courses offered by the University for international students. Graduates of the program generally teach English to speakers of other languages in schools, colleges, and universities in the United States and abroad. The requirements of the M.A. TESOL program satisfy a substantial portion of the requirements for New York State certification in TESOL, and students may arrange to complete the requirements for state certification in conjunction with pursuit of the M.A.

The Ph.D. program is designed to prepare students for advanced research in linguistic theory and its applications. Students receive a thorough grounding in the fundamentals of grammatical theory through courses such as syntax, semantics, phonology, phonetics, and morphology. Students develop their research interests further through advanced seminars in Linguistics as well as courses in Computer Science, Philosophy, Psychology, and the interdisciplinary Language, Mind, and Brain seminar series. Students are encouraged to develop an area of concentration beyond their primary specialization by focusing a number of their electives in a specific direction.

The M.A. in Linguistics is part of the Ph.D. in Linguistics. It is granted to students in the Ph.D. program who sat-

isfactorily complete 30 credits, which include the courses required for the Ph.D.

Laboratory Facilities

The Department of Linguistics has several lab facilities. The Semantics Lab houses Macintosh computers and is devoted to research and instructional projects in semantics, natural language computation, and software development. The Phonetics Laboratory suite includes a sound-treated room, a teaching lab, and a research lab. Speech analysis platforms available are CSL and Praat. Speech synthesis may be done with HLSyn. There is also a computer lab for students with Internet access and printing facilities.

Admission

Interested students should begin the application process as early as possible, especially if they plan to apply for financial aid. New applications will be considered for admission to the Ph.D. program for the fall semester only. Usually only applications for full-time study will be considered. M.A. applications are normally considered for fall admission.

Ph.D. application materials should be in the Department by February 1; M.A. applications will be accepted through March 1. Admission to all programs is competitive and no single factor (GRE scores, letters, grades, etc.) will exclude anyone from being admitted. Similarly, no single factor will ensure admission.

For admission to the graduate programs in the Department of Linguistics, the following, in addition to the minimum Graduate School requirements, are normally required:

A. Baccalaureate Degree: A baccalaureate degree is required. Students must present evidence that such a degree will be awarded by the time they begin graduate work. A final transcript is also required prior to registration.

B. Cumulative Grade Point Average: Students must have a minimum cumulative grade point average of 3.00 (or its foreign equivalent) on a four-point scale. If you have attended graduate

school and obtained a master's degree, and the GPA is over 3.00, then the GPA of the undergraduate school can be below 3.00 for regular admission.

C. Letters of Recommendation: Letters of recommendation from three former instructors are required.

D. Graduate Record Examination: There is no subject test for linguistics or TESOL; the general test is all that is required. Have the testing service send a copy of your score to the Department of Linguistics.

E. Foreign Language Requirement: Proficiency in a foreign language equivalent to two years of college work is required.

F. Writing Sample: The writing sample should be a short paper (two to three pages) written for a previous course taken, or if that is not available, a paper on any subject is acceptable.

G. Curriculum Vitae or Résumé.

H. TOEFL Score: International students must have obtained a minimum score of 600 on the TOEFL test.

I. Acceptance: Students must be accepted by both the Department of Linguistics and the Graduate School.

Note: Students who do not meet the above requirements may be admitted conditionally. Their status will be reviewed after their first semester of graduate study.

Faculty

Professors

Aronoff, Mark, Ph.D., 1974, Massachusetts Institute of Technology: Morphology; orthography.

Bethin, Christina Y., Ph.D., 1978, University of Illinois: Slavic linguistics; phonology.

Broselow, Ellen, Ph.D., 1976, University of Massachusetts, Amherst: Phonology; phonetics; second language acquisition.

Finer, Daniel L., Ph.D., 1984, University of Massachusetts, Amherst: Syntax; semantics; language acquisition.

Harris, Alice C., Ph.D., 1976, Harvard University: Historical linguistics; morphology; languages of the Caucasus.

Hoberman, Robert, Ph.D., 1983, University of Chicago: Semitic linguistics; phonology; morphology.

Kaufman, Dorit, Ph.D., 1991, Stony Brook University: Language acquisition and attrition; language education.

Larson, Richard K., Ph.D., 1983, University of Wisconsin: Semantics; syntax.

Associate Professors

Anshen, Frank, Ph.D., 1968, New York University: Sociolinguistics; morphology.

Bailyn, John, F., Ph.D., 1995, Cornell University: Syntax; Russian syntax; Slavic linguistics.

Huffman, Marie K., Ph.D., 1989, University of California, Los Angeles: Phonetics; phonology.

Repetti, Lori, Ph.D., 1989, University of California, Los Angeles: Italian linguistics; Romance phonology; Italian dialectology.

Number of teaching, graduate, and research assistants, Fall 2007: 19

Degree Requirements

Requirements for the M.A. Degree in TESOL

In addition to the minimum Graduate School requirements, the following are required:

A. Coursework

1. All of the following: (21 credits)
 - LIN 522 Phonetics
 - LIN 524 TESOL Pedagogy: Theory and Practice and LIN 579 Field Experience N-12
 - LIN 527 Structure of English
 - LIN 529 Content-based Language and Literacy Development Practice and LIN 579 Field Experience N-12
 - LIN 530 Introduction to General Linguistics
 - LIN 571 Curriculum Design and Evaluation and LIN 578 Field Experience in Adult and Tertiary Contexts
2. Two of the following: (six credits)
 - LIN 525 Contrastive Analysis
 - LIN 526 Analysis of an Uncommonly Taught Language
 - LIN 532 Second Language Acquisition
 - LIN 541 Bilingualism
 - LIN 542 Sociolinguistics
 - LIN 555 Error Analysis or any other TESOL-related courses approved by the graduate program director
3. Elective: (three credits)
 - One elective course to be approved by the Department

B. Performance

The student must achieve a grade point average (GPA) of B (3.0) or higher in all graduate courses taken at Stony Brook to receive a degree.

C. Course Waivers

Certain required courses may be waived for students showing an exceptional background in linguistics or TESOL.

Application for such waivers must be made in writing to the Department. In any case, all students must complete 30 graduate credits of approved coursework to receive a degree.

New York State Teacher Certification

TESOL Teacher Certification program requirements are listed in the Professional Education Program (PEP) section of this bulletin.

Ph.D. in Linguistics

In addition to the minimum Graduate School requirements, the following are required:

A. Course Requirements

Students must complete a minimum of 60 credits.

1. Required courses
 - LIN 521 Syntax I
 - LIN 621 Syntax II
 - LIN 523 Phonology I
 - LIN 623 Phonology II
 - LIN 625 Semantics (Syntax I must be taken before Semantics)

2. Elective courses
 - Electives may include courses in other departments. The student's choice of electives is decided in conjunction with faculty and must be approved by the doctoral program director.

B. Qualifying Papers

Acceptance by the Department of two papers of publishable quality in distinct areas of linguistics (qualifying papers) is required. Each paper will be defended orally before a committee of at least three faculty members, at least two of whom will be full-time faculty from within the Department. The inside membership of the two qualifying paper committees must not be identical. The pre-defense draft of a qualifying paper must be submitted to the committee at least three weeks before the defense date. The final version of the first qualifying paper must be submitted not later than six weeks before the last day of classes of the fifth semester; and the

final version of the second qualifying paper must be submitted not later than the last day of classes of the sixth semester. Failure to meet the first deadline will affect the student's priority for funding. Students who have not had the final versions of both qualifying papers accepted by their committees by the end of the sixth semester will normally be dismissed from the program. Public presentation of one of these papers is required.

C. Language Requirement:

Demonstrated knowledge of two foreign languages other than the student's mother tongue. This requirement may be satisfied by any of the following methods:

1. Submission of an analytic paper demonstrating knowledge of the structure of the language.
2. Satisfactory completion of a course in the structure of the language.
3. Satisfactory performance on a standardized exam designed to measure language proficiency.
4. Satisfactory completion of two years of college-level instruction in the language.

Advancement to Candidacy

Advancement to candidacy takes place upon the successful completion of the following before the beginning of the fourth year of full-time study: the required courses in A, the qualifying paper requirement in B, and the language requirement in C.

D. Teaching and Research

Students become qualified in teaching and research by working with faculty on an individual basis as teaching assistants and by participating in research projects. They have the opportunity to prepare and teach undergraduate classes during the academic year and in summer sessions.

E. Dissertation

Before a student proceeds to write the dissertation, a dissertation proposal must be accepted by the Department. The dissertation proposal outlines the topic and how the student plans to go about investigating this topic. The advisor will organize a discussion in which a committee considers the proposal with the student. The purpose of this discussion is to ensure that the topic is manageable and substantive.

The dissertation committee will consist of a minimum of four members, at least three from the full-time faculty in the Department and at least one from outside the Department (or University). The committee will be chosen in consultation with the dissertation supervisor, who will be a full-time member of the Department faculty. The formal public defense of the dissertation requires the full attendance of the dissertation examining committee.

Courses

LIN 521 Syntax I

A study of formal grammar as one aspect of our knowledge of language. Concepts and elements of modern syntactic analysis are introduced and motivated using a variety of grammatical phenomena and processes, across a wide range of languages.

Prerequisite: Enrollment in LIN program or permission of instructor
Fall, 3 credits, ABCF grading

LIN 522 Phonetics

A study of articulatory phonetics and the international phonetic alphabet, with intensive practice in phonetic transcription from a wide variety of languages. Acoustic phonetics, speech perception, and the applications of phonetics to foreign language teaching.

Prerequisite: Enrollment in TESOL or LIN program or permission of instructor
Fall, 3 credits, ABCF grading

LIN 523 Phonology I

An introduction to the formal study of sound patterns. Problems from various languages serve as the basis for developing a theory of the representation of sound structure.

Prerequisite: Enrollment in LIN program or permission of instructor
Fall, 3 credits, ABCF grading

LIN 524 TESOL Pedagogy: Theory and Practice

Theoretical and practical bases of language and literacy instruction. Inquiry of instructional approaches, standard-based lesson planning, reflective practices, and assessment in the teaching of speaking, listening, reading, and writing. Evaluation of resources and technologies.

Prerequisite: Enrollment in TESOL or LIN program; pre- or co-requisite: LIN 530; co-requisite: LIN 579
Fall, 3 credits, ABCF grading

LIN 525 Contrastive Analysis

A survey of linguistic typology and a comparison of various languages as a basis for understanding the errors made by language learners and devising strategies for teaching a foreign language. May be crosslisted with CEL 551.

Prerequisite: Enrollment in TESOL or LIN program or permission of instructor; and LIN 530, or LIN 521 and LIN 523
Fall or spring, 3 credits, ABCF grading

LIN 526 Analysis of an Uncommonly Taught Language

Working from primary and secondary sources, students construct an outline of the phonology, morphology, and syntax of a language previously unknown to them.

Prerequisite: Enrollment in TESOL or LIN program or permission of instructor; and LIN 530, or LIN 521 and LIN 523
Fall or spring, 3 credits, ABCF grading
May be repeated for credit if language differs

LIN 527 Structure of English

A description of the major sentence elements, subsystems, and productive grammatical processes of English. The justification of grammatical categories, interaction between systems and processes, and notions of standard and correctness are discussed with a view to their application in the ESL classroom.

Prerequisite: Enrollment in TESOL or LIN program or permission of instructor
Fall or spring, 3 credits, ABCF grading

LIN 529 Content-based Language and Literacy Development

Theory and practice of language and literacy development across disciplines. Students design standard-based curricular modules and assessment, engage in reflective and collaborative practices, and design and evaluate Web-based technologies.

Co-requisite: LIN 579 (LIN 578 with permission of instructor for non-certification candidates)

Prerequisite: Enrollment in TESOL or LIN program and completion of LIN 524 with a grade of B or higher
Spring, 3 credits, ABCF grading

LIN 530 Introduction to General Linguistics

An introduction to modern theoretical and applied linguistics, including phonology, morphology, syntax, language acquisition, historical linguistics, and sociolinguistics.

Prerequisite: Enrollment in TESOL or LIN program or permission of instructor
Fall, 3 credits, ABCF grading

LIN 532 Second Language Acquisition

Study of the acquisition of a second language by children and adults. The focus is on data; the systematicity of the learner's errors, the ease of acquisition in childhood, etc., the adequacy of theories (e.g., interlanguage processes, the monitor model, the critical period) to explain data, and the reliability of methods of obtaining data. Students conduct an empirical study testing a current hypothesis.

Prerequisite: Enrollment in TESOL or LIN program or permission of instructor; and LIN 530, or LIN 521 and 523
3 credits, ABCF grading

LIN 535 Historical Linguistics

A study of linguistic change. Some general topics to be discussed are the genetic classification of languages; language families, language, and prehistory; reconstruction; types of sound change; types of semantic change; borrowing.

Prerequisite: Enrollment in TESOL or LIN program or permission of instructor
Fall or spring, 3 credits, ABCF grading

LIN 541 Bilingualism

Study of the social, linguistic, educational, and psychological aspects of bilingualism. May be co-scheduled with CEL 541.

Prerequisite: Enrollment in TESOL or LIN program or permission of instructor; and LIN 530, or LIN 521 and LIN 523
3 credits, ABCF grading

LIN 542 Sociolinguistics

An introduction to major topics in sociolinguistics, including variation theory, language attitudes, language planning, language change, and pidgins and creoles.

Prerequisite: Enrollment in TESOL or LIN program or permission of instructor
3 credits, ABCF grading

LIN 544 Language Acquisition and Literacy Development

In-depth exploration of the theories of literacy and language development of native English speakers and students who are English language learners in Pre-school through grade 12. The development and assessment of literacy skills among children at various stages of learning development and across disciplines will be examined. Attention will also be given to children with special needs and the integration of technology in the development of literacy skills.

Prerequisite: Enrollment in a teacher preparation program
Fall and spring, 3 credits, ABCF grading

LIN 550 Selected Topics in Linguistics

Topics are announced each semester.

3 credits, ABCF grading
May be repeated for credit if topic differs

LIN 555 Error Analysis

Study of the systematic errors made by foreign language learners and the potential of various linguistic theories to predict and account for these errors.

Prerequisite: Enrollment in TESOL or LIN program, and LIN 522
Spring, 3 credits, ABCF grading

LIN 571 Curriculum Design and Evaluation

An in-depth study of curriculum design and evaluation with a focus on needs analysis, goals and objectives, approaches to language learning and teaching, assessment, resources, and program evaluation.

Prerequisite: Enrollment in TESOL or LIN program and LIN 524; co-requisite: LIN 578 (LIN 579 with permission of instructor)
Spring, 3 credits, ABCF grading

LIN 574 Managing Instruction, Assessment, and Resources

Investigation and evaluation of instructional planning and assessment, content-based curriculum development, and technologies for language and literacy development among English language learners in multilevel classrooms. Partnerships with colleagues, parents, and the respective communities are explored.

Prerequisites: Enrollment in TESOL or LIN program, completion of LIN 529 with a grade of B or higher; permission of Department, New York Teacher

*Certification examinations: LAST and ELPA; co-requisites: LIN 581 and 582
Fall and spring, 3 credits, ABCF grading*

LIN 578 Field Experience in Adult and Tertiary Contexts

Observation, inquiry, and practice of English language instruction and learning in community-based ESL programs or programs on tertiary contexts. Fifty hours of fieldwork.

Co-requisite: LIN 529 or LIN 571

Fall and spring, 1 credit, S/U grading

May be repeated for credit

LIN 579 Field Experience in Grades N-12

Observation, inquiry, and practice in language and literacy development across disciplines for learners from linguistically and culturally diverse backgrounds. Students are placed in variety of educational settings in pre-elementary through secondary levels for fifty hours of fieldwork.

Co-requisite: LIN 524, LIN 529, or LIN 571

Fall and spring, 1 credit, S/U grading

May be repeated for credit

LIN 581 Supervised Student Teaching in English as a Second Language: Primary and Middle Level (Grades N-9)

Prospective ESOL teachers receive supervised practice teaching by arrangements with selected Long Island schools. The student teacher reports to the school to which he or she is assigned each full school day for the entire semester. Applications must be filed in the academic year preceding that in which the student plans to take the course.

Prerequisite: Enrollment in TESOL program, permission of the Department

Co-requisites: LIN 582 and LIN 574

Fall and spring, 3 credits, S/U grading

LIN 582 Supervised Student Teaching in English as a Second Language: High School (Grades 10-12)

Prospective ESOL teachers receive supervised practice teaching by arrangements with selected Long Island schools. The student teacher reports to the school to which he or she is assigned each full school day for the entire semester. Applications must be filed in the academic year preceding that in which the student plans to take the course.

Prerequisite: Enrollment in TESOL

program, permission of the Department

Co-requisites: LIN 581 and LIN 574

Fall and spring, 3 credits, S/U grading

LIN 591 Directed Readings

Students read and evaluate the literature on a topic of special academic interest or professional relevance under the direction of a faculty member.

Prerequisite: Permission of instructor

Fall and spring, 1-3 credits, S/U grading

May be repeated for credit

LIN 592 Directed Research

Students conduct research on a topic of special academic interest or professional relevance under the direction of a faculty member.

Prerequisite: Permission of instructor

Fall and spring, 1-3 credits, S/U grading

May be repeated for credit

LIN 621 Syntax II

A detailed consideration of recent developments in syntactic theory, including treatments of constituency and word order, grammatical relations, typological variation and linguistic universals, and constraints on grammatical rules and representations.

Prerequisite: LIN 521

Spring, 3 credits, ABCF grading

LIN 623 Phonology II

A study of recent developments in phonological theory, with particular attention to non-linear models of phonological representation and constraint-based models.

Prerequisite: LIN 523

Spring, 3 credits, ABCF grading

LIN 624 Morphology and Word Formation

The internal structure of words and the place of the word in syntax, phonology, and the lexicon. A variety of analytical methods—distributional, experimental, and computational will be introduced.

Prerequisites: LIN 521 and LIN 523

Fall or spring, 3 credits, ABCF grading

LIN 625 Semantics

An investigation of the role of semantics (the theory of meaning) in the overall theory of grammar, structured around such topics as formal semantics, the interaction of syntax and semantics, and lexical semantics.

Prerequisite: LIN 521

Fall, 3 credits, ABCF grading

LIN 650 Selected Topics: Graduate Seminar

Topics will be announced each semester.

Fall or spring, 0-3 credits, ABCF grading

May be repeated for credit if topic differs

LIN 651 Syntax Seminar

Topic varies and relates to current issues in the field and research activities of faculty and students. Past topics have included A-dependencies, adjectival and adverbial modification, word order and antisymmetry.

Fall or spring, 0-3 credits, ABCF grading

May be repeated for credit

LIN 653 Phonology Seminar

Topic varies and relates to current issues in the field and research activities of faculty and students. Past topics have included interface issues (phonetics, morphology, syntax), functional motivations for phonological constraints (articulatory ease, perceptual salience, parsing considerations), intonation, and second language and loanword phonology.

Fall or spring, 0-3 credits, ABCF grading

May be repeated for credit

LIN 680 Qualifying Paper Workshop

Doctoral candidates will present and discuss their own research work.

Prerequisite: Advanced standing

Fall or spring, 1-3 credits, S/U grading

May be repeated for credit

LIN 698 Graduate Practicum in Teaching

0-6 credits, S/U grading

May be repeated for credit

LIN 699 Dissertation Research On Campus

Independent research for the Ph.D. degree.

*Prerequisite: Open only to candidates for the Ph.D. degree who have advanced to candidacy (G5); major portion of research must take place on SB campus, at Cold Spring Harbor, or at Brookhaven National Lab
Fall, spring, and summer, 1-9 credits, S/U grading*

May be repeated for credit

LIN 700 Dissertation Research Off Campus—Domestic

Prerequisite: Must be advanced to candidacy (G5); major portion of research will take place off campus, but in the U.S. and/or U.S. provinces (Brookhaven National Lab and Cold Spring Harbor Lab are considered on campus); all international students must enroll in one of the graduate student insurance plans and should be advised by an International Advisor

Fall, spring, and summer, 1-9 credits, S/U grading

May be repeated for credit

LIN 701 Dissertation Research Off Campus—International

Prerequisite: Must be advanced to candidacy (G5); major portion of research will take place outside the U.S. and/or U.S. provinces; domestic students have the option of the health plan and may also enroll in MEDEX; international students who are in their home country are not covered by mandatory health plan and must contact the Insurance Office for the insurance charge to be removed; international students who are not in their home country are charged for the mandatory health insurance (if they are to be covered by another insurance plan, they must file a waiver by the second week of classes; the charge will only be removed if the other plan is deemed comparable); all international students must receive clearance from an International Advisor

Fall, spring, and summer, 1-9 credits, S/U grading

May be repeated for credit

LIN 800 Summer Research

0 credit, S/U grading

May be repeated for credit

ESL courses listed below are offered by the Department of Linguistics, but are not part of the master's or Ph.D. program.

ESL 591 Intermediate Oral/Aural Skills Class

The purpose of this course is to do intensive work in aural and oral language skills. Emphasis is on the segmental level: vowel/consonant work, syllable work, and word stress, as well as rhythm on the sentence level. Summarizing and questioning are practiced with work on learning styles. Students' awareness of American teaching and cultural patterns are stressed. Observing American professors and students in class is encour-

aged. A student will receive a diagnostic assessment of her/his language segmental and suprasegmental difficulties from the instructor and will be expected to work on improvement in these speech areas both in the classroom and independently in the language laboratories. Successful completion (A- or higher) of the course leads to ESL 598; B+ or below leads to ESL 596.

*Prerequisite: SPEAK Test score of 40-44
3 credits, ABCF grading*

ESL 593 Advanced Composition

Advanced training in writing for ESL students who need to concentrate on paragraph development. The first half of the semester deals with paragraph construction, stressing concepts of the main thesis and supporting arguments. Some advanced grammar is reviewed, but the assumption is that basic structures and mechanics of writing have already been mastered. The second half of the semester stresses combining paragraphs into short compositions. Both descriptive and argumentative writing are practiced. Diagnostic test during the first week of classes determines placement in the course. A through C/Unsatisfactory grading only.

3 credits, ABCF grading

ESL 596 High Intermediate Oral/Aural Skills Class

The emphasis of this course is threefold: developing language skills, teaching skills, and cultural awareness. Language skills will focus on sentence stress, phrasing, linking, and pausing with field-specific language practice. Teaching skills stressed include questioning techniques for discussion and assessment, leading effective discussions, and assessing student learning. The cultural awareness focuses on idioms, American cultural values, and norms as well as non-verbal communication. Successful completion of this course (B or higher) leads to ESL 598.

*Prerequisites: SPEAK Test score of 45-49
3 credits, ABCF grading*

ESL 598 Advanced Oral Aural

An advanced course in speaking and listening skills for non-native speakers of English. Work is done with individual problem sounds, stress, and intonation to help students modify their accents and make their speech more intelligible. Techniques of speaking before a group are taught to enable non-native speakers to feel more confident in participating in their other classes. Advanced work in American idioms and grammar is usually included. Language laboratory may be required by individual instructors. Especially useful for undergraduate and graduate students who need to make seminar presentation and for graduate students with teaching assistantships.

*Prerequisite: TSE or SPEAK score of 50 or higher or completion of ESL 591 or ESL 596 with a grade of B or higher
3 credits, ABCF grading*

