

GRADUATE STUDENT  
HANDBOOK  
2003-2004

DEPARTMENT OF  
LINGUISTICS

GEORGETOWN  
UNIVERSITY

Department of Linguistics  
Box 571051  
Georgetown University  
Washington, DC 20057-1051  
Phone: (202) 687-5956  
FAX: (202) 687-6174  
lxgradprog@georgetown.edu  
<http://www.georgetown.edu/departments/linguistics>

# TABLE OF CONTENTS

<b>WELCOME .....</b>	<b>2</b>
<b>DEPARTMENT OFFICERS AND STAFF, 2003-2004 .....</b>	<b>2</b>
<b>PART I: DEPARTMENTAL ACADEMIC GUIDELINES .....</b>	<b>3</b>
1. DEGREE REQUIREMENTS .....	3
1.1. <i>Requirements for the M.A.T.</i> .....	3
1.2. <i>Requirements for the Certificate programs</i> .....	3
1.3. <i>Requirements for the M.S.</i> .....	4
1.4. <i>Master's in passing</i> .....	4
1.5. <i>Requirements for the Ph.D.</i> .....	4
2. FOREIGN LANGUAGE PROFICIENCY .....	10
3. CORE COURSES .....	11
4. CONSORTIUM COURSES .....	11
5. GENERAL ACADEMIC REGULATIONS .....	12
5.1. <i>Advising</i> .....	12
5.2. <i>Part-time students</i> .....	12
5.3. <i>Registration, leaves of absence and extensions</i> .....	12
5.4. <i>Transfer of credit</i> .....	13
5.5. <i>Intensive coursework</i> .....	13
5.6. <i>Turn-around time</i> .....	13
5.7. <i>Deadlines</i> .....	13
5.8. <i>Incompletes</i> .....	14
5.9. <i>Academic integrity</i> .....	15
5.10. <i>Grievance procedures</i> .....	15
5.11. <i>Institutional Review Board</i> .....	156
<b>PART II: CONCENTRATION-SPECIFIC REQUIREMENTS.....</b>	<b>17</b>
1. THE CONCENTRATION IN APPLIED LINGUISTICS .....	17
1.1. <i>M.A.T. and Certificate Programs</i> .....	17
1.2. <i>M.S. in Applied Linguistics</i> .....	18
1.3. <i>Ph.D. in Applied Linguistics</i> .....	19
2. THE CONCENTRATION IN COMPUTATIONAL LINGUISTICS .....	21
2.1. <i>M.S. in Computational Linguistics</i> .....	21
2.2. <i>PH.D. IN COMPUTATIONAL LINGUISTICS</i> .....	21
3. THE CONCENTRATION IN GENERAL THEORETICAL LINGUISTICS .....	232
4. THE CONCENTRATION IN SOCIOLINGUISTICS .....	223
<b>PART III: LIFE IN THE LINGUISTICS DEPARTMENT .....</b>	<b>24</b>
1. FELLOWSHIPS, ASSISTANTSHIPS AND SCHOLARSHIPS .....	24
2. TEACHING PRACTICUM .....	25
3. COMMUNICATION .....	25
3.1. <i>Mailboxes</i> .....	25
3.2. <i>E-mail and Computing Facilities</i> .....	25
3.3. <i>GULINGUIST</i> .....	26
4. GETTING INVOLVED .....	26
4.1. <i>GLSA: Georgetown Linguistics Student Association</i> .....	26
4.2. <i>GLS: Georgetown Linguistics Society</i> .....	26
4.3. <i>CAL: Center for Applied Linguistics</i> .....	26
5. LINGUISTICS LABS .....	27
6. DEPARTMENT WEB SITE .....	27
<b>PART IV: THE FACULTY .....</b>	<b>29</b>

## WELCOME

Welcome to the Department of Linguistics at Georgetown University. This guidebook was created to provide you with important information concerning academic regulations and graduate student life. Please read it carefully.

The School of Languages and Linguistics, including the Linguistics Faculty, was first established at Georgetown University in 1949. The Department of Linguistics, now part of the Faculty of Languages and Linguistics in Georgetown College, came into being in 1972. Today, the Department is made up of 19 faculty members and approximately 140 graduate students whose research interests span a broad range of approaches to the study of language. Students may concentrate in Applied Linguistics, Computational Linguistics, Sociolinguistics, or Theoretical Linguistics.

The information presented in this guidebook should be regarded as representing general guidelines that are not binding on the Department or on Georgetown University. As in any vital and growing department, policies may change to reflect changing needs and goals. Specific requirements set forth in this handbook apply to students entering in the Fall of 2003. Students who joined the Department prior to Fall 2003 may be subject to different requirements and should consult their advisors.

We trust that this guidebook will help make your graduate career at Georgetown a successful one.

Elizabeth Zsiga  
Director of Graduate Studies

### Department Officers and Staff, 2003-2004

Department Chair:	Deborah Schiffrin	<a href="mailto:schiffrd@georgetown.edu">schiffrd@georgetown.edu</a>
Vice-Chair:	Andrea Tyler	<a href="mailto:tyleran@georgetown.edu">tyleran@georgetown.edu</a>
Director of Undergraduate Studies:	Donna Lardiere	<a href="mailto:lardiere@georgetown.edu">lardiere@georgetown.edu</a>
Director of Graduate Studies	Elizabeth Zsiga	<a href="mailto:zsigae@georgetown.edu">zsigae@georgetown.edu</a>
Concentration Heads:		
Applied:	(Fall) Jeff Connor-Linton	<a href="mailto:connorlj@georgetown.edu">connorlj@georgetown.edu</a>
	(Spring) Alison Mackey	<a href="mailto:mackeya@georgetown.edu">mackeya@georgetown.edu</a>
Computational:	Inderjeet Mani	<a href="mailto:im5@georgetown.edu">im5@georgetown.edu</a>
Sociolinguistics:	Heidi Hamilton	<a href="mailto:hamilthe@georgetown.edu">hamilthe@georgetown.edu</a>
Theoretical:	Shaligram Shukla	<a href="mailto:shuklas@georgetown.edu">shuklas@georgetown.edu</a>
Director, MAT Program:	Kendall King	<a href="mailto:akk25@georgetown.edu">akk25@georgetown.edu</a>
GLSA President:	Najma Al-Zidjaly	<a href="mailto:alzidjan@georgetown.edu">alzidjan@georgetown.edu</a>
Department Administrator:	Manela Diez	<a href="mailto:diezm@georgetown.edu">diezm@georgetown.edu</a>
Graduate Program Assistant:	Samantha Candon	<a href="mailto:sd8@georgetown.edu">sd8@georgetown.edu</a>

## **PART I: DEPARTMENTAL ACADEMIC GUIDELINES**

### ***1. Degree Requirements***

The Department of Linguistics offers courses of study leading to the Ph.D., M.S., and M.A.T. degrees, and to certificates in teaching English as a second language. The requirements for these degrees are outlined below. Students are responsible to see to it that they meet requirements as they come up.

#### **1.1. Requirements for the M.A.T.**

The requirements for the degree of Master of Arts in Teaching include coursework, foreign language proficiency, and a summative portfolio or a Master's Research Paper. The Graduate School allows three years from matriculation to complete all degree requirements and to graduate.

***Coursework.*** M.A.T. students are required to complete 36 hours of coursework. Of these, 9 hours will consist of the 3 departmental core courses (see section 3 below). See Part II section 1.1 for a list of the specific other courses that must be taken. A course in General Linguistics is considered a prerequisite of the M.A.T program. Students with little or no prior linguistics coursework are advised to take General Linguistics during the summer prior to beginning M.A.T coursework. This course does not count toward the M.A.T degree requirements.

***Foreign Language Proficiency.*** M.A.T. students are required to demonstrate proficiency in one foreign language. Proficiency can be demonstrated in several ways, described in the departmental guidelines in Part I, section 2. Non-native speakers of English may replace the foreign language courses with electives selected with the advisor's approval.

***Master's Summative Portfolio.*** The summative portfolio includes a statement of teaching philosophy, lesson plans, and other materials that demonstrate the student's ability to apply theoretical principles to classroom practice. For a detailed description of required portfolio contents, see Part II, section 1.1.

***Master's Research Paper.*** Rather than submitting a portfolio, students in the M.A.T program may propose to write a Master's Research Paper, which demonstrates the student's ability to conduct and report original research. The requirements for the paper are the same for M.A.T students as for M.S. students: see Part I section 1.3 for further details.

***GPA.*** M.A.T. students must maintain a grade point average of B (3.0) in order to remain in good standing in the program. Students who fail to maintain a B average will not be allowed to continue in the program.

#### **1.2. Requirements for the Certificate programs**

For students wishing to pursue a program less extensive than that of the M.A.T., two Certificate programs are offered: Certificate in Teaching English as a Second Language and Certificate in Teaching English as a Second Language and Bilingual Education. These programs

consist of 24 credit hours of coursework (see Part II, sections 1.1.3 and 1.1.4 for details). No research paper or demonstration of foreign language proficiency is required. Students participating in a Certificate program may transfer to a M.A.T. program, and continue their studies to earn a total of 36 credits for the Master's degree. Once a Certificate has been awarded, however, the credits applied to the Certificate may not be applied toward a Master's degree. Note that the word "certificate" is not to be interpreted as referring to certification or accreditation to teach in any state or region of the U.S.A.

### 1.3. Requirements for the M.S.

The requirements for the Master of Science in Linguistics include coursework, foreign language proficiency, and a Master's Research Paper. The Graduate School allows three years from matriculation to complete all degree requirements and to graduate.

**Coursework.** M.S. students are required to complete 36 hours of coursework. Of these, 9 hours will consist of 3 departmental core courses (see section 3 below). Each concentration also requires courses within its own subject area: consult the descriptions provided in Part II of the handbook. The remaining credit hours are taken as supplemental courses, selected under the guidance of the student's faculty advisor. These courses will reflect the needs and interests of the individual student. They may include additional courses within the student's concentration, linguistics courses in other concentrations, language courses, courses in other departments, and courses at area universities through the Washington Area Consortium of Universities.

**GPA.** Master's students must maintain a grade point average of B (3.0) in order to remain in good standing in the program. Students who fail to maintain a B average will not be allowed to continue in the program.

**Foreign Language Proficiency.** All M.S. students are required to demonstrate proficiency in one foreign language. Proficiency can be demonstrated in several ways, described in the departmental guidelines in Part I, section 2.

**Master's Research Paper.** Master's students must write a Master's Research Paper, which demonstrates the student's ability to conduct and report original research in his or her concentration. The Master's Research Paper is written under the supervision of a department faculty member selected by the student. It should be 30 to 100 pages long and is usually written in the final semester of Master's coursework. It must be formally approved by the supervisor and submitted to the Department.

### 1.4. Master's Degree in Passing

A student enrolled in the Ph.D. program can apply for a Master's degree in passing, on completion of 36 credit hours and all other degree requirements for the Master's. The student must complete an 'Application for Graduate Degree Form,' which is available in the Graduate School, ICC 302, or on their website: <http://www.georgetown.edu/grad/forms/current-forms.html>

### 1.5. Requirements for the Ph.D.

The requirements for the Ph.D. in Linguistics include:

- coursework

- foreign language proficiency
- “Research Tool” Proficiency
- successful passing of the Qualifying Review
- submission of a Second Qualifying Paper (QP2)
- an oral examination
- a dissertation proposal
- the writing and oral defense of a dissertation.

Students admitted to a doctoral program who have previously been awarded only a bachelor’s degree are allowed seven years from matriculation to complete all degree requirements and to graduate. Entering doctoral students who have been granted advanced standing on the basis of a previously-awarded Master’s degree (see Advanced Standing, below) and whose remaining course work requirement is 30 or more credits will be permitted seven years from matriculation to complete the doctoral degree and to graduate. Those with fewer than 30 credits remaining after the granting of advanced standing will be permitted five years from matriculation to complete the doctoral degree and to graduate. Typically this applies to students with a prior Master’s degree in Linguistics from Georgetown. Part-time students are subject to the same time limits for completing Graduate School degrees as are full-time students.

***Plan of Study.*** All doctoral students must complete a Plan of Study during their first semester in the doctoral program. This plan shall include the schedule for satisfying all degree requirements, including required courses, the Qualifying Review, the Second Qualifying Paper, the language requirements, and the Oral Examination. The Plan of Study must be approved by the student’s advisor and by the Director of Graduate Studies. Approved Plans of Study will be deposited with the Graduate School. Changes to an approved Plan of Study require the same approval process.

***Coursework.*** A doctoral student in Linguistics is required to complete a total of 66 credit hours. These credit hours will include:

- departmental core courses
- concentration courses
- courses in a secondary field
- supplemental courses

***Core courses.*** 9 hours will consist of 3 departmental core courses (see section 3 below).

***Concentration courses.*** Each concentration requires that a substantial part of the 66 credit hours be within the concentration (consult the descriptions in Part II of this handbook). Each Ph.D. student is required to take at least one seminar (most concentrations require two or more).

***Secondary field.*** Ph.D. students are required to develop confidence in a secondary field by choosing two courses from among fields such as the following: Computational Linguistics, Discourse Analysis, Educational Linguistics, Historical Linguistics, Language Acquisition, Language and Cognition, Language Variation, and so on. These two courses must be in a concentration other than the student’s home concentration. (Departmental core courses can not

be used to meet the secondary field requirement.) In addition, all Ph.D. students are strongly encouraged to take at least one course from an area historically central to linguistics (including data-collection methods), if such a course has not already been selected as part of the student's concentration or secondary field requirements.

*Supplemental courses.* The remaining credit hours are taken as supplemental courses, selected under the guidance of the student's faculty advisor. These courses will reflect the needs and interests of the individual student. They may include additional courses within the student's concentration, linguistics courses in other concentrations, language courses, courses in other departments, and courses at area universities through the Washington Area Consortium of Universities.

*Advanced Standing.* A Ph.D. student who has received a Master's degree in Linguistics or a related field may reduce the number of credit hours required for the Ph.D. program by applying for advanced standing on the basis of previous coursework. Subject to Graduate School and department approval, students with a Master's degree in Linguistics from Georgetown may be granted up to 36 credits of advanced standing in the Ph.D. program, while students with a Master's degree from another university may be granted up to 30 credits of advanced standing. Credit must have been earned in graduate level courses, at a fully accredited university, and with a grade of B or better. Courses which were taken more than seven years before entering our program will generally not be accepted for advanced standing. The combination of the Ph.D. courses taken at Georgetown and courses accepted for advanced standing must satisfy the distribution required by the Department and the student's concentration.

At the time the plan of study is submitted, a student who wishes to receive advanced standing must complete a student request form and obtain the signatures of her or his advisor and the Director of Graduate Studies. (Students who wish to count previous coursework toward meeting the departmental core course requirements must also discuss their previous work with core course teachers.) Students may be asked to provide transcripts, syllabi, and papers or other work from their previous courses to aid in evaluating the appropriateness of the previous work for the current program of study. This careful evaluation is required to protect the student from being placed in upper-level courses without the necessary preparation.

Once the request form is submitted, the Director of Graduate Studies will make a recommendation to the Graduate School, which is responsible for final approval. If the courses for Advanced Standing are not included in the transcripts already submitted by the student in the application for admission to the Graduate School, the student should arrange for the appropriate official transcript to be sent directly to the Graduate School. The student should note in the request for Advanced Standing that this has been done.

Advanced standing is not available to a student pursuing a Master's degree. **Students in the doctoral program who have not been granted Advanced Standing have a 66-credit program.**

*GPA.* Doctoral students must maintain a grade point average of B+ (3.3) in order to remain in good standing in the program. (Higher standards apply to holders of doctoral assistantships: see Part II section 1 below). Students who fail to maintain a B+ average will not be allowed to continue in the program.

***Foreign Language Proficiency.*** Ph.D. students are required to have in-depth knowledge of a language other than their native language. Please refer to the Language Proficiency guidelines in Part I, section 2 for ways to satisfy these requirements. **Students must satisfy the foreign language requirement before the Oral Examination can be scheduled.**

***Research Tool Proficiency.*** All Ph.D. students must demonstrate proficiency in the use of a research tool. This requirement may be satisfied by passing one of the following courses with a grade of B+ or better:

LING 404 - LANGUAGE ANALYSIS AND DESCRIPTION  
LING 414 - ACOUSTIC PHONETICS  
LING 584 - STATISTICS FOR LINGUISTIC RESEARCH  
LING 571 - SOCIOLINGUISTIC FIELD METHODS

The research tool requirement may also be satisfied by demonstrating proficiency in the use of a programming language or in a third natural language. In addition to the student's native language and the language presented to meet the foreign language requirement, students should discuss with their advisors which research tool(s) are most appropriate for their program.

***Qualifying Review.*** In order to continue in the Ph.D. program, all doctoral students must pass a Qualifying Review at the midpoint of their Georgetown career, but not later than the fourth semester of enrollment. At this time students must have completed (or must be enrolled in the remainder of) all specific distribution requirements in their concentration. The student must assemble and submit to the department a complete dossier by the appropriate deadline in either the spring or fall semester (see the 'Calendar of Important Dates': <http://www.georgetown.edu/departments/linguistics/students/impdates%20.htm>). For students who have earned a Master's degree from our department and apply to the Ph.D. program, the Qualifying Review will be based on their application for admission.

The dossier must contain the following materials:

1. A transcript of graduate coursework. Evidence of superior to excellent performance in GU graduate linguistics courses is expected. A minimum overall grade point average of 3.3 (B+) is required. However, the qualifying review committee will generally look for performance above the minimum. Grades of B or below in any course are a cause for concern.
2. Three letters of evaluation from GU faculty. Recommenders will evaluate whether or not the applicant has shown superior to excellent performance in GU graduate courses and will estimate whether or not superior to excellent performance in completing Ph.D. coursework and writing a successful dissertation in linguistics can be expected of the applicant.
3. The First Qualifying Paper (QP1). The applicant must present a paper which provides evidence of superior to excellent ability to make and support relevant linguistic claims, demonstrating that the student is qualified to continue study toward a Ph.D. in her or his concentration. The paper must present an analysis of some linguistic problem and must not be co-authored. Examples of papers that may be appropriate for submission include

Master's Research Papers or term papers from linguistics courses (revised if necessary). Papers written at GU are preferable to papers written elsewhere. Each QP1 will be evaluated on:

- how clearly it presents and motivates the research problem it addresses
- how well it reviews prior literature
- how well it motivates its methods and analytical framework
- how well it supports its claims

An applicant's dossier will be evaluated by a committee composed of three faculty members. Members of the committee will rate the First Qualifying Paper as Acceptable, Marginal or Unacceptable, will judge whether the applicant's coursework, QP1 and letters of evaluation are superior to excellent and will complete a Qualifying Examination Ballot for each applicant. If the committee's decision is 'Fail', the Chair of the Committee will document the main reasons for denial.

Results will be reported to and reviewed by the Director of Graduate Studies, who will report the decision to the student and to the Graduate School. If the decision is 'Fail', the student is not allowed to continue in the Ph.D. program, but may be awarded a Master's degree upon completing the Master's requirements. **Qualifying Review decisions are final.**

***The Second Qualifying Paper (QP2).*** The Second Qualifying Paper (QP2) is written on a topic in the area of the student's specialization. The QP2 must not be co-authored. The paper is to be submitted **during the candidate's final semester of doctoral coursework**. The QP2 will be evaluated by two faculty members appointed by the Director of Graduate Studies who have expertise in the subject area of the paper. The criterion will be that the paper be of publishable quality in an appropriate journal in the student's concentration. If the QP2 is satisfactory, the Ph.D. Oral Examination is organized. A candidate may not take the Oral Examination until a successful QP2 has been submitted. If the paper is not of passing quality, the student will be given one more opportunity to submit a satisfactory paper. The second attempt will be due by the QP2 deadline set for the following semester. If the second submission is not satisfactory, the student will not be permitted to continue in the Ph.D. program.

***Ph.D. Oral Examination.*** During the semester following the completion of Ph.D. coursework, a doctoral candidate will construct a problem statement describing the research to be addressed in the proposed dissertation. The candidate will also consult with a member of the faculty to determine who is best qualified to direct the dissertation (the mentor). In consultation with the mentor, the candidate will be assigned several topic areas within linguistics that are relevant to the candidate's dissertation. The candidate will prepare for an oral examination on these topics. The Oral Examination will also include a discussion of the potential demands and impact on human subjects of the intended dissertation research. The examination will be conducted by an examination committee chaired by the proposed dissertation mentor and consisting of two other faculty members (usually one faculty member from the student's concentration and one faculty member who is not from the student's concentration). The examination is of two hours' duration. Candidates may receive an evaluation of distinction, pass, or fail. Upon the recommendation of the examining board, a candidate who fails the oral may retake the examination once.

Each student is responsible for scheduling his or her Oral Examination and determining the availability of members of the committee at the scheduled date and time. At least two weeks before the examination date, candidates must submit the Oral Examination scheduling form to the Graduate Program Assistant. This form includes the names of the examination committee, their signatures approving the problem statement and areas of examination, and the date and time of the examination agreeable to the candidate and all committee members. On the scheduling form, you may request any special audio-visual or other equipment needed for your exam.

***Dissertation Proposal.*** After successful completion of the Oral Examination, the student must form a dissertation committee and submit a dissertation proposal. The committee may or may not consist of the same faculty members who constituted the Oral Examination committee, but should consist of the mentor and one reader from the student's concentration and one reader from outside the concentration. (Students should consult carefully with the mentor and with other faculty members before deciding on a dissertation committee. Once constituted, committee membership can only be changed with departmental approval and by formal application to the Graduate School. In cases of true incompatibility, a student may request that one—and usually only one—member of the committee be changed.)

Students will normally submit two versions of the proposal: a detailed version for approval by the committee and the department, and an abbreviated version for approval by the Graduate School. The mentor will provide guidance as to what the detailed version should contain. The abbreviated version must be submitted using a form available from the Graduate School's website (<http://www.georgetown.edu/grad/forms/current-forms.html>) or from the GPA. Institutional Review Board (IRB) approval of the proposed study is a required element of all dissertation proposals involving human subjects (see section 5.11 below).

**The proposal is due early in the semester following the Orals.** Several levels of review and approval are required; the following sequence is recommended:

1. Departmental approval of the research proposal.
2. IRB-C approval (where required).
3. Filing of the Graduate School's Dissertation Research Proposal Form

The Graduate School will accept the filing of their proposal form concurrently with application for IRB-C approval. Their form must be marked "approval pending" in such a case. **No research, including pilot project research, even if approved by the department and by the Graduate School, may be undertaken without the approval of the IRB-C concerning the use of human subjects.** Prior IRB-C approval must be obtained for changes that materially affect human subjects. While departmental, IRB, and Graduate School approval are independent of each other, this suggested sequence provides for the least amount of proposal revision.

The dissertation proposal must be submitted and approved before dissertation research is begun. Approval of the proposal normally requires at least three weeks. The student is also expected to remain in touch with the (proposed) dissertation mentor on a regular basis (at least once a semester) until the dissertation is successfully defended, even if the student is on leave of absence. The Department will not normally approve an extension of time to complete the degree if the dissertation proposal has not been approved, or if the student has not remained in consultation with the mentor.

***Dissertation Defense.*** After the proposal has been approved, the candidate proceeds to dissertation research and writing under the guidance of the dissertation committee. When the

dissertation committee agrees that the dissertation is complete, the candidate will participate in a public Oral Defense of Thesis of approximately two hours' duration. The Defense will be conducted by the dissertation committee and chaired by the dissertation mentor. Students should schedule the defense in consultation with their committee members. (Note: Faculty members are not obligated to schedule defenses or read drafts during the summer.) After all committee members have approved the dissertation, the student then submits his or her dissertation to the Director of Graduate Studies for final approval before submitting it to the Graduate School. Please allow the Director of Graduate Studies two weeks to approve the dissertation.

**2. Foreign Language Proficiency.** All M.A.T., M.S., and Ph.D. students are required to have in-depth knowledge of a language other than their native language. Foreign language proficiency is required for one of two reasons: Either the language is needed so that the student can conduct teaching, research, or other professional activities using the language as a medium, or the language is needed so that the student can carry out linguistic analysis using data from that language. A foreign language is a language other than the student's native language: Students whose native language is not English may present English as a foreign language.

For Ph.D. students the foreign language requirement must be satisfied before the Oral Exam can be scheduled.

Students who need a foreign language for use as a medium can gain proficiency by taking a series of courses in that language. Undergraduate courses may be used with departmental and Graduate School permission. (If an undergraduate language course is to count towards a student's graduate program, arrangements must be made to receive graduate credit for the course before registering.) Students can gain proficiency for purposes of linguistic analysis by taking a graduate course on the structure of the language. Language courses must be passed with a grade of B+ or higher. M.A.T. students with a concentration in TESL and Bilingual Education may complete the proficiency requirement only by successfully completing at least one graduate-level foreign language course, which is substantially conducted in the target language. A student who already has proficiency in a foreign language may establish this by taking a proficiency test administered by someone who knows the language and also has knowledge of linguistics. Proficiency tests are offered regularly by the Georgetown language departments; consult the relevant department for further information. Students who have control of the structure of a language for purposes of linguistic analysis can demonstrate this by writing a paper analyzing an aspect of the language to be evaluated with at least a B+ by a linguist familiar with the language. It is also possible to develop the capacity to analyze a foreign language by successfully completing a course in Field Methods.

In order to have the satisfaction of the language requirement officially recorded, a student must obtain the signature of a faculty member (either the advisor or the linguist evaluating the student's proficiency) on a 'language ballot' form, obtainable from the Graduate Program Assistant. Students who took the TOEFL exam and presented the official results as part of their application for admission will have their satisfaction of the language requirement automatically recorded.

### *3. Core Courses*

All Ph.D., M.S., and M.A.T. students in linguistics are required to take the following 3 courses:

1. Phonology I (Ling 511)
2. Syntax I (Ling 527)
3. Semantics and Pragmatics (Ling 531)

In addition to the core courses, students with limited or no prior coursework in linguistics are advised to take General Linguistics during the summer prior to beginning their degree coursework. This course does not count towards the M.S. or Ph.D. core requirements.

Students who have recently taken graduate-level courses in linguistic theory may apply to have one or more core courses waived on the basis of previous coursework. Students must fill out a student request form, which must be signed by the advisor, by the faculty member who teaches the course for which a waiver is sought, and by the Director of Graduate Studies. Students may be asked to provide transcripts, syllabi, and papers or other work from their previous courses to aid in evaluating whether the content of the previous course will meet the core course requirements.

**For students in the joint BA/MS program, the undergraduate two-course sequence in phonetics/phonology or morphology/syntax will be accepted as the equivalent of one course (either Phonology or Syntax), for purposes of satisfying the departmental core. These students will need to take two other core courses.**

### *4. Consortium Courses*

The Consortium of Universities of the Washington Metropolitan Area was created more than 25 years ago to encourage cooperation and coordination among the following institutions:

The American University  
The Catholic University of America  
Gallaudet University  
George Mason University  
The George Washington University  
Georgetown University  
Howard University  
Marymount University  
Mount Vernon College  
Trinity College  
University of the District of Columbia  
University of Maryland at College Park

As part of that effort, the Consortium has established cooperative grants which fund projects involving faculty from two or more member institutions. Moreover, it has made it possible for students attending any one of these institutions to take classes at another Consortium university through registration at their home university. For example, with faculty advisor

approval, Georgetown students interested in American Sign Language may take courses at Gallaudet University and get credit at Georgetown; students interested in theoretical linguistics or language acquisition can augment the selection of advanced courses at Georgetown with those offered at the University of Maryland at College Park.

Catalogues of classes from Consortium institutions can be found at the Registrar's office. This office also has the special cards needed to register for a Consortium class. The card will need to be signed by the student, the student's advisor, the Dean and the Registrar's Office. For complete instructions, go to the Georgetown Consortium Notes at:  
<http://www.georgetown.edu/registrar/consortium.html>.

### **5. General Academic Regulations**

Please study the Graduate School Catalogue (<http://www.georgetown.edu/grad/current/regulations/>), which is the authoritative source for general academic regulations, procedures and deadlines. It is the student's responsibility to meet deadlines and to make sure that all degree requirements are met in a timely manner. Students should check the departmental ([www.georgetown.edu/departments/linguistics](http://www.georgetown.edu/departments/linguistics)) and Graduate School ([www.georgetown.edu/grad](http://www.georgetown.edu/grad)) websites regularly for notices. All linguistics students are expected to subscribe to *GULINGUIST*, the department e-mail list, to receive important information (see Part III, section 2.3).

#### **5.1. Advising**

Each Linguistics graduate student is assigned a faculty advisor, who helps the student plan an academic program at Georgetown. The advisor must approve course selection at registration and pre-registration, and usually must sign any paperwork a student needs to complete. If a student finds another faculty member with whom he or she would rather work, and who is willing to serve as an advisor, such requests for changes will generally be honored. Requests for new advisors should be made to the Director of Graduate Studies via a student request form which can be obtained from the Graduate Program Assistant or on our website ([www.georgetown.edu/departments/linguistics](http://www.georgetown.edu/departments/linguistics)).

As the student is preparing to write a Master's Research Paper or dissertation, he or she will also choose a mentor, who will provide research guidance and supervision.

#### **5.2 Part-time students**

Graduate students in Linguistics must be enrolled for at least 6 credits each semester until their coursework requirements are complete. However, recipients of doctoral assistantships are required to be full-time students, and all doctoral students are advised to be full-time in order to complete their coursework requirements within four years. Nine credits per semester is considered a full-time course load.

#### **5.3. Registration, leaves of absence and extensions**

Students must register or be on an approved leave of absence every semester from matriculation until all degree requirements have been completed. Each student is assigned an expected graduation date by the Graduate School: when this date is reached, the student may not register again unless an extension of time to complete the degree is granted. Students who fail to register are terminated by the Graduate School.

Please consult the Graduate School Catalogue (<http://www.georgetown.edu/grad/current/regulations/>) for full details on registration requirements and full vs. part-time status, and for full details on leaves of absence and extensions.

### 5.4. Transfer of credit

In the case of students with graduate credits which have not been applied to a previous graduate degree, the Graduate School, on recommendation of the Department, may allow up to 25% of the credits required for a degree to be transfer credits. The basis for the 25% is 66 credit hours minus any credits of Advanced Standing that have been granted. The Graduate School currently requires students to wait until they have completed 12 credits in the program (usually the second term) to formally request transfer credits. Since both students and the department will want to know earlier than this what courses are likely to transfer, the department requires students to consult with their advisors during the first semester of study at Georgetown to determine if any transfer credits can be recommended. Note that any courses taken in the Georgetown School for Summer and Continuing Education prior to matriculation are not automatically transferred to the current degree program. An original transcript must be submitted along with the request for transfer of credit, using a form available from the Graduate Program Assistant.

### 5.5. Intensive coursework

No student in a Master's program in Linguistics may apply more than 12 hours of intensive coursework toward her or his degree. This includes intensive coursework taken after admission to the program, and intensive coursework taken in Georgetown's School for Summer and Continuing Education.

### 5.6. Turn-around time

For long pieces of writing, students must allow faculty members adequate time to evaluate the work. Students should allow three weeks turn-around time for anything longer than 10 to 15 pages. Please keep this in mind as you plan submissions. Note that faculty members are not obligated to read student work during the summer months, although some may choose to do so.

### 5.7. Deadlines

Each semester the Department publishes 'Important Dates for Students', which lists important deadlines for Master's Papers/Teaching Portfolios, Qualifying Papers, examinations, and so on. Students who are away from the University can view the calendar on the department's homepage at: <http://www.georgetown.edu/departments/linguistics/students/impdates%20.htm>.

The Graduate School awards degrees each month, with the exception of June. Application deadlines and deadlines for completing degree requirements are given in the Graduate School Catalogue (<http://www.georgetown.edu/grad/forms/current-forms.html>). Special deadlines apply for those who intend to participate in the May commencement ceremonies.

### 5.8. Incompletes

The Department of Linguistics will adhere to the following Graduate School regulations regarding “Incomplete” grades:

It is expected that students will complete all coursework by the end of the semester in which that coursework is taken. In special circumstances, an instructor may grant a student permission to delay submission of work up to one semester after the course ends. Instructors are not bound to grant such requests, nor are they bound to grant an entire semester to complete such work. When an instructor has granted such permission, he or she will assign the student a grade of “Incomplete” (“I”) for the course; this grade will appear on the student’s official transcript until a final grade is reported.

The student must submit the completed work to the instructor in a timely manner, sufficient to enable the instructor to review the work and to send a final grade (recorded on a grade change authorization form) to the Graduate School before the end of classes in the semester following the semester in which the “Incomplete” grade was given.

Students requesting additional time beyond one semester must submit an application for extension of time to complete coursework to the Graduate School. Such requests will be considered only if received before the end of the semester following the one in which the course was given. It is expected that the number of such requests will be minimal, and approval for such requests will not be given routinely. Responsibility for requesting such an extension rests with the student.

If an “I” is assigned by the instructor and not changed to a grade by the instructor, it will remain permanently on the student’s transcript.

In addition, the Linguistics Department has the following policy for implementing these regulations:

Faculty members are free, but not obliged, to assign an “Incomplete” grade, provided it is accompanied by an explicit deadline date not later than the end of the following semester. It is expected that students will respect the decision of an individual faculty member not to assign “Incompletes”, even if another faculty member is willing to do so and despite the fact that the Graduate School regulations allow for it.

Extensions to fulfill “Incompletes” beyond one semester will be granted only under very unusual circumstances. The student must submit both Graduate School and Departmental request forms for an extension, including a detailed justification. The Departmental request form must be signed by the faculty member, who will assign a deadline date not later than the end of the next semester, not including the summer. This deadline falls one year after the end of the semester in which the original course was taught. The request form must also be endorsed by the Director of Graduate Studies. If any of these signatures is not obtained, the request will not be forwarded to the Graduate School and the “Incomplete” becomes permanent. Extensions beyond two academic-year semesters after the semester in which the course was originally taken will not be granted.

Doctoral students will not be permitted to take the Oral Examination until they have the number of hours of Ph.D.-level coursework assigned to them when they were admitted (in no case less than 30 hours), unencumbered by “Incompletes”. Master’s Research Papers or Teaching Summative Portfolios will not be accepted unless the student has the required number of credits for a Master’s degree, unencumbered by “Incompletes”.

**No student will be permitted to have more than two (2) “Incompletes” on her or his record at any one time.** Students who hold a Georgetown University fellowship or assistantship will not be permitted to have more than one (1) “Incomplete” grade at any one time.

#### 5.9. Academic Integrity

Violations of academic integrity include, but are not limited to, obtaining or giving unauthorized assistance on a paper or exam (cheating) and using a written, spoken or electronic source without proper citation (plagiarism). Students who have any doubt as to what constitutes proper citation or as to whether any specific situation might constitute a violation of academic integrity are strongly urged to consult their instructor or advisor. Please refer to the Graduate School Bulletin for further guidelines concerning Academic Integrity:

[http://www.georgetown.edu/grad/current/regulations/reg\\_7.htm](http://www.georgetown.edu/grad/current/regulations/reg_7.htm)

The following procedures will be followed in the case of an alleged violation of academic integrity:

***Initial Procedures.*** In the event that a faculty member discovers a potential violation of academic integrity in the work of a graduate student, he or she should first discuss the matter with the student. If the explanation is deemed satisfactory, no further action should be taken. If it is not, the faculty member shall document the suspected violation and inform the student of what action is to be taken. If the action involves the lowering of a grade, the student shall be informed of the right to appeal the grade. The evidence and a record of what occurred shall be placed in the student’s departmental file. If this is a first offense, the faculty member may elect to take no further action. If this is a second offense, the faculty member shall present charges and evidence of academic dishonesty in writing to the Director of Graduate Studies. The Director will convene a meeting of the Department Standards Committee.

***Referral to the Standards Committee.*** If 1) this is not the student’s first offense or 2) the faculty member proposes an action more severe than the lowering of a course grade, the faculty member shall make a written request to the Director of Graduate Studies to convene a meeting of the Department Standards Committee; this request shall also propose a specific penalty to be imposed if the charges are upheld. The Committee will examine the evidence and determine whether a violation has occurred and what action should be taken. Actions may involve dismissal of charges, a grade change, other department-level academic penalty, or the presentation of charges to the Graduate School. The Committee shall be chaired by the Director of Graduate Studies, and shall include three faculty members and a student representative. The faculty member bringing the charges shall not be a member of the Committee.

#### 5.10. Grievance procedures

The policy for grievance procedures in the Linguistics Department follows that established for the University as a whole. If a student believes that there has been unfair treatment in some academic matter such as coursework, grading, or other evaluations, the student has the right to institute a formal complaint, and should consult the Graduate School Catalogue for information on how to do so. Students are encouraged to try to resolve complaints through discussion with the parties involved before beginning more formal grievance procedures. A student’s advisor, GLSA representative, the Director of Graduate Studies, or the Department Chair may be called on for help and advice.

5.11. Institutional Review Board

All research conducted by faculty and students of the Department of Linguistics at Georgetown University which elicits data from human subjects must be approved by the University's Institutional Review Board, to be in compliance with Title 45 of the Code of Federal Regulations, Part 46: Protection of Human Subjects:

[http://www.access.gpo.gov/nara/cfr/waisidx\\_99/45cfr46\\_99.html](http://www.access.gpo.gov/nara/cfr/waisidx_99/45cfr46_99.html)

Linguistics faculty and students should not collect any data from subjects until they apply for and receive IRB approval of their study and of the specific elicitation devices they propose to use. Faculty or students who collect data in unapproved studies or via unapproved elicitation devices may be required to destroy that data; they may even face legal action. Lack of compliance with these requirements may constitute a violation of federal law and could place the University in jeopardy of federal sanctions.

IRB submission forms can be downloaded from:

<http://www.georgetown.edu/grad/IRB/index.html>. Most Linguistics research is eligible for 'Expedited Review,' for research procedures involving no more than 'minimal risk,' falling in Research Categories 6 and 7:

(6) Collection of data from voice, video, digital, or image recordings made for research purposes.

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies." (PI Submission Forms, page 12)

Questions should be directed to Kevin Wildes, S.J. ([wildesk@georgetown.edu](mailto:wildesk@georgetown.edu) or 687-7509), Chair of the Institutional Review Board.

## **PART II: CONCENTRATION-SPECIFIC REQUIREMENTS**

M.S. and Ph.D. students in Linguistics are admitted to one of four concentrations: Applied Linguistics, Computational Linguistics, Sociolinguistics and Theoretical Linguistics. The requirements in Part I apply to all concentrations. What follows is a description of the *additional* requirements of each concentration.

### ***1. The Concentration in Applied Linguistics***

#### **1.1. M.A.T. and Certificate Programs**

##### **1.1.1. Master of Arts in TESL**

***Prerequisite: General Linguistics***

#### ***General Linguistics Courses***

Sound (3 credits): (Ling- 511 Phonology I)  
Form (3 credits): (Ling-527 Syntax I)  
Meaning (3 credits): (Ling-531 Semantics & Pragmatics)

#### ***Applied Linguistics Courses***

Language Teaching (9 credits): (Ling 357: Methods & Approaches in Language Teaching and Ling-358: Materials Design in Language Teaching and Ling-551 Practicum in Language Teaching)  
Language Assessment (3 credits): (Ling-350: Language Assessment)  
Language Learning (3 credits): (Ling-351: Language Acquisition or Ling-359 Intro to SLA & Bilingualism)  
Language Research (3 credits): Any elective or required class where the student (alone or in a group) designs and executes a small-scale study.

***Foreign Language:*** Demonstrate proficiency in one foreign language. Proficiency can be demonstrated in several ways, described in the departmental guidelines in Part I, section 2.

***Electives (9 credits):*** 3 or more courses

#### ***Summative Portfolio.*** Contents:

1. A statement of teaching philosophy. This should include reference to theory, practice and plans for future professional development (no more than 1,000 words).

2. Two out of the following three options:

(a) A review of ESL materials (for example, book, video-tape, software, web-based materials, task-based materials and so on). This should include a brief outline of the material and an evaluative component which refers to both theory and practice (no more than 1,250 words);

(b) An evaluation rubric or specifications for an evaluation rubric developed for a specific ESL population. This could take the form of a test or detailed guidelines for evaluating a written text. If you choose to develop a test, an evaluation component for the test should be included;

(c) A short practically oriented paper on a topic covered by an elective class. The focus should be on developing something useful for the job-search process. For example, a proposal for criteria for an ESL program evaluation.

3. A series of lesson plans for (at least) four 75 minute classes. The population for whom the plan is intended should be described and all materials should be attached. (The population description and the plan should not exceed 2,000 words.)

4. A reflective statement about the implementation of the lesson plans. Discussion of any proposed modifications to the plans should be included.

#### 1.1.2. Master of Arts in TESL and Bilingual Education

This program follows the same curriculum as the Teaching English as a Second Language program except that (1) the course in Bilingualism (LING 451) must be taken in place of an elective, (2) the foreign language requirement must be satisfied by taking one graduate course that is substantively conducted in the target language, and (3) the Bilingual Practicum must be taken to satisfy the Teaching Practicum requirement.

#### 1.1.3. Certificate in TESL

**Overall course requirements.** A total of 24 credits must be taken from within the Linguistics Department course offerings.

**Required courses:** The following courses are required:

LING-401 General Linguistics

LING-511 Phonology I

LING-527 Syntax I

LING-351 Language Acquisition or LING-359 Introduction to Second Language Acquisition and Bilingualism

LING-357 Methodology of Language Teaching (prerequisite for Language Testing)

LING-350 Language Testing

**Supplemental courses:** a student must take two courses (6 credits) out of the following:

EFL Materials Preparation

Cross-cultural Communication

Introduction to Sociolinguistics

Linguistics and Reading

Linguistics and Writing

#### 1.1.4. Certificate in TESL and Bilingual Education

This certificate program follows the same curriculum as the Teaching English as a Second Language program except that Bilingualism (LING-451) must be taken in place of an elective.

#### 1.2. M.S. in Applied Linguistics

**Overall course requirements.** 36 credits, 30 of which must be taken from the Linguistics Department's course offerings.

**Departmental core courses.** 9 credits. See departmental guidelines (Part I, section 3) regarding the fulfillment of Core coursework requirements.

**Applied Linguistics courses.** A total of 9 credits, or three courses, are chosen from among at least the following Applied Linguistics area concentration courses. Please note prerequisites, as they affect planning when to take courses.

Language Testing (the prerequisite is Language Teaching Methodology)

Language Acquisition

Language Teaching Methodology

EFL Materials Preparation

Bilingualism

Linguistics and Reading

Cross-cultural Communication

Practicum (the prerequisite is Language Teaching Methodology)

Linguistics and Writing

Seminar in Language Teaching

**Applied Linguistics electives.** Three or more electives may be selected from among all the Linguistics Department courses or from courses offered by other departments (see the Graduate School Catalogue for listings and descriptions). The choice of electives is subject to approval of the advisor. A total of 30 credits must be taken from within the Linguistics Department course offerings.

**Language proficiency.** All Master's students in the Applied Linguistics concentration must demonstrate proficiency in one foreign language. Six credits are devoted to the language requirement unless this requirement can be satisfied in another way. If the foreign language requirement is satisfied by means other than coursework, then more electives may be taken. See the departmental guidelines above (Part I, section 2) for a definition of what counts as a foreign language and how proficiency can be demonstrated/established.

**Master's Research Paper.** Following the departmental guidelines in Part I, section 1.3, submit a research paper on a topic that interests you in any area of applied linguistics. Title VII students must write a research paper relevant to bilingual education and applied linguistics.

#### 1.3. Ph.D. in Applied Linguistics

**Overall course requirements.** This advanced research degree is flexible and should be planned according to the aims of the doctoral student. Nevertheless, whatever the particular plan, a doctoral student in Linguistics is required to have a total of 66 credit hours. Each semester a course in any category below is worth 3 credits. 6 credits, or two courses, may be taken in other departments.

**Departmental core courses.** 9 credits. See departmental guidelines (Part I, section 3) regarding the fulfillment of Core coursework requirements. In addition, Ph.D. students in Applied Linguistics are required to take an advanced level ('level II') formal course. Courses that meet this requirement include:

LING-512 Phonology II

LING-528 Syntax II  
LING-532 Formal Semantics  
LING-429 Comparative Syntax (which has a Syntax I pre-requisite)  
LING-520 Morphology (which has a Syntax I and Phonology I pre-requisite)  
LING-516 Tone & Intonation (with a Phonology I pre-requisite)  
LING-524 Structure of a Language Family (with a Syntax I pre-requisite).

However, LING-482 Pragmatics will NOT satisfy the requirement.

***Applied Linguistics courses.*** The following courses are required for the purpose of developing research skills:

Statistics for Linguistics Research  
Research Design and Methodology

Three seminars are required of all Applied Linguistics doctoral students. At least two seminars chosen should be on Applied Linguistics topics, and at least two should be offered by Linguistics Department faculty. A seminar offered in another department may be taken, subject to approval of the advisor. Seminar topics vary from year to year; therefore this list may not be complete:

Seminar: English for Specific Purposes  
Seminar: L2 Program Administration  
Seminar: Language Teaching  
Seminar: Language Acquisition  
Seminar: Pedagogical Grammar  
Seminar: Protocol Analysis

***Applied Linguistics electives.*** Electives may be selected from among all the Linguistics Department courses or from courses offered by other departments (see the catalogue for listings and descriptions). The choice of electives is subject to approval of the advisor.

***Notes on other requirements.***

***Qualifying Review.*** At least two of the letters of recommendation should be from Applied Linguistics faculty members.

***Ph.D. Oral Examination.*** The oral exam will focus on topics related to the candidate's intended dissertation research: Furthermore, the candidate should be prepared to answer questions of basic research design related to the intended dissertation research.

***Dissertation Committee.*** The mentor should be a member of the Applied Linguistics faculty and should have expertise in your proposed area of research. You may obtain statements prepared by each Applied Linguistics faculty member indicating those areas of expertise (as potential mentors) and interest (as potential readers) as well as a brief overview of preferred mentoring style. These statements may help you in finding the right mentor for your research project.

**Dissertation proposal.** We recommend limiting the length of the problem statement to under ten pages (3-5 pages is ideal). The bibliography and the literature review should be as comprehensive as possible. The procedure and probable contents section may be in outline format. The proposal should be submitted to your committee who will then provide feedback and determine whether the proposal is acceptable. Once approved and submitted to the Department, you will then begin the dissertation research.

**Writing the dissertation.** This is the most flexible part of the process, as candidates and their mentors have varying working styles. It is important to establish early on how this working relationship will be organized. Please ask your mentor and your committee members how they would like to read your thesis chapters and provide feedback (for example, chapter by chapter vs. reading the complete thesis). Please remain in constant contact with your mentor regarding matters such as sabbaticals, leaves of absence, extended travel, etc.

**Dissertation defense.** Once the dissertation has been completed and your mentor agrees that you are ready to defend, it should be submitted to each member of your committee at least one month in advance of the scheduled defense. You will work out the details of the presentation of the research with your mentor.

## **2. The Concentration in Computational Linguistics**

### 2.1. M.S. in Computational Linguistics

The M.S. in Computational Linguistics prepares students for research and development careers in the field, as well as for advanced study at the Ph.D. level.

**Overall course requirements.** 36 credit hours.

**Departmental Core courses.** 9 credits. See departmental guidelines (Part I, section 3).

**Computational Linguistics courses.** 15 credits. All students must take Introduction to Computational Linguistics (LING-361) and one or more programming courses. Graduate level courses in the Department of Computer Science- Programming Concepts & Tools (COSC 502) and Objects & Algorithms (COSC 503)- can be used to meet the programming requirement. Artificial Intelligence (COSC-387) is strongly recommended. In addition, students should gain depth in an application area through coursework in natural language processing, neural networks, machine translation, information retrieval, or speech processing.

### 2.2. Ph.D. in Computational Linguistics

**Overall course requirements.** A doctoral student in Linguistics is required to have a total of 66 credit hours. For students concentrating in Computational Linguistics, roughly half the coursework should be in the concentration (which may include courses in Computer Science and Cognitive Science), the specific courses to be approved by the student's advisor.

**Departmental Core courses.** 9 credits. See departmental guidelines (Part I, section 3).

**Computational Linguistics courses.** The Computational Linguistics program requires Introduction to Computational Linguistics (LING-361), one or more programming courses (offered by the Department of Computer Science), and at least one seminar.

### 3. *The Concentration in General Theoretical Linguistics*

**Overall course requirements.** For Master's students concentrating in Theoretical Linguistics, at least 21 credit hours must be in the concentration (including one seminar). For Ph.D. students, at least 33 credit hours must be in the concentration. In addition, each Ph.D. student is required to take two seminars as part of the program (6 credit hours of the 66-hour total).

**Departmental Core courses.** Departmental Core Course requirements will be more than met as Theoretical Concentration requirements is fulfilled.

**Theoretical Linguistics courses.** Students concentrating in Theoretical Linguistics will elect a subject-matter track within the concentration. There are tracks in Syntax, Semantics, Phonology, Historical Linguistics, and Language Acquisition. All Theoretical Linguistics students must take the following courses:

Syntax I	Syntax II
Semantics and Pragmatics	Formal Semantics
Phonology I	Phonology II

The Theoretical tracks differ in the more advanced concentration courses required:

#### **Syntax**

Articulatory Phonetics <i>or</i> Acoustic Phonetics	Historical <i>or</i> Indo-European Linguistics
Syntax III	Syntax Seminar
Another Seminar in the Concentration	

#### **Semantics**

Articulatory Phonetics <i>or</i> Acoustic Phonetics	Historical <i>or</i> Indo-European Linguistics
Generative Syntax III	Semantics Seminar
Another Seminar in the Concentration	

#### **Phonology**

Articulatory Phonetics	Historical Linguistics
Acoustic Phonetics <i>or</i> Syntax III	Phonology Seminar
Another Seminar in the Concentration	

#### **Historical Linguistics**

Indo-European Linguistics	Historical Linguistics
Classical language <i>or</i> history of a language	Historical Linguistics Seminar
Articulatory Phonetics <i>or</i> Acoustic Phonetics	Another Seminar in the Concentration

### **Language Acquisition**

Articulatory Phonetics

Language Acquisition

Generative Approaches to Language Acquisition

Language Acquisition Seminar

Another Seminar in the Concentration

*Supplemental courses.* The remaining hours of a student's program are taken as supplemental courses, selected under the guidance of the faculty advisor. These courses will reflect the needs and interests of the individual student. They may include additional courses in Theoretical Linguistics, linguistics courses in other concentrations, language courses, courses in other departments, and courses at area universities through the Washington Area Consortium of Universities.

*Requirements beyond coursework.* The Ph.D. program is designed to provide students with a knowledge of all the core areas of linguistic theory and to develop a level of expertise in one or more which will allow them to pursue a career in teaching and research at the college/university level. These goals raise commitments beyond those of the formal coursework. It is expected that students will further their development by:

- a. taking advantage of colloquia within the Washington area
- b. attending conferences
- c. submitting abstracts to conferences
- d. publication of quality research in some area.

In order to meet these standards, it is always necessary to be engaged in an intellectual community. Students should therefore actively seek discussion and input on their research from their fellow students, teachers, and—at a certain stage—linguists beyond Georgetown. One forum for this interaction will be provided by regularly scheduled 2-hr. discussion meetings that all dissertation-level students will be required to attend.

#### **4. The Concentration in Sociolinguistics**

*Overall course requirements.* A doctoral student in Linguistics is required to have a total of 66 credit hours. For students concentrating in Sociolinguistics, at least ten courses (30 credits) must be in the concentration. These ten courses include one required course in Sociolinguistic Field Methods (Ling 571) early in the program and two seminars (chosen from a range of topics) later in the program. The concentration also recommends choosing (at least) one course from each of the following four topics: interactional sociolinguistics (Ling 587 Discourse analysis: Narrative or Ling 588 Discourse analysis: Conversation), cultural approaches to discourse (Ling 496 Intercultural Communication or Ling 583 Ethnography of Communication), language variation (Ling 581 Variation Analysis or Ling 582 Sociolinguistic Variation), and public discourse and language policy (Ling 688 Media Discourse, Ling 689 Mediated Discourse or Ling 488 Macrosociolinguistics). Additional courses build upon these topics in both advanced (600 level) and seminar offerings (700 and up level).

*Departmental core courses.* 9 credits. See departmental guidelines (Part I, section 3.3) regarding the fulfillment of core coursework requirements.

**Supplemental Courses.** The remaining hours of a Ph.D. student's program (or hours of an M.S. student's program) are taken as supplemental courses, selected under the guidance of the student's faculty advisor. These courses will reflect the needs and interests of the individual student. They may include additional courses in sociolinguistics, other linguistics courses, language courses, and possibly courses in other departments. Students are especially encouraged to consider courses in non-Indo-European languages (the University offers courses in Chinese, Japanese and Arabic) as part of their electives.

## **PART III: LIFE IN THE LINGUISTICS DEPARTMENT**

### ***1. Fellowships, Assistantships and Scholarships***

**University Fellowships.** Each department may nominate two applicants to its Ph.D. program for the prestigious University Fellowships, which provide five years of full funding. Recipients of these awards are designated 'University Fellow' and participate in a special program that includes mentoring, special lectures, and other activities.

**Doctoral Assistantships.** Doctoral assistantships may be awarded to students who show promise of excellence in graduate studies. Assistantships, which carry a service obligation, provide a stipend, health insurance, and tuition (typically for three courses a semester) or thesis research fees. Assistantships are normally renewable for five years, subject to review of performance.

Doctoral assistants are expected to work 15 hours per week (averaged over the course of the semester). Assistantship assignments and responsibilities vary. Students may be assigned to work with a particular faculty member as a Teaching Assistant (TA) or Research Assistant (RA), to work on a particular department-level project or task (such as assisting with the linguistics lab or with planning for a conference), or to teach a section of an undergraduate course, such as Introduction to Language. (We attempt to accommodate student and faculty requests for particular assignments, but students should be aware that this is not always possible.) All first-year assistants are required to attend the Departmental Teaching Practicum (see section 2 below) as part of their assistantship assignment.

Doctoral assistantship holders are expected to complete the assignments given them under the terms of their assistantship and to maintain an excellent academic record in their graduate work. Assistants are required to maintain a GPA of 3.75 (a grade of A in the majority of their courses). They should, in addition, demonstrate outstanding skills in writing and research.

Assistantship holders are evaluated at the end of each semester by the departmental Assistantship Committee, which consists of the concentration heads and the DGS. Students who fail to maintain the required GPA or who do not achieve satisfactory performance in their assistantship assignment will be placed on probation for one semester. If performance improves, the student will be restored to good standing. If performance does not improve, the assistantship will not be renewed.

The department has approximately 30 doctoral assistantships available to it. Most assistantships are awarded to new applicants, but current students may also apply for assistantship awards. Awards are made each spring for the following academic year. Current

students who wish to be considered for a doctoral assistantship should apply in writing to the Director of Graduate Studies by Jan. 2, 2004.

**Scholarships.** Some full and partial tuition scholarships (without a stipend) are also available. Scholarships cover tuition for between one and four courses or thesis research fees. No work assignment is attached to a tuition scholarship. Scholarships are awarded for a term of one or two semesters. Students who wish to be considered for scholarship aid should apply in writing to the Director of Graduate Studies before the admission deadline (January 2). M.S. and Ph.D. students are eligible for scholarships.

**Title III Grant.** The Department of Education has awarded Georgetown's Linguistics Department a Title III grant to fund six (6) two-year MA-TESL scholarships (for studies beginning in Fall 2003 and concluding in Spring 2005). These scholarships would cover 45 credits of tuition--for 11 courses and two six-credit teaching practica--over two years of study. For more information, please review the following page on the departmental website: <http://www.georgetown.edu/departments/linguistics/news/2Title%20III.htm>

**Traineeships in Bilingual Education.** Six Traineeships in Bilingual Education are available for the 2003-2004 academic year. For more information, contact Dr. James Alatis.

**Other Sources.** Please consult the department Web page (<http://www.georgetown.edu/departments/linguistics/program/financialaid.htm>), the Office of Student Financial Services (<http://finaid.georgetown.edu/>), and the Graduate School ([www.georgetown.edu/grad](http://www.georgetown.edu/grad)) for information about external grants and fellowships.

**2. Teaching Practicum.** The Linguistics Teaching Practicum is a two-semester, non-credit (and thus no-fee) course that meets for one 75-minute period each week. The practicum covers topics concerning teaching linguistics at the graduate and undergraduate level, provides students with resources for teaching, and gives students an opportunity for discussion. Upon successful completion of the course, students will receive a departmental certificate, and the course will appear on their official transcript. The class is required for all first-year doctoral assistants and for any TA's who have not previously taken the course, as part of their 15-hour departmental service requirement. Other students are invited, but not required, to participate.

### 3. Communication

#### 3.1. Mailboxes

The Department of Linguistics assigns student mailboxes each semester. Graduate teaching and research assistants are assigned mail slots with the faculty mailboxes. Please do not use the Department's address as your personal mailing address. Only in special circumstances and with the approval of the Department can exceptions be made.

#### 3.2. E-mail and Computing Facilities

Georgetown students automatically receive a free account on the university computers which provides access to the Internet (e-mail, the World Wide Web), university-supported software, the online library catalogue, and other useful services. Students may also apply for free Web space to develop personal homepages and academic projects (<http://www.georgetown.edu/uis/web/hosting/index.html>). For computer questions or problems contact the Student HelpDesk at (202) 687-4949 or at [help@georgetown.edu](mailto:help@georgetown.edu).

#### 3.3. GULINGUIST

GULINGUIST is an e-mail distribution list for Linguistics (and other interested) students and faculty at Georgetown. All students are expected to subscribe to this list in order to receive important announcements about courses, degree requirements, speakers, and other matters relating to the department. To subscribe, send e-mail to [listproc@listproc.georgetown.edu](mailto:listproc@listproc.georgetown.edu). The message should consist of the following line only:

```
subscribe gulinguist yourfirstname yourlastname
```

#### 4. *Getting Involved*

Several organizations offer students opportunities to participate in various aspects of the Department and the profession. Involvement in these organizations exposes students to some of the most current work in the field, provides settings in which to meet with linguists from all over the world, and offers valuable, hands-on professional experience. Students are strongly encouraged to take advantage of these important opportunities.

##### 4.1. GLSA: Georgetown Linguistics Student Association

The GLSA's focus is on enhancing the graduate experience at Georgetown. The organization is a primary source of information for students on all aspects of linguistics at Georgetown, particularly in relation to student life. Some of its main activities include organizing orientation for new students, assigning graduate student mentors to new students, organizing departmental social events, acting as an official liaison between faculty and students in part through an elected student representative who attends and reports on faculty meetings, and representing graduate students in Linguistics within the university as a whole through elected representation in GSO (the Graduate Student Organization). For more information on the GLSA, please visit their website: <http://www.georgetown.edu/organizations/glsa/>

##### 4.2. GLS: Georgetown Linguistics Society

GLS is a student organization founded in 1994 in order to create an international forum for scholars in linguistics. Its primary focus is the organization and hosting of conferences with varying themes. The first GLS conference was held in February 1995 and drew scholars from all over the United States, Canada and Europe. Participation in GLS offers graduate students the opportunity to be actively involved in all stages of planning and organizing a major professional conference.

##### 4.3. CAL: Center for Applied Linguistics

CAL (<http://www.cal.org/>) is a private, nonprofit organization engaged in the study of language and the application of linguistics to educational, cultural and social concerns. CAL's work in recent years has been concerned with six specific areas: adult language education, cross-cultural communication, language variation, literacy, testing and assessment, and uncommonly taught languages. Its special resources and facilities include the ERIC Clearinghouse on Language and Linguistics, the National Clearinghouse on Literacy Education, an extensive bibliographic collection of tools for access to uncommonly taught languages, and a library.

#### ***5. Linguistics Labs***

The Linguistics Department has four laboratory facilities. These are

- The Linguistic Lab (housed in ICC 201)
- The Multi-Modal Discourse Laboratory (housed in ICC 201)
- The Data Acquisition Lab (housed in ICC 233)
- The Observation Classroom (housed in ICC 204a).

These laboratory facilities provide students and faculty with access to specialized hardware and software for linguistic research, equipment for recording, transcribing, digitizing, and analyzing audio data, equipment for recording and editing digital videos and stills, and facilities (including a sound-treated booth) for conducting experiments and interviews. Some equipment (including tape recorders, microphones, and digital cameras) may be checked out for use in fieldwork via an on-line request form. For details on the facilities and equipment available, please visit our website: [www.georgetown.edu/departments/linguistics/linglab/index.htm](http://www.georgetown.edu/departments/linguistics/linglab/index.htm).

#### ***6. Department Web Site***

Up-to-date information about Department offerings, faculty, and students can be found on the Department Web site at: <http://www.georgetown.edu/departments/linguistics>

## **PART IV: THE FACULTY**

**James E. Alatis**, Ph.D., Ohio State University  
Distinguished Professor of Linguistics and Modern Greek,  
Dean Emeritus of the School of Languages and Linguistics  
Concentration affiliation: Applied Linguistics  
Research interests: Greek linguistics, ESL, second language methodology  
Office: ICC 478      Phone: 687-5741  
E-mail: [alatisj@georgetown.edu](mailto:alatisj@georgetown.edu)

**Jeff Connor-Linton**, Ph.D., University of Southern California  
Associate Professor  
Concentration affiliation: Applied Linguistics  
Research interests: language testing, cross-cultural communication  
Office: ICC 474      Phone: 687-6156  
E-mail: [connorlj@georgetown.edu](mailto:connorlj@georgetown.edu)

**Colleen Cotter**, Ph.D., University of California, Berkeley  
Assistant Professor  
Concentration affiliation: Sociolinguistics; CCT program  
Research interests: media discourse, language change and obsolescence  
Office: ICC 456      Phone: 687-3892  
E-mail: [cotterc@georgetown.edu](mailto:cotterc@georgetown.edu)

**Heidi E. Hamilton**, Ph.D., Georgetown University  
Professor  
Concentration affiliation: Sociolinguistics  
Research interests: discourse analysis, cross-cultural communication, language & aging  
Office: ICC 455      Phone: 687-6098  
E-mail: [hamilthe@georgetown.edu](mailto:hamilthe@georgetown.edu)

**Kendall King**, Ph.D., University of Pennsylvania  
Assistant Professor  
Concentration affiliation: Applied Linguistics  
Research interests: SLA, minority languages, and minority language learners  
Office: ICC 458      Phone: 687-7117  
Email: [akk25@georgetown.edu](mailto:akk25@georgetown.edu)

**Donna Lardiere**, Ph.D., Boston University  
Associate Professor  
Concentration affiliations: Applied Linguistics and Theoretical Linguistics  
Research interests: language acquisition, morphology  
Office: ICC 470      Phone: 687-5529  
E-mail: [lardiere@georgetown.edu](mailto:lardiere@georgetown.edu)

**Alison Mackey**, Ph.D., University of Sydney  
Associate Professor  
Concentration affiliation: Applied Linguistics  
Research interests: second language acquisition, research methodology  
Office: ICC 460 Phone: 687-2228  
E-mail: mackeya@georgetown.edu

**Inderjeet Mani**, Ph.D., Georgetown University  
Associate Professor  
Concentration affiliation: Computational Linguistics  
Research interests: Semantics, Information Extraction, Summarization, Question Answering  
Tense and Aspect, Ontologies, Bioinformatics  
Office: ICC 452 Phone: 687-5753  
E-mail: im5@georgetown.edu

**Paul H. Portner**, Ph.D., University of Massachusetts (Amherst)  
Associate Professor  
Concentration affiliations: Theoretical Linguistics and Computational Linguistics  
Research interests: semantics, pragmatics, syntax/semantics interface, and knowledge representation  
Office: ICC 473 Phone: 687-5949  
E-mail: portnerp@georgetown.edu

**Solomon Sara**, S.J., Ph.D., Georgetown University  
Associate Professor  
Concentration affiliations: Computational Linguistics and Theoretical Linguistics  
Research interests: phonology, phonetics, prolog, Hebrew, Arabic  
Office: ICC 475 Phone: 687-6226  
E-mail: saras@georgetown.edu

**Deborah Schiffrin**, Ph.D., University of Pennsylvania  
Professor  
Concentration affiliation: Sociolinguistics  
Research interests: discourse analysis, pragmatics  
Office: ICC 480 Phone: 687-6210  
E-mail: schiffrd@georgetown.edu

**Natalie Schilling-Estes**, Ph.D., University of North Carolina (Chapel Hill)  
Assistant Professor  
Concentration affiliation: Sociolinguistics  
Research interests: language variation, sociolinguistic field methods  
Office: ICC 453 Phone: 687-6211  
Email: ns3@georgetown.edu

**Ron Scollon**, Ph.D., University of Hawaii  
Professor  
Concentration affiliation: Sociolinguistics  
Research interests: discourse analysis  
Office: ICC 472 Phone: 687-6252  
E-mail: scollonr@georgetown.edu

**Shaligram Shukla**, Ph.D., Cornell University  
Associate Professor  
Concentration affiliation: Theoretical Linguistics  
Research interests: historical and Indo-European linguistics  
Office: ICC 476 Phone: 687-6212  
E-mail: shuklas@georgetown.edu

**Deborah Tannen**, Ph.D., University of California, Berkeley  
University Professor  
Concentration affiliation: Sociolinguistics  
Research interests: discourse analysis, language and gender  
Office: ICC 471 Phone: 687-5910  
E-mail: robinsda@georgetown.edu

**Andrea Tyler**, Ph.D., University of Iowa  
Associate Professor  
Concentration affiliation: Applied Linguistics  
Research interests: reading theory, applications of discourse analysis  
Office: ICC 454 Phone: 687-5755  
E-mail: tyleran@georgetown.edu

**Raffaella Zanuttini**, Ph.D., University of Pennsylvania  
Associate Professor  
Concentration affiliation: Theoretical Linguistics  
Research interests: syntactic theory  
Office: ICC 477 Phone: 687-6213  
E-mail: zanuttir@georgetown.edu

**Elizabeth C. Zsiga**, Ph.D., Yale University  
Associate Professor  
Concentration affiliations: Theoretical Linguistics and Computational Linguistics  
Research interests: phonology and phonetics  
Office: ICC 457 Phone: 687-2238  
E-mail: zsigae@georgetown.edu