

GRADUATE STUDENT
HANDBOOK
2007-2008

DEPARTMENT OF
LINGUISTICS

GEORGETOWN
UNIVERSITY

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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 18 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, General 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 2007. Students who joined the Department prior to Fall 2007 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.

Heidi E. Hamilton, Ph.D.
Director of Graduate Studies

Departmental Mission Statement

The Linguistics Department at Georgetown is committed to analyzing a diversity of linguistic phenomena through different modes of inquiry. Our view of language as a cultural, social, and psychological phenomenon leads us to examine the dialectic between what is universal and what is particular and unique across languages. We do so through analyses of the structure of language, the acquisition of language, the use of language in context, and computational models of language. Our course curriculum, departmental areas of research, and individual research interests allow us to incorporate a wide range of modes of inquiry, including those drawn from the Humanities, Social Sciences, Logic and Mathematics, and Natural Sciences. By valuing the legitimacy and relevance of research at every level of analysis, and acknowledging that no one model of language can provide all the answers (or even address all the pertinent questions), we provide a foundation for a Ph.D. in a department that is built upon a tradition of unique pluralism.

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PART I: DEPARTMENTAL ACADEMIC GUIDELINES

1. Degree Requirements

The Department of Linguistics offers courses of study leading to a Master of Arts in Teaching English as a Second Language degree (1.1), two certificates in teaching English as a second language (1.2), a Master of Arts in Language and Communication (1.3), Masters of Science (1.4), and the Doctor of Philosophy (1.5). 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 Master of Arts in Teaching English as a Foreign Language (M.A.T.)

The requirements for the degree of Master of Arts in Teaching English as a Foreign Language 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 Departmental Core Courses in Sound (LING 510: Phonetics and Phonology I), Form (LING 527: Generative Syntax I or LING 477: Cognitive and Functional Approaches to Language) and Meaning (LING 531: Semantics & Pragmatics or LING 482: Pragmatics or LING 558: Discourse Analysis for Language Teachers). 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 (LING 401) during the summer prior to beginning M.A.T coursework. This course does not count toward the M.A.T degree requirements.

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.

Foreign Language Proficiency

M.A.T. students are required to demonstrate proficiency in one foreign language. This knowledge should be sufficient to support and facilitate M.A.T. students' future teaching endeavors. Such knowledge is extremely useful, for instance, in understanding students' errors, promoting interaction in the classroom and working with parents of language minority students.

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.

M.A.T. students may complete the proficiency requirement 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. Nonnative speakers of English may replace the foreign language course 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

In addition to submitting a summative 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.

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" does not refer to certification or accreditation to teach in any state or region of the U.S.A. Students apply for the certificate program through the Graduate School and follow the same admissions requirements as the other programs offered by the Department of Linguistics.

1.3 Master of Arts in Language and Communication

The M.A. in Language and Communication prepares students to use linguistics, especially the areas of discourse analysis (including narrative analysis and cross cultural communication), sociolinguistics, and pragmatics in the workforce. The degree will prepare students for careers in fields such as human resources, education, mediation and arbitration, technical and scientific writing, management, international communication, diversity training, counseling, advertising, marketing, usability testing, public relations, and media/ public opinion research. The MLC also offers broad training in the analysis of language and communication, with possible foci on language and health care, language and the law, language and business.

Overall requirements.

8 courses (24 credits) plus Master's Thesis *or* 10 courses (30 credits).

For students with little or no background in Linguistics, LING 401 General Linguistics is required. Students will work with their faculty advisor to select courses that reflect their individual needs and interests (see Part II, pp. 36- 37 for Linguistics courses that are especially suitable for the MLC). Students may opt to take courses in other departments or schools within Georgetown, as well as courses at area universities (e.g. American, George Mason, George Washington) through the Washington Area Consortium of Universities.

To complete a Master's Thesis, the student must submit a proposal to his/her advisor and to the Graduate School. The thesis will be mentored by the faculty advisor with or without additional readers. Upon completion, the Master's Thesis must be deposited in the Graduate School.

The MLC does not require a non-native language.

1.4. Requirements for the Master of Science (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 in concentrations other than Computational Linguistics are required to complete 36 hours of coursework, with M.S. students in Computational Linguistics are required to complete 24 hours of coursework and a Master's Thesis. Students must register for 6 credit of Thesis Research in order to write a Master's Thesis. Students currently enrolled in the previous 36-credit MS in CLI program should consult with their advisors. For details of Computational Linguistics M.S. requirements, see Part II. Of the 36 hours of coursework (for non-Computational Linguistics M.S. students), 9 hours will consist of Departmental Core Courses in Sound (LING 510: Phonetics and Phonology I), Form (LING 527: Generative Syntax I) and Meaning (LING 531: Semantics & Pragmatics). 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 (see Part I Section 4 on page 17 below).

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 (MRP), which demonstrates the student's ability to conduct and report original research in his or her concentration. The MRP is written under the supervision of a department faculty member selected by the student. The reader does not necessarily need to be the student's faculty advisor. Early on in the semester in which the MRP is due, the student must meet with his or her reader to discuss the MRP requirements and determine a schedule for submitting drafts. The MRP should be 30 to 100 pages long and is usually written in the final semester of Master's coursework. When the final draft is submitted to the reader, a student must include a completed coversheet which is available on our website:

<http://www3.georgetown.edu/departments/linguistics/forms/mrp/>. The MRP must be formally approved by the Reader and the Director of Graduate Studies. Since our MRP is not a thesis, it is not deposited in the Graduate School.

1.5. Requirements for the Doctor of Philosophy (Ph.D.)

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

- coursework (1.51)
- foreign language proficiency (1.52)
- "Research Tool" Proficiency (1.53)
- successful passing of the Qualifying Review (1.5.4)
- submission of a Second Qualifying Paper (QP2) (1.5.5)
- an oral examination (1.5.6)
- a dissertation proposal (1.5.7)
- the writing and oral defense of a dissertation (1.5.8)

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 (QP2), the language requirements, and the Oral Examination. The Plan of Study must be approved by the student's advisor during their first semester of coursework.

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.

Part-time students are subject to the same time limits for completing Graduate School degrees as are full-time students.

1.5.1. Coursework

A doctoral student in Linguistics is required to complete a total of 54 credit hours. These credit hours will include:

- departmental distribution requirements (27 hours)
- concentration courses
- supplemental courses

Departmental distribution requirements

The courses that make up our distribution requirements reflect the diversity of perspectives on language and linguistics reflected in our department. Of the 18 courses (54 hours) required for completion of the Ph.D., 9 courses (27 hours) will come from the following content/skill areas:

Acquisition
Computational Linguistics
Discourse
Form
Historical Linguistics
Meaning
Sound I
Sound II
Variation

See Part I Section 3 below for more details.

Concentration courses

Each concentration requires that a substantial part of the 54 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).

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 (see Part I Section 4 on page 18 below).

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 be placed on probation by the Department and given one semester to improve.

Waiving a Course

A student who wishes to waive a Georgetown linguistics course based on previous academic work at the graduate level should fill out a student request form and have it approved by his/her academic advisor. The advisor, the course instructor and the DGS will consult on unclear cases. Please note that when a course is waived, the credits are not applied to the current degree program; the student must select a course to take the waive course's place.

Advanced Standing (Ph.D. students only)

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 MAY be granted up to 18 credits of advanced standing in the Ph.D. program.

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 departmental distribution requirements or a required concentration course must consult and receive approval from their advisor, the professors of the relevant Georgetown courses and the Director of Graduate Studies on a student request form. The advisor, the course instructor and the DGS will consult on unclear cases. 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 54-credit program.

1.52. 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 (see section 1.6.6) can be scheduled.**

1.53. 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
LING 681 – RESEARCH DESIGN AND METHODS

Students should discuss with their advisors which research tool(s) are most appropriate for their program.

1.54. 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 are required to have completed at least the Masters' level distribution requirements, but not necessarily the 9 distribution requirements necessary for the Ph.D. degree. It is, however, highly recommended that students not leave the majority of the Ph.D. distribution requirements until the end of their coursework. Doing so could impede their ability to enroll in advanced courses and research seminars, both of which may have distribution requirements as their prerequisites. Students 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' at <http://www14.georgetown.edu/explore/calendars/events/index.cfm?Action=List&CalendarID=473&View=7>).

The dossier must contain the following materials:

1. A transcript of graduate coursework. Evidence of superior to excellent performance in Georgetown 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 Georgetown 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. Recommenders also indicate on the evaluation form the degree to which they may be interested in serving on a given applicant's dissertation committee; it may therefore be advisable for the applicant to take this interest level into account in selecting recommenders.
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 applicant 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). 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. 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. In cases where committee members are in disagreement, the Director of Graduate Studies may assign a fourth evaluator or return the file to the original committee members for a reevaluation. If the committee's decision is 'Fail', the Director of Graduate Studies will document the main reasons for denial. In such cases, 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.**

1.5.5. 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. The QP2 receives one of the following three evaluations, with the following consequences regarding the student's next steps:

- 1) Pass: Student organizes and prepares for the Ph.D. Oral Examination;
- 2) Revise: Student revises and resubmits a new version of the same paper;
- 3) Fail: Student is allowed to submit a new paper on a new topic.

In cases where committee members are in disagreement, the Director of Graduate Studies may assign a third evaluator or return the file to the original committee members for a reevaluation.

The second attempt (whether revision or entirely new) is due by the QP2 deadline set for the following semester. This second QP2 receives one of the following two evaluations, with the following consequences regarding the student's next steps:

- 1) Pass: Student organizes and prepares for the Ph.D. Oral Examination;
- 2) Fail: Student is not permitted to continue in the Ph.D. program.

Again, as above, in cases where committee members are in disagreement, the Director of Graduate Studies may assign a third evaluator or return the file to the original committee members for a reevaluation.

1.5.6. 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 from the Department of Linguistics or affiliated faculty. The examination is of two hours' duration. Candidates may receive an evaluation of 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, the student may request any special audio-visual or other equipment needed for his or her exam.

1.5.7. Dissertation Proposal

After successful completion of the Oral Examination, the student must form a dissertation committee and submit a dissertation proposal. The mentor of the dissertation committee can be either a regular faculty member or an affiliated faculty member of the Department of Linguistics. If the mentor is from outside the Department of Linguistics, at least one of the other members of the committee *must* be a regular faculty member of the Department of Linguistics. If the student and his or her mentor agree that it would be beneficial to include an individual who is not a Georgetown faculty member on the student's committee, it is possible to request an outside reader, as long as he or she has a doctoral degree. This request needs to be approved by the Director of Graduate Studies. Once constituted, committee membership can only be changed with departmental approval. To remove a committee member, the student must submit a change of committee form that needs to be approved by his/her mentor, the removed committee member (if applicable) and the Director of Graduate Studies. In cases of true incompatibility, a student may request that one -and usually only one- member of the committee be changed.

Students submit two versions of the proposal: a detailed version for approval by the committee and the department, and an abbreviated version required 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://grad.georgetown.edu/>). Institutional Review Board (IRB) approval of the proposed study is a required element of all dissertation proposals involving human subjects (see section 5.12 below).

The proposal is due to the mentor on February 16, and to the department by April 21. If a student is unable to submit a proposal the following semester, s/he must request an extension on a student request form to be approved by his/her mentor and Director of Graduate Studies. 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. In the IRB section of the Graduate School Proposal form you must write “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. After the proposal is approved, the student is 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.

1.5.8. Dissertation Defense

After the proposal has been approved, the candidate proceeds to dissertation research and writing under the guidance of the dissertation committee. The candidate is expected to check with his/her committee members to determine whether an electronic copy or a hard copy of the dissertation draft is preferred. 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. To schedule a defense a student must complete a Thesis Reviewers Report to be signed by each committee member two weeks before the defense. The Thesis Reviewers Report is a confirmation that the dissertation is defensible with only minor revisions. In addition, a copy of the student's dissertation must be submitted to the Graduate Program Assistant two weeks prior to the defense date so that it is available to the public to review. Further details on preparing for a dissertation defense are available on our website: linguistics.georgetown.edu. 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.) Immediately following the defense the committee will discuss the results and recommend either pass or fail and this result will be posted to the student's academic transcript. Once the student has completed all required revisions and 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. (Master's students in the MLC program do not have a foreign language requirement.) 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.

Foreign language proficiency is required for one of two reasons:

- 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.

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. It is also possible to develop the capacity to analyze a foreign language by successfully completing a suitable course in LING 404 Field Methods. A student should discuss these options with his/her advisors and get it approved on a student request form to be kept in the student's department file.

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. Prior to the examination, the Graduate Program Assistant should be notified by the student so that an exam ballot can be given to the professor administering the exam so that the results can be officially recorded on the student's academic record. (Exam ballots cannot be given to the student.)

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.

In order to have the satisfaction of the language requirement **officially recorded**, the Graduate Program Assistant will obtain the signature of the appropriate faculty member (either the advisor or the linguist evaluating the student's proficiency) on a completed Language Exam Ballot. Students who took an English proficiency exam and presented the official results as part of their

application for admission will have their satisfaction of the language requirement automatically recorded.

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

3. Departmental Distribution Requirements

All M.S. (except those in Computational Linguistics and in the MLC), and M.A.T. students in linguistics are required to take the following three courses:

1. Sound: LING 510 Phonetics and Phonology I
2. Form: LING 527 Syntax I or Ling 485 Cognitive and Functional Approaches to Language (The LING 485 option is available to MAT students)
3. Meaning: LING 531 Semantics & Pragmatics (The LING 482 option is available to MAT students)

For students in the accelerated Bachelor/Master program, the undergraduate two-course sequence in phonetics/phonology or morphology/syntax will be accepted as the equivalent of one course (either Phonetics and Phonology I or Syntax I), for purposes of satisfying the departmental requirements. These students will need to take the two other required courses.

Ph.D. students are required to fulfill distribution requirements that reflect the diversity of perspectives on language and linguistics reflected in our department. Of the 18 courses (54 credits) required for the completion of the Ph.D., 9 courses (27 hours) will come from the following nine areas (1 course from each area):

1. Acquisition (First Language, Second Language, Bilingual acquisition)
LING 551: Language Acquisition OR
LING 553: Introduction to Second Language Acquisition and Bilingualism OR
LING 555: Formal Approaches to Language Acquisition
2. Computational Linguistics
LING 362: Introduction to Natural Language Processing OR
LING 367: Computational Linguistics: Tools for Linguistics
3. Discourse
LING 483 Discourse Analysis: Narrative OR
LING 484: Discourse Analysis: Conversation OR
LING 485: Discourse Analysis for Language Teachers
LING 482: Approaches to Discourse
4. Form
LING 527: Syntax I

5. Historical Linguistics
LING 449: Historical Linguistics
6. Meaning
LING 531: Semantics & Pragmatics
7. Sound I
LING 510: Phonetics and Phonology I
8. Sound II
LING 511: Phonetics and Phonology II
9. Variation
LING 581: Variation Analysis OR
LING 582: Sociolinguistic Variation

In addition to these courses, students with limited or no prior coursework in linguistics are strongly advised to take Ling 401 General Linguistics or a similar 'Introduction to Language' or 'Introduction to Linguistics' course during the summer prior to beginning their degree coursework. This course does not count towards the M.S. or Ph.D. requirements.

Students who have recently taken graduate-level courses in linguistics may apply to have one or more distribution requirements waived (see section 1.5.1. above) on the basis of this previous coursework. Students must fill out a student request form, which must be signed by the advisor 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 distribution requirements. If the student receives approval to waive a distribution requirement it is also possible to request this course be applied toward advanced standing (see section 1.5.1. above).

4. Consortium Courses

The Consortium of Universities of the Washington Metropolitan Area was founded in 1964 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 first or second language acquisition can augment the selection of advanced courses at Georgetown with those offered at the University of Maryland at College Park.

The Registrar's office has the required form needed to register for a Consortium class. (A student cannot register for a Consortium course through Student Access.) 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://registrar.georgetown.edu/consortium/>.

5. General Academic Regulations

Please study the Graduate School Catalogue (<http://grad.georgetown.edu/pages/bulletin.cfm>), 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 (<http://linguistics.georgetown.edu>) and Graduate School (<http://grad.georgetown.edu>) 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 (<http://linguistics.georgetown.edu>).

As a Ph.D. student is preparing to write a dissertation, he or she will choose a mentor who will provide research guidance and supervision. In addition, the mentor will be listed as the student's faculty advisor. For a master's student, the MRP or Teaching Summative Portfolio reader does not necessarily become the student's advisor unless requested, although it is typical that he or she does.

5.2. Part-time students

It is recommended that graduate students in Linguistics 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. In addition, international students on a student visa must always be enrolled full-time; if for some reason they need to enroll in 6 or fewer credits, they must consult with their international student advisor. **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://grad.georgetown.edu/pages/bulletin.cfm>) 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.** For Ph.D. students the basis for the 25% is 54 credit hours minus any credits of Advanced Standing that have been granted. For example, if a student receives 12 credits of advanced standing reducing the required credits from 54 to 42 a student is then eligible to transfer an additional 9 credits (approximately 25% of 42). **The Graduate School currently requires students to wait until after they have completed one semester of full-time registration 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 Continuing Studies 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 or on our website: <http://linguistics.georgetown.edu/>

Please note: You can only transfer courses that have not been applied to an earned degree. If you have earned a previous graduate degree and would like to apply some of those credits toward your Ph.D. program, you must request these credits be applied by advanced standing. See section 1.5.1. Coursework for additional details about advanced standing. Please note that when a course is waived, the credits are not applied to the current degree program; the student must select a course to take the waive course's place.

5.5. Intensive coursework

No student in a Master's program in Linguistics may apply more than 12 hours of intensive coursework (such as short summer courses) toward her or his degree. This includes intensive coursework taken after admission to the program, and intensive coursework taken in Georgetown's School for Continuing Studies.

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 Research Papers/Summative Portfolios, Qualifying Papers, examinations, and so on. Students who are away from the University can view the calendar at:

<http://www14.georgetown.edu/explore/calendars/events/index.cfm?Action=List&CalendarID=473&View=7>.

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://grad.georgetown.edu/pages/current_student_forms.cfm). 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

(http://grad.georgetown.edu/pages/reg_3.cfm#incomplete):

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 completed the required 54 credit hours of Ph.D.-level coursework. Incompletes do not count toward the 54 credit hours.

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".

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.

No student will be permitted to have more than two (2) "Incompletes" on her or his record at any one time; except under extreme circumstances, such a student will not be allowed to continue taking coursework until the incompletes are completed.

5.9. Academic Integrity

Students in the Graduate School of Arts & Sciences are expected to maintain the highest standards of integrity in pursuit of their education. Academic dishonesty in any form is a serious offense against the academic community in general and against Georgetown University in particular. Students found to have violated standards of academic integrity will be subject to academic penalties. These penalties may include, but are not limited to, suspension or dismissal from the University and revocation of degrees already conferred.

(excerpted from Georgetown University's Graduate Bulletin 2005-2006)

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.

All graduate students are strongly encouraged to read the entire section VII (http://grad.georgetown.edu/pages/reg_7.cfm) of the Graduate Bulletin 2006-2007 for important information regarding the Graduate School's policies and procedures related to academic integrity.

5.10. Undergraduate Tutorial

A student may request graduate credit for an undergraduate course if it is required to complete degree requirements or is used as a substitute for a required graduate course. Petitions to take undergraduate courses for graduate credit must be supported by a signed Tutorial Registration form submitted during the Add/Drop period. The completed form requires the stipulation by the course instructor of additional work to justify the award of graduate credit. The completed form must be approved by the Director of Graduate Studies and the Graduate School. Without the completed approval form, only

undergraduate credit will be shown on the student's transcript. The registration procedures are the same as those used for tutorials.

The student is responsible for insuring that the form is prepared and approved during scheduled registration periods. Graduate credit for such courses will not be allowed retroactively (http://grad.georgetown.edu/pages/reg_2.cfm#tutorial).

5.11. 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, Concentration head, GLSA representative, the Director of Graduate Studies, or the Department Chair may be called on for help and advice.

5.12. 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 for the Social and Behavioral Sciences (IRB-C; see http://ora.georgetown.edu/irb/irbc_index.htm) to be in compliance with Title 45 of the Code of Federal Regulations, Part 46: Protection of Human Subjects: <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>

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. In limited instances, students may collect data for **course** papers or projects without IRB approval. These issues will be discussed at the beginning of any course of which such data collection and analysis is an integral part. If there is a good possibility that the findings from a course study will be presented at a conference or expanded into a publication, it would be sensible to submit an IRB application before such data collection.

IRB submission forms can be downloaded from:
http://ora.georgetown.edu/irb/irbc_index.htm.

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 David Crystal, Ph.D. (crystald@georgetown.edu or 687-2923), Chair of the Institutional Review Board for the Social and Behavioral Sciences (IRB-C).

PART II: CONCENTRATION-SPECIFIC REQUIREMENTS

We have four concentrations in the Department of Linguistics:

Applied Linguistics

Computational Linguistics

Sociolinguistics

Theoretical Linguistics

If you have been admitted to one of the four concentrations, what will follow is a description of the *additional* requirements for each concentration. If you have been admitted to the *general* or a cross-concentration category, you will discuss additional requirements with your advisor(s). Please remember that the requirements in Part I apply to all.

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 510: Phonetics and Phonology I
Form (3 credits): LING 527: Syntax I OR
LING 485: Cognitive and Functional Approaches to
Grammar
Meaning (3 credits): LING 531: Semantics & Pragmatics OR
LING 482: Pragmatics OR
LING 558: Discourse Analysis for Language Teachers

Applied Linguistics Courses

Language Teaching (9 credits): 1) LING 357: Methods of
Language Teaching AND
2) LING 358: Materials and Approaches in
Language Teaching AND
3) LING 551 Practicum in Language
Teaching
4) LING 558: Task Based Learning and
Teaching
Language Testing (3 credits): LING 350: Language Testing

Language Learning (3 credits):	LING 551: Language Acquisition OR LING-553 Introduction to Second Language Acquisition & 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; the requirement also may be satisfied by taking LING-681 Research Design and Methods.

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

All students should inform the MAT Director **IN WRITING** of their requested faculty reader for their portfolio during the first month of the semester in which they wish to submit their portfolio. The MAT Director will review and as appropriate confirm these requests.

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 second or foreign language teaching/learning 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 second or foreign language learner 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) 300 minutes of instruction. 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 2,500 words.)

4. A reflective statement about the lesson plans, explaining design choices and, if possible, evaluation of the plans' implementation and any proposed modifications to the plans

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 651) 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 (LING 553) 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 510 Phonetics and Phonology I

LING 527 Syntax I OR LING 485: Cognitive and Functional Approaches to Grammar

LING 551 Language Acquisition or LING-553 Introduction to Second Language Acquisition and Bilingualism

LING 357 Methods of Language Teaching (prerequisite for Language Assessment) OR

LING 358: ESL/EFL Materials Preparation

LING 350 Language Testing

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

LING 352: Foundations of Education

LING 358: Materials and Approaches in Language Teaching

LING 496: Intercultural Communication

LING 570: Introduction to Sociolinguistics

LING 454: Linguistics and Reading

LING 456: Linguistics and Writing

LING 558: Task Based Language Learning and Teaching

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 651) must be taken in place of an elective.

1.1.5. Accelerated Master of Arts in Teaching degrees

The Department of Linguistics offers an Accelerated Option for its two Masters of Arts in Teaching degrees, with the following parameters:

- a) Only Linguistics majors (or a student with a double major in Linguistics and another major) with a minimum cumulative GPA of 3.5 overall and in the Linguistics major are eligible.
- b) Students must apply to the Accelerated M.A.T program by January 1 of their third undergraduate year (in order to select appropriate fourth-year courses). The application consists of a completed Graduate School application form, a copy of the student's undergraduate transcript, three letters of recommendation, a statement of purpose, and a writing sample. (Applicants do not have to take the GRE or pay an application fee.)
- c) Applications to the Accelerated M.A.T. programs are reviewed in the same pool as all graduate applicants.
- d) Accepted students must complete a plan of study for their fourth and fifth years with their advisor and/or the Director of Undergraduate Studies before preregistration in the spring of their third year.
- e) The requirements of the Accelerated M.A.T. programs are the same as those for the regular M.A.T. programs, but they may be satisfied more quickly:
 - a. Two graduate courses (number LING 350 or higher) taken during the fourth year may be applied to both the student's undergraduate (AB) degree and to the M.A.T. degree.
 - b. Two additional graduate courses (number LING 350 or higher) taken during the fourth year beyond the AB degree requirements (38 courses, 120 credits) may be applied to the M.A.T. degree.

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 course requirements. 9 credits. See departmental guidelines (Part I, section 3) regarding the fulfillment of 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
Language Acquisition
Introduction to Second Language Acquisition and Bilingualism
Language Teaching Methodology
Materials and Approaches in Language Teaching
Bilingualism
Linguistics and Reading

Intercultural Communication
Practicum (the prerequisite is Methods of Language Teaching)
Linguistics and Writing
Seminar in Language Teaching
Research Design and Methods
Task Based Language Learning and 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* can be used toward the fulfillment of 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, students are required to submit a research paper on any topic of interest in 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 54 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 or through the Consortium. We also strongly recommend that each student take at least one course with each faculty member in the concentration. This will not only provide the student with the opportunity to learn about a variety of approaches to the study of language and society but will also facilitate the selection of oral examination and dissertation committees.

Departmental distribution requirements courses. 27 credits. See departmental guidelines (Part I, section 3) regarding the fulfillment of distribution requirements.

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

LING 584: Statistics for Linguistics Research
LING 681: 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 Applied Linguistics faculty. A seminar offered in another department or through the Consortium may be taken, subject to approval of the advisor. Faculty will either approve the course through faculty access if taken here at Georgetown, or sign off on the consortium registration form. Seminar topics vary from year to year; therefore this list may not be complete:

Seminar: Bilingualism
Seminar: Interaction-driven L2 Learning
Seminar: Language Teaching
Seminar: Language Acquisition
Seminar: Cognitive Linguistic Applications to Issues in Second Language Learning
Seminar: Quantitative Discourse 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) or through the consortium. 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. On our website, you may view 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. We also suggest meeting with faculty members in person to discuss mentoring style and interests. These statements may help you in finding the right mentor for your research project.

Dissertation proposal. We recommend that you consult with your mentor and committee for guidelines and proposal length as this can vary depending on area, topic and mentor. 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, or extended travel (either yours or that of your mentor).

Dissertation defense. Once the dissertation has been completed and your mentor agrees that you are ready to defend, a hardcopy 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. 24 credit hours and a 6 credit Master's Thesis. To complete a Master's Thesis, the student must submit a proposal to his/her advisor and to the Graduate School. The thesis will be mentored by the faculty advisor with or without additional readers. Upon completion, the Master's Thesis must be submitted to the Graduate School. Students currently enrolled in the previous 36- credit MS in CLI program should consult with their advisors.

Computational Linguistics courses. M.S. coursework involves 4 required *core* courses (at least 2 in Linguistics, and at least 1 in Computer Science), followed by another 4 *elective* courses. The 4 core courses are Introduction to Natural Language Processing (LING 362), Statistical NLP, Machine Translation (LING 466), and Information Retrieval (LING 467). The 4 core courses are all required. Depending on the students' prior linguistics and computer science background,

their faculty adviser may allow substituting of the core courses with other more advanced courses from the electives list or other course offerings.

The electives include 2 programming courses in the Department of Computer Science: Programming Concepts & Tools (COSC 502) and Objects & Algorithms (COSC 503), as well as a course in Artificial Intelligence (COSC 387). Other electives include Phonology (LING 511), Processing of Speech (LING 566), Syntax (LING 527), Semantics and Pragmatics (LING 531), and Computational Grammar Formalisms (LING 564). The language requirement may be satisfied by passing a programming languages proficiency examination.

2.2. Ph.D. in Computational Linguistics

Overall course requirements. A doctoral student in Linguistics is required to have a total of 54 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 distribution requirements. 27 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

3.1. M.S. with a concentration in Theoretical Linguistics

Overall course requirements. For Master's students concentrating in Theoretical Linguistics, at least 21 credit hours must be in the concentration.

Theoretical Linguistics courses. In addition to the departmental distribution requirements (Syntax I, Phonology & Phonetics I, and Semantics & Pragmatics), M.S. students concentrating in Theoretical Linguistics must take at least **three** of the following four courses:

Phonology and Phonetics II (LING 511)

Syntax II (LING 528)

Formal Semantics (LING 532)

Generative Approaches to Language Acquisition (LING 555)

All four courses are recommended, if the student's schedule allows. M.S. students must also take at least one 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.

3.2. Ph.D. with a concentration in Theoretical Linguistics

Overall course requirements. For Ph.D. students, at least 33 credit hours of the required 54 credit hours must be in the concentration. Theoretical courses taken as part of the departmental distributional requirements count toward the 33 hour total.

Theoretical Linguistics courses. In addition to the departmental distributional requirements, all Ph.D. students concentrating in Theoretical Linguistics must take the following four courses:

LING 512: Phonology and Phonetics III

LING 528: Syntax II

LING 529: Syntax III

LING 532: Formal Semantics

Ph.D. students must also take two seminars in the concentration.

Ph.D. students will elect a subject-matter track within the concentration. There are tracks in Syntax, Semantics, Phonology, Historical Linguistics, and Language Acquisition. The Theoretical tracks differ in the more advanced concentration courses required. Students should consult with their advisors to determine which advanced courses are appropriate.

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 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

4.1 M.S. in Sociolinguistics

Overall course requirements. 36 credits hours, with at least five courses in Sociolinguistics.

Departmental course requirements. 9 credit hours (Ling 510: Phonetics and Phonology I, LING 527: Generative Syntax I, LING 531: Semantics and Pragmatics).

Sociolinguistics courses. M.S. students in Sociolinguistics are required to take LING 571: Sociolinguistic Field Methods. It is also recommended that students take courses from a range of faculty members in Sociolinguistics, as well as courses on both quantitative (e.g. LING 582: Sociolinguistic Variation) and qualitative approaches to sociolinguistics (e.g. LING 484: Discourse Analysis: Narrative).

Language proficiency. M.S. students in the Sociolinguistics concentration must demonstrate proficiency in one non-native language unless a waiver is granted by their advisor. See Part I, Section 2 above for information on how to satisfy the non-native language requirement.

Master's Research Paper. Following the departmental guidelines in Part I, Section 1.4, all M.S. students in Sociolinguistics must submit a research paper on a topic of interest in Sociolinguistics.

4.2. M.A. in Language and Communication

The M.A. in Language and Communication prepares students to use linguistics, especially the areas of discourse analysis (including narrative analysis and cross cultural communication), sociolinguistics, and pragmatics in the workforce. The degree will prepare students for careers in fields such as human resources, education, mediation and arbitration, technical and scientific writing, management, international communication, diversity training, counseling, advertising, marketing, usability testing, public relations, and media/ public opinion research. The MLC also offers broad training in the analysis of language and communication, with possible foci on language and health care, language and the law, language and business.

Overall requirements.

8 courses (24 credits) plus Master's Thesis *or* 10 courses (30 credits)
Other than the first required course (for students with little or no background in Linguistics), there is flexibility in all course requirements.

To complete a Master's Thesis, the student must submit a proposal to his/her advisor and to the Graduate School. The thesis will be mentored by the faculty advisor with or without additional readers. Upon completion, the Master's Thesis must be submitted to the Graduate School.

Please note that there is no non-native language requirement.

Required courses

LING 401: General Linguistics (may be waived if student has a background in Linguistics)

3 additional courses, to be selected from the following:

Speech Acts
Pragmatics
Discourse Analysis: Narrative
Discourse Analysis: Conversation
Approaches to Discourse
Cross/Intercultural Communication
Introduction to Sociolinguistics
Sociolinguistic Field Methods

Electives

4- 6 courses (depending on Master's Thesis option), to be selected from the above list (with permission from advisor) or from the following list:

Computational Tools for Linguists
Multimodal Discourse
American Dialects
Corpus Linguistics
Linguistics in the Professions
Language and the Internet
Linguistics and Writing
Approaches to Discourse Analysis
Variation Analysis
Ethnography of Communication
Statistics for Linguists
Language and Law
Language and Aging
Language and Gender
Language and the Media
Language and Medicine
Intertextuality
Cross-disciplinary Discourse Analysis

Alternative courses that reflect the needs and interests of individual students may be selected under the guidance of the faculty advisor. They may include courses in other departments or schools within Georgetown, as well as courses at area universities (e.g. American, George Mason, George Washington) through the Washington Area Consortium of Universities.

4.3 Ph.D. in Sociolinguistics

Overall course requirements. A doctoral student in Linguistics is required to have a total of 54 credit hours. For students concentrating in Sociolinguistics, at least nine courses (27 credits) must be in the concentration. Sociolinguistics courses taken as part of the departmental distributional requirements count toward the required 27 credits. These nine courses include one required course in LING 571: Sociolinguistic Field Methods early in the program and two seminars (chosen from a range of topics) later in the program. We also strongly recommend that each student take at least one course with each faculty member in the concentration. This will not only provide the student with the opportunity to learn about a variety of approaches to the study of language and society but will also facilitate the selection of oral examination and dissertation committees.

Departmental distribution requirements. 27 credits. See departmental guidelines (Part I, section 3.3) regarding the fulfillment of departmental coursework requirements.

Supplemental Courses. Any 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, including annual stipend, health insurance, and tuition (typically for three courses a semester) or thesis research fees. 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 annually 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- not just those assigned as TAs- 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 at least 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 Director of Graduate Studies. 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. In the case of a student not passing a degree requirement, e.g. Qualifying Review, resulting in a switch from the Ph.D. program to the M.S., the student will not be eligible to continue as an assistant.

The department has approximately 40 doctoral assistantships available to it. Most assistantships are awarded to new applicants, but current Ph.D. students may also apply

for assistantship awards. Awards are made each spring for the following academic year. Current Ph.D. students who wish to be considered for a doctoral assistantship must submit a funding application to the Graduate Program Assistant at the start of the spring semester. Application details will be sent to GULINGUIST in early November.

Scholarships. Some full and partial tuition scholarships (without a stipend) are also available for continuing graduate students. 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 must submit a funding application to the Graduate Program Assistant at the start of the spring semester. Application details will be sent to GULINGUIST in early November. All students are eligible for scholarships.

Other Sources. Please consult the department Web page (<http://linguistics.georgetown.edu/>), the Office of Student Financial Matters (http://www.georgetown.edu/home/student_finances.html), and the Graduate School (<http://grad.georgetown.edu/pages/support.cfm>) for information about external grants and fellowships.

2. Linguistics Teaching Practicum (Ling 501 & Ling 502)

The Linguistics Teaching Practicum (LING 501 & LING 502) 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 Departmental Assistants-regardless of assignment- 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.** Incoming department assistants who have a good deal of teaching experience may wish to speak with the faculty member in charge of the Teaching Practicum regarding the possibility of waiving the course.

3. Communication

3.1. Mailboxes

The Department of Linguistics assigns student mailboxes each semester. **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://uis.georgetown.edu/web/index.html>). For computer questions or problems contact the Student HelpDesk at (202) 687-4949 or at 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. The message should consist of the following line only:
subscribe gulinguist emailaddress yourfirstname yourlastname

example: subscribe gulinguist hoyaj@georgetown.edu Jane Hoya

4. Getting Involved

Linguistics students have many opportunities to learn outside the classroom at Georgetown. Students are encouraged to interact with the many guest speakers who participate in our active Speakers Series, to listen to student and faculty practice talks in preparation for national and international conferences, and to participate in on-campus linguistics workshops and conferences, such as the Georgetown University Round Table on Languages and Linguistics (GURT) and the Georgetown Linguistics Society conference (see below). First year students are expected to attend the Fall Faculty Research Talks (held each Thursday, 11:40-12:55 pm in ICC 450) during which Faculty talk informally about their research and teaching: opportunities for questions and discussion also provide an informal venue for getting to know the faculty. Monitor the GULINGUIST list and the Departmental webpages for up-to-date information on such activities.

Additionally, 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 its 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 the tradition was reinstated in May of 2005. The conference draws 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. The GLS conference typically occurs in alternate years. For information about the Spring 2007 GLS conference, Language and Globalization: Policy, Education and Media visit <http://www.glsconf.com/>

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.

4.4. eVox: Georgetown Working Papers in Language, Discourse, & Society

eVox is an online working papers publication for sociolinguistic research at Georgetown. The eVox editorial board is made up of current graduate students and the faculty advisor is Dr. Rob Podesva. eVox is published twice per year, usually in the Fall and Spring semesters. eVox is an opportunity for graduate students to turn their research into publications and learn about the nuts-and-bolts of academic publishing, while also

increasing the visibility of sociolinguistic research at Georgetown. Georgetown students are welcome to submit their research for publication in eVox, and current graduate students are encouraged to join the editorial board.

4.5. Georgetown University Round Table on Languages and Linguistics (GURT) 2008 “Telling Stories: Building Bridges among Language, Narrative, Identity, Interaction, Society and Culture (organized by Deborah Schiffrin of the Linguistics Department and Anna De Fina of the Italian Department)

Narratives have been studied in many different disciplines: linguistics, literary theory, clinical psychology, cognitive and developmental psychology, folklore, anthropology, sociology and history. The primary focus of GURT 2008 is the linguistic study of narrative, especially as it has developed within discourse analysis and sociolinguistics. As our theme suggests, however, studying the language of narrative can take us far afield to other concerns: the construction of self and identity; the differences among spoken, written and computer-mediated discourse; the role that small and big (e.g. life) stories play in everyday social interactions; the contribution of narrative to social status, roles and meanings within institutional settings as varied as therapeutic and medical encounters, education, politics, media, marketing and public relations. Thus GURT 2008 will be a forum for building interconnections among language, narrative and social life. Monitor GULINGUIST to learn about opportunities to participate. 2008 GURT website: <http://www8.georgetown.edu/college/gurt/2008/>

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-attenuated 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: <http://linguistics.georgetown.edu/>

6. Department Web Site

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

PART IV: THE FACULTY

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