

GRADUATE STUDENT  
HANDBOOK  
2001-2002

DEPARTMENT OF  
LINGUISTICS

GEORGETOWN  
UNIVERSITY

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

# TABLE OF CONTENTS

<b>WELCOME .....</b>	<b>2</b>
<b>DEPARTMENT OFFICERS AND STAFF, 2001-2002.....</b>	<b>2</b>
<b>PART I: DEPARTMENTAL ACADEMIC GUIDELINES .....</b>	<b>3</b>
1. DEGREE REQUIREMENTS.....	3
1.1. Requirements for the M.A.T. ....	3
1.2. Requirements for the Certificate programs.....	4
1.3. Requirements for the M.S. ....	4
1.4. Requirements for the Ph.D. ....	5
2. FOREIGN LANGUAGE PROFICIENCY .....	10
3. CORE COURSES .....	10
3.1. Goals of the Core Course Requirements.....	10
3.2. M.A.T. Core Requirements.....	11
3.3. Core Course Requirements for M.S./Ph.D. students .....	11
4. CONSORTIUM COURSES .....	11
5. GENERAL ACADEMIC REGULATIONS .....	12
5.1. Advising.....	12
5.2. Part-time students.....	12
5.3. Registration, leaves of absence and extensions.....	12
5.4. Transfer of credit .....	13
5.5. Intensive coursework.....	13
5.6. Turn-around time .....	13
5.7. Deadlines .....	13
5.8. Incompletes .....	14
5.9. Academic integrity .....	15
5.10. Grievance procedures .....	15
<b>PART II: CONCENTRATION-SPECIFIC REQUIREMENTS.....</b>	<b>16</b>
1. THE CONCENTRATION IN APPLIED LINGUISTICS .....	16
1.1. M.A.T. and Certificate Programs.....	16
1.2. M.S. in Applied Linguistics .....	18
1.3. Ph.D. in Applied Linguistics .....	19
2. THE CONCENTRATION IN COMPUTATIONAL LINGUISTICS .....	21
2.1. M.S. in Computational Linguistics .....	21
2.2. Ph.D. in Computational Linguistics .....	21
3. THE CONCENTRATION IN GENERAL THEORETICAL LINGUISTICS .....	22
4. THE CONCENTRATION IN SOCIOLINGUISTICS .....	24
<b>PART III: LIFE IN THE LINGUISTICS DEPARTMENT .....</b>	<b>25</b>
1. FELLOWSHIPS, ASSISTANTSHIPS AND SCHOLARSHIPS .....	25
2. COMMUNICATION .....	26
2.1. Mailboxes.....	26
2.2. E-mail and Computing Facilities .....	26
2.3. GULINGUIST .....	26
3. GETTING INVOLVED .....	26
3.1. GLSA: Georgetown Linguistics Student Association.....	26
3.2. GLS: Georgetown Linguistics Society .....	26
3.3. CAL: Center for Applied Linguistics .....	27
4. LINGUISTICS LAB .....	27
5. DEPARTMENT WEB SITE .....	27
<b>PART IV: THE FACULTY .....</b>	<b>28</b>

## WELCOME

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

The School of Languages and Linguistics, including the Linguistics Faculty, was first established at Georgetown University in 1949. The Department of Linguistics, now part of the Faculty of Languages and Linguistics in Georgetown College, came into being in 1972. Today, the Department is made up of 17 faculty members and over 150 graduate students in four concentrations: Applied Linguistics, Computational Linguistics, Sociolinguistics, and 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 2001. Students who joined the Department prior to Fall 2001 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.

Ron Scollon  
Director of Graduate Studies

### Department Officers and Staff, 2001-2002

Department Chair:	Jeff Connor-Linton	connorlj@georgetown.edu
Vice-Chair:	James E. Alatis	alatisj@georgetown.edu
Director of Undergraduate Studies:	Fr. Solomon Sara	saras@georgetown.edu
Director of Graduate Studies	Ron Scollon	scollonr@georgetown.edu
Concentration Heads:		
Applied:	Donna Lardiere	lardiere@georgetown.edu
Computational:	Elizabeth Zsiga	zsigae@georgetown.edu
Sociolinguistics:	Deborah Schiffrin	schiffrd@georgetown.edu
Theoretical:	Raffaella Zanuttini	zanuttir@georgetown.edu
Director, MAT Program:	James E. Alatis	alatisj@georgetown.edu
GLSA Acting President:	Akiko Fujii	fujii@georgetown.edu
GSO representative:	Elisa Everts	evertse@georgetown.edu
Department Administrator:	Manela Diez	diezm@georgetown.edu
Graduate Program Assistant:	Samantha Donahue	sd8@georgetown.edu

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

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

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

The requirements for the degree of Master of Arts in Teaching include coursework, foreign language proficiency, and a summative portfolio (a Master's Research Paper is optional). Students are responsible to see to it that they meet requirements as they come up. 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. See Part II section 1.1 for a list of the specific courses that must be taken.

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

***Master's Research Paper.*** Students in the MAT program may propose to write a Master's Research Paper, which demonstrates the student's ability to conduct and report original research. The MRP is optional. The requirements for the paper are the same for MAT students as for M.S. students: see Part I section 1.3 for further details.

***Master's Summative Portfolio.*** Contents:

1. A statement of teaching philosophy. This should include reference to theory, practice and plans for future professional development (no more than 1,000 words).
  
2. Two out of the following three options: (a) A review of ESL materials (for example, book, video-tape, software, web-based materials, task-based materials and so on). This should include a brief outline of the material and an evaluative component which refers to both theory and practice (no more than 1,250 words); (b) An evaluation rubric or specifications for an evaluation rubric developed for a specific ESL population. This could take the form of a test or detailed guidelines for evaluating a written text. If you choose to develop a test, an evaluation component for the test should be included; (c) A short practically oriented paper on a topic covered by an elective class. The focus should be on developing something useful for the job-search process. For example, a proposal for criteria for an ESL program evaluation.
  
3. A series of lesson plans for (at least) four 75 minute classes. The population for whom the plan is intended should be described and all materials should be attached. (the population description and the plan should not exceed 2,000 words).
  
4. A reflective statement about the implementation of the lesson plans. Discussion of any proposed modifications to the plans should be included.

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

### 1.2. Requirements for the Certificate programs

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

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

The requirements for the Master of Science in Linguistics include coursework, foreign language proficiency (except for Sociolinguistics students), and a Master's Research Paper. Students are responsible to see to it that they meet requirements as they come up. The Graduate School allows three years from matriculation to complete all degree requirements and to graduate.

**Coursework.** M.S. students are required to complete 36 hours of coursework. Of these, 9 hours will consist of 3 departmental core courses (see section 3.3 below). Each concentration also requires courses within its own subject area: consult the descriptions provided in Part II of the handbook. The remaining credit hours are taken as supplemental courses, selected under the guidance of the student's faculty advisor. These courses will reflect the needs and interests of the individual student. They may include additional courses within the student's concentration, linguistics courses in other concentrations, language courses, courses in other departments, and courses at area universities through the Washington Area Consortium of Universities.

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

**Foreign language proficiency.** All M.S. students, except those concentrating in Sociolinguistics, are required to demonstrate proficiency in one foreign language. Sociolinguistics Master's students have no foreign language requirement. Proficiency can be demonstrated in several ways, described in the departmental guidelines in Part I, section 2.

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

### 1.4. Requirements for the Ph.D.

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

- coursework
- foreign language proficiency
- successful passing of the Qualifying Review
- submission of a second Qualifying Paper (QP2)
- an oral examination
- a dissertation proposal
- the writing and oral defense of a dissertation.

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

**Coursework.** A doctoral student in Linguistics is required to complete a total of 66 credit hours. Of these, 9 hours will consist of 3 departmental core courses (see section 3.3 below), or their equivalents as determined by the student's faculty advisor. Each Linguistics student shall be required to develop confidence in a secondary field by including among the courses two courses from among fields such as the following: Discourse Analysis, Educational Linguistics, Historical Linguistics, Language Acquisition, Language and Cognition, Language Variation, and so on. These courses should be in concentrations in the Department other than those in the student's home concentration, and should not be among those that meet the Sound, Form and Meaning requirement. In addition, all Ph.D. students are strongly encouraged to take one course from an area historically central to linguistics (including data-collecting methods), if so be that these courses are not selected as part of the student's concentration courses, or his or her secondary field courses. This course would be beyond the sound, form and meaning requirements. Beyond the core courses, each concentration requires that a substantial part of the 66 credit hours be within the concentration (consult the descriptions in Part II of this handbook). Each Ph.D. student is required to take at least one seminar (most concentrations require two or more) as part of the program. 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.

**Plan of Study.** All doctoral students must complete a Plan of Study during their first semester in the doctoral program. This plan shall include the schedule for satisfying all degree requirements, including core and concentration requirements, the Qualifying Review, the

Second Qualifying Paper, the language requirements, and the Oral Examination. The Plan of Study must be approved by the student's advisor, concentration head and Director of Graduate Studies. Approved Plans of Study will be deposited with the Graduate School. Changes to an approved Plan of Study require the same approval process.

***Advanced Standing.*** Subject to Graduate School and department approval, students with a Master's degree in Linguistics from Georgetown may be granted up to 36 credits of advanced standing in the Ph.D. program, while students with a Master's degree from another university may be granted up to 30 credits of advanced standing. Credit must have been earned in graduate level courses, at a fully accredited university, and with a grade of B or better. Courses which were taken more than seven years before entering our program will generally not be counted when calculating a student's Advanced Standing and Plan of Study. 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. Students may be asked to provide transcripts, syllabi, and papers or other work from their previous courses to aid in this evaluation. Students who wish to count previous coursework toward meeting the Departmental Core course requirements must also discuss their previous work with Core course teachers. This careful evaluation is required to protect the student from being placed in upper-level courses without the necessary preparation. A student who wishes to receive Advanced Standing must complete a student request form and get the approval of his/her advisor and the Director of Graduate Studies. 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 only a Master's degree. **Students in the doctoral program who have not been granted Advanced Standing have a 66-credit program.**

***Master's degree in passing.*** A student enrolled in the Ph.D. program can apply for a M.S. degree in passing, on completion of 36 credit hours and all other degree requirements for the M.S. See section 1.3, "Requirements for the M. S.". The student must complete an 'Application for Graduate Degree Form,' which is available in the Graduate School, ICC 302, or on their website: <http://www.georgetown.edu/grad/forms/current-forms.html>.

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

***Foreign language proficiency.*** All Ph.D. students in Applied Linguistics, Computational Linguistics and Theoretical Linguistics are required to demonstrate proficiency in two foreign languages, at least one of which is known in depth. Computational Linguistics students may demonstrate proficiency in programming languages (see section II, "Concentration-specific Requirements"). Students concentrating in Sociolinguistics must demonstrate in-depth knowledge of one non-native language. Students are encouraged to choose a language very different from their native language. Methods of demonstrating foreign language proficiency are described in section 2 below. **Students must satisfy the foreign language requirement before the Oral Examination can be scheduled.**

**Qualifying Review.** In order to continue in the Ph.D. program, all doctoral students must pass a Qualifying Review at the midpoint of their Georgetown career, but not later than the fourth semester of enrollment. At this time students must have completed (or must be enrolled in the remainder of) all specific distribution requirements in their concentration. Qualifying Reviews are conducted at mid-semester by faculty committees in each concentration. The student must assemble and submit to the department a complete dossier by the appropriate deadline in either the spring or fall semester (see 'Calendar of Important Dates'). For students who have earned a Master's degree from our department and apply to the Ph.D. program, the Qualifying Review will be based on their application for admission.

The dossier must contain the following materials:

1. A transcript of graduate coursework. Evidence of superior to excellent performance in GU graduate linguistics courses is expected. A minimum overall grade point average of 3.3 (B+) is required. However, the qualifying review committee will generally look for performance above the minimum. Grades of B or below in any course are a cause for concern.
2. Three letters of evaluation from GU faculty. Recommenders will evaluate whether or not the applicant has shown superior to excellent performance in GU graduate courses and will estimate whether or not superior to excellent performance in completing Ph.D. coursework and writing a successful dissertation in linguistics can be expected of the applicant.
3. The First Qualifying Paper (QP1). The applicant must present a paper which provides evidence of superior to excellent ability to make and support relevant linguistic claims, demonstrating that the student is qualified to continue study toward a Ph.D. in her or his concentration. The paper must present an analysis of some linguistic problem. Examples of papers that may be appropriate for submission include Master's Research Papers or term papers from linguistics courses (revised if necessary). Papers written at GU are preferable to papers written elsewhere. Each QP1 will be evaluated on:
  - how clearly it presents and motivates the research problem it addresses
  - how well it reviews prior literature
  - how well it motivates its methods and analytical framework
  - how well it supports its claims

An applicant's dossier will be evaluated by a Qualifying Review Board composed of at least two faculty members in the applicant's concentration. Members of the Board will rate the First Qualifying Paper as Acceptable, Marginal or Unacceptable, and will judge whether the applicant's coursework, QP1 and letters of evaluation are superior to excellent. The Board will meet to discuss all applicants and, in session, will complete a Qualifying Examination Ballot for each applicant. If the Board's decision is 'Fail', the Chair of the Board will document the main reasons for denial.

Results will be reported to and reviewed by the Director of Graduate Studies, who will report the decision to the student and to the Graduate School. If the decision is 'Fail', the student is not allowed to continue in the Ph.D. program, but may be awarded a M.S. degree upon completing the requirements for the M.S., including departmental core courses (See section 1.3., Requirements for the M.S.). **Qualifying Review decisions are final.**

**The Second Qualifying Paper (QP2).** The Second Qualifying Paper (QP2) is written on a topic in the area of the student's specialization. Except for students concentrating in Applied

Linguistics, the paper is to be submitted **during the candidate's final semester of doctoral coursework**. Applied Linguistics students must have an approved QP2 before they may schedule a dissertation defense. 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 rule-of-thumb criterion will be that the paper be of publishable quality in an appropriate journal in the student's concentration. If the QP2 is satisfactory, the Ph.D. Oral Examination is organized. Except in Applied Linguistics, a candidate may not take the Oral Examination until a successful QP2 has been submitted. If the paper is not of passing quality, the student will be given one more opportunity to submit a satisfactory paper. The second attempt will be due by the QP2 deadline set for the following semester. If the second submission is not satisfactory, the student will not be permitted to continue in the Ph.D. program.

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

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

**Dissertation Proposal.** After successful completion of the Oral Examination, the student must form a dissertation committee and submit a dissertation proposal, using a form available from the Graduate School's website (<http://www.georgetown.edu/grad/forms/current-forms.html>) or from the GPA. Institutional Review Board (IRB) (see below) approval of the proposed study is a required element of all dissertation proposals, involving human subjects. **The proposal is due early in the semester following the Orals** (see 'Calendar of Important Dates') and should be reviewed and approved by all committee members prior to formal submission to the Department. Approval of the proposal normally requires three weeks. The committee may or may not consist of the same faculty members who constituted the Oral Examination committee, but should consist of the mentor and one reader from the student's concentration and one reader from outside the concentration. (Students should consult carefully with the mentor and with other faculty members before deciding on a dissertation committee. Once constituted, committee membership can only be changed with departmental approval and

by formal application to the Graduate School. In cases of true incompatibility, a student may request that one—and usually only one—member of the committee be changed.)

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

***Institutional Review Board (IRB).*** All research conducted by faculty and students of the Department of Linguistics at Georgetown University which elicits data from human subjects must be approved by the University's Institutional Review Board, to be in compliance with Title 45 of the Code of Federal Regulations, Part 46: Protection of Human Subjects:  
[http://www.access.gpo.gov/nara/cfr/waisidx\\_99/45cfr46\\_99.html](http://www.access.gpo.gov/nara/cfr/waisidx_99/45cfr46_99.html)

Linguistics faculty and students should not collect any (new) 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 from this point forward may be required to destroy that data; they may even face legal action. Lack of compliance with these requirements may constitute a violation of federal law and could place the University in jeopardy of federal sanctions.

IRB submission forms can be downloaded from  
[http://macpost.odr.georgetown.edu/IRB/about\\_IRB\\_FORM.html](http://macpost.odr.georgetown.edu/IRB/about_IRB_FORM.html) Most Linguistics research is eligible for 'Expedited Review,' for research procedures involving no more than 'minimal risk,' falling in Research Categories 6 and 7:

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

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

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

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

## 2. *Foreign language proficiency*

Most Linguistics graduate students will be expected to have in-depth knowledge of a language other than their native language. Foreign language proficiency is required for one of two reasons: Either the language is needed so that the student can conduct teaching, research, or other professional activities using the language as a medium, or the language is needed so that the student can carry out linguistic analysis using data from that language. A foreign language is a language other than the student's native language: Students whose native language is not English may present English as a foreign language.

All Master's students, except those concentrating in Sociolinguistics or Computational Linguistics, are required to demonstrate proficiency in one foreign language. Sociolinguistics Master's students have no foreign language requirement. Computational Linguistics students may demonstrate programming languages proficiency (see "concentration-specific requirements"). Proficiency can be demonstrated in several ways, described below. **The foreign language requirement must be satisfied before the Oral Exam can be scheduled.**

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

## 3. *Core Courses*

### 3.1. Goals of the Core Course Requirements

By taking a set of core courses, students should gain the ability to read and evaluate current literature in general linguistic theory, analyze data within a coherent theoretical framework, and address questions of how novel data bears on relevant issues within that framework.

### 3.2. M.A.T. Core Requirements

All M.A.T. students must satisfy core course requirements by selecting:

1. Phonology I
2. Syntax I
3. Semantics and Pragmatics

A course in General Linguistics is considered a prerequisite of the MAT program. Students with little or no prior linguistics coursework are advised to take General Linguistics during the summer prior to beginning MAT coursework. This course does not count toward the MAT degree requirements.

### 3.3. Core Course Requirements for M.S./Ph.D. students

All M.S./Ph.D. students in linguistics are required to take the following 3 core courses:

1. Phonology I
2. Syntax I
3. Semantics and Pragmatics

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

Students should plan ahead and be aware of prerequisites in choosing core courses. **For students in the joint BA/MS program, the undergraduate two-course sequence in phonetics/phonology or morphology/syntax will be accepted as the equivalent of one course in either Sound or Form, for purposes of satisfying the departmental core. These students will need to take two other core courses.**

## 4. Consortium Courses

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

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

As part of that effort, the Consortium has established cooperative grants which fund projects involving faculty from two or more member institutions. Moreover, it has made it

possible for students attending any one of these institutions to take classes at another Consortium university through registration at their home university. For example, with faculty advisor approval, Georgetown students interested in American Sign Language may take courses at Gallaudet University and get credit at Georgetown; students interested in theoretical linguistics or language acquisition can augment the selection of advanced courses at Georgetown with those offered at the University of Maryland at College Park.

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

### 5. *General Academic Regulations*

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

#### 5.1. Advising

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

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

#### 5.2 Part-time students

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

#### 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 until an extension of time to complete the degree is granted. Students who fail to register are terminated by the Graduate School.

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

### 5.4. Transfer of credit

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

### 5.5. Intensive coursework

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

### 5.6. Turn-around time

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

### 5.7. Deadlines

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

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

### 5.8. Incompletes

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

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

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

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

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

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

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

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

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

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

#### 5.9. Academic integrity

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

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

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

#### 5.10. Grievance procedures

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

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

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

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

Faculty:

James E. Alatis (Greek linguistics, ESL, second language methodology)  
Jeff Connor-Linton (Department Chair; language testing, cross-cultural communication)  
Donna Lardiere (Concentration Head; language acquisition, morphology)  
Alison Mackey (second language acquisition, research methodology)  
Andrea Tyler (reading theory, applications of discourse analysis)

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

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

***Overall course requirements.*** A total of 30 credits must be taken from within the Linguistics Department course offerings.

***Departmental Core Courses*** : 9 credits.

1. Phonology I
2. Syntax I
3. Semantics and Pragmatics

A course in General Linguistics is considered a prerequisite of the MAT program. Students with little or no prior linguistics coursework are advised to take General Linguistics during the summer prior to beginning MAT coursework. This course does not count toward the MAT degree requirements.

***Applied Linguistics concentration courses:*** 12 credits

Language Acquisition  
Methodology of Language Teaching (prerequisite for Language Testing and Teaching Practicum)  
Language Testing  
Teaching Practicum

Teaching Practicum may be waived (and replaced by an elective) in the case of students presenting evidence of extensive (and relevant) teaching experience.

***Research:*** 3 credits

## II. Concentration Requirements

---

Each MAT student must select one course in which the student will individually or as part of a group design, execute and report a small-scale study. Each student should consult with his or her advisor to determine which courses will satisfy this requirement.

**Electives:** 9 or more credits. One elective course must be selected from among the following priority Applied Linguistics courses:

Teacher Certification: Developmental Reading, Human Growth and Development, Techniques of Secondary Teaching, Foundations of Education

Classroom Practices: Techniques of Secondary Teaching, Pedagogical Grammar, Discourse Analysis for Language Teaching, CALL, TBLT

Research and Development: Materials Development, Curriculum Development, (plus the Research Course list)

(Note: This list of electives may be amended from time to time.)

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

**Summative Portfolio.** For requirements of the Summative Portfolio see Part I section 1.1. (page 3).

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

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

### 1.1.3. Certificate in TESL

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

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

- General Linguistics
- Phonology I
- Generative Syntax I
- Language Acquisition
- Methodology of Language Teaching (prerequisite for Language Testing)
- Language Testing

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

- EFL Materials Preparation
- Cross-cultural Communication

## II. Concentration Requirements

---

Introduction to Sociolinguistics  
Linguistics and Reading  
Linguistics and Writing

### 1.1.4. Certificate in TESL and Bilingual Education

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

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

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

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

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

Language Testing (the prerequisite is Language Teaching Methodology)

Language Acquisition

Language Teaching Methodology

EFL Materials Preparation

Bilingualism

Linguistics and Reading

Cross-cultural Communication

Practicum (the prerequisite is Language Teaching Methodology)

Linguistics and Writing

Seminar in Language Teaching

**Applied Linguistics electives.** Three or more electives may be selected from among all the Linguistics Department courses or from courses offered by other departments (see the Graduate School Catalogue for listings and descriptions).<sup>3</sup> The choice of electives is subject to approval of the advisor. A total of 30 credits must be taken from within the Linguistics Department course offerings.

**Language proficiency.** All Master's students in the Applied Linguistics concentration must demonstrate proficiency in one foreign language. Six credits are devoted to the language requirement unless this requirement can be satisfied in another way. 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.

---

<sup>3</sup> If the foreign language requirement is satisfied by means other than coursework, then more electives may be taken.

## II. Concentration Requirements

---

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

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

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

**Departmental core courses.** 9 credits. See departmental guidelines (Part I, section 3.3) regarding the fulfillment of Core coursework requirements. Students must start at the level for which they are qualified. Ph.D. students (not MS/MAT students) in Applied Linguistics are required to take an advanced level ('level II') formal course, e.g. LING-512 Phonology II, LING-528 Syntax II or LING-532 Formal Semantics, or LING-429 Comparative Syntax (which has a Syntax I pre-requisite) or LING-520 Morphology (which has a Syntax I and Phonology I pre-requisite), LING-516 Tone & Intonation (with a Phonology I pre-requisite), or LING-524 Structure of a Language Family (with a Syntax I pre-requisite). However, LING-482 Pragmatics will NOT satisfy the requirement.

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

Statistics for Linguistics Research  
Research Design and Methodology

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

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

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

**Language proficiency.** All doctoral students in the Applied Linguistics concentration must demonstrate proficiency in two languages. See the departmental guidelines (Part I, section 2) for a definition of what counts as a foreign language and how proficiency can be demonstrated/established.

### ***Other requirements.***

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

***The Second Qualifying Paper (QP2).*** The Second Qualifying Paper (QP2) is written on a topic in the area of the student's specialization. For Ph.D. students in Applied Linguistics, the QP2 must be submitted and approved before the student can schedule a dissertation defense.

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

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

***Institutional Review Board.*** All research conducted by students which elicits data from human subjects must be approved by the University's Institutional Review Board, to be in compliance with Title 45 of the Code of Federal Regulations, Part 46: Protection of Human Subjects: [http://www.access.gpo.gov/nara/cfr/waisidx\\_99/45cfr46\\_99.html](http://www.access.gpo.gov/nara/cfr/waisidx_99/45cfr46_99.html) A student's dissertation proposal will not be approved until IRB forms have been completed and approved.

***Dissertation proposal.*** The dissertation proposal should follow the Graduate School guidelines (<http://www.georgetown.edu/grad/forms/current-forms.html>). We recommend limiting the length of the problem statement to under ten pages (3-5 pages is ideal). The bibliography and the literature review should be as comprehensive as possible. The procedure and probable contents section may be in outline format. The proposal should be submitted to your committee who will then provide feedback and determine whether the proposal is acceptable. Once approved and submitted to the Department, you will then begin the dissertation research.

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

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

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

#### Faculty:

Paul Portner (Semantics, pragmatics, syntax/semantics interface, and knowledge Representation)  
Solomon Sara, S.J. (Prolog)  
Elizabeth Zsiga (Concentration Head; Acoustic phonetics)

#### Adjunct Faculty:

Inderjeet Mani (Professional Lecturer; text summarization)(Visiting Professor, 2001-2002)  
Lance Miller (Professorial Lecturer; text mining)  
Kathryn B. Taylor (Professorial Lecturer; Perl, machine translation, information extraction)  
John White (Professorial Lecturer; machine translation)  
George Wilson (Professorial Lecturer; information retrieval, Perl)

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

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

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

***Departmental Core courses.*** 9 credits. See departmental guidelines (Part I, section 3.3).

***Computational Linguistics courses.*** 15 credits. All students must take Introduction to Computational Linguistics (LING-361) and one or more programming courses. Artificial Intelligence (COS-387) is strongly recommended. In addition, students should gain depth in an application area through coursework in natural language processing, neural networks, machine translation, information retrieval, or speech processing.

***Language Proficiency.*** See departmental guidelines (Part I, section 2). Computational Linguistics students are encouraged to satisfy the language proficiency requirement by passing a programming languages proficiency examination or by providing evidence of professional certification in approved programming language(s).

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

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

***Departmental Core courses.*** 9 credits. See departmental guidelines (Part I, section 3.3).

***Computational Linguistics courses.*** The Computational Linguistics program requires Introduction to Computational Linguistics (LING-361), one or more programming courses, and at least one seminar.

***Language Proficiency.*** See departmental guidelines (Part I, section 2). Ph.D. students in Computational Linguistics are encouraged to satisfy one of the two required foreign language

## II. Concentration Requirements

---

requirements by passing a programming languages proficiency examination or by providing evidence of professional certification in approved programming language(s). The second foreign language must be a human language.

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

Faculty:

Ralph Fasold (syntactic variation)  
Donna Lardiere (language acquisition, morphology)  
Paul Portner (formal semantics, knowledge representation)  
Solomon Sara, S.J. (phonology)  
Shaligram Shukla (historical and Indo-European linguistics)  
Raffaella Zanuttini (Concentration Head; syntactic theory)  
Elizabeth Zsiga (phonology, phonetics)

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

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

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

Generative Syntax I	Generative Syntax II
Formal Semantics I	Formal Semantics II
Theoretical Phonology I	Theoretical Phonology II

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

#### **Syntax**

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

#### **Semantics**

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

#### **Phonology**

Articulatory Phonetics	Historical Linguistics
Acoustic Phonetics <i>or</i> Syntax III	Phonology Seminar

## II. Concentration Requirements

---

Another Seminar in the Concentration

### **Historical Linguistics**

Indo-European Linguistics  
Classical language *or* history of a language  
Phonetics  
Historical Linguistics Seminar

Historical Linguistics  
Articulatory Phonetics *or* Acoustic  
Another Seminar in the Concentration

### **Language Acquisition**

Articulatory Phonetics  
Generative Approaches to Language Acquisition  
Another Seminar in the Concentration

Language Acquisition  
Language Acquisition Seminar

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

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

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

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

*Language proficiency.* All doctoral students in the Theoretical Linguistics concentration must demonstrate proficiency in two languages. See the Departmental guidelines (Part I, section 2) for a definition of what counts as a foreign language and how proficiency can be demonstrated/established.

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

#### Faculty:

Colleen Cotter (media discourse, language change and obsolescence, intonation)  
Heidi Hamilton (discourse analysis, cross-cultural comm., lang. & aging) (on leave, Fall 2001)  
Ralph Fasold (syntax-pragmatics interface, language policy and planning)  
Deborah Schiffrin (Concentration Head; discourse analysis, pragmatics)  
Natalie Schilling-Estes (language variation, sociolinguistic field methods) (on leave, Spring 2002)  
Ron Scollon (discourse analysis)  
Deborah Tannen (discourse analysis, language and gender)

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

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

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

***Language proficiency.*** M.S. students in Sociolinguistics are not required to demonstrate proficiency in a foreign language. All Ph.D. students in the Sociolinguistics concentration must demonstrate proficiency in one foreign language. See Departmental guidelines (Part I, section 2) for a definition of what counts as a foreign language and how proficiency can be demonstrated/established.

## **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 four years of full funding (tuition and stipend). 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. These awards provide a stipend and cover thesis research fees or tuition (typically for three courses a semester). Recipients must be full-time students; they work 15 hours a week as Research Assistants (RAs) or Teaching Assistants (TAs) assigned to individual faculty, or may be assigned to teach a section of an undergraduate course such as Introduction to Language. Assistantships are normally renewable for three years, based on review of performance. Failure to maintain superior academic standards or satisfactory performance in assistantship assignments will result in non-renewal. Only Ph.D. students are eligible for these awards.

The Department has approximately 30 doctoral assistantships available to it; over 130 current students and over 150 new applicants compete for the assistantships which become available each year. Awards are made each spring for the following academic year.

Doctoral assistantship holders are expected to complete the assignments given them under the terms of their assistantships and to maintain an excellent academic record in their graduate work. As a general guideline, doctoral assistantship holders should receive an A grade in at least three-fourths of their course work and no lower than B+ in the remaining one-fourth. They should, in addition, demonstrate outstanding skills in writing and research.

Assistantship assignments and responsibilities vary. During the fall semester, assistantship holders will typically receive an assignment as a Teaching Assistant. During the spring semester, they may be assigned to be a Research Assistant for a particular professor or to assist with the Georgetown University Round Table (GURT).

Current students who wish to be considered for a doctoral assistantship should apply in writing to the Director of Graduate Studies before the admission deadline (January 4).

***Scholarships.*** Some full and partial tuition scholarships (without a stipend) are also available. Scholarships cover tuition for between one and four courses or thesis research fees. No work assignment is attached to a tuition scholarship. Scholarships are awarded for a term of one or two semesters. Students who wish to be considered for scholarship aid should apply in writing to the Director of Graduate Studies before the admission deadline (January 4). M.S. and Ph.D. students are eligible for scholarships.

***Traineeships in Bilingual Education.*** Six Traineeships in Bilingual Education are available for each of the academic years 2001-2002, 2002-2003, and 2003-2004. For more information, contact Dr. James Alatis.

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

## 2. *Communication*

### 2.1. Mailboxes

Representatives of Georgetown Linguistic Student Association assign student mailboxes each semester. Graduate fellows are assigned mail slots with the faculty mailboxes. Please do not use the Department's address as your personal mailing address. Only in special circumstances and with the approval of the Department, can exceptions be made.

### 2.2. 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. For computer questions or problems contact the Student HelpDesk at (202) 687-4577 or [techhelp@georgetown.edu](mailto:techhelp@georgetown.edu).

### 2.3. GULINGUIST

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

subscribe gulinguist yourfirstname yourlastname

## 3. *Getting Involved*

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

### 3.1. 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).

### 3.2. GLS: Georgetown Linguistics Society

GLS is a student organization founded in 1994 in order to create an international forum for scholars in linguistics. Its primary focus is the organization and hosting of conferences with varying themes. The first GLS conference was held in February 1995 and drew scholars from all

over the United States, Canada and Europe. Participation in GLS offers graduate students the opportunity to be actively involved in all stages of planning and organizing a major professional conference.

#### **3.3. 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. *Linguistics Lab***

The Linguistics Lab, located in ICC 201, houses phonetics equipment, including a Kay Computerized Speech Lab, and several computers with specialized linguistic software. (Note that this is not the "Language Lab" (ICC 226) which provides tape and video resources for students in language classes, and requires payment of a lab fee.) When not in use for classes, the Linguistics Lab serves as a research facility for faculty and graduate students. It is available to all graduate students in Linguistics who need to use the specialized equipment. The Lab should not be used for meetings, tutorials, socializing, or classes that do not require use of the Lab equipment. The priority for use of the Linguistics Lab is as follows:

1. Classes.
2. Students doing work that requires use of the specialized equipment.
3. Word processing and printing for linguistics coursework.

In addition, tape recorders may be checked out of the Lab for use in fieldwork. See a member of the Lab committee for further information.

#### **5. *Department Web Site***

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

## PART IV: THE FACULTY

**James E. Alatis**, Ph.D., Ohio State University  
Distinguished Professor of Linguistics and Modern  
Greek, Dean Emeritus of the School of Languages  
and Linguistics; Director, MAT Program; Applied  
Linguistics  
ICC 478 E-mail: [alatisj@georgetown.edu](mailto:alatisj@georgetown.edu)

**Jeff Connor-Linton**, Ph.D., University of Southern  
California  
Associate Professor; Applied Linguistics;  
Department Chair  
ICC 480 E-mail: [connorlj@georgetown.edu](mailto:connorlj@georgetown.edu)

**Colleen Cotter**, Ph.D., University of California,  
Berkeley  
Assistant Professor; Sociolinguistics; CCT program  
ICC 456 E-mail: [cotterc@georgetown.edu](mailto:cotterc@georgetown.edu)

**Ralph W. Fasold**, Ph.D., University of Chicago  
Professor; Theoretical Linguistics and  
Sociolinguistics  
ICC 451 E-mail: [fasoldr@georgetown.edu](mailto:fasoldr@georgetown.edu)

**Heidi E. Hamilton**, Ph.D., Georgetown University  
Associate Professor; Sociolinguistics  
ICC 455 E-mail: [hamilthe@georgetown.edu](mailto:hamilthe@georgetown.edu)  
(on leave, Fall 2001)

**Donna Lardiere**, Ph.D., Boston University  
Associate Professor; Concentration Head Applied  
Linguistics; Theoretical Linguistics  
ICC 470 E-mail: [lardiere@georgetown.edu](mailto:lardiere@georgetown.edu)

**Alison Mackey**, Ph.D., University of Sydney  
Assistant Professor; Applied Linguistics  
ICC 460 E-mail: [mackeya@georgetown.edu](mailto:mackeya@georgetown.edu)

**Paul H. Portner**, Ph.D., University of Massachusetts  
(Amherst)  
Associate Professor; Theoretical Linguistics  
ICC 473 E-mail: [portnep@georgetown.edu](mailto:portnep@georgetown.edu)

**Solomon Sara, S.J., Ph.D.**, Georgetown University  
Associate Professor; Director of Undergraduate  
Studies; Theoretical Linguistics  
ICC 475 E-mail: [saras@georgetown.edu](mailto:saras@georgetown.edu)

**Deborah Schiffrin**, Ph.D., University of  
Pennsylvania; Professor; Concentration Head;  
Sociolinguistics  
ICC 474 E-mail: [schiffrd@georgetown.edu](mailto:schiffrd@georgetown.edu)

**Natalie Schilling-Estes**, Ph.D., University of North  
Carolina (Chapel Hill)  
Assistant Professor; Sociolinguistics  
ICC 453 E-mail: [ns3@gusun.georgetown.edu](mailto:ns3@gusun.georgetown.edu)  
(on leave, Spring 2002)

**Ron Scollon**, Ph.D., University of Hawaii  
Professor; Sociolinguistics;  
Director of Graduate Studies;  
ICC 472 E-mail: [scollonr@gusun.georgetown.edu](mailto:scollonr@gusun.georgetown.edu)

**Shaligram Shukla**, Ph.D., Cornell University  
Associate Professor; Theoretical Linguistics  
ICC 476 E-mail: [shuklas@gunet.georgetown.edu](mailto:shuklas@gunet.georgetown.edu)

**Deborah Tannen**, Ph.D., University of California,  
Berkeley; University Professor; Sociolinguistics  
ICC 471 E-mail: [robinsda@georgetown.edu](mailto:robinsda@georgetown.edu)

**Andrea Tyler**, Ph.D., University of Iowa  
Associate Professor; Applied Linguistics  
ICC 454 E-mail: [tyleran@georgetown.edu](mailto:tyleran@georgetown.edu)

**Raffaella Zanuttini**, Ph.D., University of  
Pennsylvania; Associate Professor; Concentration  
Head Theoretical Linguistics  
ICC 477 E-mail: [zanuttir@georgetown.edu](mailto:zanuttir@georgetown.edu)

**Elizabeth C. Zsiga**, Ph.D., Yale University  
Associate Professor; Concentration Head  
Computational Linguistics; Theoretical Linguistics  
ICC 457 E-mail: [zsigae@georgetown.edu](mailto:zsigae@georgetown.edu)