

GRADUATE STUDENT HANDBOOK 2009-2010

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://linguistics.georgetown.edu>

WELCOME & DEPARTMENTAL MISSION STATEMENT.....	3
DEPARTMENT OFFICERS AND STAFF, 2008-2009	4
PART I: DEPARTMENTAL ACADEMIC GUIDELINES.....	5
1. DEGREE REQUIREMENTS	5
1.1. Requirements for the M.A.T.....	5
1.2. Requirements for the Certificate programs.....	6
1.3. Requirements for the MA in Linguistics with a Concentration in Language and Communication (MLC).....	6
1.4. Master of Science.....	7
1.5. Requirements for the Ph.D.....	8
2. Foreign language proficiency.....	15
3. DEPARTMENTAL DISTRIBUTION REQUIREMENTS.....	17
4. CONSORTIUM COURSES.....	18
GENERAL ACADEMIC REGULATIONS.....	19
5.1. Advising.....	19
5.2. Enrollment.....	20
5.3. Registration, leaves of absence and extensions.....	20
5.4. Transfer of credit	20
5.5. Intensive coursework	21
5.6. Turn-around time	21
5.7. Deadlines	21
5.8. Incompletes	21
5.9. Academic integrity	23
5.10. Undergraduate Tutorial.....	23
5.11. Grievance procedures.....	24
5.12. Institutional Review Board	24
5.13 Curricular Practical Training (CPT).....	25
5.14. Accelerated Master's Degrees.....	25
PART II: CONCENTRATION-SPECIFIC REQUIREMENTS.....	27
1. THE CONCENTRATION IN APPLIED LINGUISTICS.....	27
1.1. M.A.T. and Certificate Programs	27
1.2. M.S. in Applied Linguistics	29
1.3. Ph.D. in Applied Linguistics	30
2. THE CONCENTRATION IN COMPUTATIONAL LINGUISTICS.....	32
2.1. M.S. in Computational Linguistics	32
2.2. PH.D. IN COMPUTATIONAL LINGUISTICS.....	33
3. THE CONCENTRATION IN SOCIOLINGUISTICS.....	33
3.1. M.S. in Sociolinguistics.....	33
3.2. MLC in Sociolinguistics	34
3.3. Ph.D. in Sociolinguistics.....	35
4. THE CONCENTRATION IN THEORETICAL LINGUISTICS.....	36
4.1. M.S. IN THEORETICAL LINGUISTICS.....	36
4.2. PH.D. IN THEORETICAL LINGUISTICS.....	36
PART III: LIFE IN THE LINGUISTICS DEPARTMENT	38
1. FELLOWSHIPS, ASSISTANTSHIPS AND SCHOLARSHIPS.....	38.
TEACHING PRACTICUM.....	38
3. COMMUNICATION.....	39
3.1. Mailboxes	39
3.2. E-mail and Computing Facilities.....	40
3.3. GULINGUIST	40
3.4. Department Website.....	40
4. GETTING INVOLVED.....	40
4.1. GLSA: Georgetown Linguistics Student Association	40
4.2. GLS: Georgetown Linguistics Society.....	41
4.3. Georgetown Undergraduate Linguistics Society.....	41
4.4. CAL: Center for Applied Linguistics	41
4.5. Georgetown University Working Papers in Theoretical Linguistics (GUWPTL).....	41
4.6. eVox.....	42
4.7. GURT (Georgetown University Round Table).....	42
5. LINGUISTICS LABS.....	42
PART IV: THE FACULTY	43

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 16 faculty members and approximately 140 graduate students whose research interests span a broad range of approaches to the study of language. Students may concentrate in Applied Linguistics, Computational Linguistics, Sociolinguistics, or Theoretical Linguistics, and they may pursue studies which combine or cross these concentrations.

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 2009. Students who joined the Department prior to Fall 2009 may be subject to different requirements and should consult the guidebook which was current when they were admitted, as well as their advisors.

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

Paul Portner, 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.

Department Officers and Staff, 2009-2010

Department Chair:	Heidi E. Hamilton, Ph.D.	hamilthe@georgetown.edu
Vice-Chair:	Elizabeth Zsiga, Ph.D.	zsigas@georgetown.edu
Director of Undergraduate Studies:		
	Jeff Connor-Linton, Ph.D.	connorlj@georgetown.edu
Director of Graduate Studies:		
	Paul Portner, Ph.D.	portnerp@georgetown.edu
Concentration Heads:		
Applied Linguistics:	Alison Mackey, Ph.D.	mackeya@georgetown.edu
Computational Linguistics:	Graham Katz, Ph.D.	egk7@georgetown.edu
Sociolinguistics:	Robert Podesva, Ph.D.	rjp39@georgetown.edu
Theoretical Linguistics:	Donna Lardiere, Ph.D.	lardiere@georgetown.edu
Director, MAT Program:	Jeff Connor-Linton, Ph.D.	connorlj@georgetown.edu
Director, MLC Program:	Deborah Schiffrin, Ph.D.	schiffrd@georgetown.edu
Assistant Director, MLC Program:	Anna Marie Trester, Ph.D.	amt23@georgetown.edu
Department Administrator:	Manela Diez	diezm@georgetown.edu
Graduate Program Assistant:	Erin Esch	eee8@georgetown.edu
Administrative Assistant:	Jennifer Brusstar	brusstaj@georgetown.edu

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 (M.A.T.) (1.1), two certificates in teaching English as a second language (1.2), a Master of Arts in Linguistics with a Concentration in Language and Communication (MLC) (1.3), Masters of Science (M.S.) (1.4), and the Doctor of Philosophy (Ph.D.) (1.5). The requirements for these degrees are outlined below. Further details are given in Section II below. It is the responsibility of students to know about and meet all degree requirements.

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. A Master's Research Paper is optional. **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 Core Courses in Sound, Form, and Meaning (See Part I, Section 3). The rest will be specific to the M.A.T. degree. See Part II, Section 1.1 for a list of the specific 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) or an equivalent course 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. Proficiency can be demonstrated in several ways, described in the departmental guidelines in Part I, Section 2.

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 1.4 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, Section 1.1.1 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 Requirement for the Master of Arts in Linguistics with a Concentration in Language and Communication (MLC)

The MLC 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.

The Graduate School allows three years from matriculation to complete all degree requirements and to graduate. Students who enroll part-time may request an extension of time to complete the degree from the Graduate School.

Overall requirements: 8 courses (24 credits) plus a Master's thesis, or 10 courses (30 credits). (Note that students participating in the Accelerated Master's program may not choose the thesis option.)

There are two required courses (LING 401 and a spring Proseminar); beyond this there is flexibility in all course requirements. Students will work with their faculty advisor to select courses that reflect their individual needs and interests (see Part II, Section 3.3.2. for Linguistics courses that are especially suitable for the MLC). Students may opt to take some 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 (see Part I, Section 4, below).

To complete a Master's Thesis, the student must submit a proposal to his/her proposed mentor and to the Graduate School. Upon approval, the Master's Thesis is deposited in the Graduate School. See Sect. 1.4 below for further information on the Master's Thesis.

The MLC does not require a foreign 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. Of the total hours, 9 hours will consist of Departmental Core Courses in Sound, Form, and Meaning (See Part I, Section 3). (Students in Computational Linguistics have different requirements. For details of the Computational Linguistics M.S., see Part II, Section 2.2.1.) 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, 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).

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 or Master's Thesis

All M.S. students must write either a Master's Research Paper (MRP) or a Master's thesis. The two options are very similar; the MRP is the normal choice for M.S. students, but some choose to do a thesis, which is held to higher standards in terms of research and presentation. Students interested in doing a Thesis instead of an MRP should discuss the possibility with their advisor. (Note that computational students pursuing the 24 credit Masters program must do a thesis, while students pursuing the 30 credit program may do a MRP or a thesis.) Students must register for Thesis Research in order to write a Masters Thesis.

An MRP or Thesis demonstrates the student's ability to conduct and report original research in his or her area of concentration. The MRP/Thesis is written under the supervision of a department faculty member selected by the student, who does not necessarily need to be the student's faculty advisor. Early on in the semester in which the MRP/Thesis is due, the student must meet with the faculty member who will work with the student on the MRP/Thesis to discuss the requirements and to determine a schedule for submitting drafts. The MRP/Thesis 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 DGS, a student must include a completed coversheet which is available on our website:

<http://www3.georgetown.edu/departments/linguistics/forms/mrp/>. The MRP/Thesis must be formally approved by the Reader/Mentor and the Director of Graduate Studies.

An MRP is kept on file in the Linguistics Department, while a Thesis is filed with the graduate school and kept in the University Library.

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

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

- coursework (1.5.1)
- foreign language proficiency (1.5.2)
- Research Tool proficiency (1.5.3)
- 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)

Together with their faculty advisor, 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.

Doctoral students are allowed seven years from matriculation to complete all degree requirements and to graduate.

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:

Language 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 portion of the 54 credit hours be within the concentration. Consult the descriptions in Part II of this handbook for concentration-specific requirements.

Supplemental courses

The remaining credit hours are taken as supplemental courses, selected with 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, 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).

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 III, 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. If a student fails to improve sufficiently, he or she will not be allowed to continue in the program.

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. The request must then be approved by his/her academic advisor, who consults with the instructor of the course to be waived where appropriate, and the Director of Graduate Studies. In general, at least 60% of the course content should have been covered in the previous work, and the student will need to present evidence of this in the form of syllabi, book lists, and possibly assignments. This careful evaluation is required to

protect the student from being placed in upper level courses without the necessary preparation. Please note that when a course is waived, the credits are not applied to the current degree program; the student must take another course to take the waived 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. In order for a course to be considered for advanced standing, an official transcript showing the course must be on file with the graduate school.

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. Once the request for advanced standing is submitted, the Director of Graduate Studies will make a recommendation to the Graduate School, which is responsible for a final decision.

It is important to understand the difference between waiving a course and advanced standing. Waiving a course allows a student to satisfy a curricular requirement on the basis of previous coursework, and doesn't affect the number of credits in the student's program. Advanced standing reduces the number of credits in the student's program, but does not accept the course as satisfying any requirement. It is possible to both apply for advanced standing, and to apply to waive a requirement, on the basis of the same previous course.

Students in the doctoral program who have not been granted any Advanced Standing have a 54-credit program.

1.5.2. 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 this requirement. **Students must satisfy the foreign language requirement before the Oral Examination (see Section 1.5.6) can be scheduled.**

1.5.3. 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

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

1.5.4. Qualifying Review and First Qualifying Paper (QP1)

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 from 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

With approval from the advisor and Director of Graduate Studies, the student may submit the first Qualifying Paper as a Master's Research Paper in order to earn a Master's in Passing.

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)

In order to continue in the Ph.D. program, students must submit and receive a passing evaluation on the Second Qualifying Paper (QP2). The paper is to be submitted **during the candidate's final semester of doctoral coursework by the deadline posted in the departmental Calendar of Important Dates.** The QP2 is written on a topic in the area of the student's specialization and must not be co-authored. 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 consequences outlined below 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.

If the first submission of a QP2 is not passed, 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 prepare for and take the Oral Exam. In consultation with faculty, the student will determine which faculty member is best suited to direct the student's dissertation (the mentor). In consultation with the mentor, the student will be assigned several topic areas relevant to his or her dissertation and will write a Problem Statement describing the issues and research to be addressed in the dissertation. The purpose of the Oral Exam is to test the student's knowledge of these topical areas and their role in the student's intended dissertation research. 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 consisting of the mentor (the committee chair) and two other faculty members from the Department of Linguistics or affiliated faculty. The examination is of two hours' duration. Candidates will receive an evaluation of pass or fail. Upon the recommendation of the examining committee, a candidate who fails the Oral Exam for the first time is allowed to 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 will 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 not a regular faculty member of 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 must be approved by the Director of Graduate Studies. Once constituted, committee membership can only be changed with departmental approval. To change the committee, 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. While the department does not routinely grant requests to change the committee, 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 1.5.12 below).

The proposal is due to the mentor on the date indicated in the departmental academic calendar; please consult

<http://events.georgetown.edu/events/index.cfm?Action=List&CalendarID=473&View=7> for exact deadlines. Several levels of review and approval are required; the following sequence is recommended:

1. Student submits the detailed version of the proposal for departmental (mentor, committee, and DGS) approval.
2. Student applies for IRB-C approval (where required).
3. Student submits the Graduate School's Dissertation Research Proposal Form to the department for approval, and if it is acceptable, it is then filed with the graduate school.

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 generally minimizes the amount of proposal revision.

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 (and at a minimum, 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 electronic copies or hard copies of dissertation drafts are 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 draft 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. If the student has passed the defense, he or she then will undertake any revisions required by the committee. Once all required revisions have been completed and all committee members have approved the dissertation, the student then will submit 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 foreign language. (Students in the MLC program do not have a 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 in linguistic research for either or both of the following two reasons:

- As a medium: The language is needed so that the student can conduct teaching, research, or other professional activities using the language, or
- For linguistic analysis: The language is needed so that the student can carry out linguistic analysis using data from that language.

The way in which a student fulfills the language requirement depends on whether they need the language mainly as a medium or mainly for linguistic analysis.

Students who need a foreign language for **use as a medium** can gain proficiency by taking a series of courses in that language. Intensive undergraduate courses may be used with departmental and Graduate School permission. Students must reach the Intermediate II level, and, and in the event that the course is being taken on an audit basis, provide documentation from the instructor that the student indeed attended the class and completed the work satisfactorily. (Undergraduate courses will not count towards the credits required of the graduate program unless special permission to receive graduate credit is received beforehand.)

Students can gain proficiency for **purposes of linguistic analysis** by taking a graduate course on the structure of the language. Such 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 such as 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 has achieved proficiency in a foreign language may establish this in several ways: (i) Student may take 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.)

(ii) Students may request (on a student request form) that a previous undergraduate major, minor or Master's degree in a foreign language can be used to fulfill the foreign language requirement. The Director of Graduate Studies is responsible for approving or not approving such requests.

(iii) Students can demonstrate proficiency in a foreign language by taking for credit a graduate Linguistics course conducted primarily in the language.

(iv) Students can demonstrate that they have sufficient knowledge of a language for purposes of linguistic analysis by writing a paper which analyzes an aspect of the

language; in order to fulfill the requirement, this paper must be evaluated with at least a B+ by a linguist familiar with the language.

(v) Non-native speakers of English may request that TOEFL or IELTS results presented as part of their application for admission be used to fulfill the foreign language requirement. The request must be made in writing on a student request form and approved by the advisor and Director of Graduate Studies. Please attach a copy of the exam results. If you no longer have a copy of the results, you may request that the Graduate Program Assistant obtain a copy from the Graduate School.

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.

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. students (except those in Computational Linguistics) in linguistics are required to take the following three courses:

1. Sound: LING 510 Phonetics and Phonology I
2. Form: LING or SPAN 527 Syntax I
3. Meaning: LING or SPAN 531 Semantics & Pragmatics 1

All M.A.T. students are required to take three courses as follows:

1. Sound: LING 510 Phonetics and Phonology I
2. Form: Ling 485 Cognitive and Functional Approaches to Language or LING or SPAN 527 Syntax I.
3. Meaning: LING 482 Pragmatics or LING 558: Discourse Analysis for Language Teachers or LING or SPAN 531 Semantics & Pragmatics 1.

Ph.D. students are required to fulfill distribution requirements that reflect the diversity of perspectives on language and linguistics represented 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 or SPAN 527: Syntax I
5. Historical Linguistics
 - LING 449: Historical Linguistics
6. Meaning
 - LING or SPAN 531: Semantics & Pragmatics 1
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. Such a 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 on the basis of this previous coursework (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. Consortium courses cannot be taken on an audit basis.

The Registrar's office has the required form needed to register for a Consortium class. (A student cannot register for a Consortium course online through Student Access.) The form 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 3.3).

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 reader of the Master's

thesis, MRP, or Teaching Summative Portfolio does not necessarily become the student's advisor unless requested, although it is typical that he or she does.

5.2. Enrollment

Nine credits per semester is considered a full-time course load. 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 wish to enroll in 6 or fewer credits, they must consult with their international student advisor and academic advisor.

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 or receive approval for a leave of absence 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 of 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 student request form available on our website: linguistics.georgetown.edu.

Please note: A student can only transfer courses that have not been applied to an earned degree. If a student has earned a previous graduate degree and would like to use that work to shorten the Ph.D. program, he or she can request these credits be applied to advanced standing, but cannot apply to transfer credit. See Section 1.5.1. for additional details about advanced standing. Also note that waiving a required course on the basis of previous coursework is not the same as transferring the credit or receiving advanced standing; when a course is waived, the credits are not applied to the current degree program, and the degree program is not shortened. Therefore, in such a case, the student must select a course to take the waived 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 Catalog (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 adheres 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 an Incomplete, even if another faculty member is willing to do so in a similar circumstance 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 semester following the previous deadline, not including the summer. The request form must also be approved 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, Master's Theses 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 exceptional circumstances, such a student will not be allowed to continue taking coursework or to fulfill any degree requirements 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 2007-2008)

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 2008-2009 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 the course 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 must not collect any data from subjects until they apply for and receive IRB approval of their study and of the specific procedures 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.

Applications for IRB review can be downloaded from:

http://ora.georgetown.edu/irb/irbc_index.htm.

Note that the Department Chair signs IRB applications, so students should leave adequate time for the Chair's review.

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).

5.13. Curricular Practical Training (CPT)

The course "Curricular Practical Training" may be taken by Ph.D. students for whom outside practical training is an essential part of their studies. Requirements will be worked out with the instructor, but typically will include a research paper connected with the training. Permission from the student's advisor, the instructor, and the DGS are all required, along with a letter of support from the advisor. A student may take this one-credit course up to three times. Regular tuition rates apply.

5.14 Accelerated Masters Degrees

Undergraduate majors in Georgetown's Department of Linguistics may apply for an Accelerated Option in any of the Masters degrees.

The requirements of the Accelerated Master's degrees are the same as those for the regular (non-accelerated) 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 degree and to the Masters 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 Master's degree.
- c) One of the two undergraduate core sequences in Phonetics/Phonology or Morphology/Syntax may be used to waive a departmental required course. (Phonetics/Phonology allows one to waive LING 510: Phonetics and Phonology I and Morphology/Syntax allows one to waive LING 527: Generative Syntax I.) Only one departmental requirement can be waived in this way. Note that waiving a course does not confer graduate credit; thus, this option does not reduce the number of graduate credits which must be taken.

The requirements for the Accelerated Masters Degrees are as follows:

- a) Only Linguistics majors (including students 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) Qualifying students should apply in their third academic year by the appropriate deadline for the specific Master's program they are interested in. Applications are reviewed in the same pool as all graduate applicants. 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.)

Students who have the goal of participating in an Accelerated Master's program are urged to discuss their plans with their advisors early in their third academic year.

PART II: CONCENTRATION-SPECIFIC REQUIREMENTS

We have four concentrations in the Department of Linguistics:

Applied Linguistics

Computational Linguistics

Sociolinguistics

Theoretical Linguistics

Some students whose interests do not fit naturally into one of the four concentrations are admitted in a "General" category. For these students, specific requirements will be determined in consultation with the advisor. 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 485: Cognitive and Functional Approaches to Grammar OR
LING or SPAN 527: Syntax I
Meaning (3 credits): LING 558: Discourse Analysis for Language Teachers OR
LING 482: Pragmatics OR
LING or SPAN 531: Semantics & Pragmatics 1

Applied Linguistics Courses:

- Language Teaching (12 credits): 1) LING 359: How to Teach Second/Foreign Languages or LING 356: Teaching English as a Second Language; AND
2) LING 358: Materials and Approaches in Language Teaching; AND
3) LING 558: Task Based Learning and Teaching; AND
4) LING 559 Practicum in Language Teaching.
Language Testing (3 credits): LING 350: Language Testing
Language Learning (3 credits): LING-553 Introduction to Second

Language Acquisition & Bilingualism OR
LING 551: Language Acquisition.

Language Research:

Any elective or required class where the student (alone or in a group) designs and executes a small-scale study. This requirement may also 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 foreign language requirement must be satisfied by taking one graduate course that is substantively conducted in the target language, and (2) the student's placement for the Supervised Practicum in Language Teaching (LING 559) must be in a bilingual instructional environment.

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 or SPAN 527: Syntax I OR LING 485: Cognitive Approaches to Grammar
LING-553 Introduction to Second Language Acquisition and Bilingualism **OR**
LING 551 Language Acquisition
LING 357 Methods of Language Teaching **OR** LING 359: How to Teach
Second/Foreign Languages **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 398 Developmental Reading
LING 496: Intercultural Communication
LING 454: Linguistics and Reading
LING 456: Linguistics and Writing
LING 558: Task Based Language Learning and Teaching
LING 570: Introduction to Sociolinguistics

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.

1.2. 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: 9 credits, or three courses, 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. (see Part I, Section 2 for details).

Master's Research Paper: Following the departmental guidelines in Part I, Section 1.4, 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: A doctoral student in Linguistics is required to have a total of 54 credit hours. Up to 6 credits, or two courses, may be taken in other departments or through the Consortium (see Part I, Section 4). The department also strongly recommends 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 discussions 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: Either

- 24 credit hours and a Master's Thesis, or
- 30 credit hours and a Master's Research Paper.

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. The Master's Research Paper has neither of these requirements (see section 1.4 above for further details concerning the Master's Thesis and Master's Research Paper).

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 either another 4 or 6 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.

Electives: 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 or SPAN 527), Semantics and Pragmatics 1 (LING or SPAN 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 362), one or more programming courses (offered by the Department of Computer Science), and at least one seminar.

3. *The Concentration in Sociolinguistics*

3.1 M.S. in Sociolinguistics

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

Departmental course requirements: See Part I, Section 3, above.

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 foreign language. See Part I, Section 2 above for information on how to satisfy the foreign 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.

3.2. M.A. in Linguistics with a Concentration in Language and Communication (MLC)

The MLC 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). (Note that students participating in the Accelerated Master's program may not choose the thesis option.)

Please note that there is no foreign language requirement.

There are two required courses LING 401: General Linguistics and the MLC Proseminar held in the Spring; beyond these requirements, there is flexibility in all course requirements.

Required courses:

- LING 401: General Linguistics (may be waived only if student has a background in Linguistics)
- MLC Proseminar: a professionalization course designed to illustrate how to use linguistics in professional contexts. Offered in the Spring semester, but participation is required in events throughout the year.
- 3 additional courses, to be selected from the following:

LING 482 - Approaches to Discourse
LING 483 - Discourse Analysis: Narrative
LING 484 - Discourse Analysis: Conversation
LING 489 – Pragmatics
LING 495 - Ethnography of Communication
LING 496 - Intercultural Communication
LING 570 - Introduction to Sociolinguistics
LING 571 - Sociolinguistic Field Methods
LING 581 - Variation Analysis
LING 582 - Sociolinguistic Variation

LING 687 - Discourse Markers

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:

LING 352 – Foundations of Education
LING 355 - Language in the USA
LING 367 – Computational Tools for Linguists
LING 380 - Language and Politics
LING 385 – Language and Multimedia Discourse
LING 387 – Language, Culture, and Thought
LING 402 – Forensic Linguistics
LING 412 - Linguistics and Education
LING 447 - American Dialects
LING 454 - Linguistics and Reading
LING 468 – Corpus Linguistics
LING 486 – Netspeak: Computer mediated communication
LING 584 - Statistics for Linguists
LING 586 – Language and Identity
LING 587 - Intertextuality
LING 593 – Linguistic Anthropology

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 (see Part I, Section 4) on topics including, but not limited to: Anthropological Linguistics, Healthcare Communication, Language and Aging, Language and Culture, Language and Gender, Language and the Media, Language and the Professions, etc.

3.3 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) 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, and possibly courses in other departments. Students are especially encouraged to consider courses about non-Indo-European languages (the University offers courses in Chinese, Japanese and Arabic) as part of their electives.

4. The Concentration in Theoretical Linguistics

4.1. 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 distributional requirements (Syntax I, Phonology & Phonetics I, and Semantics & Pragmatics 1), 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)
Semantics and Pragmatics 2 (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, courses in other departments, and courses at area universities through the Washington Area Consortium of Universities (see Part I, Section 4).

4.2. 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 or SPAN 528: Syntax II
- LING or SPAN 529: Syntax III
- LING 532: Semantics and Pragmatics 2

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, 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) attending speaker series talks at Georgetown, including all talks within theoretical linguistics,
- b) participating in reading and research groups within the department,
- c) taking advantage of colloquia within the Washington area,
- d) attending conferences,
- e) submitting abstracts to conferences,
- f) publication of quality research in some area of linguistic theory.

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.

PART III: LIFE IN THE LINGUISTICS DEPARTMENT

1. Financial Support

Doctoral Assistantships: Doctoral assistantships provided by the Graduate School of Arts and Sciences 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. 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 to the doctoral program, but current Ph.D. students may also apply for assistantship awards. Awards are typically made each spring for the following academic year. Awards to current students are usually for a single semester or academic year, though longer terms are sometimes awarded. 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.

Note that Assistantships funded by the Graduate School can typically not be held beyond the five years (10 semesters) from beginning the Ph.D. program. Exceptions are only possible when a student has taken an approved leave of absence for certain reasons (e.g. maternity leave) or has received a prestigious outside fellowship (e.g. a Fulbright) during his or her first five years.

Scholarships: Full and partial scholarships for tuition or thesis research fees (without a stipend) are sometimes available for continuing Ph.D. students. No work assignment is attached to a 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 by email in early November.

Teaching Associates: The department sometimes hires advanced Ph.D. students to teach undergraduate courses. The terms are typically identical to those of Doctoral Assistantships.

Other Sources: Students are encouraged to apply for individual support from appropriate sources. Please consult the department Web pages (<http://linguistics.georgetown.edu/programs/admissions/64742.html>, <http://linguistics.georgetown.edu/programs/admissions/64743.html>), 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 TAs 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`

Sample Email: `subscribe gulinguist hoyaj@georgetown.edu Jane Hoya`

3.4 Website

The department shares much important information on the website linguistics.georgetown.edu.

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. Monitor the GULINGUIST list and the Departmental web pages for up-to-date information on such activities.

Additionally, the organizations listed below 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://www12.georgetown.edu/students/organizations/glsa/>.

4.2. GLS: Georgetown Linguistics Society

GLS is a student organization founded by the graduate students in the department 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 2010 GLS Conference, Sound, Structure, Meaning: Explorations at the Interface, please visit <http://sites.google.com/site/gls2010site/Home>.

4.3. Georgetown Undergraduate Linguistics Society

GULS (<http://www8.georgetown.edu/departments/linguistics/guls/>) is the organization for Georgetown's undergraduate Linguistics majors and minors, or anyone who shares an interest in any kind of linguistics. Each semester the GULS plans a few academic events (guest speakers, workshops, etc.), as well as some social events. Graduate students are welcome to attend many of these functions.

4.4. 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.

4.5. Georgetown University Working Papers in Theoretical Linguistics (GUWPTL)

GUWPTL publishes student and faculty research in all areas of linguistics with a relation to linguistic theory. Graduate students decide on the theme of each issue of GUWPTL, organize the call for papers and peer review, and manage production and

distribution. Any students with an interest in editing an issue of GUWPTL should consult with the Theoretical Linguistics concentration head.

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

eVox (<http://www.tendelgroup.org/deleteme/evox-02/submissions.php>) 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.

4.7. Georgetown University Round Table on Languages and Linguistics (GURT)

GURT is an annual conference hosted by Georgetown's linguistics department. The theme of GURT 2010 is "Arabic Language and Linguistics" (organized by Graham Katz of the Department of Linguistics and Reem Bassiouney of the Department of Arabic and Islamic Studies). For more information:

<http://www8.georgetown.edu/college/gurt/2010/>

5. *Linguistics Labs*

The Linguistics Department has five laboratory facilities. These are:

- The Linguistic Lab (housed in ICC 201)
- The Data Acquisition Lab (housed in ICC 233)
- The Observation Classroom (housed in ICC 204a).
- The Computational Linguistics Lab (housed in ICC 519 B)

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 the website:

<http://www1.georgetown.edu/departments/linguistics/resources/labs/>

PART IV: THE FACULTY

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

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

Heidi E. Hamilton, Ph.D., Georgetown University
Professor
Concentration affiliation: Sociolinguistics
Research interests: discourse analysis, medical discourse, language and Alzheimer's disease, language learning
Office: ICC 455 Phone: 687-6098
E-mail: hamilthe@georgetown.edu

Graham Katz, Ph.D., University of Rochester
Assistant Professor
Concentration affiliations: Computational Linguistics, Theoretical Linguistics
Research Interests: Computational semantics, temporal and aspectual meaning, anaphoric reference, cognitive science
Office: ICC 456 Phone: 687-7939
E-mail: egk@georgetown.edu

Ruth Kramer, Ph.D. University of California at Santa Cruz
Assistant Professor
Concentration affiliation: Theoretical Linguistics
Research Interests: syntax, morphology, Afroasiatic linguistics
Office: ICC 452 Phone: 687-5753
E-mail: rtk8@georgetown.edu

Donna Lardiere, Ph.D., Boston University

Associate Professor

Concentration affiliations: Applied Linguistics and Theoretical Linguistics

Research interests: language acquisition, morphology

Office: ICC 470 Phone: 687-5529

E-mail: lardiere@georgetown.edu

Alison Mackey, Ph.D., University of Sydney

Professor

Concentration affiliation: Applied Linguistics

Research interests: second language acquisition, research methodology

Office: ICC 477 Phone: 687-6213

E-mail: mackeya@georgetown.edu

Robert Podesva, Ph.D., Stanford University

Assistant Professor

Concentration affiliation: Sociolinguistics

Research Interests: sociophonetics, phonology, variation, language and gender/sexuality

Office: ICC 454 Phone: 687-6252

E-mail: rjp39@georgetown.edu

Paul H. Portner, Ph.D., University of Massachusetts (Amherst)

Professor

Concentration affiliations: Theoretical Linguistics and Computational Linguistics

Research interests: semantics, pragmatics, syntax/semantics interface

Office: ICC 473 Phone: 687-5949

E-mail: portnerp@georgetown.edu

Solomon Sara, S.J., Ph.D., Georgetown University

Associate Professor

Concentration affiliations: Computational Linguistics and Theoretical Linguistics

Research interests: phonology, phonetics, prolog, Hebrew, Arabic

Office: ICC 475 Phone: 687-6226

E-mail: saras@georgetown.edu

Deborah Schiffrin, Ph.D., University of Pennsylvania

Professor

Concentration affiliation: Sociolinguistics

Research interests: discourse analysis, pragmatics

Office: ICC 480 Phone: 687-6210

E-mail: schiffrd@georgetown.edu

Natalie Schilling-Estes, Ph.D., University of North Carolina (Chapel Hill)

Associate Professor

Concentration affiliation: Sociolinguistics

Research interests: language variation, sociolinguistic field methods

Office: ICC 453 Phone: 687-6211

Email: ns3@georgetown.edu

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

Deborah Tannen, Ph.D., University of California, Berkeley
University Professor
Concentration affiliation: Sociolinguistics
Research interests: Discourse Analysis, Conversational Interaction, Family Discourse,
Language & Gender
Office: ICC 471 Phone: 687-5910
E-mail: tannend@georgetown.edu

Andrea Tyler, Ph.D., University of Iowa
Professor
Concentration affiliation: Applied Linguistics
Research interests: L2 writing theory, Cognitive Linguistics, applications of discourse
analysis, language and the law.
Office: ICC 472 Phone: 687-5755
E-mail: tyleran@georgetown.edu

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