Welcome to the Fall semester in the Linguistics Program. This ‘booklet’ is intended to give you general information about the field, to tell you who’s who among the departmental faculty, to outline the requirements for the MA in linguistics, and to offer brief descriptions of the courses that will be offered during the upcoming semester. For general advising or questions concerning the linguistics program contact

Prof. Jon Amastae, LART 227, 747-6803, jamastae@utep.edu

Also, feel free to contact any of the other linguistics faculty members during their office hours for questions concerning courses that they teach or research interests in which they specialize.
Why Study Linguistics?

At the heart of linguistics is the study of the structure of human language. Some of the questions which linguists deal with are these:

• How does a child learn a language?

• What are the ties between language and culture?

• How do you effectively teach someone a language?

• How does a person learn more than one language? Is it a bad thing or a good thing?

• Why do languages diverge into dialects?

• How do you study the regional and social dialects of a language?

• How do languages change over time?

• How can you reconstruct earlier forms of human languages, and what do these reconstructions reveal about the history and cultures of those peoples?

• How would you write the dictionary and grammar to describe a newly-discovered language?

• What are languages in the animal world like, and how do they compare to human language?

• Can animals learn a human language?

• How are the psychological ‘grammars’ which are the foundations of all human languages constructed? What are their rules and how do they work to produce language?

• Why is it that some languages put verbs at the beginning of sentences, others put them in the middle, and yet others put them at the end?

• Are there universal characteristics which all human languages share?

• How does brain injury affect speech?

• How do you make a computer speak a human language?
As you can see, linguistics touches on the concerns of many other fields, including anthropology, computer science, education, English, foreign language, history, psychology, sociology, Spanish, speech pathology, and translation. However, the scientific study of human language is also of great interest in its own right. It comprises one of the major components of the general area known as Cognitive Science.

**Linguistics and UTEP**

UTEP is one of only a limited number of universities in the USA to have both undergraduate and graduate linguistics degree programs. UTEP is even more unique in having an undergraduate student body which, being largely bilingual, brings to the study of linguistics a very sophisticated language background. (Such bilingualism is relatively rare in the USA.) UTEP students are especially well-suited to the study of linguistics and related areas. Also, UTEP is situated in the heart of the largest bi-national urban area in the world. Therefore it provides a potential goldmine of possible research topics related to language, language learning, bilingualism, and the links between language and culture.

**Advanced Training in Linguistics**

Training in linguistics at the graduate level provides students with a good foundation in language analysis, critical/logical thinking, factual knowledge of languages and their workings, and important perspectives on other languages and cultures. Work at the graduate level also prepares students to do research in their chosen areas of interest. Just like other fields of study such as Psychology, English, Sociology, and Anthropology, Linguistics makes for an excellent ‘foundational’ studies degree for those immediate seeking employment with general requirements for an advanced college degree. Linguistics has also been recognized as excellent preparation for Law School, and for more advanced study in other fields. Having the knowledge and depth of understanding of linguistics which the MA gives you can strongly enhance your knowledge and depth of understanding of the complementary field of study, making you even more competitive in any job market or in your applications for advanced study. In addition, UTEP offers a TESOL certification that utilizes courses which also advance the student toward completion of the Linguistics MA.
The UTEP Language Acquisition & Linguistics Research (LALR) Lab is happy to welcome undergraduate and graduate students interested in learning through hands-on experience how to conduct research in areas such as first, second and multilingual language acquisition, language variation, corpus linguistics, and experimental work related to issues in theoretical linguistics. Students can participate in on-going research in the lab from beginning to end, including project creation (finding a problem, thinking about the relevant questions, hypothesis creation, development of testing materials), testing (recording and interviewing children and adults using different methodologies) and analysis (transcribing and analyzing the data, writing results and project papers). They are also encouraged to create and develop their own research projects with the help of lab directors and associated faculty.

The LALR Lab is also a member of the Virtual Center for Language Acquisition Research (http://vcla.clal.cornell.edu/). This center seeks to foster interdisciplinary research and teaching in the area of language acquisition among researchers even when they are working away from each other, and share data, tools, and methods.

The VCLA includes:
• Researchers in several disciplines (among them developmental psychology, linguistics and neuroscience), and their associated labs at Cornell, MIT, California State University at San Bernadino, Rutgers University, Newark; Rutgers University, New Brunswick, Southern Illinois University, Columbia University, CUNY Graduate Center, and UTEP. Several international sites are in the process of being linked to the VCLA (including India, Peru and Taiwan)
• Different approaches and methods in the study of language acquisition, e.g., experimental or naturalistic, theoretical, behavioral or neurological (brain imaging)
• Different areas of study: e.g., first language acquisition or multilingualism in the child, second language acquisition and multilingualism in the adult, as well as literacy and neuroscience
• Various languages of study, ranging from English to Spanish to South Asian languages such as Sinhala and Tamil
• Researchers linked in their motivation to cultivate research collaboration and to build materials and methods necessary for such collaboration, which can be shared widely in the field through the VCLA, including internationally.
• Researchers linked in their assumption that the most fundamental questions of language acquisition now require interdisciplinary collaboration, both theoretical and empirical methods and a cross-linguistic approach.
The Linguistics MA Program

UTEP offers the MA in Linguistics either in general/theoretical linguistics or with concentrations in either Applied Linguistics (English or Spanish) or Hispanic Linguistics. Given our location, there are ample opportunities here to deal with a variety of topics in either Applied or Hispanic linguistics. Whether or not one chooses a concentration, the thesis and project tracks represent a further opportunity to gain valuable research skills and experience in a special area or topic of interest.

In order to enter the Linguistics MA program, you must apply to the UTEP Graduate School. Both the Graduate Catalog and the admission forms are available on the UTEP website. They will require, in addition to the application form and a fee, your complete transcripts and GRE general test scores. Also, the department requires a statement of purpose for your studies in linguistics, to be included with your application materials to the Graduate School.

Some teaching assistantships in TESOL and Spanish are available. If you so desire, we will send you a TA-ship application, which should be returned directly to us in the department.

There is on-campus housing. Also, El Paso is a large city, with quite a variety of housing arrangements available, some in the vicinity of the university.

One further note: unless you have had some solid background in core linguistics, it is best to begin the program in the fall term, since that is when our core beginning graduate courses are offered. Depending on the type of background course work, students may be required to do some ‘leveling’ course work to ease their introduction into the field of study.

Admission Requirements for the Linguistics MA program:

• Bachelor’s degree from an accredited institution in the U.S. or proof of equivalent education in a foreign institution
• Undergraduate degree or satisfactory subject preparation in linguistics, a language, or a related field resulting in a satisfactory grade point average (GPA) (where there is a question of sufficient background, a program of leveling courses not to exceed 12 hours will be arrived at in consultation with the graduate advisor)
• (For Hispanic linguistics only) Competency in both Spanish and English
• Submission of official Graduate Record Examination (GRE) scores
• Three letters of recommendation
• TOEFL score of 213/550 or higher for international applicants whose first language is not English or who have not completed a university degree in the U.S.
The PhD in Psychology with a Concentration in Language Acquisition & Bilingualism

In addition to the MA in Linguistics, the faculties of The Department of Psychology and the Department of Languages & Linguistics jointly offer the PhD in Psychology with a concentration in Language Acquisition & Bilingualism. The following selected linguistics graduate courses form the core of the course work for this concentration:

- LING 5301 Principles of Linguistic Analysis
- LING 5309 Generative Syntax
- LING 5320 Phonology
- LING 5370 First Language Acquisition
  and either LING 5388 Bilingualism or LING 5348 Second Language Acquisition
  plus six additional semester hours of approved Psychology or Linguistics course work

Please refer to the UTEP Graduate Catalog under Psychology for more detailed information on this program. As with the Linguistics MA program, you must apply to the UTEP Graduate School. Both the Graduate Catalog and the admission forms are available on the UTEP web site. Depending on the type of background course work, students may be required to do some ‘leveling’ course work, including PSYC 1303, PSYC 3201-3101, LING 3301, and LING 3302. One further note: it is best to begin the program in the fall term, since that is when our core beginning graduate courses are offered.

Those with interest in this program should contact

Dr. Wendy Francis, PSYC 214, 747-8956, wfrancis@utep.edu
Who’s who in Linguistics?

THE STAFF

JANET DAVIS, Administrative Assistant, LART 137, 747-7019
CORAL PEREZ, Administrative secretary, LART 137, 747-5485

THE LINGUISTICS FACULTY

JON AMASTAE, Prof. (Ph.D., University of Oregon) Phonology, language variation, Spanish dialectology
LART 227, 747-6803, jamastae@utep.edu

MARIA BLUME, Ass't. Prof. (Ph.D., Cornell University) First language acquisition, bilingualism, morphology, syntax
LART 119, 747-6320, mblume@utep.edu

ELLEN COURTNEY, Assoc. Prof. (Ph.D., University of Arizona) First & second language acquisition, native languages
LART 218, 747-5934, ehcourteney@utep.edu

CHARLES ELERICK, Prof. (Ph.D., University of Texas at Austin) Historical linguistics, linguistics for teacher preparation
LART 129, 747-7041, celerick@utep.edu

NATALIA MAZZARO, Ass’t. Prof. (Ph.D., University of Toronto) Hispanic linguistics, language variation, phonetics, phonology, sociolinguistics

NICHOLAS SOBIN, Prof. (Ph.D., University of Texas at Austin) Syntatic theory, computational syntax, language variation
LART 113, 747-7023, njsobin@utep.edu

ALFREDO URZUA B., Ass’t. Prof. (Ph.D., Northern Arizona University) Second language pedagogy, ESOL, discourse analysis
LART 114, 747-7038, aurzua@utep.edu
MA in Linguistics

36 Hours Minimum

Thesis and Non-thesis tracks and hours
There are one thesis and two non-thesis tracks. Each student must pursue one of these tracks. The thesis track requires LING 5398 and LING 5399, in addition to the requirements of 9 core hours and 21 elective hours. The thesis will be presented in an open defense. One non-thesis track involves an extended paper/project, which will be presented in an open defense. This track requires LING 5397, in addition to the requirements of 9 core hours and 24 elective hours. The second non-thesis track involves extended course work, requiring 9 core hours and 27 elective hours. Under this track, there will be a final open oral and/or written examination in the chosen primary area of study. In more detail, the requirements for each degree track, including the concentration possibilities mentioned above, are as follows:

MA degree in Linguistics:

☐ Core Courses: 9 hours

_______LING 5301 Principles of Linguistic Analysis

_______LING 5309 Generative Syntax (LING 5301)

_______LING 5320 Phonology (LING 5301)

Additional requirements for the MA with no concentration:

-a thesis (LING 5398 and LING 5399), and

-21 additional hours of graduate linguistics courses

OR

-an extended paper/project (LING 5397), and

-24 additional hours of graduate linguistics courses

OR

-examination/open presentation of an area of interest beyond individual course work, and

-27 additional hours of graduate linguistic courses

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Additional requirements for the MA concentration in Applied Linguistics:

LING 5348 Second Language Acquisition

PLUS
An advanced course in or relevant to AL (as agreed by student and graduate advisor)

AND EITHER
-a thesis in AL (LING 5398 and LING 5399), and

-15 additional hours of graduate linguistics courses

OR
-an extended paper/project in AL (LING 5397), and

-18 additional hours of graduate linguistics courses.

Additional requirements for the MA concentration in Hispanic Linguistics:

LING 5348 Second Language Acquisition

PLUS
An advanced course in or relevant to HispLx (as agreed by student and graduate advisor)

AND EITHER
-a thesis in HspLx (LING 5398 and LING 5399), and

-15 additional hours of graduate linguistics courses

OR
-an extended paper/project in HspLx (LING 5397), and

-18 additional hours of graduate linguistics courses.

Linguistics MA Course List:
(Prerequisites in parentheses)

5107 Seminar in Special Topics in Linguistic
5301 Principles of Linguistic Analysis
5308 Second Language Teaching--English
5309 Generative Syntax (LING 3302 (along with departmental approval), or 5301)
Certificate in TESOL

UTEP Linguistics offers a Certificate in TESOL. This valuable credential can be earned by completing four graduate courses. The requirements for the UTEP TESOL Certificate are as follows:

Ling 5301
Ling 5308
Ling 5310

Plus one of the following:

Ling 5331
Ling 5348
Ling 5374
Ling 5389
General Timelines and Guidelines for All Linguistics Graduate Students

Last or penultimate Semester: Submit FINAL PROGRAM OF STUDY to the Grad School.

Semester of graduation: Submit DEGREE APPLICATION FORM for graduation to the Grad School before deadline published by the Graduate School.

The following are Program-specific regulations that supplement existing UTEP Graduate School policies:

**For MA Students who intend to present a Thesis:**

Semester 1-2: Establish (with the Graduate Advisor) a CONCENTRATION and a PRELIMINARY COURSE OF STUDY and submit it to the graduate school.

Semesters 1-2: Complete the core courses (LING 5301, 5309, and 5320).

Semester 2: Select a thesis topic and secure a three-member advisory committee to include a supervisor, an additional member of the Linguistics graduate faculty, and a member from outside the Linguistics faculty. (Refer to “Tracks for Completing the Masters Degree in Linguistics” below for further details.)

Semester 3: Continue coursework; enroll in 5398 and develop the proposal and initial work on the thesis.

Semester 4: Enroll in 5399 and complete the thesis. Repeat 5399 as necessary until the thesis is deemed defensible by the supervisor and the advisory committee.

Defend thesis not less than 15 days before the thesis submission deadline as published by the Graduate School.

**For MA Students who intend to present an Extended Paper/Project:**

Semester 1-2: Establish (with the Graduate Advisor) a CONCENTRATION and a PRELIMINARY COURSE OF STUDY and submit it to the graduate school.

Semesters 1-2: Complete the core courses (LING 5301, 5309, and 5320).
Semester 3: Continue Coursework. Early in Semester 3: Select the paper topic, secure a supervisor and a second reader, and submit a proposal. (Refer to “Tracks for Completing the Masters Degree in Linguistics” below for further details.)

Semester 4: Enroll in 5397 and complete the project in one semester under the guidance of the supervisor.

Defend the Extended Paper not less than 15 days before the degree filing deadline as published by the Graduate School.

For MA Students who are allowed to take the 36 sem. hr coursework track:

Semester 1-2: Establish (with the Graduate Advisor) a PRELIMINARY COURSE OF STUDY and submit it to the graduate school.

Semesters 1-2: Complete the core courses (LING 5301, 5309, and 5320).

Semester 3: Continue coursework.

Semester 3: Select a topic and secure a committee consisting of supervisor and second member who will oversee the examination. (refer to “Tracks for Completing the Masters Degree in Linguistics” below for further details.)

Semester 4: Continue coursework.

Semester 4: Undergo examination not less than 15 days before the degree filing deadline as published by the Graduate School.

Part-time students should fulfill requirements as follows:

Semester 1 requirements should be fulfilled within the first 9 credit hours

Semester 1-2 requirements should be fulfilled within the first 18 credit hours

Semester 3 requirements should be fulfilled within the third 9 credit hours (hrs 18-27)

Semester 4 requirements should be fulfilled within the final 9 credit hours (hrs 28-36) or last semester, as appropriate
Tracks for completing the Masters degree in Linguistics.

Upon completing 18 credit hours, students will pursue completion of the Masters Program in Linguistics under one of the following three tracks, as approved by the Linguistics Faculty/Graduate Advisor.

A. Thesis (LING 5398, LING 5399)

B. Paper/Project (LING 5397)

C. Examination (by permission/decision of the Graduate Advisor)

Track A: Before beginning semester 3 (on the full-time student calendar), and before enrolling in LING 5398, the student will present a two-page thesis proposal to her/his supervising committee. If the proposal is approved, the student may continue with the thesis track. If the proposal is not approved, the student must complete the MA degree under track B or C.

Tracks B & C: There are two possibilities for the work the student will complete for credit in LING 5397 (track B):

1) Revision and development of a paper the student wrote for a previous course--The instructor of record for LING 5397 will be normally be the instructor who taught the course in which the original paper was written

2) Linking LING 5397 to a course (previous or concurrent) for which the student has not yet written a paper--The student will decide a topic for a paper or project report with the instructor of the course. The instructor of record for the LING 5397 will be the instructor of record of the previous or concurrent linked course.

The outcome of LING 5397 should be a paper/project report and a presentation at the end of the semester. The paper/project and presentation will be graded by a committee that will consist of the Professor teaching the course that the project or paper is linked to and the one additional committee member. If it is decided by the committee that the student has not made sufficient progress toward completion of the paper/project at the end of the semester, the professor will assign the student a grade of P and the student will be asked to take an examination (track C).
Graduate Courses for Fall 2011

LING 5301  Principles of Linguistic Analysis  -Sobin

Two fundamental questions for a linguistic theory are these: (i) How are the grammars of human languages constructed/composed, and (ii) how do children learn/acquire the grammar of a human language? A related question is this: How do linguists investigate human language grammars so as to be able to begin to answer the first two questions? This course deals with fundamental aspects of the linguistic analysis of human language grammars in the areas of phonetics/phonology, morphology, and syntax. The course is aimed at teaching students (i) basic features of the linguistic hypotheses and theories of the aforementioned areas, (ii) how to operate such hypotheses/theories so as to be able to assess their empirical value, and (iii) argumentation in the realm of linguistics--the essence of hypothesis formation and testing. Work for the course includes exercises in linguistis analysis, a mid-term exam, and a final exam.

LING 5310  Pedagogical Issues in English Structure  -Courtney

In this class we will review the major aspects of the structure of English (the AUX system, lexical sub-categorization, Complementation, Relative clauses, Quantifiers and Determiners, etc) and for each move to a discussion of the implications for the EFL/ESL learner, and accordingly for EFL/ESL materials and practice.

LING 5331  Teaching 2nd Language Composition  -Urzua

In this graduate seminar, prospective teachers reflect on a number of pertinent issues in teaching academic writing to linguistically and culturally diverse learners. Through a comprehensive overview of the research base in academic writing in ESL, the members of the class explore the pedagogical implications of L2 writing theories and research findings by engaging in critical reading and interactive discussions, individual and group projects, and reflective activities. Throughout the course, prospective teachers are also challenged to reflect on their own writing experiences as teachers or students, and to critically analyze methodologies, techniques, materials, and assessment procedures that are commonly used in L2 writing classrooms.

LING 5370  Studies in Linguistics: Bilingualism (Ling majors)  -Blume

This course is an introduction to the multiple aspects of bilingualism and multilingualism. The study of bilingualism is the study of individuals and societies, of their linguistic, cognitive,
psychological and social characteristics. In this course we will study bilingualism from all those perspectives but we will concentrate on the linguistic and cognitive aspects. Topics covered include the definition(s) of bilingualism, bilingualism and language acquisition, cognitive abilities of bilingual speakers (in comparison to those of monolingual speakers), pidgins and creoles, sign language, diglossia, bilingual education, bilingual communities, and attitudes towards bilingualism and code-switching.

**Learning objectives:** Students should be able to:

- Understand the complexity of bilingualism, and the different factors that contribute to it (cognitive, social and political); and that there is a continuum between foreign language acquisition and “complete” bilingualism.

- Characterize a person’s level of bilingualism and describe their own experience as bilingual speakers.

- Understand how different social and political situations affect individuals and communities.

- Be able to describe bilingual speech in appropriate linguistic terms.

- Be able to critique research papers and develop a small research project.

**LING 5370 Studies in Linguistics: First Language Acquisition: Research Methods and the Virtual Linguistics Lab -Blume**

This is the last of a series of courses funded by the National Science Foundation, whose purpose is to foster and enable long-distance research collaborations using cyber-tools between students and researchers at eight different universities in the USA (including UTEP, Cornell, and MIT among others) and Peru. The courses may be taken independently or as a series.

This course will be an introductory course to First Language Acquisition with an emphasis on Research Methods and Cross-Institution Collaboration. Since this course will be also taught to the undergraduate students in Linguistics at the Pontificia Universidad Católica del Perú, it will be taught in Spanish and it will focus on Spanish First Language acquisition when possible.

(This course co-meets with LING 4371: FLA)
LING 5370  Studies in Linguistics: Computational Linguistics  -Sobin

It is common for television and Hollywood to portray robots who speak English, machines which appear to produce and understand a human language. How might this actually be done--how do you make a machine recognize and structure ‘good’ sentences of a natural language such as English? This course will deal with selected topics in computational linguistics--the computer modeling of selected aspects of English word and sentence structure using the artificial intelligence language Prolog. This work does not assume any previous work on computers, so this is an opportunity to learn an area of computing “from the ground up.” Even if you have some computing/programming experience, this sort of programming is probably new to you and different from the norm. The syntactic framework used here will be ‘Unification Grammar’, a form of grammar similar to that used in ‘transformation-less’ theories of syntax such as HPSG.

The meeting format will be 1/2 lecture/discussion and 1/2 computer lab. This course co-meets with LING 4371: CL.

LING 5370  Study in Linguistics  -Staff

This course allows an individual student or a group of students to pursue study of an advanced topic in linguistics under the supervision of a member of the Linguistics Graduate Faculty.

LING 5388  Bilingualism (non-Ling majors)  -Elerick

(Offered Aug 23-Oct 11)
This course surveys a range of important issues with regard to bilingualism. Bilingualism is a complex phenomenon and individual bilinguals present widely varying cases as do bilingual societies. The characterization and discussion of individual and societal bilingualism will constitute an important aspect of the course. Two important extensions of the discussion will be a) bilingualism as a special source of linguistic data and b) the implications of bilingualism for educational theory and practice. The activities of the course will include:

• The construction of individual linguistic profiles of class participants and use of this work to concretely examine cognitive, linguistic, social, and educational implications of the linguistic circumstances of individuals.

• Examination of the characteristics of El Paso as a bilingual community with comparative reference to other communities.
• Preliminary study of an oral or written text that has significance for the understanding of the nature of bilingualism as a linguistic phenomenon.

The in-class discussions will be extended through activities that are facilitated by a course Blackboard site, which will support student participation in an active community of exploration and learning.

**LING 5397  Extended Research Project  -Staff**

This course is for students finishing their extended research projects leading to the MA in Linguistics.

**LING 5398  Thesis  -Staff**

This course is for students starting a masters thesis leading to the MA in Linguistics.

**LING 5399  Thesis  -Staff**

This course is for students finishing a masters thesis leading to the MA in Linguistics.
Undergraduate Course List:

LING 2320 Introduction to Linguistics
LING 2322 Building Vocabulary Skills in English
LING 3301 Phonological Analysis
LING 3302 Syntactic Analysis
LING 3307 English Phonetics & Phonology
LING 3308 Methods of Teaching English to Speakers of Other Languages
LING 3309 The Structure of Spanish
LING 3311 Spanish Phonetics & Phonology
LING 3312 Pedagogical Issues in Spanish
LING 3313 English Historical Linguistics
LING 3314 The Structure of English for Language Professionals
LING 3315 History of the Spanish Language
LING 3357 Sociolinguistics
LING 4306 Language Acquisition
LING/PSYCH 4316 Language & Cognition
LING 4348 Analysis of Second Language Acquisition
LING 4371 Studies in Linguistics (may be repeated when topic varies)