Linguistics MA Course Booklet

Spring 2016

Welcome to the Spring 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 graduate 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 you 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.
Language Acquisition & Linguistics Research (LALR) Lab

(Main Lab-LART 220; Recording Lab-LART 119)

Director: Dr. Natalia Mazzaro (nmazzaro@utep.edu), 747-7040, LART 217)

The UTEP Language Acquisition and Language Research (LALR) laboratory is a departmental resource for investigation of topics in a variety of subfields of linguistics: first, second and multilingual language acquisition, language variation, corpus linguistics, bilingual language use, and experimental work related to issues in theoretical linguistics. The Lab contains computer and other equipment such as audio/video recording, experimental software, copying/printing, as well as meeting and work space. The Lab also contains archives of research materials. The Lab objectives are to facilitate and support significant research and to train students in the practice of research.

Many projects are directed by a faculty member and include teams of graduate and undergraduate students. Students have opportunities to participate in 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 and thesis projects with the help of lab directors and associated faculty. All faculty and students who use the Lab receive human subjects training and certification.
Who’s who in Linguistics?

THE ADMINISTRATIVE STAFF

JANET DAVIS, Administrative Services Coordinator, LART 137, 747-7019

MARÍA MÁRQUEZ, Administrative Assistant, 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

CARLA CONTEMORI, Ass't Prof. (Ph.D., University of Siena) First & second language acquisition, syntax, experimental approaches to language acquisition
LART 218, 747-5934, ccontemori@utep.edu

CHARLES ELERICK, Prof. (Ph.D., The 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
LART 217, 747-7040, nmazzaro@utep.edu

RAQUEL GONZALEZ de ANDA, Lecturer (M.A., The University of Texas at El Paso) Introduction to linguistics, undergraduate advising
LART 225, 747-7036, raquelg@utep.edu

CHRISTINE REYES, Visiting Ass't Prof. (Ph.D., Kansas State University) TESOL, second language acquisition, second language pedagogy
LART 214, 747-6320, creyes20@utep.edu

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

FACULTY EMERITI

ELLEN COURTNEY, Assoc. Prof. Emerita (Ph.D., University of Arizona) First & second language acquisition, native languages; echcourtney@utep.edu

RICHARD TESCHNER, Prof. Emeritus (Ph.D., University of Wisconsin-Madison) English and Spanish linguistics, second language pedagogy; LART 118, 747-7032, teschner@utep.edu
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 web site. 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 (see below for further details), 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.
What we want to see in a statement of purpose:

A statement of purpose is what its name says: a statement of what you hope to accomplish in studying Linguistics at UTEP. It is not a history of your life experiences (as interesting and valuable as they may be).

A statement of purpose should contain the following information:

1. Some brief information (not a lot, because we can see that from your transcript) about your previous education and other factors (e.g. bilingualism) that could inform your linguistic knowledge;

2. Information on why you want to study Linguistics at UTEP, as suggested by any one or more of these questions:
   • Why do you want to study linguistics in particular?
   • What particular areas of linguistics are you interested in?
   • Do you have any research ideas you'd like to develop?
   • Why are you interested in UTEP in particular?
   • Are there particular professors here that you'd like to work with?
   • Do you want to be a member of / work in the Language Acquisition and Linguistics Research Lab?

3. Information on any experience you may have as a Research Assistant, Teaching Assistant, or teaching at any non-university institution;
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

Prof. Wendy Francis, (915) 747-8956, wfrancis@utep.edu
Dr. Ana Schwartz, (915) 747-7365, aischwartz@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
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)
5310  Pedagogical Issues in English Structure
5319  English Historical Linguistics
5320  Phonology (LING 3301 or 5301)
5330  Computer-Assisted Language Learning
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
Fast Track MA in Linguistics

The ‘Fast Track’ MA (FTMA) is a program which allows you to utilize 15 hours of selected MA courses toward both the undergraduate Linguistics major and the MA in Linguistics. Students must meet the following criteria to be considered for selection into the FTMA program:

• 90 undergraduate hours completed with a 3.3 GPA;

• The core Linguistics BA courses, including LING 2320, LING 3301, LING 3302, and LING 4316 completed; and

• A 3.5 GPA in the undergraduate major overall.

The courses which may be used for the 15 hours of dual credit include:

LING 5309-Generative Syntax
LING 5310-Pedagogical Issues in English Structure
LING 5319-Historical English Linguistics
LING 5320-Phonology
LING 5348-Second Language Acquisition
LING 5388-Bilingualism

The admission procedure is as follows:

• Students will apply through Embark

• Approval of FT enrollment will be verified and processed with the submission of the approved FT form.

• Additional admission materials will be required at the time the student transitions from the UG to the Graduate program.

For questions or further information, contact the Graduate Advisor, Prof Jon Amastae (jamastae@utep.edu).
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 Spring 2016

LING 5309  Generative Syntax  -Sobin

This course explores human language syntax--the ability of speakers to produce and understand sentences--with particular emphasis on Noam Chomsky’s Minimalist Program. Sentence formation in any human language includes a number of fundamental but nonetheless surprising features: speakers are able to produce/recognize any of infinitely many sentences; they are able to easily understand elements displaced long distances from their home clauses (e.g., every English speaker can interpret the role of who in the question “Who did you say that Mary thinks that Bill saw __?”); they seem to ‘automatically’ know (without explicit teaching) that certain combinations of structure and meaning are impossible (e.g., her cannot be Mary in sentence (i), though it can in sentence (ii):

(i) Mary saw her.

(ii) Mary said that Bill saw her.

Here we explore current ideas about how the system of syntax is constructed and how it operates. Such theories of syntax are essential to exploring other problems such as how children learn the system of syntax for a language. Beyond learning the details of the theories/hypotheses involved, the course also emphasizes linguistic argumentation--knowing how to assess the likely correctness of one hypothesis over other possible ones. This skill is essential to professional work in linguistics.

LING 5319  English Historical Linguistics  -Elerick

(Online offering)

This course engages the study of the History of the English language employing both modern linguistic methodologies and more traditional philological approaches. Students enrolled in this course will study material that investigates these essential questions.

• How can an understanding of the nature of human language help us understand changes in English?

• What is known about the pre-historic origins of English?

• How is English related to other languages and how has the claim regarding these relationships been established?

• What was the language we call Old English like? What was the historical context in which Old English was established in what had been Roman Britannia.

• What was English like in the Medieval period and what forces, linguistic and extra-linguistic, shaped Middle English?

• When did early Modern English emerge and what were the factors entered into its
formation? How has Modern English continued to change since the Renaissance?

• How has English developed as a set of diverse yet unified varieties since the 19th century? How are historical forces and cultural innovation producing continuing change in English?

This 100% online course is offered through the UTEP Blackboard course platform.

LING 5320 Phonology

(Offered POT 1)
This course will examine the ways that sounds are organized systematically in languages, beginning with an overview of phonetics and proceeding through fundamental concepts of distribution, contrast, and allomorphy to the development, testing, and evaluation of theories of phonological structure. The course will be data and problem driven at all stages, and organized around the examination of data from a variety of languages from different language families. Among the questions examined will be how sounds used across languages vary (or not), how sounds are represented in the brain, how word formation causes sounds to alter, how sounds and their relationships are acquired by children, how the sounds of a language change over time, and how tone languages (such as Chinese) both do and don't differ from other languages. Each of these questions will be examined through a process that includes both very specific data and the articulation and evaluation of general theories of phonological structure and language more broadly.

LING 5348 Second Language Acquisition

Is it better for language teachers to focus on developing linguistic knowledge and accuracy in the classroom or to emphasize communication and fluency? Believe it or not, language teachers have been wrestling with this issue for centuries!

The best way to evaluate the widely differing views on this issue—and many others—is to understand the nature of language acquisition. What exactly do we know about the way people learn second (and third) languages, both in natural settings and in the classroom?

Two early theories of second language acquisition have had a huge impact on the way we teach second languages. Because of the widely accepted belief that we can never know what is happening inside a speaker’s mind (a derivation from Behavioral Psychology), together with the idea that students will have problems only in areas where their first and second languages differ (Contrastive Analysis), teachers once adopted the audiolingual method whole-heartedly. Over time, this method has been discarded as ineffective.

Subsequently, many practitioners jumped on the Krashen “bandwagon” because Krashen’s comprehensive Monitor Model has a great deal of intuitive appeal. In fact, many people still
regard Krashen’s five hypotheses as the essential foundation of second language learning and teaching. However, the theory has some holes and weaknesses.

We will see that neither of these theoretical approaches really addresses all the complexities of second language acquisition. Additionally, these two theories, as well as much subsequent research, have largely focused on the acquisition of grammar and vocabulary, without considering other types of knowledge that are essential in second language proficiency. For this reason, we will study second language acquisition from different perspectives, taking into account linguistic, social and psychological factors.

**LING 5370/4371 Studies in Linguistics: Language Acquisition & Linguistics Research Lab**

The UTEP Language Acquisition and Linguistics Research Lab is happy to welcome undergraduate and graduate students interested in learning through hands-on experience how to conduct research in the areas of first, second and multilingual language acquisition. Students can participate in on-going research in the lab from 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 conclusions (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. Research on language acquisition is always multidisciplinary and most often collaborative, so working in a lab creates a wonderful research experience for anyone interested in this area.

**Minimum requirements for participation in the lab:**
- Minimum participation, including the lab meeting (Fridays 2:00-4:00): 8 hours per week
- Record-keeping of lab activities.
- Reading/studying modules and participating in project designs, data collection, data transcription/entry, library research

Students will be graded on completion of these requirements, the quality of their contribution to the research tasks, and their ability to work in a team.

**LING 5370 Study in Language**

This course allows a student to pursue individual study of an advanced topic in linguistics under the supervision of a member of the Linguistics Graduate Faculty.
LING 5373 Linguistic Variation - Mazzaro

Languages are inherently variable in time, space, society and individual speakers. This course examines the nature of linguistic variation as it links each of these domains in a functional and integral aspect of language. Emphasis is placed on techniques of analysis of variation including recording and quantitative analysis and interpretation. Detailed consideration of well-known data sets from particular social contexts is included in the process of understanding the role of variation in formation of social identities and language change. Finally, the implications of variation for other areas of linguistics, such as historical linguistics, acquisition, and linguistic theory is examined.

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)