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 linguistics major and minor, and the MA in linguistics, and to offer brief descriptions of the courses that will be offered during the upcoming semester. For general undergraduate advising, contact

Ms. Raquel Gonzalez, LART 225, 747-7036, raquelg@utep.edu

For graduate advising or questions concerning the linguistics graduate 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.
Linguistics--a “Smart” Major

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.
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.

A “smart” major

A linguistics major 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. Just like other majors such as Psychology, English, Sociology, and Anthropology, it makes for an excellent ‘general’ BA degree for those immediate seeking employment with general requirements for a college diploma. Linguistics has also been recognized as excellent preparation for Law School, and for more advanced study in other fields.

A smart “double major”

Employers and graduate schools look on students with “double majors” very favorably. To them it denotes a smart and serious person who has had the exceptional drive and interests to go into her/his fields of interest beyond the norm. In actual fact, a double major is no harder to accomplish than a single major with its accompanying minor and scattered electives. The double major indicates an interest and seriousness of purpose that can make the difference in getting that job or that acceptance into a graduate program. Linguistics makes an excellent second major with areas such as anthropology, computer science, education, English, foreign language, history, psychology, sociology, Spanish, speech pathology and translation. Actually having the knowledge and depth of understanding of linguistics which the major 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.
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; ehcourtney@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
Linguistics major

Major G.P.A.: _______________ (A minimum g.p.a. of 2.00)

27 Hours Minimum

☐ Core Courses: 12 hours

________ LING/ANTH/ENGL 2320 Introduction to Linguistics

________ LING 3301 Phonological Analysis (LING 2320)

________ LING 3302 Syntactic Analysis (LING 2320)

________ LING/PSYCH 4316 Language & Cognition (PSYC 1301 or LING 2320)

☐ Elective Courses: select 15 semester hours from the courses listed below

________________________________________
________________________________________
________________________________________

Courses to choose from (prerequisites sketched in ( )s—see catalog):

LING 2322 The Academic Vocabulary of English
LING 3307 English Phonetics & Phonology (ENGL 1312/1313 or ESOL 1312)
LING 3308 Methods of TESOL (ENGL 1312/1313 or ESOL 1312)
LING 3309 The Structure of Spanish (SPAN 2302/2304/exam plus dept. approval)
LING 3311 Spanish Phonetics & Phonology (SPAN 2302/2304/exam)
LING 3313 English Historical Linguistics ENGL 2311/2312 or LING 2320)
LING 3314 Structure of English for Language Professionals (ENGL 1312/1313 or ESOL 1312)
LING 3315 History of the Spanish Language (SPAN 2302/2304/exam)
LING 3357 Sociolinguistics
LING 4306 Language Acquisition (LING 2320 and 3301/3302)
LING 4348 Analysis of Second Language Acquisition
LING 4371 Studies in Linguistics (may be repeated once when topic varies)
Linguistics minor

Major G.P.A.:_______________ (A minimum g.p.a. of 2.00)

18 Hours Minimum

☐ Core Courses: 6 hours

_____ LING/ANTH/ENGL 2320 Introduction to Linguistics

And either

Or

_____ LING 3301 Phonological Analysis

_____ LING 3302 Syntactic Analysis

☐ Elective Courses: select 12 semester hours from the courses listed below

_________________________

_________________________

_________________________

Courses to choose from (See majors list for prereqs):

LING 2322 The Academic Vocabulary of 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 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)
# Linguistics major with Speech-Language Pathology Minor

Students seeking admission to the Master of Science program in Speech-Language Pathology under ‘Option C’ may become qualified applicants to that program by pursuing the BA in Linguistics in combination with the Liberal Arts minor in Speech-Language Pathology. **These students must declare their intention to do this to the Linguistics Program Director and will be jointly advised by Linguistics and Speech-Language Pathology.**

## The Linguistics Major:

27 Hours Minimum

- **Core Courses:** 12 hours
  - LING/ANTH/ENGL 2320 Introduction to Linguistics
  - LING 3301 Phonological Analysis (LING 2320)
  - LING 3302 Syntactic Analysis (LING 2320)
  - LING/PSYCH 4316 Language & Cognition (PSYC 1301 or LING 2320)

- **Elective Courses:** select 15 semester hours from the courses listed below

  - LING 2322 The Academic Vocabulary of English
  - LING 3307 English Phonetics & Phonology (ENGL 1312/1313 or ESOL 1312)
  - LING 3308 Methods of TESOL (ENGL 1312/1313 or ESOL 1312)
  - LING 3309 The Structure of Spanish (SPAN 2302/2304/exam plus dept. approval)
  - LING 3311 Spanish Phonetics & Phonology (SPAN 2302/2304/exam)
  - LING 3313 English Historical Linguistics ENGL 2311/2312 or LING 2320)
  - LING 3314 Structure of English for Language Professionals (ENGL 1312/1313 or ESOL 1312)
  - LING 3315 History of the Spanish Language (SPAN 2302/2304/exam)
  - LING 3357 Sociolinguistics
  - LING 4306 Language Acquisition (LING 2320 and 3301/3302)
LING 4348 Analysis of Second Language Acquisition  
LING 4371 Studies in Linguistics (may be repeated once when topic varies) (6 hrs LING 3/4300)

Also, 3-4 hours of SPLP courses listed below under ‘electives’ for the minor but not taken in the minor may be counted for these students toward the Linguistics major.

The Speech-Language Pathology Minor:

☐ Core courses (6 hours):

_____SPLP 1312 Survey of Speech, Hearing, and Language Disorders

_____SPLP 4309 Audiology

☐ Electives: 12-13 hours selected from the following:

_____SPLP 2111 General Phonetics Laboratory

_____SPLP 2313 General Phonetics

_____SPLP 2320 Hearing Science

_____SPLP 3310 Language Development

_____SPLP 3312 Anatomy and Physiology of the Speech Mechanism

_____SPLP 4312 Neural Bases of Speech and Language

For students pursuing admission to the MS in Speech-Language Pathology, the SPLP course(s) not selected as a part of the minor (totaling 3-4 hours) may be used as elective credit in the Linguistics major.

Advising Notes for Beginning Ling/SLP Students

1. Complete the Univ. Core Curriculum this way:
   Engl 1311, 1312 (or ESOL)
   Comm 130 or
   Univ 1301 or
   Hist 13
   Pol Sci 23
   Math 1320
   Biol 1305, 1306 + labs
   Psyc 1301
   Any Lower Div Humanities
Any Lower Div Fine Arts

2. Complete the Liberal Arts Core this way.
   3 hrs upper div Humanities + 3 hrs upper div Soc Sci + 3 hrs upper div Fin Art
   9 hrs upper div in any of these three areas
   3-12 hrs in Language requirement.

3. Complete the Ling major this way.
   Ling 2320, 3301, 3302, 4316, 3357 + 4 addnl Ling courses

4. Take these additional courses (necessary for taking the SLP courses).
   Biol 2111 + lab (technically, only these, but if they want to apply to the Master's, then
   also Psyc 1303, 2310)

5. Complete the SLP minor this way, in this order.
   SPLP 1312, 2313/2111, 3310, 3312, 2320, 4312 or 4309
Translation Minor and Certification in Translation

Students may, in addition to studies in linguistics, do work in translation, either Spanish-to-English or English-to-Spanish. As described in the UTEP Undergraduate Catalog, students may complement their undergraduate majors with a Minor in Translation, and/or they may take examinations leading to Certification in Translation, which qualifies them for professional work in translation. For further details, consult the UTEP Undergraduate Catalog, or contact Dr. Kirsten Nigro (kfnigro@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 follow 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 research paper, which will be presented in an open defense. This option 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. Within this track, there will be a final open oral and/or written examination in the candidate’s 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 (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

AND
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 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

AND
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 in HspLx (LING 5397), and
-18 additional hours of graduate linguistics courses.

**Courses offered to meet the Linguistics MA requirements:**

5107  Seminar in Special Topics in Linguistic
5301  Principles of Linguistic Analysis
5308  Second Language Teaching--English
5309  Generative Syntax (LING 3302 or 5301)
5310  Pedagogical Issues in English Structure
5319  English Historical Linguistics
Graduate Certificate in TESOL

UTEP Linguistics offers a Certificate in Teaching English to Speakers of Other Languages (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, or Ling 5389
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).
Undergraduate courses for Spring 2016

LING/ANTH/ENGL 2320  Introduction to Linguistics    -Gonzalez/Sobin

Subconsciously, you know more grammar (the system that lets you speak and understand a language) than any grammar book contains! In this course you will begin to discover how much you actually do know and the various kinds of knowledge (knowledge of sounds and pronunciation, knowledge of word structure, knowledge of sentence structure) that make up a human language. We will also explore other interesting issues related to humans and their languages such as how and why dialects form, how the different languages in the world are alike or different, how children learn language and how people learn more than one language, how languages change over time, and how animal languages compare to human languages. Linguistics gives us a unique starting point to learn the scientific research methods that can be applied to other sciences.

LING 2322 The Academic Vocabulary of English    -Elerick

(On-line course, Summer 8-week)
This course offers a systematic study of English vocabulary with emphasis on vocabulary patterns and families, dictionary skills, and Greek and Latin elements of English word formation. Additional reference files afford Linguistics majors and other interested students more specialized information on aspects of phonology, morphology, and lexico-statistics.

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

LING 2340  Language Inside and Out    -Gonzalez

The foremost attribute of human beings is language. Language pervades every part of our lives, and we are surrounded by spoken and written forms of language. As essential as language is in all human endeavors, we take language for granted. In this course, we challenge students to reflect on the nature of human language and its influence on our thoughts and beliefs, the many purposes of language in different domains, and the reasons that we vary our spoken and written language.

The content of this course serves as a valuable springboard for further academic pursuits, for, as noted by Paul Bloom, “Every philosopher or psychologist or humanist or neuroscientist who has ever thought about people has had to make some claim about the nature of language and how it works . . . If you hope to make it with a theory of what people are and how people work, you have to explain and talk about language.” (Lecture, Open Yale Courses, February 5, 2007)

In the context of discussions on the nature of language, language cognition and language
use, students will become acquainted with relevant aspects of linguistics, such as phonetics, morphology, syntax, semantics and pragmatics. The course will address 8 of the 14 issues/questions presented in this syllabus. During the course, students will have the opportunity of conducting two mini-research projects exploring some of these issues.

LING 3301 Phonological Analysis  
- Amastae

*(Offered in Summer 1)*

This course will develop concepts and practices in the study of language sound systems. These include basic articulatory phonetics, the relationship between phonology and morphology, the nature of evidence in phonological description and principles of phonological argumentation, approaches to phonological representations and rules, universals of language sound systems, and the evaluation of different phonological descriptions. In all units the relationship between the physical nature of the articulatory apparatus and the cognitive basis of the sound structure of language will provide the background for the discussion. Illustrations and exercises will come from a wide variety of languages.

LING 3302 Syntactic Analysis  
- Sobin

When a child learns to form words and sentences in a language, what is she/he learning? When an adult speaker produces words and sentences, how is she/he doing it? Why are speakers easily able to produce and understand sentences they have never heard before? What are the basic elements and rules involved in these tasks? How do language scientists (linguists) discover the nature and details of these subconscious systems? This course is an initial exploration into the nature and operation of the systems of morphology (word formation) and syntax (sentence formation) which the child must establish and which the adult must operate in order to produce language. It also deals with how linguists discover the elements and rules of these subconscious language systems.

LING 3308 Methods of Teaching English to Speakers of Other Languages  
- Reyes

This course presents an overview of theoretical and practical issues concerning the teaching of English to speakers of other languages. It focuses on both the what (language levels and skills) and how (activities and procedures) of language teaching, and it includes information on a variety of methods and materials to teach language components and skills to second language learners. In addition, techniques and strategies to promote linguistic accuracy and communicative fluency are demonstrated and discussed. Other important goals of the course are to explore the why of teaching, i.e., the underlying assumptions behind teachers’ decisions and actions, as well as the contextual variables that influence second language teaching and learning.
Course objectives include: (a) exploring second language teaching practices and assessing their effectiveness and appropriateness, (b) practicing various ways of presenting language and content information, (c) evaluating the role of contextual factors in language teaching, and (d) reflecting on the impact of language development and linguistic competence on the educational and socio-cultural status of individuals.

LING 3309 Structure of Spanish (for Linguistics majors) - Mazzaro

In this class we will survey the major aspects of the structure of Spanish including the sound system, verbal morphology, clause structure with special attention to the role and importance of clitic pronouns, as well as more complex sentence structures involving complementation and different roles of relative clauses. The assigned text will be announced in the published syllabus.

LING 3312 Pedagogical Issues in Spanish (Biling Ed majors only) - Teschner/Staff

Overview of different varieties and registers of Spanish (academic and colloquial), Spanish spelling and punctuation. Attention to aspects of Spanish and English that explain problems in acquisition and challenges of translation. Discussion of how oral reading, spoken language and written texts contrast and influence classroom discourse. Prerequisite: (1) SPAN 2302 or SPAN 2304 or department placement exam and (2) department approval.

LING/ENGL 3314 The Structure of English for Language Professionals - Reyes

The purpose of this course is to present the essentials of the structure of English. Data and explanation are presented without reference to any theoretical or formal framework. Students successfully completing this course will have active knowledge of

- The phonological, morphological, and syntactic essentials of English;
- Basic approaches to extending linguistic knowledge through inquiry; and
- Available reference materials that support ongoing professional growth.

As an applied linguistics course, LING/ENGL 3314 challenges students to inspect and analyze pedagogical materials designed for learners of English that deal with the structural principles that are being covered in the course. LING/ENGL 3314 is required of all persons seeking the ESOL endorsement.
LING/SPAN 3315  History of the Spanish Language - Elerick

*(On-line Course)*
This course deals with the origins of Spanish as a continuation of Latin and the historical factors that have shaped changes in the language over nearly two millennia. Students in this course learn about the historical development of Spanish vocabulary, the Spanish sound system, and aspects of Spanish grammar. The assigned textbook is *Introducción a la historia de la lengua Española* (1981) by Melvyn C. Resnick.

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

LING 4306 First Language Acquisition - Contemori

There is nothing more natural than acquiring a first language, but how does it happen? This is a fascinating question, especially considering the remarkable speed and ease with which children learn their native language. This course offers an introduction to the topic of first language acquisition through readings and discussions of a number of major issues. There are three principal objectives in this course: (a) to describe the overall phonological and grammatical development observed in children at different ages; (b) to reflect critically on the conflicting proposals that have been offered to account for this development; (c) to consider different investigative methods for tapping child language competence.

Here are some questions that you will read about and discuss during the course as you work towards achieving these objectives.

- When does language acquisition begin?
- What are the characteristics of child language at different ages?
- When and how do children move from speech sounds to words?
- With respect to word learning, how do children identify grammatical categories and figure out meanings?
- How might we characterize the early grammatical system? In what ways is child grammar different from/similar to adult grammar?
- What are some of the conflicting proposals regarding the acquisition of grammar?
- What do a child’s errors reveal about the developing grammar?
- Do children learn different morphological forms by memorizing them or by applying rules?
- How much of language acquisition is attributable to *nature*? How much is attributable
What do we know about children who acquire two or more first languages at the same time?

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

The UTEP Language Acquisition 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 4371 Studies in Linguistics**

This course allows a student to pursue individual study of an advanced topic in linguistics under the supervision of a member of the Linguistics Faculty. This must be pre-arranged with the faculty member involved.
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 -Mazzarro**

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 -Staff**

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.