Welcome to the Summer/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 linguistics major and minor, and the MA in linguistics, and to offer brief descriptions of the courses that will be offered during this semester. For general undergraduate and graduate advising or questions concerning the linguistics program contact

Dept. of Languages & Linguistics, LART 137, 747-5767

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.
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
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

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__________________________________________

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)
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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Courses to choose from (prereqs sketched in ( )s--see catalog):

LING 2322 The Academic Vocabulary of English
LING 2340 Language Inside & Out
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.

For efficient completion of this LING major/SPLP minor, please observe the following
schedule:

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
5320  Phonology (LING 3301 or 5301)
5330  Computer-Assisted Language Learning
5331  Teaching Second Language Composition
5341  Psycholinguistics and Reading
5348  Second Language Acquisition
5370  Study in Language
5373  Linguistic Variation
5374  Language Testing
5381  Spanish Phonetics and Phonology (LING 5320)
5382  Spanish Syntax (LING 5309)
5383  Spanish Morphology (LING 5301)
5385  Spanish Historical Linguistics
5388  Bilingualism
5397  Extended Research Project
5398  Thesis (I)
5399  Thesis (II) (LING 5398)

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
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).
Undergraduate courses for Summer 2017

LING/ANTH/ENGL 2320  Introduction to Linguistics                  - Gonzalez de A.

(Offered in Summer I)
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 3308  Methods of Teaching English to Speakers of Other Languages
- Reyes

(Offered in Summer II)
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 3312  Pedagogical Issues in Spanish (for Biling Ed majors only)
- Tabuenca-Moyer

(Offered in Summer I)
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 3313  English Historical Linguistics  -Elerick

(Long Summer session)
This course deals with questions about the historical development of English, including the following: How did modern English develop from earlier forms of English, and even earlier forms of Germanic? How far back can English be traced? What other languages are related to it? How and why did they diverge into different languages? How was the development of English affected by extensive contact with Scandinavian, French, and later with other languages? How do you discover the earlier forms of English when there are no more speakers and only scant written texts? These are the sorts of problems that historical linguists try to answer. This course deals with the techniques of discovering the earlier and now extinct forms of English, and details some of the findings about these earlier forms in the areas of pronunciation, word structure, and sentence structure.

LING 4371  Studies in Linguistics  -Staff

Individual or group study of an advanced topic in linguistics. By pre-arrangement with Linguistics Faculty.
Undergraduate courses for Fall 2017

LING/ANTH/ENGL 2320  Introduction to Linguistics  
-Contemori/Gonzalez de A.

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

(Online)
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 de A.

(for non-Linguistics majors)
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 3307  English Phonetics & Phonology  -Mazzaro

This course, which is cross-listed with ENGL 3307, explores a wide range of topics, including the sound system of English, how it contrasts with that of Spanish, the acoustic, articulatory and perceptual components of speech. Topics covered include consonants, vowels, stress, syllables, intonation and aspects of variation within English. The focus of this course is on systematic analysis of the sound system of English. The activities, skills, and knowledge acquired may assist students who so desire to alter their own pronunciation, but the course is not designed to accomplish that objective.

LING 3309 Structure of Spanish (for Linguistics majors)  - Gonzalez de A.

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 (for Biling Ed majors only)  -Tabuenca-Moyer/Teschner

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/SPAN 3315  History of the Spanish Language  -Elerick

(Online)

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, Primeras lecciones en la historia de la lengua española by Charles Elerick, will be available from the UTEP Copy Center.
This 100% online course is offered through the UTEP Blackboard course platform.

LING 3357  Sociolinguistics  -Mazzaro

This course examines the role and structure of language embedded in society and culture. Among the topics to be covered are the relationship between language structure and use and cultural values and patterns of behavior, the politics of language in modern societies, social aspects of language contact and bilingual societies, structural patterns of language that are correlated with social groups, and the social motivations for language change. Some of the specific issues included will be the Sapir-Whorf hypothesis (does language determine thought and behavior?), the Official English movement, code-switching (sometimes one of several things described together as "Spanglish"), and regional and social varieties such as "southern," "Black English/African American Vernacular," creoles, and others.

LING/PSY 4316 Language & Cognition  -Contemori/Ivanova

This course provides a general introduction to the scientific study of human language. Humans use language to communicate with one another every day in what seems to be an effortless process. However, the ability to produce and understand language is actually incredibly complex. This course is designed to provide you with a general understanding of the mental processes and mechanisms making it possible to produce and understand language, and learn languages (as children or later in life). It will introduce you to current theories of language processing and the research methods used to investigate them. You’ll learn about how language is related to thought, how we figure out the meaning of words and sentences, how we express our own ideas and why we say things in the way we say them, how we talk to one another, how children acquire language and how bilinguals keep track of more than one language.

LING 4348 Analyses of Second Language Acquisition  - Contemori

This course provides a theoretical examination of various complementary theories of second language learning, along with their implications for the second language classroom. The course includes an examination of learner factors (affective, cognitive, metacognitive) relevant to second language acquisition, as well as the role that social and contextual variables play in language learning in general and in second language acquisition in particular. Through class lectures, reading and written assignments, group activities, and course projects, students will not only familiarize themselves with various theoretical perspectives in second language acquisition, but will also develop a better understanding of the complexities involved in naturalistic and instructed second language learning.
LING 4371 Studies in Linguistics: Intro to Computing Natural Language
-Sobin

It is common for television and Hollywood to portray robots who speak English, and 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 5370: ICNL.

LING 4371 Studies in Linguistics
-Staff

Individual or group study of an advanced topic in linguistics. By pre-arrangement with Linguistics Faculty.
Graduate Courses for Summer 2017

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 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.
Graduate Courses for Fall 2017

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 5308 Second Language Teaching--English -Reyes

Have you ever heard someone remark, “I took four semesters of French, but I can’t speak it”? Have you ever known someone who speaks a second language fluently but produces countless errors that seem to be immune to correction? These learning outcomes reflect an ongoing dilemma for language teachers: whether it is better to focus on developing linguistic knowledge and accuracy in the classroom or to emphasize communication and fluency. In fact, language teachers have been wrestling with this issue for centuries. The pendulum has swung back and forth since Renaissance times from one teaching emphasis to another, language analysis versus language use. The challenge is to find ways to help language learners achieve both accuracy and fluency.

In this course, we’ll trace the historical development of language teaching approaches and methods, from both theoretical and practical perspectives. Then, building on the past, we’ll explore ways of helping students develop communicative competence in speech and writing. In doing so, we’ll consider procedures that promote accuracy without stifling self-expression. Throughout the course, we’ll reflect on our own attitudes and beliefs concerning language learning and teaching. We’ll also develop the skill of classroom observation by observing, analyzing, and reflecting on actual classroom language teaching. Finally, there will be opportunities to demonstrate understanding of best teaching practices through creation and presentation of original lesson plans and activities.

LING 5310 Pedagogical Issues in English Structure -Reyes

Teachers puzzle over the errors their ESL students make (e.g., a native Spanish speaker producing *I like very much desserts or *I live in the house of my sister). Equally puzzling are the potential errors that learners do not make (e.g., native Spanish speakers never producing *I them saw yesterday.) Some ESL errors are similar to those produced by children acquiring
English as their first language (e.g., *Where my spoon goed?), while others are not (e.g., *They don’t left yesterday and *He should to leave early). Finally, many errors persist for a long time, no matter how often they are corrected (e.g., *John live with me.) This leads us to the questions that we will briefly address in the first part of the course:

- Where do second language errors come from?
- In what ways are first and second language acquisition alike/different?
- Why are many errors so resistant to instruction and corrective feedback?

Teachers need to answer student questions about the forms, meanings, and functions of grammatical elements beyond just saying, “You can’t say that in English” or “That’s the way it is.” This brings us to the main focus of the course. We will examine the discrete structural features of English, primarily relating syntactic form to both semantic meaning and pragmatic use. Finally, we will consider how such features can be presented in language classrooms and incorporated into teaching materials and lessons.

LING 5370  Studies in Linguistics: Intro to Computing Natural Language

- 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: ICNL.

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  -Elerick

(Hybrid)
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.