Graduate
Student
Handbook
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WELCOME!

This handbook is designed to help new students in the Department of Linguistics to become acclimated quickly and to proceed toward their degrees, whether Ph.D., M.A., or M.S., in as efficient a manner as possible. We all hope that you will have a pleasant and productive stay here while you develop your academic and professional skills to the point where you earn your advanced degree. In addition to training students in various aspects of linguistics, our mission is to conduct research on language and the theory of language. We trust you will become involved in this research before very long.

In this handbook we first review our departmental procedures and requirements for advanced degrees, providing some commentary on common applications of these in the past. Then, we include some information about the linguistics community both on our campus and beyond. This booklet is unofficial, and does not replace the *Graduate School Bulletin,* which you should also consult as you plan your graduate program. A web version of the current *Bulletin* is available here:

https://graduate.indiana.edu/academics-research/bulletin.html

We highly recommend that you consult the bulletin since this is the official document detailing all program requirements.

ADVISING STUDENTS

All students have two official faculty contacts throughout their graduate work, their individual Academic Advisors, and the Director of Graduate Studies. If at any time you have questions about any aspects of the degree programs, you should not hesitate to consult with either of them.

Your Academic Advisor
When you are first admitted to the graduate program, the Admissions Committee assigns you a temporary advisor, for your first year in the program. The Committee tries to select someone appropriate for your expressed interests. You should schedule an appointment early on with your advisor to discuss your interests and goals and to begin planning your program. Your advisor will help you select courses and keep you advised of important information about your degree. You can make an appointment with your advisor either directly or through the department Student Services Coordinator. Also, if you would like to change your advisor at any time during the program, speak with the Director of Graduate Studies to initiate a change in advisors.

If you are in the Ph.D. program, your initial advisor is assigned only for one year. During your first year in the program, you will need to ask a faculty member (whether your initial advisor or someone else) to chair your Ph.D. advisory committee. Also, beginning in the second year of the program, you must also compose an advisory committee that will work with you to make decisions about your course of study.

Advising for Course Registration
Registration for the following semester by continuing students is done in mid-October for the spring and in mid-March for the fall. You will need to meet with your advisor before registering for courses, and then please email lingdept@iu.edu or contact your advisor for any on-line authorizations necessary for certain courses. The faculty have special office hours during the advising week to meet with students.

Credit Transfer
If you have transferred from another graduate institution, IU permits credits to be transferred subject to certain conditions. You should make requests for transfer of graduate credit within your first year of an M.A. or M.S. program or two years in a Ph.D. program, so that these courses can be included in planning for the overall degree program. You will need to discuss the suitability of specific transfers with the Director of Graduate Studies. The department will then request the Graduate School's approval for the credit transfer.

DEGREE PROGRAMS

The Department offers M.A., M.S. and Ph.D. degrees in Linguistics. There are two M.A. programs, one M.S. program, and three Ph.D. programs, including an M.A. and Ph.D. concentration in Computational Linguistics, and a Ph.D. in African Linguistics. The requirements for these programs share some core classes and requirements but differ considerably in other ways.

Each linguistics degree program is described in detail below. In this section, we quote from the *Graduate School Bulletin* (with text given in italics) as amended since the last published Bulletin, and then provide some informal remarks about each requirement.

Change of Status from M.A. to Ph.D. Programs

A student who enters IU for a Master's degree but decides to continue to pursue a Ph.D. must apply for Change of Status with the linguistics department. Instructions are available through the departmental office (BH504). Status change requests are approved by the faculty as a whole and are taken up twice each year, in November/December (for a status change in January) and in Feb/March (for a change to take effect in the fall). Deadlines for application will be sent out each semester.

One particularly important part of the application for a change of status is the statement of purpose. This is your opportunity to explain to the faculty what your academic goals are, and the reasons to pursue the Ph.D. in this linguistics department. We urge you to be as clear and explicit as possible. Also, we expect to find evidence of a strong working relationship with one or more faculty members in the linguistics department, since this forms the main reason for pursuing a Ph.D. through the linguistics department.

Dual Degree Programs

In addition to the study of linguistics, the vast majority of our students interact with other disciplines in substantive ways, and these are reflected in the degree programs such as the Ph.D. minor concentration. However, students may find it appropriate to pursue dual M.A.s or Ph.Ds. in Linguistics and another discipline. Please contact the linguistics department office for information on this process.

THE MASTER'S DEGREE IN GENERAL LINGUISTICS

COURSE REQUIREMENTS A total of 30 credit hours, including L520, L541, L542, L543 and L546, and one of the following four: L530, L544, L670, or a course in psycholinguistics/language acquisition. A grade point average of 3.0 (B) must be achieved in these six core courses. Additional electives as approved by the department. Specific course requirements may be met by taking a higher- l e v e l course in the same area. A minimum of 20 credit hours must be from linguistics department offerings.

Completion of the M.A. degree normally requires at least three semesters. Students are generally recommended to take L542 (Phonology) and L543 (Syntax) during the fall semester, and L541 (Phonetics), L520 (Sociolinguistics), and L546 (Semantics) in the spring semester of their first year, if the courses are available. Students without background in linguistics may be required to take L503 (Survey of Linguistics) to help orient them to the broader discipline. At least 20 of the 30 credits for the M.A. must come from the courses offered by the linguistics department.

A full load for graduate students is typically 9-12 credits, and 12 credits is the maximum number of credits covered by an IU fee remission. For international students on student visas, a minimum full load is 8 credits.

FOREIGN LANGUAGE REQUIREMENTS Reading knowledge of one foreign language approved by the department and knowledge of the structure of a language or languages other than English and outside the student's general language family. (The L653-L654 sequence may satisfy the second part of this requirement.)

Often, this means that students show reading knowledge of one of the major European languages, though other languages might be more relevant for individual degree programs.

The "language structure" requirement asks that students study some "exotic language" unfamiliar to them. This means that the language falls outside of the language family of the student's native language and of English. This requirement can be met by means of a class in the structure of such a language or language family (such as L590), a year's instruction in such a language, or by the Field Methods sequence. The M.A. language requirement is also part of the Ph.D. program, so more information is given below.

It is unusual for students to write a thesis for the M.A., but if the student prefers, one can be done as part of the program. Writing the thesis requires signing up for up to 4 credit hours of thesis credits.

THE M.A. TRACK IN COMPUTATIONAL LINGUISTICS

Computational linguistics is an interdisciplinary field that addresses the use of computers to process or produce human language. Linguistics contributes to this field an understanding of the special properties of language data, and also provides theories and descriptions of language structure and use. Computational linguistics is largely an applied discipline concerned with practical problems. Typical applications include natural language processing, machine translation (translating from one language to another), speech synthesis, speech production, information retrieval (finding relevant documents or parts of documents in large collections of texts), cognitive modeling, and, in general, almost anything dealing with natural language interfaces.

Admission:
Successful applicants for admission to the M.A. track in computational linguistics are expected to demonstrate programming background and strong math skills.

Course requirements:

The master's track in computational linguistics consists of a minimum of 30 credit hours to include L541, L542, L543, L545, and L645. A grade point average of 3.0 (B) must be achieved in these five core courses. Students must also fulfill a specialization course requirement by taking two of the following courses: Q520 (Cognitive Science), L614 (Linguistics), L615 (Linguistics), L665 (Linguistics) or seminar courses such as Z543 (ILS), L715 (Linguistics), or L7XX (Linguistics) approved by the student's academic advisor. Three additional electives must be taken. A minimum of 20 credit hours must be from linguistics department offerings. Outside electives must be approved by the student's academic advisor.

These course requirements can be broken down into general and computational components, as below.

General Linguistics:
    L541 (Introductory Phonetics, 3 credits)
    L542 (Phonological Analysis, 3 credits)
    L543 (Syntactic Analysis, 3 credits)

Computational Linguistics:
    L545 (Computation and Linguistic Analysis,
        3 credits)

L545 explores how linguistic analyses can be stated as computer programs, emphasizing the design of data structures used in linguistic analyses, the computational issues underlying them, and their use in natural language processing.

    L645 (Advanced Natural Language Processing,
        3 credits)

L645 explores the needs of working natural language processing systems with attention to statistical and corpus linguistic methods in natural language processing, and their uses in data mining, information retrieval, lexicography, and other practical domains.

Additional courses include two specialization courses to develop specific skills in some specific area and three additional, relevant classes.

Specialization Courses (Select 2):
    Q520 (Cognitive Science) – Math & Logic for CogSci
    L614 – Alternative Syntactic Theories
    L615 – Corpus Linguistics
    L665 – Applying Machine Learning Techniques in CL
    Z543 (ILS) – Computer Mediated Communication
    L715 - Seminar in Computational Linguistics
    L7XX - Seminar approved by the student's advisor

All specialization courses and electives must be approved by the student's advisor. Electives will typically be courses relevant to computational linguistics, in Cognitive Science, Computer Science, Psychology, Speech and Hearing, or the School of Informatics.

There are two additional skills requirements.

Programming Language Requirement: *One computer programming course or the equivalent approved by the student's academic advisor.*

Students typically take L555 to fulfill this requirement, but other options are possible.

Language Structure Requirement: *Knowledge of the structure of a language or languages other than English and outside the student's general language family.*

This requirement is the same as for the General M.A. program, described above.

Dual M.A. in Linguistics and Another Field
If you are interested in pursuing a dual M.A., please consult with the Director of Graduate Studies. In general, dual M.A.'s require meeting the full requirements separately for the two degrees. There is provision for a reduction in the number of credits needed for the second degree program, but a minimum of 50 credit hours must be completed.

THE M.S. IN COMPUTATIONAL LINGUISTICS

The department also offers a more technically oriented M.S. degree in computational linguistics. This program requires the following courses:
- LING-L541 Phonetics
- LING-L545 Computation and Linguistic Analysis
- LING-L565 Fundamentals of Speech Processing
- LING-L605 Adv Data Modeling for CL
- LING-L645 Advanced Natural Language Processing
- LING-L665 Applying ML Techniques in Computational Linguistics
- LING-L715 Seminar in Computational Linguistics

Additionally students will have to fulfill the requirements of one of the following areas of specialization:

Language Engineering:
- One of L542 (Phonology), L543 (Syntax), L544 (Morphology), L546 (Semantics), L670 (Typology)
- LING-L614 Alternative Syntactic Theories
- LING-L615 Corpus Linguistics

Natural Language Processing:
- One of L503 (Intro Ling), L542 (Phonology), L543 (Syntax), L544 (Morphology), L546 (Semantics), L670 Typology
- LING-L675 Adv ML for CL
- One of CSCI-B555, CSCI-B551

Speech Processing:
- LING-L641 Adv. Phonetics
- LING-L635 Applications of Speech Processing
- One of ENGR-E511 (Machine Learning for Signal Processing), LING-L675 (Adv ML for CL), CSCI-B555, CSCI-B551

One additional elective must be taken from the following:
- LING-L520 Sociolinguistics
- LING-L541 Introductory Phonetics
- LING-L542 Phonological Analysis
- LING-L543 Syntactic Analysis
- LING-L544 Morphological Analysis
- LING-L546 Semantics
- LING-L565 Fundamentals of Speech Processing
- LING-L605 Advanced Data Modeling in CL
- LING-L615 Corpus Linguistics
- LING L635 Applications in Speech Processing
- LING-L642 Advanced Phonological Description
- LING-L643 Advanced Syntax
- LING-L646 Advanced Semantics
- LING-L675 Advanced Machine Learning for CL
- LING-L715 Seminar in CL
- CSCI-B555 Machine Learning
- INFO-I529 Machine Learning in Bioinformatics
- INFO-I532 Seminar in Bioinformatics
- INFO-I534 Seminar in Human-Computer Interaction
- ILS-Z543 Computer-Mediated Communication
- ILS-Z639 Social Media Mining
- COGS-Q550 Models in Cognitive Science

Statistics Requirement:

- STAT-S520 or COGS-Q520, or equivalent approved by advisor

Programming Language Requirement:

- LING-L555 Programming for Computational Linguists, or a programming course approved by the advisor.

THE Ph.D. DEGREE IN LINGUISTICS

The department offers a Ph.D. in Linguistics. Students may focus on a variety of topics including syntax, semantics, phonology, phonetics, African linguistics, cognitive science, second language acquisition, sociolinguistics, computational linguistics, etc. The only constraint on the focus is the availability of suitable and willing faculty advisors. Also, one of the strengths of the Indiana University graduate programs is an expectation that students will combine their research expertise with that gained through a substantive minor. The minor program requires some relevant coursework, and, more importantly, requires that you develop a good working relationship with a faculty member outside of the linguistics faculty in your degree program.

COURSE REQUIREMENTS A minimum of 90 credit hours, including dissertation. Specific requirements include L501, one graduate course each in phonetics, phonology, syntax, and semantics, and one graduate course in three of the following five areas: morphology, sociolinguistics, historical linguistics, typology, and psycholinguistics/language acquisition. At least 12 credit hours in linguistics at the 600-700 levels, with requirements as follows: at least two courses at the 600 level. Three credit hours must be in 700-level linguistics classes. Moreover, systematic engagement in four semesters of departmental workshops and colloquia is required. Students should plan on attending workshops and colloquia which are scheduled on most Fridays of the semester. Systematic engagement entails attendance at approximately 75% of the scheduled colloquia and workshops for each semester, as documented by sign-ins at each event. Additional course requirements may be set by the student's advisory committee.

The Ph.D. coursework is very similar to that required for the general M.A. program, with some minor changes and some additions. The major difference between the Ph.D. core requirements and the M.A. core requirements is that the subject areas are not described in terms of specific course numbers as in the M.A. program. It is not unusual for students with sufficient background to meet area requirements with more advanced courses in their areas of focus. In addition, the Ph.D. program requires that students be involved in more advanced (600 and 700-level) coursework in the core areas. One final additional requirement is a research skill requirement, described in more detail below.

Typically, students will take 2-3 years of full-time course work (about 50 credits), and then transition to a full-time focus on research and dissertation. Courses include those offered in Linguistics as well as courses relating to linguistics in other departments. It is also possible to do a directed reading or directed research

course (e.g., L690) with a faculty member who is willing to provide supervision to you on a specified topic (although L690s do not usually count for the L600-L700 level courses.) In typical cases, students receive a complement of 20 to 24 credits as L800 (Thesis Research). Thesis Research credits can be taken in the process of completing any of the requirements for the Ph.D., essentially, any time during the Ph.D. program. Once a student reaches 90 credit hours and is advanced to candidacy, the student is eligible to take up to six semesters of G901 (Advanced Research), reduced cost credits designed for students completing thesis work after completing the credit hour requirements.

The Ph.D. Minor
The choice of a minor field should be agreed to by the student's advisory committee. The specific requirements for the minor are established by the department that grants the minor. The student is responsible for ascertaining what those requirements are and for meeting them.

The Linguistics Ph.D. programs require a minor. The minor generally involves four to five courses in the appropriate program and developing a research relationship with relevant faculty in that department, who serves on your advisory committee. Typical minors include Anthropology, Cognitive Science, Computer Science, Psychological and Brain Sciences, Second Language Studies, Sociology, Speech and Hearing Sciences, any area studies program such as African Studies, East Asian Languages and Cultures, or Central Eurasian Studies or any of the language departments, such as Spanish and Portuguese, French and Italian, Germanic Studies, Slavic, or English.

Another option is to do a dual degree in linguistics and any of these other fields. This requires you to complete the coursework for the second major and involve two faculty from the other department on your advisory and thesis committees. Students who complete a dual Ph.D. are not required to do a minor.

Minor Programs within the Linguistics Department African linguistics and computational linguistics may also be treated as "outside minors". (Note that "General linguistics" does not qualify as a minor for students in the Department of Linguistics.) Requirements for these are as follows.

Ph.D. MINOR IN AFRICAN LANGUAGES AND LINGUISTICS The minor consists of a minimum of four courses (12 credits) including the following: (1) One course in an African language at the 600 level or higher, (2) A501, and (3) two additional courses in African languages or linguistics approved by the student's minor advisor. A grade point average of 3.0
(B) or better must be achieved in these courses.

Ph.D. MINOR IN COMPUTATIONAL LINGUISTICS The minor consists of a minimum of 15 credit hours of course work, including the following: (1) L545 and L645, (2) one of L503, L541, L542, L543 or L546, and (3) two specialization courses taken from among the following:

L665 (Linguistics) B651 (Computer Science), Q520 (Cognitive Science), S522 (Speech and Hearing Science), Z543 (ILS), and seminar courses such as L700 or L715 (Linguistics) or other courses approved by the minor advisor. A grade point average of 3.0 (B) or higher must be achieved in these courses.

Advisory Committee
All students in the Ph.D. program will select an advisory committee consisting of at least three faculty members, one of whom should normally represent the student's minor field. The committee must be selected no later than the end of the semester following the completion of the master's degree at Indiana University or, in the case of students entering the program with master's degrees from other institu- tions, no later than two semesters after matriculation.

Students will plan their programs with the advisory committee, which will be responsible for counseling students with regard to the qualifying examination, setting the examination, and administering it.

For students entering in the Fall, this means that you should officially form your advisory committee, in consultation with your advisor, by the end of the following Fall semester. Note also that the chair of this committee is your advisor. Since your initial advisor is appointed only for the first year of your program, you will need to secure an advisor as part of the process of constituting your Advisory Committee. The Advisory Committee should be composed of those faculty who can give best advice concerning various facets of your developing research interests.

The Advisory Committee oversees and approves your program of study, so you should expect to meet with your committee at least once a year.

Language Structure Requirement
Knowledge of the structure of a language or languages other than English and outside the student's general language family.

This requirement of knowledge of the structure of an "exotic" language can be fulfilled in several ways: (1) through a one-semester "structure course" (e.g., "Structure of Mongolian", "Arabic Syntax", etc.); (2) through a two-semester introductory language course (e.g., Beginning Swahili), or (3) through the field methods sequence L653-L654. As for what counts as "outside the student's general language family", this has been interpreted to mean outside Indo-European for English speakers (although Hindi or Bengali might be appropriate, depending on the logic of your program) and outside Semitic for Arabic speakers, to give just a couple of examples.

Research Tools Requirement

(1) Reading or speaking knowledge of a foreign language relevant and applicable to doctoral study in the student's research area, and (2) proficiency in a research skill appropriate to the student's research area, including, but not limited to, reading knowledge in an additional foreign language, statistics, logic, programming, methods in social science research, or field methods. Proficiency is normally demonstrated by two semesters of appropriate instruction. Students may not count field methods classes for both the language structure requirement and research tools requirement. Also, L501 (which should be taken during the first year) does not count toward the Research Tools requirement. Choice of appropriate research tools is to be determined in consultation with the student's advisorycommittee.

These requirements mean that all doctoral students must demonstrate reading or speaking competency in at least one foreign language relevant and applicable to their linguistic field of focus. That is, the language is expected to constitute a tool that you can use to enhance and facilitate your research. This language requirement is the same as that required for the General M.A. in Linguistics.

Students must also demonstrate competency with a second research tool, which must be determined by the student's advisory committee. This tool might be another language that is important for your specific research focus, or some critical research skill requiring a substantial amount of training. Substantial training would typically be that involving two semesters of training in the area.

Regarding language competency, students may (1) take a test (administered by the appropriate language department or BEST for Spanish, French, or German) demonstrating reading knowledge of the language, (2) obtain a grade of B or better in a 492 course offered in the language's home department, or (3) take other appropriate coursework as approved by the Director of Graduate Studies. The general principle is that the program in charge of teaching the language determines the mechanism for documenting reading proficiency. For more information on the Graduate School Foreign Language Exam administered by the IU Bloomington Evaluation Services and Testing (BEST), including dates and registration information, see their web site: *https://best.indiana.edu.* For information on exams for other languages or information regarding offerings of the 492 courses, check with the appropriate department.

Students who are not native speakers of English may count English as one of their foreign languages. Documentation of English proficiency, such as through the TEPAIC exam, is required for this purpose.

Qualifying Exams

Comprehensive; the examination is on more than one distinct area of linguistics and requires the student to develop five short documents outlining research topics and one completed research paper. Specific focus and scheduling of the examination is determined by the student's advisory committee.

There are two qualifying exams designed to assess aspects of your readiness to undertake independent research in your Ph.D. dissertation. These exams are also designed to develop your capabilities with respect to more than one area of linguistic inquiry. The departmental policies for these exams are as follows:

Qualifying exam I: Ability to develop competent research topics and questions:

Students will develop five research proposals or statements (henceforth Q1 documents)— three in their primary area of Linguistics and two in some secondary area or areas of Linguistics. Each Q1 document should consist of at most four pages of text, plus a significant bibliography. Additional appendices with illustrative detail may be added, but are not required and must not be crucially necessary to understand the document. Q1 documents should be typed, 1.5-spaced, with pages numbered.

Q1 documents will typically emerge from coursework and are expected to reflect consultation with relevant instructors as well as the student's primary advisor(s) and advisory committee.

Although students will typically begin developing their Q1 documents as early as the first year, students are expected to submit all Q1 documents for evaluation no later than the second semester of the third year following initial admission to the graduate program, or no later than the second semester of the second year following a status change from the M.A. program.

Procedure:
(i) All Q1 documents will be reviewed by a standing departmental committee consisting of three members. The standing departmental committee will be comprised of faculty fromthe department, rotating through the general linguistics faculty. Each faculty term of service on the committee consists of three

semesters, with terms staggered such that normally one person is replaced each semester. Typically, a faculty member will serve as chair of the committee in the third semester of their term.

(ii) Students may submit one or more Q1 documents at a time. Q1 documents should be polished when submitted and students are expected to write these in consultation with relevant faculty and advisory committees. Submissions will be reviewed semiannually. Submissions must first be submitted to the student's advisor (i.e., the head of the student's advisory committee) on or before September 15 (for fall semester) and February 15 (for spring semester).

(iii) The head of the student's advisory committee must then submit the Q1 documents to the chair of the qualifying exam review committee via email before October 1 (for the fall semester) and March 1 (for the spring semester). The two-week period between the student's submission date and the date of submission to the qualifying exam review committee by the student's advisor serves as an opportunity for the student to receive additional feedback and interaction in order to polish each Q1 document being submitted.

(iv) When the faculty advisor submits the Q1 documents to the chair of the qualifying exam review committee, they should also CC the student, the DGS, and all members of the student's advisory committee.

(v) The Linguistics department's qualifying exam review committee will review and approve or disapprove each Q1 document before November 1 (for the fall semester) and April 1 (for the spring semester). The committee (or some subset thereof) will meet with each student to discuss the proposals and make suggestions for revision if necessary. Proposal rejections will be accompanied by a brief written evaluation, transmitted to the student and the student's primary advisor(s).

(vi) Resubmissions, if required, must be submitted the semester following the original submission, and will be considered by the committee at its next meeting. Only those proposal(s) requiring revision need to be resubmitted. Only one resubmission (per proposal) is allowed.

Expectations and evaluation:
(i) Q1 documents are meant to resemble longer abstracts or shorter research (or grant) proposals. They should be concise, clearly written, and lay out the issue(s) at hand in a straightforward and accessible manner. Solutions are not expected, but

identification of the phenomena at hand and relevant issues is essential. To this end, students are strongly advised to consult and rework their Q1 documents until they are cogent and compelling.

(ii) Q1 documents may take the form of a four-page proposal, laying out the background and issues associated with a proposed data gathering activity, a description of the activity, and finishing with potential outcomes and impacts.

(iii) Q1 documents may also take the form of a two-page research abstract of the type published in conjunction with conferences (i.e., a two-page conference-type abstract). Additional material up to the four-page limit must be included to situate the research and state its importance for a broader linguistic audience.

(iv) Q1 documents are expected to be of professional quality. They should be spell-checked, properly formatted, and so forth. They need to be professional grade in both content and appearance.

(v) Q1 documents are to be accompanied by a substantial reference list with consistent formatting, laying out a solid foundation in the previous literature for the proposed research or research abstract.

(vi) Ideally, there should be some cohesion among the three Q1 documents in the student's primary area. Typically, one of these will develop into the student's second qualifying exam (research paper), which may in turn be developed into a dissertation topic.

Models and workshops:
(i) Over time, the committee will compile a selection of sample Q1 documents to use as models and examples. Some models can be seen under Ling GradResources on the Canvas site. (New students will be added to the site.)

(ii) The department will offer periodic workshops to help students develop a better understanding of what is involved in Q1 documents.

Qualifying exam II: Ability to produce competent research paper:

Students will be examined in their primary area through development of a research paper, normally evolving out of a research proposal submitted for the first qualifying exam. Typically, the qualifying paper should be completed and submitted no later than the end of the first semester of the fourth year.

Procedure:
(i) The student, in consultation with the Advisory Committee, selects and develops one of the Q1 documents submitted for QE1, typically one related to the student's future dissertation research.

(ii) The Advisory Committee sets a deadline for submission of the paper and provides the student with a copy of the department's writing rubrics for evaluating the quality of the paper.

(iii) The student may consult faculty on

general questions related to the research analysis and organization of the paper. However, continual multiple submissions of drafts seeking micro-editing of the paper prior to the final submission are not permitted.

(iv) Upon submission of the completed paper, committee members evaluate the paper as satisfactory or unsatisfactory. The committee's decision should be communicated to the student no later than 3 weeks following submission of the paper.

(v) If the paper is judged unsatisfactory, the Advisory Committee will meet with the student to discuss the reasons for the decision. The committee then determines a date for resubmission of the paper, typically within two months. The process then follows that in (iv).

(vi) The completed paper will be placed in the student's file.

Research papers will be evaluated first of all with respect to content, including methodology, theoretical exposition, and analysis, indicating your ability to write research papers of the type expected of researchers in your area. Beyond this, the paper will be evaluated with respect to the quality of writing, including organization and coherence of the writing, rhetorical expression, and appropriate mechanics. All of these indicate crucial skills necessary to conduct and report professional research of high quality. To get a good feel for how these papers turn out, it will be useful for you to consult published research in your area.

Nomination to Candidacy
Upon successful completion of all requirements, including the minor, qualifying examinations, foreign languages, and research skills, the student will be nominated to doctoral candidacy. The typical term for this benchmark in the Ph.D. career is 'Advancement to Candidacy', more typically called ABD, which is an acronym for 'All but Dissertation'. That is to say, once the qualification exams and course requirements are completed, the only remaining component to the program is the completion and defense of a dissertation. To be nominated to candidacy the student must initiate the e-doc entitled 'Nomination to Candidacy for the Ph.D. Degree' that can be found via a search on one.iu.edu.

Research Committee
After nomination to candidacy, the student will select a research committee composed of no fewer than three members of the Department of Linguistics faculty and an outside representative, typically from the minor department. This committee must approve the proposed dissertation topic.

Research Committees are often also called 'Thesis Committees' (or 'Dissertation Committees'). They do not need to include the same faculty members as the Advisory Committee, though often the same

faculty members are on both committees. The Research Committee consists of minimally four members. For single majors, this means three faculty members from the Department of Linguistics in addition to the minor representative. For dual majors, there are two members from each of the departments. There is also a provision for adding additional committee members from outside of I.U., if such members have appropriate expertise and prominence with respect to some aspect of the thesis. To explore this possibility, inquire of the Director of Graduate Studies. To formally establish the Research Committee, the student must initiate the e-doc entitled 'Ph.D. Nomination of Research Committee' that can be found via a search on one.iu.edu.

According to Graduate School rules, a member of the minor department must serve on the Research Committee unless the minor department waives that requirement. This is sometimes done if the role of the minor discipline is very peripheral to the project or if no suitable faculty member can be found. Committees must have four regular, resident Indiana University faculty, however.

Most often a single faculty member serves as the dissertation chair, providing continuous guidance throughout the dissertation research project. Often though, cross-disciplinary projects and projects with dual majors, will require two co-chairs. The roles of the other members of the research committee vary depending on the nature of the project and the agreement of the committee at the time the committee is constituted.

To constitute the committee, the student must arrange a meeting with prospective members of the research committee. In this meeting, the committee will discuss the content and scope of a written dissertation proposal and to approve the direction and scope of the project, and the expected roles of each of the committee members in overseeing the project.

Thesis Completion
FINAL EXAMINATION Oral defense of dissertation. The defense is open to the public.

It is important for students to make themselves familiar with the rules regarding dissertation preparation and defense in the *Graduate School Bulletin*. There are many rules regarding the timing and format of dissertation preparation. The graduate school recommends that 45 days prior to the oral defense the student submit to all members of the research committee a *full* draft of the dissertation—including title page, table of contents, complete bibliography, all figures and figure legends, etc. Each member of the committee must agree in principle to the dissertation defense before it is announced. Students should be aware that faculty often go out of town or have other commitments during the summer, and that they should not ordinarily plan on scheduling a defense during the summer.

Students must submit a dissertation announcement to the department and graduate school at this time, and it must receive final approval at least 30 days in advance of the defense date.

During the time of the defense, the thesis committee will determine jointly the nature and extent of modifications to the thesis necessary to complete the degree. After these revisions, a final version of the thesis is submitted with appropriate documentation of approval from the thesis committee to the graduate school for completion of the Ph.D. degree. The final version must be submitted (filed) within six months of the date of the defense.

PH.D. IN LINGUISTICS WITH A CONCENTRATION IN AFRICAN LANGUAGES AND LINGUISTICS

A minimum of 90 credit hours, including dissertation. Specific requirements include A501, L653-L654, one graduate-level course each in phonetics, phonology, syntax, and historical linguistics, plus at least two additional courses in linguistics at the 600-700 levels. Where appropriate, additional courses may be assigned by the student's advisory committee.

Requirements for the Ph.D. in Linguistics with a Concentration in African Languages and Linguistics are very similar to those for the Ph.D. in General Linguistics, but there are a few additional requirements relevant to a focus on African Languages. A501 (African Linguistics) and L653-L654 (Field Methods) are required, but the language acquisition and sociolinguistics requirements are waived for students pursuing this concentration and the requirement of four 600-700 level courses is reduced to two. Also, the Qualifying Exam procedure can be done as two research papers and/or exams, the manner to be determined in consultation with the student's advisory committee.

FOREIGN L A N G U A G E REQUIREMENTS
Three languages: (1) Proficiency in two foreign languages, one of which must be an African language and the other normally French or German; and (2) knowledge of the structure of a foreign language or language group other than Romance or Germanic.

Proficiency in an African language is usually satisfied by (1) receiving an A- or higher in four semesters of the language, (2) taking a third year of the language, or (3) taking a proficiency exam in the language. The required Field Methods sequence can satisfy the structure requirement.

All other requirements are the same as for the Ph.D. in Linguistics above, although the qualifying exams may be done by two research papers.

PH.D. IN LINGUISTICS WITH A CONCENTRATION IN COMPUTATIONAL LINGUISTICS

A minimum of 90 credit hours, including dissertation. Specific requirements include L545, L645, L615, L555, one graduate-level course each in phonetics, phonology, and syntax, plus at least six additional credits in linguistics at the 600-700 levels.

The Concentration in Computational Linguistics builds on the structure of the MA program in computational linguistics, combining the same general linguistic coursework and computational specific coursework, with additional requirements of some of the specialty courses in the MA, such as L615. L555, the programming course, may be waived if the student has previously completed equivalent coursework.

In addition to the required core coursework, a student's advisory committee may assign other courses as appropriate and relevant to that student's particular program. These may include courses such as the following:

> L614 Alternative Syntactic Theories
> L665 Applying ML Techniques to CL
> Q520 Mathematics and Logic in Cognitive
>   Science
> Q550 Models in Cognitive Science
> B551 Artificial Intelligence
> B651 Natural Language Processing
> B652 Computational Models of Symbolic
>   Learning
> B659 Topics in Artificial Intelligence
> S522 Digital Signal Processing

Language structure and Minor requirements are the same as for the General Ph.D. program. Requirements for the committees, thesis procedures, and general administration of the program are the same as for the General Ph.D., except for the research tools requirements and qualification exam procedures. These are as follows.

RESEARCH TOOLS REQUIREMENTS
The student must demonstrate proficiency:
> *(1) in the basics of discrete mathematics or mathematical linguistics, which can be met by courses such as Q520 Mathematics and Logic in Cognitive Science or S520 Introduction to Statistics in the Department of Statistics;*
> *(2) in programming techniques, with working knowledge of at least TWO programming languages.*

Completion of L555 satisfies working knowledge of one programming language. Students then need a second programming language. Preferred languages are either Java or C++. Students should consult their academic advisor about what course would be most appropriate to take.

QUALIFYING EXAMINATION Comprehensive; the examination is on two distinct areas of computational linguistics and/or linguistics.

At least one of the qualifying examinations must entail a practical software artifact. The artifact may be a program, a computational grammar, an implemented scheme for corpus annotation, or some other approved artifact. The other examination may take the form of a written paper (of publishable quality) or a written exam. Specific focus and scheduling of the examination is determined by the student's advisory committee.

JOINT PH.D. IN LINGUISTICS AND ANOTHER FIELD

At IU, it is straightforward to obtain a joint Ph.D. The University Graduate School normally approves these degree programs as long as the relationship between the two areas is clear. For this purpose, the requirements for both departmental degrees must be satisfied. Each course requirement met in one major concentration may be fulfilled by elective classes in the other major concentration. Even with this overlap of electives, joint Ph.D. students will generally have to take several more credit hours of coursework to complete both curricula. Students doing a joint Ph.D. are typically required to pass two sets of qualifying exams, though the exact combination is determined by the student's advisory committee. The joint advisory committee is composed of four faculty members, two from each program.

As an illustration of possible Ph.D. programs, we present a number of samples for hypothetical students as an appendix at the end of this handbook.

THE LINGUISTICS DEPARTMENT

The Linguistics Department is constructed of many interacting components. Policy decisions for the department are made at faculty meetings, which are typically held once a month. A representative of the graduate students commonly attends these meetings. By custom this representative is an officer of the IU Linguistics Club.

The department chair is currently Sandra Kübler. Contact her via e-mail at skuebler@iu.edu. The Director of Graduate Studies, currently Thomas Grano, can be contacted at tgrano@iu.edu.

There are two people in the department office who will be very helpful to you. The Department Manager is Julia Ritter and the Student Services Coordinator is Bridget Parker. They can answer many of the questions that arise or direct you to someone else who can ultimately answer your questions. The office in Ballantine Hall 504 is open M-F 8 AM-4 PM (phone: 812-855-6456).

The department office and most of the faculty will communicate with you via e-mail. Therefore, it is important that you use your e-mail account from the university to maintain contact with the department. The office staff can be contacted by mailing lingdept@iu.edu. The department also has a web page which you should consult periodically: https://linguistics.indiana.edu/. The web page includes a list of the graduate students in the department with links to their e-mail and/or personal web pages. Send the information for your entry on the Grad student page to the *lingdept* e-mail address and they can forward it to the current webmaster.

Student mail folders can be found in Ballantine Hall 504.

The department has an Instructional/Computational Linguistics Lab in Ballantine Hall 121 with several Macs for lab use. Student Technology Centers (STCs) are provided on the campus at many locations by the University Information Technology Services (UITS). You can check out where they are and what they offer at https://uits.iu.edu/.

The department maintains a large mailing list (IU-Linguists-L-Subscribe@iu.edu) that includes at least 250 on- and off-campus faculty, staff, students, and administrators who are interested in linguistics at IU. Only those subscribed to the list may send messages to the list. There are a few restrictions on this: no advertisements of any kind, please do not post jokes or humor, and be sure the message is something that will be of interest to the majority of the list.
To Subscribe: Send a blank email to IU-Linguists-L-Subscribe@iu.edu . You do not need a subject, but may add one if you'd like. You should receive a confirmation email a few minutes after subscribing.

Linguistics Club at IU (formerly IULC)
One important institution in the department is the LCIU (Linguistics Club at IU), run entirely by students. The Club has been in existence for over 50 years and is well known to the field of linguistics, publishing a wide range of linguistics monographs, articles and Working Papers. The Club also helps support invited speakers and conducts social events for the benefit of students, faculty and staff. Their e- mail address is *iulc@iu.edu.* All students on campus interested in linguistics are invited to join the Club.

The IULC also oversees the publication of departmental working papers, which can be found online at https://scholarworks.iu.edu/journals/index.php/iulcwp. This publication is a useful venue for early-run research conducted by students and faculty, and mirrors the typical structure of peer-reviewed publications, except that it is run entirely by students and faculty within the linguistics community.

Colloquium Committee
The Department, often in conjunction with the IULC, sponsors a Colloquium Series for visiting speakers as well as local faculty to present their latest research. You are strongly encouraged to attend all of these events—even if the topic is not close to your own research interests. These colloquia are an important part of your education as a linguist. In addition, students are often invited to have dinner with these outside speakers or at least have a chance to speak with them about their research interests. This is an excellent opportunity to make contacts that may help you in your future career.

Linguistic Resources for Graduate Students
The department hosts a website that includes links to various resources, such as funding sources, exchange programs, and similar items, as well as documents related to departmental procedures (e.g., guidelines for Qualifying Exam I and sample research

proposals. To access this site, go to canvas.iu.edu and log in using your student ID and passphrase. Then click on the "Courses" button on the lefthand side of the screen. From there, choose "LingGradResources".

Other Programs

On the IU campus, you will find other groups that may be of relevance to you, such as the *Logic Seminar*, the *African Studies Program, The School of Informatics* or the *Cognitive Science Program*. Cognitive Science is broadly defined at IU to include research in Linguistics, Psychology, Computer Science, Philosophy, Education, etc. Its e-mail list is *cognoscente@listserve.iu.edu* and provides notice of many colloquia, course announcements etc., that might be of interest. To subscribe, send an empty email to cognoscente-subscribe@iu.edu or send e-mail to the Cognitive Science Administrative Services Program Manager, Candi Arnold, at *canarnol@iu.edu,* requesting that you be added*.*

FACULTY
(as of August, 2024)

Regular Faculty in the Linguistics Department

Kelly Harper Berkson, Associate Professor of Linguistics. Ph.D., University of Kansas, 2013. *South Asian languages (Indic, Kuki-Chin), Chin languages spoken by the Burmese refugee community of Indianapolis, phonetics, phonology, field linguistics, language endangerment and revitalization.*

Damir Ćavar, Associate Professor of Linguistics, Dr.Phil., University of Potsdam, 1999. *Theoretical, computational, and corpus linguistics, speech and language technologies.*

Małgorzata Ćavar, Associate Professor of Linguistics and Slavic Languages and Literatures. Dr.Phil., University of Potsdam, 2004. *Phonology, phonetics, 2nd language phonology, computational linguistics, Slavic.*

Shobhana Chelliah, Professor of Linguistics. Ph. D., University of Texas in Austin, 1992. *Documentary linguistics; morphosyntax; Trans-Himalayan languages; language archiving; corpus linguistics for low-resourced languages*

Stuart Davis, Professor of Linguistics, and Associate Member of Cognitive Science Program. Ph.D., University of Arizona, 1985. *Phonology, Semitic linguistics, African American English, general linguistics.*

Kenneth J. de Jong, Professor of Linguistics, Adjunct Professor of Second Language Studies, Member of Cognitive Science Program, Member of African Studies Program. Ph.D., Ohio State University, 1991. *Phonetics, phonology, experimental approaches to language description and language acquisition.*

Luke Gessler, Assistant Professor of Linguistics, Ph.D., Georgetown University, 2023. . *Low-resource natural language processing, computational language resources, linguistic annotation, language documentation.*

Thomas Grano, Associate Professor of Linguistics, Member of Cognitive Science Program, and Director of Graduate Studies in Linguistics. Ph.D., University of Chicago, 2012. *Semantics, syntax-semantics interface, cross-linguistic variation, tense/aspect/modality, complement clauses, gradability and comparison, Chinese linguistics.*

Emily A. Hanink, Assistant Professor of Linguistics. Ph.D., University of Chicago, 2018. *Syntax, morphosyntax, syntax-semantics interface, relative clauses, clausal embedding, nominal expressions, fieldwork (Washoe), Indigenous languages of North America, German.*

Sandra Kuebler, Professor of Linguistics, and Member of the Cognitive Science Program and Chair of Linguistics. Ph.D., Universität Tübingen, Germany, 2003. *Computational Linguistics, machine learning approaches in computational linguistics, corpus linguistics.*

Monica Nesbitt, Assistant Professor of Linguistics. Ph.D., Michigan State University, 2019. *Sociolinguistics, phonetics, phonology*, *North American English, language change.*

Samuel Gyasi Obeng, Distinguished Professor of Linguistics and Member of African Studies Program. Ph.D., University of York (UK), 1988. *African languages, phonetics, prosodic phonology, sociolinguistics, pragmatics.*

Shuju Shi, Assistant Professor of Linguistics. Ph.D., University of Illinois Urbana-Champaign, 2022. *Speech Information Processing, Acoustic Phonetics, Computer Aided Language Learning, Language Acquisition*

Francis Tyers, Associate Professor of Linguistics. Ph.D., Universitat d'Alcant, 2013. *Computational linguistics, resources for marginalized languages, machine translation.*

Barbara S. Vance, Associate Professor of Linguistics and French & Italian. Ph.D., Cornell University, 1989. *Diachronic and synchronic generative syntax, French linguistics, historical linguistics.*

Senior Lecturer in Linguistics

Ann Bunger, Senior Lecturer in Linguistics, Member of Cognitive Science Program, and Director of Undergraduate Studies in Linguistics. Ph.D., Northwestern University, 2006. *Language processing, word learning, syntax-semantics interface, language and cognition.*

Emeriti Faculty in Linguistics

Robert Botne, Professor, Adjunct Professor of Anthropology, and Member of African Studies Program. Ph.D., Northwestern University, 1981. *African languages, Bantu, tense/aspect semantics, morphology, comparative linguistics, general linguistics.*

Joseph Clancy Clements, Professor Emeritus of Linguistics and Spanish and Portuguese. Ph.D., University of Washington, 1985. *Morphosyntax, Spanish linguistics, contact linguistics, sociolinguistics, pidgins and creoles.*

Daniel A. Dinnsen, Chancellor's Professor Emeritus of Linguistics and Adjunct Professor Emeritus of Speech & Hearing Sciences. Ph.D., University of Texas, 1972. *Phonological theory, phonological acquisition, speech disorders, and language and law.*

Steven Franks, Professor of Linguistics and Slavic Languages and Literatures, Adjunct Professor of Speech & Hearing Sciences, Member of Cognitive Science Program, and Member of the Russian and East European Institute. Ph.D., Cornell University, 1985. *Slavic linguistics, syntactic theory.*

Yoshihisa Kitagawa, Professor Emeritus of Linguistics, and Associate Member of Cognitive Science Program. Ph.D., University of Massachusetts at Amherst, 1986. *Syntactic theory, comparative syntax, syntax-semantics interface, morphology-syntax interaction, focus, Japanese linguistics, linguistic theory and music theory.*

Paul Newman, Distinguished Professor Emeritus of Linguistics and Adjunct Professor of Anthropology. Director of the West African Languages Institute. Ph.D., University of California, Los Angeles, 1967. *African languages, Chadic, Hausa, historical linguistics, field methods, tonology, Language and the Law.*

Robert F. Port, Professor Emeritus of Linguistics, Cognitive Science, and Computer Science, and Member of African Studies Program. Ph.D., University of Connecticut, 1976. *Phonetics, speech production and perception, Swahili, dynamical models of cognition.*

Frances Trix, Professor Emerita of Linguistics and Anthropology. Ph.D., University of Michigan, 1988. *Discourse analysis, language and culture, Turkish, Islamic studies.*

Albert Valdman, Rudy Professor Emeritus of Linguistics and French & Italian. Ph.D., Cornell University, 1960. *French linguistics, applied linguistics, pidgins and creoles, 2nd language acquisition.*

Adjunct Faculty in Linguistics

Michael Adams, Provost Professor of English, and Adjunct Professor of Linguistics. Ph.D., University of Michigan, 1988. *History of the English language, lexicography, regional American English, slang and jargon.*

Patricia Amaral, Associate Professor of Spanish and Portuguese, and Adjunct Associate Professor of Linguistics. Ph.D., Ohio State University, 2007. *Word meaning, syntactic and semantic change, Ibero-Romance, language contact*

Kathleen Bardovi-Harlig, Professor of Second Language Studies and Adjunct Professor of Linguistics. Ph.D., University of Chicago, 1983. *Second language acquisition, discourse pragmatics, classroom-orientedresearch.*

Tessa Bent, Professor of Speech and Hearing Sciences, Adjunct Associate Professor of Linguistics, and Member of Cognitive Science Program. Ph.D., Northwestern University, 2005. *Perception and production of foreign-accented speech, speech intelligibility, perceptual learning, hearing loss and cochlear implants.*

Isabelle Darcy, Associate Professor of Second Language Studies, Adjunct Associate Professor of Linguistics, and Member of Cognitive Science Program. Ph.D., Ecole des Hautes Etudes en Sciences Sociales, Paris, France & Johannes Gutenberg Universität Mainz, Germany, 2003. *Psycholinguistics, phonology, native and non-native speech processing, word recognition, first and second language acquisition of phonology, foreign accent.*

Laurent Dekydtspotter, Professor of French & Italian, Professor and Chair of Second Language Studies, and Adjunct Professor of Linguistics. Ph.D., Cornell University, 1995. S*yntax-semantics interface, second-language acquisition research, syntactic and semantic theory.*

Manuel Diaz-Campos, Professor of Spanish and Portuguese, and Adjunct Professor of Linguistics. Ph.D., Ohio State University, 2001. *Quantitative sociolinguistics, second language phonology, laboratory phonology, language contact*.

J. César Félix-Brasdefer, Associate Professor of Spanish & Portuguese, and Adjunct Associate Professor of Linguistics. Ph.D., University of Minnesota, 2002. *Pragmatics, discourse analysis, cross-cultural and interlanguage pragmatics, (im)politeness and face theory, second language acquisition.*

George Fowler, Associate Professor of Slavic Languages and Literatures, and Adjunct Associate Professor of Linguistics. Ph.D., University of Chicago, 1987. *Syntax, Slavic linguistics, Hungarian.*

Tracy Alan Hall, Professor of Germanic Studies, and Adjunct Professor of Linguistics. Ph.D., University of Washington, 1990. *Phonology, morphology and historical linguistics, Germanic linguistics.*

Susan Herring, Professor of Library and Information Science, and Adjunct Professor of Linguistics. Ph.D., University of California Berkeley, 1991. *Discourse analysis, computer-mediated communication, language and gender, functional grammar, historical linguistics, Dravidian languages.*

Jeffrey Lamontagne, Assistant Professor of French & Italian, and Adjunct Assistant Professor of Linguistics. Ph.D., McGill University, 2020. *Varieties of French, language variation and change, phonetics and phonology.*

Chien-Jer "Charles" Lin, Associate Professor of East Asian Languages and Cultures, and Adjunct Associate Professor of Linguistics and Cognitive Science. Ph.D., University of Arizona, 2006. *Psycholinguistics, Chinese linguistics, sentence processing, lexical access.*

Steven Lulich, Associate Professor of Speech and Hearing Sciences, and Adjunct Assistant Professor of Linguistics. Ph.D., MIT, 2006. *Speech production and modeling, ultra-sound, acoustics.*

Lawrence Moss, Professor of Mathematics, and Adjunct Professor of Linguistics. Ph.D., University of California, Los Angeles, 1984. *Applied logic, mathematics of language.*

Alwiya Omar, Clinical Professor of African Studies and Instructional Coordinator of African Languages. Ph.D., Indiana University, 1992. *Language acquisition and pedagogy, Swahili.*

Öner Özçelik, Associate Professor of Central Eurasian Studies, Adjunct Associate Professor of Second Language Studies, Adjunct Associate Professor of Linguistics, Director of Center for the Languages of the Central Asian Region, and Lab Direct of Central Eurasian Linguistics Lab. Ph.D., McGill University, 2012. *Second language acquisition, phonology (especially suprasegmentals), prosody, prosody-syntax interface, acquisition at the syntax-semantics interface.*

John Paolillo, Associate Professor of Library and Information Science and Informatics, and Adjunct Associate Professor of Linguistics. Ph.D., Stanford University, 1992. *Computational linguistics, sociolinguistics and language acquisition, second language acquisition, South Asian languages.*

David Pisoni, Chancellors' Professor of Psychology and Cognitive Science, and Adjunct Professor of Linguistics. Ph.D., University of Michigan, 1971. *Psycholinguistics, speech perception, word recognition, lexical access, hearing impairment.*

Alan Riddell, Associate Professor of Information Science, and Adjunct Assistant Professor of Linguistics. Ph.D., Duke University, 2013. *Natural language processing, statistical methods, machine learning, discourse analysis, digital humanities, social media.*

Kevin Rottet, Associate Professor of French & Italian, and Adjunct Associate Professor of Linguistics. Ph.D., Indiana University, 1995. *Language contact (Louisiana French, Welsh, Breton), lexicography, pidgins and creoles, endangered languages.*

Christopher D. Sapp, Associate Professor of Germanic Studies, and Adjunct Associate Professor of Linguistics. Ph.D., Indiana University, 2006. *Morphology and syntax of German, language variation and change, medieval Germanic languages and philology.*

Miriam Shrager, Senior Lecturer in Slavic and East European Languages and Cultures and Adjunct Senior Lecturer in Linguistics. Ph.D., Indiana University, 2007. *Russian language and linguistics, historical and comparative linguistics, Slavic accentology and dialectology, acoustic phonetics, poetics.*

Rex A. Sprouse, Professor of Second Language Studies, and Adjunct Professor of Linguistics. Ph.D., Princeton University, 1989. *Second language acquisition, Languages of Western Europe, syntactic theory.*

Brielle C. Stark, Assistant Professor, Speech, Language and Hearing Sciences, Adjunct Professor, Linguistics, Member, Cognitive Science Program. Ph.D. Cambridge University, 2016. *Spoken discourse in aphasia, especially its clinical utility, and the scientific rigor with which we use it, co-founder of FOQUSAphasia (www.foqusaphasia.com) gesture and its relationship with language and communication in persons with brain injury, specifically aphasia and moderate and severe traumatic brain injury neuroimaging (MRI) and neuropsychological characterization of language and cognition in typical aging and after brain injury (e.g. stroke, traumatic brain injury), with a specialty in aphasia.*

David Stringer, Associate Professor of Second Language Studies, and Adjunct Associate Professor of Linguistics. Ph.D. University of Durham, 2005. *First and second language acquisition, L2 syntax and lexical semantics, L2 attrition, World Englishes.*

Nozomi Tanaka, Assistant Professor of East Asian Languages and Cultures, and Adjunct Assistant Professor of Linguistics, Ph.D., University of Hawaii, 2016. *Second language acquisition, language processing, language acquisition, Japanese linguistics. Tagalog.*

Adjunct Emeriti Faculty in Linguistics

Christopher Beckwith, Distinguished Professor of Central Eurasian Studies and Adjunct Professor of Linguistics. Ph.D., Indiana University, 1977. *History and linguistics of ancient and medieval Central Eurasia and East Asia, Scythian, Old Turkic, Koguryo, Old Tibetan, Aramaic, and other languages, Linguistics of Chinese from Old Chinese to Mandarin, including morphophonology, 'classifiers', and syntax, The Scythians and the Classical Age. Modernism and Democracy.*

Phil Connell, Professor of Speech and Hearing Sciences, and Adjunct Professor of Linguistics. Ph.D., University of Kansas. 1976. *Language acquisition, language disorders, syntactic theory.*

Michael Gasser, Associate Professor Emeritus of Cognitive Science and Computer Science, and Emeritus Adjunct Associate Professor of Linguistics. PH.D. UCLA, 1987. *Language acquisition, natural language processing, connectionist models, cognitive grammar, Ethiopian languages.*

Judith Gierut, Professor Emerita of Speech and Hearing Sciences and Cognitive Science, and Adjunct Professor of Linguistics. Ph.D., Indiana University, 1985. *Phonological acquisition and disorders, evaluation of linguistic and acquisition theories, development and treatment of phonological categories.*

Philip S. LeSourd, Associate Professor of Anthropology and Second Language Studies, and Adjunct Associate Professor of Linguistics. Ph.D., Massachusetts Institute of Technology, 1989.
Linguistic theory, comparative Algonquian linguistics, Native American languages.

Roxana Ma Newman, Assistant Dean, Office of International Programs, and Adjunct Associate Professor Emerita of Linguistics. Ph.D., UCLA, 1971. *Hausa linguistics, lexicography*.

Antonia Yetunde Schleicher, Professor of African Studies, Adjunct Professor of Linguistics, and Director of United States National African Language Resource Center. *Language pedagogy, Yoruba*.

Natsuko Tsujimura, Professor of East Asian Languages and Cultures, and Adjunct Professor of Linguistics. Ph.D., University of Arizona, 1987.
Lexical semantics, Japanese linguistics, the language of food.

Financial Aid

The department has limited sources of financial aid for students. All students who seek financial aid usually must submit an application by about February 15th for the following fall. Aside from recruitment fellowships, which are available only to incoming students, the department can offer Associate Instructorships to about 8 students every year (the number varying from year to year). These AI-ships (with a work load of 20 hours/week) usually involve a commitment to teach 2 or 3 discussion sections of introductory undergraduate linguistics classes per semester, to teach the laboratory section of the graduate phonetics course (L541), or on occasion, to teach your own individual section of a class. International students should be aware that excellent English skills are necessary for these teaching positions. The department's policy on financial aid is to limit students to four years of departmental resources. This policy helps assure that both financial support and teaching experience are distributed more equitably.

Another source of funding for some students is a Research Assistantship on research grants from faculty in Linguistics, and through LinguistList, which is housed here at I.U. In recent years we have also had students supported on research grants from Psychology, Speech and Hearing Science, African Studies, and various language departments. Other students have taught languages such as Spanish, French, Korean, Japanese, and English writing. Some support may be available through employment at the IU Computing Center or other entities on campus. Applications for these positions are done through the relevant faculty or department overseeing the positions.

Students who are studying certain languages, such as African or Central Eurasian languages, may be eligible for Foreign Language Area Study stipends (FLAS fellowships) if they are US citizens or permanent residents. For specific information on this type of funding, see:
https://hls.indiana.edu/academics/scholarships/flas.html
There are also numerous sources of aid outside the University such as NSF Graduate Research Fellowships. Students are strongly encouraged to seek outside funds. The GradGrants Center is an excellent resource for people looking for information on outside grants. Stop by the center, located on the fifth floor of Wells Library Room 544E (East Tower), call 812-855-5281, and/or check out the information on their web page at https://gradgrants.indiana.edu

The Graduate School offers highly competitive Dissertation Year Fellowships for students at the doctoral candidate level to complete their thesis research. Small grants to cover research expenses or to attend professional meetings are also available from the university. (See the following weblink.)
https://graduate.indiana.edu/admissions/financial-support/fellowships-awards/.

Check the above weblink for information about these awards and their deadlines.

In addition, the Department of Linguistics has two funds which support graduate students' research endeavors: 1) The Fred W. Householder Memorial Fund, to which students can apply for small grants-in-aid (Deadlines are variable, but typically in the middle of the fall and spring semester; they will be posted at the beginning of each semester). If the requested funds are for the support of doctoral dissertation research, students must also apply for a Dissertation Grant-in-Aid through the University Graduate School. Application forms for Householder funds will be distributed electronically, and Graduate School grant application materials are available on the UGS webpage.
2) The Graduate Student Conference Fund, to which students can apply for travel funds ($200-$400) to attend a conference. Application for such funds is to be done jointly with application for similar college-level funding to support student professional travel.

More current information can be found on the departmental website:
https://linguistics.indiana.edu/graduate/financial-support.html

Guidelines for successful graduate study in linguistics: The three [ɹ]s
by *Robert Botne*

You have enrolled in a program of study leading to a doctoral degree in linguistics. The official requirements necessary to complete the degree have been set out in the Graduate Bulletin and Graduate Student Handbook. However, these do not address crucial areas that you as a student should be thinking about and developing from the beginning of your studies. Consider these to be the three [ɹ]s of linguistics: reading, research, and writing.

• **Reading**: Coursework is only one facet of your linguistic training and development. In your courses, you will read a variety of books and articles. However, these will never approach either the breadth or depth of the available literature in any given sub-area of the field as a whole. As a student, then, you should—from your first semester on—be reading literature in the field outside of your coursework. This is especially the case with respect to the primary and secondary areas that you identify as areas in which you will be examined during your qualifying exams. It is important to develop a reading list of current and cutting-edge papers and/or books as well as "classic" papers and/or books that a linguist in your two major areas would be expected to be familiar with.

• **Research**: Many students begin their studies interested in a wide variety of topics and fields of linguistics. As you progress in your studies, it becomes important to have not just an idea for a paper or dissertation, but to develop a research program. This requires that you decide what kinds of questions and issues you want to investigate and the means by which you should or intend to go about this. This means that, by the time you have completed your studies, you will have a focused plan of research (with accompanying papers and presentations, see below) guiding your work, an essential requisite for obtaining a position in the academic job market today.

• **Writing**: Writing is essential as part of your professional development for three reasons: (1) the process contributes to rendering thoughts coherent, cohesive, and consistent; (2) it is the means by which one makes her research available to others; and (3) it leads to publications that are essential for obtaining a job. Good linguistic writing skills only develop from practice. In every course possible—and certainly in advanced courses in your primary and secondary areas of interest—your writing (and research) should be directed at producing a paper for publication. This should bring together the reading you have done with the focus of your research program. Thus, you should adopt a mindset from the very beginning of your studies that the work you engage in is potentially publishable, whether in a volume of "working papers" or in a more prestigious journal. By the time you complete your degree, you will then have a small set of publications substantiating your research program.

Insider's View:
Completing a Doctorate in Linguistics at IU
by *Mayrene Bentley*
(Dr. Bentley received her Ph.D. from the IU Department of Linguistics in 1995)

To complete a Ph.D. in linguistics at IU necessitates meeting three major challenges: (1) the successful completion of required coursework and qualifying papers or exams (2) the selection of a suitable dissertation topic and (3) the writing of your dissertation. Coursework entails familiarizing yourself with a copious amount of linguistics literature and focusing on topics which have the potential to become future term papers. Professors typically require a term paper or project reflecting your interest in the course subject matter. Choosing an appropriate topic can be challenging if the subject matter is not an area you feel comfortable with or one that you do not intend to later specialize in. Since most professors ask that proposals for term papers be submitted for approval, begin thinking of a topic from the start in order to allow yourself sufficient time to research and write the paper. Try to respect all deadlines, even if it means burning the candle at both ends. Incompletes are not well respected.

Course papers which are well-written and researched may lend themselves to qualifying papers. Keep this in mind as you select topics and develop them. Writing qualifying papers often takes more time than you might think since numerous revisions are often necessary to bring papers up to an acceptable form. Letting one of your papers serve as a springboard for your dissertation is a good idea and may save time for future research. When choosing topics for papers or exams, remember that you must cover two different areas in linguistics. Make sure your committee members approve your topics/areas before you begin writing or researching.

Keep in mind that the more focused your course papers and qualifying papers are, the easier it will be for you to formulate a dissertation topic. You need not write on the same area as your previous work, but it saves time (even years, in some cases) to move right into a thesis topic which you are already acquainted with. Do not be afraid to share your thesis ideas with students and professors. Everyone will offer different perspectives. This is helpful as you begin to narrow your topic and focus your ideas.

Start writing! Get your ideas on paper, even if they are very rough. Your advisor will help you focus them. You will soon be on your way to writing your complete prospectus and defending it. Once your dissertation topic has been approved, begin work immediately. Enthusiasm has a tendency to wane, so start researching, reading and writing while your enthusiasm is still high. Keep up a steady pace—many suggest 4 hours of writing a day. Perseverance, sincerity and self-denial are sure factors of completion and success.
- *M.B.*

JOINING THE LARGER LINGUISTICS COMMUNITY

As you become comfortable with the campus and program in Bloomington, you want to get involved in the larger linguistics community. Getting involved in the community at large is a necessity. You will want to start immediately making contacts and exploring the resources out there. The question is, how do you go about finding what you want? Linguists are, by and large, social creatures. A testament to this is the fact that 'Linguist List', an electronic bulletin board through which linguists from around the world exchange information and ideas (and housed at IU), has the largest membership of any list of its kind in the world—despite the fact that linguistics is a much smaller field than most.

The **LINGUIST List** is easy (and free!) to subscribe to and distributes information on a number of topics, from calls for papers for conferences to tables of contents of journals and new book announcements to questions people post from all aspects of linguistics. You can subscribe to the list and get more information at their web site: http://linguistlist.org/

LINGUIST List generally sends out several e-mail messages a day and it can sometimes be overwhelming to people who already receive a large amount of e-mail, so they offer the list in two versions. The full-text version sends everything out to you via e-mail. LINGLITE sends just one message a day with the day's contents and the URL where you can view it if you prefer to read it on the web. There are also linguistically-oriented blogs such as: https://languagelog.ldc.upenn.edu/nll/

Another way to find people and information is to join the **Linguistic Society of America** (LSA). The LSA is the principal professional organization for linguists. Membership is relatively cheap ($45/year for students) and includes a subscription to the journal *Language* and the quarterly *LSA Bulletin*. Join online through the LSA web site: http://www.linguisticsociety.org/join

The LSA also holds an annual meeting, which is great fun to attend, and a biennial summer school in odd-numbered years known as the LSA Summer Linguistics Institute. The Institute is undoubtedly the best way to meet graduate students and faculty from other universities and is a great way to sample a wide spectrum of current work in the field. The LSA offers fellowships to offset the cost of attending the Institute, and the IULC and the Department have generally been able to provide some funds for interested students as well.

The LSA maintains a database of members' e-mail addresses. Chances are, you can find the person you're looking for by searching this list. It is published yearly in the LSA Bulletin (which you get with your membership) and is also available on the LSA web site in the members' directory: https://www.linguisticsociety.org. However, you must be a member to access it.

Write an electronic book notice for the journal *Language* or for Linguist List. Students are encouraged to write book notices with the supervision of a faculty member. Writing a book notice is a great opportunity to put your linguistic skills to work, read a book you are interested in, and add to both your library and your CV.

As you get closer to graduation, you will also want to pay attention to the job listings maintained by the LSA on their website under "Resource Hub" and to Linguist List.

Electronic mail and social media are excellent ways to get in touch directly with linguists at other institutions. You may find that you desperately need an unpublished manuscript you saw in a reference list somewhere and have asked around the department, finding no one who has it. Or you read an article in a journal, but it didn't answer a question you need answered in order to finish your paper. Or you simply read something that said exactly what you were thinking and wanted to let the author know you appreciate her/his work. Why not try to contact the author personally? Academics are almost invariably flattered to find someone interested in their work. E-mail makes it easy to make friends with those who share our own special interests.

That brings us to old-fashioned, peer-reviewed **journals**. The IU Library carries subscriptions to a wide variety of linguistics journals, which report most of the major work in the field. You probably expected this to be the case. What may be more surprising is the fact that many of the articles appearing in these journals circulate in various manuscript forms sometimes for years, before the final version becomes available. Consequently, many times your bibliographic research will involve finding some person who has the manuscript you want (e.g., the author), so check the authors' websites. Also, be sure to ask faculty and other students for ideas and links relevant to your topic of interest. It is also a very good habit to regularly go to the main library on campus (Wells Library) to check and browse through the area on the first floor where current issues of journals are kept, since it contains many language and linguistic-related journals including many that you may not be aware of but may be relevant for your research and interests. Many of the academic journals that the Wells Library subscribes to are available online through the IUCAT link on the IUB homepage. This should become a valuable resource as you progress in your graduate studies.

Some Linguistics Journals in English (you will also want to look for language-specific and area-specific journals that cover your areas of interest):

Anthropological Linguistics
Cognitive Linguistics
Glossa
Journal of the Association for Computational Linguistics
Journal of Child Language
Journal of the International Phonetics Association (JIPA)
Journal of Laboratory Phonology
Journal of Linguistics
Journal of Phonetics
Journal of Semantics
Journal of Sociolinguistics
Journal of the Acoustical Society of America (JASA)
Laboratory Phonology
Language
Language and Speech
Language Acquisition
Lingua
Linguistic Analysis
Linguistic Inquiry
(The) Linguistic Review
Linguistics
Linguistics and Philosophy
Linguistic Typology
Natural Language and Linguistic Theory
Natural Language Semantics
Phonetica
Phonology
Semantics and Pragmatics
Studies in Language
Syntax

Conferences constitute another point of contact with the linguistic community and are probably the first forum in which you will present your own work to the larger scholarly community. Attending a nearby conference such as the one sponsored annually by the Chicago Linguistic Society (CLS) is a good way to meet linguists from all over and to meet other graduate students (as well as a good excuse to travel for a day or two). There i s also a regional workshop that you are encouraged to attend or participate in. This is the annual Midcontinental Workshop on Phonetics and Phonology (MidPhon), which meets at a university typically within an easy driving distance which meets locally in the spring. Typically, inexpensive housing (or even free crash-space) is arranged by the host institution, and registration fees are minimal. Information about upcoming conferences can be found on Linguist List, on the LSA web site, and also on various bulletin boards around the department.

As a scholar, your research is not complete until it is shared with others, and a first step of doing so is in the context of one of these conferences. If you are or are thinking about being a Ph.D. student, you need to assume that part of being a scholar is contributing to venues such as these:

Some Regular Conferences in the US:

- Linguistic Society of America (LSA) Annual Meeting (early January)
- Berkeley Linguistics Society (BLS) (mid-February)
- Annual Conference on African Linguistics (spring)
- West Coast Conference on Formal Linguistics (WCCFL) (spring)
- Semantics and Linguistic Theory (SALT) (spring)
- Chicago Linguistic Society (CLS) (late April)
- Child Language Research Forum (CLRF) (April every other year)
- Linguistic Association of Canada and US (LACUS) (summer)
- North East Linguistics Society (NELS) (mid-late fall)
- Boston University Conference on Language Development (BUCLD) (fall)
- Acoustical Society of America (ASA) (fall and spring meetings)
- Mid-Continental Workshop on Phonetics and Phonology (MidPhon) (fall)
- New Ways of Analyzing Variation (NWAV) (fall)
- Cognitive Science Society (international; mid-summer)
- Japanese/Korean Linguistics (fall)

Two Hypothetical M.A. Programs
(**F** and **S** are Fall and Spring semesters, respectively.)

Example 1. Sample Master's Program in General Linguistics

	<u>**Coursework**</u>		<u>**Other Events**</u>
	Major	**Credits**	
	<u>Year One</u>		
F:	L542 Phonology	3	
	L543 Syntax	3	
	L615 Corpus Linguistics	3	
S:	L541 Phonetics	3	
	L642 or L643	3	
	L546 Semantics	3	
	L520 Sociolinguistics	3	
Sum:			French reading proficiency exam

	<u>Year Two</u>		
F:	L530 Historical Linguistics	3	Apply for status change by October 15th,
	L544 Morphological Analysis	3	or apply elsewhere
	L590 Linguistic Structure of Language	3	
		Total: 30 credits	

 Linguistics Requirements. *Core:* L520, L530, L541, L542, L543, L546. Electives, L544, L590, L615, L642 or L643.
Languages: French, Structure language (L590)

Example. 2. Sample MA Program in Computational Linguistics

	Coursework		Other Events
	Major	**Credits**	
	Year One		
F:	L555 Programming for CL,	3	
	L542 Phonology	3	
	L543 Syntax	3	
S:	L545 Computational & Linguistic Analysis	3	
	L615 Corpus Linguistics	3	
	L541 Introductory Phonetics	3	
	Year Two		
F:	L645 Advanced Natural Language Processing	3	
	L715 Seminar in Computational Linguistics	3	
	L590 Structure of Chinese	3	
S:	L546 Semantics	3	
	L614 Alternative Syntactic Theories	3	
	Q520 Cognitive Science	3	

Total: 36 credits

Linguistics Requirements. *Core:* L541, L542, L543, L545, L645; Specialization: L615, L715; A programming language (L555); *Language:* Chinese (L590)

PERSONAL ACADEMIC WORKSHEET (MA)

Track: General or Computational

Coursework	Req./Elect.	Credits	Benchmark Events

Year One

F: _____ - /_
  _____ - /_
  _____ - /_
  _____ - /_   _____

S: _____ - /_
  _____ - /_
  _____ - /_
  _____ - /_   _____

Sum _____ - /_
  _____ - /_

Year Two

F: _____ - /_
  _____ - /_
  _____ - /_
  _____ - /_   _____

S: _____ - /_
  _____ - /_
  _____ - /_
  _____ - /_   _____

Total: **credit hours**

Hypothetical Ph.D. Programs in Linguistics

Example 1. Ph.D. in linguistics with specialization in phonology and minor in Psychological and Brain Sciences. This student arrives with some German, some background in linguistics, and a statistics course. (**F** and **S** are Fall and Spring semesters respectively.) (Also the student needs to fulfill the department's engagement requirement by participation in departmental colloquia and workshops for four semesters.)

	Coursework			Other Events
	Major	**Minor**	**Credits**	
	Year One:			
F:	L542 Phonology		3	
	L543 Syntax		3	
		P500 Intro Psych	3	
S:	**L541 Phonetics**		**3**	
	L520 Sociolinguistics		3	
	L642 Advanced Phonology		3	German Proficiency exam passed
		P438 Lang & Cogntn	3	
Sum:				
	Year Two:			
F:	L530 Historical Linguistics		3	Advisory Committee established
	L641 Advanced Phonetics		3	
	L653 Field Methods I		3	
	L501 Research Methods		3	
S:	**L590 Language Structure (Japanese)**		**3**	
	L654 Field Methods II		3	
	L700 Sem: Phonological Acquisition		3	
		P435 Lrng/Cog Lab	3	
Sum:	Statistics		3	
	Year Three:			
F:	L544 Morphology		3	
		P623 Psych of Lang	3	
	L712 Phonology Seminar		3	
S:	L546 Semantics		3	
	L700 Seminar: Current Issues		3	
	L710 Seminar: Acoustic Phonetics		3	
Sum:	L800 Research		3	
	Year Four:			
F:	L800 Research		12	Qualifying exams passed (Dec.)
S:	L800 Research		12	Doctoral candidate (Jan)
				Dissertation proposal approved (Mar.)
	Year Five:			
F:	G901 Advanced Research		6	
S:	G901 Advanced Research		6	Dissertation defense (May)

Total: 102 Credits

Courses Fulfilling Linguistics Requirements. *Core:* L501, L520, L541, L542, L543, L544, L530, L564 ; *Advanced:* L641, L642, L643, L710, L712; *Languages:* German, Japanese. Research skill: L653-L654 (Field Methods).
Courses Fulfilling Minor Requirements. P435, P438, P500, P623.

Example 2. Joint Ph.D. in linguistics and cognitive science with specialization in phonetics. This student arrives with French, computer programming, differential calculus, and some linguistics background. (**F** and **S** are Fall and Spring semesters respectively) (Also the student needs to fulfill the department's engagement requirement by participation in departmental colloquia and workshops for four semesters.)

	Coursework			Other Events
	Major	**Minor**	**Credits**	
	Year One:			
F:	L542 Phonology		3	
	L543 Syntax		3	
		Q500 Intro Cog Sci	4	
S:	L541 Phonetics		3	
	L642 Advanced Phonology		3	French Proficiency exam passed
		Q550 Models of Cogntn	3	
	L501 Research Methods		3	
Sum:	2 sessions German		0	
	Year Two:			
F:	L530 Historical Linguistics		3	Advisory Committee established
	L641 Advanced Phonetics		3	
		Q551 Brain & Cogntn	3	
S:	A503 Structure Bantu		3	
	L546 Semantics		3	
	L643 Second Language Acquisition		3	
		P438 Psych of Lang	3	
Sum:				
	Year Three:			
F:	P553 Statistics		3	
	L544 Morphology		3	
		P561 Phil of Mind	3	
		Q733 Cog Sci Colloq	0	
S:	P554 Statistics		3	
	L710 Seminar: Acoustic Phonetics		3	
		M447 Math Models	3	Conference presentation (July)
		Q733 Cog Sci Colloq	0	
Sum:	L690 Independent Study		6	
	Year Four:			
F:	L800 Research		12	Cog. Sci. Qualifying exam passed (Sept.)
		Q733 Cog Sci Colloq	0	Linguistics Qual. exams passed (Dec.)
S:	L800 Research		12	Doctoral Candidate (Jan.)
		Q733 Cog Sci Colloq	1	Conference presentation (Feb.)
Sum:	L800 Research		2	Dissertation proposal defended (May)
	Year Five:			
F:	G901 Thesis Research		6	
S:	G901 Advanced Research		6	Dissertation defense (May)

Total: 103 Credits

Courses Fulfilling Linguistics Requirements. *Core:* L501, L520, L541, L542, L543, L544, L530, L546
Advanced: L641, L642, L643, L710; *Languages:* German, A503 (Bantu); *Research Skill:* P553-P554 Statistics.
Courses Fulfilling Cognitive Science Requirements. *Core:* Q500, Q550, Q551, Q733; *Math:* M360, M447;
Statistics: K310; *Outside:* P438, P561.

Example 3. Ph.D. in linguistics with specialization in Syntax and minor in African Languages. This student arrives with good French and some background in linguistics. (**F** and **S** are Fall and Spring semesters respectively.) (Also the student needs to fulfill the department's engagement requirement by participation in departmental colloquia and workshops for four semesters.)

	Coursework			Other Events
	Major	**Minor**	**Credits**	
	Year One:			
F:	L542 Phonology		3	
	L543 Syntax		3	
	L544 Morphology		3	
S:	L541 Phonetics		3	
	L643 Advanced Syntax		3	
	L546 Semantics		3	
	L501 Research Methods		3	
Sum:		B101/B201 Bamana	6	
	Year Two:			
F:	L530 Historical Linguistics		3	Advisory Committee established
	L614 Alternative Synt. Theories		3	
	L653 Field Methods 1		3	
		B201 Bamana	3	
S:	L654 Field Methods II		3	
	L700 Seminar: Phonological Acquisition		3	
	L520 Sociolinguistics		3	
		B202 Bamana	3	
	Year Three:			
F:	L670 Typology		3	Conference presentation (Nov.)
	L714 Syntax Seminar		3	
		A501 African Ling.	3	
S:		L630 Lexicology	3	
	L700 Seminar: Current Issues		3	
	L546 Semantics		3	
		A502 Lang. in Africa	3	
Sum:	L800 Research		4	
	Year Four:			
F:	L800 Research		10	Qualifying exams passed (Dec.)
S:	L800 Research		10	Doctoral candidate (Jan.)
				Dissertation proposal approved (Mar.)
	Year Five:			
F:	G901 Advanced Research		6	
S:	G901 Advanced Research		6	Dissertation defense (May)

Total: 102 Credits

Courses Fulfilling Linguistics Requirements. *Core:* L501, L520, L541, L542, L543, L530, L546, L700; *Advanced:* L614, L643, L710, L714; *Languages:* German, French, Bamana.
Courses Fulfilling Minor Requirements. B201, B202, A501, A502, L630.

Example 4. PhD in Linguistics with specialization in sociolinguistics and minor in computational linguistics. This student arrives with good German, some French, some computer programming skills and some background in linguistics. (**F** and **S** are Fall and Spring semesters, respectively.) (Also the student needs to fulfill the department's engagement requirement by participation in departmental colloquia and workshops for four semesters.)

	Coursework			**Other Events**
	Major	**Minor**	**Credits**	
	Year One			
F:	L542 Phonology		3	
	L543 Syntax		3	
		L555 Programming for Comp Ling.	3	
S:	L541 Phonetics		3	German proficiency exam
	L520 Sociolinguistics		3	passed
	L546 Semantics		3	
		L545 Computation and Linguistic Analysis	3	
	Year Two			
F:	L530 Historical Linguistics		3	Advisory Committee established
	L636 Pidgins and Creoles		3	
	L641 Advanced Phonetics		3	
		L645 Natural Language Processing	3	
S:	L670 Typology		3	
	L720 Seminar in Sociolinguistics		3	
	L642 Advanced Phonology		3	
		L715 Seminar in CompLing	3	
Sum:				Attends LSA Institute
	Year Three			
F:	L590 Structure of Japanese		3	
	L620 Advanced Sociolinguistics		3	Conference presentation
	L700 Seminar: Phonological Acquisition		3	
S:	F492 Reading French		0	
	L700 Seminar: Current issues		3	
	L800 Research		6	
	L501 Researh Methods		3	
	Year Four			
F:	L800 Research		12	
S:	L800 Research		12	Qualifying exams passed
	Year Five			
F:	L800 Research		6	Dissertation proposal approved
S:	G901 Advanced Research		6	
	Year Six			
F:	G901 Thesis research		6	
S:	G901 Thesis research		6	Dissertation defense (April)

Total: 111 credits

Courses Fulfilling Linguistics Requirements. *Core:* L501, L520, L541, L542, L543, L530, L546, L670; *Advanced:* L620, L630, L636, L641, L642, L700, *Languages:* French, Japanese; Research Skill: German.
Courses Fulfilling Minor Requirements. L545, L645, L715, L555

Example 5. PhD in Linguistics with concentration in Computational Linguistics and a minor in Cognitive Science. (**F** and **S** are Fall and Spring semesters, respectively.)

	Major	Minor	Credits	Other Events
	Coursework			**Other Events**
			Year One	
F:	L555 Programming for Computational Ling		3	
	L543 Syntactic Analysis		3	
		Q540 Philosophical Foundations of the Cognitive and Information Sciences	3	
S:	L545 Computation and Linguistic Analysis		3	
	L541 Phonetics		3	
	CSCI-A 594 Intro to Software Systems		3	
	L665 Applying ML Techniques to CL		3	
			Year Two	
F:	L645 Adv. Natural Language Processing		3	
	L615 Corpus Linguistics		3	Advisory Committee established
		Q530 Programming Methods in Cognitive Science	3	
S:	L590 Structure of Japanese		3	
	L643 Advanced Syntax		3	
	Q520 Mathematics and Logic for Cognitive Science		3	
		Q733 Cog Science Colloquium	0	
Sum:				
			Year Three	
F:	L614 Alternative Syntactic Theories		3	
		Q733 Cog Science Colloquium	0	Conference
		presentation P438 Language and Cognition	3	
S:	L715 Seminar in Computational Ling		3	
	B551 Artificial Intelligence		3	
	L690 Independent Research		3	
Sum:	L800 Research		6	
			Year Four	
F:	L800 Research		9	
S:	L800 Research		9	Qualifying exams passed
			Year Five	
F:	G901 Advanced Research		6	Dissertation proposal approved
S:	G901 Advanced Research		6	
			Year Six	
F:	G901 Thesis research		6	
S:	G901 Thesis research		6	Dissertation defense (April)

Total: 112 credits

Courses Fulfilling Linguistics Requirements. *Core:* L541, L542, L543, L545, L645, L615; *Advanced:* L665, L643; *Structure Language:* Japanese; Research Tools: Python (L555), Java (A592)

Courses Fulfilling Minor Requirements: Q540, Q530, Q550, P438, P623, Q733 (2x)

PERSONAL ACADEMIC WORKSHEET (PhD)

Coursework	Major/Minor	Credits	Benchmark Events

Year One

F:

_____   _ / _
_____   _ / _
_____   _ / _   _____

S:

_____   _ / _
_____   _ / _
_____   _ / _   _____

Sum

_____   _ / _
  _ / _

Year Two

F:

_____   _ / _
_____   _ / _
_____   _ / _   _____

S:

_____   _ / _
_____   _ / _
_____   _ / _   _____

Sum

_____   _ / _
  _ / _

Year Three

F:

_____   _ / _
_____   _ / _   _____

S:

_____   _ / _
_____   _ / _   _____

Sum

_____   _ / _
  _ / _

Year Four

F:

_____   _ / _
_____   _ / _   _____

S:

_____   /
_____   /   _____

Sum

_____   /

Total :   **credit hours**

30

Qualifying Exam #1 Research Statement Record Form

Qualifying Exam Form: Five Research Statements

	Title	Area	Date Submitted	Date Approved
Primary area # 1				
Primary area # 2				
Primary area # 3				
# 4				
# 5				

PhD Mentoring Guidelines

Department of Linguistics

May 11, 2023

(0) Overview

At the time of this writing, the Department of Linguistics has 47 PhD students, falling into three distinct curricular tracks (General Linguistics, Computational Linguistics, and African Languages and Linguistics) and representing a highly diverse range of academic interests. As one measure of this diversity, approximately 25% of these students are pursuing dual PhDs with other units on campus, including Computer Science, French, Germanic, Math, Spanish, and Speech and Hearing Sciences—a reflection of the highly multi-disciplinary nature of linguistics as a field. This wide range of foci is matched by an equally wide range of career goals: historically, our PhD alumni have gone on to pursue careers not only in academic positions around the world but also in industry (e.g., as researchers for Amazon, Google, or Microsoft) and government (e.g., as researchers or administrators at the U.S. Department of State). Consequently, the goal of our PhD mentoring efforts is to prepare independent scholars for a variety of settings, not just as future professors, but also as researchers and administrators in other contexts.

Faculty advisors and mentors play crucial roles in the operation and integrity of graduate education. We distinguish formal advisors—who provide institutionally-required guidance on academic progress—from mentors—who tend to take a broader interest in a student's professional goals, and who may also have an interpersonal as well as a professional relationship with the student. Advisors often serve as mentors, particularly at such later stages of a graduate career as the dissertation, but students may have mentors who do not serve in a formal advising capacity. Advisor-advisee relationships are required by the institution; mentor-mentee relationships are not required, but are no less beneficial to students' professional development.

At a high level, our core mentoring efforts can be organized into three categories corresponding to the three major stages in a PhD student's career: (1) Admission, (2) Pre-candidacy, and (3) Candidacy. In what follows, we describe our approach to mentoring at each of these stages; we then describe (4) Roles and responsibilities for graduate students and faculty mentors, followed by our mechanisms for (5) Intervention along the way in situations where this may be needed. Finally, we acknowledge that the advisor and the committees cannot address all mentoring needs, and a more holistic mentoring system is required. Alongside these core curricular research-focused mentoring categories, we turn to other crucial forms of mentoring that we offer in the form of (6) Teacher training and mentoring and (7) LINGUIST List internships. Additionally, the Graduate Mentoring Center at the University Graduate School offers a variety of programs to assist students in developing effective mentoring relationships (https://graduatementoringcenter.iu.edu).

(1) Admission

According to department policy, we admit a PhD student into our program only if we can secure the endorsement of at least one faculty sponsor. This faculty member agrees to serve as the student's initial advisor and in principle the chair of their eventual advisory and research committees, should that continue to make sense as the student's research interests evolve. We do this in such a way that students are paired with faculty based on shared research interests. The procedure ensures that a student has a dedicated faculty mentor from the very moment they are offered admission.

In addition, the department has a parallel student club that is involved in the welcoming process as a student arrives on campus. One function of the club is to connect student sponsors with each student, so there is also an initial contact with a potentially long-term student mentor. The club routinely organizes colloquia and social events, providing opportunities for graduate students to form connections within the student body.

(2) Pre-candidacy

Advisory committee: At the heart of pre-candidacy mentoring is the student's advisory committee, which should be formed within the first three semesters of the student's program of study. Typically, the advisory committee is chaired by the student's initial faculty mentor and also includes at least one member from outside the department representing the student's prospective PhD minor. Students are encouraged to meet with their advisory committees (or subsets thereof) at least once a semester in order to receive guidance on developing a coherent program of study in terms of core pre-candidacy benchmarks: coursework, research skills requirements, and qualifying exams. The advisory committee also provides guidance with respect to matters of professionalization such as presenting at conferences and publishing papers.

Professionalization and engagement: Also built into our graduate program is a professionalization workshop series that runs every semester and provides a group mentoring experience. In a typical semester, the Director of Graduate Studies organizes 4–5 90-minute workshops, facilitated by faculty presenters, on topics such as time management, presenting papers at conferences, writing and publishing research, and academic job applications and interviews. These workshops are coordinated with the department colloquium series to form a set of department events that graduate students are expected to attend each semester. This is built into our graduate curriculum in that each PhD student (in the General track) must attend at least 80% of these department events in at least four semesters before being nominated to candidacy. The Department offers numerous opportunities to practice skills acquired during the professionalization workshops, through work in Student Academic Appointee (SAA) positions and through involvement in faculty research, as detailed in sections 6 and 7 of this document.

L501 Research Methods: All students in the General track of the PhD program are required to take LING-L 501 Research Methods. This typically happens in the first year. Per the University Graduate School Bulletin, this course is described as follows: "This course provides an overview of skills and techniques for conducting research in Linguistics. Topics that will be covered include developing a research question, selecting appropriate methodologies and analyses, best practices in data management, responsible conduct of research, and discipline-specific writing conventions. Requirements for the course will include observation of faculty research presentations, the preparation of a research proposal, and attendance at four colloquium talks. A background in introductory Linguistics will be assumed."

Course sequencing: Mentoring is built into the graduate-level course sequence. 500-level courses build foundational knowledge in the core areas of linguistics. These feed into 600- and 700-level counterparts that provide more advanced and specialized knowledge pertinent to building a student's specific research agenda, as well as opportunities for students to develop their own original research projects, in consultation with the faculty teaching these courses, which in turn feed into the qualifying exams. Sample timelines for all programs in the department can be found at the end of the handbook.

Qualifying exams: For students in the General PhD track, the first qualifying exam consists of writing 5 short (4-page) research proposals or summaries, which usually come out of coursework. The advisor works with the student to prepare and polish each document, which is then submitted to a central review committee whose membership rotates among the faculty each semester. This review committee is responsible for evaluating each submitted document and providing feedback to the student, which ensures that students receive feedback on their work from faculty outside their advisory committee. The second qualifying exam consists of a full-length research paper which is guided, vetted, and ultimately approved by the student's advisory committee.

Annual review of PhD students: Each year in the fall, the Director of Graduate Studies organizes a review of all current PhD students in their second year of the program or higher (both pre-candidacy students and PhD candidates). The procedure for this is as follows: in September, the DGS sends each PhD student a self-evaluation form (see attachment: self_evaluation_form.pdf) to complete and return. The self-evaluation form records progress through pre-candidacy benchmarks and also includes a survey for students to provide feedback on their mentoring experience over the past year, a list of accomplishments over the past year, and professional goals for the coming year. As these forms are returned, the DGS shares them with the students' advisors. At the October faculty meeting, the faculty discuss each student's progress and make recommendations. Since our department has relatively few faculty (12 at the time of this writing), many of

whom are involved in the mentoring of any given PhD student, we find that it is most efficient to have this discussion with all faculty present rather than splitting it up into smaller groups of faculty. Given the large number of PhD students in the department, the discussion of each student is very brief, and targeted specifically at the academic milestones that the student has reached or made progress toward over the previous academic year (see attachment: PhD_milestone_spreadsheet.pdf). Based on this discussion, the DGS drafts an annual progress letter to each student. Each letter is vetted by the student's advisor and then sent by the DGS to the student, typically in late November or early December.

(3) Candidacy

Research committee: After being nominated to candidacy, students form their research committees, who are responsible for advising the student through to the completion of their dissertation.

Proposal: As part of the process by which the research committee is assembled, students write a dissertation proposal and share it with faculty who will be requested to join the research committee. Should faculty agree, they hold a proposal meeting with the student. At this meeting, the student gives an overview presentation of their proposed dissertation project, along with a tentative completion timeline, and receives feedback from committee members. This serves to ensure that a student secures the commitment of their research committee on their proposed topic and plan of investigation.

(4) Roles and responsibilities

The following guidelines embody many of the best practices also used by other institutions and professional societies.[1] They are intended to provide principles for establishing an effective and productive advisor-student relationship that relies on trust, courtesy, clear communications, and shared expectations.

Graduate students should:

- recognize that they bear the primary responsibility for the successful completion of their degree and take ownership of academic progress;
- be proactive in communicating with the advisor and research committee about progress and challenges associated with research and program trajectory;
- be respectful of other time commitments that their advisor/mentor will have;
- be proactive about improving research skills, including written and oral presentation;
- participate actively in departmental activities such as colloquia, etc.
- seek mentoring and support resources beyond their faculty advisor(s), including other faculty members and peers as well as individuals external to the university;
- always act in an ethical, professional, and courteous manner toward other students, staff, and faculty, respecting the value of their time and responsibilities.

SAAs need to be aware that in addition to their role as a student, they have rights and responsibilities as employees of the university and expect that these are clearly conveyed to them.

Graduate Students should not:

- rely solely on advisor oversight in making timely progress toward their degree.

All faculty mentors including official advisors should:

- promote an environment that is intellectually stimulating and free of harassment;
- be supportive, equitable, accessible, encouraging, and respectful;

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[1] These guidelines are adapted from the following website at Penn State: https://science.psu.edu/future-students/graduate-students/guidelines-and-policies

- recognize and respect the cultural backgrounds of students;
- be sensitive to the power imbalance in the student–advisor relationship;
- be a role model by acting in an ethical, professional, and courteous manner toward other students, staff, and faculty.

In addition, official faculty advisors should:
- set clear expectations and goals for students regarding their academic performance, research activities and progress or;
- establish mutually agreed upon expectations for frequency and format of communication that will provide students with regular, clear feedback on research activities, performance, and progress;

Faculty mentors including official advisors should not:

- expect uncompensated student assistance in non-academic realms (for example, running personal errands);
- belittle or demean a student in person or other media;
- use a student's work without attribution;
- ask a student to write papers or presentations for them;
- ask a student to write their own recommendation letter.

(5) Intervention

Changing advisors: In cases where a student's research focus changes, a student may elect to change their advisor, provided they can secure the commitment of another advisor. To encourage this process, the initial advisory relationship is assumed to be only for the first year, and students are expected to ask advisors to agree to the advisory role on the advisory committee within the first three semesters in the program. It is also assumed that the composition of the research committee is unrelated to the composition of the advisory committee, allowing for a mid-program reorganization of the mentoring relationships in cases in which better mentoring relationships may be more felicitous.

Ombudsperson: Every year, the graduate student body nominates and elects a faculty ombudsperson. The role of the ombudsperson is to serve as a confidential point of contact for students who need help in resolving program-related issues. This may arise when a student is not comfortable going to their advisor or the Director of Graduate Studies, or when these channels have not been successful in resolving the issue. The ombudsperson works with the student to resolve the issue, involving other department personnel as needed.

If the conflict cannot be resolved within the department, students can present their case to The College Graduate Academic Fairness Committee or to the Dean of Graduate Education as described in the College of Arts and Sciences Graduate Student Appeal and Complaint Procedures. Regarding conflicts involving students employed by the university regarding their employee duties, if any side is unsatisfied with the way complaints are handled within the department, their appeal may be further taken to the SAA Mediation Committee and then the SAA Board of Review.

(6) Teacher training and mentoring

Many of our PhD students serve as Associate Instructors (A.I.s) in undergraduate linguistics courses, either as section leaders for large lecture courses or as solo instructors in courses with smaller enrollment caps.

Each August, a 4-day Summer Orientation Workshop is held for students who will be serving as A.I.s in the coming academic year. Participants in these workshops are oriented to pedagogical and practical aspects of teaching and gain experience developing and carrying out their own micro-lesson plan. This orientation is supplemented throughout the academic year by monthly A.I. workshops (open to the entire department) on topics such as syllabus design and the preparation of a teaching statement.

In addition, course-level mentoring is provided to A.I.s throughout the semester in which they are teaching. Section leaders are mentored by the faculty member teaching the course associated with the relevant section. This entails regular (at least weekly) meetings between the faculty instructor and the A.I.s to discuss course content and logistics and student progress. Section leaders also meet with the faculty instructor before grading assignments to calibrate their scoring. Solo instructors are also each paired with a faculty mentor, typically a faculty member who has previous experience teaching the course. Before the semester starts, the faculty mentor shares relevant course materials with the A.I. and provides advice and feedback on the A.I.'s student learning outcomes and syllabus. Throughout the semester, the mentor meets with the A.I.—either regularly or on an ad hoc basis as negotiated by the A.I. and the mentor—in order to provide ongoing guidance on the course as it unfolds and to troubleshoot any issues that may arise. In addition, faculty mentors carry out class observations of A.I.-led courses and sections and discuss their feedback with the graduate instructors.

(7) LINGUIST List

The LINGUIST List, hosted at Indiana University since 2014, is the most important international online resource hub for the field of linguistics, designed primarily to electronically disseminate field-relevant news and information such as job postings, calls for abstracts, new book and upcoming conference announcements, and tables of contents for new journal issues. LINGUIST List hires SAAs and hourly employees from the Department of Linguistics who are responsible for the day-to-day operations of the List, the website and connected social media profiles: editing and posting contents, corresponding with content creators, participating in the reviewing process for publications announced by the outlet, developing the website and the website interfaces, participating in curating LINGUIST List resources, and organizing the annual fund drive to support the web site. Work at LINGUIST List offers multiple professionalization, educational and networking opportunities. Mentoring of students associated with the LINGUIST List is overseen by the Linguist List Director and Moderator, and follows the guidelines in sections (4) and (5) of the current document and the policy documents referenced therein.