



Graduate Student Handbook

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Phone: 812-855-6456
Fax: 812-855-5363
E-mail: lingdept@indiana.edu
<http://www.indiana.edu/~lingdept/>

Ballantine Hall 504
1020 E. Kirkwood
Indiana University
Bloomington, Indiana 47405

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 secretary. 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 go to the main office (BH504) 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. Transfer requests need to be processed by hand, so they often take several weeks to complete.

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. Appropriate forms and instructions are available in 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.D.s in Linguistics and another discipline. To do so, the application procedure within the department is the same as for the status change, and information and forms are available through the linguistics department office.

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 five core courses. Additional electives as approved by the department. Specific course requirements may be met by taking a higher level 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 P657 (Psychology), 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
- P657 (Psychology) – Seminar in Psychology
- 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; however 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 four courses in computational linguistics:

L545 (Computation and Linguistic Analysis)
L645 (Adv. Natural Language Processing)
L665 (Applying Machine Learning in CL)
L715 (Seminar in Computational Linguistics)

and one in Computer Science:

A594 (Data Structures)

On the general linguistics side, there are three required courses: L614 (Alternative Syntactic Theories), plus two courses in an area of specialization:

Morpho-syntax: L543 (Syntactic Analysis) plus one of L544 (Morphological Analysis), L546 (Semantics) or L643 (Advanced Syntax)

Morpho-phonology: L542 (Phonological Analysis) plus either L544 (Morphological Analysis) or L642 (Advanced Phonological Description).

The program also requires specific research skills. These are 1) programming skill, met by either L555, an equivalent course, or previous programming experience, as evaluated by the CL faculty, and if necessary 2) basic statistics—met by STAT S520 or the equivalent—and 3) logic—as met by COGS Q520 or the equivalent.

Two additional electives must be taken from the following lists:

Linguistics: L520, L541, L542, L543, L544, L546, L615, L642, L643, L646, L7xx (relevant seminars)
Computer Science: A590, B401, B403, B555, B651, B659
Informatics: I529, I532, I534
Information and Library Science: Z543, Z639
Cognitive Science: Q550

Course not listed here can be chosen but need to be approved by the CL faculty.

THE Ph.D. DEGREE IN LINGUISTICS

The department offers a Ph.D. in Linguistics. Students may focus on a variety of topics including syntax, 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 will 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 readings 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 students' 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 P657 (Psychology) and 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 institutions, 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 advisory committee.*

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: <http://www.indiana.edu/~best/>. 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 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 from the 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 the 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 a 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 is 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 bench-mark 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 by clicking the One-IU link on the IUB homepage.

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 by clicking the One-IU link on the IUB homepage.

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 requires that 30 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, 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 LANGUAGE 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.

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 two additional courses 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 course-work.

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 Kenneth de Jong. Contact him via e-mail at kdejong@indiana.edu. The Director of Graduate Studies, currently Stuart Davis, can be contacted at davis@indiana.edu. (Sandra Kuebler at skuebler@indiana.edu may also be contacted, especially about computational linguistics.)

There are two people in the department office who will be very helpful to you. The department's Administrative Assistant and Fiscal Officer is Jordyn Perkins (856-5736) and the Graduate Secretary is Margaret Anderson (855-6456). 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 8-12 AM and 1-4:30 PM (phone: 812-855-6456).

The department office and most of the faculty will communicate with you using electronic mail (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@indiana.edu. The department also has a web page which you should consult periodically <http://www.indiana.edu/~lingdept/>. 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 the student lounge and reading room on the 5th floor of Ballantine Hall.

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 <http://www.indiana.edu/~stcweb/>.

The department maintains a large mailing list (lingdept_iulinguists@listserve.edu) that includes at least 250 on- and off-campus faculty, staff, students, and administrators who are interested in linguistics at IU. Anyone on campus is free to send messages of interest to linguists to this list (whether they are subscribed or not) by putting the name of the list in the *To:* line of the e-mail. 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 an empty email to lingdept_iulinguists-l-subscribe@indiana.edu.

IULC (or currently: LCIU)

One important institution in the department is the IULC (Indiana University Linguistics Club), 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. The clubhouse, which houses the publications office, is at 400 N. Sunrise, Weatherly Hall 001 - 003. Their phone number is 812-855-8673; the e-mail address is iulcsecy@indiana.edu. The Club also has a website at <http://www.indiana.edu/~iulcsecy/>. 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://www.indiana.edu/~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.indiana.edu and provides notice of many colloquia, course announcements etc., that might be of interest. To subscribe, send an empty email to cognoscente-subscribe@indiana.edu or send e-mail to the Cognitive Science secretary, Susan Towle, at stowle@indiana.edu, requesting that you be added.

FACULTY

(as of August, 2020)

Regular Faculty in the Linguistics Department

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

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.*

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

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

Stuart Davis, Professor of Linguistics, and Associate Member of Cognitive Science Program. Director of the Linguistics Graduate 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, and Member of African Studies Program. Ph.D., Ohio State University, 1991. *Phonetics, phonology, experimental approaches to language description and language acquisition.*

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.*

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

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

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

Francis Tyers, Assistant Professor of Linguistics. PhD 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.*

Lecturer in Linguistics

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

Emeriti Faculty in 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.*

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 oriented research.*

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 Deydtspotter, Professor of French & Italian, Professor and Chair of Second Language Studies, and Adjunct Professor of Linguistics. Ph.D., Cornell University, 1995. *Syntax-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.*

Markus Dickinson. Ph.D., Ohio State University, 2005. *Computational Linguistics, corpus annotation and linguistic knowledge, data-driven natural language processing, intelligent computer-aided language learning.*

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.*

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.*

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.*

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, Assistant Professor of Information Science, and Adjunct Assistant Professor in 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.*

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

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.*

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.*

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.*

Adjunct Emeriti Faculty in Linguistics

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.*

Beverly S. Hartford, Professor Emerita of Second Language Studies, Emeritus Adjunct Professor of Linguistics. Ph.D., University of Texas, 1975. *Second language acquisition, sociolinguistics, discourse pragmatics, World Englishes.*

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

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 <http://www.indiana.edu/~flas/>. 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 sixth floor of the library Room 651 (East Tower), call 812-855-5281, and/or check out the information on their web page at <http://graduate.indiana.edu/~gradgrnt/>.

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.)

<http://www.graduate.indiana.edu/fees-and-funding.php>.

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 in the departmental website:

<http://www.indiana.edu/~lingdept/graduate/applying-to-the-graduate-program/graduate-financial-assistance/>

**Guidelines for successful graduate study in
linguistics: The three [J]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 [J]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 **LINGUISTList** 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: <http://itre.cis.upenn.edu/~myll/languagelog/>.

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: <http://www.lsadc.org/>. However, you must be a member to access it.

Do 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
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 is also a regional workshops 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:

- Linguistics 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 Linguistics Society (CLS) (late April)
- Child Language Research Forum (CLRF) (April every other year)
- Linguistic Association of Canada and US (LACUS) (summer)
- North Eastern 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)

This document is a cooperative effort of the faculty, staff, and students in the Department of Linguistics. The current version was completed in August 2020.

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>Credits</u>	<u>Other Events</u>
	<u>Major</u>		
	<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
<hr/>			
	<u>Year Two</u>		
F:	L530 Historical Linguistics	3	Apply for status change by October 15th, or apply elsewhere
	L544 Morphological Analysis	3	
	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

<u>Coursework</u>		<u>Other Events</u>
Major		
<u>Year One</u>		
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
<hr/>		
<u>Year Two</u>		
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
<hr/>		
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
<u>Year One</u>			
F:	- / -		
_____	- / -		
_____	- / -		
_____	- / -		_____
S:	- / -		
_____	- / -		
_____	- / -		
_____	- / -		_____
Sum	- / -		
_____	- / -		
 <u>Year Two</u>			
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.)

	<u>Coursework</u>	<u>Credits</u>	<u>Other Events</u>
Major	Minor	Credits	
<u>Year One:</u>			
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 & Cognitn	3	
Sum:			
<u>Year Two:</u>			
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			
<u>Year Three:</u>			
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			
<u>Year Four:</u>			
F:	L800 Research	12	Qualifying exams passed (Dec.)
S:	L800 Research	12	Doctoral candidate (Jan)
			Dissertation proposal approved (May)
<u>Year Five:</u>			
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.)

<u>Coursework</u>		<u>Other Events</u>
Major	Minor	Credits
<u>Year One:</u>		
F:	L542 Phonology	3
	L543 Syntax	3
	Q500 Intro Cog Sci	4
S:	L541 Phonetics	3
	L642 Advanced Phonology	3
	Q550 Models of Cogntrn	3
	L501 Research Methods	3
Sum:	2 sessions German	0
<u>Year Two:</u>		
F:	L530 Historical Linguistics	3
	L641 Advanced Phonetics	3
	Q551 Brain & Cogntrn	3
S:	A503 Structure Bantu	3
	L546 Semantics	3
	L643 Second Language Acquisition	3
	P438 Psych of Lang	3
Sum:		
<u>Year Three:</u>		
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
	Q733 Cog Sci Colloq	0
Sum:	L690 Independent Study	6
<u>Year Four:</u>		
F:	L800 Research	12
	Q733 Cog Sci Colloq	0
S:	L800 Research	12
	Q733 Cog Sci Colloq	1
Sum:	L800 Research	2
<u>Year Five:</u>		
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.)

	<u>Coursework</u>		<u>Other Events</u>
Major	Minor	Credits	
<u>Year One:</u>			
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	
<u>Year Two:</u>			
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	
<u>Year Three:</u>			
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	
<u>Year Four:</u>			
F:	L800 Research	10	Qualifying exams passed (Dec.)
S:	L800 Research	10	Doctoral candidate (Jan.)
			Dissertation proposal approved (Mar.)
<u>Year Five:</u>			
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.)

	<u>Coursework</u>			<u>Other Events</u>
	Major	Minor	Credits	
	<u>Year One</u>			
F:	L542 Phonology		3	
	L543 Syntax		3	
		L555 Programming for Comp Ling.	3	
S:	L541 Phonetics		3	German proficiency exam passed
	L520 Sociolinguistics		3	
	L546 Semantics		3	
		L545 Computation and Linguistic Analysis	3	
	<u>Year Two</u>			
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
	<u>Year Three</u>			
F:	L590 Structure of Japanese		3	Conference presentation
	L620 Advanced Sociolinguistics		3	
	L700 Seminar: Phonological Acquisition		3	
S:	F492 Reading French		0	
	L700 Seminar: Current issues		3	
	L800 Research		6	
	L501 Research Methods		3	
	<u>Year Four</u>			
F:	L800 Research		12	Qualifying exams passed
S:	L800 Research		12	
	<u>Year Five</u>			
F:	L800 Research		6	Dissertation proposal approved
S:	G901 Advanced Research		6	
	<u>Year Six</u>			
F:	G901 Thesis research		6	Dissertation defense (April)
S:	G901 Thesis research		6	
	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.)

	<u>Coursework</u>		<u>Credits</u>	<u>Other Events</u>
	Major	Minor		
<u>Year One</u>				
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	
<hr/>				
<u>Year Two</u>				
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:				
<hr/>				
<u>Year Three</u>				
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	
<hr/>				
<u>Year Four</u>				
F:	L800 Research		9	
S:	L800 Research		9	Qualifying exams passed
<hr/>				
<u>Year Five</u>				
F:	G901 Advanced Research		6	Dissertation proposal approved
S:	G901 Advanced Research		6	
<hr/>				
<u>Year Six</u>				
F:	G901 Thesis research		6	
S:	G901 Thesis research		6	Dissertation defense (April)
<hr/>				
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
<u>Year One</u>			
F:	- /		
_____	- /		
_____	- /		
_____	- /		_____
S:	- /		
_____	- /		
_____	- /		
_____	- /		_____
Sum	- /		
_____	- /		
<u>Year Two</u>			
F:	- /		
_____	- /		
_____	- /		
_____	- /		_____
S:	- /		
_____	- /		
_____	- /		
_____	- /		_____
Sum	- /		
_____	- /		
<u>Year Three</u>			
F:	- /		
_____	- /		
_____	- /		_____
S:	- /		
_____	- /		
_____	- /		_____
Sum	- /		
_____	- /		
<u>Year Four</u>			
F:	- /		
_____	- /		
_____	- /		_____
S:	/		
_____	/		
_____	/		_____
Sum	/		

Total : credit hours

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				