Graduate Degree Course of Study Requirements and

Handbook of Graduate Study Policies and Procedures

Department of Linguistics

The University of Arizona

2007

May 11, 2007

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This is the handbook for the MA, MS and Ph.D. Programs in Linguistics at the University of Arizona. It covers course and examination requirements for those degrees, as well as describing the Department's particular specializations and providing various other pieces of information useful to the graduate student. Further information about the Department is available from the sources below.

CONTACT ADDRESS AND ADMINISTRATIVE OFFICES:

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University of Arizona
Tucson AZ 85721
phone: (520) 621-6897
Fax: (520) 626-9014
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Graduate Advisor: Dr. Simin Karimi, karimi@u.arizona.edu

Graduate Program Coordinator: Jennifer Columbus, jennife2@email.arizona.edu

All policies described in this handbook are in effect as of August 2007 and are binding on all students who enter the program from the Fall of 2007.

Students who entered the program prior to Fall 2004 have a choice between the policies described in the handbook under which they entered the program, the new policies described here, or the distinct policies described in other later editions of the handbook. This handbook replaces any and all previous academic policy descriptions for the Graduate Program of the Department of Linguistics at The University of Arizona

Students who entered the program between Fall 2004 and Fall 2007 have a choice between the policies described here and the distinct policies described in the 2004 edition of the handbook. See Appendix A for details of the differences..

Students choosing to operate under a later handbook must adopt that handbook as a whole. They must also inform the Graduate Coordinator (Jennifer Columbus) under which catalog they are operating.

The department reserves the right to add non-binding clarificatory amendments to this document, to correct errors of fact, and to offer non-binding optional alternatives to existing policies. The department will not remove or alter currently available options.

The University of Arizona is an Equal Employment Opportunity/Affirmative Action Employer.

NOTE: Please see the Graduate College Website for regulations concerning Satisfactory Academic progress.

http://grad.arizona.edu/Current_Students/Policies/Satisfactory_Academic_Progress.php

See also section VI for important departmental requirements about Good Standing and Satisfactory Academic Progress.

2007 Graduate Handbook
Table of Contents

I. Introduction

Graduate study in Linguistics at the University of Arizona is designed to provide students with a strong foundation in the analytic and theoretical aspects of linguistics. Research domains that the Department possesses particular strength and depth in include:

- ***Computational Linguistics***
- ***Phonetics***
- ***Phonology***
- ***Psycholinguistics***
- ***Language acquisition***
- ***Syntax***
- ***Semantics***

Details of individual faculty research activities may be found on the Department's web page (http://linguistics.arizona.edu) and the links to individual, laboratory, and research group pages may be found there as well.

In addition to these analytical domains, the Department is well known for its contributions in the following areas:

- ***Native American Linguistics***. One of the special interests of the Department of Linguistics since its founding is the area of Native American languages and linguistics. Among the particular areas that the Department has specialized in are Navajo and Athapaskan linguistics and O'odham (Papago) and Uto-Aztecan linguistics. The Department offers students interested in pursuing Native American linguistics two alternatives: enrollment in the MA Program in native American Linguistics (NAMA), or enrollment in the Ph.D. program in Linguistics, with a specialization in Native American linguistics. The Department is also concerned with establishing ties with Native American communities in Arizona and serving these communities in language related ways. Native speakers of an American Indian language who are interested in additional information should contact Dr. Ofelia Zepeda (520-621-8294) or Dr. MaryAnn Willie (520-621-9726) in the Department of Linguistics, Douglass Building. Students interested in the MA program, including its application process and its course of study, also should contact Dr. Willie or Dr. Zepeda.

- ***Cognitive Science***. The Department of Linguistics, along with the Departments of Philosophy, Psychology, and Speech and Hearing Sciences, is associated with the Program in Cognitive Science. Research foci in Cognitive Science at the University of Arizona include language processing, language development, knowledge representation, visual cognition, and cognitive neuroscience. Currently a minor in cognitive science is available to graduate students in any of the cooperating disciplines, including linguistics. Students interested in cognitive science should contact Dr. LouAnn Gerken, the Director of the Cognitive Science Program (520-621-4327) gerken@u.arizona.edu. Ph.D. students in Linguistics may choose Cognitive Science as their formal minor area.

- *Joint Program in Anthropology and Linguistics (ANLI)*. In 1990-91, the Departments of Anthropology and Linguistics established a joint PhD Program in Anthropology and Linguistics. For further information about this program, you may contact Dr. Diana Archangeli in the Department of Linguistics (520-621-2184) dba@u.arizona.edu, or Dr. Norma Mendoza-Denton (520-621-6295) nmd@email.arizona.edu in the Department of Anthropology.

- *Master's Degree in Human Language Technology (HLT)*. The MS Degree in Human Language Technology is different from the traditional Master's Degree in Linguistics in that its goal is to prepare students for jobs in industry rather than in academia. It is a 2-year degree that combines training in core linguistic areas such as speech, syntax, and semantics, with applications of this theoretical knowledge to essentially linguistic problems in human language technology such as the refinement of web search engines, the development of ontologies and knowledge extraction systems, modeling language acquisition, and the development of universal machine translation tools. Training also includes a business component to prepare students for the practicalities of project management. The final year of study requires an internship with a local or regional industrial firm and the production of a Master's portfolio.

- *SLAT*. Also in 1990-91, an interdisciplinary PhD program in *Second Language Acquisition and Teaching* (SLAT) was establishedFor further information about the program, you may contact Dr. Linda Waugh, the Director of the SLAT Program (520-621-3759) lwaugh@email.arizona.edu.

II.   Faculty in the Department of Linguistics

Faculty members with partial or full appointments in the Department of Linguistics are:

Diana Archangeli, Professor, SBS Associate Dean for Research (PhD, MIT, 1984)
Dr. Archangeli's research areas are phonological theory, prosodic and morphology. Phonology broadly encompasses representations of sounds of human languages and of language-particular relations between those sounds. Her research, by focusing specifically on the features which make up those sounds, addresses issues central to both representations and rules. She is the director of the APIL lab, which uses ultrasound technology to investigate questions of phonological interest.
Additional Affiliations: ANLI, SLAT, Cognitive Science
Email: dba@email.arizona.edu

Andy Barss, Associate Professor, (PhD, MIT, 1986)
Dr. Barss' research focuses on syntax and semantics; formal models of grammar and interaction with processing and acquisition.
Additional Affilations: Cognitive Science Program (1/4 time appointment), SLAT
Email: barss@u.arizona.edu

Thomas G. Bever, Professor (PhD, MIT, 1967)

Dr. Bever's research focuses on the linguistic and extra-linguistic sources of language universals. This involves first demonstrating that various formal universals actually play a role in language behavior -notably sentence comprehension and syntax acquisition: the next step is to explore cognitive and neurological bases for such universals. These investigations can include studies of music, vision, cerebral asymmetries in humans and other animals to gain perspective on language. The ultimate goal is to define those universals that are truly unique to language.

Additional Affiliations: Cognitive Science Program, SLAT.

Email: tgb@email.arizona.edu

Andrew Carnie, Professor (PhD, MIT, 1995)

Dr. Carnie's research focuses on generative approaches to syntactic theory. In particular he has worked primarily on the syntax of Verb-initial languages, including Irish and various Mayan languages. He also has a major interest in case systems, including Ergative/Absolute and multiple case systems, and the notion of "hierarchy" in syntactic theory. His current research concentrates on deriving semantic/relational hierarchies from syntactic structure. He has also worked on a hyperminimalist theory of phrase structure, copular constructions, the syntax-pragmatics interface, and the grammar of the Celtic Languages in general. Current projects include a reference tool for Irish nominal declensions, a book on phrase structure and research into multiple case systems.

Additional Affiliations: ANLI, Cognitive Science, SLAT.

Email: carnie@u.arizona.edu

Sandiway Fong, Associate Professor; and Program Coordinator for the Professional Master's Degree in Human Language Technology (HLT) (PhD. MIT, 1991)

Dr. Fong's area of research is computational linguistics. He specializes primarily in research at the intersection of computer science, formal linguistics and cognitive science. Originally trained as a computer scientist, he developed a strong interest in natural language processing and formal linguistics. His current interests include multilingual parsing and modern syntactic theory, machine translation evaluation, ontolinguistics, WordNet, computational lexical semantics and computational morphology.

Additional Affiliations: Computer Science (1/2 time appointment), Cognitive Science.

Email: sandiway@email.arizona.edu

LouAnn Gerken, Professor, Director, Cognitive Science Program (PhD, Columbia, 1987)

Dr. Gerken's research includes language development, basis for children's early production, infant linguistic perception, contributions of general learning mechanisms to language acquisition. She studies how infants and young children use statistical properties of their input to discover structural properties of language, both phonological and syntactic.

Additional Affiliations: Psychology (3/4 appointment), Cognitive Science, SLAT

Email: gerken@email.arizona.edu

Michael Hammond, Professor and Department Head (PhD, UCLA, 1984).

Dr. Hammond's research includes phonological and morphological theory, metrics, and psychophonology. His work focuses on phonology, with particular attention to English syllable structure and stress. He also works on computational modeling of phonological systems and theories and on psycholinguistic techniques for getting at those systems. In addition, he has done work on poetic meter and morphology. Most recently, he has become interested in statistical models of language structure.

Additional Affiliations: ANLI, HLT, Cognitive Science Program, SLAT.

Email: hammond@email.arizona.edu

Heidi Harley, Professor (PhD, MIT, 1995)

Dr. Harley has worked on syntax, morphology and lexical semantics, particularly with respect to argument and event structure. She is also interested in psycholinguistics and Native American linguistics, and has worked in English, Irish, Japanese, Icelandic, Italian and Yaqui.

Additional Affiliations: ANLI, Cognitive Science Program, SLAT.

Email: hharley@email.arizona.edu

Simin Karimi, Professor and Graduate Advisor (PhD, U Washington 1989)

Dr. Karimi has worked on syntax (Minimalist Program), and the interaction between syntax, semantics, morphology, and discourse (topic and focus). Her main interest is word order and argument structure in scrambling languages, with specific concentration on Persian, although her work involves other scrambling languages as well (German, Dutch, Hindi, Urdu, Russian, Japanese, and Korean). Her current projects includes typology of syntactic movement object shift, and control. She is also expanding her research to Iranian languages other than Persian (Kurdish, Lori, and Gilaki).

Additional Affiliations: Cognitive Science Program, SLAT, Department of Near Eastern Studies, Center for Middle Eastern Studies.

Email: karimi@email.arizona.edu

Ying Lin, Assistant Prof. (Ph.D. UCLA 2005)

Phonetics, Statistical Natural Language Processing, Computational Linguistics

Email: yinglin@email.arizona.edu.

Cecile McKee, Professor (PhD, U Connecticut, 1988)

Dr. McKee's main research interests concern children's development of syntax and its relation to linguistic theories of knowledge representation on the one hand and psychological models of language processing on the other. Her emphases include cross-linguistic comparisons of language structures, children's parsing and production mechanisms, and developmental language impairments.

Additional Affiliations: Psychology Department, Cognitive Science Program, SLAT.

Email: mckee@email.arizona.edu

Janet Nicol, Associate Professor, (PhD, MIT, 1988)

Dr. Nicol's educational background includes degrees in departments of Linguistics (BA), Human Communication Disorders (MS), and Brain and Cognitive Sciences (PhD) and

her research is likewise interdisciplinary. Interests are broadly in language production and comprehension in monolinguals and bilinguals, in the fully proficient and less-proficient (second language learners, children, people with aphasia or other language impairment).
Additional Affiliations: Cognitive Science Program (1/4 appointment), Psycology Department (1/2 appointment), SLAT.
Email: nicol@email.arizona.edu

Stacey Oberly, Assistant Professor (Ph.D. U. of Arizona).
Stacey is a member of the Southern Ute tribe in Southern Colorado working on native language revitalization.

Massimo Piattelli-Palmarini, Professor (Ph.D. in Physics, U of Rome 1968)
Dr. Piattelli-Palmarini's main interests are in the biology and evolution of language, the foundations of linguistic theory and the interface between syntax and semantics. He is widely known as the editor of "Language and Learning: The Debate between Jean Piaget and Noam Chomsky" (First Edition Harvard University Press 1980), translated into 11 languages and frequently adopted as a textbook in many universities.
Additional Affiliations: Psychology Department, Cognitive Science Program.
Email: massimo@email.arizona.edu

Adam Ussishkin, Associate Professor (PhD, UC Santa Cruz, 2000)
Dr. Ussishkin's work focuses primarily on phonology and morphology, and in particular, in the intersection of these two domains. His empirical focus is Semitic languages, with particular emphasis on nonconcatenative templatic morphology. Additionally, he is working on research in psycholinguistics, lexical access, and corpus studies in Hebrew and Maltese..
Additional Affiliation: Cognitive Science Program, SLAT, Judaic Studies, Department of Near Eastern Studies, Center for Middle Eastern Studies.
Email: Ussishki@email.arizona.edu

Natasha Warner, Associate Professor (Ph.D. UC Berkeley, 1998)
Dr. Warner's research areas are phonetics, speech perception, experimental phonology, psycholinguistics, and language revitalization. She has done research on Japanese, English, Dutch, and Korean. She also works on revitalization of the dormant Native American Mutsun language
Additional Affiliations: Cognitive Science Program, SLAT, HLT,
Email: nwarner@u.arizona.edu

Andrew Wedel, Associate Professor (PhD, UC, Santa Cruz, 2004)
Dr. Wedel's areas of research include influences of lexical processing mechanisms on language change, the interaction of motor consolidation in acquisition and phonological change, and the role of self-organization in the evolution of phonological systems.
Additional Affiliations: Cognitive Science, Department of Near Eastern Studies, Center for Middle Eastern Studies.
Email: wedel@emial.arizona.edu

Mary Ann Willie, Associate Professor (PhD, U Arizona, 1991)

Dr. Willie has been working, for a number of years, on a teaching method and manual that would address how to teach a language like Navajo. Previous methods have dealt with the teaching of Navajo in styles similar to teaching Indo-European languages. Together with Dr.Warner, they have recently completed fieldwork on Navajo word recognition.

Additional Affiliations: Cognitive Science Program, American Indian Studies (1/2 appointment), Director of NAMA program.

Email: mwillie@email.arizona.edu

Ofelia Zepeda, Regents' Professor (PhD, U Arizona, 1984)

Dr. Zepeda's teaching and research areas include Tohono O'odham (Papago) pedagogy, endangered languages of the U.S. specifically language recovery and maintenance, and contemporary American Indian education and language and its correlation to academic achievement. Other areas include O'odham dictionary and language teaching products.

Additional Affiliations: American Indian Studies, NAMA

Email: ofelia@email.arizona.edu

Professors Emeritus:

Richard Demers, Distinguished Professor Emeritus (PhD, U Washington, 1968)

Dr. Demers' research focuses on instrumental phonetics, Salishan linguistics, computer assisted learning of foreign languages

Additional Affiliations: Cognitive Science Program, SLAT

Email: demers@email.arizona.edu

D. Terence Langendoen, Professor, (PhD, MIT, 1964)

Dr. Langendoen's recent research has focused on the interpretation of anaphoric elements (reflexives and reciprocals), the structure and interpretation of coordinate expressions and the "reduction" of subordination to coordination, and the design of tools for intelligent querying of Web resources about endangered languages. Editor of Linguistics Abstracts (Blackwell), and Book Review Editor for the LINGUIST List

Additional Affiliations: ANLI, Cognitive Science, HLT, SLAT.

Email: langendt@email.arizona.edu

Adrienne Lehrer, Professor Emeritus (Ph.D.)

Lexicography, Language Use

Adjunct Faculty:

Erwin Chan, Visiting Assistant Professor, (Ph.D.University of Pennsylvania, 2008)

Computational linguistics, natural language processing, and computational models of language acquisition.

Email: echan3@u.arizona.edu

Amy Fountain, Lecturer (Ph.D. U. of Arizona)

Language endangerment and revitalization, Navajo language, morphology and phonology.

Email: avf@email.arizona.edu

Diane Ohala, Lecturer and Undergraduate Advisor (Ph.D. U Arizona 1996)

Dr. Ohala's research areas include language development, particularly phonological acquisition, phonology, and psychophonology. Current foci are investigations of the role of prosodic factors (such as stress and sonority) in the acquisition of consonant clusters in English and other languages and the influence of similar factors on preliterate children's understanding of syllabification.

Email: ohala@email.arizona.edu

Faculty with courtesy appointments in the Department of Linguistics

A courtesy appointment gives a professor in another department membership in the Department of Linguistics with all the rights and privileges that come with it, including the ability to serve on and head student committees.

Dalila Ayoun, Associate Professor, French and Italian Department (U Florida 1992)

Dr. Ayoun has a PhD in French Linguistics with specialization in Second Language Acquisition. Her current research interests are French linguistics, second language acquisition of syntax from a generative/minimalist perspective, tense and aspect, computer-based empirical research.

Email: ayoun@email.arizona.edu

William Badecker, Research Professor, Cognitive Science (PhD, Indiana University 1983)

Dr. Badecker's primary research examines the role of linguistic structures in organizing the mental lexicon. Other research interests include psycholinguistics, syntactic and morphological processing and cognitive neuropsychology of language/neurolinguistics.

Samira Farwaneh, Assistant Professor, Dept. of Near Eastern Studies (PhD, U Utah, 1995)

Dr. Farwaneh's research interest spans a number of subdisciplines within linguistics, with primary interest in Arabic phonology, morphology, and sociolinguistics, specifically templatic phenomena, segmental and prosodic variation, and the impact of gender on language use.

Email: farwaneh@email.arizona.edu

Merrill Garrett, Professor, Department of Psychology (PhD, U Illinois, 1961)

Dr. Garrett served as Director of Cognitive Science Program at the University of Arizona from 1987-2003 and was instrumental in the development of that program and related programs in Cognitive Neuroscience. His area of research expertise is the study of language processing (Psycholinguistics), with emphasis on language production modeling. He served as a founding member of the Fachbeirat for the MPI in Psycholinguistics in Nijmegen (1976-1994) and is currently chair of the Fachbeirat for the MPI in Cognitive Neuroscience in Leipzig.

Email: garrett@email.arizona.edu

Robert Harnish, Professor, Department of Philosophy (PhD, MIT, 1972)
Dr. Harnish's research areas are semantics, pragmatics, philosophy of language, and language processing.
Email: harnish@email.arizona.edu

Jane Hill, Regents' Professor, Anthropology and Linguistics (PhD, UCLA, 1966)
Dr. Hill is a specialist on Native American languages, focussing on the Uto-Aztecan family, with fieldwork on Cupeño, Tohono O'odham, and Nahuatl. Her interests include linguistic documentation, the historical linguistics of the Uto-Aztecan language family, language contact and multilingualism in the U.S. Southwest and Mexico, and in the way popular ideas about these phenomena shape the uses of language in communities in those regions, especially in the construction of white racist culture.
Email: jhill@email.arizona.edu

Feng-his Liu, Associate Professor, Department of East Asian Studies and Director of Chinese Language Program (PhD, UCLA, 1990)
Dr. Liu teaches Chinese linguistics and language. Her research interests are primarily in theoretical and descriptive studies of Chinese languages. She has worked on several aspects of Chinese syntax and semantics, including quantifier scope, aspectual structure and scalar particles.
Email: fliu@email.arizona.edu

Norma Mendoza-Denton, Assistant Professor, Anthropology (PhD, Stanford, 1997)
Dr. Mendoza-Denton's current interests include Phonetics, gender and language, and dialectal and stylistic variation in Spanish. She is the Anthropology Department's contact for the ANLI program.
Email: nmd@u.arizona.edu

Mario Montalbetti, Associate Professor, Dept. of Spanish and Portuguese (PhD. MIT, 1984)
Dr. Montalbetti's research areas are formal linguistics, Spanish syntax and morphology.
Email: mariom@email.arizona.edu

Antxon Olarrea, Associate Professor, Dept. of Spanish and Portuguese (PhD., U Washington, 1995)
Dr. Olarrea's research areas are formal linguistics, Spanish syntax and morphology.
Email: olarrea@email.arizona.edu

Muriel Saville-Troike, Regents' Professor, Department of English (PhD, U Texas-Austin, 1968)
Dr. Saville-Troike's research interests include American Indian linguistics, second language acquisition, ethnography of communication, and language loss.
Email: msaville@email.arizona.edu

Rudolph Troike, Professor, Department of English (PhD, U Texas-Austin, 1959)

Dr. Troike's research interests include American Indian linguistics, syntactic theory, Chinese, Korean syntax, American English, African American English, and codeswitching. He has research experience in Mexico, Turkey, and Taiwan.
Email: rtroike@email.arizona.edu

Timothy Vance, Professor, Department Head, East Asian Studies (PhD, U Chicago, 1979)
Dr. Vance teaches Japanese linguistics, phonetics, and phonology.
Email: vancet@u.arizona.edu

Linda Waugh, Professor, Departments of French and English, Director of the Interdisciplinary Program of Second Language Acquisition and Teaching (SLAT) (PhD, Indiana U, 1970). Dr. Waugh's research areas are French linguistics, pragmatics, grammatical and lexical meaning, discourse and textual analysis, corpus linguistics, linguistics and literature, morphology, semiotics, history of linguistics.
Email: lwaugh@email.arizona.edu

Mary Zampini, Associate Professor, Department of Spanish and Portuguese (PhD, Georgetown U, 1993)
Dr. Zampini's research interests include second language (L2) acquisition, Spanish phonology, and bilingual / L2 speech perception and production.
Email: mzampini@u.arizona.edu

Other Linguists in other departments: please see Department web page.

III. Resources for Graduate Study in Linguistics

The following are of special interest for graduate students in linguistics.

A.   Campus wide Computational Facilities

The University has several UNIX mainframe computers with full Internet, web and Telnet facilities for electronic mail and file transfer, connected by a high-speed Ethernet network that services most buildings on campus including Douglass and Communications. Connections to these machines can be made using computers in the student computer room, the SBS Instructional Computing Lab in Social Sciences 224 (next door to Douglass), in the various faculty research laboratories in the Department, open-access labs elsewhere on campus, and by modem from computers at home. Accounts on these machines can be obtained free of charge. The mainframes offer some software packages, including statistical programs for the social sciences, which are of use to linguists. The Department also maintains several file servers to facilitate communication among faculty, staff, students, and friends of the Department. Students are strongly encouraged to master the excellent computer facilities as soon as possible, and to regularly use them. In addition, the Department has installed a local-area network for all the computers in the Department (see section B below). Instruction on the use of the LAN will be provided for all graduate students. There are also additional lab facilities with computers that students can use that serve the HLT, Syntax, Phonetics, and phonology communities.

B. Student Organizations, Student Spaces and Library:

Graduate Student Association: All Linguistics graduate students are members of the Linguistics Graduate Student Association (Linguistics Circle). The Association holds regular meetings during which students give informal presentations on work in progress. The Association also elects two representatives to attend faculty meetings. The Linguistics Graduate Student Association is also responsible for the publication of the Coyote Papers: Working Papers in Linguistics.

The Linguistics Department offers a large amount of space on the first floor of the Douglass building dedicated to student use. This space includes a large common room, a kitchen, six smaller offices, and a graduate student library. The larger room is intended as both a lounge area and a workspace. It contains six PCs and a Macintosh, all on a local area network, which has a shared drive for document storage. Also on the LAN is a laser printer that is free to use for the graduate students. In addition to the computers, there is ample desk space, two large white boards, and a lounge area containing a sofa, a chair, and a table. The kitchen has a sink, a full size refrigerator, coffee machine, and a large microwave as well as storage area for dry food goods. The primary function of the six smaller rooms is to serve as offices for the teaching assistants, but their use is not restricted to TAs. Any student needing a quiet place to study or work is encouraged to use the space; however, the priority for the use of the offices goes to the TA to whom the office has been assigned. Currently three of the offices have computers, all of which will be added to the LAN in the near future. The final part of the student space is a graduate student library that is currently under construction. The major purpose of the library is two-fold. First, the library will contain teaching materials often used by TAs for help in designing summer courses and/or supplementing students of INDV 101 or LING 201 during the academic year. Secondly, the library contains hard-to-find copies of handouts from talks, working papers, faculty and graduating student dissertations, and other papers not available in the main library or online. The library also serves as a storage area for back copies of The Coyote Papers, the publication put out by the Department graduate students. Borrowing of library materials is done on an honor system at this time.

C.   Special Resources, Facilities and Labs:

Several faculty in the Department run labs in which their research, and work done by their students, is conducted. Here is the list of current labs.

Arizona Phonological Imaging Lab (APIL)
Director: Dr. Diana Archangeli
> The Arizona Phonological Imaging Lab examines articulatory data through ultrasound imaging. The lab director, lab manager, and research assistants meet weekly to discuss progress on research projects, relevant papers, and technical developments. Students -- undergraduate and graduate alike -- are welcome to participate in lab meetings and to pursue research projects in the lab.

Computational Linguistics Laboratory
Director: Dr. Sandiway Fong
> The Computational Linguistics Laboratory at the University of Arizona has 3 Sun Ultra

10 workstations, 1 4-CPU Sun Enterprise 3000 server, various Macintosh and PC laptops., software for parsing, speech recognition, etc.

Developmental psycholinguistics
Director: Dr. Cecile Mckee
This lab does experimental research on first and second language acquisition.

Douglass Phonetics Lab
Director: Dr. Natasha Warner
The Douglass Phonetics lab is outfitted for a broad range of phonetics research, including articulatory and acoustic phonetics and speech perception research. The main focus of the lab is on speech perception and the interface between phonetics, phonology, and psycholinguistics.

Experimental Lab
Director: Dr. Janet Nicol
The lab consists of a suite of rooms for preparing experiments and testing subjects. There are four small test booths for running standard behavioral computer-based studies and one testing room which houses an eye-tracking device for conducting studies on reading.

Language, Brain and Cognition
Director: Dr. Tom Bever
Dr. Bever works with students on problems involving the interfaces of language and cognition, such as language processing, cerebral asymmetries, complex learning, spatial reasoning, individual differences, neurolinguistics, linguistic genetics. This lab provides students with standard facilities for running studies in psycholinguistics and cognition, including access to eye movement systems, and cooperation with the University imaging laboratories.

Linguistics Abstracts
Editor: Dr. Terence Langendoen (since 1997)

Electronic Metastructure for Endangered Language Data (EMELD)
Director: Dr. Terence Langendoen
The office suite is a converted two-bedroom apartment. Linguistics Abstracts occupies the two back rooms. One is the editorial office equipped with two desktop computers, a laptop, printer and scanner. The other is a library that houses all the journals that have been received since the journal moved to Arizona. EMELD occupies the front two rooms, one set up as a seminar/conference room, and the other a workroom equipped with a desktop computer and a laptop.

Phonological Acquisition Lab (PAL)
Director: Dr. Diane Ohala
As its name implies, PAL research is concerned with the acquisition of phonological constructs in young children. The methodologies used in the lab are generally production-based, involving the elicitation of either controlled stimuli or natural speech using short

computer-based presentations or unscripted play sessions. Recently studies have been undertaken to determine the influence of various prosodic factors on child speech patterns divergent from the adult model. Participating children either have typically-developing language or some language delay. Children with typically-developing language come to the lab (in Douglass 222) to be tested or are tested in the Tweety Language Development Lab run by Dr. LouAnn Gerken. Children with language delay or disorders are tested at the Wings on Words preschool located on Speedway and 6th Avenue (several blocks west of campus). This preschool is run by Barbara Kiernan of the Speech & Hearing Science Department and is dedicated specifically to children with language impairment. The lab in Douglass has two laptop computers and a variety of digital recording devices (DAT, minidisc, digital video) and other related equipment. It also has child-size furniture, books, and toys for use when testing is underway.

Psycholinguistics and Computational Linguistics (PsyCoL) Lab
Directors: Dr. Adam Ussishkin and Dr. Andy Wedel
The PsyCoL lab focuses on research in psycholinguistic processing and computational modeling of language and grammatical systems. Ongoing projects include:
i.   Modeling the evolution of phonological grammars, lexicon structure, and form-meaning relationships.
ii.   Designing and carrying out lexical access experiments onmorphological composition and productivity. The lab contains dedicated computers for running simulations as well as computers with E-Prime and SPSS for the design, implementation, and analysis of lexical access experiments.

SPAM Lab
Director: Dr. Mike Hammond
The research of the lab focuses on phonological processing and speech perception. Most of the work has dealt directly and indirectly with the question of how phonological theory (motivated by typological data and linguistic considerations) can inform or be informed by psycholinguistic methods and theories. This work has focused on issues of stress and syllabification and most recently on probabilistic models of wellformedness. A number of other projects are ongoing as well. SPAM lab occupies 1.5-2 rooms on the third floor of Douglass. One room, shared with the Douglass Phonetics Lab (Warner), contains two sound-proof booths and computers equipped with DMaster and E-prime experimental software. The other room has several computers for designing experiments of various sorts.

Statistical NLP lab
Director: Dr. Ying Lin
Information forthcoming.

University of Arizona Center for the Study of Syntax
Directors: Dr. Andrew Carnie and Dr. Heidi Harley
The University of Arizona Center for the Study of Syntax provides a central location for the study of theoretical syntax and related areas at the University of Arizona. The

primary activities of the center include providing: (1) opportunities for collaborative research among faculty and students; (2) facilities (computers, a small library, online access etc.) for students to pursue syntactic research; (3) the organization of conferences; lecture series, colloquia, and informal discussions of syntactic theory; (4) meetings of the "Syntax Salon", an informal reading group, which discusses recent and seminal papers in syntactic theory; (5) support for grant and fellowship applications from faculty and student affiliates; (6) a support base for distinguished visiting scholars who work primarily in syntax; (7) support and curriculum development to further the teaching of syntax at the undergraduate and graduate levels; (8) Run the Arizona Minimalist Syntax Archives (www.minimalism.arizona.edu).

Current Research Projects: Verb Initial Order & its correlates; Binding & Obviation in Minimalism; Copular Constructions and Predication; Topic & Focus, and syntactic structure; Case & Ergativity ; Scrambling & Word Order; Argument Structure, Objct Shift, Aspect, Aktionsarten & Lexical semantics; Extraction and Anaphora; Complex Predicates; The morphology syntax Interface; Dative shift and morphophonology; Syntactic theory and Sentence Processing; Lexical Access; The structure of DP; Reconstruction; Reference Types and Anaphora; The syntax & semantics of particular languages: (Modern Irish, English, Spanish, Navajo, Hiaki (Yaqui), Tohono O'odham, Japanese, Chinese, Russian, Modern Persian, Maori, Mayan Languages, Salishan Languages).

Affiliated faculty include: Dalila Ayoun (French); Andrew Barss (Linguistics); Tom Bever (Linguistics); Sheila Dooly Collberg (Linguistics) Sandiway Fong (Linguistics & Computer Science); Eloise Jelinek (Linguistics); Simin Karimi (Linguistics); Terry Langendoen (Linguistics); Cecile McKee (Linguistics); Mario Montalbetti (Spanish); Janet Nicol (Linguistics and Psychology); Antxon Olarrea (Spanish); Massimo Piatelli Palmarini (Cognitive Science); Rudy Troike (English); Mary Anne Willie (Linguistics and American Indian Studies).

Visiting scholars who have een affiliated with the center: Raffaela Folli (University of Ulster), Montse Sanz (University of Kobe); Erin O'Bryan (University of Arizona); Lee Fullerton (University of Minnesota), Kenji Oda (University of Toronto), Björn Lundqvist (Trømso)

Tweety Language Development Lab
Director: Dr. LouAnn Gerken

The Tweety Language Development Lab tests infants and children between the ages of 6 months and 4 years. With infants, a preference procedure is used in which children's looking behavior is monitored. Wit toddlers and older children, a variety of comprehension and production measures are used. All of the studies focus on children's ability to extract linguistic structure from the patterns they encounter in input.

In addition to the labs listed above, the University of Arizona maintains a large number of special laboratories, libraries and study areas that may at some time be of interest to graduate students in linguistics. For additional information, contact the faculty group or department listed with each facility below:

SBSRI Facility (Social Sciences Building) Software for research in the various social Science disciplines, particularly for statistical analysis, can be used here. Language Laboratory, Humanities Research Center, Computer-based Foreign Language *Development Laboratory* (Faculty of Humanities, Modern Languages Building) Department of *East Asian Studies* (Learning Services Building, Room 102), Department of *Near Eastern Studies* (Marshall Building, Room 404), *Arizona Institute for Language and Literacy* (College of Education, Education Building), *Adult Language Disorders Laboratory*, *Phonetics Laboratory* (Speech and Hearing Sciences, Communication Building), *Speech Perception Laboratory* (Cognitive Science Program, Psychology Building), *Psycholinguistics Laboratory, ERP Laboratory, Inference Modeling Laboratory* (Psychology Department, Psychology Building)

D. Languages Taught at The University:

American Sign Language, Arabic-Egyptian, Arabic-Levantine, Arabic-Moroccan, Arabic-Standard, Bulgarian, Chinese-Classical, Chinese-Mandarin, French, German, Greek, Hebrew-Biblical, Hebrew-Modern, Hindi-Urdu, Hopi, Italian, Japanese-Classical, Japanese-Modern, Navajo, O'odham, Persian, Portuguese, Russian, Sanskrit, Spanish, Turkish. Other languages (such as Irish, Scots Gaelic, Tagalog, Czech, and others) are taught through the Critical Languages Program (CLP). For further information on CLP for current offerings call (520) 621-3387.

IV. Special Events and Activities

The ***Linguistics Colloquium Series*** brings local-area linguists and linguists from around the world to present their current research. Presentations take place on Friday afternoon at 3:00 p.m., followed by a reception in the department lounge. Students may register for credit under LING595A

The ***Cognitive Science Brown Bag Series*** meets every Friday at 12:00 in the Psychology Building, featuring presentations by researchers in the disciplines involved in the Cognitive Science program, including some by linguists, and others by people whose work is of central interest to linguists. The intention is to facilitate interaction among the members of these disciplines. Speakers are drawn from the faculty, visiting scholars, postdocs and graduate students in any of the areas represented in the Cognitive Science program. A free lunch for graduate students and the speaker is offered when the speaker is from off-campus, and students are strongly encouraged to attend. Students may register for credit under LING595B

The ***Cognitive Science program*** also organized workshops for varying lengths of time, which are often on themes of interest to students and faculty in the Department of Linguistics.

The ***Sound Minds*** research group meets regularly to discuss work in progress, and recently published research, in phonetics, phonology, speech perception, and other speech-related areas.

The *Syntax and Semantics Salon* research group meets regularly to discuss work in progress by participants, and to present and discuss current work from the published literature. All members of the community are welcome to attend. Students may register for credit under LING599.

V.   Program Structure and Requirements

PRELIMINARY NOTE ON PETITIONS: ALL students enrolled in the Ph.D. programs in Linguistics are expected to complete ALL of the following requirements. Of course, in very rare circumstances, adherence to this plan is inappropriate to the student's educational goals or would produce undue hardship for the student. In such cases, the student may petition, with the support of a faculty member (usually his or her advisor), for exceptions to the plan below. Such petitions should be rare and the exceptional case. All other things being equal, students are expected to complete the program as designed.

There is a check-list at the end of this handbook to help students keep track of the many different requirements of the program. However, students should be in frequent contact with both their advisor and the graduate advisor to ensure that they are making satisfactory progress towards completing their degree.

A.   Core Curriculum

Required of all students (without exception; courses taken outside the department or at other universities may *not* be substituted):
   a.   Syntax I (LING503), Phonology I (LING510), taken in the first semester
   b.   <u>Five</u> courses out of the following <u>six</u> areas (one out of each group, with one group not treated)[1].

Computational Group:
   LING 508   Computational Techniques for Linguists
   LING 538   Computational Linguistics
   LING 539   Statistical NLP
   LING 578   Speech Technology

Foundation Group:
   LING 501   Foundation of Linguistic Theory
   LING 507   Statistical Analysis for Linguists
   LING 588   Linguistic Elicitation and Documentation
   LING 518   Analysis and Argumentation

Phonology/Phonetics Group:
   LING 514   Phonology II
   LING 515   Phonological Phonetics
   LING 516   History of Phonology

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[1] Underlying assumption: students with TA/RA duties are expected to take, except by petition, three courses per semester until the end of the sixth semester. Students without TA/RA duties may wish to take 4 courses.

Psycholinguistics Group:

LING 532	Psychology of Language
LING 533	Theories of Language Development
LING 543	Advanced Language Development (syntax/lexicon)
LING 543	Advanced Language Development (phon/morph)

Syntax/Semantics Group

LING 504	Advanced Syntactic Theory
LING 505	Theories of Grammar
LING 506	Major Works in Syntactic Theory
LING 564	Formal Semantics
LING 522	Lexical Semantics

Typology/Morphology Group:

LING 535	Morphology
LING 544	Typology and Universals
LING 545	Structure of Non-Western Language
LING 554	Structure of A Near-Eastern Language

Students who have completed any of the core courses at the undergraduate level in the linguistics department, and have counted that course as part of their BA degree in Linguistics, must retake that course at the graduate level when they enter the graduate program. If the course was not used for the BA degree in Linguistics, and was taken at the graduate level, the student may waive the relevant course in the graduate program, based on the course and advisor's agreement. In that case, the course must be replaced by another core course.

B.   Colloquium

Two required colloquium courses are to be taken in the 1st and 2nd semesters, one unit each. These are important parts of graduate education. All other students are <u>strongly encouraged</u> to enroll in these courses.

C.   Seminars

A minimum of two seminars is required. However, students are encouraged to attend all seminars that meet their curricular goals throughout their graduate career, and should consult with their advisor on the number and type of additional seminars to consider.

D.   Professionalism in Linguistics Requirement

There is a required one-credit course on professionalism (separate from the comprehensive exam courses) to be taken by the 6th semester. This class is required of all students.

In addition, the graduate advisor will be responsible to meet with students in order to cover issues such as students' survival skills, meetings with professors, planning graduate career, library resources, etc.

E.   Specialization Requirements (Doctoral Plan of Study & Options in the major)

The core course requirements listed above in section A (core requirements) are designed to give the student breadth in linguistics. However, a professional linguist will almost always specialize in one or two distinct sub areas. The requirements in this section are designed to accommodate this. In addition, they are set up to meet the graduate college's requirement on a "Plan of Study".

1.   Doctoral Plan of Study

At the end of their third semester, a student is required to file the Doctoral Plan of Study Form with the Graduate College. This form specifies every course the student has taken, and every course the student plans to take in pursuit of the Ph.D. If the student later on finds they have changed their actual plan, the Plan of Study must be updated by filing a new one. See Jennifer Columbus for the form. The form must be signed by the student's advisor and the graduate advisor.

The doctoral plan of study should include at least 36 units in the major, 9 in the minor, and 18 additional dissertation units. (for a total of at least 63 units)

2.   Options in the linguistics Major & Minor

In addition to the core course requirements stated in subsection A above, all PhD students are required to complete a major in Linguistics. This major will typically be associated with a "specialization option". Students will typically also complete a department internal minor in linguistics (again a specialization option will be specified for internal purposes)

Please note the following:
a)   On external paperwork (such as Doctoral Plan of Study): The "major area" and "minor area" are the departments in which the student is majoring or minoring. For most linguistics students this means that they will be majoring in Linguistics and Minoring in Linguistics
b)   For Department-internal purposes, the student may designate a special area, e.g., phonetics, as their specialization option area of study, and another, e.g., syntax, as their minor area

In either case, the minimum total number of credit units that must be completed in the major area is 36. This includes credits earned in core and other required and optional courses. Depending on the student's specialization, background and needs, the Department may require additional units as well. The minimum total number of credit units that must be completed in the option in the minor is 9. Other departments' or programs' minor requirements may differ; some require written exams, and you should contact that department's graduate advisor for details. A student may also choose to have more than one option in the minor.

Areas of Specialization (Options in the major and minor)

The specializations listed below (in alphabetical order) are among a student's possibilities: a student may work with her or his advisor to develop a specialization tailored to the student's

needs and interests. For each specialization, typically required and recommended courses are listed. Keep in mind that the exact courses relevant to your specialization are to be worked out in close consultation with your advisor.

At least two seminars in the area of specialization must be taken. It is strongly recommended for all students that you take substantially more than two seminars. You should plan on taking at least one seminar per semester after your core coursework is completed. Seminar work may be counted towards the major, but it need not. That is, a student can complete the two seminar requirement after advancement to candidacy if approved by the graduate advisor, and assuming that the student otherwise has met the requirements of their major option. All students will enroll in LING697A each semester they are writing the written portions of their comprehensive exam..

As noted above, for the purposes of the Graduate College, all linguistics graduate students must "major" in Linguistics. Internal to the Department, this means any of the options below. Students may minor in a department outside of Linguistics if they choose, or they may minor in Linguistics, in which case they should choose from one of the minor options listed below. For the Graduate College any of the programs listed below constitute a "major" or "minor" in Linguistics, and should be listed as such on the student's plan of study.

The requirements for these specializations will overlap with the core course requirements. However, Major and Minor course requirements may not overlap with each other. For example, a student with a syntax specialization for the major, will claim a total of 36 units, including the required LING 503, LING 504, LING 505, and four courses from the attached list. If this student chooses to specialize in Morphology for the minor, LING 535 and LING 522 cannot be used to satisfy the major requirements, only the minor.

Options in the Major

COMPUTATIONAL LINGUISTICS.
Total of 36 units (12 classes) in LING classes:
A) Required:

LING 538	Computational Linguistics
LING 539	Statistical NLP
LING 578	Speech Technology
LING 501	Formal Foundations
*LING508	Programming for Linguists (required only if student does not have prior programming experience)
LING 581	Advanced Computational Linguistics

B) At least 2 seminars in LING 696G or CS 620 (These seminars may be taken after advancement to candidacy if 36 appropriate LING units are otherwise provided)

PHONOLOGICAL THEORY.
Total of 36 units:
A) All of the following:

LING 510	Phonology 1
LING 514	Phonology II

LING 515   Phonological Phonetics*
ANTH 580   Historical Linguistics
LING 516   History of Phonology
*Exception: if the student is doing a phonetics minor, then LING 515 will count
towards the minor, and either LING 535, ANTH 580, or LING 696B can replace
this course.

B) Two instances of LING 696B (These seminars may be taken after advancement to
candidacy if 36 appropriate LING units are otherwise provided)

C) Strongly recommended:
LING 507   Statistics For Linguists
LING 535   Morphology (when taught with a phonology focus)

PSYCHOLINGUISTICS
Option in the Major & Option in the Minor: The major and minor requirements for
psycholinguistics options can be satisfied with either adult or developmental emphases.
Please consult with your mentor/advisor and the graduate advisor to set up a plan of study
appropriate to adult psycholinguistics if you wish to Major or Minor with that emphasis.

The requirements for the ***developmental*** emphasis are as follows.
Total of 36 units:
A. All of the following:
LING 533   Theories of Language Development
LING 543   Advanced Language Development (syntax/lexicon)
LING 543   Advanced Language Development (phon/morph)
LING 532   Psychology of Language
LING 507   Statistical Analysis for Linguistics (where appropriate
another statistics course may be substituted - for example, a Psyc,
EdPsych or Math stats course - if approved by the student's own
advisor and the graduate advisor).
LING 699   (six units of lab rotation)
LING 696   (one advanced seminar)

B. Strongly recommended:
LING 595 B – Cognitive Science colloquium
LING 595A – Linguistics Department colloquium

The requirements for the ***adult psycholinguistics*** emphasis are as follows:
Total of 36 units:

A. Required:
LING 532 (Psycholing.)
LING 517 (CogSci)
LING 507 (Statistics)
LING 533 (Developmental Psycholing.)

LING 699 (3 units) lab experience, structured in consultation with the advisor

B. Plus 1 out of the following 3:
LING 509 (Writing systems)
LING 542 (Topics in Psycholing., Forster)
LING 549A (Bioling.)

C. Plus 1 out of the following:
LING 696E (seminar)
LING 696F (seminar)
LING 632 (Psych. and Ling. approaches)
LING 596F (if language-oriented that semester; Cog. Psych.)

Adult psycholinguistics minor:

Required:
LING 532 (Psycholing.)
LING 517 (CogSci)
LING 533 (developmental psycholing.)

SYNTACTIC THEORY.
Total of 36 units in LING classes:
A) All of the following

LING 503	Syntax I
LING 504	Advanced Syntax
LING 505	Theories of Grammar
LING 506	Major Works in Syntax

B) And at least two of the following

LING 501	Formal Foundations
LING 522	Lexical Semantics
LING 535	Morphology
LING 538	Computational Linguistics
LING 544	Typology and Universals
LING 564	Formal Semantics

C) and two seminars in either LING 696A or LING 696D (These seminars may be taken after advancement to candidacy if 36 appropriate LING units are otherwise provided)

Options in the Linguistics Minor (for students in the linguistics dept)

ANTHROPOLOGICAL LINGUISTICS AND SOCIOLINGUISTICS (Minor option only)
(Students not enrolled in ANLI program can do a minor through the Anthropology Department. See their requirements for minor. For information email

anthadv@u.arizona.edu, or call (520) 621-2176.)

COMPUTATIONAL LINGUISTICS

A) Required

LING 538	Computational Linguistics

B) Two of the following

LING 501	Formal Foundations
LING 578	Speech Technology
LING 539	Statistical NLP
LING 581	Advanced Computational Linguistics
*LING508	Programming for Linguists (required only if student does not have prior programming experience)

MORPHOLOGICAL THEORY (Minor option only)

A) Required:

LING535	Morphology (may be repeated for credit)

B) Two of the following courses:

LING 535	Morphology (when taught by a different instructor from the first time)
LING 544	Typologies and Universals
LING 522	Lexical Semantics
LING 596D	Linguistics and Philosophy (when it has a morphology focus)
LING 696H	Seminar in Morphology

NATIVE AMERICAN LINGUISTICS. (Minor option only)

A) Two semesters of Navajo, Tohono O'odham, Hopi or other indigenous language.
   (1 semester from each of two languages is acceptable)

B) One of the following courses:

LING 583	Sociolinguistics
ANTH 589	Areal Survey of Native North American Languages
LING 521	Language Revitalization and Maintenance
LING 588	Field Methods
LING 545	Structure of a Non Western Language (if taught on a Native American language)
One course	taken at AILDI (available in the summer only[2])

C) A paper on the structure of an indigenous language (to be submitted to the student's advisor. This could be a paper written for another class.).

PHONETICS (Minor option only)

A.	LING 515	Phonological Phonetics

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[2] Note that students enrolling in AILDI must take at minimum of two classes.

LING 507   Statistics for Linguists

B.   One of the following:
        LING 578   Speech Technology,
        LING 696B   Phonological Theory (with a phonetics focus)

PHONOLOGICAL THEORY
        LING514   Phonology II
        LING516   History of Phonology
        LING696B   (with a phonology focus)

PSYCHOLINGUISTICS (**Adult***)*
        Please consult with an advisor.

PSYCHOLINGUISTICS (**developmental***)*
        LING 533   Theories of Language Development
        LING 543   Advanced Language Development (syntax/lexicon)
        LING 543   Advanced Language Development (phon/morph)

SEMANTICS AND PHILOSOPHY OF LANGUAGE (**Minor option only***)*
A) Required:
        LING 564   Semantics
        LING 522   Lexical Semantics

B) One of the following:
        LING 565   Pragmatics
        LING 563   Philosophy of Language
        LING 596D   Topics in Philosophy and Linguistics
        LING 696A   Seminar in Syntax and Semantics (when a semantics focus is
                       given)
        LING 696E   Master Seminar in Cognitive Science

SYNTACTIC THEORY
        LING 504   Advanced Syntax
        LING 505   Theories of Grammar *OR* LING506 Major Works
        LING 696A   Seminar in Syntax and Semantics

The minor for students not majoring in Linguistics

Students who are enrolled in other departments may minor in linguistics. This minor consists of 9 units to be assembled in consultation with a minor-area advisor who must be faculty in the linguistics department. The minor area advisor will also serve on the students oral comprehensive exam committee. There is no paper requirement for the external minor, however, students are strongly encouraged to write one anyway.

F.   Comprehensive Exams (previously known as Prelims)

The graduate college requires a test of breadth known as the Comprehensive exam. In linguistics this takes the form of two written papers and one oral exam.

1.   The Written Comprehensive Papers for Linguistics Ph.D. students:

Two written comprehensive papers are required: one in the 4th semester (Spring year 2) and the other in the 5th semester (Fall year 3). The written comprehensive committees will be assembled by the student, their major option advisor (and minor option advisor if known) in consultation with the graduate advisor.
     The committee structure is as follows:
          a) Written comprehensive committees must have two people who are on the committee for both written papers. Typically this will be representatives of the major option and minor option areas, and typically one of the two will be the student's academic advisor.
          b) Written Comprehensive committees must have at least 3 members and may have no more than 5 members at any one time.

2.   The Written Comprehensive Paper for Anthropology-Linguistics Ph.D. students:

One written comprehensive paper for the department of Linguistics must be completed in the 4th semester or 5th semester. In addition, a written exam portion must completed for the department of Anthropology. Please consult with Anthropology advisor or Anthropology committee member on the time-line for this written portion. After both the Linguistics written comprehensive paper and the Anthropology written exam are completed, student may proceed to the Oral Comprehensive exam. Students' Oral Comprehensive committee will be comprised of faculty from the departments of Linguistics and Anthropology.

All Ph.D. students: The Graduate College requires that the comprehensive papers express breadth in the discipline. To this end, the two papers that make up the written comprehensive exam are research papers that must be distinct in terms of dataset, and distinct in terms of methodology or disciplinary research area. The papers are designed to also demonstrate the student's ability to conduct in-depth original research. Each paper should present an analysis demonstrating the ability to select an interesting problem, construct hypotheses to explain the problem, empirically test the hypotheses, and produce a polished piece of professional prose presenting the project. The student must consult with their committees at the beginning of the relevant semesters and throughout the writing process to ensure that the student is attempting to produce a paper of appropriate scope and quality. The purpose of the comp papers is to demonstrate breadth and depth, and the choice of topics should reflect this. If a comp paper draws on student's previous research, it should demonstrate significant development and refinement, as determined by student's comp committees.

Students planning on doing either field work (including native speaker judgment tasks) and experimental work must have the work approved by the University Human Subjects IRB before

the semester begins. Be aware that such proposals often take several weeks to several months to be approved. If you are unable to secure IRB approval before the research begins, you will not be able to publish the results or present it at conferences or include the research as part of your dissertation.

Written Distinctness Proposal.

**After submitting their first comp, students must submit a 1-2 page document containing an abstract of their first comp, a proposal for the topic of the second comp, as well as a short statement describing how the papers are distinct and represent breadth in the discipline. This statement must be approved by an ad hoc committee consisting of the known members of the student's 2nd comp committee and the graduate advisor**. The distinctness proposal must be submitted no later than the last day of the final exam period in the semester when the first comp is submitted (i.e., approx 10 days after the 1st comp is submitted). The ad hoc committee will respond with written explanation within two weeks of submission. A final approved topic must be in hand 2 weeks before the start of the semester when the 2nd comp is to be written. (In the rare case when a student writes their first comp in the fall semester, and their second in the spring, the student should consult beforehand with their committee and the graduate advisor to determine a fair and reasonable timing of the submission and approval of this document).

What constitutes distinctness is a judgment call to be made by the ad hoc committee in consultation with the student. Students should keep in mind that the goal of the distinctness requirement is to establish that they exhibit breadth in the discipline. The choice of topics should clearly reflect this breadth goal. Such breadth might, for example, be established by picking topics that clearly use distinct major methodologies (e.g. a statistical experimental method vs. a symbolic formal method) or by picking topics that are from different linguistic sub disciplines (e.g. a phonetics topic and a semantics topic), or by picking topics directed at different audiences (e.g. one for the audience of experimental psycholinguists, the other for an audience of formal linguists). The above example situations are meant as suggestions and are not exhaustive nor binding.

Students who have a minor in a department or program other than linguistics may **petition** the department to accept work associated with that minor that is of comparable quality and rigor to a linguistics comp paper in lieu of the second comprehensive paper. The topics of the major option and external minor papers should be distinct in the same way as described above. Note that approval of this substitution of the minor work for the second comp is not automatic and must be petitioned.

The comprehensive papers are submitted to the committee on the **_last day_** of classes of the relevant semester. PLEASE NOTE: If 1st comprehensive paper receives a Pass after spring semester (during the summer semester) student cannot be promoted to associate (receive the M.A.) unless they are registered for one unit during one summer semester session.

2. _Written Comprehensive Evaluation Criteria_

These examination papers are intended both to demonstrate the student's ability to carry out in-depth original research in linguistics and to test the student's breadth of knowledge of the field of

Linguistics in general and the student's major and minor areas of specialization in particular. The possible outcomes of the written comprehensive papers are as follows:

Grading for Written Comprehensive Papers:

1. **Pass**
2. **Pass with minor revisions**
3. **Revise and Resubmit** (2 sub-types):
   a. 5 weeks. Result will be pass or fail.
   b. 12 weeks. Result will be pass, fail, or revise and resubmit (a).

4. **Fail:** The written comprehensive examination demonstrates that the student is not able to undertake original research in linguistics. In this case, the student must plan to take a terminal MA degree or otherwise leave the program.

3. Oral Examination.

The oral exam is required by the Graduate College to be a breadth exam, and cannot focus solely on a narrow area of expertise. The Oral Exam is to be scheduled after both written comprehensive papers are complete (both papers must receive a PASS).

The Oral Comprehensive Exam committee has a minimum of 4 members (as per UA grad college policies) of whom 2 (including the advisor) need to have been on at least one of the written comprehensive paper committees. The remaining two people on the oral committee could be people who were on the written comprehensive paper committees, or not. The oral exam will begin with a 10-20 minute oral presentation by the student of her or his current work, followed by at least 60 minutes of examination, with questions about the student's work, the student's major option area, the student's minor option area and about linguistics in general. The examination is required to last a minimum of one hour once the questioning begins and no more than three hours total. To pass the examination the student must receive a "pass" vote from at least 3 of the 4 examiners.

As per Graduate college regulations (http://www.grad.arizona.edu/Current_Students/Program_Requirements/Comprehensive_Examination.php)", in order to pass the oral examination the student must receive a pass vote from at least three of the four examiners. In the rare case where a student fails the exam, the committee has the options of allowing the student to retake the examination or requiring that they leave the program (with or without a terminal MA, depending upon whether the student has completed or shortly will complete the MA requirements). In the event the student is allowed to retake the oral exam, they will be provided with a letter that explains the result of the first exam and provides a plan of remediation, with a time frame, that addresses their specific curricular needs. The remediation plan should address specific weaknesses revealed by the exam and be designed so that if the student adequately completes the remediation they will be permitted to take the exam a second time. Remediation might include, but is not limited to, additional course work, an additional writing assignment or research project, scheduled one-on-one meetings with faculty, independent studies and other requirements as meets the needs of the individual student.

The oral exam must be scheduled to take place within FIVE ACADEMIC WEEKS of the successful completion of the second written comprehensive paper .

## G.	Written Comprehensive courses:

Students are required to enroll in LING697A while they are writing their written comprehensive papers. This course covers not only professional writing and research skills but it allows the students to workshop their papers in front of the audience of their peers.

## H.	Master's degree requirements

1. Non-terminal Linguistics MA for students enrolled in the PhD Program.

Unless the student already has an MA degree from another University of Arizona department, ***students enrolled in the Ph.D. program normally get an M.A. degree on the way to completing their Ph.D***. This MA is not obligatory, but is <u>strongly recommended</u>. The department also offers two terminal masters degree programs (NAMA and HLT). See below for a description of those programs.

The formal requirements are:
1.	Successful completion of 30 units of graduate coursework in linguistics, including the required core coursework listed above in subsection A.
2.	Successful completion of the MA Examination. Each student who wishes to obtain the MA degree in linguistics must submit during the spring semester of the second year of full-time graduate study a research paper on some topic in linguistics. ***The first written comprehensive paper*** may serve as the MA thesis. It must be passed by the student's committee. If the committee does not pass the paper, they may grant the student an extension to complete satisfactory revisions. If the student has not passed the MA examination by the end of the extension period, he or she will be considered to have failed.

Note: For the purposes of external paper work, the research paper is NOT a thesis; it is an examination. Do not list the title of the paper on the "thesis title line" of the MA degree application.

Students are strongly urged to file for the M.A. Degree as soon as they have met the unit requirements, as it benefits both the student and the Department for the award to be granted expediently. The Graduate College *Master's Plan of Study* form and *Master's Completion of Degree Requirements* form may be obtained online https://grad.arizona.edu/gc/forms/blankForms

Students enrolled in the Ph.D. may petition to take the M.S. in HLT in lieu of the regular M.A. in linguistics. In such a case they are required to complete all requirements of both the HLT M.S. and the Ph.D. in Linguistics.

2. MA in Native American Linguistics, Terminal (NAMA)

Program Overview

The Linguistics Department at the University of Arizona offers a Master of Arts in Native American Linguistics. The program's chief objective is to provide best practices in Native American Linguistics and languages.

The foci of this degree are indigenous languages and communities. Due to the rapid decline in the use of heritage languages tribal communities pressed for practical linguistic training to:

- maintain, restore, and document indigenous languages;
- provide skills and expertise for Native American linguists to develop teaching grammars and other materials;
- promote understanding of indigenous peoples' educational issues at every level of policy making;
- enhance and promote understanding of complex factors leading to language choice, language shift and language loss;
- locate talented students to advance to the Ph.D. level in linguistics or related disciplines.

Course Work

The Native American Linguistics and Languages Master of Arts (NAMA) program is designed to be completed in a year. During the first summer session the student completes coursework in the American Indian Language Development Institute (AILDI) focusing on material development and teaching methods and other relevant Native American language and linguistic topics. In the fall and spring semesters, the student enrolls in the core course of the program, Workshop on Descriptive Linguistics, LING 597a for 4 credits each semester. The Workshop courses consist of lectures and laboratory work on indigenous languages, particularly the student's heritage language.

The Native American Linguistics and Language's Master's consists of a minimum of 26 units and a 6 unit thesis.

Sample Course Schedule

Course	Title	Units
	Summer Session	
LING 500	Linguistics for Native American Communities	3
LCR 510	Foundations of Bilingual Education & Second Language Learning	3
	Fall Session	
LING/AIS 597a	Workshop in Descriptive Linguistics	4
	2 other courses from list below	3/each
	Ling independent Study*	2
	Spring Semester	
LING/AIS 597a	Workshop in Descriptive Linguistics	4
	2 other courses from list below	3/each
	Ling independent Study	2
LING 910	**Summer Session:**	
	6 Units of thesis hours	

* Independent Study units are scheduled with approval of an advisor and students may work with a faculty member whose expertise is in the student's language or related topic.

A thesis is required and is evaluated by the student's committee. The topic of the thesis must also be approved by the committee.

Course List

Course	Title
ANTH 538	Sociolinguistics
ANTH 620	Linguistic Field Technology
LING 315	Introduction to Phonology (permission of instructor)
LING 503	Foundation of Syntactic Theory I
LING 535	Morphology
LING 545a	Structures of Non-western Languages
LING 544	Typology and Universals
LING/ANTH 576	Language in Culture
LING 599	Independent Study
LING/ANTH 589	Areal Survey of Native North American Languages
LRC/AIS 677	History of American Indian Education
LRC 553	Language Acquisition and Development
LRC 541	Language Acquisition: Introduction to American Indian Language Immersion
LRC 528	Curriculum & Instruction in Bilingual & Second Language Settings
LRC/SLAT 554	Educational and Applied Linguistics

Students who have completed the NAMA degree may apply for admission to the Ph.D. in linguistics. Normal requirements apply.

3. MS in Human Language Technology (HLT)

CURRICULUM

The Master of Science program is designed specifically to prepare students to enter a competitive, scientific workforce. During the two-year course of study, students will gain a strong understanding of both linguistics and language technology. The minimum number of credit hours for this degree is 36. Students with little to no background in linguistics are encouraged to take LING500 (Linguistics for Non-majors) before formally enrolling in the program, although with permission, they may take it as an elective in Year 1. Students with no programming experience should take courses in a major programming language before applying to the program. Competency in a programming language will be tested upon arrival.

Students are **required** to take the following courses:

LING538	Computational Linguistics	3 units
LING581	Advanced Computational Linguistics	3 units
LING539	Statistical NLP	3 units
LING503	Syntax I	3 units
LING593	Internship in HLT	6-9 units

The following classes are **strongly recommended as elective courses**:

LING578	Speech and Language Technology	3 units
LING501	Formal Foundations	3 units
LING582	Advanced Statistical NLP	3 units
LING515	Phonological Phonetics	3 units
LING507	Statistics for Linguists	3 units
LING696G	Computational Linguistics Seminar	3 units
CS620	Advanced Topics in NLP	3 units

The following classes may be used as **electives** to fill out the remaining credits:

LING504	Advanced Syntax	3 units
LING505	Theories of Syntax	3 units
LING508	Computational Techniques for Linguists	3 units
LING509	The Psycholinguistics of Writing Systems	3 units
LING510	Phonology I	3 units
LING514	Phonology II	3 units
LING522	Lexical Semantics	3 units
LING532	Psycholinguistics	3 units
LING533	Theories of Language Development	3 units
LING535	Morphology	3 units
LING544	Typology	3 units
LING564	Formal Semantics	3 units
LING568	Speech Perception	3 units

Other classes, including those from other departments (including Computer Science, Psychology, Management and Information Science, and Electrical and Computer Engineering) may also be used as electives with the permission of the HLT director and the Graduate Advisor

if they are appropriate to the student's plan of study

INTERNSHIP IN LIEU OF THESIS.
The internship (LING593) is taken in lieu of a master's thesis (minimum 6, maximum 9 units). The report associated with the internship must be of a quality comparable to that of a master's thesis. All the units of the internship need not be taken at the same time or with the same hosting agency. It may be broken down into smaller projects with minimum of 1 unit per project (45 work hours each) to total at least 6 units of internship overall.
Please see the document *Policies, Procedures and Best Practice Guidelines for Internships: LING593 Internship in Human Language Technology for further details on the internship. (Available on the department website)*

SCHEDULING:
LING538 should be taken in the FALL of the first year   LING581 should be taken in the SPRING of the first year   LING539 should be taken in the SPRING of the first year.   LING593 (internship) should be completed during the summer between Years 1 and 2. The final report should be completed no later than a month before the end of the final semester in which the student is enrolled.
A student taking the recommended three course load per semester, who completes the internship in the summer, should be able to complete the program in two years (with a light final semester).
A student taking a four course load per semester, who completes the internship in the summer, should be able to complete the program in a year and a half, also with a light final semester. The department strongly discourages taking more than 4 courses a semester.

T.A. TRAINING:
Although Graduate Teaching Assistantships (GTA) are very rare for HLT students, students are nevertheless required to take the same teacher training (including both graduate college and departmental programs) and orientations as all other students in the department. This serves a dual function: (1) it ensures that the student meets the minimum university and departmental requirements for TA training, should a GTA position become available. (2) It allows the HLT students to meet and become familiar with graduate students in other linguistics programs. Attendance at these training sessions is **not optional! Failure to complete this requirement will place the student out of "good standing."**

Students who complete the MS in HLT may apply to the Ph.D. in linguistics. All normal requirements apply.

HLT Program fee: $250 program fee per semester.

4. Accelerated Master of Science in Human Language Technology (HLT)

I. Undergraduate majors eligible for the Accelerated Master of Science in Human Language Technology graduate program: Computer Science, Linguistics, Management Information

Systems & Mathematics. Undergraduate minors eligible for the HLT AMP: all Linguistics minors, as well as undergraduates who have a thematic minor in Computational Linguistics.

II. Requirements that are in addition to, or more stringent than, the minimums*: Undergraduates majoring in Computer Science, Management Information Systems or Mathematics are required to have taken 3 undergraduate courses in Linguistics (specifically 201, 300, and 315) by the time of application to the Accelerated Master of Science in Human Language Technology.

III. The faculty coordinator and faculty committee that will administer the program: Faculty coordinator: Mike Hammond; faculty committee: Mike Hammond, Andrew Carnie & Sandiway Fong.

IV. Sample curriculum and core or required courses: The minimum number of credit hours for the MS HLT graduate degree is 36. Students with little to no background in linguistics are encouraged to take LING500 (Linguistics for Non-majors) before formally enrolling in the program, although with permission, they may take it as an elective in Year 1.

Students with no programming experience should take courses in a major programming language before applying to the program. Competency in a programming language will be tested upon arrival.

Sample schedule for Accelerated M.S. in HLT:

Example schedule for an Accelerated Master's student entering in the fall **Fall UG Year 4** **REQUIRED COURSES:** LING 503 (3 units) LING 538 (3 units) LING undergraduate course/or GEN ED LING undergraduate course /or GEN ED *Student may take an HLT graduate elective if applicable*.	**Spring UG year 4** **REQUIRED COURSES:** LING 539 (3 units) LING 581 (3 units) LING undergraduate course /or GEN ED LING undergraduate course /or GEN ED *Student may take an HLT graduate elective if applicable.*
Summer **REQUIRED COURSE:** Internship LING 593A (6-9 units)	
Grad Year 1: Take 6-9 units from either list A or List B	**Grad Year 1:** Take 6-9 units from either list A or list B.

ELECTIVE LIST A = STRONGLY RECOMMENDED

LING 501	Formal Foundations	3 units
LING 505	Theories of Syntax	3 units
LING 508	Comput. Tech. for Linguists	3 units
LING 507	Statistics for Linguists	3 units
LING 510	Phonology I	3 units
LING 532	Psycholinguistics	3 units
LING 696G	Computational Ling Seminar	3 units

LING 515	Phonological Phonetics	3 units
LING 578	Speech and Language Tech.	3 units
LING 582	Advanced Statistical NLP	3 units
CS 620	Advanced Topics in NLP	3 units

ELECTIVE LIST B = MAY ALSO BE TAKEN

LING 504	Advanced Syntax	3 units
LING 509	Psycholing. of Writing Systems	3 units
LING 514	Phonology II	3 units
LING 522	Lexical Semantics	3 units
LING 533	Theories of Lang Dev	3 units
LING 535	Morphology	3 units
LING 544	Typology	3 units
LING 564	Formal Semantics	3 units
LING 568	Speech Perception	3 units

Other classes, including those from other departments (including Computer Science, Psychology, Management and Information Science, and Electrical and Computer Engineering) may also be used as electives with the permission of the HLT director and the Graduate Advisor if they are appropriate to the student's plan of study.

The internship (LING593A) is taken in lieu of a master's thesis (minimum 6, maximum 9 units). The report associated with the internship must be of a quality comparable to that of a master's thesis.

Internship in lieu of thesis: All the units of the internship need not be taken at the same time or with the same hosting agency. It may be broken down into smaller projects with minimum of 1 unit per project (45 work hours each) to total at least 6 units of internship overall.

Please see the document Policies, Procedures and Best Practice Guidelines for Internships: LING593A Internship in Human Language Technology for further details on the internship. http://hlt.arizona.edu/program/PDF/HLT_Internship.pdf

V. DESCRIPTION:
The Accelerated Master of Science in Human Language Technology is designed specifically to prepare students to enter a competitive, scientific workforce. During the 1-1.5 Accelerated year(s) of course study, students will gain a strong understanding of both linguistics and language technology. The course requirements for the AMP are identical to those for the regular M.S. program. Overall requirements for the University of Arizona Accelerated Master's Program (AMP) are set by the Office of Academic Affairs, and can found at: http://catalog.arizona.edu/2009-10/policies/amp.htm

VI. ADMISSION REQUIREMENTS:
Students may apply to the Accelerated Master of Science in Human Language

Technology program after completion of a minimum of 75 eligible undergraduate credit

hours, and can enter the program after completion of a minimum of 90 eligible

undergraduate credit hours. Applicants must have substantially completed their general

education requirements, and expect to complete their undergraduate degree in 4 years.

The minimum GPA at the time of admission and entry to the program is 3.3.

Demonstration of the maturity necessary for success in an accelerated, highly competitive program.

Expectation to complete the undergraduate degree within four years. The undergraduate degree requirements must be completed before the student is eligible to have the Master's degree awarded.

Students applying to the Accelerated Master of Science in Human Language Technology follow the regular graduate application process (http://linguistics.arizona.edu/prospective/) with the following exceptions: 1) in the statement of purpose, the student should indicate why they are interested in the accelerated program specifically, and 2) the student does not need to submit UA transcripts or take the GRE. In addition to regular criteria, the admissions committee will evaluate whether the applicant has demonstrated the maturity necessary for success in an accelerated, highly competitive program. Domestic and International Application deadline is January 15 for admission the fall semester.

Applicants to the AMP in HLT must also follow University of Arizona Graduate College application and Admission Requirements to the Accelerated Master's Program: http://oirps.arizona.edu/CURRICULUM/AMP_Admission_Requirements.html

VII. DEGREE REQUIREMENTS:
• Once students are admitted to the Accelerated Master of Science in Human Language Technology they are strongly suggested to meet with the HLT AMP coordinator to discuss their plan of study.
• Students must select an advisor, and submit a Master Plan of Study plan study before the end of the first semester after admitted to HLT AMP.
• Successful completion of HLT Internship is required.
• LING 400-level courses that are convened with 500-level courses (e.g. LING 403/503, 438/538, 439/539 cannot be counted toward the MS degree; in other words, LING 403 cannot be counted toward students' MS degree, but LING 503 can.
• Students will be considered undergraduates until they complete their undergraduate requirements, which should be no later than the end of the fourth year. Students entering with Advanced Placement Credit or who attend summer school would likely graduate with their Bachelor's in the 3rd year. Students must take at least 12 of their graduate credits while in graduate status. In other words,

A. During years 1-3 (or approximately 0-90 credits) students will be taking Undergraduate coursework and charged at the undergraduate rate.
B. Once admitted to HLT AMP, during the senior (or transition year), they may take up to 12 units of graduate coursework which may apply toward both the Bachelor's and the Master's degrees. Students will be charged at the undergraduate rate and retain eligibility for undergraduate scholarships.
C. After completion of all Bachelors' requirements, students will be granted graduate status, be charged at the graduate rate, and will be eligible for graduate assistantships. The student won't

be eligible to graduate nor will they be eligible for assistantships until all Bachelors' requirements are completed. While an undergraduate, students are required to keep their graduate coursework cumulative GPA at 3.0 or higher to be admitted to
the HLT AMP.

D. Should a student have completed 12 graduate credits, but not yet completed the undergraduate degree, they will be considered graduate for financial aid and tuition purposes and coded as 'graduate' in SIS. They will no longer be eligible for undergraduate scholarships. Nor will they be eligible for graduate assistantships.

E. At least 12 graduate credits must be taken while in graduate status, after completing all degree requirements for the Bachelor's.

F. Students should be encouraged to complete their undergraduate requirements as soon as possible, but not later than one semester before receiving their master's. Students finishing their undergraduate requirements later than one semester before receiving their master's will no longer be eligible for undergraduate scholarships. Nor will they be eligible for graduate assistantships. Neither degree will be awarded until the undergraduate requirements are completed along with the Master's requirements.

VIII. FINANCIAL SUPPORT:

Programmatic support may be provided on a competitive basis and is contingent on department budgetary constraints. Students are encouraged to seek funding sources outside the program whenever possible and are encouraged to obtain a paid internship during the summer semester of graduate study. The Office of Academic Affairs sets requirements on timing for tuition rates and eligibility for undergraduate scholarships and graduate assistantships.

* University of Arizona Graduate College Admission Requirements to the Accelerated Master's Program: http://oirps.arizona.edu/CURRICULUM/AMP_Admission_Requirements.html

Notes:

The University of Arizona Accelerated Master's Program: http://catalog.arizona.edu/2009-10/policies/amp.htm

Admission requirements: http://oirps.arizona.edu/CURRICULUM/AMP_Admission_Requirements.html

Degree & Tuition policies: http://oirps.arizona.edu/CURRICULUM/tuition_policies.html

HLT Program fee: $250 program fee per semester.

I. Joint ANLI Program requirements

1. Program Requirements

Ling	Anth
Ling 503 Syntax	Anth 608A (Anthro Theory I)
Ling 510 Phonology	Anth 608B (Anthro Theory II)
Ling 697A Prelim	Anth 680 (Foundations of Ling Anthropology)
Ling 595 A Colloquim	
(**10 credits total**)	(**9 credits total**)
(written comprehensive paper)	(written comprehensive exam)

AND

One of:
Ling 515: Phonetics
or Ling 507: Statistical Analysis for Linguists

One of:
Anth 620: Linguistic Field Techniques
or Ling588: Linguistic Elicitation and Documentation

(**6 credits total**)

AND

Elective Ling Requirements	Elective Anth Requirements
	12 additional credits
Students must have taken	of ANTH courses
one course from at least	chosen from:
five of the Core Groups	Anth 576 Language and Culture
(overlap between	Anth 580 Historical Linguistics
"Core Group" requirement	Anth 583 Sociolinguistics
and 515, 507, 588 requirements	Anth 589 American Indian Languages
above allowed.)	Anth 679 Language and Ethnography
	Anth 696C Topics Seminars

= minimum of 46 credits of coursework from the two departments, if student fully exploits allowed overlap. Of course students may take additional courses if they wish.

AND minimum 18 units of dissertation credits (Graduate College requirement)

= 64 credits required coursework

2. Additional information re ANLI program

- Students may choose to complete an MA degree en route to their Ph.D. They may choose to complete the MA in Linguistics or in Anthroplogy; the requirements laid out for an MA degree in the corresponding graduate handbook will apply.
- Students may be promoted to "associate" status after meeting the requirements for promotion laid out in the Linguistics graduate handbook.
- Students are required to take their oral comprehensive exam after completion of both written comprehensives and before the end of their fourth year of study.
- A student's comprehensive exam committee (for both written and oral) will consist of two Linguistics faculty, two Anthropology faculty, and one additional faculty member.
- A student's dissertation committee will minimally consist of two faculty members chosen from one department and a third faculty member chosen from the other.
- *Funding*: In 1999, a cooperative funding system was developed by the heads of the two member departments, according to which financial support for students in the joint program is to be shared equally. Students should thus expect a total of five semesters of fulltime (20 hours per week) funding from each department in their five years of study. Students are not permitted to hold more than a total of 20 hours a week of employment – a student who is supported at the 20 hour level in one department in a given semester should not request or accept funding from the other department, unless extraordinary circumstances arise (if they do, see both the graduate advisor and the department head). Coordinating this funding across the two departments is complicated, and students are strongly encouraged to meet with the graduate advisor of Linguistics each semester to discuss funding plans for upcoming semesters. Students requesting funding from Anthropology for a particular semester must do so in writing during the previous semester. See the graduate advisor of Anthropology for details.

J. Dissertation

After student passes the Oral Comprehensive Exam they are free to register for Dissertation units. At this time, or soon after, student will need to file the Graduate College's *Committee Appointment* form.

1. Dissertation Units

The department requires each PhD student to complete at least 18 dissertation units. Thus the total minimum credit requirements for the PhD degree in linguistics is 63 (36 major + 9 minor + 18 dissertation).

2. Dissertation Prospectus.

The dissertation prospectus is a document laying out the nature of the problem the student intends to focus on for the doctoral dissertation. The prospectus demonstrates that (a) the problem selected is of the appropriate scope, importance, and relevance for a dissertation; (b) the student controls the core literature for the topic selected; (c) the student has selected a reasonable

approach (theoretical and methodological) to follow in solving the problem, at least in the initial stages of research. The dissertation prospectus shall be approved by the entire dissertation committee within FOUR MONTHS of passing the oral exam. ***The student shall meet with dissertation committee as a group to discuss the format and content of the prospectus*** as soon as possible after completing their oral comprehensive exam. There is no set length of a prospectus, but typical length is between 5 and 20 pages.

3.   Dissertation Committee

The dissertation committee consists of no less than 3 faculty. The advisor must be on the faculty of the Linguistics Department. Outside members from other departments and universities are permitted with the permission of the student's advisor and approval of the graduate advisor. The choice of committee members is otherwise up to the student. The committee should be assembled prior to writing the dissertation prospectus (see above). Under no circumstances should the committee be assembled after the dissertation has been written (however, changes to the committee are possible throughout the dissertation writing process with the permission of the student's advisor and/or the graduate advisor.)

4.   Dissertation Content and Timeframe

The dissertation represents a student's original research and their first work as a truly professional linguist. There is no minimum or maximum length for the dissertation. The emphasis in the dissertation is on the quality of work. This can be judged solely by frequent feedback from the dissertation committee. Dissertators should meet regularly with their committees to discuss among other things: writing and research strategies, organization, length, content, and a timeline for completion. (Students should note that the organization of the program discussed here gives only one year for the writing of the dissertation assuming a 4 year program.)

5.   Oral Dissertation Defense.

The final examination, or "dissertation defense", takes place upon completion of a draft of the dissertation that is satisfactory to the student's entire dissertation committee, which must have at least three members. The entire committee must be present for this examination, which may last no longer than three hours. (There is no minimum time requirement.) The beginning of the examination, at which the student presents a summary of her or his dissertation research results, is open to the public. The public may be invited to ask questions after this presentation is made, and then is excused, so that the committee may ask further questions of the candidate in private before it makes its recommendations concerning the dissertation defense. To pass the dissertation defense, the candidate must receive a "Pass" vote from no less than all but one of the examiners[3].

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[3] Clarification, added May 4, 2008. Grad College requirements specify that in the event there is a 3 person committee <u>all three</u> members must vote "pass", in order to pass.

6.   Filing the Completed Dissertation.

The last step in the quest for the Ph.D. is to file a completed, proofread, polished version of the dissertation with the Graduate College. See Jennifer Columbus for the list of formatting requirements specified by the Graduate College – they are extensive. Dissertations not meeting those requirements will not be accepted, and may delay graduate. The final dissertation must be signed by all the appropriate parties.
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VI.   Progress and Evaluation.

During the course of their graduate education, students in linguistics must master the intellectual foundations and techniques on which current scientific understanding of the human language faculty is based, and learn to advance this understanding through their own efforts. Evidence of success in this endeavor may be seen in a wide variety of ways, among them: class performance; written exercises and problem-sets; analytic exercises; and most importantly, independent research papers. Evaluation of student performance is equally complex, involving judgments concerning the mastery of such specific skills as expository ability; scholarly knowledge; the ability to formulate hypotheses on the basis of appropriate empirical observation and soundness of argumentation. Responsibility for evaluation rests with students and faculty. Student success depends on an ability to recognize both achievements and areas of potential improvement. To make the assessment of student work more accurate and more conducive to long-range progress, faculty members are expected to evaluate student work along separate dimensions of the kind referred to above. First year and second year evaluations by faculty are mandatory. Faculty are strongly advised to actively provide evaluation and feedback through out a student's career.

A.   First Year Evaluation

At the end of the first year, graduate students receive an assessment of their performance. These assessments are carried out in writing by all faculty whose appointments are in linguistics and who have worked in some significant capacity with the student that year. The student's advisor (not the graduate advisor) summarizes these comments, and expresses the summary in writing to the student, and orally in a meeting held as soon as possible after the end of the first year's classes. A copy of this summary is sent to the graduate advisor. A second copy is placed in the student's permanent file.

The purpose of the first-year review is to inform students of the faculty's judgment of their overall progress and to point out both perceived strengths and possible targets of improvement, on the basis of collective discussion of student work through the first year. If a student is judged not to be doing well in particular areas, the commenting faculty may recommend (i) that the student take additional coursework in weak areas; (ii) that the student discontinue in the program after the MA degree; or (iii) that the student not continue in the graduate program. In any case, students are encouraged to discuss their progress periodically with the graduate advisor, with their academic advisor, and also with faculty members most familiar with their work.

B.   Second Year Evaluation

A similar review is undertaken midway through the second year, as a follow up to the first-year evaluation. Written comments from faculty who have worked with the student in the third and forth semesters are sent to the student's advisor, who synthesizes these comments into a written evaluation summary, which is given to the student and the graduate advisor, and placed in the student's file. If the evaluation is negative, the advisor consults with the graduate advisor and all relevant faculty to determine a course of action. The courses of action are the same as those for the first year evaluations

C.   Evaluations after the 2nd year

After completing the second year, the student will have numerous milestones by which to judge their progress, including the 2nd written comprehensive, the oral exam, the dissertation prospectus evaluation, and the dissertation defense. However, students are strongly encouraged to meet regularly with their advisors and committees for feedback on their progress. This is especially important in the dissertation writing stage of the degree program.

D.   Good Standing

A student must meet the following criteria to remain in Good Standing (i.e., eligible for degree, eligible for funding.)

1) Students must maintain a minimum a 3.5[4] GPA for the Ph.D program in linguistics, ANLI or the MA program in NAMA. The MS in HLT requires an overall GPA of 3.0, but students must maintain a 3.5 GPA in their classes with a LING prefix.

2) In any semester, if a student is taking 2 or more classes, they may not receive more than one non-A grade in any class with a LING prefix that semester.

3) As a consequence of (1) above, students must not be on academic probation. The following URL states the Graduate College policies on academic probation and conversion to non-degree status:

http://grad.arizona.edu/Current_Students/Policies/Academic_Probation.php

Please note that students who fall below the minimum GPAs for two consecutive semesters will be automatically converted to non-degree status. Programs may allow students to continue to take graduate courses in non-degree status. Students can apply for readmission to a degree program as early as the semester after their conversion to non-degree status if they achieve a cumulative grade point average of at least 3.5 (3.0 for HLT) through additional graduate course work. A re-admission request must be supported by the head of the major department and approved by the Dean of the Graduate College. There is no guarantee of re-admission.

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[4] The minimum required by the graduate college is 3.0; the department of linguistics has a higher bar of 3.5.

4) Students must perform satisfactorily in their TA/RA capacities (as evaluated as appropriate by their research supervisors, the instructors they are teaching with, and TA coordinator/supervisor), if applicable. This criterion will affect funding eligibility but will not affect degree status. Students are entitled to see their evaluations, and discuss and appeal the evaluation through the usual channels (see sections VII.C and VII.D of this handbook)

5) At all times, students must have one of a mentor (year 1) or advisor (year 2+) or dissertation chair (after advancement to candidacy). Students may change advisors/mentors/chairs at any time but they must never be without one.

6) Students must conform to the University's code of conduct.
http://dos.web.arizona.edu/uapolicies/scc5308abcd.html

7) Students must make satisfactory academic progress at all times, as defined below in section E. See the following URL for the graduate college policies on Satisfactory Academic Progress. Note that the linguistics department requirements for satisfactory academic progress are more stringent than those of the grad college:
 http://grad.arizona.edu/Current_Students/Policies/Satisfactory_Academic_Progress.php

E.   Satisfactory Academic Progress

1. Students may have no more than 1 incomplete at any given time otherwise they will be not be making satisfactory academic progress.

2. Benchmarks
a) LING Ph.D.
     The following benchmarks must be achieved to maintain satisfactory academic progress towards the degree in the Linguistics Ph.D. program. (Please note that these are MINIMUM requirements, the requirements of the program in general are more extensive than these):

     Year 1: completion of 4 core courses including the required 503 and 510. Completion of TA training.
     Year 2: completion of 4 core courses, 1st comprehensive & 1 instance of LING697a.
     Year 3: filing of MA paperwork (if appropriate), filing Doctoral Plan of Study, complete 2nd comprehensive paper & 2nd instance of LING697a. Oral exam must be completed before the beginning of year 4. Submission of dissertation prospectus.
     Year 4. all core coursework must be completed, satisfactory work on dissertation.
     (Year 5: dissertation complete and defended)

Ph.D. Students in the LING program are strongly discouraged from extending their dissertation work beyond year 5. If this does occur, students may be eligible for a degree, but not eligible for any funding from the department. Under no circumstances should a student take more than 5 years after passing their oral comprehensive. (Following Grad college policy, 5 years after

passing their orals, students' core courses expire and they would have to petition for readmission and retake the core requirements).

b) ANLI Ph.D

The following benchmarks must be achieved to maintain satisfactory academic progress towards the degree in the ANLI Ph.D. program. Note that these follow in most respects the benchmarks for the Ph.D. in Linguistics, since ANLI students will want to be eligible for GTA support in Linguistics. For ANLI students, "core courses" in years 1 and 2 may include required courses in Anthropology. (Please note that these are MINIMUM requirements, the requirements of the program in general are more extensive than these)

Year 1: Completion of 4 core courses including the required 503 and 510. Completion of TA training.
Year 2: Completion of 4 core courses.
Year 3: Filing of MA paperwork (if appropriate), filing Doctoral Plan of Study, completion of ling comprehensive paper and instance of Ling 697A.
Year 4: Completion of comprehensive examination in Linguistic Anthropology. Oral examination must be completed by the end of Year 4. Submission of dissertation prospectus.
Year 5: All core coursework must be completed, satisfactory progress on dissertation fieldwork or writing.
Year 6: Dissertation should be completed and defended.

Ph.D. Students in the ANLI program are strongly discouraged from extending their dissertation work beyond year 6. If this does occur, students may be eligible for a degree, but not eligible for any funding in linguistics and are a low priority for funding from Anthro). Under no circumstances should a student take more than 5 years after passing their oral comprehensive. (Following Grad college policy, 5 years after passing their orals, students' core courses expire and they would have to petition for readmission and retake the core requirements).

c) NAMA
Since NAMA is a year program, the benchmarks will be delineated by semesters. (Please note that these are MINIMUM requirements, the requirements of the program in general are more extensive than these)

Summer 1: **6 credits completed**
Completion of Ling 500 at the American Indian Language Development Institute, plus one additional course offered at AILDI.
Fall 1: **10 credits completed**
Completion of Ling 597a and two additional courses from approved list of courses. Complete a 20 page rough draft of grammatical sketch of heritage language.
Spring 1: **10 credits completed**
File Plan of Study with department and Graduate College.
Complete Ling 597a. Complete the next 20 pages of the grammatical sketch.
Summer 2: **6 thesis hours**

Complete the full grammatical sketch as thesis paper. Submit thesis to committee for evaluation.

d) HLT
This is a 1.5 or 2-year program. (Please note that these are MINIMUM requirements for the purposes of satisfactory academic progress, the requirements of the program in general are more extensive than these)

Fall Year 1:   **9 units completed**
Required courses: 538, 503 & 578

Spring Year 1:**9 units completed**
Required courses: 539, 581 & 508
Choose Major Advisor
File: Master Plan of Study, Graduate College

Summer Year 1: **6-9 units completed**
Start Required Internship: 593a

Fall Year 2:   **6-9 units completed**
HLT Electives, choose 2 or 3 courses

Spring Year 2:**6 units completed**
HLT Electives, choose 2 or 3 courses\
Complete Internship, submit portfolio
File: Master's Completion of Degree form, Graduate College

3. Exceptions to the benchmarks & incompletes:

In the event that a student must deviate from these benchmarks or must violate the incomplete policy for reasons outside of their control, they should petition the faculty for an alternative set of benchmarks, which will be recorded in a letter signed by the student, the student's advisor, the graduate advisor, and the department chair, and stored in the student's file in the Graduate Coordinator's office.

VII. Other Important Information

A.   Advisors:

Every incoming student is assigned a faculty member as his/her first year advisor. Students are required to meet with their advisors on a regular basis. Students are not obligated to conduct their research in the area of specialization of their assigned first year advisor. During the second year of their studies, students may choose their research advisor in the area of their interest. No Linguistics graduate student should be without a faculty advisor at any point in her or his

progress through the program. The advisor will help a student plan her or his program and provide counsel on problems the student might have.

　　To choose your research advisor, first ask the desired faculty member to serve in this capacity; if the faculty member consents, notify your first year advisor and the graduate advisor of the change. Remember that your research advisor must be a member of the Linguistics Department. Keep in mind that your education is a collaborative effort between you and the faculty. You need to have an advisor who you respect and find rewarding to work with, and who you can see regularly for advice and discussion of your progress and plans at all stages of the program. Be proactive: if you want to do something, or need a resource to aid your studies and research, ask!

B.　Incompletes:

No incompletes will be given in the core courses. A student cannot have more
than one incomplete at any one time. Students are urged to take care of all incompletes
prior to the beginning of the following semester, and to provide the faculty with sufficient time
to read papers. Students do not have an automatic right to an incomplete in any course – taking
an incomplete (and a concrete plan to make it up) is to be negotiated in advance with the
professor.

C.　Petitions:

Modifications in the program can be handled only by a petition.

Petition Process

1. In order to replace any core course (including *Professionalism* and *Colloquium*), student must write a petition which needs approval by:

   c. the research advisor or mentor,
   d. the faculty members who teach both courses regularly, and
   e. the graduate advisor.

2. Small changes* (e.g. substituting a single class, not a core course) should be approved by

   A. the advisor, and
   B. the Graduate Advisor.

*Examples: For replacing courses in a major. / Using LSA courses to fulfill major course or minor course.

3. New major or minor should be developed with

   A. the major advisor,
   B. the minor advisor where applicable,
   C. and be approved by the Graduate Advisor (or some other neutral person).

D. In cases of disagreement, faculty from the relevant field and the curriculum committee should be consulted.

E. Petitions requiring faculty vote should be a last-resort option, and only made for very significant changes/requests.

4. Petitions for extensions to the deadline for written comprehensive papers are decided by the student's committee.

D.   Grievances:

Any graduate student with a grievance may at any time, without fear of retribution, discuss her or his grievance with the graduate advisor or the department head. A student who is dissatisfied with the Department`s response to a grievance may contact the associate dean of the Graduate College to discuss the problem and explore the resolution.

E.   Promotion from Teaching/Research Assistant to Teaching/Research Associate:

After completing core course requirements (500-level core requirements) and after receiving a Pass on the 1st written comprehensive paper, student achieves associate status; associate status is made official by the University of Arizona after student files both the Graduate College *Master's Plan of Study* form and *Master's Completion of Degree Requirements* form. **NOTE: STUDENT MUST RECEIVE A PASS ON FIRST WRITTEN COMPREHENSIVE PAPER <u>NO LATER THAN AUGUST 1ST</u> IN ORDER TO BE PROMOTED TO ASSOCIATE.**

M.A. Requirements:

a.   30 graduate units at this university
b.   Completion of the 4th semester
c.   Must pass 1st written comprehensive by August 1st and must file MA forms paperwork (see UA 'paperwork' defined below) by August 1st (prior to the beginning of the Fall {5th} semester:

1. File the Graduate College's Master's Plan of Study form:
http://grad.arizona.edu/My_GradColl/Forms/

2. File the Graduate College's Master Completion of Degree Requirements form:
http://grad.arizona.edu/My_GradColl/Forms/

3. Graduate College specifies that the minimum amount of units for an M.A. degree is 30 units; if student doesn't have 30 units of M.A. (graduate level work in Linguistics coursework), student cannot file.

d.   Completion of all MA requirements including all Linguistics required core courses and an acceptable M.A. paper (which can be a comprehensive paper).

NOTE: Incoming Linguistics PhD students who have received non-Linguistics MA degrees from the University of Arizona and students with MA or MS degrees in any area from another university cannot be promoted to the Associate pay level in Linguistics until students have completed all Linguistics PhD core course requirements, completed the 4th semester, completed 30 graduate units, M.A. Paperwork (for students with MA degrees from other Universities; n/a for students with UA M.A. degrees), and 1 comprehensive paper.

F.   Rights and Responsibilities of TAs and RAs in the Department of Linguistics:

1.   *Responsibilities*

The responsibilities of Teaching Assistants and Associates may vary somewhat depending on the nature of the class in which they are assisting. However, a TA can expect to be responsible for:

        a. grading homework assignments, quizzes and examinations
        b. holding office hours on a regular basis
        c. conducting whatever discussion sections are associated with the lectures.

A TA may also be asked to give an occasional lecture, to assist in the preparation of examinations, and to help assign final grades. In these activities, however, assistance is the key word; a TA will not be expected to take full responsibility for these tasks. In addition to their responsibilities during the semester, all TAs are required to attend the orientation and training meetings at the beginning of each year. See the TA-coordinator for details. The responsibilities of Research Assistants and Associates are defined by the faculty member for whom the RA is working. Tasks may include running experiments, doing library research, proof reading, indexing, and filing, etc., depending on the professor's needs and the student's capabilities. RAs are strongly encouraged to undergo orientation and training meetings for TAs.

2.   *Time Expectations*

TA and RA positions are associated with the following time expectations[5]:
        half-time :   maximally 20 hours per week
        third-time: maximally 13 hours per week
        quarter-time: maximally 10 hours per week

These are averages, and guidelines. However, a TA or an RA is expected to be fully prepared at all times. The amount of time required may vary with the point in the semester and with the particular TA or RA, according to background, previous experience, and basic ability. That is, it is entirely possible that the time involved in an assignment during any given week will be more (or less) than the average given above. TAs and RAs have the right to expect reasonable time to accomplish such tasks as grading and to be given reasonable notice for extraordinary requests.

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[5] The terms "half-time", "third-time", and "quarter-time" are confusing, and a result of the way the University keeps its financial accounts. We regard a 20-hour per week TA or RA assignment to be the maximal appropriate assignment for any full-time graduate student. The University's definition of "full time" is based on a 40-hour-per-week definition, and so a graduate student with a complete support package from the Department is nonetheless called a "half time" employee by the University. The best way to avoid confusion is to pay attention to the number of hours per week a given assignment carries.

An "extraordinary request" is any activity which requires more during a given week than the amount of time specified above. Thus, no student should be asked to do more than 20 hours of work (or 13, or 10 for partial appointments) in any given week unless substantial lead time is given for that assignment. In no case is a professor permitted to expect more than this amount of average time from a TA or RA on a regular basis.

3.   Performance

A TA or an RA who is not performing adequately must be warned in writing by the faculty member to whom he or she is assigned, with a copy to the graduate advisor. Continued failure to perform will result in the student not being renewed for the next semester.

The Graduate College's *2005 - 2006 Hiring Manual* for graduate assistantships and associateships outlines why and how a GA appointment might end early (http://grad.arizona.edu/gcforms/waiverproc2.pdf, p. 11): "In some circumstances, a GA's supervisor may find it necessary to terminate a GA before the end of his or her appointment period. The reasons for a premature termination may include, but are not limited to: academic misconduct, excessive absences, misconduct in assigned duties, and breach of the UA Code of Conduct" (http://web.arizona.edu/~studpubs/policies/cofc.htm). To give some concrete examples, "misconduct in assigned duties" might mean lateness in carrying out one's duties (e.g., grading exercises, preparing research reports) or not following a supervisor's instructions (e.g., skipping topics or violating policies in his/her assigned syllabus, running subjects who have not been consented). Other examples might include rejecting the supervisor's pedagogical or methodological choices and eroding others' confidence in him/her (e.g., by telling undergraduates "if I graded your paper, you'd get an A"). This same manual spells out standards of professional conduct for teachers (p. 26, quoted below). As always, talking with your advisors and supervisors about these issues will help clarify your rights and responsibilities.

STANDARDS OF PROFESSIONAL CONDUCT

- As teachers, GAs encourage the free pursuit of learning and hold before their students the scholarly standards of their discipline. They will make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects the student's true merit. GAs will maintain a sufficient number of office hours to provide opportunities for students to seek guidance. They accept the responsibility to conduct each course they have agreed to teach or assist in teaching in general conformity with the content, format and official description of the course as established by the faculties and approved by the President and the Arizona Board of Regents. They are expected to conduct their classes and examinations at all regularly scheduled times and places. Whenever emergencies such as illness or accident prevent a GA from meeting a scheduled class, he or she should notify the department head/chairperson or immediate supervisor as promptly as possible so that they may arrange a replacement.

- Each member of every university community has a special obligation to preserve intellectual freedom, to respect the rights and dignity of others, to acknowledge the right of all to express differing opinions in a responsible manner, and to promote conditions that foster the free exchange of ideas.

4.   Continuing Appointments

The Department makes every effort to support all students who were admitted with funding through their career, up until the end of their fourth year, so long as the student remains in good academic standing. Students are sometimes funded beyond the fourth year, but only when there are available funding slots; students in years 1-4 are given priority, as the Department views the PhD. program as essentially a four-year program of study.

Appendix A.   Sample Student Schedule

What follows is a sample schedule of a student with a major option in Syntax and a minor option in Computational Linguistics.

Key to Core Course Requirements:
S1 = First Semester Syntax Requirement
P1 = First Semester Phonology Requirement
S = Syntax/Semantics Group
P = Phonology/Phonetics Group
M = Morphology/Typology etc. group
C = Computational Group
F = Foundations Group
PS = Psycholinguistics

(this sample student has elected to drop "Psycholinguistics" as the one area that they are allowed not to pursue for the core)

Semester 1

Course	Units	Core	Major Units	Minor
LING 503 Syntax I	3	S1	3	
LING 510 Phono I	3	P1	3	
LING 501 Formal	3	F		3

Semester 2

Course	Units	Core	Major Units	Minor
LING 504 Syntax II	3	S	3	
LING 514 Phonology II	3	P	3	
LING 505 Theories of Grammar	3		3	

Semester 3

Course	Units	Core	Major Units	Minor
LING 538 CompLing	3	C		3
LING 522 Lex Sem	3	M	3	
LING 535 Morph	3		3	

Core requirements completed.

Semester 4

Course	Units	Core	Major Units	Minor
LING 515 Phonetics	3		3	
LING 697A Comprehen	3		3	
LING 696A Syn Sem	3		3	

Written Comp 1 completed

Semester 5

Course	Units	Core	Major Units	Minor
LING 578 Speech Tech	3			3
LING 535 Morph	3		3	
LING 697 Compreh	3		3	

Minor requirements completed
Written Comp 2 completed
LING 697A requirement completed

Semester 6

Course	Units	Core	Major Units	Minor
LING 696A Syntax	3		3	
Options & diss credit				

Major requirements completed
Seminar requirements completed
Oral exam completed
Begins work on Dissertation prospectus.
Professionalism course is taken after the 6th semester.

<u>Summary of activities</u>
YEAR ONE
        Core course work
YEAR TWO
        Completion of Core Course work
        Doctoral Plan of Study
        Filing for an MA Degree
        First Comprehensive Exam
YEAR THREE
        Finish up remaining course work
        Second Comprehensive Exam
        Oral exam
        Choosing the Dissertation Committee
        Dissertation Prospectus
YEAR FOUR

1 credit Professionalism class
Writing your dissertation, finishing, defending, and filing it.

Appendix B: Department of Linguistics
The University of Arizona
Written Comprehensive Examination Committee Agreement
(Formerly known as Preliminary Exam)

The undersigned faculty members (minimum 3, maximum 5) have agreed to serve as members of the written comprehensive examination for:

_____

Student's Name

_____

Working title of paper

The final draft of the paper is due no later than 5:00 p.m on the last day of classes. The Committee agrees to make its decision concerning the paper by two weeks later.

_____

Committee Chair or Main Advisor

_____

Committee Member 1

_____

Committee Member 2

_____

Committee Member 3

_____

Committee Member 4

Appendix C.
Major Milestones and Student Requirement Checklist

PART 1.   COURSE REQUIREMENTS

☐ *Core Course Requirements*
    ☐ LING503
    ☐ LING510
    ☐ <u>FIVE</u> OF THE FOLLOWING <u>SIX</u> AREAS

☐	Computational	Course Number _____
☐	Foundations	Course Number _____
☐	Phonology and Phonetics	Course Number _____
☐	Psycholinguistics	Course Number _____
☐	Syntax and Semantics	Course Number _____
☐	Morphology/Typology	Course Number _____

☐ *Other Course Requirements*
    ☐ Professionalism Course
    ☐ Seminar #1   Course Number _____
    ☐ Seminar #2   Course Number _____
    ☐ LING697a First time
    ☐ LING697a Second time

PART 2.   SPECIALIZATION REQUIREMENTS

☐ Filed Doctoral Plan of Study (filed no later than the end of the third semester)
    http://grad.arizona.edu/My_GradColl/Forms/index_doct_pdf.php

☐ Major Option Requirements   Major Option Area _____
                          NOTE: On the plan of study: the major should be listed as <u>linguistics</u>. (not syntax/phonology etc.)

        List courses taken for major option: (<u>Must total at least 36 units</u>. May not overlap with courses listed for minor below, but may (in fact will) overlap with *core* requirements above). This information must be listed on THE DOCTORAL PLAN OF STUDY

☐   Minor Requirements   Minor Option Area _____
NOTE: On the plan of study: the major should be listed as <u>linguistics</u> (or the relevant department) not syntax/phonology etc.)

List courses taken for minor (Must total 9 units. May not overlap with courses listed for the major above, but may overlap with core requirements). This information must be listed on THE DOCTORAL PLAN OF STUDY.

PART 3.   MASTER DEGREE REQUIREMENTS

(not applicable to students who already have an MA degree from the University of Arizona).

☐   File MA Plan of study form. (Do **_not_** list exam paper title as "thesis title")
☐   Complete 30 units
☐   Committee passes exam paper (the exam paper may, but need not be, the student's first Written Comprehensive exam)
☐   Completion of Degree form

Successful completion of the M.A. Examination. Each student who wishes to obtain the M.A. degree in linguistics must submit <u>during the spring semester of the second year</u> of full-time graduate study a research a paper on some topic in linguistics. The <u>first comprehensive paper may serve as the MA paper</u>. It must be passed by the student's committee.

File the *Master's Plan of Study* form:
http://grad.arizona.edu/My_GradColl/Forms/index_masters_pdf.php

File the *Master's Completion of Degree Requirements* form:
http://grad.arizona.edu/My_GradColl/Forms/index_mcdr_pdf.php

All forms must be handed in to Jennifer Columbus.

PART 4.   ORAL COMPREHENSIVE EXAM

☐   Written Comprehensive Examination Committee Agreement 1 (The form is in this handbook right before this checklist)
☐   Distinctness proposal
☐   Written Comprehensive #1
☐   Written Comprehensive Examination Committee Agreement 2 (The form is in this handbook right before this checklist)
☐   Written Comprehensive #2

☐   Oral Comprehensive Exam (taken no less than 5 academic weeks after completion of the 2nd written.)

☐ Results of Oral Comprehensive Exam

Prior to the Oral Comprehensive Exam student must download the UA's *Results of Oral Comprehensive Exam for Doctoral Candidacy*. The student will then take the form to the exam where the committee will record the results and provide the requested signatures. A representative of the committee will bring the form to the Graduate College at Admin 316 within 24 business hours of the exam. Form may be downloaded via the Graduate College website: https://grad.arizona.edu/gc/forms/compre

PART 5.   COMMITTTEE APPOINTMENT

After student receives a pass on the Oral Comprehensive Exam, the Graduate College will automatically 'advance student to candidacy.'

Committee Appointment Form: This form will be required after student passes Oral Comprehensive Exam and after student has a dissertation chair; please note that the final oral defense cannot be scheduled until at least 6 months after the Graduate College receives the *Committee Appointment* form form. The *Committee Appointment* form allows the Graduate College to verify committee membership and human/animal subject approval, so it is important that students submit it as soon as possible. Students may add committee members or make changes to the committee, the dissertation title, or the expected completion date as necessary by contacting their program's degree auditor (Kathy Moser) in Graduate Degree Certification.

NOTE: The Candidacy fee, the dissertation processing fee, and the archiving fee (total of $135) will be assessed when the student passes the Oral Comprehensive Exam. In those rare cases in which a student has another semester of required coursework, advancement to candidacy may be delayed until courses are finished

Committee Appointment form link:
https://grad.arizona.edu/gc/forms/blankForms

Once this form is complete, pass it on to Jennifer.

PART 6.   DISSERTATION

☐   At least 18 dissertation units
☐   Dissertation prospectus (must be approved by entire dissertation committee)
☐   Dissertation (!)
        ☐   Approved by committee to go forward for Oral Defense
☐   Dissertation Defense
☐   Filing of Dissertation & Application for degree
        ☐   Does the dissertation meet the Grad College formatting requirements?
        ☐   Have all the committee members approved the revisions and signed?
        ☐   Have you applied for your degree?

☐   Dissertation has been filed.

After student completes dissertation, they must defend it orally. At this stage student files the *Announcement of Final Oral Exam* form:
http://grad.arizona.edu/My_GradColl/Forms/index_final_pdf.php

This form requires all Committee signatures and must be submitted no later than seven working days before the defense.

It is the student's responsibility to notify Jennifer Columbus when they would like to defend the Dissertation. Jennifer will then find a time and location for the Final Oral Exam Defense

This checklist should not be assumed to be comprehensive. There may be requirements missing from this list. Consult often with your advisor; the graduate coordinator and the graduate advisor.

List of required Graduate College forms:

Doctoral Plan of Study (file during 3rd semester)
Master's Plan of Study
Master's Completion of Degree Requirements
Results of Oral Comprehensive Exam for Doctoral Candidacy
Committee Appointment
Announcement of Final Oral

Graduate College link listing above required forms: https://grad.arizona.edu/gc/forms/blankForms