

LINGUISTICS, GRADUATE COURSES

NB: The following courses are part of the Linguistics Graduate Program. For further information about courses see the School of Graduate Studies section or contact the MA LING Graduate Program director.

LING 513 Sociolinguistics (3 sem. hrs.)

The course examines language within its social context through dealing with topics such as dialect and language definition, the role of the mother tongue in defining self-identity, language attitudes, the maintenance, loss, shift or spread of language domains, multilingualism, and sociolinguistic survey. Also, a means of helping students develop realistic expectations and appropriate approaches for linguistic issues in cross-cultural field work, attention is given to an overview of language study within a worldview context, to sociolinguistic factors affecting literacy programs, and to methods of second language acquisition. (3-0; 0-0)

LING 555 Historical and Comparative Linguistics (3 sem. hrs.)

This course introduces students to language change. It considers how and why languages change and the role of language contact. It also presents different theories and methodologies useful for historical and comparative linguistic investigation. Through a series of guided assignments, students investigate a number of related existing languages from a non-Indo-European language family and reconstruct significant elements of the phonology, morphology, and lexicon of the proto-language. (3-0; 0-0)

LING 560 Syntax and Semantics (3 sem. hrs.)

This course introduces the rich variety of syntactic structures found in human language. Students examine features such as grammatical categories, simple clauses and constituent order typology, grammatical relations, and multi-clause constructions. Discussion of these and other topics is applied to the analysis of a text in a non-Indo-European language, for which each student also writes a short grammatical description (grammar sketch). The emphasis of the course is on understanding how language is used, and seeking to explain how language forms are themselves shaped by their use. (3-0; 0-0)

LING 566 Principles of Sociolinguistic Survey (3 sem. hrs.)

This course introduces the students to the rudiments of linguistic and sociolinguistic survey. As such students exposed to methods of linguistic documentation: the determination of language and dialect boundaries including lexical similarity and inter-variety intelligibility. Further, students are presented with sociolinguistic profiling including tools for the assessment of bilingual proficiency, models for assessing language attitude, documentation of language use, the collection of evidences for language maintenance or shift, and techniques for the identifying language endangerment. The focus is on purpose-driven language survey design and appropriate subsequent reporting of the findings. Consideration is given to current issues in social science research such as the ethics of sampling, and statistically significance of sample populations. (3-0; 0-0)

LING 570 Language and Culture Acquisition: Theory and Praxis (3 sem. hrs.)

This course introduces students to theories of second language and second culture acquisition. Students develop and evaluate self-directed strategies based on personal learning styles. Practical experience in the above topics is gained by working with a speaker of a non-Indo-European language. (3-0; 0-0)

LING 574 Literacy Materials Development (3 sem. hrs.)

This course teaches students how to prepare basic pedagogical materials and early readers in languages that

may not have a long written tradition. Special emphasis is given to teaching techniques for involving the local language community in the production of these materials. (3-0; 0-0)

LING 576 Acoustic Phonetics (3 sem. hrs.)

This course introduces students to fundamental principles of acoustics that are relevant to the study of human speech sounds. Students gain a basic understanding of properties of speech sound waves and learn to investigate these properties instrumentally using acoustic analysis software. Students gain extensive practice interpreting acoustic displays such as waveform graphs, fundamental frequency graphs, and spectrograms. A major focus of the course is the effective use of these displays as an aid to correctly transcribing speech sounds and understanding their phonetic properties in the context of descriptive phonetic and/or phonological fieldwork. Significant attention is also given to the complex interrelationships among acoustic, articulatory, and perceptual correlates of speech sounds. (3-0; 0-0)

LING 580 Field Method: Data Management and Analysis (3 sem. hrs.)

This course introduces students to aspects of linguistic fieldwork with an emphasis on practical methodology for managing and analyzing language and cultural data. Working with a native speaker of a non-Indo-European language, students gain experience in various aspects of fieldwork such as data collection and linguistic analysis. A significant part of the course is devoted to teaching students how to use current software that is useful for archiving language and cultural data. They also learn to use software that aids in managing data in a manner that is conducive to solid analysis.

Co-requisites: LING 560, 570. (3-0; 0-0)

LING 581 Anthropological Linguistics: Ethnography (3 sem. hrs.)

This course introduces crucial concepts in anthropology and ethnography to linguists. It focuses on cross-cultural communication with an emphasis on participant observation as an effective methodology for such research. Students collect and analyze data related to topics such as oral traditions, kinship, and social structure. They are introduced to various tools for ethno-semantic analysis, including analysis of cultural themes and worldview, semantic domain analysis, and taxonomic analysis. Prerequisite: LING 210 Language and Society or equivalent introduction to sociolinguistics. (3-0 or 3-0)

LING 582 Issues in Community Literacy (3 sem. hrs.)

This course takes an in-depth look at the issues affecting community literacy. Attention is given to program management issues such as curriculum development, capacity building for community members, and assessment of the impact of literacy programs on the community. Another important focus is the provision of multilingual education in developing nations. Co-requisite: LING 584. (0-0; 3-0)

LING 583 Language Programs Design and Management (3 sem. hrs.)

This course surveys the linguistic and social factors that shape a language development program and prepares students to serve local communities in the development of written material in vernacular languages. Special attention is given to the effect of a first and/or a second language in such programs. Students are introduced to a model of strategic planning that can assist a community to meet its own language development goals. (0-0; 3-0)

LING 584 Principles of Literacy (3 sem. hrs.)

This course covers methods used in the introduction of literacy to ethno-linguistic minority groups. It includes orthography design, consideration of socio-historical issues, strategies for literacy programs, stimulation of local authorship, reading theory and instructional methodologies. (3-0; 3-0)

LING 585 Principles of Translation (3 sem. hrs.)

This course covers the theory and practice of translating from a source language to a target language. It is designed to give the student the necessary skills for transferring meaning from one language to another. Discussion includes source language, target language, and cross-language transfer, with particular attention to the translation of Scripture. (0-0; 3-0)

LING 586 Advanced Phonology (3 sem. hrs.)

This course introduces students to advanced concepts of phonological theory. Employing the theoretical models they are learning, students develop a clearer understanding of the typological behavior of phonological systems by analyzing data from a variety of languages. Students are also taught how to integrate insights from phonological theory into the development of practical orthographies. (0-0; 3-0)

LING 590 Philosophy of Language (3 sem. hrs.)

This course examines a range of topics within philosophy of language. There is an overview of several works considered classics in the field (e.g., Wittgenstein, Quine, Searle, Alston, Grice), as well as critical review of major schools of thought in regard to language and criticism. Insights from linguistics and related disciplines, including textlinguistics and sociolinguistics, are considered in evaluating the schools of thought. (0-0; 3-0)

LING 611 Applied Phonology for TESOL (3 sem. hrs.)

This course examines a wide range of more advanced applications for phonological and phonetic frameworks. In addition to methods for teaching and integrating pronunciation in language teaching for several learner populations, from basic articulation training to discourse-level pronunciation instruction, students study relevant techniques from a number of academic disciplines which deal with relationships between speech, voice, body movement, and emotion. (Summer)

LING 612 Research Methods in Applied Linguistics (3 sem. hrs.)

This course develops student understanding of quantitative and qualitative research methods and familiarize them with research issues and statistics related to applied linguistics. In addition, students are guided through the methodology of action research and the process of topic choice for the Major Project (to be done in the internship). (Summer)

LING 650 Survey of Linguistic Theories (3 sem. hrs.)

This course introduces students to a wide range of linguistic theories. Students read and discuss original works written from various perspectives and gain in the process a clearer appreciation for the range of views that exist concerning the nature of human language and its syntactic, semantic, phonological, and discourse properties. Prerequisites: LING 560, LING 586. (3-0; 0-0)

LING 660 Problems in Morphology and Syntax (3 sem. hrs.)

This course continues to explore the various morphological and syntactic structures found in the world's languages. In addition to further study of topics previously introduced in LING 560 (Syntax and Semantics), students also examine features such as: inflection, derivation, and compounding; deixis; grammaticalization; and non-declarative speech acts. The emphasis is on solving problems that arise in data from a variety of language families and types. Students apply the course discussion to the preparation of a linguistic paper. Prerequisite: LING 560. (0-0; 3-0)

LING 680 Advanced Field Methods: Analysis and Writing (3 sem. hrs.)

Students analyze a non-Indo-European language by working extensively with a native speaker. A major focus in the course is on developing descriptive writing skills. Prerequisites: LING 560, LING 580, LING 586. (3-0; 0-0)

LING 688 Tone Analysis (3 sem. hrs.)

This course introduces students to a methodology of tone analysis, incorporating the insights of current theoretical approaches. Students also learn to apply insights from the analysis of a tone system to developing practical orthographies. Prerequisite or Co-requisite: LING 586. (3-0; 0-0)

LING 691 Discourse Analysis (3 sem. hrs.)

This course teaches students to analyze the discourse structure and pragmatic features of texts. Students describe typical features of different types of prominence and cohesion, chart texts, analyze discourse segmented into hierarchical units, and indicate evidence for foregrounding and backgrounding (or mainline and supportive information). Emphasis is given to the interface between syntactic forms and their pragmatic functions in discourse. Prerequisite: LING 560 (0-0; 3-0)

LING 695 Topics in Linguistics: Readings in Tone Theory (Sample) (3 sem. hrs.)

This course exposes students to a wide variety of literature in the field of tone theory. There is a strong emphasis on reading and understanding foundational material in the discipline as well as becoming acquainted with some of the more recent literature. (3-0; 3-0)

LING 697 Linguistics Thesis I (3 sem. hrs.)

The student, in frequent consultation with his/her advisor, selects a thesis topic and writes a thesis proposal. Once the proposal has been accepted by the student's thesis advisory committee, he/she begins writing the thesis. There are no formal classes. Prerequisite or Co-requisite: LING 680. (3-0; 3-0)

LING 698 Linguistics Thesis II (3 sem. hrs.)

The student, in consultation with his/her advisor, works towards completion of the thesis. Upon completion, the thesis must be defended orally before an examining committee. There are no formal classes. Prerequisite: LING 697. (3-0; 3-0)

LING 699 Linguistics Continuing Registration (0 sem. hrs.)

Continuing Registration maintains the student's enrolment in the program and is taken only when all required courses are complete and only as a continuation of an incomplete thesis or graduating essay. Enrolment in Continuing Registration is automatic, and although no credit is given for it, a fee is charged for each semester of enrollment. (3-0; 3-0) *NB:* Additional 500-level Linguistics courses are part of the TESOL Graduate Program. See the TESOL, Graduate Courses section of this Calendar for course descriptions.

MATHEMATICS

MATH 101 Introduction to Mathematics for Business and Social Sciences (3 sem. hrs.)

Basic concepts in mathematics with applications in business and social sciences. Topics include linear systems, quadratics, sequences, exponential and logarithmic functions. Applications include compound interest, annuities, and linear programming. This course is not intended for students majoring in Science and may not be used for credit towards a major, concentration, or minor in Mathematics. It may, however, be required of some Science majors who are not ready for MATH 105.

NB: Most Business majors take MATH 101 prior to taking MATH 120 unless their high school credentials are excellent or the results of a pre-test indicate they may go directly to MATH 120. Science majors take a screening test during registration, and depending on the results, enrol in MATH 101, MATH 105, or directly in MATH 123. Students intending a Mathematics major whose screening test results indicate they should take MATH 101 or 105 before MATH 123 should be advised that they are unlikely