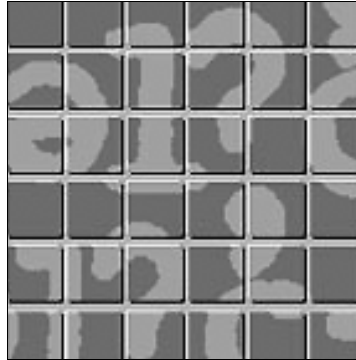


GRADUATE STUDENT HANDBOOK



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This Handbook has been updated as of October 13, 2008. Several readers have checked it for consistency, but errors may still remain. If you find any, please let the Graduate Advisor and the Chair know. If there is a disagreement between the body of the text and a document in the appendix, the appendix document is the authority.

Department of Linguistics Graduate Student Handbook 2008-2009

This Handbook is designed to be a resource for you as a matriculated graduate student of the M.A. or the Ph.D. program in Linguistics at the University of Colorado. In it you will find information about the faculty, the courses you should take, student activities, financial aid and grading policies, advising, and the requirements that are in effect as of the fall 2008 matriculation date. These are the policies and requirements that will apply to you during your course of study here. If there are revisions to the requirements while you are enrolled, and if you want to change your program to comply with the revised version, see your advisor. Revisions in rules will not be made retroactive without your consent.

The **Appendix** to this handbook contains the officially adopted text of the various course and examination requirements of our graduate programs, with effective dates.

All students are bound both by Departmental requirements and by **Graduate School requirements**. These are separate. Make sure you understand both sets. Authoritative information on Graduate School requirements is given in the **Graduate School section** of the **University Catalog**. Keep the Catalog and the Handbook for the year you have entered until you graduate, since together they govern your graduation requirements.

If you need general information that falls outside the listed topics, you can search the University's website, the University Catalog, or look at the current edition of "**Graduate Student Guide to Campus Life**". And of course, you can ask faculty, staff, and fellow students. Other things we cannot cover in the handbook, such as reading lists, websites, conferences, and outside jobs, are topics that could be covered by Linguistic Circle meetings or CU Linguistics Association (CULA), if you request them from the Linguistics students who are running those groups.

Exact current course offerings and course descriptions are not in this handbook. They are available in the office. To register for courses, you also need the current semester's **Boulder Campus Registration Handbook and Schedule of Courses**, issued by the registrar's office, and the official approval of your advisor.

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1. GOALS OF THE GRADUATE PROGRAMS IN LINGUISTICS

1.1. Goals of the M.A. program. The goal of the M.A. program in linguistics is to provide students with sufficient knowledge of linguistics to enable them to work in industry and organizations where the knowledge of linguistics helps in problem solving. The program also allows students to determine in a relatively short time whether they want to make research in linguistics their life-long career. Students who decide to do so may apply to the Ph.D. program at CU or at other institutions.

Most M.A. students elect a program of study whose main component is 30 semester hours of courses, at least 24 of them in linguistics. Student who wish to write an M.A. thesis take 30 semester hours, 4 to 6 of which are thesis hours. Students may also obtain the M.A. with a certificate in Cognitive Science, or with a certificate in Human Language Technology. Students who are admitted to, or elect to enroll in, the M.A. Program for TESOL Professionals (Teaching English to Speakers of Other Languages) have a course of study divided between general linguistics and TESOL-related subjects, including a practicum. Some of the TESOL courses are taught in the Schools of Education on the Boulder or the Denver campuses of the University.

If your goal is to enter the Ph.D. program, you may apply in your second or third semester with us, and you do not need to complete the M.A. before starting the Ph.D.

1.2 Goals of the Ph.D. program. The goal of the Ph.D. program is to prepare graduates who can design and conduct their own empirically-based research programs with a keen eye to their theoretical implications. Ph.D. students prepare for a career in academic research and teaching or applied linguistics, completing theses in the fields where this Department is strongest: description of Native (North) American and Chadic (Central African) languages, sociolinguistics, interaction and grammar, speech recognition, computational linguistics, psycholinguistics, neurolinguistics, first language acquisition, phonetics, laboratory phonology, functionally oriented syntax, and related areas in cognitive science and language disorders, including a Ph.D. in Linguistics and Cognitive Science. The goal of the program is to prepare graduates who can design and conduct their own empirically based research programs with a keen eye to their theoretical implications.

Doctoral students complete a core of required courses that provide a firm foundation in linguistic theory and methods. These courses are supplemented by advanced courses and individual work related to an area of specialization. We encourage all doctoral students to get an early start on doing research under the guidance of a faculty member. Information about these programs and requirements is presented in detail in the body of this handbook.

1.3 Coursework alone is not sufficient for a degree. Graduate students in linguistics are expected to take responsibility for their own education. Students are encouraged to seek advice from faculty members and make requests concerning special interests and plans, or to consider unusual paths through the graduate education process. Individual study with faculty members can be arranged. Students are encouraged to interact with each other and with faculty members to set the tone of activities in the Department. Course work alone will not be sufficient preparation for comprehensive examinations. Your own work, whether through research, reading, participating in scholarly meetings, and interactions with other linguists are all important in building up the intellectual curiosity and knowledge expected of holders of an advanced degree.

1.4 Linguistic Institutes. All students, especially those in the Ph.D. program, are strongly encouraged to attend one or more of the **Linguistic Institutes** sponsored in odd-numbered summers by the Linguistic Society of America or similar organizations in Europe and soon in other parts of the world. The purpose of the attendance at those courses is to enrich their program with study in areas not offered by the Department. In recent years, several students have received fellowships to attend the Linguistic Institute. Please see the LSA and other websites for details.

Summer schools in computational modeling of linguistics and in the documentation of endangered languages are often offered by universities around the U.S. and Europe. The Department office receives and posts information about such summer offerings, usually by email. Information about them is also posted on the web.

2. PREPARATION AND PREREQUISITES FOR GRADUATE STUDY IN LINGUISTICS: SOME REMINDERS

2.1 Preparation for the M.A. Because the terminal M.A. degree is primarily useful for students who wish a fundamental knowledge of linguistics that can be applied to another field, students entering the M.A. program often have stronger preparation in the related areas other than in linguistics. Language teaching, library science, communication disorders, editing and publishing, natural language processing, and computer science are examples of career fields entered by some of our former students. A B.A. in linguistics is not the most usual preparation for graduate study in linguistics, nor is it necessarily more desirable than other preparations. Successful linguists have come from areas as diverse as literature, foreign languages, law, anthropology, history, chemistry, physics, mathematics, and computer science.

Normal requirements for admission to the M.A. program are one course in linguistics and the equivalent of three years of language study at the university level. If you have been admitted to our program without having taken one course of linguistics, you should immediately buy and read whatever introductory text is being used in Linguistics 2000, Introduction to Linguistics, for an overview. We strongly recommend that if you did not have a linguistics course before, you sit in on Ling 2000 as soon as you have been admitted to the program or in your first semester of the program.

If you have been admitted to the M.A. program with little or no knowledge of a second language, you should begin systematic study of one as soon as you are admitted. For the M.A., students must demonstrate the equivalent of a third-year college level knowledge of a language other than English. Passing 5 or more credits of college course work in a language at the third year level with a grade of B or better satisfies this requirement. If you have not studied the language of your choice at this level formally, see your advisor about arranging an evaluation of your skills by a member of one of the CU language Departments.

International students whose education has been primarily in a language other than English may count English as their foreign language at the M.A. level.

2.2 Preparation for the Ph.D. The ideal background for a student entering the doctoral program would include substantial preparation in linguistics on the order of five intermediate courses; extensive knowledge and experience in the use of at least one foreign language; some knowledge of other disciplines concerned with human language, e.g. anthropology, psychology, sociology, philosophy; and experience in rigorous analysis from work in such areas as mathematics and physical sciences. A familiarity with some aspect of language use such as language teaching, the study of literature or clinical work with language disorders can also be helpful, depending on your interests.

All degree candidates in linguistics must have considerable knowledge of a foreign language, as described in the previous section entitled 'Preparation for the M.A.'

Qualified students who want to pursue the Ph.D. but who have insufficient background in linguistics and/or other languages are initially admitted to the M.A. program. They normally apply to the Ph.D. program in their second or third semester here. See the Graduate Advisor, the Director of Graduate Admissions, or the Department Chair for advice as to when you should file your application for admission to the doctoral program. Application forms are available from the Graduate Secretary.

3. ADVISING

Your advisor is the person who makes sure that you are taking the proper courses and examinations, both in terms of your career goals and in terms of Department and University requirements. You should also talk to your advisor about any problems you have that may be affecting your work. If the problem is not one that your advisor can help you to handle, he or she will help you to find the resources you need. The computer registration system will not let students register for any term until they have seen an official Departmental advisor.

3.1 Advising for M.A. students and beginning Ph.D. students. The Departmental **graduate advisor** is the first person to contact to obtain help in planning courses for the first Semester. Within the second Semester, PhD students should select their own advisor who will be helping them throughout the course of their studies. Beginning in the second semester, students are responsible for arranging a conference with their respective advisor during the registration period for each semester. For new students, this is the beginning of the first semester here. For continuing students, it is in late fall for the spring term, and in April or early May for the following fall term.

3.2 The Record of Progress is a checklist of requirements to help you keep track of your progress and record decisions about your individual plan of study. At the time of the first conference, your graduate advisor begins filling out the Record of Progress form. The form is consulted and updated at each subsequent advising session. If you are in the doctoral program, the chair of your advisory committee will take over this responsibility after your advisory committee is approved. Normally, you keep one copy and another is kept in your file in the Department office.

3.3 Advising for continuing Professional M.A. for TESOL students. Once TESOL students have completed their first year of course work and have taken LING 5610 and their ESL techniques or methods, they are encouraged to enroll in LING 5910- TESOL Practicum. A student needs to have an ESL teaching placement while taking the Practicum. The TESOL advisor can provide assistance setting up an appropriate placement. Students should in any case check with the advisor before registering for the Practicum for placement approval and to make sure the field-based requirements are being met. *(Please refer to separate Handbook for MA in Linguistics for TESOL Professionals available starting January, 2008.)*

3.4 Advising for continuing Ph.D. students. Before the end of March of the first year of full-time study, Ph.D. students must choose an **advisor** and an **advisory committee** appropriate to their intended specialization. Failing to choose a thesis advisor and advisory committee may be considered insufficient progress toward the Ph.D. (See below under Doctoral Program.) After the advisory committee has been constituted, students consult with the advisor and committee members about their course work and other requirements. This is of extreme importance, **since the advisory committee has the responsibility and power to approve virtually all the degree requirements for the individual student** beyond the minimum core required by the Department.

You should expect to consult with your official advisor at least once each semester – by telephone or e-mail if you are not in residence. It is your advisor's duty to monitor your progress and to let both you and the rest of the faculty know their assessment of it. Students who are not making adequate progress must be so informed and remedial measures may be taken.

3.5 Modification of requirements. Graduate students are always welcome to petition the Department, via their advisor, for waiver or modification of requirements on grounds of exceptional needs or circumstances. The advisor must endorse the written request to the Department faculty, which will grant or deny the petition.

3.6 Independent study. The Department encourages students to approach faculty members about individual independent study in the professor's area of expertise. Two or more students may decide to meet jointly with a professor, each one registering for individual study, if they all want to study the same subject but their group is too small to constitute a course. If the faculty member agrees to set up an individual study with you, get a blank Individual Study Agreement form from the graduate secretary in the Department office, fill out your plan of work in consultation with the faculty member, and take it to the Department chair for approval. Individual study is not to be used to duplicate existing courses (e.g. in a semester in which they are not offered), but it may be used creatively in various other ways.

4. THE MASTER'S PROGRAM

Detailed requirements for the M.A. are contained in the *Statement of Graduate Degree Requirements for the M.A. in Linguistics*, provided in the Appendix, Part 1. You should read them carefully. Regulations that are in effect when you enter the program are those under which you will graduate, unless you elect to follow later rules and formally tell your advisor of your choice.

Knowledge of a language other than one's native language, at a level of proficiency at least equivalent to the third year college level, is a prerequisite to admission to the M.A. If you have been admitted to the M.A. without this level of proficiency, you must make up the deficiency unless you are a native speaker of another language. Native speakers of a language other than English automatically satisfy this requirement.

The M.A. Program and Options (For TESOL Program and Options, go to 4A)

A typical plan of study for a non-thesis plan student without a TESOL concentration might be (required courses in **boldface**):

Year 1	
Fall	Spring
LING 5030: Phonetics	LING 5410: Phonology
LING 5420: Morphology and Syntax	LING 5430: Semantics and Pragmatics

Year 2	
Fall	Spring
LING 5570: Diachronic Linguistics	LING 7800: Topics
LING 6560: Language Acquisition	LING 6450: Syntactic Analysis
LING 7420: Syntactic Theory	Preparation for comprehensive exam

Note: LING 6450 is required for admission to the Ph.D.

See *Statement of Graduate Degree Requirements for the M.A. in Linguistics*, in part 1 of the Appendix.

4.1 Choosing the Thesis vs. Non-thesis M.A. plan. Students who enter the program with sufficient background in Linguistics and who have strongly focused interests are encouraged to follow Plan I. Plan I requires completion of 30 semester hours of course work (which includes 4 to 6 hours of 'thesis credit' while writing the thesis) plus a written and oral comprehensive examination – see '**M.A. with Thesis**' below for details. The Department recommends that students who enter the M.A. program without much background in Linguistics follow Plan II, Non-Thesis, which requires 30 hours of course work (24 of them Linguistics or TESOL courses) and a written comprehensive examination, but no thesis.

4.2 Course load for M.A. students. 6 or 9 hours is a normal semester course load. All Linguistics courses taken towards the M.A. degree must be at the 5000 level or higher. Courses taken outside the Department at the 3000-level or higher with approval from the advisor may be accepted toward the degree. An example of undergraduate courses that have been approved in the past are ones needed as prerequisites for a graduate course in another area, e.g. undergraduate experimental methods or statistics courses as prerequisites for a graduate psychology course. Most students complete the course work for the M.A. in two years, taking the comprehensive exam in the fourth semester. The Graduate School requires that all requirements, including thesis (if any) and comprehensive exam, be completed in four years.

4.3 M.A. with Thesis: Plan I. Plan I requires 30 semester hours of course work, including 4 to 6 hours of thesis credit, plus the comprehensive examination. A thesis is normally prepared under the guidance of an **M.A. thesis committee**, consisting of the thesis advisor and a second reader in the Department. A student in this plan takes a written M.A. comprehensive examination, prepared by the Departmental examination committee in consultation with the student's M.A. thesis advisor, and an oral examination which consists principally of a defense of the M.A. thesis before a three-person examination committee (see '**Comprehensive Exam for students in Plan I**' below).

The thesis must be defended in the oral examination, and revisions required by the oral examination committee must be incorporated and approved by the committee before the degree can be awarded.

4.4 M.A. without Thesis: Plan II. Plan II requires 30 semester hours of course work plus the comprehensive examination. Specialization or concentration in TESOL, or particular areas of interest is possible.

4.5 The M.A. comprehensive examination is given once per semester. It is not given in the summer. The student must be registered for the semester in which the exam is taken. Students must notify the Department and the Graduate School ten weeks in advance (or better, during the preceding semester) of their intention to take the comprehensive examination, using the official Application for Candidacy form obtained from the Department office. This form must be approved and signed by the graduate advisor. See *M.A. comprehensive examination procedures*, in Part I of the Appendix.

The **M.A. comprehensive examination may be re-taken only ONCE**. Students who are not sure whether they are ready to take it should consult with their advisor before deciding to do so.

4.5.1 Comprehensive Exam for students in Plan I (thesis): The M.A. comprehensive examination committee for a student presenting a thesis consists of the student's advisor and two other members whom the student must choose. Normally, one of those is the second reader of the thesis. The third member may be from another Department, if the student wishes.

The written examination in Plan I is essentially the same as the one for the Plan II students taking the comprehensive that semester, except that at least one-third of the examination covers the student's thesis topic. The examination is designed by the M.A. comprehensive examination committee in consultation with the student's advisor.

M.A. Oral for students in the thesis plan. Students writing a thesis take an oral examination which is essentially a defense of the thesis, but which may also cover material from the written examination or from other areas of general linguistics. Copies of a pre-final draft of the complete thesis must be available to committee members **at least two weeks** in advance of the oral examination. Typically, the committee will require revisions of the thesis after the defense.

4.5.2 M.A. Comprehensive Exam for students in Plan II (non-thesis). The M.A. comprehensive examination is a four-hour written examination that is meant to cover the main areas of linguistics. One-third of this examination may concentrate on an area of specialization if the student requests it. Copies of previous M.A. comprehensive examinations are available for inspection and may be checked out from the Departmental office.

The M.A. Comprehensive exam committee is constituted at the beginning of each academic year. This committee writes and grades the year's comprehensive examinations. It also conducts an oral examination for students in Plan II if the student needs or requests one (see next paragraph).

M.A. Oral for students in the non-thesis plan. If the examination committee feels that an individual student's answers to the written examination display an inadequate grasp of linguistic concepts, the committee can require that the student take an oral examination, covering the material on the written examination (and, optionally, material not covered on the examination). A student who has failed the written examination but feels that the examination did not represent their best work has the right to have an oral examination. The examination committee may judge that the performance on such an oral has been strong enough to override the performance on the written examination.

5.5.3 Repeating the M.A. Comprehensive. As stated above, **students who fail the M.A. comprehensive examination may repeat it only once**. Occasionally students are passed with **conditions**, which must be satisfied to fulfill the examination requirement. One such condition might be that the student must prepare a research paper demonstrating the grasp of an area in which they did poorly on the examination.

5.6 Applying to the Ph.D. Program. As stated above, students in the M.A. program may apply to the Ph.D. program before finishing the M.A. The usual time for application to the Ph.D. is in the third semester of your M.A. program, so that you can be considered for financial aid for your third year. If you have taken the equivalent of

many of our first-year M.A. courses before joining us and are doing very well here, see your advisor or the Department's director of graduate admissions about applying sooner.

4A. The M.A. in Linguistics for TESOL Professionals

M.A. students interested in TESOL (Teaching English to Speakers of Other Languages) may take the M.A. in Linguistics for TESOL Professionals (also referred to as the "PMA", or Professional MA program). The PMA replaces the TESOL Concentration (Certificate) in TESOL, effective January 2009. The degree earned is an M.A. in Linguistics with Professional TESOL Emphasis. Students enroll in the emphasis track after being admitted. Students take a written comprehensive examination. The requirements for the PMA are given below and in the *M.A. in Linguistics for TESOL Professionals Track* in the Appendix.

Students in the professional program take a 4-course linguistics core, a 4-course TESOL core, a TESOL Practicum, and an elective. The TESOL courses include LING 5610 English Structure for TESOL, LING 5620 Pronunciation for ESL, LING 5630 Materials and Methods for Teaching English as an Additional Language, and LING 5910 TESOL Practicum. In addition, a course in (second) language acquisition is required, and can be taken through the School of Education on either the Boulder or Denver campuses, depending on individual schedule or other preferences. Refer to the Sample Study plan below, the appendix, or the TESOL Advisor for more information. Denver courses do NOT count as transfer courses, but as Boulder campus Linguistics courses, for students in our M.A. program.

The study plan for students will vary, depending on whether and how a student elects to take advantage of summer TESOL course offerings or other TESOL course options during fall and spring. A student's plan will also vary depending on whether Plan II-E (PMA without Thesis) or Plan I-E (PMA with Thesis) is selected.

A Sample Study Plan for Professional M.A. for TESOL, including summer study options, follows:

<i>Fall, Year 1</i>	<i>Spring, Year 1</i>	<i>Summer, Year 1</i>
Linguistic Phonetics, LING 5030	Phonology, LING 5410	Second Language Acquisition course requirement, if not already met
Morphology and Syntax, LING 5420	Semantics/Pragmatics, LING 5430	
	Grammar for TESOL, LING 5610	

<i>Fall, Year 2</i>	<i>Spring, Year 2</i>	<i>Summer, Year 2</i>
Teaching ESL Pronunciation, LING 5620	TESOL Practicum, LING 5910*	Any remaining Course or Elective
Materials and Methods for Teaching English as an Additional language, LING 5630	(Second) Language Acquisition course course requirement, if not already met	
TESOL Practicum, LING 5910*;	<Comprehensives>	
*LING 5910 TESOL Practicum is generally taken after LING 5610 and LING 5630. A student needs to have an ESL teaching placement while taking the Practicum.		
**Students need to be enrolled in at least one credit hour during the semester that the Comprehensives are taken.		

General statement about Comprehensive Exams for M.A. linguistics students enrolled in the TESOL program

The plan for most students entering the TESOL track in Linguistics program is Plan II-E (Without Thesis).

Plan I-E (with Thesis) is an option for some TESOL students, with an advisor's approval. Further details for each plan follow. Students in both Plan I and Plan II-E take a Comprehensive Exam which is a written exam covering the Linguistics core. For students in the TESOL PMA, Diachronics is not included unless the student elected to take LING 5570. For students enrolled prior to Fall 2008 and taking the TESOL "Concentration" or "Certificate," the written examination is essentially the same as the one for all other Linguistics students in the M.A. program taking the comprehensive that semester, except that up to one-third of the examination covers the TESOL area. The examination is designed by the M.A. comprehensive examination committee in consultation with the student's advisor.

4.A.1 Choosing the Thesis vs. Non-thesis M.A. plan: Plan I-E (with Thesis) is not the plan recommended for most M.A. students. Rather, the Department recommends that students who enter the M.A. program in TESOL follow Plan II-E, the non-thesis option.

However, Plan I-E (With Thesis) is encouraged for some students, especially those who plan to seek a *university position abroad in an area of English language teaching*. Students taking Plan I-E should also have a background in Linguistics and TESOL entering the program, and strongly focused interests. A student must get the advisor's consent for Plan I-E. This plan requires completion of 30 semester hours of course work (which includes up to 4 to 6 hours of 'thesis credit' while writing the thesis) plus a written and oral comprehensive examination – see '**M.A. with Thesis**' below for details. The Department recommends that students who enter the M.A. program without much background in Linguistics or TESOL follow Plan II-E, Non-Thesis, which requires 30 hours of course work (27 of them Linguistics or TESOL courses) and a written comprehensive examination, but no thesis.

5. THE DOCTORAL PROGRAM

All requirements for the Ph.D. are described in the *Statement of Graduate Degree Requirements for the Ph.D. in Linguistics*, in part 2 of the Appendix. You should read them carefully. Regulations that are in effect when you enter the program are those under which you will graduate, unless you notify your advisor that you elect to follow later rules. What follows here is a discussion of Departmental procedures for administering the regulations to help you understand what you need to do to meet the requirements for the degree.

Students are expected to complete all degree requirements in about five years from matriculation in the Ph.D. program. The graduate school requires completion of all requirements in six years from the date of matriculation in the Ph.D. program, although a one-year extension may be granted if the Department endorses the student's request for the additional time. The Department uses as a guideline for allocating financial aid, and determining adequate progress towards the degree, the following timeline:

- Year 1: Pass all coursework and submit Prelim Exam proposal
- Year 2: Pass Prelim Exam and pass all coursework
- Year 3: Finish coursework and submit Synthesis Paper
- Year 4: Engage in research towards the Dissertation Prospectus
- Year 5: Successfully defend the Dissertation Prospectus
- Year 6: Successfully defend the Dissertation

The doctoral program emphasizes the early involvement of all students in **research**. One important consequence of this is that students entering the Ph.D. program should be prepared to select an area of specialization very early in their studies. You should then work actively to define your research interests, by consulting with faculty to declare your area of specialization as soon as possible. It is always possible to change specialization, although this may prolong the time needed to complete the program.

5.1 The advisory committee. As noted in the earlier section on advising, each student in the Ph.D. program must select a guidance committee of three members after you decide on your area of specialization. You must do this before the end of March of your first year in the doctoral program. It is the duty of this committee to guide your preparation for the comprehensive examination, including selection of courses and satisfaction of all of the other requirements for the degree. You are required to meet with the chair of your committee at least once a semester, during pre-registration advising. You will not be allowed to register for a term until the graduate advisor or your committee chair has informed the Graduate Secretary that you have been advised for that term.

To set up your advisory committee, you should request faculty members to be members of it. The official appointment of the committee, however, is made by the Department chair. A document listing your committee members' names and signed by the department chair is kept in each student's file in the Department office. All members of this advisory committee must belong to the graduate faculty, and they must be regular members of the Department of Linguistics.

The **chair of the advisory committee** should be someone who is actively involved in your area of interest. He or she will in many cases eventually be the **dissertation director**. But this does not follow automatically by any means, since your interests may change. You are free at any time to request any change in your committee that you feel will better serve your interests, whether those have changed or not. Changes in the committee must be approved by the Department chair and recorded on the advisory committee listing in your file.

You may consult with members of your committee at any time, but your only required advising session is when you meet with the chair of the committee at pre-registration time each semester. Don't expect to meet routinely with your committee as a group, but you or your committee chair should consult or meet with the other members of the committee when you feel that it will be helpful.

5.2 Advancement to Ph.D. candidacy: overview. To be advanced to candidacy, Ph.D. students must meet requirements in the following areas: required course work, language reading proficiency, preliminary examination paper, and comprehensive examination (synthesis paper or exam plus dissertation prospectus). See the *Statement of*

Graduate Degree Requirements for the Ph.D., in part 2 of the Appendix, for the official statement of these requirements.

The University requires students who have advanced to candidacy to be registered for 5 hours of ‘thesis’ (this is the ‘continuous registration requirement’) unless they are writing it away from campus (*in absentia*), in which case they may register for 3 hours. Because of the expense of doing this, it is usually better to delay filing the formal report of your prospectus defense until you are fairly sure that you are within two or three semesters of completing the thesis. You must be registered for 5 hours in the semester in which you defend your dissertation. If you are registered as a student *in absentia*, you will not be eligible for financial aid. See the current University Catalog for the official policy statement.

5.3 Language requirements. The mastery of a non-native language to at least the 3rd year level is considered a prerequisite for entrance to the Ph.D. program. If you have not satisfied this prerequisite, you should start to work on it immediately.

All Ph.D. students must demonstrate the ability to read scholarly linguistic literature in a language relevant to their dissertation research. The student and the advisory committee will choose the language together. The language must be the medium for publication of pertinent linguistic literature. The committee will determine the means of satisfaction. The language requirement must be satisfied before the dissertation prospectus is approved.

5.4 Research skill and research methods requirements. All Ph.D. students are expected to demonstrate adequate competence in a research skill appropriate for their specialization, e.g. programming languages. The skill requirements will vary according to the particular needs and backgrounds of individual students. The student’s advisory committee will decide in each case what the skill requirements will be and how they are to be demonstrated. Students are also required to be competent in the research methods appropriate to their intended specialization. This can be satisfied by taking an appropriate methods course. Consult your advisory committee to decide which methods course to take. This requirement must be fulfilled before the defense of the dissertation prospectus. See sections **A.1** and **B.** in the **Statement of Graduate Degree Requirements for the Ph.D.**

5.5 The Ph.D. Preliminary Examination. All Ph.D. students must pass a preliminary examination. The examination consists of a focused research paper based on the analysis of language data. A proposal for this paper must be submitted by March 31 of the student’s first year in the program. The finished paper must be submitted by October 1 of the student’s second year, unless the Department approves a **postponement**. Postponement of submission of either the proposal or the prelim itself will count as the first attempt at passing the exam; therefore, a student who elects to postpone the exam will have only one opportunity to pass it. Students who need postponements should request them in the spring of their first full year of the program. Talk to your advisor.

The prelim examination paper may be based on work undertaken in completed courses. You must work with a faculty member to write the prelim proposal.

Prelim papers are turned in to the graduate secretary on or before the due date. One copy is sufficient, and the student should keep a copy for him/herself. The papers are read and evaluated by the Prelim committee and the advisor and are assigned a grade of “pass” or “fail.” Students who fail the exam may submit another paper in the next year’s cycle. Students who fail the examination a second time are requested to withdraw from the program. See **Ph.D. Program Examination Requirements** and **The Preliminary Examination Paper (‘the prelim’) in Linguistics** in the Appendix, Part 2.

5.6 The M.A. degree for students in the Ph.D. program. Students who pass the preliminary examination for the Ph.D. degree, and who have also satisfied all of the requirements for the M.A. degree, except the comprehensive examination, may request an M.A. degree after the successful completion of the preliminary examination. Students who anticipate requesting such an M.A. must file an Application for Candidacy form ten weeks before the examination, as required by the Graduate School, if they wish to have the M.A. awarded promptly.

5.7 The Ph.D. Comprehensive Examination. The University’s comprehensive examination requirement is satisfied in two steps, the Synthesis Requirement and the Dissertation Prospectus, and is taken after all the above

requirements have been completed. The Graduate School requires that students cannot be admitted to candidacy until they have earned at least four semesters of residence, and have passed Departmental language requirements in addition to passing the comprehensive examination. Students who have taken all the required courses, fulfilled all the additional requirements, and passed the preliminary examination are expected to fulfill the **synthesis requirement** part of the comprehensive examination as promptly as possible. In order to be considered adequate progress, the synthesis paper must be approved within three years of matriculation in the PhD program.

Advancement to Ph.D. Candidacy occurs when both parts of the comprehensive examination have been passed. This is an important fact because it interacts with several Graduate School rules about registration that have **serious financial implications**. The Graduate School requires that students in residence be registered for 5 credit hours every semester after advancement to Ph.D. candidacy.

The Graduate School also requires 30 hours of dissertation credit, and stipulates that no more than 10 of the required thirty semester hours of dissertation credit can be earned prior to the semester in which the comprehensive exam is taken (in our case, the semester in which the prospectus is defended), and no more than 10 hours during the semester in which it is taken. Furthermore, students must be registered on the Boulder campus in the semester in which they pass the comprehensive examination. For further information, read carefully the University Catalog sections entitled 'Dissertation Credit Hour Requirement' and 'Continuous Registration Requirement'.

5.8 The Synthesis Requirement. The first step in the Comprehensive Examination is the completion of an 'issues paper', called the *synthesis paper*. The synthesis paper compares and contrasts theoretical and methodological approaches to an issue in a way that covers one or more subareas of linguistics, where 'subarea' is broadly construed (e.g. recent phonological theories, computational models of acquisition of syntax). The topic may be interdisciplinary, and it may be related to the topic of the dissertation (if that is known). The issue and coverage are to be negotiated between the student and the advisory committee. The committee, in discussion with the student, will ensure breadth and richness of coverage of the topic. The student must submit a proposal for the synthesis paper to the advisory committee (and receive approval of that proposal) before attempting to write the paper. See the **Comprehensive Examination Requirement** in Part 2 of the Appendix. The synthesis paper may be attempted a total of three times. All and any revisions must be submitted within 12 months of the first committee decision.

5.9 The Dissertation Prospectus. The second step in the Comprehensive Examination is the preparation and successful **defense** of a dissertation prospectus in front of the dissertation committee. The dissertation topic and research plan must first be approved by the dissertation committee. The dissertation committee is selected by the student, with the approval of the Department Chair, and consists of the dissertation director (also informally called your thesis advisor) and four additional members. At least one member of the committee must be chosen from outside the Department of Linguistics. A majority of the committee must be Department members.

Normally the dissertation will be directed by a member of the Department of Linguistics. If you wish to write under the direction of someone outside the Department, the topic and director must be approved by the Department chair. This committee will meet formally with you to consider the dissertation prospectus no later than one year after you complete the synthesis paper or examination. Your dissertation director normally will not permit you to present a prospectus that is not, in his/her opinion, ready to be defended.

The prospectus usually consists of a review of the literature relevant to the topic, plus a description of the research plan and expected results. The entire dissertation committee must approve the final form of the prospectus formally (with amendments as necessary). Typically, revisions are required before this approval is given. See **The Dissertation Prospectus in Linguistics** in part 2 of the Appendix.

Since it is the prospectus defense that corresponds to the Graduate School's Comprehensive Examination, students must be registered for the semester in which they defend their prospectus. You must have filed the **Application for Candidacy** form for the doctorate at least two weeks before the date scheduled for the prospectus defense. Forms can be obtained from the Department's Graduate Secretary. Beginning with the semester following the passing of the comprehensive examination and extending through the semester in which the dissertation is successfully defended, you must register **each** semester for a minimum of 5 credit hours if you are in residence, or three credit hours if you are off campus and have been granted off-campus status. Off-campus status is considered **part-time study**.

5.10 The Doctoral Dissertation. The dissertation, written under the guidance of a dissertation director and at least one other scholar, must be an original work based on your original research, and must constitute a worthwhile contribution to knowledge in the area treated. You should keep all members of your dissertation committee aware of the progress of the work, and make sure all of them are aware of difficulties that may require changes in the plans set out in your prospectus. The dissertation must meet the general requirements of the Graduate School, and is usually judged technically by the standards used to evaluate research for publication in a leading professional journal in the same area of scholarship. The Graduate School has a number of rules and deadlines for submission of the dissertation and scheduling of the final examination (dissertation defense). You should consult the University of Colorado Catalog or the Graduate School for information on these details.

Registration for thesis hours. Students who are working on their dissertations must be registered. After course work is completed, students register for thesis hours (dissertation credit). As stated above, thirty thesis hours are required by the Graduate School. Up to 10 thesis hours may be completed during the semesters before admission to candidacy, up to 10 during the semester of admission to candidacy, and 10 more after. For these hours a grade of IP (incomplete-passing) is awarded. After the submission of the dissertation and a successful final examination (dissertation defense), the grade of IP will be changed to either A or B, as determined by the committee.

The dissertation defense. The final examination, also called the dissertation defense, is the public presentation of the dissertation to the dissertation committee. The role of the committee is to examine the dissertation and question the student about it. The thesis advisor normally will not permit the student to defend a thesis that is not, in the advisor's opinion, ready to be defended. You must be registered for a minimum of 5 dissertation hours during the semester in which you pass the dissertation defense.

It is your responsibility to provide copies of the final draft of the dissertation to all members of the final examination committee. These copies should reach the committee members at least two weeks in advance of the final examination. You should remember that these examinations are often scheduled during the busiest time of the semester, when faculty members have many demands on their time. A fair and proper appraisal can only be given if the reader has time to read the dissertation carefully and thoughtfully.

The dissertation defense is open to the public. Friends, as well as interested faculty and others, often attend. Any member of the public may also question the candidate about the dissertation, although this has never happened in our Department as far as anyone remembers. After the defense, the committee votes formally to accept or reject the dissertation. At least four members must be in favor of accepting the dissertation. In this case, the candidate is recommended for award of the doctoral degree. If more than one opposes acceptance, the student is ordinarily given detailed instructions as to what must be done so that the dissertation will become acceptable. In practice, the committee usually votes to accept, conditional on the student completing a set of revisions. Two or three members of the committee, including the thesis advisor, are authorized by the committee as a whole to re-read the dissertation and approve it in the name of all of them. It is possible, however, that a new public defense may be required.

**Department of Linguistics Graduate Student Handbook:
Appendix
August 2008**

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Statement of Graduate Degree Requirements for the M.A. in Linguistics

Revised August 2008

This is the official statement of the Department's requirements for the master's degree. For additional explanation of the requirements, refer to Section 5, starting on page 13 above. Students must also meet the requirements of the Graduate School for the M.A. (see the university catalog for details). Please don't hesitate to consult the Graduate Advisor, your own advisor, or the Department chair for individual advice. The Graduate School's student advisors can answer questions about University and Graduate School requirements. Completion of an M.A. degree calls for a minimum of three semesters of study; four semesters is usual. Up to three courses may be transferred from other schools; courses taken at CU-Denver and ACCESS courses taken on the Boulder campus count as transfer courses. **However, students may take up to two APPROVED TESOL courses through concurrent registration with CU-Denver without these counting as transfer courses.** A considerable knowledge of a language other than one's native language, at a level of proficiency at least equivalent to the college junior level, is a prerequisite to admission to the M.A. Otherwise qualified students who are admitted to the M.A. without this level of proficiency must make up the deficiency, by taking appropriate courses or other means. Native speakers of a language other than English automatically satisfy this requirement.

Required courses

All students must complete the following courses: LING 5030 Linguistic Phonetics, LING 5410 Phonology, LING 5420, Morphology and Syntax, LING 5430 Semantics and Pragmatics, and LING 5570 Introduction to Diachronic Linguistics. A student who has completed equivalents to these courses as an undergraduate must earn an equal number of credits in other linguistics courses.

Plan I: Thesis

Additional Course Work. Including the 15 semester hours of required courses, students must complete a total of 30 semester hours of work. The additional 9 hours will include a) 4 to 6 thesis hours; b) up to three hours of elective courses outside linguistics approved in advance by the graduate advisor; and c) additional courses in linguistics. No more than 6 semester hours of independent study may be counted toward M.A. degree requirements.

Thesis. A student who wishes to write an M.A. thesis must find an appropriate thesis advisor by the middle of the second semester in the program. Students must complete an acceptable thesis under the supervision of the thesis advisor and one additional faculty member.

Comprehensive Examination. Students must pass a comprehensive written examination covering general topics in linguistics and the thesis topic, plus an oral defense of the thesis. A pre-final version of the thesis, approved by the advisor as suitable for defense, must be submitted to the comprehensive examination committee two weeks before the examination.

Plan II: No Thesis

Additional Course Work. Including the 15 semester hours of required courses, students must complete a total of 30 semester hours of work. The additional 15 hours will include a) up to six hours of elective courses outside linguistics approved in advance by the graduate advisor, and/or; b) additional courses in linguistics; and/or c) up to 6 hours of electives from other departments, if approved in advance by the graduate advisor. No more than 6 semester hours of independent study may be counted toward M.A. degree requirements.

Comprehensive Examination. Students must pass a comprehensive written examination covering general topics in linguistics. The comprehensive exam may include a section on a specialized area if the student wishes. A student who wishes to be examined in an area of specialization (e.g. TESOL, computational linguistics) may need to obtain the agreement of a faculty member to oversee that part of the examination, if an appropriate faculty member is not already part of the M.A. examining committee. The TESOL advisor will act in this capacity for TESOL specializations. An oral examination may be added as part of the comprehensive examination at the request of either the student or the Departmental examination committee.

Special status of TESOL courses at CU-Denver

For either Plan I or Plan II, (or Plan I-E or Plan II-E) the additional courses in linguistics may include two courses offered by the University of Colorado/Denver School of Education, LLC 5820 Techniques of Teaching ESL and

either LLC 5835 Grammar Teaching Lab **or** LLC 5030 Language and Literacy Acquisition, but not both. (These courses must be taken by **concurrent registration**. See the Departmental website for additional details: <http://www.colorado.edu/linguistics/tesol/>)

CU Boulder Courses and Study Plans in TESOL/ESL

Revised August 2007

Courses and Duration of Program. Courses in TESOL/ESL are available to students who are studying for the M.A. in Linguistics. Our Department does not offer the M.A. in TESOL degree. Rather, students may enroll in the M.A. in Linguistics for TESOL Professionals program, which provides the background and training appropriate for professionals in ESL. Students interested in TESOL but not wanting to enroll in the Professional program may elect to do a concentration in TESOL, or simply include among their elective courses a TESOL course offered through the Department. Students who complete the concentration may request a certificate that lists the three (or more) TESOL courses successfully completed.

As is the case for the general Linguistics M.A. program, completion of the M.A. degree for TESOL Professionals or the M.A. in Linguistics with a TESOL concentration calls for a minimum of three semesters of study; four or five semesters is usual. 30 semester hours are required for the M.A. degree. A maximum of 9 semester hours may be transferred from any other institution into the M.A. program at the University of Colorado at Boulder; courses taken at CU-Denver (except for the two Denver TESOL courses mentioned below) and ACCESS courses taken on this campus count as transfer courses.

Knowledge of additional languages. A considerable knowledge of a language other than one's native language, at a level of proficiency at least equivalent to the college junior level, is a prerequisite to admission to the M.A. Otherwise-qualified students who are admitted to the M.A. without this level of proficiency must make up the deficiency, by taking appropriate courses or other means. Native speakers of a language other than English automatically satisfy this requirement.

Coursework for the linguistics degree with the Professional TESOL emphasis includes the following:

- a) **Core required courses in Linguistics (12 semester hours):** LING 5030 (3) Linguistic Phonetics, LING 5410 (3) Phonology, LING 5420 (3) Morphology and Syntax, and LING 5430 (3) Semantics and Pragmatics. Students who have already taken equivalents to these courses would substitute more advanced courses in linguistics.
- b) **TESOL courses (12 semester hours):** LING 5610 (3) English Structure for Language Teachers; LLC 5620 (3) ESL Pronunciation (projected to begin in fall 2008); one course in ESL Methods or Techniques: LLC 5820 (3) Techniques in Teaching English as a Second Language, or EDUC 5625 (3) Methods in ESL; one course in (second) language acquisition: LLC 5030: Language and Literacy Acquisition, EDUC 5615 (3) Principles and Practices of Second Language Acquisition or ENGL 5601 (3) Second Language Acquisition. Students who have had a prior methods course and would like an additional applied course may take LLC 5835 (3) Grammar Teaching Lab or LLC 5050 Linguistic and Cultural Issues in Assessment. LLC courses are offered at the University of Colorado in Denver by the Language, Literacy & Culture Program in the School of Education and Human Development. ENGL courses are offered at CU-Denver by the English Department. These CU-Denver TESOL courses are treated as if they were Boulder Linguistics courses rather than transfer courses if they are taken through **concurrent registration**. EDUC courses are offered at CU-Boulder through the School of Education.
- c) **Practicum in teaching:** LLC 5910 (3) TESOL Practicum.
- d) **Electives in TESOL: Offered at CU-Denver:** LLC 5050 (3) Linguistic and Cultural Issues in Assessment, LLC 5826 Teaching Lab (summer sections meet in Puebla, Mexico), LLC 5140 (3) Foundations of Multicultural Education, LLC 5150 (3) Cultures of the Classroom.
- e) **Electives in Linguistics:** Suggested courses include LING 5300 Psycholinguistics, LING 6300 Topics in Language Use, and LING 6560 Language Acquisition. (The latter may meet the language acquisition course requirement.)
- f) **One-to two additional courses (1 to 2 courses, or 3 to 6 semester hours).** One of these may be taken outside the Linguistics Department in the Thesis plan, and two in the Non-thesis plan, if approved in advance by the TESOL advisor. Recommended in the technology area: ARSC 4000/5000 Multimedia Applications in Second/Foreign Language Education; IT 5510 (3) Integrating Technology in the Curriculum (Denver campus).

Coursework for the linguistics degree with TESOL concentration would typically include the following:

- a) **Core required courses in Linguistics (5 courses, or 15 semester hours):** LING 5030 (3) Linguistic Phonetics, LING 5410 (3) Phonology, LING 5420 (3) Morphology and Syntax, LING 5430 (3) Semantics and Pragmatics, and LING 5570 (3) Introduction to Diachronic Linguistics. Students who have already taken equivalents to these courses would substitute more advanced courses in linguistics.
- b) **TESOL-related courses (3 courses, or 9 semester hours):** LING 5610 (3) English Structure for Language Teachers, LING 5620 and (3) ESL Pronunciation (expected to be offered starting fall 2008). See also courses listed in (b) on previous page, offered by the Language, Literacy & Culture program in the School of Education and Human Development.
- c) **Electives in Linguistics:** Suggested courses include LING 5300 Psycholinguistics, LING 6300 Topics in Language Use, and LING 6560 Language Acquisition.
- d) **Two additional courses (6 hours).** One of these may be taken outside the Linguistics Department in the Thesis plan, and two in the Non-thesis plan, if approved in advance by the TESOL advisor. Options include: ARSC 4000/5000 Multimedia Applications in Second/Foreign Language Education; IT 5510 (3) Integrating Technology in the Curriculum (Denver campus).

The M.A. in Linguistics with Professional Emphasis in TESOL, or with concentration in TESOL, provides appropriate training for students who wish to enter the TESOL field teaching adults or young adults in community, post-secondary, or higher education settings in the U.S. or in overseas institutions. The M.A. in Linguistics does *not* qualify a student to teach in K-12 in US public schools. Students who wish to be certified to teach in the U.S. public school systems must earn a Teaching License and are advised to pursue the M.A. programs offered by the University of Colorado's Schools of Education at Boulder or Denver.

M.A. Comprehensive Examination Procedures

Adopted May 1993 and revised August 2007

At the time of this writing, procedures for the comprehensive examination for students in the Professional MA program in TESOL are being developed. The Comprehensive will have two parts: 1) a written exam will cover linguistics course content and 2) a Teaching Portfolio will be submitted for the TESOL component. Further details will be made available in December 2007 and in a supplemental Handbook for the M.A. in Linguistics for TESOL Professionals to be published in January 2008.

1. Area of specialization/concentration

Students may declare an area of concentration or specialization, if they would like to be examined in such an area. The area of specialization/concentration should be selected in time to have questions prepared for the written M.A. examination. Oral examinations will be given to students who write theses, and may be taken by any student who has a marginal pass or a fail on the written examination, at the request of either the examination committee or the student.

2. Official advisors

Students who are to be examined in declared specialty or concentration areas must choose an official advisor. This will be the TESOL advisor for TESOL concentrators, the thesis advisor for students doing a thesis, or any faculty member in the declared area of specialization for non-thesis students. The Department chair will appoint an advisor if necessary. Students without concentration, specialization or thesis may choose a faculty member as their unofficial advisor/counselor, but unofficial advisors will not necessarily have a role in the M.A. examination procedure.

Laura Michaelis 8/23/08 4:11 PM

Comment: What is a TESOL concentrator? Do you mean a student enrolled in the TESOL PMA?

3. Examination content

The M.A. comprehensive examination is a four-hour written examination. It is to have two required parts: a uniform 'core' covering required linguistics courses, and a 'supplemental' section covering general linguistic concepts. It may also have an optional 'specialization' section. The core and supplement parts are to be taken by all students. Courses taken outside the Department will not be covered on the examination unless they are part of the student's declared concentration or specialization. The core areas are defined as phonetics/phonology, morphology/syntax, semantics/pragmatics, and diachronics. Core areas for students in the Professional MA program in TESOL will not include diachronics. Each student who declares a specialization or concentration will have 1 hour and 20 minutes of specialization questions to answer as part of the four hours of the written examination.

4. The Examination Committee

The creation and grading of the examination will be the responsibility of a Departmental examination committee, whose chair will be the examination coordinator. Two or three of Department faculty will serve on this committee at a time, for a term of one year. The TESOL advisor will be a member ex officio, and will not be asked to deal with any area but TESOL and the specializations of his/her own students.

For administrative purposes, the student's M.A. committee will consist of the Departmental examination committee, plus his/her advisor, if any. If there is an advisor, that person will take the title of the student's M.A. committee chair. If not, the chair will be the examination coordinator.

5. Oral exam

If the student's advisor is not on the examination committee, that person is added just for the occasion of the oral, if any. [**]

6. Responsibilities, extracted from the above

The graduate advisor (director of graduate studies) is responsible for informing students of this policy, and of the options of writing a thesis and/or declaring a specialization. The student who wishes to write a thesis is, as usual, responsible for selecting a thesis advisor and securing that person's agreement to be the advisor. The student who declares a specialization is responsible for informing the graduate advisor and the Department chair, for securing an advisor, and for telling the Department chair who the advisor is. The Department chair is responsible for appointing the examination committee in such a way that the core areas are appropriately covered, and for designating its chair,

the examination coordinator. The examination coordinator is responsible for scheduling examinations, making sure that the content and conduct of the examination are consistent with the above provisions, and that all steps are taken in a timely manner, according to the requirements of the graduate school.

Statement of Graduate Degree Requirements for the Ph.D. in Linguistics

Revised October 2003

This is the official statement of the Department's requirements for the Ph.D. degree. For additional explanation and examples of the requirements, refer to your Graduate Student Handbook. Please don't hesitate to consult the Graduate Advisor, your own advisor, or the Department Chair for individual advice.

Course work equivalent to LING 5030 Linguistic Phonetics, LING 5410 Phonology, LING 5420 Morphology & Syntax, LING 5430 Semantics & Pragmatics, and LING 5570 Introduction to Diachronic Linguistics is a prerequisite for admission to the Ph.D. program. Students who are admitted to the Ph.D. without one or more of these courses must complete them as soon as possible. Students enrolled in the M.A. program may apply to the Ph.D. program during the third semester of the M.A. program or at any time thereafter (earlier applications may be considered; consult your advisor). The M.A. does not need to be completed before entering the Ph.D. if the student's work has been of sufficiently high quality. As with the M.A., considerable knowledge of a language other than one's own language, at a level of proficiency at least equivalent to the college junior level, is a prerequisite to admission. Otherwise qualified students who are admitted to the Ph.D. without this level of proficiency must make up the deficiency, by taking appropriate courses or other means. Native speakers of a language other than English automatically satisfy this requirement.

Students who enroll in the Ph.D. program before finishing the M.A. may use the doctoral preliminary examination as their M.A. comprehensive examination. They may apply for the M.A. degree after passing the doctoral preliminary examination and meeting all other requirements for the M.A.

Students should begin as soon as possible to plan a program that suits their particular goals. An advisory committee is an indispensable part of this process, not only for its general input and counsel, but also for the formal approval of some elective elements of the program. Students must form an advisory committee by the end of March of their first year. It is desirable to select a general focus by this time as well. In any case, a focus must be selected by the beginning of the second year. If it is appropriate, the advisory committee can then be re-formed to fit the focus better. Note that you must meet these deadlines in order to be considered for financial aid.

It is possible to focus on phonetics/phonology, morphology/syntax, semantics/ pragmatics, discourse-based grammar, language acquisition, sociolinguistics, interaction and grammar, computational linguistics, speech processing, psycholinguistics, typological comparison, historical linguistics, Amerindian linguistics, or African linguistics. The advisory committee consists of a chair and two additional members, all regular members of the linguistics Department. Students should choose the chair and members, verify that they are willing to serve, and submit the choices for approval to the Department chair. The committee will guide the student in the choice of courses and other studies, and will determine the details of other requirements and what counts as fulfilling them.

All doctoral students are strongly encouraged to attend at least one Linguistic Institute. These are held in the summers of odd-numbered years. Courses taken at an institute or elsewhere may be substituted for the courses required below, if they are determined to be equivalent in level and scope. The student's advisory committee (or, for first year students, the Graduate Advisor) will determine what counts as 'equivalent'.

The following requirements must be met by all doctoral students:

A. Course requirements. A total of 36 hours (12 courses) at the 6000 level or above, of which 24 hours (8 courses) must be in linguistics.

1. **Core Courses.** Four linguistics courses at the 6000 level or above: LING 7100 Field Methods I, LING 6450 Syntactic Analysis, and any two of LING 7410 Phonological Theory, LING 7420 Syntactic Theory, LING 7430 Semantic Theory, or LING 7570 Diachronic Theory.

2. **Additional courses.** At least *four* additional courses in linguistics, and up to four courses in other Departments, to total 36 hours. Most of these courses must be relevant to the student's specialization. The courses chosen to satisfy these requirements must be approved in advance by the advisory committee. Students with a particular interest in cognitive linguistics/cognitive science are expected to have had at least one course in experimental

methods and one in cognitive psychology; those students who lack this preparation should take PSYC 2101, Statistics and Research Methods, and PSYC 5145, Cognitive Psychology as early as possible. Basic programming skills are also likely to be required by the committee of a student who wishes to work in areas related to cognitive science. Additional courses, as determined by the student's committee, may be chosen from those on cognitive or experimental psychology, computational modeling, artificial intelligence, language acquisition, speech perception, text processing, speech processing, psycholinguistics, neurogenic language disorders, and computational linguistics, depending on the offerings and the student's interest. Some of these courses are offered by the Psychology Department or the Department of Computer Science. Many of them count towards the certificate in Cognitive Science, which is issued by the Institute for Cognitive Science. Independent study may also be used for topics not treated in available courses. However, no more than six semester hours of independent study may be counted towards Ph.D. requirements.

Students with an interest in language description and theory should choose courses such as comparative linguistics, areal linguistics, anthropological linguistics, philosophy of language and psycholinguistics. We strongly recommend taking one of these courses from another department.

B. Reading Knowledge of a Research Language. All students must demonstrate an ability to read linguistic literature in a language other than English. A reading knowledge of this language must be relevant to research for the dissertation. The student and the advisory committee will choose the language together. The student will present the committee with a justification for the language chosen. The language must be the medium for publication of pertinent linguistic literature. The committee will determine the means of satisfaction. The language requirement must be satisfied before the dissertation prospectus is approved. For all languages a petition to the advisory committee must be submitted.

C. Skill requirements. All students must demonstrate a research skill that is appropriate for their general area of specialization. Examples of such research skills are competence in a programming language such as C or Perl sufficient to create individual research tools for computer-based research; advanced skills in eliciting and organizing primary linguistic data in the field; a competence in statistical analysis equivalent to the two-semester graduate psychology sequence; and knowledge of a language other than English sufficient to support research on that language. The advisory committee will approve a proposed skill as appropriate, and determine the means of demonstrating it. This requirement must be fulfilled before the defense of the dissertation prospectus. Since all students must have the appropriate background and skills needed for their dissertation research, the student's committee may determine additional skills which may be required for the student's dissertation research area.

D. Preliminary Examination. The Preliminary Exam is meant to be a demonstration, early in the student's career, of the student's ability to analyze data and draw conclusions from them. There are two formal steps in completing the Prelim Exam. The first step is to develop a plan that will delineate the question to be answered, describe in detail the data to be analyzed and the method for analyzing those data, and set out the scope of what will count as an acceptable analysis. In preparation for this step, the student will choose a Prelim advisor (who may be, but need not be, the student's research advisor); they will work together to choose a topic, determine a method, and select the data. Primary responsibility for choice of topic and data rests with the advisor. Before March 31 (or the closest working day to that date) of the student's second semester in the Ph.D. program (or 3rd, in the case of a spring admission), the student and advisor will produce a one-page plan for the project (including a target length for the paper) and submit the plan to the Prelim Committee (signed by the advisor). Within one week, the Prelim Committee will render a decision to approve, reject or modify the plan. If the Prelim Committee feels that additional information is required, or that changes are needed, the chair of the Prelim Committee will consult with the student and the advisor, to agree on a revised plan. The Prelim Committee chair is responsible for conveying the intent of the committee to the student and the advisor. A meeting of the entire body to discuss the plan can be called, if the need is felt, by the chair of the Prelim Committee, the advisor, or the student. The Prelim Committee will then approve the plan, mandate further modifications to the plan, or reject the plan. If the plan is rejected, the student must submit another plan, within a time period specified by the Prelim Committee (in consultation with the advisor). Once a plan is approved, the student will not consult with the advisor again, unless there are problems with the data (e.g. perceived errors or unavailability) or with other facets of the exam for which the committee has responsibility.

The second step is to turn in a paper which describes the question addressed, the data analyzed, the method used to analyze the data, and the results of the analysis. A discussion of the results, as they can be seen to answer the

question set out at the beginning of the paper, should also be included. The argument from the data to the answer/conclusion should be clear and coherent. Complete resolution of the question is not necessary, but if there are counter-examples or contradictory forms, these must be acknowledged. The paper should be written at a level accessible to linguists who are not specialists in the topic area. Papers are due on October 1st (or the next working day closest to that date).

Prelim projects may be extensions of a class project or term paper. They may be an analysis of a page of text in a language not previously known to the student or they may be topics suggested by the advisor. They are not expected to be full research projects and should not treat areas that require methodology unfamiliar to the student. For many students, traditional language structure topics such as analyses of types of negation in a language, or of the phonetic characteristics of a language's vowels, may be appropriate choices. Projects in any area of linguistics, however, are acceptable, given that appropriate data are available, and that the student's acquaintance with the area is sufficient. **There is a page limit for the prelim paper of 50 double-spaced pages, in 12 point font.**

The exam will be graded by the Prelim Committee and the advisor as either "pass" or "fail." A "pass" requires a majority vote of the evaluating body. If it is a fail, it may be attempted once more, during the student's next year in the program. A student who fails can choose to write again on the same topic, as long as the subsequent evaluating committee approves the project. The student should understand that failure on this exam, if the work represents his/her best effort, suggests that our program may be not suited to his or her abilities. After a second failure the student will be asked to leave the program.

Students must submit the prelim exam by the deadline fixed for that academic year. If a student elects to postpone submission of the prelim, s/he will be required to begin the submission cycle again the following academic year, starting with submission of a proposal in the spring semester. Postponement of submission of either the proposal or the prelim itself will count as the first attempt at passing the exam; therefore, a student who elects to postpone the exam will have only one opportunity to pass it. In extreme circumstances (e.g., a health or family emergency), the student may submit a petition for delay of submission to the prelim committee chair. That decision will be made by vote of the prelim committee. The committee may request supporting documentation (e.g., a letter from a physician confirming a medical condition). If the student's petition is accepted, the postponement will NOT count as an exam attempt.

This form of the Prelim Exam is required of anyone who has enrolled in the Ph.D. program during or after spring 2001. The penalty for postponement provision applies to anyone who has enrolled in the Ph.D. program during or after Spring 2004.

Here is a summary of the timing:

- i) Student chooses Prelim Advisor
- ii) Student and Prelim Advisor devise a one-page plan outlining topic, method and data. Advisor has final authority for this plan.
- iii) Before March 31, student turns in plan.
- iv) Within one week, Prelim Committee returns a decision on the plan; prelim advisor has vote.
- v) Submit paper on Oct 1.
- vi) The paper will be evaluated by the Prelim Committee and the Prelim Advisor.

E. Comprehensive Examination. The University's comprehensive examination requirement is satisfied in two steps, and is taken after all the above requirements have been completed.

The first step is the completion of a **synthesis paper**. The synthesis paper compares and contrasts theoretical and methodological approaches to an issue in a way that covers one or more subareas of linguistics, where subarea is broadly construed (e.g. recent phonological theories, computational models of acquisition of syntax). The topic may be interdisciplinary, and it may be related to the topic of the dissertation (if that is known). The issue and coverage are to be negotiated between students and their advisory committee. The committee, in discussion with the student, will ensure breadth and richness of coverage of the topic. Students must submit a proposal for the synthesis paper to the advisor before attempting to write the paper. Once the advisor approves the proposal, s/he will submit it to the other committee members for their approval. Once the proposal is approved by all committee members (with or without revisions), the student will be permitted to begin work on the paper. The synthesis paper may be attempted a

total of three times, where an attempt is defined as a formal submission to the three-member advisory committee. If in the judgment of the three-member committee the third submission is unacceptable, the student will be asked to leave the program. All and any revisions must be submitted within 12 months of the first committee decision.

The second step is the preparation and successful defense of a **dissertation prospectus** in front of the dissertation committee. The dissertation topic and research plan must first be approved by the dissertation committee. The dissertation committee is selected by the student, and consists of the director and four additional members. (This committee is larger than the advisory committee which has guided the student's work up to that point, and need not include any of the members of the advisory committee.) At least one member of the dissertation committee, but not more than two, must be chosen from outside the Department of Linguistics. The composition of the committee must be approved by the Department chair. Normally the dissertation will be directed by a member of the Department of Linguistics. If the student wishes to write under the direction of someone outside the Department, the topic and director must be approved by the Department chair. This committee will meet formally with the candidate to consider the dissertation prospectus, which should be submitted no later than one year after the student completes the synthesis paper or examination. The prospectus will normally consist of a review of the literature relevant to the topic and a description of the research plan and expected results. The final form of the prospectus must be approved formally (with amendments as necessary) by the dissertation committee.

A doctoral student passes the comprehensive examination and becomes a candidate for the doctoral degree after the second step has been completed. Each of the two parts of the comprehensive exam may be repeated once. They may also be passed conditionally, i.e. subject to specifically stated conditions.

F. Dissertation and Dissertation Defense. A final oral examination and a dissertation suitable for publication are required. Students who are working on their dissertations must be registered for at least five hours of 'thesis' in the term or terms which they are doing research and/or writing. For these hours, a grade of IP is automatically awarded. After the submission of the dissertation and a successful final examination (defense of dissertation), the grade of IP will be changed to either A or B, as determined by the committee.

The Preliminary Examination Paper ('the prelim') in Linguistics

Adopted December 2001

The Preliminary Exam is meant to be a demonstration, early in the student's career, of the student's ability to analyze data and draw conclusions from them.

There are two formal steps in completing the Prelim Exam. The first step is to develop a plan that will delineate the question to be answered, describe in detail the data to be analyzed and the method for analyzing those data, and set out the scope of what will count as an acceptable analysis. In preparation for this step, the student will choose a Prelim advisor (who may be, but need not be, the student's research advisor); they will work together to choose a topic, determine a method, and select the data. Primary responsibility for choice of topic and data rests with the advisor. Before March 31 (or the closest working day to that date) of the student's second semester in the PhD program (or 3rd, in the case of a spring admission), the student and advisor will produce a one-page plan for the project (including a target length for the paper) and submit the plan to the Prelim Committee (signed by the advisor). Within one week, the Prelim Committee will render a decision to approve, reject or modify the plan. If the Prelim Committee feels that additional information is required, or that changes are needed, the chair of the Prelim Committee will consult with the student and the advisor, to agree on a revised plan. The Prelim Committee chair is responsible for conveying the intent of the committee to the student and the advisor. A meeting of the entire body to discuss the plan can be called, if the need is felt, by the chair of the Prelim Committee, the advisor, or the student. The Prelim Committee will then approve the plan, mandate further modifications to the plan, or reject the plan. If the plan is rejected, the student must submit another plan, within a time period specified by the Prelim Committee (in consultation with the advisor). Once a plan is approved, the student will not consult with the advisor again unless there are problems with the data (e.g. perceived errors or unavailability) or with other facets of the exam for which the committee has responsibility.

The second step is to turn in a paper that describes the question addressed, the data analyzed, the method used to analyze the data, and the results of the analysis. A discussion of the results, as they can be seen to answer the question set out at the beginning of the paper, should also be included. The argument from the data to the answer/conclusion should be clear and coherent. Complete resolution of the question is not necessary, but if there are counter-examples or contradictory forms, these must be acknowledged. The paper should be written at a level accessible to linguists who are not specialists in the topic area. Papers are due on October 1st (or the next working day closest to that date).

Prelim Exam projects may be extensions of a class project or term paper; they may be an analysis of a page of text in a language not previously known to the student; or they may be topics suggested by the advisor. They are not expected to be full research projects and should not treat areas that require methodology unfamiliar to the student. For many students, traditional language structure topics such as analyses of types of negation in a language, or of the phonetic characteristics of a language's vowels, may be appropriate choices. Projects in any area of linguistics, however, are acceptable, given that appropriate data are available, and that the student's acquaintance with the area is sufficient.

There is a page limit for the prelim paper of 50 double-spaced pages in 12-point font.

The exam will be graded by the Prelim Committee and the advisor as either "pass" or "fail." A "pass" requires a majority vote of the evaluating body. If it is a fail, it may be attempted once more, during the student's next year in the program. A student who fails can choose to write again on the same topic, as long as the subsequent evaluating committee approves the project. The student should understand that failure on this exam, if the work represents his/her best effort, suggests that our program may be not suited to his or her abilities. After a second failure the student will be asked to leave the program.

Students must submit the prelim exam by the deadline fixed for that academic year. If a student elects to postpone submission of the prelim, s/he will be required to begin the submission cycle again the following academic year, starting with submission of a proposal in the spring semester. Postponement of submission of either the proposal or the prelim itself will count as the first attempt at passing the exam; therefore, a student who elects to postpone the exam will have only one opportunity to pass it. In extreme circumstances (e.g., a health or family emergency), the

student may submit a petition for delay of submission to the prelim committee chair; decision will be made by vote of the prelim committee. The committee may request supporting documentation (e.g., a letter from a physician confirming a medical condition). If the student's petition is accepted, the postponement will NOT count as an exam attempt.

This new form of the Prelim Exam will be required of anyone who enrolled in the PhD program in or after spring 2001. The penalty for postponement provision applies to anyone who has enrolled in the Ph.D. program during or after spring 2004.

Here is a summary of the timing:

1. Student chooses Prelim Advisor
2. Student and Prelim Advisor devise a one-page plan outlining topic, method and data. Advisor has final authority for this plan.
3. Before March 31, student turns in plan.
4. Within one week, Prelim Committee returns a decision on the plan; prelim advisor has vote.
5. Submit paper on Oct 1.
6. The paper will be evaluated by the Prelim Committee and the Prelim Advisor.

Comprehensive Examination Requirement

Approved April 1995, clarifications added in November 1997

The Linguistics Department Comprehensive Examination is a 'synthesis' requirement. The synthesis requirement can be met by means of (1) a paper or (2) a take-home exam.

The paper will compare and contrast theoretical and methodological approaches to an issue in a way that covers one or more sub-areas of linguistics, where 'sub-area' is broadly construed (e.g. recent phonological theories, computational models of acquisition of syntax). The topic may be interdisciplinary, and it may be related to the topic of the dissertation (if that is known), but this is not required. The issue and coverage are to be negotiated between the student and his/her advisory committee (which will consist of at least 3 regular members of the Department, and may have an outside member). The committee, in discussion with the student, will ensure breadth and richness of coverage of the topic.

The advisory committee need not be the same as the dissertation committee, especially if the synthesis paper topic is different from the dissertation topic.

It is recommended that this requirement be attempted after the student has completed most of his/her course work. Admission to candidacy will take place after the synthesis requirement has been satisfied and the dissertation prospectus has been successfully defended. The dissertation topic and research plan must be approved by the dissertation committee (5 members, at least 3 from the Department and at least one from outside the Department), and a prospectus detailing these must be defended before that committee.

The problem targeted by the theories under discussion should be described clearly, without the use of any particular theoretical framework and with appropriate presentation of data. Do not assume that all readers share your level of familiarity with the problem at issue.

Students must submit a proposal for the synthesis paper to the advisory committee before attempting to write the paper. The advisor will first approve the proposal before submitting it to the committee, who may request revisions of the proposal. Proposals are generally 3-5 pages in length.

The student need not actually combine the two (or more) frameworks in order to be seen as fulfilling the expectation of synthesis. However, there should be a conclusion in which the writer considers the possibility or analytic advantages of synthesizing the several frameworks. If synthesis is not possible, state the reason. If there are clear reasons to reject one theory over the other, state the reasons.

If 'synthesis' has been construed by the student and the committee as meaning synthesis across discipline boundaries rather than across theories within linguistics, then the paper should make clear what insights have been obtained.

Procedure for turning in synthesis paper: two copies of the paper are needed - one is to be given to the committee chair, and if the committee chair considers it to be ready for reading by the rest of the committee, a second copy is to be turned in to Graduate Secretary for circulation and duplication. The Graduate Secretary will distribute a copy to each of the other committee members and place one in the student's file.

The synthesis paper may be attempted a total of three times, where an attempt is defined as a formal submission to the three-member advisory committee. If in the judgment of the three-member committee the third submission is unacceptable, the student will be asked to leave the program. All and any revisions must be submitted within 12 months of the first committee decision.

The Dissertation Prospectus in Linguistics

Adopted February 23, 1998

After you choose the topic of your dissertation and have chosen a member of the Department to be your thesis advisor, your first concrete step should be the preparation and successful defense of a **dissertation prospectus** - that is, of a plan of the dissertation research. (If the topic warrants, your thesis advisor may be a member of another Department, but a member of the Department must then be designated as co-advisor. The Department chair must approve all such arrangements.)

Before you begin your dissertation, your prospectus must be approved by your **dissertation committee** (see below). The plan as presented in the prospectus must therefore be sufficient in detail and in style for all the members of the dissertation committee to judge whether the proposed research is feasible, constitutes an original contribution to the field, and is appropriate in scope-neither too trivial nor too extensive.

Note: the Department defines the Comprehensive Examination as consisting of the Synthesis paper plus the Dissertation Prospectus. The Synthesis examination paper is normally completed before the prospectus defense takes place.

The dissertation committee

The first step after deciding on your dissertation topic is the formation and approval of your dissertation committee. The dissertation committee must consist of at least 5 members, who must hold University of Colorado Graduate School appointments. (If you want to have a member who teaches at another university or does not have a tenure-track job here, a special appointment as a member of the graduate school faculty can usually be arranged, but this is not pro forma and takes time.) Your dissertation advisor acts as the chair of your dissertation committee.

One member of the dissertation committee must be from outside the Department (a person appointed from outside the university counts as a Department member). The dissertation committee may be your advisory committee plus two more people, but it doesn't have to be. The composition of the committee must be approved by the Department chair. You should get the Departmental form "Appointment of Ph.D. Comprehensive Examination/Dissertation Committee" from the Department's graduate secretary and have it signed by each person on your dissertation committee and by the Department chair.

The prospectus should begin with a clear exposition of the topic-the problem or issue or issues to be addressed. It should situate the topic within past research, making clear why it is of interest, the extent to which it or similar problems have been studied and with what results, and the relevant methodological, theoretical, and ideological traditions that the research will either follow or challenge.

The second part of the prospectus is a description of the research plan and expected results. This includes: what data will be collected, how they will be collected, and how they will be analyzed. Your prospectus should be written so that it can be understood by all of your committee members, both those with a specialized knowledge of the topic and those whose acquaintance with it may be more general.

The purpose of the prospectus

Writing the prospectus serves several purposes. First, it requires students to think through their plans carefully and make them explicit. Second, the prospectus serves as a contract protecting both you and your committee from misunderstandings and wasted effort. In particular, satisfactory completion and write-up of the research (background, data collection, analysis, and discussion) that was proposed in an approved prospectus constitute an acceptable dissertation, even if the results turn out not to be particularly exciting. It makes your intentions and the Department's expectations clear, and thus protects you from being asked to do too much. As a bonus, the prospectus can often be easily reworked into the first chapter of the dissertation.

The form of the prospectus.

A prospectus normally is about 20 to 40 (double-spaced) pages long. It must be explicit enough so that the committee can understand the research methods planned, the rationale for using them, and the data base (or plans for

collecting the data base), and can judge whether the planned work is likely to provide the basis for meaningful conclusions.

A word of advice:

Pilot work is often necessary and is always advisable, but putting a large amount of work into a topic without having an approved prospectus is very risky, as the work might turn out to have been wasted.

Consult with your advisor and Ph.D. advisory committee when you think you are ready to start working on your prospectus, and make sure that they understand what you plan to do. Also ask their advice about who the members of your dissertation committee should be. If you are in doubt about the composition of your committee, consult the Department chair.

The prospectus defense

The dissertation committee approves the prospectus at an oral defense. This is a formal defense, and at its completion the committee signs the Graduate School's Doctoral Examination Report form. Conditional passes may be given.

Passing the prospectus defense plus the synthesis constitutes admission to the status of Ph.D. candidate; see the graduate school's regulations about the number of credit hours that may/must be carried by students before and after admission to candidacy.

Linguistics Department Policy Statement 1: TA and GPTI Job Descriptions

Adopted May 4, 1992

Faculty responsibilities are marked with *.

If at any time you are unable to meet your responsibilities as outlined below (due to illness, family events or any other stress overload), your most important responsibility is to let the Department chair know immediately so that we can get someone to cover for you - to meet your classes, help grade your papers, or whatever is needed - until you are ready to pick up your full load again. Even if you just think you might need help, warn us so that we can have support lined up in case it is needed. You are part of a team, and we are here to help you, if you just let us know!

The TA and GPTI positions in this Department are typically 25%-time positions, so the appointee must expect to devote **an average of 10 hours per week** preparing for and teaching the section. Professional standards may require more time than this when courses or materials are new.

The **GPTI** is responsible for teaching the class in accordance with the Department's course description and for consulting with the faculty mentor assigned to the course. The **TA** participates in instructional activities under the supervision of the course instructor. Both types of position are also expected to benefit the appointee's professional development as a teacher and scholar. (Teaching a subject never fails to deepen one's command of it.)

A first time appointee to any graduate teaching position (**TA, GPTI**) in this Department is expected to be on campus during all of registration week preceding the term, and to attend the graduate teacher training sessions provided by the Graduate Teacher Program (Laura Border's office). Information will be provided about this each summer and fall.

*The course instructor will observe the **TA's** at least twice during the semester, and evaluate their classroom performance for the record.

Division of time expected for **TA**:

1 hour regular meeting with the course instructor. Usually weekly.

2 hours teaching/attending the instructor's lecture. Required. If the TA must be absent for urgent reasons, e.g. illness, s/he is responsible for getting the notes from the lecture from another TA and finding out from co-TA or instructor what went on in class in addition to what may be written.

1 hour on lesson plans. Part of this may take place during the regular meeting with the course instructor. *Instructors should make their expectations on this matter clear. Many TA's will want to supplement the exercises, requiring more planning time. Careful attention should be given to planning worthwhile activities, including backup topics in case an activity is unsuccessful or takes less time than anticipated.

1 1/2 hours correcting homework, quizzes, and exams. This will vary from week to week; TA's and *course instructors should work out how to deal with the problem of the timing of the exams and papers in the course and in courses that the TA may be taking. TA's should plan ahead!

1 1/2 hours of office hours. Office hours are to be posted on the office door and given to the graduate secretary. You are **required to be there** the entire time, and to see that a notice is posted if you are ill. If it's a quiet week, you can get a lot of your other work done during this time. The course instructor may ask the TA's to conduct review sessions during the weeks before hour exams and finals.

1 hour doing or reviewing the assigned reading and doing supplementary reading on the topics presented in the lecture. If you don't know more than what's in your notes, you don't know enough to deal with the students in the section. This is essential, and usually overlooked. One hour a week probably isn't enough, especially for 1000 topics where there is generally a diversity of opinions based on variable "facts" about language usage.

*The course instructor for 1000 should suggest appropriate readings to the TA's, especially since the Department at present has few offerings at the graduate level in this area.

1 hour preparing homework and quiz items. This may also be partly done during the meeting with the course instructor. TA's are the ones who know the students best, know the areas of strength and weakness and information gaps, and are thus in the best position to know what are fair test questions and interesting homework assignments. *The course instructor should require these contributions and also at least some input to hour exams and finals. *The course instructor should also insure that quizzes, exams, and other evaluation instruments are uniform and administered and graded uniformly across the sections of a course.

Division of time expected for a **GPTI** is less set, as the GPTI has full responsibility for conducting the course. The basic requirements are hours of lecture and 1.5 to 2 posted office hours (not all in the same time slot) plus additional office hours by appointment.

The **GPTI** should confer with the faculty mentor assigned to the course before the beginning of the term, and during the term as agreed on between them. *The faculty mentor should be prepared to help evaluate the GPTI's performance, and to this end should observe the GPTI twice during the second month of the term and provide a written evaluation following the procedures used for peer evaluation of untenured faculty. However, the mentor's principal role is to advise as needed.

Note: The University **requires** appointees to attend diversity and sexual harassment training sessions.

Linguistics Department TA and GPTI Policy Statement 2: TA and GPTI Appointment Policy

Revised and adopted March 1997

The Department attempts to provide 5 years of support (2 semesters/year) at 25% for students making satisfactory progress towards the Ph.D. degree. This may be in the form of RA, TA or GPTI appointments. In some semesters, for students with needed skills and/or outstanding performance, it may be possible to provide higher levels of support. On the other hand, in some semesters it may not be possible to provide support to all qualified students.

Awards are made only to students making satisfactory progress towards a degree, as judged by the Department, except in cases of extreme departmental need. In most cases, this means progress towards the Ph.D. degree in linguistics. If you are in doubt about whether your progress is satisfactory, consult your advisor, who will refer the matter to the Department if the case is at all unclear.

The support and the type of appointment are based primarily on departmental staffing needs and the student's qualifications for filling those needs. We attempt to provide students with appropriate career training, including a variety of teaching experiences when possible. We also attempt to reward students who have demonstrated outstanding ability.

Depending on the nature of the appointment, qualifications for TA or GPTI-ships may include knowledge background, specific training and/or technical skills, teaching ability, command of subject matter, level of English proficiency, and for some courses, acquaintance with U.S. culture. Teaching experience is desirable, and preference will be given when possible to students with confirmed active participation in the Graduate Teacher Program.

(Students appointed to teaching positions are expected to attend teacher training workshops as specified in Policy #1: "A first time appointee to any graduate teaching position (**TA, GPTI**) in this Department is expected to be on campus during all of registration week preceding the term, and to attend the graduate teacher training sessions provided by the Graduate Teacher Program (Laura Border's office).") The Department may request the student to provide official confirmation (by the GTP office) of participation in the GTP program.

All applicants for departmental aid are required to fill out the Department form for requesting financial aid, distributed early in the spring semester of each year, and to return it promptly to the Department chair. Applicants for departmental aid are also required to fill out and submit the University "Singlefile" Form to the Office of Financial Aid.

If an applicant for aid feels that the Department should have additional information, it is his/her responsibility to give that information to the chair during February (for appointments for the following academic year) or October (for new spring-term appointments). Examples of relevant information include: special or changed financial circumstances, plans to be away from Boulder at a particular time, or any details of a personal nature that might have some bearing on departmental decisions. You may offer this information to the chair or any other faculty member either orally or in writing.

Linguistics Department Policy Statement 3: Filing/disposal of TA Evaluations

Adopted May 4, 1992

TA evaluations by their students will be sent to the course instructor, who will review them and discuss them with the individual TAs involved. The evaluations will be kept in the Department office as long as the person remains a student with us, to help inform the Department's judgement concerning how suitable the person is for reappointment as a TA. The evaluations will be destroyed when the person graduates or leaves the program, and will not become a part of the person's record unless the person so desires.

Frequently Asked Questions

If the answer tells you to see a topic in this handbook, use the Index above to find the appropriate section.

1. How many courses can I transfer in? Maximum 9 credits for MA, 21 for Ph.D. See Transfer Credits in this Handbook and also check the University Catalog (look for Transfer Credit in the Index at the back). Talk to your advisor about when to apply for transfer credit, what courses will count for credit, and whether they will also count as equivalents of specific CU courses.

2. What is the language requirement? M.A.: three college years, or equivalent, unless you are a native speaker/signer of a language other than English. Ph.D.: same as M.A. plus reading knowledge of a research language sufficient to handle linguistics literature. Details in this Handbook, under M.A. and Ph.D. requirements

3. How many computer courses should I take? At the M.A. level, this depends entirely on your goals, but computer literacy is becoming a basic survival skill, and computer expertise is a major asset in many job markets. Talk to your advisor. For the Ph.D., this decision is in the hands of your advisory committee.

4. Can I get the M.A. in fewer than 4 semesters? Not really. It takes 3 full semesters to get all the courses that will be covered in the M.A. comprehensive examination. However, it may be possible to obtain your 30 credit hours and complete the required courses in three semesters plus one or two summers, leave campus at the end of the fall of the second year, and take the M.A. comprehensive examination elsewhere under the supervision of the faculty member at another institution during the spring of the second year. You would need to be registered for an hour of 'M.A. program' during that semester. Talk to the Graduate Advisor as soon as you start the M.A. program if you want to attempt doing the M.A. with fewer than four semesters on campus.

5. Can I take introductory statistics or other introductory courses for credit? Undergraduate courses count towards 'full-time study' (5 undergraduate hours = 3 graduate hours), but those below the 3000 level cannot be counted towards requirements for a graduate degree. See 'Course Load for M.A. students' and the University Catalog under Requirements for Advanced Degrees for a statement of whether a 3000 or 4000 course may be counted for graduate credit, and talk to your advisor (who may in turn have to consult with the Graduate School's advisers). Typically a 4000 level course in another Department will be OK.

6. How many office hours does a TA or GPTI have to give? One and a half hours of office hours per week. For other TA/GPTI responsibilities, see 'Linguistics Department Policy Statement #1: TA and GPTI job descriptions', in the Financial Aid section.

7. Does a TA for a course have to attend the lectures of the instructor? Yes. See the policy statement for that one, too.

8. Can I take an independent study in another department for credit? Yes, if you follow the Department's procedure for getting independent study approved and approval is in fact given. See Independent Study in this Handbook.

9. Can I get a TESOL certificate? I heard I have to go to Denver to do it. The Linguistics program offers a professional emphasis program in TESOL. Students may choose to register concurrently to take a UCD course.

10. What is a graduate committee? Do I need one? How do I get one? It's called an 'advisory committee'. An M.A. student only needs a committee if s/he is writing an M.A. thesis. See **M.A. with Thesis** in this Handbook. A doctoral student needs an advisory committee by the end of March of the first year of matriculation in the Ph.D. program. You must persuade three regular faculty members of the Linguistics Department appropriate to your research interests to serve on your committee, and you must also secure the approval of the Department chair. See **Advisory Committee** in this Handbook.