

# Linguistics

## The School of Humanities

### Chair

Philip W. Davis

### Professors

Masayoshi Shibatani

Stephen A. Tyler

### Professors Emeriti

James E. Copeland

Sydney M. Lamb

### Associate Professors

Michel Achard

Maria-Regina Kecht

Suzanne E. Kemmer

### Assistant Professors

Michael Barlow

Nancy Niedzielski

Nanxiu Qian

Rafael Salaberry

### Adjunct Associate Professor

Spike Gildea

### Lecturers

Robert Englebretson

E. Douglas Mitchell

*Degrees Offered:* B.A., M.A., Ph.D.

**Undergraduate Programs.** The department offers both a major program in linguistics, and a Certificate in Teaching English as a Second Language, which may be earned with or without a linguistics major.

**Linguistics Major.** Because human language is a multifaceted object of study, linguistics is, by its nature, an interdisciplinary field. The undergraduate major in linguistics provides both an in-depth grounding in the field as well as cross-disciplinary breadth. Students beginning a linguistics major should take LING 200, which is a prerequisite for many upper-level courses in the department. All majors are required to take at least 8 courses (24 semester hours) in linguistics at the 300 level or above, including 4 core courses: LING 300, 301, 1 of LING 402 or 416, and 1 of LING 305 or 315. No more than 1 independent study course may be counted toward the major requirement. In addition, competency in 1 language other than English is required. This requirement may be satisfied by 2 courses in a foreign language at the 200 level or above or equivalent; or at the 100 level or above for non-European languages.

Students may elect either a general linguistics major or one of four areas of concentration. Majors who plan to pursue graduate training in linguistics are recommended to choose one of the areas of concentration. These students also are urged to apply for admission to the honors program in their junior year.

The general linguistics major requires, in addition to the 4 core courses and the language requirement, at least 4 upper-level linguistics electives. The requirements for the various concentrations include additional courses, as follows.

**Language Concentration.** In addition to the basic language competency required of all majors, the language concentration requires an advanced level competency in a different language. This can be satisfied by 2 language courses taught in a language other than English at the 300 level or above, or equivalent. In addition to the core courses, 4 advanced linguistics electives are required, which should be chosen in consultation with the linguistics adviser. Courses in the structure or history of the languages studied are especially appropriate.

**Cognitive Science Concentration.** In addition to the core courses, this concentration requires 3 courses focused on the cognitive aspects of human language, selected from LING 306, 315, 317, 411, and 412; 2 courses from cognitively related disciplines (psychology, computer science, anthropology, philosophy) as approved by the major adviser; and 2 other advanced linguistics electives.

**Language, Culture, and Society Concentration.** For an in-depth grounding in a particular language and culture, this concentration requires 2 language courses at the 300 level or above. The language may be the same as that used to satisfy the basic level language competency. Besides the 4 core courses, 2 additional courses from the following must be selected: LING 205, 313, or 406. Finally, 2 courses in sociocultural studies outside the department are required, and must be approved by the major adviser. Examples of appropriate courses are ANTH 353, PSYC 202, RELI 393, or HIST 250.

**Second Language Acquisition Concentration.** Two language courses at the 300 level or above are required; the language may be the same as that used to satisfy the basic-level language competency. In addition to the linguistics core courses, 4 additional courses are required as follows: LING 205, 340 and LING 417, LING 394 or a foreign language equivalent (e.g., Structure of Spanish, Structure of German, etc.) as approved by the major adviser, and one of the following: LING 205, 309, 313, or 490.

In addition to the departmental requirements for the major, students must satisfy the distribution requirements and complete no fewer than 60 semester hours outside the departmental requirements for a total of at least 120 semester hours. See Graduation Requirements (pages 16–18).

**Honors Program.** The departmental honors program provides selected undergraduate majors with the opportunity to conduct supervised research within their area of specialization in the major. Majors planning to pursue graduate training in linguistics or a related field are strongly encouraged to apply, as well as others who wish to add the experience of an intensive, individualized research project to their undergraduate education.

Application to the honors program should be made in person to the undergraduate adviser in the second semester of a student's junior year. In support of the application, the student should prepare a brief description of the proposed project signed by the faculty member who is to supervise the work. Acceptance into the program is by agreement of the linguistics faculty. On acceptance, the student will enroll in LING 482 Honors Project, with the supervising faculty member named as instructor. The honors program framework is designed to facilitate as far as possible the development of a mentoring relationship between student and faculty member. Students are thus expected to consult with the project supervisor periodically regarding their progress; the supervisor will provide research guidance and general support. With the appropriate completion of major requirements and the honors project or thesis, the student will graduate with departmental honors as follows: "With Distinction," "With High Distinction," or "With Highest Distinction," as determined by the linguistics faculty.

**Certificate in English Language Teaching.** This program is designed for students who plan on teaching English to nonnative speakers in the U.S. or abroad. The Certificate in Teaching English as a Second Language provides undergraduate-level training in applied linguistics and English language, as well as some practical preparation for English language teaching. It can be easily combined with a major in linguistics, education, or English. To enroll in the program, see the director of the ESL Certificate Program or the linguistics undergraduate adviser.

The program consists of 4 courses and a practical component. The courses are LING 200, 340, 394, and 1 of the following: LING 309, 313, or 205. The practical component consists of a total of 20 contact hours of language teaching/tutoring experience. This requirement may be filled by tutoring in the Rice Student Volunteer Program or by teaching in a high school or community ESL program. Students will be expected to write a short report on their teaching experience. Successful completion of the certificate program must be certified by the director of the ESL Certificate Program and will be indicated on the Rice transcript upon completion of degree requirements.

**Doctoral Program.** The doctoral linguistics program at Rice emphasizes the study of language use and functional/cognitive approaches to linguistic theory. The four areas of particular research strength in the department are field studies of particular languages (e.g., languages of North and South America; Austronesia; Africa; Europe; and East Asia), typology, and language and mind (cognitive linguistics, neurolinguistics, schema-based theories, lexical semantics), and language change (diachronic typology, grammaticalization theory, semantic change, language classification, and Indo-European linguistics). Additional research areas represented are second language acquisition, applied linguistics, discourse analysis, and corpus linguistics.

The program admits students planning to study for the Ph.D. degree on a full-time basis. Undergraduate preparation should ideally include language study and course work in linguistics or disciplines related to linguistics, such as anthropology, applied linguistics, psychology, or computational modeling. Interdisciplinary interests are encouraged. A master's degree may be earned during progress to the Ph.D. degree. Admission to the program is competitive. Students admitted to the program are generally offered financial support in the form of tuition scholarships and/or stipends for living expenses.

During the first year of residence, each entering student works closely with the graduate adviser to choose a plan of study congruent with the demands of the program and the student's interests. Emphasis throughout the program is on a close working relationship with faculty. Students should select areas of specialization that fit well with faculty research interests and activities. (See the departmental homepage at <http://www.ruf.rice.edu/~ling> for faculty research specializations.)

Students with master's degrees in linguistics will normally progress through the degree program in three to four years; those without in four to five. With no prior linguistics background, course work in the first two years will generally include 2 courses in the area of phonetics/phonology, 2 in the area of syntactic/semantic analysis, 1 two-course sequence in field methods, 1 problem-solving course in linguistic analysis, and at least 2 courses in other subfields of linguistics. Prior preparation in linguistics will be assessed with regard to its equivalence to particular Rice courses. Students are also normally expected to serve as teaching assistants for 1 course per year during the time they are receiving departmental support; such service is included in the normal course load. Graduate students are required to register for at least 12 hours credit per semester prior to advancing to candidacy.

At the end of the first year of study, students undergo an oral qualifying examination to assess their progress in the doctoral program. Continuation to the second year requires successful performance on this examination and in first-year course work. In each of the second and third years, in addition to their course work, students prepare an in-depth research paper on a topic chosen in consultation with a committee of faculty. These 2 papers will represent different areas of the field, and at least 1 will be on the structure of a non-Indo-European language. Students should work toward establishing a close working relationship with various faculty such that multiple faculty members are closely familiar with the student's work. After the second research paper is accepted, a dissertation adviser is selected and a doctoral committee formed, by mutual agreement of the student and the relevant faculty members.

Before advancing to candidacy, students must demonstrate reading competency in 2 research languages other than English. It is also expected that students will submit their work for presentation at one or more professional meetings and publish such work in conference proceedings and/or journals. Funds may be available to defray the cost of travel to such meetings.

During the fourth year, students present to their doctoral committee a third research paper consisting of a substantial dissertation proposal and a comprehensive bibliography. This proposal, ideally building on their previous research, may take the form of a grant proposal to an external funding agency, particularly where fieldwork abroad is proposed. The proposal is also presented orally in a departmental forum. On acceptance of the proposal, the student formally advances to Ph.D. candidacy.

The doctoral research project may require fieldwork in residence or abroad prior to writing the dissertation. The student is expected to consult regularly with faculty members during the writing process. After a complete draft of the dissertation is submitted, the student defends the dissertation publicly. When the final version of the dissertation is accepted by the doctoral committee and filed with the university, and all other requirements are certified as filled, the degree is then granted.

**See LING (pages 420–427) and SANS (page 524) in the Courses of Instruction section.**