Linguistics (LIN)

Major and Minor in Linguistics

Department of Linguistics, College of Arts and Sciences

Chairperson: Lori Repetti
Director of Undergraduate Studies: José Elías-Ulloa
Assistant to the Chair: Sandra Brennan
Office: S-201 Social and Behavioral Sciences
Phone: (631) 632-7777
E-mail: Sandra.Brennan@stonybrook.edu

Web address: http://www.linguistics.stonybrook.edu

Minors of particular interest to students majoring in Linguistics: Anthropology (ANT), Computer Science (CSE), English (EGL), Foreign Languages, International Studies (INT), Philosophy (PHI)

Linguistics (LIN)

Linguistics is the science of language. Language is at once the most diverse and the most clearly structured aspect of human behavior. It distinguishes humans from other species and much of human culture depends on it. Understanding the nature of human language is therefore a key to understanding human nature. Linguistics seeks to discover the common features of the languages of the world's peoples, to understand how languages change over time, and how language relates to other aspects of human society.

The major in Linguistics is designed to provide graduates with a set of skills and a body of knowledge. A graduate will have the skills to analyze the most important features of language: sounds, words, sentences, and conversation, using both formal and experimental methods. Students will also learn what linguists know about the languages of the world, their history and structure, and how language interacts with many facets of all cultures.

The Department also prepares its majors for provisional certification as Teachers of English to Speakers of Other Languages in New York State (TESOL) from kindergarten through grade 12. Candidates for TESOL certification must follow a specific track within the major, which includes a semester of student teaching. Approximately one-quarter of Linguistics majors elect this track in the major. It is also common for Linguistics majors to have a second major, either in a language or in an adjacent field such as psychology or computer science.

Options for further education that are taken by graduates include professional school in such areas as speech pathology and law, and graduate school in linguistics, philosophy, psychology, and computer science. A few graduates have gone on to technical positions in industry that involve speech engineering.

Instruction in uncommonly taught languages not offered elsewhere in the University is provided by the Department of Linguistics.

Requirements for the Major and Minor in Linguistics

Requirements for the Major

The major in Linguistics leads to the Bachelor of Arts degree. All linguistics courses offered for the major must be passed with a letter grade of C or higher.

Completion of the major requires 39 credits in linguistics and one year of a foreign language in addition to the University's entry skill requirement.

1. LIN 101 Human Language
2. LIN 201 Phonetics
3. LIN 301 Phonology
4. LIN 311 Syntax
5. LIN 431 The Structure of an Uncommonly Taught Language
Six additional linguistics courses, of which 5 must be upper-division (LIN 344 and LIN 454 may not be used as one of these courses; LIN 355 and/or LIN 356 may be taken up to two times for this requirement)

Two semesters of foreign language after completing Entry Skill 3/LANG, the University's foreign language requirement. These may be either in the same language with which the entry skill was met or in one or two other languages.

Upper-Division Writing Requirement: In the junior or senior year, students must successfully complete LIN 300 Writing in Linguistics, a two-credit course. LIN 300 also satisfies the Stony Brook Curriculum (SBC) learning objective WRTD.

Notes:
1. Students majoring in Linguistics may be interested in courses offered through other departments. Students may count up to two non-LIN courses toward the Linguistics major, with the permission of the Director of Undergraduate Studies.
2. Students electing TESOL may not take any courses required for certification for Pass/No Credit. Requirements for TESOL certification are detailed following the Linguistics minor and honors program listings.

Requirements for the Minor

The minor in Linguistics requires 20 credits.

1. LIN 101 Human Language
2. LIN 201 Phonetics
3. LIN 311 Syntax
4. Three additional linguistics courses, of which 2 must be upper-division (LIN 344 and LIN 454 may not be used as one of these courses; LIN 355 and/or 356 may be taken up to two times for this requirement)

Notes:
1. One of the courses required for the minor may be taken for Pass/No Credit. All other courses must be passed with C or better.
2. Linguistics minors that are closely integrated with students' majors are strongly encouraged. The fields with which linguistics has special affinities are: anthropology, psychology, English, foreign languages, philosophy, and computer science.
3. Students must consult with the director of undergraduate studies in linguistics to enroll in the minor.

Honors Program

Linguistics majors who have maintained a g.p.a. of 3.50 in the major are eligible to graduate with departmental honors. An additional requirement for honors is the submission and presentation of a senior thesis based on research performed during the senior year. Students must submit a written thesis proposal for approval to a sponsoring faculty member in the semester prior to the start of their senior year. Acceptance into the honors program depends on approval of the proposal by the sponsoring faculty member, the director of undergraduate studies and the department. LIN 495 and LIN 496 will be taken as a 2 semester sequence during the senior year, for a total of six credits. Students will receive only one grade upon completion of the sequence. These courses must be taken in addition to the total credits required for the major. The student's thesis must be completed and the student must have a public presentation of their research no later than three weeks prior to the end of the semester in which they are enrolled in LIN 496. The thesis will be read and evaluated by a committee consisting of the student's sponsor, a member of the Department of Linguistics, and one other faculty member, as arranged by the Director of Undergraduate Studies.

If the thesis is accepted by the committee and the student retains a 3.50 g.p.a. for all linguistics courses taken, the Department will recommend that honors be conferred.

Teaching English to Speakers of Other Languages (TESOL) Teacher Education Program

The TESOL Teacher Education Program prepares undergraduates for initial certification as Pre-K-12 teachers of English to Speakers of Other Languages. Students wishing to apply to the program must major in Linguistics and have a GPA of 3.0 or higher. Prospective applicants must consult with the Undergraduate Director in Linguistics and the TESOL Certification Director as early as possible in their academic careers to ensure completion of the program requirements in a timely manner. The PEP Undergraduate Application form must be submitted to the TESOL Certification Director by April 15 for Fall admission and by November 15 for Spring admission. Students must maintain a minimum GPA of 3.0 in order to remain in the program.

Requirements for Initial Certification

A. Completion of all requirements for the major in Linguistics.
B. A 3.00 g.p.a.
C. Two years of college-level study of a language or languages other than English. (Completion of Skill 3 Basic Foreign Language Competence satisfies the first year of this requirement.) These may be in one, two, or three languages.
D. Linguistics and foundations courses:
   • LIN 101 Human Language
   • LIN 201 Phonetics
   • LIN 311 Syntax
   • LIN 300 Writing in Linguistics
   • LIN 301 Phonology
   • LIN 307 Introduction to Sociolinguistics
   • LIN 431 Structure of an Uncommonly Taught Language
   • Two semesters of foreign language after completing Entry Skill 3/LANG, the University's foreign language requirement. These may be either in the same language with which the entry skill was met or in one or two other languages.
E. Professional educational requirements:

1. PSY 327 Introduction to Human Development
2. CEF 347 Introduction to Special Education
3. SSE 350 Foundations of Education
4. LIN 344 Language Acquisition and Literacy Development
5. LIN 375 TESOL Pedagogy: Theory and Practice
6. LIN 378 Content-based Language and Literacy Development
7. LIN 449 Field Experience I (1 credit co-requisite of LIN 375)
8. LIN 450 Field Experience II (1 credit co-requisite of LIN 378)
9. LIN 451 Supervised Student Teaching in TESOL (grades P-6)
10. LIN 452 Supervised Student Teaching in TESOL (grades 7-12)

Five-Year Accelerated B.A./M.A. Program with Teacher Certification in Teaching English to Speakers of Other Languages (TESOL)

In addition to the regular B.A. program in Linguistics with teacher certification and the regular M.A. in TESOL, the Linguistics department offers a five-year accelerated B.A./M.A. degree program. Upon completion of the five-year program, graduates will hold a Bachelor's degree in Linguistics, New York State teaching certification in TESOL, and a Master's degree in TESOL. The combined program will allow students the opportunity to complete these requirements one semester sooner than students who complete the programs sequentially. The accelerated program is restricted to students with an outstanding undergraduate record who are expected to excel in the graduate program. During the first four semesters as an undergraduate, students in the accelerated program will pursue a normal course of study for the B.A. in Linguistics with New York State certification in TESOL. Students must apply to the five-year accelerated program in the second semester of the sophomore year. During the third year of study students will take two pedagogy courses and the field components associated with them at the graduate level, and will student-teach in the second semester of the fourth year. They will then enter the graduate program prepared to complete the M.A. degree in one year of full-time study.

The following are the minimum requirements for admission to the accelerated program:

1. A minimum GPA of 3.0 overall and 3.3 in linguistics courses;
2. The PEP admissions essay;
3. Recommendations from two linguistics faculty members;
4. Interviews with the Undergraduate Director in Linguistics and the Director of the TESOL program.

Sample Course Sequence for the Major in Linguistics

A course planning guide for this major may be found here. The major course planning guides are not part of the official Undergraduate Bulletin, and are only updated periodically for use as an advising tool. The Undergraduate Bulletin supersedes any errors or omissions in the major course planning guides.

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar 101</td>
<td>1</td>
</tr>
<tr>
<td>WRT 101</td>
<td>3</td>
</tr>
<tr>
<td>LIN 101</td>
<td>3</td>
</tr>
<tr>
<td>Foreign language 111</td>
<td>4</td>
</tr>
<tr>
<td>SBC</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar 102</td>
<td>1</td>
</tr>
<tr>
<td>WRT 102</td>
<td>3</td>
</tr>
<tr>
<td>SBC</td>
<td>3</td>
</tr>
<tr>
<td>Foreign language 112</td>
<td>4</td>
</tr>
<tr>
<td>LIN 201</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>Credits</td>
</tr>
</tbody>
</table>

Stony Brook University: www.stonybrook.edu/ugbulletin
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 307</td>
<td>3</td>
</tr>
<tr>
<td>Foreign language 211</td>
<td>3</td>
</tr>
<tr>
<td>LIN 345</td>
<td>3</td>
</tr>
<tr>
<td>SBC</td>
<td>3</td>
</tr>
<tr>
<td>SBC</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

### SPRING

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 356</td>
<td>3</td>
</tr>
<tr>
<td>LIN 311</td>
<td>4</td>
</tr>
<tr>
<td>Foreign language 212</td>
<td>3</td>
</tr>
<tr>
<td>SBC</td>
<td>3</td>
</tr>
<tr>
<td>SBC</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

### JUNIOR

#### FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 330</td>
<td>3</td>
</tr>
<tr>
<td>LIN 301</td>
<td>4</td>
</tr>
<tr>
<td>SBC</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division SBC</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division SBC</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

#### SPRING

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 300</td>
<td>2</td>
</tr>
<tr>
<td>LIN 431</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division SBC</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division SBC</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division SBC</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

### SENIOR

#### FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 425</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division Elective</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division Elective</td>
<td>3</td>
</tr>
<tr>
<td>SBC</td>
<td>3</td>
</tr>
<tr>
<td>SBC</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

#### SPRING

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 426</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Upper-division Elective</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division Elective</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division Elective</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
LIN 101: Human Language
An introduction to the fundamental areas and concepts of modern linguistics. Sounds and their structure, word structure, and sentence structure are discussed. Other topics may include historical linguistics (how languages change over time), dialects, writing systems, language and the brain, and psycholinguistics (especially the question of how children acquire a language).

DEC: F
SBC: SBS, SNW
3 credits

LIN 110: The Anatomy of English Words
An introduction to the analysis of complex words in English, especially those based on Latin and Greek models that comprise the majority of the vocabulary in the written language. Students will be introduced to Latin and Greek roots and the processes by which complex words are built by affixing material to these roots and modifying their structure. Students will acquire general analytical tools that will allow them to understand complex words that they may not have previously encountered. The course will introduce students to the principles of linguistic morphology that extend beyond English to all human languages.

DEC: F
SBC: SBS
3 credits

LIN 120: Language and Technology
An introduction to how computers process language and solve language-related tasks. This course discusses the language technologies of our daily life --- spam filtering, machine translation, and many more --- and shows how they work under the hood. The course explores a variety of issues: Why do computers do well in some areas (spell checking) yet fail miserably in others (essay grading)? Will we ever have perfectly fluent AIs as depicted in science fiction? And how will these technological advances impact the role of language in our society? Students will also acquire basic programming skills and write scripts for simple language tasks. No previous training in mathematics or computer science required.

SBC: TECH
3 credits

LIN 200: Language in the United States
Survey of the languages and language-related issues in the United States. Topics include Native American languages; immigrant languages; dialectal variations (e.g., Black English); the domains in which these languages were and are used; maintenance and loss of minority languages; language contact and its effects; the use of Spanish; language attitudes and politics is including bilingual education; and official language movements. Particular attention is paid to the evolution of American English from colonial times to its present world-wide status; the use and impact of Spanish; language attitudes and politics including bilingual education; and official language movements.

DEC: K
SBC: SBS, USA
3 credits

LIN 201: Phonetics
Introduction to the sounds used in human language. Topics include articulatory phonetics, phonetic transcription, the sound structure of English, sounds and sound patterns in languages of the world, the acoustic properties of sounds, speech perception, and speech technology. Includes work in the phonetics laboratory on computer analysis of speech.

Prerequisite: C or better in LIN 101
DEC: F
SBC: SBS+
4 credits

LIN 230: Languages of the World
An introduction to the diversity and common properties of the more than six thousand languages spoken in the world today. This course will discuss how the languages of each family are related to each other, and what these relationships say about human origins and the peopling of the globe. The course will also analyze the world's languages in terms of the structures of their sentences, sounds, and words, and will discuss a number of global questions: Does your language affect your thought? What is the relation between politics and languages? What is writing? How do completely new languages emerge?

Advisory Prerequisite: LIN 101
DEC: J
SBC: GLO
3 credits

LIN 240: Spanish in the U.S.
Provides a descriptive and critical overview of the linguistic aspects of the different Spanish-speaking communities in the United States. It presents and discusses issues related to the linguistic, sociolinguistic and historical aspects of the use of Spanish in the United States and their impact on the individual, and the American society. In the discussion of Spanish in the U.S., the course introduces concepts revolving around language contact, language use, grammar, language attitudes, heritage speakers, bilingualism, code-switching, and language shift and maintenance. The course will focus on the Mexican, Puerto Rican, and Cuban communities in the U.S. from the point of view of dialectal and sociolectal distribution, but also discusses European settlement and migration patterns. Finally the course will examine the role of Spanish in Education and the future of the Spanish language in the US. This course is taught in English.

DEC: K
SBC: SBS, USA
3 credits
LINGUISTICS (LIN) - COURSES

Fall 2018 – Spring 2019

basic understanding of modern experimental tools for investigating the human mind.

SBC:  SBS, SNW
3 credits

LIN 270: Language and Politics
Examines the pervasive interaction of language and politics, which falls at the intersection of Linguistics, Cultural Studies, Political Science, and Cultural Anthropology. Issues of language ideologies, politicization of language, linguistic markers of national, ethnic and sexual identity, language policy, bilingual education policy, and manipulation of linguistic metaphor in modern politics, both domestic and international, will be examined in detail. Students will explore the consequences for secessionist movement, language policy and linguistic human rights across a range of case studies.

SBC:  GLO, SBS
3 credits

LIN 301: Phonology
An introduction to the sound systems of languages focusing on the mental representation of sound structure: how speakers use knowledge of their language to assign meaning to different combinations of sounds. We will examine data from a number of languages to explore the differences and similarities among the sound patterns of different languages, and will consider the question of whether there are universal preferences for specific types of sounds and sound sequences.

Prerequisite: C or better in LIN 201
4 credits

LIN 307: Sociolinguistics
An examination of the interaction between language and society, focusing on diversity in American English as it relates to differences in gender, geography, social class, ethnicity, and national origin. Study of the development of dialects including African-American Vernacular English, and pidgins and creoles such as Hawaiian Pidgin English and Chinook Trade Jargon, within the context of historical developments in the U.S. from colonial times to the present.

Prerequisite: C or better in LIN 101
DEC:  K
SBC:  ESI, SBS+, STEM+
3 credits

LIN 308: Language Variation and Change
An introduction to the quantitative study of language variation and language change.

Prerequisite: LIN 101 and LIN 201
3 credits

LIN 311: Syntax
An introduction to generative grammar: the formal theory of sentence structure.

Prerequisite: C or better in LIN 101
DEC:  F
4 credits

LIN 320: English Grammar
This course is a systematic survey of English grammar: its major structures, their interaction, and their use. It will also briefly examine some related areas connected to writing like punctuation and spelling.

Prerequisite: C or better in LIN 101
3 credits

LIN 321: Morphology and Word Formation
The internal structure of complex words. A variety of analytical methods is introduced, together with examples from English and many other languages. Previously offered as LIN 464. Not for credit in addition to LIN 464.

Prerequisite: C or better in LIN 101
3 credits

LIN 330: Language Acquisition
Introduction to the field of language acquisition. Issues include cognitive processes, role of innate ability and environment, developmental stages, individual variation, universal tendencies, interaction of language and cognition, bilingualism, similarities and differences between first- and second-language acquisition, and language disorders.

Prerequisite: C or better in LIN 201 and LIN 311
SBC:  ESI, SBS+, STEM+
3 credits

LIN 340: Historical Linguistics
The application of linguistic theory to the ways in which sound systems, word structure, and sentence structure change. Students learn how linguists establish that certain languages are related, and how they reconstruct prehistoric parent languages.

Prerequisite: C or better in LIN 201
Pre- or co-requisite: LIN 301
3 credits

LIN 344: Literacy Development
An introduction to the theories of literacy and their application in education. Students acquire knowledge about the complex nature of academic literacy; how literacy skills can be taught and assessed across all disciplines, and how literacy and language skills develop among diverse learners, including students with special needs and English Language Learners. Attention is given to the integration of technology into the development of literacy skills. Not for major credit.

Prerequisite: Admission to a teacher education program
3 credits

LIN 345: Writing Systems of the World
A survey of the major types of writing including (but not limited to) alphabetic, syllabic, and logographic systems; the invention of writing; changes in writing systems over time and the decipherment of ancient writing. Special attention is given to modern English spelling, including both its regular, systematic properties and the historical background of its irregularities.

Prerequisite: C or better in LIN 101
DEC:  J
SBC:  GLO, SBS+
3 credits

LIN 346: Language and Meaning
An exploration of semantics, the study of linguistic meaning. The course examines fundamental issues including the nature of meaning, its relation to word and sentence form (morphology and syntax), its relation to systems of mental representation (cognition), and the interaction between meaning and use (pragmatics). Recent research into the way that linguistic meaning is acquired and how it is deployed in speech and understanding is discussed.

Prerequisite: C or better in LIN 101
DEC:  F
SBC:  SBS+
4 credits

LIN 347: Pragmatics
A study of those aspects of natural language meaning that arise from, or are dependent upon, use. Core topics include implicatures, presupposition, speech acts, deixis, their interaction with semantics and syntax, and their implications for certain discourse phenomena, including politeness, turn taking, and verbal abuse.

Prerequisite: LIN 101
Advisory pre- or co-requisites: LIN 311 and LIN 346
3 credits

LIN 350: Experimental Phonetics
Introduction to common experimental methods for studying the sounds used in human language. Topics include basic speech acoustics, acoustic analysis, oral and nasal airflow, static palatography, linguography and electrolaryngography, as well as design of perception experiments. Students will learn the physical processes affecting each experimental variable and common methods of analyzing each kind of data. Students will get hands-on experience with each analysis method and will use two or more types of data to explore a hypothesis about sound structure in English or some other language of interest. Students will learn how to use software for making measurements and analyzing data. Students will learn to assess the validity of claims about language based on their understanding of the scientific method as applied to speech. The course will give students a solid foundation for further courses in laboratory skills relevant to assessment of normal and disordered speech and for pursuing research, either as undergraduate researchers, or in the early stages of graduate work.

Prerequisite: LIN 201
SBC: SBS+, SNW
3 credits

LIN 355: Language and Life in a Selected Area of the World
Study of the languages of a selected country or region outside of Europe in relation to its society, culture, history, and politics. Topics include language family, social varieties, status and attitudes, language policies, and cultural patterns reflected in language use. May be repeated as the topic changes. LIN 355 and/or LIN 356 may be taken a total of two times for the major.
Advisory Prerequisite: LIN 101
DEC: J
SBC: GLO, SBS+
3 credits

LIN 356: Topics in Language and Life in Europe
Focus will be on the language of a particular country or region in Europe and the relationship between language and the society, culture, history, and politics of the country or region. Designed for upper-division students, this course provides an in-depth study of a specific topic relating to Western civilization. Students will be expected to demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, and culture of Western civilization, and relate it to that of other regions in the world. May be repeated as the language examined changes. May be repeated as the topic changes. LIN 355 and/or LIN 356 may be taken a total of two times for the major.
Prerequisite: one LIN course or satisfaction of Skill 3 or LANG
DEC: I
SBC: GLO, SBS+
3 credits

LIN 370: Intercultural Communication
Through combination of theory and research from discourse linguistics and linguistic anthropology, this course examines (i) how culture shapes ways of speaking; (ii) how language constructs identities, dispositions, role relations; and (iii) what challenges people from different cultures may face when they communicate with each other. The following analytical perspectives will be presented: speech act theory, ethnography of communication, linguistic politeness, and sequential organization of turn taking. This course is offered as both AAS 370 and LIN 370.
Prerequisite: one previous course in D.E.C. J or SBS+ or one previous course in Linguistics
DEC: J
SBC: SBS+
3 credits

LIN 375: TESOL Pedagogy: Theory and Practice
Introduction to language and literacy instruction, instructional approaches, and assessment models for the teaching of speaking, listening, reading, and writing. Students design standard-based lessons and evaluate resources and technologies.
Prerequisite: Declared major in Linguistics; C or higher in LIN 101, 201, or 311; G.P.A. of 3.0 or higher; for non-native speakers of English, a TOEFL-iBT Speaking Component score of 28
Corequisite: LIN 449
3 credits

LIN 378: Content-Based Language and Literacy Development
Introduction to language and literacy development across disciplines and to assessment, cooperative learning, and reflective practices. Students will develop standard-based interdisciplinary thematic units, integrate technologies, and explore collaborative practices.
Prerequisite: LIN 375 and LIN 449
Corequisite: LIN 450
SBC: CER, EXP+, SPK
3 credits

LIN 380: Anatomy and Physiology of Speech and Hearing
A study of the anatomy and physiology of the speech, swallowing, and hearing mechanisms, including the pharyngeal, articulatory, respiratory, and resonatory subsystems and the neural control.
Prerequisite: C or better in LIN 101
SBC: STEM+
3 credits

LIN 381: Language and Speech Disorders
Overview of developmental and acquired communication disorders across the lifespan, including language delay, developmental apraxia of speech, phonological disorders, stuttering, acquired aphasia, craniofacial anomalies, and voice disorders.
Prerequisite: C or better in LIN 101 and LIN 201
SBC: STEM+
3 credits

LIN 382: Audiology
Survey of the field of audiology, including the physics of sound, the physiology of hearing, the nature and causes of hearing impairment.
Prerequisite: C or better in LIN 101 and LIN 201
SBC: STEM+
3 credits

LIN 400: Experiential Learning, Speak Effectively, Practice Critical and Ethical Reasoning
A zero credit course that may be taken in conjunction with any LIN education course that provides opportunity to achieve the learning outcomes of the Stony Brook Curriculum's CER, EXP+, and SPK learning objectives.
Pre- or corequisite: WRT 102 or equivalent; permission of the instructor
SBC: CER, EXP+, SPK
0 credit, S/U grading

LIN 405: Writing in Linguistics
Majors in linguistics refine their skills in writing for the discipline by critiquing successive revisions of previously written work. Formerly offered as LIN 300. Not for credit in addition to LIN 300.
Prerequisites: permission of department; major in linguistics; U3 or U4 standing
SBC: ESI, WRTD
2 credits
LIN 425: Special Topics in Linguistics
Seminars for advanced linguistics students. May be repeated as the topic changes.  
Prerequisite: Varies with subject matter  
3 credits

LIN 426: Special Topics in Linguistics
Seminars for advanced linguistics students. May be repeated as the topic changes.  
Prerequisite: Varies with subject matter  
3 credits

LIN 427: Special Topics in Linguistics
Seminars for advanced linguistics students. May be repeated as the topic changes.  
Prerequisite: Varies with subject matter  
3 credits

LIN 431: The Structure of an Uncommonly Taught Language
An investigation of the phonology and syntax of either a language or a family of languages. May be repeated if a different language is covered.  
Prerequisite: C or better in LIN 301 and LIN 311  
SBC: CER, SBS+, SPK  
4 credits

LIN 444: Experiential Learning
This course is designed for students who engage in a substantial, structured experiential learning activity in conjunction with another class. Experiential learning occurs when knowledge acquired through formal learning and past experience are applied to a “real-world” setting or problem to create new knowledge through a process of reflection, critical analysis, feedback and synthesis. Beyond-the-classroom experiences that support experiential learning may include: service learning, mentored research, field work, or an internship.  
Prerequisite: WRT 102 or equivalent; permission of the instructor and approval of the EXP+ contract (http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements/EXPplus.php)  
SBC: EXP+  
0 credit, S/U grading

LIN 447: Directed Readings in Linguistics
Qualified juniors and seniors in linguistics are offered an opportunity to do independent work on topics in linguistics under guidance of a faculty member. May be repeated to a limit of six credits.  
Prerequisite: Permission of department  
1-6 credits

LIN 449: Field Experience, Grades N-12
Observation, inquiry, and practice in language and literacy development across disciplines for learners from linguistically and culturally diverse backgrounds. Students are placed in variety of educational settings in elementary and secondary schools for 50 hours of fieldwork.  
Prerequisites: Declared major in Linguistics; C or higher in LIN 101, 201, or 211; G.P.A. of 3.0 or higher; for non-native speakers of English, a TOEFL-iBT Speaking Component Score of 28  
Corequisite: LIN 375  
SBC: EXP+  
1 credit, S/U grading

LIN 450: Field Experience, Grades N-12
Observation, inquiry, and practice in language and literacy development across disciplines for learners from linguistically and culturally diverse backgrounds. Students are placed in variety of educational settings in elementary and secondary schools for 50 hours of fieldwork.  
Corequisite: LIN 378  
SBC: CER, EXP+, SPK  
1 credit, S/U grading

LIN 451: Supervised Teaching -- English as a Second Language: Primary Grades N-6
Supervised practice teaching in English as a second language by arrangement with selected Boards of Cooperative Educational Services and primary, middle, and secondary schools. Applications must be filed in the academic year preceding that in which the student plans to take the course.  
Prerequisites: Linguistics major; GPA of 3.0 or higher; permission of department  
SBC: CER, EXP+, SPK  
6 credits, S/U grading

LIN 452: Supervised Student Teaching in English as a Second Language: Secondary Grades 7-12
Supervised practice teaching in English as a second language by arrangement with selected Boards of Cooperative Educational Services and middle and secondary schools. Applications must be filed in the academic year preceding that in which the student plans to take the course.  
Prerequisites: Linguistics major; GPA of 3.0 or higher; permission of department  
SBC: CER, EXP+, SPK  
6 credits, S/U grading

LIN 454: Managing Instruction, Assessment, and Resources
Examination of effective practices, assessments, and technologies for developing language and literacy across content areas in multi-level classrooms. Collaboration with colleagues, parents, and communities is explored.  
Prerequisite: C or higher in LIN 378; permission of department  
SBC: CER, EXP+, SPK  
3 credits

LIN 475: Undergraduate Teaching Practicum I
Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student in required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course. Not for major credit.  
Prerequisites: Linguistics major; U3 or U4 standing; permission of instructor  
SBC: EXP+  
3 credits, S/U grading

LIN 476: Undergraduate Teaching Practicum II
Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. Students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have already been graded. Students may not serve as teaching assistants in the same course twice. Not for major credit.  
Prerequisite: LIN 475; permission of instructor  
SBC: EXP+  
3 credits, S/U grading

LIN 487: Directed Research in Linguistics
Qualified advanced undergraduates in linguistics may carry out individual research projects under the direct supervision of a faculty member. May be repeated up to a limit of six credits.  
Prerequisite: Permission of department  
1-6 credits

LIN 488: Internship
Participation in local, state, and national public and private agencies and organizations. May
be repeated up to a total of 12 credits. Not for major credit.

Prerequisites: 15 credits in linguistics; permission of department

SBC: EXP+
0-6 credits, S/U grading

LIN 495: Senior Honors Project in Linguistics

First course of a two-semester sequence for linguistics majors who are candidates for the degree with honors. The project involves independent readings or research and the writing of a thesis. Students enrolled in LIN 495 are obliged to complete LIN 496 the next semester. Students receive only one grade upon completion of the sequence. Not for major credit.

Prerequisite: Admission to the Linguistics Honors Program

0-3 credits

LIN 496: Senior Honors Project in Linguistics

Second course of a two-semester sequence for linguistics majors who are candidates for the degree with honors. The project involves independent readings or research and the writing of a thesis. Students enrolled in LIN 495 are obliged to complete LIN 496 the next semester. Students receive only one grade upon completion of the sequence. Not for major credit.

0-3 credits