

2020-2021

Graduate Student Handbook

Linguistics Program

University of South Carolina

(Version 8/17/2020)

Table of Contents

1.	ABOUT THE PROGRAM.....	5
1.1.	Overview.....	5
1.2.	Contact Information.....	5
2.	PEOPLE.....	6
2.1.	Faculty.....	6
2.2.	Graduate Students.....	8
2.3.	Program Administration.....	8
3.	PH.D. REQUIREMENTS.....	9
3.1.	Overview.....	9
3.2.	Timetable of suggested course progression and major milestones.....	9
3.3.	Degree progress checklist.....	10
3.3.1.	First year.....	10
3.3.2.	Second year.....	10
3.3.3.	Third year.....	11
3.3.4.	Fourth year.....	11
3.3.5.	Fifth year.....	12
3.4.	Course requirements (60 Post-Baccalaureate Hours).....	12
3.4.1.	Core courses (18 hours).....	12
3.4.2.	Primary field (12 hours).....	13
3.4.3.	Secondary field or breadth requirement (9-12 hours).....	13
3.4.4.	Methodology (3-6 hours).....	13
3.4.5.	Elective courses (0-6 hours).....	13
3.4.6.	Dissertation hours (12-30 hours).....	14
3.4.7.	Language requirement.....	14
3.5.	Ph.D. qualifying process and admission to Ph.D. candidacy.....	14
3.5.1.	Objective of the Ph.D. qualifying process.....	15
3.5.2.	Requirements.....	15
3.5.3.	Procedure.....	15
3.5.4.	The qualifying paper.....	16
3.6.	Ph.D. comprehensive exam and proposal defense.....	17
3.6.1.	Objective.....	17
3.6.2.	Design of the committee.....	18
3.6.3.	Format.....	18
3.6.4.	Ph.D. dissertation proposal.....	19
3.6.5.	Scheduling.....	20
3.6.6.	Evaluation.....	20
4.	M.A. REQUIREMENTS (NON-THESIS OPTION).....	20
4.1.	Coursework (36 Hours minimum).....	21
4.1.1.	Core courses (9 Hours).....	21
4.1.2.	Special field (9 Hours).....	21
4.1.3.	Secondary field (9 Hours).....	21
4.1.4.	Elective courses (9 Hours).....	21
4.1.5.	Foreign language requirement.....	22
4.1.6.	Comprehensive examination.....	22
5.	M.A. REQUIREMENTS (THESIS OPTION).....	23
5.1.	Coursework (30 Hours minimum).....	23
5.1.1.	Core courses (9 Hours).....	23
5.1.2.	Special field (6 Hours).....	23

5.1.3.	Elective courses (12 Hours)	23
5.1.4.	Thesis hours (3 Hours)	23
5.1.5.	Foreign language requirement	24
5.1.6.	Comprehensive examination	24
5.1.7.	Thesis requirement	25
5.2.	<i>Thesis timetable</i>	25
5.3.	<i>Design of the thesis/exam committee</i>	26
5.4.	<i>Format of comprehensive exam</i>	26
5.5.	<i>Format of thesis proposal</i>	26
5.6.	<i>Scheduling of the comprehensive exam</i>	27
6.	TESOL CERTIFICATE REQUIREMENTS	28
6.1.	<i>Course requirements for the EFL track</i>	28
6.1.1.	Required Courses (12 Hours)	28
6.1.2.	Elective Courses (6 Hours)	28
6.2.	<i>Course requirements for the K-12 ESOL track</i>	29
6.2.1.	Required Courses (12 Hours)	29
6.2.2.	Elective Courses (6 Hours)	29
6.2.3.	Additional Information	30
7.	COURSES	30
7.1.	<i>Courses that meet the core requirement*</i>	30
7.2.	<i>Courses that meet the methodology requirement*</i>	30
7.3.	<i>Recurring courses and their frequency</i>	30
7.3.1.	Offered every year	30
7.3.2.	Offered every two years (typically)	31
7.3.3.	Offered every three to five years	31
8.	FREQUENTLY ASKED QUESTIONS	32
8.1.	<i>All students</i>	32
8.1.1.	What is GSLING?	32
8.1.2.	What is LINGGRAD?	32
8.1.3.	What is SRS?	32
8.1.4.	What is the Linguistics Graduate Lounge? What is the Linguistics Lab?	33
8.1.5.	Who is my advisor? What is their role?	33
8.1.6.	What kinds of reading groups or labs do students participate in?	33
8.1.7.	How important is it that I attend program events, such as colloquium talks and social hours?	33
8.1.8.	Are faculty available for mentoring over the summer or while they are on sabbatical? Can I defend a proposal, thesis, dissertation during these times?	34
8.1.9.	I plan to conduct research using human subjects. What kind of approval do I need?	34
8.1.10.	Where can I find official forms related to my studies?	34
8.1.11.	Where can I get help with my writing?	34
8.1.12.	What can I do if I begin to struggle during graduate school?	34
8.1.13.	I am an M.A. student interested in applying to the Ph.D. program. What does the process look like?	34
8.1.14.	Can I obtain a graduate certificate in TESOL along with my M.A. or Ph.D.?	35
8.1.15.	I am in my last semester of studies. Do I need to be registered for classes?	35
	Yes, students are required to be registered for at least 1 credit hour in the semester in which they are finishing their degree.	35
8.1.16.	What is the Program of Study and when should it be filed?	35
8.1.17.	What the final steps are required in order to graduate from the M.A. or Ph.D. Program?	36
8.2.	<i>Ph.D. students</i>	36
8.2.1.	What is an Advisory Committee?	36
8.2.2.	How and when do I choose a dissertation director and dissertation committee?	37
8.2.3.	Can I have more than one primary field?	37
8.2.4.	If I have not taken a course in my primary field that required a paper with a linguistic analysis, what do I submit as my qualifying paper?	37
8.2.5.	What should I do over the summer?	37
8.2.6.	How do I register for dissertation hours?	37
8.2.7.	If I have been guaranteed funding for fewer years than it will likely take to complete my degree requirements, how can I support myself after guaranteed funding has ended?	37

8.2.8.	What kinds of research and grants can I apply for at the university and beyond?	38
8.2.9.	What kind of teaching opportunities exist? What is the teaching load?.....	38
8.2.10.	How can I become a better teacher?	38
8.2.11.	What is a professional development workshop?	39
8.2.12.	I have completed my coursework and my minimum dissertation hours. Do I need to be registered for classes? 39	
8.2.13.	What is Z-status?	39
8.3.	<i>TESOL certificate students</i>	40
8.3.1.	Can I complete the certificate in one year?	40
8.3.2.	Are there courses that need to be taken in a specific order?	40
8.3.3.	What should I do if I am interested in continuing my education with a graduate degree in Linguistics?	40
8.3.4.	I am in my last semester. What do I need to do to obtain the certificate?.....	40

1. About the Program

1.1. Overview

Linguistics at South Carolina has an interdisciplinary focus, while providing our graduate students with a strong background in linguistics theory. Students are trained to pursue research and teach in a wide range of linguistic sub-disciplines. The program affords students the opportunity to take coursework or pursue specializations in areas such as English/French/German/Spanish linguistics, historical linguistics, linguistic anthropology, philosophy of language, phonology, psycholinguistics, second/foreign language acquisition and teaching, semantics, sociolinguistics and syntax.

The Linguistics program collaborates with departments including Anthropology; English Language and Literature; Languages, Literatures, and Cultures; Philosophy; Psychology; the English Programs for Internationals; Communication Sciences and Disorders; Computer Science and Engineering; and Education. We are committed to building bridges with many disciplines and to illuminating the important role of language and the study of language in all aspects of our lives.

The Linguistics Program offers graduate degrees (MA and Ph.D. degrees) in Linguistics, as well as a graduate Certificate in Teaching English as a Second Language (TESOL). At the undergraduate level, we offer a cognate as well as a minor in Linguistics. Students may also pursue an interdisciplinary major with a Linguistics concentration through the Bachelor of Arts in Interdisciplinary Studies (BAIS) degree program.

1.2. Contact Information

1.2.1. Web Address: https://sc.edu/study/colleges_schools/artsandsciences/linguistics/index.php

1.2.2. Department Mailing Address

*909 Welsh Humanities Building
University of South Carolina
Columbia, SC 29208*

1.2.3. Temporary Program Physical Location (due to building repairs) during 2020-2021: Byrnes and Sumwalt

1.2.4. Program Location

*6th Floor Welsh Humanities Office Building
Graduate Student Lounge (HUO 614)
Linguistics Lab (HUO 613?)*

1.2.5. General Contact Information

*Email: linguistics@sc.edu
Phone: 803-777-2061
Fax: 803-777-0454*

2. People

2.1. Faculty

Core Faculty	Interests
<u>Amit Almor</u> Associate Professor, Department of Psychology	Psycholinguistics, Neuroimaging of Language, Language Impairments
<u>Anne Bezuidenhout</u> Professor, Department of Philosophy	Philosophy of Language, Semantics, Pragmatics
<u>Elaine Chun</u> Associate Professor, Department of English Language and Literature, Graduate Director	Sociolinguistics, Linguistic Anthropology, Race/Gender, Asian American Language
<u>Amanda Dalola</u> Associate Professor, Department of Languages, Literatures and Cultures/French	Phonetics, Sociophonetics, Sociolinguistics, Theoretical Phonology, Lab Phonology, Historical Romance
<u>Stanley Dubinsky</u> Professor, Department of English	Syntax, Semantics
<u>Sherina Feliciano-Santos</u> Associate Professor, Department of Anthropology	Linguistic Anthropology, Language Revitalization
<u>Kurt Goblirsch</u> Professor, Department of Languages, Literatures and Cultures/German	Historical Linguistics, Phonology, Dialectology, Germanic Linguistics
<u>D. Eric Holt</u> Associate Professor, Department of Languages, Literatures and Cultures/ Spanish	Hispanic Linguistics, History and Dialects of Spanish and Portuguese, Second Language Spanish Pronunciation, Phonology, Optimality Theory
<u>Jiang Liu</u> Assistant Professor, Department of Languages, Literatures and Cultures/Chinese	Language acquisition, Phonetics, Phonology, Psycholinguistics, Neurolinguistics, Chinese linguistics (Chinese tones, Chinese character recognition)
<u>Qiandi Liu</u> Assistant Professor, Department of English	Second Language Acquisition, ESL Writing, Grammar Pedagogy
<u>Paul Malovrh</u> Associate Professor, Department of Languages, Literatures and Cultures/ Spanish	Second Language Acquisition, Hispanic Applied Linguistics, Learner Development of Form-Function Mapping, Psycholinguistic Processing Strategies
<u>Nina Moreno</u> Associate Professor, Department of Languages, Literatures and Cultures/Spanish	Second Language Acquisition, Spanish Applied Linguistics, Computer Assisted Language Learning

Jennifer F. Reynolds
Professor, Department of Anthropology

Linguistic Anthropology, Pragmatics, Language Ideology, Language Socialization, Narrative and Performance, Language Discourse and Migration

Mila Tasseva-Kurktchieva
Research Associate Professor, Program Director

Second Language Acquisition, Psycholinguistics, Syntax, Slavic Linguistics

Tracey L. Weldon
Associate Professor, Department of English

Sociolinguistics, African American English, Gullah

Affiliated Faculty

Junko Baba
Associate Professor, Department of Languages, Literatures and Cultures/Japanese

Dirk den Ouden

Associate Professor, Department of Communication Sciences and Disorders

Neurolinguistics, Aphasia, Phonology, Syntax

Lara Ducate

Professor, Department of Languages, Literatures and Cultures/German

Lisa Fitton

Assistant Professor, Department of Communication Sciences and Disorders

Second Language Acquisition, Minority Dialects, Literacy Development, Educational Assessment

Daniel Fogerty

Associate Professor, Department of Communication Sciences and Disorders

Julius Fridriksson

Professor, Department of Communication Sciences and Disorders

Scott Gwara

Professor, Department of English Language and Literature

Lara Lomicka-Anderson

Professor, Department of Languages, Literatures and Cultures/French

Susi Long

Department of Instruction and Teacher Education

William Matchin

Assistant Professor, Department of Communication Sciences and Disorders

Neurolinguistics, Syntax, Aphasia

Brett Sherman
Assistant Professor, Department of Philosophy

Philosophy of Language, Semantics, Pragmatics,
Modality, Context-dependence

Sherry Warren
Academic Director of the International Accelerator
Program

Krystal Werfel
Assistant Professor, Department of Communication
Sciences and Disorders

Emeritus Faculty	Department
Annie Dumenil	Department of Languages, Literatures, and Cultures/French
Robin Morris	Department of Psychology
Dorothy Disterheft	Department of English Language and Literature
Alexandra Rowe	English Programs for Internationals

2.2. Graduate Students

See [our website](#) for an updated list.

2.3. Program Administration

Title	Name	Email	Office	Temporary office for 2020-2021
Program Director	Mila Tasseva- Kurktchieva	<TassevaK@mailbox.sc.edu>	HUO 616	Byrnes TBD
Graduate Director	Elaine Chun	<ChunE@mailbox.sc.edu>	HUO 210	n/a
Administrative Assistant	Chris King	<kingcj2@email.sc.edu>	HUO 909	Byrnes TBD
Budget Manager	Carla Watson	<Watson97@mailbox.sc.edu>	HUO 914	Byrnes TBD
Scheduling Coordinator	Sara Brothers	<SBrother@mailbox.sc.edu >	HUO	Byrnes TBD

3. Ph.D. Requirements

3.1. Overview

The mission of the Ph.D. Program in Linguistics is to train students to pursue research and teach in the areas of general linguistics and a chosen subfield. The Ph.D. in Linguistics at UofSC typically involves a much broader range of coursework than what is found at more traditional Linguistics Departments and Programs in the United States. The program does not focus on the training of theoretical linguists, but instead sees its mission as that of training historical linguists, language acquisition specialists, sociolinguists, and others, who can apply linguistic theory to the pursuit of their research. Thus, it is typical for a student in this program to use current syntactic theory in investigations into language contact or language variation, or to apply phonological theory to research on second language acquisition.

The Ph.D. course requirements (see degree requirements) involve six core courses, plus a primary field of study of at least 12 hours, and either a secondary field of 9-12 hours or at least 9 hours breadth requirement outside the primary field. Approved special fields are the following: *linguistic anthropology, English/French/German/Spanish linguistics, historical linguistics, philosophy of language, phonological theory, psycholinguistics, second/foreign language acquisition, sociolinguistics, syntactic theory, and teaching English as a second/foreign language.*

The secondary field may consist entirely of LING-designated courses; however, it also could include both LING-designated courses and courses from other departments. A student may also choose a secondary field made up entirely of courses from a cooperating department. Examples include English Composition and Rhetoric, Medieval and Early Modern English Literature, Experimental Psychology, Philosophy, or Communication Sciences and Disorders. It is possible for all credit hours earned in an MA in Linguistics or a Certificate of Graduate Studies in TESOL at UofSC to apply to this degree. Please speak to an advisor to see how these hours apply in your situation.

Course requirements, such as foreign language requirements, comprehensive examination details, and subfield guidelines, can be found in the current [Graduate Bulletin](#), which contains general information about the [Doctoral Degree Requirements](#).

3.2. Timetable of suggested course progression and major milestones

Year	Semester	Recommended hours*	Recommended courses	Major milestones
1	Fall	9 (or 6)	<ul style="list-style-type: none">LING 7201 course in primary area(1 other course if 9 hours)	
	Spring	6 (or 9)	<ul style="list-style-type: none">LING 7101 course in primary area(1 other course if 9 hours)	

2	Fall	9 (or 6)	<ul style="list-style-type: none"> 1 core course 1 course in primary area (1 other course if 9 hours) 	Submit application for Ph.D. candidacy in November
	Spring	6 (or 9)	<ul style="list-style-type: none"> 1 core course 1 course in primary area (1 other course if 9 hours) 	Submit QP in January Submit D-POS for approval by the end of the Spring semester
3	Fall	9 (or 6)	<ul style="list-style-type: none"> 1 core course 2 other courses 	
	Spring	6 (or 9)	<ul style="list-style-type: none"> 1 core course 2 other courses 	Complete required coursework
4	Fall	6	<ul style="list-style-type: none"> 1 course 3 dissertation hours 	Take comprehensive exam Defend proposal (Move to Z-status)
	Spring	3	<ul style="list-style-type: none"> Dissertation hours 	
5	Fall	3	<ul style="list-style-type: none"> Dissertation hours 	
	Spring	3	<ul style="list-style-type: none"> Dissertation hours 	Defend dissertation and graduate
Total hours		60		

**Students may take courses in addition to the 60 hours required for the Linguistics Ph.D. degree, for example, if their dissertation research requires greater breadth of expertise or if they need to obtain supplementary certification (e.g., Certification in Women's and Gender Studies) or pedagogical training (e.g., ENGL 691/692, LING 795 or FORL 776).*

3.3. Degree progress checklist

3.3.1. First year

- Consult with your assigned Advising Committee, and/or other faculty mentors, as relevant, about which courses you should be taking and research interests that you are developing.

3.3.2. Second year

- Before the end of the fall semester, though possibly as early as your first year, write a research paper which will serve as the basis of your Qualifying Paper. This original paper, which ideally addresses a topic within your intended primary field, should be developed during your coursework at UofSC. In most cases, the QP is a polished version of a course paper.
- Submit your application for Ph.D. candidacy (**November 1**).
- Receive an initial review of the application (**December 15**).
- Submit your Qualifying Paper (**January 15**). See details about this paper in §3.5.4 "The qualifying paper" below.

- After successful completion of Ph.D. Qualifying Process, the student should:
 - Do a preliminary research/literature review of the dissertation topic.
 - Choose a dissertation director who can help them successfully complete a dissertation in the selected area. The dissertation director becomes the student's advisor for the remainder of their program.
 - Determine in consultation with the advisor/director the remaining members of the dissertation committee. The committee should be constituted by at least three core faculty members and one outside member. Affiliated faculty may serve in either capacity.
 - Students are strongly encouraged to approach potential committee members prepared to discuss the probable topic of the dissertation and to negotiate the schedule for its completion.
 - Continue doing background reading and preparation for dissertation.

3.3.3. Third year

- Toward end of Ph.D. coursework, the student should: (Timeline may vary by director. Check with your director.)
 - Prepare a formal dissertation proposal. A suggested outline of the proposal is given below under Format of the Ph.D. dissertation proposal. The specific requirements of the dissertation proposal are determined by the dissertation director, so students must consult with their director as often as necessary to understand what is expected.
 - Submit a full draft of proposal to dissertation director and revise as suggested.
 - Receive approval of proposal draft from Director before distributing to other committee members.

3.3.4. Fourth year

- After successful completion of coursework in the Ph.D. Program, the student who selects the **take-home exam format** (see below for more detail) should:
 - Decide with the director upon the time frame within which the entire Comprehensive Exam is to be completed. The director advises committee members of the planned format for their approval.
 - Report to the Linguistics Program the dates set for these exams (including the date for the oral examination).
 - Prepare a bibliography for the written exam and circulate it to the committee members for comments.-Bibliography must be circulated **at least four weeks** before the date on which the

student intends to take the exam. Students must receive final approval of their bibliography from the advisor/director two weeks prior to that date.

- Discuss possible content and expectations with committee members.
- Submit their director-approved dissertation proposal to committee members **at least two weeks** prior to the oral exam, the final part of the Comprehensive Exam. (Note: Timeline may vary by director. Check with your director.)
- After successful completion of coursework in the Ph.D. Program, the student who selects the **paper exam format** should:
 - Decide with the director upon the time frame within which the entire Comprehensive Exam is to be completed. The director advises committee members of the planned format for their approval.
 - Report to the Linguistics Program the dates set for the submission of the written paper and the date of the oral examination.
 - Discuss expectations with committee members.
 - Submit their director-approved dissertation proposal to committee members **at least two weeks** prior to the oral exam, the final part of the Comprehensive Exam. (Note: Timeline may vary by director. Check with your director.)

3.3.5. Fifth year

- Submit applications for jobs.
- Continue to conduct research and complete the dissertation.

3.4. Course requirements (60 Post-Baccalaureate Hours)

3.4.1. Core courses (18 hours)

- LING 710 - Introduction to Phonology
- LING 720 - Introduction to Syntax
- LING 711 - Phonological Theory or LING 721 - Syntactic Theory
- Three more graduate level core linguistics courses in one of phonetics, phonology, morphology, syntax, semantics, or pragmatics, exclusive of LING 600 - Survey of Linguistics. Other courses may be used to satisfy this requirement pending the approval of the student's advisor and the

graduate director. You may consult our list of courses that count towards the core requirement in §8.1 "Courses that meet the core requirement."

Note: Students who proceed from the M.A. to the Ph.D. will need to take one more course to satisfy the Ph.D. core requirement if LING 600 was counted as an M.A. core requirement.

3.4.2. Primary field (12 hours)

Ph.D. students should take at least 4 courses (12 credit hours) in an area approved by the student's Advisory committee.

3.4.3. Secondary field or breadth requirement (9-12 hours)

Students may decide on a secondary field in which they will take 3-4 courses (9-12 credit hours). The secondary field may consist entirely of LING-designated courses; however, it also could include both LING-designated courses and courses from other departments. A student may also choose a secondary field made up entirely of courses from a cooperating department.

A secondary field might be chosen for a number of reasons: (1) because it directly complements the primary field and will be important to the student's dissertation research, (2) because it will broaden the student's background in linguistics and make them a more versatile teacher, and/or (3) it will enhance the student's employment prospects by making them a more attractive candidate for a linguistics position in a targeted department (such as anthropology, communication sciences and disorders, second language studies, etc.).

Alternatively, students who do not wish to declare a secondary field will take course work in Linguistics outside of their primary field of at least nine hours.

3.4.4. Methodology (3-6 hours)

Students are required to take at least 1 and up to 2 approved methodology courses. Approved courses include any Linguistic methodology course, in addition to the following courses offered by other departments: BIOS 700(J), EDRM 710, EDRM 711, PSYC 709, PSYC 710, STAT 515, STAT 516. You may consult our list of linguistics courses that count towards the methodology requirement in §8.2 "Courses that meet the methodology requirement*."

3.4.5. Elective courses (0-6 hours)

Up to 2 courses (6 credit hours) approved by the program, in elective LING courses. Additional credit hours may be taken in coursework approved by the student's Ph.D. committee.

The purpose of this requirement is to ensure that each student has a respectable background in the field of Linguistics as a whole. This is especially important for those students who enter the Linguistics Ph.D. program with no prior degree in Linguistics.

3.4.6. Dissertation hours (12-30 hours)

- LING 899 - Dissertation Preparation

NOTE: All doctoral candidates are required to successfully complete a minimum of 12, but up to 30 hours of dissertation preparation (899) or 30 hours of a combination of dissertation (899) and thesis (799) preparation are allowed on a doctoral program of study. At least half of the hours on the Doctoral Program of Study (D-POS) must be in courses numbered 700 or higher.

NOTE: LING 806 Directed Reading and Research: The Graduate School's official policy on independent study is to allow up to 9 hours towards the Ph.D.

3.4.7. Language requirement

Candidates must demonstrate knowledge of two approved languages other than their native language. For the second language, a student may, with the approval of the student's advisor and the graduate director, substitute a research methods, statistics, or computer science course. Demonstrating knowledge of a foreign language can be accomplished in one of the following ways:

- successful completion of an intensive reading course in a language - approved by The Graduate School - while a graduate student at UofSC (e.g., FORL 615),
- successful completion of a course at the intermediate level of language proficiency no more than six years prior to award of the degree,
- a passing grade on a language reading proficiency examination administered by the UofSC Department of Language, Literatures, and Cultures,
- completing 6 hours of coursework in a non-Indo-European language with a grade of at least a B.

If a student claims a research methods course as a substitute for the second foreign language that is required, that course cannot be used to fulfill the research methods requirement.

Nonnative speakers of English may select English as a foreign language, upon submission of the following Certification In English as a Foreign Language for Masters and Doctoral Programs.

The Department of Languages, Literatures, and Cultures has further information about Graduate Reading Proficiency Exams.

3.5. Ph.D. qualifying process and admission to Ph.D. candidacy

Successful completion of the Ph.D. Qualifying Process is required in order to earn doctoral candidacy status in the Program. The process typically takes place during the student's third and fourth semesters.

Students who are newly admitted to the PhD program or who are concurrently admitted to the M.A. and Ph.D. programs will typically undergo the Qualifying Process in their second year of admission.

Students with an M.A. from our Program can undergo the Qualifying Process in their first year of admission to the Ph.D. program. Students admitted to the Ph.D. program with an M.A. from elsewhere can only undergo the Qualifying Process after having completed the four requisite courses described above (i.e., at least two core courses and at least two courses in the primary area) at UofSC. Any exceptions to these requirements must be approved by the Linguistics Program Director.

3.5.1. Objective of the Ph.D. qualifying process

The main objective of the Ph.D. Qualifying Process is to ensure that the student is adequately prepared to write a dissertation to complete the Ph.D. degree requirements. Being prepared means the following: Students must demonstrate satisfactory performance in at least two core courses and at least two courses in the student's proposed primary area of specialization; and students must demonstrate adequate background preparation for their proposed dissertation topic (including a basic understanding of the relevant literature, appropriate research methods, etc.).

3.5.2. Requirements

Students must have completed at least two core courses (at least one of which must be at the 700 level or above) with no less than a B+ average and at least two courses in their primary field of specialization (at least one of which must be at the 700 level or above) with no less than a B+ average. Students must not have received less than a B on any of these four requisite courses.

Students must have completed at least 18 hours of coursework and must have no less than a 3.0 overall GPA.

3.5.3. Procedure

Students submit Application for Doctoral Candidacy Status form to the Program Director by **November 1** of their third semester in the PhD program.

The Linguistics faculty reviews all applications according to the following criteria:

1. a satisfactory GPA in the program
2. evidence of research potential (through M.A. thesis work, conference presentations, or publications)
3. an acceptable plan of study/research, and
4. other indications of potential for success in the doctoral program.

The Director of the Linguistics Program notifies all applicants of the initial review of their applications by **December 15**.

As a final step in the application process, students will submit a Qualifying Paper to the Chair of the Candidacy Committee no later than **January 15**.

The Linguistics Program recommends students whose application for doctoral candidacy status is successful and whose Qualifying Paper is given a 'Pass' to the Graduate School.

In the event of an unsuccessful application, the student will be put on probation, and be required to maintain a 3.5 GPA in their fourth semester. At the end of the second year, following review of the Qualifying Paper and the student's performance in coursework during the probationary period, faculty in the student's proposed primary area of specialization will meet to make a recommendation to the Program Director about the student's future in the program. The Program Director will factor this recommendation and the student's GPA into a decision about whether the student should be admitted to candidacy and allowed to continue in the program.

3.5.4. The qualifying paper

The final step towards the completion of the Qualifying Process is the submission of a Qualifying Paper, to be submitted to the Chair of the Candidacy Committee no later than January 15. This paper must provide evidence of excellent to superior ability to make and support relevant linguistic claims and demonstrate that the student is qualified to continue their study toward a PhD in their concentration. The paper must present an analysis of some linguistic problem and must not be coauthored.

Examples of papers that may be appropriate for submission include sections of an MA thesis or enhanced seminar paper, or term paper from a linguistics course, revised and reformatted as necessary.

The single authored paper

- must present a linguistic analysis developed during graduate coursework at UofSC
- must be in the student's special field or on a topic closely related to their dissertation plans
- should be no longer than 8,000 words.

The Qualifying Paper is not meant to be a new paper developed exclusively for this requirement.

The Qualifying Paper will be evaluated on:

- Knowledge of prior research in the field
- Familiarity with appropriate methods of data collection and analysis
- Sophistication of analysis
- Clarity of communication
- Overall assessment of the contribution to the field

Though the paper will be made available to all core faculty members for review and comment, the applicant's Qualifying Paper will be evaluated by the Qualifying Paper Committee, using the scale below:

A+	97 and above
A	90-96
B+	87-89
B	80-86
C+	77-79
C	70-76
D+	67-69
D	60-66
F	59 or below

The paper must receive no less than a 'B' average in order to satisfy the Qualifying Paper requirement. The Program Director will notify students of the results of the Qualifying Paper evaluation no later than February 15.

If the Qualifying Paper receives an average grade of 'B' or better, the Qualifying Paper Committee will make a recommendation to the Program Director regarding admission to candidacy, and the Program Director will then make a recommendation to the Graduate School.

If the Qualifying Paper receives less than a 'B' average, the student will be given the opportunity to revise and resubmit the paper to the Chair of the Candidacy Committee no later than May 15. Students will be notified of the resubmission results no later than June 15. If the resubmitted Qualifying Paper receives an average grade of 'B' or better, the Qualifying Paper Committee will make a recommendation to the Program Director regarding admission to candidacy, and the Program Director will then make a recommendation to the Graduate School. If the paper receives less than a 'B' average on the second submission, the student will not advance to Candidacy and will be asked to leave the program at the end of the second year.

3.6. Ph.D. comprehensive exam and proposal defense

Students who take the Ph.D. comprehensive exam are doctoral candidates who have completed their required coursework and are ready to proceed with work on their dissertation, as determined by their advisor.

3.6.1. Objective

The main objective of the Ph.D. Comprehensive Exam is to ensure that the student is adequately prepared to write a dissertation to complete the Ph.D. degree requirements. Being prepared means the following: Examinees must be able to analyze and synthesize information they obtained from coursework and research; examinees must demonstrate specialized knowledge of their primary field of specialization in the program; and examinees must demonstrate adequate background preparation (e.g., knowledge of the relevant literature, description and justification of data collection and analysis, etc.) for the proposed dissertation topic.

3.6.2. Design of the committee

The Ph.D. Comprehensive Exam Committee is usually the same as the student's dissertation committee, but in some cases, depending on the topics addressed in the exam and the proposal, the two committees may not be identical.

3.6.3. Format

The Comprehensive Exam consists of a written and an oral phase.

For the purposes of the comprehensive exam, an examination committee is formed. The committee should be constituted by at least three core faculty members and a fourth outside member. Affiliate faculty can perform either role.

The written portion (part 1) takes one of the following two formats:

- A. A take-home exam that can be a 24-hour, 48-hour, one-week, etc. exam.
- B. A single-authored paper, either published or of publishable quality, in the appropriate content area.

Format A (written exam in the primary area). The content of the written exam is based on the student's primary area of specialization. This exam is also individualized to the interest and experience of the student based on the prepared bibliography. Students prepare a bibliography for the area in which they will be tested. References for the bibliography should come from courses they have completed, papers they have written (for class, proposals, etc.) and any other suggested readings from the dissertation committee members. Committee members ensure that references that have had a major impact on the field being examined are included in the bibliography. The content on the Ph.D. Comprehensive Exam assumes knowledge and understanding of the references listed in the bibliography. The student is not expected to prepare beyond their final bibliography.

Format B (publishable paper in the primary area). This paper will be read by the examination committee members, one of whom will have expertise on the paper's topic and serve as the main advisor for that paper. In the normal case, the single-authored paper will be a substantially revised paper from a seminar or an advanced class or based on a project done as an independent study. However, a paper that is co-authored with the student's dissertation director may be allowed in subdisciplines in which single-authorship is not the norm. A student wishing to submit such a paper must petition the Graduate Director by providing a detailed explanation of the student's and advisor/director's respective contributions to the paper. The explanation is expected to show that the student is the paper's primary contributor, regardless of authorship order, and it must be approved by the student's advisor/director. The Graduate Director may consult with the Linguistics Program's Assessment Committee to make a determination.

The oral portion (part 2) consists of two parts:

The first part of the exam consists of questions from the members of the comprehensive exam committee on the content of the student's written answers from the first part of the Comprehensives. If

the student has submitted a comprehensive paper, exam questions should address the content of the paper specifically as well as their knowledge of the primary subfield generally.

The second part of the oral exam is a formal presentation and discussion of the student's dissertation proposal. This part of the exam is attended by the dissertation committee, which may or may not be the same as the comprehensive exam committee. Details of the presentation are determined by the director/advisor, so students are strongly encouraged to work closely with their advisor in preparing the presentation.

The oral exam section may include additional questions related to the student's program of study.

The oral examination takes place after the written part is completed, giving committee members **at least two weeks** to read the written part before the oral. The oral exam is no longer than two hours.

3.6.4. Ph.D. dissertation proposal

The student must write a detailed dissertation proposal in consultation with the dissertation director. Although the exact specifications of the proposal must be determined in consultation with the director, it generally includes the following:

1. A precise statement of the research problem;
2. A thorough review of the relevant literature and argument for the importance of student's topic and methodology;
3. A detailed presentation of the hypotheses;
4. A detailed discussion of proposed methodology for data collection
 - 4.1. Students who will be collecting data from human subjects must include a copy of a completed application for review of research on human subjects submitted to the **Institutional Review Board (Office of Research Compliance)**.
 - 4.2. Students who are working with students from specific institutions (e.g., foreign language departments, local schools, the English Program for Internationals) must have evidence of the institution's approval for conducting the proposed research.
5. A detailed discussion of proposed methodology for data analyses
 - 5.1. Students who will be doing statistical analyses should determine (1) exactly which statistics are appropriate for the research design and questions, and (2) if the research design or methodology should be modified to allow appropriate statistical analyses for the hypotheses/research question.
6. A discussion of the relevance and significance of the proposed study.

3.6.5. Scheduling

The exact timing is determined in consultation with the advisor and other committee members. All sections of the Comprehensive Exam must be successfully completed by the end of the first month of the semester following the one in which they took the first section (this means that a student who begins the Comprehensive exam process in the Fall must complete the process by the end of January, and a student who begins the process in the Spring semester must finish it by the end of June). Students who do not meet this deadline may be subject to re-examination.

The oral exam must be taken within one month of notification of the results of the written exam. Students who do not meet this deadline may be subject to re-examination.

3.6.6. Evaluation

The written part of the Comprehensive Exam is evaluated by the Ph.D. Comprehensive Exam Committee immediately following their submission. The exam is evaluated holistically in terms of the student's demonstrated abilities to analyze, synthesize and clearly relate information addressing the chosen questions. The committee evaluates the exam as either PASS or FAIL. Students are notified in writing by the dissertation director of the final evaluation of the exam as soon as that evaluation is ready. In that written notification, the dissertation director may include relevant comments or questions raised by the committee members. The oral part of the Comprehensive Exam is evaluated by the committee immediately following the oral examination. The director may also provide the student with written notification of this outcome as well as a summary of the committee's suggestions for the dissertation. The Chair presiding over the oral exam section (a committee member other than the director) reports the outcome of the exam to the Program Graduate Coordinator.

- If all parts of the Comprehensive Exam are given a PASS, the student proceeds working on the dissertation, and is given A.B.D. status
- If any section of the Comprehensive Exam is deemed unsatisfactory (FAIL), the student may re-take that particular section **once**. At this point, students are strongly encouraged to consult with all members of the committee individually to clearly understand expectations. A second failure leads to dismissal from the doctoral program. Students who do not already have an M.A. in Linguistics from UofSC may be eligible to complete an M.A. Students who wish to do this must state their intentions in writing to the Director. Alternatively, a student who fails an exam in the first round may opt to write a dissertation in another area, reforming their committee to reflect that change, and starting the Comprehensive Exam process over.

4. M.A. Requirements (Non-Thesis Option)

The M.A. in Linguistics at UofSC is a degree in general linguistics. Our M.A. program is designed to provide students with the broadest possible background in linguistics and encourages them to take advantage of the wide range of opportunities presented by the Program's faculty and to discover connections between the various subdisciplines of the field. It is possible for all credit hours earned in a graduate certificate program in TESOL at UofSC to apply to this degree. Please speak to an advisor to see how these hours apply in your situation.

Course requirements can be found in the current [Graduate Bulletin](#), which contains information about the [Master's Degree Requirements](#).

4.1. Coursework (36 Hours minimum)

Candidates must take a minimum of 12 courses (36 credit hours) of graduate work, to include the following:

4.1.1. Core courses (9 Hours)

- LING 710 - Introduction to Phonology
- LING 720 - Introduction to Syntax
- One more graduate-level core linguistics course in one of the following: phonetics, phonology, morphology, syntax, semantics or pragmatics (including *LING 600: Survey of Linguistics (3)*). You may consult our list of courses that count towards the core requirement in **§8.1** "Courses that meet the core requirement."

Note: Other courses may be used to satisfy this requirement pending the approval of the student's advisor and the graduate director. Students may choose depth (another syntax or phonology course) or breadth (another core area).

4.1.2. Special field (9 Hours)

- M.A. students should take at least 3 courses (9 credit hours) in a LING area approved by the student's advisor.

4.1.3. Secondary field (9 Hours)

- M.A. students should take at least 3 LING courses (9 credit hours) in an area outside of their special field.

4.1.4. Elective courses (9 Hours)

- M.A. students should take 3 additional LING courses approved by the student's advisor (9 hours). Permission is required for the inclusion of any non-LING course in the program of study.

Note: *LING 806 - Directed Reading and Research*: The Graduate School's official policy on independent study is to allow up to 6 hours towards the M.A.

Note: The Graduate School's official policy states that "At least half of the credit hours on the Program of Study, exclusive of thesis preparation (799), must be earned in courses numbered 700 and above."

Special Note on Grades: Graduate students whose GPA falls below 3.00 will be placed on academic probation by The Graduate School and allowed one calendar year in which to raise the cumulative GPA

to at least 3.00. Students who do not reach a cumulative 3.00 grade point average during the probationary period will be suspended from graduate study and will not be permitted to enroll for further graduate course work as a degree or a nondegree student.

4.1.5. Foreign language requirement

The study of languages is a necessary tool for linguists and candidates must demonstrate knowledge of at least one foreign language. This can be accomplished in one of the following ways:

- successful completion of an intensive reading course in a language approved by The Graduate School while a graduate student at UofSC (e.g., FORL 615),
- successful completion of a course at the intermediate level of language proficiency no more than six years prior to award of the degree,
- a passing grade on a language reading proficiency examination administered by the UofSC Department of Languages, Literature, and Cultures,
- successful completion of 6 hours of coursework in a non-Indo-European language with a grade of at least a B.

Students seeking the master's degree will have three opportunities to pass the language course or satisfy the reading proficiency examination. Non-native speakers of English may select English as a foreign language, upon submission of a Certification In English as a Foreign Language for Masters and Doctoral Programs.

4.1.6. Comprehensive examination

Students must pass a comprehensive exam that includes an oral component in which students must demonstrate effective oral communication of their knowledge of general linguistics and the core areas of phonology and syntax as they apply to the student's primary field. Students will be examined by a committee of two Linguistics Program faculty members, typically including the faculty advisor and a faculty member representing the student's special field.

Students who pursue the non-thesis M.A. option will submit to their comprehensive exam committee one written work product from one of their specialization courses that will serve as the foundation for the oral examination.

The exam committee will produce an overall rating of Pass/Fail by assessing basic knowledge of general linguistics; basic knowledge of phonology; basic knowledge of syntax; ability to apply knowledge to a given problem.

The oral examination should be scheduled **no later than the middle of the fourth/last semester**. Upon successful completion of an oral comprehensive examination, the examination committee chair will inform the Graduate Director.

5. M.A. Requirements (Thesis Option)

Course requirements can be found in the current [Graduate Bulletin](#), which contains information about the [Master's Degree Requirements](#).

5.1. Coursework (30 Hours minimum)

Candidates must take a minimum of 10 courses (30 credit hours) of graduate work, to include the following:

5.1.1. Core courses (9 Hours)

- LING 710 - Introduction to Phonology
- LING 720 - Introduction to Syntax
- One more graduate-level core linguistics course in one of the following: phonetics, phonology, morphology, syntax, semantics or pragmatics (including *LING 600: Survey of Linguistics (3)*). You may consult our list of courses that count towards the core requirement in **§8.1** "Courses that meet the core requirement."

Note: Other courses may be used to satisfy this requirement pending the approval of the student's advisor and the graduate director. Students may choose depth (another syntax or phonology course) or breadth (another core area).

5.1.2. Special field (6 Hours)

- M.A. students should take at least 2 courses (6 credit hours) in a LING area approved by the student's advisor.

5.1.3. Elective courses (12 Hours)

- M.A. students should take four LING courses outside of the special field plus approved by the student's advisor (6 hours). Permission is required for the inclusion of any non-LING course in the program of study.

Note: LING 806 - Directed Reading and Research: The Graduate School's official policy on independent study is to allow up to 6 hours towards the M.A.

Note: The Graduate School's official policy states that "At least half of the credit hours on the Program of Study, exclusive of thesis preparation (799), must be earned in courses numbered 700 and above."

5.1.4. Thesis hours (3 Hours)

- LING 799 - Thesis Preparation

- Only 3 hours of LING 799 may appear on the student's Program of Study. Any additional credits needed to complete the thesis should be taken under LING 806 (see the note on Graduate School's official policy for LING 806 under §5.1.3).

Note: Students who proceed from the M.A. to the Ph.D. will need to take one more core course to satisfy the Ph.D. core requirements if *LING 600: Introduction to Linguistics* was counted as an M.A. core requirement.

Special Note on Grades: Graduate students whose GPA falls below 3.00 will be placed on academic probation by The Graduate School and allowed one calendar year in which to raise the cumulative GPA to at least 3.00. Students who do not reach a cumulative 3.00 grade point average during the probationary period will be suspended from graduate study and will not be permitted to enroll for further graduate course work as a degree or a nondegree student.

5.1.5. Foreign language requirement

The study of languages is a necessary tool for linguists and candidates must demonstrate knowledge of at least one foreign language. This can be accomplished in one of the following ways:

- successful completion of an intensive reading course in a language approved by The Graduate School while a graduate student at UofSC (e.g., FORL 615),
- successful completion of a course at the intermediate level of language proficiency no more than six years prior to award of the degree,
- a passing grade on a language reading proficiency examination administered by the UofSC Department of Languages, Literature, and Cultures,
- successful completion of 6 hours of coursework in a non-Indo-European language with a grade of at least a B.

Students seeking master's degrees will have three opportunities to pass the language course or satisfy the reading proficiency examination. Non-native speakers of English may select English as a foreign language, upon submission of Graduate School form.

5.1.6. Comprehensive examination

Students must pass a comprehensive exam that includes an oral component in which students must demonstrate effective oral communication of their knowledge of general linguistics and the core areas of phonology and syntax as they apply to the student's primary field. Students will be examined by a committee of two Linguistics Program faculty members, typically the faculty advisor and a faculty member representing the student's special field.

Students who pursue the thesis M.A. option must successfully **defend the thesis proposal**, demonstrating knowledge of previous research in the field and methods for data collection and analysis. The written thesis proposal serves as the foundation for the oral examination. This should normally be completed (by full-time students) **in the 3rd semester**.

The exam committee will produce an overall rating of Pass/Fail by assessing basic knowledge of general linguistics; basic knowledge of phonology; basic knowledge of syntax; basic knowledge of the subfield; ability to apply knowledge to a given problem. Upon successful completion of an oral comprehensive examination, the examination committee chair will inform the Graduate Director.

5.1.7. Thesis requirement

In their fourth/final semester M.A. students should do the following:

- File an M.A. Thesis Form with the Program Office (usually before the start of the 3rd semester for full-time students). This must be done before the student may register for LING 799 - Thesis Preparation.
- Develop a thesis proposal (under the supervision of their thesis director) and defend this as part of their Comprehensive Exam. This should be done (by full-time students) in the 3rd semester.
- Write thesis (in the 4th semester) and have it approved by director and reader.

5.2. Thesis timetable

During the second or third regular semester:

- Student develops a reading list and a formal thesis proposal which will be defended during the oral exam. The specific requirements of the formal thesis proposal are determined by the thesis advisor, so students must consult with their advisor as often as necessary to understand what is expected. Students must submit a prepared reading list to their advisor for final approval.
- Student submits a draft of the thesis proposal to the director for comments and approval. As soon as the advisor/director approves, student, in consultation with the advisor and reader, sets a date for the oral (comprehensive) exam and gives a copy of the approved proposal and reading list to the reader. Student must give the approved proposal and reading list to the reader and advisor at least one week in advance of the scheduled exam.
- NOTE: Subfield expectations vary with respect to the timing of the proposal defense, so students should consult with their thesis director when creating a timeline that is suitable to their subfield.

By the end of the third regular semester:

- Student completes (oral) M.A. Comprehensive Exam.
- Upon successful completion of the M.A. Comprehensive Exam, thesis-option students may register for thesis credits, i.e., *LING. 799 Thesis Preparation (3)*, for the fourth, final semester.

5.3. Design of the thesis/exam committee

The student's thesis committee is the same as the exam committee. The thesis/exam committee consists of two faculty members in the Linguistics Program - a thesis advisor/director (must be core faculty) and a reader. It is the student's responsibility to choose their committee members and to make explicit the chosen topic area and schedule for completion of the M.A. thesis so that the potential committee members know what to expect. The committee should be formed by the beginning of the student's third semester.

5.4. Format of comprehensive exam

The M.A. Comprehensive Exam consists of

1. a formal presentation of the thesis proposal by the student, and
2. a comprehensive oral examination of the proposal and general linguistic questions related to the thesis topic posed by the committee.

Details of the formal presentation of the thesis proposal are determined by the director/advisor.

5.5. Format of thesis proposal

The student will write a detailed thesis proposal in consultation with the thesis advisor. Although the exact specifications of the thesis proposal must be determined in consultation with the thesis advisor, it generally includes the following:

1. A precise statement of the research problem;
2. A thorough review of the relevant literature and argument for the importance of student's topic and methodology;
3. A detailed presentation of the hypotheses;
4. A detailed discussion of proposed methodology for data collection
 - Students who will be collecting data from human subjects must include a copy of a completed application for review of research on human subjects submitted to the **Institutional Review Board (Office of Research Compliance)**.
 - Students who are working with students from specific institutions (e.g., foreign language departments, local schools, the English Program for Internationals) must have evidence of the institution's approval for conducting the proposed research.
5. A detailed discussion of proposed methodology for data analyses

- Students who will be doing statistical analyses should determine (1) exactly which statistics are appropriate for the research design and questions, and (2) if the research design or methodology should be modified to allow appropriate statistical analyses for the hypotheses/research question.

6. A discussion of the relevance and significance of the proposed study.

5.6. Scheduling of the comprehensive exam

The exam may be held at any time agreed upon by all parties (student and thesis committee members). This exam is normally held **late in the student's third semester in the M.A. program or early in the fourth semester**. The approved thesis proposal must be submitted to the thesis advisor and reader no less than one week in advance of the oral exam.

6. TESOL Certificate Requirements

The program in linguistics offers a Certificate of Graduate Studies in Teaching English to speakers of other languages (TESOL) — a six-course, 18-semester-hour program. There are two tracks, the EFL track for post-secondary ESOL and EFL (English as a Foreign Language) teaching and the K-12 ESOL track for elementary and secondary ESOL teaching. Course requirements for each track are as follows:

6.1. Course requirements for the EFL track

Primarily for post-secondary ESOL and EFL teaching

6.1.1. Required Courses (12 Hours)

- LING 600 - Survey of Linguistics
- LING 790 - Second Language Acquisition
- LING 795 - Principles and Strategies for Teaching ESOL
- LING 798 - Practicum in Teaching ESOL

6.1.2. Elective Courses (6 Hours)

One of the Following Courses

- LING 514 - Contrastive English-Spanish Phonetics and Phonology
- LING 715 - Applied English Phonetics
- LING 791 - Theory and Methodology in Second Language Acquisition
- LING 796 - Teaching Reading and Writing to ESOL Learners: Theory and Practice
- LING 890 - Seminar in Language Acquisition
- LING 891 - Seminar in English for Speakers of Other Languages (ESOL)
- EDRD 811 - Cultural Perspectives on Psychological and Social Foundations of Literacy Learning
- EDRM 723 - Classroom Assessment Methods
- ENGL 790 - Survey of Composition Studies
- Or any other course in English as a second language or in second language acquisition

One Additional LING Course

Selected in consultation with the academic advisor

6.2. Course requirements for the K-12 ESOL track

For elementary and secondary ESOL teaching

6.2.1. Required Courses (12 Hours)

- LING 600 - Survey of Linguistics
- LING 795 - Principles and Strategies for Teaching ESOL
- LING 796 - Teaching Reading and Writing to ESOL Learners: Theory and Practice
- LING 798 - Practicum in Teaching ESOL *

Note: The practicum may be waived based on one year's experience teaching ESOL and replaced with an elective course.

It is recommended that the practicum, if waived, be replaced with one of the following courses:

- LING 514 - Contrastive English-Spanish Phonetics and Phonology
- LING 791 - Theory and Methodology in Second Language Acquisition
- LING 891 - Seminar in English for Speakers of Other Languages (ESOL)

6.2.2. Elective Courses (6 Hours)

Select one course from two of the following areas:

1. English Grammar/Structure
2. Second Language Acquisition for Teachers of Elementary and Secondary Learners
 - LING 790 - Second Language Acquisition
3. Cultural Diversity in Education
 - EDTE 811 - Developing Integrated Curricula
4. Testing/Assessment for Language Minority Learners
 - EDRM 723 - Classroom Assessment Methods

6.2.3. Additional Information

For this program, no courses may be transferred from another university, although up to 9 semester hours of overlapping course work from another program at the University of South Carolina may count toward completion of the certificate. For full-time students, the certificate course work and practicum can be completed in one academic year.

7. Courses

7.1. Courses that meet the core requirement*

LING 627 - Introduction to Semantics and Pragmatics
LING 650 - Introduction to Morphology
LING 710 - Introduction to Phonology
LING 711 - Phonological Theory
LING 712 - Articulatory and Acoustic Phonetics
LING 720 - Introduction to Syntax
LING 721 - Syntactic Theory
LING 728 - Semantic Theory
LING 729 - Pragmatic Theory
LING 820 - Seminar in Syntax

**Additional courses that have a substantial formal component may meet this requirement. Consult with the Graduate Director and your Advisory Committee.*

7.2. Courses that meet the methodology requirement*

LING 701 - Quantitative Approaches to Linguistic Analysis
LING 791 - Theory and Methodology in Second Language Acquisition
LING 805 - Topics in Linguistics (Research Methods in Linguistics)

**Additional courses that have a substantial methodology component may meet this requirement. Consult with the Graduate Director and your Advisory Committee.*

7.3. Recurring courses and their frequency

7.3.1. Offered every year

LING 514 - Contrastive English-Spanish Phonetics and Phonology
LING 567 - Psychology of Language
LING 600 - Survey of Linguistics (Summer II)
LING 710 - Introduction to Phonology (Spring)
LING 720 - Introduction to Syntax (Fall)
LING 772 - Technology in Foreign Language Education (Spring)
LING 790 - Second Language Acquisition (Spring)
LING 795 – Principles and strategies of TESOL (Fall)
LING 798 - Practicum in Teaching ESOL (Spring)

7.3.2. Offered every two years (typically)

LING 502 - French Linguistics
LING 503 - Introduction to German Linguistics
LING 504 - Introduction to Spanish Linguistics
LING 541 - Language and Gender
LING 542 - Research in Language Conflict and Language Rights
LING 545 - Anthropological Approaches to Narrative and Performance
LING 556 - Language and Globalization
LING 570 - Introduction to Language Development
LING 627 - Introduction to Semantics and Pragmatics
LING 650 - Introduction to Morphology
LING 701 - Quantitative Approaches to Linguistic Analysis
LING 711 - Phonological Theory
LING 712 - Articulatory and Acoustic Phonetics
LING 721 - Syntactic Theory
LING 728 - Semantic Theory
LING 729 - Pragmatic Theory
LING 734 - History of the Spanish Language
LING 739 - The Evolution of Linguistic Theory, Practice, and Methods
LING 740 - Introduction to Sociolinguistics
LING 742 - Language and Race
LING 746 - Sociophonetics
LING 747 - Language as Social Action
LING 748 - Introduction to Linguistic Anthropology
LING 780 - Discourse Analysis
LING 792 - Principles of Instructed Second Language Acquisition and Foreign Language Teaching
LING 795 - Principles and Strategies for Teaching ESOL
LING 796 - Teaching Reading and Writing to ESOL Learners: Theory and Practice
LING 805 - Topics in Linguistics (Research Methods in Linguistics)
LING 805 - Topics in Linguistics (Language, Space, Brain)

7.3.3. Offered every three to five years

LING 505 - Special Topics (English Word Origins)
LING 505 - Special Topics (The Evolution of the Spanish Language)
LING 521 - Advanced English Grammar
LING 530 - Language Change
LING 533 - Introduction to the Germanic Languages
LING 548 - German Sociolinguistics
LING 565 - Philosophy of Language
LING 627 - Introduction to Semantics and Pragmatics
LING 730 - Historical Linguistics
LING 731 - History of English Language
LING 733 - History of the German Language
LING 741 - African American English
LING 745 - Varieties of American English
LING 805 - Topics in Linguistics (Ethnography and Communication)

LING 805 - Topics in Linguistics (Causation in Language & Mind)
LING 805 - Topics in Linguistics (Psycholinguistics II)
LING 791 - Theory and Methodology in Second Language Acquisition
LING 890 - Seminar in SLA (L2 Phonology)
LING 890 - Seminar in SLA (Attention, processing to form in SLA)
LING 890 - Seminar in SLA (L2 Processing)
GERM 710 - Middle High German
GERM 711 - Old High German
GERM 711 - Old Saxon
GERM 711 - Old Norse
GERM 711 - Gothic

8. Frequently asked questions

8.1. All students

8.1.1. What is GSLING?

The Program's graduate student organization, which consists of those enrolled in the Ph.D., M.A., and TESOL programs, is called The Graduate Students in Linguistics (GSLING). Members convene once a month to discuss issues relevant to their graduate studies and to collaboratively organize academic and social events (e.g., the Student Research Symposium (SRS), colloquium receptions, bake sales, undergraduate outreach). The current governing structure includes the President, Vice President, Treasurer, Secretary, Social Events Committee, and SRS Committee. Additional positions include Social Media Coordinator, Undergraduate Linguistics Club Liaison, and Website Coordinator. Members pay annual dues, and meetings take place once a month.

8.1.2. What is LINGGRAD?

LINGGRAD is the Program's listserv for graduate students. Faculty and students are able to post announcements of interest to graduate students, such as emails about program events, degree deadlines, calls for conference papers, and job announcements. Faculty other than the Program Director and Graduate Director do not receive emails posted to this listserv. If you are a current student and need to be added to the listserv, you should contact either the Program Director or Graduate Director.

8.1.3. What is SRS?

The Student Research Symposium (SRS) is a student-run one-day conference that takes place once or twice per academic year. The conference allows students to share their research with members of the local linguistics community. Conference planning, including the invitation of speakers, the posting of the call for abstracts, the review of submitted abstracts, and the reservation of the conference venue, begins about three months before the conference date.

8.1.4. What is the Linguistics Graduate Lounge? What is the Linguistics Lab?

The Program has two communal spaces on the 6th floor of the Humanities Office Building. The Graduate Lounge is a student-dedicated space, and the Lab is a student-faculty shared space for academic pursuits and events. Keys for the two spaces are typically made available to students by the Program Director at a program orientation event, and they must be returned prior to a student's departure from the Program (e.g., before the student graduates). Lab use does not typically require a reservation, but it may be reserved for special events, such as defenses, by contacting the Program Director.

[NOTE: Due to the Program's temporary displacement resulting from building repairs, we do not have access to these spaces.]

8.1.5. Who is my advisor? What is their role?

Each student has an advisor from among the core faculty in the program. The advisor may discuss upcoming course selections with the student and provide other forms of mentorship, such as advice on research, paper-presenting, or publishing. The advisor will also sign required paperwork (e.g., the Program of Study). While students each have only one official advisor, they are encouraged to seek out mentorship from more than one faculty member during their time in the program.

The Graduate Director serves as the default advisor for M.A. and TESOL students; they are not typically assigned a separate faculty advisor. However, M.A. students who opt to write a thesis will be advised by their thesis director, once a faculty member has agreed to direct the thesis.

Ph.D. students will initially be assigned an advisor, who also serves as the chair of their Advisory Committee. See below for details about the Advisory Committee. Once a faculty member accepts a student's request for the faculty member to serve as the dissertation director, during or after the Ph.D. qualifying process, that faculty member becomes the student's advisor.

The Graduate Director should be notified of any changes to a student's advisor.

8.1.6. What kinds of reading groups or labs do students participate in?

Students and faculty meet regularly to discuss topics in areas such as sociolinguistics and linguistic anthropology, historical linguistics, semantics and pragmatics, and second language acquisition. Typically, meetings may involve discussions of a reading (e.g., a published article or a student's paper draft), practice conference presentations, or data analysis sessions.

8.1.7. How important is it that I attend program events, such as colloquium talks and social hours?

Students are expected to attend program events. Attending such events can enhance students' knowledge of linguistics, socialize them into practices of academic culture, and provide opportunities to build professional relationships with faculty and other students in settings outside of the classroom.

8.1.8. Are faculty available for mentoring over the summer or while they are on sabbatical? Can I defend a proposal, thesis, dissertation during these times?

Faculty members are typically appointed for nine months (August to May), so if you wish to be mentored over the summer, you should seek permission from the faculty member. It is generally recommended that thesis, proposal, and dissertation defenses take place during the regular academic year, although exceptions may be made by your committee. If a faculty member is on sabbatical, they may not be available for regular mentoring.

8.1.9. I plan to conduct research using human subjects. What kind of approval do I need?

As required by the university's Institutional Review Board, "any research activity involving human subjects conducted by a member of USC's faculty or staff or one of its students must be reviewed and approved by the IRB before it is undertaken." You can refer to the [IRB webpage](#) for definitions of "human subjects" and "research" as well as for instructions for receiving IRB approval. If you have further questions about the process, you should consult with your advisor or thesis/dissertation director or contact the IRB directly.

8.1.10. Where can I find official forms related to my studies?

Required forms can be found on the Linguistics Program website, under "My LING" and then via the "[Forms](#)" link.

8.1.11. Where can I get help with my writing?

The university's [Writing Center](#) provides services and resources for students who wish to receive assistance in their paper writing. However, as they note, they are not an editing service.

8.1.12. What can I do if I begin to struggle during graduate school?

Graduate school can be a rewarding personal and intellectual experience, but it can also be challenging. If you encounter personal struggles, we encourage you to seek out assistance. Some suggestions include (1) communicating with your instructor as soon as you are aware of the need for accommodations for a specific course; (2) communicating with your advisor, or another trusted faculty mentor, if you encounter obstacles that prevent you from making expected progress in the program; (3) visiting [Student Health Services](#), which offers programs and counseling that may help students maintain their mental and emotional health; and (4) seeking out support from your peers, whether in this program or beyond, in the form of writing groups, reading groups, study groups, or support and connection.

8.1.13. I am an M.A. student interested in applying to the Ph.D. program. What does the process look like?

Students who are currently enrolled in the M.A. program may apply to the Ph.D. program. There are two routes for achieving this. In both cases, students are encouraged to update their application materials with a new statement of purpose and letters of recommendation from faculty in our program.

Route 1: Students may submit a completely new application (and pay the application fee). This will allow students to update all materials relevant to their application.

Route 2: Students may also use the [Request for Concurrent Enrollment form](#). If they choose to do so, they are encouraged to update their application materials through the application portal.

8.1.14. Can I obtain a graduate certificate in TESOL along with my M.A. or Ph.D.?

Students already enrolled in a graduate degree program at UofSC may also request enrollment in the Certificate of graduate studies in TESOL. If you are a student in the Linguistics Program, you need to submit the [Request for concurrent enrollment form](#). If admitted to the TESOL certificate program, all courses covering requirements for the certificate can also be used toward satisfying requirements for the M.A or Ph.D. If you are a student in another program (e.g., Anthropology, Women's and Gender Studies, etc.), you need to submit a new application. Students in another program need to check with their program's Graduate Director and their advisor to see whether courses taken towards the TESOL certificate may also apply to their M.A. or Ph.D. program.

8.1.15. I am in my last semester of studies. Do I need to be registered for classes?

Yes, students are required to be registered for at least 1 credit hour in the semester in which they are finishing their degree.

8.1.16. What is the Program of Study and when should it be filed?

A program of study is a list of courses that satisfy the requirements for the certificate. Every degree-seeking student, including students enrolled in a certificate program, must complete a program of study (POS) form approved and signed by student's academic advisor, and approved by the graduate director of the program that administers the certificate and the dean of the Graduate School. The signed POS is sent to the Graduate School and placed in the student's file. This formal agreement serves a number of purposes that benefit both the student and the University. It causes the student and advisor to engage in early planning with a specific goal in mind; it provides information on program requirements and for the planning of course offerings; it facilitates subsequent advisement; and it protects the student in the event of unexpected curriculum or faculty changes. The student must file a completed POS form prior to graduation. If necessary, an approved program of study can be modified with a Request for Program Adjustment (**G-RPA**) form.

Every M.A. student must file a Master's program of study (**M-POS**) in The Graduate School for approval by the dean of The Graduate School. It must be completed and filed within the first 12 months of course work.

Every Ph.D. student must file a doctoral program of study (**D-POS**) in The Graduate School for approval by the dean of The Graduate School. It must be completed and filed within the first 24 months of course work, but earlier if possible.

8.1.17. What the final steps are required in order to graduate from the M.A. or Ph.D. Program?

In order to graduate, you must make sure that you have completed all of the required steps for the [Masters Degree](#) or the [Doctoral Degree](#). If you are an M.A. student, be sure that you have (1) submitted a program of study ([M-POS](#)); (2) completed all program requirements; (3) completed your thesis (if you have chosen the thesis option); and (4) applied for graduation in your final term of study. If you are a Ph.D. student, be sure that you have (1) chosen your committee; (2) completed your admission to candidacy procedures; (3) completed program requirements; (4) submitted a dissertation draft and scheduled your defense; (5) checked your dissertation format; (6) completed your dissertation; (7) submitted your dissertation; (8) submitted the Signature & Approval Form and Survey of Earned Doctorates; (9) applied for graduation in your final term of study; and (10) sent hooding program information. Note that the application for graduation is typically due in September (for Fall) or February (for Spring). Check the Graduate School website for deadlines.

8.1.18. Can my coursework expire?

Graduate coursework has a 'shelf life'. Courses taken towards a certificate of Graduate studies will expire 4 years after the semester in which they were taken, i.e., courses taken in Fall 2020 will expire at the start of Spring 2024. Courses taken toward the M.A. degree will expire 6 years after the semester in which they were taken, i.e., courses taken in Fall 2020 will expire at the start of Spring 2026. Courses taken towards the Ph.D. degree will expire 10 years after the semester in which they were taken, i.e., courses taken in Fall 2020 will expire at the start of Spring 2030. If this happens, students should consult with the Graduate Director and submit the [Permit for Revalidation Examination](#) form.

8.2. Ph.D. students

8.2.1. What is an Advisory Committee?

The Advisory Committee is appointed by the program at the beginning of the first term of enrollment and typically includes three faculty members, at least one of whom is in the student's primary field and serves as the committee chair. The chair of the Advisory Committee serves as the student's advisor, but is not necessarily the student's eventual dissertation director. The role of the Advisory Committee is to provide initial advisement of the student, guide academic planning and research efforts, and construct the program of study to file with The Graduate School.

Before the formation of the dissertation committee, each student should meet with their Advisory Committee once a year, usually within the last two weeks of Spring semester classes. During this meeting, the committee reviews the student's materials (a student progress report file and CV) and submits an evaluation form approved by the student and the committee before the last day of classes. If the need arises, the student or their advisor may arrange additional committee meetings.

After the dissertation committee is formed, the dissertation chair serves as the student's advisor, and there is no need for a separate Advisory Committee.

8.2.2. How and when do I choose a dissertation director and dissertation committee?

The formal establishment of a relationship between a student and their dissertation director takes place after the student successfully advances to Ph.D. candidacy in February of their second year. However, students are encouraged to begin communicating with potential dissertation directors as early as their first year in the program. Before [student requests that a faculty member serve as the](#) the dissertation director, the student should communicate their likely dissertation plans and, if possible, take at least two courses from the potential director.

8.2.3. Can I have more than one primary field?

Students are discouraged from choosing more than one primary field, although exceptions can be made if the student clearly articulates a dissertation plan that successfully bridges two subfields and if the student's request for two primary fields is approved by Program faculty during the qualifying process.

8.2.4. If I have not taken a course in my primary field that required a paper with a linguistic analysis, what do I submit as my qualifying paper?

By the end of their third semester of their second year, students will ideally have taken three courses in their intended primary field, at least one of which required an original analysis of linguistic data. This analysis will serve as the basis of your Qualifying Paper. If a student has not had the opportunity to take such a course, the student should consult with their Advisory Committee about how they will be meeting the Qualifying Paper requirement.

8.2.5. What should I do over the summer?

If you have not yet defended your dissertation proposal, the summer is an ideal time to explore research topics, read relevant literature, and develop course papers. Some students also choose to participate in reading and writing groups with other students. Others choose to receive formal training at institutes, such as the LSA's Linguistic Institute or the Lavender Languages Institute. If you have defended your dissertation proposal, you will likely be conducting research or writing your dissertation.

8.2.6. How do I register for dissertation hours?

Students who have completed all of their coursework should register for dissertation hours with permission from their dissertation director. The schedule coordinator (Sara Brothers) can register you for the course once you fill out this [DLLC form for 2020-2021](#).

8.2.7. If I have been guaranteed funding for fewer years than it will likely take to complete my degree requirements, how can I support myself after guaranteed funding has ended?

Students can expect to continue their studies a year beyond the years of guaranteed funding. While the program does its best to find teaching positions for such students, it unfortunately cannot make guarantees. Students are strongly encouraged to explore funding opportunities early and often, whether at the university or through other agencies in order to support their research during these additional years.

8.2.8. What kinds of research and grants can I apply for at the university and beyond?

In the program:

- [Travel grants from the Linguistics Program](#)
- Research grants for summer research

At the university:

- [Travel grants from the Graduate School](#)
- [The Bilinski Fellowship](#)
- [SPARC Graduate Research Grant Program](#)
- [Fellowships offered at the university](#)

Beyond the university:

- [Linguistics Program - Doctoral Dissertation Research Improvement Awards](#)
- [Social Science Research Council](#)
- [Wenner-Gren Foundation Dissertation Fieldwork Grant](#)
- [Spencer Foundation Dissertation Fellowship](#)

8.2.9. What kind of teaching opportunities exist? What is the teaching load?

The following courses are the most commonly taught by our graduate students: First-Year English composition courses (ENGL 101, ENGL 102), introductory linguistics courses (LING 101, LING 300, LING 301), Language Conflict and Language Rights (LING 240), and language courses (e.g., Spanish, Chinese, French, German). Students typically teach three to four courses over the course of fall and spring. Most Graduate Teaching Assistant (GTA) positions allow students to serve as instructor-of-record, providing valuable teaching experience.

8.2.10. How can I become a better teacher?

If you are teaching a course for the first time, you should seek out advice from faculty and students who have taught the course, or a similar course, in the past. You can ask them to share their syllabus and provide tips on handling classroom policies and assignments. You may also decide to visit another instructor's lecture, whether a student or faculty member, provided that you have their permission. In addition, the university offers teaching resources through the [Center for Teaching Excellence](#), including guides and courses, which you should consult.

If you teach a First-Year English course, you will likely be required to take pedagogy courses offered through the English Department.

If you encounter problems in the classroom, you should talk to your advisor or the Graduate Director, who can provide specific guidance as well as direct you to resources.

8.2.11. What is a professional development workshop?

Faculty members lead informal workshops that focus on professionally-oriented topics, such as submitting manuscripts to journals, writing grant proposals, attending conferences, and creating syllabi. Topics are typically jointly selected by students and faculty based on need, and workshops take place two to three times per semester.

8.2.12. I have completed my coursework and my minimum dissertation hours. Do I need to be registered for classes?

A student must be enrolled for at least 1 credit hour during any semester in which dissertation progress is made and such University resources as the library, computer facilities, or faculty time are used. When a student does not enroll for at least one major semester (Fall or Spring), they need to reapply to be readmitted in the program. If a student is not enrolled in classes, they may become ineligible for financial aid and may need to begin repaying their student loans. Students are encouraged to consult with the Office of Financial Aid before they make their decision.

International students are strongly advised to consult with the Office of International Student Services before making such a decision. Non-enrollment for a major semester and lack of GTA-ship may cause revocation of their I-20.

8.2.13. What is Z-status?

The Dean of The Graduate School, under certain circumstances, may certify that a student's fulltime enrollment is less than the normal requirement of 9 hours for graduate students or 6 hours for students serving as graduate assistants. Students seeking exceptions to minimum enrollment requirements should [submit written requests](#) to the dean of The Graduate School with acceptable justification in a memo from the student's academic advisor or the graduate director of the academic program. International students must also submit the approved **Exemption from Full-time Enrollment form** from International Programs for Students.

Students nearing completion of a doctoral degree requiring a dissertation may be granted special enrollment status and certified as half-time or full-time if the student has completed course work required for the degree except dissertation preparation (899). Eligibility requires verification of three conditions by the student's academic advisor or program graduate director. The memo requesting Z-status must indicate that:

1. all course work on the program of study has been completed except for dissertation preparation (899);
2. the student is working on the dissertation full-time, or if applicable, at least half-time; and

3. the student is not employed outside their graduate assistantship or, if applicable, employed no more than half-time if not on a graduate assistantship.

A Z-status request for under-enrollment privilege must be term-specific and is limited to two terms. Z-status for under-enrollment privilege may be extended beyond two terms with the approval of and justification from the academic unit and with the approval of the dean of The Graduate School.

Students who request exemption from full-time enrollment for financial aid purposes must submit the Special Academic Enrollment Release form (F 6.2) from the Office of Financial Aid.

8.3. TESOL certificate students

8.3.1. Can I complete the certificate in one year?

Yes, the TESOL certificate program is structured in such a way that a graduate student can take 1 course in the Summer, 2 or 3 in the Fall and 3 or 2 in the Spring, which will allow them to complete all requirements within one academic year. Students who work fulltime and can take only one course each semester will complete the program within three years.

8.3.2. Are there courses that need to be taken in a specific order?

Yes, TESOL certificate students need to start with LING 600: Survey of Linguistics which is offered only in the Summer. In the Fall they need to take LING 795: Principles and Strategies of TESOL as this course is a prerequisite for LING 798: Practicum in TESOL

8.3.3. What should I do if I am interested in continuing my education with a graduate degree in Linguistics?

If you are interested in continuing your education with a graduate degree in Linguistics at UofSC you should submit a new application through the application portal. TESOL certificate students who are admitted to the M.A. or Ph.D. programs will be able to count all coursework taken toward the TESOL certificate toward their M.A. or Ph.D. program.

8.3.4. I am in my last semester. What do I need to do to obtain the certificate?

You need to apply for graduation through my.sc.edu. This application is typically due in September (for Fall) or February (for Spring). Check the Graduate School website for deadlines.