Graduate Courses in Linguistics, Fall 2013*

(*does not include courses only taken by MA TESOL students. For those see the Graduate Bulletin http://sb.cc.stonybrook.edu/gradbulletin/current/courses/lin/ and course schedule: http://www.stonybrook.edu/registrar/Fall2013Schedules/grad%20west.pdf)

NB: descriptions of commonly taught courses are taken from the graduate bulletin, and marked with an asterix*

LIN 521. Syntax 1* (John Bailyn) (M/W 5:30-6:50)

A study of formal grammar as one aspect of our knowledge of language. Concepts and elements of modern syntactic analysis are introduced and motivated using a variety of grammatical phenomena and processes, across a wide range of languages.

LIN 522. Phonetics* (José Elías-Ulloa) (M/W 4:00-5:20)

A study of articulatory phonetics and the international phonetic alphabet, with intensive practice in phonetic transcription from a wide variety of languages. Acoustic phonetics, speech perception, and the applications of phonetics to foreign language teaching.

LIN 523. Phonology I* (Christina Bethin) (T/Th 10:00-11:20)

An introduction to the formal study of sound patterns. Problems from various languages serve as the basis for developing a theory of the representation of sound structure.

LIN 527. Structure of English* (Ellen Broselow) (T/Th 5:30-6:50)

A description of the major sentence elements, subsystems, and productive grammatical processes of English. The justification of grammatical categories, interaction between systems and processes, and notions of standard and correctness are discussed with a view to their application in the ESL classroom.

LIN 530 Introduction to General Linguistics* (Francisco Ordóñez) (M/W 5:30-6:50)

An introduction to modern theoretical and applied linguistics, including phonology, morphology, syntax, language acquisition, historical linguistics, and sociolinguistics.

LIN 541. Bilingualism (John Drury) (T/Th 4:00-5:20)

This course deals with the topic of bilingualism from a variety of perspectives (linguistics, psychology, cognitive neuroscience). Our primary focus will be on simultaneous bilinguals (acquisition of 2 languages from birth), though will also discuss SLA (second language or “L2” acquisition) in children (late/adult SLA is the topic of another course, LIN 532, typically taught in the Spring). Questions to be addressed include, among others: Do children acquiring two languages develop two separate systems, or not? Should we view bilinguals as roughly the sum of two monolinguals? How does bilingual acquisition compare to monolingual acquisition and how should we understand such comparisons? Is there a (biologically defined) “critical period” for language acquisition (related to the issue of child vs. adult SLA)? What happens in cases of developmental language impairment in bilinguals? What about cases where a second language (L2) takes over, and the first language (L1) is lost (due to lack of exposure, as in cases of international adoptees)? Are there cognitive benefits to bilingualism? How are the languages of bilinguals handled by the brain? What happens in bilinguals in cases of language breakdown due to brain damage?
LIN 544. Language Acquisition and Literacy Development* (Joy Janzen) (TH 5:30-8:30)

In-depth exploration of the theories of literacy and language development of native English speakers and students who are English language learners pre-school through grade 12. The development and assessment of literacy skills among children at various stages of learning development and across disciplines will be examined. Attention will also be given to children with special needs and the integration of technology in the development of literacy skills.

LIN 550. Morphology (Mark Aronoff) (T/Th 10:00-11:20)

This course provides an introduction to the fundamental questions and concepts of morphology. During the second half of the course, each student will present an overview of the morphology of a selected language. Students will also be given an opportunity to do original work on English morphology, using simple computational tools.

LIN 625. Semantics (Jiwon Yun) (T/Th 1:00-2:20)

This course is an introduction to the formal analysis of natural language semantics, particularly within the framework of generative grammar. It aims to help students develop the ability for semantic analysis essential for their own research. During the course, students will gain hands-on experience with semantic analysis by exploring selected topics in detail, such as predication, modification, conjunction, and quantification.

Lin 650. A Hands-on Approach to Computational Minimalism (Thomas Graf) (T/TH 4:00-5:20)

This seminar explores the empirical applications of computational syntax. Starting with the standard formalization of Chomsky's Minimalist program (Stabler 1997) we will see how a mathematical perspective can help us solve long-standing issues in generative grammar and unearth new empirical puzzles. Topics to be covered may include:

- Adjuncts in Minimalist syntax (Fowlie 2013, Hunter to appear)
- Binding theory and its limits (Graf & Abner 2012)
- Constraints and their status in syntax (Graf 2013)
- Extraposition and locality (Hunter & Frank to appear)
- Idioms as syntactic suppletion (Kobele 2012)
- Parsing Minimalism (Stabler 2013)
- Remnant Movement and why it matters (Kobele 2010)
- Unifying island constraints (Graf in progress)
- Word order typologies (Salvati 2011, Stabler 2011)

Students should already be familiar with the very basics of Minimalist syntax (Merge, Move, feature checking), but no prior mathematical knowledge is required.

LIN 651. Syntax 3 (Dan Finer) (M/W 2:30-3:50)

This class will consist of three to four mini-seminars that will consider topics that are of particular interest to enrolled students. Possibilities include raising vs. control and the role of movement, argument structure, the interfaces (PF or LF), syntactic typology, etc.
LIN 653. Phonology 3 (Michael Becker) (T/Th 2:30-3:50)

This semester we will aim to improve our understanding of the relation between phonology and morphology. We will study patterns in the lexicons of various languages and the knowledge that speakers have about them, and develop a theoretical understanding of this knowledge. We will look at the ways in which phonology responds to morphological structure, e.g. derived environment effects, morpheme structure constraints, the cycle, etc. We will devote special attention to irregular patterns and use theoretical tools that incorporate variation and gradience.


Graf, Thomas. in progress. The Price of Freedom: Why Adjuncts are Islands. Ms.


Kobele, Gregory. 2010. Without Remnant Movement, MGs are Context-Free. MOL 10/11. 160--173


Salvati, Sylvain. 2011. MIX is a 2-MCFL and the Word Problem in \(Z^2\) is Captured by the IO and the OI Hierarchies. Ms., INRIA Bordeaux, France.


