Graduate Courses in Linguistics, Fall 2014*
(*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/)

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

LIN 521. Syntax 1* (Francisco Ordóñez) (T/TH 4-5:20, Frey 216)
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* (Marie Huffman) (T/Th 2:30-3:50, Chem 126)
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* (Michael Becker) (T/Th 10:00-11:20, Melville Library N-3075)
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, SBS N-254)
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* (Daniel Finer) (T/TH 4-5:20, Chem 123)
An introduction to modern theoretical and applied linguistics, including phonology, morphology, syntax, language acquisition, historical linguistics, and sociolinguistics.

LIN 541. Bilingualism (John Drury) (M/W 4:00-5:20, Chem 124)
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 542. Sociolinguistics* (Joy Janzen) (T/TH 2:30-3:50, SBS S-228)
An introduction to major topics in sociolinguistics, including variation theory, language attitudes, language planning, language change, and pidgins and creoles.
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 650-1. Semantics Seminar (Richard Larson) (Tues 2:30-5:30, Physics P122)
This course is a continuation of Semantics I (LIN 625) and will explore core topic areas in semantics not covered in that course. For Fall 2014, these will be:
- Plurals
- Modifiers
- Modals & Propositional Attitude Constructions
- Adjectives & Comparatives
- Interrogatives

LIN 650-2. Introduction to Computational Linguistics (Jiwon Yun) (Mon 12-3, Physics P123)
This course aims to provide a highly accessible introduction to natural language processing for everyone. Through this course, you will learn i) Python, a simple yet powerful programming language for processing linguistic data, and ii) basic concepts in natural language processing with the help of NLTK (Natural Language Toolkit), which will provide a user-friendly interface for you. People with no background in computer programming are welcome!

LIN 650-3. Parsing Theory and Syntactic Processing (Thomas Graf) (M 3:00-4:30 and W 2:30-4:00, place TBA)
In order to interpret a sentence, speakers must be able to correctly infer its structure --- how exactly they do this is the central question of the syntactic processing research. A similar situation arises in computer science, where a program is just a string of symbols that must be augmented with structural information before it can be translated into instructions carried out by the computer. This task is handled by parsers, and computer scientists have produced an impressive variety of parsers.

In this course, we'll take a look at syntactic processing from a computational perspective. The first half of the course proceeds in a lecture-style fashion and covers basic parsing techniques (top-down, bottom-up, left-corner, Earley, CKY) and to which extent they can model the quirks of human sentence processing, such as
- differences in center embedding versus left and right embedding,
- differences in types of center embedding,
- differences in crossing vs nested dependencies,
- the preference for subject gaps over object gaps,
- merely local syntactic coherence effects,
- garden path effects, - attachment preferences,
- grammatical illusions.

The second half is explorative in nature and focuses on the psycholinguistic adequacy of Stabler's top-down parser for Minimalist syntax. There are still many low-hanging fruits here, so
we'll be working at the very frontier of the field.

**Lin 651. Syntax 3: (John F. Bailyn) (Wed 4-7, SBS N-102)**

This class will consist of mini-seminars on topics of recent interest to syntactic theory. Topics will include (i) the fate of the Empty Category Principle, (ii) recent advances in Case Theory, (iii) the status of first (and last) Conjunct Agreement, and possibly one other if time allows. Students will be encouraged to develop joint research projects in these and/or other areas of interest in syntactic theory.

**LIN 653. Phonology 3: Paradigms in Phonology (Christina Bethin) (Thurs 8:30-11:30)**

The course explores phonology-morphology interactions in terms of paradigm identity and contrast effects, symmetry and asymmetry in paradigmatic relations, paradigm gaps and repairs, allomorphy, linguistic variation, and language change. We look at paradigm-based as well as alternative explanations for some of these phenomena in order to better understand the architecture of grammar.

Several readings are from *Paradigms in Phonological Theory*, ed. by Laura Downing, T. Alan Hall, and Renate Raffelsiefen (Oxford University Press, 2005) in case you want to buy the book. Other readings will be from generally available sources.

It meets Thursday 8:30-11:30 (and yes, you may bring breakfast!).