Graduate Electives in Linguistics, Spring, 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/
http://www.stonybrook.edu/registrar/Spring_2014_schedules/grad_west.pdf )

LIN 525. Contrastive Analysis (Francisco Ordóñez) (M/W 5:30-6:50)
The course examines basic principles that underlie the study of the grammar of a language from
a comparative perspective. It introduces basic tools and concepts used in the comparative
method and it investigates the level of difficulty for learners to acquire different systems.

LIN 526. Analysis of an Uncommonly Taught Language (Bob Hoberman)  (T/Th 4-5:20)
This is both a simulated field-work course and an exercise in analyzing the structure of an
unfamiliar language. This semester the language will be Haitian Creole. The data comes from a
speaker of the language, who is in class throughout the semester. Relying on our speaker’s
knowledge of the vocabulary and intuitions about phonological and syntactic well-formedness,
we build up a partial grammar of the language. Beginning with phonetics, we investigate some of
the major phonological processes and morphological and syntactic structures, ending with such
things as relativization and w/h-questions.

LIN 532. Second Language Acquisition. (John Drury) (M/W 4-5:20)
This course reviews current scientific understanding of the nature of late/adult second language
acquisition from a multidisciplinary perspective, taking into account concepts, theories/models,
and empirical methods/data from linguistics, psychology, and cognitive neuroscience. Emphasis
is placed on understanding and critically evaluating the primary research literature across
these different branches of science. Key questions/issues include the impact of critical/sensitive
periods and age of acquisition, how these factors may affect the acquisition of different
levels/sub-systems of the organization of human language (lexicon, syntax, semantics,
phonology), how these subsystems may or may not be differently realized in the brains of late
learners compared to native speakers, and what role individual differences may play.

LIN 650. Statistics Seminar (Michael Becker) (M/W 2:30-3:50)
This class aims to introduce linguists to the basics of descriptive and inferential statistics. We
will learn some R basics, including summarizing and visualizing data, and lay the foundations
for regression analysis. We will examine a variety of datasets from various fields, including
yours.

LIN 651. Semantics Seminar (Jiwon Yun) (Th 1-4)
This class will explore the semantics of indefinites and questions, and the effect of prosody on
their interpretation. During the class, students will learn recent experimental approaches to
formal semantics and syntax/semantics-prosody interface.

LIN 653. Phonology Seminar (José Elías-Ulloa) (Wed 4-7)
This semester, the seminar on phonology will focus on intonation. We will cover intonation from
its phonetics aspects (how to measure fundamental frequency, laryngeal settings, phonation) to
its phonological aspects (tonal alignment to prosodic heads and boundaries, upstep, downstep,
register change, deaccentuation, etc) within the framework provided by the Tones and Break
Indices (ToBI). In this seminar, we will be particularly interested in studying how word order,
topic and focus correlate with intonational patterns. Although we will survey and discuss
different intonational systems around the world, we will mostly concentrate on examining the
patterns of intonation in Romance languages and English.