Linguistics

Linguistics Program Director: Dr. Jennifer Ewald
Faculty: Dr. Elaine Shenk

The Linguistics Program
The SJU Linguistics Program is designed to heighten students’ awareness of the complex nature of language and communication and their important, but often overlooked role, in daily life. Linguistics courses aim to increase students' knowledge and understanding of human communication and to understand the nature of language in general, bringing students to a point where they can apply this knowledge in particular fields such as criminal justice, education, forensics, languages, law, psychology, sociology, speech therapy, or translation. Linguistics students will be prepared to become language professionals, pursue graduate studies in linguistics or TESOL, or to practice the skills of a linguist in a variety of professional fields.

Linguistics is the study of how languages work, where they come from, how they are used in society, how they change over time and how they are learned. Linguists serve as translators, interpreters, speech therapists, professors, researchers, and language teachers, to name a few professional roles. They also investigate issues including language acquisition, literacy, bilingualism, speech pathology, and language planning or policy. Linguists sometimes speak or have knowledge of more than one language though depending on their specialization, some speak only their native language. Contact the Linguistics Program Director, Dr. Jennifer Ewald (jewald@sju.edu), for more information and visit the Linguistics Program website at http://www.sju.edu/academics/cas/linguistics/index.html.

Program Goals/Learning Objectives

Goal 1: Students will know what the field of linguistics is and understand how language works.

Objective 1.1: Identify the main areas of linguistic analysis.

Objective 1.2: Explain how linguistic analysis is used to describe how language works.

Goal 2: Students will know how to perform linguistic research.

Objective 2.1: Conduct original linguistic research according to standards within the field.

Goal 3: Students will discuss linguistic topics and apply what they learn to real-life settings.

Objective 3.1: Communicate effectively in oral presentations and discussions on linguistic-related topics.

Objective 3.2: Analyze linguistic issues or problems (qualitatively or quantitatively) in real-life settings and formulate creative responses.

Goal 4: Students will be aware of and appreciate language differences that exist among speakers of the same or different languages in light of their own language background.

Objective 4.1: Identify particular aspects of linguistic beauty and creativity in their various forms (i.e., sounds, instances of lexical variation, acquisition stages, morphological irregularities, etc.).

Objective 4.2: Identify their own language beliefs and values as well as those of others and respectfully discuss linguistic differences that characterize speakers from various linguistic backgrounds.

The Linguistics Program, housed within the Department of Modern and Classical Languages, offers two majors and two minors.

Majors offered:
1. Linguistics
2. Linguistics-TESOL concentration

Minors offered:
1. Linguistics
2. TESOL

Course requirements for the Linguistics Major include a general introduction to the field and at least one course in several of the main areas of linguistics (applied linguistics, sociolinguistics, phonetics, and pragmatics). Specific course requirements and options are listed below. Course requirements for the Linguistics Major-TESOL concentration include a general introduction to the
field of linguistics, an English grammar course, a course on language acquisition, a language teaching methods course, phonetics, and a required internship in English language teaching. Below are the requirements for each of these specializations. Please note that students may also choose to combine a major in Linguistics with a minor in TESOL (a total of at least 13 courses*) or to complete a double minor in both Linguistics and TESOL (a total of at least 9 courses*). (Please contact Dr. Jennifer Ewald jewald@sju.edu for more information.)

<table>
<thead>
<tr>
<th>Linguistics Major</th>
<th>10 courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 101</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>LIN 260 or LIN 340</td>
<td>(Pragmatics options)</td>
</tr>
<tr>
<td>LIN 280 or LIN 301</td>
<td>(Applied Linguistics options)</td>
</tr>
<tr>
<td>LIN 317 or LIN 401 or SOC 317</td>
<td>(Sociolinguistics options)</td>
</tr>
<tr>
<td>LIN 320 or SPA 466 or SPA 468</td>
<td>(Phonetics options)</td>
</tr>
<tr>
<td>and, any 5 additional courses from the following:</td>
<td></td>
</tr>
<tr>
<td>LIN</td>
<td>(any course number)</td>
</tr>
<tr>
<td>ENG</td>
<td>381</td>
</tr>
<tr>
<td>PHL</td>
<td>220, 240, 474, 475</td>
</tr>
<tr>
<td>SOC</td>
<td>260</td>
</tr>
<tr>
<td>SPA*</td>
<td>375, 380, 460, 461, 466, 467, 468, 480</td>
</tr>
<tr>
<td>ILCs (any 3 of the following chosen in consultation with the LIN Major Advisor):</td>
<td></td>
</tr>
<tr>
<td>EDU 151</td>
<td>Development, Cognition and Learning</td>
</tr>
<tr>
<td>EDU 246</td>
<td>Literacy, Language and Culture</td>
</tr>
<tr>
<td>ENG 206</td>
<td>Public Speaking and Presentation</td>
</tr>
<tr>
<td>IHS 331</td>
<td>Statistics and Research Methodology</td>
</tr>
<tr>
<td>IHS 465</td>
<td>Introduction to Autism Spectrum Disorders</td>
</tr>
<tr>
<td>LAT 411</td>
<td>Advanced Latin Grammar</td>
</tr>
<tr>
<td>PSY 120</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>PSY 222</td>
<td><strong>Neuropsychology</strong></td>
</tr>
<tr>
<td>SPA 342</td>
<td>Advanced Spanish Grammar</td>
</tr>
<tr>
<td>MCL 101-102</td>
<td>language courses in a language other than that used to satisfy the GEP language requirement (e.g., American Sign Language, Chinese, French, German, Greek, Italian, Latin, Spanish)</td>
</tr>
</tbody>
</table>

* Please note that students who are double majoring/minoring may count a maximum of 3 courses toward requirements in each area.

** Please note that this course has a prerequisite (PSY 100 Introductory Psychology) and also requires the instructor's permission for registration for non-PSY students. Students who are interested in taking PSY 222 should take PSY 100 to satisfy their GEP Social Science requirement.

<table>
<thead>
<tr>
<th>Linguistics courses</th>
<th>Major-TESOL Concentration (10 courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 101</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>LIN 201</td>
<td>English Grammar</td>
</tr>
<tr>
<td>LIN 280</td>
<td>Language Acquisition and Learning</td>
</tr>
<tr>
<td>LIN 301</td>
<td>Teaching Languages at Home and Abroad</td>
</tr>
<tr>
<td>LIN 320</td>
<td>Phonetics</td>
</tr>
<tr>
<td>LIN 490</td>
<td>TESOL Internship</td>
</tr>
<tr>
<td>and, any 4 additional courses from the following:</td>
<td></td>
</tr>
<tr>
<td>LIN</td>
<td>(any course number)</td>
</tr>
<tr>
<td>EDU</td>
<td>246</td>
</tr>
<tr>
<td>ENG</td>
<td>345, 381</td>
</tr>
<tr>
<td>PHL</td>
<td>220, 240, 474, 475</td>
</tr>
<tr>
<td>SOC</td>
<td>260, 317</td>
</tr>
<tr>
<td>SPA*</td>
<td>375, 380, 460, 461, 466, 467, 468, 480</td>
</tr>
<tr>
<td>ILCs (any 3 of the following):</td>
<td></td>
</tr>
<tr>
<td>1: MCL 101-102 language courses in a language other than that used to satisfy the GEP language requirement (e.g., American Sign Language, Chinese, French, German, Greek, Italian, Latin, or Spanish)</td>
<td></td>
</tr>
<tr>
<td>2: EDU 151 (Development, Cognition and Learning); ENG 206 (Public Speaking and Presentation); HIS 203, 206, 207, 210 (all Historical Introductions to geographical areas of the world); IRT 201 (Geography); LAT 411 (Adv. Latin Grammar), POL 113 (Introduction to Comparative Politics), POL 115 (Introduction to International Politics), SPA 342 (Adv. Spanish Grammar)</td>
<td></td>
</tr>
<tr>
<td>3: Other MCL linguistics courses as approved by advisor</td>
<td></td>
</tr>
</tbody>
</table>

*Please note that students who are double majoring/minoring may count a maximum of 3 courses toward requirements in each area.

**Minor in Linguistics**

A student may minor in Linguistics by taking six courses: LIN 101 and five additional preapproved courses. Those approved include all courses taught in Linguistics (LIN) and some courses in English, French, Philosophy, Psychology, Sociology, and Spanish. Contact the Linguistics Program Director, Dr. Jennifer Ewald (jewald@sju.edu), for more information and visit the Linguistics Program website at http://www.sju.edu/academics/cas/linguistics/index.html. Students who are interested in English
language teaching may also want to consider adding a second minor in TESOL (Teaching English to Speakers of Other Languages). For more information, visit the TESOL website at http://www.sju.edu/majors-programs/undergraduate/minors/teaching-english-speakers-other-languages-tesol.

Minor in TESOL (Teaching English to Speakers of Other Languages)
Teaching English to Speakers of Other Languages (TESOL) is a six-course minor that provides essential training for the challenging task of teaching the English language at home or abroad in private language schools, community centers or bilingual programs, and in other contexts that do not require state certification. A minor in TESOL incorporates important pedagogical training that prepares students to teach English with both cultural and linguistic sensitivity. This minor opens doors to opportunities to travel, live, and work around the globe. Students who are interested in TESOL might also be interested in studying linguistics, including areas such as dialectology and forensic linguistics. While completion of a TESOL minor does not certify students to teach English as a second or foreign language, it does offer undergraduate students numerous professional and volunteer opportunities. TESOL can be combined with any number of majors or minors and enhances students' applications for fellowships such as the Fulbright. The coursework also provides general background for related graduate study and equips students to serve as English language teachers in the United States and in other countries.

Visit the TESOL website (http://www.sju.edu/majors-programs/undergraduate/minors/teaching-english-speakers-other-languages-tesol) for more information. Students who minor in TESOL may also want to consider adding a second minor in Linguistics. For more information, contact Dr. Jennifer Ewald (jewald@sju.edu) and visit the Linguistics Program website (http://www.sju.edu/int/academics/cas/linguistics/index.html)

A TESOL minor consists of 6 courses (18 credits) including the following:
- LIN 201 English Grammar
- LIN 301 Teaching Language At Home and Abroad
- LIN 490 Linguistics Internship (except in exceptional cases, students must complete 4 LIN courses, including LIN 30, before enrolling in this English language teaching internship)

Any 3 additional courses selected from the following options:
- LIN 101 Intro to Linguistics
- LIN 150 First Year Seminar in Linguistics
- LIN 280 Language Acquisition and Learning
- LIN 320 Phonetics
- LIN 340 Communication in Social Contexts
- LIN 317 Sociolinguistics or LIN 401 Bilingualism & Language Diversity
- EDU 246 Literacy, Language and Culture
- EDU 246 Literacy, Language and Culture
- ENG 381 History of the English Language
- PHL 220 Logic
- PHL 240 Symbolic Logic
- PHL 474 Language and Thought
- PHL 475 Language and Meaning
- SOC 260 Language and the Law
- SOC 317 Sociolinguistics
- SPA 342 Advanced Spanish Grammar
- SPA 380 An Introduction to Spanish Linguistics
- SPA 460 A Linguistic Approach to Oral Communication: Analysis and Practice
- SPA 461 Methods for Teaching Spanish
- SPA 466 Spanish Dialectology
- SPA 467 Language Contact and Politics in the U.S
- SPA 468 Spanish Phonetics and Phonology
- SPA 480 Topics in Spanish Linguistics
- FRE/GRM/ITA 470

Linguistics in the GEP
These GEP requirements are fulfilled by the following courses:
Art/Lit
LIN 101 Introduction to Linguistics

Ethics-Intensive Overlay
LIN 260 Language and the Law

Social Sciences
LIN 317 Sociolinguistics
LIN 340 Communication in Social Contexts: "Can You Hear Me Now?"

Diversity Overlay
LIN 317 Sociolinguistics
LIN 401 Bilingualism and Language Diversity

First Year Seminar
LIN 150 Language, Communication and Culture
LIN 150 Language, Linguistics and the Real World

College Honors Requirements
To receive College Honors credit, students undertake two consecutive semesters of course-based research and study that culminates in a senior thesis. For students in the University Honors program, these two courses may be counted toward the eight course Honors requirement. To be eligible for College Honors, a student must have a 3.5 GPA. If you are interested in completing the College Honors project during your senior year, please be in touch with the program director early in the spring semester of your junior year. Specific requirements for the College Honors thesis may be found under Honors Program.

Linguistics Courses

LIN 101 Introduction to Linguistics (3 credits)
This course is an introduction to the study of language and areas of linguistics. It focuses on how language works, where it comes from, how it is used in society, how it changes over time and how it is learned. We will also explore commonly-held beliefs about the nature of language and language use in real-life contexts. This course fulfills the GEP Art/Lit requirement.

LIN 150 First-Year Seminar in Linguistics (3 credits)
There are two First-Year Seminars offered by the Linguistics Program:

Language, Linguistics and the Real World is a first-year seminar. It is of particular interest and benefit to students pursuing various specialties including, but not limited to, Second Language Studies; English; Communication Studies; Speech Therapy; Autism Studies; certain specialties within Education, Sociology and Psychology; and Linguistics. This course is geared toward helping students become consciously aware of the role of language in their daily lives (i.e., in the “Real World”). They will be taught to recognize linguistic features of language(s) and will explore current research findings in linguistics. They will also be encouraged to be “linguists” themselves in the sense that they will document and analyze language-related issues commonly found in daily communicative interactions. The course is divided into six sections: (1) Language & Linguistics; (2) Language & Translation; (3) Language & Acquisition; (4) Language & Cultural Change; (5) Language, Power & Identity; and (6) Language & Communication. This course fulfills the First-Year Seminar requirement of the GEP and counts toward the Linguistics major/minor and the TESOL minor.

Language, Communication and Culture is a first-year seminar that explores the interaction among language, communication, and culture. Communication can potentially be facilitated through the recognition of similar cultural or linguistic practices as well as impeded by a lack of awareness of differences in usage from one language—or even one dialect of a language—to another. In this course, we will discuss communicative behaviors from around the world to highlight both similarities and differences that exist in human language and examine the ways in which these present us with ‘rich points’ for learning (Agar 1996). This course fulfills the First-Year Seminar requirement of the GEP and counts toward the Linguistics major/minor and the TESOL minor.

LIN 200 Language and Culture (3 credits)
This course is an exploration into the interaction of language and culture—how language shapes and contributes to cultural understandings and how we make sense of our world, as well as how culture shapes and contributes to particular forms and uses of language. We will explore how language intersects with the social life of diverse individuals and communities as well as the role of language as it functions to construct and/or reinforce the ways in which we interact with one another. Course material draws on the fields of sociolinguistics and linguistic anthropology.

LIN 201 English Grammar (3 credits)
To prepare current and future English language teachers, this course explores aspects of English
grammar that are particularly challenging for ESL/EFL learners. This course is beneficial to TESOL minors and to Linguistics majors/minors who plan to teach English at any level.

LIN 220/PHL 220 Logic (3 credits)
A study of the logic of ordinary language; the function of language, forms of argument, fallacies, definition; analysis of propositions and deductive reasoning, analogy and scientific hypothesis testing. See PHL 220. This course does not fulfill the GEP Philosophical Anthropology requirement.

LIN 240 Symbolic Logic (3 credits)
The study of a method for translating arguments from ordinary language into a symbolic notation which reveals logical structure, procedures for establishing the validity or invalidity of deductive arguments so symbolized, and properties of formal deductive systems—independence of axioms, expressive and deductive completeness, and consistency. See PHL 240. This course does not fulfill the GEP Philosophical Anthropology requirement.

LIN 260 Language and the Law (3 credits)
This course is an introduction to linguistic issues that influence interaction in a variety of legal contexts. It explores the role of language used in court cases and police investigations while paying special attention to particular discourse contexts such as courtroom talk, interpreter interactions and police interrogations/ interviews. Particular emphasis will be placed on recognizing and understanding ethical issues related to linguistic sources of disadvantage before the law for both educated and uneducated native speakers, minority speakers and non-native speakers of a given language. This course will help prepare students for careers in which a particular sensitivity to, and understanding of, the use of language is vital. By looking closely at areas studied by linguists, we will seek to uncover the role and the ethical nature of oral and written interactions that take place in the legal field. These linguistic issues affect the concept of justice as well as its application in the legal system and also influence how humans are perceived and, in turn, treated by those who apply the law (police officers, lawyers, judges, etc.). This course fulfills the GEP Ethics-Intensive overlay requirement; it also fulfills a requirement in the Sociology and Criminal Justice majors/minors. This course is open to students from all academic majors and there is no prerequisite.

LIN 280 Language Acquisition and Learning (3 credits)
This course focuses on the study of existing approaches to explaining first and second language acquisition and learning. Drawing on current research in the field of linguistics, we will explore various aspects of language (e.g., negation, questions, references to the past) as well as particular factors (e.g., age, motivation, anxiety, personality, learner beliefs) that affect the acquisition and learning of specific languages. Paying particular attention to English language learning, we will devote significant course time to understanding L2 developmental sequences as they relate to theories of acquisition and learning based on social, psychological, and educational frameworks. Students will also be challenged to consider the relationship between their understanding of and experiences with language acquisition and learning as well as the relationship between language learning theories and language teaching. This course is open to students from all academic majors and there is no prerequisite.

LIN 301 Teaching Languages at Home and Abroad (3 credits)
This course is an introduction to language teaching and is designed for students interested in teaching a second or foreign language for professional, academic or personal reasons. It will help prepare students to tutor or teach English as a second language (ESL), English as a foreign language (EFL), or other languages such as French, German, Italian, or Spanish in a variety of educational settings at home and abroad. In addition to a career in language teaching, other future opportunities might include teaching positions in community service ESL classes, the Peace Corps, or through grants/fellowships including Fulbrights, among others. In this course, we will explore topics such as language acquisition, teaching methods, materials preparation and assessment. This course is open to students from all academic majors and there is no prerequisite.

LIN 317 Sociolinguistics (3 credits)
This course focuses on the use of language within its social context. In this course, we will gain an appreciation for the diversity that exists in human language and for the communicative values inherent in every language variety; scrutinize assumptions about linguistic identity and difference; examine issues of subordination and privilege in our own and others’ lives as related to issues of language; explore the relevance of social categories (e.g., class, age, gender, ethnicity, other
will focus on recent research topics in discourse with each another in various social contexts. This course analyzes how people communicate "Can You Hear Me Now?" (3 credits)

LIN 340 Communication in Social Contexts: "Can You Hear Me Now?" (3 credits)
This course analyzes how people communicate with each another in various social contexts. We will focus on recent research topics in discourse analysis and explore particular contexts of discourse such as that which takes place in the legal field (police interrogations; naturalization interviews); family interactions (homecoming routines; ventriloquizing); childhood settings (apologies, sporting events), the workplace (medicine, business, media) and the classroom (teacher-student, student-student, teacher-teacher interactions). Special attention will be given to classroom discourse, the area of applied linguistics research that investigates empirical linguistic data from classroom interaction. This course is open to students from all academic majors and there is no pre-requisite. This course fulfills the GEP Social Science requirement.

LIN 320 Phonetics (3 credits)
This course explores the repertory of sounds found in human language. As a field of study, phonetics includes three areas: (a) articulatory phonetics (how humans create speech sounds); (b) acoustic phonetics (how sounds are transmitted through the air); and (c) perceptual phonetics (how humans perceive sounds based on changes in air pressure). In this course we will focus primarily on the first area, along with an introduction to the second. To this end we will examine the anatomy of the human vocal tract to understand how speech sounds are created. We will also study the International Phonetic Association (IPA) transcription alphabet, create broad and narrow transcriptions, and practice producing and classifying sounds of various world languages. Time will also be spent on prosodic characteristics of human speech, including pitch, stress, tempo, and loudness. Finally, we will discuss how the study of phonetics is applied within fields such as Speech-Language Pathology (SLP), Teaching English to Speakers of Other Languages (TESOL), or teaching languages (e.g., Mandarin, French, Japanese, etc.). This course is open to students from all academic majors and there is no prerequisite. This course fulfills the GEP Social Science requirement.

LIN 330 Discourse, Style, and Presupposition (3 credits)
This course builds on Sociolinguistics. Here we examine issues of register, variety (dialect), discourse structure, style, presupposition. The student will be invited to (1) examine discourse samples to analyze presupposition, implications, and fallacies. The insights of argument structure and fallacies. The insights of argument structure will organize this approach.

LIN 381 History of the English Language (3 credits)
A survey of the outer and inner history of the English language, from its Indo-European origins to its present American and world-wide use. The course will be based on modern linguistic methods and information. See ENG 381.

LIN 401 Bilingualism and Language Diversity (3 credits)
This course is an exploration of bilingualism and linguistic diversity both within the U.S. and beyond its borders. Bilingualism is examined from both sociolinguistic and psycholinguistic perspectives, as we identify historical, geographical, and socio-political issues that shape the linguistic identity of bilinguals in the U.S. who come from languages and cultures other than our own. In addition to examining the theoretical and methodological issues in bilingualism research, students will also engage this reality through community observations and interviews with representatives of bilingual communities. This course is open to students from all academic majors and there is no prerequisite. This course fulfills the GEP Diversity overlay requirement.

LIN 401 Bilingualism and Language Diversity (3 credits)
This course is an exploration of bilingualism and linguistic diversity both within the U.S. and beyond its borders. Bilingualism is examined from both sociolinguistic and psycholinguistic perspectives, as we identify historical, geographical and socio-political issues that shape the identity of bilinguals in the U.S. who come from languages and cultures other than our own. In addition to examining the theoretical and methodological issues in bilingualism research, students will also engage this reality through community observations and interviews with representatives of the bilingual communities. This course is open to students from...
all academic majors and there is no prerequisite. This course fulfills the GEP Diversity overlay requirement.

LIN 470 Topics in Linguistics (3 credits)
The purpose of this course is to explore specific topics within the field of linguistics. Topics will vary according to the semester in which the class is offered; check the semester listing for current topic.

LIN 474 Language and Thought (3 credits)
Rene Descartes held a view called “mind-body dualism”, according to which human persons are fundamentally thinking substances that are somehow causally linked to particular physical substances: bodies. One of his reasons for holding this view was that he believed that the human faculty of language could never, even in principle, be adequately explained by any purely physical description of things. Language, as he saw it, is evidence of mind, and indeed he believed that where language is absent, mind is also absent. Creatures without language are, in Descartes’ view, mindless organic automata. Few today would defend Descartes’ view in all details, but the general sense that language is an important “mark of the mental” has not gone away. Instead, it has given rise to a cluster of narrower but interesting and important questions: Are certain kinds of mental states impossible without language? Does the specific language that we speak influence our thoughts in some way? Do our innate tendencies of thought force our languages to take certain forms? We could restate these questions in a somewhat different way. Does language hold thought on a leash? Does thought hold language on a leash? This course does not fulfill the GEP Philosophical Anthropology requirement. See PHL 474.

LIN 475 Language and Meaning (3 credits)
This course examines the core issues in the philosophy of language, including the nature of meaning, problems of reference, and the relation between language and thought. Further issues include the status of propositions, the problem of whether linguistic competence implies innate knowledge of some sort, the nature of metaphor, the private language problem, the indeterminacy of translation and language as symbolic capital. This course does not fulfill the GEP Philosophical Anthropology requirement. See PHL 475.

LIN 490 TESOL Internship (3 credits)
This course is a practicum in which the student applies his/her knowledge of Linguistics in a professional work environment. The majority of the work for this course is that performed at the internship site. The student is responsible for securing the internship site and will meet with the professor prior to the semester in which the internship is to take place in order to discuss the course requirements and expectations. During the practicum, the student will reflect upon his/her experience at the internship site in written assignments and in regular meetings with the professor. At the end of the semester, the student will submit a final paper or will deliver a final presentation based on his/her internship experience. This course is intended as an advanced course for Linguistics majors or TESOL minors who have completed the other course requirements.

LIN 491 Linguistics Internship (3 credits)
This course is a practicum in which the student applies his/her knowledge of Linguistics in a professional work environment. The majority of the work for this course is that performed at the internship site. The student is responsible for securing the internship site and will meet with the professor prior to the semester in which the internship is to take place in order to discuss the course requirements and expectations. During the practicum, the student will reflect upon his/her experience at the internship site in written assignments and in regular meetings with the professor. At the end of the semester, the student will submit a final paper or will deliver a final presentation based on his/her internship experience. This course is intended as an advanced course for Linguistics majors/minors who have completed the other course requirements.

LIN 493 Independent Research in Linguistics I (3 credits)
This will allow the student to round out the major/minor with a supervised research project that will help expand the student's interests and development.

LIN 494 Independent Research in Linguistics II (3 credits)
This will allow the student to round out the major/minor with a supervised research project that will help expand the student's interests and development.

LIN 496 Course(s) Taken Abroad/Transfer Credit (3 credits)
LIN 497 Course(s) Taken Abroad/Transfer Credit (3 credits)