

**BOSTON UNIVERSITY
GRADUATE SCHOOL OF ARTS AND SCIENCES**

MA PROGRAM IN LINGUISTICS

GRADUATE STUDENT HANDBOOK

2017-18 EDITION

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1 INTRODUCTION

Because language-related phenomena are central to many aspects of human life, individuals who possess sophisticated knowledge of language and linguistics work in a wide range of professional and academic fields. Boston University's graduate program in Linguistics offer a solid foundation in linguistic theory and practice, and offer opportunities for study in a variety of areas.

1.1 This Handbook

The *Graduate Student Handbook* is intended to provide a guide to students in the MA program throughout their course of study. This handbook is intended to augment the information available in the annual online Graduate School (GRS) Bulletin: <http://www.bu.edu/academics/bulletin/>. However, in cases where the information in this document and the GRS bulletin might appear to be in conflict, the GRS bulletin serves as the final legal authority. It is each student's responsibility to be aware of deadlines established by the Graduate School, which are included in various GRS publications and online. A lot of very useful information can be found here:

<http://www.bu.edu/cas/students/graduate/> .

We consider it each student's responsibility to make himself or herself familiar with the contents of this handbook. The information in this handbook may help you avoid unnecessary problems. Please don't hesitate to contact the Program Director, DGS, or your advisor if you have questions about anything in this handbook or about the program in general.

1.2 Administration of the Linguistics Program

Program Administrator (PA)

Cammy Samuelson

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Linguistics Program Office

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Director of Graduate Studies (DGS)

Professor **Jon Barnes**
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Directors of Graduate Admissions

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Professor **Neil Myler**
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2 PROGRAM FACULTY

2.1 Core Faculty

* **Sudha Arunachalam**, Assistant Professor of Speech, Language & Hearing Sciences and Linguistics, SAR. BA, USC; MA, PhD, U. of Pennsylvania.

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- *Lab:* <http://www.bu.edu/childlanguage/>

Research Interests: Early language development, language processing, lexical and syntactic representation.

* **Jonathan Barnes**, Associate Professor of Linguistics, CAS. **Director of Graduate Studies**. BA, Columbia U.; MA, PhD, UC Berkeley.

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- Web: <http://ling.bu.edu/people/barnes>
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Research Interests: Phonetics; phonology; prosody; speech perception; language change.

* **Charles Chang**, Assistant Professor of Linguistics, CAS. AB, Harvard U.; MPhil, U. of Cambridge (UK); MA, PhD, UC Berkeley.

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Research Interests: Phonetics, phonology, language acquisition, and language attrition.

* **Elizabeth Coppock**, Assistant Professor of Linguistics, CAS. BA, Northwestern University PhD, Stanford University.

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Research Interests: Semantics; pragmatics.

* **Daniel Erker**, Assistant Professor of Spanish and Linguistics, CAS. **Director of Graduate Admissions, Spring 2018**. BA, Marquette U.; MA, Graduate Center, CUNY; PhD, NYU. *On leave Fall 2017*.

- Phone: 353-2642 Romance Studies - 718 Commonwealth Ave., room 501A
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Research Interests: Language variation, contact, and change; acoustic and articulatory phonetics; Spanish in the United States; the languages of Latin America; and the evolution of human language.

* **Paul Hagstrom**, Associate Professor of Linguistics, CAS. **Director of Undergraduate Studies**. BA, Carleton College; PhD, MIT.

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Research Interests: Syntax/semantics interface (questions, negation); language acquisition.

* **Neil Myler**, Assistant Professor of Linguistics, CAS. **Director of Graduate Admissions, Fall 2017**. BA, MPhil, Corpus Christi College, U. of Cambridge (UK); PhD, NYU

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- Web: <https://sites.google.com/site/neilmylerlinguist/>

Research Interests: Morphology, (micro-)comparative syntax, the interaction between syntax and morphophonology, argument structure, the morphosyntax and semantics of possession, Quechua morphology and syntax, and English dialect syntax.

* **Carol Neidle**, Professor of French and Linguistics, CAS. **Director of the Linguistics Program**. BA, Yale College; MA, Middlebury College; PhD, MIT.

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Research Interests: Syntax and syntactic theories, with a focus on American Sign Language, Russian and French.

* **Alexander Nikolaev**, Assistant Professor of Classical Studies and Linguistics, CAS. BA, U. of St. Petersburg, Russia; PhD, Harvard U. . *On leave Fall 2017*.

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Research Interests: Early Greek literature (epic, lyric, iambic, and elegiac poetry); early contacts between Greece and other cultures of the Near East; historical grammar and etymology; comparative poetics and mythology.

* **Catherine O'Connor**, Professor of Education and Linguistics, and Dean *ad interim* of the School of Education. BA, Stanford U.; MA, PhD, UC Berkeley.

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Research Interests: Language documentation; discourse pragmatics; linguistic typology; sociolinguistics; morphosyntax-pragmatics interface; language in educational settings.

2.2 Affiliated Faculty

* **Catherine Caldwell-Harris**, Associate Professor of Psychological and Brain Sciences, CAS. AB, Harvard U.; PhD, UC San Diego.

- *Phone:* 353-2956 PSY - 64 Cummington Mall, room 123
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Research Interests: Psycholinguistics, bilingualism, foreign language acquisition, cross-cultural psychology, and acquisition of English via print by deaf persons.

* **Naomi K. Caselli**, Assistant Professor of Language and Literacy, SED. BA, The Evergreen State College; MA and EdM, Boston U.; PhD, Tufts U.

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Research Interests: Relationship between language deprivation and the sign language lexicon.

* **Juliet Floyd**, Professor of Philosophy, CAS. BA, Wellesley College; AM, PhD, Harvard U.

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Research Interests: History and philosophy of logic and mathematics, history and development of analytic philosophy, philosophy of language.

* **Deb Kelemen**, Professor of Psychological and Brain Sciences, CAS. BA, U. of Manchester, UK; MA, PhD, U. of Arizona.

- *Phone:* 353-2758 PSY - 64 Cummington Mall, room 121
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Research Interests: Cognitive development with a particular emphasis on conceptual development, including: concepts of the artificial and natural world, conceptual constraints on intuitive, religious, and scientific theory-formation, object categorization, social learning, social cognition, moral cognition, cultural and individual differences in cognition, conceptual change and early science education.

* **Amy Lieberman**, Assistant Professor of Curriculum and Teaching, SED. BA, Stanford U.; MA, UC Berkeley; PhD, UC Berkeley and San Francisco State U. (Joint Program).

- *Phone:* 353-3377 Deaf Studies - 621 Commonwealth Ave., room 207
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Research Interests: Language acquisition and processing, studied using a range of techniques, including naturalistic observation and experimental studies with a novel eye-tracking paradigm for American Sign Language; early parent-child interactions, peer interactions, and how early experiences shape deaf individuals' language processing abilities.

* **Michelle Mentis**, Clinical Professor and Director, Master of Science Program in Speech-Language Pathology, SAR. BA, U. of the Witwatersrand, Johannesburg, South Africa, MA, PhD, UC Santa Barbara.

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Research Interests: Assessment and treatment of language disorders in children; development and evaluation of treatment approaches for preschool children with language impairments.

* **Fallou Ngom**, Professor and Director of the African Language Program, CAS. Maîtrise, Université Gaston Berger de Saint-Louis (Sénégal); MA, U. of Montana; PhD, U. of Illinois at Urbana-Champaign.

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Research Interests: Interactions between African languages and non-African languages, the localization of Islam in sub-Saharan Africa, Ajami literatures (records of African languages written in Arabic script), and LADO (Language Analysis for the Determination of National Origin), a subfield of Forensic Linguistics.

* **Tyler Perrachione**, Assistant Professor of Speech, Language & Hearing Sciences, Peter Paul Career Development Professor, and Director of the Communication Neuroscience Research Laboratory, SAR. BA, MA, Northwestern U.; PhD, MIT. *On leave Spring 2018.*

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- Web: <http://www.bu.edu/sargent/profile/tyler-k-perrachione-ph-d/>

Research Interests: Language and the brain, speech perception, foreign language learning, developmental communication disorders.

* **Marnie Reed**, Clinical Associate Professor of Education, SED. BA, West Chester U.; EdM, EdD, BU.

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- Web: <https://www.bu.edu/sed/profile/marnie-reed/>

Research Interests: Speech perception and production by non-native speakers; TESOL.

* **Nancy J. Smith-Hefner**, Associate Professor, CAS. BA, MA, PhD, U. of Michigan.

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Research Interests: Youth language and language socialization, language and gender, language and education, language and sociability.

* **Helen Tager-Flusberg**, Professor of Psychological and Brain Sciences, CAS. BSc. U. College London, UK; PhD, Harvard U.

- *Phone:* 358-5919 SOC - 100 Cummington Mall, room 170E
- *Email:* htagerf@bu.edu
- *Web:* <https://www.bu.edu/psych/faculty/htagerf/>
- *Lab:* <http://www.bu.edu/autism/>

Research Interests: The nature of language impairments and functioning in autism and related neurodevelopmental disorders including language disorders and other genetic syndrome. We study the developmental origins and course of development including behavioral, experimental, electrophysiological and neuroimaging methods to explore the neurocognitive mechanisms that underlie language in this disorders.

2.3 Visiting Researchers

* **Alejna Brugos**, Visiting Researcher in Linguistics, CAS. AB, Brown University; MA and PhD, Boston University.

- *Email:* abrugos@me.com

Research Interests: production and perception of prosodic grouping and other aspects of sentence-level prosody; prosodic labelling, disfluencies, and the interface of prosody and other aspects of phonology with syntax, semantics, discourse and pragmatics.

* **Tracy Heranic**, Lecturer in the Department of Romance Studies and Visiting Researcher in Linguistics, CAS. BA, Mercyhurst College; MA and PhD (in progress), U. of Nantes, France.

- *Phone:* 353-6204 Romance Studies - 718 Commonwealth Ave., room 301A
- *Email:* theranic@bu.edu
- *Web:* <http://ling.bu.edu/people/Heranic>

Research Interests: lexical semantics, discourse analysis, pragmatics, French/English comparative linguistics, and sociolinguistics. Dissertation in progress on the construction of discursive lexical meaning and pragmatic competencies in foreign language learning.

2.4 Affiliated Researchers

* **Dalia Cahana-Amitay**, Research Assistant Professor, Neurology, BU School of Medicine and VA Harold Goodglass Aphasia Research Center. BA, Tel-Aviv U., Israel; PhD (Applied Linguistics), BU.

- *Email:* dcamitay@bu.edu
- *Web:* <http://profiles.bu.edu/Dalia.CahanaAmitay>

Research Interests: Neurolinguistics, with a focus on interrelated aspects of language, cognition, and brain health in aging and stroke.

* **Victor Manfredi**, Visiting Researcher in African Studies, CAS. AB, PhD, Harvard U.

- *Email:* manfredi@bu.edu
- *Web:* <http://people.bu.edu/manfredi/>

Research Interests: (i) comparative grammar and prosody of the Benue-Kwa languages of the Niger-Congo family; (ii) indigenous verbal, musical and political cultures of southern Nigeria; (iii) African cultural transmission to the Western Hemisphere; (iv) orthography and typography.

2.5 Professors *Emeriti* (of the former Program in Applied Linguistics)

* **Bruce Fraser**, Professor of Linguistics and Education, SED. BEE, Cornell U.; PhD, MIT.

- *Email:* bfraser@bu.edu
- *Web:* <http://www.bu.edu/sed/profile/bruce-fraser/>

Research Interests: Pragmatics; discourse analysis; forensic linguistics; conflict resolution.

* **Jean Berko Gleason**, Professor *Emerita* of Psychological and Brain Sciences, CAS. AB, Radcliffe College; AM, PhD, Harvard U.

- *Email:* gleason@bu.edu
- *Web:* <http://jeanberkogleason.com>

Research Interests: Lexical development; aphasia; developmental sociolinguistics.

* **Robert J. Hoffmeister**, Associate Professor *Emeritus* of Education, SED. BS, U. of Connecticut; MEd, U. of Arizona; PhD, U. of Minnesota.

- *Email:* rhoff@bu.edu
- *Web:* <https://www.bu.edu/sed/profile/robert-j-hoffmeister-emeritus/>

Research Interests: ASL acquisition; Deaf culture; education of the Deaf.

* **John Hutchison**, Associate Professor *Emeritus* of Modern Foreign Languages, CAS. BA, Pomona College; MA, PhD, Indiana U.

- *Email:* hutch@bu.edu

Research Interests: African languages; creole languages; language typology, language policy; language teaching and curricular development; minority language publishing, literacy.

* **Paula Menyuk**, Professor *Emerita* of Education, SED. BA, NYU; EdM, EdD, BU.

- *Email:* menyuk@bu.edu

Research Interests: Language development; literacy; developmental language disorders.

3 THE MA IN LINGUISTICS

3.1 Introduction

The 8 course (32 credit) MA in Linguistics is designed to provide students with a solid foundational knowledge of the traditional core areas of linguistic analysis, as well as a deeper specialization in a chosen subfield or interface area. Our goal is to help students

reach a level of preparation suitable for pursuit of more advanced work in linguistics, or in allied fields with a commitment to the study of language. Many students who complete the MA degree will go on to PhD programs in these areas, while others will instead pursue careers in fields such as speech and language technologies, education, among others. We have particular strength in the areas of theoretical syntax and semantics, experimental phonetics and phonology, and language acquisition. Additional areas of focus include language documentation and field linguistics, language change and variation, pragmatics and information status, prosody, Romance linguistics, and sign language linguistics.

The MA program is designed to be completed in one year, though students wishing to complete a major independent research project, akin to a thesis or capstone project, may wish to consider spending three or four semesters in the program instead. The program is appropriate both for students with a limited background in linguistics, and for those holding an undergraduate degree in the field. Entering students are expected to have already completed introductory classes in:

Phonetics/phonology (e.g., CAS LX 301)

Syntax (e.g., CAS LX 321)

Semantics/pragmatics (e.g., CAS LX 331)

Students who do not have a sufficient background in linguistics must complete additional coursework to fulfill those prerequisites prior to entry or during the first semester. Such coursework will not be counted toward the master's degree requirements.

3.2 Learning Goals

Students graduating with an MA in Linguistics are expected to demonstrate:

1. The ability to think critically about fundamental issues in the study of language structure, universals, variation, change, acquisition, and social dimensions of language use.
2. A sophisticated command of several core areas of linguistic analysis (e.g., phonetics/phonology, morphology, syntax/semantics).
3. Specialization in a selected subfield of linguistics or interface area.
4. The ability to analyze the empirical patterns found in sets of language data, and to construct well-reasoned linguistic analyses by formulating, testing, and refining hypotheses.
5. The ability to formulate a testable research question, grounded in the prior literature, to carry out the relevant research, analyze the findings, and construct argumentation to support the conclusions.

3.3 Course Requirements

The MA in Linguistics requires 32 credits (8 4-credit courses).

Note that if you register for a 3-credit course (e.g., through SAR), you will be short by 1 credit; to get full credit for such a course, you should also arrange with the instructor to register for a 1-credit directed study to do some additional work and earn the full 4 credits.

Students entering the program without the necessary background to take these courses may be required to take prerequisite courses. Prerequisite courses will not be counted as credit towards the degree.

Course requirements are as follows:

1. Three required core courses

- GRS LX 703 Phonological Analysis
- GRS LX 722 Intermediate Syntax: Modeling Syntactic Knowledge
- GRS LX 732 Intermediate Semantics: The Grammatical Construction of Meaning

2. Three additional Linguistics courses

- GRS LX 611 Morphology: Introduction to the Structures and Shapes of Words
- GRS LX 617 Having and Being across Languages
- GRS LX 627 Focus
- GRS LX 628 Questions
- GRS LX 645 Languages in Contact: The High Stakes of Grammatical Border-Crossing
- GRS LX 649 Bilingualism
- GRS LX 650 Crosslinguistic Approaches to Acquisition
- GRS LX 655 Second Language Acquisition
- GRS LX 659 Interrupted Acquisition & Language Attrition
- GRS LX 660 Historical and Comparative Linguistics
- GRS LX 664 Linguistics of English
- GRS LX 665 Variation in Dialects of English
- GRS LX 668 Structure of African Languages
- GRS LX 669 Structure of Creole Languages
- GRS LX 670 Romance Linguistics
- GRS LX 673 French Phonology (conducted in French)
- GRS LX 674 French Syntax (conducted in French)
- GRS LX 676 Topics in French Linguistics (conducted in French)
- GRS LX 681 Spanish in the US (conducted in Spanish)
- GRS LX 683 Sounds of Spanish (conducted in Spanish)
- GRS LX 684 Structure of Spanish (conducted in Spanish)
- GRS LX 686 Topics in Spanish Linguistics (conducted in Spanish)
- GRS LX 690 Topics in Linguistics
- GRS LX 691 Linguistic Field Methods
- GRS LX 705 Prosody
- GRS LX 722 Advanced Syntax: Issues in Modern Syntactic Theory
- GRS LX 733 Intermediate Pragmatics: Meaning in Context
- GRS LX 738 Discourse Analysis
- GRS LX 753 Acquisition of Phonology
- GRS LX 754 Acquisition of Syntax
- GRS LX 790 Intermediate Topics in Linguistics
- GRS LX 795 Quantitative Methods in Linguistics

3. Two other graduate courses selected in consultation with an advisor, one of which may be directed research.

See <http://ling.bu.edu/grad/courses/descriptions> for descriptions of the courses listed above, as well as a list of additional electives offered through other BU departments/colleges at BU.

Directed Research

For GRS LX 951/952 Directed Research courses, instructor and hours are arranged and credit is variable. Students do not register themselves for these courses on the Link. Rather, they must fill out an application (including a brief summary and outline of the project, plus a list of readings), see the appendix, p. 25. See section 5.2.2.

Specialization

In consultation with their academic advisor, students will select the courses to fulfill the above requirements based on their desired area of specialization. Thus students have the opportunity to develop sophisticated knowledge of the theories and methods of one area of linguistics. Possible areas of specialization include, but are not limited to, the following:

- Experimental phonetics and phonology
- Theoretical syntax and semantics
- Pragmatics and information status
- Prosody
- Language change and variation
- Romance linguistics
- Sign language linguistics
- Language acquisition
- Language documentation and field linguistics

3.4 Language Requirement

All students pursuing an MA in Linguistics are required to demonstrate graduate-level reading proficiency in a foreign language prior to completion of the degree. Language proficiency can be demonstrated either through a language examination, successful completion of a non-credit graduate-level foreign language reading course offered by Boston University, or the equivalent of 2 years of undergraduate study of the language at BU.

Master's students are required to demonstrate competence in a language other than their native language. This requirement may be fulfilled in one of three ways, listed below.

1. The student may present a transcript that indicates that he or she successfully completed two years of a foreign language as an undergraduate.
2. The student may pass a language exam administered by faculty in the appropriate language program, or by a faculty member in the Linguistics Program. (One option is to pass the final exam of a qualifying course.)
3. The student may count English as the examination language if he or she is a native speaker of a language other than English and has passed the TOEFL at a level adequate for admission to the program.

If you are in a position to satisfy the language requirement in one of the above three ways, contact the Program Administrator (PA) to have this requirement officially entered into

your records and/or to schedule a language exam. The exam requires you to translate a passage concerning language or linguistics. You are allotted one hour and allowed use of a dictionary. Students are advised to schedule this exam early in their graduate career in case they do not pass the first time. Exams are generally graded and returned to the Linguistics office within two to three weeks after the exam has been taken.

3.5 Graduation

3.5.1 DEGREE COMPLETION

The Master's Program should be completed within three years after the first registration for study leading to the Master's degree. A 'Petition for Extension of Time to Complete MA Requirements' is available from the Graduate School if a student finds that he or she cannot complete the Master's degree in this time frame. Students normally register for no more than four courses per semester, but must register for at least one course each semester until course requirements have been fulfilled (unless a leave of absence has been granted).

3.5.2 PROCEDURES TO APPLY FOR GRADUATION

An intent to graduate form must be filled out online by the stated deadline; see: <http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/grs-masters-forms-policies-procedures/grs-masters-graduation-procedures/> .

3.5.3 CHECKING THAT YOUR REQUIREMENTS HAVE BEEN FULFILLED

Several weeks before the end of the semester, the Graduate School will send a form to the DGS, asking whether you have finished all of your requirements for the MA degree, including the 8 required courses completed with a grade of B- or better and the language requirement. If you are completing coursework required for the degree during the semester in which you intend to graduate, your graduation will be subject to satisfactory completion of those courses.

3.5.4 COMMENCEMENT

Master's candidates are not required to participate in the commencement ceremonies in May, but those whose official graduation dates are in January or May (as well as those who anticipate completion in time for graduation in September) are welcome to do so. There are commencement ceremonies held specifically for Linguistics. If you wish to participate in the graduation ceremonies in May, please inform the Linguistics Program Administrator by no later than March 31.

3.6 Application to PhD Programs

Many Master's students plan to go on to complete a doctorate after receiving their Master's degree. If you think you might be interested in this course of action, it is important to begin to think about it early in your MA studies. You should consult your advisor in your second semester about what sorts of doctoral programs might be a good match, and about what type of preparation such programs might be likely to want in applicants.

3.7 Time Line for Master’s Students

3.7.1 DEADLINES

Note that no thesis is required for the MA in Linguistics. So, the only GRS deadline that applies is the filing of the **intent to graduate form**, which is now submitted online.

For intended graduation in....

| | September 2017 | January 2018 | May 2018 |
|---|----------------|--------------------|------------------|
| Filing of the online “Intent to Graduate” form* | May 31, 2017 | September 30, 2017 | January 26, 2018 |

* This form is to be submitted electronically to GRS: <http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/grs-masters-forms-policies-procedures/grs-intent-to-graduate-for-a-masters-degree/> .

3.7.2 REVIEW OF PROGRESS

Individual meetings with the DGS will be set up with each student early in the fall of their second year to review academic progress.

4 FOR NEW STUDENTS

4.1 Orientation Activities

For details of orientations for incoming graduate students and new teaching assistants, see <http://www.bu.edu/cas/students/graduate/information-for-new-graduate-students/new-teaching-fellow-orientation-program/>. The orientation for new MA students will be held on Thursday, August 31, 2017 from 9 am to 12 noon. At 12:30, incoming Linguistics MA students are invited to an informal lunch in the Linguistics building, 621 Commonwealth Ave. At the beginning of the school year, a reception is also held for all graduate students and faculty in the Linguistics Program. This gathering offers an excellent informal opportunity for new students to become acquainted with fellow students and faculty members.

4.2 Other Information

4.2.1 HOUSING

Graduate student housing (in dormitories) is available on a limited basis. Information about dorm accommodations can be obtained from the Office of Housing, 985 Commonwealth Avenue, Boston, MA 02215 (<http://www.bu.edu/housing/>). There is also a different office with listings for apartments in the area, the Office of Rental Property Management, 19 Deerfield Street, Boston, MA 02215 (<http://www.bu.edu/orpm/>). For listings of apartments to share off-campus, see the Off-Campus Housing Office in the George Sherman Union, 775 Commonwealth Ave., basement (<http://www.bu.edu/offcampus/>).

4.2.2 STUDENT HEALTH BENEFITS

A packet containing information about student benefits will be sent to you during the summer along with your registration materials. If you do not receive this by August 1, you should contact the Graduate School Admissions Office (phone: 617-353-2696). A few useful facts are listed below. More detailed information is contained in the packet.

4.2.3 STUDENT HEALTH SERVICES

A full physical examination and certain immunizations are required before you come to Boston University. Student Health Services is located at 881 Commonwealth Ave., 617-353-3575, <http://www.bu.edu/shs/>.

4.2.4 MEDICAL INSURANCE

Medical insurance through the University is available for full-time students. Students who do not want this coverage must provide documentation to show that they have other health insurance, and must fill out a special form to have the charge removed from their bill. International students are normally required to enroll in the BU health insurance plan.

5 PROCEDURES AND POLICIES

See <http://www.bu.edu/cas/students/graduate/> for information about policies and procedures. The essential information is replicated below, but in case of discrepancy, the official GRS website should be considered authoritative.

5.1 General Registration Procedures

The registration process is coordinated through the Linguistics Program Office and has been set up so that you can register for courses yourself. However, there are still four scenarios where you may need to contact the PA to help you with registration:

- If you are a *new student* in the program
- If you want to be certified as a full-time student
- If you want to register for an *independent study*

If any of these applies to your situation, see Section 5.2 'Additional Registration Procedures' below.

For all other students, the general guidelines for registration are the following:

1. Make an appointment with your advisor to discuss which courses you should take. A list of current courses is available on the Linguistics website.
2. Once you know what you are going to register for, your advisor will approve your academic program and give you your advising code, which you will need in order to register online through the Student Link (<http://www.bu.edu/studentlink>). Follow the directions provided on the Web and refer to the guidelines for registration that you received in the registration package where necessary.
3. For detailed information about registration, see: <http://www.bu.edu/reg/registration/>. You will need to provide certain information and fulfill certain requirements in order to be eligible to register; see <http://www.bu.edu/reg/registration/requirements/>.

Note: if your advisor is not available during the registration process or you do not have an advisor, please contact the DGS for assistance.

5.2 Additional Registration Procedures

See <http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/grs-phd-forms-policies-procedures/>.

5.2.1 FULL-TIME CERTIFICATION

GRS has two ways in which students can obtain full-time status:

- *Full-Time by Course Registration:* A student registering for 12 or more credits is considered a full-time student. [Note that this means you will be charged for the equivalent of 16 credits (4 courses), even if you only register for 3 courses!]
- *Full-Time by Certification:* Master's students who are registered for less than 12 credits but who are engaged in full-time progress toward their degree must complete the Continuing Study and Certified Full-Time Status Form and forward the pdf document for signatures by their advisor and the DGS, who will email it to the GRS office:

<http://www.bu.edu/cas/files/2016/03/Continuing-Study-and-Certified-Full.pdf> .

Note: A certified full-time study form must be submitted **every semester** that you wish to be so certified.

5.2.2 REGISTERING FOR INDEPENDENT STUDY

Independent study offers the opportunity for students to work closely with a faculty member on a given topic area of their choice. Independent study courses are sometimes referred to as 'Directed Study'. MA students can include up to one directed study course in satisfaction of the MA course requirements, subject to the approval of a Linguistics faculty member who will supervise the work.

Students cannot register for directed study courses using the Student Link, so they need assistance in order to register for this type of courses:

1. To sign up for a GRS LX directed study course, you should complete the application form on p. 25, obtain the necessary approvals, and submit the form by the indicated deadline. The Program Administrator will need to register you.
2. If the professor you are going to work with is in the School of Education you need to fill out a form called 'Application for Independent Study'. You can obtain this at the program office or at Office of Student Records, SED room 127. Fill out this form and have it signed by the faculty member with whom you will be registered for the independent study. Then, you need to take it to Student Records, SED room 127 and they will register you. You cannot register for this course using the Student Link.

5.2.3 TUITION CHARGES BASED ON THE NUMBER OF COURSES FOR WHICH YOU REGISTER IN A GIVEN SEMESTER

Important to note: If you register for 1 or 2 courses, you pay by the course, the rate in some cases depending on when the course is being offered (day or evening). If you register for 3 or 4 courses, you will be charged full-time GRS tuition. This means that it is more economical to register for 16 rather than 12 credit hours (4 courses rather than 3), since the cost is the same. Otherwise, you are essentially getting 3 courses for the price of 4.

5.3 Grades and Coursework

5.3.1 COURSE DROPS AND WITHDRAWALS

Students may drop a course early in the semester without penalty. Students who withdraw from a course after the drop deadline receive a grade of 'W' (and no credit) for the course. If the course is required, the student must take the course in a later semester and pay tuition again. See <http://www.bu.edu/reg/calendars/semester/> for specifics about deadlines for adding and dropping classes in any given semester. The time point at which a student drops or

withdraws from a course affects the portion of tuition reimbursement to which the student is entitled. Please contact the Office of the Registrar or consult <http://www.bu.edu/reg/> for information about deadlines for dropping a course and receiving tuition reimbursement.

5.3.2 INCOMPLETES, FAILING GRADES, AND GRADE REQUIREMENTS TO REMAIN IN GOOD STANDING

A grade of B minus or higher is required to pass a graduate-level course; anything lower is considered a failing grade.

If a student does not complete the work required for a course by the end of the semester of registration in that course, the instructor may assign a failing grade. If the student has a good reason for failure to complete the course requirements on time, he or she may negotiate a short-term extension to complete the outstanding requirements with the instructor, in which case a grade of Incomplete will be entered, provisionally, until the course work has been completed, at which time the 'I' will be changed to the grade earned.

Permission to take an Incomplete must be received from the Instructor *before* final grades for the class are submitted. The Incomplete Form needs to be completed and signed by the student and the instructor, who should each retain a copy. The instructor should also send a copy electronically to the PA. The form is available from:

<https://www.bu.edu/reg/files/2017/01/Incomplete-Grade-Form.pdf>.

The coursework required for this course must be completed and graded by the instructor within one year from the end of the course in order for the student to receive a letter grade for the course. If the student does not complete the work required within the year limit, the grade will be converted to 'F'. See <https://www.bu.edu/academics/cas/policies/incomplete-coursework/>.

Please note that only the instructor of the course can change a grade from Incomplete to a letter grade. If an instructor leaves the university for any reason, we must contact that person if a grade change is needed. Sometimes this is quite difficult, so students are encouraged to finish their Incompletes promptly.

Students are expected to maintain satisfactory academic progress. Students whose GPA drops below 3.0 or who receive failing grades (i.e., grades lower than B minus or permanent Incompletes) in more than two 4-credit courses are at risk for removal from the program at the discretion of the Graduate School. Students are therefore strongly encouraged to avoid accumulating 'I' grades and to complete coursework within the time limits. (See <http://www.bu.edu/academics/grs/policies/failing-grades/>.)

5.3.3 TRANSFER OF GRADUATE CREDITS

Policy is as follows:

Graduate-level courses in other accredited graduate schools or in other schools or colleges of Boston University not used toward the awarding of any other degree may be transferred on recommendation of the major advisor and the program director with the approval of the Graduate School of Arts & Sciences.

Credit for work to be taken concurrently with studies in the Graduate School of Arts & Sciences must be approved before registration for such courses; all such courses must have been taken for a letter grade (not Pass/Fail). No transfer of credit for courses taken before the senior year of college or from correspondence or distance learning will be accepted. Petitions for credits for transfer are available on the GRS website.

A maximum of 8 credits may be transferred from other universities.

Thus, up to two courses may be *transferred* in from work at another university, as long as (a) the content of those courses can be shown to be equivalent to a core or specialization course, and (b) those courses were not used to satisfy a degree requirement. If the course to be transferred was taken when the student was an undergraduate, it must have been during the senior year. Each transferred course releases the student from both the requirement for taking that course and the credits earned for the course. Students must provide supporting documentation required by the Graduate School to be awarded transfer credit. Note that Boston University does not accept transfer credits from Harvard Extension. See the GRS Bulletin for further details about transfer of credits.

If a student proposes a transfer to take the place of a core course, the student must demonstrate that the content of the class is comparable to the class it is intended to replace; the approval of the BU faculty member who normally teaches the core course is required. If the student proposes a transfer to take the place of an elective, the content need not be duplicated at Boston University, but the course should be advanced enough to be a reasonable elective, and the substitution should be approved by the DGS.

5.3.4 WAIVERS

If a student has already taken a core course as part of requirements for a different degree at Boston University (for example as an undergraduate), then that requirement will be *waived*, i.e., the student will not have to take that course (see p. 24). However, the student must substitute another course for that core requirement. In other words, all students must complete a total of 32 graduate credits to receive the MA degree, whether or not they have had any of their core requirements waived.

5.4 Academic Integrity

Please be sure you are familiar with the GRS Academic Code of Conduct:

<https://www.bu.edu/cas/files/2017/02/GRS-Academic-Conduct-Code-Final.pdf>

Infractions are very serious! If you have any questions about how to appropriately cite sources or attribute ideas, or anything else covered by this code, please consult with your advisor, instructor, or the DGS.

5.5 Advising

Your academic advisor can help with bureaucratic requirements, such as approving your course selections and providing your advising code at the start of each semester.

Before your first semester in the program you will be assigned an academic advisor based on our knowledge of your interests at the time you entered the program. However, students' interests often are not well-defined when they enter the program and as your interests develop and you take more classes, you may change your focus.

You have a right to change academic advisors at any time. If you want to change advisors, you should discuss this with the DGS. Some students are concerned that their advisors will be offended or hurt if they wish to work with someone else. This should not be a concern. Your academic advisor has a professional relationship with you and understands very well that interests and topics may change. As long as you conduct the transition professionally,

there should be no problem. There is no expectation on the part of faculty that you will stay with one advisor throughout your study at Boston University.

6 IMPORTANT INFORMATION ABOUT CARRYING OUT RESEARCH

If you conduct research that requires you to have contact of almost any kind with other humans (for example, as participants in an experiment, respondents in a survey, students in a classroom, etc.) you will be responsible for getting approval for this research from the campus Institutional Review Board *before* you begin collecting any data. Your advisor, and also the DGS, can help with this process, but ultimately, the responsibility is yours. Please note in addition that the consequences for failing to follow these procedures can be quite serious, both for you, and for the program.

The regulations and procedures required by the IRB are quite elaborate, and the approval process can take time, so it is extremely important that you start the approval process as early as possible. **Essential** information about this process is available here: <http://www.bu.edu/linguistics/UG/docs/MAresearch-info.pdf>. Do not submit anything to the IRB without your advisor's prior approval.

7 FUNDING YOUR EDUCATION

See <http://www.bu.edu/cas/students/graduate/financial-aid/> for general information about loans and funding sources, both internal and external to BU.

7.1 Flexible Payment Plans

See <http://www.bu.edu/studentaccountingservices/your-bill/payment-plans>.

7.2 Federal Funding: Work-Study

Work-Study is a federally funded program for U.S. citizens and permanent residents. It is designed to promote part-time (academic year) and full-time (summer) employment to help students who demonstrate financial need. See <http://www.bu.edu/seo/dates/fws-dates/> for information about application deadlines. To apply you must submit the official application and supporting materials to the GRS office (Room 112), as follows:

- the Financial Aid Form (FAFSA), which should be submitted at least 6-8 weeks prior to the application deadline and is available online or at the GRS office
- a current IRS 1040 form

7.3 Funding through BU

Each year a *very* limited amount of financial support in the form of tuition waivers is available for MA students. Graduate financial aid funds cannot be used for the following:

- Audited Courses
- Courses not taken for credit
- Courses withdrawn with a "W" grade

Withdrawal from a course with a "W" grade or changing a course for credit to an audit will result in the rescinding of financial aid funds used toward that course. **The student will then be responsible for paying for that course.**

7.3.1 RESEARCH AND TEACHING ASSISTANTSHIPS

Occasionally the university provides funding to our program for a teaching assistantship. The funding levels for such positions vary. Faculty members wish to encourage all of our students to gain teaching experience, but the rarity of such positions ensures that one cannot depend upon such funding, unfortunately. Similarly, faculty members sometimes receive external funding in the form of grants to support faculty research. Usually a funded research project provides support for one or more research assistants. The funding level for such positions varies based on the conditions of the grant. For more information, contact the DGS if you would be interested in such positions

7.3.2 TEACHING OPPORTUNITIES IN OTHER BU PROGRAMS

Many students have successfully obtained teaching positions in other departments in the university, including those listed below. Prospective students should wait until they have been notified of admission into the program before making direct inquiries about teaching positions. It is a good idea to discuss intentions to apply for a teaching position in one of these programs or departments with the DGS in Linguistics, before making direct contact with them. For any of these positions, you will be expected to have relevant teaching experience at the college level.

❖ *Romance Studies/Modern Languages and Comparative Literature*

Part-time lecturers are hired to teach basic language courses. Students who are native speakers of some language other than English (especially French, Spanish, Italian, German, Russian, African languages, Chinese, Japanese, Hebrew, Arabic) or who have near native fluency in one of those languages should send a letter of inquiry and current curriculum vitae to the Chair of Romance Studies or MLCL with a copy to the DGS.

❖ *The Writing Program*

If you are interested in teaching special sections of English composition, you should contact Professor Joseph Bizup, Assistant Dean, College of Arts & Sciences Writing Program. Qualified students in our program have taught these courses in the past. There are Teaching Fellowships and Graduate Writing Fellowships in the Writing Program: www.bu.edu/writingprogram/about/fellowships-and-employment/.

❖ *CELOP*

The Center for English Language and Orientation Programs (CELOP) provides intensive English language instruction for foreign students interested in pursuing academic careers in the USA. Occasionally, there is a need for part-time teachers of English to teach courses such as ESL, study skills, research writing, content-based ESL, and general skills development. Applicants should be native English speakers or have a bilingual/bicultural background. Linguistics students may be employed as Junior Lecturers, and will be assigned a mentor from CELOP's senior faculty.

If you are interested in a position at CELOP, contact Alan Broomhead at 617 353 7939.

❖ *Other Departments*

If you have a specialty in any other field, discuss your teaching interest with the DGS, who will guide you to the appropriate contact person. In any event, please inform the PA or the DGS of your teaching plans as soon as they are definite.

8 PROGRAM RESOURCES

8.1 Linguistics Office

The Linguistics Program Office is staffed by the PA and is located at 621 Commonwealth Ave., room 120. The PA can be contacted at the office by phone (617-358-4640) or by email. Office hours are posted on the program website.

8.2 Student Lounge and Graduate Student Work Space

The graduate student lounge is located at 96 Cummington Mall, Room 242. Graduate students can request a key for access to this space by contacting the PA. Also see section 9.2.3 of this handbook regarding study carrels in Mugar library.

8.3 Linguistics Library

The Linguistics Library has a collection of books and journals related to language and linguistics that are available for student use. The book room is located at 621 Commonwealth Ave., Room 112. The library contains books and journals donated by publishers who display materials at the annual BU Conference on Language Development, as well as by students and faculty. Copies of PhD dissertations by Applied Linguistics alumni are also available. Students can request a key from the PA. Materials should not be removed from the library.

8.4 Conference Office

The office for the BU Conference on Language Development (BUCLD) is located at 96 Cummington Mall, Room 244. Email should be directed to langconf@bu.edu. Please see Section 10.1 for details on participation in the BUCLD. Students may also find information about the conference at their web page: <http://www.bu.edu/buclid/>.

9 UNIVERSITY RESOURCES

9.1 Computer Access

9.1.1 BU EMAIL ADDRESS

All students must have a BU email address. For further information, see <http://www.bu.edu/tech/services/comm/email/>. Please note that all information and announcements about the program will be sent to your BU email address, and that you are responsible to check its contents regularly. If you prefer to use a different email account, you can arrange to have your email forwarded to your preferred address.

9.1.2 WEB-BASED INFORMATION

The linguistics website is at <http://ling.bu.edu>. Click on the “graduate” tab at the top. It is an excellent resource for information about a wide variety of topics related to linguistics at BU.

9.2 Library Services

9.2.1 COMPUTER ACCESS TO THE UNIVERSITY LIBRARY

Students can browse the library catalog through the library website <http://www.bu.edu/library/>.

9.2.2 ELECTRONIC SEARCHES

Searches for electronic material such as journal abstracts and full-text journal articles is available both on campus at Mugar Library and online via the BU library website. Electronic resources of particular interest to linguistics students include the following:

1. Indexes and Databases. These include searchable indexes of articles, books, and theses on a wide variety of subject areas. Some include abstracts, while others only include bibliographic information. Also, some are available online while others must be accessed through the terminals available at Mugar. Of special interest for linguistics students are the 'Linguistics Abstracts Online' service provided by Blackwell Publishers (available both at Mugar and online) and the 'Linguistics and Language Behavior Abstracts' (LLBA) index (available both at Mugar and online).
2. On-line journals. These include full-text articles from journals to which BU subscribes. Access to these journals is available on campus or through a proxy connection. See <http://www.bu.edu/tech/accounts/remote/ezproxy/> for details.
3. Interlibrary loan. Students may request material (such as books and journal articles) from other libraries if those materials are not available from any of Boston University's own libraries. Interlibrary loan requests may be made either at the Mugar Library Reference Desk or online at: <http://www.bu.edu/library/ill/ill.html>.
4. The BU Linguistics website provides a page dedicated to linguistics resources. See: <http://ling.bu.edu/resources/other>.
5. Some career-related resources are also available from <http://ling.bu.edu/about/jobs>.

9.2.3 CARRELS

Graduate students who have completed their course requirements may request a carrel in the library (to be shared with one or more other graduate students). A letter from the DGS is required to certify that course requirements have been completed.

9.2.4 NEW ACQUISITIONS

If you have any suggestions about books or journals that the library should acquire, please make a written request by filling out the forms available at the Mugar Library Reference Desk or at the Mugar website.

9.3 Resources of the Consortium

Boston University participates in a Consortium of Boston-area colleges and universities. Other member universities of the consortium include Boston College, Brandeis University, Tufts University, and Hebrew College. Consortium membership enables Boston University students to take courses at any of these schools. To do so, submit a petition that you may obtain from the Registrar (881 Commonwealth Avenue), which is signed by your advisor and the Graduate School Records Officer. It is then returned to the Registrar. The tuition is paid to BU. The only restriction is that the course must be relevant to the student's program. Students who are paying continuing student fees are not eligible. Tuition remission may be used toward courses at the member universities.

Boston University is also a member of the Boston Library Consortium. If you wish to take books out from other Boston-area libraries participating in this consortium, you will need a

Consortium library card, which may be obtained without charge at the Circulation desk of Mugar library. A new card must be obtained each semester.

10 PROGRAM ACTIVITIES

10.1 BU Conference on Language Development

The Boston University Conference on Language Development (BUCLD) was started in 1976 by students and faculty in the Psycholinguistics Program (a historical antecedent of the Program in Applied Linguistics). The Conference has become one of the best known conferences on language development in the world and takes place in early November each year. The Conference draws over 500 people from all over the U.S. and around the world, and includes about 150 papers in such areas as theoretical approaches to language acquisition, second language acquisition, language disorders, and other topics related to language development. The Conference is a non-profit organization and is funded by the money taken in each year at the Conference, currently supplemented by grants provided by the National Science Foundation.

BUCLD is run each year by students in the Linguistics Program, with the guidance of faculty advisors, currently Profs. Paul Hagstrom, Sudha Arunachalam, and Charles Chang. Planning for the conference goes on all year. Two or three students serve as organizers of the conference, six to seven as committee chairs, and the rest of the students help in a variety of ways throughout the year and at the conference itself. The organization of the conference is a year-long project that requires the participation of all students in the Linguistics program in order to run smoothly. All students are expected to contribute to the organization of the conference throughout the year and particularly to the conference itself (by, for example, staffing the registration desk, or chairing sessions). Session-chairing alone requires approximately 40 volunteers, so everyone counts! Inquiries about how to help with the conference may be made by email (langconf@bu.edu). The conference website is <http://www.bu.edu/buclid/>.

10.2 Colloquia

You should plan to attend the Linguistics Colloquia and other events organized by the Program. In addition, the Boston area is home to a number of prestigious linguistics programs, many of which host events during the academic year. Be sure to check out the linguistics program websites at Harvard and MIT for news about events.

10.3 Research Sharing Forum

Several meetings are arranged each semester to enable graduate students to discuss the research they are conducting with fellow students in an informal setting, to receive informal feedback; some faculty members also attend. Students who are planning to present a paper at a conference, forum or workshop are strongly encouraged to schedule a practice talk in front of fellow students and faculty members. You can practice and receive feedback that will be very helpful for the real presentation.

10.4 Research-Related Activities

Important: If your research involves human subjects, please see the critical information in Section 6.

11 APPENDIX: FORMS AND PAPERWORK

Forms to be submitted to the Linguistics Program Office, on the following pages:

- MA IN LINGUISTICS: WAIVER OF COURSE REQUIREMENT
- APPLICATION FOR DIRECTED STUDY (GRS LX 951/952)

Forms to be submitted to the Graduate School

available from the GRS website (<http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/grs-masters-forms-policies-procedures/>):

- Petition for approval to transfer credits
- Leave of Absence/Withdrawal
- Diploma Application

Useful information also available online:

- General Information for Graduate Students:
<http://www.bu.edu/cas/students/graduate/>
- Graduate School Bulletin: <http://www.bu.edu/academics/grs/>
- Graduation Calendar:
<http://www.bu.edu/cas/students/graduate/graduation-information/>
- Information from the Registrar's Office: <http://www.bu.edu/reg/>

1. MA IN LINGUISTICS: WAIVER OF COURSE REQUIREMENT

Name: _____

Academic Advisor: _____

BU Core Course Requirement to be waived _____

Number/Name of the course taken elsewhere:

University where course was taken; date taken:

Were transfer credits awarded for this course? _____

If not, what BU course has been approved as a substitution? _____

Signature of BU faculty member who teaches the core course being waived:

[printed name]

[signature]

[date]

BU Elective Course Requirement to be waived: _____

Number/Name of the course for which transfer credits were awarded:

University where course was taken; date taken:

Signature of DGS:

[signature]

[date]

2. APPLICATION FOR DIRECTED STUDY (GRS LX 951/952)

Description of a Directed Study

A Directed Study is a course in which a student pursues independent research under the guidance of a faculty member. A student may choose to undertake a Directed Study for the following reasons: 1) to pursue in depth an area covered more generally in a course, 2) to explore a topic not normally covered in the curriculum, or 3) to prepare an independent research project such as a Qualifying Paper (etc.) under faculty guidance. In all cases, it is the student's responsibility to identify the topic and to acquire enough information to ensure its worthiness for independent research.

Creating a Directed Study Proposal: Student and Supervising Faculty Member

1. Identify key references (books, journal articles, or other sources) pertinent to the start of the project.

2. Arrange a meeting between the student and supervising faculty member. The design of a clear, explicit plan for the completion of the course is the main purpose of this initial conference. Topics to cover should include: supervision, a tentative plan for the research, including a list of references and assignments to be completed, and a schedule for regular meetings throughout the semester. The research project will normally culminate in a major paper or a series of papers.

*It is important to allow yourself ample time to create a thorough and academically rigorous proposal. You should begin thinking about your Directed Study during the semester **prior** to your anticipated registration. It is **not** recommended that you begin creating a proposal once the semester has already begun.*

Documenting a Directed Study within the Department

1. Please fill out the Directed Study application, on the next page; there are sections to be filled out by the student, and signatures confirming approval by the faculty member and the DGS are required.

2. *The application must be submitted at least 2 days prior to the final day for adding a course.* Please keep a copy of the application for yourself, and give one to your professor.

BOSTON UNIVERSITY

LINGUISTICS PROGRAM

GRADUATE DIRECTED STUDY APPLICATION

Date of application: _____ Semester of Directed Study: _____
(Must be no later than two days before the last day to add a class for the selected semester)

Supervising Faculty Member: _____

Name: _____ ID#: _____

Phone Number: _____ E-mail: _____

Please list all **previous** Directed Studies taken. (Note: absolute limit of 12 credits)

Please answer the following questions on an attached sheet:

1. State clearly the objective, research plan, and rationale for this Directed Study course. Include a complete bibliography of readings to be completed. Attach extra pages if needed.
2. State concisely how this Directed Study course fits in with your overall academic program, in relation to both previous work and future goals.
3. Please provide a tentative schedule of meetings, texts to be read and discussed, and work to be completed. Include due dates for written or other work.

PART THREE: SIGNATURES

1. Student: _____ Date: _____

2. Supervising Faculty Member: _____ Date: _____

3. DGS or Program director: _____ Date: _____