

Linguistics

Chair: Wayne Cowart, 65 Exeter Street, Portland

Professors: Cowart, Kegl, McDaniel; *Lecturer:* Schertz

Language plays a crucial role in almost every aspect of human life; it is fundamental to commerce, government, education, science, technology, the arts, and the mass media. The field of linguistics is devoted to the study of language, its nature, its uses, and its limitations. Because of its wide relevance, undergraduate study in linguistics can be a springboard to careers in many areas, from education to computer science.

The linguistics major consists of a cluster of foundation courses designed to foster a deep understanding of human natural language, including an appreciation of the structure and organization of natural languages, the variety of natural languages, the commonalities that underlie the vast apparent differences among languages, the processes of language acquisition in children, the psychological and neurological bases of language use, and the form and significance of social variation in language.

Beyond this intellectual foundation, students have three options. They can major in general linguistics or they can choose one of two concentrations (ASL/English interpreting or speech and language science). These options are designed to meet the needs of three specific categories of student. The ASL/English interpreting concentration is intended for students who wish to eventually become nationally certified ASL/English interpreters. The general linguistics major serves students who have an interest in language as an aspect of human nature or who wish to pursue graduate education in language-related areas. The speech and language science concentration is designed for students who wish to pursue a career in speech-language pathology, audiology, or related disciplines.

The goals of the linguistics major are 1) to help each student develop an understanding of the nature of natural language, 2) to help each student develop a foundation of more specialized expertise relevant to the student's career goals, and 3) to help each student compile a record of achievement that will facilitate the student's search for employment or further education.

Programs and Requirements

The number of credits required to complete the major in linguistics: 48-57 (depending upon the concentration; exclusive of the University Core curriculum). All students, regardless of concentration, complete the linguistics foundation courses. Note, however, it isn't necessary to complete the linguistics foundation courses before beginning to take courses in a concentration.

Linguistics Foundation: LIN 185J, LIN 312-315, LIN 390. Apart from LIN 185J, the courses making up the linguistics foundation may be taken in any order, except that LIN 312 or 313 must be taken before LIN 315. In addition, it is advised that students do not take LIN 390 until they have completed at least one other 300-level course in the series of foundation courses. Note also that students enrolling in LIN 390 must have completed one statistics course (MAT 120D or PSY 201D). Total credits in the linguistics foundation, 18 hours.

ASL/English Interpreting: LIN 305; 310; 331; 332; 333; 334; 335; ASL 301, 302, or 303; ASL 401; ASL 402. Also one of 395, 405, 411, 412, 413, 498; or six credits of topics (425) courses. Students entering this concentration must have taken four semesters of ASL 101-102I or have attained a level of proficiency equivalent to four semesters. These courses (or the equivalent) do not count as credits toward the major, but are prerequisites to the interpreting courses. Open Topics Courses: Students may take LIN 395 (Research Internship) or 498 (Thesis) as a course toward the major. For students in this concentration, the specific topic of these courses must be related to signed language or interpreting. Total credits required in the concentration, 36-39.

General Linguistics: LIN 311; four semesters of language study; a LIN or ENG elective; one 300- or 400-level LIN course (three credits); two 400-level LIN courses (six credits); LIN 498. The LIN or ENG elective is fulfilled through any 200-, 300- or 400-level LIN course (three credits) or through one of the language-based courses offered by the English Department (ENG 230, 330, 331, 332, 336, 337, 338, 431). Total credits required in the concentration, 30.

Speech and Language Science: LIN 311; four semesters of language study; LIN 201J; one LIN 300- or 400-level LIN course (three credits); one 400-level LIN course (three credits); LIN 211, LIN 212, and LIN 213. Total credits required in the concentration, 33.

Language Component: Students pursuing the general linguistics major and speech and language sciences concentration must complete four semesters of a language or languages other than their native language. Students may choose to take four semesters of the same language or to divide the four courses among two or more different languages. The language courses may be waived on a case by case basis for students who demonstrate the equivalent degree of competency in a language or languages. In such cases, students replace the language course credits with other linguistics courses (or possibly with linguistics-related courses in other areas). The substitutions are made in consultation with the student's advisor.

LIN 300- and 400-level requirements: These requirements can be fulfilled by any LIN course of the appropriate level, including independent studies (LIN 399 and 499). In individual cases in consultation with the student's advisor, one or more of these courses may be replaced by a linguistics-related course in another area.

LIN 498: Every student majoring in general linguistics must complete a senior thesis; no later than the fall of the senior year the student should enroll for thesis hours. At the end of the fall semester of the senior year, the student must submit a research-based thesis to the linguistics program faculty. It is intended that this paper will be available as a credential when students are applying to graduate school. Early in the spring semester of the student's junior year, the student should select a thesis advisor with whom to work on the thesis project.

Scheduling: In the ideal case, students should begin the major before registering for the second semester of the sophomore year. Once admitted to the major, the student should take all of the linguistics foundation courses and an approved statistics course (MAT 120D or PSY 201D) at the earliest opportunity. The research methods course (LIN 390) should be taken during the spring of the student's junior year.

Students enrolled in the major are expected to maintain regular contact with the linguistics faculty and to participate in or attend various linguistics events (guest lectures, colloquia, etc.) that will be scheduled from time to time.

Minor in Linguistics

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor in linguistics: 18. A minor in linguistics consists of LIN 185J, at least three courses from LIN 310-315, one 200-, 300-, or 400-level LIN course (three credits) and one 400-level LIN course (three credits).

Minor in Deaf Studies

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor in Deaf studies: 22. A minor in Deaf studies consists of the following courses: LIN 203I, ASL 201I, ASL 401, ASL 402, one of LIN 305, 310, 315, 395, ASL 301, 302, 303. Students with ASL experience who place out of ASL 201I, 202I, 401, or 402 can replace these courses with any of the following 300-level courses: LIN 305, 310, 315, 395, ASL 301, 302, 303.

LIN 112E Analyzing Language

In this course students will become aware of their tacit knowledge of the rules and principles that guide language usage. They will learn how to formulate these rules and how to test and evaluate claims about the form that the rules take. Students will thereby develop skills in analysis and argumentation that are applicable in many areas of study. The course will concentrate on the analysis of sentence structure, but will also deal with the sound system, word structure, meaning, and language acquisition. Cr 3.

LIN 185J Language, Mind, and Society

This course approaches language as a biological and psychological phenomenon central to an adequate understanding of human nature. It deals with linguistic questions concerning the grammars of natu-

ral languages and how these may vary across cultures and across time, but also with questions about how the human mind and brain both provide for and constrain linguistic ability. The course also addresses questions about how language develops in the child, how it deteriorates under the influence of disease and injury, how it evolved in the history of the species, and what functions it plays in human life. The course does not assume any background in linguistics or foreign languages. Cr 3.

LIN 201J Child Language

An introductory overview of the phenomena of language and communication development. The course covers the acquisition of phonology, morphology, syntax, and the lexicon, as well as the development of communicative competence. Each of these areas will

be discussed with respect to production, comprehension, and knowledge. Prerequisite: LIN 185J. Cr 3.

LIN 203I Introduction to the Deaf World

A Deaf instructor presents the culture and history of Deaf communities from a national and international perspective. Deaf communities are examined as cultural and linguistic minorities, with all the tensions and conflicts that arise within such minority groups and with the stresses that arise when outsiders interact with such minority groups. Some exposure to ASL is recommended, but not required. Cr 3.

LIN 211 Anatomy and Physiology of the Speech and Hearing Mechanism

The basic principles of the structure and function of the neuromuscular mechanism necessary for spoken language will be presented. These include six major topics: respiration, phonation, articulation, resonance, the nervous system, and the auditory system. Mastering these fundamentals will enable students to better understand normal and pathological processes involved in the production and reception of speech. Prerequisite: grade of at least B in LIN 185J or permission of instructor. Cr 3.

LIN 212 Speech Science

This course covers the acoustical, articulatory, perceptual, and physiological aspects of speech. It considers the acoustic contributions of the movements and postures of various articulators. It will also examine the neurophysiology of speech, including timing, control, and interactions among articulators. Prerequisite: LIN 211 or permission of instructor. Cr 3.

LIN 213 Hearing Science

This course will examine the auditory system with regard to its anatomy, and physiology and function. It will particularly focus on those aspects of the central auditory nervous system that have relevance to speech pathologists who have an interest in speech perception and central auditory processing. This course will provide the foundation for understanding certain aspects of aural rehabilitation and diagnosis of auditory pathology. Examples of brain pathology will be utilized. Prerequisite: LIN 211 or permission of instructor. Cr 3.

LIN 232 Introduction to Educational Interpreting

This course is designed for interpreting students and working interpreters, and focuses upon skills training in K-12 settings, with some attention to university-level interpreting. We address appropriate classroom configurations, teacher/interpreter interaction, role/responsibilities of the educational interpreter, and the code of ethics. Working educational interpreters are offered the option of a diagnostic session where their skills in the classroom are directly observed and evaluated with specific and individualized constructive feedback. Prerequisite: grade of at least B in ASL 202I or equivalent. Cr 3.

LIN 305 Contrastive Analysis: ASL and English

This course examines the major linguistic features of ASL and English. Students will gain an understanding of the basic similarities and differences in morphology, phonology, syntax, semantics and pragmatics, as well as the values, beliefs, and norms of the Deaf and non-Deaf communities. Prerequisite: ASL 102I and LIN 185J, or permission. Cr 3.

LIN 310 Signs of Language in the Brain

This course looks at language as a capacity of the human brain. Models of language breakdown for spoken languages are reviewed, and the remainder of the course focuses upon signed language aphasia, the effects of Parkinson's disease on articulation and motor planning, and how spatial and attentional deficits caused by right hemisphere damage affect the processing and production of signing. Prerequisite: grade of at least B in LIN 185J. Cr 3.

LIN 311 Phonetics

An introduction to speech sounds, covering the basic elements of articulatory and acoustic phonetics and of speech perception. The course also reviews the process by which infants come to be competent at perceiving and producing the sounds of their native language. Topics discussed will also include the contributions of selected brain regions to the use of sounds and the cross-linguistic variation in sounds. Prerequisite: grade of at least B in LIN 185J. Cr 3.

LIN 312 Phonology and Morphology

An introduction to the derivation of words in natural language. The course covers the sound system, the processes by which words are dynamically derived from other words, and the processes by which words are inflected to mark the roles they assume in sentences. Particular attention is also given to the great variety of word-building systems that occur in the world's languages and to the means by which children acquire the phonological and morphological processes of their native language. Prerequisite: grade of at least B in LIN 185J. Cr 3.

LIN 313 Syntax

This is an introduction to the role of sentences and sentence structure in natural language. The course addresses the questions: What makes a particular string of words usable as a sentence? Why are some strings acceptable while others are not? What is the nature of the knowledge humans bring to the process of forming and interpreting sentences? How is this knowledge acquired? Why is the ability to produce and understand well-formed sentences disrupted by injury to specific brain regions? How and why do the sentence patterns that are typical of a language community change over time? Prerequisite: grade of at least B in LIN 185J. Cr 3.

LIN 314 Semantics

An introduction to the study of meaning in natural

language. The course explores questions about the nature of meanings and how they are related to minds. Another concern is the relation between words and sentences, on one hand, and the objects, events and relations we experience in the world, on the other. How are words linked to things in the world? How do words refer or describe? What is it for a sentence to be true? Prerequisite: grade of at least B in LIN 185J. Cr 3.

LIN 315 Field Methods

Students learn to use a variety of elicitation and field methods techniques to explore the linguistic structure of a language that is foreign to them. They work with a native signer or speaker and apply their knowledge of linguistics to a specific aspect of the grammar of the language. Prerequisite: LIN 312 or 313. Cr 3.

LIN 331 ASL/English Interpreting

This course offers the beginning interpreting student an introduction to the field of interpreting, its code of ethics, and several models and approaches to the interpreting process. Students will become familiar with the complex processing required to provide a nuanced interpretation through learning a form of text analysis called discourse mapping. Prerequisites: grade of at least B in ASL 202I or equivalent; or grade of at least B in ASL 201I or equivalent and ASL 202I concurrently. Cr 3.

LIN 332 Consecutive Interpreting and Deaf/Hearing Interpreter Teams

This course covers the mechanics and psycholinguistics of the consecutive interpreting process, as well as hands-on training in the consecutive method for both Deaf and hearing interpreters. Consecutive interpreting will be taught in the context of a variety of typical interpreting situations as well as situations involving special populations. Prerequisite: LIN 331. Cr 3.

LIN 333 Interpreting: Source Language ASL

Deaf and hearing interpreting students focus on consecutive and simultaneous interpreting from ASL into English (spoken and written). Emphasis is placed upon achieving the nuances of translation in terms of word choice, register, and affect. Aspects of the interpreting process are dissected, examined, and practiced. Consequences of native vs. second language fluency in the source and target languages are examined. Prerequisite: LIN 331. Cr 3.

LIN 334 Interpreting: Source Language English

Deaf and hearing interpreting students study consecutive and simultaneous interpretation from English (spoken and written) into ASL. Emphasis is placed upon appropriate sign choice, register, and affect. The interpreting process is dissected, examined, and practiced. Special attention is given to language interference, where influence from the source language impedes successful translation into the target language. Prerequisite: LIN 331. Cr 3.

LIN 335 Advanced Interpreting: Source Language ASL

Interpreting students confront a range of situations (educational, medical, legal, theatrical), formats (face-to-face, platform, conference interpreting, shadow interpreting), dialects, and registers of ASL produced by both ASL-signing children and adults. Emphasis is placed upon effective and comprehensive transmission of the message, as well as upon matching the style and register of the source language with that of the target language. Prerequisite: LIN 332, 333, and 334. Cr 3.

LIN 390 Introduction to Language Research

An introduction to basic aspects of the experimental study of human linguistic abilities. This will include coverage of the identification of viable research questions, literature reviews, special considerations for materials preparation for language experiments, research design, sampling, control of artifacts, data handling, analysis, some special statistical considerations, and reporting conventions. Students will also be introduced to various computer resources relevant to these matters. Prerequisites: grade of at least B in LIN 185J and one of the following: PSY 201D (Statistics in Psychology), MAT 120D (Introduction to Statistics); or an equivalent course. Cr 3.

LIN 395 Research Internship

Students will work closely with a faculty member on a research project. They will be involved in experimental design, data collection, data entry, and data analysis, and will attend regularly scheduled lab meetings. Enrollment in LIN 395 will depend on needs determined by current research projects. Selection is made by the faculty. Students should contact the Department chair for details. May be taken more than once for a maximum of six credits. Prerequisite: permission of instructor. Cr 3.

LIN 398 Independent Study

In preparation for this course, the student selects a topic in linguistics that is substantially different from that of any regular course and finds an instructor to serve as faculty mentor. Please see www.usm.maine.edu/lin for detailed guidelines. May be repeated for credit. Prerequisite: permission of instructor. Cr var.

LIN 405 Sight Translation

This is a course in translation from written English to dynamic ASL. Students will examine a variety of textual materials, including business letters, government and business forms, and selected other short texts, with the goal of comprehending, abstracting, and translating these materials. Work will focus on the intent and force of the texts, as well as linguistic and cultural assumptions underlying them. Prerequisite: LIN 331. Cr 3.

LIN 411 Practicum I

Students contract with a service provider, interpreting agency, or school to work in a supervised situation where they experience 90 hours of hands-on

interpreting (a portion can be observation of a certified interpreter). Placement(s) must be pre-approved by the coordinator of the Interpreter Training Program. Students attend a biweekly meeting with interpreters to address current issues and difficult situations encountered. Prerequisites: LIN 333 and 334. Cr 3.

LIN 412 Practicum II

Students contract to work in a pre-approved, supervised situation where they perform 90 hours of hands-on interpreting. Weekly journal reports are submitted to the Interpreter Training Program coordinator, who regularly checks on progress. Students identify a research-based study of interpreting in conjunction with their practicum and produce a paper suitable for publication in a peer-reviewed journal. Prerequisite: LIN 411. Cr 3.

LIN 413 Supervised Mentoring

Interpreting students apprentice with a program-approved mentor and submit a weekly journal entry, attend a series of skills improvement workshops and/or engage in laboratory-based research to complete 90 contact hours of interpreting-related skills improvement activities. Students attend a biweekly meeting with interpreters to address current issues and difficult situations encountered. Special arrangements will be made for mentoring partnerships at remote sites. Prerequisites: LIN 333 and 334. Cr 3.

LIN 421 First Language Acquisition: Syntax

A detailed examination of the process of acquiring language in young children that concentrates on sentence structure. The course considers how children extract from the speech they hear the information that is critical to their developing ability to form sentences. It reviews questions about the nature of grammar and how grammars might be structured to facilitate language acquisition, and how various kinds of early experience do and do not contribute to acquisition. Prerequisites: LIN 185J, LIN 313. Cr 3.

LIN 422 A Cognitive Perspective on Syntax

An introduction to the activities of the brain and

mind that listeners and readers use to understand sentences, as well as to the mental representations that these processes construct. The course considers how the words of speech and writing are integrated into coherent phrases and sentences, and how listeners use the structure of sentences to help determine their interpretation. The course considers how various common sentence forms ease or disrupt the processes of comprehension. Prerequisites: LIN 185J, LIN 313. Cr 3.

LIN 425 Special Topics in ASL/English Interpreting

This seminar centers around a single topic, for example, legal interpreting, interpreting for special populations (deaf-blind, oral, cued-speech, minimal language skills assessment and interpreting), ethical issues, medical and mental health interpreting, interpreter assessment, and interpreting the 12 steps. The course will be offered in response to student interest in a given topic and may be repeated as topics vary. Prerequisite: permission of instructor. Cr var.

LIN 426 Special Topics in Theoretical Linguistics

This seminar focuses on one area of theoretical linguistics, e.g. phonology, morphology, syntax, or semantics. It will offer a more in-depth and advanced discussion than is presented in the 300-level courses on these topics. The course will be offered in response to student interest in a given topic. May be repeated for credit as topics vary. Prerequisite: permission. Cr 1-3.

LIN 498 Thesis

The topic for this thesis must be selected in consultation with the student's advisor and approved by the linguistics faculty. Students will meet regularly with their advisor as they work on the project. The finished thesis must be approved by the linguistics faculty, and should ideally be completed by the end of the fall semester of the student's senior year. Prerequisites: LIN 310 or 311, LIN 312-314, and LIN 315 or 390, as well as approval of project proposal. Cr 3.

American Sign Language

ASL 101 Beginning American Sign Language I

This is a beginning course in American Sign Language (ASL). It will include extensive study of receptive and expressive use of ASL, as well as an introductory discussion of Deaf culture. Course content covers basic principles in the use of sign, sign vocabulary, and aspects of the grammar of ASL. In addition to class sessions, students will use written and videotape materials out of class. Cr 4.

ASL 102I Beginning American Sign Language II

This is the second beginning course in American Sign Language (ASL). Prerequisite: ASL 101 or departmental permission. Cr 4.

ASL 201I Intermediate American Sign Language I

This is the third in a four-course sequence in American Sign Language (ASL). The course includes extensive work on receptive and expressive use of ASL. It emphasizes the grammatical structure of ASL, particularly its morphology, syntax, and semantics. In addition to class sessions, students will use written and videotape materials out of class. Prerequisite: ASL 102I or departmental permission. Cr 4.

ASL 202I Intermediate American Sign Language II

Continuation of ASL 201I. Prerequisite: ASL 201I or departmental permission. Cr 4.

ASL 301 ASL Literature in ASL

This course, conducted in ASL, introduces Deaf and hearing students to American Sign Language literature, including introductions and face-to-face narratives, as well as literary genres such as the ASL epic poem, stream of consciousness poetry, allegory, and historical fiction. Structural characteristics of the ASL platform narrative and the written English essay are compared and contrasted. Prerequisite: ASL 202I or equivalent. Cr 3.

ASL 302 ASL Linguistics in ASL

This course focuses on advanced aspects of ASL grammar including complex co-reference, the scope of non-manual grammatical markers, quantification, complex classifier choice, verbs of motion and location, and complex aspectual marking and agreement. Students receive diagnostic feedback throughout the course and are given specific remedial studies to pursue independently. Prerequisites: ASL 202I or LIN 305, and LIN 312 or 313. Cr 3.

ASL 303 Deaf Art, Film, and Theatre in ASL

This course will examine Deaf culture as expressed in art, film, and theatre. Selections of Deaf art, film,

and theatre from the 1900s to the present based on the Deaf experience will be discussed in the context of social and cultural history. The course will be taught in ASL. Prerequisites: ASL 202I and LIN 203I. Cr 3.

ASL 401 Advanced American Sign Language I

This is the fifth in a sequence of courses in American Sign Language. This course focuses on advanced expressive skills, including explaining, rephrasing, demonstrating, and persuading. Grammatical principles and functions will be emphasized. Aspects of grammar that will be expanded include classifiers, conditional sentences, rhetorical questions, and relative clauses. Appropriate cultural behaviors and conversational regulators in ASL will continue to be an important part of class. Prerequisite: grade of at least B in ASL 202I or equivalent, and grade of "intermediate plus" on ASL CPI. Cr 4.

ASL 402 Advanced American Sign Language II

Continuation of ASL 401. Prerequisite: ASL 401 or departmental permission. Cr 4.