2019-20 Linguistics Ph.D. Internal Guide

Welcome to UCSC! This internal guide contains information specific to the Ph.D. program in Linguistics. For information about general campus procedures and policies, see the [Graduate Student Handbook](#).

Linguistics Department Directory

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Normative Time

During your time in the graduate program, you will become familiar with the term *normative time*, or timely progress. It is important for you to progress through the different stages of the program in normative time, as failure to do so can affect your financial support as well as your academic standing. If you feel you cannot meet the goals outlined as normative time, you should submit a written explanation to your advisor.

The following chart represents the faculty's view of what it means for a student to be progressing through the Ph.D. program in normative time. There may be circumstances that require a student to proceed more slowly. Aside from these, a student will be considered in good standing if they pass all courses attempted and are producing work according to the following timetable:

	Course Work and Target Dates		
	Fall Quarter	Winter Quarter	Spring Quarter
1st year	core courses		
			language exam
2nd year	290 and seminars		
			defend 1st qualifying paper by May 1
3rd year	seminars		
		defend 2nd qualifying paper	qualifying exam
4th year	dissertation-related research		
		dissertation prospectus meeting	
5th year	dissertation writing		
		dissertation defense	

- All defenses and exams must be scheduled during the academic year.
- Students should discuss the timing of these defenses and exams with their advisors.
- All QE/QP defense drafts must be submitted to committee members <u>two weeks</u> before the defense date.

PhD Requirements

Coursework Requirements

The 13 required courses for the Ph.D. program are listed below under A-C. Only courses taken for 5 credits count toward these requirements. In the first year of the program, a student is expected to take and pass nine 5-credit courses. These will include the A/B sequences in phonology, syntax, and semantics, at least one of the three required courses in Phonetics, Psycholinguistics, and Field-or-Experimental Methods, plus additional required courses or seminars. By the end of the second year, the student should have passed all 9 core courses, Linguistics 290, and most or all of the three seminars that form a coherent program of study and satisfy the seminar requirement.

A. 9 Core Courses

Linguistics 211, 212	Phonology A, B
Linguistics 231, 232	Semantics A, B
Linguistics 221, 222	Syntax A, B
Linguistics 214	Phonetics
Linguistics 257	Psycholinguistics & Linguistic Theory
Linguistics 282 or 280	Field Methods or Experimental Methods

B. Linguistics 290   Research Seminar (ideally taken twice)

C. 3 (Pro)Seminars that form a coherent program of study (determined in consultation with the student's advisor)

Total = 13 courses (65 units)

Course load: The normal course load for a first-year student is 3 Linguistics courses (15 units) per quarter. After the first year, students should take and pass 2 Linguistics courses (10 units) each quarter. In addition, all students should register for Ling 296 (Linguistics Colloquium, 2 units); first and second year students should register for Ling 240 (The Pedagogy of Linguistics, 1 unit) in Fall and Winter. All other course loads require Departmental approval. Please consult your advisor.

Language Exam

The Department requires graduate students to demonstrate reading competence in one foreign language by examination. The function of the exam is to test reading comprehension at a level that will allow the student to read linguistic material effectively.

Language exams are offered by the Department once a year, during the 4th or 5th week of Spring quarter. The Graduate Coordinator, Logan Roberts, coordinates the language exams, which are offered in the following languages: Dutch, French, German, Irish, Italian, Japanese, Russian, and Spanish. Students who wish to take the language exam in some other language should seek approval at least one quarter in advance. Students with a native language other than English may be exempt; please contact the Graduate Coordinator if you feel this applies to you.

Students are advised to take and pass the language exam as early in their graduate careers as possible, ideally by the end of year 1. Students should discuss the timing of the language exam with their advisor. Ph.D. students must pass the language exam before they advance to candidacy.

Qualifying Papers

Students must complete two sufficiently distinct qualifying papers. Each qualifying paper must provide an in-depth theoretical investigation of some natural language phenomenon. Successful qualifying papers usually lead to conference presentations or journal publications in the field. Students should decide on the details of their qualifying papers in consultation with their advisor. When there is doubt about relative distinctiveness of potential QPs, the Department faculty will be consulted.

Distinctiveness: The output of successful research involves several facets: describing a phenomenon, data collecting, data analysis, and situating the phenomenon, data, and analysis with respect to a larger theoretical context. In general, QPs that are distinct across several of these facets will be considered sufficiently distinct. In particular, faculty will minimally consider the following five questions in determining distinctiveness:

> What is the proximal/immediate question of interest?
> What is the larger theoretical context in which the question is situated?
> What is the set of best practices/tools/frameworks used for gathering data?
> What is the set of best practices/tools/frameworks used for analyzing the data collected?
> What is the take-home conclusion of the analysis vis-a-vis the larger theoretical context?

Students are encouraged to think of their scholarly growth from QPs in terms of all of these facets.

Setting up the QP committee: Each qualifying paper is read by a committee consisting of three faculty members. Students will generally approach the faculty member who they would like to chair the committee. Once the chair agrees to serve, they will consult with the student about who the other members of the committee might be. The chairs of the student's two QP committees should be different, and the members of the two QP committees should not be identical. The final constitution of the committee is determined by the Department in consultation with the committee chair.

QP defense: Once the student has completed a qualifying paper and the committee has had time

to read it, a QP defense is held at which the student and the committee discuss the paper and its broader intellectual perspective. The defense draft of the QP must be submitted to members of the committee two weeks before the scheduled defense date. The QP defense usually begins with a brief presentation by the student of the results of the paper. Then the meeting is turned over to the committee for questions and discussion. The paper will then be accepted, rejected, or provisionally accepted, pending specific revisions.

QP defense dates: In order for a student to progress according to normative time, they must successfully defend the first QP by May 1st of the 2nd year, and the second QP by the end of Winter quarter of the 3rd year. (See the Ph.D. Student Progress Checklist for other recommended target dates.)

After completion of each QP, an electronic (pdf) copy of the QP should be submitted to the Graduate Coordinator, along with the original, signed cover sheet as well. The QP becomes part of the student's academic record.

Developing a qualifying paper, the Fall Preview (Pre 290) and the Research Seminar

The Research Seminar (Linguistics 290) plays an important role in the graduate career. The two most important functions of 290 are to help students to make significant progress on a qualifying paper and to prepare them to present this research at the annual Linguistics at Santa Cruz (LASC) conference. In addition, students develop various professional skills such as abstract writing and paper reviewing.

During the Research Seminar students are expected to make substantial progress on the content of their research projects. It is a requirement of the course that a student submit a final paper that has undergone substantial revision during the quarter.

Initial project preparation: Preparation for research projects should begin far in advance. In general, a good goal for those working on their first QP is to approach a possible QP supervisor by the end of their first academic year. Those working on their second QP should do the same by the Spring quarter of their second year.

A project will benefit from the Research Seminar only if the student has already made sufficient initial progress on it. Students interested in enrolling in 290 in Winter quarter are required to participate in a series of Pre 290 preview meetings in Fall quarter, where students present their ongoing projects and receive feedback from the larger department community.

Enrolling in the Research Seminar: Enrollment in the Research Seminar is by instructor permission. To enroll, students must present the following to the instructor by the instructor's appointed deadline:

a. The names of the QP supervisor and two other faculty members who have already agreed to be on the QP committee. (See previous section on forming the committee.)
b. A paper on the research project that includes original results and is judged by the QP chair and the Research Seminar instructor to be sufficiently advanced to lead to a LASC presentation by the end of Winter quarter and a QP defense by May 1.

Qualifying Exam (QE)

After a student successfully defends the two qualifying papers, they proceed to prepare for the Qualifying Exam (QE) in order to advance to candidacy.

Constituting the QE committee: The QE committee has four members, one of whom must be a tenured faculty member from outside the UCSC Linguistics Department. The Department appoints the QE committee in consultation with the student's advisor.

QE exam and paper: The function of the Qualifying Exam is to determine whether the student has achieved sufficient competence in a chosen subfield to be able to proceed to dissertation research. The QE is based on a substantial research paper written by the student and presented to the committee at least two weeks in advance of the exam. The topic of this paper is decided by the QE chair in consultation with the student. In most cases, it will be a revised version of one of the QPs that the student has successfully defended. Whether or not the paper originated as a QP, it must be in the subfield in which the student plans to pursue dissertation research.

Exam format: The format of the QE is similar to the format of a QP defense, except that the committee typically probes more deeply into the broader issues that inform the student's past research and the planned dissertation research. If the committee decides that the student's preparation is satisfactory, the student and the dissertation advisor may jointly set up the student's dissertation committee. The dissertation committee must contain at least three members of the Department.

QE date: The normative target date for passing the QE is the spring quarter of the student's 3rd year in the graduate program. The Graduate Division automatically places a hold on the financial aid of any student who has not advanced to candidacy by the end of the 4th year. The chair of the QE committee initiates the scheduling of the QE with the Graduate Division 4 weeks before the target date of the exam.

After completion of the QE, an electronic (pdf) copy of the QE paper should be submitted to the Graduate Coordinator, along with the original, signed cover sheet. The QE paper becomes part of the student's academic record.

The student becomes a Candidate for the Ph.D. when the student has passed the QE and the Graduate Dean has approved the dissertation committee.

Dissertation Prospectus

The dissertation prospectus lays out the direction of research that the student plans to pursue in the dissertation. It relates the student's planned research to previous relevant research and to the larger questions with which the field is engaged.

Prospectus defense and target date: The prospectus must be approved by the student's

dissertation committee after a closed discussion with the student. At the discretion of the dissertation committee, the student may be asked to give a brief oral presentation outlining the prospectus and placing it in context.

The successful prospectus must be filed at the Department office no later than the end of the spring quarter of the 4th year.

Dissertation

Once a student has completed the dissertation, they defend it at a public dissertation defense that is generally attended by graduate students and faculty in Linguistics. The candidate first presents the results of the dissertation and then responds to questions, first from committee members, and then, time permitting, from the audience. Afterwards, the committee confers privately and decides either to accept the dissertation, reject it, or accept it provisionally, pending specific revisions.

Following the defense, the candidate will revise the dissertation according to the committee's recommendations and then submit the final copy to the Graduate Division and Graduate Coordinator.

See the Graduate Handbook for administrative requirements:
http://graddiv.ucsc.edu/current-students/academic-regulations/graduate-student-handbook/index.html

See the Academic Calendar for Announcement of Candidacy dates:
http://reg.ucsc.edu/calendar/calendar.pdf

A copy of the completed dissertation, formatted according to UCSC specifications, should be electronically submitted to the Graduate Division office (see *Dissertation & Thesis Submission Guidelines*, here: http://graddiv.ucsc.edu/current-students/pdfs/Dissertation_checklist.pdf) and an original, signed cover sheet should be submitted to the Graduate Division office as well. In addition, a pdf copy of the dissertation and physical copy of the cover sheet should be submitted to the Graduate Coordinator.

Fourth Quarter Review

The Linguistics faculty meets annually, at the end of the Fall or early Winter quarter, to review the progress of students who've completed 4 quarters in the graduate program. It is expected that by this time, each student will have an original research paper of some substance that demonstrates that they are capable of carrying out independent research. After the fourth quarter review, each student receives a letter from the Department that summarizes the faculty's discussion of their progress.

Academic Progress Review

The Linguistics faculty meet at the end of spring quarter each year to ensure that all graduate

students are making timely progress in the program. Students may receive letters from the faculty based on this discussion.

Advising

Incoming students are assigned an advisor when they first enter the graduate program. The default advisor for incoming students is the Graduate Director. As a student enters the second year of graduate study, they should establish a connection with a faculty member who can serve as a long-term advisor. This advisor should be someone who the student thinks they can work with effectively, and whose research lies in an area that they are likely to specialize in. Although students may work with other faculty members on particular projects (e.g. QPs), the long-term advisor can provide ongoing advice and overarching guidance as a student progresses through the various stages of the graduate program.

Once a student has identified a potential long-term advisor, the student should approach them and ask if they are willing to serve in this capacity. If the faculty member agrees, the student should then inform the Graduate Coordinator of this arrangement (via e-mail, cc-ed to the new advisor and the Graduate Director). All students should have located a faculty member who has agreed to serve as their long-term advisor by the end of their fourth quarter of graduate study.

As students proceed and their research interests become more focused, they may want to change advisors; that is fine and it is not unusual. The protocol for changing long-term advisors is the same as the protocol for choosing an initial long-term advisor. Remember that all interested parties, including the former advisor, should be informed of such changes (i.e. the Graduate Coordinator, the new advisor, the former advisor, and the Graduate Director) via email.

Remember that it is the student's responsibility to stay in touch with their long-term advisor and to establish and maintain relationships with the faculty members who serve as mentors for QPs.

Student Financial Support

Resources permitting, continuing Ph.D. students are supported for the full five years of the graduate program, as long as they make satisfactory academic progress. Support comes in the form of fellowships, research assistantships, teaching assistantships, and teaching fellowships.

Since UC fees are subject to change, please keep up to date on fee policy and consult the Graduate Division: http://graddiv.ucsc.edu/aid/ or the Financial Aid & Scholarship Office: https://financialaid.ucsc.edu/cost-to-attend/graduate-costs.html for clarification.

Teaching Assistantship (TAship): A Linguistics Teaching Assistantship involves the graduate student in teaching in one of various undergraduate courses. Teaching Assistants lead sections, hold office hours, grade assignments and exams, and may have other duties identified by the instructor at the beginning of the quarter. Teaching assistantships outside the Linguistics Department are available in a range of disciplines.

Research Assistantship (GSRship): A GSRship is a form of employment that involves a graduate

student doing research under the supervision of a ladder-rank faculty member or authorized Principal Investigator. Qualifications for appointment to the various levels are determined by quarters completed at UCSC, and/or advanced degrees held by the student. NB: GSRships are assigned by individual faculty members based on their research needs and student qualifications; the department as a unit does not distribute GSRships.

Fellowships: Fellowships are awarded to new and continuing graduate students based on academic merit and financial need.

Teaching Fellowships: Students who have advanced to candidacy may have the opportunity to serve as Teaching Fellows. A Teaching Fellow takes primary responsibility for the instruction in an undergraduate course, including course design, class lectures and other instruction, supervision of Teaching Assistants (if any), and assessment of the students enrolled. Each Teaching Fellow is assigned a teaching mentor from the Department's ladder-rank faculty.

Fee Reductions For Normative Time and Continuous Enrollment: All graduate students who advance to candidacy within normative time and are continuously enrolled receive the In-Candidacy Fee-Offset Grant (ICFOG). The ICFOG covers the local campus's quarterly fees for two calendar years following advancement to candidacy. In 2019-20, these fees are $402.36. After a student has advanced to candidacy, the annual non-resident tuition fee for international students is reduced by 100%, for a maximum of three years. Students will maximize the financial benefit of these reductions if they advance to candidacy – i.e., pass the QE – as soon as possible after their second year. Students who do not advance to candidacy within normative time, by the end of the fourth year, will not be eligible for ICFOG. Going on a leave of absence after advancing to candidacy will also eliminate eligibility for the ICFOG.

Research and Travel Funds

The Linguistics Department has limited funds to be used for graduate student research and travel. Every graduate student is invited to apply for these funds. Priority is given to expenses incurred in carrying out and presenting primary research (e.g. experimental subject payments, fieldwork, travel to conferences to present work).

Awards are made on a rolling basis and are capped at $1000 per academic year, to apply for Research or Travel funding, submit the following form, which outlines more detailed requirements. Once you have successfully defended your first qualifying paper you are eligible to apply for the Ladusaw Travel & Research Award, additional details outlined on the form.

External Funding: Fellowships and Grants

There are many external sources of funding to support you and your research, but you have to actively pursue them throughout your graduate career, starting from day one. You should keep track of relevant competition deadlines, many of which can recur yearly, semi-annually, or even monthly. For these, even if you decide not to apply in one year, you should automatically put it down in your calendar for the following year (the deadline will often be around the same time).

You should have a strategic plan, made in consultation with your advisor or the Graduate Director, for when you will apply for research grants and fellowships.

One particularly important source of external funding is the NSF Graduate Research Fellowship (NSF GRF). It is the department's strong expectation that all eligible students will submit an application in their first or second year. Applying for external funding like the NSF GRF is a difficult and initially foreign task, though it is one that all researchers must eventually gain an aptitude in. To facilitate this process, first and second year students who are eligible will be guided through the application process in late summer/early fall. Students are encouraged to start thinking about this complex application well before the year starts, ideally in the spring of the preceding year. Students can contact the Associate Graduate Director with any questions.

The Graduate Coordinator includes calls and deadlines for fellowships and grants in the Weekly Round-Up email. Within UC, there are several important sources of funding to keep in your sights:

- UC Humanities Research Institute (UCHRI; *https://uchri.org/grants/*)
- The Humanities Institute (THI; *https://thi.ucsc.edu/research-fellows/#funding*)
- UC Mexus (*http://ucmexus.ucr.edu*)

In addition, some information about funding sources can be found on the LSA website (*http://www.lsadc.org*; available only to members of the LSA) and on Linguist List (*http://www.linguistlist.org*).

Summer Job Opportunities

In the past, Linguistics students have found summer employment with companies such as Apple, Google, and H-5. Graduate students can also teach or TA in UCSC's Summer Session. Students who teach in summer are hired by the Summer Session Office, and hired at the "Associate In" level (please consult with the Graduate Coordinator if you have questions). In recent years, the Department has been able to provide some funding for summer fellowships and summer research assistantships.

Part-Time Status, *In Absentia* Status and Leave of Absence

Part-time status. Graduate students will be permitted to pursue part-time study when the faculty believes there is clear justification for part-time status based on the student's academic progress, career employment, family responsibilities, or health conditions. Part-time status is granted only once during a student's graduate career. If a graduate student registers for full-time study after having been on part-time status, he/she must remain a full-time student for the remainder of his/her graduate career.

All petitions for part-time status must be recommended by the Department and approved by the Graduate Dean. See the Graduate Student Handbook (link at end of document) for further details.

In Absentia *Status.* Graduate students will be permitted to register in absentia when the faculty believes there is clear justification for in absentia status based upon research or coursework the student is pursuing outside of the university or local area. To register in absentia, students must not require significant interaction with Department faculty.

All petitions for in absentia status must be recommended by the Department and approved by the Graduate Dean at least one month prior to the start of the in absentia term. See the Graduate Student Handbook for further details.

Leave of Absence. Students are encouraged to maintain continuous registration so as to make steady progress toward the Ph.D.

Leaves of Absence will be granted for sound educational purposes, health reasons, financial problems, and family responsibilities. The maximum term for an approved Leave of Absence is three academic quarters. Students on Leave of Absence are required to report their plans to the Department and the Graduate Division. A request to renew a Leave of Absence must be submitted in advance to the Graduate Dean; substantial justification and Department approval will be required to obtain renewal.

University regulations require that a student who is on Leave of Absence not use University facilities or resources.

TA Training

In the Fall and Winter quarters of every year, the Linguistics Department runs a TA Training workshop (TATr) on issues relating to teaching. TATr is coordinated by a graduate student and meets approximately three times a quarter. All first and second year graduate students, including MA students, must attend. Students who attend TATr should enroll in a one-unit course, Linguistics 240, The Pedagogy of Linguistics, for both Fall and Winter quarters.

Colloquia

The Linguistics Department sponsors a Friday colloquium series that meets several times a quarter throughout the academic year. Graduate students are expected to attend all Linguistics colloquia, and should enroll in a two-unit course, Linguistics 296, Linguistics Colloquium. Please obtain the enrollment number from the Graduate Coordinator.

The colloquium series is run by a Colloquium Committee consisting of all the second-year graduate students and chaired by a third-year or fourth-year student selected by the graduate students. The chair of the Colloquium Committee works closely with a faculty member who serves as the faculty coordinator of the series. The Colloquium Committee consults with the Linguistics Resource Center Coordinator, Maria Zimmer, on logistics and with the Department Manager, Ashley Hardisty, on finances.

Students who plan on enrolling in the Research Seminar in Winter 2020 will additionally attend

a series of Research Seminar Preview meetings in Fall 2019 as part of successful completion of Linguistics 296.

Graduate Student Representative

Each Fall, the graduate students in Linguistics elect a graduate student representative who serves through the first half of the following Fall quarter. The graduate student representative is the official liaison between the graduate students and the Department. They attend bi-weekly faculty meetings and provides input on issues relating to graduate students. They also serve as the graduate student representative on any Linguistics Department search committees constituted that year, and as the graduate student coordinator for (student) activities relating to graduate student recruitment.

More Information

- To find more information about general campus procedures and policies, see the Graduate Student Handbook.

- For Announcement of Candidacy dates, see the Registrar's Academic Calendar.

- The Linguistics Program Statement in the 2019-2020 Catalog is the official statement of program requirements.

Ph.D. Student Progress Checklist

Name: _____   Year Entered: _____

I. First Year   **Advisor:** Graduate Director. <u>Change at any time</u>.

____ Lx 296-Colloquia

____Complete core course requirements:

      Lx 211 Phonology A, Lx 212 Phonology B

      Lx 221 Syntax A, Lx 222 Syntax B

      Lx 231 Semantics A, Lx 232 Semantics B

      Lx ____

      Lx ____

      Lx ____

____Language Exam: _____

                  (language)

II. Second Year   **Advisor:**

____ Lx 296-Colloquia

____Complete Lx 290 Research Seminar

____Complete remaining core course requirements

      Lx ____

____Complete seminar course requirements [list your three seminars below]

      Lx ____

      Lx ____

      Lx ____

____Defense of 1st QP (target: Winter, 2nd year; no later than Spring, 2nd year)

      Title:

      Date defended:

      Committee chair:

III. Third Year   **Advisor:**

_____ Lx 296-Colloquia

_____Defense of 2nd QP (target: Winter, 3rd year; no later than Spring, 3rd year)

      Title:

      Date defended:

      Committee chair:

_____Ph.D. Qualifying Exam (target: Spring, 3rd year; no later than Spring, 4th year)

      QE paper title:_____

      QE Date:

      QE Chair:

IV. Fourth Year   **Dissertation Advisor:**

___ Lx 296-Colloquia

___Lx 295 Thesis Research

___Dissertation prospectus defended (target: winter, 4th yr; no later than spring, 5th yr)

V. Fifth Year   **Dissertation Advisor:**

___Dissertation defense (one quarter before graduation)

Date Ph.D. awarded: _____

NOTES