

2020-21 Linguistics M.A. Internal Guide

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

Linguistics Department Directory

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MA Requirements

Coursework Requirements

A minimum of 45 credits, including:

(1) Three foundation courses

Phonology A (211)*

Syntax A (221)*

Semantics A (231)*

*UCSC BA students who have taken the course during their undergraduate career may substitute other 200-level graduate linguistics courses to fulfill the foundation course requirement.

(2) Two core courses from among

Phonology B (212)**

Syntax B (222)**

Semantics B (232)**

(3) One course from among

Phonetics (Ling 214)**

Psycholinguistics & Linguistic Theory (Ling 257)**

Experimental Methods (Ling 280)

Field Methods (Ling 282)

The remaining “B” course not taken under (2)**

**UCSC BA students who have taken the course during their undergraduate career may substitute a (pro)seminar course in the same subfield with the permission of their advisor and the instructor of the (pro)seminar to fulfill the core course requirement.

(4) Three electives that form a coherent plan of study (determined in consultation with the student’s advisor).

These electives are typically drawn from graduate courses offered by linguistics and other related disciplines and independent study courses with linguistics faculty.

Note: The classes listed above must be 5.0 units each.

Language Exam

The department requires that reading competence in one foreign language be demonstrated by examination. The function of the exam is to test reading comprehension at a level which will allow effective use of the language in reading linguistic material.

Language exams are offered by the department once a year, during the 4th or 5th week of Spring quarter. Students are advised to take and pass the language exam in year one, if possible. 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. Any other languages need pre-approval at least one quarter in advance. Students with a native language other than English may be exempt; please contact Logan if you feel this applies to you.

Master's Thesis

Students in the Masters program complete a Master's thesis in linguistics. This thesis often grows out of a promising term paper written by the student, and is read by a committee composed of three faculty members in linguistics.

Preparation for research projects should begin far in advance. In general, a good goal for those working on their MA thesis is to approach a possible thesis chair by the end of their first academic year.

A copy of the completed MA thesis, 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 Master's thesis and physical copy of the cover sheet should be submitted to the Graduate Coordinator.

The Master's Thesis and the Research Seminar

Many MA students elect to enroll in Linguistics 290, The Research Seminar. The two most important functions of 290 are to help students to make significant progress on a qualifying paper or MA thesis 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. MA students are encouraged to ask their thesis chair for advice on whether enrolling in 290 is to their benefit.

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.

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

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 s/he is 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 his/her 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 program. Traditionally, the default advisor for entering students is the Graduate Director. As you enter the second year, you should choose an individual advisor who can guide you in your particular area of interest, a faculty person who is likely to work with you on the MA thesis. You should aim to have an advisor in place by the start of the 4th quarter.

How does one 'get' an advisor? You should first approach the faculty member that you'd like to work with and ask them if they are willing to act in that capacity. If the faculty member agrees, you should then follow up by informing the Graduate Coordinator (via an email message CC-ed to the faculty member and the Graduate Director) that you have a new advisor.

You may decide that you wish to change advisors; that is fine and it is not unusual. All interested parties should be informed of such changes (Graduate Coordinator, the Graduate Director, the former advisor, and the new advisor) via email.

The most important thing of all in this is that at every point, if asked the question: ‘Who is your advisor?’, the answer should be completely and instantly clear to you (and the answer should be one that the faculty member in question would not be surprised by). This result can be best achieved if you are proactive in approaching faculty members, staying in touch with them, and (almost as important) making sure that the Graduate Coordinator is kept informed as advising relations shift.

Student Financial Support

Resources permitting, TAs and Tutor jobs may be available through the Linguistics Department.

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 or fieldwork) or travel to conferences to present work.

Awards are made on a rolling basis and are capped at \$1000 per academic year (with a \$2000 cap over the term of the MA program). To apply for Research or Travel funding, submit the following [form](#), which outlines more detailed requirements. Travel reimbursement requests must be submitted within 14 days of returning.

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.

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.

TA Training

The Linguistics Department runs a workshop on issues relating to teaching in the Fall and Winter quarters. The workshop (known as TATr) is coordinated by a graduate student and consists of approximately three meetings each quarter. All first and second year students, including MA students, are expected to attend. Students attending the workshops should enroll in a one-unit course, Linguistics 240, The Pedagogy of Linguistics, for both Fall and Winter quarters.

Additionally, a new teaching assistant will be automatically enrolled in the online course *Teaching as an Ethical Practice: A Guide for Teaching Assistants* which covers professional ethics for the teaching assistant role with special attention to educational equity and accessibility. It was created at the request of the Division of Graduate Studies by the Center for Innovations in Teaching and Learning (CITL) and Online Education, a partnership that allows for new graduate students to have a more robust, thorough introduction to teaching at UC Santa Cruz than ever before.

The online course, which is foundational and introductory in nature, does not replace, but rather complements, TATr. This course provides teaching assistants with an overview of the essential foundations of the TA role, guidance about compliance with campus and national policies, and information about campus resources to support student learning and well-being.

Completing the course will be an expectation of overall TA duties and will be included as part of the overall assigned workload during the first quarter of TA'ing (220-hour maximum for 50% appointments).

Colloquia

The Linguistics Department sponsors a Friday colloquium series that meets several times a month throughout the year. By tradition, the series is run by the second year graduate students, the "Colloquium Committee," chaired by a third or higher year student elected by the graduate students. The committee consults with Maria Zimmer, the Department staff member assigned to logistics and finances. Students should enroll in a two-unit course, Linguistics 296, Linguistics Colloquium. Please obtain the call number from the department office. Graduate students are expected to attend all colloquia.

Graduate Student Representative

Each Fall, the graduate students in linguistics elect a graduate student representative who serves through the first few weeks of the following Fall. The graduate representative is the official liaison between the graduate students and the faculty. S/he attends bi-weekly faculty meetings and provides input on issues relating to graduate students. S/he also serves 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.

M.A. Student Progress Checklist

Name: _____

Year Entered: _____

Advisor: _____

I. Coursework

___ Lx 296-Colloquia

___ Complete **all** of:

Lx 211 Phonology A

Lx 221 Syntax A

Lx 231 Semantics A

___ Complete **two** of:

Lx 212 Phonology B

Lx 222 Syntax B

Lx 232 Semantics B

___ Complete **one additional** from:

Lx 212 Phonology B

Lx 222 Syntax B

Lx 232 Semantics B

Lx 214 Phonetics

Lx 257 Psycholinguistics & Ling Theory

Lx 280 Experimental Methods

Lx 282 Field Methods

___ Complete three additional electives:

Lx _____

Lx _____

Lx _____

___ Language Exam (language: _____)

II. MA Thesis

___ Defense of MA Thesis (target: Spring, 2nd year)

Title:

Date defended:

Committee chair:

NOTES