LIN 523: Phonology I
3 credits, Letter graded (A, A-, B+, etc.)
An introduction to the formal study of sound patterns. Problems from various languages serve as the basis for developing a theory of the representation of sound structure.

LIN 524: TESOL Pedagogy: Theory and Practice (Methods I)
3 credits, Letter graded (A, A-, B+, etc.)
Theory and practical methodology of language and literacy instruction and assessment to children and adolescents for whom English is not their first language, in alignment with current state, national, and professional standards. Inquiry into instructional approaches, standard-based and data-driven lesson planning, reflective practices, in the teaching and assessment of speaking, listening, reading, and writing. Review and evaluation of resources and technologies.

LIN 522: Phonetics
3 credits, Letter graded (A, A-, B+, etc.)
A study of articulatory phonetics and the international phonetic alphabet, with intensive practice in phonetic transcription from a wide variety of languages. Auditory phonetics, speech perception, and the applications of phonetics to foreign language teaching.

LIN 521: Syntax I
A study of formal grammar as one aspect of our knowledge of language. Concepts and elements of modern syntactic analysis are introduced and motivated using a variety of grammatical phenomena and processes, across a wide range of languages.

LIN 520: Methods I - Foundations of TESOL Pedagogy
Theory and practical methodology of language and literacy instruction and assessment to children and adolescents for whom English is not their first language, in alignment with current state, national, and professional standards. Inquiry into instructional approaches, standard-based and data-driven lesson planning, reflective practices in the teaching and assessment of speaking, listening, reading, and writing. Review and evaluation of resources and technologies.

LIN 509: Language Acquisition and Development
3 credits, Letter graded (A, A-, B+, etc.)
Study of the acquisition of a second language by children and adults. The focus is on data: the systematicity of the learner’ errors, the ease of acquisition in childhood, etc., the adequacy of theories (e.g. interlanguage processes, the monitor model, the critical period) to explain data, and the reliability of methods of obtaining data. Students conduct an empirical study testing a current hypothesis.

LIN 508: TESOL Pedagogy: Theory and Practice (Methods I)
3 credits, Letter graded (A, A-, B+, etc.)
A study of linguistic typology and a comparison of various languages as a basis for understanding the errors made by language learners and devising strategies for teaching a foreign language. May be crosslisted with CEL 551.

LIN 507: Structure of English
A description of the major sentence elements, subsystems, and productive grammatical processes of English. The justification of grammatical categories, interaction between systems and processes, and notions of standard and correctness are discussed with a view to their application in the ESL classroom.

LIN 506: Analysis of an Uncommonly Taught Language
Working from primary and secondary sources, students construct an outline of the phonology, morphology, and syntax of a language not previously introduced to them. 3 credits, Letter graded (A, A-, B+, etc.) May be repeated for credit.

LIN 505: Contrastive Analysis
A survey of linguistic typology and a comparison of various languages as a basis for understanding the errors made by language learners and devising strategies for teaching a foreign language. May be crosslisted with CEL 551.

LIN 504: Methods II TESOL Pedagogy through the Content Areas
Content-based language and literacy instruction and assessment to children and adolescents for whom English is not their first language, in alignment with current state, national, and professional standards. Teacher candidates design standard-based and data-driven curricular modules for teaching language through mathematics, the sciences, English language arts and the social studies, engage in reflective and collaborative practices, and evaluate web-based technologies.

LIN 503: Methods I TESOL Pedagogy through the Content Areas
Content-based language and literacy instruction and assessment to children and adolescents for whom English is not their first language, in alignment with current state, national, and professional standards. Teacher candidates design standard-based and data-driven curricular modules for teaching language through mathematics, the sciences, English language arts and the social studies, engage in reflective and collaborative practices, and evaluate web-based technologies.

LIN 502: Methods I - Foundations of TESOL Pedagogy
Theory and practical methodology of language and literacy instruction and assessment to children and adolescents for whom English is not their first language, in alignment with current state, national, and professional standards. Inquiry into instructional approaches, standard-based and data-driven lesson planning, reflective practices in the teaching and assessment of speaking, listening, reading, and writing. Review and evaluation of resources and technologies.

LIN 529: TESOL Pedagogy: Lang and Lit Development through the Content Areas (Methods II)
Content-based language and literacy instruction and assessment to children and adolescents for whom English is not their first language, in alignment with current state, national, and professional standards. Teacher candidates design standard-based and data-driven curricular modules for teaching language through mathematics, the sciences and the social studies, engage in reflective and collaborative practices, and evaluate web-based technologies.

LIN 528: Phonology
3 credits, Letter graded (A, A-, B+, etc.)
A study of articulatory phonetics and the international phonetic alphabet, with intensive practice in phonetic transcription from a wide variety of languages. Auditory phonetics, speech perception, and the applications of phonetics to foreign language teaching.

LIN 527: Structure of English
3 credits, Letter graded (A, A-, B+, etc.)
A description of the major sentence elements, subsystems, and productive grammatical processes of English. The justification of grammatical categories, interaction between systems and processes, and notions of standard and correctness are discussed with a view to their application in the ESL classroom.

LIN 526: Analysis of an Uncommonly Taught Language
3 credits, Letter graded (A, A-, B+, etc.)
Working from primary and secondary sources, students construct an outline of the phonology, morphology, and syntax of a language not previously introduced to them. 3 credits, Letter graded (A, A-, B+, etc.) May be repeated for credit.

LIN 525: Contrastive Analysis
3 credits, Letter graded (A, A-, B+, etc.)
A survey of linguistic typology and a comparison of various languages as a basis for understanding the errors made by language learners and devising strategies for teaching a foreign language. May be crosslisted with CEL 551.

LIN 524: TESOL Pedagogy: Theory and Practice (Methods I)
3 credits, Letter graded (A, A-, B+, etc.)
Theory and practical methodology of language and literacy instruction and assessment to children and adolescents for whom English is not their first language, in alignment with current state, national, and professional standards. Inquiry into instructional approaches, standard-based and data-driven lesson planning, and reflective practices in the teaching and assessment of speaking, listening, reading, and writing. Review and evaluation of resources and technologies.

LIN 523: Phonology I
3 credits, Letter graded (A, A-, B+, etc.)
An introduction to the formal study of sound patterns. Problems from various languages serve as the basis for developing a theory of the representation of sound structure.

LIN 522: Phonetics
3 credits, Letter graded (A, A-, B+, etc.)
A study of articulatory phonetics and the international phonetic alphabet, with intensive practice in phonetic transcription from a wide variety of languages. Auditory phonetics, speech perception, and the applications of phonetics to foreign language teaching.

LIN 521: Syntax I
3 credits, Letter graded (A, A-, B+, etc.)
A study of formal grammar as one aspect of our knowledge of language. Concepts and elements of modern syntactic analysis are introduced and motivated using a variety of grammatical phenomena and processes, across a wide range of languages.

LIN 520: Methods I - Foundations of TESOL Pedagogy
3 credits, Letter graded (A, A-, B+, etc.)
Theory and practical methodology of language and literacy instruction and assessment to children and adolescents for whom English is not their first language, in alignment with current state, national, and professional standards. Inquiry into instructional approaches, standard-based and data-driven lesson planning, reflective practices in the teaching and assessment of speaking, listening, reading, and writing. Review and evaluation of resources and technologies.

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Study of the acquisition of a second language by children and adults. The focus is on data: the systematicity of the learner’ errors, the ease of acquisition in childhood, etc., the adequacy of theories (e.g. interlanguage processes, the monitor model, the critical period) to explain data, and the reliability of methods of obtaining data. Students conduct an empirical study testing a current hypothesis.

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A study of linguistic typology and a comparison of various languages as a basis for understanding the errors made by language learners and devising strategies for teaching a foreign language. May be crosslisted with CEL 551.

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3 credits, Letter graded (A, A-, B+, etc.)
A description of the major sentence elements, subsystems, and productive grammatical processes of English. The justification of grammatical categories, interaction between systems and processes, and notions of standard and correctness are discussed with a view to their application in the ESL classroom.

LIN 506: Analysis of an Uncommonly Taught Language
3 credits, Letter graded (A, A-, B+, etc.)
Working from primary and secondary sources, students construct an outline of the phonology, morphology, and syntax of a language not previously introduced to them. 3 credits, Letter graded (A, A-, B+, etc.) May be repeated for credit.

LIN 505: Contrastive Analysis
3 credits, Letter graded (A, A-, B+, etc.)
A survey of linguistic typology and a comparison of various languages as a basis for understanding the errors made by language learners and devising strategies for teaching a foreign language. May be crosslisted with CEL 551.

LIN 504: Methods II TESOL Pedagogy through the Content Areas
3 credits, Letter graded (A, A-, B+, etc.)
Content-based language and literacy instruction and assessment to children and adolescents for whom English is not their first language, in alignment with current state, national, and professional standards. Teacher candidates design standard-based and data-driven curricular modules for teaching language through mathematics, the sciences and the social studies, engage in reflective and collaborative practices, and evaluate web-based technologies.
3 credits, Letter graded (A, A-, B+, etc.)

LIN 550: Selected Topics in Linguistics
Topics are announced each semester. The course may be repeated for credit if topic differs.
3 credits, Letter graded (A, A-, B+, etc.)
May be repeated for credit.

LIN 555: Error Analysis
Study of the systematic errors made by foreign language learners and the potential of various linguistic theories to predict and account for these errors.
3 credits, Letter graded (A, A-, B+, etc.)

LIN 571: TESOL Pedagogy: Curriculum Design and Evaluation
An in-depth study of curriculum design and evaluation with a focus on needs analysis, goals and objectives, approaches to language learning and teaching, assessment, resources, and program evaluation.
3 credits, Letter graded (A, A-, B+, etc.)

LIN 574: Managing Instruction, Assessment, and Resources in TESOL
Investigation and evaluation of instructional planning and assessment aligned with current state, national, and professional standards. Teacher candidates practice content-based curriculum development, and use of technologies for language and literacy development among English language learners and reflect on their teaching in multi-level classrooms. Partnerships with colleagues, parents and the respective communities are explored. 3 credits, letter graded (A, A-, B+, etc)

LIN 577: Field Experience for Teaching English as a Foreign Language
Observation, inquiry, and practice of instruction in the area of English as a Foreign Language through various methods and in various settings. Students interested in this field experience are required to meet with the instructor of LIN 524 and/or LIN 529 to prepare a specific semester plan. Fifty hours fieldwork or research. Co-requisite: LIN 524 or LIN 529, offered fall and spring. This course does not satisfy requirements for NYS Teacher Certification. 1 credit, S/U grading, May be repeated 1 time for credit.
1 credit, S/U grading
May be repeated 1 times FOR credit.

LIN 578: Field Experience in Adult and Tertiary Contexts
Observation, inquiry, and practice of English language instruction and learning in community-based ESL programs or programs in tertiary contexts. 50 hours of fieldwork.
1 credit, S/U grading
May be repeated for credit.

LIN 579: Field Experience in TESOL Grades N-12
Observation and practice of data-driven language and literacy instruction and assessment across disciplines for children and adolescents for whom English is not their first language. Teacher candidates are placed in diverse educational settings in pre-elementary through secondary levels for 50 hours of field experience. 1 credit, S/U grading May be repeated for credit
1 credit, S/U grading
May be repeated for credit.

LIN 581: Supervised Student Teaching in TESOL: Primary and Middle Level (Grades N-9)
TESOL teacher candidates receive supervised practice teaching by arrangements with selected schools across the region. The student teacher reports to the school to which he or she is assigned each full school day for the entire semester. Applications must be filed in the academic year preceding that in which the teacher candidate plans to take the course. 3 credits, S/U grading
3 credits, S/U grading

LIN 582: Supervised Student Teaching in TESOL: High School (Grades 10-12)
High School (Grades 10-12)
TESOL teacher candidates receive supervised practice teaching by arrangement with selected schools across the region. The student teacher reports to the school to which he or she is assigned each full school day for the entire semester. Applications must be filed in the academic year preceding that in which the teacher candidate plans to take the course. 3 credits, S/U grading
3 credits, S/U grading

LIN 591: Directed Readings
Students read and evaluate the literature on a topic of special academic interest or professional relevance under the direction of a faculty member.
1-3 credits, S/U grading
May be repeated for credit.

LIN 592: Directed Research
Students conduct research on a topic of special academic interest or professional relevance under the direction of a faculty member.
1-3 credits, S/U grading
May be repeated for credit.

LIN 600: Colloquium in Linguistics
An introduction to research in linguistics, with presentations by faculty and visiting scientists. Topics include current research questions and ethics of research and publishing.
Prerequisite: Permission of Department, G3 Standing required for 3 credit option
Fall and Spring, 0-3 credits, S/U grading
May be repeated for credit.

LIN 621: Syntax II
A detailed consideration of recent developments in syntactic theory, including treatments of constituency and word order, grammatical relations, typological variation and linguistic universals, and constraints on grammatical rules and representations.
3 credits, Letter graded (A, A-, B+, etc.)

LIN 623: Phonology II
A study of recent developments in phonological theory, with particular attention to nonlinear models of phonological representation and constraint-based models.
3 credits, Letter graded (A, A-, B+, etc.)

LIN 624: Morphology and Word Formation
The internal structure of words and the place of the word in syntax, phonology, and the lexicon. A variety of analytical methods -- distributional, experimental, and computational-- will be introduced.
3 credits, Letter graded (A, A-, B+, etc.)

LIN 625: Semantics
An investigation of the role of semantics (the theory of meaning) in the overall theory of grammar, structured around such topics as formal semantics, the interaction of syntax and semantics, and lexical semantics.
3 credits, Letter graded (A, A-, B+, etc.)

LIN 650: Selected Topics: Graduate Seminar
Topics will be announced each semester. The course may be repeated for credit if topic differs.
0-3 credits, Letter graded (A, A-, B+, etc.)
May be repeated for credit.

LIN 651: Syntax Seminar
Topic varies and relates to current issues in the field and research activities of faculty and students. Past topics have included A-dependencies, adjectival and adverbial modification, word order and antisymmetry.
LIN 653: Phonology Seminar
Topic varies and relates to current issues in the field and research activities of faculty and students. Past topics have included interface issues (phonetics, morphology, syntax), functional motivations for phonological constraints (articulatory ease, perceptual salience, parsing considerations), intonation, and second language and loanword phonology.

May be repeated for credit.

LIN 680: Qualifying Paper Workshop
Doctoral candidates will present and discuss their own research work.

1-3 credits, S/U grading
May be repeated for credit.

LIN 698: Graduate Practicum in Teaching

May be repeated for credit.

LIN 699: Dissertation Research on Campus
Independent research for the Ph.D. degree. Open only to candidates for the Ph.D. degree who have advanced to candidacy (G5). Major portion of research must take place on SBU campus, at Cold Spring Harbor, or at the Brookhaven National Lab.

1-9 credits, S/U grading
May be repeated for credit.

LIN 700: Dissertation Research off Campus - Domestic
Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place off-campus, but in the United States and/or U.S. provinces. Please note, Brookhaven National Labs and the Cold Spring Harbor Lab are considered on-campus.

1-9 credits, S/U grading
May be repeated for credit.

LIN 701: Dissertation Research off Campus - International
Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place outside of the United States and/or U.S. provinces. Domestic students have the option of the health plan and may also enroll in MEDEX. International students who are in their home country are not covered by mandatory health plan and must contact the Insurance Office for the insurance charge to be removed. International students who are not in their home country are charged for the mandatory health insurance. If they are to be covered by another insurance plan they must file a waiver before the second week of classes. The charge will only be removed if other plan is deemed comparable.

All international students must receive clearance from an International Advisor.

Fall, Spring, 1-9 credits, S/U grading
May be repeated for credit.

LIN 800: Summer Research

May be repeated for credit.