

Degree Requirements
GRADUATE GROUP IN LINGUISTICS
DEGREE REQUIREMENTS FOR THE M.A.
REVISIONS: MARCH 8, 2007 AND FEBRUARY 14, 2008

Approved by Graduate Council: February 20, 2008

- 1. Admissions Requirements.** Students without a Bachelor's degree in Linguistics or the equivalent must take the following *prerequisite* courses (unless equivalent courses have been taken elsewhere).

Linguistics 103A, Linguistic Analysis I: Phonetics, Phonology, Morphology
Linguistics 103B, Linguistic Analysis II: Morphology, Syntax, Semantics
Linguistics 112, Phonetics
Linguistics 165, Introduction to Applied Linguistics

- 2. Degree Plans.** Students have the choice of pursuing one of two sets of degree requirements. Plan I requires a total of 38 units of course work plus a thesis. Plan II requires a total of 42 units of course work and a comprehensive examination.

- 3. Course Requirements.** In addition to the undergraduate prerequisites noted above, candidates for the M.A. must complete a minimum of 38 units (Thesis Plan) or 42 units (Examination Plan) of required course work, all but 4 of which must be at the graduate level. *The undergraduate prerequisite courses may not be counted toward this unit total nor may units earned for thesis writing.*

Core courses:

Linguistics 280, Theories of Second Language Acquisition	4 units
Linguistics 281, Research Methods in TESOL/SLD	4 units
Linguistics 282, Individual and Social Aspects of Bilingualism	4 units
Linguistics 297T, English as a Second Language Teaching/Tutoring (taken in conjunction with the LIN 300 series: 2 units per quarter)	6 units
Linguistics 300, Language Pedagogy	4 units
Linguistics 301, Teaching Academic Literacy	4 units
Linguistics 302, Recent Research & Special Projects in TESOL	4 units
Subtotal	30 units

Elective courses in structural or theoretical linguistics:

All M.A. candidates	8 units
Two 4-unit Linguistics courses from 110 to 159 or 200 to 259, at most one of which may be lower than 200.	

M.A. candidates following the Examination Plan

4 units

One *additional* 4-unit 200-level graduate course chosen in consultation with the Graduate Advisor. Students should seek guidance from the Graduate Advisor in choosing an overall set of elective courses that develops an emphasis within a particular structural/theoretical area, such as phonology, syntax, semantics, etc.

Minimum total for the M.A.

38 units (Thesis Plan)

42 units (Examination Plan)

Students without a strong background in English grammar are advised to take LIN 106 as an additional elective during their first year.

- 4. Language Requirement.** Each M.A. candidate must demonstrate reading ability in a major language other than English (for native speakers of English) by taking a Language Reading Exam. The exam involves translating a 500-word passage into English within two hours; a dictionary may be used. The language should be one in which there is a significant literature on languages and linguistics. French, German, Russian, and Spanish are the languages most commonly selected, though another language *may* be chosen in consultation with the Graduate Advisor.

Successful completion of the Reading Exam involves both (a) translating the major points of the original foreign language text into English and (b) constructing the translation so that it makes coherent sense *in English*. Failure to complete both (a) and (b) will result in a not pass grade on the exam, in which case the exam may be retaken only once.

The reading exam should be taken as early as possible in the student's studies, but, in any event, *must* be passed before the filing date of the thesis or the date on which the possible exam questions for the comprehensive exam are handed out. Examination time and place are arranged at the mutual convenience of the student and faculty examiner. The Graduate Advisor can suggest faculty members in Linguistics competent to administer examinations in the various languages.

5. Committees

Admissions Committee

The Admissions Committee consists of four members: the Chair of the Graduate Group, the Graduate Advisor, an at-large member of the Graduate Group elected by the Group as a whole, and a Chair, appointed by the Chair of the Graduate Group. All applications are evaluated comprehensively by the members of this committee, who decide which students are to be admitted and how financial support is to be awarded.

Course Guidance

The recommended Plan of Study for both master plans I and II are outlined in section 8 (also see section 10). A minimum of 12 units are required per quarter, which may consist of prerequisite, required, elective, and 299 units.

Thesis Committee

Candidates for the M.A. degree following Plan I, the thesis option, suggest names of faculty to serve as the Chair and two other members of their Thesis Committee, in consultation with them. The members of this committee guide the student's research and evaluate the work submitted. Any member of the Graduate Group in Linguistics may serve on and chair this committee. One member may be selected from outside the Graduate Group, but may not serve as Chair. The Chair of the Thesis Committee informs the Graduate Advisor of the nominations for membership, who submits these to the Office of Graduate Studies for formal appointment in accordance with Graduate Council policy.

Comprehensive Examination Committee

The Comprehensive Examination consists of an evaluation by a committee of two research papers, as detailed in section 12 below. For each paper, the student nominates a member of the Graduate Group to serve as director. The directors for each paper and one other member of the Graduate Group, nominated by the Chair of the Graduate Group, constitute the Comprehensive Exam Committee. These nominations will be forwarded to Graduate Studies; final approval of the membership on the committee rests with the Dean of Graduate Studies. The Comprehensive Exam Committee reads both papers and reports the outcome to the Graduate Advisor for transmittal to Graduate Studies. The outcome is reported as pass, not pass, or fail. The exam may be retaken once, if and only if the outcome is "not pass."

6. **Advising and Mentoring.** *Each term, each M.A. student in the program must make an appointment with the Graduate Advisor to discuss his/her course schedule.* This helps to ensure that the faculty know what each graduate student in the program is taking, and it helps to ensure that each student knows what s/he is supposed to be taking at each step in the program (additional information is available from the Graduate Advisor). Other faculty members in the Graduate Group are also acquainted with the requirements for the degree and are available for guidance with respect to preparation for the thesis or comprehensive examination, as well as other matters concerning the program. The program's mentoring guidelines, with information for both faculty members and students can be found at <http://linguistics.ucdavis.edu/PhDareas/mentoring.pdf>.
7. **Advancement to Candidacy.** M.A. students must file an official application for Advancement to Candidacy after completion of *at least one-half of the course requirements* for the degree and *at least one quarter before completion of all degree requirements*. This application form is available at the Graduate Studies Office, 252 Mrak Hall. This form requires the signatures of the Graduate Advisor and the Chairperson of the Thesis Committee, if applicable.
8. **Typical Timeline and Sequence of Events.** The following sample two-year program assumes that the student must take the prerequisite courses specified in section 1 above. Students who have already met some or all of the admissions requirements may wish to move required courses from Year 2 into Year 1 and may consequently be able to complete the requirements for the degree earlier.

Y1: *Fall Quarter*

Linguistics 103A, Linguistic Analysis I: Phonetics, Phonology, Morphology
Linguistics 300, Language Pedagogy
Linguistics 297T, English as a Second Language Teaching/Tutoring (2 units)
(Plus 2 to 4 additional units of your choice; possibly a language course, reading group or units for work as a T.A.)

Winter Quarter

Linguistics 103B, Linguistic Analysis II: Morphology, Syntax, Semantics
Linguistics 165, Introduction to Applied Linguistics
Linguistics 301, Teaching Academic Literacy
Linguistics 297T, English as a Second Language Teaching/Tutoring (2 units)

Spring Quarter

Linguistics 302, Recent Research & Special Projects in TESOL
Linguistics 297T, English as a Second Language Teaching/Tutoring (2 units)
One course in Linguistics to meet the structural/theoretical elective requirement
(Plus 2 to 4 additional units of your choice; possibly a language course, reading group or units for work as a T.A.)

Y2: *Fall Quarter*

Foreign Language Exam
Linguistics 112, Phonetics
Linguistics 280, Theories of Second Language Acquisition
T.A. LIN 25, English for International/ESL Graduate Students*
(Register for 4 units of LIN 396, Teaching Assistant Training Practicum)

Winter Quarter

Linguistics 281, Research Methods in TESOL/SLD
One course in Linguistics to meet the structural/theoretical elective requirement
LIN 106, English Grammar

Spring Quarter

Linguistics 282, Individual and Social Aspects of Bilingualism
Linguistics 297T, English as a Second Language Teaching/Tutoring (Register for 1 unit for your work on pronunciation with LIN 391; see Appendix D)
Examination Plan students: one additional course to meet the structural/theoretical elective requirement .
Thesis Plan students: preparation of the thesis. Register for LIN 299, Independent Study.

**This is a possibility, not a certainty. Additional details on TA-ships are available in section 9.*

9. Sources of Funding

The UC Davis campus provides a variety of financial support possibilities for graduate students. **All students are required to file a FAFSA to receive any of these awards and to determine eligibility for work study.** Forms are available online at: <http://www.fafsa.ed.gov>.

The main source of funding for linguistics graduate students comes in the form of teaching assistantships (TA-ships). Other types of funding are also available including graduate student research assistantships (GSR-ships), readerships, block grant funding, and both UC Davis-internal and external fellowships. Each of these types of funding is discussed below. For detailed information about the kinds of academic appointments available to registered graduate students (including salary and fee waiver information), see the Office of Graduate Studies web site: <http://gradstudies.ucdavis.edu/facstaff/>. Also, keep in mind that you are eligible to apply for TA appointments outside of the Linguistics Department for which you have appropriate academic training and background.

Teaching Assistantships and Readerships

“A teaching assistant is a registered graduate student in full-time residence, chosen for excellent scholarship and for promise as a teacher, and serving an apprenticeship under the active tutelage and supervision of a regular faculty member” (from the Academic Personnel Manual, Section 410). A limited number of TA-ships are available through the Linguistics Department each year. Readerships are also available for some Linguistics courses.

Notification of TA and Reader positions is generally made by e-mail announcements. Newly admitted students will automatically be considered for these positions. Eligible continuing students will be considered if they indicate an interest when asked to respond to the notifications.

Graduate Student Research Assistantships

From time to time, faculty who have obtained grants have GSR positions available. When a GSR is needed, a flyer or e-mail message is sent out to all graduate students announcing the position. For further information, please contact the Graduate Secretary.

Fellowships, Tuition Fellowships, Stipends

The Office of Graduate Studies awards a number of centrally-managed fellowships that range from small stipends of \$1,000 to packages that include full fee waivers and substantial stipends (http://gradstudies.ucdavis.edu/ssupport/internal_fellowships.html). Competition for these awards is campus-wide. To be considered for one or more of these, new and continuing graduate students should submit a fellowship application by January 15 (<http://gradstudies.ucdavis.edu/prospective/application.html>) for the following academic year. Initial announcement of fellowship and stipend awards is made by mid-March. Application packets are available online at <http://gradstudies.ucdavis.edu>. Please note that *three letters of recommendation* are needed in support of your application. The letters you submit with your

M.A. or Ph.D. program application can be used to support your fellowship applications for both your first *and second* years of study.

In addition to these awards, Graduate Studies distributes a large portion of available fellowship monies to the various graduate programs in the form of “Block Grants.” Individual programs use these funds as they best see fit to allocate financial aid to their graduate students.

Because the Block Grant amounts given to Linguistics are not very large, and because the fees required of graduate students, especially those who are not California residents, are high, the program generally uses its Block Grant to award tuition waivers to outstanding students, both new and continuing. The criteria used in determining these awards have been set forth by the UC Davis Graduate Council as follows:

Awards are made as a mark of honor, primarily on the bases of scholarship and promise of outstanding academic and professional contribution. In evaluating applications, consideration is given to the extent and quality of previous graduate work, evidence of ability in research or other creative accomplishment, evidence of intellectual capacity, and promise of productive scholarship. In general, favorable consideration will not be given to students with less than a 3.5 grade point average in upper division work if the applicant is beginning graduate study, or in such graduate work as completed if they have already undertaken graduate study. An applicant with a grade point average of less than a 3.0 will not be considered for a fellowship or graduate scholarship.

10. PELP and Filing Fee Status

There are various circumstances under which a graduate student might need to consider alternate student status options (a full-time graduate student must be enrolled in a minimum of 12 units each quarter). One common circumstance is that the degree requirements for the M.A. have not been completed within two years. The problem that arises in such cases is that if the student does not officially register for courses each quarter, the Graduate Studies Office assumes that the student is no longer an official graduate student at UCD, and then the student and the program encounter various administrative difficulties when the student finally finishes up the last of his/her requirements and tries to graduate (<http://gradstudies.ucdavis.edu/students/handbook/1.html>).

There are ways that this situation can be avoided. First, *make sure that you have filed for Advancement to Candidacy*. You should have already done this anyway if you are at this stage in your graduate student career. You then need to do one of the following:

- (1) Sign up for 12 units of credit each term. You can register for up to 12 units of LIN 299 (Research) in any quarter, but you need not sign up only for research credits. You could, for example, register for 4 units in some Linguistics course which you are interested in and only 8 units of 299. In any case, as is noted above, this is the more expensive approach because you register for courses in the usual way each term. On the other hand,

the advantage is that you are clearly still registered as a course-taking student, and so Graduate Studies will not be tempted to count you as someone who is no longer in the program. Moreover, actually registering for courses allows you to continue to be eligible for health services, housing, Library access, and other benefits provided by the University, something that would not happen if you were not registered.

- (2) Go on Filing Fee Status. The Filing Fee is a reduced fee paid in place of Registration Fees. You are generally eligible for Filing Fee Status if you have advanced to candidacy and if you only need to finish your Thesis/Comprehensive Examination or Dissertation requirement. This fee is paid only once, before you submit the application to Graduate Studies. (According to university regulations, filing fee status can only be used for one quarter, but an alternate, longer-term option of reduced fees for finishing the thesis/dissertation is being created by Graduate Studies.)

The advantage to this approach is that it is considerably less expensive than the approach in (1). There are, however, some disadvantages to it. The idea behind Filing Fee Status is that you have basically completed your graduate work and just need a bit more time to tie up some remaining loose ends. Hence, Filing Fee Status permits you to continue as an official student in the program. At the same time though, you are no longer considered a regular student taking courses at the University. Because of this, there are restrictions that are placed on your interactions with the University, as detailed in Graduate Studies policy: <http://gradstudies.ucdavis.edu/forms/filingfee.pdf>.

- (3) Go into the Planned Educational Leave Program (PELP). This is a program designed to allow a student to suspend his/her program of study for good cause, leave the campus, and be guaranteed the right to return at a later time and resume academic work with a minimum of procedural difficulty. "Good cause" here means temporary leave from the University for employment or research away from the campus, illness, financial problems, or personal problems.

Going on PELP is recommended only in cases where you are certain of the quarter in which you plan to return to your studies. As with Filing Fee Status, the advantage here is that it is very inexpensive. The disadvantage is, again, that you are basically a non-student while you are on PELP, and so you may not use the health services, housing, or the Library in the way that regularly registered students can. You are allowed to use placement, student employment, and advising and counseling services to a limited degree. For details, please contact the Graduate Secretary.

11. M.A. Thesis Plan — Additional Requirements and Information

Preparation of the M.A. Thesis

Guidelines for choosing a thesis topic, suggestions on when to begin thesis research, writing a proposal, and deciding on a format for the thesis itself can be found at <http://linguistics.ucdavis.edu/programs/masters/m-a-thesis-guidelines>. Students are urged to consult with the Graduate Advisor about their theses just as soon as they have some idea of

the direction in which they are headed for their research. Appendix G lists thesis titles from past years, and is a good place to start thinking about possible topics.

Filing of the M.A. Thesis

For instructions on the preparation of theses and a schedule of dates for filing see <http://www.gradstudies.ucdavis.edu/students/filing.html>. Filing dates are also printed in the General Catalog and in the Schedule and Directory. In general, the deadline for filing a thesis is a few weeks before the end of each quarter; an exception to this is the early September deadline for filing theses which have been completed over the summer.

Note that the General Catalog also lists an earlier deadline for filing the thesis with the thesis committee—this is usually about 5 weeks prior to Graduate Studies' final date; this is to allow the committee time to make suggestions for final revisions and/or editorial improvements in the thesis, and to allow time for it to be typed up to professional standards. Experience has shown that 5 weeks prove to be none too many for this work; and the student is advised to furnish the committee with a semi-final draft of the thesis at an even earlier date.

Submit a copy of your thesis to the Graduate Secretary who will make copies for thesis committee and one for our library.

12. M.A. Examination Plan — Additional Requirements

Comprehensive examination

The Comprehensive Examination involves writing two papers; one that extends work done in courses in ESL/EFL/SLA, with both theoretical and practical aspects, and one that extends work done in one or more courses in a structural/theoretical area. The exam covers two areas: (1) English as a second language or foreign language teaching (ESL/EFL), second-language acquisition (SLA), and bilingualism; and (2) a structural/theoretical area chosen by the student.

The Comprehensive Examination is conducted by a committee, as detailed in Section 5 above. Graduate Studies requires a unanimous pass vote of the committee for successful completion. If you do not pass, the committee may recommend, with the concurrence of the Graduate Advisor, that you be reexamined one time. Failure to pass on the second attempt will lead to disqualification from further work as a graduate student. The results of all master's comprehensive examinations must be reported to Graduate Studies.

The goal of the exam is for the student to show some depth of knowledge of the research literature in particular areas of linguistics and to apply appropriate analytical tools in discussing theories and concepts of language and language development.

Each paper is written under the direction of a member of the Graduate Group faculty who teaches courses in the chosen area. The student should nominate the exam directors and meet with them prior to the quarter of expected graduation to discuss paper topics. A draft should be submitted by the fourth week of the quarter of graduation. The exam directors may suggest

areas of enhancement and development of the paper, to be given to the student by the sixth week of the quarter. The student must submit the final versions of both papers by the last day of classes in the quarter of graduation.

Example for ESL/EFL/SLA:

Student writes a paper on vocabulary development in ESL/EFL, addressing both theoretical and practical aspects of teaching vocabulary and showing a good grasp of knowledge in this area.

Example for structural area:

Student writes a paper on the semantics of English prepositions, summarizing and critiquing the most important theoretical approaches to the topic and offering an analysis of one or more outstanding problems.