



**DEPARTMENT OF LANGUAGES, LINGUISTICS,
AND COMPARATIVE LITERATURE**

**MA IN LLCL: LINGUISTICS
READING LIST**

For students beginning Fall 2016 or later

Note to the student: You should begin to learn the terms/concepts on this reading list as soon as you begin your graduate career. It is recommended that MA students take a variety of courses that cover different areas. Nevertheless, it is your sole responsibility to prepare the terms/concepts on this list and understand their importance. The comprehensive exams are based on this list.

Non-Thesis Option

All MA students begin in the Non-Thesis option. For MA students who continue in the Non-Thesis option, the written comprehensive exams are divided into 2 sections taken over 2 days (normally the Mondays of the 6th and 7th weeks of the last semester).

Section I (4 hours) covers terms/concepts from theoretical linguistics.

Section II (4 hours) covers terms/concepts from historical and applied linguistics.

For both Sections, the student is presented with a list of 20 terms/concepts and the following instructions:

Select 15 of the following 20 terms/concepts. Clearly define the terms/concepts in an essay format and provide pertinent examples, explaining how this example illustrate your point (if examples are from a language other than English, please provide glosses). Your answers should go beyond a mere definition and explication of each concept. Mention pertinent research, important theorists, and seminal publications. Use each concept as an opportunity to articulate your knowledge of current issues and approaches, key insights in linguistics and related fields, and the relevance of the concept to your own interests in linguistics or a particular research agenda that you may be familiar with.

The student must respond to all of the questions in English and must not select more than 15 terms/concepts. The set of 20 terms/concepts is selected by the faculty from the following pools:

Section I (Theoretical linguistics):

1. Agreement
2. Ambiguity
3. Analogy
4. Arbitrariness
5. Argument and adjunct
6. Assimilation and dissimilation
7. Behaviorism
8. Bilingualism
9. Connotation
10. Consonantal place and manner of articulation
11. Derivational and inflectional morphology
12. Distinctive features
13. Distribution of sounds (complementary, contrastive, free variation)
14. Domination and C-command
15. Ellipsis
16. Endocentric and exocentric compounding
17. Entailment
18. Epenthesis and elision
19. Etymology
20. Felicity
21. Formant structure
22. Fortition and lenition
23. Frame
24. Grammaticalization
25. Grice's Maxims
26. Homonymy and polysemy
27. Language (E-language, I-language) and discourse

28. Lemma and lexeme
29. Lexicon
30. Locutionary act
31. Markedness
32. Metaphor and metonymy
33. Metathesis and coalescence
34. Modality
35. Morpheme and allomorph
36. Movement, raising and trace
37. Neogrammarians
38. Opposition
39. Optimality Theory
40. Perlocutionary act
41. Phoneme, allophone and minimal pair
42. Phonetics and phonology
43. Prescriptive and descriptive approaches
44. Presupposition
45. Prototype theory
46. Sapir-Whorf hypothesis
47. Semantic roles
48. Semantics and pragmatics
49. Signified and signifier
50. Speech acts
51. Stress and intonation
52. Structuralism
53. Syllable structure and Obligatory Contour Principle (OCP)
54. Tense and aspect
55. Tone and pitch accent

56. Transitivity and intransitivity
57. Typology and linguistic universals
58. Voicing and VOT
59. Vowel features (height, blackness, rounding)
60. Word order

Section II (Historical and Applied Linguistics):

1. AAVE
2. Access and transfer in SLA
3. Aphasia and SLI
4. Audio-lingual method
5. Bilingual education
6. Bilingualism and multilingualism
7. Bottom up and top down processing
8. Broca's and Wernicke's areas
9. Code-switching
10. Cognate
11. Communicative language teaching
12. Comparative method
13. Competence and performance
14. Correlation and regression
15. Critical period hypothesis
16. Diachronic and synchronic approaches
17. Diglossia and isoglosses
18. ERP and major ERP components (N100, N400 ...)
19. ESL and EFL
20. Factorial design
21. Fluency and accuracy

22. Frequency and neighborhood density
23. Garden path sentence
24. Grammar translation approach
25. Great Vowel Shift
26. Grimm's law
27. Holophrastic stage of L1 acquisition
28. Hypo- and hypercorrection
29. Independent and dependent variables
30. Influential factors in language acquisition
31. Innateness and UG
32. Input and intake
33. IRB and informed consent
34. L1 and L2 acquisition and interference
35. Labov's variationist approach
36. Language attitudes and prestige
37. Language change
38. Language contact and substrate
39. Language course delivery method (Online, Hybrid.)
40. Language endangerment and revitalization
41. Language family tree model and language isolate
42. Language types (synthetic, agglutinative, isolating...)
43. Levelling and reanalysis
44. Lexical borrowing and calque/loan translation
45. Longitudinal and cross-sectional research
46. Online and offline research methods
47. Orthography and orthographic systems
48. Pidgin and creole
49. Proto-language and reconstruction

50. Psycholinguistics and neurolinguistics
51. Qualitative and quantitative approaches to language
52. Speech communities
53. Standard and dialect
54. Style and register
55. Suppletion and portmanteau
56. Swadesh list
57. T-test, ANOVA and statistical significance
58. Types of feedback (recall, recast ...)
59. Vocal tract (major parts)
60. Wave theory

Scoring procedure

Answers for each of the 15 terms/concepts are graded individually by the members of the comprehensive examination committee using the following rubric:

- 1) Level 1 (no attempt; 0 points)

No answer or incorrect answer provided. Writing is disorganized, incoherent, vague, or inappropriate.

- 2) Level 2 (limited attempt; 1 point)

Demonstrates limited and simplified knowledge and vocabulary, or vocabulary is used inappropriately. Writing is generally disorganized, incoherent, vague, or inappropriate.

- 3) Level 3 (developing; 2 points)

Demonstrates working knowledge and vocabulary of the discipline but they are not complex or nuanced. Writing is generally focused, organized, and clear.

- 4) Level 4 (proficient; 3 points)

Demonstrates complex and nuanced knowledge and vocabulary. Writing is focused, organized, and clear.

An average score of **2.50** (aggregated across the 15 terms/concepts) is required to pass the comprehensive exam.

If a student does not obtain this average, s/he retakes the exam section(s). If a student fails the written examination, it may be repeated once. The future retake date will be set upon the advice of the faculty, but within a maximum of one year from the date of the first written examination attempt. If a student fails to pass the retake of the written examination, s/he is dismissed from the Master's program, with no appeal.

Note: All students must take the written comprehensive exams on a designated computer (with disabled internet access). With previous approval, students may hand write questions if they need unusual characters, trees, diagrams, phonetic transcriptions, etc. If a student needs special accommodations, s/he must register with the Student Access Services prior to the semester in which s/he plans to take the exam.

Thesis Option

If an MA student is interested in writing a thesis, s/he must submit an "Application for the Thesis Option" prior to the end of the second semester of full-time study. If the application is approved, the student is admitted into the Thesis Option. For MA students writing a thesis, the comprehensive oral exam is normally taken in the seventh week of the third semester. The student will respond to all of the questions in English.

The oral exam examines the student's knowledge of the foundational terms and concepts. Typically, the student is examined by the thesis committee. The oral exam will last approximately one hour and a half.

If the student does not pass the oral exam, s/he will have one opportunity to retake it within one year of the date of the original exam. The thesis director will set the date for the retake in consultation with the student and the committee members. The student will not be permitted to schedule the Thesis Prospectus Defense until s/he passes the oral examination. If a student does not pass the retake of the oral examination, s/he will not be permitted to continue in the thesis option, and will take the written comprehensive examination during the fourth semester.

Typically, the thesis prospectus defense is scheduled for two weeks after the oral exam is passed. If they wish, students may use an overhead projector, blackboard, etc. and should request the desired audiovisual equipment when the date for the prospectus defense is scheduled.

Thesis Prospectus Defense:

The thesis prospectus defense typically is held in the ninth week of the third semester of full-time study, and lasts approximately one hour. Two weeks prior to the thesis prospectus defense, but no later than the date of the oral comprehensive examination, the student will distribute a copy of the thesis prospectus to all committee members. The student should consult a sample prospectus to ensure that s/he uses the appropriate format. The thesis prospectus defense is comprised of two main sections:

- 1) a presentation of about 30-40 minutes by the student about the genesis of the topic, how s/he delimited the focus, what thesis s/he plans to affirm, the critical framework s/he will use, etc.;
- 2) the committee asks questions about the prospectus, what the candidate said, and may offer suggestions on ways to improve the focus, etc. The committee goes through the Bibliography, and may recommend additional books/articles that may be of use to the candidate.

The thesis prospectus defense ensures that all of the committee members have a chance to ask questions about the proposed thesis, to confirm the focus and parameters of the thesis, and to affirm that the entire committee is in agreement. If the committee does not approve the thesis prospectus, the student will reformulate the prospectus according to the stipulations of the committee, and will submit the revised prospectus. The thesis director, in consultation with the committee and the student, will schedule a new thesis prospectus defense date. If the committee approves the thesis prospectus, the student may then proceed to write the thesis on the topic, within the focus and parameters approved during the thesis prospectus defense.

Thesis Defense:

The thesis defense is usually scheduled no later than the eleventh week of the last semester of a student's program, and typically lasts 1.5 hours. The student should verify the specific department, college, and university deadlines for the semester when s/he plans to graduate. The thesis director, in consultation with the student and the committee members, will set the date for the thesis defense. At least two weeks prior to the defense, the student will give copies of the completed thesis to all of the committee members. The thesis defense is comprised of three main sections:

- 1) a presentation of about 10 minutes on the genesis of the topic, the focus of the thesis, and the critical framework used;
- 2) a presentation of about 30 minutes on the thesis that the student affirmed, the chapter-by-chapter overview of how the thesis was supported by the research; and the conclusions that were reached;
- 3) the committee members ask detailed questions about the thesis, any sections that may need clarification, any issues that may need to be addressed, etc., to which the student responds.

On the date of the defense, the student will bring copies of the signature pages on the required stock paper and the correct pen with the correct color ink as stipulated in the Graduate College's guidelines. If the thesis is not approved, the candidate will make the major revisions stipulated during the defense, and resubmit the revised thesis to the committee. The thesis director, in consultation with the committee members and the

student, will set a new date for the thesis defense. If the thesis is approved, the committee members will sign the initial pages right then. Each member of the committee will give the candidate his/her copy of the thesis with all of the errata and corrections clearly marked, so that the candidate can make the necessary changes. Typically, after all of the corrections are made, the candidate reviews the final manuscript with the thesis director prior to submitting it.

“In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880) — and follow all SAS procedures.”

Recommended sources:

The following sources are recommended for preparation for the written comprehensive examinations (please make sure to use the most recent edition, if applicable):

1. Campbell, Lyle. 2013. *Historical Linguistics: An Introduction*. Cambridge, MA: MIT Press.
2. Cruse, Alan. 2011. *Meaning in Language. 3rd Edition*. Oxford: Oxford University Press.
3. Crystal, David. 2008. *A Dictionary of Linguistics and Phonetics. 6th Edition*. Malden, MA: Wiley-Blackwell.
4. Gass, Susan, Jennifer Behney, and Luke Plonsky. 2013. *Second Language Acquisition: An Introductory Course. 4th Edition*. New York: Routledge.
5. Hopper, Paul J. and Elizabeth C. Traugott. 2003. *Grammaticalization. 2nd Edition*. Cambridge: Cambridge University Press.
6. Joseph, John, Nigel Love, and Talbot Taylor, eds. 2001. *Landmarks in Linguistic Thought Volume II: The Western Tradition in the Twentieth Century*. New York: Routledge.
7. Matthews, Peter. 2014. *The Concise Oxford Dictionary of Linguistics. 3rd Edition*. Oxford: Oxford University Press.
8. O’Grady, Gerard. 2013. *Key concepts in Phonetics and Phonology*. London: Palgrave.
9. O’Grady, William, John Archibald, Mark Aronoff, and Janie Rees-Miller. 2010. *Contemporary Linguistics. 6th Edition*. New York: Bedford.
10. Podesva, Robert J. and Devyani Sharma, eds. 2013. *Research Methods in Linguistics*. Cambridge: Cambridge University Press.