

SIMON FRASER UNIVERSITY

Office of the Vice-President, Academic

MEMORANDUM

To: Senate
From: J.M. Munro, Chair, Senate Committee on Academic Planning
Subject: M.A. and PhD Programs in Linguistics
Date: April 11, 1994

Action undertaken by the Senate Graduate Studies Committee and the Senate Committee on Academic Planning gives rise to the following motion:

"That Senate approve and recommend approval to the Board of Governors as set forth in S.94 - 39 , the proposed M.A. and PhD Programs in Linguistics."

J.M. Munro

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Alison Watt, Secretary
Senate Committee on Academic
Planning

From: B.P. Clayman
Dean of Graduate Studies

Subject: MA and PHD Programs in
Linguistics

Date: March 2, 1994

The attached MA and PHD Programs in Linguistics were approved by the Senate Graduate Studies Committee, at its Meeting on February 28, 1994, and are now being forwarded to the Senate Committee on Academic Planning for approval.



B.P. Clayman
Dean of Graduate Studies

mm/
attach.

SIMON FRASER UNIVERSITY

DEAN OF GRADUATE STUDIES

Memorandum

TO: B. P. Clayman, Chair
Senate Graduate Studies Committee

FROM: Phyllis Wrenn
Associate Dean

SUBJECT: MA and PhD in Linguistics

DATE: February 16, 1994

The Assessment Committee for New Graduate Programs (ACNGP) has approved and recommends to the SGSC for approval a proposal for an **MA/PhD in Linguistics**. The first draft of the proposal was received on 21 July 1993. The ACNGP decided to accept the March 1993 external review of the Linguistics Department (attached to this proposal) in lieu of an external review of the proposal.

Please place this proposal on the agenda of the next meeting of the SGSC. By copy of this memo, I am inviting T. Perry to attend this meeting as a representative of the proposed program.

Phyllis M. Wrenn

c: T. Perry
A. Lebowitz
M. McGinn

Memorandum
SIMON FRASER UNIVERSITY
Linguistics Department

DEC 14 1993

DEAN OF GRADUATE
STUDIES OFFICE

TO: Phyllis Wrenn
Associate Dean of Graduate Studies
Dean of Graduate Studies office

FROM: Thomas A. Perry, Chair
Linguistics Department

SUBJECT: ~~Linguistics~~ Proposal – supplement

DATE: December 13, 1993

Attached please find detailed course offering projections and tentative teaching assignments for Linguistics graduate courses over the next 6 semesters, as requested in your memo of September 22, 1993. I apologize for the delay in submitting this information. The department has been undergoing a reorganization, establishing several new committees and replacing committee chairs. As a result, much of this information has only now become available.

Faculty teaching loads in Linguistics follow the Faculty of Arts norm of 4 course preparations per year and 16 semester contact hours of teaching or the equivalent. Since undergraduate courses in Linguistics are 3 contact hours and graduate courses 4, a typical full undergraduate load (12) will leave 4 contact hours of teaching load to be satisfied. Most graduate teaching is taken from this pool of 'surplus' teaching hours, as indicated on the attached table. Faculty names attached to offerings on the attached projections will have teaching loads falling within this load for the period indicated. Please refer to the explanation below as to how teaching credit is attributed for the various modes in which graduate offerings are assigned to faculty.

Graduate courses in our department have been and will continue to be offered under three different categories of teaching credit for the faculty members giving them:

1. *Load* — Free-standing graduate course as a regularly scheduled offering. Credit is given for full contact hours and a teaching preparation. To qualify for this category, a course must have 5 regularly-enrolled students or more.
2. *Concurrent* — A graduate course offered in tandem with the cognate advanced (400-level) undergraduate seminar. Graduate students attend the undergraduate section for 3 contact hours per week and attend a separate 1-hour graduate seminar in addition. A paper is required for graduate students in addition to whatever undergraduate course requirements there are. Faculty receive full contact hour credit (4) and one course preparation credit covering both the graduate and undergraduate courses. The graduate component of such courses may have as few as one student enrolled.
3. *Unscheduled* — Directed studies (LING 896) or courses arranged for a specialized clientele. Courses enrolling less than five students fall into this category. Contact hour credit is given for such offerings but not a course preparation credit.

In the attached projections, every graduate course in the present calendar is offered at least once in the cycle of 6 semesters, with the exception of LING 808-4 *History of Linguistics*. The department has no specialist in this area since the retirement of G. Bursill-Hall, and no students are currently studying in this area. All offerings have been assigned to specific faculty, with reference to the full set of undergraduate offerings, with a few exceptions. LING 803 in Summer 1995 and LING 805 in Fall 1995 are not assigned as yet. The cognate advanced undergraduate courses are scheduled for those semesters, and these have not been assigned as yet; the graduate courses will be concurrent offerings with them. LING 896 *Directed Studies* is offered every semester as unscheduled teaching; it is our principal directed studies course and is often used by senior supervisors for specialized individual teaching of their students. It is offered in multi-



ple sections, each with an enrollment of one or two.

The degree requirements do not have a high proportion of prescribed courses. There are none in the Ph.D. program and 8 of 20 credit hours in the M. A. We now follow the practice of severely limiting admissions for semesters other than Fall. Consequently, a student entering in Fall 94 and taking at most two courses per semester would complete degree requirements as shown in Table 1. Course 1 is normally a required or core area course, while course 2 would typically be a specialized course:

Table 1: Progress through course requirements

<i>Degree</i>	<i>Semester</i>	<i>Course 1</i>	<i>Course 2</i>
M. A.	94-3	LING 801*	One of: LING 811, 812, 850
	95-1	LING 800*	One of: LING 813, 820, 896
	95-2	One of: LING 810, 821, 855	
Ph. D.	94-3	LING 802 or 804	One of: LING 811, 812, 850
	95-1	LING 820	LING 813 or 896

*Required course.

An inspection of the table would indicate that it is entirely possible for a student to complete the requirements at a faster rate by taking more than two courses per semester.

The strategy employed here is to provide a maximum of flexibility within the resources of the department. This has required us to make extensive use of the concurrent mode of course offering, where graduate and undergraduate populations are mixed for 3 of the 4 contact hours in the graduate course. The department has been careful to assure that the level of instruction and expectations of students remains at an appropriately high level in this situation. First of all, the undergraduate courses which are twinned with graduate courses are designed at an exceptionally high level by the standards of the field. As noted in the recent departmental review, our 400-level courses represent a second or third semester in their respective areas; most undergraduate Linguistics programs have only 1 or 2 semesters of coursework in these areas. The undergraduate material is by most standards in the field already beyond the undergraduate level. The departmental review report recommends removing some of this vertical streaming, and we are studying this possibility now. If this were to happen, more of our resources could in theory be shifted to exclusively graduate offerings. Some offerings, it should be noted, are offered always or as often as possible as exclusively graduate courses on load (e. g. the two required M. A. courses and LING 897, *Research Seminar*, which is primarily for Ph. D. students at the prospectus stage).

It is difficult to project enrollment figures precisely over the period shown in the attached projections. In recent years, we have found ourselves over-enrolled by about 10 full-time graduate students, and consequently have used very restrictive admissions targets. This is expected to continue for two more years, after which we expect the program to level off at 25. We do expect enrollment aggregates to continue roughly as they have for the past two years or so, as shown in the attached table of enrollment history. The reason for this is that a recent bulge of new students (from Fall 1992) will still be working their way

through the coursework for their degrees, and a number of graduations of people no longer in coursework is anticipated. Since there will be some new intake (perhaps 5 in 94-3), the proportion of students needing course as opposed to thesis credit will increase, even as overall numbers of students in the program are reduced. We expect, therefore, to service total graduate course enrollments in the range of 15-25 students per semester over the next 6 semesters.

If you require any further information, please let me know.

cc: P. McFetridge, Graduate Chair

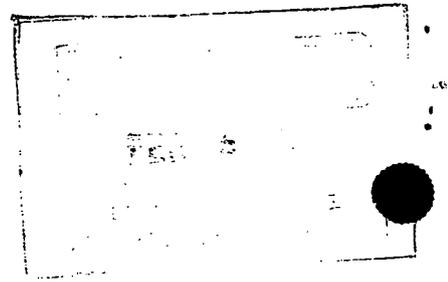
Linguistics Graduate Offerings -- Projected through 95-3

	Spring 94		Summer 94		Fall 94		Spring 95		Summer 95		Fall 95	
	Instructor	Source	Instructor	Source	Instructor	Source	Instructor	Source	Instructor	Source	Instructor	Source
LING 800	Perry	Concurrent					Roberts	Load				
LING 801					DeArmond	Load						
LING 802					Hedberg	Concurrent			Hedberg	Concurrent		
LING 803									Faculty	Concurrent		
LING 804					Saunders	Concurrent						
LING 805											Faculty	Concurrent
LING 806												
LING 807	McFetridge	Concurrent		Concurrent								
LING 808												
LING 809												
LING 810	DeArmond	Unscheduled										
LING 811					Perry	Concurrent						
LING 812					Hedberg	Concurrent						
LING 813												
LING 820							Saunders	Concurrent				
LING 821	Roberts	Concurrent					McFetridge	Concurrent				
LING 850												
LING 851												
LING 855												
LING 896	Faculty	Unscheduled										
LING 897												

6.

Linguistics Graduate Enrollment History -- 92-1 through 93-3

	Spring 92		Summer 92		Fall 92		Spring 93		Summer 93		Fall 93	
	Enrollment	Source	Enrollment	Source	Enrollment	Source	Enrollment	Source	Enrollment	Source	Enrollment	Source
LING 800	3	Concurrent					8	Concurrent				
LING 801					11	Unscheduled					7	Concurrent
LING 802									6	Concurrent		
LING 803	1	Unscheduled										
LING 804			2	Concurrent	2	Concurrent						
LING 805	2	Concurrent										
LING 806							6	Concurrent				
LING 807	2	Concurrent										
LING 808												
LING 809							6	Concurrent				
LING 810	4	Concurrent			15	Concurrent	4	Concurrent	3	Concurrent		
LING 811	1	Unscheduled							1	Concurrent	1	Unscheduled
LING 812	1	Unscheduled							9	Load		
LING 813	1	Unscheduled							2	Unscheduled		
LING 820												
LING 821												
LING 850											3	Concurrent
LING 851												
LING 855												
LING 896					2	Unscheduled	4	Unscheduled	3	Unscheduled	2	Unscheduled
LING 897											2	Unscheduled
Totals	15		6		30		28		24		15	



Proposal for an Independent Graduate Program in Linguistics

**Replacing the Linguistics component of the Graduate Program in Lan-
guages and Linguistics**

Linguistics Department

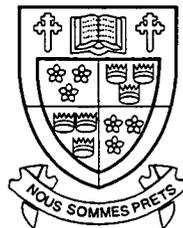


Table of Contents

Introduction	2
Program Description.....	2
Need for the Program	2
Present and Projected Resources	4

Appendices

A. Calendar Entry	7
B. List of Degrees Awarded(Available in Office of the Registrar).....	9
C. External Review of the Department (Previously provided to Senate - S.93-46).....	12
D. Department's Response to the External Review.(Previously provided to Senate-S.93-46).	25
E. Course Outlines (No new courses - Courses previously approved & appear in current Calendar	
F. Curricula Vitae of Faculty (Not included)	

9.

A. Introduction

The Department of Linguistics was formed from a Division of the former Department of Languages, Literatures and Linguistics upon the dissolution of that department in Fall, 1988. At that time, the existing graduate curriculum in Linguistics was the only part of the Linguistics curriculum not to be moved administratively to the new department. The graduate program components of the former DLLL remained together under the Program in Languages and Linguistics. The curricular components of that program began to function with virtual academic independence at that point, although their administration was handled through a graduate studies office (.5 clerical staff) in Linguistics.

In March 1992, the Senate Committee on Academic Planning gave approval for further planning and development of an independent program in Linguistics, affiliated with the Department of Linguistics. This document sets forth the detailed proposal for the establishment of that program.

The proposal below recommends moving the graduate curriculum in Linguistics intact from the Program in Languages and Linguistics to the Department of Linguistics without amendment. The program will continue to function as it has to this point; no change in policy or procedure is contemplated.

B. Program Description

1. Objectives of the Program

The program objectives remain to train teachers and researchers in Linguistics and related areas with a solid grounding in both modern linguistic theories and actual language data.

2. Relationship to existing programs

Both the University of British Columbia and the University of Victoria offer M. A. and Ph. D. programs in Linguistics. All three programs have core curricula in linguistic theory, and provide tracks in applied linguistics to some degree, and are involved in teaching and research related to indigenous languages of B. C. among other language groups.

The program differs from the programs at the other two B. C. universities in orientation and coverage. The program at UBC has a more specific theoretical orientation, while the program at Victoria is more concerned with applied linguistics (language teaching, particularly English as a Second Language) than the SFU program. Of the three departments, the SFU faculty offers a broader spectrum of theoretical and language area specialists than the other departments. SFU, for example, offers specializations in discourse and computational linguistics, Germanic, Slavic, Finno-Ugric, Austronesian, and a variety of east and south Asian languages not covered elsewhere in B. C. Linguistics departments.

In areas where all three are active, specifically in B. C. native languages, there is every justification for all three departments to be involved in the work of researching and teaching about this language group. Even so, the interests in the three departments remain complementary, with e. g. SFU covering the North Wakashan group (Kwakwaka, etc.) while the Victoria department deals with South Wakashan (Nootka and related dialects). All three departments work in Coast and Interior Salish to some extent, but there are enough individual languages in this large group that no competition arises. On the contrary, the number of languages covered by the three departments is insufficient overall. B. C. native languages represent a rich and diverse focus of study for linguists, and their status as endangered languages makes it important for the universities in B. C. to become active in recruiting new workers in this area. This is most obviously accomplished through their graduate programs.

3. Curriculum

The curriculum consists of the Linguistics component of the Program in Languages and Linguistics (unamended in its substance). A version of the calendar entry edited to appear as a free-standing version is to be found in *Appendix A. Calendar Entry* beginning on page 7.

C. Need for the Program

1. Professional goals met by the program

10.

The goals of the graduate programs in Linguistics with respect to their graduates are twofold. First, the programs train practicing phoneticians, grammarians and lexicologists. These graduates find employment in speech-related clinical and research organizations, publishing (e. g. dictionaries), field research (documenting and analyzing languages from the data provided by native speakers), and in computational linguistics research (a branch of artificial intelligence research). Secondly, the programs educate teachers for universities and other educational institutions. Such graduates find employment in Linguistics departments or language departments of universities, or may become language teachers or teachers of English as a Second Language in educational institutions of all types and levels.

The goals of the programs with respect to the field are to advance the knowledge of languages by training students to conduct research by documenting the structure and vocabulary of languages, and by developing and examining theories which account for the human ability to acquire and use knowledge of a language, as well as the content of that knowledge. Universities in British Columbia have a particular responsibility to the field, since the province is home to a significant number of endangered indigenous languages which still remain inadequately documented and for which the resources to teach the language to succeeding generations still remain inadequate. This role for the department was recently reaffirmed in the Review Report resulting from the review of the department in March 1993. The graduate programs remain an important source through which to recruit new workers in this area, and the department is looking for ways to increase the number of graduate students opting for this area.

2. Student interest

The demand for the program is well-established, since students have been applying to and graduating from the Linguistics section of the Program in Languages and Linguistics or its predecessors for nearly 25 years. There are currently approximately 300 inquiries per year directed to graduate study in Linguistics, resulting in over 100 applications. There are currently 35 students registered in the Linguistics component of the existing program, which puts the department at its maximum capacity. The department presently does no recruiting, and will likely only do so in the future to target top-echelon students.

3. Program productivity and placement of graduates

From the founding of the original Department of Modern Languages, a graduate curriculum in Linguistics has been in place. The first M. A. degree was awarded in 1968, and the first Ph. D. in 1970. In all, some 57 degrees have been awarded:

TABLE 1. Graduate Degrees in Linguistics Awarded since 1968

Year	M. A.	Ph. D.	Total
1968	1	0	1
1969	3	0	3
1970	5	1	6
1971	6	0	6
1972	0	3	3
1973	0	0	0
1974	0	0	0
1975	1	0	1
1976	0	0	0
1977	0	2	2
1978	3	1	4
1979	3	0	3
1980	3	1	4
1981	1	5	6
1982	2	2	4
1983	1	0	1
1984	2	0	2
1985	2	0	2

//.

TABLE 1. Graduate Degrees in Linguistics Awarded since 1968

Year	M. A.	Ph. D.	Total
1986	0	0	0
1987	2	0	2
1988	0	0	0
1989	0	2	2
1990	0	2	2
1991	1	0	1
1992	2	0	2
Total	38	19	57

A list of graduates with their thesis titles is included as *Appendix B. List of Degrees Awarded* beginning on page 9.

Although the department does not have a system for tracking graduates, Ph. D. graduates have found reasonable success in finding placements over the years; graduates are found in faculty positions in Canada (SFU --two, Ottawa, Lethbridge), Christchurch, New Zealand; Baltimore, Maryland; Heyderabad, India, to name a few of the known cases. Of the four Ph. D. recipients since 1989, two have tenure-track positions, while the other two remain in the field with limited-term and sessional appointments.

D. Present and Projected Resources

Present faculty and administrative personnel can continue in their present roles without reassignment. There is presently one half-time clerical position in the department devoted to graduate studies matters. Eleven tenure-track faculty are available to support graduate study. All faculty presently supervise graduate students:

12.

TABLE 2. Faculty Supervisory Loads (current)

Name	Senior Supervisor		Committee Member	
	M. A.	Ph. D.	M. A.	Ph. D.
H. Hammerly	1	2	0	0
N. Lincoln	0	0	0	3
W. Roberts	1	1	1	0
R. Saunders	1	1	1	1
R. DeArmond	2	1	2	2
D. Gerdts	1	4	0	2
T. Perry	1	2	1	4
N. Hedberg	4	4	2	2
P. McFetridge	0	5	2	2
Z. McRobbie	1	1	0	1

The complete *curricula vitae* of the current faculty are attached to this document (*Appendix C. Curricula Vitae of Faculty* beginning on page 12).

No incremental operating or capital resources will be required to implement this proposal. Library resources are adequate for the program and are well-established, since they have been supporting the program since 1965.

Faculty research funding presently provides employment opportunities for graduate students in a few major grants and several smaller ones:

13.

TABLE 3. Funded Research Completed 1992 or later

Researcher	Agency/ Type of Grant	Internal/ External	Title	Amount	Tenure (years)	Status
Gerds, D.	SFU/ President's Research Grant	Internal	A Relational Theory of Korean Case	5,840	2	completed
Gerds, D.	SSHRC/ Small Grant	External	Licensing obliques in Kin- yarwanda	2,500	1	held
Gerds, D.	Jacobs Fund/Grant	External	The Syntax of Lexical Suffixes	1,200	1	held
Gerds, D.	SSHRC/ Standard grant	External	A Relational Theory of Case	170,836	3	held
Hedberg, N.	SSHRC/ Small grant	External	Discourse Mod- elling and the Pragmatics of Reference	4,999	2	held
Hedberg, N.	SFU Presi- dent's Research Grant	Internal	Universals of Topic and Focus Marking	5,500	2	held
Lincoln, N.	SSHRC/ Standard grant	External	Kwakwala Dic- tionary, Mor- phophonology, and Texts	160,985	3	held
McFetridge, P.	Centre For Systems Sci- ence/Star- tup	Internal	Experiments in Computational Linguistics	9,500	1	completed
McFetridge, P.	Interna- tional Sub- marine Engineering	External	Autonomous Robotics	25,000	2	completed
McFetridge, P.	Advanced Systems Institute of B. C./Fel- lowship	External	General research support	109,500	3	held
McRobbie, Z.	SSHRC/ Small grant	Internal	An analysis of fundamental fre- quency patterns in the realization of quantity in Skolt Sámi	4,914	1	held

14.

Appendices

Appendix A. Calendar Entry

Department of Linguistics

Location: 9201 Classroom Complex
Telephone: 291-4725
Graduate Program
Chair: (to be announced)

Faculty and Areas of Research

For a complete list of faculty, see the *Linguistics* undergraduate section.

G. L. Bursill-Hall*	History of Linguistics
R.C. DeArmond	Slavic linguistics, syntactic theory
D.B. Gerds	Syntax, morphology, relational grammar
H. Hammerly	Applied linguistics, second language teaching
N. Hedberg	Syntax, semantics, pragmatics, cognitive science
N.J. Lincoln	Amerindian linguistics
P. McFetridge	Phonology, morphology, computational linguistics
Z. McRobbie	Experimental phonetics, phonology, Finno-Ugric linguistics, sociolinguistics
T.A. Perry	Phonology, German linguistics, linguistic theory
E.W. Roberts	Linguistic, phonological, and phonetic theory
R. Saunders	Amerindian linguistics

Adjunct Faculty

N.J. Turner	Ethnolinguistics
-------------	------------------

Associate Members

S. Davis	Philosophy
F. Popowich	Computing Science
J-M. Sosa	Spanish and Latin American Studies
W. Turnbull	Psychology

*emeritus

Degrees offered

The program offers graduate work leading to the degrees of MA and PhD in Linguistics.

Applicants for graduate work are considered in terms of how their proposed programs of study coincide with the research and teaching interests of the Department's faculty. Where a student's interests span more than one field of study, a program of course work and supervised research in more than one field may be arranged. Individual programs may also be set up in co-operation with other departments under the special arrangements provisions of the Graduate General Regulations (section 1.3.4.)

Time Required for Program

Although the University regulation allows a time limit of five years for completion of the MA degree and eight years for the PhD, (including the work of the MA degree), an MA student is normally expected to complete the degree in two years; a PhD student in three years after the MA.

For further information and regulations, refer to the Graduate General Regulations.

MA

Admission

Students must be able to demonstrate adequate preparation in linguistics. It is not possible for students having little or no academic preparation in linguistics to gain clear admission to the program or admission as a qualifying student (see section 1.3.5 of the Graduate General Regulations).

For general admission requirements refer to the Graduate General Regulations, section 1.

Areas of Specialization

Linguistic theory, phonetics, phonology, morphology, syntax, semantics, discourse-pragmatics, computational linguistics, Amerindian linguistics, historical and comparative linguistics, history of linguistics, sociolinguistics, second language learning.

Credit and Research Requirements

Course Work

Students must complete at least 20 credit hours of course work in Linguistics, including LING 800 and 801.

Thesis

All students in the program must complete an MA thesis based on original research. Students must comply with the university regulations on completing and defending the thesis.

Language Requirements

Candidates are expected to show a high degree of competence in at least one language other than English.

PhD

Admission

Students will have to demonstrate a substantial background in linguistics. It is normally not possible to gain direct admission to the PhD program without an MA in linguistics, or the equivalent.

For general admission requirements refer to the Graduate General Regulations, section 1.

Areas of Specialization

Linguistic theory, phonetics, phonology, morphology, syntax, semantics, discourse-pragmatics, computational linguistics, Amerindian linguistics, historical and comparative linguistics, history of linguistics, sociolinguistics, second language learning.

Credit and Research Requirements

These requirements are to be satisfied beyond the MA course requirements. Students may be required to take specified courses from the MA program requirements as a condition of admission to the PhD program.

Course Work

Students complete at least 16 credit hours of Linguistics courses, approved by the Supervisory Committee.

Thesis Proposal

Each candidate is required to develop a Research Proposal for a thesis based on original research. The proposal will define the intended research and the relationship between it and existing scholarship. The proposal will be presented to the Supervisory Committee for approval and presented as a colloquium.

PhD Thesis

Students must complete the thesis in accordance with University Regulations.

Language Requirements

Candidates are required to show a high degree of competence in two languages besides English. They should have some knowledge of the structure of at least one non-Indo-European language. The student's Supervisory Committee will determine how the student is expected to demonstrate this linguistic competence.

Linguistics Graduate Courses

LING 800-4	Phonology
LING 801-4	Syntax
LING 802-4	Semantics
LING 803-4	Theory
LING 804-4	Field Methods
LING 805-4	Historical and Comparative Linguistics
LING 806-4	Sociolinguistics
LING 807-4	Computational Linguistics
LING 808-4	History of Linguistics
LING 809-4	Morphology
LING 810-4	Topics in Linguistics I
LING 811-4	Topics in Linguistics II
LING 812-4	Topics in Linguistics III
LING 813-4	Topics in Linguistics IV
LING 820-4	Formal Linguistics
LING 821-4	Phonetics
LING 850-4	Psycholinguistic Aspects of Language Learning
LING 851-4	Research Techniques and Experimental Design
LING 855-4	Applied Linguistics
LING 896-4	Directed Research
LING 897-4	Research Seminar
LING 898	MA Thesis
LING 899	PhD Thesis