

# Graduate Handbook

## Contents

Graduate Handbook .....	1
Contents .....	1
General Information .....	4
Mailing address .....	4
Departmental contacts .....	4
Important Links .....	4
Linguistics at the University of Toronto .....	5
The University of Toronto .....	5
About the Department of Linguistics .....	5
Facilities .....	5
Graduate Students .....	6
Faculty .....	6
Departmental Open-Door Policy .....	9
Master’s Program .....	10
Coursework .....	10
Language Requirement .....	10
Ethics protocols .....	11
Linguistic Forum (LIN2100Y) .....	11
Regular-Entry Doctoral Program .....	13
Coursework .....	13
Direct-Entry Doctoral Program .....	13
Independent Study Courses .....	15
PhD Forum .....	15
Completion Timeline .....	15
Regular-Entry PhD students beginning their PhD by 2020 .....	15
Regular-Entry PhD students beginning their PhD from 2021 .....	16
Direct-Entry PhD students .....	16
Time to Completion .....	16
Language Requirement .....	16
Ethics protocols .....	17
Generals Papers .....	17

Thesis Proposal .....	19
Candidacy .....	20
Thesis preparation .....	20
Final Oral Exam .....	21
Monitoring students' progress through the program .....	21
May Monitoring .....	21
Marks in Graduate Courses, MA Forum papers, and PhD Generals papers.....	23
Coursework Extensions .....	24
Program Extensions .....	24
Graduate Courses 2022-23.....	25
Fall 2022 .....	25
Winter 2023 .....	25
Course Descriptions .....	26
Student Funding .....	30
The Base Funding Package.....	30
Graduate Scholarships .....	30
Milestones and Pathways .....	30
Ontario Graduate Scholarships (OGS).....	30
Social Sciences and Humanities Research Council of Canada (SSHRC) .....	31
Master's Awards .....	31
Doctoral Awards .....	31
Awards specifically intended for non-Canadian graduate students .....	31
Doctoral Completion Award.....	31
Teaching Assistantships.....	32
Description of Duties .....	32
Training.....	32
Teaching & Grading Undergraduates .....	32
Departmental Research Groups .....	34
Cognitive Science of Language Research Group .....	34
Language description, documentation and revitalization Group .....	34
Language Variation and Change Research Group.....	34
Morphology Reading Group.....	34
Phonology and Phonetics Group.....	35
Semantics Research Group .....	35

Syntax Research Group.....	35
Student Unions.....	36
Career Centre .....	36
Coming to Toronto.....	38
Housing.....	38
Transportation.....	38

**Disclaimer:** This handbook has been prepared for the use and convenience of graduate students and faculty in the Department of Linguistics. Every effort has been made to ensure that it accurately represents not only departmental policy and practice, but also the regulations of the School of Graduate Studies and the provisions of the relevant collective agreements. If there is any conflict between this handbook and the SGS Calendar (<https://sgs.calendar.utoronto.ca/degree/Linguistics>), or between this handbook and any collective agreement, the SGS Calendar and/or the collective agreement is to be taken as authoritative.

## General Information

### Mailing address

Department of Linguistics  
University of Toronto  
Sidney Smith Hall, Room 4073  
100 St. George Street  
Toronto, Ontario M5S 3G3  
Canada

**Tel:** 416-978-4029  
**Email:** linguistics@utoronto.ca  
**URL:** linguistics.utoronto.ca

### Departmental contacts

<b>Graduate Chair</b>	Keir Moulton	SS 4075	linguistics.grad.chair@utoronto.ca
<b>Graduate Co-ordinator</b>	Guillaume Thomas	SS 4076	grad.lin@utoronto.ca
<b>Graduate Administrator</b>	Kelly Barnes	SS 4073	linguistics@utoronto.ca
<b>Chair, Department of Linguistics</b>	Naomi Nagy	SS4072	lin.chair@utoronto.ca
<b>Associate Chair, Undergraduate</b>	Nathan Sanders	SS 4070	ugling@utoronto.ca
<b>Departmental Officer</b>	Mary Hsu	SS 4074	mary.hsu@utoronto.ca
<b>Undergraduate Program Assistant</b>	Kai Herzog-Hara	SS 4073	undergrad.linguistics@utoronto.ca
<b>Department and Financial Assistant</b>	Camille Suasba	SS 4073	linguistics.finance@utoronto.ca

### Important Links

School of Graduate Studies: [sgs.utoronto.ca](https://sgs.utoronto.ca)

SGS Calendar: [sgs.calendar.utoronto.ca](https://sgs.calendar.utoronto.ca)

Scholarships, Awards: <https://www.sgs.utoronto.ca/awards-funding/>

Funding Commitment:

<https://www.artsci.utoronto.ca/graduate/financing-your-studies/base-funding-package>

Department of Linguistics Personnel Forms:

<https://www.linguistics.utoronto.ca/employment-opportunities/personnel-forms>

## Linguistics at the University of Toronto

### The University of Toronto

Founded in 1827, the University of Toronto is Canada's top university and one of North America's best public research universities, with programs at the historic St. George campus in downtown Toronto and at campuses in Mississauga and Scarborough. Its library has over 15 million holdings and has been ranked as one of the top three research libraries in North America. Situated in one of the world's most multicultural cities, the University and surrounding community offer outstanding resources for linguistic study.

### About the Department of Linguistics

Founded in 1967, the Department offers graduate degree programs (MA and PhD) in three areas:

- Formal Linguistics (phonetics, phonology, morphology, syntax, semantics, pragmatics)
- Sociolinguistics (Language Variation and Change, Dialectology, Language Documentation, Language Revitalization)
- Cognitive Science (Psycholinguistics, Language Acquisition, Computational Linguistics)

The Department also has a strong interest in experimental linguistics, research at interfaces, fieldwork, and understudied languages of Canada and the world.

Language areas of research focus include Dene (Athabaskan); Inuktitut; Austronesian; Korean; Persian and other Iranian languages; Slovenian; Russian; Spanish; Hebrew; British, Canadian, and New England English; Faetar; Brazilian Indigenous languages; Niger-Congo, Afro-Asiatic and Creole; a growing body of Heritage Languages spoken in Toronto; and sign language. Information about the various research projects underway in the Department can be found on the departmental website. The Department is part of an energetic academic community that includes many linguistic colleagues throughout the University of Toronto and in neighbouring universities.

We provide financial support packages of at least \$20,000 plus tuition and fees to eligible doctoral-stream students for up to five years of study (1 year in the MA, 4 years in the PhD program, 5 years in the Direct-Entry PhD program). There is partial support for an additional two years under the Doctoral Completion Award (DCA).

### Facilities

The Linguistics Department is housed in Sidney Smith Hall, at 100 St. George Street. The departmental office is on the fourth floor, along with a lounge, faculty offices, graduate student workspace, student study space, computers for graduate student use, and a small departmental library. Printing and photocopying are also available.

On the ground floor of Sidney Smith Hall are the Phonetics Lab, two Language Variation and Change Labs, the Theoretical Linguistics Lab, the Experimental Syntax-Semantics Lab, and the Psycholinguistics Lab, as well as more graduate student workspace and a small multi-use room. The Phonetics Lab contains a soundproof booth, recording equipment, equipment for electropalatography and perception experiments, and associated software. The Language Variation and Change Labs house several large corpora of spoken English from the United Kingdom and

Canada, as well as HerLD, the Heritage Language Documentation Corpus, which includes time-aligned recordings and transcriptions of sociolinguistic interviews in other languages spoken in Toronto. The Psycholinguistics lab has a state-of-the-art eye-tracker. Additional linguistics laboratory facilities located in the Mississauga and Scarborough campuses include an experimental phonology lab (PhonLab), and a computational and psycholinguistics laboratory (CAP lab) equipped for neurolinguistic research.

## Graduate Students

For a list of current students, visit <https://www.linguistics.utoronto.ca/people/directories/graduate-students>.

## Faculty

*Faculty members with continuing graduate or budgetary appointments in the Department of Linguistics*

Samuel Akinbo samuel.akinbo@utoronto.ca	Assistant Professor Phonology, Community-based language Documentation, Phonetics and Language-Music Connection
Emily Atkinson e.atkinson@utoronto.ca	Assistant Professor (Language Studies, UTM) Psycholinguistics, Cognitive Science
Barend Beekhuizen barend.beekhuizen@utoronto.ca	Assistant Professor (Language Studies, UTM) Computational linguistics
Susana Béjar susana.bejar@utoronto.ca	Associate Professor Syntax, morphology
Ivan Bondoc ivan.bondoc@utoronto.ca	Assistant Professor, CLTA Psycholinguistics
Tahohtharatye Joe Brant tj.brant@utoronto.ca	Assistant Professor Indigenous languages, Kanien'kéha, language revitalization
M. Cristina Cuervo mc.cuervo@utoronto.ca	Associate Professor (Linguistics, Spanish and Portuguese) Syntax, argument structure, second-language acquisition
Ryan DeCaire ryan.decaire@utoronto.ca	Assistant Professor (Centre for Indigenous Studies) Indigenous languages, Kanien'kéha, language revitalization
Derek Denis derek.denis@utoronto.ca	Associate Professor (Language Studies, UTM) Language change and innovation, Canadian English
Myrto Grigoroglou m.grigoroglou@utoronto.ca	Assistant Professor (Linguistics, Cognitive Science) Psycholinguistics, cognitive science
Atiqa Hachimi ahachimi@utoronto.ca	Associate Professor (Historical & Cultural Studies, UTSC) Sociolinguistics, language and gender, language and ethnicity
Daphna Heller daphna.heller@utoronto.ca	Associate Professor Anaphora, pragmatics, processing, Modern Hebrew
Michela Ippolito michela.ippolito@utoronto.ca	Associate Professor Formal semantics, formal pragmatics
Peter Jurgec peter.jurjec@utoronto.ca	Associate Professor Phonology, Slavic languages
Arsalan Kahnemuyipour a.kahnemuyipour@utoronto.ca Gradlin@chass.utoronto.ca	Professor (Language Studies, UTM) Syntax, syntax-phonology interface, Iranian languages
Yoonjung Kang yoonjung.kang@utoronto.ca	Professor (Language Studies, UTSC) Phonology, loanwords, Korean linguistics

gradlin@chass.utoronto.ca	
Alexei Kochetov al.kochetov@utoronto.ca ugling@chass.utoronto.ca	Professor Phonetics, phonology
Dave Kush dave.kush@utoronto.ca	Assistant Professor (Language Studies, UTSC) Linguistic theory, psycholinguistics
Suzi Lima suzi.lima@utoronto.ca	Assistant Professor Language documentation, formal semantics, psycholinguistics
Pedro Mateo Pedro pedro.mateo@utoronto.ca	Assistant Professor, Teaching Stream Indigenous language documentation and revitalization
Philip J. Monahan philip.monahan@utoronto.ca	Associate Professor (Language Studies, UTSC) Psycholinguistics, cognitive neuroscience, perception of language
Keir Moulton keir.moulton@utoronto.ca	Associate Professor <b>and Graduate Chair</b> Syntax-semantics interface
Naomi Nagy naomi.nagy@utoronto.ca	Professor and <b>Chair, Department of Linguistics</b> Sociolinguistics, language variation and change, Faetar
Avery Ozburn avery.ozburn@utoronto.ca	Assistant Professor (Language Studies, UTM) Phonology
Ana Teresa Pérez-Leroux at.perez.leroux@utoronto.ca	Professor (Linguistics, Spanish and Portuguese) Second language acquisition, child syntax, bilingualism
Keren D. Rice rice@chass.utoronto.ca	University Professor Phonology, morphology, Dene (Athabaskan)
Nathan Sanders nathan.sanders@utoronto.ca ugling@utoronto.ca	Assistant Professor, Teaching Stream and <b>Associate Chair, Undergraduate</b> Phonology, phonetics, historical linguistics, sign languages
Jessamyn Schertz jessamyn.schertz@utoronto.ca	Associate Professor (Language Studies, UTM) Bilingualism, perceptual drift, regularization of loanwords
Sali A. Tagliamonte sali.tagliamonte@utoronto.ca lin.chair@utoronto.ca	Professor Language variation and change, sociolinguistics
Guillaume Thomas guillaume.thomas@utoronto.ca	Associate Professor and <b>Graduate Coordinator</b> Formal semantics, fieldwork

*Emeriti and retired faculty members*

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Robert I. Binnick robert.binnick@utoronto.ca	Professor Emeritus, UTSC Semantics, pragmatics, Mongolian
J. K. Chambers jack.chambers@utoronto.ca	Professor Emeritus Language variation, Canadian English
Elizabeth Cowper cowper@chass.utoronto.ca	Professor Emeritus Syntax, syntax-semantics interface, tense and aspect
B. Elan Dresher dresher@chass.utoronto.ca	Professor Emeritus Diachronic linguistics, phonology, learnability
Elaine Gold egold@chass.utoronto.ca	Lecturer (retired) Morphology, Yiddish, language contact, Canadian English
Deborah M. James james@utsc.utoronto.ca	Associate Professor, retired (UTSC) Language and gender, Algonquian, semantics
Alana Johns ajohns@chass.utoronto.ca	Professor Emeritus Morphology, syntax, Inuktitut
Diane Massam diane.massam@utoronto.ca	Professor Emeritus Syntax, argument structure, case, Austronesian languages
Peter A. Reich peter.reich@utoronto.ca	Professor Emeritus
Ronald Smyth	Associate Professor, retired (French & Linguistics, UTSC) Psycholinguistics, language acquisition

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*Faculty members with continuing graduate cross-appointments in the Department of Linguistics*

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Curtis Anderson curt.anderson@utoronto.ca	Assistant Professor (Language Studies, UTSC), CLTA Formal/lexical semantics, formal syntax, psycholinguistics
Anne-Marie Brousseau annemarie.brousseau@utoronto.ca	Associate Professor (French) Haitian Creole, phonology, semantics, morphology
Craig Chambers craig.chambers@utoronto.ca	Professor (Psychology, UTM) Psycholinguistics, pragmatics, language acquisition
Laura Colantoni laura.colantoni@utoronto.ca	Professor (Spanish & Portuguese) Sound change, phonetics and phonology, Spanish, French
Ewan Dunbar ewan.dunbar@utoronto.ca	Assistant Professor (French) French linguistics
Rena Helms-Park rhelms@utsc.utoronto.ca	Associate Professor (Language Studies, UTSC) Second language acquisition, input processing
Elizabeth Johnson elizabeth.johnson@utoronto.ca	Professor (Psychology, UTM) Infant studies, language acquisition, speech perception
Lyn Tieu lyn.tieu@utoronto.ca	Assistant Professor (French) Language acquisition, semantics, pragmatics, psycholinguistics
Emmanuel Nikiema <a href="mailto:emmanuel.nikiema@utoronto.ca">emmanuel.nikiema@utoronto.ca</a>	Associate Professor (Language Studies, UTM) Phonology, language teaching, language planning
Mihaela Pirvulescu ma.pirvulescu@utoronto.ca	Professor (Language Studies, UTM) First language acquisition, bilingualism
Joseph Schallert joseph.schallert@utoronto.ca	Associate Professor (Slavic): Balkan Slavic dialects, Slavic accentology, West Slavic prosody, Old Russian syntax
Jeffrey Steele jeffrey.steele@utoronto.ca	Associate Professor (Language Studies, UTM) Language acquisition, phonology, second language teaching
Ai Taniguchi ai.taniguchi@utoronto.ca	Assistant Professor (Language Studies, UTM) Semantics, pragmatics, sociolinguistics, linguistic pedagogy

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Michelle Troberg michelle.troberg@utoronto.ca	Associate Professor (Language Studies, UTM) Language Change, historical linguistics
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*Post-doctoral fellows*

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Samantha Jackson samantha.jackson@utoronto.ca	Sociolinguistics
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Bridget Jankowski bridget.jankowski@utoronto.ca	Language variation and change
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Mojgan Osmani	Syntax, Iranian linguistics, Kurdish
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*Other teaching staff and retired faculty members*

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Marshall Chasin marshall.chasin@rogers.com	Adjunct Assistant Professor Phonetics, audiology
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### Departmental Open-Door Policy

The department has an “open-door” policy, meaning that all graduate students in the department should feel free to talk to any professor about their research, not only those who are on their committees or directly involved in supervising their research. Students are encouraged to take advantage of this policy, and to confer with faculty members as they see fit, whenever they feel it would benefit their progress through the program and their research.

## Master's Program

### Coursework

The one-year MA program consists of 3.5 full-course equivalents (FCEs) as follows:

- **Two** of the following:
  - LIN1121H – Phonological Theory (0.5 FCE)
  - LIN1131H – Introduction to Syntactic Theory (0.5 FCE)
  - JAL1145H – Field Methods (0.5 FCE)
- 3 elective courses (1.5 FCE)
- LIN2100Y – Linguistic Forum (1.0 FCE)

For all but Linguistic Forum, a student who has already taken any of these courses at the undergraduate level must select other graduate courses to bring the total to 3.5 full course equivalents. Other courses are chosen by the student in consultation with the Graduate Chair and the advisor. Descriptions of representative graduate courses are provided below.

A typical course schedule for the one-year MA program may look like this: Three courses in the fall (1.5 FCE), two courses in the winter (1.0 FCE), and Linguistics Forum from September to August (1.0 FCE).

The forum class meets regularly during the fall and winter terms, with one or two informal meetings during the summer. Regular meetings with the supervisor normally continue in the summer until the paper is completed. The language requirement exam, if required, is usually written in April or May.

### Language Requirement

All students must demonstrate professional competency in one language other than English. The choice of language is to be approved by the Graduate Chair, having regard to the student's field of research. Where appropriate, and with departmental approval, a student may show demonstrated competence in computer programming in lieu of the language requirement.

Students with a strong language background can meet this requirement by providing evidence for their competency (e.g., native competence in a language, two full years' university-level coursework in one language, etc.) at their intake meeting in August. Those who do not have a strong language background may satisfy this requirement by sitting for a reading comprehension exam. Students need not speak the language or understand it aurally, nor are the specific skills of a professional translator required. Instead, students must demonstrate an ability to fruitfully read and understand academic writing in the target language. The exam consists of a text of authentic material (usually 3 or 4 pages from a contemporary linguistics source), and a series of tasks, which may include:

- answering comprehension questions
- making a short summary of a section of the text
- identifying the relevant data presented by the authors to prove a particular claim
- explaining the significance of specific data presented in the article

- translating a sentence or very short paragraph
- identifying the logical connection between two statements contained in the text

All the tasks are presented and completed in English, not in the target language. Students are permitted to use a dictionary during the exam. The exam is typically 2 hours in duration, and the result is reported as Credit or No Credit.

### Ethics protocols

All research done by graduate students that involves human participants requires an ethics protocol. This includes elicitation, interviews, psycholinguistic experiments, phonetics experiments, and so on. For research that involves elicitation only, the ethics protocol can be approved within the department. All other ethics protocols must be approved through the university's Research Ethics Board. Students should discuss their research with their supervisor in order to determine what level of approval is required. Further details, and all the required forms, can be found at <https://www.linguistics.utoronto.ca/node/research-ethics>.

### Linguistic Forum (LIN2100Y)

In the Linguistic Forum, each MA student prepares an original research paper. The Forum paper must display scholarly merit, originality, and knowledge of the topic. Each student works closely with an advisor in preparing this paper. The course meets weekly from September to April, and each student is expected to make a series of presentations on their topic over the course of the year, and to provide constructive feedback to the other MA students in the Forum. The Forum paper is to be completed by August of the final year of the program and is evaluated by both the advisor and a second reader chosen by the student and the advisor. The Forum paper is usually between 40 and 120 pages long.

The following is a typical timetable for completion of the MA Forum paper. This is not a required timeline, but a guideline; students will establish specific deadlines for drafts and other stages of their research with their supervisors.

September:	Identify a specific topic for the paper, based on discussions with the supervisor.
Late September- Early October	Cycle 1. Short presentations, generally including an outline, annotated bibliography, proposed plan of research, etc. Forum supervisors usually do not attend.
October:	Cycle 2. 20-minute time slots including questions and discussion. Presentation may include background on the chosen topic, literature review, experimental design, etc. Forum supervisors attend this and subsequent presentations.
November:	Cycle 3. 20-minute time slots. Progress report.
January:	Cycle 4. 25-minute time slots. Progress report. Preliminary results and analysis.
Feb.–Mar.:	Cycle 5. 25-minute time slots. Progress report. Analysis well underway. Some sections being written; structure of the final paper becoming clear.
Apr.–May:	Once other courses are complete, the major focus will be on writing the paper.
June:	A mid-summer check-up meeting.
June 15:	First draft to supervisor.
June 30:	First draft returned with comments; revisions begin.

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Early July:	Summer meeting (Optional). An informal meeting of the Forum group with the Graduate Coordinator, at which students report on their progress.
July 15:	Second draft to supervisor.
July 30:	Second draft returned with comments. Further revisions if needed. Second reader chosen.
August 15:	Final draft to supervisor and second reader.
August 30:	Supervisor and second reader assign a grade for the paper. A PDF copy of the final version is sent to the graduate office to be added to the department library.

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## Regular-Entry Doctoral Program

The PhD program consists of coursework, one language requirement, two Generals Papers, and a thesis. By the end of Year 2, students will complete 5.5 Full Course Equivalents (FCEs)

### Coursework

- **0.5 FCE**, LIN2101H – PhD Junior Forum (*Credit/No Credit*)
- **2.5 FCE, to include if not taken previously:**
  - LIN1104H – Quantitative Methods
  - LIN1121H – Phonological Theory
  - LIN1131H – Introduction to Syntactic Theory
  - JAL1145H – Field Methods
  - LIN1145H – Semantics
- **0.5 FCE from the following group<sup>1</sup>:**
  - LIN1070H – Language Processing (with the permission of the instructor)
  - LIN1106H – Introduction to Experimental Design
  - LIN1107H – Computational Methods
  - LIN1070H – Language Processing (with the permission of the instructor)
  - LIN1112H – Phonetic Analysis
  - LIN1156H – Language Variation and Change Theory
  - LIN1211H – Advanced Phonetics
  - LIN1255H – Advanced Language Variation and Change I
  - LIN1256H – Advanced Language Variation and Change II
  - LIN1271H – Advanced Psycholinguistics I
  - LIN1272H – Advanced Psycholinguistics II
  - LIN1276H – Topics in Speech Perception
  - JLP2451H – Language Acquisition
  - JLP2452H – Language Acquisition and Linguistic Theory
- **1.0 FCE**, LIN2201H - Generals Paper I
- **1.0 FCE**, LIN2202H - Generals Paper II

Students must take at least 1.0 FCE at the 1200 level, of which 0.5 must be in Phonology, Syntax, or Semantics. Courses are chosen in consultation with the Graduate Chair. Normally, PhD students will take 2.0 FCE during Year 1 (three courses plus Jr Forum), and 1.5 FCE (three courses) in Year 2.

In order to remain in good standing, students must maintain a median mark of at least A- in all graded components of the program.

## Direct-Entry Doctoral Program

The Direct-Entry PhD program consists of coursework, one language requirement, two General Papers, and a thesis. By the end of Year 3, students will complete 7.5 Full Course Equivalents (FCEs):

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<sup>1</sup> This group might vary from year to year depending on course offerings.

- **0.5 FCE**, LIN2101H - PhD Junior Forum (*Credit/No Credit*)
- **2.5 FCE, to include if not taken previously:**
  - LIN1104H - Quantitative Methods (*or equivalent*)
  - LIN1121H - Phonological Theory
  - LIN1131H - Introduction to Syntactic Theory
  - LIN1145H - Semantics
  - JAL1145H - Field Methods
- **0.5 FCE from the following group<sup>2</sup>:**
  - LIN1070H – Language Processing (with the permission of the instructor)
  - LIN1106H – Introduction to Experimental Design
  - LIN1107H – Computational Methods
  - LIN1112H – Phonetic Analysis
  - LIN1156H – Language Variation and Change Theory
  - LIN1211H – Advanced Phonetics
  - LIN1255H – Advanced Language Variation and Change I
  - LIN1256H – Advanced Language Variation and Change II
  - LIN1271H – Advanced Psycholinguistics I
  - LIN1272H – Advanced Psycholinguistics II
  - LIN1276H – Topics in Speech Perception
  - JLP2451H – Language Acquisition
  - JLP2452H – Language Acquisition and Linguistic Theory
- **2.0 elective FCEs**; of these 0.5 FCE elective may be taken outside the Department of Linguistics, upon consultation with the Graduate Chair
- **1.0 FCE**, LIN2201H - Generals Paper I
- **1.0 FCE**, LIN2202H - Generals Paper II

Students must take at least 1.0 FCE at the 1200 level, of which 0.5 must be in Phonology, Syntax, or Semantics. Courses are chosen in consultation with the Graduate Chair.

In order to remain in good standing, students must maintain a median mark of at least A- in all graded components of the program.

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<sup>2</sup> This group might vary from year to year depending on course offerings.

## Independent Study Courses

Only under very exceptional circumstances, a student may take an independent study course (Reading Course - LIIN1503H; Research Course LIN1505H) as an elective. No more than 0.5 FCE of the program requirement can be fulfilled by an independent study course. Students must get the preliminary approval of the Graduate Chair before approaching the instructor. Once the permission of the Graduate Chair and the instructor has been secured, the following form must be submitted, appended with a syllabus, for final approval and enrollment.

<https://www.sgs.utoronto.ca/wp-content/uploads/sites/253/2019/06/ReadingResearchCourse.pdf>

## PhD Forum

### Junior Forum (Year 1)

Year 1 PhD and Direct-Entry PhD students are enrolled in Junior Forum (LIN2101H), a professional development course completed in the first term of study. A credit/no credit grade is assigned.

### Research groups (GP)

Students writing their Generals Papers (GP) may be called on to present at the relevant research group and report on their progress at least once per year.

## Completion Timeline

### Regular-Entry PhD students beginning their PhD in 2020 and earlier

	Fall	Winter	Summer
Year 1	Complete 1.5 FCE (3 courses)	Complete 1.5 FCE	Enrol in GP1
Year 2	Complete 0.5 FCE Defend GP1	Complete 0.5 FCE Enrol in GP2	Defend GP2 Complete outstanding language requirement
Year 3	Research and writing	Thesis Proposal	Achieve candidacy (ABD)
Year 4	Research and writing	Research and writing	Complete and defend thesis

### Regular-Entry PhD students beginning their PhD in 2021

	Fall	Winter	Summer
Year 1	Complete 1.0 FCE (2 half-courses) Complete Junior Forum Enrol in GP 1	Complete 1.0 FCE Continue GP 1	Defend GP 1
Year 2	Complete 1.0 FCE Enrol in GP 2	Complete 1.0 FCE Continue in GP 2	Defend GP 2 Complete outstanding language requirement
Year 3	Research and writing	Thesis Proposal	Achieve candidacy (ABD)
Year 4	Research and writing	Research and writing	Complete and defend thesis

### Regular-Entry PhD students beginning their PhD from 2023\*

	Fall	Winter	Summer
Year 1	Complete 1.0 FCE (2 half-courses) Complete Junior Forum Enrol in GP 1	Complete 0.5 FCE Continue GP 1	Defend GP 1
Year 2	Complete 1.0 FCE Enrol in GP 2	Complete 0.5 FCE Continue in GP 2	Defend GP 2 Complete outstanding language requirement
Year 3	Research and writing	Thesis Proposal	Achieve candidacy (ABD)
Year 4	Research and writing	Research and writing	Complete and defend thesis

\*For those who began studies in September 2022 please contact the Graduate Administrator if you have any questions.

### Direct-Entry PhD students

	Fall	Winter	Summer
Year 1	Complete 1.5 FCE Complete Junior Forum (3 courses)	Complete 1.5 FCE	Enrol in GP 1
Year 2	Complete 0.5 FCE Continue GP 1	Complete 0.5 FCE Defend GP 1	Enrol in GP 2
Year 3	Complete 0.5 FCE Continue GP 2	Complete 0.5 FCE Defend GP 2	Complete outstanding language requirement Research and writing
Year 4	Research and writing	Thesis Proposal	Achieve candidacy (ABD)
Year 5	Research and writing	Research and writing	Complete and defend thesis

### Time to Completion

The Program Length for the Regular-Entry PhD is 4 years and for the Direct-Entry PhD, 5 years; however, many students take an additional year or two to complete their program. The Time Limit for the Regular-Entry PhD is 6 years and for the Direct-Entry PhD 7 years. There is partial funding, known as Doctoral Completion Award (DCA), available for these additional two years. In the past few years, the DCA for the first of these two years has come close to the guaranteed funding. The DCA in second year is significantly lower and varies depending on available funds and student needs in a given year. Students who need to continue their studies past the Time Limit need to request a program extension with a rationale; these are subject to approval by the department and the School of Graduate Studies (SGS). No funding is available beyond the Time Limit.

### Language Requirement

All students must demonstrate professional competency in one language other than English. The choice of language must be approved by the Graduate Chair. A student who has met the language requirement for the MA is deemed to have met the PhD language requirement. Language exams are usually written in April or May. For more information on the language requirement, see pages 10-11 of this handbook.

## Ethics protocols

All research done by graduate students that involves human participants requires an ethics protocol. This includes elicitation, interviews, psycholinguistic experiments, phonetics experiments, and so on. For research that involves elicitation only, the ethics protocol can be approved within the department. All other ethics protocols must be approved through the University's Research Ethics Board. Students should discuss their research with their supervisor in order to determine what level of approval is required. Further details, and all the required forms, can be found at <https://www.linguistics.utoronto.ca/node/research-ethics>.

## Generals Papers

Every PhD student must write two Generals papers, completed by the end of the second year of the program for regular entry PhD students and by the end of the winter term of the third year for direct entry PhD students. Students beginning a Generals paper register for **LIN2201H** for the first paper, and **LIN2202H** for the second. For students starting from 2021, it takes three terms (12 months) to complete each paper and students complete both by the end of Year 2 for regular entry PhD students and by the end of the winter term of Year 3 for Direct-Entry PhD students.

If a student fails to complete a Generals paper in three terms (12 months), they need to request an extension, which will only be granted with a compelling rationale. The expectation is that, like any other course, the Generals Paper is completed and assigned a grade within the allotted timeframe. Extensions should be the exception and not the norm,

The two Generals Papers (GPs) must be written in two distinct areas of Linguistics, with distinctness verified by the supervisor of the second GP, with the approval of the Graduate Chair. As a basic requirement, the two GPs should be supervised by different faculty members, with no more than one committee member shared between the two committees.

At the beginning of each GP, students must submit to the Graduate Chair a GP Enrolment Form which establishes the topic of the GP, its area, the supervisor and the second reader of the GP committee. GP Enrolment Forms must be submitted before the research gets underway and no later than October 31 for Regular Entry PhD students and June 30 for Direct Entry PhD students (see above timeline).

## Supervision

For each paper, a committee of three faculty members is set up: a supervisor, a second reader, and a third reader. The student chooses the supervisor in consultation with the Graduate Chair. The supervisor chooses the other two members, in consultation with the student. The student should meet regularly with the supervisor and the second reader while writing the Generals paper. The third reader is involved in the defense stage of the paper.

## General Paper Presentations

As outlined above, students will make presentations to the relevant research groups. This presentation will allow students to receive feedback on their work prior to completion.

### **Completion and defense of the Generals paper**

Evaluation of the Generals paper is based on two components: the paper itself, and an oral defense. The committee members have two weeks to read the paper, and then the student meets with the committee in a closed examination. The student makes a very brief presentation, and the members of the committee then question the student. Questions are not necessarily limited to the immediate topic of the paper but may deal with relevant background or related questions. At the end of this meeting, the committee members discuss the paper and the defense, and arrive at one of the following decisions, which is communicated to the student at the end of the meeting:

- a. The paper passes as it stands.
- b. The paper passes with minor revisions.
- c. The paper fails.

The committee also decides on a grade for the paper, with B- being the minimum passing grade. If the paper passes as it stands, the student need only submit the paper. If the paper is judged to pass with minor revisions, the student has one week to make the required changes. These are submitted to the supervisor, whose responsibility it is to see that they have been done satisfactorily. If the supervisor determines that they have been, the paper passes. If not, the paper fails. In case of failure, the supervisor prepares a written report indicating the areas of weakness. The student receives a copy of the report. If a paper fails, the student consults with the supervisor and the Graduate Chair in order to decide whether to continue with the same topic or to attempt a different topic. In any event, two acceptable papers must be completed and successfully defended.

When the supervisor has approved the final version of the paper, the supervisor notifies the Graduate Chair and graduate administrator, using the [Generals Paper Completion Form](#). A PDF copy of the final paper should be sent to the Graduate Office. Completed Generals Papers are available in the departmental library.

### **Criteria for passing the Generals paper**

The paper must be a work of original research of high quality, which has the potential to be developed into a journal article. Factors to be taken into account in evaluating both the paper and the student's oral defense include the following:

- a. Knowledge of literature and major issues
- b. Originality and creativity
- c. Judgment and critical ability
- d. Form and presentation

In evaluating criterion (d), the committee may take into account the extent to which the paper is suitable for initial submission as a journal article.

### **Publication in a journal**

A student who has had a recent article published in a refereed journal may submit the article as a Generals paper. Such papers are treated like all other Generals papers. A committee is set up, and the supervisor and the second reader decide if the article is suitable as a Generals paper, and what further work, if any, is required. The paper is defended as described above. Publication in a journal does not in and of itself make a paper an acceptable Generals paper, nor does rejection by a journal make a paper unacceptable.

## Thesis Proposal

During the third year for regular-entry PhD, and during the fourth year for direct-entry PhD, the student selects a thesis topic, identifies a supervisor and two other faculty members who will serve as the supervisory committee, does some preliminary work, and prepares and completes a thesis proposal. The student should normally complete the written and the oral components of thesis proposal by the end of Year 3 for regular-entry PhD and by the end of Year 4 for direct-entry PhD to remain in good standing. The student is also expected to submit at least one abstract to a conference during this year.

### **Guidelines for the written thesis proposal**

A written thesis proposal must be submitted to the supervisory committee, and accepted, before the oral presentation. Generally, the supervisory committee meets with the student to discuss the written proposal and may require revisions prior to accepting it. If major revisions are required, the committee must indicate where the problems lie and what kinds of changes are necessary. If the committee cannot reach agreement about the suitability of the proposal, the student, together with the supervisor or the Graduate Chair, may choose a fourth person to evaluate the proposal. This person provides a written evaluation without consulting the committee. A final decision on the suitability of the proposal is then made by the committee and the fourth person. A student may not be allowed to continue in the program if an acceptable proposal is not received.

The written proposal should normally be between 20 and 50 pages long. It should contain:

1. a clear statement of the major problem to be investigated in the thesis
2. an outline of the major areas to be investigated, including discussion of the relation between each topic and the overall problem
3. a review of the appropriate literature
4. evidence of sufficient relevant prior work to demonstrate the student's readiness to undertake the proposed research (e.g., a draft of a possible chapter, or a relevant course paper, Generals paper, or publication)

It is recognized that the thesis will develop from the proposal, and that it may ultimately differ significantly from the specific content of the proposal. Copies of thesis proposals are not made publicly available.

### **Guidelines for the oral thesis proposal**

Once the written proposal has been accepted by the supervisory committee, an oral presentation is scheduled on a date to be arranged with the Graduate Chair. The presentation is open to all members of the Department, and faculty and PhD students are expected to attend. The presentation should include:

- a. a clear statement of the topic of research interest
- b. a synthesis of the major relevant literature, and how the topic relates to it
- c. an indication of the major areas of research involved in the dissertation
- d. a sense of the direction the student plans to take in carrying out the research

If the presentation does not meet these criteria, as determined by the faculty present, the student meets with the supervisor, and makes a second oral presentation no more than three months after the first. If the second presentation is also found to be unacceptable, the student will not be permitted to continue in the program.

Students should discuss with their supervisors the relation of their Generals paper(s) to their thesis. Generals papers and the thesis are separate requirements of the program, and a Generals paper should not be considered, without revision, to be a completed portion of the thesis.

### Candidacy

Students who, for acceptable reasons, do not complete the oral and written thesis proposal by the end of Year 3 for Regular Entry PhD and by the end of Year 4 for Direct Entry PhD must nevertheless have an approved thesis topic, a supervisor, and a supervisory committee before the end of Year 3 and Year 4, respectively, in order to remain in good academic standing. This requirement will normally be satisfied at the time of May Progress (above) in that year, by which time the student has identified a thesis topic, a supervisor, and a supervisory committee. It is understood that supervisor and committee may change as the student prepares the written thesis proposal.

It is a regulation of the School of Graduate Studies that doctoral students in a four-year PhD program must achieve candidacy by the end of Year 3, as stated in the SGS Calendar. In order to achieve candidacy in the Department of Linguistics, a student must have completed all of their coursework, both Generals papers, and the language requirement. In addition, they must have an approved thesis topic, a supervisor and a supervisory committee. A regular-entry PhD student who has not achieved candidacy by August 31 of Year 3 and a direct-entry PhD student who has not achieved candidacy by August 31 of Year 4, is not in good academic standing and may be denied further registration in the program. In highly exceptional circumstances, a student who has not achieved candidacy on time may be permitted to register for up to 12 additional months, at the discretion of the department. Further extensions require approval of the School of Graduate Studies and are very rarely granted.

### Thesis preparation

While the writing of the thesis is overseen by a supervisory committee of three faculty members, students are also expected to present their work on a regular basis. The first presentation is the thesis proposal and is done before the end of Year 3 (regular-entry) or Year 4 (direct-entry). Subsequently, students are expected to give a presentation at least once per year, in the appropriate research group, or at an appropriate workshop or conference, until the thesis is completed. With the consent of the supervisory committee, a student may choose not to make a presentation during the final stages of writing.

The thesis must show “the results of original investigation, conducted by the candidate, on the approved topic from the major field. The thesis shall constitute a significant contribution to the knowledge of the field and must be based on research conducted while registered for the PhD program” (SGS Calendar).

## Final Oral Exam

Each student defends their thesis at a Final Oral Examination (thesis defense), conducted by an examination committee appointed by the School of Graduate Studies. The committee consists of the student's supervisory committee, two members of the graduate faculty who were not closely involved in the preparation of the thesis, an external examiner, and an examination committee chair. For more instructions regarding the FOE, please see instructions [here](#) or see [SGS Doctoral Final Oral Examinations](#).

## Monitoring students' progress through the program

In the first two years of the four-year PhD program and the first three years of the five-year direct-entry PhD program, the student undertakes coursework and fulfills the two Generals papers requirements. At the beginning of each year until a student achieves candidacy, at the time of registration, the student and the Chair review the student's progress through the program, ascertain whether the student has completed all requirements to date, and discuss the student's plans for the coming year.

Every PhD and Direct-Entry PhD student is required to have a supervisor at all stages of enrolment in the doctoral program. Prior to candidacy, the supervisor will be their current Generals Paper supervisor. If the student is not enrolled in any Generals Paper, the Graduate Chair will act as nominal supervisor. For students who have achieved candidacy, and established a supervisory committee, it is the supervisor's responsibility to ensure that the student's progress is appropriately monitored.

## May Progress Meetings

As stated in the SGS Calendar, “a student is expected to meet with [the supervisory] committee at least once a year, and more often if the committee so requires. At each meeting, the supervisory committee will assess the student's progress in the program and provide advice on future work.” These meetings must be recorded in the student's file and on ROSI.

In the Department of Linguistics, this formal requirement is fulfilled by the **May Progress Meeting (also referred to as May Monitoring)**. All PhD students meet with their supervisory committee at the end of the winter term each year, to discuss their progress in the program. For students who have not yet achieved candidacy, the committee will be comprised of their Generals Paper supervisor and first reader, in addition to the Graduate Chair. Should the student not be enrolled in a Generals Paper, the committee will comprise of the Graduate Chair and two other faculty members.

In preparation for the May Progress meeting, all students should submit to the committee an updated copy of their CV, a May Progress form with the student portion completed, and their previous May Progress form. The committee and the student then discuss the student's progress in the program, and the committee provides advice on future work. The meetings are normally chaired by the supervisor, but any committee member may act as chair.

After the meeting, the committee completes the appropriate May Progress report. Copies are provided to the student, the Graduate Chair and to the graduate administrator. The supervisor discusses the report with the student, and the student may respond in writing.

May Progress forms can be found at <https://www.linguistics.utoronto.ca/phd-program/forms>. The supervisory committee may meet more frequently than once per year, as deemed necessary by the committee. It should be borne in mind that these meetings do not replace the regular meetings between the student and the supervisor.

Repeated failure to achieve satisfactory progress in May Progress may jeopardize a student's status in the program. Satisfactory progress is determined based on the goals and recommendations outlined in the May Progress report from the previous year. If the student's progress is found to be less than satisfactory, a detailed 6-month timeline should be provided in the form and the committee should meet again in six months. At this meeting, a second May Progress report will be completed. If progress is found to be less than satisfactory again, a second 6-month timeline should be provided, and the committee will meet again at the end of those six months. If the student's progress is not found to be satisfactory at that point, program termination procedures will be initiated (<https://www.sgs.utoronto.ca/policies-guidelines/termination-of-registration-info-for-students/>). If at either of the aforementioned meetings progress is deemed to be satisfactory, termination procedures will not be initiated. In other words, termination procedure is only initiated after two consecutive unsatisfactory progress reports.

## Marks in Graduate Courses, MA Forum papers, and PhD Generals papers

The University of Toronto's Assessment and Grading Practices Policy can be found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020>. Within the parameters set by that policy, the Department of Linguistics interprets the letter grades assigned in Linguistics graduate courses, MA Forum papers, and PhD Generals papers as follows:

- A+: The work is of extremely high quality, and/or is at a very advanced level, surpassing expectations for the student's stage of the program.
- A: The work is of very high quality, at an advanced level, comfortably meeting expectations for the student's stage of the program.
- A–: While the work is not without minor flaws, it is of sufficiently high quality, and at a sufficiently advanced level, that it meets expectations for the student's stage of the program.
- B+: While the work has clear academic merit, it falls somewhat short of what we expect from someone at this stage of the program.
- B: The work has academic merit, but it falls short of what we expect from someone at this stage of the program.
- B–: The work has some academic merit, but falls substantially below the level expected at this stage of the program.

## Coursework Extensions

If a student is unable to finish coursework by the deadline for valid reasons, an extension request must be submitted to the department before the deadline by completing the “Extension to Complete Coursework form” found at <https://www.sgs.utoronto.ca/wp-content/uploads/sites/253/2019/06/ExtensiontoCompleteCoursework.pdf> . The student must append a statement detailing the reasons and a timeline for completing the remaining work.

According to the SGS regulations, the extensions are granted only when the following conditions are met:

(From <https://www.sgs.utoronto.ca/policies-guidelines/coursework-extensions/>)

- (i) the reasons for the delay are both serious and substantiated: the student is to provide a statement detailing the reasons, together with a physician's letter in the case of illness;*
- (ii) the student would not be granted an unfair academic advantage over fellow students in the course;*
- (iii) the students would not be placing in jeopardy the normal and satisfactory completion of new coursework; and*
- (iv) the student does have a reasonable chance of completing outstanding requirements within the time to be allotted.*

If a coursework extension is not requested by the marks submission deadline, a grade will be assigned based on the work completed so far in the course. Note that Generals papers are also courses and the same rules apply (see section on Generals Papers).

## Program Extensions

The length of our PhD program is four years (five years for direct entry) with an upper time limit of six years (seven years for direct entry) for degree completion. If students do not complete all degree requirements within six years (seven years for direct entry), students may submit a request for program extension. Program extensions are subject to approval by the department and the School of Graduate Studies. Doctoral students may apply for a maximum of four one-year extensions. To seek an extension, students must submit a program extension form (<https://www.sgs.utoronto.ca/academic-progress/student-forms-letter-requests/>) along with an explanation for the delay and evidence that the remaining degree requirements may be completed within the period of the extension request. In addition, all program extension requests must be accompanied by two previous May Progress forms.

## Appeals

Students may appeal decisions relating to substantive or procedural academic matters, including grades and other program requirements. Students must first attempt to resolve the matter with the instructor or other person whose ruling is in question. Should the matter not be resolved with the instructor, and should the student wish to pursue the matter, the student must discuss the matter with the Graduate Chair. Should such discussions fail to resolve the matter, the student may then make a formal appeal in writing to the Chair of the Graduate Department Academic Appeals Committee. See procedures here: <https://facultyandstaff.sgs.utoronto.ca/sgs-councils-and-committees/graduate-academic-appeals/>

## Graduate Courses 2023- 24

### Fall 2023

LIN1104H1F	Quantitative Methods in Linguistics	I. Bondoc	M 17 - 19
LIN1106H1F	Topics in Experimental Design	M. Grigoroglou	R 13 - 16
JFL1107H1F	Computational Methods	S. Bhattasali	W 13 - 16
LIN1121H1F	Phonological Theory	N. Sanders	T 17 - 20
LIN1131H1F	Introduction to Syntactic Theory	S. Bejar	M 13 - 16
LIN1145H1F	Semantics	G. Thomas	R 16 -19
LIN1156H1F	Language Variation and Change Theory	N. Nagy	M 10-11, W 10-12
LIN1221H1F	Advanced Phonology I	S. Akinbo	R 13 - 15
LIN2100Y1Y	Linguistic Forum restricted to MA students	G. Thomas	T 9-12  T 9-12
LIN2101H1F	Junior Forum restricted to PhD 1 students	E. Atkinson	(Please see Jr Forum schedule for dates)

### Winter 2023

LIN1105H1S	Advanced Quantitative Methods in Linguistics	P. Monahan	W 9 - 12
LIN1112H1S	Phonetic Analysis	A. Kochetov	R 15 - 18
LIN1133H1S	Morphosyntatic Issues	S. Bejar	T 13 - 15
JAL1145H1S	Field Methods	S. Oliveira de Lima	M 17 - 19 W 17 - 19
JFL1207H1S	Advanced Computational Methods	E. Dunbar	M 13 - 16
LIN1222H1S	Advanced Phonology II	A. Ozburn	M 11 - 13
LIN1232H S	Advanced Syntax II	A. Kahnemuyipour	T 15 - 17
LIN1245H1S	Advanced Semantics	M. Ippolito	W 15 - 17
LIN1250H1S	Speech Perception	J. Schertz	R 10 - 12
LIN1255H S	Advanced Language Variation and Change I	A. Hachimi	T 15 - 17
LIN1271H S	Advanced Psycholinguistics I	D. Kush	R 13-15
LIN2100Y1Y	Linguistic Forum <i>restricted to MA students</i>	G. Thomas	T 9 - 12

## Course Descriptions

Graduate courses in the Department of Linguistics tend to be seminar-style, with focused topics that vary from year to year. Students will most often work on one paper throughout the term, with additional smaller assignments providing practice with some of the activities involved in the profession: writing abstracts, presenting papers, responding to peer review. Students are encouraged to approach their term papers as papers they can then submit to journals for publication. **Note:** The following are descriptions of typical graduate courses; specific content will change from year to year. Check the website for up-to-date course listings and consult the course instructor for specific information about a particular course offering.

### **LIN1104H – Quantitative Methods in Linguistics**

This course focuses on the statistical and experimental design tools needed for linguistics. Topics include the logic behind each statistical test, hands-on practice of how to use these tests, what to do in unusual situations, and how to use statistical software to carry out and interpret the analyses.

### **LIN1105H – Advanced Quantitative Methods in Linguistics**

This course is an advanced continuation of LIN1104H.

### **LIN1106H – Introduction to Experimental Design**

This is an advanced introduction to experimental design, tailored specifically to the needs of researchers in linguistics. The course focuses on the design of controlled lab experiments (as opposed to observational field studies or corpus studies), and will discuss the operationalization of research questions, the benefits and limitations of different experimental methodologies, and some issues in statistical analysis. We will address research questions in different areas of linguistics, from phonology, syntax, and semantics to acquisition and sentence processing. The goal of this course is to give students the tools to be able to start putting together experiments independently.

### **JFL1107H – Computational Methods in Linguistics**

This course combines a theoretical approach to computational linguistics (reflecting on the role computational methods can play in linguistic argumentation by discussing topical computational papers from various subfields of linguistics) with a practical one (learning how to develop and program computational methods to address linguistic research questions). Students are encouraged to start the course with a research topic or data set in mind for which they think a data-driven, computational approach can be formulated, and which could lead to an interesting final project for the course.

### **LIN1111H – Acoustic Phonetics**

Introduction to acoustics, with particular reference to the vocal tract; acoustic properties of speech; instrumental techniques for speech analysis.

### **LIN1112H – Phonetic Analysis**

This course provides students with hands-on experience with main methods of linguistic phonetic (acoustic and articulatory) analysis through project-based group work and training in writing up experimental results.

**LIN1121H – Phonological Theory (*crosslisted with LIN323*)**

Basic issues in current phonological theory. Problems focusing on analysis and theory.

**LIN1131H – Introduction to Syntactic Theory (*crosslisted with LIN331*)**

An introduction to the foundations and formal framework of current generative grammar, concentrating on Chomsky's Minimalist Program.

**LIN1133H – Morphology: Morphosyntactic Issues**

Current research involving morphology, including the role of morphology in the grammar, the nature of inflectional paradigms, affixes affecting grammatical relations constitute this linguistics course. Each year one topic will be a special focus and will be dealt with at length.

**JAL1145H – Field Methods**

Practice in language analysis based on elicited data from a native speaker of a foreign language, emphasizing procedures and techniques. (Given by the Departments of Anthropology and Linguistics.)

**LIN1145H – Semantics (*crosslisted with LIN341*)**

The study of meaning within linguistics. Areas of interest include word meaning, the interpretation of syntactic units such as the sentence, the logic of semantic properties, and the interaction of meaning and the use of language.

**LIN1146H – Topics in Semantics and Pragmatics (*crosslisted with LIN441*)**

A continuation of LIN1145H.

**LIN1151H – Urban Dialectology (*crosslisted with LIN451*)**

Ways in which urban sub-cultures differ in their use of language. How speakers' dialects reflect their ethnicity, group affiliation, and other social categories. Practice in dialect analysis based on data from the speech community, emphasizing procedures and techniques.

**LIN1156H – Language Variation and Change: Theory and Analysis (*crosslisted with LIN456*)**

Students will develop hands-on understanding of and skills in quantitative analysis of language variation and change. Using techniques introduced and discussed in class, students will carry out a variationist research project, from sample design and organization, to data analysis and interpretation. Analysis of languages in addition to English will be encouraged. This course will be conducted as a workshop. Regular assignments will develop the step-by-step procedures for conducting research in the variationist paradigm.

**LIN1162H – Comparative-Historical Linguistics I (*crosslisted with LIN362*)**

An introduction to diachronic linguistics. Theories of language change; the comparative method, internal reconstruction, linguistic geography, the origin of languages; language death.

**JFL1207H – Advanced Computational Methods in Linguistics**

[Description TBA]

**LIN1211H – Advanced Phonetics**

This course is a seminar in advanced topics in phonetics, exploring current developments in phonetic theory, models of speech production and perception, and phonetics-phonology interface. The coursework will include weekly readings and discussion of recent published articles on a topic. As part of the course term projects, students will conduct an extensive literature review on a topic of interest and design an experiment to test specific hypotheses emerging from the literature.

**LIN1221H/LIN1222H/LIN1223H/LIN1224H – Advanced Phonology I-IV**

An advanced seminar in phonology. Students will discuss a series of readings on a particular topic in phonology.

**LIN1231H/LIN1232H/LIN1233H/LIN1234H – Advanced Syntax I-IV**

An advanced seminar in syntax. Students will discuss a series of readings on a particular topic in current syntactic theory.

**LIN1245H/LIN1246H/LIN1247H/LIN1248H – Advanced Semantics I-IV**

An advanced seminar in semantics. Students will explore a current issue in semantics through a combination of lectures and discussion of original literature.

**LIN1255H/LIN1246H – Advanced Language Variation and Change I-II**

An advanced seminar in language variation and change, based on reading and analyzing current literature in the field.

**LIN1271H/LIN1272H – Advanced Psycholinguistics I-II**

An advanced seminar in psycholinguistics. Students will explore current issues through a combination of lectures and discussion of original literature.

**LIN1276H – Topics in Speech Perception**

An examination of the perception of human speech. We will explore how humans cope with the variation found in the auditory signal, how infants acquire their native language sound categories, the mechanisms underlying speech perception and how the brain encodes and represents speech sounds. An emphasis will be placed on integrating cutting-edge results from psychology and cognitive neuroscience with long-standing questions from linguistics, psycholinguistics and the speech sciences. Particular attention is paid to experimental methods and design. No prior experience with psycholinguistics or neuroscience is required.

**LIN1503H – Reading Seminar**

This course is available each term as an independent study; please consult the Graduate Office for details.

**LIN1505H – Research Seminar**

This course is available each term as an independent study; please consult the Graduate Office for details.

**JLP2451H – Language Acquisition**

This course provides an intensive overview of the field of first language acquisition, covering issues of language development from birth to adolescence. Although the course focuses on the acquisition of emerging linguistic capabilities proper, the material covered provides an interdisciplinary perspective, and should be of interest to linguists, psychologists, speech pathologists, educators and parents. Topics to be addressed include the biological bases of language, the first words, and phonological, syntactic and semantic development. Social variables influencing development of language, bilingualism, models of language development as well as methods of data gathering and analysis will also be discussed.

**JLP2452H – Language Acquisition and Linguistic Theory**

[Description TBA]

**LIN2100Y – Linguistic Forum**

Restricted to MA students, this year-long course meets weekly from September to April, allowing students to develop and present their research, culminating in an original research paper at the end of August.

**LIN2101H – Junior Forum**

PhD students in their first term attend the Junior Forum, a series of meetings designed to discuss topics related to the professional development of PhD students.

## Student Funding

### The Base Funding Package

The Department of Linguistics provides base funding of at least \$20,000 plus tuition and fees to eligible doctoral-stream students for up to five years (1 year in the MA, 4 years in the PhD program, and 5 years in the Direct-Entry PhD program). This funding is made up of several parts including University of Toronto Fellowships (UTF), research assistantships, teaching assistantships, and other U of T funding, as well as external funding (listed below). All continuing students must apply for external funding to be eligible for the base funding package. For more information about the base funding package, please go to

<https://www.artsci.utoronto.ca/graduate/financing-your-studies/base-funding-package>.

<https://www.sgs.utoronto.ca/awards-funding/financial-aid-advising/>

### Graduate Scholarships

Both external and internal scholarships are available. Please see

<https://awardexplorer.utoronto.ca/> and <https://www.sgs.utoronto.ca/awards-funding/> for more

information. Below is some information about the major external scholarships. The Department of Linguistics runs a session every fall to help its students apply for external funding,

and the Faculty of Arts & Science has recently hired a Director of Graduate Writing Support, Dr Daniel Newman, who is also available (<https://www.artsci.utoronto.ca/faculty-staff/teaching/teaching-learning-resources/milestones-and-pathways-program-graduate-students>).

For further advising and assistance on financial matters, visit the Graduate Financial Aid and Advising Office (<https://www.sgs.utoronto.ca/awards-funding/financial-aid-advising/>).

### Milestones and Pathways

Milestones and Pathways is a Faculty of Arts & Science initiative supported by the School of Graduate Studies Innovation Fund. The initiative aims to support graduate students as they progress through their studies and prepare for their careers. *Milestones* activities help students reach key benchmarks in their graduate training, including passing departmental examinations and writing dissertations. *Pathways* activities provide students with the skills and knowledge needed to succeed in careers within and outside the Academy. These events may include alumni networking opportunities and professional development workshops.

(from <https://www.artsci.utoronto.ca/graduate/graduate-opportunities/milestones-and-pathways-program>)

### Ontario Graduate Scholarships (OGS)

The Ontario Graduate Scholarship (OGS) program is designed to encourage excellence in graduate studies at the master's and doctoral levels. OGS scholarships are awarded for a single academic year, which may be made up of two or three consecutive terms, and are valued at \$5,000 per term. The departmental application deadline is usually in March for scholarships to be held from the following September.

Approximately 2,000 OGS scholarships are awarded each year. Of these, 60 are awarded to students who have been admitted to Canada with a student visa. For eligibility conditions, <https://www.sgs.utoronto.ca/awards/ontario-graduate-scholarship/>.

### Social Sciences and Humanities Research Council of Canada (SSHRC)

SSHRC is Canada's federal funding agency for university-based research and graduate training in the social sciences and humanities. Created as an independent body by Parliament in 1977, it reports to Parliament through the Minister of Industry. SSHRC offers scholarship programs at both the master's level and the doctoral level. The application deadline is usually in September for the doctoral level and in December for the master's level for scholarships to be held from the following September.

#### Master's Awards

At the master's level, SSHRC offers a Canada Graduate Scholarship (CGS) program. CGS Master's scholarships are non-renewable, 12-month awards valued at \$17,500, and are awarded to applicants who will be registered as full-time students at the master's level in a Canadian University, in a discipline supported by SSHRC. Awards may be taken up in May, September, or January of the scholarship year. 2,000 CGS Master's scholarships are awarded each year. For eligibility conditions, acceptance conditions, and application instructions, please refer to: <https://www.sgs.utoronto.ca/awards/canada-graduate-scholarships-cgs-m-program/>.

#### Doctoral Awards

SSHRC offers two scholarship programs at the doctoral level: CGS Doctoral scholarships and SSHRC doctoral fellowships. CGS doctoral scholarships are valued at \$35,000 per annum for 36 months. SSHRC doctoral fellowships are valued at \$20,000 per annum for 12, 24, 36, or 48 months. Awards may be taken up in May, September, or January of the scholarship year. For eligibility conditions, acceptance conditions, and application instructions for all SSHRC scholarships, please refer to: <https://www.sgs.utoronto.ca/awards/canada-graduate-scholarships-doctoral-cgs-d%E2%80%8B-program%E2%80%8B/>.

#### Awards specifically intended for non-Canadian graduate students

The list of available awards depends to some extent on the student's country of origin, and some awards are for specific areas of study. More information can be found at <https://www.sgs.utoronto.ca/awards-category/international-awards/> and <https://awardexplorer.utoronto.ca/>.

#### Doctoral Completion Award

Students in Years 5 and 6 (Years 6 and 7 of the direct entry program) who have completed their thesis proposal may be eligible for a Doctoral Completion Award (DCA), contingent on program milestones being met. Application information is sent directly to eligible students in the summer of Years 4 and 5.

### **Further information and help**

For more information about awards and financial assistance, visit the Graduate Financial Aid and Advising Office: <https://www.sgs.utoronto.ca/awards-funding/financial-aid-advising/>

## **Teaching Assistantships**

Teaching assistantships are available for graduate students in the department. These positions are awarded based on experience, student preference, and the needs of the department.

TAs at the University of Toronto are represented by the Canadian Union of Public Employees, Local 3902 (CUPE 3902) Unit 1, which represents all teaching assistants, course instructors, lab demonstrators, markers, invigilators and tutors in all faculties, and Chief Presiding Officers in the Faculty of Arts and Science, who are undergraduate or graduate students or post-doctoral fellows at the U of T. For more information about the union, please visit <http://www.cupe3902.org/>. The current hourly rate is \$47.64. Course instructors, Chief Presiding Officers, Assistant Invigilators, Invigilators, and Peer Assistants have different pay scales, which can be found in the Collective agreement, available at <https://www.cupe3902.org/unit-1/>.

### **Description of Duties**

All positions involve grading of assignments, tests, and exams. Some involve the teaching of tutorials. Other responsibilities are as assigned by the instructor and may include contact hours with students, preparation and invigilating in addition to the above. For each position, responsibilities will be outlined in an online form, the Description of Duties and Allocation of Hours (DDAH), available through the TAships applications site, at <https://taships.iit.artsci.utoronto.ca/lin/login>.

### **Training**

As part of their allocated hours, all new students receive four hours of paid training. The Department of Linguistics provides training sessions run by experienced TAs and representatives from CUPE 3902; this training includes a session on the rights afforded to TAs as CUPE 3902 members as well as practical training in running tutorials and grading tests and assignments. Also, the Teaching Assistants' Training Program (<https://tatp.utoronto.ca/>) provides free peer training for graduate students.

### **Teaching & Grading Undergraduates**

Graduate students interact with undergraduates as TAs, Graders, and senior colleagues. Upper-year PhD students may also have the opportunity to serve as course instructors. The role played by graduate students with respect to undergraduates is extremely important: many undergraduates will see graduate students as role models, especially if they aspire to enter graduate school one day. Graduate students therefore function as the face of the linguistics department in their interactions

with undergraduates. In the larger linguistics courses, students have limited opportunities to interact directly with the professor; the TA is therefore their main contact with the material and with the linguistics department. Graduate students also frequently tutor individual students through the LGCU tutoring program. Graduate students thus have an important role to play as educators and mentors.

## Departmental Research Groups

The list of Research Groups can be found on the Department website, at <https://www.linguistics.utoronto.ca/research>. Meeting dates and times are noted in the Department's Google calendar, linked through the home page of the Department website. Part of the graduate program involves attending research groups, and it is expected that you are a regular member of the group of your main research area. Get in touch with the contact person listed in the links above so that you can be added to the listserv for that group. These will not normally be announced on the general department listserv.

### Cognitive Science of Language Research Group

The University of Toronto Cognitive Science of Language Research Group is primarily interested in the investigation of how language is acquired, processed and produced. Faculty, post-docs and graduate students from a number of unique disciplines contribute, and their work reflects research topics across all levels of linguistic analysis. Different investigative approaches and techniques are brought to bear on these issues, including behavioural discrimination experiments, eye-tracking, brain imaging and explicit judgment tasks - to name but a few. In addition to members of the Department of Linguistics, the group includes integral tri-campus participation from the Departments of Psychology, Computer Science, Spanish and Portuguese, and Ontario Institute for Studies in Education (OISE).

### Language description, documentation and revitalization Group

The fieldwork research group is a project dedicated to the discussion of linguistic fieldwork and field methodology. We have a mixed bag of activities including hearing informal presentations about particular methods, problems, or data; discussing papers on methodology; and holding the occasional workshop on a practical technique. Expect to discuss both theoretical and practical considerations about work in the field and elicitation technique, relative to different subfields and different language situations (i.e. endangered, indigenous, understudied, or none of the above). We welcome different levels of experience and history with fieldwork, as long as you have an interest!

### Language Variation and Change Research Group

The LVC Group is centred on research in variationist sociolinguistics and overlapping subfields (e.g. dialectology, historical linguistics, language and society). Meetings typically consist of presentations from members, visiting scholars, and guest speakers; work in progress is encouraged! From time to time we read a major paper, host a software workshop, or talk about a noteworthy line of research. Anyone with an interest in variationist research is welcome at our meetings.

### Morphology Reading Group

The Morphology Reading Group meets regularly throughout the semester to discuss novel research in the subfield of Morphology. Members of the group lead discussions on papers of interest or discuss their own projects. The group encourages discussions of a wide variety of morphological frameworks and topics, including those that are under-represented in Generative Linguistics, as well as widely-researched frameworks like Distributive Morphology. Students and researchers in all stages of their careers are welcome.

### Phonology and Phonetics Group

The Phonetics/Phonology Research Group (or just Phon Group for short) is a place for anyone working on the P-side to present work in progress or do dry runs of upcoming talks. We've had presentations on everything from pure theoretical phonology to descriptive phonetics to experimental work in production and perception. This is a very informal setting, and a great place to get feedback on an upcoming talk, research that's still in a rough state, or data you've been working through. We also try to have a few discussion sessions each year, usually going through a recent phonetics/phonology paper of interest but sometimes a more general conversation about methodology or issues in phonetic and phonological research.

### Semantics Research Group

The Semantics Research Group usually features presentations from members and guests on research in semantics and pragmatics. Work in progress is encouraged. Occasionally we read a paper, prepare for a guest speaker, and/or organize practice talks in preparation for conference presentations. Everyone who is interested in semantics or would like to learn more about it is welcome to attend the meetings.

### Syntax Research Group

The Syntax Research Group (also known as Syntax Project) provides a venue for students and faculty at the University of Toronto and the larger syntax community in the GTA to share their research on issues in syntax, morphology and their interfaces with other modules of grammar. In a typical meeting, a group member presents their ongoing research, but we welcome practice runs for conferences, discussion sessions on new work in the field, and suggestions for other research-related activities as well!

## Student Unions

Graduate students in the Department of Linguistics are members of several unions:

The **Linguistics Graduate Course Union** (LGCU) is the departmental union. The LGCU has two primary functions: to act as liaison between the faculty and the students, and to act as an umbrella organization for the student committees. The union meets about twice a year as a group to discuss any concerns students may have. The president then takes these concerns to the faculty for resolution. The union and the faculty have a very positive relationship, and any problems tend to get resolved quickly. **All students are expected to volunteer some of their time doing committee work.** The committees range from the practical, such as the Dish Towel Washing Committee, to the professional, such as the TWPL (Toronto Working Papers in Linguistics) committee, which publishes an electronic journal (<http://twpl.library.utoronto.ca/index.php/twpl>). The committee work forms the backbone of the LGCU and ensures that the tasks get done in a timely manner. The LGCU also organizes social events for the department, organizes departmental workshops, and represents the graduate students in several departmental committees and boards.

The **Graduate Students Union** (GSU) represents all graduate students at the University of Toronto. In addition to representing students on various university boards and committees, the GSU also offers a number of services and resources to students, such as a housing service and income tax workshops. More information about the GSU is available at <http://www.utgsu.ca/>.

**CUPE 3902 Unit 1** is a certified labour union representing all students working as teaching assistants at the University of Toronto. Students who accept teaching assistantships are automatically members of the union. More information about CUPE 3902 is available at <http://www.cupe3902.org/>.

## Health, Mental Health and Wellness

Your health, both mental and physical, are priorities. The University and the School of Graduate Studies have a number of resources we encourage you to make use of. You can find links to these at <https://www.sgs.utoronto.ca/gradhub/resources-supports/#health-wellness>.

## Supervision support

Working with the help of the graduate office, and the faculty, you will always have a supervisor. Supervisee-supervisor relationships are key to a successful graduate experience. For additional resources on these matters, including the topic of conflict resolution, please visit: <https://www.sgs.utoronto.ca/resources-supports/supervision/>.

## Career Centre

The Career Centre at the University of Toronto is a valuable resource for graduate students seeking employment both within and outside of academia. The Career Centre provides career and employment services, such as career development workshops and individual appointments, an

Extern (job shadowing) program, a resume clinic, practice interview sessions, and internship and volunteer listings. Career counselors offer both one-on-one and workshop meetings with students to discuss career development and employment search plans. Additionally, the Career Centre has an extensive collection of career and employment information in the Career Resource Library. More information is available at <https://studentlife.utoronto.ca/department/career-exploration-education/>.

## Coming to Toronto

### Housing

The University of Toronto offers resources to students seeking on- or off-campus accommodations in Toronto. The Student Housing Service (<http://www.housing.utoronto.ca/>) provides information about on-campus residences for graduate students, student family housing, temporary accommodations, and off-campus accommodations. Registered students have full membership to the Student Housing Service and access to all the available resources, including exclusive listings of available off-campus accommodations and publications to assist you in apartment hunting. Other resources that may be of use in finding off-campus accommodations in Toronto include:

<http://viewit.ca/>

<http://www.rentcanada.com/toronto/>

<http://www.apartmentcorner.com/>

<http://toronto.en.craigslist.ca/>

<https://www.kijiji.ca/b-apartments-condos/city-of-toronto/c3711700273>

<https://www.padmapper.com/search/apartments/Ontario/toronto/>

### Transportation

Students living off-campus may need to use public transportation to get to the University of Toronto. The Toronto Transit Commission (TTC) offers transportation throughout Toronto, including bus, subway, and streetcar services. Fare information, maps, and schedules are available at <http://www.ttc.ca>. A Post-Secondary Student TTC Metropass is available at a discounted rate (\$128.15 for a one-month pass). For more information about how to get one of these passes, see <https://www.ttc.ca/Fares-and-passes>.

For students living outside of Toronto, GO Transit offers transportation between Toronto and the rest of the Greater Toronto Area. For more information, visit <https://www.gotransit.com/en/>.