

Department of Linguistics

University of Toronto

Graduate Handbook

2020-21

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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

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Departmental contacts

Chair	Prof Sali A. Tagliamonte	SS 4075	lin.chair@utoronto.ca
Graduate Coordinator	Prof Yoonjung Kang	SS 4072	gradlin@chass.utoronto.ca
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Departmental Officer	Ms Mary Hsu	SS 4074	mary.hsu@utoronto.ca
Graduate Program	Ms Jennifer McCallum	SS 4073	linguistics@utoronto.ca
Undergraduate Program	Ms Deem Waham	SS 4073	undergrad.linguistics@utoronto.ca

Important Links

School of Graduate Studies: sgs.utoronto.ca

SGS Calendar: 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:

- Theoretical Linguistics (phonetics, phonology, morphology, syntax, semantics, pragmatics)
- Language Variation (sociolinguistics, dialectology, language variation and change)
- Psycholinguistics (language acquisition, comprehension and production)

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 Iranian languages; Slovenian; Russian; Spanish; Hebrew; British, Canadian, and New England English; Faetar; Brazilian Indigenous languages; 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 \$18,000 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).

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 work space, 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 work space 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.

The Department has a variety of computer hardware and software used for research and teaching. The use of these facilities is limited to faculty and graduate students, and to undergraduates enrolled in certain upper-level courses who have the permission of the Chair.

Just up the street from Sidney Smith Hall is the John P. Robarts Research Library, one of North America's largest research libraries, which houses an excellent linguistics collection and material on many languages.

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

Barend Beekhuizen barend.beekhuizen@utoronto.ca	Assistant Professor (Language Studies, UTM) Computational linguistics
Susana Béjar susana.bejar@utoronto.ca	Assistant Professor Syntax, morphology
Marisa Brook marisa.brook@utoronto.ca	Assistant Professor Variationist sociolinguistics
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	Assistant Professor (Language Studies, UTM) Language change and innovation, Canadian English
Myrto Grigoroglou m.grigoroglou@utoronto.ca	Assistant Professor Psycholinguistics, cognitive science
Atiqa Hachimi ahachimi@utsc.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	Assistant Professor Phonology, Slavic languages
Arsalan Kahnemuyipour a.kahnemuyipour@utoronto.ca	Associate Professor (Language Studies, UTM) Morphology, syntax, syntax-phonology interface, Persian
Yoonjung Kang yoonjung.kang@utoronto.ca gradlin@chass.utoronto.ca	Professor (French & Linguistics, UTSC) and Graduate Coordinator Phonology, loanwords, Korean linguistics

Alexei Kochetov al.kochetov@utoronto.ca ugling@chass.utoronto.ca	Professor and Associate Chair, Undergraduate Phonetics, phonology
Suzi Lima suzi.lima@utoronto.ca	Assistant Professor Language documentation, formal semantics, psycholinguistics
Pedro Mateo Pedro pedro.mateo@utoronto.ca	Assistant Professor Indigenous language documentation and revitalization
Philip J. Monahan philip.monahan@utoronto.ca	Associate Professor (French & Linguistics, UTSC) Psycholinguistics, cognitive neuroscience, perception of language
Keir Moulton keir.moulton@utoronto.ca	Assistant Professor Syntax-semantics interface
Naomi Nagy naomi.nagy@utoronto.ca	Professor 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	Assistant Professor, Teaching Stream Phonology, phonetics, historical linguistics, sign languages
Jessamyn Schertz jessamyn.schertz@utoronto.ca	Assistant Professor (Language Studies, UTM) Bilingualism, perceptual drift, and the regularization of loanwords
Sali A. Tagliamonte sali.tagliamonte@utoronto.ca lin.chair@utoronto.ca	Professor and Chair Language variation and change, sociolinguistics
Guillaume Thomas guillaume.thomas@utoronto.ca	Assistant Professor Formal semantics, fieldwork

Emeriti and retired faculty members

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
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

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

Parth Bhatt bhattpm@chass.utoronto.ca	Associate Professor (French) Neurolinguistics, psycholinguistics, creoles
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Anne-Marie Brousseau annemarie.brousseau@utoronto.ca	Associate Professor (French) Haitian Creole, phonology, semantics, morphology
Craig Chambers craig.chambers@utoronto.ca	Associate Professor (Psychology, UTM) Psycholinguistics, pragmatics, language acquisition
Laura Colantoni laura.colantoni@utoronto.ca	Professor (Spanish & Portuguese) Sound change, phonetics and phonology, Spanish, French
Rena Helms-Park rhelms@utsc.utoronto.ca	Associate Professor (French & Linguistics, UTSC) Second language acquisition, input processing
Elizabeth Johnson elizabeth.johnson@utoronto.ca	Associate Professor (Psychology, UTM) Infant studies, language acquisition, speech perception
Emmanuel Nikiema elizabeth.johnson@utoronto.ca	Associate Professor (Language Studies, UTM) Phonology, language teaching, language planning
Mihaela Pirvulescu ma.pirvulescu@utoronto.ca	Associate Professor (Language Studies, UTM) First language acquisition, bilingualism
Yves Roberge yves.roberge@utoronto.ca	Professor (French) Syntax, variation, inflectional morphology, French
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 (French) Language acquisition, phonology, second language teaching

Post-doctoral fellows

Cassandra Chapman cassandra.chapman@utoronto.ca	Syntax, semantics, sentence processing
Songül Gündoğdu songul.gundogdu@utoronto.ca	Syntax, Iranian languages
Qandeel Hussain qandeel.hussain@utoronto.ca	Phonetics, phonology, fieldwork, documentation
Samantha Jackson	Sociolinguistics
Alessandro Jaker alessandro.jaker@utoronto.ca	Phonology, fieldwork, Dene (Athabaskan)
Bridget Jankowski bridget.jankowski@utoronto.ca	Language variation and change
Nayoun Kim nayoun.kim@utoronto.ca	Psycholinguistics, syntax, semantics, sentence processing
Jeremy Needle jeremy.needle@utoronto.ca	Language variation and change, morphology

Other teaching staff and retired faculty members

Marshall Chasin marshall.chasin@rogers.com	Adjunct Assistant Professor Phonetics, audiology
Deborah M. James james@utsc.utoronto.ca	Associate Professor, retired (UTSC) Language and gender, Algonquian, semantics
Ronald Smyth	Associate Professor, retired (French & Linguistics, UTSC) Psycholinguistics, language acquisition

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 four full-course equivalents (four courses each term, including Linguistic Forum, which runs for both terms). Required courses include:

- LIN1121H – Phonological Theory
- LIN1131H – Introduction to Syntactic Theory
- JAL1145H – Field Methods
- 3 elective courses (1.5 FCE)
- LIN2100Y – Linguistic Forum

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 four full course equivalents. Other courses are chosen by the student in consultation with the graduate coordinator and the advisor. Descriptions of representative graduate courses are provided below.

A typical course schedule for the one-year MA program will look like this:

Term I (Fall)	Term II (Winter)	Term III (Summer)
LIN1121H Phonological Theory	JAL1145H Field Methods	LIN2100Y Linguistic Forum (and Language Requirement test if required)
LIN1131H Syntactic Theory	0.5 FCE Elective Course	
0.5 FCE Elective Course	0.5 FCE Elective Course	
LIN2100Y Linguistic Forum	LIN2100Y Linguistic Forum	

The forum class meets regularly during the fall and spring 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 an ability to read professionally in one language other than English. The choice of language is to be approved by the graduate coordinator, 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 are able to 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 September. 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 of 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. Language exams are generally administered once per year, in late April or early May.

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 in the final year of the program 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 his/her 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. 30-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. 30-minute time slots. Progress report.
January:	Cycle 4. 40-minute time slots. Progress report. Preliminary results and analysis.
Feb.–Mar.:	Cycle 5. 40-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.
Early July:	Summer meeting. 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.

Doctoral Program

The PhD program consists of four and a half (4.5) full course equivalents (FCEs), one language requirement, two General Papers, and a thesis.

Coursework

- LIN2101H – PhD Junior Forum (*Credit/No Credit*)
- **3.0 FCE, to include if not taken previously:**
 - LIN1103H – Introduction to Analysis and Argumentation
 - LIN1104H – Quantitative Methods
 - LIN1121H – Phonological Theory
 - LIN1131H – Introduction to Syntactic Theory
 - JAL1145H – Field Methods
 - LIN1145H – Semantics
- **0.5 FCE from the following group¹:**
 - LIN1106H – Introduction to Experimental Design
 - LIN1112H – Phonetic Analysis
 - 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
- **0.5 FCE elective**, which may be taken outside the Department of Linguistics, upon consultation with the Graduate Coordinator.

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 Coordinator. Normally, PhD students will take 3.0 FCE during Year 1 (three courses each term), and 1.0 FCE (two courses) in Year 2. However, it is possible to complete all coursework during Year 1.

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

PhD Forum

Junior Forum (Year 1)

Year 1 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.

¹ This group might vary from year to year depending on course offerings.

Senior Forum (Year 2)

Students writing their Generals Papers (GP) attend Senior Forum, a series of meetings where students working on their Generals papers meet to report on their progress. Attendance is mandatory. Students are also required to present on their Generals papers in the appropriate research group at least once per term. This would normally mean that students in PhD Year 2 will do one presentation in the fall term on their first Generals paper and another presentation in the winter term on their second Generals paper.

Completion Timeline

	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

Language Requirement

All students must demonstrate an ability to read professionally in one language other than English. The choice of language must be approved by the graduate coordinator. 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 page 7 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. Students beginning a Generals paper register for **LIN2201H** for the first paper, and **LIN2202H** for the second. Normally, it takes two terms (eight months) to complete each paper and students complete both by the end of Year 2.

The two Generals papers must be written in the following areas:

- a. One of phonology, phonetics, syntax, or semantics

- b. A second area, to be chosen from the following:
 - i. Linguistic theory: in a subfield distinct from that chosen in (a)
 - ii. Language variation and change: sociolinguistics, dialectology, historical
 - iii. Cognitive science: psycholinguistics, acquisition, computational linguistics

Topics must be approved by the Graduate Coordinator, who is responsible for determining whether a topic falls within an appropriate area, and whether the two topics are sufficiently distinct.

At the beginning of their Generals paper research, students must submit to the Graduate Coordinator a document indicating the topic and the planned timeline of research in consultation with the supervisor. This would normally mean that PhD Year 2 students will submit a plan for their first Generals paper in early May and another plan for their second Generals paper in early January.

Students are encouraged to actively explore ideas and topics for Generals papers early, starting in the first year and term papers in the coursework in the first year often provides a good starting point for Generals papers.

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 Coordinator. 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.

Senior Forum

As outlined above, students participate in Senior Forum while they are completing their Generals papers and present on their progress in relevant research group.

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 Coordinator 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 coordinator, 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.

A student who feels that proper procedures have not been followed may appeal to the Chair of the department. The Chair or a designate will meet with the student and all members of the committee to determine whether proper procedures have been followed. If there is sufficient reason to do so, the Chair may order a new defense, possibly with a different committee.

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, 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 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 coordinator, 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 be not 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 the proposals are not made publicly available.

Guidelines for the oral thesis proposal

Once the written proposal has been accepted by the supervisory committee, on a date to be arranged with the Graduate Coordinator. 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 must nevertheless have an approved thesis topic, a supervisor, and a supervisory committee before the end of Year 3 in order to remain in good academic standing. This requirement will normally be satisfied at the May Monitoring 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 student who has not achieved

candidacy by August 31 of Year 3 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. 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).

Monitoring students’ progress through the program

The Graduate Coordinator serves as the student's nominal supervisor in the first two years of the four-year PhD program, during which time the student undertakes coursework and fulfills the two Generals papers requirements. At the beginning of each year, at the time of registration, the student and the coordinator 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. Once the student has chosen a thesis topic and a supervisor, and established a supervisory committee, it is the supervisor's responsibility to ensure that the student's progress is appropriately monitored.

May Monitoring

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 **May Monitoring**. All PhD students meet with their supervisory committee at the end of the spring term each year, to discuss their progress in the program. For students in Years 1 and 2 of the program who do not yet have a thesis topic and a supervisor, the supervisory committee consists of the Graduate Coordinator and two other faculty members.

In preparation for the May Monitoring meeting, all students should submit to the committee an updated copy of their CV and a May Monitoring form with the student portion completed. Students

in the thesis stage will make a brief presentation of their thesis work to the committee. 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 Monitoring report. Copies are provided to the student and to the graduate coordinator. The supervisor discusses the report with the student, and the student may respond in writing.

May Monitoring 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.

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 <http://www.governingcouncil.utoronto.ca/policies/uniassgpp.htm>. 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 <http://www.sgs.utoronto.ca/Documents/Extension+to+Complete+Coursework.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 <http://www.sgs.utoronto.ca/facultyandstaff/Pages/Coursework-Extensions.aspx>)

- (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.

Program Extensions

The length of our PhD program is four years with an upper limit of six years for degree completion. If students do not complete all degree requirements within six years, students may submit a request for program extension. 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 Monitoring forms.

Graduate Courses 2020-21

Fall 2020

Course Code	Title	Instructor	Schedule	<i>Undergraduate cross-listing</i>
LIN1104H F	Quantitative Methods in Linguistics	N. Sanders	M 18-20	
LIN1107H F	Computational Methods in Linguistics	B. Beekhuizen	W 18-21	
LIN1121H F	Phonological Theory	K. Rice	M 11-12 W 10-12	
LIN1131H F	Introduction to Syntactic Theory	A. Kahnemuyipour	M 13-16	
LIN1145H F	Semantics	G. Thomas	T 13-16	
LIN1156H F	Language Variation and Change Theory	N. Nagy	M 16-17 W 15-17	LIN456H1 F
LIN1221H F	Advanced Phonology I	Y. Kang	W 13-15	
LIN1231H F	Advanced Syntax I	M.C. Cuervo	M 13-15	
LIN1245H F	Advanced Semantics I	S. Lima	T 16-18	
LIN1255H F	Advanced Language Variation and Change I	D. Denis	T 18-20	
LIN1271H F	Advanced Psycholinguistics I	D. Heller	R 10-12	
LIN2100Y Y	Linguistic Forum <i>Restricted to MA students</i>	Y. Kang	T 9-13	
LIN2101H F	Junior Forum <i>Restricted to PhD 1 students</i>	B. Beekhuizen	T 9-12	

Winter 2021

Course Code	Title	Instructor	Schedule	<i>Undergraduate cross-listing</i>
LIN1103H S	Introduction to Analysis and Argumentation	G. Thomas	T 16-18 R 17-18	LIN481H1 S
LIN1105H S	Advanced Quantitative Methods in Linguistics		T 18-20	
LIN1106H S	Introduction to Experimental Design	A. Kochetov	W 13-16	
JAL1145H S	Field Methods	S. Lima	M 18-20 W 18-20	JAL401H1 S
LIN1211H S	Advanced Phonetics	J. Schertz	W 10-12	
LIN1222H S	Advanced Phonology II	K. Rice	M 13-15	
LIN1232H S	Advanced Syntax II	K. Moulton	M 15-17	
LIN1246H S	Advanced Semantics II	M. Ippolito	M 10-12	
LIN1256H S	Advanced Language Variation and Change II	N. Nagy	R 10-12	
LIN2100Y Y	Linguistic Forum <i>Restricted to MA students</i>	Y. Kang	T 9-13	

A select number of graduate courses are limited to graduate students in other departments; they are not included in these listings.

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.

LIN1103H – Introduction to Analysis and Argumentation

This course provides students with tools for analysis and argumentation in linguistics. Methodological in spirit, it offers practice in constructing and evaluating hypotheses, in scrutinizing the argumentation of various representative articles, and assessing the nature of evidence in linguistics. Specific topics may change from year to year.

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.

LIN1107H – 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

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

LIN1131H – Introduction to Syntactic Theory

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

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

A continuation of LIN1145H.

LIN1151H – Urban Dialectology

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

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

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

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**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 \$18,000 plus tuition and fees to eligible doctoral-stream students for up to five years (1 year in the MA, and 4 years in the 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>.

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>).

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/faculty-staff/teaching/teaching-learning-resources/milestones-and-pathways-program-graduate-students>)

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/>.

For more information about awards and financial assistance, please contact the Graduate Awards office at the School of Graduate Studies, graduate.awards@utoronto.ca.

Doctoral Completion Award

Students in Years 5 and 6 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 spring of Years 4 and 5.

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 \$46.24. 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, 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 three 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. Interested in attending a group? Get in touch with the contact person so that you can be added to the listserv for that group. These will not normally be announced on the general department listserv.

Fieldwork 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.

Psycholinguistics Research Group

The University of Toronto Psycholinguistics 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).

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 Project provides linguists from the University of Toronto and beyond with the opportunity to share their work on issues in syntax, morphology, and semantics. During a typical meeting, a participant presents on their ongoing research, but we welcome practice runs for conferences, discussion sessions on new work in the field, and suggestions 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/>.

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 <http://www.careers.utoronto.ca/>.

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/>

<http://toronto.kijiji.ca/f-real-estate-W0QQCatIdZ34>

<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 http://ttc.ca/Fares_and_passes/Fare_information/Seniors_students_and_children/Post_Secondary_Students/index.jsp.

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/>.