LINGUISTICS (LING)

LING 500: Syntax II

3 Credits

Advanced topics in syntactic analysis and theory. LING 500 Syntax II (3)
The aim of this course is to provide students with the skills necessary
to contribute to our understanding of modern generative syntactic
theory (although other theories may be introduced by professors from
different theoretical backgrounds). An overview of the theory of early
generative grammar and its attendant problems will be presented in this
course. Attempts to resolve these issues in contemporary syntax via
the minimalist program will be covered in as much depth as possible.
Using the skills and arguments developed in this course, students will be
required to do original research on a particular problem of syntax.

LING 502: Historical Linguistics

3 Credits

Principles of comparative linguistics; language families; reconstruction
of lost languages. LING 502 Historical Linguistics (3) The goal of this
course is to engage graduate students in an analysis of the competing
theories of the methods for classifying the world's languages. The course
will provide an historical overview of the field with a major emphasis on
contemporary debates. At issue will be whether all languages can be
reconstructed to a common source. Is there possible evidence for such a
reconstruction? Can the methodology faithfully extend to the very remote
past?

LING 504: Phonology II

3 Credits

Advanced topics in phonological analysis and theory. LING 504
Phonology II (3) Students in this course will examine the shift from rule-
based to constraint-based theories of phonology with an emphasis
on analyzing the shortcomings and paradoxes inherent in earlier
approaches. At issue will be the search for a better understanding of
how the phonological component continually interacts with phonetics
and morphology in order to create optimal outputs. Students will analyze
particular problems through reading various journal articles treating the
same topic from different approaches. They will then evaluate the various
approaches systematically. The goal of this course is to prepare students
to do close readings of advanced research.

LING 519: Current Statistical Practice in Language Science

3 Credits

Our primary goal in this course is to explore how to analyze and interpret
quantitative data in language science. Part of this goal will be to gain
familiarity and proficiency with a range of quantitative techniques
common in language science. Reflecting trends in the field, linear
and logistic mixed effects regression will be a major focus in addition
to more well-known (e.g. ANOVA, multiple regression, chi-square)
techniques. We will also spend some time exploring other methods
such as multidimensional scaling, generalized additive modeling, and
conditional inference trees, as well as more specialized techniques
(e.g. drift-diffusion modeling). A more important goal is to learn to think
critically about quantitative data and how we can learn from it. This
includes a critical view of quantitative research in general, questions of
measurement, the many decisions involved in analytic strategy, model
structure and interpretation, and the ability to extend students’ knowledge
to new techniques independently.

RECOMMENDED PREPARATION: Completion of an introductory graduate
level course in statistics, or advanced undergraduate courses. Experience
with regression and familiarity with common software for statistical
analysis in language science.

LING 520: Seminar in Psycholinguistics

3-9 Credits/Maximum of 9

Consideration of theoretical and research issues relevant to
psychological aspects of language sounds, syntax and semantics, and
other cognitive support. LING (PSY) 520 Seminar in Psycholinguistics
(3 per semester/maximum of 9) In this seminar, psycholinguistic
approaches to bilingualism will be examined. Bilingualism is of interest
for a number of reasons. First, despite the prevalence of monolinguals
in the United States, most people of the world are bilingual. To have
a genuinely universal account of human cognition will therefore
require a detailed understanding of the relations between language
and thought in individuals who speak and understand more than one
language. It will be essential that research on basic cognitive functions
in bilinguals examines both the course and the consequence of second
language acquisition. Second, bilingualism provides a unique vantage
point from which the relations between thought and language may
be viewed. Historically, this issue was the focus of the debate over the
Whorfian hypothesis (i.e., does language determine thought?). In
contemporary psychology, it has emerged as a central issue in the
debate over modularity. Understanding the form of language and
memory representation in the bilingual may provide an important set
of constraints in modeling the fundamental categories of the mind.
Finally, bilingualism can provide a research tool for examining cognitive
functions that are sometimes impenetrable within an individuals first
language. The examination of the mapping of form to meaning in
Constructing syntactically well-formed sentences in two languages with
contrasting syntax, or in understanding the meaning of words that have
similar form but differ in meaning in two languages, provides a tool for
developing converging sources of evidence to test theories of language
comprehension and memory. Topics to be covered include second
language acquisition in children and adults, language comprehension
and memory in second language, code switching and language mixing, the
consequences of bilingualism, and the neuropsychology of bilingualism.

Cross-listed with: PSY 520

LING 525: Experimental Research Methods in Psycholinguistics

3 Credits

This course provides an overview of experimental research techniques
used in language science.

LING 596: Individual Studies

1-9 Credits/Maximum of 9

Creative projects, including nonthesis research, which are supervised on
an individual basis and which fall outside the scope of formal courses.
LING 597: Special Topics

1-9 Credits/Maximum of 9

Formal courses given on a topical or special interest subject which may be offered infrequently; several different topics may be taught in one year or term.

LING 823: Proseminar in Professional Issues in Language and Human Technology

3 Credits

This 3 credit course is designed to prepare students from disciplines in the language sciences and technological sciences for careers founded on principles of transdisciplinary research and collaboration. Application of these principles focuses on the integration of linguistic diversity in the design of human-centered technology. The course takes a holistic approach, recognizing that personal and professional development are intertwined. Students will engage with multimedia sources as well as more traditional academic writings. Guest speakers from within and outside Penn State will provide students with varied perspectives and expertise. Upon successful completion of this course, students will be able to create a plan for engagement in transdisciplinary team science; compare career paths in different academic and non-academic institutions; describe steps in preparation for the job search process and create materials; compose science communication for a variety of audiences; plan how to benefit from mentoring and how to be a good mentor; evaluate professional ethics in a broad range of settings; apply principles of intellectual property and entrepreneurship to a business proposal; discuss how to maintain mental health, manage stress, and maintain work-life balance; and interpret and apply principles of diversity, equity, inclusion, and accessibility with an emphasis on linguistic diversity.