

Graduate Brochure

Department of Linguistics

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1. INTRODUCTION

The Department of Linguistics aims to create a collegial environment in which productive work can take place. The Department offers programs of graduate study and research leading to the MA and PhD degrees.

This brochure serves as a guide to graduate studies in the Department of Linguistics, supplementing the Faculty of Graduate Studies Admissions Handbook. It is intended to assist supervisors and graduate students in the successful administration of graduate programs and the fruitful advancement of knowledge. The guidelines here describe what is considered normal practice. They are to be understood in conjunction with the policies and regulations of the Faculty of Graduate Studies and the Faculty of Graduate Studies Procedural Guidelines. Because of the nature of graduate studies, exceptions to normal procedures sometimes can be made in exceptional circumstances. Any exceptions require the approval of the supervisory committee and the Graduate Advisor of the Department, and often the Dean of Graduate Studies.

2. GENERAL INFORMATION

WHO'S WHO IN GRADUATE STUDIES

The **Graduate Advisor**, Dr. Suzanne Urbanczyk, is the faculty member responsible to the Chair of the Department for the administration of graduate studies within the Department. The Graduate Advisor acts as a liaison between the students and faculty members of the Department and the Faculty of Graduate Studies.

The **Graduate Committee** of the Department is composed of three or four faculty members and one graduate student. They determine the policies and procedures for graduate studies in the Department within the limitations imposed by the Faculty of Graduate Studies. The faculty members on the committee review applications for admission and make recommendations for awards and financial assistance.

A student's **supervisor** is the faculty member who serves as the student's principal advisor in all matters pertaining to the graduate program. A student cannot be admitted for graduate studies in Linguistics unless there is a faculty member with expertise in the student's area of special interest who is willing to supervise the student's work, and who can accept additional students for supervision.

The **departmental administrative staff**, Maureen Kirby (Departmental Secretary) and Jenny Jessa (Graduate Secretary), are vital to the smooth running of the Department. The Department also employs a Programmer/Consultant, Chris Coey, who provides technical support in the areas of computing and the phonetics lab.

The **Chair of the Department of Linguistics**, Dr. Hossein Nassaji, is the chief administrative officer of the Department.

The **Dean of the Faculty of Graduate Studies**, Dr. David Capson, and the **Associate Dean**, Dr. Margot Wilson and Dr. Stephen Evans, are the final arbiters on all matters pertaining to graduate studies. The Dean admits students to the University's graduate programs, approves students' supervisory committees and programs, sets examining committees, and recommends to the Senate that a degree be conferred. The Deans are also responsible for allocating University Fellowships and other awards on the recommendation of departments and the Graduate Faculty Awards Committee. Administrative staff members in the Office of Graduate Admissions and Records assist the Deans in their duties. Sarah Burrough is the Graduate Clerk for Linguistics (Tel.: 250-472-5419; Fax: 250-472-5420; Email: grad6@uvic.ca). For comprehensive websites of the Faculty of Graduate Studies and information on application to the linguistics graduate programs, please visit

1. Graduate Studies home page: <http://www.uvic.ca/graduatestudies/>
2. Graduate Admission and Records: <http://registrar.uvic.ca/grad/>
3. Information on admission: <http://registrar.uvic.ca/grad/admission-checklist.html>
4. Information on admission for international applicants:
<http://registrar.uvic.ca/grad/admission/requirements/international/Internationalstudentinformation.html>

THE UNIVERSITY CALENDAR

This publication, which is available online (<http://www.uvic.ca/calendar/>), defines terms and lays out University regulations. The section entitled 'General Information' at the beginning of the Calendar contains information pertinent to all members of the University. The section of the Calendar under the heading 'Faculty of Graduate Studies' contains the regulations and requirements for all aspects of graduate study, including information on admissions, registration, academic standards, appeal procedures, work permits, and so on. There are separate sections in the Calendar concerning graduate programs in specific departments, including Linguistics, which detail their respective regulations and policies, the specializations of graduate faculty members, and graduate course offerings.

PROGRAMS AND DEGREE CHECKLISTS

The Department supports MA and PhD programs in theoretical, descriptive, and applied linguistics. All programs require students to become familiar with previous research in their chosen field of study and to demonstrate an ability to carry out research. A doctoral program requires the planning and completion of independent and original research leading to the advancement of knowledge in the discipline. Each student's program encompasses coursework in the core areas of linguistics and in an area of specialization. The results of the research are presented in a Major Research Paper (Non-thesis option, MA in Applied Linguistics), a thesis (MA in Applied Linguistics or MA in Linguistics) or a dissertation (PhD), each of which requires an oral defense.

To help students keep track of progress through their programs, the following checklists have been devised. The items in these checklists are discussed more fully in Sections 4-8 of this brochure.

MA IN APPLIED LINGUISTICS

The MA in Applied Linguistics takes a minimum of one or two years depending on the degree option (see Section 5 under Master's in Applied Linguistics)

1. _____ Program Form / CAPP Report (in the first session)
2. _____ Committee Fully Established (in the first session of dissertation work)
3. _____ Credit Units Completed (as detailed in the CAPP Report)

The MA in Applied Linguistics program includes the following minimum course requirements (9 units):

- _____ Ling 574 (1.5 units)
- _____ Ling 575 (1.5 units)
- _____ Ling 503 or Ling 508 (Syntactic Theory) (1.5 units)
- _____ Ling 505 or Ling 510 (Phonological Theory) (1.5 units)
- _____ Three units of electives (Thesis option) or six units of electives (Non-thesis option) drawn from the following. Non-thesis students may include 1.5 units from outside the Department, such as EDCI 552, EDCI 504A, and EDCI 540B.

4. _____ GPA Requirement (a B+ average must be maintained in each session)
5. _____ Language Requirement
6. _____ Thesis or Major Research Paper Proposal
7. _____ Oral Presentation Requirement (Both Thesis and Non-thesis options)
8. _____ Submission of Thesis or Major Research Paper to Committee Members
9. _____ Oral Defense of Thesis or Major Research Paper
10. _____ Final Submission of Thesis to Graduate Admissions and Records (Thesis program only)

MA IN LINGUISTICS

*The MA in Linguistics is a two-year program**

1. _____ Program Form / CAPP Report (in the first session)
2. _____ Committee Fully Established (in the first session of thesis work)
3. _____ Credit Units Completed (as detailed in the CAPP Report)

The MA program includes the following minimum course requirements (9 units):

- _____ Ling 503 or Ling 508 (Syntactic Theory) (1.5 units)
- _____ Ling 505 or Ling 510 (Phonological Theory) (1.5 units)
- _____ Three other graduate-level courses (4.5 units altogether)
- _____ One other course at the 300-, 400-, or 500-level (1.5 units)
- 4. _____ GPA Requirement (a B+ average must be maintained in each session)
- 5. _____ Language Requirement
- 6. _____ Thesis Proposal
- 7. _____ Oral Presentation Requirement
- 8. _____ Submission of Thesis to Committee Members
- 9. _____ Oral Defense of Thesis
- 10. _____ Final Submission of Thesis to Graduate Admissions and Records

**The University requires that Master's programs be completed within five years.*

PhD IN LINGUISTICS

*The PhD in Linguistics is a four-year program***

1. _____ Program Form / CAPP Report (in the first session)
2. _____ Committee Fully Established (in the first session of thesis work)
3. _____ Credit Units Completed (as detailed in the CAPP Report)

PhD programs include the following minimum course requirements (9 units):

- _____ Ling 601 Current Directions in Syntactic Theory (1.5 units)
- _____ Ling 602 Current Directions in Phonological Theory (1.5 units)
- _____ Graduate Courses (at least 6 units)
4. _____ GPA Requirement (a B+ average must be maintained in each session)
5. _____ Language Requirement (i)
- _____ Language Requirement (ii)
6. _____ Candidacy Examination in Phonology or Syntax (within two years of entering)***
7. _____ Candidacy Examination in Another Subfield (within two years of entering)****
8. _____ Oral Presentation Requirement
9. _____ Dissertation Proposal
10. _____ Submission of Dissertation to Committee Members
11. _____ Oral Defense of Dissertation
12. _____ Final Submission of Dissertation to Graduate Admissions and Records

**The University requires that Doctoral programs be completed within seven years.

*** While doing candidacy students register in 693.

**** While doing dissertation students register in 699.

3. ADMISSIONS AND FINANCIAL ASSISTANCE

ADMISSIONS

The Graduate Advisor answers letters and emails of interest addressed to the Department regarding graduate programs, directing them to the relevant information on-line. Applications are made online through our Graduate Admissions website at -

<http://www.uvic.ca/students/grad/admissions/>

When application dossiers are complete, or nearly complete, they are forwarded to the Department for review. The faculty members of the Departmental Graduate Committee consider each file and determine whether an applicant has suitable background training, and whether the interests of a potential supervisor match those of the applicant. In making recommendations for admissions, the Department has been guided in recent years by the enrolment restrictions enacted by the University. Recommendations from the Department are forwarded to the Faculty of Graduate Studies, which officially issues offers of admission. All domestic applications must be complete by 15 January for admission the following September. International applications must be complete by 15 December, one month earlier. Applications submitted by these deadlines are considered for the Graduate Fellowships that the University awards to incoming students each year.

Although in theory it is possible to enter the program at the beginning of any term, September entry is advised. Many of the courses listed for the Spring Semester have prerequisite courses that are offered only in the Fall. Graduate courses are seldom offered in the Summer Session.

It is expected that people accepted into graduate programs in Linguistics or Applied Linguistics will have a previous degree in Linguistics or in Applied Linguistics (depending on the degree program). Applicants for doctoral studies normally will not be admitted unless they have a Master's degree in Linguistics. Those applying for admission to either Master's program must have a minimum B+ average in the final 30 units of credit (or equivalent) of their Bachelor's degree; an A- average at the MA level is required for those applying for the PhD. Applicants for places in the PhD program, in addition, should submit one representative piece of written work, often the MA thesis or a part of it.

Applicants whose first language is not English should consult the Faculty of Graduate Studies regulations in the University Calendar concerning the Test of English as a Foreign Language (TOEFL). However, for the MA in Applied Linguistics, the minimum score is 600 on the paper-based test, 250 on the computer-based test, and 100 on the internet-based test; otherwise, the Department requires a minimum score of 580 on the standard TOEFL test, 237 on the computer-based test, 92 on the internet-based test and 7 on the International English Language Testing System.

Students are strongly encouraged not to complete all of their degrees at the University of Victoria because they should be exposed to a greater variety of influences and approaches in their educational careers than is available at a single university. Those students wishing to begin a PhD program in the Department after they have completed their Master's degree must reapply for admission in the same way that other applicants do.

APPLICANTS LACKING A BACKGROUND IN LINGUISTICS

On the basis of their promise as students of Linguistics, applicants who lack aspects of the expected background are sometimes admitted into the graduate programs. These students are required to either take the basic level graduate courses in syntax and phonology (LING 503 and 505) or to take relevant undergraduate courses as prerequisites for graduate coursework. If they do take extra undergraduate courses, their programs therefore can be expected to take longer to complete than is normal.

Check these websites for comprehensive information on application.

1. Information on admission: <http://registrar.uvic.ca/grad/admission-checklist.html>
2. Information on admission for international applicants:
<http://registrar.uvic.ca/grad/admission/requirements/international/Internationalstudentinformation.html>

FINANCIAL ASSISTANCE

The Department of Linguistics endeavors to provide funding packages to each incoming graduate student. The value of such funding packages and their components varies from year to year and from student to student. There are essentially three types of financial support, University of Victoria Graduate Fellowship, Teaching Assistantship and Research Assistantship.

Each year outstanding applicants are recommended for the University of Victoria Graduate Fellowships. Students are urged to seek financial support from provincial, national, and international granting agencies, such as the BC Science Council GREAT Awards, The BC Advanced Systems Institute, the Social Sciences and Humanities Research Council of Canada, the Commonwealth Fellowships, Rotary International Scholarships, and others. Students admitted into the Linguistics programs are also eligible for departmental recommendation to various University of Victoria awards, as described in the Calendar and on the UVic scholarships website (<http://web.uvic.ca/scholarships/>). Of special notes are the Henry and Michiko Warkentyne Graduate Scholarship, The Geoffrey and Alix O'Grady Scholarship and the Lucie Daigle Memorial Scholarship, made available for Linguistics graduate students only. Selection of the recipients is made by the Graduate Studies Admissions and Awards Committee on the recommendation of the Department of Linguistics.

Teaching assistants at the University of Victoria belong to the Canadian Union of Public Employees, Local 4163 (Component 1). Teaching Assistantships are advertised in the summer months based on the Department's projected needs. Students submit a short letter of application and a résumé of relevant experience to the Graduate Advisor, who makes appointments in August. Faculty members also have research grants and appoint Research Assistants with these funds. In addition, work-study funds are sometimes available for graduate students.

4. SETTING A PROGRAM AND A SUPERVISORY COMMITTEE

The CAPP Report

On the application form issued by the Faculty of Graduate Studies, applicants are asked to identify their proposed area(s) of specialization and to give the name of the faculty member with whom they would like to study. On the basis of this statement, a supervisor is tentatively assigned to each incoming student. Incoming students meet with their supervisors early in the academic year to discuss the appropriate level of syntax and phonology courses, plans and approaches to their graduate work, as well as the membership of the supervisory committee. The supervisor, in consultation with the student and the supervisory committee members, determines the program requirements for each student. The Department has developed a Program Form that students and supervisors should use to record their decisions. This form should be completed annually in September and given to the Graduate Advisor, so that students, supervisors, and the Graduate Advisor can track students' progress towards degree completion.

The Graduate Advisor verifies that all University and Departmental regulations for programs have been complied with and submits an official '**Curriculum Advising and Program Planning**' (CAPP) Report to the Faculty of Graduate Studies by the end of the first session after a student's registration in a graduate program. A student will not be permitted to register for a second session until the CAPP Report has been established, though some elements of the CAPP Report can be confirmed at a somewhat later date. In particular, a student's supervisory committee need not be fully constituted until thesis work has commenced. The CAPP should be updated continuously to reflect the current state of their programs. Students can access their own CAPP reports and advise GARO of any discrepancies. In order for our own files to be accurate, it is asked that all correspondence with GARO be cc-ed to Jenny Jessa.

Any aspect of the student's program may be amended at any time. This may be necessary, for example, if a required course becomes unavailable, or if a change in the supervisory committee is necessary. In making amendments, the Graduate Advisor writes a note on a copy of the CAPP Report stating the change(s) and requesting that the Office of Graduate Records alter the student's program to reflect the change. Approval is usually automatic.

5. GENERAL PROGRAM REQUIREMENTS

The programs of all graduate students in Linguistics include course requirements, a language requirement, a requirement to present an aspect of their work at a conference or colloquium, the completion of a thesis or dissertation, and a final oral examination. In addition, all programs require that students write a paper/thesis/dissertation proposal to the supervisory committee, and in the case of a thesis or dissertation, present it to the University in its final form.

This section includes a brief overview of program requirements. See later sections for more details on the candidacy examination and the thesis or dissertation.

THE MASTER'S IN APPLIED LINGUISTICS PROGRAM

The Department offers thesis-based and non-thesis-based Master's degrees in Applied Linguistics. The thesis option comprises a minimum of 15 units of credit, including 9 units of coursework, plus a thesis (6 units). The non-thesis program also requires a minimum of 15 units of credit, including the Major Research Paper (3 units). Both programs require LING 574 (1.5 units), LING 575 (1.5 units), LING 503 or 508 (1.5 units), and LING 505 or 510 (1.5 units). The remaining 3 units of the thesis program and 6 units of the non-thesis program are drawn from the following: LING 500, LING 504, LING 509, LING 531, LING 570, LING 572, LING 573, LING 576, LING 577, LING 586, LING 592, LING 595, and LING 596. Non-thesis students may include 1.5 units from relevant courses outside the Department, such as EDCI 552, EDCI 540A, and EDCI 540B, or courses in other departments determined in consultation with the student's supervisor. Thesis students complete their thesis in LING 599. The thesis is awarded 6 units of credit and is defended orally, in a formal meeting open to the public. Non-thesis students write their Major Research Paper in LING 589, which is awarded 3 units.

THE MASTER'S IN LINGUISTICS PROGRAM

The Department offers a thesis-based Master's program, which typically takes two years to complete. The program comprises a minimum of 15 units of credit, including 9 units of coursework plus thesis (6 units). All students must complete two courses in core areas of linguistic study, LING 503 or LING 508 (Syntactic Theory) and 505 or LING 510 (Phonological Theory), depending on their previous training in linguistics. All students must also complete at least four elective courses, one of which may be at the senior undergraduate level. All Master's students must satisfy a language requirement (see below).

The thesis is awarded 6 units of credit and is defended orally, in a formal meeting open to the public.

THE DOCTORAL PROGRAM

The Doctoral program requires a minimum of 30 units of credit beyond the MA degree. Students should plan on a minimum of three or four years to complete the degree.

Course Work

Students must include in their programs at least 9 units of coursework at the 500- and 600-level. All doctoral students must take LING 601 (Current Directions in Syntactic Theory) and LING 602 (Current Directions in Phonological Theory). (These courses may be repeated for credit.) All doctoral students must satisfy the Departmental language requirement (see below).

Candidacy

To show a breadth of knowledge in the field of Linguistics and to demonstrate talent as researchers, doctoral students are required to satisfy a comprehensive requirement (also referred to in the Calendar as 'the candidacy examination'). This examination consists of two substantial, original research papers, one in the area of phonological or syntactic theory, understood broadly, and the other in an area agreed on by the student and his or her supervisor. These papers are completed within the first two years of the Doctoral program (See Section 7 for details). While doing the candidacy requirement the student registers in LING 693.

Dissertation

The dissertation (LING 699) ranges from 15 to 21 units of credit, depending on the amount of coursework beyond the required 9 units that the student completes. Students defend their dissertations orally, in a formal meeting open to the University and general public.

PRO FORMA COURSES ALL DEGREES

Some graduate courses listed in the Calendar without specification (LING 590, 690) require completion of a Pro Forma application available from the Departmental office or the Faculty of Graduate Studies office or website

(<http://registrar.uvic.ca/grad/continuing/forms/GraduateAdmissionsandRecords-Forms.html>).

This application details the work to be done in the course, major bibliographic references, and the particulars of course requirements. The student, in consultation with the faculty member offering the course, completes the form. A section title describing the subject matter of the course must be provided on the form. As there may be several sections of each course, a student should check with the Faculty of Graduate Studies office to determine the appropriate section number (A01, A02, etc). The student's supervisor must approve Pro Forma courses. In addition, the Department Chair approves all Pro Forma course offerings.

ORAL PRESENTATION REQUIREMENT ALL DEGREES (EXCEPT NON-THESIS MA APPLIED)

Students are required to make a public presentation of their research, either at a conference or a departmental colloquium. This requirement is intended to prepare students for oral presentations of their work in broader contexts after their graduate studies at the University of Victoria are complete. (Guest lectures in graduate or undergraduate courses, although they provide excellent experience in public speaking, do not serve to satisfy this requirement.)

Students fulfilling this requirement notify the Graduate Advisor of the conference or lecture venue and submit a copy of the conference program or lecture announcement, together with a copy of the handout or other audio-visual material used at the venue.

ACADEMIC STANDARDS ALL DEGREES

The Department requires graduate students to obtain grades of B or better on all courses that form part of the students' program and to maintain a B+ average in their coursework (note that the Department of Linguistics demands a higher standard than the University does). If these minimum standards are not met, the University requires that the student's supervisory committee evaluates the student's academic performance. This evaluation includes consultation with the student. A recommendation is then made to the Dean of Graduate Studies concerning action to be taken to remedy the situation. In the Department of Linguistics, students in this situation are usually placed on departmental probation and have their performance re-evaluated at the end of the following semester. If the student's grades have not improved to the necessary level, the student is required to withdraw from further studies in Linguistics unless there are strong mitigating circumstances.

THE SUPERVISORY COMMITTEE

The supervisor carries the chief responsibility for guiding the academic progress of a degree candidate through the period of study. The supervisor has the major role in setting a student's program and approving amendments to it. The supervisor counsels the student in academic matters and provides guidance to the student on the nature of research and graduate study, the standards expected, the adequacy of progress, and the quality of work. (Please familiarize yourself with the document 'Responsibilities in the Supervisory Relationship' available on the Grad Studies website.

<http://www.uvic.ca/graduatestudies/research/home/yoursupervisor/relationship/>

The supervisor, in consultation with the student, nominates other members to serve on the supervisory committee.

PhD Students

- For the PhD degree, the committee is composed of the supervisor plus at least two members approved by the Faculty of Graduate Studies, one of whom must be from outside the Department.

MA Students

- For the MA degree, the committee is composed of the supervisor plus at least one member approved by the Faculty of Graduate Studies. Both may be from the Department of Linguistics.

MA Students (Applied)

- For the MA in Applied Linguistics degree, the committee is composed of the supervisor plus at least one member approved by the Faculty of Graduate Studies. Both may be from the Department of Linguistics.

MA Students (Applied Non-Thesis Option).

- For the MA in Applied Linguistics degree, the committee is composed of the supervisor plus at least one member approved by the Faculty of Graduate Studies. Both may be from the Department of Linguistics.

The supervisor almost invariably serves as the Chair of the supervisory committee. As set out in the University Calendar, the duties of the supervisory committee include 1) recommending a program of study to the student; 2) supervising research projects, the thesis, major research paper, or dissertation; and 3) participating in the final oral examination.

Committee Checklist

1. Supervisor	_____	
2. Committee Member(s)	_____ _____	
3. Outside Member (from another department)	_____	(required for PhD)
4. External Examiner	_____	(see Section 8 below)

ABSENCE OF A SUPERVISORY COMMITTEE MEMBER

Supervisors who expect to be away from campus for an extended period of time are responsible for making suitable arrangements with their students and the Graduate Advisor for the continued supervision of their students or for requesting the nomination of a replacement or interim supervisor. The Faculty of Graduate Studies and the Graduate Advisor should be notified in writing of any such arrangements. If a supervisory committee member is to be away for more than *three* months and this absence is likely to be detrimental to the student's progress, an interim member should be appointed, and the Faculty of Graduate Studies and the Graduate Advisor notified. If the absence is extended (e.g., a study leave), then the member should be replaced.

LANGUAGE REQUIREMENT

PhD Students

The Departmental language requirement is intended to ensure that PhD students have the ability to read linguistic literature in, or have a sound knowledge of, two languages other than English in preparation for their research programs. Ideally, students should choose languages relevant for their research, in consultation with their supervisors, to satisfy this requirement.

The requirement for each language is considered satisfied when the student:

1. demonstrates reading proficiency in the language (assessed by a 2-page translation);
2. speaks the language natively;
3. has been educated in the language;
4. has an undergraduate degree with a major in the language;
5. has successfully completed a minimum of the equivalent of 4.5 units of university-level courses in the language, with at least a second-class (B-) average; or
6. has passed the equivalent of a 3-unit, upper-division reading course in the language.

Other mechanisms for assessing the language requirements for special cases may be established. In such cases, however, the student is responsible for submitting a proposal to the Graduate

Advisor prior to fulfilling the requirement. The Graduate Committee is then responsible for accepting or refusing the proposal, by considering the relevance of the language chosen to the student's research and the pertinence (and practicality) of the evaluation process suggested.

MA Students

MA students must satisfy the language requirement for the PhD students (described above), for one language. For master's students continuing on to the PhD at the University of Victoria, the Master's requirement will satisfy one language for the PhD requirement.

6. TIME

The University imposes a number of time constraints on students' completion of programs and degree requirements. A Master's program in Linguistics or a Master's in Applied Linguistics program (thesis) ideally is completed within two years, with one year principally devoted to coursework and the other to preparing the thesis. The optimum time for completing the Master's in Applied Linguistics (non-thesis) is 12 months, but it may take longer. The maximum time allowed by the University is 60 months from the time of first registration; the minimum period of registration after which a Master's degree can be awarded is 12 months. For a PhD program, seven years is the maximum time allowed for completing the degree requirements. Doctoral programs in Linguistics typically take three to five years. The minimum permitted by the University of Victoria is two years.

Students are permitted to withdraw from the University temporarily, up to a total maximum of three terms for a Master's program and six terms for a PhD program. Periods of temporary withdrawal are not deducted from the time allowed for completing the degree requirements.

Besides the maximum and minimum time limits on degree programs discussed above, the University also imposes deadlines for completing certain degree requirements. As mentioned above, the Faculty of Graduate Studies requires the CAPP Report by the end of the first session after a student's registration. A student's entire supervisory committee must have been nominated by the end of the first session after registration for thesis or dissertation research. The University specifies that doctoral students must satisfy the Departmental candidacy requirement by the end of two years of study. Before the date for the final oral examination can be set, all other degree requirements must have been satisfied.

There are also time limits associated with graduation. Degrees are granted in convocation ceremonies, which take place in November and June. The deadlines for completing all requirements for degrees are the final business day in August for Fall graduation and the final business day in April for Spring graduation. All candidates for a degree must complete a formal application for graduation, regardless of whether they intend to attend the ceremony. [NOTE: The student must apply for graduation. The graduation application deadline for Spring Convocation is December 1, and the application deadline for Fall Convocation is July 1.]

The timeline below should allow students to work backwards from the anticipated date of the major research paper, thesis, or dissertation defense. Students must keep in mind that they and their supervisory committees work under many types of sometimes-conflicting demands of academic, professional, and personal commitments. Careful negotiations among the three or five

members of the examining committee are usually called for to find a date after all of the work has been completed when all parties are available for the defense.

In the case of the non-thesis MA in Applied Linguistics program, the Faculty of Graduate Studies requires 10 working days' notice of an oral defense. In the case of thesis or dissertation programs, the Faculty of Graduate Studies **REQUIRES a 20-working-day notice for a MA defense and a 30-working-day notice for a dissertation defense** so that an external examiner can be arranged for and so that the external examiner has sufficient time to read and comment on the thesis or dissertation. Before that, the supervisor needs a minimum of one month to read and comment on the draft, which the student will typically revise before submitting to the other members of the supervisory committee. Students need to remember that one draft is not usually enough--the times below, therefore, represent the best possible case of needing few revisions. Other supervisory members also need time to read the draft so that their comments can be incorporated into the defense draft version. (Sometimes other committee members receive an earlier draft also.) Most students find themselves making revisions after the defense, so time must also be left for this (and for the supervisor to read and approve the revisions) before the absolute deadlines outlined in the paragraphs above. See Section 8 below for further information.

Idealized Defense Timeline for Thesis, Major Research Paper (MRP), and Dissertation programs -- Please read the preceding paragraphs.
Writing
<p>4-6 months or more before students hope to defend Submission of the draft thesis/dissertation to supervisor</p> <p>3 months or more before the defense for the thesis and dissertation programs and 1 month or more before the defense for the Non-thesis program in Applied Linguistics Submission of the draft MRP/thesis/dissertation to supervisory committee members</p>
Preparation
<p>2 weeks [10 working days] for MA (Non-Thesis), 4 weeks [20 working days] for MA (Thesis) and 6 weeks [30 working days] for PhD before the defense or earlier¹ Completion of all degree requirements Submission of 'Request for Oral Examination' form Submission of 1 copy of the draft MA thesis to the external examiner Submission of 1 copy of the draft MA thesis to the Faculty of Grad Studies Submission of 1 copy of the PhD dissertation on CD/DVD to the Faculty of Grad Studies Submission of 1 copy of the draft MRP to a second reader (Non-thesis Applied)</p>
Defending
<p>1-8 weeks or more after the defense Revisions to thesis/dissertation</p>

7. PhD CANDIDACY REQUIREMENT

NOTE: The current time-frame for completion of candidacy requirements is as per the LING 693 calendar entry. We are in the midst of changing this from two years to three years, effective September 1, 2014.

Doctoral study culminates with the dissertation, a substantial written work of original research. The University requires that all doctoral students show their preparedness and aptitude for this task by successfully completing a candidacy examination (also known as the comprehensive requirement).

Candidacy Papers:

Students in Linguistics advance to candidacy through the submission of two substantial, theoretical research papers. Students writing candidacy papers must register for LING 693.

Areas:

The two candidacy papers typically are developed from revisions and elaborations of term papers. In the usual case, one of the papers will be in the area of the dissertation research. Topics can be chosen from the following areas:

- a. One paper in the area of phonological or syntactic theory, understood broadly,
- b. One in an area of specialization sufficiently distinct in scope from the other paper agreed to by the student and supervisor.

The Candidacy Paper Committee:

For each paper, a committee of three faculty members is constituted. The three members include the Candidacy Supervisor of the Committee, an active second reader, and a third reader. The student's PhD Supervisor, in consultation with the student, determines the Supervisor of the Candidacy Committee. The Candidacy Supervisor, in consultation with the student, will determine the other two committee members (in the usual case, the committee members will consist of faculty members of the Department who have a specialization in the area of the paper).

The Candidacy Supervisor and the second reader will advise the student on the content of the paper and are expected to meet with the student during its writing. The quality of the papers will be assessed by the entire Candidacy Committee (see criteria outlined below).

Time of Writing:

In the normal case, students will complete their candidacy requirement by the end the third year of their Ph.D. program, after completing their coursework within the first year of the program. It is expected that work on the candidacy papers will begin in the second year of the program and that students will do this while in residence [i.e. are not writing it while not in Victoria]. Thus, in the normal case, students will complete their first candidacy paper in the second term of their second year of Ph.D. study, and their second candidacy paper by the second term of their third year.

Procedures:

Students must submit a very short (2-3 pages) proposal for each candidacy paper to the Candidacy Supervisor and the second reader before beginning work on the candidacy papers. This proposal must include:

- 1) the goal of the paper
- 2) its scope
 - a. how it meets the criteria of being in theoretical phonology or syntax OR
 - b. how it is sufficiently distinct in scope from the theoretical phonology/syntax paper
- 3) a brief outline of the research needed to complete the project, including a time line of when the research and writing will be completed
- 4) a preliminary bibliography of relevant research on the topic

While writing the candidacy paper, students meet regularly with the candidacy supervisor and occasionally with the second reader. When the final draft is completed, a third faculty member is given the draft to read. The entire committee will read the paper, have a closed meeting to discuss the paper and arrive at a decision. The decision is communicated to the student immediately after the meeting.

The candidacy paper is judged as follows:

- i. The Candidacy paper passes with no revisions
 - no action taken by student
- ii. The Candidacy paper passes with minor revisions
 - student has two weeks to complete the minor revisions, which are then approved by the supervisor
- iii. The Candidacy paper must be revised and resubmitted
 - the student will revise the paper and resubmit it to the committee
 - the paper can only be revised and submitted a maximum of two times
- iii. The Candidacy paper fails
 - if the revised paper does not meet department standards, students will be asked to withdraw from the PhD program

When the candidacy paper has been judged as meeting the required standard, the Supervisor of the Candidacy Committee sends a memo to this effect to the student, with copies sent to the student's Ph.D. Supervisor and the Graduate Advisor. The Graduate Advisor then issues a memo of confirmation to the Office of Graduate Records, signed by the student's Ph.D. Supervisor and the Chair of the Department of Linguistics.

Criteria for Passing the Candidacy

Through the candidacy examination, students demonstrate that they have mastered the necessary tools to successfully complete a dissertation: the tools include familiarity and facility with a field's history, texts, critical paradigms, and forms of argumentation. The quality of each candidacy paper will be assessed by the candidacy committee, according to the following criteria:

The candidacy paper must demonstrate

- a. Original research of publishable quality.
- b. Knowledge of the literature and major issues in the field of study
- c. Ability to respond to and think critically about the literature and major issues in the field of study

- d. Style and presentation appropriate to a work of publishable quality

Candidacy papers are normally the length of a journal article (30-50 DS pages).

8. THE THESIS OR DISSERTATION

According to the Calendar, a doctoral dissertation must provide a new contribution to knowledge, demonstrate a critical understanding of works of scholars in the field, and demonstrate original thinking and research. In addition, it must be of sufficient merit to meet the standards of scholarly publication. A Master's thesis must demonstrate that appropriate research methods have been used and appropriate methods of critical analysis supplied. It provides evidence of some new contribution to the field of existing knowledge or a new perspective on existing knowledge.

THE PROPOSAL

Students in Master's programs with thesis present a written thesis proposal to their supervisory committee members for evaluation and approval as early as possible, usually early in the second year of study. Students in the Master's program in Applied Linguistics writing Major Research Papers submit their proposals to their supervisory committees as early as possible. There is no regulation as to when this should be done, but full-time students who wish to complete the program in 12 months typically should finish their coursework in the spring, develop a topic, find a supervisor, write a proposal, and submit it in the late spring or early summer. The proposal must be approved by the supervisor and a second reader.

For doctoral students, this step typically comes shortly after advancing to candidacy. Generally, a proposal defines the topic and goals of research and the methodology to be used in the study. A partial bibliography and a tentative table of contents for the proposed dissertation typically accompany it.

For all students, the supervisory committee meets with the student to discuss the proposal. At this meeting, the student briefly introduces the proposal and receives suggestions and comments from supervisory committee members on all aspects of the proposal. The committee then decides whether the proposal has sufficient merit and is well thought-out enough for the student to proceed with the next steps. If the result of the proposal defense is negative, then the student may submit a revised proposal within three months. If the proposal is still unacceptable, withdrawal may be suggested. Once the proposal is approved, the necessary ethics documentation are prepared, if human participants are involved.

As linguistics is a multifaceted field of inquiry, the topics that can be researched in a thesis or dissertation are likewise quite varied. It is recommended that prior to undertaking the proposal writing phase of their degree requirements, students read the document 'A Guide to Completing a Thesis or Project Proposal' prepared by Marge Reitsma-Street in 2007 and discuss what type of proposal would be most appropriate for their research. The document can be downloaded at: <http://web.uvic.ca/spp/people/faculty/documents/compthesis.pdf>

RESEARCH AND RESEARCH FUNDING

Each student will be guided in Major Research Paper, thesis, or dissertation research by the supervisor and other members of the supervisory committee. It is the responsibility of the student

and committee members to make themselves available to each other for discussion of the work in progress, and to give and receive advice and constructive criticism. Often supervisors and students find that establishing regularly scheduled meetings is conducive to progress.

Students are encouraged to make use of the excellent resources offered by the University Libraries, the Humanities Computing and Media Centre (<http://hcmc.uvic.ca/>), the Department's Phonetics Laboratory, the Speech Research Laboratory, the Sociolinguistics Research Lab, and the Department's reading room holdings.

Students normally must provide for themselves the material necessities of their research, and they are, therefore, urged to apply for financial support from those bodies that fund research by graduate students. The people most knowledgeable about sources of support are specialists in the general area of the research, the Faculty of Graduate Studies, and the University's Office of the Vice-President, Research (<http://www.research.uvic.ca/>). There are notice boards in the Department where information about funding agencies and their programs is posted. The Linguist List (<http://www.linguistlist.org/>) is another good source of information on possible funding sources. The University of Victoria Graduate Student Society, in collaboration with the Faculty of Graduate Studies, is able to provide small grants of up to \$600 annually to assist graduate students with travel expenses for conferences or research. Further details can be found at: <http://www.uvic.ca/graduatestudies/finances/financialaid/travel/>

Students are encouraged to begin applying for grants and fellowships for research early in their graduate careers, both because the money will be needed for research and also because the skills needed for writing funding proposals are essential to the progress of research and to careers not only in Linguistics, but in most pursuits.

WORKING WITH HUMAN SUBJECTS

The Human Research Ethics Board (HREB) of the University has regulations that relate to research involving human subjects. The same is true for granting agencies that fund linguistic research. Graduate students and all others who conduct experiments, surveys, or fieldwork as part of their academic work are subject to these regulations and must file a **“Request for Ethical Review”** with the HREB. The most important elements of the ethics review are questions concerning the informed consent of research participants, their assurance of being able to leave the study at any time, and the safeguarding of their confidentiality.

The ethics review form is lengthy and requires considerable preparation and attention. Fortunately, the questions are exactly the ones that every researcher must ask when designing a research project. Therefore, apart from filling in the form, little work beyond what must be done for the research itself is called for. The application form and instructions can be obtained online at <http://www.uvic.ca/research/conduct/home/regapproval/humanethics/index.php> or from the Office of Research Services. It comes with detailed and very helpful instructions, and includes with it the ethics guidelines published by the Social Sciences and Humanities Research Council and the terms of reference of the University's Ethics Committee. An application takes from four to six weeks for review, so it is important to submit the application form well in advance of beginning the research. [The address and the contact information of the Human Research Ethics, University of Victoria, are: B202 Administrative Services Building, Office of Research Services, University of Victoria, PO Box 1700 STN CSC, Victoria, BC V8W 2Y2; Phone: (250) 472-4545 - Fax: (250) 721-8960. Email: ethics@uvic.ca].

Most members of the Departmental faculty are familiar with procedures for ethics review and can provide guidance and assistance with the required forms.

THE DEFENSE AND PREPARATIONS FOR IT

The purpose of the Major Research Paper, thesis, or dissertation defense is to ensure that the University's standards have been met for the appropriate degree. A brief guide to preparing for the oral defense can be obtained from the Faculty of Graduate Studies Office. Also available from that office are 'Instructions for the Preparation of Graduate Theses and Dissertations' concerning the format of the thesis or dissertation. Students should check the Graduate Admissions and Records website (<http://web.uvic.ca/gradstudies/thesis/thesis.php>) for the current version of these instructions.

After the Major Research Paper, thesis, or dissertation research has been completed, the members of the supervisory committee must approve the final draft, and all must be provided with identical copies of the Major Research Paper, thesis or dissertation. When approval has been given, arrangements for the oral defense can be made. At least two weeks (10 working days) for the MA (non-thesis), four weeks (20 working days) for the MA (thesis) and six weeks (30 working days) for the PhD prior to the anticipated date of the defense, a '**Request for Oral Examination**' form must be signed by all members of the supervisory committee and sent to the Dean of Graduate Studies. Completion of this form constitutes notice that the student is ready for the examination and that the members of the supervisory committee have examined the thesis or dissertation and agree that it represents an examinable document. Students are required to submit a copy of the thesis in .pdf format on a CD along with supporting documentation of ethics approval, etc.

The most important member of the committee examining the thesis or dissertation is someone who has not been involved in the supervision of the work, **the external examiner**. External examiners are appointed by the University to provide independent evaluation of a student's thesis or dissertation. For a non-thesis oral defense, there is no oral examiner. For a Master's thesis, the external examiner is typically someone from within the University but outside the student's department, who has an interest or expertise in the area of the thesis research. For a doctoral dissertation, the external examiner must be someone from outside the University who is an authority in the field of research being examined. The student's supervisor provides the Faculty of Graduate Studies with the names of up to two potential external examiners. The name(s) must be provided on the 'Request for Oral Examination' form, but normally the supervisor will obtain the potential examiner's consent to fulfill this role ahead of time. The supervisor(s) must also complete a 'External Examiner's Confirmation of Arm's-Length Status' form, for approval by the Dean of Graduate Studies. The Dean of Graduate Studies requires a copy of the *curriculum vitae* of a proposed external examiner from outside the University in order to review that scholar's suitability.

The thesis or dissertation defense is chaired by the Dean of Graduate Studies or the Dean's representative. The person fulfilling this role normally is chosen by the Dean's Office, though a student's supervisor may offer suggestions. For a non-thesis defense, the Department arranges for the chair, to be confirmed by the Dean's Office, and this may be a member of the Department if he or she is at "arms length" from the student. The defense begins with the candidate giving a

brief presentation of approximately 15-20 minutes, summarizing the most important results of the MRP, thesis, or dissertation. In the case of a thesis or dissertation, the external examiner assumes a major responsibility in the questioning of the candidate, normally being the first among the examining committee to ask questions. The student's supervisor asks questions last. There is often a second round of questions. The examination usually focuses on the thesis or dissertation and research areas directly related to it. At the completion of the question period, the candidate and the audience are excused in order to give the examining committee an opportunity to review the MRP, thesis, or dissertation, as well as the student's performance at the defense. The committee will determine whether the oral examination has been acceptable, and whether the MRP, thesis, or dissertation is acceptable. An oral defense has five possible outcomes, ranging from acceptance of the thesis or dissertation to failure. The Faculty of Graduate Studies Calendar gives specifics in its section titled, 'Examinations'. If minor corrections to the MRP, thesis, or dissertation are required, the student's supervisor alone oversees these revisions. If major revisions are required, all members of the examining committee review the document before it is deemed acceptable. Following the defense, the Chair of the examining committee makes a report to the Dean. In this report, an exceptionally good thesis or dissertation or an exceptionally poor thesis or dissertation is typically noted.

THE ROLE OF THE EXTERNAL EXAMINER

As previously mentioned, the external examiner takes the largest part in questioning during the thesis or dissertation defense. In addition, external examiners for PhD candidates must provide a written assessment of the dissertation, which is to reach the Dean of Graduate Studies no later than one week prior to the date of the examination. A copy of this report is made available to the supervisor and the Chair of the examining committee. External examiners are instructed by the Faculty of Graduate Studies that if they have serious doubts about the acceptability of a thesis or dissertation after reading it, these doubts should be discussed with the supervisor well in advance of the examination. The Faculty of Graduate Studies suggests that in such a case it may be appropriate to delay the examination until some of the examiner's doubts can be resolved.

The Dean of Graduate Studies has no funds available for bringing external examiners to the University of Victoria: If a supervisor feels that it is necessary for the external examiner to be present in person, the supervisor is responsible for obtaining adequate funding to cover the external examiner's expenses. Audio-conferencing expenses are covered by the Faculty of Graduate Studies. There are modest funds to cover expenses for teleconferencing for external examiners of PhD oral exams. Details of financial commitments that the Faculty of Graduate Studies can make for dissertation defenses can be found at <http://www.uvic.ca/graduatestudies/assets/docs/PhD-Oral-Exam-Expenses.pdf>

Since the external examiner for a PhD defense usually will not be present on campus, he or she will not be able to sign the necessary forms immediately following the defense. It is the supervisor's responsibility to ensure that the appropriate documents reach the external examiner and are returned signed. Faxed signatures are not acceptable.

FINAL SUBMISSION OF THE THESIS OR DISSERTATION

After all revisions for the final version of the thesis or dissertation have been made, the original copy of the thesis or dissertation is submitted to the Faculty of Graduate Studies, together with a letter from the Department stating that all degree requirements have been satisfied and

recommending the student for the degree. Students also submit a .pdf version of the thesis or dissertation to be uploaded to D-Space. The MRP is not submitted to the Faculty of Graduate Studies. The Department requires one bound copy of the thesis or dissertation for the Departmental Reading Room collection. A copy of the MRP (not bound) must be submitted to the Departmental Reading Room collection. [need to check on details regarding depositing with D-Space]

9. RIGHTS AND FREEDOMS

Each member of the Department is a member of a number of communities: the community of graduate students, the community of the Linguistics Department, and the University community. Everyone has privileges, rights, and responsibilities that go along with membership in these communities, some of which are briefly mentioned below.

COLLEGIAL RIGHTS AND RESPONSIBILITIES OF STUDENTS

The goals of graduate studies are many; however, one of the most important goals for faculty members is producing new colleagues. All graduate students are encouraged to take on collegial responsibilities, from participating in the governance of the Department and the University to organizing the meetings of the Linguistics Circle of the University of Victoria. At a welcome meeting for graduate students in September of each year, the Graduate Advisor introduces many of the opportunities that exist for students to serve the University community. He or she calls for nominations for elected graduate student positions on Departmental committees and for volunteers for positions with the Linguistic Circle and the Working Papers of the Linguistic Circle, and urges students to participate fully in the life of the University.

The Graduate Student Society also holds an orientation session to introduce graduate students to the facilities at the University of Victoria. Since the format changes from year to year, returning students often attend annually and find the meeting informative.

A number of opportunities exist for presenting and publishing papers at the University of Victoria and other universities in the region. The Linguistics Department publishes the annual *Working Papers of the Linguistic Circle*, which is an excellent means of getting articles in print. The Departments of Linguistics at the University of British Columbia, the University of Washington, and the University of Calgary also publish working papers, and they welcome submissions. Each year, one linguistics department in the region hosts the North West Linguistics Conference (NWLC), and sometimes we have the good fortune to have other conferences hosted within easy traveling distance. Such conferences have included the meeting of the Canadian Linguistic Association (CLA), the Western Conference on Linguistics (WECOL), and the West Coast Conference on Formal Linguistics (WCCFL). Major conferences held in our region in the past years include the annual meetings of the American Association for Applied Linguistics (AAAL), the Canadian Association for Applied Linguistics (CAAL), Teachers of English to Speakers of Other Languages (TESOL), Annual Conference of the Canadian Association of Teachers of Chinese as a Second Language, International conference on East Asian Languages, and the Western Conference on Linguistics (WECOL). Other conferences have been hosted by Department members, such as the North American Conference on Chinese Linguistics (NACCL), Workshop on Structure and Constituency in the Languages of the Americas (WSCLA), the Stabilizing Indigenous Languages Conference (co-hosted by the First

Peoples' Cultural Foundation, Victoria) (SIL), the Chinook Lu'lu/Gathering, the Dene Languages Conference the International Conference on Salish and Neighbouring Languages (ICSNL), Change and Variation in Canada Workshop (CVC), and the B.C. Teachers of English as an Additional Language Conference(BC-TEAL).

There are some resources available for funding student travel to conferences when the student is presenting a paper [such as the Graduate Students' Society, the Faculty of Graduate Studies, and the Canadian Linguistic Association (<http://www.chass.utoronto.ca/~cla-acl/>)].

ADVICE AND COUNSELING

Everyone needs advice and counseling from time to time, on either academic or personal matters. For academic advice, the best sources are likely to be the supervisor, the Graduate Advisor, and offices of the Faculty of Graduate Studies. The office of Graduate Admissions and Records is extremely helpful and knowledgeable about regulations for graduate studies and is expert at interpreting the Calendar. Regulations do change, so it is very important for each person to take responsibility for his or her own program by consulting the best sources of information.

While the Department does everything in its power to have each student's program run smoothly, it is possible that a student may have a grievance concerning an academic matter or wish to appeal some academic decision. The Faculty of Graduate Studies publishes an Appeal Procedures' document, which outlines what should be done in such a case (see information at <http://web.uvic.ca/gradstudies/Appealprocess.php>). In all cases, difficulties should be discussed first with the supervisor. The Graduate Advisor and the Departmental Chair also should be consulted, with the aim of reconciling the problem at the Departmental level. If this cannot be done, the Dean of Graduate Studies then should be consulted. It is advisable that whenever possible the grievance should be presented in writing, and the student should expect to receive written replies in return.

The University has policies on conflicts of interest and harassment that apply to the entire University community, including the Faculty of Graduate Studies. These policy statements are available in departmental and administrative offices on campus. . The Equity and Human Rights Office (website at <http://www.uvic.ca/eqhr>) is located in the Sedgwick Building, room C115, telephone 721-8488

The Writing Centre (TWC): The newly expanded UVic Writing Centre has opened its doors to students at all levels of writing proficiency. The centre, located in the McPherson Library, offers students access to tutors from a wide range of disciplines, along with workshops on grammar, essay writing and other topics. It also provides increased support specifically for graduate students and students whose first language is not English. Students can go online and schedule one-on-one, 25-minute appointments at TWC with one of a dozen tutors from the faculties of education, fine arts, humanities, science, and social sciences. Tutors are trained to take a developmental approach to student learning, helping them make clear academic arguments by, for example, identifying patterns of errors and clarifying the organization of their writing. For more information about the Writing Centre, visit its website at <http://ltc.uvic.ca/servicesprograms/twc.php>.

Counseling Services: For advice and counseling on personal matters, the University Counseling Services are located in the University Center, on the second floor (room B 202) (telephone: 721-8341; website: <http://www.coun.uvic.ca/>). This service provides completely confidential, professional help to any member of the University community who has difficulties arising from any source, such as career concerns, relationship conflicts, loneliness, and so on. The service is free, except for a nominal charge for some tests.

The University Learning Skills Program, <http://www.coun.uvic.ca/learn>, operated in conjunction with Counselling Services, offers assistance in the development, practice, and maintenance of efficient and effective study methods, skills, and attitudes, including such topics as “Managing Time,” “Public Speaking,” and “Thesis Completion.”

10. GRADUATE FACULTY

John Archibald, PhD (Toronto) Second language acquisition; phonological acquisition; phonological theory

Sonya Bird, PhD (Arizona) Phonetics and phonology interface; Salish languages; Athabaskan languages

Ewa Czaykowska-Higgins, PhD (MIT) Theoretical phonology and morphology; Salish languages; language revitalization; Slavic languages

Alexandra D’Arcy, PhD (Toronto) Language variation and change; sociolinguistic theory; historical sociolinguistics; grammaticalization

John H. Esling, PhD (Edinburgh), FRSC Articulatory and auditory phonetics; sociophonetics; second language acquisition

Li-Shih Huang, PhD (Toronto) Applied linguistics; second language acquisition; English for academic purposes; language learning and use strategies; sociocultural theory

Peter Jacobs, PhD (UBC) Skwxwu7mesh language; Kwakw’ala; Indigenous language revitalization; lexical aspect

Hua Lin, PhD (Victoria)
Second language phonetics and phonology; phonology; Chinese linguistics

Martha McGinnis-Archibald, PhD (MIT) Syntactic theory; comparative linguistics; syntactic interfaces with morphology and semantics

Hossein Nassaji, PhD (Toronto)
Applied linguistics; second language acquisition; discourse analysis; second language literacy

Leslie Saxon, PhD (California, San Diego) Syntax; morphology; comparative and historical linguistics; Athabaskan/Dene languages; language revitalization

Suzanne Urbanczyk, PhD (Massachusetts, Amherst) Theoretical morphology and phonology; Coast Salish languages; language revitalization

11. RECENT THESES AND DISSERTATIONS

PHD DISSERTATIONS

- Moisik, Scott. 2013. *The Epilarynx in Speech*. (supervised by E. Czaykowska-Higgins and J. Esling)
- Lee, Sunghwa. 2013. Multiple Exponence in Non-inflectional Morphology (supervised by S. Urbanczyk)
- Robertson, David Douglas. 2012. *Kamloops Chinuk Wawa, Chinuk pipa, and the vitality of pidgins*. (supervised by E. Czaykowska-Higgins)
- Tian, Jun. 2012. *The Effects of peer editing versus co-writing on writing in Chinese-as-a-foreign language*. (supervised by H. Nassaji)
- Pytlyk, Carolyn. 2012. *Expanding the scope of orthographic effects: evidence from phoneme counting in first, second, and unfamiliar languages*. (supervised by S. Bird)
- Grenon, Isabelle. 2010. *The bi-level input processing model of first and second language perception*. (supervised by E. Czaykowska-Higgins & S. Bird)
- Benner, Allison. 2009. *Production and perception of laryngeal constriction in the early vocalizations of Bai and English infants*. (supervised by J. Esling)
- Wang, Qian. 2008. *Perception of English stress by Mandarin Chinese learners of English: An acoustic study*. (supervised by H. Lin)
- Yuko, Igarashi. 2007. *The Changing Role of Katakana in the Japanese Writing System: Processing and Pedagogical Dimensions for Native Speakers and Foreign Learners*. (supervised by J.F. Kess)
- Dyck, Ruth. 2004. *Prosodic and Morphological Factors in Squamish (Skwxwu'7mesh) Stress Assignment*. (supervised by E. Czaykowska-Higgins)
- Teshigawara, Mihoko. 2003. *Voices in Japanese Animation*. (supervised by J. H. Esling)
- Willett, Marie Louise. 2003. *Word Formation in Nxa'amxcin*. (supervised by E. Czaykowska-Higgins and L. Saxon)
- Hopkins, Paul. 2001. *The Phonological Structure of the Kashubian Word*. (supervised by E. Czaykowska-Higgins)
- Kirkham, Sandra. 2001. *Tempo Modulations in English*. (supervised by J.H. Esling)
- Saif, Shahrzad. 1999. *Theoretical and Empirical Considerations in Investigating Washback: A Study of EFL and ESL Learners*. (supervised by J. H. Esling)
- Woodman, Karen. 1998. *A Study of Linguistic, Perceptual and Pedagogical Change in a Short-Term Intensive Language Program*. (supervised by J. H. Esling)
- Fitzgerald, Susan. 1997. *Velar-Initial Etyma and Issues in Comparative Pama-Nyungan*. (supervised by G. N. O'Grady)
- Miyamoto, Tadao 1997. *The Light Verb Construction in Japanese: The Role of the Verbal Noun*. [Published by John Benjamins, 1999.] (supervised by L. Saxon)
- Wei, Yang. 1997. *Speech Errors in Chinese: A Psycholinguistic Study*. (supervised by J. F. Kess)
- Black, Deirdre. 1996. *The Morphological and Phonological Structures of Spokane Lexemes*. (supervised by B. F. Carlson)
- Yang, Suying. 1995. *The Aspectual System of Mandarin Chinese*. (supervised by T. E. Hukari)
- Kim, Hyong-Joong. 1995. *Korean and Lushootseed Salish from a Functional Perspective*. (supervised by T. M. Hess)

- Agbedor, Paul Kofi. 1994. *Language Planning for National Development: The Case of Ghana*. (supervised by B. P. Harris)
- Lin, Hua. 1993. *On the Nature of Mandarin Tone and Tone Sandhi*. [Published as *Mandarin Tonology*, Pyramid Press, Taiwan, 1996.] (supervised by B. F. Carlson)
- Uda, Chiharu. 1992. *Complex Predicates in Japanese: An Approach in Head-Driven Phrase Structure Grammar*. [Published as *Complex Predicates in Japanese*, Garland Press, Outstanding Dissertations in Linguistics series, 1994.] (supervised by T. E. Hukari)
- Nylvek, Judith A. 1992. *Canadian English in Saskatchewan: A Sociolinguistic Survey of Four Selected Regions*. (supervised by B. P. Harris)
- Potter, Kritchada. 1991. *A Culture-Based Instructional Program for Teaching Thai Language to Foreigners*. (supervised by B. P. Harris and P. Evans)
- Xue, Ping. 1991. *Syntactic Dependencies in Chinese and their Theoretical Implications*. (supervised by T. E. Hukari)
- Parawahera, Nimal Pannakitti. 1990. *Phonology and Morphology of Modern Sinhala*. (supervised by B. F. Carlson)

MA THESES

- McKishnie, Andrew. 2013. *Depictives and Wh-Movement of Depictives in East Slavic*. (supervised by M. McGinnis-Archibald)
- Parker, Aliana Violet. 2013. *Learning the language of the land*. (supervised by L. Saxon)
- Malec, Alesia. 2013. *Examining emotional responses to written feedback and the role emotions play on second language writing performance*. (supervised by L. Huang)
- Chen, Sibó. 2013. *Genre Features of Personal Statements by Chinese English-as-an-Additional-Language Writers: A Corpus-Driven Study*. (supervised by L. Huang)
- McCreery, Dale. 2013. *Challenges and Solutions in Adult Acquisition of Cree as a Second Language*. (supervised by L. Huang, S. Urbanczyk)
- Hannigan, Patricia. 2013. *Promoting awareness and regulation of social and affective behaviours during L2 speaking tasks through written reflection*. (supervised by L. Huang)
- Park, Seon-Young. 2012. *Korean parents', kindergarten teachers', and kindergarten students' perceptions of early English-language education*. (supervised by L. Huang)
- Yu, Zhaoru. 2012. *The production and the perception of English vowels by Mandarin speakers*. (supervised by L. Hua)
- Fu, Tingfen. 2012. *Corrective feedback and learner uptake in a Chinese as a foreign language class: do perceptions and the reality match?* (supervised by H. Nasaji)
- Liu, Jianxun. 2012. *An applicative approach to "oblique object" constructions and DOCs in Chinese*. (supervised by M. McGinnis-Archibald)
- Guo, Xiaoqian. 2012. *L1 and L2 writing strategies: a study of Chinese graduate writers using concurrent think-aloud*. (supervised by L. Huang)
- Kaneko, Kyoko. 2012. *A comparative study of the use of request strategies by learners and native speakers of Japanese*. (supervised by H. Nassaji)
- Ceong, Hailey Hyebyeong. 2012. *The Syntax of Korean polar alternative questions: A-not-A*. (supervised by L. Saxon)
- Fan, Yanan. 2012. *Articulatory timing of English consonant clusters in the coda positions: a study of Chinese-English interlanguage*. (supervised by H. Lin)
- Grimes, Melissa K. 2011. *On shifting roles and responsibilities in Canadian indigenous Community-Based Language Research*. (supervised by E. Czaykowska-Higgins)

- Young, Taylor Marie. 2011. *If the walls could talk: a sociolinguistic inquiry*. (supervised by A. D'Arcy)
- Ciensi, Andrew. 2010. *M'i tst t'akw': the tellings of Dr. Sam ; text and Coast Salish oratory*. (supervised by S. Urbanczyk)
- Travers, Nicholas. 2010. *Relating learner culture to performance on English speaking tests with interactive and non-interactive formats*. (supervised by L. Huang).
- Nogita, Akitsugu. 2010. *Examination of the (si) and (fi) confusion by Japanese ESL learners*. (supervised by H. Lin)
- Steffanick, Adam. 2010. *Japanese verb-form transformation by early second-language learners*. (supervised by L-S. Huang)
- De Korne, Haley. 2009. *Indigenous language education policy: supporting community-controlled immersion*. (supervised by H. Nassaji and L. Saxon)
- Saarinen, Pauliina. 2009. *The Finnish language in post-utopian Sointula: the effects of frequency on consonant gradation*. (supervised by S. Bird and S. Urbanczyk)
- Magnuson, Thomas Judd. 2009. *What /r/ sounds like in Kansai Japanese: a phonetic investigation of liquid variation in unscripted discourse*. (supervised by H. Lin)
- Bell, Abbey. 2008. *Interaction feedback and ESL question development*. (supervised by H. Nassaji)
- Petersen, Cristina Suzann. 2008. *Project-based learning through the eyes of teachers and students: Investigating opinions of PBL in adult ESL*. (Supervised by H. Nassaji)
- Li, Ya. 2008. *Mandarin speakers' production of English and Mandarin post-vocalic nasals: An acoustic approach*. (supervised by H. Lin)
- Moisik, Scott. 2008. *A Three-Dimensional Model of the Larynx and the Laryngeal Constrictor Mechanism: Visually Synthesizing Laryngeal and Pharyngeal Articulations Observed in Laryngoscopy*. (supervised by J. Esling)
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