

HONOURS IN LINGUISTICS

Please note the following information is indicative only and not comprehensive.

Students studying Honours should keep in frequent contact with the Linguistics Postgraduate Coordinator throughout their candidature.

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Honours in Linguistics

Honours at the University of New England is a separate degree. Honours in Linguistics is normally done in one year of full-time internal study or two years of part-time external study.

Honours in Linguistics consists of 48 credit points overall, in two parts: LING 401H coursework (24 credit points) and LING 402H research dissertation (24 credit points). Students must pass all components of the program to be awarded the degree.

Applicants for Honours in Linguistics should have...

an appropriate undergraduate degree at UNE or have equivalent qualifications from another institution;

appropriate undergraduate study would normally include 60CPU in Linguistics, with 18CPU of this being at Distinction level or better;

the candidate must normally have completed at least two of the following units: LING312, LING313, LING305, LING360;

the candidate should have received a Distinction or better in the 300-level units relevant to their proposed area of specialisation;

admission to Honours is always at the discretion of the Head of the School of Languages, Cultures and Linguistics.

Prospective candidates who have not majored in Linguistics may be accepted into the Preliminary Course of Studies. Please contact the School of Languages, Cultures and Linguistics for details.

Enrolment

Applications for enrolment are normally due by 30 November to begin studies in February (15 June for Semester 2 start).

Prospective students should discuss their application with Linguistics staff before submitting it through the Student Centre. For an application form please contact:

Student Centre
University of New England NSW 2351
Email: studentcentre@une.edu.au
Phone: (02) 6773 4444
Fax: (02) 6773 4400

Additionally, please be sure to contact the Linguistics Postgraduate Coordinator in early February to confirm your program of study, including your choice from among the Methodology units and your area of interest for your Reading Unit.

Overall structure of Honours in Linguistics

Honours in Linguistics comprises

LING401H (coursework);

LING402H (research dissertation or 'thesis').

Students will be expected to do independent library research and to find materials for coursework and the thesis. Those who do not live near a good university library should be prepared to travel to one at least twice a year, in addition to attending the Residential period.

LING401H Coursework (24 Credit Points)

This comprises four units as follows:

- (1) History and Philosophy of Linguistics (6 credit points).
- (2) Linguistic Methodology (6 credit points), specialising in the area in which the student will be doing the research dissertation, from among the following choices:
 - Applied Linguistics
 - Phonetics and Phonology
 - Semantics
 - Sociolinguistics
 - Typology and Grammatical Description
- (3) A Reading unit (6 credit points), specialising in the area in which the student will be doing the research dissertation
- (4) Research Dissertation Preparation Unit (6 credit points): preliminary work on the research dissertation.

LING402H: Research dissertation (24 credit points)

The research dissertation or 'thesis' should normally be approximately 15,000 to 20,000 words in length. Broadly, the task in writing a research dissertation is to design a research question, to justify the asking of this question, to gather evidence and to present arguments in favour of one answer or another. In order to do this the assistance of a supervisor is needed. The supervisor is a lecturer in Linguistics from the School who helps and guides the student through these tasks and with the writing up of the research dissertation. The research dissertation is written in the second semester for internal students and in the second year for external students.

Areas for thesis supervision

The precise topic you finally choose will be quite specific, and will be worked out in consultation with your supervisor, but as general guidance we can supervise theses in the following broad areas.

NB This list is not exhaustive. If you have a particular interest please contact the Linguistics Postgraduate Coordinator to discuss possibilities. For guidance on typical topics please see the list of previous successful titles below.

- * applied linguistics
- * Australian Aboriginal languages
- * Australian English
- * cross-cultural communication
- * descriptive grammar of any language
- * descriptive phonetics of any language
- * first language acquisition
- * grammatical semantics
- * language and culture
- * language and social identity (including gender)
- * language contact
- * language maintenance and revitalisation
- * language typology and universals
- * lexical semantics
- * lexicography
- * phonetics and phonology
- * second language acquisition
- * varieties of English

Supervisor and Honours Coordinator

Each student has a supervisor appointed who plays a special role in the preparation of the Honours thesis. The administrative side of things is looked after by the Linguistics Postgraduate Coordinator. It is essential for student to keep in close contact with both the supervisor and the Linguistics Postgraduate Coordinator throughout their candidature.

For more information or consultation about individual programs of study for Honours in Linguistics, please contact —

Linguistics Postgraduate Coordinator
c/o Linguistics Office Manager
School of Languages, Cultures and Linguistics
University of New England, Armidale NSW 2351

Telephone: 02 6773 3189
E-mail: lcl@une.edu.au

Residential Period and seminar presentation for external students

A very valuable part of the course is the Residential Period, usually held in May or June each year of candidature. During this week you will have sessions with coordinators of your units, in which you can clarify major themes and issues in each unit. You will also get the chance to work more closely with your supervisor on the thesis. As well, there is time for some solid library work and the chance to get to know fellow students. Students who are writing a thesis that year will be asked to present a brief description of their thesis to staff and other postgraduate students. While this Residential Period is compulsory for external students, internal students are also strongly encouraged to participate as much as possible.

Description of LING401H coursework units

Your coursework units, both Methodological and others, are all 'Reading units', which means that in most cases students will receive only a reading list and a short Study Guide.

The compulsory HPL course and the individual Methodology units, from which you choose the one most appropriate for you, are listed and described below.

Please contact the individual Unit Coordinator or the Linguistics Postgraduate Coordinator for further details on content and references. Prescribed Books are required texts for completion of the coursework.

(1) HISTORY AND PHILOSOPHY OF LINGUISTICS (compulsory)

This unit takes a metatheoretical look at what linguists do, and why. It traces (in outline) the history of how language has been studied, and how philosophers and others have conceived of the nature of language, from Plato, through Roman times, the Renaissance, and the nineteenth century, to Saussure. Then it looks at a variety of twentieth century schools of linguistics, describing and comparing their assumptions about the nature of language, and their ideas about the goals of linguistics. The emphasis is on allowing students to form, analyse and defend their own opinions about how linguistics should be done.

Prescribed Book:

- * Harris, R. and Taylor, T.J., *Landmarks in Linguistic Thought I: The western tradition from Socrates to Saussure*. ISBN 041515362X
- * Joseph, J.E., Love, N. and Taylor, T.J., *Landmarks in Linguistic Thought II: The western tradition in the twentieth century*. ISBN 0415063973

(2) LINGUISTIC METHODOLOGY UNITS (choose one)

(a) Applied Linguistics

The primary aim of this unit is to acquaint students with the most recent research in second language acquisition and other areas of applied linguistics. It covers the experimental designs and methodologies being used, some of the methods of statistical analysis, and various theoretical approaches to second language acquisition (or, depending on student interests, possibly other applied areas, such as forensic linguistics).

Reference Books (prescribed reading will be advised):

- * Brown, J. D. 1988. 'Understanding Research in Second Language Acquisition';. Cambridge: Cambridge University Press.
- * Ellis, R. 1994. 'The Study of Second Language Acquisition'. Oxford: Oxford University Press.
- * Gass, S. and J. Schachter. 1989. 'Linguistic Perspectives in Second Language Acquisition'. Cambridge: Cambridge University Press.

(b)Phonetics and Phonology

This unit continues the work of the undergraduate units on Phonetics and Phonology, with opportunity for students to pursue projects

based on their own special interests in pronunciation, sound systems of particular languages, or speech perception and production. There will be an emphasis on practical techniques of description and analysis of speech sounds, though students with a theoretical leaning will also be accommodated. The first section will focus on the phonetic description of the sounds of a range of languages, with some laboratory-based observation. In the second section, we will focus on phonological description, looking at how speech sounds are interpreted by speakers and used as part of the communicative process.

Reference Books (prescribed reading will be advised):

- * Katamba, Francis 1989. 'An Introduction to Phonology'. London: Longman.
- * Ladefoged, Peter 1993. 'A Course in Phonetics' (3rd ed). New York: HBJ.
- * Mackay, Ian R.A. 1987. 'Phonetics: The Science of Speech Production' (2nd ed). Boston: College-Hill Publications, Little, Brown and Company.

c) Semantics

This advanced unit advanced unit deals with the theory, methodology and practice of the Natural Semantic Metalanguage (NSM) approach to semantics, as developed by Professor Anna Wierzbicka and her colleagues. The unit content focusses mainly on recent crosslinguistic and crosscultural work within the NSM theoretical framework. Issues covered include the relationship of semantic and lexical universals, the nature of grammatical meanings, the role of prototypes in constituting meaning, the nature of metaphor, the relationship of pragmatics to semantics, the description of cultural meanings, and the interplay of universal and culture-specific elements of meaning in culturally situated communicative practices.

Reference Books (prescribed reading will be advised):

- * Goddard, Cliff. 1998. 'Semantic Analysis: A Practical Introduction'. Oxford: Oxford University Press.
- * Wierzbicka, Anna. 1996. 'Semantics, Primes and Universals'. Oxford: Oxford University Press.
- * Wierzbicka, Anna. 1997. 'Understanding Cultures Through Their Key Words'. New York: Oxford University Press.

(d) Sociolinguistics

In this unit we examine the main methods sociolinguists use for collecting and analysing data to study different aspects of language in society. Both qualitative and quantitative approaches will be discussed, including variationist, functional and interactional. Some of the important areas dealt with are language attitudes, language variation, language and social identity and language contact. Methods of statistical analysis will also be covered.

Reference Books (prescribed reading will be advised):

- * Brown, J. D. 1988. 'Understanding Research in Second Language Acquisition'. Cambridge: Cambridge University Press.
- * Figueroa, E. 1994. 'Sociolinguistic Metatheory'. Oxford: Pergamon.
- * Milroy, L. 1987. 'Observing and Analysing Natural Language'. Oxford: Basil Blackwell.

(e) Typology and Grammatical Description

Language typology provides a framework for grammatical description. This unit covers the study of language typology and universals in morphology, syntax and phonology, seeking to uncover those properties which are common to all the languages of the world, and to establish the degree and nature of the variation which is to be found. . It also aims to familiarise students with different theoretical approaches to grammatical description. The particular approaches covered differ from year to year, but may include formal generative models (e.g. Chomsky's Minimalist program, Lexical-Functional Grammar), functionalist approaches (e.g. Systemic-Functional Grammar, Role and Reference Grammar), and cognitive approaches (e.g. the work of George Lakoff and Ronald Langacker).

Reference Books (prescribed reading will be advised):

- * Brown, K. and J. Miller (eds). 1996. 'Concise Encyclopedia of Syntactic Theories'. Oxford: Pergamon.
- * Comrie, Bernard 1989. 'Language Universals and Linguistic Typology' (2nd ed). Oxford: BB.
- * Croft, William 1990. 'Typology and Universals'. Cambridge: Cambridge University Press.
- * Newmeyer, F. J. 1986. 'Linguistic Theory in America' (2nd ed). New York: Academic Press.
- * Whaley, L. J. 1997. 'Introduction to Typology: the Unity and Diversity of Language'. Thousand Oaks, CA: Sage.

Writing a Thesis: general information

Writing a thesis means designing a research question, justifying the asking of this question, gathering evidence, and presenting arguments in favour of one answer or another. Your supervisor will help you firstly to direct and clarify your ideas into a working research question, and then guide you through the gathering of evidence, and the writing-up of the thesis. You can get an idea of the range of possible topics from the list of Past Honours Theses below.

* The first part is the Research Dissertation Preparation Unit (6 credit points) completed in LING401H as part of the coursework. This involves developing the research question, writing a research proposal (including a preliminary outline), doing a preliminary literature survey, and preparing a timetable for the completion of the thesis. It also includes learning the technical skills needed for thesis writing. This part comes in the first semester for internal students and in the second semester of the first year for external students.

* The second part (LING402H) is data collection and analysis, followed by writing up the thesis. This comes in the second semester for internal students and in the second year for external students.

Submission and marking of the thesis

The thesis is marked by two examiners, at least one of whom will be external to UNE, and neither of whom may be the student's supervisor.

In order to ensure the process of marking is completed in time for graduation in the University Graduation Ceremony in March the following year the thesis must be submitted by **31 October**. Later submission may be possible, with permission of the Head of School, but supervision may not be possible after this date. However...

...if you want to apply for an MA or PhD scholarship for the following year you should normally submit by 31 October.

You need your results to complete your scholarship application, and if your thesis is much later than this it may not be marked in time for you to get into the first round of scholarship offers.

Past Honours and MLitt Theses in Linguistics

Michael Roberts. 2005. Theoretical Issues in Natural Semantic Metalanguage. BA Hons thesis.

Sophie Nichols 2004. Pain and suffering: A semantic analysis of the English pain lexicon. BA Hons thesis, awarded University Medal.

Penny Bigg. 2002. The I's have it: Semantic milestones. BA Hons thesis.

Karenina Stollznow. 2002. Terms of abuse in Australian English: A study of semantics and usage. BA Hons thesis.

Dennis Alexander. 2001. Language Use by Women with Power. BA Hons thesis.

John Giacon. 2001. Creating new words in Gamilaraay and Yuwaaalaraay. BA Hons thesis.

Peter Borzdynski. 2000. Pronunciation teaching methods within the framework of Phonology – a Polish-English Study. MLitt thesis.

Susan Griffiths. 2000. What makes 'in' in the semantics of locative prepositions. BA Hons thesis.

Amanda Lissarrague. 2000. A salvage grammar of Dunghutti. BA Hons thesis.

Edilbert Rajadurai. 2000. The Consonant Doubling in Tamil. MLitt thesis.

Franklin Zandvoort. 1999. A Grammar of Metngele. BA Hons thesis.

Paul Anderson. 1999. Early child English argument structure: A case study in the lexical Functional Grammar framework. BA Hons thesis.

Heather Annabell. 1998. The A to Z of Auslan: Fingerspelling in Australian Sign Language. BA Hons thesis.

Neil Broad. 1998. A Semantic Structural Analysis of Logical Relations in Eastern Arrernte. MLitt thesis.

Anne Horan. 1998. The presentation of English grammar in schools. MLitt thesis.

Ian Langford. 1997. The Semantics of Legal Speech Acts Property Transfer Verbs. BA Hons thesis.

Malindy Tong. 1996. An electropalatographic study of Cantonese lingual consonants. BA Hons thesis.

Jonathon Kirkby. 1996. Some aspects of palatalisation in Australian English. BA Hons thesis.

Doug Marmion. 1996. A description of the morphology of Wajarri. BA Hons thesis.

Michael Yell. 1996. Musical metaphors: Metaphorical structures in genres of discourse on music. BA Hons thesis.

Greg Wilson. 1996. 'Only Nungas talk Nunga English': A preliminary description of Aboriginal children's English at Alberton, South Australia. MLitt thesis.

Jen Munro. 1995. Kriol on the move: An investigation into the spread of a creole language in northern Australia. BA Hons thesis.

Matthias Zierholz. 1995. Syntax and Semantics of Mass Nouns (English and Swabian). BA Hons thesis.

Anna Ash. 1994. Use 'em or Lose 'em: Theory and Practice of Aboriginal Language Maintenance. BA Hons thesis.

Jill Cameron. 1994. A Linguistic Case Study of a Profoundly Deaf Adolescent from a Hearing Family. MLitt thesis.

Rita Flynn. 1994. The Problems and Difficulties Encountered in the Making of a Gumbaynggir - Yaygir Dictionary. MLitt thesis.

Terry Hillcoat. 1994. An Evaluation of Selected Sibilant and Nasal Parameters for use in Forensic Speaker Identification. MLitt thesis.

Ian Alexander. 1993. 'About Time': A Semantic Analysis of Prepositions in English Temporal Phrase constructions. BA Hons thesis.

Angus Kidman. 1993. How to do Things with Four Letter Words: A Study of the Semantics of Swearing in Australia. BA Hons thesis.

Emily Knight. 1993. Noun Incorporation in Australian Languages. BA Hons thesis.

Wendy Chimes. 1993. A Spectrographic Analysis of Allophonic Variation of Vowels in Colloquial and Formal Tamil Speech. MLitt thesis.

Moy Hitchen. 1992. Talkin up: Aboriginal English in Moree. MLitt thesis.

Jillian Schiffmann. 1992. The Relationship Between Non-verbal Problem Solving Ability and Foreign Language Acquisition in Adults in Formal Situations. MLitt thesis.

Apenisa Nabainivalu. 1991. Teaching Reading First in the Fijian Language Would Provide the Fijian Children with the Appropriate Pre-requisite Knowledge Needed for the Acquisition of English as the Second Language. MLitt thesis.

Joy Stacy. 1991. Floundering from the Beginning: A Gricean Analysis of Reader Reaction to a Public-use Form. MLitt thesis.

Frances Huchet. 1990. Spatial Deixis in Wik-Mungkan. BA Hons thesis.

Doug Absalom. 1990. On Establishing an ELICOS Centre in a NSW Tertiary Institute. MLitt thesis.

David Price. 1990. Warlpiri Wangkanjaku: A Learner's Guide. MLitt thesis.

Ursula Flinn. 1989. Are there 'New Frenches' in French Black Africa? MLitt thesis.

Patricia Smith. 1989. Modelling and the Teaching of Writing to Children from Non-English-Speaking Backgrounds. MLitt thesis.

Jean Tan. 1989. Investigating the Grammatical Morpheme Acquisition of Several Singaporean Children with Specific Reference to Singapore English. MLitt thesis.

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Faculty of Arts, Humanities and Social Sciences

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