



GRADUATE STUDENT HANDBOOK

2023-24

Graduate Program in Linguistics

School of Languages, Linguistics, Literatures, and Cultures
Faculty of Arts

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LINGUISTICS GRADUATE PROGRAM

THE SCHOOL OF LANGUAGES, LINGUISTICS, LITERATURES, AND CULTURES

1 INTRODUCTION

This handbook contains a partial summary of policies and regulations for the Linguistics M.A. and Ph.D. programs. One of its goals is to familiarize students with program policies and regulations. Another important goal is to help Linguistics graduate students to understand the many University regulations that affect them. Because the *Handbook* is intended only as a guide, it is incomplete in many ways. For more details about program regulations, please consult the Graduate Program Director or your supervisor.

For full details of university policies and regulations, you should refer to the current University of Calgary calendar and the following documents produced by the Faculty of Graduate Studies:

- ◆ The Faculty of Graduate Studies Calendar
<http://www.ucalgary.ca/pubs/calendar/grad/current/>
- ◆ Academic Regulations
<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-academic-regulations.html>
- ◆ Awards and Financial Assistance for the Faculty of Graduate Studies:
<http://grad.ucalgary.ca/awards>

The valid and authoritative version of the FGS calendar is the **online** version. It is updated at least three times a year. If there is any discrepancy between information in this handbook and the online calendar, the latter is the definitive source of information.

2 DEGREES OFFERED

The Graduate Program in Linguistics offers two graduate degrees:

- Master of Arts (thesis-based)
- Doctor of Philosophy

The requirements for both programs are outlined in the [University Graduate Calendar](#).

3 TUITION FEES AND GENERAL FEES

All graduate students are required to pay two types of fees - *tuition fees* and *general fees*. All fees are assessed by the Registrar's Office and processed through the Faculty of Graduate Studies.

The assessed amount and deadlines for payment are noted on students' fee statements in their **Student Centre**. See the [University Graduate Calendar](#) for details.

For payment deadlines, consult the [Academic Schedule](#).

Terminology:

Tuition fees: For course instruction and supervision.
General fees: For specific services as listed (e.g., campus recreation, transit pass)
Anniversary term: The term students begin their program (usually Fall); fee calculations are based on the anniversary term.

Timing:

Students typically pay tuition and general fees four times a year. One third of the annual cost is paid in Fall Term (due in mid- September), another third is paid at the beginning of Winter Term (due in mid- January), and a third of the annual cost is paid in Spring/Summer Term, broken into two payments (half due in mid-May, the rest due in early July).

Fees

Effective Spring 2020, the graduate program fee structure changed. Students are subject to the fee structure rules that were in place when they were admitted to the graduate program.

Fees for students admitted Spring 2020 or later:

Students pay the same tuition throughout their program.

Fees for student admitted Winter 2020 or earlier:

For students enrolled in programs that are two or more years in length, tuition fees are reduced part way through the program.

- M.A. students pay full tuition fees (sometimes called “program fees”) and general fees in the first year. Starting in the term after finishing coursework (excluding Spring/Summer Terms), and continuing until completion, students pay “continuing tuition fees,” which are considerably lower, and general fees (which remain about the same).
- Ph.D. students pay full tuition fees and general fees from the start of their program until they pass their comprehensive exams and defend their thesis proposal (normally, in their second year). From the term *after* passing their comprehensive exams and defending the proposal (excluding Spring/Summer Terms), until completion of their program, Ph.D. students pay “continuing tuition fees,” which are considerably lower, and general fees (which remain about the same).

Fees for International Students

International students pay fees that are at least double the amount paid by Canadian students and permanent residents in Canada. The Faculty of Graduate Studies provides a scholarship of \$3000.00 to help offset this difference. The minimum funding guarantee for international Ph.D. students is also higher than that for domestic students to reflect the additional cost. When resources permit, the Linguistics graduate program will provide additional funding to international students to help make up the rest.

Fee Paying Process: There are two basic ways to pay fees.

- To pay in full for the term, a student can either pay directly at the Registrar’s Office or set up online payments.
- Online payments can be set up by going to the MyUofC site, clicking the “Academic” tab and “My Account Balance,” then clicking “Pay Online” to get to an instructions page.
- Beginning Fall 2021, Graduate studies students owing a minimum \$500 in tuition and general fees, with no fees hold/notices on the account, can choose to self-enroll in a payment plan from the student center to pay off fees in monthly instalments, rather than paying all fees at once by the tuition and fee payment deadline. For more information, consult the payment plan website: <https://ucalgary.ca/registrar/finances/tuition-and-fees/payment-plan>

Please note that it takes about 10 days to process a payment plan request, and a late fee will be applied if the request is not made at least 10 business days before the first payment deadline. For more information visit <https://www.ucalgary.ca/registrar/finances/tuition-and-fees/payment-plan>.

- Some general fees are paid each term, others are paid once a year. For more detailed information about what services are provided from general fees and how they are billed visit <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-general-fees.html>.

4 FUNDING

As stated in the Graduate Calendar, funding is only available to full-time students.¹ Students with outside full-time employment do not qualify as full-time students in the program. The status of students with outside part-time employment will be determined on a case-by-case basis, and students are required to declare any outside employment.

Each student receives a funding letter, typically in the first half of August. Note that the program’s funding year begins on May 1st, and ends on April 30th, although it is rare for program funding to be given during the Spring and Summer. For students beginning in September, the funding letter will only be dated to cover the eight months of Fall and Winter, though it contains a full year of funding, as defined in 4.1 below. As Spring/Summer funding is rare, students are cautioned in the letter to budget accordingly. Continuing students receiving any funding in Spring or Summer must report this to the GPD, and should be aware that this **will** be included as part of the May to April funding described in the letter that is received in August.

4.1 FUNDING ALLOCATION POLICY

The Linguistics Graduate Program aims to provide sufficient funding to cover tuition plus basic living expenses for all full-time graduate students.

1. Wherever there is a conflict between this policy and the FGS Graduate Student Funding Operating Standard, the latter shall prevail.

¹ For definition of “full-time” status, please consult the [University Graduate Calendar](#).

2. The Minimum Stipend for students who are enrolled full-time in the PhD program is \$22,000 annually for four years and \$24,000 for international students. Students who are externally sponsored (i.e., admitted with documented financial support from an external agency meeting the minimum amount) are not normally funded from university sources, and are exempted from the Minimum Doctoral Stipend.

3. The Minimum Stipend for students who are enrolled full-time in the Master's program is \$20,000 annually for the first two years of enrolment. Students who are externally sponsored (i.e., admitted with documented financial support from an external agency meeting the minimum amount) are not normally funded from university sources, and are exempted from the Minimum Stipend for Master's students.

4. To be eligible to receive financial support, a student must be registered full-time and active in the program. The funding and its continuation are contingent on maintaining satisfactory progress in the program and meeting the supervisor's reasonable expectations.

5. Employment income as a teaching assistant (GAT), non-teaching assistant (GANT) or research assistant (GAR) is included in the guaranteed funding amount offered to students. Students must be available and eligible to take this employment as a GAT, GANT, or GAR; otherwise, the amount of the GAT, GANT, or GAR refused will be deducted from the annual funding offered to the student for that academic year.

6. All of the following count toward meeting the student's guaranteed funding count (i.e., the amount guaranteed in the student's offer of admission):

- Stipend/scholarship payment from a faculty member's research grant
- GAT/GANT/GAR income
- Research assistantship income from research grant
- Income as sessional instructor
- External scholarships, including SSHRC/NSERC/CIHR/AIHS/AITF/AGES
- Internal scholarships, including from program, or university competitions such as the Graduate Awards Competition

7. Income from the following sources is not counted toward the student's guaranteed funding amount:

- Bursaries
- Band funding

8. Students are required to apply for external scholarships for which they are eligible.

9. Success in external and internal scholarship competitions will affect the student's funding in the following way: any student who receives a major award (\$15,000 or more) and who has not exceeded the normal funding period (2 years for MAs and 4 years for PhDs) will be guaranteed funding greater than the floor (specified in paragraphs 2 and 3 above).

10. If resources are available, the Program will provide funding towards reimbursement of any international fee differential remaining after Faculty contributions for students paying their own international fees, with priority for MA students.

11. If a student receives an award after the first funding letter in a given academic year has been issued, the Program may redistribute funding, but in no case will the student's total funding be reduced.

12. If a graduate student has not completed the thesis in the normal funding period (2 years for MAs, 4 years for PhDs), AND if the Program has funds available after meeting all commitments to graduate students in the normal funding period, that student may be awarded funding. This funding will be subject to the following condition: the student must submit to the Graduate Committee a written plan for completing the thesis developed in collaboration with the supervisory committee (supervisor for MA students), and deemed to be feasible by the supervisor.

13. Students are responsible for paying tuition and fees annually:

<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-fees-expenses.html>.

Students with funding from university sources can apply for a payment plan:

<https://www.ucalgary.ca/registrar/finances/tuition-fees/graduate-student-payment-plan>

4.2 CONDITIONS ON FUNDING RENEWAL

Program funding is subject to the regular assessment of student performance and progress during the graduate program. In order to continue being fully funded, students must:

- maintain satisfactory progress towards the completion of their degree
- demonstrate satisfactory performance in duties assigned as part of Graduate Assistantships (teaching or research) and Graduate Teaching Fellowships
- submit an application for the FGS Graduate Awards Competition in each year that they are eligible
- submit an application for SSHRC and/or NSERC scholarships in each year that they are eligible (Canadian citizens and permanent residents only)
- show diligent effort in applying to other funding sources external to the Program

4.3 SOURCES OF FUNDING

This section lists different sources of funding that graduate students are eligible for.

4.3.1 LINGUISTICS GRADUATE PROGRAM AWARDS

Funding provided by the Program consists of different kinds of graduate awards described below. Students do not need to apply for these awards. Continuing eligibility for these awards is conditional upon satisfactory performance in the program, as noted above.

Faculty of Graduate Studies Scholarships (FGSS)

A Faculty of Graduate Studies Scholarship is awarded on a merit basis to qualifying graduate students and provides financial support to enable them to pursue their own graduate research programs.

Graduate Assistantships (GAs)

We offer three kinds of graduate assistantships:

- (i) Graduate Assistantships - Teaching (GA(T)s)
- (ii) Graduate Assistantships - Non-Teaching (GA(NT)s) and
- (iii) Graduate Assistantships – Research (GA(R)s).

Remuneration from GA(T)s and GA(NT)s is made up of 50% salary and 50% scholarship; remuneration from GA(R)s consists entirely of an hourly salary. The rate of remuneration for GA(T)s and GA(NT)s and other requirements for all GA awards are regulated by the [Collective Agreement](#) between the Board of Governors and the Graduate Students' Association. It is advisable to review this document carefully when taking up an assistantship. More information may also be found on the [GSA website](#).

Graduate Assistantships - Teaching (GA(T)s)

A Graduate Assistantship (Teaching) is an appointment to assist with instructional responsibilities. Tasks may include lecturing, laboratory supervision, grading assignments and examinations, assistance in the preparation or demonstration of instructional aids, office hours, communicating with students.

Graduate Assistantships - Non-Teaching (GA(NT)s)

A Graduate Assistantship (Non-Teaching) is an appointment made out of funds normally held by the School Director or other faculty member. Duties may be related to the faculty member's research or an academic project (e.g., organizing a conference or developing a web site).

Graduate Assistantships - Research (GA(R)s)

A Graduate Assistantship (Research) is provided to students to assist professors in their research and is funded from a research grant held by a faculty member. This research may be unrelated to the student's own area of interest or specific research. Faculty members pay their GA(R)s an hourly wage, according to guidelines set in the Graduate Student Association collective agreement. The rate of pay and the number of hours the student will work will be determined by the faculty member and agreed to in a signed contract between the student and the research supervisor. Note that GA(R)s may work a maximum of 450 hours in a single academic year.

Graduate Scholarships from Projects

Faculty members who hold research grants may be in a position to offer a graduate student scholarship. Scholarship research positions provide experience in an area of research directly related to the student's field of study:

<https://www.ucalgary.ca/hr/hiring-managing/recruiting-and-hiring/staff-groups-defined/research-staff>

Research expectations (lab access, scope of work to be completed, training hours, etc.) are negotiated between the student and researcher, similar to a GA(R). There is no requirement that these scholarships be structured parallel to a GA(NT); scholarship amounts are subject to restrictions on the researcher holding the project, and the individual project budget.

Graduate Students as Instructors of Record

Students may be appointed as Sessional Instructors of record for a course offered in the Linguistics program. Sessional Instructors are members of the University of Calgary Faculty Association (TUCFA) and their employment is subject to the *Collective Agreement between the Board of Governors and the Faculty Association*. Normally, this option is reserved for doctoral students in the post-candidacy phase of their program.

4.3.2 FACULTY OF GRADUATE STUDIES AWARDS

FGS holds a Graduate Awards Competition for a variety of awards available to Canadian and International M.A. and Ph.D. students. Applications for this competition **must be submitted electronically by February 1st**. For more information, please consult the [FGS Awards page](#).

There are a few “special awards” and bursaries for which graduate students in Linguistics are eligible. The deadline for these is also February 1st. Consult the FGS website for details.

If you are already enrolled in either the M.A. or Ph.D. program, and you are currently funded by the Program, you MUST submit an application to the Graduate Awards Competition to be eligible for funding the next year. In order to maximize your chances of success, start working on your application early, get feedback from your thesis supervisor, and attend the application preparation workshops organized by FGS and by the Program.

4.3.3 EXTERNAL SOURCES OF FUNDING

Students may also receive funding in the form of scholarships from the Social Sciences and Humanities Research Council (SSHRC) and other granting agencies external to the university. Current graduate students applying for SSHRC Masters and doctoral awards must submit their applications through the University of Calgary. For information, including deadlines and eligibility requirements for the different SSHRC scholarships, please consult the following FGS web page:

<https://grad.ucalgary.ca/awards/opportunities/tricouncil>

4.3.4. ADDITIONAL SOURCES OF FUNDING FOR TRAVEL AND RESEARCH COSTS

Graduate Students’ Association

Grants may be available through the Graduate Student Association for travel and other academic projects. Consult the [GSA website](#) for further information, forms, and deadlines.

Linguistics Graduate Program, SLLLC

Subject to availability, the Linguistics Graduate Program may have small packages of funds available for out-of-province conference travel. To qualify, you must:

- (a) have your supervisor’s permission – (via email message from the supervisor to the GPD);
- (b) do a practice talk for Linguistics faculty/students at least a week before the conference;
- (c) present your work (as a talk or poster);
- (d) provide proof to the GPA that you attended the conference in person (e.g., boarding pass or inter-city bus ticket and attestation from conference organization).

5 EXPECTATIONS AND REQUIREMENTS

5.1 GENERAL EXPECTATIONS

Graduate students are expected to complete all program requirements, discharge their graduate assistantship responsibilities and undertake professional development activities. Juggling these different expectations can be challenging, so if you find that you are struggling to meet multiple deadlines for coursework and assistantship or professional development tasks ask your instructors, assistantship supervisors, thesis supervisor and/or the graduate program director for help or an extension **before** a deadline passes.

Graduate students are expected to attend all SLLLC colloquia by visiting linguists as well as internal talks (including practice talks) by linguistics faculty and students. These are valuable opportunities to learn about cutting-edge research in the field and to see how research is presented. Students are strongly encouraged to take advantage of opportunities to present their own research in SLLLC, elsewhere in the University, and at external conferences.

Students are encouraged to attend workshops providing professional and academic development opportunities to acquire the skills they need to succeed before—and after—graduation. We strongly recommend that students undertake training through **My GradSkills**², a series of workshops offered by the Faculty of Graduate Studies covering numerous competencies (Career Building; Communication; Information Technologies; Leadership; Research; Social Awareness; Teaching; Wellness). A second resource that we encourage students to take full advantage of is the Taylor Centre for Teaching and Learning. They offer many courses to help students develop teaching skills, as well as a **Graduate Student Certificate in University Teaching and Learning**. For more information check out their page on resources for graduate students: <https://taylorinstitute.ucalgary.ca/students/graduate>

5.2 EXPECTATION OF ACADEMIC INTEGRITY

Students are expected to undertake all teaching, learning, and research activities with academic integrity in order to avoid engaging in Academic Misconduct, a serious form of intellectual dishonesty with significant consequences.

The University of Calgary's Student Academic Misconduct Policy defines Academic Misconduct as any student behavior which compromises proper assessment of a Student's Academic Activities and includes:

- Cheating
- Fabrication
- Falsification
- Plagiarism
- Unauthorized assistance
- Failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses
- Failure to comply with exam regulations applied by the Registrar

Students should also familiarize themselves with the University's **Statement on Academic Integrity** (Section K3 of the Graduate Calendar) as well as other important information on Integrity and Conduct (Sections K1-K4 of the Graduate Calendar)

<https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

<https://www.ucalgary.ca/pubs/calendar/current/k.html>

5.2.1 Plagiarism

The following has been adapted from the School and Faculty policy on plagiarism.

² My GradSkills information can be found here: www.ucalgary.ca/mygradskills/.

Plagiarism in the context of coursework involves submitting or presenting work in a course as if it were the student's own work done expressly for that course when, in fact, it is not. Most commonly, plagiarism exists in the following circumstances:

- a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work.
- b) Parts of the work are taken from another source without reference to the original author.
- c) The whole work (e.g., an essay) is copied from another source.
- d) Results of the work have been fabricated or mis-represented.
- e) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructor involved. This includes work that has been submitted at another institution, and refers to formatting, organization and/or substance.

Some course assignments call for students to work in groups. Unless noted otherwise *in writing*, students must write up their own text for submission of any group assignments and assignments done in collaboration with others. Failure to do so constitutes plagiarism.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Any student who voluntarily and consciously aids another student in the commission of plagiarism is also guilty of academic misconduct.

It is recognized that a graduate student may incorporate work they have previously done in a thesis, conference presentation, or publication. Plagiarism as characterized in (a-d) above are also relevant for theses, presentations, publications, and scholarly work in general.

Plagiarism is an extremely serious academic offence. Possible penalties for plagiarism include failing the assignment, failing the course, disciplinary probation, suspension or expulsion.

5.3 ETHICAL RESEARCH REQUIREMENTS

All students are required to attend the workshop on research ethics as part of their LING 600 course requirements and complete the Tri-Council's Course on Research Ethics (CORE) training.³ Students who plan to carry out research involving human subjects (including, but not limited to, interviews, questionnaires, classroom observations, and laboratory experiments) for their thesis or a doctoral candidacy paper are expected to discuss their plans with their supervisor, and submit an ethics application to the Conjoint Faculties Research Ethics Board.⁴ Ethics application approvals take at least six to eight weeks, and approval must be granted before any data can be collected.

5.4 ANNUAL PROGRESS REPORT

³ CORE training is available here: <http://www.ucalgary.ca/research/researchers/ethics-compliance/tcps2-core-tutorial>.

⁴ Information on ethics applications is available here: <https://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>.

Each graduate student must complete an Annual Progress Report (APR) of activities and achievements each year. Students will sign-in and access the Annual Progress Report using their MyUofC “Student Centre” account. The APR becomes available each year by May 1st. **The Program requires that students complete their portion of the APR by May 15th.** The APR is then automatically made available to their supervisors (and co-supervisors, if applicable). The supervisor (and co-supervisor, if applicable) will then add their evaluation of the student’s progress by May 25th. The Graduate Program Director then provides a final evaluation and comments by May 31st.

Each graduate student’s progress and performance in the program are discussed at least once a year (normally in June) in a closed session meeting of the Linguistics faculty. This discussion is informed in part by the contents of the APR. Any concerns that come to light during this discussion will be communicated to the student by their supervisor and/or the graduate program director.

5.5. VACATION

Students are expected to devote themselves to their studies full-time, which includes the Spring and Summer terms. The expectation is that students will be working on their thesis research during Spring and Summer. Students are entitled to three weeks' vacation each year. The timing of vacation should be discussed with, and approved by, the supervisor and also the employer, for students with GA(R).

6 M.A. PROGRAM REGULATIONS

6.1 LENGTH OF TIME REQUIRED TO COMPLETE THE M.A. PROGRAM

Students are expected to complete the M.A. program in two years. Normally, M.A. students complete and defend their thesis in the spring or summer semester (May-August) at the end of their second year in the program. See Section 7.6 below for a typical timeline of course and research activities during the two years of the M.A. program.

Note: According to Faculty of Graduate Studies regulations, the maximum length of time to complete an M.A. program is four years from the date of first registration. The Linguistics Program only guarantees financial assistance to M.A. students for two years, subject to conditions on renewal outlined in Section 4.2.

6.2 M.A. COURSE REQUIREMENTS

M.A. students must take a minimum of six half-course equivalents, including the following required courses:

- Linguistics 600 Introduction to Graduate Studies in Linguistics
- Linguistics 611 Advanced Syntactic Analysis
- Linguistics 613 Advanced Phonological Analysis
- Linguistics 697 Thesis Research Development

The remaining three half-course equivalents will normally be selected from the Linguistics program’s roster of rotating graduate courses:

- *Topics in Linguistic Theory*
 - *Phonetics* *Linguistics 631.01*
 - *Phonology* *Linguistics 631.02*
 - *Morphology* *Linguistics 631.03*
 - *Syntax* *Linguistics 631.04*
 - *Semantics* *Linguistics 631.05*

- *Topics in Language Acquisition*
 - *First Language Acquisition* *Linguistics 633.01*
 - *Second Language Acquisition* *Linguistics 633.02*

- *Field Methods* *Linguistics 605*
- *Analysis of a Language or Language Family* *Linguistics 635*
- *Topics in Historical Linguistics* *Linguistics 651*
- *Quantitative Modelling of Linguistic Data* *Linguistics 660*
- *Methods for Corpus & Experimental Studies in Syntax and Semantics* *Linguistics 671*

Linguistics 600 (*Introduction to Graduate Studies in Linguistics*) is a non-credit course (PASS/FAIL) which students must take in their first Fall semester. It introduces students to faculty and student research and provides workshops on critical research and professional skills. Students who have taken LING 598 as part of their University of Calgary Honours program in Linguistics may request permission from their supervisor and the Graduate Program Director to be exempted from the skills workshops but must attend all other sessions.

Linguistics 697 is a conference course that is coordinated with Linguistics 600. The student's supervisor is the instructor of record for Linguistics 697 and prepares a syllabus for the course, with clearly stated expectations for course requirements and how the student's performance will be evaluated. In this course, students may explore the background literature for their thesis topic and/or conduct the foundational research for their M.A. thesis. Students will normally take Linguistics 697 in the fall term of their second year. Although the course content and evaluation procedure are arranged between the student and supervisor, each student is required to conduct two public presentations as part of the Linguistics 697 requirements. The content of the presentations is determined by mutual consultation between student and supervisor. Usually, the first presentation involves an outline of the expected research topic of the thesis and a brief review of the relevant literature. The second presentation will present the thesis research question in more detail and provide an update on the work the student has conducted on the topic; for instance, students who are doing experimental research for their thesis may present the methods and results of pilot work on their planned experiment, etc. The first presentation normally takes place before the end of the second month (October) and the second presentation in the last week before the end of the semester.

All students enrolled in LING 600 and LING 697 are expected to attend all Linguistics 697 presentations. Other graduate students and all faculty members are invited and encouraged to attend. The presentations have a two-fold purpose: they provide a forum for the exchange of ideas, and they provide the students with feedback to help improve the quality of their thesis research and writing.

6.2.1 Courses in other graduate programs and institutions

With the approval of the Graduate Program Director and their supervisor, students may take a maximum of two half-courses in other programs or institutions. Previously completed courses cannot be used for credit towards an M.A. degree if they have been used to fulfill requirements for another degree, diploma, or certificate. Students should provide evidence that courses taken outside the Linguistics graduate program represent a necessary component of their course of study. Graduate students at the University of Calgary may take courses at selected Western Canadian Universities while paying University of Calgary tuition, though such students are generally responsible for transit, recreation and other fees assessed at the host institution. For more details, see Western Deans' Agreement at <https://grad.ucalgary.ca/current-students/registration/studying-another-university>.

6.2.2 Undergraduate Courses

With the approval of the Graduate Program Director and their supervisor, students can take a maximum of two undergraduate half-course equivalents for credit. Typically, only 500-level courses are approved as acceptable undergraduate courses. Students should provide evidence that such courses represent a necessary component of their course of study.

6.2.3 Conference and Reading Courses

Conference and reading courses are decimalized courses, i.e., they are given the course number 699 plus a two-digit suffix (e.g., 699.23), along with an appropriate title for the course. **As a last resort** to fulfill course requirements, students interested in working on a specific topic may ask a professor with expertise in that area to set up a special conference course. (See the *Areas of Expertise* listed in Section 11.)

6.2.4 Course Timetable and Registration

A timetable of courses for the coming academic year is usually available in late February. Conference and Reading courses are not normally listed in the timetable. Arrangements for these should be made by the first week of classes for the Fall or Winter sessions. Special arrangements for such courses can sometimes be made for the Spring/Summer session. Course selection is made in consultation with the student's supervisor. Students are responsible for meeting any course-related deadlines listed in the *University Calendar*.

6.2.5 Grade Requirements

Grades play an essential role in determining a student's eligibility for scholarships, influencing funding decisions, and in the long term, influencing the direction of a student's academic and career path. Note that a **B- is the minimum passing grade** in any course for a graduate student and an overall grade point average of 3.00 (B) must be maintained each year in the program. According to Faculty of Graduate Studies Regulations, a student who receives B- in two or more courses may be required to withdraw from the graduate program, regardless of grade point average. A grade of C+ or less is considered a failing grade, and the student will not receive credit for any courses in which such a grade is obtained.

6.3 M.A. LANGUAGE REQUIREMENT

All M.A. students must demonstrate knowledge of a language other than English to the satisfaction of the Graduate Studies Committee.

The following groups will be judged on admission to the program to have met the M.A. language requirement:

- Students whose mother tongue is not English and who were required to satisfy the English language proficiency requirements for admission to program.
- Students whose mother tongue is English and who provide evidence of past schooling in another language (e.g., schooling in an immersion program in French, German or a First Nations language).
- Students whose mother tongue is English and who provide evidence of having completed a foreign language secondary school credit such as Spanish Language Arts 30, or French Language Arts 31.
- Students whose mother tongue is English and who provide evidence of at least A1 (“Basic User”) level of proficiency in another language in the Common European Frame of Reference from a certified testing agency or a recognised academic institution (e.g., university or college) or a recognised language teaching organization.

Students whose mother tongue is English and who cannot provide evidence of prior exposure to another language on admission can meet the M.A. language requirement during their M.A. program in the following ways:

- by providing evidence of having received credit for 3 units (0.5 full-course equivalent) for a University of Calgary language course, e.g., ALMC 202, CHIN 205, FREN 209, GERM 202, ITAL 201, JPNS 205, RUSS 201 or SPAN 201.
- by providing evidence of having received credit for one of the following courses: INDL 301, LING 551 or LING 605.

It is the responsibility of the student to provide relevant documentation that the M.A. language requirement has been met. It is strongly recommended that this program requirement be met within the first 16 months of program.

6.4 M.A. FORMAL PRESENTATIONS

Two formal presentations relating to the student's thesis research are required. They must take place no later than the end of the third semester. Continuation in program is dependent upon these presentations being judged acceptable by the faculty members of the Linguistics program in attendance. A student will have one opportunity to redo each presentation that is judged unacceptable. The presentations will normally be part of the student's LING 697 requirements. The first presentation is typically a presentation of the research question and plans for addressing the question. The second presentation typically focuses on results of the research project, and represents the contents of at least

one core chapter of the thesis. In addition, an informal public presentation on the thesis project is required at the end of the second semester.

THE M.A. THESIS

6.4.1 Thesis Topic

It is not uncommon for a student to enter the M.A. program without any definite ideas about a particular thesis topic, and it is not unusual for students to find their interests changing as the result of coursework during their first year of graduate study.

The normal and advisable scenario for the choice of a thesis topic involves defining at least a research area (e.g., syntax, language acquisition, historical linguistics) when the student enters the program, with the recognition that the student's primary research area may change during the first year of coursework. A thesis supervisor will be assigned to the student at the time of admission, based on the profile presented in the application. This supervisor will work with the student during the first year in the program to identify a suitable thesis topic. In a student's second year of study, the LING 697 course is designed to help the student finalize the thesis topic and make substantial progress on the thesis research project.

Students should note that it is impossible for the linguistics program to offer expert supervision in all areas of linguistics. The acceptability of a particular thesis topic is, to a large extent, constrained by the availability of a staff member with the appropriate expertise to supervise the thesis. The student should consider the "Areas of Expertise" closely (as listed on [the graduate program webpage](#)) and choose a topic that falls within one or more of these areas. The student's academic supervisor and/or the Graduate Program Director can give advice on what constitutes an appropriate topic and scope for an M.A. thesis, and of course, the topic must be approved by the supervisor.

6.4.2 Ethics Review

All thesis research involving human subjects (including, but not limited to, interviews, questionnaires, classroom observations, and laboratory experiments) must be approved by the Conjoint Faculties Research Ethics Board before the research begins. It is the student's responsibility to submit the application for ethics review directly to the IRISS system at <http://www.ucalgary.ca/iriss/>.

If ethics approval is required for the thesis project, the student should apply for ethics approval as soon as the thesis topic has been determined and an initial plan for the research methodology has been formulated. This is usually done in the winter or spring of the first year, to avoid any delays in starting the research. Advice should be sought from the supervisor on the preparation of the ethics application.

Once ethics approval has been received, it is the student's responsibility to comply with all the requirements imposed by the Conjoint Faculties Research Ethics Board (CFREB), including submitting a final report to the Board on completion of the research. For further information, consult [Section 5.3](#) of this Handbook, the School representative on the ethics committee and/or the ethics policy documentation.

6.4.3 Thesis Format

An M.A. thesis is normally 70-100 pages and should not exceed 150 pages in length (including references and appendices). The 150-page thesis length limit is very useful for defining the scope of the M.A. thesis. If the student feels that the chosen topic cannot be adequately treated in 150 pages, consideration should be given to narrowing the scope of the project.

Details about the actual format and style of the M.A. thesis can be found in the [University Calendar](#) and in the [Thesis Formatting Guidelines](#) produced by the Faculty of Graduate Studies.

6.5 EXAMINATION OF THE M.A. THESIS

As the thesis nears completion, supervisor and student should consult *the [Graduate Calendar section on Thesis examination](#)* and the Faculty of Graduate Studies's [Thesis Examination Administrative Processes](#) for information on procedures and deadlines. The student and supervisor are together responsible for ensuring that procedures are followed and deadlines met. Note that the Administrative Processes document also contains information on remote participation in examinations.

Note that it is the responsibility of the supervisor to schedule the thesis oral examination, to recommend all examining committee members to the Graduate Program Director for approval, and to meet the timelines specified in the Graduate Calendar. **Under no circumstances are students permitted to make arrangements for an examination.**

An examination committee should be established well before the date and time are set for the thesis defence. The thesis examination committee normally consists of the supervisor, (a co-supervisor if there is one), two other examiners - one who is a faculty member in Linguistics and one who may be from another program in the School or another unit within the University, and a neutral chair. If circumstances warrant, an examiner external to the university may be chosen. Potential committee members are selected by the supervisor in consultation with the student, and approved by the Graduate Program Director. The Graduate Program Director appoints a neutral chair for the oral examination.

If the supervisor selects an examiner who is external to the University of Calgary (i.e., at another institution), then **at least 6 weeks before the proposed date of the examination**, they must provide the Graduate Program Administrator with a completed Recommendation of External Examiner Form and the examiner's CV. The GPA will then submit these materials to the Faculty of Graduate Studies for approval.

It is the supervisor's responsibility to provide the Graduate Program Administrator with the information needed to complete a Notice of Thesis Oral Examination form. This form must be submitted to the Faculty of Graduate Studies **at least 4 weeks prior to the chosen date.**

The student is responsible for ensuring that each examiner receives a copy of the thesis at least 3 weeks before the scheduled thesis oral examination. The submitted thesis must be, in all respects, a final, complete copy and not a draft. The student must provide a copy of the thesis in either electronic or paper formats, depending on the preference of each examiner. Note that the neutral chair is a member of the examination committee but is not an examiner, and thus **should not** be provided with a copy of the thesis prior to the examination.

6.5.1 The Thesis Oral Examination

The thesis oral examination is a formal examination, not an informal discussion, of the student's research. The examination should not exceed two hours and is conducted according to the procedures outlined in the Faculty of Graduate Studies [Thesis Examination Administrative Processes](#). Normally, the examination follows these steps:

1. Just before the beginning of the examination, the examiners submit their written evaluations of the M.A. thesis to the neutral chair.
2. The neutral chair describes to both the examiners and the student the official procedures for the exam. The student then presents a brief summary of the thesis. This summary should not be read from a script and should not exceed 15 minutes. It is customary for the student to use a handout and/or power point slides for their presentation.
3. The members of the examination committee ask the student questions about the purpose, methodology, conclusions, and assumptions of the thesis research, as well as related literature.
4. After at least two rounds of questioning by the examiners, the student is excused, as are members of the audience in attendance. The examination committee then discusses the thesis and oral examination amongst themselves and decides on a recommendation of "Pass" or "Fail".
5. Once the examiners have settled on a recommendation, the chair invites the student back into the examination room and announces the result of the examination. The paperwork for the examination is then filled out. **The student should bring a Thesis Approval Form to the examination.**

Thesis oral examinations are normally open, meaning that members of the public may attend. Members of the audience are simply observers and do not participate in the examination in any way. Under special circumstances, a student may request a closed defence from the Faculty of Graduate Studies.

6.5.2 Evaluation of the Thesis and Oral Examination

After the oral examination has been completed, the examination committee will discuss the thesis and defence and recommend an evaluation of "Pass" or "Fail" to the Dean of Graduate Studies. If the examination committee fails to reach a unanimous decision, reports on the examination are sent to the Dean of Graduate Studies by the neutral chair, each examiner, and the Graduate Program Director. The Dean of Graduate Studies then renders final decision of "Pass" or "Fail" for the examination based on the written reports and, if needed, discussion with members of the examining committee.

6.5.3 Following a Successful Oral Examination

It is normally the case that examiners will require that the student make revisions to the written thesis before a final version is deposited. If minor revisions are required, the supervisor does not sign the Thesis Approval Form until satisfied with the changes made; all other examiners sign at the end of the oral examination. If major revisions are required, other examiners may also wish to approve revisions

prior to signing the Thesis Approval Form. Otherwise, all examiners sign the thesis approval form at the end of the examination.

6.5.4 Thesis Submission

For information on thesis preparation and submission to the Faculty of Graduate Studies please consult [the FGS thesis submission webpage](#). The guidelines at this webpage cover the Thesis Submission Cover Sheet, Thesis Approval Form, and Notice of Completion. Along with your Title Page, these must be submitted to FGS before you can electronically submit your thesis to the Vault.

Copies of the thesis must be submitted to the Faculty of Graduate Studies, SLLLC, the supervisor and examiners. Each copy must include a copy of the Thesis Approval Form – unless otherwise specified, this form should be *unsigned*.

Submission to SLLLC

[This requirement is currently under review. For the time being, only the electronic copy must be submitted to the office]

One electronic copy and one bound copy **with unsigned Thesis Approval Form** must be submitted to the SLLLC/English/Comms Pod office. The **signed Thesis Approval Form** is submitted along with the thesis to FGS, according to the timelines specified in the Administrative Processes document, and the thesis submission webpage.

Submission of thesis copy to supervisor

The format in which the final version of the thesis is submitted to the supervisor after the oral examination has been successfully completed is at the supervisor's discretion. The supervisor may, for example, accept an electronic copy of the thesis or insist on a bound paper version.

Note that the *Notice of Completion for Thesis Students* form will not be signed until a copy of the thesis has been received by the supervisor. Note also that the student will continue to pay fees until this form has been received by the Faculty of Graduate Studies.

Submission of thesis copy to examiners

It is courteous to ask the other examiners if they would also like a copy of the thesis, and, if so, in what format it should be (electronic or hard copy). These copies should not include the signed approval page.

Student Copy of Thesis

Students may keep copies of their dissertation in whatever format they wish. There is no official requirement that they keep a bound copy for themselves.

Binding your thesis

Students can have copies of their thesis bound at the [Campus Print Shop](#), the Student Union's Bound and Copied store, or by other private companies.

7 A TYPICAL M.A. PROGRAM

The following is a typical program for a regular M.A. student. Please note that this is only one of many possibilities for a course of study in the M.A. program; for the best program for you talk to your supervisor.

FIRST YEAR	Coursework	Research
Fall Semester	Ling 600 Ling 611 One additional course	Read, develop thesis topic and research question with supervisor.
Winter Semester	Ling 613 One additional course	1 st M.A. presentation
Spring/Summer Semesters	None	Thesis research
SECOND YEAR		
Fall Semester	Ling 697 One additional course	2 nd M.A. presentation Thesis research + writing
Winter Semester	None	Thesis research + writing
Spring/Summer Semesters	None	Finish + defend thesis

See also Section 6.16.1 for [Length of Time Required to Complete the M.A. Program](#).

8 PH.D. PROGRAM REGULATIONS

8.1 LENGTH OF TIME REQUIRED TO COMPLETE THE PH.D. PROGRAM

Students registered in the Ph.D. program are expected to complete the degree within four years. Students who enter the program with a well-defined dissertation topic in hand may be able to complete their dissertation research more quickly than those who identify their area of specialization and dissertation topic during the course of their studies.

Note: According to Faculty of Graduate Studies regulations, the maximum length of time to complete a Ph.D. program is six years from the date of first registration. The Linguistics Program only guarantees financial assistance to Ph.D. students for four years, subject to conditions on renewal outlined in Section 4.2.

8.2 CHOOSING A SUPERVISORY COMMITTEE

The supervisory committee will normally consist of the supervisor and two other members. The supervisor selects the other members of the supervisory committee in consultation with the student. The supervisory committee should consist of faculty with relevant and complementary areas of specialization.

The supervisor must inform the GPD of the choice of supervisory committee members. **No later than three months after the student's admission into the program**, the supervisory committee must be recommended by the Graduate Program Director and approved by the Dean of Graduate Studies. At this stage, the student should have identified the topic of the dissertation project.

8.3 PH.D. COURSE REQUIREMENTS

Students must take LING 600 plus a total of six half-course equivalents, including:

- *Advanced Syntactic Analysis I* *Linguistics 611*
- *Advanced Phonological Analysis I* *Linguistics 613*

The remaining four half-course equivalents will normally be selected from the Linguistics program's roster of rotating graduate courses:

- *Topics in Linguistic Theory*
 - *Phonetics* *Linguistics 631.01*
 - *Phonology* *Linguistics 631.02*
 - *Morphology* *Linguistics 631.03*
 - *Syntax* *Linguistics 631.04*
 - *Semantics* *Linguistics 631.05*

- *Topics in Language Acquisition*
 - *First Language Acquisition* *Linguistics 633.01*
 - *Second Language Acquisition* *Linguistics 633.02*

- *Field Methods* *Linguistics 605*
- *Analysis of a Language or Language Family* *Linguistics 635*
- *Topics in Historical Linguistics* *Linguistics 651*
- *Quantitative Modelling of Linguistic Data* *Linguistics 660*
- *Methods for Corpus & Experimental Studies in Syntax and Semantics* *Linguistics 671*

Linguistics 600 (*Introduction to Graduate Studies in Linguistics*) is a non-credit course (PASS/FAIL) which students must take in their first Fall semester. It introduces students to faculty and student research and provides workshops on critical research and professional skills. All Ph.D. students are required to register in this course, even if they have previously taken it as part of their M.A. course requirements. With the permission of their supervisor and the Graduate Program Director, students who have previously taken LING 600 or LING 598 may choose not to participate in the skills workshops, but they must participate in the initial orientation sessions and the student presentation sessions.

The course requirements for the Ph.D. program should normally be completed during the first two years.

8.3.1 Courses in other graduate programs and institutions

With the approval of the Graduate Program Director and their supervisor, students may take a maximum of two half-courses in other programs or institutions. Previously completed courses cannot be used for credit towards a Ph.D. degree if they have been used to fulfill requirements for another degree, diploma, or certificate. Students should provide evidence that courses taken outside the Linguistics graduate program represents a necessary component of their course of study. Graduate students at the University of Calgary may take courses at selected Western Canadian Universities while paying University of Calgary tuition, though such students are generally responsible for transit, recreation and

other fees assessed at the host institution. For more details, see Western Deans Agreement at <https://grad.ucalgary.ca/current-students/registration/studying-another-university>.

8.3.2 Undergraduate Courses

With the approval of the Graduate Program Director and the School Director, a student can take a maximum of two undergraduate half-course equivalents for credit. Normally, only courses at the 500-level may be taken for credit. Students should provide evidence that such courses represent a necessary component of their course of study.

8.3.3 Conference and Topics Courses

Conference and reading courses are decimalized courses, i.e., they are given the course number 699 plus a two-digit suffix (e.g. 699.23), along with an appropriate title for the course. **As a last resort** to fulfill course requirements, students interested in working on a specific topic may ask a professor with expertise in that area to set up a special conference course. (See the *Areas of Expertise* listed in Section 11.)

8.3.4 Course Timetable and Registration

A timetable of courses for the coming academic year is usually available in late February. Conference and Reading courses are not normally listed in the timetable. Arrangements for these should be made by the first week of classes for the Fall or Winter sessions. Special arrangements for such courses can sometimes be made for the Spring/Summer session. Course selection is typically made in consultation with the student's supervisor. Students are responsible for meeting any course-related deadlines listed in the *University Calendar*.

8.3.5 Grade Requirements

Grades play an essential role in determining a student's eligibility for scholarships, influencing funding decisions, and in the long term, influencing the direction of a student's academic and career path. Note that a B- is the minimum passing grade in any course for a graduate student and an overall grade point average of 3.00 (B) must be maintained each year in the program. According to Faculty of Graduate Studies Regulations, a student who receives B- in two or more courses may be required to withdraw from the graduate program, regardless of grade point average. A grade of C+ or less is considered a failing grade, and the student will not receive credit for any courses in which such a grade is obtained.

8.4 PH.D. LANGUAGE REQUIREMENT

Knowledge of a language other than English demonstrated to the satisfaction of the Graduate Studies Committee. The following groups will be judged on acceptance to the program to have met the Ph.D. language requirement:

- Students whose mother tongue is not English and who were required to satisfy the English language proficiency requirements for admission to program.
- Students whose mother tongue is English and who provide evidence of past schooling in another language (e.g., schooling in an immersion program in French, German or a First Nations language).
- Students whose mother tongue is English and who provide evidence of having completed a foreign language secondary school credit such as Spanish Language Arts 30, or French Language Arts 31.
- Students whose mother tongue is English and who provide evidence of at least A1 (“Basic User”) level of proficiency in another language in the Common European Frame of Reference from a certified testing agency or a recognised academic institution (e.g., university or college) or a recognised language teaching organization.

Students whose mother tongue is English and who cannot provide evidence of prior exposure to another language on admission can meet the doctoral language requirement during their Ph.D. program in the following ways:

- by providing evidence of having received credit for 3 units (0.5 full-course equivalent) for a University of Calgary language course, e.g., ALMC 202, CHIN 205, FREN 209, GERM 202, ITAL 201, JPNS 205, RUSS 201, or SPAN 201.
- by providing evidence of having received credit for one of the following courses: INDL 301, LING 551, or LING 605.

It is the responsibility of the student to provide relevant documentation that the doctoral language requirement has been met. **This program requirement must be met by the time the thesis proposal is submitted.**

8.5 PH.D. CANDIDACY REQUIREMENTS

The University of Calgary [Doctoral Candidacy Regulations and Requirements](#) govern admission to candidacy at the University of Calgary. The Linguistics Ph.D. program’s requirements are provided below. They constitute the program specific requirements mentioned in the University of Calgary Doctoral Candidacy Regulations and Requirements.

8.5.1 *Statement of Purpose*

The process of admission to candidacy in Linguistics serves multiple purposes. At one level, it is an intellectual "fitness test", to make sure that the student has the adequate preparation, background knowledge, and skills to prepare a defensible doctoral dissertation in linguistics. To that end, students

must show that they can conduct innovative, independent, and important original research in the field; that they are familiar with the relevant literature for their research and can relate their work to it; that they have suitable background knowledge of the appropriate research methods for the work they are conducting; that they can think independently and on their feet; that they can write and speak well enough to communicate their ideas successfully to both experts and to people who are not specialists in their field of study; and that they can engage meaningfully in critical discussions of their work.

We also have expectations of both breadth and depth of knowledge on the part of students --"breadth" in the sense that we want them to know multiple areas of research in the field well enough to qualify as a true linguist, and "depth" in the sense that they need to know their chosen sub-discipline well enough to be able to conduct meaningful research in it. For a student to be admitted to candidacy, we test depth of knowledge in the chosen sub-discipline of linguistics in a Field of Study (FoS) examination which focuses on the quality of the student's own research. This examination has both written and oral components. For the written component of the examination, the student prepares a primary research paper, which is based on original, independent work in the student's chosen sub-discipline of linguistics, and which will ideally form the basis of a chapter in the student's subsequent dissertation. We also test the student's breadth of knowledge of the field of linguistics by assessing a secondary research paper, often taken from the student's coursework in a different linguistic sub-discipline from their primary field of study and revised and expanded into a manuscript suitable for publication as a conference proceedings paper. The student then defends the breadth, depth, and theoretical relevance of the work done for both papers in the oral component of the examination. We also validate that students who have passed the FoS Examination have a suitable plan for carrying out their doctoral thesis research by approving a written thesis research proposal (see below).

8.5.2 Requirements

All doctoral students in the Linguistics Graduate Program must successfully complete the following components for admission to candidacy:

1. All program course requirements, as specified in the linguistics entry in the [University of Calgary Graduate Calendar](#).
2. A Field of Study (FoS) examination, with both oral and written components.
3. An approved written thesis research proposal.

8.5.3 Field of Study Pre-Examination Meetings

Normally, within 15 months of the student's first registration, the Supervisor will organize a meeting of the student's Supervisory Committee. The Supervisory Committee includes the student's Supervisor, possibly a co-Supervisor, and two additional members, one of whom may be external to the Program.

At the pre-examination meeting, the student will make an informal oral presentation of initial concepts and plans for the doctoral research. The Supervisory Committee will then: (1) provide feedback on the research questions, methodology, theoretical framework, and data collection strategies for the student's planned research, (2) identify a topic for the primary research paper for the FoS Examination in the student's chosen sub-discipline of linguistics, (3) identify a topic for the secondary research paper in a distinct sub-discipline of linguistics, and (4) develop a timeline for the completion of candidacy requirements.

The meeting should also include some discussion of how each paper will contribute to the “breadth” criterion for candidacy. In some cases, this will be self-evident—for example, where one paper deals with a topic in syntax and the other deals with a topic in phonetics. In other cases, the student may wish to analyze a single linguistic phenomenon from different disciplinary perspectives and/or using quite different research methods. In this case, the criteria for demonstrating that the two papers are indeed distinct and will meet the breadth requirement must be clarified and correspond to the policy of the linguistics doctoral program, as stated in the linguistics graduate program handbook.

At the conclusion of this meeting, the Supervisor will draft a short memo, identifying the topics the student has chosen to study for the primary research paper and the secondary research paper, the basic research questions for both papers, and the timeline the Supervisory Committee and student have developed for completing the candidacy requirements. This memo will be added to the student's file and sent to (1) the Graduate Program Director, (2) all members of the Supervisory Committee, and (3) the student.

Any change to the student's primary and secondary sub-disciplines between the Pre-examination Meeting and the FoS Examination must be approved by the Supervisory Committee. In this case, a second memo, identifying the new sub-discipline(s) and topic(s), and providing the reasons for amending the initial subject areas, will be drafted by the Supervisor and sent to the Supervisory Committee members, the student, the Graduate Program Director, and to the Graduate Program Administrator, for inclusion in the student's file.

Prior to scheduling the FoS Examination (see below), the student must submit initial drafts of both primary and secondary research papers to the Supervisory Committee. It is recommended that the student submit these initial drafts of the research papers to the Supervisory Committee within 20 months of the student's first registration in the program. The Supervisory Committee will then meet to discuss whether these drafts of the papers meet a minimal standard for presentation and discussion at the FoS Examination. If the Supervisory Committee decides that the papers meet this standard, each Supervisory Committee member will confirm this decision in an e-mail, sent to both the student's Supervisor and to the Graduate Program Director. If the papers do not meet the standard for the Examination, then, following this meeting, each Supervisory Committee member may also provide the student with feedback on how to improve the quality of their papers. The student may then revise and re-submit the papers to the Supervisory Committee as many times as is necessary to meet the standard for the Examination. If the suggested improvements for the papers are minor, then only the student's Supervisor needs to see the revised papers, prior to scheduling the FoS Examination. If the suggested improvements for the papers are major, then the Committee members with relevant expertise must see the papers again, prior to scheduling the FoS Examination. The student's Supervisor may schedule the FoS Examination only after the Graduate Program Director has received confirmation from all Supervisory Committee members that the quality of the student's research papers is sufficient to proceed with the FoS Examination.

This requirement for Supervisory Committee approval of the student's research papers is, however, constrained by the need for the student to complete the Field of Study examination within 26 months of their first registration in the Ph.D. program (see below). If the student has completed drafts of the two research papers required for the Field of Study examination and submitted them to the Supervisory Committee at least once for review, the scheduling of the FoS examination may proceed even without

approval by the entire Supervisory Committee once the student has completed all course requirements and been enrolled in the Ph.D. program for 25 months.

8.5.4 *The Field of Study (FoS) Examination*

The Field of Study examination tests the student's depth and breadth of knowledge in the primary and secondary sub-disciplines of linguistics by focusing on the quality of the student's own research. The FoS examination includes both a written component and an oral component, which are coordinated but evaluated independently.

8.5.4.1 *Scheduling the Field of Study (FoS) Examination*

Linguistics Ph.D. students must take the FoS Examination within 26 months of their first registration in the Ph.D. program, but are strongly encouraged to complete this requirement as soon as possible after completing all course requirements. A minimum of five weeks prior to the FoS Examination, the student's supervisor will schedule the student's examination in conjunction with the Graduate Program Director and Graduate Program Administrator. A minimum of three weeks prior to the FoS Examination, the student must submit both primary and secondary research papers to the Examination Committee.

8.5.4.2 *Composition of FoS Examination Committee*

The FoS Examination is conducted by a committee that consists of the student's Supervisory Committee plus two additional members with relevant expertise. Where possible, the additional members of the committee will be drawn from faculty members in the linguistics graduate program; however, the additional members of the committee may be external to the program. A neutral chair will chair the oral component of the examination and is non-voting; the neutral chair will be assigned by the Graduate Program Director.

8.5.4.3 *Format of the written component of the FoS Examination*

For the written component of the FoS Examination, the student will present two original research papers to the Examination Committee. The contents of the primary research paper (in the student's primary research area) may eventually form the basis of a core chapter of the student's dissertation. The secondary paper (in the student's secondary research area) is normally taken from one of the student's graduate seminars in a linguistic sub-discipline different from their primary field of study. For example, if the student's primary research paper is in phonetics, the secondary paper will focus on a research topic from one of the other sub-disciplines, such as morphology, phonology, syntax, semantics, language acquisition, historical linguistics, or psycholinguistics. In most cases, it will be clear that the contents of the primary research paper and the secondary paper are different enough to satisfy the breadth requirement. In some cases, however, the research focus of the two papers may overlap. In these cases, the Supervisory Committee will make a decision regarding the appropriateness of the choice of topic for the secondary paper in the pre-examination meeting.

8.5.4.4 *The Primary Research Paper*

The primary research paper will normally be between 25 and 50 pages (typed and double-spaced in 12 point font, with 1 inch/2.54 cm margins, not including references or appendices) in length and follow the formatting conventions required of linguistics research (e.g., following the consensus document

<https://www.eva.mpg.de/lingua/pdf/GenericStyleRules.pdf>). The primary research paper must address a specific research question appropriate to the chosen sub-discipline. It must include a discussion of relevant literature on the topic, including current theories within which the research question can be framed. Crucially, the primary research paper must make an original contribution to the scientific understanding of the specific research question that the student has chosen to address. The original contribution may consist of new data which supports (or fails to support) an existing analysis of a theoretical problem, a novel theoretical solution to the problem, or an original synthesis of competing theoretical analyses. It may also consist of new data on an existing problem gathered from a novel population, the exploration of a novel methodology for investigating the problem with an explicit comparison to previous methodologies, or a computational implementation of an analysis. We expect the student to clearly state within the primary research paper where its original contribution resides. For example, if the student is providing a novel theoretical solution to a problem, it is expected that the paper will state explicitly that the analysis goes beyond mere description and attempts to meet explanatory adequacy (as this is normally understood in the field of linguistics).

8.5.4.5 *The Secondary Research Paper*

The secondary research paper will normally be 20 to 30 pages in length (typed and double-spaced in 12-point font, with 1 inch/2.54 cm margins, including references and appendices), and follow the formatting conventions required of linguistics research (e.g., following the consensus document <https://www.eva.mpg.de/lingua/pdf/GenericStyleRules.pdf>). It is recommended that the student create the secondary paper by substantially revising a paper submitted to a graduate seminar. It is expected that the student will improve the original graduate seminar paper by taking into account feedback received from the graduate seminar instructor, along with advice from the student's Supervisor and the other members of the Supervisory Committee. This secondary research paper may include a substantial revision of the paper submitted to the graduate seminar, may include a next step in the research originally conducted for the graduate seminar paper, or may present an alternative analysis from the work the student conducted for the seminar paper. This secondary research paper should form a manuscript that is appropriate for a conference proceedings paper. The student will select the venue to model the paper on in consultation with the Supervisory Committee.

8.5.4.6 *Format of the oral component of the FoS Examination*

In the FoS Examination, students first present brief, oral summaries of the contents of the two research papers they have submitted for the FoS Examination, and are then examined by the members of the Examination Committee on the contents of the papers and the related oral summaries of the research.

The oral component of the Field of Study examination is split into two halves and may last up to two hours. The first half of the FoS examination focuses on the student's primary research paper. The student begins this half of the examination by presenting a 10- to 15-minute-long overview of this research paper to the Examination Committee. The Examination Committee then asks the student questions about the ideas, methods, and results detailed in the paper and presentation. Each Committee member will be given a chance to ask the candidate questions, and normally at least two rounds of questions by the examiners will be completed before moving on to the second half of the examination. The first half of the oral examination may last up to an hour in total.

The structure of the second half of the examination is similar to the first, except that this half of the examination focuses on the student's secondary research paper. The student also begins this half of the examination by presenting a 10- to 15-minute-long overview of this research paper to the Examination Committee. The Examination Committee then asks the student questions about the secondary research paper and presentation. As before, each Committee member will be given a chance to ask the student questions, and normally at least two rounds of questions by the examiners will be completed before the examination is concluded. The second half of the oral examination may last up to an hour in total.

Throughout the oral component of the FoS Examination, the questions that the examiners pose to the student should be clear and succinct. The student should be given a reasonable amount of time to respond to each question. If the student has understood the question and cannot answer it, the examiner should pass to another question and not attempt to extract an answer by prolonged interrogation, or by leading the student. The neutral chair should guard against any tendency of the examiners to interact with each other instead of concentrating on the examination of the student.

8.5.4.7 Evaluation of the FoS Examination

Prior to the FoS Examination, each examiner will prepare a short report on the quality of the two papers that the student has submitted for the examination. Each examiner will submit an electronic copy of this report to the neutral chair for the FoS Examination within three weeks of having received the research papers from the student. This report will serve as a record of each examiner's independent assessment of the overall quality of the two research papers submitted for the FoS Examination, prior to any discussion of the student's work by the Examination Committee. This report should address how well the papers have met the criteria by which the student's performance on the written component of the examination is evaluated: namely, whether the papers are clearly written, well-organized, include proper use of technical terms, display appropriate knowledge of the relevant background literature for each research topic, present a clear motivation and rationale for the study or analysis that the student has conducted in each paper, and, finally, present logical, well-argued conclusions based on suitable research methods and analytical techniques for the topics that the student has chosen to address in their research.

Along with a written report on the student's primary and secondary research papers, each examiner will independently send to the neutral chair a vote of "pass" or "fail" for these two papers, evaluated as a whole, prior to the FoS Examination. To ensure that the written and oral components of the examination are evaluated independently, this constitutes the only vote that the committee makes on the written component of the examination, and thus these votes are "locked in" at this point, prior to the oral component of the FoS Examination. Both papers that the student has submitted must satisfy the criteria described above in order for the student to successfully pass the written component of the FoS Examination.

The student's performance on the oral component of the FoS Examination will be evaluated on the basis of the quality of the presentation and discussion of both primary and secondary research papers. Students must be able to clearly communicate the ideas and motivations behind their work to the Examination Committee, as well as engage meaningfully in a critical discussion of the findings of their work and their relevance to related theoretical issues in linguistics. The student must be able to demonstrate mastery of the material that forms the basis of their two FoS research papers, and an advanced level of understanding of both their primary and secondary sub-disciplines of linguistics. As with the written component of the FoS Examination, the student's presentation and discussion of both

of their research papers must meet these criteria in order for the student to successfully pass the oral component of the FoS Examination.

At the conclusion of the oral component of the FoS Examination, the student will be asked to withdraw from the room while the committee deliberates on the student's performance in this component of the examination. Before any discussion of the student's performance, each examiner must give preliminary recommendations of "pass" or "fail" for the oral component of the exam, independently, by secret ballot collected by the neutral chair. This provides the committee with a frame of opinion on which to base a full discussion of the student's performance.

The examiners will then conduct a discussion of the quality of the performance of the student in the oral component of the examination. After the discussion, a final vote will be taken, and each examiner must make a recommendation of "pass" or "fail" for the oral component of the FoS Examination. Every attempt should be made by the Committee to reach a unanimous decision for the result of the examination.

After the result of this vote is disclosed to the Committee, the neutral chair will also tally and disclose the results of the vote on the written component of the Examination, collected prior to the Examination itself. Two or more "fail" votes constitute a fail on either component of the examination.

The neutral chair will inform the student of the Committee's decision on each of the written and oral components of the FoS Examination. In addition, as part of the Committee's discussion of the student's performance on the examination, the Supervisor will collect feedback on the student's work and oral presentation from other members of the Examination Committee, and then communicate that feedback to the student after the exam, regardless of whether the result is a pass or a fail.

If the student fails either component of the FoS Examination, the examiners will, within five working days from the date of the oral component of the examination, send reports to the Graduate Program Director of Linguistics, explaining the reasons for their vote. The neutral chair will also send a report on the oral and/or written components of the Examination to the Graduate Program Director; in addition, copies of these reports and the initial examiner's reports on the papers submitted for the FoS Examination will be sent to the Dean of Graduate Studies. A failed or non-unanimous result for either component of the examination is considered a recommendation by the members of the examination committee to the Graduate Program Director. The Graduate Program Director may uphold the fail in the case of a clear result or refer the decision to FGS in the case of an unclear fail. If the Graduate Program Director upholds the fail, the graduate program will, within ten working days from the date of the examination, send a Notice of Failed Candidacy Component to the student, and also keep the Notice of Examination, the post-exam memos, and the Notice of Failed Candidacy Component in the student's file.

8.5.5 *The Written Thesis Research Proposal*

The purpose of the written thesis research proposal is to determine whether the student has an achievable and meaningful plan for the dissertation research, and to give the student's Supervisory Committee an opportunity to provide feedback and guidance on the proposed research plan before the student begins to execute it.

8.5.5.1 *Format of the Written Thesis Research Proposal*

Within two months of successfully passing the FoS Examination, the student will submit a draft thesis proposal to their Supervisory Committee. The student's proposal must be written according to the following guidelines:

1. The proposal is limited to a maximum of 10 pages, excluding references. It is to be typed and double-spaced in 12-point font, with 1-inch/2.54 cm. margins.
2. The main hypotheses and objectives that form the basis of the thesis proposal should be clearly stated.
3. Approximately half of the proposal should be devoted to describing the theoretical importance of the proposed research, along with a review of the relevant background and related literature for the proposal.
4. Approximately half of the proposal should describe the proposed research in detail, including a description of the resources required for the research and a timeline for completion.

All of these elements must be included in the proposal. Incomplete proposals will not be evaluated by the Supervisory Committee.

8.5.5.2 *Approval of the Written Thesis Research Proposal*

Within three weeks of receiving a draft of the written thesis research proposal from the student, the Supervisory Committee will meet with the student to evaluate the proposal and determine whether or not it satisfactorily presents a viable research proposal for the doctoral dissertation according to the guidelines and expectations presented above. The written thesis research proposal will only be considered satisfactory if it is unanimously approved by the Supervisory Committee. If the proposal is unsatisfactory, the Committee will provide the student with feedback at this meeting on how to improve the proposal. At that time, the Committee will determine a deadline for submitting revisions, bearing in mind the 28-month deadline for completing all candidacy requirements. The student will then revise the thesis proposal according to the feedback provided by the Supervisory Committee. The student may revise the proposal once to satisfactorily incorporate the feedback that has been provided by the Supervisory Committee into the proposal, again keeping within the limit of the 28-month deadline for completing all candidacy requirements.

8.5.5.3 *Appeal of failed Written Thesis Research Proposal*

In accordance with the FGS regulations for candidacy, a student may appeal a failed written thesis research proposal to the Faculty of Graduate Studies (see [Academic Regulations](#) – O.2. Appeals Against Faculty of Graduate Studies Rulings).

8.5.6 *Admission to Candidacy*

Once the Supervisory Committee has approved the student's final written thesis research proposal, the student will advance to the category of "Candidate for the Ph.D." in the Linguistics Graduate Program. The student's advisor will then send a memo to the Graduate Program Director for linguistics,

documenting that the thesis proposal has been approved by the Supervisory Committee, along with an electronic copy of the approved proposal.

8.6 THE PH.D. DISSERTATION

Research conducted by the student while in the program shall be presented in the form of a dissertation satisfying the [general regulations of the Faculty of Graduate Studies](#). The material must be of sufficient merit to meet standards of reputable scholarly publications.

8.6.1 Dissertation Topic

The normal and advisable scenario for the choice of a dissertation topic involves defining at least a research area (e.g., syntax, language acquisition, historical linguistics) upon admission to the program. In coordination with their supervisor, the student will then determine the precise topic for their dissertation.

Students should note that it is impossible for the linguistics program to offer expert supervision in all areas of linguistics. The acceptability of a particular dissertation topic is, to a large extent, constrained by the availability of a staff member with the appropriate expertise to supervise the dissertation. The student's academic supervisor and/or the Graduate Program Director can give advice on what constitutes an appropriate topic and scope for a Ph.D. dissertation.

8.6.2 Ethics Review

All thesis research involving human subjects (including, but not limited to, interviews, questionnaires, classroom observations, and laboratory experiments) must be approved by the Conjoint Faculties Research Ethics Board before the research begins. It is the student's responsibility to submit the application for ethics review directly to the IRISS system at <http://www.ucalgary.ca/iriss/>.

If ethics approval is required for the thesis project, the student should apply for ethics approval as soon as the thesis topic has been determined and an initial plan for the research methodology has been formulated. This is usually done in the winter or spring of the first year, to avoid any delays in starting the research. Advice should be sought from the supervisor on the preparation of the ethics application.

Once ethics approval has been received, it is the student's responsibility to comply with all the requirements imposed by the Conjoint Faculties Research Ethics Board (CFREB), including submitting a final report to the Board on completion of the research. For further information, consult [Section 5.3](#) of this Handbook, the School representative on the ethics committee and/or the ethics policy documentation.

8.6.3 Dissertation Format

A Ph.D. dissertation is normally 150-250 pages and should not exceed 300 pages in length (including references and appendices). The 300-page dissertation page limit is very useful for defining the scope of the dissertation. If the student feels that the chosen topic cannot be adequately treated in 300 pages, consideration should be given to narrowing the scope of the project.

Details about the actual format and style of the dissertation can be found in the [University Calendar](#) and in the [Thesis Formatting Guidelines](#) produced by the Faculty of Graduate Studies.

8.7 EXAMINATION OF THE DISSERTATION

As the thesis nears completion, supervisor and student are urged to consult the [Faculty of Graduate Studies's Thesis and Thesis Examination Administrative Processes](#) carefully for procedures and deadlines. Student and supervisor are together responsible for ensuring that procedures are followed and deadlines met. An examination committee should be established well before the date and time is set for the thesis defence. The thesis examination committee normally consists of the supervisory committee, an examiner external to the Linguistics Graduate Program, an examiner external to the university, and a neutral chair. The Graduate Program Director appoints the neutral chair. The internal and external examiners are selected by the supervisor in consultation with the student, and recommended by the Graduate Program to the Faculty of Graduate Studies, which must approve the examining committee. Note that the Administrative Processes document also contains information on remote participation in examinations.

At least 6 weeks before the proposed date of the examination, the Graduate Program Director must submit a Recommendation of External Examiner Form, with the examiner's CV, to the Faculty of Graduate Studies, for approval of the external examiner.

At least 4 weeks prior to the chosen date, the Graduate Program Administrator must submit a "Notice of Examination" to the Faculty of Graduate Studies.

The Graduate Program Administrator will send each examiner a copy of the "Individual Examiner's Report on Thesis" form prior to the examination and will provide the neutral chair with guidelines for the conduct of the examination

The student is responsible for ensuring that each examiner receives a copy of the thesis at least 3 weeks before the scheduled thesis oral examination. The submitted thesis must be, in all respects, a final, complete copy and not a draft. The student must provide a copy of the thesis in either electronic or paper formats, depending on the preference of each examiner. Note that the neutral chair is a member of the examination committee but not an examiner, and thus **should not** be provided with a copy of the thesis prior to the examination.

8.7.1 The dissertation oral examination

The dissertation oral examination is a formal examination, not an informal discussion, of the student's research. The examination should not exceed two hours and is conducted according to the procedures outlined in the Faculty of Graduate Studies [Thesis Examination Administrative Processes](#). Normally, the examination follows these steps:

1. Just before the beginning of the examination, the examiners submit their written evaluations of the dissertation to the neutral chair.
2. The neutral chair describes to both the examiners and the student the official procedures for the exam. The student then presents a brief summary of the dissertation. This summary should not

be read from a script and should not exceed 15 minutes. It is customary for the student to use a handout and/or power point slides for the presentation.

3. The members of the examination committee ask the student questions about the purpose, methodology, conclusions and assumptions of the dissertation research, as well as related literature.
4. After at least two rounds of questioning by the examiners, the student is excused, as are members of the audience in attendance. The examination committee then discusses the thesis and oral examination amongst themselves and decides on a recommendation of “Pass” or “Fail”.
5. Once the examiners have settled on a recommendation, the chair invites the student back into the examination room and announces the result of the examination. The paperwork for the examination is then filled out. **The student should bring a [Thesis Approval Form](#) to the examination.**

Thesis oral examinations are normally open, meaning that members of the public may attend. Members of the audience are simply observers and do not participate in the examination in any way. Under special circumstances, a student may request a closed defence from the Faculty of Graduate Studies.

8.7.2 Evaluation of the Dissertation and Oral Examination

After the oral examination has been completed, the examination committee will recommend an evaluation of “Pass” or “Fail” to the Dean of Graduate Studies. If the examination committee fails to reach a unanimous decision, reports on the examination are sent to the Dean of Graduate Studies by the neutral chair, each examiner, and the Graduate Program Director. The Dean of Graduate Studies then reviews the reports and may consult with anyone involved in the post-examination deliberation before rendering a final decision of “Pass” or “Fail” for the examination.

8.7.3 Following a Successful Thesis Defense

It is normally the case that examiners will require that the student make revisions to the written thesis before a final version is deposited. If minor revisions are required, the supervisor does not sign the Thesis Approval Form until satisfied with the changes made; all other examiners sign at the end of the oral examination. If major revisions are required, other examiners may also wish to approve revisions prior to signing the Thesis Approval Form. Otherwise, all examiners sign the thesis approval form at the end of the examination.

8.7.4 Submission of the dissertation

For information on dissertation preparation and submission to the Faculty of Graduate Studies please consult [the FGS thesis submission webpage](#). The guidelines at this webpage cover the Thesis Submission Cover Sheet, Thesis Approval Form, and Notice of Completion. Along with your Title Page, these must be submitted to FGS before you can electronically submit your thesis to the Vault.

Copies of the dissertation must be submitted to the Faculty of Graduate Studies, SLLLC, and the supervisor and examiners. Each copy must include a copy of the Thesis Approval Form – unless otherwise specified, this form should be **unsigned**.

Submission to SLLLC

[This requirement is currently under review. For the time being, only the electronic copy must be submitted to the office]

One electronic copy and one bound copy **with unsigned Thesis Approval Form** must be submitted to the SLLLC/English/Comms Pod office. The **signed Thesis Approval Form** is submitted along with the thesis to FGS, according to the timelines specified in the Administrative Processes document, and the thesis submission webpage.

Submission of dissertation copy to supervisor

The format in which the final version of the dissertation is submitted to the supervisor after the oral examination has been successfully completed is at the supervisor's discretion. The supervisor may, for example, accept an electronic copy of the thesis or insist on a bound paper version.

Note that the *Notice of Completion for Thesis Students* form will not be signed until a copy of the thesis has been received by the supervisor. Note also that the student will continue to pay fees until this form has been received by the Faculty of Graduate Studies.

Submission of dissertation copy to examiners

It is courteous to ask the other examiners if they would also like a copy of the thesis, and, if so, in what format it should be (electronic or hard copy). These copies should not include the signed approval page.

Student Copy of Thesis

Students may keep copies of their dissertation in whatever format they wish. There is no official requirement that they keep a bound copy for themselves.

Binding your thesis

Students can have hard copies of their thesis bound at the [Campus Print Shop](#), or by other private companies.

9 A TYPICAL PH.D. PROGRAM

The following is a typical program for a full-time doctoral student. Please note that this is only one of many possibilities for a course of study in the Ph.D. program; students may also follow one of many other variations.

FIRST YEAR	Coursework	Research
Fall Semester	Ling 600 Ling 611 One additional course	Read, develop research questions with supervisor.
Winter Semester	Ling 613 One additional course	Develop ideas for primary and/or secondary research areas for candidacy papers
Spring/Summer Semesters	None	Research
SECOND YEAR		
Fall Semester	Two additional courses	Meeting with Supervisory Committee to discuss topics for FoS research papers
Winter Semester	None	Submit initial drafts of research papers to supervisory committee
Spring/Summer Semesters	None	Revision + preparation for FoS exam
THIRD YEAR		
Fall Semester	None	FoS examination Thesis proposal
Winter Semester	None	Thesis research + writing
Spring/Summer Semesters	None	Thesis research + writing
FOURTH YEAR		
Fall Semester	None	Thesis research + writing
Winter Semester	None	Thesis research + writing
Spring/Summer Semesters	None	Finish + defend thesis

10 DUTIES FOR RECIPIENTS OF GRADUATE ASSISTANTSHIPS

The current *Collective Agreement Between the Board of Governors and the Graduate Student Association* is binding for all GA(T), GA(NT) and GA(R) appointments.

GA(T) and GA(NT) appointments have the following service obligations:

One full unit GA	-	12 hours per week x 17 weeks	=	204 hours
One-half unit GA	-	6 hours per week x 17 weeks	=	102 hours
One-third unit GA	-	4 hours per week x 17 weeks	=	68 hours
One-quarter unit GA	-	3 hours per week x 17 weeks	=	51 hours

Graduate Assistantships (Teaching) (GA(T)) are awarded for a period of 17 weeks during the fall and winter semesters, from the beginning of Block Week through the end of the Registrar scheduled final exam period. Graduate Assistants (Teaching) are expected to be on campus and available to perform their duties throughout this period. If students who have been awarded a GA(T) plan to be away during this time, they must get permission from their Course Coordinator(s) in good time before the planned absence. GA(NT) and GA(R) appointments may be awarded for the fall, winter, spring, or summer semesters. Absences must be cleared with the student's Research Coordinator.

GA recipients must contact their Course Instructor or Research Coordinator **before** the first day of Block Week to set up a meeting to discuss general expectations, to clarify required duties, and to negotiate the required contract. In the case of GA(T)s, a schedule of office hours (if required) and the expected turn-around time for the marking of assignments, tests and exams should be established. GA recipients are reminded that their duties constitute a set of professional obligations which must be considered a high priority. Time management is the responsibility of GA recipients, and they should make all attempts to resolve potential conflicts (e.g., marking versus coursework) at the earliest possible time. Both the GA recipient and the instructor/researcher should agree on a schedule at the beginning of term, which will be outlined in a formal contract between the supervisor and graduate assistant.

The total service obligation for a GA recipient must not exceed the total number of hours listed above. Normally, GA(T) and GA(NT) recipients with full-time appointments will be expected to work 12 hours a week. However, it may happen that, owing to the variety of duties and the tendency for tasks to accumulate at especially busy periods, the GA recipient may be required to work more than 12 hours in a given week. This should, however, be compensated for in other weeks.

Should GA recipients feel that their service requirements are unreasonable in terms of their nature or number of service hours, they should immediately call this to the attention of the instructor(s) involved. If matters cannot be resolved at this level, GA recipients should discuss these issues with the Graduate Program Director or the School Director.

10.1 RANGE OF DUTIES FOR GA (TEACHING) RECIPIENTS

Below is a brief outline of the usual duties of GA(T) recipients. At the beginning of each term, the student and instructor should come to a clear understanding of such things as office hours, turn-around time in the marking of exams, etc. A written contract, signed by the student, Course Coordinator, and the Graduate Program Director, is required. GA(T) recipients should keep in mind that periods of heavy marking might coincide with due dates for their own papers. The contract will specify the expected number of hours of work for each week in the semester—and the expected number of hours that the GA(T) recipient will have to devote to each duty—but ultimately, time management is the GA(T) recipient's responsibility.

- i) Attendance at lectures: this may or may not be required of the GA(T) recipient, depending on previous knowledge of and experience with the course material.
- ii) Course Reading: this also may or may not be required of the GA(T) recipient, depending on familiarity with the textbooks and/or readings used for the course.
- iii) Lecturing, Leading, Supervision and Training: GA(T)s might be asked to give a lecture in a course (usually but not necessarily one to which they have been assigned as a marker/tutor). The total number

of lectures for which a GA(T) will be responsible in any given term will not exceed three for any one course. GA(T)s are also often expected to lead tutorial sessions for students in the class they are TA-ing for. Note that the total work obligation for lectures and tutorials includes time spent preparing for those lectures and tutorials.

iv) It is typical for GA(T) recipients to mark examinations and homework assignments for courses to which they have been assigned as a teaching assistant.

v) Student Contact. This includes office hours, electronic communication, and out-of-class “tutoring” for students in sections to which the GA(T) is assigned. GA(T)s are normally required to schedule office hours when they will be available to answer students’ questions concerning lectures, assignments and examinations.

vi) Contact with Instructor(s) of Record: GA(T) recipients will normally meet briefly with the course instructor on a weekly basis to discuss the grading and instruction plan for the upcoming week. With respect to marking, tutoring and lecturing, it is the responsibility of GA(T)s to familiarize themselves with the content and manner of presentation of courses to which they are assigned. This will also require consultation with instructors; such time is also considered part of the GA(T)’s hours of service.

vii) Updating Desire2Learn or other course Resources: A GA(T) may also be asked to update course grades online and perform other teaching-related duties, such as duplicating and distributing class materials, invigilation of tests and examinations, etc.

10.2 RANGE OF DUTIES FOR GA(NT) (NON-TEACHING) & GA(RESEARCH) RECIPIENTS

The duties of recipients under these categories can vary considerably, depending on the nature of the assignment. The supervisor must outline the specific duties in a formal contract, signed by student, supervisor, and the Graduate Program Director.

GA(T/NT) Evaluation

At the end of each semester, the performance of GA(T/NT) recipients will be evaluated by the instructor(s) to whom they have been assigned, using the Linguistics Graduate Program GA(T/NT) Evaluation form. The form is comprised of three sections, including general comments and evaluations on specific criteria by the instructor, and also a section for general comments by the student. After completion, the evaluation form is placed in the student's file, and copies of the completed form are returned to the instructor and the GA. These forms will be used to assist the graduate studies committee in allocating subsequent GA units, and to inform the annual evaluation of the student.

11 THE FACULTY AND AREAS OF EXPERTISE

Faculty and their areas of expertise are listed on the SLLC website. As is evident from these areas of expertise, it is possible to study topics within a broad range of disciplines in linguistics in this program. However, as is the case in any university program, we do not have unlimited resources and cannot possibly offer courses and graduate supervision in all areas of linguistics. As a student, you should not expect to receive thesis supervision in topics falling outside the areas of expertise listed below. Moreover, the descriptive terms shown below are very broad and faculty members may choose to offer

supervision on some topics within these disciplines and not on others. Ideally, the goal of the incoming student should be to learn as much as possible from all Linguistics members about their different specializations and the kinds of research that faculty members will supervise. The Graduate Program Director, your thesis supervisor, and individual professors can offer assistance in determining appropriate areas of study.

Faculty Members & Area of Expertise

Name	Rank	Degrees	Areas of Expertise
Angeliki Athanasopoulou	Assistant Professor	Ph.D., Delaware	First Language Acquisition, Laboratory Phonology, Language Production
Darin Flynn	Associate Professor	Ph.D., University of British Columbia	Phonology, Canadian Indigenous Languages
David Liebesman ¹	Professor	Ph.D., Cornell	Philosophy of Language, Semantics
Amanda Pounder	Associate Professor	Dr. Phil., Universität Wien	Morphology, Historical Linguistics Germanic
Elizabeth Ritter	Professor	Ph.D., MIT	Syntax, Morpho-Syntax
Dimitrios Skordos	Associate Professor	Ph.D., Delaware	First Language Acquisition, Semantics/Pragmatics
Dennis Storoshenko	Associate Professor	Ph.D., Simon Fraser University	Syntax, Syntax/Semantics Interface, Experimental methods in Syn/Sem
Stephen Winters	Assistant Professor	Ph.D., Ohio State	Phonetics, Speech Perception

¹ Dr. Liebesman's primary affiliations are with the Philosophy Department.

12 YOUR THESIS SUPERVISOR

When students are admitted to the program, they are assigned an academic supervisor. Any change or new assignment of a supervisor should be by mutual agreement between the student and the faculty member concerned, in consultation with the Graduate Program Director. An *Appointment of Supervisor and/or Supervisory Committee* form must be completed and returned to the Graduate Program Director. The program will forward the completed form to the Dean of Graduate Studies for approval. Students interested in working with a faculty member as a supervisor should approach that faculty member to discuss the possibility of a supervisor/student relationship. Students should feel free to consult any faculty member to discuss supervision. In cases where students are unsure of how to select a supervisor, they should seek out the help of the Graduate Program Director, the School Director, or another professor.

Student and supervisor are advised to read carefully the section on supervision in the Graduate Calendar (<https://www.ucalgary.ca/pubs/calendar/grad/current/gs-j.html>), and within two months of the student's entry into the program, both student and supervisor must read, review, and sign the Student-Supervisor Checklist (<https://grad.ucalgary.ca/current-students/thesis-based-students/supervision>). The signed checklist must be returned to the Graduate Program Administrator and be stored in the student's file. These documents occasionally undergo modification, so faculty members will benefit from

reviewing them at this time. If there are any questions as to the interpretation of the documents, please consult the Graduate Program Director.

13 LINGUISTICS GRADUATE STUDENT ASSOCIATION

The linguistics graduate student association is called **A Higher Clause** (AHC). AHC is committed to promoting and furthering interests and needs of linguistics students at the Master's and Ph.D. level. The association is dedicated to deepening the academic and social experience of all our graduate students.

An elected AHC representative serves as the voice of Linguistics graduate students at meetings of the Linguistics program and SLLLC Council as a non-voting participant.

AHC also maintains a web site that highlights the research and other activities of linguistic graduate students and faculty members: <https://calgarylinguistics.ca/a-higher-clause/>

14 USEFUL WEB ADDRESSES

Ethics

CFREB	https://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb
IRISS	https://www.ucalgary.ca/iriss/
Faculty of Arts	https://arts.ucalgary.ca/research/resources/ethics-approvals

Faculty of Graduate Studies

FGS Awards (Scholarships)	https://grad.ucalgary.ca/awards
FGS Forms	https://grad.ucalgary.ca/current-students/forms-documents
FGS Thesis Guidelines	https://grad.ucalgary.ca/current/thesis
FGS Thesis Submission:	https://grad.ucalgary.ca/current/thesis/ethesis

Graduate Students Association <https://gsa.ucalgary.ca/>

Graduation & Convocation: <https://www.ucalgary.ca/registrar/graduation>

International Students

Government of Canada	https://www.canada.ca/home.html
International Student Centre	https://www.ucalgary.ca/iss/

School of LLLC

Linguistics Graduate Program	https://slllc.ucalgary.ca/graduate/graduate-program-linguistics
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Student Centre Support

Student Services <https://www.ucalgary.ca/currentstudents/student-services>

University Graduate Calendar <https://www.ucalgary.ca/pubs/calendar/grad/current/>