

LINGUISTICS

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COLLEGE OF LIBERAL ARTS

Angelis, Paul, Associate Professor, *Emeritus*, Ph.D., Georgetown University, 1968; 1981. Language testing, language teaching methodology, English for specific purposes.

Brutten, Sheila, Associate Professor, *Emeritus*, M.A., Southern Illinois University Carbondale, 1965; 1968.

Dotson, John E., Professor and *Chair*, Ph.D., Johns Hopkins University, 1969.

Friedenberg, Joan, Professor, Ph.D., University of Illinois at Urbana-Champaign, 1979; 1994. Second language acquisition theory and methods, bilingual education, multicultural education, vocational ESL.

Fuller, Janet, Associate Professor, Ph.D., University of South Carolina, 1997; 1997. Language contact and bilingualism, discourse analysis, sociolinguistics, pragmatics, second language acquisition.

Gilbert, Glenn G., Professor, Ph.D., Harvard University, 1963; 1970. Pidgin and creole languages, German, sociolinguistics, historical linguistics, dialectology, history of linguistics.

Kim, Alan, Associate Professor, Ph.D., University of Southern California, 1985; 1988. Syntactic theory, functional syntax, semantics, comparative linguistics, Japanese and Korean syntax.

Lakshmanan, Usha, Professor, Ph.D., University of Michigan, 1989; 1990. First and second language acquisition, psycholinguistics, syntactic theory, tamil syntax.

Parish, Charles, Professor, *Emeritus*, Ph.D., University of New Mexico, 1959; 1965.

Perkins, Kyle, Professor, *Emeritus*, Ph.D., University of Michigan, 1976; 1976.

Redden, James E., Professor, *Emeritus*, Ph.D., Indiana University, 1965; 1967.

Wilhelm, Kim Hughes, Associate Professor, Ph.D., Indiana University, 1992; 1993. Second language acquisition, language education (ESL/ EFL/ bilingual/foreign language), curriculum and materials design, teacher education, English for academic purposes, computer-assisted language learning.

The Department of Linguistics offers programs leading to the Master of Arts degree in applied linguistics and the Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL).

Overview of Graduate Programs

The M.A. program in applied linguistics is designed to give students a broad training in most aspects of contemporary linguistics, including historical linguistics, phonology, pidgins and creoles, psycholinguistics, second language acquisition, sociolinguistics, and syntax. In addition, students will pursue the study of one area in depth through further coursework and thesis research. Graduates of the applied linguistics program frequently go on to more advanced study and research in linguistics leading to the Ph.D. degree.

The M.A. program in TESOL is designed primarily for students who wish to pursue careers in the teaching of English to speakers of other languages either in the United States or abroad. The program combines both theory and practice. In addition to core courses in linguistics, students in the TESOL program are required to take courses in the theory and methods of language teaching and to teach in a supervised practicum in the teaching of oral and written English. Graduates of the TESOL program can go on to advanced study of language learning and teaching or related fields.

For students who are interested in language study but are not committed to either graduate major, the department offers a number of interesting, non-specialist courses which may serve as electives in degree programs such as those offered by the Departments of Anthropology, Communication Disorders and Sciences, English, Foreign Languages and Literatures, Psychology, Speech Communication, and the College of Education and Human Services. A sequence of courses is also available for students wishing to pursue a double major combining applied linguistics or TESOL with other programs at the master's level.

A non-refundable application fee of \$20.00 must be submitted with the application. Attach your check or money order, payable to Southern Illinois University, to the top of the application form. Do not send cash. Only checks or money orders payable to United States banks will be accepted. Applicants for admission should address inquiries to the Chair, Department of Linguistics, Southern Illinois University Carbondale, Carbondale, IL 62901-4517, USA.

Admission to the Degree Programs

Undergraduate GPA. Applicants for admission to either degree program, in addition to meeting the requirements for admission to the Graduate School, are expected to have undergraduate grade point averages of at least 3.0 ($A = 4.0$). Applicants with GPAs below 3.0 may be granted conditional admission. However, students admitted on a conditional basis must earn a graduate GPA of 3.0 after the first 10 hours of letter-graded course work; failure to do so will result in the student being dropped from the program.

Foreign Language Requirement. All students who are native speakers of English must have completed at least one semester of study of a foreign language within the preceding five years (excluding high school) and have achieved a grade of B or better. Those students who have achieved proficiency in a foreign language by means other than graded academic study must demonstrate that they have achieved a minimum level of novice-mid as defined in the proficiency guidelines published by the American Council on the Teaching of Foreign Languages. Students may also

fulfill this requirement by taking one semester of a foreign language with a grade of *B* or better while they are enrolled in their M.A. program. In recognition of their experience in learning English, international students who have learned English as a second or foreign language are exempt from this requirement.

TOEFL and GRE. International student applicants who are not native speakers of English must achieve a score of at least 570 (paper) or 230 (computer) on the Test of English as a Foreign Language (TOEFL). Although submission of scores on the Graduate Record Examination (GRE) is not required for admission to the Graduate School nor to the department, applicants are advised that high GRE scores put them at a competitive advantage when applying for university fellowships or departmental assistantships.

Academic Retention

Academic Probation. As required by the Graduate School, any student whose GPA falls below 3.0 will be placed on academic probation. Any student who fails to return to good standing after one term on academic probation will not be eligible to hold a graduate assistantship. Any student who fails to return to good standing after two terms on academic probation will be dropped from the program. Any student who accumulates three or more incompletes will be put on academic probation and may return to good standing by reducing the number of incompletes to two or fewer.

Minimum Grades in Core Courses. As described below, both M.A. programs include a number of core courses which are required of all students. These courses must be passed with a grade of *B* or better. Students who receive a grade lower than *B* on a core course must take the course again. They will register officially for the course and will be granted a letter of permission to do so from the department. Both grades will be counted in calculating GPA. Students who need to repeat core courses may take other courses concurrently or sequentially for which the core courses are prerequisites.

Grade Point Average to Graduate. All graduate work must be completed with an overall GPA of 3.0.

Master of Arts Degree in Applied Linguistics

The Master of Arts degree in applied linguistics encompasses a broad range of required core courses plus the opportunity to pursue the study of one area in depth through elective courses and a thesis. A minimum of 39 semester hours is required for the M.A. in applied linguistics, of which a minimum of three and a maximum of six may be allowed for the thesis (LING 599). A minimum of 15 semester hours must be at the 500 level.

Required Courses for the M.A. in Applied Linguistics (21 semester hours)

LING 401-3 General Linguistics

LING 402-3 Phonetics

LING 405-3 Phonological Theories

LING 406-3 Introduction to Historical Linguistics

LING 408-3 Syntactic Theory

LING 415-3 Sociolinguistics

LING 445-3 Psycholinguistics

Elective courses may be selected from courses offered within the department or from courses taught by faculty in the Departments of Anthropology, Communication Disorders and Sciences, Computer Science, English, Foreign Languages and Literatures, Philosophy, Psychology, Speech Communication, and the College of Education and Human Services. Where appropriate, students are encouraged to take courses in quantitative and ethnographic research methods taught in the Departments of Educational Psychology and Anthropology. Students are also encouraged to attend the annual summer institutes sponsored by the Linguistic Society of America and TESOL. Credit will be allowed for course work successfully completed in this way.

A thesis is required of all students in the M.A. in applied linguistics program. The thesis is a written summary of a student's independent research conducted while enrolled in one of the department's M.A. programs. A thesis is expected to include a clear statement of the topic, identification of the particular issues to be investigated, a literature review, an explanation of the procedures followed, and an analysis and discussion of research findings. Each student writing a thesis must have a thesis committee composed of at least three faculty members, one of whom serves as chair of the committee and must be from the Department of Linguistics. The thesis must be submitted to a public oral examination by the student's committee. Detailed information regarding the thesis may be found in *Thesis Policies and Guidelines*, copies of which are available from the department.

Master of Arts Degree in Teaching English to Speakers of Other Languages

The M.A. degree in TESOL blends linguistic science with the art of classroom practice. It prepares students both intellectually and experientially so that as teachers they are capable of making wise and informed choices among different language teaching approaches, methods, and techniques. In addition, students will understand how differences among individual students, teaching and learning situations, and social structures influence decisions they will be called upon to make as teachers. The TESOL master's program provides a firm and broad foundation in

current theories of language and language learning and graduates will be prepared to take on professional careers as teacher educators and curriculum specialists as well as classroom teachers.

There are two options for completing the MA TESOL degree, a thesis option and a non-thesis option. In both cases 33 credits are required. Both options include three components: a group of core courses totaling 18 semester hours, elective courses totaling 9 semester credit hours, and a concentration—either a thesis (thesis option) or additional course work from a selected group of focus courses (non-thesis option) which provides the final 6 semester hours.

Core Courses (18 semester hours)

All students in the MA TESOL program take the following six courses:

LING 401-3 General Linguistics
 LING 402-3 Phonetics
 LING 531-3 Pedagogical Grammar for TESOL
 LING 541-3 Second Language Acquisition
 LING 570-3 Theory and Methods of TESOL
 LING 583-3 TESOL Practicum

Elective courses (9 semester hours)

Students can select from a number of elective courses offered each semester. In some cases, courses offered by other departments may be used to complete elective requirements. Faculty advisors work with students to determine which electives will be most appropriate for the student's program. Students are also encouraged to attend summer institutes when offered by the TESOL organization or the Linguistic Society of America. Credit will be allowed for coursework successfully completed in this way.

Thesis (6 semester hours)

Students following the thesis option are required to submit a thesis, which is a written summary of their independent research. The thesis is expected to include a clear statement of the topic, identification of the particular issues to be investigated, a literature review, an explanation of the procedures followed, and an analysis and discussion of the research findings. Each student writing a thesis must have a thesis committee composed of at least three faculty members, one of whom serves as Chair of the committee and must be from the Department of Linguistics. The thesis must be submitted to a public oral examination by the student's committee. The six credit hours used for the thesis work may be taken in one semester or divided across more than one semester but should coincide with the terms in which the student is actually working on the thesis project. Detailed information regarding the thesis may be found in *Thesis Policies and Guidelines*, copies of which are available from the department.

Focus courses (6 semester hours)

Students following the non-thesis option are required to take two additional courses beyond those included in the core and elective categories. These courses serve as ones in which students can apply what they have been learning to designated topics, issues, and problems related to the teaching of English to speakers of other languages. These courses are writing intensive, which is to say that they require students to demonstrate their understanding through written assignments; they generally require a final written project. The two courses selected by the student as focus courses must be from the following group of courses:

LING 470-3	Foundations of Bilingual Education
LING 472-3	Assessment of Language Minority Students
LING 543-3	Bilingualism
LING 572-3	Materials Preparation in TESOL
LING 573-3	Computer-Assisted Language Learning
LING 575-3	Language Testing
LING 582-3	Course Design for TESOL
LING 584-3	Teaching Composition in a Second Language
LING 586-3	English for Specific Purposes
LING 587-3	Teaching Reading in a Second Language

Courses (LING)

The Department of Linguistics offers courses toward the Master of Arts degree in applied linguistics and the Master of Arts degree in teaching of English to speakers of other languages (TESOL).

401-3 General Linguistics. Basic concepts and methods of general linguistics. Fundamentals of the nature, structure and functioning of language. Data manipulation and problem solving.

402-3 Phonetics. Theory and practice of articulatory phonetics.

403-3 English Phonology. Study of English phonology, including phonetics, phonemics and prosodics. Prerequisite: 300 or 401, 402 or consent of department.

404-3 American Dialects. Regional variation and social stratification of American English. Phonological and syntactic differences among the major dialects of American English. Prerequisite: one previous course in linguistics.

405-3 Phonological Theories. A survey of various phonological theories from the 19th century up to the present, including theoretical issues arising therefrom and relationships among the theories. Limited data analysis within the perspectives of the different theories. Prerequisite: 300 or 401, 402.

406-3 Introduction to Historical Linguistics. (Same as Anthropology 406) An introductory survey of historical and comparative linguistics, including terminology, assumptions and methods of investigation. Satisfies the COLA Writing-Across-the-Curriculum requirement. Prerequisite: 405 or consent of instructor, 408 recommended.

408-3 Syntactic Theory. This course is an introduction to the major concepts and issues in generative grammar. Data from English and other languages will be examined and students will be provided with numerous opportunities to solve problems in syntax. Students will also be given an opportunity to carry out an individual project in syntax. Prerequisite: 300 or 401 or consent of instructor.

409-3 Linguistic Structure of Modern German. (Same as German 411.) The descriptive study of phonology, grammatical structure, and vocabulary of modern German with consideration of its structural differences from English and application to teaching. Appropriate for students with at least two years of German. Conducted in English.

411-3 The Linguistic Structure of Chinese. (Same as Chinese 410.) Phonology and syntax of Mandarin Chinese. Principal phonological features of major Chinese dialects. Special emphasis on the contrastive analysis between Mandarin Chinese and English. Theoretical implications of Chinese syntax for current linguistic theories. Prerequisite: one year of Chinese or Linguistics 401.

412-3 The Linguistic Structure of Japanese. (Same as Japanese 410.) Inductive approach to the analysis of various aspects (such as phonology, morphology, syntax) of Japanese grammar with emphasis on syntactic structures within any of the current theoretical frameworks such as pragmatics, functionalism and formal linguistics. May include contrastive analysis between Japanese and English, and close examination of theories of comparative-historical linguistics of Japanese and Korean. This course satisfies the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: one year of Japanese or one previous course in linguistics or consent of instructor.

413-3 Linguistic Structure of French. (Same as French 411.) Study of the phonology, morphology and syntax of modern spoken and written French, stressing interference areas for English speakers in learning French. Prerequisite: French 320a and 321 or equivalent.

414-3 Linguistic Structure of Spanish. (Same as Spanish 411.) Theory and practice in Spanish pronunciation and study of Spanish grammatical structure, in contrast to English, with application to teaching.

415-3 Sociolinguistics. (Same as Anthropology 415) History, methodology and future prospects in the study of social dialectology, linguistic geography, multilingualism, languages in contact, pidgin and creole languages, and language planning. Prerequisite: one previous course in linguistics or consent of instructor.

425-3 Philosophy of Language. (Same as Philosophy 425.) An investigation into the way language is based on the nature of human cognitive structures, including metaphor, prototypes, frames and various kinds of imaginative structures. Central topics include the grounding of meaning and conceptual structure in bodily experience, the role of imagination in reasoning and the metaphorical nature of thought.

430-3 to 6 (3,3) Grammatical Structures. Detailed analysis of the structure of particular languages. May be repeated to a total of six hours credit with consent of instructor. Prerequisite: one previous course in linguistics or consent of instructor.

440-1 to 6 (1 to 3 per topic) Topics in Linguistics. Selected topics in theoretical and applied linguistics. May be repeated to a total of six hours credit with consent of instructor. Prerequisite: one previous course in linguistics or consent of instructor.

442-3 Language Planning. Survey of the field of language planning: definitions and typologies, language problems, language treatment, attitudes and beliefs about language, relations between language planning processes and other kinds of social and economic planning, linguistic innovations and other processes of language change, implementation of language policies. Prerequisite: 300 or 401.

445-3 Psycholinguistics. (Same as Psychology 445.) A broad spectrum introduction to psycholinguistics. Topics to be covered include general methodology for the study of psycholinguistics, the nature of language, theories of human communication, language comprehension and production, first and second language acquisition, meaning and thought, natural animal communication systems, and language and the brain.

450-3 to 6 (3,3) Language Families. A synchronic survey of particular language families or sub-families. May be repeated to a total of six hours credit with consent of instructor. Prerequisite: one previous course in linguistics or consent of instructor.

470-3 Foundations of Bilingual Education. Required for State of Illinois Bilingual Education Approval. Provides a broad overview of the field of bilingual education, including related terminology; historical, political, social, theoretical, international, economic, cultural, and legal aspects of bilingual education; and educational program models for serving LEP students.

471-3 Bilingual Education Methods and Materials. Required for State of Illinois Bilingual Education Approval. Examines the common problems and needs of English language learners with emphasis on the K-12 schools system in the U.S. and provides teachers with classroom strategies and materials for providing effective academic instruction to them. Prerequisite: 470 or consent of instructor.

472-3 Assessment of Language Minority Students. Students gain a basic understanding of assessment concepts and terminology, become familiar with various standardized tests and alternative forms of assessment, and explore

through readings, class discussion and individual projects the relationship between second language acquisition and the need for assessments designed specifically for second language learners.

501-3 Approaches to Error Analysis. Theory and methodology of contrastive analysis and error analysis. Application of both methodologies to comparison of English syntactic and phonological structures with those of other languages. Prerequisite: 405 and either 408 or 531, or consent of instructor.

502-2 Professional Seminar in the Teaching of University-Level ESL Writing. Examination and discussion of recent theory, research and practice in second language composition, with emphasis on practical application in the classroom. Focus on major pedagogical issues in the teaching of ESL writing (designing and implementing lessons within a process curriculum, responding to multiple drafts of student writing, assessing ESL writing) as well as on practical issues related to the teaching of specific ESL writing courses. Required of all teaching assistants in the ESL writing program in their initial semester.

506-3 Historical Linguistics. Theories and methods in the study of the history and prehistory of languages and language families. Prerequisite: 405 and 406, or consent of department.

507-3 Pidgin and Creole Languages. (Same as Anthropology 540.) Survey of the world's pidgins and creoles, with emphasis on the English-based Atlantic creoles. Comparison of creolization with first and second language acquisition and with the origin and evolutionary development of human language. Prerequisite: one previous course in linguistics or consent of instructor.

510-3 History of Linguistics. The history of linguistic inquiry from classical times to the present. Prerequisite: one previous course in linguistics or consent of instructor.

531-3 Pedagogical Grammar. This course explores the relationships among language structure, language learning and language teaching in order to understand the role of grammar in TESOL. The primary aims of the course are to enable students to: (1) become more aware of the way the English language works, (2) become aware of the kinds of language that ESL learners produce and the reasons why they proceed through certain stages, and (3) understand the role and effects of grammatical consciousness raising in the development of English as a second language. Prerequisite: 401 and 570 or consent of instructor.

540-3 to 6 (3 per topic) Studies in Applied Linguistics. Selected topics in applied linguistics. May be repeated as topics vary to a total of six hours of credit with consent of department. Prerequisite: one previous course in linguistics or consent of department.

541-3 Introduction to Second Language Acquisition. This course is an introduction to the key concepts and the major theoretical and methodological issues in second language acquisition research. The major developments in SLA in the areas of phonology, morphology, lexis, syntax, semantics and discourse will be examined and students will be provided with hands-on experience in describing and accounting for second language data. Students will also be given an opportunity to design and implement a data-based study in an area of interest to them. Prerequisite: 401 or consent of instructor.

542-3 Advanced Seminar in Second Language Acquisition. Research seminar in second language acquisition on selected topics such as universal grammar in SLA, language transfer, variation in SLA, second language learnability, etc. Prerequisite: 541 or consent of instructor.

543-3 Bilingualism. A comprehensive introduction to the study of bilingualism. Course will examine the linguistic, psycholinguistic, sociolinguistic and educational aspects of bilingualism, particularly as pertaining to the care and education of bilingual children. Course useful for teachers, speech therapists, doctors, psychologists, counselors and other professionals working with bilingual children. Students will be given opportunities to carry out practical applications and conduct a data-based research study on a topic in bilingualism. Prerequisite: one previous course in linguistics or consent of department.

544-3 Discourse Analysis. (Same as Anthropology 544.) Survey of major approaches to the analysis of spoken or written discourse including speech act theory, pragmatics, interactional sociolinguistics, ethnography of communication, conversation analysis, variation analysis, and critical discourse analysis. Prerequisite: one previous course in linguistics or consent of department.

546-3 Conversation Analysis: Pragmatics. (Same as Speech Communication 546.) Study of the pragmatics of everyday conversation: sequential organization, topical coherence, speech act rules and functions, contextual frames and background understandings. Emphasis on observational research methods and analysis of original data. Prerequisite: consent of instructor.

547-3 Conversation Analysis: Ethnomethodology. (Same as Speech Communication 547) Descriptive study of sequential organization of interaction. Students read research literature and learn methods for transcription and analysis in the conversation analytic tradition. Topics include openings and closings, adjacency pair organization, turn taking, overlap, assessments, pre-sequences, repair, topic, nonvocal activities, response, laughter, storytelling, argument, play and institutional contexts. Prerequisite: consent of instructor.

548-3 Lexicography. An introduction to the art and craft of dictionary-making; differences between dictionaries and other reference works; history of dictionaries around the world; how dictionaries are produced, evaluated, selected, and used; bilingual vs. monolingual dictionaries in the teaching and learning of English and other languages.

549-3 Research Methods in Linguistics and TESOL. This course examines basic concepts and principles of quantitative and qualitative methods in Linguistics and TESOL. It prepares students to critically read and understand related research as well as design and carry out their own research projects. It includes analyses of research articles, writing literature reviews, making informed decisions about appropriate methodology and data analyses procedures. Prerequisite: one previous course in linguistics or consent of department.

550-3 to 6 Seminar in Theoretical Linguistics. Guided advanced research in (a) syntax and semantics, (b) phonology, (c) sociolinguistics, (d) selected topics. Sections (a) through (c) may be taken only once each. Section (d) may be repeated as topics vary. Prerequisite: consent of department.

551-3 Pragmatics. (Same as Anthropology 551) An investigation of language use in context; this incorporates both social and psychological aspects of language use. Topics to be covered in this course include speech acts; implicature; conversation analysis; and the acquisition of communicative competence by both first and second language learners. Prerequisite: one previous course in linguistics or consent of department.

570-3 Theory and Methods of TESOL. Theory and methods of teaching English to speakers of other languages, techniques and procedures in teaching most language skills, comparative and current methodology.

572-3 Materials Preparation in TESOL. Theory and practice in development of texts for the teaching of English to speakers of other languages. Prerequisite: 570 or consent of instructor.

573-3 Computer-Assisted Language Learning. An introduction to the use of microcomputers in the teaching of foreign languages, in particular the teaching of English to speakers of other languages. Course topics include: a survey of existing application programs used in language learning, review of research into the effectiveness of computer-assisted language learning and testing and development of basic skills in designing and programming language learning applications. Prerequisite: 570 or consent of instructor.

575-3 Language Testing. Discussion of different second language (L2) testing purposes, characteristics of good L2 tests, process of L2 test development, evaluation and revision of L2 tests, interpretation and reporting of L2 test results, current trends in L2 testing. Prerequisite: 570 or consent of instructor.

580-3 to 6 Seminar in Special Topics in TESOL. Selected topics in special areas of teaching English to speakers of other languages. (a) Administration of intensive English programs, (b) Teaching English abroad, (c) Selected topics. Sections (a) and (b) may be taken only once each. Section (c) may be repeated as topics vary. Prerequisite: 570 or consent of instructor.

582-3 Course Design for TESOL. A review of issues and procedures in the design and implementation of courses for teaching English to speakers of other languages. Particular attention is given to recent developments such as content-based instruction. All major course components such as setting of objectives, syllabus design, content specification and evaluation are considered. In addition, resources available for addressing these issues will be discussed. Prerequisite: 570 or consent of instructor.

583-3 TESOL Practicum. Class observation and supervised teaching of English to speakers of other languages; meets concurrently with Linguistics 454: Observation and Practice in TESOL and Linguistics 100: Instruction in ESL. Prerequisite: 570.

584-3 Teaching Composition in a Second Language. Analysis of current theories of composition in a second language, research on the nature, process, and applications of research for the teaching of writing in a second language. Prerequisite: 570 or consent of instructor.

586-3 English for Specific Purposes. A course designed to familiarize students with key components of English language courses designed for speakers of other languages with specific needs or in well-defined settings. Case studies and sample courses are reviewed and students develop individual projects related to a content area or course component of their choice, e.g., needs assessment, syllabus design, materials development or teacher training. Prerequisite: 570 or consent of instructor.

587-3 Teaching Reading in a Second Language. Analysis of theories of reading in a second language (L2) and research into the nature of L2 reading. Observation and practice in developing L2 reading materials and teaching techniques under supervision. Prerequisite: 570 or consent of instructor.

588-3 Intercultural Communication. Advances knowledge and understanding of theory, practice, and research in intercultural communication, including the effects of cultural identities and cross-cultural experiences on language, perception and world view. Implications for language learning and teaching are also explored. Prerequisite: one previous course in linguistics or consent of department.

593-1 to 4 Research in Linguistics. Individual research under graduate faculty guidance. Prerequisite: consent of instructor.

597-1 to 8 Readings in Linguistics. Individual readings in linguistics under graduate faculty guidance. Prerequisite: consent of department.

599-1 to 6 Thesis. Minimum of three hours to be counted toward a Master's degree. Prerequisite: consent of department.

601-1 per semester Continuing Enrollment. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded *S/U* or *DEF* only.