

Graduate Student Handbook

Revised July 2024.



THE UNIVERSITY OF
CHICAGO

Division of
the Humanities
Linguistics

Welcome to the Department of Linguistics at the University of Chicago!

This handbook serves as a guide of important dates, milestones, and requirements for your tenure as a doctoral student at the University of Chicago. Updated versions of this document can be found on our website, linguistics.uchicago.edu.

If you have any questions, feel free to contact Tracy L. Davis, the Linguistics Department Administrator, in person in Rosenwald 203, or by email at tracyd@uchicago.edu.

Good luck in your studies!

Best Wishes,

The Linguistics Department

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Summary

The graduate program in linguistics leading to the PhD degree is expected to be completed within six years.

The University of Chicago operates on the quarter system. Graduate students normally register for three courses per quarter, three quarters per year. They generally take three to four years of coursework. Students must take eight foundational courses (selected from fourteen available options), a methods course, and three additional graduate seminar-level courses in linguistics. All of these must be taken within the first four years, and six of them during the first year. In addition, all eight foundational courses must be taken during the first two years.

A large proportion of courses offered in the Linguistics Department are advanced courses that are open to all students. The topics of these courses change from year to year, in reflection of the ongoing research interests of both faculty and graduate students, and cover areas of current interest in the field at large. Students are also free to take courses related to their research interests that are offered by other departments in the University.

In the second and third years, students continue taking courses and write two qualifying papers under faculty supervision. In addition to these major landmarks, students are required to satisfy a non-Indo-European language requirement and to pass a reading examination in an additional language other than English.

Upon completion of the qualifying papers and course and language requirements and completing a dissertation proposal by the **end of the fourth year**, students are admitted to candidacy for the PhD; the only remaining requirement is the dissertation.

Starting with the incoming cohort of Autumn 2025, students have six years to complete their degree. Students who wish to request a seventh year of registration must present a petition explaining the rationale for the extension, including a completion plan, by Friday of Week 6 of the first quarter of their sixth year. The Director of Graduate Studies (DGS), in collaboration with the dissertation chair of the student, and in consultation with other dissertation committee members, will make a decision regarding the extension by Friday of Week 9.

Students who do not defend their dissertation **by the end of the summer of their sixth year** (if they have not applied for or been granted an extension) or by the end of their seventh year (if granted an extension) will be withdrawn from the program.

Withdrawn students have the option of finishing their dissertation independently and petitioning to defend it at the University of Chicago in the years following the withdrawal.

The program also includes professionalization seminars, which help prepare students for presenting their work at different venues and for the job market.

Students enrolled in the program must also fulfill certain teaching requirements, which are normally completed during their third, fourth, and fifth years in the program, as well as pedagogical training (see the Teaching Requirements section). Students must teach **1 TAsip in their third year** in the program, **2 TAsips in their fourth year**, and **2 TAsips in their fifth year**. Students who wish to trade in 2 TA-ships for a lectureship must apply to the Department to do so. Students must have advanced to candidacy before they're eligible to teach a Graduate Lectureship.

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Program Requirements

Course Requirements

Students must take a **total of 13 courses** prior to admission to candidacy for the Ph.D. (typically, by the end of the fourth year). These 13 courses are to be distributed as specified below, and **6 of them must be taken during the student's first year** in the program. Only courses taught by faculty count toward these course requirements.

During the **first two years** in the program, students must take **eight foundational courses** (typically, 4 in the first year, and 4 in the second year), to be chosen among the following (a graduate introduction is a 3-level course):

- Computational Linguistics (LING 38600)
- Contact Linguistics (LING 36310)
- Historical Linguistics (LING 31300)
- Language in Culture 1 (LING 31100)
- Language in Culture 2 (LING 31200)
- Language in Society (LING 36002)
- Morphology (LING 31000)
- Phonological Analysis 1 (LING 30101)
- Phonological Analysis 2 (LING 30102)
- Psycholinguistics (LING 30401)
- Semantics and Pragmatics 1 (LING 30301)
- Semantics and Pragmatics 2 (LING 30302)
- Syntactic Analysis 1 (LING 30201)
- Syntactic Analysis 2 (LING 30202)

Note: Not all foundational courses are offered every year.

In addition to the foundational courses, students must also take:

- A methods course, such as Field Methods, Experimental Methods, Computational Methods, etc. Typically, this requirement should be satisfied by a course offered by the Linguistics Department. (Approval by the DGS is required if the course is offered by another department.)
- Three other graduate seminar-level courses (4 or 5-level courses) in linguistics or in a related field (subject to approval by the DGS).
- Course Design and College Teaching (CCTE 50000) (See section on teaching requirements.)

No classes can be used to meet two different course requirements.

The program also includes the following additional course requirement:

- In their second and third years, and in conjunction with writing their qualifying papers, students must take the Research Seminar (LING 47900) in the Autumn and Winter quarters. In this course, students have an opportunity to obtain feedback on their QP work from their peers, and are given professionalization training, including presenting research at conferences, submitting papers to journals, preparing a CV, etc.

The program also includes an optional professionalization course (Placement Seminar, LING 47850), intended to prepare students who have advanced to candidacy for the job market.

Although these course requirements are relatively flexible and can be met in many different ways, students should fulfill the requirements with courses that will help them train and develop as scholars in the field, instead of seeing course requirements as something to get over with as soon as possible. In thinking about what courses to take a student should consider, for instance, what background (in terms of field and methodology) they need in order to complete their qualifying papers and their dissertation. To this end, students should work closely with advisers and the DGS in developing a course of study that best fits their academic objectives. See the section on advising below for more information on advisers.

The 8 required foundational courses are intended as courses on which to build the rest of a student's course of study. In most cases, the 3 additional class requirements must be met with advanced seminars (4 or 5-level), although the DGS can make exceptions to approve other classes on a case-by-case basis (for instance, an additional methods course). All advanced seminars have specific foundational courses as prerequisites. For instance, a student cannot take an advanced syntax seminar without having taken the Syntactic Analysis sequence.

No credit will be granted for courses taken outside the University of Chicago before the start of the program.

Attendance at Colloquia

Attendance at all department colloquia is mandatory for first year students. All students are strongly encouraged to participate in the intellectual life of the department by attending colloquia, being part of department workshops and reading groups, auditing additional classes, etc. Participation in these activities is an important part of becoming a successful academic in linguistics.

Qualifying Papers

Students must write and defend two qualifying papers, each of which deals with an area of linguistics that the department faculty can advise the students on. The two papers must be in separate areas of linguistics. In cases in which it is not clear which area a given qualifying paper belongs to, or whether the two qualifying papers that a student writes really belong to separate fields, the DGS in consultation with the faculty will make a decision at the beginning of the Autumn quarter of the year the qualifying paper is due.

Each qualifying paper is assigned two faculty members, who will act as readers. The students will be asked for their preferences as to who should be the readers for their qualifying papers. Reader assignments are decided on jointly by the DGS and Chair of the Department in consultation with the faculty taking into account the topic of the paper, and the student's preferences. This decision is made in the Autumn quarter of the year the qualifying paper is due.

The qualifying paper is an extensive original research paper, which should demonstrate both the ability to conduct independent research and an appropriate assessment of the position of the research in the broader intellectual context and history of the relevant (sub)field. It is written in consultation with the two readers, and must be approved by them after an oral defense; this defense is not public. The paper is generally 35-50 pages (double-spaced) in length, and the oral defense is typically one hour, during which the faculty may ask the student about the paper itself and about the general field it is written in, and during which the student is expected to demonstrate wide knowledge of the relevant field(s) of linguistics.

The student must submit the first qualifying paper **by the last day of the sixth week of Spring quarter of their second year**. This paper is an equivalent to an MA thesis for students leaving the program after the second year or for those wishing to achieve a non-terminal MA for any other reason.

No later than two weeks after the submission of the first qualifying paper, the readers must schedule the oral defense in consultation with the student to decide on the acceptability of the paper. The readers will assign the paper a grade of Pass, Low-Pass, or Fail; these results will be communicated by the readers to the student.

By the end of the sixth week of the Spring quarter of the third year, the student must submit **the second qualifying paper, which is subject to the same timetable and procedure as the first qualifying paper**.

In the event that a student receives two Low-Pass grades or one Fail grades on either QP paper, a committee consisting of all QP readers, the DGS, and the Research Seminar instructor (and potentially another faculty member, such as a proposed future dissertation chair) will meet to discuss the student's viability in the program. This committee will then make a recommendation to the whole faculty to be voted on regarding the student's future in the program, including the possibility of administrative withdrawal.

Since qualifying papers are one of the most critical milestones, the department has developed specific procedures covering various aspects of this process.

About QP advising communication and quarterly reports:

- At the beginning of the Fall quarter each year, the DGS asks students who are writing QPs that year to submit their top 3 preferences for readers. Before the Fall quarter starts, students should have communicated and interacted with faculty members who they intend to request as QP readers. This early communication is pivotal as it allows both the student and faculty member to assess the compatibility of their collaboration.
- Once assigned QP readers, it is the student's responsibility to reach out via email to both readers to initiate communication about setting up meetings and it is both readers' responsibility to reply in a timely fashion.
- Students will meet individually with both of their readers at least once in the Fall Quarter, and at least twice each in the Winter and Spring quarters.
- At least once a quarter, students will have a three-party meeting between them and both of their QP readers.
- At the end of the Fall and Winter quarters, the student should send a self-assessment report to the readers, detailing the work they have undertaken during the quarter, the specific progress they have made on the QP, and the work remaining to be completed. Upon reviewing the self-report, the readers should also respond with a feedback report, assessing whether adequate progress has been made, highlighting the strengths and weaknesses of the student's work, and pinpointing areas that require improvement. The student's report and the readers' assessment should be communicated to each other by the end of the 9th week of the Fall or Winter quarter.
- In the event of any concerns regarding QP progress, the student and the assigned readers should meet at their earliest convenience. This meeting should be scheduled no later than the first week of the following quarter. The primary goal of this meeting is for the student and the assigned readers to collaboratively formulate a plan addressing the concerns.
- Quarterly reports are not mandated for the Spring quarter, as this is the quarter during which the final QP draft will be submitted.

About QP assessments and evaluations

- The grades on the QP are assigned and approved by the two assigned readers.
- In the event a student receives a failing grade for the first QP, a committee consisting of both QP readers, the DGS, and the Research Seminar instructor, will meet to discuss the student's viability in the program. This committee will then make a recommendation to the whole faculty to be voted on regarding the student's future in the program, which may include administrative withdrawal.
- In the event that a student receives (i) two Low-Pass grades, (ii) a Fail grade for the 2nd QP or (iii) one Fail grade for the 1st QP, and if allowed to continue in the program, a Low-Pass grade or Fail grade for the 2nd QP, a committee consisting of all four QP readers, the DGS, and the Research Seminar instructor (and potentially another faculty member, such as a proposed future dissertation chair) will meet to discuss the student's viability in the program. This committee will then make a recommendation to the whole

faculty to be voted on regarding the student's future in the program, which may include withdrawal from the program.

About procedures for conflict resolution

- If a student feels the standard of advising has not been properly met, they are strongly encouraged to talk to the DGS as soon as possible. It is often the case that the early indicators of concerns may be subtle. However, it is essential to address any issues during their initial stages, as this allows for a more effective implementation of a localized solution within the department.
- Should a student require support during the reader-student meeting or have questions/concerns about the advising relationship that they do not feel comfortable bringing to their DGS's attention, they should reach out to the Dean of Students. The Division has support mechanisms available if a conflict resolution is needed, as well as student wellness resources should the individual require additional support. UChicagoGrad is another resource that students could seek support from.
- Both students and QP readers should remain vigilant for early indicators of insufficient progress, actively addressing any issues as early as possible during the QP writing process.

Language Requirement

The program has two separate language requirements which must be met in order for students to reach candidacy for the Ph.D.: a non-Indo-European language and an additional language. The main objective of the language requirements is that, as linguists, all graduate students should be familiar with at least three languages: English (advanced proficiency in English is a requirement for admission into the program), a language that is typologically different from English, and at least one more language. The two language requirements must be met with two different languages.

An understanding of the structure of a **non-Indo-European language** is a requirement for the Ph.D. Native speakers of a non-Indo-European language will be considered to have fulfilled this requirement. Others can demonstrate this understanding in any of the following ways:

- Successful completion of the equivalent of one year's coursework in a non-Indo-European language.
- Successful completion of the Field Methods sequence (LING 40301 & 40302), when this course sequence uses a non-Indo-European language.
- Successful completion of one quarter of a "structure of language x" course taught by a faculty member of the Department of Linguistics or of a similar course pre-approved by the Director of Graduate Studies.
- Examination credit of at least one year's study based on a University placement exam.

Students are required to pass a reading examination in a **language other than English**. This requirement must be met with a language that would benefit the student's research interests, such as a language with a significant body of linguistic literature in a particular field (e.g. German in Historical Linguistics), or a language to use as a medium when doing fieldwork (e.g. Spanish or French for work on Basque). A student's particular choice of language must be approved by the Director of Graduate Studies. The language exam ([Academic Reading Comprehension Assessment — ARCA](#)) will be administered by the [University of Chicago Language Center](#). A student will be considered to have passed the language examination in a language approved for this category if they are a native speaker of the language or have received a university degree from an institution whose normal language of instruction is the language in question. (NB: Majoring in a language does not satisfy this requirement.) Both the [Humanities Division](#) and the [Department](#) provide language courses that can be used to fulfil this requirement.

Once a student **has completed a language requirement**, they should contact the Department Administrator with information including the language, how the requirement was completed and the date of completion (if a test or course) to ensure records are updated.

Dissertation

Dissertation proposal and advancement to candidacy

After completing the two qualifying papers, students should identify a dissertation committee of at least three faculty members, at least two of whom must be members of the University of Chicago Department of Linguistics. The chair must be a faculty member in the Department of Linguistics.

Students must prepare a dissertation proposal of minimum 15 pages, with the exact length to be determined in consultation with the dissertation committee, plus a bibliography and a timeline for the dissertation research and writing.

Students must defend their proposal in a private dissertation proposal meeting with their committee, in which the student will be expected to demonstrate to the committee that their knowledge of the relevant phenomenon and the literature is substantive enough to provide confidence both that they can conduct independent research and that they have articulated an original research project, and in which the members of the committee will have the opportunity to jointly provide feedback on the project. After the meeting, the student will be asked to leave the room, at which point the committee will discuss the merits of the student's work and decide whether the project is ready to enter the dissertation-writing stage. The student will then be asked to enter the room, and the committee will let them know of their decision, giving them any feedback they deem appropriate. If the committee decides that the proposal needs more work, an additional dissertation proposal meeting will be scheduled later in the year.

Upon successful completion of all of the above requirements, including passing the dissertation proposal meeting with the dissertation committee, the student becomes a candidate for the Ph.D. degree, at which point the student starts working on their dissertation. This process must be completed by the end of spring quarter of the fourth year. Ideally, students will complete it by the **end of fall quarter of the fourth year**, but the exact timing should be determined by the student in consultation with the members of the dissertation committee. A student who does not complete the dissertation proposal successfully by the end of the fourth year may be granted an extension until the end of the summer after the proposal was first due, as explained in the Student year-end assessment section.

Dissertation

After writing the dissertation, which is to represent a significant contribution in some area of linguistic research, the final requirement for the PhD degree is the presentation and public defense of the dissertation. The dissertation committee typically has the same composition as the

dissertation proposal committee, although the student and dissertation chair may jointly decide to change it at any point while working on the dissertation. It is subject to the same constraints as the dissertation proposal committee.

The defense is normally scheduled by the student in consultation with their dissertation chair, generally at a time when the entire dissertation committee feels that the dissertation is in completed or near-completed form. The student produces an abstract of approximately 200 words, which is submitted to the Department Administrator before the defense.

After the defense, the student must submit the final draft of their dissertation on the University of Chicago ETD Administrator site. This submission must be completed at least four weeks before convocation. More information on the formatting and submission of the dissertation can be found on the [Dissertation Office's webpage](#). The Dissertation Office is located on the first floor of the Regenstein Library for those seeking to contact the office in person.

For guidelines specific to the Department of Linguistics, students may contact the Director of Graduate Studies.

Teaching Requirements

While some linguists with PhDs find jobs outside of academia, and some take research positions within academia that do not involve teaching, a core competency of our Linguistics PhD program is teaching, and our program therefore incorporates pedagogical training and teaching experiences. Learning to teach and acquiring practice in teaching are integral parts of our doctoral program, mostly in the form of Graduate Student Teaching Assistantships, and in some cases, stand-alone Graduate Student Lecturerships. Pedagogical training is also a component of the program.

Teaching

Students are required to teach **1 graduate student TAship in their third year** in the program, **2 TAships in their fourth year**, and **2 TAships in their fifth year**, as laid out in the schedule below. Students who wish to trade in 2 TA-ships for a graduate student lectureship must apply to the Department to do so. Students must have advanced to candidacy before they're eligible to teach a Graduate Student Lectureship. It is possible for a student to take on more than one TAship in their third year, but the student needs to be in good academic standing to do so, and the decision needs to be made in consultation with the student's advisor(s) and the department.

In some cases, and with departmental consultation, students who enter the program with sufficient background in Linguistics may be able to start teaching earlier in their graduate career. For such students, it would be possible to advance this plan by one year: 1 TAship in year two; 2 TAships in year three; 2 TAships in year four. Students in this alternate teaching plan must also complete the pedagogical training earlier. This timeline has the advantage of leaving years five and six completely free of teaching duties, allowing students to focus entirely on their dissertation research.

Pedagogical Training

Pedagogical training includes attending a minimum of 6 lectures in the Linguistics Department Pedagogy Workshop, to be completed by the end of the third year in the program. Approximately six lectures are offered every year.

As part of the training, students are also required to complete most of the requirements to obtain the College Teaching Certificate at the Chicago Center for Teaching and Learning, as laid out in the schedule below. These requirements include:

- Attend Teaching@UChicago: a one-day orientation event, held the week before classes each fall.

- Attend one of the Fundamentals of Teaching Workshops, generally held during the first weeks of the fall quarter. Each consists of four 90-minute sessions in which students develop a set of core teaching tools to help them reach students and have a successful first experience.
- Enroll in CCTE 50000: Course Design and College Teaching.

The [College Teaching Certificate](#) is offered to graduate students who complete workshop and teaching requirements and demonstrate the ability to teach courses in the College. To register for the program, log the completion of requirements, and track your progress, you must enroll in the [CTC Canvas site](#).

Teaching and Pedagogical Training Schedule

Year	Teaching Experience	Pedagogical Training/Mentoring
1	None	<ul style="list-style-type: none"> • Linguistics Department Pedagogy Workshop
2	None	<ul style="list-style-type: none"> • Linguistics Department Pedagogy Workshop
3	1 Graduate Student Teaching Assistantship	<ul style="list-style-type: none"> • Linguistics Department Pedagogy Workshop* • Teaching@UChicago • Fundamentals of Teaching Workshops
4	2 Graduate Student Teaching Assistantships	<ul style="list-style-type: none"> • CCTE 50000: Course Design and College Teaching
5	2 Graduate Student Teaching Assistantships (or 1 Graduate Student Lectureship if applicable)	<ul style="list-style-type: none"> • Individual Teaching Consultation (Encouraged) • Faculty mentor assigned
6	None	<ul style="list-style-type: none"> • Seminar/Workshop on Teaching Portfolios (Encouraged) • 2 Hours of Inclusive Teaching Programming' (Encouraged) • Completion of remaining components of College Teaching Certificate

Goals of Pedagogical Training

After completing their Pedagogical requirements, graduates of our program should all be able to:

- Design and teach introductory courses in the discipline
- Design and teach introductory and upper-level courses in at least two and ideally more than two of the following: syntax, semantics, phonology, morphology, historical linguistics, psycholinguistics, sociolinguistics, etc. as appropriate given the student's main area of expertise

- Design effective assignments for a range of courses
- Effectively facilitate class discussion
- Design and deliver an effective lecture
- Describe their approach to student learning and give reasons for their pedagogical choices

Graduates should all be well-versed in methods and approaches of:

- Undergraduate writing instruction
- Inclusive pedagogy

MA Program

Master of Arts Program in the Humanities (MAPH)

The University of Chicago offers Master's level study through the [Master of Arts Program in the Humanities \(MAPH\)](#). MAPH offers a one-year program and a two-year language focused program. In both programs, students build their own curriculum with graduate-level courses in any humanities department (including Germanic Studies) and complete a thesis with their chosen University of Chicago faculty adviser. The [Two-Year Language Option](#) allows MAPH students to further master their chosen language.

Master of Arts in Linguistics

Students in the PhD program will be awarded the MA in Linguistics upon satisfaction of the following requirements:

- Successful completion of eight foundational courses.
- Successful completion of one of the two language requirements.
- Successful completion of a MA paper. Students in the PhD program who wish to obtain an MA may request that a passed qualifying paper be accepted as the MA paper.

Note: The MA is **not** automatically awarded but must be explicitly requested.

Students who wish to obtain an MA should contact the Department Administrator with this intention to confirm completion of the requirements.

Joint PhD Program

The University of Chicago offers several joint doctoral programs. Such options currently exist between the Department of Linguistics and the Department of Anthropology, the Department of Comparative Human Development, the Department of Psychology, the Department of Near Eastern Languages and Civilizations, the Department of Slavic Languages and Literatures, and the Department of Philosophy. Students from other departments who wish to apply for a joint PhD in Linguistics may do so only after completing six of the foundational courses.

Assessments and Mentoring

Student Year-End Assessments

At the end of every academic year, students are sent a letter evaluating their progress during the year. The content of the letter will be based on faculty discussion of the student's performance and will be written by the Director of Graduate Studies. The intent of the assessment is to provide constructive feedback on an individual student's strengths and weaknesses, indicating areas that they can build on or need to develop during subsequent years in the PhD program. In the event that a student's performance during the year leads the faculty to conclude that the student will not succeed in the PhD program, the function of the year-end assessment letter sent by the Director of Graduate Studies will be to communicate the decision that the student cannot continue in the program and may file paperwork to receive a terminal MA if the requirements for the MA are met.

The faculty will base their assessments of first-year students on their performance in the courses they have taken. Performance in courses is also taken into account in second- and third-year assessments, but special emphasis will be placed on a student's performance in their qualifying papers. Assessments of students in their fourth year and beyond will be based on their performance in courses (should they take any during the year), and also on their dissertation-related work, including successfully completing their dissertation proposal by the end of the fourth year in the program. In assessing a student's performance during these years, the faculty will also decide whether or not to grant the student an extension to complete a missed requirement (qualifying paper or dissertation proposal) by the end of the summer. The year-end assessment letter sent by the Director of Graduate Studies will inform the student of this decision. No further extensions beyond the summer will be granted, and no extension will be granted in a given year if the student was granted an extension for a different requirement in a previous year.

At the end of every academic year, students will be sent a self-evaluation where they will answer questions regarding their accomplishments during the year and their plans for future research.

Mentoring

Departmental Mentoring Plan

In order to advance to candidacy, the student must form a dissertation committee, which will include the proposed dissertation chair and other faculty who will serve as committee members (p. 14). Upon setting up this committee, the chair and the student should explicitly outline an individual mentoring plan specifying the expectations of both parties. This plan should be reviewed at an annual full-committee meeting. The plan may be revised as a result of the annual review, as deemed appropriate by the student together with the committee. The annual full-committee meeting will allow the student to go over their progress, check-in, and discuss/revise expectations, individual mentoring plans, etc.

Academic Advising

Before a dissertation proposal chair is chosen (see pages 14-15 on the dissertation proposal and the dissertation), the default advisor for every student is the Director of Graduate Studies. The DGS should be consulted on any decisions having to do with curricular requirements. Any faculty member can be consulted by any student on what their best course of study is, including how to complete the course requirements, advice on qualifying paper topics, or anything else relating to the curriculum. However, in designing a specific course of study, students will also need more specialized advice, depending on the specific area of linguistics or the specific methodologies the student plans to use in their research. To this effect, students should seek the advice of faculty specializing in their areas of interest.

By the end of the first and second years of study, students choose an academic adviser for the upcoming year. The role of this adviser is to consult with the student about the upcoming qualifying paper, with the intent of helping to prepare the student to engage in the research in advance of the autumn quarter and beyond. This adviser may or may not be one of the QP readers.

Open Door Policy

The Department has an open-door policy: all graduate students in the Department should feel free to talk to any professor about their research and academic concerns, not only those who are directly involved in supervising their research. Students are strongly encouraged to take advantage of this policy and to confer with a broad range of faculty members throughout their time in the program.

Financial Aid

For information about financial aid and stipend distribution, please visit this page:
<https://humanities.uchicago.edu/students/financial-aid>

Research and Dissertation Funds

University of Chicago Internal Fellowships and Grants

The following are internal fellowships that students may apply for. More information is available at the [Division of the Humanities' website](https://humanities.uchicago.edu/students/financial-aid/fellowships/internal-fellowships) (<https://humanities.uchicago.edu/students/financial-aid/fellowships/internal-fellowships>):

Foreign Language and Area Studies (FLAS) Fellowships

The following internal fellowships require nomination by the department:

Hanna Holborn Gray Fellowship

Franke Residential Dissertation Completion Fellowships

Humanities Division Dissertation Completion Fellowships

Linguistics Department Funds

The following are funds internal to the Linguistics Department. PhD students in Linguistics are eligible to apply for them. More information can be found on the department website <https://linguistics.uchicago.edu/graduate/funding>.

Research fund in honor of Rella Cohn:

The Department of Linguistics offers an annual fund for graduate student research, made available thanks to a generous endowment from the family of Rella I. Cohn. Applications for Rella Cohn funds will be accepted **every quarter (including the summer)**.

Rella Cohn received her Ph.D. in Linguistics from the University of Chicago in 1995, with a dissertation on Yiddish names. This work, published in 2008 as *Yiddish Given Names: A Lexicon* by Scarecrow Press, provides both a linguistic history of Yiddish first names and insights into the structure and history of Yiddish more generally.

Graduate Research Aid Initiative in Linguistics (GRAIL):

The Department of Linguistics offers GRAIL funds for graduate student research. Applications for GRAIL funds will be accepted **every quarter (including the summer)**.

Conference Funding

[Dissertation Research Travel Awards](https://humanities.uchicago.edu/students/financial-aid/fellowships/internal-fellowships) are available for students who have been advanced to candidacy. Application deadline: rolling. (<https://humanities.uchicago.edu/students/financial-aid/fellowships/internal-fellowships>)

The Division of the Humanities Conference Reimbursement Grant provides up to \$400 in **reimbursement** to doctoral and masters students for eligible travel expenses to present their work at an academic conference. (<https://humanities.uchicago.edu/students/financial-aid/conference-travel-grants>)

[The Graduate Council Fund](https://grad.uchicago.edu/fellowship/graduate-council-fund/) provides financial support for academic, professional, and social events created by and intended for UChicago graduate students. The fund supports events that foster intellectual, professional, and social engagement across the graduate student community, targeted to both niche and broad audiences. Funding is not guaranteed. The Graduate Council Fund will open for applications **Thursday, September 5, 2024**. (<https://grad.uchicago.edu/fellowship/graduate-council-fund/>)

[CLS](http://chicagolinguisticsociety.org/) (<http://chicagolinguisticsociety.org/>) also offers funds for conference travel. Each grad student is eligible to reimbursements of up to \$500 per academic year for conference-related expenses (travel, hotel, registration, etc.). There is no limit on the number of conferences that can make up this \$500, but left-over funds from previous years do not roll over into the new academic year. Requests for reimbursements for a given year must be made by the start of the fall quarter of the following year at the latest. Requests for reimbursements made after that will count towards the funds available for the new academic year. For more information, you can contact current [CLS officers](#).

Important Dates

The University's academic calendar:

<https://www.uchicago.edu/en/education-and-research/academic-calendar>

Dissertation draft review and final submission deadlines:

<https://www.lib.uchicago.edu/research/scholar/phd/students/dissertation-deadlines/>

Division of the Humanities Fellowship Deadlines

<https://humanities.uchicago.edu/students/financial-aid/fellowships/internal-fellowships>

Resources:

Academic Resources:

Linguistics Department Website: <http://linguistics.uchicago.edu/>

UChicago Library: <https://www.lib.uchicago.edu/>

Linguistics Subject Librarian: <https://www.lib.uchicago.edu/about/directory/staff/june-p-farris/>

The Dissertation Office: <https://www.lib.uchicago.edu/research/scholar/phd/>

Language Center: <http://languages.uchicago.edu/>

Center for Teaching: <http://teaching.uchicago.edu/>

UChicago GRAD: <https://grad.uchicago.edu/>

Student Resources:

General Student Manual of the University: <http://studentmanual.uchicago.edu/>

Financial Services: <https://finserv.uchicago.edu/>

Financial Aid: <http://humanities.uchicago.edu/students/financial-aid>

Fellowships: <https://grad.uchicago.edu/fellowships/fellowship-database>

Safety and Security: <http://csl.uchicago.edu/get-help/safety-security-resources>

Student Health and Counseling: <http://wellness.uchicago.edu/>

Title IX (Discrimination, Harassment, and Sexual Misconduct):

<http://provost.uchicago.edu/issues/discrimination-harassment-and-sexual-misconduct>

Family Resource Center: <http://grad.uchicago.edu/life-community/family-resources/family-resource-center>

Campus Map: <https://maps.uchicago.edu/>

UChicago GRAD: <https://grad.uchicago.edu>

Following the unionization of a part of the graduate student body at the University of Chicago, aspects of the graduate student experience relating to employment are governed by a Collective Bargaining Agreement that can be found [here](#).