Department of Linguistics

Chair
• Lenore Grenoble

Professors
• Diane Brentari
• Victor Friedman
• Susan Gal, Anthropology
• Anastasia Giannakidou
• John Goldsmith
• Lenore Grenoble
• Chris Kennedy
• Jason Merchant
• Salikoko Mufwene
• Michael Silverstein, Anthropology
• Alan Yu

Associate Professors
• Karlos Arregi - Director of Graduate Studies
• Amy Dahlstrom
• Jason Riggle

Assistant Professors
• Itamar Francez
• Yarolsav Gorbachov
• Greg Kobele
• Ming Xiang

Emeritus Faculty
• Howard I. Aronson, Slavic Languages & Literatures
• Bill Darden, Slavic Languages & Literatures
• Gene B. Gragg, Oriental Institute
• Paul Friedrich, Anthropology
• Eric P. Hamp, Linguistics
• Carolyn G. Killeen, Near Eastern Languages & Civilizations
• Colin P. Masica, South Asian Languages & Civilizations
• G. David McNeill, Psychology
• Jerrold Sadock, Linguistics

Since 1926, the Department of Linguistics at the University of Chicago has been at the center of the development of the field, counting among its faculty linguists of the first rank such as Sapir and Bloomfield. It is theory-oriented with a deep empirical interest in languages. One of its outstanding characteristics
is its commitment to a wide range of approaches to the study of language. Interdisciplinary, interdepartmental study is encouraged, and students regularly work with faculty in several other departments. Students are expected to become active researchers as soon as possible after their arrival here. Many students come with strong undergraduate training in linguistics, or with a Master’s degree; others come with strong training in fields such as philosophy, mathematics, or a particular language or language group. The faculty are involved in synchronic and diachronic research on languages from around the world. These varied interests are reflected in the topics of the dissertations that have been written in the Department.

**PROGRAM**

The University of Chicago operates on the quarter system. The graduate program in linguistics leading to the PhD degree is intended to be completed in five years. Graduate students normally register for three courses per quarter, three quarters per year. They generally take three to four years of coursework. In the first year, students take nine courses, three of their choosing as well as the following six obligatory courses: LING 30101 Phonological Analysis I, LING 30102 Phonological Analysis II, LING 30201 Syntactic Analysis I, LING 30202 Syntactic Analysis II, LING 30301 Semantics and Pragmatics I, and LING 30302 Semantics and Pragmatics II; they must also enroll in the colloquium series course (P/F). In subsequent years, students have a great deal of flexibility in course selection, though their programs of study must include the following: one course each in historical linguistics and morphology; a “methods” course (field methods, mathematical methods, etc.); and one advanced course in each of the following areas:

- Phonetics/phonology
- Syntax/semantics/pragmatics
- Socio-historical linguistics

In years two and three, when students are writing qualifying papers, they must also take the Research Seminar.

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 pass reading examinations in two scholarly languages (normally French, German, Spanish, Chinese, Japanese, or Russian, though others may be substituted upon petition to the department), and to satisfy a non-Indo European language requirement. Upon completion of the qualifying papers and language requirements and defense of a dissertation proposal, students are admitted to candidacy for the PhD; the only remaining requirement is the dissertation.
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 the six foundational courses (Phonological Analysis 1, 2; Syntactic Analysis 1, 2; and Semantics and Pragmatics 1, 2).

APPLICATION AND ADMISSION

Completed applications for admission and aid, along with all supporting materials, are due in mid-December for the academic year that starts in the following Autumn.

Four parts of the application are critically important and should accompany the application: the student’s academic record, letters of recommendation submitted by persons able to describe the student’s achievements and promise, the student’s statement of purpose, which describes the intellectual issues and subjects which they hope to explore at Chicago, and a sample of pertinent written work that demonstrates the applicant’s research interests or capabilities. The sample may consist of published essays, class term papers, or a B.A. or M.A. thesis, or some combination of all of these. The student’s academic record is documented through official transcripts, but applicants are also encouraged to submit as supplemental material an ‘annotated transcript’: a file they create that lists all the courses they have taken which are relevant to graduate study in linguistics, with the grade received, the full name of the instructor, major texts used or studied, and a brief (no more than five sentences) description of the material covered in the course. Such a supplemental file is more informative for judging the preparation of an applicant than is the official transcript.

Students whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Information about these tests may be obtained from the Educational Testing Service, Princeton, NJ 08540.

When completing the application form, it is of benefit to the applicant to be as specific as possible in describing his or her research interests. General comments are of relatively little use; applicants are encouraged to discuss specific linguistic subject matters that they are interested in or have worked on.

If an applicant knows faculty members with whom he or she might work, the latter’s names should be given as well. The faculty of the Linguistics Department would be happy to answer any questions that prospective students may have. Please contact them individually regarding their research or classes, or contact the Director of Graduate Studies for more general or administrative questions. Contact information is available at the Linguistics Department website (http://linguistics.uchicago.edu).
The application process for admission and financial aid for all graduate programs in Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/students/admissions

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

LINGUISTICS - BASQUE COURSES

BASQ 34720. Contemporary Basque Fiction: National Ghosts, Global Audiences. 100 Units.
The goal of the present course will be to analyze the function that re-memorizing the past has had in Basque literature during the last four decades. It will, specifically, explore the evolution in Basque literature from stories, which recalled a mythic past in the 1980s to those in which our recent conflictive political past has almost totally assumed center stage. The course will begin by examining the cultural heterodoxy which inundated Basque artistic creation in the 1960s, an era in which the essay Quousques tandem! (1963) by the sculptor Jorge Oteiza and the book of poems Harri eta Herri (1964) by Gabriel Aresti established a dialogue between vanguard and oral literature, whether this was traditional or not, such as bertsolaritza (oral improvisation of rhyming verses). Indeed, certain legends transmitted orally would serve to construct, with techniques resembling South American magic realism, the imaginary worlds that inundated stories in the 1980s by authors such as Atxaga, Lertxundi, or Mujika Iraola, imaginary worlds like Obaba, which served to give voice to that peripheral and silenced Other, which until the arrival of the romantics did not exist in the Western literary canon. The excellent reception that Atxaga’s Obabkoak (1988) had at the international level and its canonization/assimilation into the Iberian interliterary system will allow us to reflect on the expectations and the place that international critics conferred on Basque works.
Terms Offered: Spring
Equivalent Course(s): BASQ 24720, SPAN 24720, SPAN 34720

LINGUISTICS - LINGUISTICS COURSES

LING 30101. Phonological Analysis I. 100 Units.
This course introduces cross-linguistic phonological phenomena and methods of analysis through an indepth examination of fundamental notions that transcend differences between theoretical approaches: contrast, neutralization, natural classes, distinctive features, and basic non-linear phonological processes (e.g., assimilation, harmony, dissimilation).
Instructor(s): Diane Brentari Terms Offered: Autumn
LING 30102. Phonological Analysis II. 100 Units.
This course is intended for students with a strong background in phonology. We will explore the major themes of phonological theory from 1870 to today, focusing on such questions as the distinction between phonology and morphophonology, the nature of phonological representations, and the character of hard and soft constraints on phonological representations.
Instructor(s): John Goldsmith Terms Offered: Winter
Prerequisite(s): LING 30101

LING 30201. Syntactic Analysis I. 100 Units.
This course is an introduction to basic goals and methods of current syntactic theory through a detailed analysis of a range of phenomena, with emphasis on argumentation and empirical justification. Major topics include phrase structure and constituency, selection and subcategorization, argument structure, case, voice, expletives, and raising and control structures.
Instructor(s): Greg Kobele Terms Offered: Autumn

LING 30202. Syntactic Analysis II. 100 Units.
This course is a continuation of Syntactic Analysis-1. The emphasis will be on A’-movement and ellipsis operations within the framework of Principles and Parameters and the Minimalist Program. Although we will examine different types of movement and ellipsis constructions, as well as their interactions, the objective will be to understand to what extent we can develop a general theory of syntax. The course will have a strong cross-linguistic aspect to it, examining data from Irish, Austronesian languages, Mayan languages, Wolof, Russian, Romance, Germanic, and others. The topics will include wh-movement in questions, relative clauses, and other constructions, islands and other constraints on movement, sentence fragments (sluicing, split questions), VP-ellipsis, and gapping.
Instructor(s): Karlos Arregi Terms Offered: Winter
Prerequisite(s): LING 30201

LING 30301. Semantics and Pragmatics I. 100 Units.
This is the first in a two-course sequence designed to provide a foundation in the scientific study of all aspects of linguistic meaning. The first quarter focuses primarily on pragmatics: those aspects of meaning that arise from the way that speakers put language to use, rather than through the formal properties of the linguistic system itself, which is the domain of semantics. However, a central goal of the course will be to begin to develop an understanding of the relation between pragmatics and semantics, by exploring empirical phenomena in which contextual and conventional aspects of meaning interact in complex but regular and well-defined ways, and by learning analytical techniques that allow us to tease these two aspects of linguistics meaning apart.
Instructor(s): Anastasia Giannakidou Terms Offered: Autumn
LING 30302. Semantics and Pragmatics II. 100 Units.
This is the second in a two-course sequence designed to provide a foundation in the scientific study of all aspects of linguistic meaning. The second quarter focuses on the syntax-semantics interface and cross-linguistic semantics. The class will introduce in detail a theory of the way in which the meaning of complex linguistic expressions is formed compositionally from the meaning of constituent parts, and the interaction of semantic and syntactic composition. This theory will form the basis for exploring some empirical questions about the systematicity of cross-linguistic variation in the encoding of meaning.
Instructor(s): Itamar Francez Terms Offered: Winter
Prerequisite(s): LING 30301

LING 31000. Morphology. 100 Units.
Looking at data from a wide range of languages, we will study the structure of words. We will consider the nature of the elements out of which words are built and the principles that govern their combination. The effects of word structure on syntax, semantics, and phonology will be examined. We will think critically about the concepts of morpheme, inflection, derivation, and indeed, the concept of word itself.
Instructor(s): Amy Dahlstrom Terms Offered: Spring
Prerequisite(s): LING 20001
Equivalent Course(s): ANTH 37500

LING 31100. Language in Culture I. 100 Units.
Among topics discussed in the first half of the sequence are the formal structure of semiotic systems, the ethnographically crucial incorporation of linguistic forms into cultural systems, and the methods for empirical investigation of “functional” semiotic structure and history.
Instructor(s): M. Silverstein Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Equivalent Course(s): ANTH 37201, CHDV 37201, PSYC 47001

LING 31200. Language in Culture II. 100 Units.
The second half of the sequence takes up basic concepts in sociolinguistics and their critique.
Instructor(s): Susan Gal Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): PSYC 47002, ANTH 37202

LING 31300. Historical Linguistics. 100 Units.
This course deals with the issue of variation and change in language. Topics include types, rates, and explanations of change; the differentiation of dialects and languages over time; determination and classification of historical relationships among languages, and reconstruction of ancestral stages.
Instructor(s): Yaroslav Gorbachov Terms Offered: Spring
Prerequisite(s): LING 20600/30600 & LING 20800/30800 or consent of instructor
LING 31320. Indo-European Linguistic Paleontology. 100 Units.
Linguistic paleontology is a method of inspecting reconstructed linguistic data (including early lexical borrowings) in order to derive information about the original geographical location ("homeland"), natural environment (terrain, flora, fauna), economy, and material and spiritual culture of the speakers of a protolanguage. In this course we will examine the reconstructed lexicon of Proto-Indo-European and correlate it with evidence from archaeology to formulate hypotheses about PIE homeland and economic and cultural practices. Time permitting, we may apply these methods to other language families outside Indo-European as well.
Terms Offered: Spring
Equivalent Course(s): LING 21320

LING 32870. Computational Semantics. 100 Units.
Please visit the Linguistics website for course description.
Instructor(s): Greg Kobele Terms Offered: Autumn
Equivalent Course(s): LING 22870

LING 33920. The Language of Deception and Humor. 100 Units.
In this course we will examine the language of deception and humor from a variety of perspectives: historical, developmental, neurological, and cross-cultural and in a variety of contexts: fiction, advertising, politics, courtship, and everyday conversation. We will focus on the (linguistic) knowledge and skills that underlie the use of humor and deception and on what sorts of things they are used to communicate.
Instructor(s): Jason Riggle Terms Offered: Spring
Equivalent Course(s): LING 23920

LING 34015. Modality. 100 Units.
Modal information—information conveyed by sentences such as "Mary might be at home" or "Charles ought to give to the poor"—plays an outstanding role in everyday discourse and reasoning. The goal of this course is to explain and evaluate contemporary semantic theories of modality by discussing a wide range of linguistic phenomena from the perspective of these theories. After introducing possible worlds semantics for modality developed in modal logic, we will consider current theories of modal semantics within linguistics as well as the most important empirical areas of research. Throughout, we will keep an eye on the relation between modality and other topics that are prominent in linguistics and philosophy, including tense, conditionals, and discourse meaning. (B)
Instructor(s): M. Willer Terms Offered: Spring
Equivalent Course(s): PHIL 34015, LING 24015, PHIL 24015
LING 34960. Creole Genesis and Genetic Linguistics. 100 Units.
In this seminar course we will review the “creole exceptionalism” tradition against the uniformitarian view, according to which creoles have emerged and evolved like other, natural and non-creole languages. We will situate creoles in the context of the plantation settlement colonies that produced them and compare their emergence specifically with that of languages such as English and the Romance languages in Europe. We will also compare these evolutions with those of new colonial varieties of European languages (such as Amish English, mainstream American English varieties, Brazilian Portuguese, and Québécois French) which emerged around the same time but are not considered creoles. Using the comparative approach (in evolutionary theory), we will assess whether the criteria used in the genetic classification of languages have been applied uniformly to creole and non-creole languages. In return, we will explore ways in which genetic creolistics can inform and improve genetic linguistics (including historical dialectology).
Instructor(s): Salikoko Mufwene Terms Offered: Autumn
Prerequisite(s): LING 21300/31300 (Historical Linguistics), LING 26310/36310 (Contact Linguistics), or consent of the instructor.
Equivalent Course(s): LING 24960

LING 35160. Themes in the Development of 20th Century Linguistics. 100 Units.
This course will be based on a book I am writing with Bernard Laks: “Language and the Mind: Encounters in the Mind Fields.” We will explore the nature of rupture and continuity in academic disciplines, from the period 1870 to 1970. The main topics will be the rapid changes in linguistics, psychology, and (some elements of) philosophy in the period from 1870 to 1940, the rise of the cybernetics movement and cognitive psychology in the post-World War II world, and the origins of generative grammar.
Instructor(s): John Goldsmith Terms Offered: Autumn
Equivalent Course(s): LING 25160

LING 35780. Automodular Morphology. 100 Units.
Please visit the Linguistics website for course description.
Instructor(s): Jerry Sadock Terms Offered: Spring

LING 37300. Discourse Analysis. 100 Units.
Survey of approaches to analyzing language in context, including interactional sociolinguistics, politeness theory, ethnography of communication, speech act theory, information structure, topic and focus, empathy and deixis, cohesion and narrative structure.
Instructor(s): Amy Dahlstrom Terms Offered: Autumn
LING 37605. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.
Note(s): CHDV Distribution, B*, C*; 2*, 3*, 5*
Equivalent Course(s): ANTH 27605, ANTH 37605, CHDV 31901, PSYC 21950, PSYC 31900, LING 27605, CHDV 21901

LING 38355. A Linguistic Introduction to Swahili-2. 100 Units.
Based on Swahili Grammar and Workbook, this course is a continuation of Linguistic Introduction to Swahili-1. It addresses complex issues related to grammatical agreement, verb moods, noun and verb derivation, non-typical adjectives and adverbs, double object constructions, subordinate/coordinated clause constructions, and dialectal variation. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages.
Terms Offered: Spring
Prerequisite(s): LING 28355/38355 A Linguistic Introduction to Swahili-1
Equivalent Course(s): LING 28356

LING 38370. African Languages. 100 Units.
One-third of world languages are spoken in Africa, making it an interesting site for studying linguistic diversity and language evolution. This course presents the classification of different African language families and explains their historical development and interactions. It also presents the most characteristic features of African languages, focusing on those that are common in Africa but uncommon among other world languages. Additionally, the course addresses the issue of language dynamics in relation to socioeconomic development in Africa. Using living audio and written material, students will familiarize themselves with at least one major language selected from the Niger-Congo family, the most prevalent family in sub-Saharan Africa. This is a general introduction course with no specific prerequisites.
Instructor(s): Fidele Mpiranya Terms Offered: Autumn
Equivalent Course(s): LING 28370
LING 38600. Computational Linguistics. 100 Units.
This is a course in the Computer Science department, intended for upper-level undergraduates, or graduate students, who have good programming skills. There will be weekly programming assignments in Python. We will look at several current topics in natural language processing, and discuss both the theoretical basis for the work and engaging in hands-on practical experiments with linguistic corpora. In line with most current work, our emphasis will be on systems that draw conclusions from training data rather than relying on the encoding of generalizations obtained by humans studying the data. As a consequence of that, in part, we will make an effort not to focus on English, but to look at a range of human languages in our treatments.
Instructor(s): J. Goldsmith Terms Offered: Spring
Prerequisite(s): CMSC 12200, 15200 or 16200, or by consent
Equivalent Course(s): CMSC 35050,LING 28600,CMSC 25020

LING 40310. Experimental Methods. 100 Units.
This course will cover the basic methods for experimental studies, including experimental design, data collection and statistical analysis. To demonstrate different design and analysis tools, we will look at data set from different types of studies, including self-paced reading, acceptability judgment, eye tracking, ERP, etc. Students will also gain hands-on experience on different paradigms.
Instructor(s): Ming Xiang Terms Offered: Winter

LING 42100. Seminar: Semantics. 100 Units.
Please visit the Linguistics website for course topic and description.
Instructor(s): Anastasia Giannakidou, Spring Terms Offered: Winter
Note(s): This course has a different topic each quarter it is offered.

LING 42300. Seminar: Historical Linguistics. 100 Units.
Please visit the Linguistics website for course topic and description.
Instructor(s): Yaroslav Gorbachov Terms Offered: Spring
Prerequisite(s): LING 21300/31300 or ANTH 47300 (Historical Linguistics) or consent of instructor
Note(s): This course has a different topic each quarter it is offered.

LING 44400. Lexical Functional Grammar. 100 Units.
This is an intermediate level syntax class. The course covers the non-transformational, lexicalist approach to syntax developed by Joan Bresnan and colleagues since 1982.
Instructor(s): Amy Dahlstrom Terms Offered: Autumn
Prerequisite(s): At least one course in syntax.
Equivalent Course(s): LING 24450
LING 46000. Seminar: Syntax. 100 Units.
Winter 2016 Topic: Ellipsis. The seminar explores recent and classic work on the structural, licensing, and identity conditions on ellipsis, examining semantic, syntactic, and mixed approaches. We will look at 40 years of mixed results: on the one hand, sets of facts that seem to indicate that identity is only semantic (or that the parallelism or recoverability conditions are stated over semantic representations), such as sloppy identity, category switches, implicit arguments, ‘vehicle change’ effects, etc., and on the other hand, facts that point to a syntactic identity requirement (voice mismatches in sluicing, code-switched ellipsis, Warner/Potsdam facts, Dahl puzzles, etc.). Readings will include both theoretical and experimental work.
Instructor(s): Jason Merchant Terms Offered: Winter
Prerequisite(s): Graduate student in Linguistics of consent of instructor
Note(s): This course has a different topic each quarter it is offered.

LING 47300. Linguistic Epidemiology. 100 Units.
The title of this course comes from Nick Enfield’s work on linguistic epidemiology in South Asia, where he explores the semantics and grammar of contact in an epidemiological, population-based model of language contact and change. Here we will consider both semantic and morphosyntactic change, and examine models of linguistic transmission and distribution, including usage-based and biological models of language variation and change and transmission.
Instructor(s): Lenore Grenoble Terms Offered: Winter
Prerequisite(s): LING 31300 (Historical Linguistics) or LING 36310 (Contact Linguistics), or permission from the instructor

LING 47900. Research Seminar. 100 Units.
The course aims to guide students on their research in a structured way and to present professionalization information crucial to success in the field. The course is organized largely around working on the research paper, with the goal of making it a conference-presentable and journal-publishable work. Topics covered include abstracts, publishing, handouts, presentation skills, course design, creating and maintaining a CV, cover letters, webpages, and in general everything that is required for you to successfully compete for jobs in linguistics.
Instructor(s): Anastasia Giannakidou Terms Offered: Winter

LING 50510. Seminar: Psycholinguistics. 100 Units.
Please visit the Linguistics website for course topic and description.
Instructor(s): Ming Xiang Terms Offered: Winter
Note(s): This course has a different topic each quarter it is offered.
LING 52015. Indexicals. 100 Units.
Indexical expressions—those whose reference and content can shift from context to context, such as ‘I’, ‘now’, ‘here’, ‘she’, and ‘today’—and indexical attitudes have played a prominent role in theoretical reflections on language and the mind. In this class, we will consider the philosophical and linguistic implications of indexicality, starting with Kaplan’s theory of indexicals and then taking a close look at Perry’s and Lewis’s seminal arguments that indexicals and indexical thoughts pose exciting problems for traditional views about propositions and attitudes. We will then ask to what extent their observations have important consequences for epistemology, ethics, and other areas of philosophy outside of philosophy of language and mind, but also consider critical perspectives on the Perry-Lewis tradition. Throughout the quarter we will keep an eye on the relation between perspectival thought and talk and the more general phenomenon of subjectivity. (II)
Instructor(s): M. Willer Terms Offered: Spring
Equivalent Course(s): PHIL 52015

LING 52400. Seminar: Phonology. 100 Units.
Please visit the Linguistics website for course topic and description
Instructor(s): Jason Riggle Terms Offered: Autumn
Prerequisite(s): LING 30102 or instructor’s consent
Note(s): This course has a different topic each quarter it is offered.

LING 52700. Seminar: Morphology and Semantics. 100 Units.
Autumn 2015 Topic: Morpho-Semantics. Although the issue of compositionality (the hypothesis that the meaning of complex expressions in based on the meanings of its component parts) is traditionally addressed with respect to phrases and sentences, similar questions arise in the study of word and morpheme meaning. Traditionally, formal semantic work has paid relatively little attention to compositionality within words, and research on theoretical morphology has typically not been based on formal theories of meaning. In the last two decades, prompted partly by the development of Distributed Morphology, a grammatical framework that enriches and complicates the possible interactions between morphology, syntax and semantics, compositionally below the word level has begun to acquire more prominence and attention from both morphologists and semanticists. Through a critical examination of some of this work, and the literature that forms the background for it, the class will attempt to map the different empirical and theoretical stakes involved in constructing a theory of the morphology-semantics interface that is both morphologically and semantically rigorous. The topics will include the semantics of inflectional categories (such as person) and the relation of syntactic categories (parts of speech) to meaning.
Instructor(s): Karlos Arregi & Itamar Francez Terms Offered: Autumn
Note(s): This course has a different topic each quarter it is offered.
Linguistics - Modern Greek Courses

MOGK 30100-30200-30300. Elementary Modern Greek I-II-III.
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.

MOGK 30100. Elementary Modern Greek I. 100 Units.
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.
Instructor(s): C. Koutsiviti Terms Offered: Autumn
Equivalent Course(s): NELG 10100, MOGK 10100

MOGK 30200. Elementary Modern Greek II. 100 Units.
This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to handle a variety of tasks and manage an uncomplicated situation using mostly formulaic and rote utterances. They will also be able to express personal meaning forming paragraphs.
Instructor(s): C. Koutsiviti Terms Offered: Winter
Prerequisite(s): MOGK 10100/30100 or consent of instructor
Equivalent Course(s): NELG 10200, MOGK 10200

MOGK 30300. Elementary Modern Greek III. 100 Units.
This course aims to make the students able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Main rules in Grammar and Structure will be presented and the students are expected to use them in order to speak about topics related mostly to personal information (for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases).
Instructor(s): C. Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor
Equivalent Course(s): NELG 10300, MOGK 10300

MOGK 30200. Elementary Modern Greek II. 100 Units.
This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to handle a variety of tasks and manage an uncomplicated situation using mostly formulaic and rote utterances. They will also be able to express personal meaning forming paragraphs.
Instructor(s): C. Koutsiviti Terms Offered: Winter
Prerequisite(s): MOGK 10100/30100 or consent of instructor
Equivalent Course(s): NELG 10200, MOGK 10200
MOGK 30300. Elementary Modern Greek III. 100 Units.
This course aims to make the students able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Main rules in Grammar and Structure will be presented and the students are expected to use them in order to speak about topics related mostly to personal information (for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases).
Instructor(s): C. Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor
Equivalent Course(s): NELG 10300, MOGK 10300