## Class Schedule - Spring 2019

### Linguistics

**LING 588  Sem Second Lang Learn**  credit: 4 hours.
Same as EALC 588, FR 588, GER 588, ITAL 588, PORT 588, and SPAN 588. See SPAN 588.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Type</th>
<th>Section</th>
<th>Time</th>
<th>Days</th>
<th>Location</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>38726</td>
<td>Lecture-Discussion</td>
<td>AM</td>
<td>03:00 PM - 04:50 PM</td>
<td>T</td>
<td>1030 - Foreign Languages Building</td>
<td>Mroz, A</td>
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**Oral Skills in SLATE**  
Restricted to Graduate - Urbana-Champaign.  
**TOPIC TITLE:** Oral Skills in SLATE  
Overview of research, as well as teaching, learning, and assessment practices for acquisition of oral skills in SLATE. Readings and activities to process and apply the multifaceted aspects of oral skills, and their implications in terms of theoretical and hands-on scholarly research, and best curricular practices.

| 53502 | Lecture-Discussion | MSB    | 02:00 PM - 03:20 PM | MW   | 113 - Davenport Hall          | Barlaz, M  |

**Adv Analytical Methods**  
Restricted to Graduate - Urbana-Champaign.  
**Topic Title:** Advanced Analytical Methods for Linguistic Research  
This course is an overview of advanced analytical methods for linguistic research. Focus will be placed on a critical analysis of current methods, as well as on scientific reproducibility and transparency. Students are expected to be familiar with statistical terms and basic inferential statistics. The course will be taught using the R software environment, and will cover topics including principal components analysis, linear discriminant analysis, generalized additive models, and an introduction to Bayesian analysis. Meets with LING 588.

| 38725 | Lecture-Discussion | TI     | 12:30 PM - 01:50 PM | TR   | 214 - Davenport Hall          | Ionin, T   |

Restricted to Graduate - Urbana-Champaign.  
**Topic:** Second language acquisition: theoretical and classroom research  
**Description:** In this course, we will read recent papers on the second language acquisition of a range of syntactic, semantic and interface phenomena. Insofar as possible, we will read about both lab-based and classroom-based studies on each topic, with the ultimate goal of examining the relationship between formal theories of second language acquisition and classroom-based interventions.