Stanford Linguistics builds skills that employers want!

The Association of American Colleges and Universities surveyed employers to find out what they value. Stanford Linguistics courses provide what they are looking for.

Linguistic theories are based in computational theories. They are theories of how information is packaged and passed around symbolically, and these are topics that have never been more important to daily life. Linguistics is central to cognitive science, one of the fastest growing disciplines, relevant to both scientific inquiry and to information technology.

All courses

Linguists have a better sense than anyone else for the world's linguistic diversity and the role that it plays in commerce, conflict, and conflict resolution.

Ling 65, 66, 90, 142, 154, 156, 174, 191

English is the dominant language of the world, but history teaches humility — it is not the first such dominant language, nor will it be the last. Linguists are aware of linguistic trends and their influence on political and economic relations, and they are prepared for shifts in this terrain.

Ling 65, 66, 90, 142, 154, 156, 191

Linguists see first-hand that all languages are comparable in their richness, complexity, and expressiveness, and this leads to an appreciation for the cultures that support and sustain these languages. The outcome is a deep understanding of both differences and similarities across traditions and cultures.

Ling 65, 66, 142, 154, 156, 167, 174

Linguistic research often involves talking with native speakers of various languages, or working in teams to develop and run complex experiments or computational systems. Such work is best done in teams of people with diverse language backgrounds. Linguistics is, by necessity, a global science, and the community of linguists is, by necessity, a diverse one.

Ling 105, 174

Linguistic theory teaches analytic reasoning of the sort that one gets in math classes, but with a human element that engages students in new ways. In linguistics, it's often possible for students to find new data themselves, by looking to the languages they know. This facilitates rapid hypothesis testing. From the start, students are engaged in every aspect of the scientific process.

All courses

Most courses require papers, projects, or presentations; these are often based on original research. As a result of these experiences, students learn how to present evidence and arguments effectively.

All courses

Linguists routinely sift through large amounts of data, both written and spoken, in search of crucial pieces of evidence. They learn to see abstract patterns in such data, and they acquire intuitions about where and how to look in new areas. They are thus well prepared for the following modern dilemma: the requisite information is out there somewhere (on the Net, in a vast email archive, amidst millions of subpoenaed documents), but finding it is no trivial matter.

All courses

Percentage of Employers Who Want Colleges to "Place More Emphasis" on Essential Learning Outcomes

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Knowledge of Human Cultures and the Physical and Natural World	
• Science and technology	82%
• Global issues	72%*
• The role of the United States in the world	60%
• Cultural values and traditions (U.S./global)	53%*
Intellectual and Practical Skills	
• Teamwork skills in diverse groups	76%*
• Critical thinking and analytic reasoning	73%
• Written and oral communication	73%
• Information literacy	70%
• Creativity and innovation	70%
• Complex problem solving	64%
• Quantitative reasoning	60%
Personal and Social Responsibility	
• Intercultural competence (teamwork in diverse groups)	76%*
• Intercultural knowledge (global issues)	72%*
• Ethics and values	56%
• Cultural values/traditions—U.S./global	53%*
Integrative Learning	
• Applied knowledge in real-world settings	73%

Note: These findings are taken from a survey of employers commissioned by the Association of American Colleges and Universities and conducted by Peter D. Hart Associates in November and December 2006. For a full report on the survey and its complete findings, see www.aacu.org/leap.

*Three starred items are shown in two learning outcome categories because they apply to both.

LEAP

STANFORD UNIVERSITY

Linguistics is a young science, so many of the major research questions remain unsolved. This means that there is still a great deal of room left for creative, innovative approaches. This is empowering for students. They are encouraged to adopt bold new approaches, rather than always operating within the bounds of accepted wisdom.

All courses

Human languages are arguably the most complex symbolic systems in the natural world.

All courses

Linguistics teaches respect for the diversity of the world's languages, and it illuminates the features that all of them share. Through designing psycholinguistic experiments, developing computational systems for working with natural languages, exploring the social factors governing language use, or investigating the structure of linguistic theories, students get hands-on practice in solving complex, real-world problems.

All courses

Linguists design and run psychological experiments, and develop computational methods for evaluating huge volumes of data. The resulting evidence is assessed using the same statistical methods that are common practice throughout the scientific community. Mathematical linguistics uses tools from discrete mathematics, automata theory, and logic to understand properties of language.

Ling 105, 140

Linguists are information workers. They grapple with large, abstract, complex problems, and they seek creative, empirically supported solutions. This begins on the very first day of the most basic introductory course, and it grows in intensity as one moves up to advanced courses and independent studies. This consistent emphasis means that, by the time students finish their education, complex analytic problems are routine, and effective techniques for solving them are second nature.

All courses

2009-10 undergraduate courses

Ling 1	Introduction to Linguistics
Ling 65	African American Vernacular English
Ling 66	Vernacular English and Reading
Ling 90	Teaching Spoken English
Ling 105	Phonetics
Ling 110	Introduction to Phonetics and Phonology
Ling 116	Morphology
Ling 119	Choosing a Variant
Ling 120	Introduction to Syntax
Ling 130A	Introduction to Linguistic Meaning
Ling 140	Language Acquisition I
Ling 144	Introduction to Cognitive and Information Sciences
Ling 150	Language in Society
Ling 153	Language, Power, and Politics
Ling 154	Sociolinguistics of Language Contact
Ling 156	Language and Gender
Ling 160	Introduction to Language Change
Ling 167	Languages of the World
Ling 180	From Languages to Information
Ling 181	Grammar Engineering
Ling 183	Computational Theories of Syntax
Ling 188	Natural Language Understanding
Ling 191	Linguistics & Teaching English as Second/Foreign Language