

## **Term Information**

Effective Term Spring 2026

## **General Information**

Course Bulletin Listing/Subject Area Linguistics  
Fiscal Unit/Academic Org Linguistics - D0566  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3050  
Course Title Career Exploration for Linguists  
Transcript Abbreviation Career Exploration  
Course Description This course provides a structured environment for linguistics students to learn about career opportunities and make plans for their professional futures. It examines the transferable skills learned through linguistics, how to recognize and communicate about them, and how they might be applied in various career contexts.  
Semester Credit Hours/Units Variable: Min 1 Max 2

## **Offering Information**

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Satisfactory/Unsatisfactory  
Repeatable Yes  
Allow Multiple Enrollments in Term No  
Max Credit Hours/Units Allowed 3  
Max Completions Allowed 3  
Course Components Lecture, Workshop  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## **Prerequisites and Exclusions**

Prerequisites/Corequisites 2000 or 2000H, a declared major or minor in Linguistics, and at least sophomore standing; or instructor permission  
Exclusions  
Electronically Enforced Yes

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code	16.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Students will reflect upon their personal values, interests, and strengths, and begin to identify how these elements might relate to a career.</li><li>• Students will practice communicating in multiple formats about skills developed as a linguistics student.</li><li>• Students will see examples of educational and career paths taken by successful professionals who studied linguistics.</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Career exploration</li><li>• Career development</li><li>• Professional development</li><li>• Networking</li></ul>
Sought Concurrence	No

## Attachments

- LING 3050 syllabus.pdf: Syllabus  
*(Syllabus. Owner: McCullough, Elizabeth Ann)*
- Curricular Map 07-22-25.docx: Curricular map  
*(Other Supporting Documentation. Owner: McCullough, Elizabeth Ann)*
- LING 3050 assignment example 1.pdf: Example assignment 1  
*(Other Supporting Documentation. Owner: McCullough, Elizabeth Ann)*
- LING 3050 assignment example 2.pdf: Example assignment 2  
*(Other Supporting Documentation. Owner: McCullough, Elizabeth Ann)*
- LING 3050 assignment example 3.pdf: Example assignment 3  
*(Other Supporting Documentation. Owner: McCullough, Elizabeth Ann)*
- LING 3050 assignment example 4.pdf: Example assignment 4  
*(Other Supporting Documentation. Owner: McCullough, Elizabeth Ann)*
- LING 3050 assignment example 5.pdf: Example assignment 5  
*(Other Supporting Documentation. Owner: McCullough, Elizabeth Ann)*

## Comments

**COURSE REQUEST**  
3050 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/12/2025

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	McCullough, Elizabeth Ann	07/28/2025 01:40 PM	Submitted for Approval
Approved	McCullough, Elizabeth Ann	07/28/2025 01:41 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/12/2025 12:32 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/12/2025 12:32 PM	ASCCAO Approval

## LINGUISTICS 3050: CAREER EXPLORATION FOR LINGUISTS

Spring 2026

Tuesday 12:40-1:35pm, [room] for all students  
plus Thursday 12:40-1:35pm, [room] for students enrolled for 2 credit hours

**Instructor:** Dr. Liz McCullough

**Email:** mccullough.136@osu.edu

**Office Hours:** [hours], or by appointment

Office hours can be attended in person or via Zoom.

Individual assistance is also available by appointment or via email.

**Office:** 106 Oxley Hall

**Phone:** (614) 688-3109

**Textbook (required for students enrolled for 2 credit hours; recommended for all):**

Trester, A. M. (2017). *Bringing Linguistics to Work: A Story Listening, Story Finding, and Story Telling Approach to Your Career*. Lulu Press.

### 1. COURSE DESCRIPTION AND OBJECTIVES

This course provides a structured environment for linguistics students to learn about career opportunities and make plans for their professional futures. It examines the transferable skills learned through linguistics, how to recognize and communicate about them, and how they might be applied in various career contexts. Students learn about a range of educational and professional experiences that others, including our own undergraduate program alumni, have pursued with a linguistics degree. Through practice with personal reflection, informational interviewing, and preparing application materials, this course equips students with the knowledge, tools, and confidence to approach career decisions both immediately and after graduation.

By the end of this course, students will have:

1. Reflected upon their personal values, interests, and strengths, and begun to identify how these elements might relate to a career
2. Practiced communicating in multiple formats about skills developed as a linguistics student
3. Seen examples of educational and career paths taken by successful professionals who studied linguistics

Because students can be at very different points in their career journeys, two tracks in this course are possible:

#### ***Exploration Track (1 credit hour)***

Students on the Exploration Track are looking to learn more about the wide range of professional possibilities for linguistics students, how to choose among them, and how to move toward them. These students attend class meetings on Tuesdays (only) and complete “core assignments,” brief personal assessments and documents that are directly discussed during class meetings.

#### ***Preparation Track (2 credit hours)***

Students on the Preparation Track are looking to engage more deeply with the career planning process. In addition to attending class meetings on Tuesdays and completing core assignments, students on this track complete more complex “applied assignments,” resulting in a small portfolio of material that can be honed with a career coach and/or used directly in applications. These students also complete reading assignments and attend “workshop” meetings on Thursdays, which allow additional time to discuss the week’s theme and practice relevant skills.

The course is repeatable up to 3 credit hours, so that students can take the course first on the Exploration Track and again later on the Preparation Track.

## 2. PREREQUISITES

To enroll in this course, students must have completed LING 2000 or 2000H, have a declared major or minor in Linguistics, and have at least sophomore standing; or have instructor permission.

## 3. COURSE REQUIREMENTS & GRADING

### Grading

<b><i>Exploration Track (1 credit hour)</i></b>	<b><i>260 total points</i></b>
Class attendance and participation	130 points (50%)
Core assignments	130 points (50%)
<b><i>Preparation Track (2 credit hours)</i></b>	<b><i>610 total points</i></b>
Class attendance and participation	130 points (21%)
Workshop attendance and participation	130 points (21%)
Core assignments	130 points (21%)
Readings and Carmen discussions	110 points (18%)
Applied assignments	110 points (18%)

This course is graded S/U. A score of 70% or higher is needed to earn an S.

### Attendance and Participation

Portions of this course are structured as a collective discussion in which students share insights and feedback with one another, or interact as a group with guest speakers. Regular attendance is necessary, as it is not possible to contribute to or benefit from this environment if absent. In the classroom, you are expected to minimize distractions like phones and tablets, actively listen to others, and join in on the discussion. If you are especially comfortable talking in groups, please be considerate about leaving time and space for those who are less quick to speak out or who take longer to articulate their thoughts.

Class meetings (Tuesdays) are required for all students. Of the 14 class meetings, one absence is permitted with no penalty.

Workshop meetings (Thursdays) are required for Preparation Track students only. Of the 14 workshop meetings, one absence is permitted with no penalty.

### Core Assignments

Weekly core assignments offer experience with different aspects of career exploration. Each core assignment requires a submission on Carmen in the form of a brief survey, file upload, or discussion post.

Core assignments often provide information that the instructor needs to review before finalizing plans for the week's class meeting. Thus, each week's core assignment is due on Monday, **24 hours prior to the week's class meeting**. You will have roughly a week to complete each core assignment.

### Readings and Carmen Discussions [Preparation Track only]

Students on the Preparation Track complete reading assignments and contribute to Carmen discussions about them. Because students on the Exploration Track are not required to complete the reading assignments, discussion prompts focus on identifying material from the reading that students on the Preparation Track find meaningful and useful to pass along.

Carmen discussion posts are due on Tuesday, **30 minutes prior to the week's class meeting**.

## **Applied Assignments [Preparation Track only]**

Students on the Preparation Track also complete applied assignments that offer direct preparation for the job market. The name of this category is a bit tongue-in-cheek: for the most part, these assignments involve the sorts of activities people do while they are actively *applying* for jobs.

Each week's applied assignment is due on Thursday, **30 minutes prior to the week's workshop meeting**. You will have roughly a week to complete each applied assignment.

## **4. COURSE POLICIES**

### **Late Assignments**

Timely submission of assignments is recommended, as many class meetings are directly structured around student responses. Some, but not all, assignments can be accepted after the stated deadline; an assignment about preparing for a guest speaker, for instance, serves no purpose after the speaker's visit has already happened. If you cannot or did not submit an assignment on time, please email me, attend my office hours, or schedule a meeting with me ASAP so we can discuss options for the specific circumstances. (I am not willing to discuss these arrangements in passing before or after class; my personal workflow requires a written record of any modified deadlines, which I am unable to create in the classroom.)

### **Communication**

Aside from attending my office hours, email ([mccullough.136@osu.edu](mailto:mccullough.136@osu.edu)) is generally the best way to get in contact with me. I check email several times a day, and will do my best to respond quickly. Note that I do not check email during evenings, weekends, or holidays; you can expect responses from me during regular business hours.

Various unpredictable factors sometimes interfere with campus operations. Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this course. This communication will occur via Carmen message or email.

## **Students with Additional Needs**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life

Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Student Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <http://ccs.osu.edu> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkun Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

I also recommend that all students familiarize themselves with the services provided by OSU's Student Advocacy Center, <http://advocacy.osu.edu>. This office can provide guidance and support for academic, financial, health, and other personal concerns or obstacles that may arise while you are a student.

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## **Artificial Intelligence**

Preparing job application materials is a commonly recommended use of generative artificial intelligence tools such as ChatGPT and Copilot. Use of these tools is permitted in this course. However, students are strongly encouraged to engage with these tools for supplemental help rather than as their primary means of approaching assignments. If a student does not wish to engage intellectually with the process of reflecting about and preparing for jobs, they should not enroll in this course.

## **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

## **Intellectual Diversity**

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

## **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **5. COURSE OVERVIEW**

Specific deadlines within each week are posted on Carmen.  
This schedule might change if adjustments are needed.  
Any changes will be announced in class and posted on Carmen.



Week	Theme	ALL STUDENTS		PREPARATION TRACK (2 CREDIT HOURS) STUDENTS ONLY		
		Core Assignment (Objective Addressed)	Class Topic(s)	Reading	Applied Assignment (Objective Addressed)	Workshop Topic(s)
1	WELCOME		Goals of the course Personal introductions			Your current career ideas
2	FIGURE OUT WHAT YOU WANT	FOCUS 2 self assessments: Work Interest, Values (O1)	Your interests and values	<i>BLtW</i> Chapter 1, pp. 1-19	Submit profile request survey (O1)	Flower Exercise: Knowledges Petal
3	FIGURE OUT WHAT YOU'RE GOOD AT	FOCUS 2 self assessments: Personality, Leisure, Skills (O1)	Skills Linguistics students develop (and how)	<i>BLtW</i> Chapter 2, pp. 20-40	Submit Knowledges Petal (O1)	Flower Exercise: Transferable Skills/Traits Petal
4	COMMUNICATE ABOUT SKILLS YOU HAVE	FOCUS 2: Combine Your Results (O1)	Elevator pitch Resume	<i>BLtW</i> Chapter 3, pp. 41-66	Submit Skills Petal (O1)	LinkedIn
5	EMPLOYED LINGUISTS: PROFILES	Prepare a brief presentation on one interview (O3)	Profiles from Linguistics Jobs Interview series	1 article (see below) [due Thursday]	Prepare a brief presentation on one additional interview (O3) [due Monday]	Patterns across profiles
6	FIND INFORMATION ABOUT JOBS	Create or update a resume (O2)	Web sites Career fairs	<i>BLtW</i> Chapter 4, pp. 67-91	Create or update a LinkedIn profile (O2)	Your plans for the Humanities Career Fair
7	WRITE ABOUT SKILLS THEY WANT	Find ads for 3 positions you might consider (O2)	Customizing your resume Cover letters	<i>BLtW</i> Chapter 4, pp. 91-104	Find ads for 3 additional positions you might consider (O2)	Cover letter practice
8	TALK ABOUT SKILLS THEY WANT	If possible, attend the Humanities Career Fair (3/5) [no submission]	Interviews PAR stories	<i>BLtW</i> Chapter 5, pp. 105-137	Prepare for the Humanities Career Fair [no submission]	Attend the Humanities Career Fair [during workshop time]
9	LEARN THROUGH PEOPLE	Outline 2 PAR stories (O2)	Networking Informational interviews	3 short works (see below)	Outline 4 additional PAR stories (O2)	Interview practice Discuss informational interview assignment
10	EMPLOYED LINGUISTS: GUEST SPEAKER(S)	Research guest speaker(s) and submit questions (O3)	Group informational interview with 1-2 Linguistics BA alumni		Begin to plan your own informational interview [no submission]	Customizing your resume and cover letter practice
11	EMPLOYED LINGUISTS: GUEST SPEAKER(S)	Research guest speaker(s) and submit questions (O3)	Group informational interview with 1-2 Linguistics BA alumni		Customize a resume and write a cover letter for a specific position (O2)	Takeaways from group informational interviews
12	WHAT ABOUT GRAD SCHOOL?	Complete survey about guest speaker experiences (O1 & O3)	When grad school makes sense (or doesn't) Types of programs	3 short works (see below)	Conduct your own informational interview [no submission]	Graduate program application components
13	GRAD STUDENTS: GUEST SPEAKERS	Submit questions for guest speakers (O3)	Group informational interview with current graduate students	1 chapter (see below)	Reflect about your own informational interview (O1 & O3)	What you're still missing
14	REFLECTION	Create or update a CV (O2)	Career as process	<i>BLtW</i> Chapter 6, pp. 138-144	Write a personal statement (O1 & O2)	What's next for you
Finals		Complete reflection survey (O1)			Complete action survey (O1 & O2)	

## Non-Textbook Reading Assignments

### Week 5

Gawne, L., & Cabraal, A. (2023). Linguistics education and its application in the workplace: An analysis of interviews with linguistics graduates. *Language*, 99(1), e35-e57. [available on Carmen]

### Week 9

Importance of Networking (University Lab Partners)

<https://www.universitylabpartners.org/student-voices/importance-of-networking>

Networking When You Hate Networking (Caroline Kim Oh)

<https://apresgroup.com/networking-tips-women-hate-networking/>

Informational Interview 101: How I Build Connections (Roselyn Romero)

<https://roselynromero.com/2023/03/15/informational-interview-101-how-i-build-connections/>

### Week 12

Should I go to graduate school? (Sarah)

<https://medium.com/the-aspiring-academic/should-i-go-to-graduate-school-35f12a680c63>

Should You Go to Grad School? (Ilana Kowarski and Cole Claybourn)

<https://www.usnews.com/education/best-graduate-schools/articles/why-go-to-graduate-school-the-best-and-worst-reasons>

Should you go to grad school in linguistics? Maybe. (Gretchen McCulloch)

<https://allthingslinguistic.com/post/143912692058/should-you-go-to-grad-school-in-linguistics>

### Week 13

Macaulay, M. (2025). Chapter 1: Graduate School: Before, During, and After. In *Surviving Linguistics: A Guide for Graduate Students* (3<sup>rd</sup> ed., pp. 1-25). Cascadilla Press. [available on Carmen]

# FOCUS 2 self assessments: Personality, Leisure, Skills

ⓘ This is a preview of the published version of the quiz

Started: Jul 28 at 11:21am

## Quiz Instructions

To answer the questions below, log back into your **FOCUS 2 Career** [🔗 \(https://go.osu.edu/focus2career\)](https://go.osu.edu/focus2career) account, scroll down to the Self Assessment section (roughly halfway down), and complete the following assessments:

- Personality
- Leisure
- Skills



Question 1 1 pts

Your Personality Assessment results include a variety of statements about your personality ("Your Personality Type") as well as an overall recommendation about a career direction ("Choosing Your Career"). Please share at least 2 sentences from your Personality Assessment results that you find accurate and/or intriguing.

*(Your response should be at least 2 sentences. Simply quoting the results directly is fine; you do not need to paraphrase or comment.)*

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Question 2 1 pts

What is your Leisure Interest Code?

*(Your response should be 3 capital letters, which can be found in the results of your Leisure Assessment.)*



Question 3 1 pts

What are your top 3 skills?

(Your response should be the 3 words or short phrases you selected in your Skills Assessment.)

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# Find ads for 3 positions you might consider

Published

Assign To

Edit

Find job ads for 3 positions that you might consider applying to, either soon or someday. The 3 positions may be similar to one another or entirely different; you're not making any commitments here, so feel free to imagine widely. Make sure each ad includes:

- The organization
- The name of the position
- Information about the duties involved
- Information about required qualifications

Upload the 3 ads here in **PDF format**. I need actual files, not links.

*Saving job ads as actual files rather than links is a good practice, as ads are often pulled down before the hiring process is complete. If you're invited to interview for a position, it's helpful to refer back to the ad to decide which of your experiences to highlight, and how.*

Points	10
Submitting	a file upload
File Types	pdf

Due	For	Available from	Until
Feb 23, 2026 at 12:40pm	Everyone	-	-

**Rubric**

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Expand Threads

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Newest First



**Liz McCullough (mccullough.136)** (<https://osu.instructure.com/courses/188931/users/239835>)



AUTHOR | TEACHER

Created Jul 2 11:41am | Posted Jul 2 11:41am | Last edited Jul 28 11:26am

## Research guest speaker(s) and submit questions

On March 24, X is visiting us for an informational interview. X is a [position] at [organization].

**What can you find out on your own about the organization and the position?**

**What do you want to ask X when they visit us?**

- You might want to ask about objective information that's difficult to find (their specific responsibilities, required qualifications, etc.).
- You might also want to ask for subjective takes (their favorite aspects of the position, biggest challenges, perspective on the industry, etc.).
- Take advantage of what you've learned about yourself and what you want professionally to ask questions that are useful for you.

Use this discussion to outline, with your classmates, a plan for the informational interview. In particular, together you should summarize **what you have found out** and brainstorm **what you want to ask about**. Try to use threading to keep the discussion as organized as possible.

Reply

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Newest First



**Liz McCullough (mccullough.136)** (<https://osu.instructure.com/courses/188931/users/239835>)



AUTHOR | TEACHER

Created Jul 2 12:10pm | Posted Jul 2 12:10pm | Last edited Jul 21 1:35pm

## BLtW Chapter 4, pp. 67-91

This week's reading assignment is *Bringing Linguistics to Work*, **Chapter 4: Story Finding on LinkedIn and Other Genres of the Job Search, pp. 67-91 only**.

- The topics covered include reading between the lines of a web site or job ad, and centering the perspective of what the hiring organization needs.

**Some of your classmates are not required to read this material. What insights from it would you like to pass along to them? Please share a brief quote, a paraphrased idea, and/or something that this reading assignment made you think about.**

- Your response should be at least 2 sentences, although it may be longer.
- It might engage with something posted previously by a classmate, or introduce something new to the discussion.

Reply

# Reflect about your own informational interview

ⓘ This is a preview of the draft version of the quiz

Started: Jul 28 at 1:07pm

## Quiz Instructions

Now that you've conducted your own informational interview, answer the following questions about the experience.



Question 1 1 pts

How did you find the person you interviewed?

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Question 2 1 pts

How long was your conversation with them?



Question 3 1 pts

For this question, focus on the position/organization/industry that inspired you to connect with this person. What insights did you gain about the position/organization/industry? Were there unexpected surprises? Are you interested in learning more about and/or pursuing opportunities in it?

*(Your response should be at least 3 sentences, although it may be longer.)*



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Question 4 1 pts

For this question, zoom out to the meta level of thinking about informational interviewing itself. What did you learn about informational interviewing from trying it out? Was it a good source of information? Were there unexpected surprises? Do you think you'll try it again?

*(Your response should be at least 3 sentences, although it may be longer.)*

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Submit Quiz

## CURRICULAR MAP for the UNDERGRADUATE MAJOR IN LINGUISTICS, BA PROGRAM (Updated 7-22-25)

<b>Goal 1:</b> <i>Comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.</i>	<b>Goal 2:</b> <i>Apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form.</i>	<b>Goal 3:</b> <i>Formulate a well-organized, well-supported argument.</i>	<b>Goal 4:</b> <i>Use multiple methods of linguistics inquiry to evaluate the relationship between Lang and society.</i>	<b>Goal 5:</b> <i>Engage in original research.</i>	<b>Goal 6:</b> <i>Recognize how various uses and applications of linguistics apply to real world phenomena and events.</i>
<b>Beginning</b> 2000 Intro to Linguistics 2501 Linguistics for Language Learning	<b>Beginning</b> 2000 Intro to Linguistics 2501 Linguistics for Language Learning	<b>Beginning</b> 2000 Intro to Linguistics 2501 Linguistics for Language Learning	<b>Beginning</b> 2000 Intro to Linguistics 2501 Linguistics for Language Learning	<b>Beginning</b> 2000 Intro to Linguistics 2051 Analyzing the Sounds of Lang	<b>Beginning</b> 2000 Intro to Linguistics 2501 Linguistics for Language Learning
<b>Intermediate</b> 3000 Writing for Linguistics 3401 Words & Meanings 3502 ConLangs 3701 Lang & the Mind 3802 Lang & Computers 3803 Ethics of Language Technology 3901 Lang Evolution & Lang Change	<b>Intermediate</b> 2001 Lang & Formal Reasoning 2051 Analyzing Sounds of Lang 3191 Internship in Linguistics 3502 ConLangs 3601 Lang, Race, & Ethnicity in the US 3801 Codes & Code-Breaking 3901 Lang Evolution & Lang Change	<b>Intermediate</b> 2367.02 Lang & Advertising 3000 Writing for Linguistics 3601 Lang, Race, & Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3606 Lang, Gender, & Sex 3701 Lang & the Mind	<b>Intermediate</b> 3102 Lost Languages/Cultures 3501 American Indigenous Languages 3601 Lang, Race, & Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3606 Lang, Gender, & Sex 3803 Ethics of Language Technology 3901 Lang Evolution & Lang Change 3902 Lang Endangerment & Death	<b>Intermediate</b> 3191 Internship in Linguistics 3601 Lang, Race, & Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3701 Lang & the Mind	<b>Intermediate</b> 2367.02 Lang & Advertising 3050 Career Exploration 3102 Lost Languages/Cultures 3191 Internship in Linguistics 3601 Lang, Race, & Ethnicity in the US 3605 Lang & Social Justice 3801 Codes & Code-Breaking 3802 Lang & Computers 3803 Ethics of Language Technology 3804 AI Models of Language 3902 Lang Endangerment & Death

<b>Advanced</b> 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning	<b>Advanced</b> 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4550 Field Methods 4780 Research Seminar 4998 Research 4999 Thesis Research	<b>Advanced</b> 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4602 Lang & Belonging 4780 Undergrad Research Seminar 4998 Research 4999 Thesis Research	<b>Advanced</b> 4597.02 Lang & the Law 4601 Lang & the Black Experience 4602 Lang & Belonging 5601 Introduction to Sociolinguistics 5901 Introduction to Historical Linguistics	<b>Advanced</b> 4550 Field Methods 4602 Lang & Belonging 4780 Undergrad Research Seminar 4998 Undergraduate Research 4999 Undergraduate Thesis Research	<b>Advanced</b> 4052 Linguistics and the Scientific Method 4597.02 Lang & the Law 4780 Undergrad Research Seminar
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