

Graduate Student Handbook

Department of Linguistics

2025-2026

September , 202

Dear Graduate Students:

Welcome to the University of Oregon Department of Linguistics. This Graduate Student Handbook is designed to make it easier for you to orient yourselves to our department, the university, and the community. The handbook has seven sections:

- The first three sections contain information about the Linguistics Department, Linguistics Faculty and Linguistics MA/PhD degree Requirements.
- Section IV covers the Division of Graduate Studies requirements. Students are expected to satisfy two sets of requirements, one set by the Division of Graduate Studies and one by the Linguistics Department (Section III). Generally, the departmental requirements are more specific to our programs and should always be as strict or stricter than Division of Graduate Studies requirements.
- Section V and VI cover University of Oregon services, particularly, the first steps you need to take to get started as a new graduate student on campus.
- The final section (VII) is included to help you learn how to get around the community, take care of the necessities of daily living, and begin to feel comfortable in Eugene. In addition to this section, feel free to talk with faculty and especially fellow grad students!

We hope that this handbook provides you with some of the information you will need to get started here at the University of Oregon. This information should be combined with meetings with your program advisor, who will help you if you have questions about academic matters not answered in this handbook or in the program orientation session. Questions about day-to-day operations, paperwork, and deadlines should be addressed to the Graduate Coordinator, Lisa Knox Collins. You can reach her by email at lisaknox@uoregon.edu.

Once again, we welcome you to the Linguistics graduate program. We look forward to working with you as you complete your graduate degree.

Nathaniel Sims
Director of Graduate Studies

TABLE OF CONTENTS

Welcome Letter

I. LINGUISTICS DEPARTMENT INFORMATION

Location

Overview of Department

Language Teaching Studies Program

Labs

Library

GLOSS

Travel Approval Procedures & Policies

II. LINGUISTICS FACULTY

III. REQUIREMENTS

Master of Arts

Doctor of Philosophy

IV. DIVISION OF GRADUATE STUDIES

Location

General Requirements

V. UNIVERSITY OF OREGON SERVICES: GETTING STARTED

Orientation

Photo Identification

Class Schedule

Registering for Classes

Variable Credit Courses

Grading Options

Course Authorizations

Information Services/Email Account

Photocopying

Keys

Computer

Mailbox

VI. UNIVERSITY OF OREGON SERVICES: GENERAL

Office of International Affairs

International Student Organization

Grant and Fellowship FAQs

Health Center Services

Department of Public Safety

Knight Library

University of Oregon Bookstore (Duck Store)

Transportation

VII. LIVING IN THE GREATER EUGENE/SPRINGFIELD AREA

Climate

Eugene Airport

Banking

Shopping for Food

Retail

Entertainment

Recreation and Sports

I. LINGUISTICS DEPARTMENT

Location

The Department is located on the first floor of Straub Hall. Our mailing address is Department of Linguistics, 1290 University of Oregon, Eugene, OR 97403-1290. The phone number is (541) 346-3906. Our website is <http://linguistics.uoregon.edu/>. Department office hours are 8:00-12:00 and 1:00-5:00 Monday through Friday. The email address of the Graduate Coordinator, Lisa Knox, is lisaknox@uoregon.edu

Overview and History of Department

The field of Linguistics is the study of patterns found in specific languages with the ultimate goal of explaining why those patterns take the form that they do across all languages. Here at the University of Oregon, we specialize in finding unexpected patterns, both from fieldwork with relatively unknown languages, from experimental or discourse research, usually done with better-known languages, and from data-based research in historical linguistics. Our department as a whole firmly believes that the patterns of language can ultimately be explained with reference to either cognitive functions of communication or to universal pathways in the cultural evolution of grammar, with the pathways of evolution themselves driven mostly by the cognitive functions of communication.

The Department was first constituted in 1978, but Linguistics at the University of Oregon began in earnest in 1981, when Colette Craig, Derry Malsch, and Russ Tomlin recruited Tom Givón to head the fledgling Department. Scott DeLancey was hired soon after, then Doris Payne, and the core of a solid functionalist approach to linguistics was established. Givón's classic volumes, *Syntax: A Functional/Typological Approach* became the blueprint for the foundational training that all graduate students received. That training was filled out with Craig's focus on fieldwork and ethics, Malsch's focus on phonology, Tomlin's focus on empirical foundations of functional theory, DeLancey's focus on semantics, and Payne's focus on discourse and word order universals. Later additions were Katherine Carpenter in first language acquisition in Thai and Indonesian, and Jacqueline Schachter in second language acquisition.

The Department has undergone a number of major personnel changes over the past twenty years. Professor Colette Craig returned to Lyons, France in 1997, Kathie Carpenter transferred to International Studies at UO in 1999, Derry Malsch retired in 2001, and Tom Givón retired in 2002. Jacqueline Schachter, Professor of Linguistics (Emeritus), retired in 2004 and passed away in October 2011, generously bequeathing part of her estate to fund students' work. Sadly, Susan Guion Anderson (second language acquisition, phonetics/phonology), who joined the Department in 1999, passed away in December 2011.

The department now includes Spike Gildea (language description in South America, historical syntax), Melissa Redford (phonetics, child language, psycholinguistics), Vsevolod Kapatsinski (frequency effects in language change, computational learning theory, probabilistic grammar), Mokaya Bosire (Swahili), Julie Sykes (second language teaching and learning), Don Daniels (Papua New Guinea field work), Gabriela Pérez Báez (Zapotec languages, language documentation and revitalization, linguistic rights), Kris Kyle (second language acquisition, corpus linguistics) and Keli Yerian (second language teaching and learning). Joining the department in the last 2 years are Rachel Weissler (raciolinguistics, sociolinguistics,

psycholinguistics), Nate Sims (community-based documentation of Himalayan languages, historical phonology), Guillem Belmar (linguistic minoritization, second language learning), and Nika Jurov (cognitive computational science).
(See fuller descriptions of faculty research areas in Part II.)

Language Teaching Studies (LTS) Program

The M.A. in Language Teaching Studies is an 11-month (four quarter) program designed for the second or foreign language teacher, i.e. the teacher of EFL/ESL (English), JFL/JSL (Japanese), CFL/CSL (Chinese), SFL/SSL (Spanish), etc. One of the primary goals of the program is to prepare leaders in international education and language teaching.

This unique MA program extends beyond the more frequent ESL/TSL focus in TESOL programs by allowing specialization in the teaching of English or any other second or foreign language. This is possible through collaboration with the American English Institute (AEI) as well as other Departments and organizations at the University of Oregon, such as the East Asian Languages & Literature Dept., the Romance Languages Dept., and the Northwest Indian Languages Institute (NILI). The program is particularly sensitive to the changing needs of the language learner in this era of globalization and internationalization. This program does not prepare students for a theoretical linguistics Ph.D. program, particularly at the University of Oregon, and is administered separately from the theoretical program.

Labs

The Department has many labs: the Usage-Based Linguistics Lab run by Vsevolod Kapatsinski; the Language Revitalization Lab run by Gabriela Pérez Báez; the Speech & Language Lab and Phonetics Lab, both run by Melissa Redford; and the Raciolinguistic Emotion Perception (REP) Lab run by Rachel Elizabeth Weissler. Additionally, Julie Sykes and Kris Kyle run a joint lab in the area of second language acquisition. In 2018, the Spoken Language Research Laboratories space was created to host a number of labs from the Departments of Linguistics, and East Asian Languages & Literatures.

Tom Givón Library

Upon his retirement to Emeritus status, Tom Givón generously made a large contribution of books from his personal library to form the cornerstone of the Linguistics Department Library. The library is located in 175 Straub. In addition to Linguistics publications, the library also serves as repository for theses (LING) and terminal projects (LTS).

GLOSS (Graduate Student Organization)

The Graduate Linguists of Oregon Student Society, or GLOSS, was founded in 2000 by Linguistics graduate students. Its mission is to provide for academic, professional, and social development of its members. GLOSS activities focus on the promotion of linguistic research and events at the University of Oregon and the provision for professional representation of graduate linguists. Membership in GLOSS is open to all members of the UO community.

An overview of the activities, responsibilities, and accomplishments to date are:

- Linguistics Colloquium: In coordination with the faculty, GLOSS organizes weekly informal colloquia at which faculty and graduate students present their current research. GLOSS also receives Department funds to invite several outside speakers each year.
- Workshops: GLOSS organizes additional workshops with our invited speakers.
- Yearly incoming graduate student orientation.
- Representation on non-evaluative faculty meetings.
- Organizing social events.

Travel Approval Procedures and Policies

Graduate Students

The Department often has some monies for graduate student travel to help defray some costs for travel to a research site or a conference or, in special cases, for other research purposes. If the student is traveling to a conference, then the student must be presenting, with the paper/poster already accepted prior to application for travel funds. If the student is traveling to a research site, or applying for funds for other research purposes, then prior to application, the research project/site must be approved by the faculty advisor. A graduate student may submit multiple requests in a given year but the total amount of funding available per student is \$750/year.

The current maximum awards are as follows (always subject to available funds):

- \$300 to West Coast
- \$450 to other North American destinations
- \$600 for travel outside of North America
- \$500 for research expenses unrelated to travel

Specific Approval Procedures

When planning a professional trip, Graduate students may apply for travel funds through the Graduate Travel/Research Fund Committee. To apply, the traveler must submit a copy of each of the following to each member of the Graduate Travel/Research Fund Committee and the department manager.

For conference travel:

- Title and location of conference
- Title and abstract of the paper/poster
- Evidence that the paper/poster has been accepted (i.e., acceptance notification of conference with the student's name listed)
- Student email address
- The travel approval form available at <https://humanities.uoregon.edu/linguistics-graduate-student-travel-approval>

After the travel funds have been approved, the Department Manager will submit for final approval to the Department Head. Following travel, you will submit all reimbursable receipts to the Department Manager.

**Contact Madi Collins to determine which faculty currently serve on the committee.*

For research funding, the student must submit the research approval form available at <https://humanities.uoregon.edu/linguistics-graduate-student-research-approval>

II. FACULTY OF THE LINGUISTICS DEPARTMENT

Guillem Belmar Viernes (PhD, University of California, Santa Barbara) Guillem's research focuses on understanding the dynamics of linguistic minoritization and the ways in which different communities maintain or revitalize their languages. Guillem has worked on several minoritized languages in Europe, including his home language Catalan, as well as with languages of Mesoamerica. Guillem is currently engaged in community-based language documentation and creation of language learning materials for Mixtepec Mixtec and Comachuén P'urhépecha, both in Mexico and across diaspora communities in the US. Guillem has taught undergraduate level courses in many different areas of linguistics, including Phonetics, First Language Acquisition, and Intercultural Communication. He has extensive experience in language teaching (and learning!). In addition, Guillem has experience in translation and interpretation and is a founding member of JSILO (Justicia Social de Intérpretes de Lenguas Originarias), a collaboration between university researchers, Mixtec interpreters, and medical students in California.

Mokaya Bosire: Senior Instructor, at the University of Oregon since 2012. Bosire is fascinated by Language in general but is particularly interested in looking at the interplay between language and society, how different languages and varieties of language develop, the differential status accorded them, their maintenance, shift and sometimes, death. His primary research interests have concentrated on the structure and sociology of language contact outcomes, specifically mixed/hybrid languages, code switching, urban vernaculars and languages in the diaspora. His most recent research has focused on two areas: the emergency of *Sheng* — a mixed language in Nairobi, and Kiswahili, — its growth and spread as a lingua franca in East Africa and its pedagogy and use in the diaspora. His work in teaching Kiswahili as a foreign language has inevitably led to studies in second language acquisition and research.

Don Daniels: Associate Professor at the University of Oregon since 2018. Daniels researches the languages of Papua New Guinea and has been visiting PNG for fieldwork since 2006. There are two main aspects to his work. The first is describing the structure of languages that, in most cases, have never been described by a linguist before. This involves conducting elicitation, making recordings, and analyzing the languages at various levels, from their sound systems to their vocabulary and grammar. Daniels has written basic descriptions of six languages so far and is currently working on three more. The second aspect is discovering how Papuan languages diverged. He compares the structure of related languages and figure out what their common ancestor must have been like.

Scott DeLancey: Professor emeritus, at the University of Oregon since 1982. Scott DeLancey's research activities center on the intersection of several areal and theoretical topics. Areally, his

work is centered on the study of languages of South and East Asia, particularly the Tibeto-Burman family, and of western North America, particularly the Penutian stock. DeLancey's research also addresses several typological/theoretical issues related to the relation between linguistic function and linguistic form. He has published extensively on aspects of the functional theory of syntax, particularly on grammaticalization and issues surrounding the semantics and syntax of case, and on the cross-linguistic typology of various grammatical categories (e.g. ergativity, inverse marking, evidentiality).

Spike Gildea: Professor, at the University of Oregon since 2000. His primary interests are documentary fieldwork, historical syntax, and historical/functional phonology. He has been working in South America with languages of the Cariban family since 1988, when he began fieldwork on Panare in Venezuela. A good understanding of historical syntax can only come from a good understanding of typology, and his focus in typology has been on the evolutionary connection between voice and alignment systems. He is increasingly excited at participating in the growth of a functional theory of phonology that could share many (and maybe all) of the foundational presuppositions that underlie our functional theories of morphosyntax.

Tom Givón: Professor emeritus, at the University of Oregon since 1981. His work covers many language areas (Semitic, African, Amerindian, Austronesian, Papuan, Sino-Tibetan, Indo-European), as well as many areas of theoretical linguistics: (syntax, semantics, pragmatics, second language acquisition, pidgins and creoles, discourse and text linguistics, methodology and philosophy of science, philosophy of language, typology and language universals, grammaticalization and historical syntax, cognitive science, language evolution). He is one of the founders of "West Coast Functionalism", today classified as a usage-based model of language, and of the linguistics department at the University of Oregon. Givón advocates an evolutionary approach to language and communication.

Nika Jurov (PhD, University of Maryland) Assistant Professor at the University of Oregon from 2025. Nika's research is oriented around computational cognitive science with primary focus on speech perception. Her research methodology involves computational tools, such as neural networks and Bayesian modeling, and theory coming from various disciplines (linguistics, psychology, neuroscience, computer science) to explore, characterize and explain various cognitive mechanisms. In particular, her interests have been in both examining adult listeners as well as perception in development. Nika will be joining University of Oregon after a research position in Frankfurt at FIAS, where she is working on modeling active attention mechanisms in bats.

Vsevolod Kapatsinski: Professor and Department Head, at the University of Oregon since 2009. His research focuses on identifying the characteristics of units and generalizations that language learners extract from the language they hear, the biases that language learners bring to the task, and the way the acquired units and generalizations are used in processing. He uses experimental, corpus-analytic, and computational methods to address these questions. Much of his experimental work uses miniature artificial languages, which allow for complete control over the properties of the language and the training task and facilitate modeling by enabling him to expose the human language learner and the model to the same data. To increase ecological validity, the experimental studies are supplemented by analyses of spontaneous linguistic behavior as recorded by natural language corpora.

Kris Kyle: Associate Professor and Director of Graduate Studies, has been at the University of Oregon since 2019. Kris' research interests include second language acquisition, second language writing, corpus linguistics, computational linguistics, and second language assessment. In particular, his research investigates lexicogrammatical development in second language users. His work also involves the development of natural language processing tools that are used to test and build theories related to second language acquisition and second language writing development (usually using learner corpora).

Doris Payne: Professor emerita, at the University of Oregon since 1987. Doris Payne's research has focused on morphology, syntax and semantics of little-studied languages, from typological, functional, and cognitive perspectives. One long-standing focus has been on word order, with a special attention to verb-initial languages and those where order of major constituents is primarily based on cognitive-pragmatic factors such as identifiability and contrastive focus. Principal language areas have included (but are not limited to) South America and East Africa. Ongoing language documentation projects include descriptive grammars and lexicography and text databases.

Gabriela Pérez Báez: Associate Professor at the University of Oregon since 2018. Pérez Báez has conducted research on Zapotec languages since 2002. She has devoted much of her work to studying factors of language maintenance and endangerment with a focus on the impact of migration in the community of speakers of San Lucas Quiaviní Zapotec and the influence its mirror community in Los Angeles, California has on the survival prospects of this language. She is heavily engaged in language documentation and is writing a dictionary of Juchitán Zapotec. In addition, Pérez Báez is engaged in the description of the semantics of spatial language in this variety of Zapotec, and its correlates in cognitive spatial reasoning.

Melissa Redford: Professor and Department Head, at the University of Oregon since 2002. Her research focuses on language production, especially on the process from sound pattern retrieval to articulation and pursuing several general questions that arise from this focus. For a number of years, her research strategy has been to focus on speech and language phenomena related to the syllable—a fundamental unit in theories of language production and representation. Her current work is aimed at extending these inquiries to include larger prosodic domains. Overall, her work contributes to our understanding of the representations used in speech planning, how speech timing is achieved, and the phonetic bases of speech segmentation.

Nathaniel Sims (Ph.D. University of California Santa Barbara): Assistant Professor at the University of Oregon as of 2023. Dr. Sims' research is focused on languages of the greater Himalayan region, especially those spoken in Sichuan, China. Since 2006, he has studied with and worked with native speakers of Rma (also called Qiang), a minoritized language of the eastern Himalayan region. He has conducted collaborative work on language documentation, archival, and revitalization. His interests are broadly phonology, morphology, and historical linguistics. He is especially interested in how the description and analysis of understudied languages contribute to linguistic typology and also methodological issues in historical-comparative linguistics.

Julie Sykes: Professor, at the University of Oregon since 2013. Her research focuses on second language acquisition, specifically the teaching and learning of Interlanguage pragmatics. She is especially interested in the application of innovative instructional interventions, such as

synchronous computer-mediated communication, augmented reality (AR), and digital games and simulations to the learning process. Overall, her work addresses ways in which the instructional and/or learning process can be enhanced to include second language pragmatic competencies. She also works as the UO Resident Scholar and the Director of the Center for Applied Second Language Studies (CASLS) at UO.

Cynthia Vakareliyska: Professor emerita, at the University of Oregon since 1994. Her research looks primarily to features of Slavic and Baltic languages as potential sources of information about linguistic processes and language change. She collects data through field research and archive research in Bulgaria, Poland, Lithuania, and Russia. Her synchronic research focuses on modern Bulgarian syntax, and in particular on a recent borrowed grammatical construction from English, the [N[N]] phrase. A large part of her research has focused on medieval Bulgarian, Serbian, and East Slavic gospel manuscripts and calendars of saints, as sources of evidence about (a) the features of the 14th-century Bulgarian spoken vernacular and (b) the methodologies that were used in the medieval Slavic scribal tradition for compiling a single manuscript text by patchworking together separate textual traditions. Another current research project is on the phenomenon of self-identification with more than one language and culture by members of multilingual ethnic/confessional minorities.

Rachel Elizabeth Weissler (Ph.D. University of Michigan): Assistant Professor, Director of Undergraduate Studies, at the University of Oregon since 2023. Dr. Weissler is a raciolinguistic emotion perception researcher and African American English scholar. She uses experimental methods from sociolinguistics and psycholinguistics. She has a Black Studies affiliation, is a co-director of the Umoja Black Scholars Academic Residential Community, and a co-director of the Black Strategies Group.

Keli D. Yerian: Senior Lecturer II, Director of Language Teaching Studies MA Program, at the University of Oregon since 2007. She has been a researcher and teacher in Linguistics and ESL/EFL for 20 years. Her research interests are in language and interaction, most specifically in the use of gesture in both L1 and L2 speakers. Other teaching-focused research interests include the goals and experiences of L2 speakers in US teacher training programs, and the use of graphics in course materials. She has taught ESL/EFL in the US, Europe, and Africa, and has extensive experience teaching in both undergraduate and graduate university programs. Before joining the University of Oregon, she taught graduate level courses and ran workshops for both students and teachers-in-training at Stanford University.

III. REQUIREMENTS

Master of Arts: General Linguistics

We do not currently offer admission into the General Linguistics M.A. program. However, the program is available for existing students.

The Master of Arts (M.A.) program in linguistics requires substantial course work in language structure, function, and use. Students with second language acquisition and teaching (SLAT) interests take most of their elective courses within the SLAT curriculum; other students may pursue a variety of electives in both linguistics and related disciplines. The Language Teaching Studies M.A. degree has different requirements and prerequisites (see LTS handbook).

Prerequisites In consultation with their advisor and the instructor of the course, students may be required to take and pass (with grades of B- or better) certain prerequisite courses (typically an Introduction to Linguistics course, LING 351 Analytical Methods in Morphology and Syntax, and LING 511 Phonetics).

Degree Requirements The master's degree requirements include 28 credits in core courses, and a total of at least 47 credit hours. No course with a grade lower than B- may be used to satisfy degree requirements.

Core Courses	28 credits
LING 550	Introduction to Phonology
LING 551	Functional Syntax
LING 507/607	One seminar*
LING 614	Linguistics Theory: Phonology
LING 615	Linguistics Theory: Syntax
LING 616	Linguistics Theory: Semantics

* May be taken in a different department with advisor approval

Electives Students are required to take an additional 20 graded elective credits in graduate-level courses chosen either from linguistics or from relevant related disciplines. These elective credits should be chosen in consultation with the departmental graduate advisor and the members of the Linguistics Department faculty.

Second-Language Requirement Candidates for the M.A. are required to have completed at least two years of college-level study of a second language during the previous seven years. At the M.A. level, any second language is acceptable, including English for an international student whose first language is not English. It should be noted that the M.A. language may count toward the two language requirements for the Ph.D. program if the language is used as a research language (see Ph.D. requirements).

M.A. Thesis Students in good standing in the program may complete the program by writing an original M.A. thesis. It is the responsibility of the student to form an M.A. thesis committee consisting of two faculty members who share equal responsibility for directing the thesis, and

who indicate their willingness to serve on the committee by signing a standard form, available in the Department office. If changes in committee membership become necessary, the student is empowered to change the constitution of the committee by simply invalidating the form for the existing committee and submitting a new form with the signatures of the two faculty members who agree to serve on the new committee. For the M.A. degree to be granted, both members of the committee must approve the thesis, and the main content of the thesis must be presented at a Departmental colloquium.

Students who elect not to write a thesis, or who are unsuccessful in forming a two-member M.A. thesis committee, may complete the degree by taking an additional eight hours of approved courses (beyond their elective credits).

Doctor of Philosophy: General Linguistics

The Doctor of Philosophy (Ph.D.) program in linguistics is individually tailored to meet the needs and professional goals of the student, drawing strong interdisciplinary support from related fields at the university. These fields may include—but are not limited to—anthropological linguistics, cognitive science, communication disorders and sciences, discourse and text analysis, English linguistics, first- and second-language acquisition, language-data processing, neurolinguistics, and sociolinguistics.

Doctoral Advisor The Department Head appoints a doctoral advisor for each student upon admission to the Ph.D. program. Upon mutual agreement, students may change advisors, though it is worth considering that this might introduce delays into their degree progress. Talk with the Director of Graduate Studies if you are considering such a move.

Required Courses Students must complete at least 32 credits of graduate courses at the University of Oregon after commencing the Ph.D. program. The coursework must be approved by their doctoral advisor. Even those students who have already earned an M.A. degree are typically expected to complete all of the M.A. degree requirements at the University of Oregon as part of the normal progress toward the Ph.D.

The required courses for the Ph.D. degree are (a) **two** of the three: LING 614, 615, and 616, together with their prerequisites (LING 511, 550, 551, and 535 if deemed necessary by the student's advisor and approved by the Department's Director of Graduate Studies); (b) two of LING 507, LING 607 and/or equivalent seminar courses; and (c) three courses in research methods.

For each student, the specific course requirements in (b) and (c) are to be determined by the student's advisor and Department's Director of Graduate Studies, as are all other courses required for the Ph.D. No course with a grade lower than B- may be used to satisfy degree requirements.

Language Requirements Students in the Ph.D. program must demonstrate proficiency, either by examination or through coursework, in a language other than their native language, equivalent to two years of college classroom instruction. English can satisfy this requirement for students who are not native speakers of English. In addition, the student must demonstrate either 1) proficiency in an additional 'research language', or 2) statistics and/or programming equivalent to a year of

graduate study. Research languages are meta-languages through which a researcher gains access to subject matter in linguistics or gaining access to the field site (a language for research). Traditionally, library languages, such as French, German, Russian, or Chinese, meet this requirement well. A research language could also be a language which is used to gain access to the field, such as Tagalog would be for field work in the Philippines. Knowledge of a language which is the object of the student's study will not satisfy this requirement. Statistics and programming classes used to satisfy this requirement are in addition to coursework used to satisfy the research methods requirement and cannot be used for that purpose.

Forming an advisory committee

Every PhD student should form an advisory committee of faculty in consultation with their advisor. The committee should consist of three faculty members from within the department who could be core members of a dissertation committee (i.e., tenure-track faculty within the department). Other faculty members (within the department or from elsewhere) may be added as additional members.

For those forming a dissertation committee, this is the default advisory committee (Of course a dissertation committee must have four members, three of whom must be from within the department and one of which must be from outside of the department.)

For those who are not yet at the point of forming a dissertation committee, this committee is of faculty who are likely to be on the dissertation committee or to be among the preferred pool from whom Qualifying Paper reviewers might be drawn. The committee members may be changed from year to year as the student's area of specialization evolves.

The committee is expected to meet annually with each student beginning in either the Spring of the student's first year or the Fall of their second year. This forum allows the faculty to provide feedback and remain informed about students' progress and ideas. At this meeting, the student presents goals/plans/progress on projects and raises any questions or concerns. After the meeting, the student writes a short summary of meeting outcomes (e.g. a "to do" list) and circulates this to the committee with a copy to the Director of Graduate Studies and to the Graduate Coordinator.

Second-Year Review

1. By the end of a doctoral student's second year, he or she shall be given a review by the faculty members at a Department meeting. Materials are to be submitted to the Graduate Coordinator by mid-April (specific date to be announced each year). Materials submitted by the student to the Department for this review must include the following: a) a report that includes a research plan for the next year's course work, potential topics for the two qualifying papers, and any other details worked out in consultation with the student's advisor; and (b) written evidence of research progress and scholarly potential, such as a substantive term paper or revision of a term paper that demonstrates excellence of original research, or a Linguistics Master's thesis.
2. Following review of these materials, the faculty decides either to *accept* or *deny* the student for continued study in the Ph.D. program. In some cases, a probation year may be granted for a student's third year of study; the review process is repeated at the end of the third year with an *accept* outcome the only possibility for continued study.

3. As soon as possible after completion of the review, a letter to each graduate student under review is issued by the DGS informing the student of his or her status and, in the case of a one-year probation, specifying the conditions that must be met for a successful outcome during the additional third-year review. The language of the probation conditions is drafted by the student's doctoral advisor and the DGS. The DGS may also meet with any students who are denied continued study or who are granted probation.

Students who do not pass their second-year review will be recommended for dismissal to the Division of Graduate Studies.

Graduate Employment and Annual Review

Qualified applicants for graduate admission are automatically considered by the Department for a GE position in the Department of Linguistics and need not apply for it separately. Information about the availability of positions for the upcoming academic year will be shared with continuing graduate students in the following ways:

An e-mail will be sent to all graduate students each spring informing them of the procedure for applying for a GE position for the first time, for the following academic year. Graduate students apply for GE positions by submitting the following: an annual review statement that clearly indicates anticipated date of graduation (term/year) and progress towards degree completion; a C.V.; and an addendum that states the titles, terms and years of the courses the GE has taught in the past at UO, if any. If desired, the applicant may also indicate which courses they would like to teach in the next year. These materials will be due at the end of week 1 in the spring term. Graduate employment policies for the Linguistics department are outlined in detail in the GDRS, which can be found on the Linguistics website.

Doctoral Examination

Definitions:

1. *QP Coordinator*: The department-assigned faculty member who coordinates the QP process for all PhD students
 2. *QP Supervisor*: The faculty member who supervises the development of the research and approves the manuscript (sometimes this person is the doctoral advisor)
 3. *QP Reviewers*: The individuals assigned by the QP Coordinator to serve as independent members of the student's QP committee
 4. *Doctoral advisor*: The students departmentally assigned/approved/agreed-on academic advisor
- a. ***QP requirements***. The doctoral examination in the Department consists of two original publishable papers, of substantial length and quality, in different subfields of linguistics (QPs). The term "different subfields" may include two different methodological approaches to a single broad topic. Acceptance of a QP indicates that the review committee has deemed the paper to constitute sufficient evidence for the student's readiness to perform PhD-level research and write a dissertation (the 'readiness standard'). The QP is not required to be accepted for publication by the venue and may be submitted to a non-refereed venue.

An unmodified M.A. thesis cannot serve as one of the QPs. A QP may be, however, a publishable expansion or revision of an M.A. thesis or publishable term paper written for a course conducted by any faculty member in the Department or, where deemed reasonable, for a course conducted by a faculty member outside the Department. The QP may be written under the supervision of either (a) the student's advisor or (b) another faculty member, in consultation with the student's advisor, who approves the topic and the final version. The QP supervisor often is, but does not have to be, a co-author on the paper.

QPs can be co-authored with other students. However, the student submitting the paper as QP must be the first author of the paper, and the contribution of other student(s) must be limited to technical assistance with some aspects of the analyses that do not fall within the research specialization of the student submitting the QP.

On submitting each QP to the QP coordinator, and after consultation with the student's advisor, the student indicates in a cover note or e-mail to the QP coordinator the intended publication venue for the QP and, in the case of co-authored QPs, the contribution of each co-author to the paper. In reviewing the QP, the QP committee members may recommend a different venue based on the content of the QP.

Submission of both QPs for publication is required before the student can advance to candidacy. Before applying to the Division of Graduate Studies for advancement to candidacy, the student must submit to the QP coordinator either (a) his or her cover letter to the venue to which each of the two QPs was sent, or (b) in the case of invited publications, the invitation letter. The publishing venue may be a refereed journal, a refereed or non-refereed conference proceedings volume, an online publication, or another venue. While submission of each QP to a publishing venue is required for advancement to candidacy, acceptance for publication is not a requirement.

b. ***QP committee composition.*** A committee of three faculty members is drawn up to review each QP. The committee is composed of two faculty member reviewers and the student's doctoral advisor. In cases where the QP supervisor is not the student's doctoral advisor, the doctoral advisor will be one of the two reviewers and the QP supervisor will be the third member of the QP committee. The advisor sits on both of an individual student's committees, whereas at least one of the two faculty reviewers would normally serve on only one of the two QP committees. One of the two faculty members on the committee may be from another Department, where appropriate. At least one of the QP reviewers must not be a co-author of the QP at the time of the QP's submission to the committee. One QP reviewer may be a co-author of the QP as long as they have not contributed to the writing of the manuscript prior to its submission for review.

c. ***QP coordinator and reviewers.*** The QP should not be submitted to the QP Coordinator until the manuscript is perfectly edited for writing, references, citation, formatting, etc. It is **required** that the student attain permission from the QP Supervisor (sometimes this person is the doctoral advisor) before submitting to the QP Coordinator. The QP coordinator receives QPs submitted by the graduate students, selects reviewers for the QP in consultation with the QP Supervisor, sends the QP to the reviewers, sets a deadline for review (generally four weeks), reminds the reviewers of the deadline (a week in advance), receives the reviewers' comments and decisions, sends a summary of the comments and decisions, together with the reviewers' specific comments, to the QP Supervisor and the student (with copies to the student's doctoral advisor), resolves disputes in cases of intractable disagreement among members of the QP committee (i.e.,

the QP reviewers and the QP supervisor), and notifies the Department when the QP is submitted and when it is accepted by the reviewers.

d. Procedures and timeline

The student submits a QP to the QP coordinator after completing a finished draft that has received approval of both the QP's supervisor, and his/her doctoral advisor. The QP coordinator then selects reviewers for the QP, in consultation with the student's doctoral advisor. Agreeing to serve as a QP reviewer constitutes agreement to submit a decision within four weeks of receiving the QP and a cover letter with all required information (the intended place of publication and co-author contributions). Three weeks after a reviewer receives the QP, s/he is reminded about the impending deadline by the QP supervisor. If the reviewer does not submit a review within a week after receiving the reminder, the QP is considered to be acceptable to the reviewer.

A QP should normally not be published or accepted for publication prior to being submitted for review. Such 'unpublished' QPs will undergo a two-stage review process. QPs that are published or have been accepted for publication will only undergo the second stage of this process, resulting in an accept or reject decision. Note that acceptance for publication does not mean that the paper meets the readiness standard. A published QP may nonetheless be deemed not to meet the readiness standard and be rejected.

Each QP reviewer makes one of three decisions: reject, accept, or revise-and-resubmit. A 'reject' decision at this stage indicates that the reviewer considers the QP to both fail the readiness standard in its current form, and to be so flawed as to be unlikely to meet this standard upon revision. An 'accept' decision means that the QP meets the readiness standard. A 'revise-and-resubmit' decision means that the paper does not yet meet the readiness standard but may meet it if appropriately revised. A revise-and-resubmit decision must be accompanied by a list of revisions that the reviewer considers necessary for the paper to meet the readiness standard upon revision ('required revisions'). All decisions must be accompanied by a review documenting the reason(s) for the decision. A revise-and-resubmit decision constitutes agreement to review the revision. Accept and reject decisions should be accompanied by a statement regarding whether the reviewer would be willing to review a revision.

All reviews are submitted to the QP coordinator, who writes a summary of the reviews and forwards that summary and the reviews to the student, their advisor and the QP supervisor. The student's advisor and the QP supervisor then have the option to call for a meeting with the QP coordinator and any reviewers to discuss the required revisions and/or the decision on the paper. The student may be invited to participate in discussing required revisions but does not participate in any discussion of the accept/reject/revise-and-resubmit decision. However, ultimate responsibility for the list of revisions required by a QP reviewer rests with the QP reviewer in cases of disagreement.

If the QP receives at least one revise-and-resubmit decision from a reviewer, the student is required to revise and resubmit the paper. The resubmitted paper must be accompanied by a cover letter responding to each point on the list of required revisions submitted by each reviewer. While the revised manuscript is not required to fully comply with the list of 'required revisions', it is the responsibility of the student to convince the QP reviewers that any departures are appropriate.

Following resubmission, the paper moves into the ‘second stage’ of review. The QP coordinator sends the revised paper and the cover letter to all reviewers who have rendered a revise-and-resubmit decision or indicated willingness to review the paper again. In this stage, the paper – in combination with the cover letter – is either accepted (if it meets the readiness standard) or rejected (if it does not). No further revisions can be required. All ‘reject’ decisions need to be accompanied by a written justification detailing the ways in which the QP and the cover letter fail to address the concerns raised in the original list of required revisions. Like original submissions, resubmissions must be reviewed within four weeks or assumed to be accepted by the reviewer. The QP coordinator shall remind a reviewer of the impending deadline a week in advance.

If a QP is rejected by both reviewers, it is rejected by the QP committee and the decision is forwarded by the QP coordinator to the student’s advisor and the student. If it is rejected by only one reviewer, the decision is forwarded by the QP coordinator only to the student’s advisor, who may then call for a meeting of the QP review committee to discuss the decision. The student cannot be present at this meeting. In cases of intractable disagreement between a QP reviewer and the student’s advisor regarding the decision, the disagreement is resolved by the QP coordinator. When the QP coordinator is the student’s advisor or the QP supervisor, the disagreement is resolved by the department’s director of graduate studies. If that person is also the QP supervisor, the student’s advisor or the QP coordinator, the disagreement is resolved by the department head.

In the event that both reviewers reject a QP, the student may submit a substitute QP, with the approval of the doctoral advisor. Except by petition to the faculty and faculty approval, there may be no third submission of a QP.

Advancement to Candidacy

Upon completion and documented submission to a publisher of both QPs, and completion of all required course work and research language requirement, the student advances to candidacy for the PhD degree. The student and the Department must electronically submit the advancement to candidacy to the Division of Graduate Studies for approval. More information can be found in section 9.0 Satisfactory Progress Toward the Graduate Degree of the GDRS which can be found on the Linguistics website.

Doctoral Committee and Dissertation

The doctoral committee must include at least three Linguistics faculty members and one outside member (a UO faculty member external to Linguistics), and must be either chaired or co-chaired by the student’s doctoral advisor in Linguistics. A dissertation prospectus must be submitted in writing to, and approved by, the doctoral committee before the writing of the dissertation commences. It is critical to have a committee on file with the Division of Graduate Studies at least six months prior to the oral examination of the dissertation. The Ph.D. will be granted upon completion of the preceding requirements, the writing of an original dissertation acceptable to the doctoral committee, and an oral examination on the dissertation.

Petition Departmental Requirement

In order for students to request an exception to a departmental requirement, they must first inform their advisor of the proposed change, providing a rationale (ex: substitution of a required course). After receiving permission from the advisor, the request shall be forwarded by the student to the Director of Graduate Studies for approval (copying the advisor). At the discretion of the Director of Graduate Studies, the request may be brought to the faculty for final consideration. The student will be notified of the decision to approve or reject their request by the Director of Graduate Studies. Students are responsible for forwarding the final decision to the Graduate Coordinator to be included in their academic record.

IV. DIVISION OF GRADUATE STUDIES

Location

The Division of Graduate Studies is located on the ground floor of Susan Campbell Hall. The mailing address is 1219 University of Oregon, Eugene, OR 97403-1219. The phone number is (541) 346-5129. The website is <https://graduatestudies.uoregon.edu/>. Office hours are 8:00-12:00 and 1:00-5:00 Monday through Friday.

General Requirements

In addition to meeting the Linguistics Department requirements, students must also meet the Division of Graduate Studies requirements. On the Division of Graduate Studies website, you will find general information as well as forms. All forms must be completed online and then printed. The Division of Graduate Studies will not accept handwritten forms. The Division of Graduate Studies has deadlines and requirements pertaining to graduation, grades, incompletes, and continuous enrollment under Division of Graduate Studies Policy and Procedures here <https://graduatestudies.uoregon.edu/academics/policies>. All graduate students are expected to be aware of the policies and follow them. Be aware that they may change from year to year.

V. UNIVERSITY OF OREGON SERVICES: GETTING STARTED

Upon arrival at the University of Oregon, new students should visit the Graduate Coordinator for the Linguistics Department, Madi Collins, who will answer questions regarding administrative aspects of the program. The Director of Graduate Studies, Volya Kapatsinski, is always available to answer academic questions.

Orientations

International Student Orientation (ISO) is mandatory for new international students. It will cover many important topics and you will have a chance to get acquainted with the campus, learn about the student services available, take the AEIS (Academic English for International Students) and math placement tests, meet with an Academic Adviser, register for classes, and much more. Dates and times are available on the Division of Global Engagement website.

New Graduate Student Orientation: Fall Term

This orientation provides you with an opportunity to meet other new graduate students and find out about academic requirements, computing services, the University of Oregon Knight Library system, the student health system, and other resources for graduate students. The date and time of this orientation is available on the Division of Graduate Studies website.

Incoming students also meet with the Department's Director of Graduate Studies during Orientation Week.

GLOSS Orientation

GLOSS coordinates an orientation for the new graduate students in Linguistics. The GLOSS representative will discuss the organization and how you may become a member. This orientation date and time will be announced.

Day of Teaching

Incoming graduate students who serve as GEs in the department will be required to attend the Day of Teaching, held during the week preceding the beginning of Fall term classes. The department will attempt to provide linguistics-specific instruction on the Day of Teaching or an adjacent day when staffing is available to supplement programming offered by the Teaching Effectiveness Program. When linguistics-specific training is not available, incoming students will still attend the programming offered by the Teaching Effectiveness Program.

Photo Identification Office

The University of Oregon requires that students obtain a student identification card. This photo ID allows students access to University services, such as the Knight Library system. In addition, the University of Oregon ID can be used to ride the city bus (LTD) for free. For more information on how to obtain a card, go to the University of Oregon ID card office located in Erb Memorial Union (EMU) on the ground floor, visit online at <https://emu.uoregon.edu/card> or call (541) 346-3113.

Class Schedule

A new schedule of classes is available two weeks prior to registration each term. The schedule lists courses offered for the term and describes registration procedures. You can obtain the schedule at <http://classes.uoregon.edu/>.

Registering for Classes

A registration period takes place before the start of classes each term and the dates are published in advance. Students are not officially registered and are not entitled to attend classes until they have completed the registration procedures. It is highly recommended that students meet with their program advisor before registering for classes. DuckWeb is the University system for class registration, and it is located on the University homepage or (<https://duckweb.uoregon.edu/>). DuckWeb requires the 95- number and a Personal Access Code (PAC number).

Your 95 - number and PAC # are available in the “Status Update” section of your [application status portal](#).

When you log on to DuckWeb for the first time, you will have to supply a personal security question and answer in case you forget the PAC number. If you have any problems, contact the Registrar’s office at (541) 346-2935.

Variable Credit Courses

When students register for a course that is offered for variable credit, DuckWeb automatically selects the lowest credit. Students need to obtain instructor and/or Departmental approval before changing variable credits.

Change variable credits in DuckWeb (from "Student Menu," go to "Registration Menu" —> "Change Variable Credit/Grading Option"). A link to this option also appears at the bottom of many of the DuckWeb registration screens.

Grading Options

Courses are offered as *Graded only*, *Pass/No Pass only*, or *Optional Grading*. Grading options for each course are listed in the class schedule. Some courses require that majors take the course for a grade while allowing non-majors a choice of grading options.

DuckWeb does not enforce the major grading option. It is the responsibility of the student to register for the appropriate major grading option requirement.

DuckWeb automatically selects the graded option on courses with *Optional Grading*. Students who want to take a course *Pass/No Pass* need to change the course once they are registered in the course.

Course Authorization

Some courses require instructor consent. The [authorization form](#) is available on the Linguistics Department Website. Send an email with the template information to the instructor and cc the Graduate Coordinator to gain approval. You will receive an email when the preauthorization has been cleared and you may register.

Information Services/Email Account

Information Services has a help desk located at 068 Prince Lucien Campbell (PLC)

1415 Kincaid Street. Information Services staff are available to assist students in obtaining an email account. More information can be found at <http://is.uoregon.edu/>.

Official correspondence will be sent to your uoregon.edu email account. You are responsible for staying current with this account. Current policy is that the account will be closed in the term following graduation or leaving the program.

Photocopying/Printing

There are several places where students can make copies. Copiers are located throughout the Knight Library, and copies can be paid for with coins or by inserting a University of Oregon ID card. Copiers are also located in the EMU Copy Center as well as FedEx/Kinko's, located at 1265 Willamette Street.

Poster printing for conferences is available through the College of Design's Technology Services: <https://blogs.uoregon.edu/designtech/eugene-output-room/submitting-jobs-for-print/>

Keys

Contact Sierra Jager (sierraj@uoregon.edu) for key requests. Graduate students are issued key codes to enter the Linguistics Department office.

Computer

There is a computer for all graduate students to use on a drop-in basis located in the Linguistic Department office, 161 Straub.

Mailbox

A mailbox will be issued to each graduate student upon arrival. The mailboxes are located in the Linguistics Department front office.

VI. UNIVERSITY OF OREGON SERVICES: GENERAL

Division of Global Engagement

The Division of Global Engagement assists international students and faculty members who are teaching and studying at the university. Individuals from other countries are invited to inquire at this office for information about admission, housing, United States immigration regulations, visas, employment opportunities, and scholarship aid. The Division of Global Engagement offers academic and personal counseling and helps students adjust to life in this country. It also coordinates the International Friend Program, which introduces international students to local families. Their office is located in Room 300 W Oregon Hall and may be reached by telephone at (541) 346-3206 or you may visit their website for further information at <http://international.uoregon.edu/>.

International Student Organization

The Associated Students of the University of Oregon (ASUO) is the recognized representative organization of students at the university. Its network of agencies, activities, and programs serves student needs and interests. The ASUO gives students the opportunity to plan and direct their own programs, to become involved in every aspect of university life, and to influence the decisions that affect the quality of education and student life at the university. Students who pay incidental fees are members of the ASUO. You may find a student union organization for your particular country or region if you visit <http://asuo.uoregon.edu/> or you may visit the ASUO office located in the EMU to learn more.

Grants and Fellowship FAQs

I plan to apply for a fellowship. Where do I start?

- Please contact CAS Grants Pre-Award at casgrants@uoregon.edu, preferably eight or more weeks prior to the sponsor due date. Please include a link to the guidelines and the name of your Ph.D. advisor in your email message. A Research Administrative Coordinator (RAC) will review the fellowship guidelines to determine next steps.

I have a new award, where do I start?

- Reach out to CAS Grants Pre-Award at casgrants@uoregon.edu and a RAC will help facilitate setting up this award with UO.
 - If you did not work with the CAS Grants Pre-Award to submit the application, please contact them ASAP and note that in your email.

How do I set up insurance?

- To request GTFF insurance eligibility, complete the Info Release Form (only the first time): https://oregon.qualtrics.com/jfe/form/SV_eh2XzBvKEkyGTjf
 - Your grants coordinator will fill out the index for this to be billed to each term.

What are my financial responsibilities?

- You are responsible for \$61 in UO fees each term.
 - Please make sure to prioritize making this payment, as any late charges on that portion we cannot have removed. · You will be responsible for the monthly premium per the GTFF insurance.

How do I deal with balances on my account?

- During the first 2 weeks the RAC and student billing will be processing your account. If your term payment of \$61 was made, you should not encounter any issues. Please check your account by week 3, and if the payments have not been processed, please let your RAC know. We will get this fixed, and any late charges associated with it will be removed.

Who do I reach out to if I have questions or concerns on my fellowship?

- ASU 4: asu4postaward@uoregon.edu

How do I set up travel or make an allowable purchase?

- Please contact your RAC as they will be able to assist you with the correct process for your fellowship. The process may differ based on the funding source. The RAC will assist in making sure the process is done correctly and in-line with your award.

If you have any questions or concerns on your awards, please reach out to the emails above and a RAC will assist you.

Other resources:

[OVPRI FAQ for Graduate students](#)

[Grad School Scholarships, Fellowships & Awards](#)

[List of Pre-Approved fellowships for institutional support](#)

Health Center Services

The Health Center at the University of Oregon is located at 1590 East 13th Street, across the street from Oregon Hall. This facility offers general health services such as medical and dental to students. For more information you may visit <http://healthcenter.uoregon.edu/>.

University of Oregon Police Department

<http://police.uoregon.edu/> offers services such as crime reporting, safety escorts and campus patrols

Department of Parking and Transportation

Handles issues such as the rules and regulations related to parking at the UO and alternative transportation including bicycling or riding the city bus. Parking Permits, bicycle registration <https://transportation.uoregon.edu/landing-page/home>.

Knight Library

The Knight Library offers many services to students and faculty as well as the community. Located at 15th Avenue and Kincaid Street, this facility hosts a wealth of opportunity for research as well as computer labs, an extensive map library, an excellent multimedia services Department and much more. To learn more about the offerings of the Knight Library visit <http://library.uoregon.edu/knight-library> or telephone at (541) 346-3053. For help with linguistics research materials, contact the Linguistics Reference Librarian, Katherine Donaldson (kdonalds@uoregon.edu).

University of Oregon Duck Store (Bookstore)

The University of Oregon Duck Store is a non-profit independent bookstore governed by the students for the students and faculty of the University of Oregon. Not only does the bookstore have textbooks available for purchase online with in-store pickup, but a multitude of other items such as art supplies, magazines, clothing, and gift items. The main Duck Store is located at 895 13th Avenue and may be reached by telephone at (541) 346-4331. Visit the website at <http://uoduckstore.com>.

Transportation

There are many ways to get to the University. Most students who live on or near campus decide to either walk or ride their bicycles. The University of Oregon requires that all bicycles on campus be registered with the Department of Parking and Transportation

<https://parking.uoregon.edu/content/bicycling>. A bicycle route map is available at <https://www.eugene-or.gov/DocumentCenter/View/4268>

All students may ride the local city bus (Lane Transit District or LTD) at no charge. Go to <https://transportation.uoregon.edu/bus> to obtain your benefit code and download the Umo app. Every LTD bus is wheelchair accessible. You may access the LTD schedule at www.ltd.org. If you do decide to regularly drive to the university, you will need to visit the [Department of Parking and Transportation](#) page to obtain pertinent parking information as well as a mandatory parking permit. Parking at the UO is limited. The best way to get to campus is by bus, bike or walking.

Student Recreation Center

1320 East 15th, across 15th from Straub Hall

The fitness program is comprised of seven different elements: Fitness Assessments, Personal Training, Small Group Training, Group X, Strength and Conditioning, Faculty/Staff Fitness and Customized Fitness Sessions. Fitness programs provide a safe and convenient environment where one can begin, maintain and improve their level of physical fitness. Participants of all skill levels are encouraged to participate.

VII. GREATER EUGENE/SPRINGFIELD COMMUNITY

Shopping for Food

Health Food:

The Kiva	125 W. 11 th Ave.
Sundance	748 E. 24 th Ave.
Sunrise Asian	70 W. 29 th Ave.
Trader Joe's	85 Oakway Center
Yi-Shen	1915 W. 11 th Ave.
Eugene Asian Market	959 Peart St.

Supermarkets near campus:

Market of Choice	1960 Franklin Boulevard
Safeway	145 E. 18 th Ave.
Whole Foods	353 E Broadway

Retail (* indicates close proximity to campus)

Pharmacy

Hirons

Campus	1950 Franklin Blvd.*
Safeway	185 East 18 th Ave.*

Bookstores

Barnes and Noble	1163 Valley River Center
Smith Family	525 Willamette St.
UO Duck Store	895 E. 13 th Ave.*

Malls

Valley River Center	Valley River Way and Valley River Dr.
Oakway Center	Coburg Rd. and Oakway Rd.
Gateway Mall	3000 Gateway St., Springfield
Fifth Street Public Market	296 East 5 th Avenue

Electronics

Best Buy	3300 Gateway St, Springfield
Office Depot	2859 Chad Dr.
UO Duck Store	895 E. 13 th Ave.

Entertainment

- Festivals and Fairs: Local newspapers such as the Eugene Weekly, www.eugeneweekly.com, and the Register Guard, www.registerguard.com, list specific dates, times, and programs for each of these events. Some fairs/events to look for are:

Art and the Vineyard	July
The Bach Festival	June-July
Lane County Fair	July
The Oregon Country Fair	July
The Saturday Market	1st Saturday in April – Mid-November
Mushroom Festival	Last weekend in October
The Holiday Market	Weekend before Thanksgiving through Christmas Eve
Willamette River Festival	August

- Libraries
[The Eugene Public Library](#)
[The Springfield Public Library](#)
- Museums
[Lane County Historical Museum](#)
[Jordan Schnitzer Museum of Art](#) (UO Campus)
[Museum of Natural & Cultural History](#)
- Music
[Hult Center](#)
[Beall Hall](#) (UO Campus)
[Sam Bond's](#)
[The Shedd](#)
[McDonald Theatre](#)
[WOW Hall](#)

- Plays
[Actors Cabaret of Eugene](#)
[Oregon Contemporary Theater](#)
[University Theatre](#) (UO Campus)
[Very Little Theatre](#)
[Hult Center](#)
- Theaters and Movies: There are many theaters in the area – check your newspaper for the times and prices of movies.
[Metro Cinemas](#)
[The Art House](#)
[Regal Valley River Center](#)
[Cinemark Eugene Springfield 17](#)

Recreation and Sports

- Bicycling: In addition to the many bicycle lanes on city streets, there are trails throughout Eugene from Valley River on the north side of the Willamette River and from Valley River to campus on the south side.
- Eugene Parks: The Eugene/Springfield area has many pleasant parks offering a variety of activities that may include picnicking, swimming, boating, water skiing, hiking, etc.
 - *Alton Baker Park* is located off Martin Luther King Jr. Blvd. and borders the Willamette River. It offers trails for walking, jogging and biking along the river, picnic facilities and play equipment.
 - *Armitage Park* is located on the McKenzie River off of Coburg Rd. Picnic pavilions, waterfront walks and baseball diamonds are available. Fishing is permitted with a valid license.
 - *Hendricks Park* is Eugene's oldest city park. Its 80 acres includes a world-renowned rhododendron garden and a native plant garden. Laced with paths and the northern terminus of the 12-mile Ridgeline Trail, the park is a haven for hikers, birders, and others who enjoy retreating to the tranquility of nature.
 - *Fern Ridge Reservoir* lies between Eugene and Veneta, past the Eugene airport. It is a popular boating area and offers picnic facilities and swimming areas.
 - *Skidders Butte Park* is located at the north end of High Street along the south bank of the Willamette River. It offers a riverfront picnic area and play equipment for children. Nearby you can find the Owens Rose Garden.
 - *Spencer Butte Park* can be reached from the south end of Willamette St or Fox Hollow Rd. The hike to the top is somewhat difficult, but it is the highest viewpoint in Eugene and has a spectacular view of the Willamette Valley.
- Hot Springs: Oregon has several hot mineral springs within an easy drive of Eugene. The springs are in natural settings, with no formal facilities. For hot springs locations, visit <https://www.eugenecascadescoast.org/>

- Oregon Coast: The Oregon Coast provides miles of beautiful scenery that include cliffs, sand dunes, lighthouses, and public beaches. Public parks have picnic areas, hiking paths and open spaces for kite flying. You can rent 3-wheeled vehicles (dune buggies) to drive across the sand dunes, crab rings to catch crabs, or horses for horseback riding. Some places of interest may be the Sea Lion Caves just north of Florence, the Oregon Coast Aquarium in Newport, and the Boardwalk in Seaside. For more information, visit <https://www.eugenecascadescoast.org/>
- Skiing: Eugene is just a short drive from several winter recreation areas. Willamette Pass, located on Highway 58, about 1 ½ hours from Eugene; Mt. Bachelor, located on Highway 126 East, near Bend; and Hoodoo, located in the Santiam Pass east of Salem, all offer excellent ski slopes and snow recreation. Visit traveloregon.com for more information.
- Willamette National Forest: Highway 126, called the McKenzie River Highway, runs through beautiful forests along the McKenzie River. Highway 58, heading southeast of Eugene, also offers a scenic drive to many recreational areas. For more specific information on developed areas located in the Willamette National Forest, you may stop by the Outdoor Program located at 1225 E 18th Ave. You may also contact the local Forest Service office at 211 E 7th or by calling their recreational information telephone line at (541) 465-6561.
- Bowling

Emerald Lanes	140 Oakway Rd.
Firs Bowl	1950 River Rd.
Strike City	1170 Highway 99 N
- Golf

Fiddler's Green	91292 Hwy 99N
Laurelwood	2700 Columbia
Oakway Golf Course	2000 Cal Young Rd
- Hobby Classes
The Eugene/Springfield community is well known for its arts and crafts activities. In addition to checking out the following, watch your local newspapers for area classes.
[Lane Community College](#)
[Maude Kerns Art Center](#)
[UO Craft Center](#) (UO Campus)
[City of Eugene Recreation](#)
- Ice Skating
[The Rink Exchange](#) 769 W. 13th Ave
- Jogging: Many miles of soft surface trails can be found in the Alton Baker Park area. You may start either there or at the Autzen Stadium footbridge. There is a one-mile loop at

24th Ave. and Amazon Parkway.

- Racquetball/Squash: Courts in the Student Recreation Center.
- Swimming
[Student Recreation Center](#) (UO Campus)
[Amazon Pool](#) (summer only)
[Echo Hollow Recreation Center](#)
[Sheldon Pool](#)
[YMCA](#)
[Willamalane](#)
[Splash! Lively Park Swim](#)
- Tennis: Campus courts are available when not used by a class. Indoor courts are located in the Student Tennis Center, behind the Student Rec Center. Outdoor courts are located on 18th. Call (541) 346-1211 for more information and reservations.
- Weight Training: The Student Recreation Center