

**MONTCLAIR STATE UNIVERSITY
LINGUISTICS DEPARTMENT**

**SELF-STUDY GUIDE
FOR FIVE YEAR (2010-2015) EXTERNAL REVIEW COMMITTEE**

**EXTERNAL REVIEW
April 24, 2015**

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1 Program Objectives and Strategic Planning

The Mission of the University and the Linguistics Department

The Montclair State Linguistics Department seeks to further the knowledge base in the discipline of linguistics by (1) teaching students how to collect and analyze linguistic data involving all aspects of human language (phonology, morphology, syntax, semantics, discourse, and pragmatics) and how to use these analyses to evaluate hypotheses about language acquisition and use; (2) conducting research on various aspects of language and language use; (3) providing technological literacy for applied linguistics; and (4) fostering language pedagogy.

Related to this mission, the Linguistics Department serves the needs of students who seek instruction in English as a Second Language and American Sign Language. Finally, the Department seeks to act as a resource to the University and the community at large on questions of language, language use, and language education. *MSU Linguistics Department Mission Statement*

The mission is aligned with Montclair State's current [Strategic Plan](#), which emphasizes academic excellence and intellectual rigor in its programs; scholarly partnering; contributing to the local, state, and regional communities; and connecting globally to give our students the international perspective needed for the future. Because of the importance of the Strategic Plan for future development at Montclair State, the synergies between the Plan and the Linguistic Department's activities and goals are discussed here as a background to this self-study report.

With respect to academic excellence and intellectual rigor, the department has acted on the first clause of its mission by developing assessment plans that measure our success in enabling students to communicate effectively, construct logical arguments, understand core concepts in linguistics, and demonstrate how research builds incrementally. Mastery of these skills is demonstrated by student product for each of these measures and also by the 35% of our students who have graduated with honors in the past five years. In terms of intellectual rigor among our faculty, our entire faculty continue to have a robust research and publication record, and have brought over \$1 million in funded research since 2006. See Montclair's [Office of Research and Sponsored Programs Annual Reports](#).

With respect to scholarly partnering, the department offers interdisciplinary programs in cognitive science and computational science, with one faculty member holding a joint appointment in Linguistics and Computer Science, and, as part of our research mission, partners with both Psychology and Computer Science in garnering research support from the National Institutes of Health and the National Science Foundation respectively. We also sponsor a Brown Bag series of talks that connect us to research across the university and beyond involving language. The department also has a board of advisors from industry and government who advise us on trends in the field, job placement possibilities, and funding opportunities.

In terms of our local, state, and regional contributions, we partner with local businesses that provide us with internships and seek our expertise in second language and culture issues, we send our students, graduates and teacher trainers out to the schools of northern New Jersey to teach and support their English as a Second Language programs, we are currently partnering with Union County College on a BA degree

in American Sign Language Interpreting, and one of our faculty has contributed to local town planning for many years.

Finally, global connections are our forte. In the past three years, we have graduated 11 MA candidates supported by Fulbright scholarships, and will graduate 5 this coming May. We also have hosted at least two Fulbright scholars every year, mostly from Russia, who have developed their dissertation research while working with our faculty. We also host approximately five visiting scholars from China each year. These scholars come to enhance their English teaching skills and do research on second language acquisition. We also have faculty whose international teaching has been supported by the Fulbright organization, including an Fulbright faculty exchange With Comenius University in Bratislava, and we currently have an emeritus faculty member teaching in Uzbekistan. The department has also been heavily involved in the university's Teaching in English: Enhancing International Faculty Expertise Program, with design and direction done by Linguistics as well as some of the teaching in this program that has served faculty from Austria, China, Korea, and Russia both in their home countries and at Montclair State. The department has also provided ESL expertise, including language and culture classes, to an American Studies program organized by the Global Education Center for students from the Seoul National University of Science and Technology. Currently, we are negotiating with Northumbria University for an undergraduate exchange program. Our faculty also collaborate with scholars from the University of Trento and Charles University.

Strategic Planning: Department Challenges and Goals

In preparing for the future of the department, we have considered our current challenges to ensure that these will not stand in the way as we move forward. Among the challenges are the current lack of full-time support personnel, the lack of program advertising, and the limited breadth of graduate level course offerings, particularly in areas related to applied linguistics.

Early this past fall, the Linguistics Department was notified that a budget line had been created enabling us to hire a full-time secretary. Prior to that, we had shared the services of the secretarial line provided to the Modern Languages and Literatures Department. Linguistics acquired the secretary who had been shared, but in late fall, she received a promotion and left the position. We are now conducting a search for a new secretary, which will greatly enhance our ability to serve our students and attract new students through the support the new hire will provide.

Our department webpages, which lead most of our graduate students and some undergraduates to the department, was compromised in 2012 by the change to a new server and the loss of control over the content of the site. Serious errors created by the move to the new server were addressed by our shared secretary, who became familiar with the content management system, Terminal 4, required to edit webpages; in our search for a new secretary, familiarity with content management systems will play a large role in hiring.

The limited breadth of graduate offerings is, at least in part, a result of the lack of support personnel and advertising since it has led to enrollments in the low 30's in the MA in Applied Linguistics program – too small a number to enable the offering of a robust number of electives. We have been able to offer one rotating MA elective per semester in addition to the electives offered for TESL Certification and Computational Linguistics. This works fairly well since most of our MA candidates come for language pedagogy so the TESL courses are appropriate for them and many take at least one computational course, which is geared towards applications in language pedagogy – so the students' horizons are broadened while their needs are served. We have also addressed the MA elective issue more recently by co-locating

MA electives with upper level undergraduate courses. Still, there are several areas of applied linguistics that we could justify with a slightly larger enrollment.

Our goals are aimed at addressing these challenges and building upon the results. Our current goals reflect changes in the department due to the hiring of new faculty members, who have expanded our proficiencies within the field of linguistics. The Linguistics Department goals and the measurements we will use to gauge success in reaching them include:

Goal: Increase enrollment in the MA in Applied Linguistics program.

We have had great success with the MA in Applied Linguistics, enrolling enough students to offer a full complement of courses each semester and seeing our students go off to successful careers in various fields of applied linguistics or to prestigious Ph.D. programs; approximately 90% of our MA graduates are employed in fields that they honed in our graduate program. If we had a slightly larger group of MA candidates – 15-20 entering candidates each year instead of 10-12 – we would be able to offer more electives and to rotate the electives more often; this would give students more choices in their program. We currently have a limited breadth of graduate level course offerings (although we have a wide range of courses approved in the program curriculum) and few tracks in the MA. This is due to the size of the faculty and the fact that at least three faculty per semester are involved in teaching graduate level courses to students in the TESL and TESOL programs. We would like to strengthen several areas of our applied linguistics offerings; among these are language testing and assessment, discourse analysis, lexicography, translation, American Sign Language, and phonetics and phonology.

Since the inception of the MA degree in 1994, there have been two groups of students who have enrolled in the program: students from the local area and international students from a wide range of countries. We have recently begun to attract a wider range of American students from outside the local geographic area and would like to build up this constituency. We will need to engage in advertising initiatives and regional or national online education to attract the wider range of students, as well as invest in our current strengths in language learning and teaching and in computational linguistics. The remainder of the goals below reflect this initiative. Enrollment numbers at the MA level will govern measurement.

Goal: Strengthen Certificate-Granting Programs

Certificate programs provide necessary training for graduate students in several fields related to linguistics. Our current TESOL certificate and TESL certification programs as well as our relatively new certificate in computational linguistics also directly support enrollments in our MA courses as well as attracting students who subsequently enroll in the MA program. The TESL certification program already attracts 15-20 students a year with no advertising. With some regional, national, and international advertising, it is our belief that the TESOL and Computational Linguistics certificates would aid the department in attracting the critical number of students necessary to offer a larger number of MA electives each semester. Our new secretary's ability to use the university's web content management system and the more proactive Graduate School recruitment program we now have will provide solid support in achieving this goal. The number of advertising venues for the certificate programs, and subsequent enrollment numbers in the programs as well as increased MA enrollment will govern measurement.

Goal: Strengthen the major with courses that give students technical competence

The department has three approved courses in more technical aspects of linguistics that could be offered on a regular basis, and even provide the foundation for a track in speech and language processing. The current course catalog descriptions for these courses are:

- *LNGN131 The Human Voice*

This course introduces students to the production and perception of spoken language, including the anatomy of the vocal organs and the anatomy and physiology of hearing, the neural processing of the speech signal, the linguistic organization of sound, and the acoustic characteristics of speech. The course also covers speech digitization, transmission of the speech signal (telephony), speech synthesis, and speech recognition. 4 sh.

This course was designed as a General Education laboratory science course, and a room in our new building (CS110) was designed to house it. It was created as a course to attract students to the major before the major grew to its current 145 students and has not been offered because of this growth and because the General Education Committee has asked for a re-design of the course that would include hands-on experimentation in addition to the signal processing software that was the basis of the course.

- *LNGN445 Natural Language Processing*

This course introduces students to the field of Natural Language Processing, that is, of the applications of computer technology to linguistics. The major topics will include language generation, syntactic parsing, and the analysis and synthesis of speech. Students will learn to write programs in PROLOG, one of the most widely used computer languages in language and artificial intelligence applications. 3 sh.

We have used this course recently to introduce students to computational linguistics with languages other than PROLOG. However, the PROLOG course, which had taught students how to build a large grammar, is well-suited to linguistics majors while giving students a grounding in computer processing of language.

- *APLN580: Corpus Linguistics*

Corpus Linguistics investigates how linguistic phenomena can be studied using large collections of language data that are available as machine-readable texts (corpora). This course introduces students to some of the commonly used methods and techniques for working with these large quantities of spoken and written language corpora. 3 sh.

This course is currently taught at the graduate level, although we have recently offered a Selected Topics course in corpora at the undergraduate level and several courses, including Structure of American English and History of the English Language, include a corpus component. The design and use of corpora is useful knowledge for majors whose interests range from second language pedagogy to theoretical and computational linguistics.

In addition to Corpus Linguistics, we might offer a separate course in corpus annotation. The most common task that industries seek from linguistics students is the annotation of text and/or speech. These tasks give students a picture of research life within industry and are commonly the springboard to a professional life in linguistics outside of academia. We have also offered a Selected Topics course in Language and Computers that could be instantiated as a regular major offering.

These courses take advantage of new skills that have been brought to us by our younger faculty members. They also serve the university Strategic Plan goal of infusing more rigor into undergraduate academics as well as preparing our students for more technical future pathways, and giving them an edge in seeking a job or admission to graduate school. They might also possibly feed our own Computational Linguistics certificate program at the graduate level. The approval of Corpus Linguistics at the undergraduate level

and the revival of The Human Voice, and subsequent enrollment numbers in these courses will govern measurement.

In line with the expansion of technical competence in our students, we aim to provide online and hybrid sections of selected courses, both to keep our students up to speed with the variety of course modalities now available and to keep in tow with the competition offering online programs, particularly in areas of language pedagogy.

Goal: Build our American Sign Language Program

Our current program in ASL annually accommodates 300+ students, and we maintain a waiting list for additional students who hope to get into the initial course. This growth provided us with the opportunity to hire two new faculty members, Jennifer Perlis, our Instructional Specialist, who holds a Master's degree in the Teaching of ASL and coordinates our current program, and Dr. Natasha Abner, who combines an expertise in ASL Linguistics with a research program in gesture and language. Together, these two faculty members have, over the course of the 2014-15 academic year, created the courses for an ASL minor and are now shepherding them through the curriculum approval process. The continued growth of enrollment and the success of our students in the courses that will constitute the minor will govern measurement.

The minor will place us in a strategic position to grow towards a program in the certification of ASL interpreters, who are now required by the National Registry of Interpreters for the Deaf, to hold a bachelor's degree to be certified. This recent change (2012) in certification standards prompted Union County College to seek us out to create an articulation agreement between Montclair Linguistics and UCC for a certification-compliant program. We have met several times with UCC's ASL faculty and have worked out much of the agreement. Once the minor is underway, it will contribute substantially to an ASL Interpreting track within the Linguistics major. Enrollment in this major track and the success of our students in the courses that will constitute the track and our ability to gain certification will govern measurement.

Goal: Devise a Method for Evaluating Student Success after Graduation

Evaluating student success beyond graduation is a specific Objective (Goal 1, Objective E) of the university's Strategic Plan. We have lacked the secretarial support to pursue this objective, but see it as possible once the hire is complete. As a first approach to this goal, we have tracked down the career paths of as many graduates as we could from the past five years. The names of our recent alumni and their paths after graduation appear in [Appendix IV](#) (BA alums) and [Appendix V](#) (MA alums).

2 The Linguistics Program at Montclair State

In the five years since Linguistics' last external review, the student population of Montclair State University has grown from 14,139 to 15,885 undergraduates and from 4,032 to 4,137 graduate students. The Linguistics Department has considerably exceeded the university's growth; in fall 2009, we enrolled 85 undergraduate majors; this spring, we have 145 majors, making our undergraduate linguistics major one of the largest in the country. This self-study provides details that flesh out the reasons for this growth as well as documenting the programs, resources, and strategic planning that will support the department going forward.

Linguistics houses one of 64 undergraduate majors and one of 55 master's degree programs offered by Montclair State University. Montclair also offers doctoral level programs in Audiology (Au.D.), Communication Sciences and Disorders (Ph.D.), Counselor Education (Ph.D.), Environmental Management (Ph.D.), Family Studies (Ph.D.), Mathematics Education (Ed.D.) and Teacher Education and Teacher Development (Ph.D.). [Montclair-at-a-Glance](#) gives further facts and information on the student body and degree offerings.

The Linguistics Department at Montclair has a complex set of programs and offerings at both the undergraduate and graduate levels. All of these programs are either operating at capacity or are programs that we regard as areas that provide exceptional opportunities for growth because they fit the needs and interests of the region we serve and provide the potential for external funding.

Department Programs

The Linguistics Department is actively engaged in research and teaching in the areas of second language acquisition and computational linguistics; much of the department's work explores the application of linguistic theory to a variety of other disciplines and to activities in which language plays a central role. Both the undergraduate and graduate programs have a set of required, core courses with a theoretical base. The graduate program also offers a set of electives with concentrations in several areas of applied linguistics. Many of the undergraduate electives have a similar applied focus.

Curriculum

The department houses seven different though overlapping programs. At the undergraduate level these include:

1. A Major in Linguistics leading to the Bachelor of Arts degree
2. Teacher education within the Linguistics major. This program, combined with the required sequence of professional courses, provides the subject matter content necessary for students who are seeking New Jersey State Certification in Teaching English as a Second Language (TESL) as a *first* teaching field. The TESL program as a first teaching field is also available to graduate students enrolled in the Master of Arts in Teaching (MAT) degree offered by the College of Education and Human Services. Linguistics courses form an integral part of the requirements for these students as well.
3. Teacher education within the Linguistics major combined with teacher education for Students with Disabilities, a combined B.A./MAT program.
4. A Minor in Linguistics
5. An undergraduate TESL program that leads to NJ State Certification in TESL as a *additional* teaching field for students who are working towards first teaching certification in another academic discipline.

At the graduate level, these programs include:

1. A Master of Arts degree in Applied Linguistics.
2. A Master of Arts in Teaching with TESL Certification
3. A post-B.A. TESL program that leads to NJ State Certification in TESL as a *additional* teaching field for students who already have a first teaching certificate in another academic discipline.

4. A graduate TESOL Certificate that provides training in teaching English to Speakers of Other Languages for both American and international students.
5. A graduate Certificate in Computational Linguistics that is housed in the Linguistics Department but shares courses with Computer Science.

In addition, the department offers

- A service component that provides Montclair State undergraduates with courses that satisfy University-wide General Education (GenEd) and World Languages and Cultures Requirements. Included in the latter category are a four-semester sequence of courses in American Sign Language and courses in English as a Second Language for undergraduate and graduate students needing support with academic English.

Undergraduate Programs in Linguistics

Bachelor of Arts in Linguistics, Bachelor of Arts in Linguistics with TESL Certification

The Major in Linguistics currently has two tracks: (1) a liberal arts track and (2) a teacher education track for students seeking NJ State Certification in Teaching English as a Second Language as a *first* teaching field. All students majoring in Linguistics must take the same set of required courses. These courses are intended to introduce students to the main areas of linguistic study. The liberal arts major and the teacher education major select from a slightly different set of electives. The liberal arts major program has no professional orientation whereas the TESL major program includes the requirements of the Teacher Education course sequence within the College of Education and Human Services. This program prepares teachers of English as a Second Language (K-12) by providing them with a strong foundation in linguistics, in cross-cultural studies, and in TESL methodology. This program conforms fully to the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE) [TESOL requirements](#) and [New Jersey State requirements](#). The requirements of the Montclair State TESL program exceed the minimum requirements of both CAEP and the State of New Jersey.

The work programs for the major and the major with TESL Certification appear in [Appendix I](#). The [Linguistics section of the University Catalog](#) gives a description of each of the courses listed in the work programs.

In addition to the Linguistics requirements, students seeking certification in TESL as a *first* teaching field need to apply to the Center of Pedagogy for admission to the Teacher Education Program, and must fulfill the requirements that make up the Professional Sequence, including a semester of student teaching.

Two courses have been added to the list of electives since our last external review: (1) LNGN110 The Language of Food, the first 100-level course in the department, which introduces fundamental aspects of language and linguistics through an exploration of topics related to food: regional differences in food terms, food metaphors, food advertising and labeling, the language of menus and recipes, the language of wine, and language practices related to food and eating (e.g., saying grace, making toasts, sharing recipes, etc.); (2) LNGN304 Principles of Discourse Analysis, which introduces students to a variety of linguistically-oriented approaches used in the analysis of discourse. Except for these two courses, the undergraduate curriculum for the major in linguistics has remained largely unchanged since the time that the last self-study document was prepared. The structure of the requirements continues to reflect the overall field of linguistics and continues to serve the needs of the students enrolled in the program.

Innovations in the curriculum have been made through Selected Topics courses and through regular updating of the content of current course offerings.

Selected Topics courses are offered on a regular basis to allow students to study topics that are not part of the regular course offerings; they are often designed to introduce students to new subfields of Linguistics and to test student interest in a variety of new topics.

The following undergraduate selected topics courses have been offered in the past five years:

Spring 2012: Language and Mobile Communication
Spring 2012: The Structure of American Sign Language
Spring 2013: Language and Computers
Fall 2013: Corpus Linguistics
Fall 2014: Prosody
Spring 2015: Corpus Linguistics

Existing courses are regularly updated in content and also in “delivery” reflecting advances both in the field and in available technology. Some sections of Structure of American English are now taught as a corpus linguistics course with students drawing on data from corpora to support various hypotheses about English grammatical patterns and usage. Several courses in the TESL track have students negotiating tasks with ESL students through Internet Relay Chat and WebCams. Since fall 2008, ESOL 171 Academic Listening and Speaking and sections of LNGN210 Introduction to General Linguistics and LNGN 250 The Language of Propaganda have been taught as hybrid courses via Elluminate, a self-contained virtual classroom. Phonetics relies heavily on the recording and analysis of speech using signal processing software. In addition, all of the faculty in linguistics rely on the web, primarily the course presentation software Canvas, for dissemination of syllabi, course content, and assignments, including primary source material linked electronically to courses by Sprague library.

Overall, the linguistics undergraduate curriculum undergoes constant adjustments as faculty regularly adopt new textbooks and respond in a variety of ways to feedback from students. However, the existing rotation of required courses remains firm, allowing students to plan their schedules so that they can graduate in a timely fashion. A description of the rotation of courses can be found in [Appendix II](#) of this document.

Combined BA/MAT in TESL and Teaching of Students with Disabilities

The [Dual Degree Dual Certification program](#) is a 5-year program that leads to teacher certification in English as a Second Language (grades P-12), teacher certification in Teacher of Students with Disabilities, a baccalaureate degree in Linguistics and a Master of Arts in Teaching. Interested students must apply and be admitted to the Teacher Education Program as an undergraduate. Students must successfully complete the undergraduate portion of the program in order to be admitted to the Graduate School and complete the one-year master’s portion of the program.

Minor in Linguistics

The [Minor in Linguistics](#) is intended for students who have already declared another major but have a keen interest in linguistics. Students who seek a minor in Linguistics must take six courses for a total of eighteen semester hours, including LNGN210 Introduction to General Linguistics and any other five courses from the list of courses for the major.

Additional Certification in TESL at the Undergraduate Level

TESL Certification as an *additional* N.J. certification is offered on both the undergraduate and the post-B.A. levels. The undergraduate program is for students who are seeking a first teaching certificate in another academic discipline but see the second certification as enhancing their job prospects. The program prepares students to be teachers of English as a Second Language by providing them with basic preparation in Linguistics and in TESL methodology. Students in this program take five courses in Linguistics at the undergraduate level and complete a 3-credit supervised TESL Practicum. The courses are listed under “[Additional Certification in TESL](#)” on the same page as the MAT program in the online catalog; scroll down to find the Additional Cert.

Graduate Programs in Linguistics

Master of Arts in Applied Linguistics

The current requirements for the M.A., implemented in the fall of 1997, include a set of six required courses in the core theoretical areas of Linguistics plus a one-credit research requirement and six electives selected from two groups of electives in Applied Linguistics. The [required and elective M.A. courses](#) can be found in the University Catalog. The Group I electives – those ending with a “0” -- provides students with an introduction to the various areas of applied linguistics; the Group II electives delve more deeply into these areas.

With a choice between a research paper (Option A) and a literature review (Option B) for the one credit Independent Research requirement, students have a means of working according to their own strongest intellectual skills. The literature review requires the student to produce a reading list (approved by a faculty advisor) of 5-10 scholarly articles on a single area of linguistic research or on a particular theme. Toward the end of the semester in which the research is carried out, the student is given one or more questions, in an exam setting, that ask for a synthesis, interpretation, or evaluation of the themes and connections among the readings. [Appendix III](#) gives a list of recent MA recipients, along with their topics and their choice of research paper (A), literature review (B), or proposal (P).¹

The course offerings in the Linguistics Department are in line with Linguistics curricula throughout the United States. Where a need for change and growth has been identified, the department has responded by

¹ The current research requirements went into effect in 2010. Students who had previously completed the previously required comprehensive exam but not the research paper were given the option of submitting an expanded research proposal in place of a completed paper.

adding to our course offerings and/or by making alterations and adjustments to existing courses. In the past five years, the department has added three new courses to the MA program: APLN580 Corpus Linguistics, APLN582 Language and Mobile Communication, and APLN591 Topics in Cognitive Linguistics.

Master of Arts in Teaching English as a Second Language ([MAT](#))

Students with a baccalaureate degree who are interested in teaching may pursue the Post-baccalaureate program for initial teacher certification. Additional undergraduate coursework in the certification content area may be required to meet State and University certification standards and so we normally advise students who do not hold a BA in Linguistics to get their initial certification at the MAT level in their undergraduate major and come to us for the Additional Certification in TESL (see below).

Upon successful completion of the program the student will be recommended to the State of New Jersey for initial teacher certification (Certificate of Eligibility with Advanced Standing, or CEAS). The CEAS authorizes the holder to teach in New Jersey public schools and expedites the ability to become certified in most other states.

Additional Certification in TESL at the Post-Bachelor's Level

The department also offers TESL Certification as an *additional* teaching certificate at the post-graduate level. This program is for students who have a first teaching certificate in another academic discipline. The need for ESL services in New Jersey is so great that school districts often require their teachers to gain the additional certification. The program prepares students to be teachers of English as a Second Language by providing them with basic preparation in Linguistics and in TESL methodology. Students are required to take five courses in Linguistics at the undergraduate or graduate level and complete a 3-credit supervised TESL Practicum. The courses are listed under "[Additional Certification in TESL](#)" on the same page as the MAT program in the online catalog; scroll down to find the Additional Cert.

Graduate TESOL Certificate

The [Certificate in Teaching English to Speakers of Other Languages](#) (as distinct from NJ State TESL Certification) provides training in teaching English to speakers of other languages. This certificate was designed for post-BA American and international students who are interested in teaching ESL in private schools, community colleges, and/or non-academic settings in the United States and abroad. The certificate is of particular interest to teachers of English from other countries who are seeking to strengthen their credentials with a TESOL Certificate from an American university. This certificate was introduced in 2001. Admission to the program is subject to the Graduate School's entrance requirements, including TOEFL scores where warranted.

Graduate Certificate in Computational Linguistics

The Certificate in Computational Linguistics is an 18-credit certificate that is unique among computational linguistics programs in that it is a shared program with Computer Science, with 9 credits taken in each department. Most students in the program have combined it with the Master's in Applied Linguistics. The program was approved in 2013. Admission to the program is subject to the Graduate School's entrance requirements.

Service Courses in English as a Second Language

The university's [English as a Second Language](#) (ESL) curriculum, supervised by the Linguistics Department, consists of both credit and non-credit-bearing courses. The Linguistics Department is responsible for staffing the courses, setting curriculum guidelines, and determining ESL policy and scheduling. The Department also keeps the university informed of the needs of students whose first language is not English. The non-credit ESL courses have been housed in the College of Humanities and Social Sciences and overseen by the Linguistics Department since July 2003 when the University's Center for Professional and Continuing Education was closed.

The credit-bearing ESL program provides courses in listening and speaking, in reading, and in writing. These courses are designed to improve the academic success of non-native speakers of English who need greater command of particular English skills. These courses are given at both the intermediate and advanced level. The department also offers a course in academic skills for non-native English speaking graduate students.

The current university English-language policy requires non-native speakers of English who did not complete four years of high school studies in the United States and/or who have not successfully completed one year of full-time enrollment in academic courses at a regionally accredited U.S. college or university to take a two-hour English language placement test to determine their ESL needs. Undergraduate students who place into the ESL course sequence are required to register for the designated ESL course(s) during their first semester at the university. The Linguistics Department tracks these students to ensure that they maintain and successfully complete these ESL requirements. The policy of the Graduate School on graduate students who place into ESL has recently changed; the Graduate school now also requires these students to take the ESL courses that the ESL Placement Exam identifies them as needing.

Courses serving other departments, General Education, and World Languages

Service Courses are courses offered by the Linguistics Department that are included in the requirements of other academic programs and/or satisfy the University's General Education Requirement. The courses that contribute to other programs include:

1. Courses that serve as electives in other programs:
 - Language and Gender (Women's Studies)
 - Language of the Law (Political Science and Law)
 - Language of Propaganda (Political Science and Law)
 - History of the English Language (English teacher education)
 - Grammars of English (English teacher education)
 - Structure of American English (English teacher education)
 - Syntax (Cognitive Science minor)
 - Semantics (Cognitive Science minor)
 - Pragmatics (Cognitive Science minor)
 - Natural Language Processing (Cognitive Science minor)
 - Language and Mind (Cognitive Science minor)

2. Courses that serve in the Social Sciences category of [the General Education requirements](#) are:

- Language of Food
- Introduction to General Linguistics
- Language and Culture
- Language in Society
- Language of Propaganda
- Language and Gender

3. Courses that serve the World Languages and Cultures requirements:

- American Sign Language
- English as a Second Language (upper level courses)
- Language and Gender (World Cultures)

Advising

A [university-wide undergraduate advising program](#) is in place, which provides for advising through a student's major department. Each semester, the Academic Advisor is available to meet individually with each student to work out a program of study, which includes general education requirements, major requirements, and electives. In Linguistics, the job of advising has been shared among the faculty. As the department's programs have expanded, the job of advising has become somewhat more specialized. Four faculty members share the responsibility of advising the undergraduate liberal arts majors; the chair advises international students and students coming from other linguistics programs. The teacher education coordinator advises students in the first and additional certification TESL programs and graduate TESOL certificate students. A seventh faculty member is the graduate advisor for the Master of Arts students. The Teacher Education and MA Coordinators receive 3 credits of release time per year.

An online registration and advising system within [Student Self-Services](#) has helped students take more command over their own course choices, but the DOS system that supports the advisors is not as user-friendly. We anticipate that the web-based OneMontclair initiative, which will interface the various platforms on campus, will substantially improve faculty support for advising. The other difficulty with advising is the complexity of the requirements for General Education, World Languages and Cultures, and Teacher Education, particularly as these are subject to frequent and fairly significant changes. Finally, students are assigned alphabetically to a faculty advisor at the beginning of the fall semester. This means that, while most students will keep the same advisor from year to year, changes in the alphabetical distribution of our majors as well as faculty sabbaticals, leaves, and reassignments will result in the problem of some students having a different advisor each year. The Master of Arts in Teaching ESL has an inherently complicated program – with students taking education courses in the College of Education and Human Services and linguistics courses in the College of Humanities and Social Sciences, so these students need a lot of oversight. Perhaps the greatest problem with advising is the serious time restrictions that faculty face, since both career counseling and complicated advising issues can consume more than an hour per student.

In addition to the one-on-one advising that students have available to them, the department hosts an advising event for majors and graduate students. This past fall, we switched from an undergraduate orientation session, which had been attracting fewer than 10 students, to a "Post-BA Preparation" session, which attracted 24. It presented the career paths for linguistics majors and the expectations for each path, and was well-received. We will continue this next year and add more sessions. At the graduate level, we have held an orientation each fall, which presents each graduate program and is well attended. We also

prepare both an Undergraduate Handbook and a Graduate Handbook, which are given to students each fall.

Co-curricular Activities

In addition to classroom teaching, the Linguistics Department has continued or begun several initiatives in the past five years that have greatly enhanced the intellectual atmosphere of the department and our students' perception of themselves as budding professionals in Linguistics. These initiatives include the establishment of many relationships with linguists and programs outside of Montclair State as well as the enhancement of facilities for exchange within the department.

Lectures

The department sponsors a series of Brown Bag talks that include speakers from Linguistics and related departments at Montclair State as well as external speakers. Recent lectures include:

Natasha Abner (MSU). *Morphology in Child Homesign: Evidence from Number Marking*. Mar. 18, 2015

Mats Rooth.(Cornell) *Headed Span Theory in the Finite State Calculus*. Feb. 25, 2015

Jiwon Yun (StonyBrook) *The deterministic prosody of wh-indeterminates*. Jan. 21, 2015

Seongyeon Ko (CUNY) *Debunking the vowel shift hypotheses in Mongolic and Korean*. Jan. 21, 2015

Jing Peng (MSU), Anna Feldman (MSU), and Ekaterina Vylomova (Baumann Institute) *Classifying Idiomatic and Literal Expressions Using Topic Models and Intensity of Emotions*. Oct. 8, 2014

Talks from previous years are posted on the [Brown Bag webpage](#).

Scholar Exchange

The department has also benefited from the presence of several visiting scholars in the past three years, including:

2010-11

Xu, Feng		China	Visiting Scholar
Li, Ge		China	Visiting Scholar
Skorodurnova, Elena		Russia	Fulbright Scholar

2011-12

Feng Chang	Beijing Jiaotong U.	China	Visiting Scholar
Xishu Shi	Shandong U.	China	Visiting Scholar
Hui Zhi	NWern Polytech U	China	Visiting Scholar
Caixia Liu	Xuchang U.	China	Visiting Scholar
Dejiang Liu	Shandong U.	China	Visiting Scholar

Ling Zhong	Shanghai Inst of Tech	China	Visiting Scholar
Yinyan Han	Dalian Polytechnic U	China	Visiting Scholar
Leuzinger-Navarrete, Marlene	U. of Fribourg	Switzerland	Fulbright Scholar
2012-13			
Demidova, Olga	Tomsk Polytechnic U	Russia	Fulbright Scholar
Serkina, Olesya	Belgorod State U.	Russia	Fulbright Scholar
Elmir Gurbanov	Qafquaz University	Azerbaijan	Fulbright Scholar
Ling Fan	Beijing U of Chemical Tech	China	Visiting Scholar
Yinyan Han	Dalian Polytechnic U	China	Visiting Scholar
Dejiang Lin	Shandong University	China	Visiting Scholar
Haitang Ren	Northwest University	China	Visiting Scholar
Xiaoling Tian	NWern Polytechnic U	China	Visiting Scholar
Shuiyun Zhang	Lanzhou University	China	Visiting Scholar
Ling Zhong	Shanghai Inst of Technology	China	Visiting Scholar
2013-14			
Marina Kunshchikova	Ural State U, Ekaterinburg	Russia	Fulbright Scholar
Ekaterina Vylomova	Bauman Moscow State Tech	Russia	Fulbright Scholar
Elena Abramova	Russian-British Institute of Management in Chelyabinsk	Russia	Fulbright Scholar
Guo, Yin	Qingdao Technological U	China	Visiting Scholar
Zhang, Yan	Qingdao Technological U	China	Visiting Scholar
Zhu, Min	Jining Medical University	China	Visiting Scholar
Li, Yan	Shanghai Inst of Technology	China	Visiting Scholar
Hu, Yan	Shanghai Inst of Technology	China	Visiting Scholar
Zhang, Yan	Shanghai Inst of Technology	China	Visiting Scholar
Zhang, Hong	Beijing Jiaotong University	China	Visiting Scholar
Xu, Huali	Anhui Agricultural U	China	Visiting Scholar

The Linguistics Department Advisory Board

The department created an advisory board in 1999 that would help to guide us in curriculum development and career counseling. However, over the years, the value of the Advisory Board has far exceeded the original hopes for an auxiliary group to aid the department. Its members have provided a wealth of opportunities for students and faculty, as well as for the university. Board members have been instrumental in securing grants for the department, in providing excellent job opportunities for students and alumni, as well as providing consulting opportunities for the linguistics faculty. Several board members have given talks and/or taught courses for the department and encouraged students in the department from formerly underrepresented ethnic groups to pursue careers in linguistics. In addition, board members have functioned as outside readers for MA candidate research papers. Finally, two board members have collaborated on grant proposals that originated in the Linguistics Department.

The individuals who serve on the Linguistics Department Advisory Board work in many different areas of linguistics (computational linguistics, lexicography, language education, *etc.*) and in various industries, organizations, and government agencies. The Board meets biannually in late spring.

Current members of the board are:

Joan Bachenko, LinguisTech Consortium
Kirk Baker, Zerhouni Group

Leslie Barrett, Bloomberg
 Scott Bennett, Geeks on Call
 Roy Byrd, IBM Watson Labs
 Carole Chaski, Alias Technology
 Keelan Evanini, Educational Testing Service
 Robert French, Educational Testing Service
 Ilana Heintz, BBN Technologies
 Marian Macchi, Espeech
 Wendalyn Nichols, Cambridge University Press
 Lisa Radding, Ethnic Technologies
 Evelyne Tzoukermann, Streamsage Inc.
 Cheri Quinlan, World Languages Director, NJ Dept of Education
 Michelle Vanni, Army Research Labs
 Terrence Wiley, Center for Applied Linguistics

External Funding

Over the past 10 years, the Linguistics Department has secured 1.1 million dollars in grant and contract funding, which provides research opportunities for students in the varied areas of applied linguistics. Since our last external review, we have been able to give twenty students research experience directly funded by grants and contracts. These awards, totaling \$543,000, include:

Dept of Homeland Security	DoD	Fitzpatrick	32,200
ELMS Conference Contract	NJDOE	Call	21,400
NAACL-HLT wkshp on CL & Ling Creativity	NSF	Feldman	20,656
RUI: Cross-Ling Appr to Morphosyntactic tagging	NSF	Feldman	16,000
Resource-Light Morphosyntactic tagging	NSF	Feldman	169,174
RUI: Cross-Ling Approaches to Morphosyntactic tagging	NSF	Feldman	16,000
RE: EAGER: A Montclair Group in Cognitive & Computational Aspects of Lg & Speech Proc.	NSF	Feldman	75,117
RUI: Cross-Ling Appr to Morphosyntactic tagging	NSF	Feldman	16,000
RI: Small: RUI: AIR: Automatic Idiom Recognition	NSF	Feldman	176,514

Internal Funding

Montclair State awards funding directly in several categories, including a Summer Grant Proposal Development Award, a Career Development Award, a Separately Budgeted Research Award, and a Student Faculty Research Award. In the 2015 award cycle, this funding totaled \$138,000. In addition, the Global Education Center awards travel grants to present at international conferences. Dr. Feldman has won two of these awards in the past five years:

- University Global Education Grant: Interdisciplinary Research Project on Language Technology with an Emphasis on Morphological Processing of Critical Languages. PI: Anna Feldman. \$2,600
- 2009-2010: Separately Budgeted Research summer grant, Co-PIs: Anna Feldman & Jing

Peng (Computer Science), Automatic Detection of Idiomatic Expressions: A Pilot Study.
\$4,000.

Special Student Opportunities

The Linguistics Department is still small enough to ensure that the full-time faculty as well as some of the adjunct faculty have the opportunity to get to know most of the majors and all of the graduate students personally. This allows for an excellent atmosphere for the exchange of ideas. We have been fortunate, in this atmosphere, to be able to offer students opportunities for advanced work that give them the foundation for career development and advanced graduate work.

Graduate Assistantships

The university supports a certain number of graduate assistantships every year. Graduate assistant (GA) stipends are currently \$7,000 per year, with a full tuition waiver and 20 hours per week in the assistantship assignment. The work includes support in faculty research, with the GA choosing the faculty assignment based on their research interest, and assistance in teaching. The Linguistics Department has been fortunate to have several assistantships assigned to us each year by the College of Humanities and Social Sciences; grant funding has supported additional GAs as well as students working part-time as research assistants. The GAs for the past five years are listed here. For the 2015-16 academic year, we have been assigned three GA slots.

2010-11

Katsiaryna Aharodnik (NSF funded)
Jennifer Lipke (GA to new faculty hire: Marie Nadolske)
Nathan Michalov (TA to Philosophy)
Rachel Silverstein

2011-12

Katsiaryna Aharodnik (NSF funded)
Christine Chynoweth (GA to new faculty hire: Marie Nadolske)
Jennifer Lipke

2012-13

Katsiaryna Aharodnik (GA, NSF funded)
Christine Chynoweth (Departmental GA)
Amanda Thompson (Departmental GA)

2013-14

Jocelyn Choi (GA to new faculty hire: Jonathan Howell)
Amanda Thompson

2014-15

Richard Barrett
Emily Olshefski (GA to new faculty hire: Natasha Abner)
Liubou Shefarevich (GA to new faculty hire: Jonathan Howell)

Internships

Funded research within the Linguistics Department has also provided employment and job experience in linguistics for students. These research projects include:

Funding Agency	Grant/Contract	Tasks	Employee
DHS	Verbal Analysis of Simulated Border Screening Interviews	transcribe interviews, annotate for deception, create tools to highlight T/F propositions, report results	2 undergraduate students; 2 graduate students
NJ Dept of Ed	Engl Lg Minority Conference Contract	support to host state conference	
National Science Foundation	Computational Approaches to Linguistic Creativity	Help with editing a workshop proceedings volume	1 undergraduate student
National Science Foundation	Resource-Light Morphosyntactic Tagging of Morphologically Complex Languages	Design of detailed structural positional tagsets for a variety of fusional languages; encoding basic facts about target-language morphology in morphological paradigms; help with writing a manual for rapid creation of morphosyntactic resources	10 undergraduate students; 2 graduate students
National Science Foundation	Automatic Idiom Recognition	Collect corpus of idioms; annotate; measure inter annotator agreement; preprocess data for experiments; run experiments and analyze results	3 undergraduates

Dr. Feldman is awaiting word on NSF support for an ACL workshop on *Computational Linguistics for Literature* and an IARPA support for

These employment opportunities not only provide funding for students but also give them a sophisticated picture of concrete career options in linguistics. As these opportunities increase, the faculty see a need to attract more honors level students into the program; we are entertaining ways of inviting high-caliber students at the undergraduate level to major in linguistics, including adding a technical track to the undergraduate major, as discussed in section 1.2.3.

Student Publications and Presentations

Students are increasingly seeking out venues in which to publish and present. In the past five years, thanks to indirect cost allocation back to the department, Linguistics has been able to send our students to major conferences in Europe, South Africa, Chicago, London, and Japan. Since 2010, the following students, both graduate and undergraduate, have publicly presented their work:

Elizabeth Chalmers and Jonathan Howell. 2015. *Effect of “only” on prosodic focus marking*. 169th Meeting of the Acoustical Society of America. Pittsburgh. May, 2015.

Stephanie Ridge. Optional Complementiser "If" in English: Does Rhythmic Alternation Have An Influence? Montclair State University Student Research Symposium. April 2015. (Also submitted to Cornell Undergraduate Linguistics Colloquium.)

Jing Peng, Anna Feldman, and **Ekaterina Vylomova** (Fulbright Dissertation Scholar). 2014. Classifying Idiomatic and Literal Expressions Using Topic Models and Intensity of Emotions. In Proceedings of the 2014 Empirical Methods for Natural Language Processing Conference (EMNLP).

Laura Street, Nathan Michalov, Rachel Silverstein, Felicia Flowers, Angela Talucci, Michael Reynolds, Priscilla Pereira, Gabriella Morgon, Samantha Siegel, Marci Barousse, Lurdes Ruela, Antequa Anderson, Tashom Carroll, and Anna Feldman. 2010. Like Finding a Needle in a Haystack: Annotating the American National Corpus for Idiomatic Expressions Accepted. In Proceedings of the 7th International Conference on Language Resources and Evaluation (LREC 2010) [BA/MA Fall 09 Class project]. Presenter: **Nathan Michalov**.

Robson Albuquerque and **Kaitlin Ward**. 2010. The social stratification and the new shift towards the use of the rhotic (r) in NYC department stores. *Linguistic Society of Southern Africa Conference*. Praetoria, Sept. 2010.

Jing Peng, Anna Feldman, and **Laura Street**. 2010. Computing Linear Discriminants for Idiomatic Sentence Detection. Accepted. Computational Linguistics and Intelligent Text Processing. CICLing 2010. [Acceptance rate: 22.5%].

Laura Street, Nathan Michalov, Rachel Silverstein, Felicia Flowers, Angela Talucci, Michael Reynolds, Priscilla Pereira, Gabriella Morgon, Samantha Siegel, Marci Barousse, Lurdes Ruela, Antequa Anderson, Tashom Carroll, and Anna Feldman. 2010. Annotating Corpora for Idiomatic Expressions. To be presented at the MSU Student Symposium. Presenter: **Laura Street**.

Jirka Hana, Anna Feldman, and **Katsiaryna Aharodnik**. 2011. A low-budget tagger for Old Czech. *Proceedings of the 5th Workshop on Language Technology for Cultural Heritage, Social Sciences, & Humanities (LaTeCH 2011)*. 49th Annual Meeting of the Association for Computational Linguistics/Human Language Technologies 2011.

Robson Albuquerque and **Kaitlin Ward**. 2011. Revisiting and rerunning William Labov’s study: The social stratification of [r] in NYC department stores. *American Association of Applied Linguistics Conference*, March, 2011.

Robson Albuquerque and **Kaitlin Ward**. 2011. Revisiting William Labov’s study: The social stratification of [r] in NYC department stores. *Montclair State Student Research Symposium*. Montclair State, April 2011.

Sarah Sullivan. 2011. ‘Their’ as a singular pronoun in contemporary English *Montclair State Student Research Symposium*. April 2011.

Katsiaryna Aharodnik. Automatic identification of learners’ native language (L1) based on their writing in Czech. Montclair State 7th Annual Research Symposium. April 20, 2013

Nadolske, M.A. and **Christine Chynoweth**. Semantic “Classifier” Handshape Variation: VEHICLE Descriptions by different populations of ASL signers. *Theoretical issues in Sign Language Research. (TISLR 13)*. London, England. July 8, 2013.

Matthew Mulholland and **Joanne Quinn**. 2013. *Suicidal Tendencies: The Automatic Classification of Suicidal and Non-Suicidal Lyricists Using NLP*. International Joint Conference on Natural Language Processing. Nagoya, Japan. Oct. 2013. [Acceptance rate: 23.4%].

Katsiaryna Aharodnik and **Marco Chang**. 2013. *Automatic Identification of Learners' Language Background based on their Writing in Czech*. International Joint Conference on Natural Language Processing. Nagoya, Japan. Oct. 2013. [Acceptance rate: 23.4%].

Siobhan O'Connor. 2014. The Language of Autism: Can Practice Improve Pronoun Discrimination? Montclair State University Student Research Symposium. April, 2014.

Graduate Student Mini-conference

Since 1995, the department has sponsored graduate student “mini-conferences” at which Master of Arts students present twenty-minute formal papers related to the work they are doing on their independent research project. Appendix III gives a listing of completed MA papers from the past five years.

Student Honors

We are very proud of our undergraduate and graduate award winners:

Liubou Shefarevich (2013). Dean of Students Award for graduating with a 4.0 GPA

Kurt Keena (2013). Conrad Schmitt Full Scholarship.

Katsyarina Aharodnik (2012). Best Graduate Assistant Award.

And the winners of our Alice Freed Prize

The prize was established by Dr. Freed upon her retirement in 2012. It is awarded to a student whose final research project in APLN 605, the capstone course, falls within the domain of “sociolinguistics,” “discourse analysis,” or “language and culture.” Applicants must also maintain a high grade point average to be eligible for this prize. The award winners are:

2012. Kaitlin Ward, for her work on the use of corpora in sociolinguistic research.

2013. Sarah Sullivan, for her work on Spanish Language Shift and Heritage Language Education in the US.

2014 Saida Radjabzade for her work on the causes of recent language change in Bukharian Tajik; and Sara Hedayat for her work on apologies in Dari.

Clubs and Student Support

The Graduate Linguistics Association at Montclair State, a student organization for graduate Linguistics students was formed in the fall of 2005. This group replaced an earlier student association that had become inactive. With the assistance of a Linguistics Department faculty member, since its inception Longxing Wei, social events are sponsored each semester. GLAMS has been extremely effective thanks to the energy and dedication of the leaders of the group.

Last year, the undergraduate linguistics majors formed a linguistics club. A American Sign Language Club has been formed this year.

3 OUTCOMES: PROGRAMS AND STUDENT LEARNING

Sections 3.1 and 3.2 provide the details of the assessment plans developed by the Linguistics Department for its BA major and MA in Applied Linguistics. Following this, in section 3.3, are the assessment instruments being used in the department. The student product is separately available.

Assessment Plan: Bachelor of Arts in Linguistics

Basic Information

Program: Bachelor of Arts

Department: Linguistics

Department Chair: Eileen Fitzpatrick

Average Number of Graduates: 31 per year

Background

Linguistics is unusual in that its subdisciplines run the gamut from theoretical hypothesis testing in phonology, morphology, syntax, semantics, and pragmatics to experimental laboratory research in phonetics to social science data gathering and analysis in sociolinguistics and the cultural aspects of language use. Reflecting the distinctive nature of the discipline, our students are required to take a set of core courses that expose them to the different orientations and methods of analysis in each of the subdisciplines. These courses are

LNGN230 Language in Society
LNGN245 Language and Culture
LNGN300 Syntax
LNGN301 Semantics
LNGN302 Pragmatics
LNGN331 Phonetics
LNGN332 Phonology

To introduce students to the methods in these different subdisciplines and enable them to draw on a common knowledge of the analysis of English, we also require two introductory courses:

LNGN210 Introduction to General Linguistics
LNGN220 The Structure of American English

Our Student Body

Since U.S. high schools do not introduce students to a sophisticated study of language, very few freshman arrive in college knowing anything about linguistics. Therefore, most of our students enter our program as upperclassmen. They either transfer from another major after taking one of the General Education courses we offer or they transfer from another university. About 20% of our students transfer from a foreign university. This compresses the time span over which we can plot their progress in the discipline from the usual three or four years to two years, a serious consideration when assessing their performance in the program.

What our Majors do with their Degree

Our majors go on to teach English as a Second Language or a foreign language in both public and private schools in New Jersey, or they return to their native countries to teach English. Many go on to graduate school in linguistics, speech pathology, or audiology, but also in law and business. Several bilingual graduates have gone into translating and two have gone on to work in computational linguistics.

The Skills our Graduates Need

All of the professions listed above require that our students be able to understand and explain the core concepts of the discipline in which they work, whether they remain in a language-related profession or move to another profession. They need to be able to do this in a professional environment, either in the classroom or at a meeting. And they need to be able to think critically, weighing alternatives and arguing the advantages of one alternative or argument over others. These crucial professional skills are reflected in the learning goals we have chosen to concentrate on; these appear in the template below

Assessment Template: BA in Linguistics

Learning Goal	Assessment Measure	Who will develop the measure?	Where will assessment take place?	Assessment Schedule – When?	Dissemination of Results	Potential Use of Data
Students will be able to demonstrate knowledge of core terms and concepts in linguistics	Comprehensive Final examination	Full-time instructors of LNGN210: Mary Call, Anna Feldman, Susana Sotillo	LNGN210 Introduction to General Linguistics	At the beginning of the student's program in Linguistics	Student performance in each core area of linguistics will be aggregated and shared with faculty at beginning of each semester	Data will determine allocation of time and resources to each core area in LNGN210 and in the core area courses
Students will be able to communicate effectively	Data analysis paper (LNGN230) OR Final presentation (LNGN245)	Full-time instructor of LNGN230: Susana Sotillo; Full time instructors of	LNGN230 Language in Society LNGN245 Language and Culture	Mid-way through the program	Sample papers/PPTs that exceed, meet, and do not meet the rubrics for these measures	Data will be examined for - Writing - Care in analysis - Strength of argument

		LNGN245: Mary Call, Susana Sotillo			will be shared with faculty at beginning of each semester as well as numbers of students that have exceeded, met, and not met rubrics	Weaknesses will result in more time and resources being given to those areas
Students will be able to construct logical arguments	Midterm and Final examinations	Full-time instructor of LNGN300: Longxing Wei; full-time instructors of LNGN301: Anna Feldman, Longxing Wei	LNGN300 Syntax LNGN301 Semantics	In the student's junior or senior year of program	At beginning of subsequent semester, argumentation will be categorized wrt quality and type of argument and aggregate data shared with faculty.	If a significant number of students cannot construct a logical argument, support resources (TA, different texts) will be added.

Assessment Plan: Master of Arts in Applied Linguistics

Basic Information

Program: Master of Arts in Applied Linguistics

Department: Linguistics

Department Chair: Eileen Fitzpatrick

Graduate Program Coordinator: Longxing Wei

Average Number of Graduates: 10 per year

Background

The requirements for the M.A. include a set of six required courses in the core areas of Linguistics plus a one-credit research requirement, which functions as our primary assessment measure for the program, and six electives selected from two groups of electives in Applied Linguistics. The first group of electives provides students with training in several key areas of Applied Linguistics, including second language acquisition, sociolinguistics, and computational linguistics. The second group of electives allows students to study more specialized topics within these fields. The core courses for the MA, which are required of all students, are:

APLN 500 Language and Linguistics

APLN 502 Sociolinguistics

APLN 504 Syntax

APLN 505 Semantics and Pragmatics
 APLN 506 Phonetics and Phonology
 APLN 508 Research Design in Applied Linguistics
 APLN 605 Independent Research (1 s.h.)

With the exception of APLN500, which is offered every semester, the core courses are offered in a two year rotation. Students who attend full-time usually finish in 2 or 2½ years, but the majority of our students attend part-time and finish in 3½ or 4 years.

Our Student Body

As is common in graduate linguistics programs, few of our students come with a background in linguistics, although many have a foreign language background. One-half of our MA candidates come with an undergraduate degree from a foreign university. Most of our candidates are bilingual or multilingual, either they were born in a non-English speaking country, or are heritage speakers of another language, or have lived abroad and/or majored in a foreign language as an undergraduate.

What our Majors do with their Degree

Our MA graduates go on to Ph.D. programs in linguistics and other related fields; to teaching in ESL and foreign language programs both in the U.S. and abroad; and to industry positions as writers, editors, and analysts.

The Skills our Graduates Need

All of our graduates need to be able to construct a logical argument, whether about linguistic issues or professional issues affecting their job. To have an effect on their professional environment, they need to present their argumentation both orally and in writing. For the growing number of our MA students who go on to PhD programs, they also need to have an entry into professional research. A primary pitfall in graduate research is the student's belief that they have to present a grand, new idea. Our program aims to have them appreciate the fact that research builds in small, incremental steps through a chain of experiments and hypothesis revision.

The MA capstone course: APLN605

The capstone for the program requires candidates to either write a formal paper on an original idea or do a literature review on a topic that the candidate wants to study in depth. Students who opt for the literature review sit for an examination on the papers they have chosen, with their advisor, to review. The papers and exams are read by the advisor and the two readers on the student's committee. All candidates are required to give an oral presentation on the topic they have chosen.

Assessment Template: MA in Linguistics

Learning Goal	Assessment Measure	Who will develop the measure?	Where will assessment take place?	Assessment Schedule – When?	Dissemination of Results	Potential Use of Data
Students will	Final	All full-	APLN605	As the last	Readers will	Data will be

be able to communicate effectively	paper/exam in APLN605. Presentation in APLN605.	time faculty.	Independent Research	course the student takes.	write a short critique of paper's/exam's ability to get the main idea across.	examined for -Writing -Care in analysis -Strength of argument Any weaknesses will result in more time and resources being given to those areas
Students will be able to construct logical arguments	Final paper in APLN506 Final paper/exam in APLN605	Full-time instructor of APLN506. All full-time faculty.	APLN506 Phonetics and Phonology APLN605 Independent Research	Usually mid-way through the student's program As the last course the student takes	For both measures, midway through the subsequent semester, argumentation will be categorized with respect to quality and type of argument and aggregate data shared with faculty.	If a significant number of students cannot construct a logical argument, instruction in this skill will be explicitly built into all required courses.
Students will demonstrate a knowledge of how research builds incrementally	Final paper (a set of five article abstracts plus an essay following the research thread through the articles.) Research Proposal Literature Review	Instructor of APLN506. Instructors of APLN508. All full-time faculty	APLN506 Phonetics and Phonology APLN508 Research Design APLN605 Independent Research	Usually mid-way through the student's program Towards the end of the student's program As the last course the student takes	Sample papers that exceed, meet, and do not meet the rubrics for this measure will be shared with faculty in fall following the course. Sample proposals that exceed, meet, and do not meet the rubrics for this measure will be shared with faculty in the spring following the course.	If a significant number of students cannot follow the thread of an idea through a set of research papers, the abstract exercise will be assigned in multiple required courses.

					Readers will write a short critique of paper's/exam's ability to follow the thread of an idea through several papers.	

3.3 Assessment Instruments

LNGN210 Introduction to General Linguistics

Grammar

Linguists describe a grammar as consisting of the components listed below. Provide a brief description of each component and give examples to illustrate your answer.

1. Phonetics and Phonology
2. Morphology
3. Syntax
4. Semantics

Morphology

- a. name the three types of affixes
- b. The following data from Agta (spoken in the Philippines) illustrates a specific type of affix.

dakal	'big'	dumakal	'grow big, grow up'
darág	'red'	dumarág	'redden'
furáw	'white'	fumuráw	'become white'

3. What is the affix in Agta meaning 'become X'?
4. What type of affix is it?

Syntax

1. How does English express the past tense for regular verbs? Use examples to show the allomorphs for expressing past tense forms.
2. Does English have a future tense inflection? If so, what is it? If not, how does English express future tense?
3. The following sentences were produced by Holly. Has Holly fully acquired the English past tense? What is the evidence for your answer?

Holly

I learned about loving moms.
 Put him on the bathtub
 We eated gummy snakes
 Thank you for giving these books us.
 I don't know
 He bited my finger. (When corrected, she said: He bitted my finger).
 I runned in the water

I rided in the water

Language history

English has transitioned through three general stages: Old English (OE), Middle English (ME), Modern English (ModE).

Below are four sentences in Old English along with their Modern English counterparts.

- A. Using the examples below, show where the word order of the Modern English sentences differs from the word order of Old English.
 B. Show where the OE and ModE examples have the same word order.
 (Be sure to read the examples carefully.)

- OE hī æthele ceþnan wǣron
 they (subject inflection) noble soldiers were
 ModE *they were noble soldiers*
- OE tha hē thone cyning sōhte, hē bēotode
 when he (subject inflection) the (object inflection) king visited, he boasted
 ModE *when he visited the king, he boasted*
- OE sē man thone cyning sloh
 the (subject inflection) man the (object inflection) king slew
 ModE *the man slew the king*
- OE Hwæt sceal ic singan?
 ModE *What should I sing?*

Language relatedness

Here is how to count from one to five in an assortment of eight languages. Five of the languages are Indo-European and three are not.

Which of the languages are Indo-European?

You do not have to identify specific languages. However, for a small bonus, can you identify all or some of the languages? Each identification, except for English, is worth an additional .25 points.

L1	L2	L3	L4	L5	L6	L7	L8
one	unus	i	mot	uno	eins	ichi	unu
two	duo	erh	hai	dos	zw8ei	ni	doi
three	tres	san	ba	tres	drei	san	trei
four	quattuor	ssu	bon	cuatro	vier	shi	patru
five	quinque	wu	nam	cinco	funf	go	cinci

See Appendix VI for student product

3.3.5 LNGN230 Language and Society OR LNGN245 Language and Culture

Instructions for Interview Assignment LNGN 230 Language in Society

Small Group Work

- Working in small groups (maximum three persons), identify a dialect informant or two if possible. This person should be a speaker of a dialect of English different from yours or from that of your speech community. You may also choose to interview ADULT second language learners who have been in the US less than five years, or speakers of the New Englishes: older immigrants from Jamaica, India, Pakistan, Sri Lanka, or the Philippines. With respect to different varieties of English, you may choose to interview a resident of Brooklyn, Hoboken, the Bronx, Alabama, Texas, etc. It would be desirable if you could find an older person (50+) since his/her vocabulary, grammar, and phonology are probably quite different from the American English dialect that you are familiar with.

The Interview

- Ask this person or persons permission to video record them with your Tablet, iPad or laptop. Record between five to six minutes if you are interviewing one person and between 10 to 12 minutes if you are interviewing two informants. Prepare a very short questionnaire and find out basic facts about this person, but use a topic such as the “danger of death” prompt in order to elicit the vernacular. Do not mention language when interviewing this person. Here are some topics you may want to mention:
- Interviewer: I am doing a project for one of my professors about cultural differences between North Americans and individuals from the Middle East, China, Latin America, etc.
- Interviewer: Tell me about the geographic landscape in your country or region of birth? Was the weather warm all the time? Did it snow where you lived?
- Interviewer: Were you ever in a situation where you thought you were going to die? For example, a “danger of death” situation such as a serious car accident.
- Interviewer: I am very interested in the way people from different cultures break up or end a relationship. Could you tell me how you would go about breaking up with a boyfriend/girlfriend that you no longer wanted to see? Would you do it by Email, in a text message, or voice mail? What exactly would you say to this person?
- Let your informant speak for as long as he/she wants.

Transcribing the Interview

- One of your group members should phonetically transcribe approximately three minutes of the entire conversation using IPA symbols. She/he should also transcribe three or more minutes in standard American English so that there are no misunderstandings.

Preparing Charts – Report Writing

- A third group member needs to prepare charts and tables, and **all** members need to contribute to the preparation of the report. Using Excel, prepare charts and tables to show the distribution of phonetic features, vocabulary items, and morphosyntactic characteristics in the speech of your group’s informant(s). Upload your video recording to YouTube or to your own blog and also save it on your iPad,

tablet, or laptop. Provide a link to your video clip, which will be embedded in the group's report (Word Document) or blog.

Presentation

- Be prepared to present your findings in class. (Maximum five to eight minutes per group.)
- Your final report should be limited to five pages, including tables/charts and references. Attach a copy of your phonetic transcript and SAE transcript as appendices.

3.3.5 LNGN300 – Syntax

LNGN 300 Syntax - Final Exam

Name _____

Please bring your final exam to Schmitt Hall 240D.
No electronic submission!

1. What does the rule schema: **XP** -> ... **X** ... tell you? Give three different examples to illustrate the implications of the rule. (5%)
2. What is the structural difference between a **complement** and an **adjunct** in terms of the hierarchical analysis of a phrase category? Draw complete S-structure trees for any two different XP's where a complement occurs and for any two different XP's where an adjunct occurs. (10%)
3. What does the following statement mean?
"A θ -role is the set of thematic relations assigned by a particular element to a particular position, and a θ -role may be composed of one or more thematic relations."

Specifically, where and how is a **θ -role** assigned? Give two examples. Why is the relation between noun phrases in a sentence and their **thematic relations** not always one-to-one (i.e., "multiple thematic relations")? Give two examples with explanations. (10%)
4. Explain the following statements about NP-movement with at least two different examples. (10%)

"Movement is structure-preserving, movement is upwards only, and movement is to a θ -bar position."
5. Why is NP-movement necessary in passive constructions and constructions with verbs like *seem* and *be likely*? Give at least two reasons with examples. (10%)
6. Explain the ungrammaticality in the following sentences in terms of the " θ -Criterion." (10%)

(1) *John was eaten the cake.

(2) ____ ate the cake
*The cake ate ____.

(3) ____ believed [_{IP} John to have eaten the cake]
*John believed [_{IP} ____ to have eaten the cake].

(4) *John seems that he has eaten the cake.

7. Why do we say that although NP and VP are obligatory elements of IP, the head of IP is INFL? Give at least two reasons with examples. (10%)

8. Discuss the similarities and differences between NP-movement and WH-movement with specific examples. Draw one structural tree for NP-movement and one structural tree for WH-movement at S-structure with traces identified.

You may simplify the tree structure wherever possible. If you do so, you must follow the standard way of simplifying trees. (15%)

9. Draw a complete tree (i.e., no simplification) for the S-structure for each of the following sentences. If the sentence involved NP-movement or WH-movement, the trace must be identified and coindexed with the moved item. (20%)

- (1) The boy played with the dog in the yard this morning.
- (2) The students of linguistics study syntax in a small classroom on the second floor.
- (3) The instructor for that class ordered an interesting, informative, useful book.
- (4) My small dog and big cat are afraid of strangers.
- (5) The paper was revised by John.
- (6) Mary seems to be happy with John's revision of the paper.
- (7) Mary doesn't know whether she can do the job.
- (8) The students like the book which their instructor ordered.
- (9) When did you visit the city? Did you enjoy your visit?

3.3.5 APLN506

This assignment is the last in a series of "Adopt-A-Language" assignments, including an assignment in which students had to find and evaluate academic sources for the research.

For this final assignment, you are asked to **propose** a research project. Imagine, for example, that you are proposing an MA thesis or that you are applying for a grant to do research. Although you are not required to actually carry out the proposed research, you must write the proposal with enough detail and clarity to convince an informed reader that your project is **feasible, important and informed by prior research**. The proposed research may be theoretical or applied in nature; it may be purely linguistic or overlap with related fields like education or computer science; however, it must have a significant component involving phonetics or phonology.

PRIOR ASSIGNMENT: RESEARCH SOURCES

For this assignment, you will choose an unfamiliar language. (By unfamiliar, I mean a language that you have not studied previously, at least not its phonetics & phonology. You should definitely **not** choose English.) Have a look at some of the other Adopt-A-Language assignments for the kinds of information you'll need.

For your chosen language, provide

- a few basic stats for the language (where is it spoken? is it a minority language? endangered? -- don't spend too long on this)
- a list of 3-5 academic sources that you think will help you write your final assignment for the class (a short phonological sketch and a discussion of some puzzle or hypothesis)
- for each source, include the following
- full citation in a standard format (APA, MLA, etc. - your choice, just be consistent)
- availability (where can you get it? online? at Sprague?)

- type of work (encyclopedia article, reference grammar, phonetic study from a journal, chapter in a book)
- peer-reviewed (yes/no... if no, why is it nonetheless a worthy source?)
- a brief note explaining what kind of information you'll use from the source (e.g. inventory of sounds, phonological rules, analysis)

Some excellent resources to start with:

- World Atlas of Language Structures (WALS)
- Ethnologue
- Wikipedia
- Linguistics and Language Behavior Abstracts (LLBA) highly recommended

3.3.5 APLN605

APLN 605: Independent Research: Suggested Format for Proposals

The following is a suggested format for proposals. The topics listed should be included although the order of these topics is not fixed. Proposals do not need to be long; five to seven pages should be sufficient.

Title or Topic

I. Introduction (Background and statement of why this topic is of interest to linguists.)

II. Research Question and/or Hypothesis

A. Examples of data

B. Brief literature review

III. Methodology and/or Theoretical Framework

A. Source of data or plan for data collection. (Where appropriate, experimental procedures)

B. Methodology, i.e. description of analytic procedures or theoretical framework for analysis

IV. Anticipated or (hoped for) Results

V. References

Evidence of Departmental Data Analysis

There have been two faculty retirements and two new Tenure Track hires since we formulated the learning goals for the BA Major in Linguistics and the MA in Applied Linguistics. As a result, we have dropped APLN502 Sociolinguistics from our assessment since we do not currently have a full-time faculty member teaching this course. Involvement of the new faculty has also given us a new perspective on the assessment learning goals, encouraging us to make changes.

We have changed the BA's LG1 so that students are now expected to *demonstrate knowledge of* core terms and concepts in linguistics, rather than 'explain' these terms. We realized that explanation of core concepts in an introductory Gen Ed course runs counter to the goal of good coverage of the many linguistic subdisciplines, and that our upper level courses, which each concentrate on particular subdiscipline, are the right place to expect explanation from our students. Given this revision, the student product adequately addresses the learning goal.

We have determined that, for the present, the LG2, which looks for students' ability to communicate effectively, is measured well in the sociolinguistics assignment that requires students to interview a non-native speaker of English, and report on the influence of the native language and the surrounding English language community in the interview. We are currently dealing with the issue of whether to identify the interviewees in the materials as they are presented for the Middle States accreditation review.

We have also determined that the final exam in LNGN300 Syntax, which requires students to argue for a particular linguistic analysis of certain constituents in a sentence and to analyze sentences as part of the argument is doing a good job of measuring the ability to construct logical arguments. We have changed the statement of the learning goals, however, to reflect that students take this course in their junior or senior year rather than "in the final year of the program."

With respect to the MA Learning Goals, we have determined that the capstone papers in APLN605 are a good measure of the students' ability to communicate effectively, and of their ability to construct logical arguments. The project proposal from APLN506, which measures students' understanding of the incremental nature of research, is also up to the job of evaluating this skill. The excellent paper provides a good literature review that discusses the development of research in two dialects of a language, while the weak paper barely mentions the previous literature.

Evidence of Departmental Use of Assessment Data

The department has had a retirement and two new hires since the plan was decided upon. Therefore, we have not, as yet, used the data to determine long-range departmental objectives. However, some short term changes have begun to be made.

- For courses involved in assessment, the syllabi for these courses now reflect the learning goal(s) that the course is expected to meet.
- There is a wide variation in student performance in the final MA paper, Option A, which measures students' ability to construct logical arguments as well as their understanding of the incremental nature of advances in research. We are in the process of amending Option B, which provides a more gentle introduction to these skills, so that students who may not

be ready for Option A will be more greatly encouraged to choose the Option B literature review and examination rather than the Option A paper.

Activities of Alumni

The activities of former undergraduate linguistics students are difficult to report since we do not have a formal mechanism for recording job placement for our graduates. However, the department has been able to record the initial placement for many of its BA graduates and most of its MA graduates.

Of the 155 students who graduated with a BA in Linguistics between 2010 and 2015, 20 went on to master's degrees, primarily in linguistics or speech language pathology, 1 went directly to a Ph.D. program in Semitic languages, 4 went to educational administration, 6 to teaching in the NJ public schools, 3 went abroad to teach English (in Japan, Brazil, and Britain), 2 went to translation/interpreting, 2 to marketing and public relations, 1 to software engineering, 1 to speech software analysis, and 4 to health related professions. [Appendix IV](#) gives the names of the BA graduates and the placements to the extent that we know them.

Of the 52 MA students who graduated between May 2010 and May 2014, 5 went to Ph.D. programs in linguistics, communication sciences, or educational leadership, 14 are either teaching English as a Second or Foreign Language or managing a language program, and several have taken their degrees in related but different directions, including as a discourse analysis for a pharmaceutical services company, a technical writer, and a university research officer. [Appendix V](#) gives the names and placements of the MA graduates. Given the applied nature of the linguistics program at Montclair, it is not surprising that the majority of our students have found jobs directly related to language and linguistics. The department is proud that so many students have established real careers in the field.

In general, the master's degree prepared students for language professions while the bachelor's degree prepared student for more diverse paths.

4 FACULTY

The Linguistics Department is presently composed of eight full-time faculty members, five with tenure, two, Jonathan Howell and Natasha Abner, in tenure-track positions, and one, Jennifer Perlis, in a two-year renewable contract position in American Sign Language. Dr. Howell joined the faculty when the old, five-year tenure clock was still in place; Dr. Abner joined the faculty this year under the new, six-year tenure clock.

All members of the department remain current in the field and in their particular areas of specialization through extensive reading, attendance at conferences, scholarly research, and through the wide range of teaching responsibilities necessary in a department of this size. The members of the department have also been actively involved in innovations in teaching and constantly exchange ideas about their classes. This is accomplished in part by a frequent rotation of courses, by updating the curriculum when needed, and by encouraging and funding attendance at conferences dealing with Linguistics and with language education.

In addition, each semester the department hires more than 15 adjunct faculty members, 8-9 in American Sign Language, 2-3 in English as a Second Language, and 5-8 in linguistics. For the most part, the

adjuncts in linguistics teach the LNGN200 introductory courses and the full-time faculty teach the LNGN300 and 400 level courses, which require specialized subject knowledge to teach. The department is fortunate to be able to recruit and keep talented and dedicated adjunct faculty. Adjunct salaries have been rising for several semesters, making these positions competitive.

The faculty teaching load is 12 teaching credit hours (TCH) per semester. A Faculty Scholarship Program (FSP) enables faculty to substitute work towards published research for 3 TCH per semester. All members of the Linguistics Department are engaged in work supported by FSP.

Faculty descriptions are listed below. Detailed vitae for the department's full-time faculty are linked to their names. The released time figures given are per academic year.

[Natasha Abner](#). Assistant Professor. Signed language. Affect of modality on language structure.

[Mary E. Call](#). Associate Professor, Teacher education coordinator (3 TCH release time per year). Ph.D., University of Pittsburgh, 1979. 2nd language acquisition, TESL, foreign language education, language and culture, international exchange programs. (Knowledge of Spanish and French, familiarity with Greek and Slovak.)

[Anna Feldman](#). Associate Professor, undergraduate major advisor. Ph.D. Ohio State University, 2006. Automatic idiom recognition; Resource light morphology and tagging; computational linguistics in general. (Knowledge of Russian, Hebrew)

[Eileen Fitzpatrick](#). Professor, chair (12 TCH release time per year). Ph.D., New York University, 1985. Automatic verbal deception detection, prosodic phrasing, computational linguistics. (Knowledge of Farsi.)

[Jonathan Howell](#). Assistant Professor. Context-sensitive meaning. The role of prosody (e.g. intonation, stress, rhythm) in discourse.

[Jennifer Perlis](#). Instructional Specialist. American Sign Language. Sign language pedagogy.

[Susana Sotillo](#). Associate Professor, Ph.D., University of Pennsylvania, 1991. Second language acquisition, educational linguistics, bilingualism, sociolinguistics, TESL, and computer-mediated instruction and communication. (Knowledge of Spanish and German.)

[Longxing Wei](#). Professor; Director of Graduate Studies (3 TCH release time per year). Ph.D. 1996. University of South Carolina. Second language acquisition, bilingualism, code-switching, sociolinguistics. (Knowledge of Mandarin, German, and Japanese.)

Professors Emeriti.

Alice F. Freed. Professor Emerita, Ph.D., University of Pennsylvania, 1976. Discourse analysis, sociolinguistics, language and culture, semantics and pragmatics; language and gender research. (Knowledge of French.) (retired January 2012)

Milton S. Seegmiller. Professor Emeritus, Ph.D., New York University, 1974. Syntactic and phonological theory, historical linguistics, language planning and language policy, sign-language linguistics, Turkic languages. (Knowledge of American Sign Language, Russian, Spanish, and Turkish.) (retired January 2006)

5 FACILITIES

Office and Meeting Space

In January 2012, the Linguistics Department moved into a newly renovated Conrad Schmitt Hall, which it shares with the two language departments, Modern Languages and Literatures and Spanish/Italian. Space in Schmitt Hall is allotted for a phonetics classroom (CS110; see section 1.2.3), for linguistics research, for one additional classroom (CS125), for a large meeting room (CS104), and for full-time faculty, adjunct, and graduate assistant offices. Each of the three departments has its own seminar room, which provides a classroom or meeting space scheduled at the department's discretion. The new building has also provided several spaces for students to congregate, receive tutoring, and discuss their work, giving us all a sense of a Linguistics Center.

Computer and Laboratory Facilities

Computer and Laboratory Facilities

All full-time faculty are provided with a new computer every four years via the lease replacement program; computer support is available through the College's Technology Services Unit. Schmitt Hall is a relatively new (2012), purpose-built facility for the foreign language and linguistics programs, and has two regular classrooms, three departmental seminar rooms, a linguistics research room, a transcription room, three computer teaching labs, one with Mac computers used by the phonetics and computational linguistics courses, and one open lab for students in the three departments. Schmitt Hall also has a lab used for instruction in translation and interpreting – a room whose booths also provide for phonetics experiments. All instructional locations have a resident computer (dual-boot Mac / Windows) and laptop hookup, a multi-region DVD player, and a document camera connected to at least one ceiling-mounted data projector. Some rooms have additional capabilities. All computers have headsets and an attached or built-in webcam.

Additional computer laboratories are located around the campus. All computer laboratories provide access to the Internet and the World Wide Web as well as having course-specific software. All undergraduate and graduate students have Montclair gMail e-mail accounts, roaming file storage from University computers, and space to publish web pages. Most classrooms across other campus buildings have advanced presentation technology and the campus is wireless with the transition to an 802.11ac network underway.

The Department is well-supported by the Language Learning Technology (LLT) group within the College, which is the primary point of contact for initial faculty technology support issues, and classroom support including audio-visual technology. Linguistics students, and the nearly 4000 students enrolled in in foreign language and linguistics courses each term, have access to the LLT facilities:

Instructional facilities

Room 110 and 125 -- Classrooms

Room 110 has capacity for 28-students and is arranged in 4 rows of desks facing the front row. A teacher podium has all the AV and computer equipment including a document camera and laptop hookup.

Room 125 has capacity for 39-students and is arranged in 3 large tables that facilitate group work, such as lab work. It has 3 data projectors (every seat is a good seat!) and an iPad cart.

Rooms 202, 204, and 214 – Department Seminar Rooms

These rooms have capacity for 16-students and are equipped with a multi-standard DVD player, a NTSC-only VCR, resident computer, laptop hookup, and document camera connected to a ceiling-mounted data projector.

Room 105 -- Macintosh Lab

This is a 24-seat Macintosh facility where student audio and video projects with the iLife suite are possible. The underlying Unix operating system is appropriate for computational linguistics.

Room 122 -- Digital Language Lab

This is a 36-seat Windows facility with the ReLANpro software (digital language lab). Because it is adjacent to the (student) Free-access Language Lab, it serves as overflow free-access foreign language and linguistics coursework computing space when not used for instruction.

Room 119 -- Translation & Interpreting Lab

This 24-seat Windows facility is used primarily by Translation & Interpreting courses. It has 4 simultaneous interpreting booths and ample bookshelf storage for print resources.

Non-instructional facilities

Room 101 -- Development Room

Language Learning Technology (LLT) facilitates access and support to the equipment in this room where faculty can collaborate with students on materials development or use of the two sound-proof booths for audio recordings.. LLT uses this as the base for its computer image development.

Room 104 -- Multipurpose Room

This is a 49-seat meeting facility that features HD videoconferencing, an eConferencing Control Room with student technician for events, and wireless conferencing and simultaneous interpreting. Video from this room can be sent to overflow room 125 for larger events.

Room 135 -- Language Testing Center

This 24-seat lab facilitates testing and faculty research. It is used as the primary location for ESL courses.

Room 132 -- Free-access Language Lab

This facility is designed for both individual and group work. There are 19 dual-boot Macintosh computers, a diner booth with computer and large-screen, a group video-viewing room, and a video recording studio.

Lounges

There are several lounge / waiting areas in the building including a faculty-staff only coffee nook in the departmental office suite (222). All are equipped with large-screen displays and international TV from a new satellite head-end with distribution via IP. These locations will allow students to "nest" and faculty to visit with one another.

Room 242 - Linguistics Research Room

This facility is designed for faculty who are linguists from all three departments to conduct their linguistics research.

Other Rooms of Note:

The adjunct suite is in room 230 and includes 8 computers (4 Windows, 4 Macs). When adjuncts require a private meeting with 2-3 students, there is a small conference room across the hall.

The copy/print/mail room is room 225.

LLT operates a virtualized server, lemur, for use by computational linguistics.

LLT operates a small satellite head-end with foreign language content that is distributed via television over IP (viewable on computers).

LLT circulates digital audio and video recorders, digital video cameras for use by classes or individual student projects.

The Linguistics Department faculty also have access to software and corpora purchased for language and translation lab use, including:

Tools

- the SynSen formant synthesizer
- Praat
- Brill Tagger
- Collins Parser
- Decision Tree Tagger
- Minipar
- The IMS Open Corpus Workbench (CWB)
- PC-Kimmo
- Porter Stemmer

Corpora and Reference Materials

- American National Corpus
- Boston University Radio Speech Corpus
- British National Corpus
- European Corpus Initiative MultiLingual Corpora
- IPIPAN – Anna – Are these correct?
- Multext
- Multext East
- Palavras
- Santa Barbara Speech Corpus
- TIMIT speech Corpus
- UCL/CELC LOCNESS Corpus

6 LIBRARY AND TECHNOLOGY RESOURCES

Books:

The linguistics collection at Montclair State University, housed in Sprague Library, is a respectable sized collection of modern linguistics. Currently, approximately 116,617 titles are available spanning language, linguistics, and literature. Approximately 5,669 of these titles are specifically linguistics (Library of Congress call number P) and another 3,192 are English philology and language. (Library of Congress call number PE).

Analysis of Sprague Library's linguistics holdings by year of publication (Library of Congress call number P) as of spring 2015:

Before 1970	1970-1979	1980-1989	1990-1999	2000-2009	2010-2015
8%	19%	21%	29%	14%	8%

Journals / Periodicals:

Sprague Library has approximately 514 periodical titles pertaining to Linguistics. Below is a very selective list of Linguistic titles the Library currently subscribes mainly in electronic format.

American Journal of Philology
American Speech: a quarterly of linguistic usage
Anthropological Linguistics
Applied Linguistics
CLA Journal
Canadian Journal of Linguistics
Cognitive Linguistics
Corpora: corpus-based language learning, language processing and linguistics
ELT Journal
English World-Wide: a journal of varieties of English
Folia Linguistica
Intercultural Pragmatics
International Journal of American Linguistics
International Journal of Corpus Linguistics
Journal of English Linguistics
Journal of Linguistics
Journal of Phonetics
Language and Education: an international journal
Language and Literature
Language in Society
Language Variation and Change
Language, the journal of the Linguistic Society of America
Languages in Contrast
Lingua
Linguistic Inquiry
Linguistic Review
Linguistics: an interdisciplinary journal of the language sciences

Linguistics and Philosophy
Modern Language Journal
Natural Language and Linguistics Theory
Probus: international journal of Latin and Romance Linguistics
Studies in Second Language Acquisition
TESOL Quarterly

Databases:

Among the databases the Library subscribes to, the following databases/resources are related to linguistics or contain linguistics content:

ABELL (Annual Bibliography of English Language and Literature)
Academic Search Complete
Communications and Mass Media Complete
Dissertations and Theses Full-Text (ProQuest)
eHRAF World Cultures
Encyclopedia of Language & Linguistics (Elsevier)
ERIC (Education)
Essay and General Literature Index
JSTOR
L'Annee Philologique
Literature Resource Center
MLA International Bibliography
Oxford English Dictionary
ProQuest Central
PsycArticles & PsycInfo
Sociological Abstracts
Web of Science (Citation Index)

The linguistics liaison compiled and maintains the following resource guides for [linguistics](#), [sign language](#) and [English as a Second Language](#).

7 SUPPORT SERVICES

We are in the process of hiring a full-time secretary dedicated to the Linguistics Department, as mentioned in our discussion of challenges leading into our strategic goals above. We are excited at the prospect of an enhanced ability to serve our students and attract new students through the support the new hire will provide.

Tina Bollettieri, the Director of Non-Credit English as a Second Language and Assistant to our College Dean, supports our Academic ESL Program by testing and placing incoming graduate and undergraduate students who lack a background in academic English and providing classes for the students whose testing indicates a need for instruction in spoken and/or written English. Ms. Bollettieri also observes our TESL candidates in the classroom.

In addition, the Graduate School has hired new staff dedicated to recruitment, who have already begun to provide us with successful venues for outreach to prospective MA and certificate candidates.

The local technical staff in Schmitt Hall have also provided competent support above and beyond our current needs. The College also provides competent technical services, though the line between the two is occasionally blurred.

8 RELATED DEPARTMENTS

The Linguistics Department continues to have a positive working relation with many other departments in the College of Humanities and Social Sciences (CHSS) as well as with several departments in two other Colleges in the University, the College of Science and Mathematics (CSAM) and the College of Education and Human Services (CEHS). While there are occasional disagreements over the proper placement of certain courses and questions of control over particular topics and programs, by and large, these issues are handled amicably. As interdisciplinary programs grow, cooperation among departments is increasing.

Within CHSS, Linguistics has the most productive ties with the Psychology Department. Both Mary Call and Professor Emeritus Steve Seegmiller have worked with David Townsend of Psychology on sentence processing, and Dr. Call was a co-PI on an NIH grant with Dr. Townsend. Students from both Linguistics and Psychology have participated in this research. We also maintain ties with Communication Sciences and Disorders and the language departments.

In CSAM, contact is greatest with of the Computer Science Department. Anna Feldman holds 25% of her faculty appointment in Computer Science, and both she and Eileen Fitzpatrick have published and/or shared grant funding with members of the CS Department. Prof. Jing Peng, who specializes in machine learning, is currently a co-PI on an NSF grant on Automatic Idiom Recognition with Prof. Feldman.

In CEHS, the department has its closest ties with the Center of Pedagogy, which guides our student teachers through the Education piece of their curriculum.

9 ACCREDITATION

All relevant state and national guidelines have been followed in all department programs. The TESL certification program is fully accredited and exceeds New Jersey State minimum requirements. The department is currently fully accredited for its Teaching English as a Second Language program from the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE), the national accrediting body for teacher education curricula.

10 ENROLLMENT IN MAJOR

The discussion below is based on figures available through Montclair State's Office of Institutional Research (OIR) Graduation and Retention Reports, [Enrollment Reports](#) Tables 20² for undergraduates

² Tables 22 and 29/32 were used for 2nd major and BA+TESL counts respectively.

and Table 24 for graduate students. The figures give full-time (FT) and part-time (PT) status, where FT is 12 or more credit hours per semester at the undergraduate level, and 9 or more credit hours for graduate students. The figures provided by OIR are:

Undergraduate Majors (BA in Linguistics; BA in Linguistics with TESL certification)

Fall Major Head Counts

	F05	F06	F07	F08	F09	F10	F11	F12	F13	F14
FT	27	30	41	46	70	80	89	90	121	124
PT	8	10	9	16	15	24	17	21	22	16
BA+TESL	1	3	5	5	4	8	9	12	9	6
2 nd major	1	2	2	2	3	3	4	8	8	5
Total	37	45	57	69	92	115	119	131	160	151

Spring Major Head Counts

	S06	S07	S08	S09	S10	S11	S12	S13	S14	S15
FT	30	32	45	50	73	89	93	102	117	142
PT	8	9	8	14	15	17	21	13	19	Unk ³
BA+TESL	3	2	5	7	7	8	11	13	10	7
2 nd major	1	5	2	2	4	4	5	8	6	Unk ³
Total	42	48	60	73	99	118	130	136	152	149+

First major for students with Linguistics as a second major:

S11: English, History, Italian, Psych

S12: Anthro, English (2), French, Psych

S13: Anthro, Business, English (2), History, French, Italian, Psych

S14: English, French, Italian, Psych, Spanish

Enrollment in the undergraduate major shows a consistent, healthy growth since 2004. Undergraduate enrollment at the university has grown by 24% over this time period, and clearly some of our growth is due to the larger pool of students. But the undergraduate major in Linguistics has grown by as much as 150% if we take the figure from the current Spring 2010 semester.

We believe that the growth comes primarily from our heavy emphasis, even at the undergraduate level, on practical applications of linguistics. The number of majors applying to the TESL certification track has increased and the number of students interested in graduate work in the speech and hearing sciences, particularly speech pathology, has grown considerably. Nurturing our ties with Montclair's Communication Sciences and Disorders Department has helped attract more students to our department, as we keep students informed of CSND workshops and internship opportunities. Our reputation for offering internships at the undergraduate level also attracts excellent undergraduates. The attractive and welcoming atmosphere in our new location in Schmitt Hall also adds to our credibility and visibility as a department. Finally, we place our [Careers in Linguistics brochure](#) at strategic locations around campus.

With respect to retention and time to graduation, the Linguistics Department has had a consistent record of good retention and graduation rates, with a minimum of 26% of our majors graduating each year, as shown in the table below.

Undergraduate Major: BA in Linguistics; BA in Linguistics w/ TESL Certification

AY	Enrollment (Fall)	Graduates (Spr)	% Graduating
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³ Spring 2015 numbers are not reported yet by OIR. The spring figures here come from the Registrar's Majors/Minors Directory, which does not report FT/PT status or Linguistics as a 2nd major.

2009-10	89	15	0.18
2010-11	112	27	0.26
2011-12	115	37	0.35
2012-13	123	40	0.36
2013-14	152	46	0.30

The fact that fewer than 15 students join the major as freshmen accounts for the rates above 25%. Consistent advising accounts for the solid rate of progress to graduation. The rate is also improved by the fact that linguistics is not a default major; students seek out the major, either because of the promise of professional opportunities after graduation or because of a strong interest in language stemming from the bilingual background of the majority of our students or prior exposure to the discipline.

Graduate Students

Fall Head Counts

	F04	F05	F06	F07	F08	F09	F10	F11	F12	F13	F14
MA (FT)	7	6	7	6	4	7	12	13	20	19	14
MA (PT)	16	15	22	15	22	21	13	16	17	12	12
MAT	0	0	0	0	0	2	2	2	1	1	3
MATtesl+Disab	-	-	-	-	-	-	-	-	-	5	5
TESL (FT)	0	0	1	0	2	0	1	0	1	2	2
TESL (PT)	10	9	14	14	8	20	19	15	26	18	24
TESOL (FT)	5	3	2	0	0	0	3	2	0	0	1
TESOL (PT)	3	3	3	3	4	5	6	5	3	4	3
CMPT	-	-	-	-	-	-	-	-	3	2	1
Total:	41	36	49	38	40	55	49	53	71	63	65

Spring Head Counts

	S05	S06	S07	S08	S09	S10	S11	S12	S13	S14	S15
MA (FT)	5	5	6	6	6	9	8	9	18	15	23
MA (PT)	16	18	13	14	20	17	19	16	17	13	Unk ⁴
MAT	0	0	0	0	0	1	2	1	1	3	
MATtesl+Disab	-	-	-	-	-	-	-	-	-	5	
TESL (FT)	2	0	1	1	1	3	2	1	1	3	23
TESL (PT)	13	11	14	11	14	26	13	16	25	23	Unk ⁴
TESOL (FT)	2	3	1	0	1	0	2	4	0	0	3
TESOL (PT)	6	3	5	4	4	7	3	3	3	3	Unk ⁴
CMPT	-	-	-	-	-	-	-	-	2	1	1
Total:	44	40	40	36	46	63	49	50	67	66	50+

Enrollment at the MA level reached a peak of 37 students, largely as a result of two cohorts of Fulbright MA candidates, six of whom started the MA program in 2011 and six in 2012. In 2013, we welcomed five Fulbright students and in 2014, only two. We believe that this is tied to the state of the department webpages, which are the main source of information about our MA program for prospective students. In

⁴ Numbers for Spring 2015 are taken from the Registrar's Majors/Minors Directory, which does not report FT/PT status.

June 2012, in an effort to give uniformity to the web presence of the university, we lost control of our webpages, which became accessible to us only after training on the use of a new web development software. We are only now regaining control of our web presence.

Enrollment in the department's Additional Certification in TESL program remains strong, reflecting the high number of English language learners in the New Jersey public schools and the still difficult job market for teachers in their first field of certification.

The numbers in the two certificate programs in TESOL and Computational Linguistics represent those students who are enrolled in these programs only. A larger number of students are enrolled in these programs along with the MA in Applied Linguistics.

Retention and time to graduation at the MA level has also been generally consistent, as shown in the table below, with the exception of the 65% graduation rate in 2008-09 when the comprehensive examination requirement was dropped and the research paper requirement revised, enabling several students to finish on a more timely schedule.

MA in Applied Linguistics

AY	Enrollment (Fall)	Graduation (Spr)	% Graduating
2008-09	26	17	0.65
2009-10	29	11	0.38
2010-11	29	10	0.34
2011-12	29	7	0.24
2012-13	37	12	0.32
2013-14	31	14	0.45

Appendix I. Advising Worksheets for BA & BA+TESL

I. GENERAL EDUCATION REQUIREMENTS (51-57 credits)

Core Requirements (10 credits)

A. New Student Seminar _____ 1 credit

B. Some majors have a prescribed New Student Seminar course.
Linguistics does not.

Distribution (41-47 credits)

C. Communication (9 credits)

Writing/Literature _____ 6 credits

Communication _____ 3 credits

D. Fine and Performing Arts _____ 3 credits

E. *See World Languages/Cultures below.*

F. Humanities (6 credits)

World Literature or General Humanities _____ 3 credits

Philosophy or Religion _____ 3 credits

G. Computer Science _____ 0-3 credits

H. Mathematics _____ 3 credits

I. Natural/Physical Science Laboratory _____ 4 credits

J. Physical Education _____ 1 credit

K. Social Science (9 credits)

American or European History _____ 3 credits

Non-Western Cultural Perspectives _____ 3 credits

Social Science _____ 3 credits

L. General Electives _____ 3 credits

World Languages and Cultures Requirement (6-9 credits)

II. LINGUISTICS MAJOR REQUIREMENT (36 credits)

A. Major Required courses for B.A. in Linguistics (24 credits)

____ LNGN 210 Introduction to General Linguistics

____ LNGN 220 Structure of American English

____ LNGN 230 Language in Society

____ LNGN 245 Language and Culture

____ LNGN 300 Syntax

____ LNGN 301 Semantics OR ____ LNGN 302 Pragmatics⁵

____ LNGN 331 Phonetics

____ LNGN 332 Phonology

B. Electives for B.A. in Linguistics (12 credits)

____ LNGN 110 Language of Food

____ LNGN 250 Language of Propaganda

____ LNGN 240 Languages of the World

____ LNGN 255 Language and Gender

____ LNGN 260 Dialectology

____ LNGN 270 History of Linguistics

____ LNGN 280 Bilingualism

____ LNGN 284 History of the English Language

____ LNGN 288/PSYC 288 Introduction to Cognitive Science

____ LNGN 301 Semantics OR ____ LNGN 302 Pragmatics⁶

____ LNGN 304 Principles of Discourse Analysis

____ LNGN 310 Morphology

____ LNGN 325 Principles of Second Language Learning

____ LNGN 370 Comparative and Historical Linguistics

____ LNGN 410 Linguistics and Philosophy

____ LNGN 420 Language and the Mind

____ LNGN 430 Field Methods

____ LNGN 445 Natural Language Processing

____ LNGN 450 Selected Topics in Linguistics

____ LNGN 451 Selected Topics in Linguistics

____ LNGN 478 Independent Study

____ LNGN 479 Independent Study

____ PSYC 348 Psycholinguistics

____ PSYC488 Seminar in Cognitive Science

I. GENERAL EDUCATION REQUIREMENTS (51-57 credits)

Core Requirements (10 credits)

- A. New Student Seminar _____ 1 credit
B. Interdisciplinary Courses (9 credits)
Contemporary Issues I: Scientific Issues _____ 3 credits
Contemporary Issues II: National Issues _____ 3 credits
Contemporary Issues III: Global Issues _____ 3 credits

Distribution (41-47 credits)

- C. Communication (9 credits)
Writing/Literature _____ 6 credits
Communication _____ 3 credits
D. Fine and Performing Arts _____ 3 credits
E. *No longer applies to Gen Ed*
F. Humanities (6 credits)
World Literature or General Humanities _____ 3 credits
Philosophy or Religion **EDFD220** _____ 3 credits
G. Computer Science _____ 0-3 credits

- H. Mathematics _____ 3 credits

- I. Natural/Physical Science Laboratory _____ 4 credits

- J. Physical Education _____ 1 credit

- K. Social Science (9 credits)
American or European History **EDFD221** _____ 3 credits
Non-Western Cultural Perspectives _____ 3 credits
Social Science **EDFD200** _____ 3 credits

- L. General Electives _____ 3 credits
Professional Sequence Physiology and Hygiene Requirement.⁷

World Languages and Cultures Requirement (6-9 credits)

World Languages _____ 3-6 credits

World Cultures _____ 3 credits

(students are encouraged to Fulfill the World Cultures Req with a Gen Ed Course)

II. LINGUISTICS MAJOR REQUIREMENT (36 credits)⁸

⁷ The Physiology and Hygiene requirement can be met by passing a test administered by the NJ Dept. of Ed or by passing 1 course from the list of courses that meet this requirement listed in the catalog or in the Teacher Education Program Handbook.

⁸ Students are required to maintain a 3.0 GPA in the major.

A. Major Required courses for TESL (24 credits)

- ____ LNGN 210 Introduction to General Linguistics
____ LNGN 220 Structure of American English
____ LNGN 230 Language in Society
____ LNGN 245 Language and Culture
____ LNGN 300 Syntax
____ LNGN 301 Semantics OR ____ LNGN 302 Pragmatics
____ LNGN 331 Phonetics (CSND408)
____ LNGN 332 Phonology

B. Electives for TESL Certification (12 credits)

- ____ LNGN 110 Language of Food
____ LNGN 250 Language of Propaganda
____ LNGN 260 Dialectology
____ LNGN 280 Bilingualism
____ LNGN 284 History of the English Language
____ LNGN 288 Introduction to Cognitive Science
____ LNGN 301 Semantics OR ____ LNGN 302 Pragmatics
____ LNGN 325 Principles of Second Language Learning (recommended)
____ LNGN 384 The Grammars of English
____ LNGN 420 Language and the Mind
____ LNGN 450 Selected Topics in Linguistics (with advisor approval)
____ LNGN 478 Independent Study in student's Linguistic (with advisor approval)
____ LNGN479 Independent Study in Linguistics (with advisor approval)
____ LNGN 480 Linguistics in Education and Society
____ PSYC 348 Psycholinguistics (recommended)

III. TEACHER EDUCATION REQUIREMENTS⁹ (33 credits + 9 cr GenEd)

Pre-professional sequence (3 credits + 9 Gen Ed credits)

- ____ EDFD 220 Philosophical Orientation to Education (3 cr)
____ EDFD 221 Historical Foundations of American Education (3 cr)
____ EDFD 200 Psychological Foundations of Education (3 cr)
____ SASE210/READ210/EDFD210 Pblc Prps of Ed: Democ & Sch (3 cr)

Professional Sequence (30 credits)

- ____ SASE305/READ305/EDFD305 Teaching for Equity and Diversity (3 cr)
____ SASE310 Inclusion in Middle and Secondary Schools (1 cr)
____ SASE312/READ312/EDFD312 Educating English Language Learners (1 cr)
____ READ411 Language and Literacy Across the SASEiculum (3 cr)
____ SASE314 Assessment of Learning (1 cr)
____ SASE316 Integrating Technology Across the School SASEiculum (1 cr)
____ SASE450 Fieldwork (3 cr) (co-requisite with SASE451)
____ SASE451 Teaching for Learning I (3 cr) (co-requisite with SASE450)
____ LNGN403 Methods and Materials of TESL (3 cr)
____ SASE452 Teaching for Learning II (3 cr)
____ SASE453 Stdnt Tchg (8 cr) OR ____ SASE414 In-Srvc Stdnt Tchg (8 cr)¹⁰

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⁹ Only grades of "C-" or above are acceptable in the professional sequence (incl. methods courses).

¹⁰ Students are permitted to take no more than 12 credits during the student teaching semester.