Florida Atlantic University
Academic Program Review
Self-Study Report

Program:	Languages, Linguistics, and Comparative Literature
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A. Mission and purpose of the program

Mission

The central mission of the Department of Languages, Linguistics, and Comparative Literature (LLCL) at Florida Atlantic University is to prepare globally minded citizens for successful careers in a wide diversity of fields—including new and emerging career areas—through comprehensive coursework in language, culture, and literature in an interdisciplinary context. Language study is at the heart of a strong liberal arts education, and our majors gain cross-disciplinary expertise in one or more areas of language study, including proficiency in a language other than English, academic training in the analysis of language, literature, and culture, and cross-cultural competence.

Our curriculum is designed to reflect South Florida's wide diversity and to meet the intellectual need of FAU's highly diverse student population. We live by our core belief that interdisciplinarity and multiculturalism should be expressed in a plurality of languages and approached from multiple cultural perspectives across temporal and spatial boundaries.

At the undergraduate level we offer a single BA degree in Languages, Linguistics, and Comparative Literature with four primary concentrations (French, Italian, Linguistics, Spanish); eight academic minors (Arabic, Comparative Literature, French, German, Italian, Japanese, Linguistics, and Spanish); and an undergraduate Certificate in English as a Second Language (ESL). At the graduate level we offer a single MA degree in Languages, Linguistics, and Comparative Literature with six primary concentrations (Comparative Literature, French, Teaching of French, Linguistics, Spanish, Teaching of Spanish); and the graduate Certificate in English as a Second Language (ESL). We are also one of two departments with primary sponsorship of the College's Ph.D. in Comparative Studies (Track in Cultures, Languages, and Literatures).

Our degrees prepare students for fulfilling careers in areas as diverse as: diplomacy, international relations, NGOs, and government service; global business, marketing, and entrepreneurship; teaching, editing, translation, interpretation, and the publishing world; and law and social work. Our degrees also prepare students to pursue advanced studies in literatures, cultures, and linguistics of our major languages, as well as in broader fields such as cultural studies, comparative literature, and interdisciplinary doctoral work. Our courses are linked to many of the College's interdisciplinary certificate programs, including: Jewish Studies; Classical Studies; Women, Gender, and Sexuality Studies; Peace, Justice, and Human Rights; Film and Video Certificate; Asian Studies; and Caribbean and Latin American Studies.

Our faculty members are well-respected members of their disciplines and embody our cross-disciplinary core values. Many have formal training in multiple disciplines and teach across disciplinary programs. Together, we represent over 16 nationalities, and almost as many languages. We are highly productive in research, teaching, and service. We are committed to curricular and pedagogical innovation, and responsive to the diverse learning styles, circumstances, and backgrounds of our students. We contribute to FAU's international reputation, which in turn attracts students to the university.

Our faculty also contribute substantially to the university and its wider communities through a variety of public programs, including lectures, film festivals, symposia, national/international conferences, book readings, film screenings, and a continuing education program in world languages and cultures. These programs strengthen FAU's academic culture, bring different areas of the university together, and draw many people to campus. Importantly, these activities also contribute to high school student recruitment and college/university donor development.

We take pride in the quality and caliber of our faculty, whose academic profiles have earned the department multiple research and teaching awards, and in the accomplishments of our students, who are our inspiration.

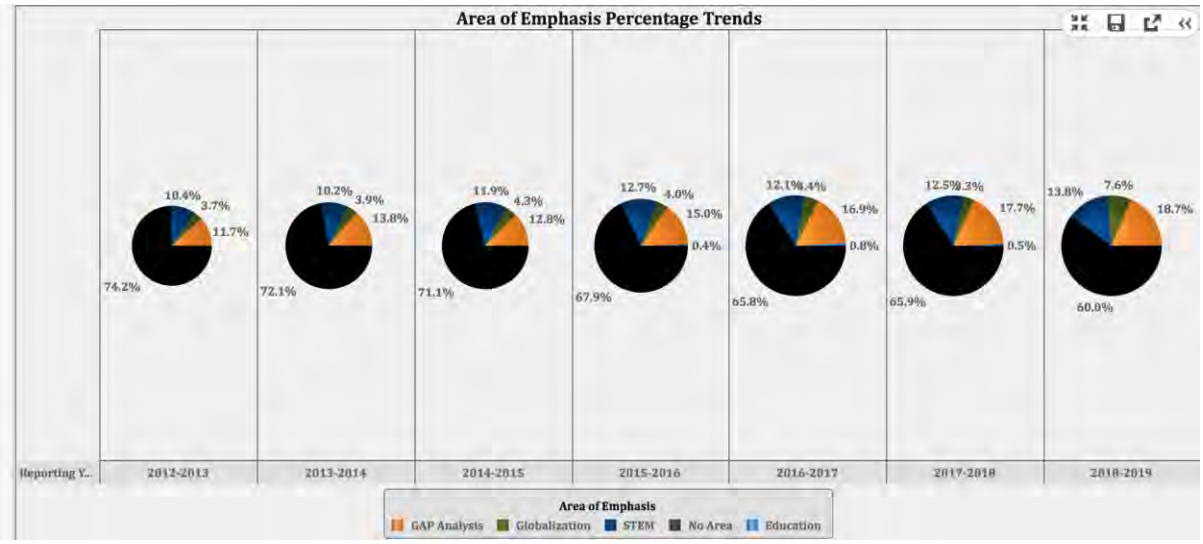
Board of Governors and Florida Atlantic University Mission and Strategic Plan

Both the BA and MA degree offered by the Department of Languages, Linguistics, and Comparative Literature (LLCL), and all related academic programs and initiatives, are in direct alignment with the strategic goals as set by the Florida Board of Governors and Florida Atlantic University, as explained below.

Board of Governors' Programs of Strategic Emphasis

The Florida Board of Governors has identified all degrees linked to foreign languages, literatures, and linguistics as Programs of Strategic Emphasis. They are included under the category of "Economic Development: Global Competitiveness." The Board of Governors explicitly defines globalization as "more of an over-arching concept . . . rather than a specific industry or occupational area." Florida Atlantic University's Strategic Plan also places high priority on increasing enrollment in Programs of Strategic Emphasis; this is listed as the very first strategic action for ensuring that FAU gains national prominence for having a "competitive and globalized student body."

The series of pie charts here below demonstrates the overall makeup of FAU degrees that are delivered in areas of strategic emphasis. Green represents the category of globalization, where our degrees are included. In 2012-2013, degrees in the strategic category of globalization comprised only 3.7% of the overall total. This year (2018-2019), the category of globalization is projected to comprise 7.6% of the total. The contribution of our degrees can be tangibly measured and tracked in this metric, among others.



The next chart (below) lists all of the degree areas at FAU included in the "Globalization" area of strategic emphasis, along with the overall number of anticipated degrees awarded for 2018-2019 in each CIP program area. Our department performs extremely well in this context as well; we are currently projected to be responsible for producing over half of all degrees in the area of globalization as strategic emphasis.

CIP PROGRAM	Area of Strategic Emphasis	Anticipated # of Degrees Awarded 2018-2019
French Language and Literature	YES : Globalization	2
Linguistics	YES : Globalization	12

Spanish Language and Literature	YES : Globalization	3
International Business / Trade / Commerce	YES : Globalization	14

Our department's approach to the teaching of languages, literatures, and cultures reflects this broader institutional understanding of "global competitiveness" and emphasizes the applicability of language study to all other disciplinary areas. To this end, we actively encourage double majors and minors, and in order to make it easier for FAU students to achieve these degrees, we have substantially redesigned and refreshed our undergraduate curriculum. Recent curricular initiatives accomplished that are linked to this include:

- Developing three fully online minors (French, German, Spanish)
- Developing fully online versions for the first four semesters of coursework (1120, 1121, 2220, 2221) in all four of our major languages (French, German, Italian, Spanish)
- Developing "mini-mester" course options for three major languages (French, Italian, Spanish)
- Launching sequences of fully online coursework for both Business French and Business Spanish
- Connecting the fully online course sequence in Business French to the internationally-recognized *Diplôme de français professionnel* (offered by the Chambre de Commerce et d'Industrie de Paris), by establishing FAU as an official worldwide testing site
- Streamlining student flight plans and scheduling carefully to ensure there are no course "roadblocks" due to course unavailability

Our newest curricular initiative, still in process, is reducing the number of degree-specific credits for the BA in LLCL from 36 credits down to 30 credits.

The above initiatives are also discussed in more detail further on.

Florida Atlantic University Strategic Plan Initiative

FAU's Strategic Plan formally identifies many other initiatives that link explicitly to the mission and goals of our department. These include FAU's stated goals to:

(a) Become the national model for diversity of the student body:

- *Ensure continual inclusion as a Hispanic Serving Institution (HSI):* LLCL senior faculty member Dr. Nancy Kason Poulson was co-PI for the grant that was instrumental in helping FAU attain HSI designation. Our department is also the public face of Hispanic Studies at FAU, and we are a key link in FAU's student recruitment efforts in South Florida's Hispanic communities.
- *Pursue diversity in all academic disciplines, leveraging proximity to Latin America and the Caribbean to internationalize enrollments*: Our department is home to Spanish and Latin American Studies, French and Francophone Studies, and Linguistics; many faculty members in each of these areas focus their research and teaching explicitly on Latin America and the Caribbean. Our BA and MA programs also draw many students from Latin American and the Caribbean.

(b) Develop an academic support structure for timely student graduation:

- *Promote timely graduation for full-time graduate students:* Whenever possible, we give GTAs priority for teaching summer courses; this allows them to take a summer graduate course with

tuition waiver, and it lowers their course load in their last term when they are also preparing for comps or writing a thesis. This has helped improve time to degree for MA students.

- *Develop advanced advising strategies to assist students in course selection, career development, "Flight Plans," and accepting personal accountability for success:* We work closely with our college's Office of Student Academic Services to ensure accurate and timely advising across our many concentrations. We also work directly with students interested in double majoring or minoring to try and ensure they can complete all of their degrees in the time they have at FAU.

- *Elevate the use of eLearning to supplement classroom education:* Our department was one of the earliest adopters of eLearning classroom technology. Since our last program review, we have developed more than 25 fully online courses that span everything from entire lower-division language sequences, to Intellectual Foundation (common core) courses, to upper-division major courses, to graduate courses.

- *Evaluate and update curricula to align with evidence-based practices, as established by learning sciences:* Our department was the pilot program for the university's new WEC (Writing Enhanced Curriculum) initiatives, sponsored by the University Center for Excellence in Writing. We aligned our undergraduate curriculum in function of this initiative. Our department is also the primary home of the applied linguistic branch known as Second Language Acquisition (SLA). Several of our faculty members are SLA specialists, and they have primary authority for the articulation of the lower-division basic language sequences in our department.

- *Assist faculty in developing innovative instructional methodologies and designs across the curriculum.* Our department places high value on curricular innovation informed by best technological pedagogies and fully supports faculty involved in these projects. Most recently, we established formal directorships for the online minors in French and Spanish, and we established a formal directorship for our Continuing Education Program in World Languages and Cultures.

- *Optimize academic scheduling:* Our scheduling meets student need while not exceeding our allocated resources. We cross-list across levels (upper-division BA with MA; MA with PhD) and often add specific course compacts (in lingua work, research-focused project, honors compact, etc.) to regular courses, thus guaranteeing a steady rotation of topics and area coverage.

(d) Expand opportunities for undergraduate students to participate in discovery-based learning:

- *Invest significantly in on-campus internships*: This past summer (May 2018) we launched the LLCL Student Internship in Marketing and Social Media Outreach. This is a paid internship advertised through FAU's Career Center; our department provides all of the funding for it. The internship position has transformed the way we advertise our programs to the FAU community, and provides excellent experience to the intern in the position. Our inaugural student intern is an undergraduate business and marketing major who studied both Spanish and Italian with us.

(e) Promote student scholarship:

- *Increase student participation in national meetings*: In the last seven years we have increased the average number of graduate students participating in national meetings from four per year to 15 per year, thanks to our significant involvement in the PhD Program in Comparative Studies. This term (Fall 18), we had eight students delivering ten papers at national conferences in discipline. Next term (Spring 19), we will even have one student delivering a paper at the annual conference of the Modern Language Association (MLA), the conference of record for all language/literary disciplines. Two years ago (Spring 16), we had an undergraduate Honors major deliver a research paper at the National Conference on Undergraduate Research.

- *Increase number of students publishing in peer-reviewed journals*: In the last seven years we have significantly increased the number of student publications in peer-reviewed national or international journals. This past year, we had five students with eight publications in peer-reviewed journals.

(f) Promote excellence in educational experiences throughout all stages of life:

- *Expand lifelong learning offerings throughout the service region*: In Fall 2017, our department took over Continuing Education language courses from the Lifelong Learning unit. In the three semesters that we have been running the program, we have expanded it significantly. This semester (Fall 18), we are running 13 different classes across eight different world languages: Arabic, Chinese, French, Modern Hebrew, Italian, Japanese, Korean, and Spanish. Five of these languages are new to the program (Arabic, Chinese, Modern Hebrew, Japanese, and Korean). In addition to promoting educational experiences and spreading FAU's name, the program provides much-needed financial resources to our department for faculty research, student support (fellowships, internships, and research/conference travel grants), and event programming (conferences, colloquia, symposia, lectures, film series).

(g) Elevate the levels of student success beyond graduation:

- *Achieve high numbers of students employed in well-paying jobs after graduation*: Many of our students go on to well-paying jobs. Our MA program in particular has a very successful job placement rate, with over 80% of graduates either finding employment directly in field or going on to graduate or post-professional education training. All of the public and private high schools here in Palm Beach County have our MA graduates working in their language departments, and our program is particularly well represented at the county's private high schools and those public high schools with International Baccalaureate or related magnet programs.

- *Achieve high placement levels in graduate, post-graduate, and post-professional educational, training, and research programs, particularly with prestigious institutions*: Our MA students are regularly accepted into highly prestigious graduate programs. Members of our recent MA cohorts have been accepted into top-ranked PhD programs in Comparative Literature, French, Linguistics, and Spanish at institutions such as Arizona State University, UC Berkeley, Cornell, Indiana University Bloomington, University of Illinois at Urbana-Champaign, University of Miami, University of Michigan, Michigan State University, Notre Dame, University of Pennsylvania, and University of Wisconsin.

FAU Strategic Plan Platforms

FAU's Strategic Plan distinguishes between "pillars" and "platforms." Pillars are the main focal points of FAU's overall institutional goals and strategic actions. Platforms are defined areas of scholarly activity serving as primary supports for, and applying equally to, all of FAU's strategic pillars. Out of nine platforms identified, six are integral to our department's overall mission and goals:

(a) Community Engagement and Economic Development: Work with communities to develop tools to address challenges and uncover solutions that promote community development and economic prosperity. Our department offers degrees and certificates that lead directly to careers in teaching, including master's tracks in Teaching of French and Teaching of Spanish and a certificate in ESL.

(b) Diversity: *Identify and promote opportunities to diversify our students, faculty, and staff – and build institutional cross-cultural competencies*. Our faculty are diverse not only in gender and ethnicity (see Appendix A, Chart B2), but also in nationality and linguistic background. Our students are also highly diverse (see Appendix A, Charts B 4 b).

(c) Global Perspectives and Participation: Identify opportunities to share technology, discoveries and learning with other institutions across the U.S. and the globe. Our faculty have established MOUs with other universities; they lead Study Abroad programs for FAU [in Summer 2019, LLCL faculty will run programs in Italy (Venice) and in Japan (Fukuoka)], they serve as evaluators for Fulbright and other fellowships; they deliver papers at international conferences; and they publish their research in international venues both inside and outside the United States, and in languages other than English. Our students make a global impact as well. Recent graduates have positions with the US Department of State, the CIA and NSA, the Peace Corps, NGOs, and companies with a global footprint (such as Google). Our students go on to attend institutes of higher learning in other countries and participate in teacher-training programs sponsored by foreign governments, including the TAPIF (Teaching Assistant Program in France) Program, the JET (Japan Exchange and Teaching) Program, and the Federation of German-American Clubs Exchange Program.

(d) Peace, Justice, and Human Rights: *Develop programs that share best practices and promote tolerance and understanding of diverse cultures*. All of our programs promote this. In addition, many of our courses focus on such topics as immigration, exile, and diaspora; underdescribed and endangered languages; bilingualism and identity; gender equality and justice; and access to heritage culture/language as a universal human right.

(e) South Florida Culture: The region as an international hub for the arts and the humanities. Our department sponsors many cultural events open to the entire FAU community and to the wider public: film series, colloquia, symposia, lectures, book readings, in lingua theatrical performances. Our faculty are active in FAU student life through advisorship of honor societies and student clubs. We sponsor FAU chapters of three national academic societies (French, Spanish, Italian), and we provide leadership for Phi Kappa Phi, the nation's oldest, largest, and most selective honor society for all academic disciplines (Dr. Mary Ann Gosser-Esquilín serves as President of the FAU chapter).

(f) Undergraduate Research and Inquiry: *Distinction through discovery and research experiences that promote scholarship and graduation*. Our department provides leadership for honors programs: Dr. Mary Ann Gosser-Esquilín serves as Coordinator of the University Honors Program, and has made LLCL's Honors in the Major program a model for other departments to follow. In the past several years, we have had four undergraduates earn Honors in the Major (in French, Linguistics, and Spanish). Our faculty are also extremely involved in FAU's undergraduate research initiative (OURI), and have won four competitive curricular revision grants (three in linguistics; one in World Literature) and three faculty/student summer research (SURF) grants (two in linguistics; one in Italian Studies and urban planning).

B. External Review and Previous Program Review Findings

Findings and Recommendations of Review Team

Major Recommendations

The Department of Languages, Linguistics, and Comparative Literature (LLCL) underwent its last full external review in 2012. That review made six major recommendations. Those within the control of the college and department have been implemented.

1. The first recommendation was to increase the foreign language requirement university-wide; ideally, it would be raised from two semesters to four semesters, but "at a minimum, [should] be increased to three semesters." Given FAU's explicitly-stated goal of increased internationalization, student recruiting and retention, and global engagement, the reviewer's rationale is worth quoting at some length: "Requiring only two courses of foreign language puts the University in a less distinguished group of universities which either have no respect for foreign-language instruction or which ostensibly are doing away with [it]. This is an enormous mistake. In fact, universities which today are making an investment in strong language programs, or reinvesting in strong language programs, have become beacons for serious internationally-minded students and those who seek a higher set of expectations from their college experience, as well as parents who value this kind of important learning, both linguistic and cultural. . . . [T]hose [universities] which have built up their programs, are seeing an increase in their academic prestige and recruiting power because of their focus on language learning."

This recommendation was entirely outside the control of the department and the college. Furthermore, we must report that the language requirement has been further weakened across the university as a direct result of the pressures the institution faces in order to "make the metrics"—especially those metrics linked to the six-year (and now four-year) graduation rate and excess credit hours. Neverthless, we did have a few "successes": we succeeded in maintaining the minimum-level (two-semester) language requirement for BS degrees delivered through the Schmidt College of Science. At this point, the only undergraduate degrees at the university for which the minimal two-semester language requirement is in effect are all BA degrees (this is mandated by state law), the BBA degree in International Business (INBU), and BS degrees delivered through the College of Science. None of the other undergraduate degrees at FAU require any language study.

2. At the time the review took place, our department was benefiting from an external grant that had allowed us to bring in a Chinese adjunct instructor and an Assistant Professor in Arabic. Recommendations #2 and #5 were linked to this: first, consider making a strong investment in the teaching of Chinese; and second, expand the Arabic program. The goal was to continue to ensure the diversity of our language offerings in the context of "market demand" for language education in the US high school and university context. As the FAU committee noted in its response to this item, the goal was not so much to offer a specific set of languages, but rather to ensure that our department continues to be "respon[sive] to the changing nature of the modern foreign language department in order to remain current and progressive with respect to global political, security and economic trends."

After taking stock of the particular institutional environment we are in, and especially the fact that we cannot strengthen the language requirement at FAU, our department took a formal vote in favor of bolstering our more-established areas of diversity instead of targeting Chinese as a new area to grow. Chinese, like Japanese, Arabic, and Hebrew, demands more intensive study (and more hours of classroom exposure) in order for students to gain real proficiency. This, in turn, requires more significant institutional

commitment and resources. Another thing we considered when making this decision was the fact that we already have curricular commitments to Arabic, Japanese, and Modern Hebrew because they are formal requirements for an existing minor or major (minors, for Arabic and Japanese; the BA in Jewish Studies, for Modern Hebrew).

Over the past seven years we have worked hard to ensure that our current range of world languages is sustainable in the longer term. In future years, as our current "lesser-taught" language programs gain stability, we will again look to add new languages to our configuration. We are particularly interested in Chinese and Haitian Creole.

In the meantime, we consider it a success that we have been able to support all three of our "lesser-taught" languages despite the challenging circumstances. For each of these languages (Arabic, Hebrew, Japanese) we were at times been forced to rely strictly on adjunct coverage, which is of course far from ideal and poses unique challenges at FAU: it is hard to find individuals credentialable in these areas, and all the more when we have the same critically low adjunct pay rate as we did ten years ago ($2,500 for a four-credit lower-division language course, even in cases where the instructor holds a terminal degree).

Here is the concrete progress we have made in maintaining diversity in our language offerings:

Japanese: We have made excellent progress on this front. Up until five years ago, we were relying on one adjunct to deliver all of our Japanese courses and the Japanese minor—a degree that continued to survive despite the lack of resources we were able to dedicate to it. Recognizing that the situation was not sustainable, and that we could not afford to lose this program that is immensely popular with students, we lobbied effectively for a full-time instructorship in Japanese. We were thus able to hire our long-time adjunct into a permanent line position. Her full-time presence has immensely strengthened the program. In addition to delivering all of the courses required for the Japanese minor, our instructor, Ms. Sumiko Uo, serves as faculty advisor to three student clubs focusing on Japanese language and culture, mentors FAU students interested in applying for the JET Program, and has recently developed a very popular FAU faculty-led Study Abroad program to Fukuoka. The program will run again in Summer 2019, and will be co-led by Dr. Michael Hamilton, our newest tenure-line linguist who will enrich the study abroad experience for our students by offering Structure of Modern Japanese as an upper-division Linguistics major elective.

Arabic: We are also making excellent progress on this front. We are currently doing a national search for a tenure-line Assistant Professor of Arabic Studies; the person hired into the position will begin in August 2019, and will be responsible for: overseeing the currently-existing basic Arabic language program and minor; growing the language program into the upper-division level and creating "bridge" courses between language and content; supervising all GTAs and adjuncts teaching in the program (currently, there are two GTAs teaching); and offering special-topics courses related to Arabic Studies for our MA and PhD programs. We would also like to see Arabic become a major track in the LLCL BA degree within five years.

Modern Hebrew: Although we lost our full-time instructorship in Modern Hebrew about ten years ago, we continue to be able to offer the first four semesters of basic language courses thanks to our department's highly diverse MA student population and the presence of a large Jewish community in South Florida.

Recently, we have been exploring the possibility of including Portuguese in our departmental, perhaps under the umbrella of our college's "Americas Initiative." There is much interest in Brazil across the university, through various research and market-rate initiatives, and expansion into this area would be productive.

Finally, on the linguistic front, we have hired two new Linguistics faculty members whose research focuses on underdescribed and critically endangered languages. We therefore now have three faculty members working on critically endangered languages of the Americas in particular (P'urhepecha, Algonquin, Southern Ute, and Comanche). Endangered language research is one of the most urgent new research fields in Linguistics, with extremely close ties to Anthropology and other areas of social science. Our faculty members bring their research on these endangered languages into their classes, and through them, provide our students with an even deeper understanding of the immense diversity of human history through linguistic expression. Our program in Linguistics now has a new field of curricular and student research specialty: Field Methods and Documentation.

3. Combine our six graduate degrees into one (or two), with multiple concentrations available, as a way of protecting the viability of some of our lower-enrolled programs while also providing additional infrastructure for the sharing of teaching resources with graduate students in all the current master's degree programs, especially in the areas of language pedagogy and linguistics.

We have achieved this recommendation. As of Fall 2016, our department has one consolidated umbrella MA degree in Languages, Linguistics, and Comparative Literature (LLCL) with six separate concentrations available (French, Teaching of French, Spanish, Teaching of Spanish, Linguistics, and Comparative Literature). The rollup is working extremely well, and has allowed us to put even more emphasis on the interdisciplinary nature of our curricula. In particular, it has allowed us to re-envision a set of common core courses for all tracks. These two core courses are FOL 6731C Foundations of LLLC and FOL 6885 Advanced Research Methods in LLCL. (See syllabi included as part of Appendix C.)

4. Add in lingua skills as a significant element of the formal Student Learning Outcomes (SLOs) for our BA degree assessment. At the time of the review, there was no specific in lingua student assessment at the level of overall program review; all elements of assessment were conducted through student work done in English.

We have achieved this recommendation, and are continuing to develop and refine a multi-level, multi-year assessment plan involving in lingua SLOs. This process has also led to many productive departmental discussions; for instance, whereas all faculty recognize the importance of assessing students' skills in lingua, they are not necessarily in agreement about the relative importance of spoken skills compared to written skills. As these faculty members pointed out, many of our undergraduate language majors are heritage or native speakers, and the area where they need more development is their written skills. For many reasons, we have chosen to concentrate first on in lingua writing assessment. We have had significant institutional support for setting up a new assessment process, as discussed in further detail under Assessment.

5. (Note: this is listed as Recommendation #6 in the external reviewer's report) Allow textbooks to count as Category 1 Publications in departmental guidelines for promotion and tenure, and to ensure that "various kinds of books [be] considered of equal value, including co-authored volumes, textbooks, and edited volumes."

As a faculty, we considered this recommendation very carefully, and reached formal consensus that this item would best be addressed by including multiple types of book publication in the highest categories of refereed scholarly production and having textbook publication remain in Category 2. This consensus reflects the fact that our promotion and tenure criteria allow for multiple paths to demonstrate research productivity. Faculty do not need to produce Category 1 works in order to demonstrate productivity; they can also demonstrate productivity through other combinations of items (see Appendix E, Tenure and Promotion Criteria and Procedures).

Additional External Review Recommendations and Responses to Each

The external reviewer also identified several other recommendations in support of the improved functioning of our unit:

1. **Raising GTA stipends and lowering GTA teaching loads.** The recommendation made seven years ago was that GTAs teach no more than 6 credits per term, and receive at least $9,500 ($1,000 more than the GTA pay rate of $8,500).

Response to Recommendation #1: There have not been any changes to these parameters since the last program review. However, the fact that most of our language courses are hybrid format, with 1 credit done through online work, means that GTAs are effectively only teaching 6 in-person credits per term. This meets the guidelines recommended by the external review.

The basic GTA stipend, as provided by the university, is still at $8,500 for the academic year, with no health care or other benefits provided—the same as it was seven years ago. Given that the university cannot make any commitment to improving GTA pay in our college at the moment, our department has taken the initiative to raise GTA pay slightly by requesting more Provost's Fellowships to recruit incoming students, and by using departmental Foundation funds to provide anywhere from $500 to $1,500 in supplementation of the standard GTA yearly stipend. We also prorate the GTA stipend for those teaching non-hybrid courses (Arabic and Hebrew) to ensure equitable pay for in-class teaching—these GTAs receive about $10,000 per year instead of only $8,500.

2. **Continuing to explore the use and efficacy of hybrid instruction** to allow greater flexibility in program scheduling for students and faculty.

Response to Recommendation #2: At the time of the program review, we had just implemented hybrid course delivery for the first several semesters of the French, German, Italian, and Spanish lower-division language sequences. We have now reached full hybrid implementation. These have been very successful, with faculty in each relevant program continuing to make significant investment in further developing and refining these sequences. It is noteworthy that all categories of instructional faculty have been involved in teaching these courses: tenure-line and non-tenure-line full time faculty; adjunct faculty; and graduate teaching assistants. The hybrid model has created stronger uniformity between sections and programs.

We have continued to invest significantly in developing and implementing additional innovative course formats that allow for greater flexibility in program scheduling, and better use of resources, as follows:

Fully Online Course Delivery: This is the most mainstream "new" course format. We have been university leaders in taking up this model, and doing it with pedagogical rigor. We have developed online basic language sequences in French, German, Italian, and Spanish. We have also developed three fully online language minors (French, German, Spanish), with Italian soon to follow. We have also invested in two faculty support positions for online delivery: Director of the Online Spanish Minor and Director of the Online French Minor. We have also developed fully online Intellectual Foundations core courses for the university: LIN 2607 Global Perspectives on Language, LIT 2100 Introduction to World Literature, and LIN 2001 Introduction to Language. LIN 2607 is especially critical as an online offering, since it helps alleviate the university's chronic shortage of available seats in the "Foundations of Global Citizenship" category and it also is proving quite effective in attracting students to the Linguistics track of the LLCL BA.

"Fast Track" or Mini-Mester Course Delivery: As of Fall 2017, our department made significant investment in the "Fast Track" course delivery modality—one of the newest scheduling innovations at FAU. A Fall or Spring Fast Track course is completed in only seven weeks instead of the typical 15; students can therefore

take both semesters of a language sequence in only one semester, thus completing a full year's curriculum in one semester, and the two-year basic language sequence in only one academic year. This gives FAU students a better chance of being able to fit in a second major, a minor, or career-enhancing language-oriented experience. In the case of students who simply are taking language for the exit language requirement (known as FLEX), offering the ability to take both levels (1120 and 1121) in only one term helps the university achieve better time-to-degree metrics.

3. **Setting enrollment caps that are sensitive to the budgetary constraints of the university yet closer to those recommended by the Modern Language Association**: "Note the Department is currently teaching at cap levels TWICE the size that is recommended by the MLA."

Response to Recommendation #3: The maximum enrollment cap for our basic language courses (the 1120, 1121, 2220, and 2221 levels) has not changed since the time of the program review; it is still at 24, precisely double that recommended by our governing professional organization. The reasons for this are entirely pragmatic, and entirely outside of our department's control. Institutional budget pressures are immense, and show no signs of easing up.

However, there is a closely related issue where we have had the opportunity for productive action: allowing language courses with lower enrollments that do not meet a general, administratively-set minimum to run. This specific issue was addressed on page 5 of the external review report:

> *A **particularly detrimental** administrative practice for a language department is forcing the cancellation of courses with lower enrollments. Upper-level language courses and courses offered in nascent language programs are often particularly susceptible to low enrollments. **Upper-level language courses in the best programs and at the best universities tend to have smallish enrollments**; this is natural, given language course enrollments typically start with no more than 24 students, there is attrition from one year to the next, and the fact that one moves through a lock-step process of courses from lower to higher level. Yes, there are classes that need to be cancelled because of low enrollment, but **having five students in a third- or fourth-year language class can be an enormous accomplishment, all things considered, and such classes should not be cancelled because of enrollment.***

In this context, our department has had measurable success in providing detailed, compelling, fact-based rationales for allowing certain lower-enrolled classes to run. We would especially like to thank the Office of the Dean for their support of the modern languages, and for their understanding of the specific context we are working in. As a department, we are very careful about which lower-enrolled courses we ask to have exempted. As responsible stewards of our resources, we are careful to ensure that our programs offer what students need when they need it. We always seek to maximize instructional resources without sacrificing quality of instruction. A key part of our mission is training graduate students in cutting-edge pedagogy practices, and we bring this to the entire lower-division curriculum. We are especially practiced at maximizing resources through cross-listing across programs and across student levels (undergraduate/graduate, BA with MA, or MA with PhD), where necessary and feasible. Given that we offer courses in a wide range of instructional languages (currently: Arabic, French, English, German, Hebrew, Italian, Japanese, Spanish), and given that the language of instruction must be shared by all students, this is no mean feat.

In summary, one of our most critical tasks, as the face of world languages and cultures at FAU, is to embody true global linguistic, cultural, and literary diversity, at the highest levels of research and teaching, with the very limited resources we have. Nobody at FAU would benefit if the scope of our world language curriculum were reduced or if the language requirement were further weakened.

Summary of Major Changes Made Since Last Review

Since our last program review in 2012, the following major changes have been implemented:

1. Effective August 2016, we implemented the consolidation of six separate MA degrees into one single MA umbrella degree with six major concentrations offered as part of the degree:
   MA in Languages, Linguistics, and Comparative Literature (LLCL)
   Concentration in **French**
   Concentration in **Teaching of French**
   Concentration in **Spanish**
   Concentration in **Teaching of Spanish**
   Concentration in **Comparative Literature**
   Concentration in **Linguistics**

2. Effective August 2018, we implemented the consolidation of three separate BA degrees into one single BA umbrella degree with four major concentrations offered as part of the degree:
   BA in Languages, Linguistics, and Comparative Literature (LLCL)
   Concentration in **French***
   Concentration in **Italian**
   Concentration in **Spanish***
   Concentration in **Linguistics**

   Note: For both the French and Spanish tracks, there is an option to obtain Secondary Education Credentialing for K-12 public schools in Florida.

   Importantly, whereas Italian used to be included under the Linguistics BA degree (and was not its own degree), it is now a separate LLCL major concentration. This brings more clarity to our undergraduate degree offerings, and provides closer parallel to the other major languages.

   Our department is currently working on a proposal that would recommend implementing Comparative Literature as a separate BA LLCL major concentration. We are still in the planning stages, and are looking closely at various "flight plan" options and configurations.

3. **Expansion of full-time faculty positions, with 4 tenure-track positions added (one of which was formerly an instructor line)**. At the time of our last review, we had 16 tenure-line faculty members and 11 full-time instructors; as of Fall 2018, we had expanded to 20 tenure-line positions and held steady at 10 full-time instructor positions (including one in Japanese, an area where previously we did not have a full-time position). With the financial backing of the Center for eLearning, we have also established a new instructorship for French (the position serves our new initiatives linked to French for Professional Purposes, the French Online Basic Language Program, and coordination of the French Online Minor) and a new coordinator position for the Spanish Online Minor.

   Our priority has remained the hiring of tenure-line faculty (where feasible) to increase our research and grant productivity and provide strong mentorship of GTAs. Given our PhD program involvement, it is also critically important for us to prioritize PhD and/or MA GTAships wherever possible, while also preserving the stability of our instructorship cohort in well-served areas and even increasing it in certain areas (such as Japanese). Obtaining new tenure-line positions has been especially critical in recent years given that several tenure-line LLCL faculty members have taken on significant administrative roles at FAU: Dr. Michael Horswell, the prior chair, became Associate Dean in December 2012 and was named Dean of the College of Arts and Letters in 2017; Dr. Mary Ann Gosser-Esquilín serves as the University Honors Coordinator.

   Having healthy numbers in each instructional category also ensures that we can fulfill multiple critical departmental functions. Tenure-line faculty members provide research/grant productivity, strong PhD/MA student mentorship, increased engagement with undergraduate research and

other distinctive student opportunities, and vital institutional service. Full-time instructional faculty provide excellence and stability in instructional service, especially to our critical undergraduate populations, and bring their fresh ideas and energy to new departmental initiatives; several of our instructional faculty also hold the terminal degree, conduct research, and provide research mentorship to students at all levels. And our PhD and MA GTAs are the future of the profession; we place strong emphasis on giving them the best academic and professional mentorship possible.

Expansion of tenure-line faculty is in keeping with the external reviewer's report and recommendations, which strongly recommended "increas[ing] the number of permanent positions in the Departmental instructional cadre, which would create a more stable situation for course staffing" and would allow the department to minimize (to the extent possible) its reliance on adjunct faculty. We feel that we have made very good progress on this front, especially given the tight budgetary restrictions we have been operating under for many years.

Our Fall 2018 Spanish lower-division offerings provide a quick snapshot of this progress. Our Spanish section currently has 34 individuals, of whom 9 are tenure-line faculty, 5 are full-time instructors, 16 are GTAs (5 PhD, 11 MA), and 4 are adjuncts. This term (Fall 18), our department is delivering 53 lower-division Spanish sections, and only 11% of those courses are covered by adjuncts. PhD GTAs are covering 13% and MA PhDs are covering 40%; full-time instructors are covering 34% and tenure-line faculty are covering 2% of the Spanish lower division.

4. Effective August 2014, we **reconfigured the faculty administrative service support positions** inside the department to enable us to respond more effectively to the ever-increasing and highly data-driven administrative obligations under the Florida statewide university system (SUS) new metrics-driven funding model:

   (a) We were allowed to appoint a **Director of Undergraduate Studies** and a **Director of Scheduling**, both of which are critically important support positions. The Director of Undergraduate Studies addresses all queries and action items involving FLEX (the Foreign Language Exit Requirement), including assessment of the few paper-based translation exams we still deliver. The Director of Scheduling convenes all departmental sections to discuss and plan out curricular offerings, ensures that there are as few scheduling conflicts as possible, and enters the schedules into the university's scheduling software. The scheduler also keeps track of individual scheduling items/requests as needed. Our department has one of the most complicated and labor-intensive schedules in the entire university, involving multiple disciplinary areas and degree levels (BA, MA, PhD), multiple cross-listings, and multiple areas where students are double-majoring or taking coursework in multiple areas. Scheduling is one of the most labor-intensive duties in our department, and having a position dedicated to this is essential.

   (b) We were also permitted to **increase the hours for our secretarial position from 20 to 30 hours a week**. This has given us much-needed support, especially since the position also is the primary source of support for the Director of Graduate Studies.

5. More robust in lingua assessment of Student Learning Outcomes (SLOs). We have begun achieving this through our role as the pilot program for the university's Writing Enhanced Curriculum (WEC) initiative.

6. Successful launch and university-level integration of the English pathway program (formerly known as PAR) of which our department was a key participant.

C. INSTRUCTION

Baccalaureate Program: History

The BA degree in Languages and Linguistics with major tracks in French and Spanish, and with secondary teaching certification (K-12) as options, was approved at the inception of the university in 1964. The BA degree in Languages and Linguistics: Linguistics was approved in 1968; a new major Italian track for this degree was introduced in the mid-1990s. These three degrees were in place until the BA: LLCL degree roll-up (finalized in August 2018).

Current Baccalaureate Program: BA in LLCL

The integration of multiple aspects of language study, including culture, literature, and linguistics, has always been an identifying feature of our BA offerings. This is now explicitly reflected through the new structure of our BA degree. Instead of three stand-alone BA degrees as in the past (French; Linguistics [where the Italian major was placed as a sub-track]; Spanish), there is now one umbrella BA degree: Languages, Linguistics, and Comparative Literature. Under this are four separate major tracks (French, Spanish, Italian, Linguistics). This degree rollup brings many benefits: administrative streamlining (program reporting and assessment among them); parallelism between Italian Studies, French Studies, and Spanish Studies; and a more flexible structure well suited to the creation of additional major tracks in new major areas (e.g., Arabic Studies, Mediterranean Studies, Asian Studies).

SUS Program Comparators

The chart below lists all of the programs in foreign languages, literatures, and linguistics in the Florida State University System, and demonstrates that our new BA CIP code of 16.0101 (Foreign Languages and Literatures, General) is in widespread use across the state university system for just this purpose. Our BA degree consists of 120 credit hours, as do all of the others listed. There is nevertheless some variation across the state system—most notably in terms of which languages are grouped together, and also as to whether there are multiple freestanding BA degrees still offered in the modern languages. The Florida universities with "Preeminent State Research University" standing have for the most part been able to retain multiple BA degrees. The University of Central Florida is perhaps unique in having an undergraduate degree under CIP 16.0101 for students interested in pursuing K-12 secondary subject area certification for teaching in the public schools.

CIP	CIP Title	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF T	USF SM	USF SP	UWF
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS					-									
16.0101	Foreign Languages and Literatures, General		BM			-		B	B	B		B		B	
16.0102	Linguistics				M	-				BMR		MR			
16.0399	East Asian Languages, Literatures, and Linguistics, Other					-	BM								
16.0400	Slavic Languages, Literatures, and Linguistics, General					-	M								
16.0402	Russian Language and Literature					-	B								
16.0501	German Language and Literature					-	BM			MR					
16.0901	French Language and Literature				B	-	BMR		B	M		M			
16.0902	Italian Language and Literature				B	-	B								
16.0904	Portuguese Language and Literature				B	-				B					
16.0905	Spanish Language and Literature				BMR	-	BMR		BM	BM	B	M			
16.0999	Romance Languages, Literatures, and Linguistics,					-				R					

Establishment of Student Learning Outcome Assessments (SLOAs):

Our focus on the integration of multiple aspects of language study is reflected explicitly in our goals for student learning, as described in the current Student Learning Outcomes (SLOs).

Two SLOs are common to all BA tracks, as follows:

> **Outcome 1:** Majors in the Department of Languages, Linguistics, and Comparative Literature will demonstrate knowledge and mastery of key vocabulary, theories, and concepts specific to language study. Additionally, they will understand how the different subfields of linguistics address different aspects of language; they will know how to distinguish between popular beliefs about language and those insights about language drawn from rigorous scientific inquiry; and they will be able to connect their new knowledge about language with important issues in contemporary culture and society.
>
> Academic Learning Categories related to this outcome are: Content Knowledge (Procedural; Declarative); Communication (Written); and Critical Thinking (Practical Skills; Analytical Skills).
>
> **Outcome 2:** Majors in the Department of Languages, Linguistics, and Comparative Literature will demonstrate the ability to write a substantive written research paper that performs advanced interpretation and analysis of a literary work, a cultural topic, or a linguistic problem by drawing from various perspectives of literary or linguistic history, criticism, theory, and/or principles of structural analysis. Student research papers are expected to exhibit mature critical thinking, clear and persuasive argumentation, and cogent writing that is grammatically correct, well organized, and properly formatted according to disciplinary standards.
>
> Academic Learning Categories related to this outcome are: Content Knowledge (Procedural; Declarative); Communication (Written); and Critical Thinking (Practical Skills; Analytical Skills).

Outcomes 1 and 2 are assessed through work written in the context of our two English-language common core courses: LIN 3010 Intro to Linguistics (in the case of Outcome 1), and FOL 3880 Research and Bibliographic Methods (in the case of Outcome 2). The third SLO is tailored to the discipline and language of study, and the site of assessment therefore varies accordingly.

> **Outcome 3:** Demonstration of General *and* Higher-Level Disciplinary Research Skills: Majors in the Department of Languages, Linguistics, and Comparative Literature will demonstrate knowledge and mastery of general disciplinary research skills. All students will demonstrate the ability to conduct research using a wide variety of discipline-appropriate resources, in English and (in some cases) **in lingua**, that include electronic library catalogs, databases, and various print and electronic sources worldwide. We further expect LLCL majors to demonstrate the ability to evaluate the basic scholarly appropriateness of a given source for a discipline-specific research paper. Demonstration of Higher-Level Disciplinary Research Skills: Additionally, it is expected that majors in the _____ (French, Spanish, Italian, Linguistics) track will demonstrate at least a basic familiarity with **in lingua** discipline-specific research and methods, as evidenced by the production of a research paper written in the context of _____ (a specific upper-division major course or series of courses).
>
> Academic Learning Categories related to this outcome are: Content Knowledge (Procedural; Technical, Declarative); Communication (Written); and Critical Thinking (Practical Skills; Analytical Skills).

For the French major track, Outcome 3 is assessed through the final research paper written for FRW 4933 Senior Seminar (the capstone course for the track). For the Spanish and Italian major tracks, the outcome

is assessed through the final research paper written for one or more upper-division courses taught in lingua. For the Linguistics major track, the outcome is assessed through the final research project written for one or more 4000-level major course.

Assessment of How Well Students Are Achieving Expected Learning Outcomes

The following section presents a summary of our most recent assessment cycle (2017-2018), and a general interpretation of the data collected.

BA: FRENCH
BA: SPANISH
BA: LINGUISTICS (including a separate track in Italian)

Outcome 1 (with assessment and results common to all three BA degrees):

Description:
All majors in the Department of Languages, Linguistics, and Comparative Literature must take LIN 3010 (Introduction to Linguistics) as one of two gateway courses (both of which are taught in English). The main goals of LIN 3010 are to develop an awareness of language as discrete disciplinary subject and to master basic vocabulary, theories and concepts specific to the field of linguistics. **Students in LIN 3010 demonstrate their mastery of these items through their written responses to question sets. All student homework sets are assessed rigorously by the course instructor according to a rubric developed and shared by faculty.**

Implementing Strategy:
For purposes of assessing departmental BA programs, each program has regular faculty meetings throughout the year to discuss standardization of procedures and expectations for those courses common to all LLCL majors, and to propose changes to existing curricula. All curricular proposals are discussed and approved first in section, then in the departmental Undergraduate Programs Committee, and then finally at the department-wide level. The Chair, Director of Undergraduate Programs, and faculty curricular coordinator(s), in consultation with faculty in the relevant program, see that any relevant program data are reflected in the SLOs (Student Learning Outcomes).

An ad hoc committee of departmental faculty will evaluate a representative sample of student short-answer question sets from LIN 3010. Students' knowledge and mastery of key vocabulary, theories, and concepts in linguistics will be ranked according to a five-level rubric, as follows: (1) superior; (2) exceeds expectations; (3) meets expectations; (4) below expectations; and (5) inadequate/emerging. More specifically, student responses will be analyzed for correctness, accuracy, and detail using a rubric as a general guide to ensure consistency of elements analyzed and terms used for analysis. All student responses that are judged to be successful (either "superior," "exceeds expectations" or "meets expectations") must clearly demonstrate comprehension of the course material by providing clear and accurate definitions using specific disciplinary terminology correctly, and where applicable, demonstrating solid, logical analysis of the linguistic problem or question. Responses that are rated "excellent" and "exceeds expectations" will demonstrate greater attention to detail and analysis than a response rated "meets expectations." Responses rated "below expectations" will not provide adequate detail or analysis, or will offer partially incorrect detail or analysis. Responses rated "inadequate/emerging" are those which do one of the following: fail to respond to the question or problem, offer egregiously incorrect information or interpretation, or use material which is partially or wholly plagiarized.

Criterion for Success:

We expect that of the question sets analyzed at least 80% will receive, at a minimum, an evaluation of "meets expectations." We further expect that among these 80%, 10% or more will receive an evaluation of "exceeds expectations."

Data Summary: Analysis and Evaluation:
Material Gathered for Analysis: For the 2017-2018 academic year, 20 question sets from LIN 3010 were chosen at random for analysis. Of these data sets, 4 (or 20%) were scored "excellent," 4 (or 20%) were scored "exceeds expectations," 8 (or 40%) were scored "meets expectations," 3 (or 15%) were scored "below expectations," and 1 (or 5%) was scored "inadequate/emerging."

Evaluation: The assessment committee was pleased to see that the overall percentage of question sets meeting or exceeding the benchmark was 80%. The committee feels that the choice of textbook is a good one, as it supplies students with ancillary practice materials, which faculty can enrich by constructing test-question pools inside Canvas. Monitoring students' progress frequently through quizzes and other regular homework assignments is proving very useful as well. The committee notes that there are certain theoretical subfields where students have more difficulty grasping and retaining key concepts; phonetics, phonology, and syntax chief among them.

Program Improvement:
As a department, we are continuing to make it a priority to pay extremely careful attention to the staffing of LIN 3010. This course is given to full-time faculty with strong research expertise and strong teaching skills. We recognize that this is a course where we do more than just "make" Linguistics majors—we also give critical linguistic exposure to all of our majors, and it strengthens all of them.

Our Linguistics faculty will continue to coordinate the delivery of LIN 3010 through a careful rotational cycle, such that our research-active full-time faculty provide the instruction for this course. The rotation is constructed to allow students to receive regular exposure to a wide variety of subfields in Linguistics, including those theoretical subdisciplines which tend to be the most challenging (morphology, syntax, phonology, and psycholinguistics). Our Linguistics faculty remain confident that this will help give our undergraduate majors in all tracks even better preparation for advanced (upper-division) coursework--not simply in theoretical linguistics (morphology, syntax, phonology, psycholinguistics), but also better preparation for in lingua language, culture, and literature courses. We will continue to staff this gateway course with dynamic, innovative, pedagogically committed, research-active full-time instructors.

As we look to reshape our degree core in light of our August 2018 BA degree rollup, we are investigating various ways in which we can create possible curricular points of intersection between Introduction to Linguistics and Introduction to Literary/Cultural Studies. This is under active discussion, and faculty are meeting in early January 2019 to discuss different ideas.

In summary: LIN 3010 continues to be an excellent site through which to recruit especially strong undergraduate students, and through which to stimulate their research interest in the field of Linguistics. We are also continuing to observe that requiring all of our students to take Intro to Linguistics, as well as one other Linguistics course in lingua, enriches their undergraduate experience and gives them stronger language skills both in English and in lingua, overall.

Outcome 2

Outcome Description: (common to all our BAs)

Majors in the Department of Languages, Linguistics, and Comparative Literature will demonstrate the ability to write a substantive written research paper that performs advanced interpretation and analysis of a literary work, a cultural topic, or a linguistic problem by drawing from various perspectives of literary or linguistic history, criticism, theory, and/or principles of structural analysis. Student research papers are expected to exhibit mature critical thinking, clear and persuasive argumentation, and cogent writing that is grammatically correct, well organized, and properly formatted according to disciplinary standards.

Assessment Method: (common to all our BAs)
All majors in the Department of Languages, Linguistics, and Comparative Literature must take FOL 3880 (Research and Bibliographic Methods), one of two English-language gateway courses for all departmental majors. The main goal of FOL 3880 is to train students to develop their own research project and bring it to full completion through production of a written research paper. As part of this process, students identify an appropriate disciplinary question, perform a basic review of the literature, establish a thesis statement, and create a compelling argument based on textual support both from the primary resource and secondary sources that have been identified.

All student papers are assessed rigorously by the course instructor according to a rubric developed and shared by faculty and communicated clearly to students. The rubric focuses closely on individual elements of written communication and critical thinking. An ad hoc committee of LLCL faculty will evaluate a representative sample of student research papers written in the context of FOL 3880. Students' written communication skills as demonstrated in these papers will be ranked according to a five-level rubric: "excellent," "exceeds expectations," "meets expectations," "below expectations," and "inadequate/developing." NB: Any student whose final research paper for FOL 3880 receives a non-passing grade by the FOL course instructor will not receive a passing grade and must retake the entire class, even if all other elements of the course have been completed satisfactorily.

Criterion for Success: (common to all our BAs)
A statistically significant set of final papers from FOL 3880 will be analyzed both in terms of argumentation and critical thought, and in terms of writing (rhetoric and mechanics). All responses that are judged highly successful (either "excellent" or "exceeds expectations") will offer a clear thesis that is fully supported by a well-structured argument grounded in both primary and secondary sources. They will also demonstrate smooth, clear, logical, and mechanically correct writing which effectively reinforces the overall argument. Responses judged minimally successful will have a thesis, but will also demonstrate one or more of the following: overall argumentation that lacks clarity or organization; minimal support of the argument with primary and secondary sources; writing marked by some mechanical errors; and no sustained rhetorical proficiency. Responses judged not successful ("below expectations" or "inadequate/developing") will have one or more of the following characteristics: lack of a clear or relevant thesis; lack of clear argumentation or structure; inadequate, inaccurate, or misleading use of primary and secondary sources; writing marked by excessive mechanical errors; writing demonstrating inappropriate (nonacademic) linguistic register; plagiarism.

We expect that at least 80% of papers will, at a minimum, "meet expectations." We further expect at least 10% of these to to be ranked "excellent." Finally, we expect less than 5% of papers to exhibit plagiarism.

Data Summary: Analysis and Evaluation:
(the course section serving as site of evaluation is specific to each of LLCL's disciplinary branches)

BA: French, BA: Italian, BA: Spanish
For the 2017-2018 academic year, 20 final papers from the literary-specific section of FOL 3880 were selected at random for scoring. Of these final papers, 1 (5%) was scored "Excellent," 3 (or 15%) were scored "Exceeds Expectations," 10 (or 50%) were scored "Meets Expectations," 4 (or 20%) were scored

"Below Expectations," and 3 (or about 15%) were scored "Inadequate/Emerging." One of the three papers scored "Inadequate/Emerging" was a clear-cut case of plagiarism; two were written by students for whom it was their first academic research paper written in English.

BA: Linguistics

For the 2017-2018 academic year, 20 final projects from the **Linguistics-specific** section of FOL 3880 (in Spring 18) were selected at random for scoring. Of these, 2 (or 10%) were scored "Excellent," 3 (or 15%) were scored "Exceeds Expectations," 9 (or 45%) were scored "Meets Expectations," 3 (or 15%) were scored "Below Expectations," and 3 (or 15%) were scored "Inadequate/Emerging." Two of the papers scored "Inadequate/Emerging" was a case of clear-cut plagiarism. Our department takes plagiarism very seriously, and recognizes that in students must be extensively trained in how to recognize it and how to avoid it (either unintentionally, such as through sloppy note-taking practice, or intentionally, such as when facing a looming deadline and making a poor choice). We therefore structure all FOL 3880 assignments with this in mind: Each class assignment represents a clear-cut stage of the entire research process, with the instructor carefully charting the student's ongoing research progress from inception to conclusion. We are extremely pleased, as a department, with our emphasis on teaching students these valuable research skills. We are also extremely pleased, as a department, with our commitment to structuring our courses and their assessments in such a way as to minimize acts of plagiarism--and with our willingness as a collective faculty to clearly confront plagiarism when it occurs, and to continually develop new pedagogical tools and practices to help minimize it.

Data Evaluation:

Our department takes plagiarism very seriously, and recognizes that in students must be extensively trained in how to recognize it and how to avoid it (either unintentionally, such as through sloppy note-taking practice, or intentionally, such as when facing a looming deadline and making a poor choice). We therefore structure all FOL 3880 assignments with this in mind: Each class assignment represents a clear-cut stage of the entire research process, with the instructor carefully charting the student's ongoing research progress from inception to conclusion. We are extremely pleased, as a department, with our emphasis on teaching students these valuable research skills. We are also extremely pleased, as a department, with our response to this: our commitment to structuring our courses and their assessments in such a way as to minimize acts of plagiarism, our willingness as a collective faculty to clearly confront plagiarism when it occurs; our actions taken to continually develop new pedagogical activities and practices to help minimize it, and our incorporation of guest lectures by FAU librarians on resource-finding, note-taking, and plagiarism prevention.

Our department is also working with a new Writing Center tutor in the context of FOL 3880 (see Program Improvement discussion section immediately below).

<u>Program Improvement</u>:

Our department is addressing this learning outcome department-wide as follows:

Program Improvements in the context of Literary Studies In Lingua:

(1) As part of our ongoing department-wide implementation of a WEC (Writing Enhanced Curriculum) focused model of pedagogy, curricular revision, and assessment, we have created a position for an in lingua writing tutor. This was made possible through the joint resources of WEC and the University Center for Excellence in Writing. Our in lingua writing tutor is a fomer MA student and current Comparative Studies PhD student with native-level skill in three languages (English, Italian, Spanish); also, because he has taken coursework in both literary studies and in linguistics, he can provide in-depth writing support for both areas. His services are helping us in many areas of our curriculum.

(2) The ongoing maintenance of Linguistics- and literary-specific (separate) sections of FOL 3880. As mentioned in prior assessment cycles, this curricular change is allowing our department to send students whose major area of focus is literature and culture (in lingua) into one section of FOL 3880, and students whose major area of focus is linguistics into another section of FOL 3880. This way, students do not have to contend with in-depth coverage of both MLA and APA style, and students will receive feedback that is much more closely targeted to their area of work. This dual model for FOL 3880 is proving to be particularly well suited to focusing students' skill sets on literary research practices (weaving primary source and secondary source interpretation) as a research area that is distinct from linguistic data-set collection research.

(3) As part of our new BA degree "rollup," LLCL faculty are discussing how we can re-envision our common degree core to ensure that we continue to promote cross-disciplinary study and skill-building. The three courses being discussed as part of a revamped BA core are LIN 3010 Intro to Linguistics, FOL 3880 Research and Bibliographic Methods, and a new course that would offer an introduction to literary and cultural studies across all of our languages. Department faculty are currently brainstorming various ideas, and we are meeting in early January 2019 to discuss the details.

Program Improvements in the Context of Linguistics:
The Linguistics faculty note that some theoretical fields of Linguistics (e.g., phonetics/phonology and syntax) are challenging for students, and students would benefit from more exposure to these. When our department meets in January 2019 to discuss our new rolled-up BA degree (with various tracks inside it), they will therefore be reconsidering the core of the program, and looking at how they can continue to increase students' exposure to theoretical linguistics while remaining in the confines of the four-year, 120 credit hour mandate.

The Linguistics faculty will also continue to support Honors in the Major projects. One additional honors project completed during this assessment cycle, and there are several others in the pipeline. We are very proud of our undergraduate research opportunities.

Our department will continue to run a Linguistics-specific section of FOL 3880 every other semester (currently, in the spring term), taught by a full-time faculty member from inside the discipline (Linguistics). We had no trouble implementing this programmatic shift recently, and we do not anticipate any problems continuing its implementation. We recognize that we will need to continue working proactively with our academic advisor(s) to make sure that all Linguistics students know in which term they need to take FOL 3880. Students also need this course at the beginning of their major coursework Academic advisors know about this new curricular shift, and have been announcing it to students and working it into students' formal flight plans.

Outcome 3:

<u>Outcome Description</u>
General Disciplinary Research Skills (element of SLO common to all tracks):
Majors in the Department of Languages, Linguistics, and Comparative Literature will demonstrate knowledge and mastery of general disciplinary research skills. All students will demonstrate the ability to conduct research using a wide variety of discipline-appropriate resources, in English and in lingua, including electronic library catalogs and databases, and various print and electronic sources worldwide. We further expect LLCL majors to demonstrate the ability to evaluate the basic scholarly appropriateness of a given source for a discipline-specific research paper.

Higher-Level Research Skills: In Lingua Assessment (specific to French, Italian, Spanish BA: LLCL tracks):
Additionally, it is expected that majors in the LLCL: French, Italian, and Spanish major tracks will demonstrate the ability to deploy their research skills and academic writing style effectively *in lingua*, as

evidenced in research papers written in lingua for an upper-division course. If there is an identified capstone course in the program (e.g., FRW 4933 Senior Seminar), this will be the course chosen for assessment. In lingua writing will be assessed according to the in lingua writing rubric established as part of LLCL's WEC materials.

Higher-Level Research Skills: Linguistics Assessment (unique to the Linguistics BA: LLCL track):
It is expected that majors in the LLCL: Linguistics track will demonstrate the ability to deploy their research skills and academic writing style effectively in lingua, as evidenced by a written research project for a 3000- or 4000-level course. If necessary, FOL 3880 will serve as the site of assessment for this SLO. Students will demonstrate the ability to identify an appropriate disciplinary question, perform a basic review of the literature, establish a hypothesis, collect data methodically, interpret the data, discuss the results of the research, including the limitations of the research design and methodology, and present written results in standard disciplinary format according to APA style.

Implementing Strategy:
For purposes of assessing departmental BA programs, each program has regular faculty meetings throughout the year to discuss procedures and expectations for those courses that are common to all LLCL majors, and to propose changes to existing curricula. (Additionally, all BA language programs have coordinators who administer lower division programs.) All curricular proposals are discussed and approved first in section, then in the departmental Undergraduate Programs Committee, and then finally at the department-wide level. The Chair, Director of Undergraduate Studies, and curricular coordinator(s), in consultation with faculty in the relevant program, will see that any relevant program data are reflected in the SLOs (Student Learning Outcomes).

Assessment Method:
All majors in the Department of Languages, Linguistics, and Comparative Literature must take FOL 3880 (Research and Bibliographic Methods), one of two English-language gateway courses for all departmental majors. The main goal of FOL 3880 is to train students to develop their own research project and bring it to full completion through production of a written research paper. As part of this process, students identify an appropriate disciplinary question, perform a basic review of the literature, establish a thesis statement, and create a compelling argument based on textual support both from the primary resource and secondary sources that have been identified.

All student papers are assessed rigorously by the course instructor according to a rubric developed and shared by faculty and communicated clearly to students. The rubric focuses closely on individual elements of written communication and critical thinking. An ad hoc committee of LLCL faculty will evaluate a representative sample of student research papers written in the context of FOL 3880. Students' written communication skills as demonstrated in these papers will be ranked according to a five-level rubric: "excellent," "exceeds expectations," "meets expectations," "below expectations," and "inadequate/developing." NB: Any student whose final research paper for FOL 3880 receives a non-passing grade by the FOL course instructor will not receive a passing grade and must retake the entire class, even if all other elements of the course have been completed satisfactorily.

A statistically significant set of final papers from FOL 3880 will be analyzed both in terms of argumentation and critical thought, and in terms of writing (rhetoric and mechanics). All responses that are judged highly successful (either "excellent" or "exceeds expectations") will offer a clear thesis that is fully supported by a well-structured argument grounded in both primary and secondary sources. They will also demonstrate smooth, clear, logical, and mechanically correct writing which effectively reinforces the overall argument. Responses judged minimally successful will have a thesis, but will also demonstrate one or more of the following: overall argumentation that lacks clarity or organization; minimal support of the argument with primary and secondary sources; writing marked by some mechanical errors; and no sustained rhetorical

proficiency. Responses judged not successful ("below expectations" or "inadequate/developing") will have one or more of the following characteristics: lack of a clear or relevant thesis; lack of clear argumentation or structure; inadequate, inaccurate, or misleading use of primary and secondary sources; writing marked by excessive mechanical errors; writing demonstrating inappropriate (nonacademic) linguistic register; plagiarism.

Assessment of Higher-Level Disciplinary Research Skills:
An ad hoc committee of LLCL faculty will evaluate a representative sample of research papers from ____ (one or more upper-division major courses for which a written research paper is required). Students' awareness of, and abilities in disciplinary, in lingua research will be ranked according to a five-level rubric: "excellent," "exceeds expectations," "meets expectations," "below expectations/emerging," and "inadequate/developing." NOTE: For this Student Learning Outcome, our department implemented our new WEC-generated checklist of writing traits we would like to develop in our students.

Criterion for Success:

Criterion for Success re: General Disciplinary Research Skills:
A representative sample of students' final research papers for FOL 3880 will be analyzed for the breadth, appropriateness, accuracy, and detail of their discipline-specific research. All papers that are judged to be highly successful (either "excellent" or "exceeds expectations") must clearly demonstrate the accurate use and citation/reference of a wide variety of relevant, appropriate, and insightful academic sources which support the main thesis; additionally, the paper must offer analysis of the sources themselves instead of allowing the sources to go uncommented. Papers that are judged to be minimally successful will demonstrate the mostly accurate use and citation/reference of a minimum number of sources, and may not always provide analysis of sources. Papers judged to be unsuccessful ("below expectations" or "inadequate/developing") will demonstrate one or more of the following: lack of sufficient or appropriate academic sources; lack of correct citation/reference of sources; source borrowing that is too extensive; or outright plagiarism. We expect that, at a minimum, at least 80% of papers will be judged "meets expectations," and that of these, at least 10% will be judged "excellent" or "exceeds expectations." We further expect that no more than 5% of all papers analyzed will exhibit plagiarism.

Criterion for Success re: In Lingua Research Skills:
A representative sample of students' final research papers for _____ (an upper-division major course in lingua) will be analyzed for the breadth, appropriateness, accuracy, and detail of their discipline-specific research. All assigments that are judged to be highly successful (either "excellent" or "exceeds expectations") must demonstrate clear precision, must present the research question and findings with notable nuance/complexity, and must present a research topic, specific question, and overall argument that is of clear import to the discipline. We expect that, at a minimum, 80% of research assignments will be judged, at a minimum, to "meet expectations," with 5% ranked as "exceeding expectations" and a very small percentage judged "excellent."

Program Improvement - French, Italian, Spanish:
These programs are continuing to target key areas of major upper-division curricula for revision, in light of our initial WEC reports, so that we can better support in lingua writing skills/traits in our language majors. The WEC evaluation process has shown us that we need to do more to reinforce higher-level research writing skills in our majors; we cannot rely on one single "gateway" course to develop student proficiency in this area. As part of the WEC implementation process, we have also committed to providing a series of faculty, student, and GTA workshops on various aspects of writing and its formal assessment. We have also committed to supplementing the curriculum of our lower-division language courses with carefully chosen in lingua readings. Readings are selected for their thematic interest and appropriateness for targeted proficiency levels. Students are given access to these materials entirely free of charge thanks

to our WEC grant. By exposing students to staged-level readings, and by developing targeted writing exercises as part of reading comprehension verification, we give our students stronger scaffolding for developing their writing skills in lingua. The WEC grant also enabled us to partner with the University Center for Excellence in Writing to train one of our multilingual MA GTAs as a writing center consultant. This GTA provides in lingua writing support in Italian, Spanish, and English, and also serves as mentor for other basic language GTAs who would benefit from additional support in how to provide feedback on student writing. This year (Spring 19), we will be selecting another LLCL student to receive WEC training through the Center. This time, it will be an undergraduate student, and the language of focus will be French.

Prerequisite Coursework and Curricular Sequencing

The BA in LLCL has four different major tracks. One of them (Linguistics) does not have any lower-level prerequisites; the other three do (French, Italian, Spanish). For these, students must demonstrate language proficiency in speaking, reading, writing, listening at or beyond the intermediate (fourth-semester) level before they will be allowed to take upper-division in lingua courses. This is phrased in terms of "college level language proficiency." In accordance with state-mandated prerequisite standards, the four-course sequence that is the equivalent of "college level language proficiency" is 1120, 1121, 2220, and 2221. No lower-division in lingua courses can be counted as major courses.

In the case of Linguistics, students are not required to gain higher-level in lingua proficiency; if they choose, they may declare English as their language of focus for the linguistic track, and simply demonstrate foreign language proficiency at the minimum level mandated by the statewide FLEX requirement by passing a foreign language course that is at or beyond the second semester, or 1121 level. Students pursuing the English focus in Linguistics must take Structure of Modern English (instead of Structure of Modern French, Structure of Modern Spanish, etc.), and are also encouraged to take at least one literature course covering medieval or early modern English literary production. All of the major courses in Linguistics are taught in English, with the exception of a handful of courses that include Structure of Modern French, Structure of Modern Spanish, Tessere la lingua, French Phonetics and Phonology, Spanish Sociolinguistics, and French Sociolinguistics. For the Linguistics program, students are advised to take LIN 3010 and FOL 3880 as their first 3000-level courses; ideally, they take these courses at the same time, and in one of their very first semesters in the major.

Please see Appendix B for undergraduate curricular advising sheets and flight plans.

Limited Access Programs
Not applicable.

Enrollment Information

As reported in the table and data-comparison charts included immediately below, our department—along with the entire college—has observed declining SCH production over the past five years. This is in part due to a much more selective set of university admissions standards that has resulted in smaller incoming student cohorts. We note that even at the time of the last program review, FAU had begun making significant moves toward developing into a more heavily residential university, but this trend has greatly accelerated with the advent of statewide funding metrics.

However, as the table shows, our departmental rate of SCH decrease heavily outpaces that of the College's at the upper-division and graduate levels. (We will focus here on the undergraduate context, and address the graduate context in the next section of this report.)

	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018
Department of Languages, Linguistics, and Comparative Literature Student Credit Hour (SCH) Production: All Programs (includes % change from the previous year)					
Lower-Division	23,210	22,284 (-4%)	21,879 (-2%)	20,867 (-4.5%)	21,276 (+1%)
Upper-Division	3,515	3,594 (+1%)	3,175 (-12%)	2,601 (-10%)	2,478 (-12%)
Graduate	939	858 (-8.5%)	801 (-6.5%)	682 (-15%)	646 (-5%)
Dorothy F. Schmidt College of Arts and Letters Student Credit Hour (SCH) Production: All Departments (includes % change from the previous year)					
Lower-Division	105, 217	100,664 (-4%)	102,078 (+1%)	101,933 (-1%)	99,550 (-1.5%)
Upper-Division	64,685	61,985 (-4%)	61,497 (-1%)	59,899 (-3%)	57,961 (-3%)
Graduate	4,429	4,320 (-1.5%)	4,218 (-2%)	4,207 (0%)	3,921 (-7.5%)
LLCL Student Credit Hour (SCH) Production Expressed as Percentage of Overall College SCH Production					
Lower-Division	22.0%	22.1%	21.5%	20.5%	21.4%
Upper-Division	5.4%	5.8%	5.2%	4.3%	4.3%
Graduate	21.2%	19.9%	19.0%	16.2%	16.5%

These trends in undergraduate upper-division departmental SCH production are a direct result of recent widespread changes to university admissions practices and policies in the face of statewide metrics-based funding mandates. Among these recent changes, those having the most direct impact on our departmental SCH production include formal policies that: (1) limit undergraduates to 120 credit hours with no excess credit hours permitted; (2) prohibit the *addition* of a minor, a second major, or a dual degree after 90 credit hours; (3) prohibit any *change* in major or degree track unless the student is able to meet all graduation requirements without "a significant extension of their graduation date;" (4) require full-time student status in the first semester at FAU (i.e., no more part-time students accepted for admissions); and (5) require students who have completed all requirements for their first major by established deadlines to graduate, "regardless of missing requirements for a minor, second major, or certificate program." These policies can be found in the official university catalog under "Academic Policies and Regulations," subsection "Timely Graduation for Undergraduate Students."

Prior to the implementation of these policies, 50% or more of our LLCL BA major cohorts were transfer students (some of whom were part-time students) and/or second majors. There are many fewer of these students at FAU now. Therefore, our highest priority these past several years has been to develop a systematic, strategic response to counteract the effects of the new policies directly linked to the metric-based funding model in the Florida state university system, as follows:

Phase One (already achieved):

(1) Rolled up our three separate undergraduate degrees (French, Spanish, Linguistics) into one umbrella degree with multiple major tracks (French, Italian, Spanish, Linguistics);
(2) Developed strong outreach connections with various university advising offices to ensure the timely delivery of accurate information about our majors and minors;
(3) Developed a brand-new LLCL major/minor promotional campaign that targets current FAU students and potential FAU student recruits (through local high school language programs)—we have done this in tandem with our new LLCL Student Intern position;
(4) Re-established our role serving as the institutional host for the Palm Beach County School District's World Languages Teacher Workshop, held every August before school start. This event brings 200+ world language K-12 teachers to our campus and gives our programs (both BA and MA) high visibility. Many of the attendees are graduates of our own (LLCL) programs, so it is an excellent alumni networking opportunity. We provide LLCL high school recruitment materials to all attendees, and arrange for teachers to bring their classes to visit our department (and hear a lecture, see a film screening, or attend a class session) during the academic year.
(5) Added more fully online programs, sequences, and individual courses, thereby eliminating scheduling conflicts and enabling more students to take courses for which we can only offer one

or two sections per semester or per year. Currently, we have fully online minors in French, German, and Spanish, fully online professional language sequences in French and Spanish, and fully online basic language courses in French, German, Italian, and Spanish.

(6) Added "Fast Track" language courses, allowing students to complete a full year of a basic language sequence (1120/1121, 2220/2221) in the same semester and thereby making LLCL's majors and minors more achievable for more students.

(7) Added more curricular enhancements to our degrees and programs, such as: certification in professional French, Academic Service-Learning, Research-Intensive courses, Honors in the Major options, and OURI/SURF-linked undergraduate research opportunities.

Phase Two (in progress):

(1) Streamlining our newly-consolidated undergraduate BA degree by bringing it down from 35-37 credits down to 30, so that our BA will be more achievable as a double major or second degree, especially for those degrees and majors with more credit-hour requirements;

(2) Developing additional opportunities for many of our "lesser-taught" language sequences.
   a. Arabic: Currently, we are conducting a search for an Assistant Professor of Arabic—this will allow for a major track in Arabic, will enhance the Asian Studies profile in our college, will allow us to develop Study Abroad offerings for the program, and will allow the department to grow the number of Arabic GTAships we have available.
   b. Japanese: Two LLCL faculty members have developed a new Japan Study Abroad program for FAU. The program includes robust language and culture offerings, and a new Linguistics offering (Structure of Modern Japanese). This will complement our strong enrollments in Japanese and Linguistics.

(8) Developing additional "microcredentialing" opportunities in our programs, including Spanish for the Professions and translation certificates, additional Study Abroad opportunities.

(9) Proactively partnering with various entities, including various consular offices, to host informational sessions about unique opportunities for students, including: Peace Corps, the Japan Exchange and Teaching (JET) Program, the Teaching Assistant Program in France (TAPIF), and the Critical Language Scholarship (CLS) Program.

Headcount and Full Time Enrollment (FTE) Production

As this detailed breakout data for FTE credit production in each of our former separate degrees (French, Linguistics, Spanish) show, Linguistics has continued to be our largest and most credit-productive major program. Perhaps not coincidentally, it is also the discipline most obviously linked to STEM disciplines.

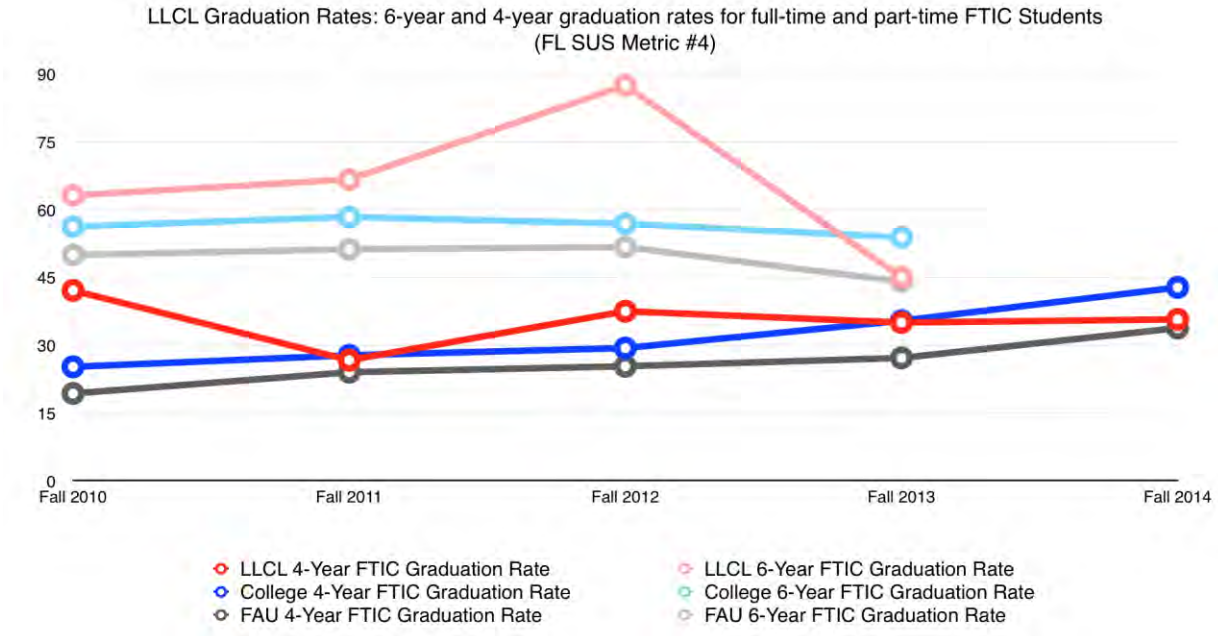
Annual Headcount (French; Program CIP 160901)					
	LLCL: BA - FRENCH			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Bachelors	26	25	25	4,492	28,830
	LLCL: BA - LINGUISTICS			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	94	98	94	4,492	28,830
	LLCL: BA - SPANISH			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	40	36	34	4,492	28,830

Annual Headcount (French; Program CIP 160901)					
	LLCL: BA - FRENCH			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Bachelors	26	25	25	4,492	28,830
	LLCL: BA - LINGUISTICS			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	94	98	94	4,492	28,830
	LLCL: BA - SPANISH			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	40	36	34	4,492	28,830

State Fundable FTE					
Bachelor	LLCL (all CIP codes combined)			College	University
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	647.0	626.4	586.7	4,253.5	15,813.5

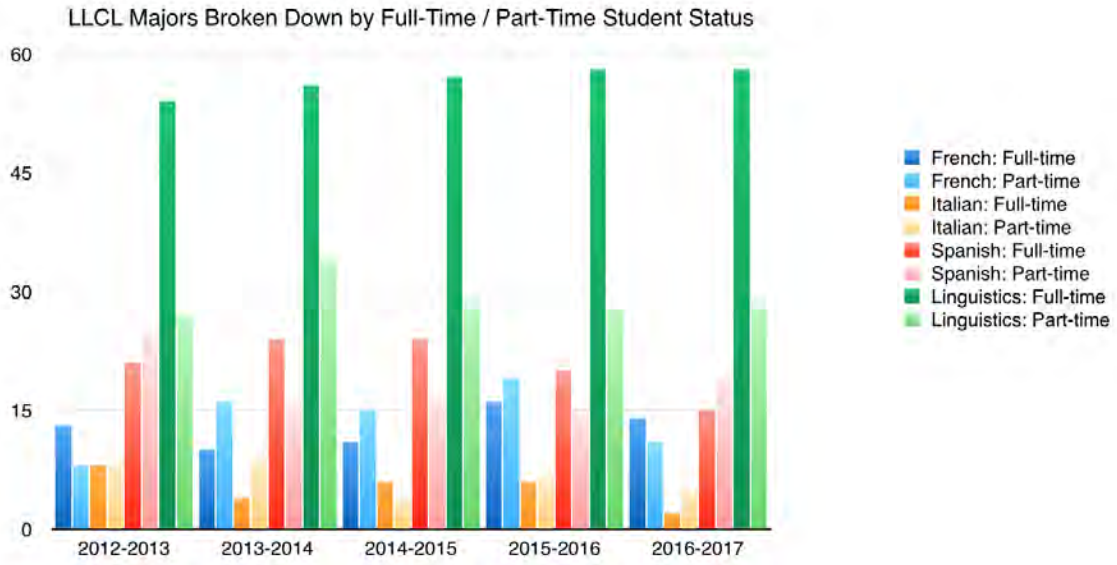
Graduation Rates (6-Year and 4-Year)

As the chart below shows, LLCL's 4-year and 6-year graduation rates are identical to the overall university rates. Because students who transfer out of FAU have a strongly negative impact on graduation rates, we are investing in a detailed recruitment and retention plan. We are already seeing strong results in the most recent one-year retention rate data.



Student Status: Full-Time versus Part-Time

We include this information in our self-study because in analyzing the data, we see that standard data charts requested for inclusion do not fully capture the complexity of our department's undergraduate cohorts. By charting unique major cohorts based on full-time / part-time status, we see a strong pattern:



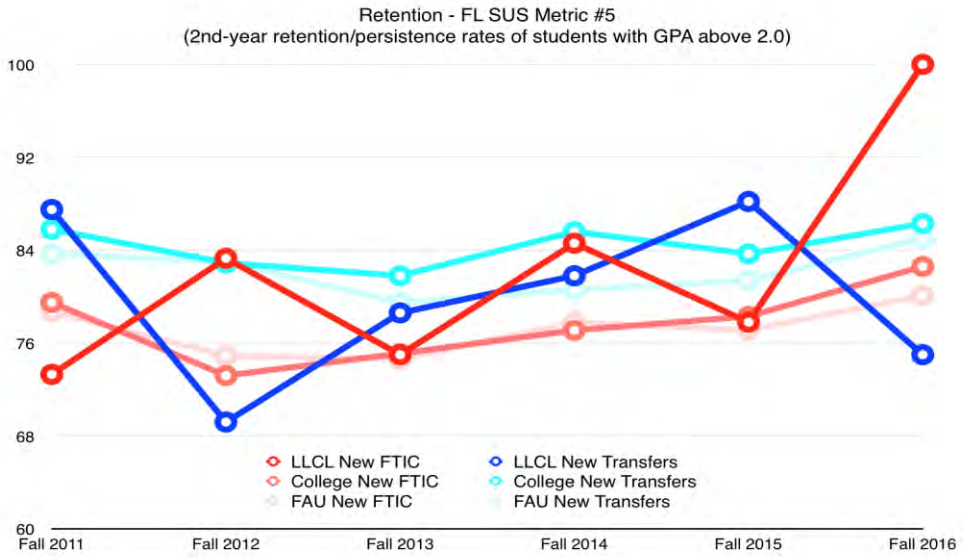
LLCL BA Majors

	French: Full-Time	French: Part-Time	Italian: Full-Time	Italian: Part-Time	Spanish: Full-Time	Spanish: Part-Time	Linguistics: Full-Time	Linguistics: Part-Time	TOTAL MAJORS
2012-2013	13	8	8	8	21	25	54	27	164
2013-2014	10	16	4	9	24	16	56	34	169
2014-2015	11	15	6	4	24	17	57	29	163
2015-2016	16	19	6	7	20	15	58	28	169
2016-2017	14	11	2	5	15	19	58	29	153

The data on full-time / part-time student status demonstrate that Linguistics is the only one of our major tracks where full-time students are the majority. In both our French and Spanish programs, our part-time students often outnumber the full-time students. These are also the programs that typically have the highest LLCL Pell grant access rates. As we discuss under "Advising," these students benefit greatly from more intensive advising efforts and clearer forms of advising support.

Student Status: Transfers

We are also gathering additional data on our transfer student population, because as the chart below shows, our department-wide retention rates for *new* transfer students are considerably outside the norm of the wider college and university retention rate patterns (which mirror each other almost perfectly). We need to understand why our LLCL retention rates for transfer students are outside the norm so that we can more effectively address the underlying issues.



Average Class Size and Faculty to Student Ratio

Our undergraduate faculty/student ratio in LLCL is slightly above that for both the college and the university. This is due to several factors: (1) in sheer number, most of the courses we run are for the basic language sequences, and we rely on GTAs and (occasionally) adjuncts to help us provide full coverage; (2) the presence of several large IFP courses (LIN 2607, LIN 2001); and (3) requests from upper administration to add more sections of beginning language courses to accommodate student need, which often requires us to hire adjuncts to guarantee full staffing coverage since our regular teaching staff already is assigned.

Faculty/Student Ratio					
Bachelor	LLCL (all CIP codes combined)			College	University
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	39.7	45.5	41.9	38.3	37.1

When it comes to the overall percentage of undergraduate courses taught by full-time faculty, our department compares very favorably to the rest of the college and the university (see table below).

Instruction of Undergraduate Lectures/Seminars					
	LLCL (all CIP codes combined)			College	University
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Sections Offered	360	336	341	1,895	5,337
# Enrolled	6,845	6,682	6,320	56,292	203,020
# Faculty-Taught	300	272	290	1,370	3,624
% Faculty-Taught	83.3%	81.0%	85.0%	72.3%	67.9%
Average Section Enrollment	19.0	19.9	18.5	29.7	38.0

For the 2016-2017 academic year, 85% of all lecture and seminar sections in our department were taught by faculty, whereas that rate of faculty-taught lectures/seminars was more than 10% lower for our college (72.3%), and a full 15% lower (67.9%) for the university as a whole. We are very proud of our faculty's commitment to teaching at all levels of the curriculum, and our departmental commitment to maintaining high standards at all levels of undergraduate instruction.

Another notable data point is the average sectional student enrollment across LLCL; on average, there are 19 students in each lecture/seminar section. This number, which is much lower than the average across the rest of the college and wider university, reflects our disciplinary need for smaller caps in the so-called "four-skills" language courses—courses in which students need significant opportunities for language practice coupled with carefully structured, timely feedback. We cap all of our in lingua "four skills" courses at a maximum of 24 students. In contrast, many of our IFP courses are capped between 25 and 35 students, and our large IFP courses are capped at anywhere from 60 to 160. We must note that even though we have been given permission to cap our four-skills language courses at a maximum of 24, this is still almost double the maximum cap recommended by the Modern Language Association (MLA) for these courses.

Because our courses tend to be small, our faculty tends to form strong mentorship connections with students. This is reflected by the retention rate trends for LLCL's new FTIC student cohorts: we had a 100% retention rate for Fall 2016 (the most recent semester for which data is available). On average, between 2011 and 2014, approximately 25% of LLCL incoming students transferred out to other institutions. We have been working actively to develop a strong student retention strategy, and we are beginning to see strong results.

Curriculum

Core Courses

There are two common core courses, both taught in English, for all four BA LLCL major tracks: FOL 3880 (Research and Bibliographic Methods) and LIN 3010 (Introduction to Linguistics). Because the course are in English, students who have not yet achieved advanced (3000-level) proficiency in lingua are still able to make good progress toward the degree by taking them while they continue to build their in lingua skills. Offering them both in English also allows our department to streamline our course offerings and staffing needs. Once students reach the 3000-level of their in lingua coursework (if relevant), the curriculum becomes more "horizontal" and students are able to take multiple 3000-level courses in discipline in the same semester. We still continue to recommend, however, that students take some courses as their first 3000-level classes: advanced grammar and composition; and introduction to literature. Students may certainly take them in the same term. Then, once students have taken these 3000-level "bridge" courses, they are well prepared to begin taking any other combination of major courses. The Linguistics curriculum is much less differentiated than the language curricula are, although students are advised to take the Linguistics core courses as early as possible. Along with LIN 3010 and FOL 3880, the other core courses for Linguistics are: LIN 4326 Contrastive Phonology, LIN 4802 Semantics and Pragmatics, and LIN 4430 Morphology and Syntax.

Specialized educational and curricular opportunities available to students

Honors in the Major

The program description, criteria, and process are as follows:

ENTRY REQUIREMENTS for HONORS IN THE MAJOR: LLCL (French, Italian, Linguistics, Spanish):

Majors in LLCL who meet the following criteria will be eligible to pursue honors in French, Linguistics, Spanish, or Languages and Linguistics: Italian

1. Student has already completed at least 9 upper-division credits in the major, including FOL 3880, but fewer than 100 credits toward the degree
2. Student has earned a minimum overall GPA of 3.2

3. Student has earned a minimum overall GPA of 3.5 in the major

To be considered for admission to the Honors-in-the-Major Program in LLCL, students meeting all of the above criteria may submit: a) a one-page abstract (250 words) outlining the proposed thesis topic; b) an annotated bibliography of the five most relevant sources related to the topic; c) a one-page statement detailing why the student seeks honors in the major; d) the revised final paper of FOL 3880; e) a letter of support from at least one member of the department faculty with a terminal degree who will serve as a mentor; and f) a completed application form.

These documents must be submitted to the Department Chair, preferably no later than three semesters before the student expects to graduate.

ADMISSIONS TO HONORS-IN-THE-MAJOR PROGRAM:

1. A committee will review the application and make a recommendation to admit and determine a plan of study.
2. The student will receive confirmation in writing from the Department Chair.

STANDARDS FOR MAINTAINING ACTIVE STATUS:

1. Student must maintain an overall 3.2 GPA and a 3.5 GPA in the major.
2. Student must complete all field distribution requirements of the respective major.
3. Student must abide by the Code of Academic Integrity.
4. Student may be placed on probation in the Honors in the major program for one semester if overall GPA and/or major GPA is not maintained; if required minimum GPA and/or major GPA is not reestablished after the probationary semester, the student will be dismissed from the program.

HONORS-LEVEL ENRICHMENT:

Honors-level enrichment is achieved through successful completion of any two of the following:

1. Completion of an upper-division course enhanced by Academic Service-Learning linked to a community organization dealing, whenever possible, with the student's research interest
2. Participation on a study abroad program—in which the student is enrolled full-time and for the full duration of the academic term—with a follow-up public presentation of their experience also required
3. Service to the faculty leader of a Global Connections Living Learning Community for 3 common-hour activities
4. Service as an active officer in one of the Honor Societies
5. Service as a tutor in the SI program (in one of the disciplines represented in our department)
6. Participation in Florida Atlantic University's Undergraduate Research Journal (e.g., service on board; paper submission)

CAPSTONE REQUIREMENTS:

In addition to honors level enrichment activities, successful completion of the following capstone elements is also required:

1. Complete with a grade of B+ or higher an advanced seminar in the area of research interest of the student. This course will fulfill one of the three electives required of the major.

2. Complete an honors thesis, supervised by the mentor and reviewed by a second reader (3 credits above the major's requirements).
3. Submit research findings to the Undergraduate Research Symposium.

Minors:
Our department offers eight minors (Arabic, Comparative Literature, French, German, Italian, Japanese, Linguistics, and Spanish) and a Certificate in ESL at both the undergraduate and graduate levels. In addition, we co-direct the Certificate in Caribbean and Latin American Studies, and participate actively in several others, including Classical Studies; Peace, Justice, and Human Rights; and Women, Gender, and Sexuality Studies.

Intensive research-related opportunities:
Our faculty are also highly involved in specialized undergraduate university programs, including: the University Honors Program, the Honors in the Major program, OURI (Office of Undergraduate Research and Inquiry) initiatives, and SURF (Summer Undergraduate Research Fellowship) initiatives. One of our faculty members directs the University Honors Program, and in this context, spearheaded the initiative to encourage the development of Honors in the Major programs across the university. LLCL was one of the first programs to develop an Honors in the Major option. To date, we have had five undergraduate graduate with Honors in the Major (French; Spanish; Linguistics). Our faculty have also won several OURI curriculum development grants. Three of these were for upper-division Linguistics classes, including Field Methods, a course that gives students the opportunity to test theories of language on a language they are not familiar with through targeted questioning of a native speaker of that language. In the first semester of OURI course grant administration, the language that students were investigated was Neo-Aramaic (Chaldean), and the linguistic informant was one of our own linguistics undergraduate majors pursuing Honors in the Major. This student was part of the OURI research team receiving the grant; she was awarded a stipend for her research role as informant and also as researcher into the morphology of her own language. Most recently (August 2018), an LLCL faculty member won an OURI curriculum grant for building an enhanced research platform in the context of LIT 2100 Intro to World Literature—a key IFP course. This is one of the first lower-division courses at FAU to be the site of an OURI curriculum development grant.

Robust programming of enrichment activities (curricular and extracurricular) in lingua:
These activities include film series, lectures, language chat tables, student clubs, national honor society chapters. Faculty invite filmmakers and novelists to speak to their classes and present extracurricular film screenings, lectures, and readings as enrichment activities for students. One notable experience took place in an intermediate Spanish for Heritage Learners class: a retired federal judge from the 11th Circuit Court of Appeals presided over a mock trial—conducted entirely in Spanish—in which each student played a particular role (plaintiff, defendant, prosecutor, defense attorney, witnesses). While the mock trial took place, the judge provided corrective feedback on the formalities of legal protocol and courtroom behavior. After the mock trial ended, the judge took questions from the students about his career and legal training, and on the importance of knowing Spanish for his federal career. It was the experience of a lifetime for the students, many of whom aspire to a career in law themselves.

Robust Academic Service-Learning (AS-L) opportunities:
We partner with a variety of community organizations here at FAU and in wider South Florida to provide our undergraduates with the chance to make a difference in our local communities while also getting the opportunity to use their language and cultural skills in an authentic real-world setting. Recent AS-L settings include FAU's Henderson School, the private school Le Petit Prince, the West Palm Beach Housing Authority, and FAU's Memory and Wellness Center.
Study Abroad opportunities:

Regular LLCL faculty-led Study Abroad summer programs include ones in Berlin and Venice; colleagues at the Honors College offer programs in French-speaking Switzerland and Madrid. LLCL is starting a new faculty-led SAP to Fukuoka, Japan this year (Summer 2019).

A paying student internship as the LLCL Student Intern for Marketing and Social Media Outreach.
We are hiring FAU undergraduates who study languages and marketing or public relations (in the College of Business). These interns are helping us develop our marketing and social media outreach platforms for the department. We hired our first student intern in August 2018, and it has been tremendously successful. Our inaugural intern was a marketing major with considerable language experience (Spanish and Italian). The internship allows the student to bring together general expertise in marketing and specific cultural/linguistic expertise.

Pedagogy / pedagogical innovations

Our faculty is strongly committed to maintaining curricular quality and pedagogical innovation; we are consistently working to improve our programs in all aspects. We take our commitment to delivering quality language coursework for the entire university community very seriously. Given the diversity of our teaching staff (full-time faculty, GTAs, and adjuncts), and the reality that we need to use GTAs to help deliver the lower-division language sequences, we place special emphasis on maintaining standards of quality throughout the lower division. For instance, we offer a one-week training workshop twice a year (right before the start of each Fall/Spring term) for our instructors, adjuncts, and GTAs. These workshops provide ongoing training for our teaching staff; they introduce new pedagogical techniques, reinforce best practices, and provide an ongoing forum for collaborative discussion inside and across language programs (see Appendix D). The workshops also incorporate formal presentations by various university offices and services, including Student Academic Services (formerly the Office for Students with Disabilities), the Center for Counseling and Psychological Services, the University Libraries, the Dean of Students, and the Career Center. Each presentation provides our teaching staff with vital information and ensures they know where to find additional resources. In addition, all new GTAs must complete a one-semester practicum on the theory and practice of teaching foreign language in the university context. All of this helps ensure that we are providing FAU undergraduates with a high-quality lower-division language experience.

Scope of institutional contributions

Our department is also particularly invested in other forms of curricular innovation, including course modality. We were one of the earliest departmental adopters of fully online core courses, and we have committed to this. As of August 2018 we have fully online language minors in French, German, Italian, and Spanish. In these four languages, FAU students can find fully online coursework in fulfillment of FLEX (Foreign Language Exit Requirement); they can also earn the minor entirely online. This is contributing to university productivity in several key ways. For instance, it is now possible for students (especially those based on other campuses, especially Davie) to earn their entire degree either fully online, or without needing to travel to the Boca campus. This improves time to degree metrics. Additionally, FAU is no longer losing significant tuition revenue through transient student petition waivers for Spanish first-year courses. Before our department implemented fully online Spanish 1120 and 1121, FAU lost approximately $150,000.00 tuition dollars per year because of transient waivers (students who had to be given formal permission to take SPN 1120 or SPN 1121 at a local community college because of a scheduling conflict, or because of a lack of online offerings). With fully online language course offerings, FAU no longer has to grant petition waiver for lower division language courses, and students on all campuses can work an online course into their schedule.

In addition to developing fully online versions for lower-division languages, we have also developed fully online versions of several key Intellectual Foundations Program (IFP) core courses, including LIT 2100 (Introduction to World Literature), LIN 2607 (Global Perspectives on Language), and LIN 2001 (Introduction to Language). Each of these courses represents a different IFP category: Foundations of Humanities for LIT 2100; Foundations of Global Citizenship for LIN 2607; and Foundations of Society and Human Behavior for LIN 2001. Our department therefore contributes substantially to increasing the university's overall range of IFP offerings available fully online.

Our department has also been one of the earliest adopters of the "minimester" course modality. As described in the "Additional Recommendations" section above, a minimester course is completed in only seven weeks instead of the typical 15; students can therefore take both semesters of a language sequence in only one semester, thus completing a full year's curriculum in one semester, and the two-year basic language sequence in only one academic year. This gives FAU students a better chance of being able to fit in a second major, a minor, or career-enhancing language-oriented experience. In the case of students who simply are taking language for the exit language requirement (known as FLEX), offering the ability to take both levels (1120 and 1121) in only one term helps the university achieve better time-to-degree metrics.

Many of our courses are cross-listed at the advanced BA and MA levels, as well as at the MA and PhD levels. We also cross-list courses across disciplinary prefixes in the context of Comparative Literature. Common prefix cross-listing combinations are French/Spanish/Literature.

We also offer several courses in collaboration with other departments, including LIN 6707 Psycholinguistics, TSL 4251 / TSL 6253 Applied Linguistics and TESOL, LAS 2000 Introduction to Latin American Studies, and various Jewish Studies core courses.

We participate actively in multiple certificate programs, including the certificates in: Asian Studies; Caribbean and Latin American Studies (CLAS); Classical Studies; English as a Second Language (ESL); Film Studies; Jewish Studies; and Peace, Justice, and Human Rights. The directorship of the ESL Certificate rests with our department, and is directed by a member of the Linguistics faculty. The directorship of the Caribbean and Latin American Studies Certificate is shared between our department and the Department of History; currently, a History faculty member is the director.

Undergraduate Student Profile: Diversity and Demographics

Our students come from diverse ethnic, racial, and national backgrounds. For the 2016-2017 academic year, the most recent year for which full data is available, 20% of our French BA student cohort self-identified as Black or African-American, 48% as Hispanic or Latino, and 28% as White. Of our Italian BA student cohort, 57.1% self-identified as Hispanic or Latino and 42.9% as White. Of our Spanish BA student cohort, 14.7% self-identified as Black or African-American, 50.0% as Hispanic or Latino, 29.4% as White, and 2.9% as being of two or more races. Our Linguistics BA track has historically shown the widest diversity; for instance, during the 2016-2017 academic year, 2.3% of the student cohort self-identified as Asian, 18.4% as Black or African-American, 32.2% as Hispanic or Latino, 1.1% as Native Hawaiian or Pacific Islander, 6.9% as two or more races, and 35.6% as White. (See also Tables B.4.b in Appendix A; these provide breakout data by individual program.)

Our students are strongly diverse by other measures as well. Many of our students, especially at the graduate level, are foreign nationals; at both the BA and MA levels we have many recently nationalized US citizens, first-generation college students, returning students, and military veterans. In terms of linguistic background, we also have a diverse population: many of our students are non-native speakers

of English, and are enviably bi-, tri-, or even quadrilingual. And we have speakers of lesser-known and endangered languages. This diversity in linguistic background informs our curricular design and construction. Our basic-language programs in Spanish, French, Modern Hebrew, and Arabic have a sizeable heritage-learner cohort. Currently, the Spanish major track of our BA has a distinct curricular sequence for heritage speakers, as reflected in our flight plans and checklists (see Appendix B). We are working on ways to better promote this track, especially now that FAU has finally attained Hispanic Serving Institution status. We are currently conducting a national search for an Associate or Full Professor of Latin American Literature and Culture, and part of the job description includes overseeing and expanding the Heritage Learner sequence in Spanish. We are also currently conducting a national search for an Assistant Professor of Arabic, and a key element of this job description is examining and redesigning the lower-division curriculum in light of our significant Arabic heritage speaker population.

Overall Pell Grant access rate for LLCL

Not surprisingly, perhaps, in light of the significant number of part-time students and transfer students in our majors (especially Spanish and French), our department has a Pell Grant access rate that is on par or even above that of the college and the wider university.

Pell Grant Access Rate by Fall Semester					
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
LLCL (all CIPs)	45.4%	42.1%	47.0%	33.1%	41.7%
College	45.1%	40.1%	43.2%	32.1%	38.1%
University	40.9%	40.4%	39.6%	38.7%	39.3%

Pell Grant Access Rate by Entire Academic Year					
Bachelor	LLCL (all CIP codes combined)			College	University
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	39.7	45.5	41.9	38.3	37.1

Scholarships and Assistantships

Our department offers several undergraduate scholarships, including a prize for the best in lingua paper (French, Italian, or Spanish) written by a major; Study Abroad scholarships (including one specifically for the Venice Study Abroad program, offered through the generosity of our donors). This year (2018-2019), we are also inaugurating a new LLCL Study Abroad scholarship, given to an LLCL BA major who will be attending an FAU-led Study Abroad program. We are also instituting a new student academic assistantship for an in lingua writing tutor who will be working with the University Center for Excellence in Research in the context of our department's Writing Enhanced Curriculum initiative.

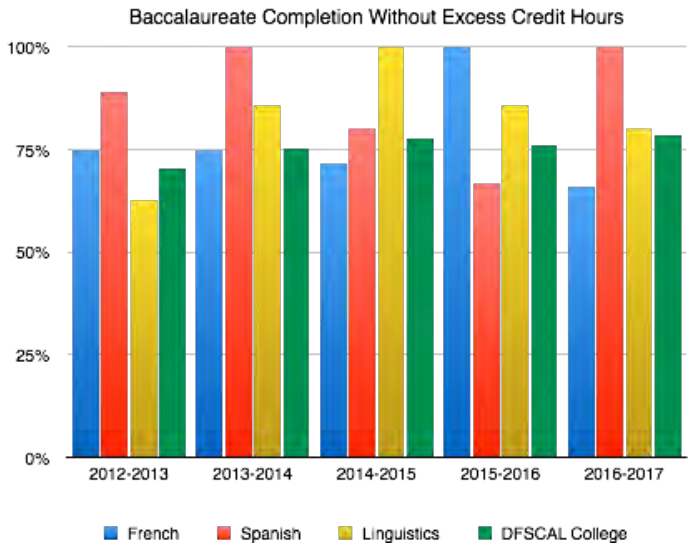
Advising procedures:

Before the last program review, LLCL had been assigned its own undergraduate college advisor. She is still the primary LLCL undergraduate advisor, and we continue to work very closely with her, as she is our "point person" in the college advising office. The college advising group and the Dean's office have both been instrumental in supporting LLCL's significant outreach to university advisors and other colleges' advisors about the importance and benefits of language study at the college level. We often need to provide detailed information regarding course placement based on demonstrated proficiency, heritage learner options, curricular sequencing, the FLEX requirement, and the ways in which students may demonstrate FLEX proficiency equivalency.

All BA LLCL students are assigned to our undergraduate college advisor, with track in consideration. Each student is required to meet with an advisor before the beginning of each semester. All majors and minors are advised using a checklist system as shown in Appendix B. These advising check sheet and records of the advising session are stored on the college advisor's computer, and the student's Starfish advising portfolio is updated accordingly. Students are advised to follow their checklist and plan of study carefully to ensure timely graduation and to ensure that the student will be able to achieve all degrees and educational goals that have been set or planned for (including Study Abroad).

Overview of Excess Hours

As the chart below shows, LLCL has strong data demonstrating that most of our majors graduate without any excess credit hours. Indeed, for two of the past five academic years shown below, the Spanish BA program achieved 100% baccalaureate completion without excess credit hours. The Linguistics and the French program each achieved this for one of the five years shown.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
French	75%	75%	71.4%	100%	66%
Spanish	88.9%	100%	80%	66.7%	100%
Linguistics	62.5%	85.7%	100%	85.7%	80%
DFSCAL College	70.3%	75.2%	77.6%	76.0%	78.5%

Placement Rates and Employment Profiles

Our BA graduates go on to achieve success in a wide variety of professions in locations all around the globe. Although we do not have a comprehensive way of tracking our department's alumni, we have information about many of them. Recent alumni have gone on to become PhD candidates at top-ranked programs; National Defense Research Analyst and Virtual Operation Officer with the NSA; Peace Corps volunteers; book editor at a major international publishing house; Legal Online Operations Manager for Google; speech pathologist; attorneys (including several state attorneys and several in private practice with expertise in immigration); Dept. of Health and Human Services Supervisory Program Specialist; and high school language teachers (at almost all of the public and private high schools in FAU's service area).

Graduate Programs

History

MA and MAT degrees in Languages and Linguistics, with tracks in French Linguistics and Spanish Linguistics, were first offered in 1968; a new track in German Linguistics was added a year later. These two degrees were eventually converted into separate freestanding degrees, and Comparative Literature was added as a major track. These graduate degrees remained separate until the rollup we accomplished in Fall 2016. Under the rollup, we offer one MA degree in Languages, Linguistics, and Comparative Literature, under the general umbrella CIP for the discipline (16.0101). There are six separate major tracks under it: French; Teaching of French; Spanish; Teaching of Spanish; Comparative Literature; Linguistics.

Current Graduate Program

Currently, LLCL has the second-largest graduate program in the College of Arts and Letters, after English. And as with our undergraduate curriculum, the integration of multiple aspects of language study, including culture, literature, and linguistics, has always been an identifying feature of our MA offerings as well. This disciplinary integration is reflected through the new MA umbrella-CIP structure that parallels that at the BA level. The MA degree rollup brings the same benefits: administrative streamlining (program reporting and assessment among them); parallelism between all of the literary studies tracks; and a more flexible structure well suited to the creation of additional major tracks in new major areas that we might someday wish to create.

Admissions Criteria

The Master of Arts degree in Languages, Linguistics and Comparative Literature is designed to prepare students for doctoral study in French, Spanish, Comparative Literature or Linguistics, and/or for employment in a variety of foreign-language applications in business and government, as well as for qualification as teachers of the major language, its literature, culture and linguistics. All students must:

1. Hold a bachelor's degree from an accredited institution. Additional coursework may be required of applicants whose undergraduate major was not the same as the graduate specialization. Students who have earned the bachelor’s degree outside the US must provide an official transcript and a NACES-certified course-by-course evaluation (and translation, if applicable).
2. Have a minimum 3.0 grade point average in the last 60 undergraduate credits.
3. Submit with the application a two-to-four-page typed and double-spaced statement of purpose outlining the student's qualifications for graduate study in the given field and reasons for pursuing the M.A. degree. Two academic letters of recommendation are also required, to be sent to the departmental director of Graduate Studies at time of application.
4. Submit a writing sample of the student's academic work, i.e., an essay written for a class in discipline. If the student is applying for admission in French, Teaching of French, Spanish, Teaching of Spanish, or Comparative Literature, the writing sample must be in lingua.
5. Submit a two-minute video clip responding to specific questions about the applicant’s background and interest in the program to which the student is applying. Depending on the track for which the student is applying, the responses will be both in lingua and in English.
6. For international applicants, a TOEFL (paper-based) score of 500 or IBT score of 80, or an IELTS score of 6.0.

Enrollment Information

As reported in the table and data-comparison charts included immediately below (a distillation of the various tables provided in section B.4.a of Appendix A), our department has seen a decline in our annual headcount at the graduate level since AY 2014-2015. Key factors are stagnant GTA wages and lack of GTA

healthcare coverage, discontinuation of public school pay raises for holding an MA in field, and discontinuation of programs through which public schools would pay employees' tuition if they went back to school to earn an advanced degree in discipline. Another factor is the disappearance of our Saudi Arabia Scholarship cohort. Between 2012 and 2016 we had ten or more Saudi scholarship students enrolled every year, and they formed approximately half of each MA Linguistics cohort. Beginning in Spring 2017, there were no Saudi students applying for our degrees. National conversations about trends in higher education have been addressing this phenomenon, and it is clear that these students are now choosing universities in Canada and other English-speaking countries over US universities.

A point of pride for our department is that we have been making strong gains in recruiting for the French MA track, and we have posted French degree productivity for each year of the current review period. On average, we are producing two MA: LLCL - French / Teaching of French degrees per year, a number that does *not* include degrees conferred in MA: LLCL - Comparative Literature that feature a primary or secondary area of study in French.

Majors Enrolled (Annual Headcount)

	AY 2014-2015	AY 2015-2016	AY 2016-2017	College Total AY 2016-2017	University Total AY 2016-2017
MA/T: French	11	11	9 (-10%)		
MA: Comp Lit	11	11	8 (-16%)		
MA: Linguistics	44	40 (-9%)	29 (-27%)		
MA/T: Spanish	19	11(-42%)	9 (-10%)		
TOTAL	85	73 (-14%)	55 (-25%)	377	4788

SCH Production

	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018
Department of Languages, Linguistics, and Comparative Literature Student Credit Hour (SCH) Production: All Programs (includes % change from the previous year)					
Graduate (all programs)	939	858 (-8.5%)	801 (-6.5%)	682 (-15%)	646 (-5%)
Dorothy F. Schmidt College of Arts and Letters Student Credit Hour (SCH) Production: All Departments (includes % change from the previous year)					
Graduate	4,429	4,320 (-1.5%)	4,218 (-2%)	4,207 (0%)	3,921 (-7.5%)
LLCL Student Credit Hour (SCH) Production Expressed as Percentage of Overall College SCH Production					
Graduate	21.2%	19.9%	19.0%	16.2%	16.5%

Degrees Delivered

	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018*
MA French	2	2	2	1	1
MAT French	2	--	1	--	1
MA Spanish	2	8	3	3	1
MAT Spanish	1	1	1	1	--
MA Comp Lit	5	3	3	5	2
MA Linguistics	6	10	12	10	6
TOTAL DEGREES:	18	24	22	20	11

*NB: AY2017-2018 year was the first year we had graduates in our new umbrella MA degree. Because the bulk of the data produced applied to our old degree tracks, we have used the former degree listings to make it easier to compare degree production across all years.

Student/Faculty Ratio:

As the table below demonstrates, our student/faculty ratio at the graduate level is identical to the overall college ratio, which itself is substantially lower than the overall university average. This reflects the fact

that in our disciplines we do not have laboratories staffed by PhD or postdoctoral fellows; all graduate instruction is performed directly by full-time faculty members, all of whom hold the terminal degree in discipline. Our students receive highly individualized instruction and attention, and this results in remarkably successful competitive PhD program placement, as we discuss in a subsequent section.

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)

	Languages, Linguistics & Comparative Literature			College Total	University Total
	2014-2015	**2015-2016**	**2016-2017**	**2016-2017**	**2016-2017**
Undergraduate	39.7	45.5	41.9	38.3	37.1
Graduate	1.6	1.8	1.5	1.6	4.5
Total	**41.4**	**47.3**	**43.4**	**39.9**	**41.7**

Florida SUS Peer Comparators

In the Florida SUS we are currently the only institution that offers an umbrella MA degree with various major tracks. Several Florida state universities that once had standalone MA programs in French have had to close them in the face of similar pressures. We are very pleased with our degree rollup. By combining our MA degrees into separate tracks under one umbrella CIP, we have been able to keep our MA tracks in French active and viable. It is worth noting that both University of Central Florida (UCF) and Florida International University (FIU) offered an MA in French for many years, but eliminated it several years ago in the face of similar pressures (linked to meeting statewide productivity benchmarks in the face of broadly declining enrollments in foreign language programs in the United States).

CIP	CIP Title	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF T	USF SM	USF SP	UWF
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS					-									
16.0101	Foreign Languages and Literatures, General		BM			-		B	B	B		B		B	
16.0102	Linguistics				M	-				BMR		MR			
16.0399	East Asian Languages, Literatures, and Linguistics, Other					-	BM								
16.0400	Slavic Languages, Literatures, and Linguistics, General					-	M								
16.0402	Russian Language and Literature					-	B								
16.0501	German Language and Literature					-	BM			MR					
16.0901	French Language and Literature				B	-	BMR		B	M		M			
16.0902	Italian Language and Literature				B	-	B								
16.0904	Portuguese Language and Literature				B	-				B					
16.0905	Spanish Language and Literature				BMR	-	BMR		BM	BM	B	M			
16.0999	Romance Languages, Literatures, and Linguistics,					-				R					

Curriculum

Our MA curriculum consists of 30 graduate credits for all thesis tracks, and 36 graduate credits for all non-thesis tracks. For the thesis tracks, 24 of those credits are acquired through graduate coursework, and 6 through thesis credit hours. Specific checklists for each MA track can be found in Appendix F.

The rollup of our MA degrees gave us the opportunity to envision a new common core for the new MA program. We designed a series of two common courses for the tracks that together provide a comprehensive overview of research methods and foundational texts in and across our related disciplines. Students in all disciplines are benefiting immensely from the Advanced Research Methods course. The course addresses a full range of most commonly seen research methods in discipline, with special attention paid to the specific research methodology of the professor who is teaching the course that term. For students in Linguistics in particular, this provides a strong introduction to statistical methods, an area in which some of our graduate students have little to no prior research experience.

> **Foundations of Languages, Linguistics and Comparative Literature (FOL 6731C)**
> *Prerequisite: Graduate standing in Languages, Linguistics and Comparative Literature or related fields*
> Introduces students to major historical moments and current trends in language theory through examination of disciplinary traditions. Readings are seminal texts of recurrent interdisciplinary significance that characterize and compare major theoretical frameworks.
>
> **Advanced Research Methods in Languages, Linguistics and Comparative Literature (FOL 6885)**
> *Prerequisite: Graduate standing in Languages, Linguistics and Comparative Literature or related field*
> This topic-based advanced research methods course trains students in the use of a wide range of research tools in preparation for conceptualizing, conducting and analyzing a research project in the chosen field of language study.

Program Assessment

The three SLOs established for our MA tracks explicitly reflect the care that we put into designing our curriculum and ensuring that students achieve key goals in research as well as in wider professional development.

Outcome 1

Description:
LLCL MA students will produce written work that reflects their ability to engage in mature critical discourse with disciplinary precision via a comparative mode of analysis. For example, the MA thesis in LLCL will reflect the student's ability to combine disciplinarily-established theoretical perspectives with more innovative critical methodologies.

Implementing Strategy:
Students wishing to be accepted into the thesis track of the MA in Languages, Linguistics, and Comparative Literature (LLCL) must make a formal application, through the department's Graduate Studies Committee, at the end of the first full year of study. The application includes a narrative description of the proposed thesis scope and topic, a short bibliography, and a sample term paper from the prior semester which the student feels is representational of their skill in academic writing. The application is considered by the entire Graduate Programs Committee, and if accepted, the student then enters the thesis track. Students writing theses must pass oral comprehensive exams, in discipline, in the third semester of full-time graduate study to ensure they have achieved a level of mastery in their chosen fields and are well positioned to undertake the thesis project. Immediately after passing the exams, the student submits a full draft of the thesis prospectus to the thesis committee. Two weeks later (the tenth week of the third semester), the student defends the prospectus during a 90-minute oral committee exam. The student is expected to complete the thesis (including the 90-minute formal oral defense) the following semester.

In a typical assessment cycle, each thesis is formally assessed multiple times: first by the thesis committee itself, formed of no fewer than three faculty in discipline; next by the departmental Graduate Studies Committee, at which all of the departmental disciplines are represented; and finally by the department's ad hoc assessment committee. Of special note is the evaluation taking place at the level of the graduate committee; this representative body evaluates all the theses produced in all MA programs

and discuss strengths and weaknesses of critical arguments and approaches that constitute the thesis' underpinnings. The department developed a Best Thesis Award both to facilitate implementation of this assessment method and to award student achievement.

Criterion for Assessment:
MA theses in all of the individual concentrations under the LLCL umbrella [e.g., French / Teaching of French / Spanish / Teaching of Spanish / Comparative Literature / Linguistics] will be assessed according to the attached rubric. *NB: This rubric was chosen for its ability to effectively evaluate MA theses produced across a range of language-related disciplines*. The rubric allows faculty to rate each MA thesis on a five-point scale of achievement [1-Sufficient; 2-Satisfactory; 3-Good; 4-Very Good; 5-Excellent] in these five separate areas: (1) the student's ability to frame a research question that is both disciplinarily informed and innovative ; (2) the student's ability to establish a clear and well-grounded theoretical frame of reference through careful selection and positioning of relevant primary and secondary source materials (or data sets, if applicable); (3) the student's ability to make well-informed methodological choices and to reflect with critical nuance on these choices; (4) the student's ability to reach a well-thought-out and perceptive conclusion whose results are interesting and novel (whether linguistically or textually derived); and (5) the student's ability to develop a coherent, well-structured argument written in language that is mechanically correct, gramatically proficient, and rhetorically compelling. In order to qualify as an acceptable academic MA thesis, the document should receive an evaluation of "Satisfactory" for each of these five specific areas.

Outcome 2:

Description:
Graduating MA students in Languages, Linguistics, and Comparative Literature (LLCL) should engage in scholarship that consistently demonstrates a literary and/or linguistic sensitivity and critical acumen that lead them to originally perceptive insights and evaluations, resulting in writing, or linguistics analysis, that is of a publishable quality, acceptable for conference presentations as well as meeting the standards of professional journals in the field.

Students will be encouraged to begin the process of professionalization at the very first departmental graduate student orientation. Periodically thereafter, they will be provided with professional opportunities such as calls for papers to graduate student conferences, graduate student publications, etc. They will be referred to the various Graduate College workshops offered throughout the year. In addition, they will be invited to faculty colloquia, visiting scolars' lectures, and other in-house exchanges of intellectual work in order to model how they will be expected to perform in the profession. Students will also be reminded regularly of ongoing grant or other research funding opportunities, and LLCL faculty will make it a priority to invest in professional research opportunities for LLCL graduate students, whether through active research collaboration, student research mentorship, conference/panel organization, or other means. A record of acceptances of conference presentations and research publications will be kept. MA Graduates' files should show such professional activity.

Acceptances to Ph.D. programs in discipline (or in related fields) will also be considered as positive proof of Outcome #3, since entry to a Ph.D. program is demonstrable proof that the student has been able to demonstrate the ability to produce "scholarship that consistently demonstrates a literary and/or linguistics sensitivity and critical acumen that lead them to originally perceptive insights and evaluations, resulting in literary analysis or translation, that is of a publishable quality, acceptable for conference presentations as well as meeting the standards of professional journals in the field."

A record of successful job applications will also be kept, in addition to a record of successful entrance to Ph.D. programs. As with Ph.D. program acceptances, successful job applications are also considered proof that the student has successfully made the transition from student to full-fledged professional in the field.

***Outcome 3**:*

Students who choose the non-thesis option of the MA in Languages, Linguistics, and Comparative Literature (LLCL) must take 36 credits of course work and must pass a written comprehensive exam based on established reading lists of important foundational works [or, in the case of Linguistics, key concepts/terms] in their field. The cumulative written comprehensive exams should reflect the student's ability to synthesize cumulative knowledge, to engage in keen theoretical and/or textual analysis in an impromptu situation such as a final exam, and to demonstrate clear and logical reasoning throughout the process.

Non-thesis students must pass a written comprehensive exam based on an established reading list (or, in the case of Linguistics, key concepts/terms). The comprehensive written examination consists of three (3) separate exams, over three (3) separate days, and with three (3) hours allotted for each exam. The days and times of these exams are standardized across the department. Each track/concentration features a specific examination format aligned with the relevant program curriculum.

The Director of Graduate Studies in the department provides the Chair with collated assessment results for all of that year's written comprehensive examinations. These results are officially compiled as a part of the formal examination process, and incorporated into each student's official file which is kept in the department permanently. Once these results are received from the Graduate Director, the Chair then convenes an ad-hoc faculty assessment committee to examine these reports and analyze the original materials (written comprehensive examinations) based on the following five-point scale: (5) Excellent; (4) Very Good; (3) Good; (2) Satisfactory; (1) Unsatisfactory. The rubrics used for the evaluation of the MA written comprehensive examinations are attached as supplemental documents.

In general terms, the main traits we seek to identify in the written examinations being analyzed are:

1. The ability to situate a written response in relationship to relevant questions, debates and hypotheses in field.
2. The ability to call upon a disciplinary-specific and technically appropriate vocabulary in the written response to a question.
3. The ability to offer a comprehensive, multi-staged, analytical answer grounded in clear, logical reasoning.

Students are expected to demonstrate these abilities during an "impromptu" (in this case, closed-book testing) situation.

Please refer to the sections labeled **"Disciplinary Knowledge"** and **"Argumentation"** on the **general rubric** attachment (**"Rubric Summarizing General Expectations for Written Comprehensive Examinations"**) for the individual relevant traits for this broad SLO.

Pedagogical innovation and Special Opportunities

Our faculty demonstrate considerable talent in designing high-quality graduate courses using innovative pedagogical techniques; this provides our graduate students with many special opportunities in discipline. We have included a few highlights here below.

In the realm of theoretical linguistics, we provide students with access to a phonology laboratory through which they conduct research and data preparation, sampling, and analysis for a project they themselves design. The laboratory provides students with SPSS statistics software, high-quality microphones and noise-canceling headphones, and a research computer designed to handle significant data flow. Students use this laboratory in connection with graduate-level courses in phonetics, phonology, psycholinguistics, and field methods (with focus on the documentation and description of endangered languages. Currently, our Linguistics faculty and students have ongoing research projects relating to Southern Ute (spoken in the Four Corners region of the US), Mi'kmaq (spoken in Canada's Atlantic Provinces; intense revitalization efforts are underway), and Comanche (spoken in the Great Plains region of the US; fewer than 20 fully native speakers alive), as well as P'urhepecha and Nahua (both spoken in the Michoacán region of Mexico).

In the realm of Applied Linguistics, with a focus on GTA professional training and development, we offer FLE 6892 "Research in Foreign Language Learning Theories." This pedagogy course, required for all first-time GTAs, gives an overview of current research on second-language acquisition and gives our MA GTAs the opportunity to assess the practical relevance of each method in the live classroom context. Students in the course have a variety of assignments that allow them to do this, including activities in which they "shadow" a master teacher, visit the class of a GTA peer and provide a peer review of the experience, assess the pedagogical methodologies displayed in a range of current textbooks, and practice implementing structured technological activities in the classroom. Students who have gone through the practicum are prepared to begin a career in teaching, whether at the university level or the K-12 level.

In Comparative Literature, our faculty regularly offer courses that have multiple cross-listed sections, each one with a unique prefix and each one prioritizing readings and themes from a particular national literary tradition—e.g., French/Francophone, Spanish/Latin American, Italian. Students attend the same weekly lecture/discussion, and read the same common core texts (with all of the various literary traditions represented in it), but each student is expected to read texts from her/his area of study entirely in lingua and perform all written course work entirely in lingua. The weekly discussion therefore serves as a bridge for reflection and comparison across all of the traditions, with each student serving as "informer" for a specific tradition inside the larger whole. Two of our most popular courses using this model are "The Baroque: A Comparative Approach" and "Comparative Caribbean Idea(l)s."

Also in Comparative Literature, we offer students a graduate-level course in translation theory (FOT 6807 "History and Theory of Translation"):

> **History and Theory of Translation (FOT 6807) 3 credits**
> *Prerequisites: B.A. in literary or linguistic field or equivalent*
> History and theory of translation in Europe and in the Americas beginning with the early Roman translators and continuing through Medieval, Renaissance, Neoclassical, Modernist, and Post-colonial theory and practice. The course poses questions about language and meaning, canon and culture, and cross-cultural communication.

The course does more than provide students with a broad historical overview of the genre of translation theory; it also gives students a hands-on research opportunity to do a text case study with one of the documents housed in FAU's Special Collections. Typically, students work with documents in the Marvin and Sibyl Weiner "Spirit of America" Special Collection, which contains many first editions of books and other documents related to the founding of America. The student's case study is the seed for a multimedia curated digital exhibit and a more traditional term paper. This is the first graduate course in our department to be formally redesigned with a fully online option, and with the digital humanities angle in mind. In order to achieve this online course redesign, Dr. Munson worked with the Center for eLearning and Library Services to get film footage from inside Special Collections. Since the Florida Board of Governors is mandating that by 2022 all graduate students must take at least one fully online course toward their degree, our department is positioning itself proactively by developing online courses, such as this one, that provide curricular benefit to all of our tracks and that also encourage pedagogical

innovation in the context of the digital humanities.

Scope of institutional contributions

Our department offers many cross-listed courses. Sometimes these cross-listings run **across disciplines** (as when we run Comparative Literature courses with various SPW, FRW, ITW, and LIT sections). Other times these cross-listings run **across colleges**—e.g., LIN 6707 Pscyholinguistics (offered through LLCL and the Department of Pscyhology in the College of Science) and TSL 6253 Applied Linguistics and TESOL (offered through LLCL and the Department of Teaching and Learning in the College of Education). Sometimes they run **across departments or programs inside our college**—we regularly cross-list our MA courses with the college's PhD Program in Comparative Studies and the Department of English.

Our department also provides a vital service course for graduate students in other disciplines: we offer "Reading for Research" courses that allow students to demonstrate reading proficiency for research purposes. Several graduate programs in our college (both MA and PhD) require this as a formal element of their curriculum. In addition to offering these courses, we also provide testing services for those graduate students who wish to demonstrate research language proficiency through a translation exam. We also evaluate foreign credentials of students who wish to demonstrate their proficiency this way.

LLCL oversees a graduate certificate in ESL; it is one of the most popular in the College, and many of our Mas earn it as a supplement to their professional teaching credentials. See Appendix F for the program checklist. LLCL also participates actively in certificates for Asian Studies; Caribbean and Latin American Studies; Classical Studies; Film Studies; Peace, Justice, and Human Rights; and Women's Studies.

Our department regularly hosts training workshops for our GTAs and for teachers in the local community, as we describe in more detail later on.

Student profile

Diversity and Demographics

	AY 2014-2015	AY 2015-2016	AY 2016-2017	College Total AY 2016-2017	University Total AY 2016-2017
MA/T: French					
Asian/Pacific Islander	--	1	1	11	286
Black	6	6	6	47	1020
Hispanic	0	1	1	71	1011
White	3	1	1	257	2877
Non-resident Alien	1	2	1	24	243
	10	11	11	410	5437
MA/T: Spanish					
Asian/Pacific Islander	2	1	0	11	286
Black	2	0	0	47	1020
Hispanic	10	7	8	71	1011
White	3	2	0	257	2877
Non-resident Alien	2	1	1	24	243
				410	5437
MA: Linguistics **MA: Comp Lit ** **					
Asian/Pacific Islander	2	1	1	11	286
Black	4	4	3	47	1020
Hispanic	11	8	3	71	1011
White	21	19	13	257	2877
Non-resident Alien	6	8	9	24	243
	34	40	29	410	5437

** NB: Because this chart represents data for programs prior to the rollup, the MA: Linguistics and MA: Comparative Literature cohorts are combined.

As this data demonstrate, LLCL graduate students come from diverse ethnic, racial, and national backgrounds. For the 2016-2017 cohort year, 5.26% of our graduate cohort identified as Asian/Pacific Islander, 10.53% as Black, 36.84% as Hispanic or Latino, and 42.11% as White. In these cohort years (2012-2017) we also had significant numbers of "Non-resident Alien" graduate students. These numbers reflect the strength of our Saudi Arabia Scholarship cohorts. As we mention above, however, these students are no longer applying to our graduate programs because of significant changes in the global political environment.

Student Status (Full-Time, Part-Time)

As with our BA student cohorts, our MA student cohorts demonstrate a mix of full-time and part-time status. The programs with the highest percentage of full-time students are those programs (French, Spanish, Comp Lit) where we are able to offer substantially more GTAships (i.e., those linked to the delivery of basic language courses).

Graduate Teaching Assistantships

Typically, all but a few of our full-time graduate students hold GTA positions. Currently, we have 24 MA students with GTAships. We also have 9 PhD students holding GTAships affiliated with our department. For our MA GTAships, there are 12 linked to Spanish, 4 linked to French, 1 linked to Arabic, and 6 linked to Linguistics. One is linked to the Department of Philosophy. As these numbers show, over the past six years we have been able to greatly expand the number of GTAships that are not linked to delivery of lower-division languages. We have been able to do so through the development of large IFP courses, such as LIN 2607 Global Perspectives on Language. Some of these sections are fully online, and the Center for eLearning provides us with the funding for the GTAships linked to these sections.

Other Forms of Assistance

Our department is able to provide additional forms of assistance. We typically receive two Provost's Fellowships each year from the Graduate College; these are $2,500 for a student's first year, and are used to recruit students into our program. We also have Foundation funds that allow us to supplement graduate student incomes; these are LLCL Graduate Fellowships, and they range from $500 to $1,500 depending on the size of our recruitment pool for that year.

Scholarly and Professional Activity

Our MA and PhD-linked students demonstrate strong scholarly activity, and this is reflected in their success in being admitted to top-flight PhD programs across the country. For the 2017-2018 year, we collected the following data:

***Conference Presentations*:** Seven of the 19 (or roughly 37%) submitted abstracts to professional conferences in discipline, and had them accepted. Approximately half of these presentations were given in lingua (in languages other than English). Our department is proud of this, and in keeping with our mission, we are fully committed to helping students find a linguistically wide variety of venues for conference presentation and publication.

***Journal Article Acceptance/Publication*:** Two of the 19 (or roughly 11%) had a journal article accepted for publication. One of the two, an acclaimed playwright and author, also published a book and gave multiple in-person lectures and a television interview about her creative work.

Ph.D. Program Acceptance: Three of the of the 19 (or roughly 16%) gained admittance to a nationally ranked Ph.D. program in discipline upon graduation. We have an extremely strong track record of placing MA graduates from all disciplines in top-flight PhD programs. Recent graduates have gone to PhD programs at Princeton (Spanish), Cornell (Comparative Literature), Indiana University (Linguistics, Comparative Literature), Notre Dame (French), UC Berkeley (Spanish and Portuguese), University of Pennsylvania (Spanish), University of Michigan (Spanish), University of Southern California (Linguistics), University of Arizona (Linguistics/SLA), University of Maryland (Spanish), Arizona State University (Linguistics/SLA), University of Wisconsin (Linguistics/SLA), and—closer to home—Florida International University (Spanish and Linguistics), University of Miami (French and Comparative Literature), and University of Florida (French and Spanish).

We are also extremely proud to be one of two founding departments of the College's PhD Program in Comparative Studies. This has enabled us to develop a new area of research strength in Linguistics, focused on the documentation and revitalization of endangered languages of the Americas. The working group recently won a highly competitive FAU seed grant from the college, and will be preparing a full-scale NSF grant submission for the current year. Thanks to the mentorship of LLCL faculty in Linguistics, the PhD student working with the grant received several highly competitive fellowships and awards. In Spring 2018, she won a a Native Voices Endowment Fellowship for full attendance at CoLang (The Institute on Collaborative Language research, sponsored by the NSF and the Linguistic Society of America). In Fall 2018, her project N~~u~~m~~u~~ Tekwa!/Speak Comanche! (a 7-person team—five from the tribe along with Drs. Hamilton and Kharlamov) was selected to work with written and recorded Comanche materials in the National Anthropological Archives for a week) thanks to funding provided by the Smithsonian's Recovering Voices Community Research Program.

Advising procedures

LLCL has a single faculty member who serves in the capacity of Director of Graduate Studies. Currently, Dr. Nancy Poulson serves in this role. The director is responsible for overseeing all basic advising and mentoring for our graduate students. The director handles all queries (phone, email, in-person visits), and then guides the candidate through the application process.

Currently, the application process requires candidates to submit materials to the Graduate College and, separately, to our department. The Graduate College must receive the online application and associated fee (currently $30), as well as a copy of all of the candidate's official transcripts. If the candidate received a degree from outside the United States, the candidate must make arrangements to have a formal evaluation and (if relevant) translation of the transcript provided. They may use a NACES-related company to do so, or can request this service of FAU's transcript evaluator. All of these documents are stored permanently by the Graduate College and Office of the Registrar. On the departmental end, the candidate must provide a writing sample in the relevant language(s), a link to an oral presentation in the relevant language(s), and a statement of purpose (in English). The candidate must also arrange to have at least two letters of recommendation sent to our department.
Once the graduate application is complete, a faculty committee reviews it and makes a recommendation: admit, do not admit, or admit conditionally. The most frequent reasons for conditional admission are situations where the candidate needs to achieve a higher level of English language proficiency (in the case of Linguistics), or where the candidate has a very strong dossier but is missing certain key courses in lingua. If a candidate is granted conditional admission, the conditions of admission are recorded formally on the Graduate College form, and become a formal element of the student's advising record.

Mentoring by the director continues throughout the student's graduate career. Every fall and spring, all LLCL graduate students attend workshops. Each workshop includes: updates on administrative procedures that the student needs to keep track of (such as filing a Plan of Study or applying for admission to the thesis track of the degree); academic workshops (such as how to prepare for comprehensive examinations, or how to navigate the library's electronic databases); pedagogical workshops (for those students who are GTAs); professional workshops (such as how to write a strong CV and job application cover letter); and general resource workshops (with presentations by campus offices, including Student Accessibility Services and Counseling and Psychological Services).

As students begin to identify their disciplinary interests and affinities, individual graduate faculty members also begin serve as direct mentors. If students wish to apply for the thesis option of their MA track, it is especially important for them to make connections with individual faculty members in their area(s) of interest. Students applying for the thesis track must submit a formal application to the Director of Graduate Studies, who then makes the application dossier available to all graduate faculty in the relevant section(s). If there is a faculty member who is a good match for the thesis project and has the capacity to serve as director, the faculty member will nominate her- or himself for that role. The rest of the thesis committee is then formed. If a graduate student opts to stay in the non-thesis track, then the student will be sitting for written comprehensive exams. The non-thesis track is the standard track most students take, and our department has a carefully detailed set of examination instructions and documents for these students. These detailed exam descriptions, procedures, and reading lists can be found in Appendix G.

MA comprehensive exams are organized, constructed, and delivered for each disciplinary track separately. There are four different exam coordinators: French, Spanish, Comparative Literature, Linguistics. In the case of Comparative Literature, each student's exam must be unique to reflect the student's choice of primary and secondary area and the unique reading list for the secondary area. The MA exam coordinators perform this function as part of their official service assignment for the academic year. MA exam coordinators also serve as exam mentors or guides to help students navigate exam preparation and completion.

We also wish to recognize our strong departmental culture of graduate student mentorship, particularly for professional conference activity and Ph.D. program preparation/application, and the strong leadership of FAU's Ph.D. Program in Comparative Studies.

Licensure rates:
Not applicable.

Employment Profile

For the 2017-2018 graduating cohort, seven of the 19 (or roughly 37%) found professional positions in discipline immediately upon graduation. Many of these positions are in ESL; several are in other countries. Almost all of the high schools in Palm Beach and Broward counties have graduates of our MA programs in teaching or leadership positions in foreign languages. Our programs are especially well represented in private college-preparatory high schools and International Baccalaureate magnet schools. One recent graduate was the languages department chair at Saint Andrew's Preparatory School here in Boca Raton, and Associate Director of Program Development and Risk Management for Global Players, before going on to become the Director of Study Abroad at Central College, one of the nation's oldest and most respected collegiate study abroad programs. Other recent graduates are: Lecturer in Linguistics at the School of Humanities, Massey University, New Zealand; Director, German University in Cairo; and two who work for the NSA as Senior National Defense Research Analyst and Virtual Operation Officer, specializing in voice data and online social media analysis in French and Moroccan Arabic.

Retention and Graduation Rates

In general, we do a very good job at retaining our MA students and getting them through the MA program in two years. For our full-time students with GTAships, our retention rate is approximately 90%. It is not as high for students who do not hold GTAships. FAU as a whole is highly diverse, and not just in terms of ethnicity and race, but also in terms of socioeconomic status, age, head-of-household/parent status, veteran status, and employment status. A significant number of our graduate students have families and/or work full-time; they are earning the MA in order to qualify for a higher-paying job in their current field or to switch careers. We see that these students sometimes need to "stop out" for several semesters and then return when they are once again able to balance the competing demands of work life, home life, and academic life.

One factor that has greatly increased the two-year MA graduation rate for our students is our ability to offer them a summer GTAship. By holding a GTA position in the summer, students receive 100% tuition waiver for one or two graduate courses counting toward the plan of study, and a stipend of $2,500. By taking one or two courses in the summer, they reduce the number of courses they take in their final semester (i.e., during thesis-writing or comprehensive exam-taking). We hope to be able to continue to offer robust summer language course schedules so that our MA (and PhD) students can continue to benefit from a lower teaching load later on in their graduate career.

Student recruitment

Traditionally, we have relied on several key recruitment strategies, including: mailing fliers and sending emails to BA language programs in Florida and in neighboring states; recently, we have also made a concerted effort to post more about Open Houses and other departmental events on social media outlets. We also send representatives to all FAU graduate recruiting events, and many of our faculty also attend recruiting events at local colleges, or host special events just for their campus (film series, special talks, etc.).

We have also dedicated ourselves to serving as the local host site for Palm Beach County's yearly "Back to School" teacher in-service training workshop for all world language K-12 teachers in the county. We hand out bags of recruiting materials to each attendee, and since many of the attendees are our own alumni, we take advantage of this sizeable network. We also make a point of having our faculty offer one or more workshop sessions during the event; they share their expertise on SLA pedagogy and on the teaching of language and literature in the L2 classroom.

In 2017, we also began offering GTA stipend enhancements in the form of LLCL graduate fellowships. These range from $500 to $1,500 and along with Provost's Fellowships, they help us recruit extremely strong students from beyond FAU's traditional service area.

Faculty

Include all faculty in Department, Center or Unit within the College.

Our department is composed of a mix of tenure-track, non-tenure-track, GTA, and adjunct faculty. Our faculty is highly diverse in terms of ethnicity, race, and nationality. Our full-time faculty represent thirteen different nationalities Nine are Hispanic or Latino, which is a full 50% of the College's Hispanic/Latino faculty population. We have gender diversity in the department. We also have a healthy mix of assistant, associate, and full professors. With the two replacement hires we are making this year, we will be well-

staffed, and our Arabic language and culture program will be well supported. With this Arabic position we will also be able to support a stronger Arabic GTA/graduate student population.

Tenure-Line Faculty

LLCL currently has 20 tenure-track faculty. There are 18 in-unit tenure-line faculty members, of which two are Assistant Professors (not yet tenured), seven are Professors at full rank (including one Eminent Scholar of Jewish Studies), and nine are Associate Professors (with tenure). There are two out-of-unit faculty members ("out-of-unit" because of their primary administrative roles): the Chair and the Dean of the College of Arts and Letters. We are currently doing two position searches, both of which are replacement hires: an Assistant Professor of Arabic Studies, and an Associate or Full Professor of Latin American Literature and Culture.

Non-Tenure-Track Faculty

LLCL currently has 10 NTT faculty, of whom five are at the rank of Instructor and five have already advanced to the rank of Senior Instructor. Among our NTT faculty, three hold PhDs and two are earning terminal degrees right here at FAU.

Other Faculty

LLCL hires approximately ten adjuncts during a given semester. Several years ago we were hiring adjuncts to help us cover lesser-taught languages; we are glad to be in a position of strength now where the only lesser-taught language for which we need to hire adjuncts is Modern Hebrew. Our goal continues to be to minimize the use of adjuncts wherever and whenever possible. Now that the PhD Program is reopened and we have a steady pipeline of MA and PhD students, we are able to reduce our reliance on adjuncts.

Administrative Structure

The core administrative structure of LLCL currently consists of the Chair, a full-time Program Assistant, and a ¾ time Secretary. We were able to increase the secretarial position from 20 hours a week to 30 hours a week, but given the size and complexity of our department (28 full-time faculty; 10 adjuncts; 40 full-time GTAs), we still need an increase for our secretarial support.

There are also five faculty service/support positions that are part of our core administrative structure: Director of Graduate Studies, Director of Undergraduate Studies, Director of Scheduling, Director of the Spanish Basic Language Program, and Director of the French and Italian Basic Language Programs. Until this semester, our department also had oversight for the curriculum of the Pathway to Academic Readiness ("PAR") English pathway program at FAU. Currently, the same faculty member is serving as Director of the French and Italian Basic Language Program and the Director of Scheduling. Faculty members receive a one-course release and a stipend for this year-round service. When we are in dire need of additional staff support, we also hire temporary student workers to help staff the front desk and answer the phones.

Academic Specialties:

Our faculty has specialties in distinct but connected disciplinary areas, and using widely varying methodologies. There is a core group with multiple disciplinary areas of expertise—indeed, this is a strong feature of our department, and we have always hired faculty members with disciplinary interconnectedness and multiple specializations in mind. Approximately half of our faculty members are scholars of literary and/or cultural studies. Approximately half are scholars of linguistics. Among the

linguists, both theoretical and applied areas are represented, as are multiple languages linked to majors and/or minors (French, German, Spanish). Among the linguistics faculty, all but two of the six have dual appointments in Linguistics and in a language program (French, German, Spanish).

In literary and cultural studies, our areas of disciplinary expertise are defined by literary, cultural, and language tradition. Broadly speaking, this refers to: French and Francophone Studies; Spanish and Latin American Studies; Italian and Mediterranean Studies; and Comparative Literature (a discipline defined by expertise in two or more literary traditions, usually defined by language context). Specific areas of specialty inside each of these traditions include: Caribbean and Latin American Studies, particularly in the context of literary and film production; medieval, colonial, and early modern studies (including such canonical authors as Dante, Boccaccio, and Cervantes); Translatlantic and Mediterranean studies (Spain/Latin America, Italy/America, Italy/North Africa, etc.); postcolonial studies (especially in the North African/ arabo-francophone and hispanophone contexts); gender studies (women's authorship and autobiographical practices, women's roles in historical and contemporary social justice movements); sexuality studies (with particular focus on Spanish/Latin American literary and cinematic production); and translation studies (such as the history and theory of bilingual authorship) and critical theory (including ecocriticism).

In theoretical linguistics, our major areas of research strength are: biosemiotics and its extensions well beyond human semiotic artifacts (language, abstract symbolic thought) to include the biological significance of codes and sign processes, from genetic code sequences to intercellular signaling); and documenting the morphology, syntax, and phonology of several critically endangered languages of the Americas, including Southern Ute (spoken in the Four Corners region of the US), Mi'kmaq (spoken in Canada's Atlantic Provinces; intense revitalization efforts are underway), and Comanche (spoken in the Great Plains region of the US; fewer than 20 fully native speakers alive), as well as P'urhepecha and Nahua (both spoken in the Michoacán region of Mexico).

In applied linguistics, the major area of specialty is Second Language Acquisition. More specifically, areas of expertise include: the advantages of technology-enhanced language classrooms; the importance of socio-pragmatic linguistic competency and how the use of social media platforms can enhance students' acquisition of it; how input-based instruction increases the efficiency of processing strategies in adult learners; and the utility of carefully considered L1 use in the L2 college classroom.

Faculty Teaching Load, Methods of Calculation, and Principles of Assignment

Tenure-line faculty members in our college hold a standard 2/3 teaching load. (Teaching load is not standard across colleges, and indeed those colleges linked to FAU's "platforms" can have teaching loads as low as 1-1 or 1-0.) The College of Arts and Letters does not differentiate between three-credit courses and four-credit courses for establishing teaching loads; both count as one course. In at least one other FAU college, however, teaching load is established by credit-hour total (with 12 being a full-time load), not by individual number of courses taught. This discrepancy is particularly visible to faculty in our department because this college houses our exact disciplines and teaches many of the very same courses we do.

Thanks to a formal college policy, tenure-line junior faculty members receive two guaranteed pre-tenure course reductions for research; these are usually taken in the first and fourth years. Non-tenure-track faculty in our college teach a standard 4/4 course load, with no access to course releases for research purposes. However, non-tenure-track faculty members do receive a lowered course load of 3/4 if they are given a major instructional service assignment. LLCL has four instructors with this type of modified teaching load: one assists the Director of the Basic Spanish Program with administrative tasks; two serve

as coordinators of online basic language programs (Spanish, French); and one serves as the Director of the LLCL Continuing Education Program in World Languages and Cultures.

The in-unit faculty contract period runs from early August to the first week of May. Summer teaching appointments are not part of the in-load assignment, and all full-time faculty members have the contractual right (as part of the Collective Bargaining Agreement) to formally request consideration for two separate summer teaching assignments. Most faculty members in our college (and in LLCL) do request summer teaching in order to offset extremely low salaries. It is frustrating to see that many junior faculty need to take summer teaching for financial reasons, instead of being able to use summers to enhance their research productivity.

Recently, however, chairs gained a new measure of flexibility in constructing faculty teaching schedules, which can help offset the effects of energy spent on summer teaching. With the new "mini-mester" course modality, a chair can arrange a teaching schedule so that it only runs for the first half or the second half of a fall or spring term; this gives the faculty member half of the relevant semester to be able to focus more fully on research. In our college, chairs are also encouraged to ask the dean for additional flexibility in assignment—for instance, allowing a faculty member to "bank" a course during the prior term (or year) in order to teach a reduced load the next term (or year).

The core principles governing the construction of teaching assignments are the same for both tenure-track and non-tenure-track faculty: ensuring that each full-time faculty member is treated fairly and not placed at an unfair disadvantage. In practical terms, this means that although all assignments are of course constructed with curricular and student need as the top priority, assignments are nevertheless explicitly constructed with the goal of allowing all faculty members to demonstrate professional range and growth when seeking promotion to the next rank. FAU instituted a promotional system for instructors about 10 years ago, and LLCL now has four senior instructors. Each instructor is encouraged to develop specific areas of professional interest and future development; they are also encouraged to pursue terminal degrees in field, if this is of interest to them. Several of our instructors are active scholars, producing notable literary, scholarly, and creative works. They do us proud.

Summary of Faculty Scholarship and Research Productivity

Over the past seven years, our faculty has received strong internal and external recognition for research. Internally, they have regularly received highly competitive one-semester sabbaticals, college SCAF (Scholarly and Creative Activity Fellowship) awards, and College nomination as Scholar of the Year at rank. In 2015, one of our associate professors won the university-wide award. Recent external faculty awards include the Dora Maar Residency Fellowship (Museum of Fine Arts, Houston), the Camargo Foundation Fellowship (Cassis, France), and the AATSP (American Association for the Teaching of Spanish and Portuguese) Outstanding Scholarly Publication Award. One of our faculty members won the University's Scholar of the Year Award. Our scholarship continues to add to FAU's international reputation given the fact that many of our publications are written in lingua and placed in journals in the countries related to our fields of study. In addition, many faculty members are active on major editorial boards, in conference planning and hosting, and in contributions such as book reviews and textbooks. We also have several faculty members who regularly produce creative works and scholarly translations.

The chart below demonstrates LLCL faculty's research productivity in relation to that of the college and wider university. Columns 1-3 represent academic-year research productivity for all full-time faculty in our department for the three academic years 2014-15, 2015-16, and 2016-17, as reported directly by our unit to FAU's Office of Institutional Effectiveness & Analysis (IEA). Column 4 represents total research productivity for AY 2016-2017 for all full-time faculty in the College of Arts and Letters, as reported directly to IEA by each academic unit in the College. Column 5 represents total research productivity for AY 2016-

2017 for all full-time faculty across the entire university, as reported to IEA by each academic unit university-wide. *Please note that when collecting data on faculty research productivity, IEA does not distinguish between tenure-line faculy and non-tenure-line faculty; all full-time faculty are included.

As the chart below demonstrates, LLCL has been especially productive in terms of book production, with our faculty accounting for more than 25% of the College's overall book publication in AY 2016-2017.

C 1-9 Research/Scholarly Productivity
Languages, Linguistics & Comparative Literature

		Languages, Linguistics & Comparative Literature			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Books (including monographs & compositions)	#	2	1	5	19	115
2. Other peer-reviewed publications	#	19	18	19	141	1,485
3. All other publications	#	5	13	16	199	714
4. Presentations at professional meetings or conferences	#	32	27	45	264	1,862
5. Productions/Performances/Exhibitions	#	0	1	1	249	285

Given the multidisciplinary nature of our department, there is great variability in the kind of research and scholarship that we produce; this is explicitly reflected in our promotion and tenure criteria. In the realm of literary studies, articles, book chapters, monographs, co-authored books, and edited books are the standard publications produced. Book projects often take several (or more) years of work from conception to publication. The Modern Language Association (MLA), our professional organization, has been advising departments and institutions to move away from "the book" as the main form of productivity considered for promotion and tenure, recognizing ever-shrinking university press budgets (indeed, some university presses are closing down). More and more scholarly journals are appearing in newer online or open-access format, and these are also important venues for the dissemination of scholarship. For our linguists, journal articles and book chapters tend to be more common forms of publication; many of these are also coauthored, as is common practice in the social sciences and STEM-related disciplines. We also have colleagues with expertise in Second Language Acquisition who produce scholarship and research in the form of foreign language textbook production. Scholarly translation is a longstanding form of scholarly productivity in the humanities, especially for those of us working in premodern and early modern periods. Creative writing is a welcome and valued form of scholarship as well, and reflects our department's commitment to enriched understandings of writing as a social, cultural, and scholarly practice. Conference presentations are expected of all research faculty. Faculty CVs provide details on the individual accomplishments of our faculty members; they are included as Appendix H of this document.

Strategic planning for hires

Our plans for hiring always take into account the cross-disciplinary nature of our programs, and our areas of greatest productivity and growth potential. This past summer (2018) we were able to develop a new full-time instructorship focused on Linguistics and also directorship of our department's Continuing Education program. The instructor hired into the position holds a PhD and is therefore able to serve at all levels of our curriculum. He also has considerable experience in translation as a profession, and we have plans to "reboot" our translation track at the MA level. This additional support for Linguistics has already

proven invaluable; we have been able to commit to several sabbatical applications for our linguists because we have guaranteed coverage at the MA level.

Our two current hires, both technically replacement positions, have each been designed with this in mind. One of the two positions will give us, for the first time ever in our department's history, someone with a primary specialty in Arabic language and culture. This will allow us to grow the Arabic program beyond its current existence as a minor track. In expanding this program to the upper-division level, we will also be integrating it into other disciplines in our department and enriching LLCL and College offerings at the BA, MA, and PhD levels. Our college has strength in political science and diplomacy, interdisciplinary cultural studies, and world literatures. This position will benefit them all, and will be an integral part of the College's vision for a new interdisciplinary BA degree in Global Studies. Our other position that we are hiring for, a senior faculty member in Latin American Literature and Culture, is designed to enable the growth of the Caribbean and Latin American Studies Program, which currently exists only as a certificate. We envision the strategic expansion of this program, with new curricular tracks linked both to Global Studies and LLCL. Our College's new strategic initiative "The Americas Project" will also be a key part of this development.

Our future hires will be designed to strengthen areas of critical need, and areas where we have strong and innovative growth opportunities. As with all of our other hires, they will also be designed to fulfill multiple needs.

D. RESEARCH

Overview

All of LLCL's research activity is informed by interdisciplinary values and practices. Much of our research activity is also deeply rooted in community places and practices. Many of our faculty members have research specialties that draw on the specificity of FAU's location at the intersections of South Florida, the Caribbean, Latin American, and translatlantic intersections more broadly speaking. Examples of our productivity on this front include research bringing to light women's contributions to the culture of early Spanish Florida; a project focused on Jesuit practices in Latin America and their influence on European intellectual culture; and several projects focused on the documentation and revitalization of underdescribed and endangered languages of the Americas.

Interdisciplinary efforts and community engagement efforts

To study language and related fields is to be intimately committed to human communication and the sharing of ideas, knowledge, and new perspectives. LLCL's faculty members are not only productive researchers; they are also public-oriented scholars who understand that connecting students, other faculty, and the wider public to their disciplines and their research is essential. Our faculty members bring conferences, symposia, public lectures, book readings, and film series to FAU's campus on a highly regular basis, and this contributes substantially to the life of the college and the university at large. Recent examples of signature events include: the Tournées French Film Festival (made possible through a competitive grant application via the French Ministry of Culture); an international symposium on "Gender and Decolonization in the Iberian World"; and the 41st Annual Meeting of the Semiotic Society of America. In Spring 2019, LLCL faculty will bring the Southeastern Conference on Linguistics to FAU.

Review of Part II of the Departmental Dashboard Indicators

Establishment of Departmental Research Goals

LLCL's overall research goals are established through a combination of elements: (a) each tenure-line faculty member's tenure status (pre- or post-tenure), overall career trajectory, and opportunities for advancement in field; (b) the department's opportunities for having its faculty make a mark through disciplinary research; and the department's role in contributing meaningfully to the College's research profile and initiatives. In support of LLCL's research goals, each individual tenure-line faculty member receives an annual assignment that always seeks to prioritize research. Junior faculty members are given an annual assignment of 1.0 FTE of which .30 FTE to .40 FTE (on average) is assigned to research. Tenured faculty members are given an annual assignment for which .20 (at a minimum) is assigned to research. The annual assignment also blends research and its connections to community engagement into other formal areas of the assignment (service, direct classroom teaching, and service that is explicitly related to instruction). LLCL faculty members are explicitly encouraged to grow organic links between various elements of the assignment, and to bring their research, scholarship, and creative activity into the public realm and community engagement context whenever possible. Faculty members receive explicit credit in all evaluative contexts (the annual assignment, the annual evaluation, promotion and tenure, and Sustained Performance Evaluation) for doing so.

One specific area where LLCL is making concerted efforts to develop its research productivity is extramural grant applications. We have several disciplinary research areas of strong grant potential but no strong and sustained grant activity (as yet)—e.g., description, documentation, and revitalization of underdescribed and endangered languages of the Americas; bilingualism; and Second Language Acquisition. We also wish to point out that even though LLCL does not display any grant activity for several of the years presented in Table II.A.B below, this is not fully accurate: our faculty members have have received highly competitive writing residencies, and these function as the equivalent of grants in the context of the humanities.

Analysis and Assessment of Overall Research Productivity

LLCL faculty members demonstrate research productivity on par with that of the college mean. It is important to point out that one standard measure of research productivity—delivering a paper at a conference—is largely dependent on having access to adequate research resources. This is doubly true for LLCL faculty members, for whom attending a conference often means significant international travel. The average $1,000 yearly amount guaranteed by the College for tenure-line research does not go very far in this context. This is one of the factors driving our department to spend more effort than we might otherwise continuing to develop ideas for new market-rate initiatives that could become additional funding sources for our department. Ironically, by having LLCL faculty spend time and energy on developing new market-rate initiatives now, in the name of building new departmental sources of income for more research activity later, means that our research productivity measures in the current moment are not as high as they otherwise would be if these research support funds were already in place. Departments that have endowments or other guaranteed forms of supplemental income clearly demonstrate higher research productivity than those that do not.

The chart below demonstrates LLCL's full-time faculty total research productivity, as expressed in collective Person-Years and FTE, in relation to the total research productivity of full-time faculty in our College and across the wider university. *Note: All data in this chart was provided by FAU's Office of Institutional Effectiveness & Analysis (IEA), and was derived directly from formal faculty Annual Assignments as established in the FAIR system. Crucially, this chart does distinguish between tenure-line and non-tenure-line faculty.

Columns 1-3 represent total Person-Year and FTE research productivity of all full-time LLCL faculty for the three academic years 2014-15, 2015-16, and 2016-17. Column 4 represents total Person-Year and FTE research productivity of all full-time faculty in the College of Arts and Letters for the 2016-2017 Academic

Year. Column 5 represents total Person-Year and FTE research productivity for all full-time academic-unit-based faculty across the entire university for the 2016-2017 Academic Year.

II. Research, Creative & Scholarly Activities
A Assessment Goals and Outcomes for Research (reported separately)
B 1 Faculty Person Years and FTE Devoted to Research
Languages, Linguistics & Comparative Literature

				Languages, Linguistics & Comparative Literature			College Total	University Total
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Departmental Research	.	--	**Person-Years**		0.2			1.8
			FTE		0.2			2.4
	Tenured & tenure-earning faculty	**Professor, Assoc Professor, Asst Professor**	**Person-Years**	3.6	4.0	3.8	37.5	146.8
			FTE	4.9	5.4	5.1	50.0	195.8
	Non-tenure-earning faculty	**Instructors, Lecturers, Visiting Faculty**	**Person-Years**		0.0			3.9
			FTE		0.0			5.2

Table D I-9 (see below) gives LLCL research efficiency data in the context of LLCL full-time faculty research productivity. **Please note that this chart does not distinguish between tenure-line and non-tenure-line faculty; all full-time faculty are included*. Columns 1-3 represent mean academic-year research productivity, in various key research production categories (books/monographs; article, book chapters, and other forms of peer-reviewed research; conference presentations; performances; etc.) for all full-time LLCL faculty, for the three academic years 2014-15, 2015-16, and 2016-17, as reported directly by our unit to FAU's Office of Institutional Effectiveness & Analysis (IEA). Column 4 represents mean research productivity in these same research production categories for AY 2016-2017 for all full-time faculty in the College of Arts and Letters, as reported directly to IEA by each academic unit in the College. Column 5 represents mean research productivity by category for AY 2016-2017 for all full-time academic-unit-based faculty across the entire university, as reported to IEA by each academic unit university-wide.

We note with interest that LLCL's book-productivity ratio is much higher than the College's for the 2016-2017 academic year (LLCL published 0.3 books per faculty member; college-wide, it was only 0.1 books per faculty member). Given that books take much longer to come to fruition than articles or book chapters do, our considerable book-publication productivity points to very high levels of sustained scholarship in discipline. Further underscoring this sustained research productivity is the consistent LLCL mean of 1.1 for "other peer-review publications per faculty member"—this number is well above the college mean of 0.8 per faculty member. LLCL faculty members have much to be proud of.

D 1-9 Efficiency Data
Languages, Linguistics & Comparative Literature

	Languages, Linguistics & Comparative Literature			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Books (including monographs & compositions) per faculty member	0.1	0.1	0.3	0.1	0.2
2. Other peer-review publications per faculty member	1.1	1.1	1.1	0.8	2.2
3. All other publications per faculty member	0.3	0.8	0.9	1.2	1.0
4. Presentations at professional meetings or conferences per faculty member	1.8	1.6	2.5	1.6	2.7
5. Productions/Performances/Exhibitions per faculty member	0.0	0.1	0.1	1.5	0.4

E. Service and Community Engagement.

Overview

Our faculty are models for establishing meaningful connections between research, service, and community engagement at all levels: departmental, college, university, professional, and inside our wider communities. Importantly, many of our faculty members were also early leaders in FAU's push to garner more faculty involvement in Academic Service-Learning projects. In fact, thanks to the sustained contributions of one of LLCL's own faculty members in collaboration with FAU's Weppner Center and the Division of Student Affairs, Florida Atlantic University received the Florida Campus Compact's Engaged Campus of the Year Award. LLCL contributed hundreds of Academic Service-Learning hours to FAU's overall totals through the implementation of Academic Service-Learning in Intermediate Spanish courses. Students in these courses regularly volunteer their time *in lingua* at a variety of service-learning venues, including the West Palm Beach Housing Authority, FAU's Louis and Anne Green Memory and Wellness Center, FAU's Henderson School, and JC Mitchell Elementary School.

At the departmental level, our faculty members serve on many different disciplinary-specific committees and initiatives; develop Academic Service-Learning courses (including in the Study Abroad context); and do outreach via cultural events and research projects. Our faculty members serve as advisors to student clubs and honor societies, and in fact, recently established a new Honor Society Chapter here at FAU (Gamma Kappa Alpha, the National Italian Honor Society). At the college level, our faculty serve on numerous interdisciplinary certificate and program committees; we also have a faculty member who has served as Fellow for the Program in Peace, Justice, and Human Rights. Our faculty sit on the PhD Executive Committee and on many other college committees.

At the university level, two faculty members hold major administrative service roles: Dean of Arts and Letters, and University Honors Coordinator. They serve on key presidential and provost committees. Dean Horswell also represents FAU on the statewide language planning committee. Importantly, of our senior faculty members was a co-PI for the grant that enabled FAU to qualify for HSI (Hispanic-Serving Institution) designation. This designation, in turn, enables ALL of FAU's faculty members to apply for far more federal grants and monies as a result.

In terms of wider service to the profession, we have faculty who serve as Fulbright reviewers and NSA grant reviewers; many faculty serve as peer reviewers for top-tier journals in field, and serve on editorial boards of these same journals. Faculty members organize national and international conferences, and enhance FAU's profile considerably. Two faculty members serve on national AP board examination committees. One senior faculty member holds three crucial roles: she is FAU's representative to the University Press of Florida, she is Vice President of Sigma Delta Pi (National Hispanic Collegiate Honor Society) for the Southeast United States, and she is Immediate Past Chair of the Florida Humanities Council.

Establishment of Departmental Service Goals

LLCL faculty members naturally gravitate to high-impact forms of service. What is more challenging is ensuring a healthy balance between traditional forms of institutional service (such as serving on committees or representing the department at Faculty Assembly and Faculty Senate) and more visible, high-impact forms of service. It is sometimes a struggle to ensure the unit retains enough faculty 'capital' to meet the department's need for representation in all aspects of faculty governance. To this end, we recently started the practice of establishing service assignments through open and collective discussion at a general end-of-year departmental meeting. Each faculty is presented with a common list of all necessary service roles, along with the list of who held each service position during the year about to end. The entire faculty is thus present for open discussion, deliberation, collaboration, and negotiation over next year's necessary service assignments. By focusing attention on those forms of service that are required for the institutional functioning of the unit, it is easier to get faculty to understand that these service roles must be established, in as equitable a manner as possible, before we will consider other forms of service that have higher intrinsic motivation (perhaps even "glamour" or "glory") linked to them. The ideal is to ensure that each faculty member provides core institutional service while also having the opportunity to shine in a (perhaps) more motivating, community-oriented service setting (if so desired).

Assessment of how well goals are being met

As Table C.1-3 below indicates, LLCL faculty members have much greater service obligations than the typical faculty member in our college or across the wider university. Whereas LLCL faculty serve on 5.3 faculty membership committees on average, other faculty in our own college only serve on an average of 3.2 such committees. This is a notable discrepancy, and it certainly suggests that LLCL faculty members are correct in their assessment that compared to their faculty peers in the college they are more heavily burdened with "standard" faculty service work.

Although LLCL faculty members also demonstrate higher levels of membership on community or professional committees, the discrepancy is nowhere near as dramatic as it is for membership on faculty committees. In addition, many faculty report that membership on this type of community or professional committee is more intrinsically rewarding, and may often therefore be perceived as less burdensome for this reason.

In the near future, we want to begin measuring service success in terms of more tangible "metrics," including increases in applications to our programs, increased engagement with our social media postings and email campaigns, and increasese in donations to our programs.

C 1-3 Efficiency Data
Languages, Linguistics & Comparative Literature

	Languages, Linguistics & Comparative Literature			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Faculty memberships on department, college or university committees per faculty member	5.3	5.0	5.0	3.2	4.8
2. Faculty memberships on community or professional committees per faculty member	1.6	1.8	1.8	1.3	1.9
3. Faculty serving as editors or referees for professional publications per faculty member	0.6	0.6	0.7	0.5	1.0

Specific Examples of High-Impact Service Achievements

Our success in service (especially with a wider community / donor focus) is very visible. Just this past spring (2018), our Italian Studies program received a $200,000 donation from Pat DiSalvo and family, in memory of artist Tom DiSalvo, to establish the Tom DiSalvo Excellence in Italian Studies and Art Endowment. The presence of the Rosal Trillo Clough Italian Futurist collection, housed in the Wimberly Library Special Collections and currently valued at about $500,000, is also the result of connections our Italian faculty members have made with program donors. The Italian program also regularly receives thousands of dollars for Study Abroad (and other) scholarships thanks to the generosity of local donors (including Il Circolo of the Palm Beaches).

In 2016, Florida Atlantic University's Rho Omicron Chapter of Sigma Delta Pi, the National Collegiate Hispanic Honor Society, received the prestigious Ignacio and Sophie Galbis Award, presented annually to the most outstanding chapter nationwide for activities accomplished during the academic year. In addition, it also earned "honor chapter" status—a distinction awarded to only 13 chapters nationwide that year. It was the eighth year in a row in which the FAU chapter earned this coveted distinction. It won this distinction through its rich cultural programming—all events for which were open to the public, and timed to coincide with FAU's designation as Hispanic-Serving Instutition.

Finally, we had another very visible recent success story: in Spring 2018, thanks to the work of LLCL faculty members, FAU was confirmed as an official international testing center for the prestigious Diplômes du français professionnel, offered through the Chambre de Commerce de Paris—Île-de-France. FAU is one of only two testing sites in the state of Florida. In Spring 2018 we delivered the first DFP test at FAU, and this fall we delivered three more tests. All four of the students testing earned the diploma with high marks. Only one of the test-takers was a French major; the others were from the College of Business. We anticipate strong demand for this test, and are working to implement a similar test in the Spanish professional context. We are using this as a first step in building more "microcredentialing" opportunities and other enrichments in curricular sequences across LLCL.

F. Other Program Goals. *For each Department, Center or Unit within the College.*

One of our most important goals is to continue to develop a robust revenue stream for the department. This money will go primarily in support of faculty professional development, and it will be available to both tenure-track and non-tenure-track full-time faculty. We have an excellent base in place: the LLCL

Continuing Education Program's revenues are building, and we hope that by Spring 2020 we will be able to begin making this fund available for full-time faculty members. Other market-rate programs we are planning in support of this goal include the "FROGS" French K-8 summer language camp (to be held on FAU's campus; planned start date of June 2019) and a parallel Spanish K-8 summer language camp (planned start date of June 2020).

Another key LLCL goal is the establishment of an Advisory Board to the department. The board's purpose will be to help us cultivate and connect with potential donors, to help enrich our students' professional connections and world perspectives, and to serve as advocate for our disciplines in specific, and for the humanities (and for FAU) more broadly.

G. Strengths and opportunities that support achievement of program goals.

Our strengths are many, but our greatest strength is our people—faculty, staff, and students. Our tenure-line faculty members represent a healthy mix of assistant professors, associate professors, and full professors. They are productive researchers, innovative and successful teachers, committed mentors, creative thinkers, and gifted writers. They are highly international, and representative of over a dozen different cultures and languages. Our instructors, too, are consummate professionals with dynamic ideas and passion for teaching. They provide our programs with strong stability, and we are delighted to be able to support them in their advancement through FAU's new instructor promotion system. Our staff members are committed professionals who always make our collective departmental mission their top priority. They are invaluable; we could not function without them. All of these groups, collectively, are our lifeblood.

Other notable **strengths** for our department include:

- The richness of our curriculum, the diversity of our student cohorts, the way in which our department blends multiple disciplinary areas together, and the fact that most of our faculty members have multiple areas of training and expertise (which is reflected in their assignments). We are not a department where disciplines and languages are walled off from each other, and this makes us—our degrees, our students, and our entire department—all the stronger.

- Having access to at least some Foundation funds dedicated exclusively for student support. We use these funds to supplement graduate stipends, cater student events (such as an Honor Club initiation ceremony or our semestrial graduate student workshops), and provide small stipends to an MA or PhD student for research travel. It gives us an important measure of agency to be able to do these things for our students, and it helps us demonstrate to our students that they are our top priority.

- Working with other units across the university to establish several opportunities for LLCL-linked students to receive paid professional training through internships. Currently, our department has developed two such opportunities: the LLCL Student Intern for Marketing and Social Media, and an in lingua writing tutor (for Spanish, Italian, and English) trained by and housed in the University Center for Excellence in Writing. This spring (2019) we will be establishing a third position: an undergraduate Writing Enhanced Curriculum intern who will focus on French and who will be attached to the Spring 19 section of FRE 3401 Advanced French Language and Culture II.

- Our multiple IFP (common core) courses; not only do these courses provide incoming FTIC students with exposure to our disciplines and help us promote our majors and minors,

but they also give us the ability to support many more GTAs (especially in Linguistics) and offer robust summer schedules.

Notable **opportunities** for our department include:

- The opportunity to develop an Advisory Board for the department—to help us connect with potential donors, enrich our students' professional connections and world perspectives, and serve as advocate for our disciplines more broadly.

- The opportunity to promote our Spanish programs—and Caribbean and Latin American Studies—through FAU's new designation as Hispanic-Serving Institution

- The opportunity to use our new hire in Latin American Literature and Culture (at the associate or full level) to reanimate the Caribbean and Latin American Studies program (which currently is only an undergraduate certificate), and perhaps even turn it into a larger and more dynamic center that would serve as another interdisciplinary research hub for the entire College, in collaboration with "The Americas" project.

- The opportunity for faculty to apply for grants open only to faculty at Hispanic-Serving Institutions.

H. Weaknesses and threats that impede program progress.

The most significant weaknesses that we face relate to ongoing uncertainty in higher education in the state of Florida. Although all units have been affected by the changes that have come about, our department has faced particularly serious challenges as a direct result of the administrative mandates developed in response to statewide funding metrics implemented by the Florida legislature in 2014.These mandates, coupled with the stringent enforcement of federal financial aid rules regarding plans of study, effectively limit students' ability to minor, double-major, change majors, or even attend a summer study abroad program. Our department's majors have historically been double-majors, transfer students, and/or students switching to a new major (often from a STEM-related one). Now, most students are required to choose a major before they have ever experienced a college language class. In some cases, students are actively advised to wait until their last year of college (if at all) to take a language course. All too often, we see students who have been told that they found their love of language "too late" to be able to study it in college, or who were asked by their advisor what good it would do to study a language. All too often, we see students who have been told they can't afford the curricular "luxury" of a study abroad program. As we have often pointed out, these are existential threats, and faculty morale is considerably lowered. Faculty are discouraged by having to console students who have just been told they cannot attend the study abroad program they had been hoping to go on, or who have been told they cannot take the next semester of the language they love. However, faculty are even more discouraged by the official policies through which students are sometimes forcibly graduated (even without applying for graduation) with a BGS (Bachelor of General Studies) degree, and without the degree they were planning on earning.

One of the other results of "metrics-based" strategizing and planning at the university level is the overt privileging of "everything STEM" at the expense of much else—but especially, of course, the humanities. A handful of years ago, during a moment of acute budget crisis (wrought by FAU's low standing in the statewide metrics battle for that year), our particular college did not receive any university funding for

faculty research travel. (Travel funding was, however, provided to at least some other colleges—presumably because their research was more closely tied to state metrics.) It was not primarily the lack of university funds for research travel that was so demoralizing—it was the fact that the university did not adjust its expectations for faculty research productivity for our college accordingly, and also the fact that some elements of the university at that moment did not understand what our college does to be 'real' research. LLCL faculty members in Linguistics were particularly demoralized. We have one Linguistics faculty member who teaches a course offered in the Department of Psychology and regularly publishes in journals such as *Laboratory Phonology* and *Journal of Cognitive Neuroscience* – he is as much a STEM researcher as faculty in Psychology – and yet his research was not receiving any university funding for that year, simply by virtue of the college he was in. We must mention, though, that it seems that under FAU's current leadership there is a concerted effort to expand the definition of "research" beyond simple labels (such as which college one is in) so that it is more authentic, more productive—and ultimately, more indicative of what FAU faculty really do.

Another weakness we face is low faculty salaries—salary compression and inversion are common features. There are Associate Professors who have been in rank for close to 15 years who are barely making more than our most junior assistant professor. This is also very hard on faculty morale. We hope that the recent ratification of the new iteration of the Collective Bargaining Agreement will help raise faculty morale through the plan it offers for faculty raises.

As a department, we also face several immediate threats.

The first immediate threat relates again to budget matters: Our graduate stipends are so low that we have difficulty recruiting and retaining some students for our MA programs. The students we have particular difficulty recruiting are those who would be coming from out of state or out of the country to attend graduate school. In the fall of 2017, we lost four excellent potential students because they could not afford to attend our program, even with an additional Provost's Fellowship. One of the prospective students was a Fulbright scholar from Vietnam, yet we couldn't offer her enough compensation under the terms of the Fulbright accord. Our LLCL MA stipends are $8,500 for the academic year, with full tuition remission but with students still responsible for paying all corresponding fees (which is several thousand dollars per year for out-of-state students). There is no health insurance coverage offered for GTAs. We regularly find ourselves in the position of having international students accept our offer of graduate study with GTAship, only to find out that they will not be able to attend graduate school at FAU because they cannot demonstrate sufficient funding to qualify for a visa to enter the United States as a student enrolled in an official program of study.

The other immediate threat is the potential effect of our current metrics-driven policies on the future of the Foreign Language Exit (FLEX) requirement. If the FLEX requirement were to weaken any further, it would jeopardize graduate productivity in our department. We are able to offer as many as 24 MA GTAships per year (as we are currently doing), but this is only because we are able to offer so many sections of basic language courses. Fewer language sections would mean fewer GTAships, and fewer GTAships would mean fewer students able to attend graduate school. Furthermore, fewer MA students in our programs would translate directly to fewer students in the college's PhD program, since our MA program is one of two key feeders at FAU for the PhD. The effects of this domino chain could be catastrophic for the entire university, since the LLCL graduate program is the second largest in the college, and the institution counts on our graduate degree productivity for succeeding on key metrics.

I. Resource analysis

Sufficiency of resources to meet program goals

Although we have enough faculty members to meet our core curricular needs, we are stretched thin when it comes to most service areas. This seems to be primarily due to the multidisciplinary nature of our department and the disciplinary (and/or linguistic specificity) that accompanies many of our regular service tasks. There is no one group of faculty who can effectively oversee the specific in lingua undergraduate curriculum in all of our major tracks; that task can only be done by unique groups of faculty. We therefore have multiple curricular groups working on various projects at any given time. The same holds true for most other functions in our department: when a student comes in needing a course referral or a language proficiency evaluation, it must be done by a faculty member within a particular section—and this action is repeated many times over, with different faculty members needing to provide different types of service on a steady basis. By contrast, in other departments (such as English), one single faculty member can effectively serve as the primary service provider for a particular task for the entire department.

In LLCL, most faculty members continue to report being overwhelmed with work (something mentioned during the last program review). And the pace of this has increased considerably in the past few years, as our university must become more and more metrics-driven and data-focused. Faculty are also dismayed at the proliferation of new databases, interfaces, and programs—just as they have gotten familiar with one, another comes along. The latest major change to technology resources at FAU was a change in the program used to generate the online schedule of classes. The old version of the schedule was easy to access and easy to read; it provided all essential information at your fingertips. The new version of the online schedule is very difficult to read, and does not allow you to clearly see all courses offered in a department. Faculty members are concerned because the change was made without input from those who use the calendar the most intensively: faculty and students. Faculty report that this seems to reflect FAU's increasing data-gathering requirements along with continual shifts (not always for the better) in the databases and interfaces that must be used to enter or gather the data.

Finally, faculty also report feeling overburdened by the ever-increasing demands for them to have a presence at university or college recruiting events. Normally this would be a service role that faculty would be quite willing to perform; however, in recent years, events planned for our college have not provided benefits that come anywhere close to equaling the energy expended. This may be because each recruitment event's parameters are typically spelled out by other units of the university instead of by those who will be staffing the event; we are told what sort of presence we should have, what sort of activities or experiences we should provide, and the like. Faculty put considerable energy into each event, and yet our college often receives disappointingly small numbers of visitors. As a result, many faculty will no longer attend such events (which are usually held on Saturday mornings) because they have had disappointing experiences in the past, and they know it will not be a good return on their time investment. FAU is a wonderful university with wonderful faculty that provide incredible resources for their students, and it is a shame to see faculty become discouraged because of repeated contextual mismatch.

J. Future Direction.

Anticipated changes

As we look to the immediate future, we see several areas where change should be implemented:

(1) The administrative support structure of LLCL needs revision in order to better reflect the changing administrative needs of the department. We are now seeing the focus on metrics devolving down to the level of colleges and even individual departments.
    (a) Our unit needs to be able to more effectively address the institutional demand for lengthier, more involved, and more frequent administrative reports (based on

significant data collection and analysis).

(b) Our unit also needs to be able to provide more intensive mentoring and advising of students. We cannot afford to have students continue to receive their only sustained major advising from college or university advisors.

(2) The LLCL curriculum needs to be able to anticipate what our response will be to an environment in which the university is not able to degrees and/or degree tracks that will allow us to continue doing "more with less"—offering in lingua one-credit "compacts" attached to a three-credit course taught in English, for instance; this way, we can accommodate students across tracks and also from different departments.

(3) LLCL would benefit from having an understanding with the upper administration that it will do all that it can to keep the language requirement at least as strong as it currently is, across all degree programs that currently require it. We would of course like to see the requirement strengthened, but at the very least, it should not be weakened.

Questions for the review team to consider:

1. Are there other curricular strategies for the BA that could help us negotiate between meeting "minimum enrollment" targets set by the administration on the one hand, and on the other, maintaining our departmental mission to continue providing students with a rigorous education that includes as many meaningful opportunities for in lingua coursework as possible?

2. Are there any particularly innovative/creative baccalaureate curricular programs combining literary/cultural studies and linguistics that we might look to as sources of inspiration?

3. What strategies or actions might help us become better institutional advocates for enhanced funding and graduate support?

4. Have you seen administratative support configurations in other departments that we might consider as potential models?

5. Are there specific case studies you can point us to where a department was able to effectively advocate either for a stronger university-wide language requirement or for more sustained institutional engagement with the many disciplines linked to "language study" (including literature, culture, and linguistics)?

APPENDIX A: SAS DATA

2016-2017 Program Review
Languages, Linguistics & Comparative Literature

I Instruction
A Assessment goals and outcomes for each degree program (reported separately)
B Input Data

B 1 Headcount, Person Years and FTE -- Overall and Devoted To Instruction
Languages, Linguistics & Comparative Literature

			Languages, Linguistics & Comparative Literature			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Total Headcount	18	17	18	167	681
		Total Person-Years	15.8	14.4	15.1	135.2	574.5
		Person-Years Devoted To Instruction	9.6	7.9	8.5	73.8	275.1
		Total FTE	21.1	19.2	20.2	180.3	766.0
		FTE Devoted to Instruction	12.8	10.6	11.3	98.4	366.8
Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Total Headcount	8	8	7	48	241
		Total Person-Years	7.2	6.6	5.8	38.3	189.4
		Person-Years Devoted To Instruction	6.7	5.8	5.5	37.2	150.7
		Total FTE	9.6	8.9	7.7	51.0	252.5
		FTE Devoted to Instruction	8.9	7.8	7.3	49.5	201.0
Other personnel paid on faculty pay plan	Scholar/ Scientist/ Engineer, Research Assoc, Assoc In, Asst In, Postdoc Assoc	Total Headcount		4	4	22	201
		Total Person-Years		3.7	3.8	17.5	167.7

			Languages, Linguistics & Comparative Literature			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
		Person-Years Devoted To Instruction		3.5	3.7	16.5	54.7
		Total FTE		4.9	5.0	23.4	223.6
		FTE Devoted to Instruction		4.6	4.9	21.9	73.0
Adjuncts	--	Total Headcount	12	11	9	124	672
		Total Person-Years	3.5	3.4	2.5	26.2	123.9
		Person-Years Devoted To Instruction	3.5	3.4	2.1	25.0	118.0
		Total FTE	4.7	4.6	3.3	34.9	165.2
		FTE Devoted to Instruction	4.7	4.5	2.8	33.3	157.4
Graduate Assistants	--	Total Headcount	35	26	21	246	1,203
		Total Person-Years	9.5	8.2	5.7	70.1	333.0
		Person-Years Devoted To Instruction	9.4	6.3	4.1	58.5	205.7
		Total FTE	12.7	11.0	7.6	93.4	444.0
		FTE Devoted to Instruction	12.5	8.4	5.5	78.0	274.2
Other	--	Total Headcount	1	2	3	55	337
		Total Person-Years	0.7	0.8	0.5	3.7	35.3
		Person-Years Devoted To Instruction	0.7	0.7	0.1	1.6	16.8
		Total FTE	1.0	1.0	0.6	4.9	47.0

			Languages, Linguistics & Comparative Literature			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
		FTE Devoted to Instruction	1.0	1.0	0.1	2.2	22.4
Total		Total Headcount	74	68	62	662	3,335
		Total Person-Years	36.8	37.2	33.4	291.0	1,423.7
		Person-Years Devoted To Instruction	29.9	27.7	24.0	212.5	821.0
		Total FTE	49.1	49.6	44.5	387.9	1,898.3
		FTE Devoted to Instruction	39.9	36.9	32.0	283.4	1,094.7

Source: Instruction and Research File

Report includes summer, fall and spring semester data
Faculty headcounts are unduplicated within year; faculty with appointments in multiple departments are counted in the department where they devoted most effort.
Adjuncts and Grad Assistants are counted in each department where they had an appointment.
Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Languages, Linguistics & Comparative Literature

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Languages, Linguistics & Comparative Literature			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
American Indian/Alaskan Native	Female					
	Male					1
	Total					1
Asian or Pacific Islander		0				
	Female	1	1	1	2	42
	Male				3	97
	Total	1	1	1	5	139
Black (Not of Hispanic Origin)	Female		1		9	39
	Male	1			5	24
	Total	1	1		14	63
Hispanic	Female	7	9	9	18	41
	Male		1	1	4	30
	Total	7	10	10	22	71
White (Not of Hispanic Origin)	Female	12	11	11	93	318
	Male	5	6	7	97	396
	Total	17	17	18	190	714
Total		0				
	Female	20	22	21	122	440
	Male	6	7	8	109	548
	Total	26	29	29	231	988

Source: Instruction and Research File
Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Languages, Linguistics & Comparative Literature

Adjuncts		Languages, Linguistics & Comparative Literature			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
American Indian/Alaskan Native	Female					1
	Male					1
	Total					2
Asian or Pacific Islander	Female	1	1		1	12
	Male					14
	Total	1	1		1	26
Black (Not of Hispanic Origin)	Female	2	2	1	2	39
	Male				2	25
	Total	2	2	1	4	64
Hispanic	Female	1	5	5	16	48
	Male				6	27
	Total	1	5	5	22	75
White (Not of Hispanic Origin)	Female	7	2	3	51	285
	Male	1	1		46	219
	Total	8	3	3	97	504
Non-Resident Alien	Male					1
	Total					1
Total	Female	11	10	9	70	385
	Male	1	1		54	287
	Total	12	11	9	124	672

Source: Instruction and Research File

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Languages, Linguistics & Comparative Literature

				Languages, Linguistics & Comparative Literature			College Total	University Total
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Course Level	**Type**							
Undergraduate	**Lecture/Seminar**	**Sections Offered**	**#**	360	336	341	1,895	5,337
			# Enrolled	6,845	6,682	6,320	56,292	203,020
			Avg Section Enrollment	**19.0**	**19.9**	**18.5**	**29.7**	**38.0**
		Sections Faculty-Taught	**#**	300	272	290	1,370	3,624
			%	**83.3**	**81.0**	**85.0**	**72.3**	**67.9**
	Lab	**Sections Offered**	**#**				23	878
			# Enrolled				396	16,292
			Avg Section Enrollment				**17.2**	**18.6**
		Sections Faculty-Taught	**#**				19	441
			%				**82.6**	**50.2**
	Discussion	**Sections Offered**	**#**				121	330
			# Enrolled				2,893	9,256
			Avg Section Enrollment				**23.9**	**28.0**
		Sections Faculty-Taught	**#**				101	254
			%				**83.5**	**77.0**
	Other Course Types	**Sections Offered**	**#**	11	7	12	500	1,362
			# Enrolled	59	37	30	3,488	8,784
			Avg Section Enrollment	**5.4**	**5.3**	**2.5**	**7.0**	**6.4**
		Sections Faculty-	**#**	11	7	12	320	1,033

		Taught		Languages, Linguistics & Comparative Literature			College Total	University Total
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
			%	**100.0**	**100.0**	**100.0**	**64.0**	**75.8**
Graduate	**Lecture/Seminar**	**Sections Offered**	#	28	29	28	204	1,680
			# Enrolled	268	245	214	1,419	23,308
			Avg Section Enrollment	**9.6**	**8.4**	**7.6**	**7.0**	**13.9**
		Sections Faculty-Taught	#	28	29	28	198	1,400
			%	**100.0**	**100.0**	**100.0**	**97.1**	**83.3**
	Lab	**Sections Offered**	#				1	64
			# Enrolled				8	497
			Avg Section Enrollment				**8.0**	**7.8**
		Sections Faculty-Taught	#				1	44
			%				**100.0**	**68.8**
	Other Course Types	**Sections Offered**	#	17	17	14	318	1,900
			# Enrolled	24	24	16	483	3,995
			Avg Section Enrollment	**1.4**	**1.4**	**1.1**	**1.5**	**2.1**
		Sections Faculty-Taught	#	17	17	14	313	1,817
			%	**100.0**	**100.0**	**100.0**	**98.4**	**95.6**

Source: Instruction and Research File and Student Data Course File

'Other Course Types' includes DIS, Thesis/Dissertation Research, Individual Performance Instruction, Internships, etc.
Sections taught by tenured, tenure-earning and non-tenure-earning faculty are counted as 'faculty-taught'

B 4 a Majors Enrolled By Level (Annual Headcount)
French (Program CIP: 160901)

	French			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Professional					259
Bachelors	26	25	25	4,492	28,830
Masters/Specialist	11	11	9	377	4,788
Doctoral				51	990
Unclassified					3,158
Total	**37**	**36**	**34**	**4,920**	**38,025**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 a Majors Enrolled By Level (Annual Headcount)
German (Program CIP: 160501)

	College Total	University Total
	2016-2017	2016-2017
Professional		259
Bachelors	4,492	28,830
Masters/Specialist	377	4,788
Doctoral	51	990
Unclassified		3,158
Total	**4,920**	**38,025**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 a Majors Enrolled By Level (Annual Headcount)
Linguistics (Program CIP: 160102)

	Linguistics			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Professional					259
Bachelors	94	98	94	4,492	28,830
Masters/Specialist	44	40	29	377	4,788
Doctoral				51	990
Unclassified					3,158
Total	**138**	**138**	**123**	**4,920**	**38,025**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 a Majors Enrolled By Level (Annual Headcount)
Spanish (Program CIP: 160905)

	Spanish			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Professional					259
Bachelors	40	36	34	4,492	28,830
Masters/Specialist	19	11	9	377	4,788
Doctoral				51	990
Unclassified					3,158
Total	**59**	**47**	**43**	**4,920**	**38,025**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
French (Program CIP: 160901)

			French			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Professional	**Asian or Pacific Islander**	**Female**					20
		Male					19
		Total					**39**
	Black (Not of Hispanic Origin)	**Female**					13
		Male					5
		Total					**18**
	Hispanic	**Female**					20
		Male					12
		Total					**32**
	White (Not of Hispanic Origin)	**Female**					62
		Male					98
		Total					**160**
	Not Reported	**Female**					3
		Male					7
		Total					**10**
	Total	**Female**					118
		Male					141
		Total					**259**
Undergraduate	**American Indian/Alaskan Native**	**Female**				27	119
		Male				9	100
		Total				**36**	**219**
	Asian or Pacific Islander	**Female**	1			125	905
		Male				53	706
		Total	**1**			**178**	**1,611**
	Black (Not of Hispanic Origin)	**Female**	8	7	2	542	3,937
		Male	6	2	3	343	2,405
		Total	**14**	**9**	**5**	**885**	**6,342**

			French			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Hispanic	Female	5	6	9	787	4,489
		Male		1	3	468	3,180
		Total	**5**	**7**	**12**	**1,255**	**7,669**
	White (Not of Hispanic Origin)	Female	2	5	4	1,184	6,348
		Male	1	3	3	839	5,575
		Total	**3**	**8**	**7**	**2,023**	**11,923**
	Non-Resident Alien	Female	1	1	1	49	395
		Male	2			32	486
		Total	**3**	**1**	**1**	**81**	**881**
	Not Reported	Female				21	97
		Male				13	88
		Total				**34**	**185**
	Total	Female	17	19	16	2,735	16,290
		Male	9	6	9	1,757	12,540
		Total	**26**	**25**	**25**	**4,492**	**28,830**
Graduate	American Indian/Alaskan Native	Female				1	16
		Male					9
		Total				**1**	**25**
	Asian or Pacific Islander	Female	1	1		8	163
		Male				3	123
		Total	**1**	**1**		**11**	**286**
	Black (Not of Hispanic Origin)	Female	1	1	1	22	712
		Male	5	5	5	25	308
		Total	**6**	**6**	**6**	**47**	**1,020**
	Hispanic	Female		1	1	46	617
		Male				25	394
		Total		**1**	**1**	**71**	**1,011**
	White (Not of Hispanic Origin)	Female	2	1	1	150	1,690
		Male	1	0		107	1,187
		Total	**3**	**1**	**1**	**257**	**2,877**

			French			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Non-Resident Alien	Female	1	2	1	24	243
		Male				16	313
		Total	**1**	**2**	**1**	**40**	**556**
	Not Reported	Female				1	2
		Male					1
		Total				**1**	**3**
	Total	Female	5	6	4	252	3,443
		Male	6	5	5	176	2,335
		Total	**11**	**11**	**9**	**428**	**5,778**
Unclassified	American Indian/Alaskan Native	Female					7
		Male					3
		Total					**10**
	Asian or Pacific Islander	Female					179
		Male					155
		Total					**334**
	Black (Not of Hispanic Origin)	Female					280
		Male					171
		Total					**451**
	Hispanic	Female					361
		Male					253
		Total					**614**
	White (Not of Hispanic Origin)	Female					824
		Male					686
		Total					**1,510**
	Non-Resident Alien	Female					91
		Male					126
		Total					**217**
	Not Reported	Female					14
		Male					8
		Total					**22**

			French			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Total	Female					1,756
		Male					1,402
		Total					**3,158**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
German (Program CIP: 160501)

			College Total	University Total
			2016-2017	2016-2017
Professional	**Asian or Pacific Islander**	**Female**		20
		Male		19
		Total		**39**
	Black (Not of Hispanic Origin)	**Female**		13
		Male		5
		Total		**18**
	Hispanic	**Female**		20
		Male		12
		Total		**32**
	White (Not of Hispanic Origin)	**Female**		62
		Male		98
		Total		**160**
	Not Reported	**Female**		3
		Male		7
		Total		**10**
	Total	**Female**		118
		Male		141
		Total		**259**
Undergraduate	**American Indian/Alaskan Native**	**Female**	27	119
		Male	9	100
		Total	**36**	**219**
	Asian or Pacific Islander	**Female**	125	905
		Male	53	706
		Total	**178**	**1,611**
	Black (Not of Hispanic Origin)	**Female**	542	3,937
		Male	343	2,405
		Total	**885**	**6,342**
	Hispanic	**Female**	787	4,489
		Male	468	3,180

			College Total	University Total
			2016-2017	2016-2017
		Total	**1,255**	**7,669**
	White (Not of Hispanic Origin)	**Female**	1,184	6,348
		Male	839	5,575
		Total	**2,023**	**11,923**
	Non-Resident Alien	**Female**	49	395
		Male	32	486
		Total	**81**	**881**
	Not Reported	**Female**	21	97
		Male	13	88
		Total	**34**	**185**
	Total	**Female**	2,735	16,290
		Male	1,757	12,540
		Total	**4,492**	**28,830**
Graduate	**American Indian/Alaskan Native**	**Female**	1	16
		Male		9
		Total	**1**	**25**
	Asian or Pacific Islander	**Female**	8	163
		Male	3	123
		Total	**11**	**286**
	Black (Not of Hispanic Origin)	**Female**	22	712
		Male	25	308
		Total	**47**	**1,020**
	Hispanic	**Female**	46	617
		Male	25	394
		Total	**71**	**1,011**
	White (Not of Hispanic Origin)	**Female**	150	1,690
		Male	107	1,187
		Total	**257**	**2,877**
	Non-Resident Alien	**Female**	24	243
		Male	16	313
		Total	**40**	**556**

			College Total 2016-2017	University Total 2016-2017
	Not Reported	Female	1	2
		Male		1
		Total	**1**	**3**
	Total	Female	252	3,443
		Male	176	2,335
		Total	**428**	**5,778**
Unclassified	American Indian/Alaskan Native	Female		7
		Male		3
		Total		**10**
	Asian or Pacific Islander	Female		179
		Male		155
		Total		**334**
	Black (Not of Hispanic Origin)	Female		280
		Male		171
		Total		**451**
	Hispanic	Female		361
		Male		253
		Total		**614**
	White (Not of Hispanic Origin)	Female		824
		Male		686
		Total		**1,510**
	Non-Resident Alien	Female		91
		Male		126
		Total		**217**
	Not Reported	Female		14
		Male		8
		Total		**22**
	Total	Female		1,756
		Male		1,402
		Total		**3,158**

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Linguistics (Program CIP: 160102)

			Linguistics			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Professional	**Asian or Pacific Islander**	**Female**					20
		Male					19
		Total					**39**
	Black (Not of Hispanic Origin)	**Female**					13
		Male					5
		Total					**18**
	Hispanic	**Female**					20
		Male					12
		Total					**32**
	White (Not of Hispanic Origin)	**Female**					62
		Male					98
		Total					**160**
	Not Reported	**Female**					3
		Male					7
		Total					**10**
	Total	**Female**					118
		Male					141
		Total					**259**
Undergraduate	**American Indian/Alaskan Native**	**Female**	1	2	2	27	119
		Male				9	100
		Total	**1**	**2**	**2**	**36**	**219**
	Asian or Pacific Islander	**Female**	5	4	4	125	905
		Male			1	53	706
		Total	**5**	**4**	**5**	**178**	**1,611**
	Black (Not of Hispanic Origin)	**Female**	10	15	13	542	3,937
		Male	5	3	5	343	2,405
		Total	**15**	**18**	**18**	**885**	**6,342**

			Linguistics			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Hispanic	Female	20	29	25	787	4,489
		Male	5	5	7	468	3,180
		Total	**25**	**34**	**32**	**1,255**	**7,669**
	White (Not of Hispanic Origin)	Female	31	31	27	1,184	6,348
		Male	13	6	7	839	5,575
		Total	**44**	**37**	**34**	**2,023**	**11,923**
	Non-Resident Alien	Female	3	1	1	49	395
		Male				32	486
		Total	**3**	**1**	**1**	**81**	**881**
	Not Reported	Female	1	2	1	21	97
		Male			1	13	88
		Total	**1**	**2**	**2**	**34**	**185**
	Total	Female	71	84	73	2,735	16,290
		Male	23	14	21	1,757	12,540
		Total	**94**	**98**	**94**	**4,492**	**28,830**
Graduate	American Indian/Alaskan Native	Female				1	16
		Male					9
		Total				**1**	**25**
	Asian or Pacific Islander	Female	2	1	1	8	163
		Male				3	123
		Total	**2**	**1**	**1**	**11**	**286**
	Black (Not of Hispanic Origin)	Female	3	2	2	22	712
		Male	1	2	1	25	308
		Total	**4**	**4**	**3**	**47**	**1,020**
	Hispanic	Female	8	5	3	46	617
		Male	3	3	0	25	394
		Total	**11**	**8**	**3**	**71**	**1,011**
	White (Not of Hispanic Origin)	Female	16	16	12	150	1,690
		Male	5	3	1	107	1,187
		Total	**21**	**19**	**13**	**257**	**2,877**

			Linguistics			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Non-Resident Alien	Female	5	4	5	24	243
		Male	1	4	4	16	313
		Total	**6**	**8**	**9**	**40**	**556**
	Not Reported	Female				1	2
		Male					1
		Total				**1**	**3**
	Total	Female	34	28	23	252	3,443
		Male	10	12	6	176	2,335
		Total	**44**	**40**	**29**	**428**	**5,778**
Unclassified	American Indian/Alaskan Native	Female					7
		Male					3
		Total					**10**
	Asian or Pacific Islander	Female					179
		Male					155
		Total					**334**
	Black (Not of Hispanic Origin)	Female					280
		Male					171
		Total					**451**
	Hispanic	Female					361
		Male					253
		Total					**614**
	White (Not of Hispanic Origin)	Female					824
		Male					686
		Total					**1,510**
	Non-Resident Alien	Female					91
		Male					126
		Total					**217**
	Not Reported	Female					14
		Male					8
		Total					**22**

			Linguistics			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Total	Female					1,756
		Male					1,402
		Total					**3,158**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Spanish (Program CIP: 160905)

			Spanish			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Professional	**Asian or Pacific Islander**	**Female**					20
		Male					19
		Total					**39**
	Black (Not of Hispanic Origin)	**Female**					13
		Male					5
		Total					**18**
	Hispanic	**Female**					20
		Male					12
		Total					**32**
	White (Not of Hispanic Origin)	**Female**					62
		Male					98
		Total					**160**
	Not Reported	**Female**					3
		Male					7
		Total					**10**
	Total	**Female**					118
		Male					141
		Total					**259**
Undergraduate	**American Indian/Alaskan Native**	**Female**				27	119
		Male				9	100
		Total				**36**	**219**
	Asian or Pacific Islander	**Female**				125	905
		Male				53	706
		Total				**178**	**1,611**
	Black (Not of Hispanic Origin)	**Female**	4	3	3	542	3,937
		Male	1	1	3	343	2,405
		Total	**5**	**4**	**6**	**885**	**6,342**

			Spanish			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Hispanic	Female	18	17	13	787	4,489
		Male	3	5	3	468	3,180
		Total	**21**	**22**	**16**	**1,255**	**7,669**
	White (Not of Hispanic Origin)	Female	12	8	9	1,184	6,348
		Male	1	1	1	839	5,575
		Total	**13**	**9**	**10**	**2,023**	**11,923**
	Non-Resident Alien	Female		1	2	49	395
		Male	1			32	486
		Total	**1**	**1**	**2**	**81**	**881**
	Not Reported	Female				21	97
		Male				13	88
		Total				**34**	**185**
	Total	Female	34	29	27	2,735	16,290
		Male	6	7	7	1,757	12,540
		Total	**40**	**36**	**34**	**4,492**	**28,830**
Graduate	American Indian/Alaskan Native	Female				1	16
		Male					9
		Total				**1**	**25**
	Asian or Pacific Islander	Female	1	1		8	163
		Male	1			3	123
		Total	**2**	**1**		**11**	**286**
	Black (Not of Hispanic Origin)	Female	2			22	712
		Male				25	308
		Total	**2**			**47**	**1,020**
	Hispanic	Female	9	7	8	46	617
		Male	1			25	394
		Total	**10**	**7**	**8**	**71**	**1,011**
	White (Not of Hispanic Origin)	Female	2	2		150	1,690
		Male	1		0	107	1,187
		Total	**3**	**2**	**0**	**257**	**2,877**

			Spanish			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Non-Resident Alien	Female	2		1	24	243
		Male		1		16	313
		Total	**2**	**1**	**1**	**40**	**556**
	Not Reported	Female				1	2
		Male					1
		Total				**1**	**3**
	Total	Female	16	10	9	252	3,443
		Male	3	1	0	176	2,335
		Total	**19**	**11**	**9**	**428**	**5,778**
Unclassified	American Indian/Alaskan Native	Female					7
		Male					3
		Total					**10**
	Asian or Pacific Islander	Female					179
		Male					155
		Total					**334**
	Black (Not of Hispanic Origin)	Female					280
		Male					171
		Total					**451**
	Hispanic	Female					361
		Male					253
		Total					**614**
	White (Not of Hispanic Origin)	Female					824
		Male					686
		Total					**1,510**
	Non-Resident Alien	Female					91
		Male					126
		Total					**217**
	Not Reported	Female					14
		Male					8
		Total					**22**

			Spanish			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Total	Female					1,756
		Male					1,402
		Total					**3,158**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Productivity Data

C 1 Annualized State-Fundable FTE Produced By Level
Languages, Linguistics & Comparative Literature

	Languages, Linguistics & Comparative Literature			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Undergraduate Total	**647.0**	**626.4**	**586.7**	**4,253.5**	**15,813.5**
Graduate Total	**26.8**	**25.0**	**21.3**	**174.3**	**1,930.1**
Grad I	26.2	24.7	20.6	154.0	1,531.5
Grad II	0.7	0.4	0.8	20.3	398.7
Classroom	26.5	24.4	21.1	157.9	1,801.8
Thesis-Dissertation	0.3	0.7	0.2	16.3	128.4
Grand Total	**673.8**	**651.4**	**608.0**	**4,427.7**	**17,743.7**

Source: Student Data Course File
Based On State-Fundable Credit Hours
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Languages, Linguistics & Comparative Literature

		Courses offered by:				
		Languages, Linguistics & Comparative Literature			College of Arts & Letters	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Course Level	**FTE produced by students who are:**					
Lower Division Undergraduate	**Majors within the department**	8.3	9.8	8.9	233.3	766.4
	Majors outside the department, but within the college	149.5	157.0	154.9	450.0	1,910.4
	Majors outside the college	399.3	380.2	357.9	1,975.9	4,256.8
	Total	**557.1**	**547.0**	**521.7**	**2,659.2**	**6,933.5**
Upper Division Undergraduate	**FTE produced by students who are:**					
	Majors within the department	39.3	37.7	31.4	927.7	5,300.4
	Majors outside the department, but within the college	17.7	16.5	16.8	314.7	2,435.9
	Majors outside the college	32.9	25.2	16.8	351.9	1,143.7
	Total	**89.8**	**79.4**	**65.0**	**1,594.3**	**8,880.0**
Graduate	**FTE produced by students who are:**					
	Majors within the department	23.6	22.3	16.9	156.3	1,594.9
	Majors outside the department, but within the college	2.6	2.0	1.5	7.5	193.2
	Majors outside the college	0.6	0.8	2.9	10.5	142.0
	Total	**26.8**	**25.0**	**21.3**	**174.3**	**1,930.1**
Total	**FTE produced by students who are:**					
	Majors within the department	71.3	69.8	57.2	1,317.3	7,661.7
	Majors outside the department, but within the college	169.8	175.4	173.2	772.2	4,539.5
	Majors outside the college	432.7	406.2	377.6	2,338.2	5,542.5
	Total	**673.8**	**651.4**	**608.0**	**4,427.7**	**17,743.7**

Source: Student Data Course File
Based On State-Fundable Credit Hours

C 3 Degrees Awarded
French (Program CIP: 160901)

		French			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Degrees awarded with a:					
Associates	Single major					269.0
	All					269.0
Bachelors	Degrees awarded with a:					
	Single major	10.0	7.0	7.0	1,042.0	5,553.0
	Double or triple major	2.0	2.0	0.5	30.5	141.0
	All	12.0	9.0	7.5	1,072.5	5,694.0
Masters	Degrees awarded with a:					
	Single major	2.0	3.0	1.0	112.0	1,468.0
	Double or triple major					2.0
	All	2.0	3.0	1.0	112.0	1,470.0
Specialist	Degrees awarded with a:					
	Single major					18.0
	All					18.0
Doctorate	Degrees awarded with a:					
	Single major				6.0	138.0
	All				6.0	138.0
First Professional	Degrees awarded with a:					
	Single major					62.0
	All					62.0
Total	Degrees awarded with a:					
	Single major	**12.0**	**10.0**	**8.0**	**1,160.0**	**7,508.0**
	Double or triple major	**2.0**	**2.0**	**0.5**	**30.5**	**143.0**

		French			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	All	14.0	12.0	8.5	1,190.5	7,651.0

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

C 3 Degrees Awarded
German (Program CIP: 160501)

		College Total	University Total
		2016-2017	2016-2017
	Degrees awarded with a:		
Associates	**Single major**		269.0
	All		269.0
Bachelors	**Degrees awarded with a:**		
	Single major	1,042.0	5,553.0
	Double or triple major	30.5	141.0
	All	1,072.5	5,694.0
Masters	**Degrees awarded with a:**		
	Single major	112.0	1,468.0
	Double or triple major		2.0
	All	112.0	1,470.0
Specialist	**Degrees awarded with a:**		
	Single major		18.0
	All		18.0
Doctorate	**Degrees awarded with a:**		
	Single major	6.0	138.0
	All	6.0	138.0
First Professional	**Degrees awarded with a:**		
	Single major		62.0
	All		62.0
Total	**Degrees awarded with a:**		
	Single major	**1,160.0**	**7,508.0**
	Double or triple major	**30.5**	**143.0**
	All	**1,190.5**	**7,651.0**

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

C 3 Degrees Awarded
Linguistics (Program CIP: 160102)

		Linguistics			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Degrees awarded with a:					
Associates	Single major					269.0
	All					269.0
Bachelors	Degrees awarded with a:					
	Single major	16.0	19.0	24.0	1,042.0	5,553.0
	Double or triple major	5.5	2.0	4.0	30.5	141.0
	All	21.5	21.0	28.0	1,072.5	5,694.0
Masters	Degrees awarded with a:					
	Single major	13.0	15.0	15.0	112.0	1,468.0
	Double or triple major					2.0
	All	13.0	15.0	15.0	112.0	1,470.0
Specialist	Degrees awarded with a:					
	Single major					18.0
	All					18.0
Doctorate	Degrees awarded with a:					
	Single major				6.0	138.0
	All				6.0	138.0
First Professional	Degrees awarded with a:					
	Single major					62.0
	All					62.0
Total	Degrees awarded with a:					
	Single major	**29.0**	**34.0**	**39.0**	**1,160.0**	**7,508.0**
	Double or triple major	**5.5**	**2.0**	**4.0**	**30.5**	**143.0**

		Linguistics			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	All	34.5	36.0	43.0	1,190.5	7,651.0

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

C 3 Degrees Awarded
Spanish (Program CIP: 160905)

		Spanish			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Degrees awarded with a:					
Associates	Single major					269.0
	All					269.0
Bachelors	Degrees awarded with a:					
	Single major	5.0	9.0	8.0	1,042.0	5,553.0
	Double or triple major	2.5	1.0	1.5	30.5	141.0
	All	7.5	10.0	9.5	1,072.5	5,694.0
Masters	Degrees awarded with a:					
	Single major	9.0	4.0	4.0	112.0	1,468.0
	Double or triple major					2.0
	All	9.0	4.0	4.0	112.0	1,470.0
Specialist	Degrees awarded with a:					
	Single major					18.0
	All					18.0
Doctorate	Degrees awarded with a:					
	Single major				6.0	138.0
	All				6.0	138.0
First Professional	Degrees awarded with a:					
	Single major					62.0
	All					62.0
Total	Degrees awarded with a:					
	Single major	**14.0**	**13.0**	**12.0**	**1,160.0**	**7,508.0**
	Double or triple major	**2.5**	**1.0**	**1.5**	**30.5**	**143.0**

		Spanish			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	All	16.5	14.0	13.5	1,190.5	7,651.0

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

Efficiency Data

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)
Languages, Linguistics & Comparative Literature

	Languages, Linguistics & Comparative Literature			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Undergraduate	39.7	45.5	41.9	38.3	37.1
Graduate	1.6	1.8	1.5	1.6	4.5
Total	**41.4**	**47.3**	**43.4**	**39.9**	**41.7**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

D 2 Degrees Awarded Per FACULTY Instructional Person Year
French (Program CIP: 160901)

	French			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Associates	0	0	0	0	0.6
Bachelors	0.7	0.7	0.5	9.7	13.4
Masters	0.1	0.2	0.1	1.0	3.5
Specialist	0	0	0	0	0.0
Doctorate	0	0	0	0.1	0.3
First Professional	0	0	0	0	0.1
Total	**0.9**	**0.9**	**0.6**	**10.7**	**18.0**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

D 2 Degrees Awarded Per FACULTY Instructional Person Year
German (Program CIP: 160501)

	College Total	University Total
	2016-2017	2016-2017
Associates	0	0.6
Bachelors	9.7	13.4
Masters	1.0	3.5
Specialist	0	0.0
Doctorate	0.1	0.3
First Professional	0	0.1
Total	**10.7**	**18.0**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

D 2 Degrees Awarded Per FACULTY Instructional Person Year
Linguistics (Program CIP: 160102)

	Linguistics			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Associates	0	0	0	0	0.6
Bachelors	1.3	1.5	2.0	9.7	13.4
Masters	0.8	1.1	1.1	1.0	3.5
Specialist	0	0	0	0	0.0
Doctorate	0	0	0	0.1	0.3
First Professional	0	0	0	0	0.1
Total	**2.1**	**2.6**	**3.1**	**10.7**	**18.0**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

D 2 Degrees Awarded Per FACULTY Instructional Person Year
Spanish (Program CIP: 160905)

	Spanish			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Associates	0	0	0	0	0.6
Bachelors	0.5	0.7	0.7	9.7	13.4
Masters	0.6	0.3	0.3	1.0	3.5
Specialist	0	0	0	0	0.0
Doctorate	0	0	0	0.1	0.3
First Professional	0	0	0	0	0.1
Total	**1.0**	**1.0**	**1.0**	**10.7**	**18.0**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

Effectiveness Data

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
Languages, Linguistics & Comparative Literature

Scale: 1=Excellent 5=Poor		6. Rate your instructor"s overall teaching effectiveness in this course								
		Languages, Linguistics & Comparative Literature			College Total			University Total		
		Summer 2016	Fall 2016	Spring 2017	Summer 2016	Fall 2016	Spring 2017	Summer 2016	Fall 2016	Spring 2017
Undergraduate	# Sections	36	121	120	228	934	791	925	2,655	2,450
	Mean Rating	**1.5**	**1.6**	**1.5**	**1.5**	**1.6**	**1.5**	**1.6**	**1.7**	**1.6**
Graduate	# Sections	1	10	8	4	81	69	202	514	495
	Mean Rating	**1.8**	**1.3**	**1.4**	**1.4**	**1.4**	**1.3**	**1.6**	**1.6**	**1.6**
Total	# Sections	37	131	128	232	1,015	860	1,127	3,169	2,945
	Mean Rating	**1.5**	**1.6**	**1.5**	**1.5**	**1.6**	**1.5**	**1.6**	**1.7**	**1.6**

Source: Student Perception of Teaching Results, Summer 2016 to Spring 2017

II. Research, Creative & Scholarly Activities

A Assessment Goals and Outcomes for Research (reported separately)

B 1 Faculty Person Years and FTE Devoted to Research

Languages, Linguistics & Comparative Literature

				Languages, Linguistics & Comparative Literature			College Total	University Total
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Departmental Research	.	--	Person-Years		0.2			1.8
			FTE		0.2			2.4
	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	3.6	4.0	3.8	37.5	146.8
			FTE	4.9	5.4	5.1	50.0	195.8
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years		0.0			3.9
			FTE		0.0			5.2
	Other personnel paid on faculty pay plan	--	Person-Years					4.7
			FTE					6.2
	Total		Person-Years	3.6	4.2	3.8	37.5	157.2
			FTE	4.9	5.6	5.1	50.0	209.6
Sponsored Research	.	--	Person-Years			0.0	0.0	48.5
			FTE			0.0	0.0	64.7
	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.2		0.0	0.9	17.2
			FTE	0.3		0.0	1.1	23.0
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	0.4		0.0	0.0	3.0
			FTE	0.5		0.0	0.0	4.0
	Other personnel paid on faculty pay plan	--	Person-Years					30.9
			FTE					41.2

			Languages, Linguistics & Comparative Literature			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Total	Person-Years	0.6		0.0	0.9	99.6
		FTE	0.8		0.1	1.2	132.8

Source: Instruction and Research File
'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data
Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

C 1-9 Research/Scholarly Productivity
Languages, Linguistics & Comparative Literature

		Languages, Linguistics & Comparative Literature			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Books (including monographs & compositions)	#	2	1	5	19	115
2. Other peer-reviewed publications	#	19	18	19	141	1,485
3. All other publications	#	5	13	16	199	714
4. Presentations at professional meetings or conferences	#	32	27	45	264	1,862
5. Productions/Performances/Exhibitions	#	0	1	1	249	285
6. Grant Proposals Submitted	#	0	1	0	0	0

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted & Sponsored Research & Program Expenditures)

Note: Grant Proposals Submitted includes proposals administered by the Division of Research only. This number does not include funding proposals administered by the FAU Foundation
University Total Grant Proposals Submitted excludes proposals submitted by units outside the University's Colleges (e.g., IRM, Library).

D 1-9 Efficiency Data
Languages, Linguistics & Comparative Literature

	Languages, Linguistics & Comparative Literature			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Books (including monographs & compositions) per faculty member	0.1	0.1	0.3	0.1	0.2
2. Other peer-review publications per faculty member	1.1	1.1	1.1	0.8	2.2
3. All other publications per faculty member	0.3	0.8	0.9	1.2	1.0
4. Presentations at professional meetings or conferences per faculty member	1.8	1.6	2.5	1.6	2.7
5. Productions/Performances/Exhibitions per faculty member	0.0	0.1	0.1	1.5	0.4
6. Grant proposals submitted per faculty member	0.0	0.1	0.0	0.0	0.0

Scholarly output(Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1)

III. Service

A Assessment Goals and Outcomes for Service (reported separately)

B 1-3 Service Productivity

Languages, Linguistics & Comparative Literature

		Languages, Linguistics & Comparative Literature			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Faculty memberships on department, college or university committees	#	95	85	90	538	3,237
2. Faculty memberships on community or professional committees	#	28	30	32	221	1,313
3. Faculty serving as editors or referees for professional publications	#	11	11	12	90	695

Source: College Dean's Offices

C 1-3 Efficiency Data
Languages, Linguistics & Comparative Literature

	Languages, Linguistics & Comparative Literature			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Faculty memberships on department, college or university committees per faculty member	5.3	5.0	5.0	3.2	4.8
2. Faculty memberships on community or professional committees per faculty member	1.6	1.8	1.8	1.3	1.9
3. Faculty serving as editors or referees for professional publications per faculty member	0.6	0.6	0.7	0.5	1.0

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)

APPENDIX B: BA CHECKLISTS FLIGHT PLANS

Florida Atlantic University • Dorothy F. Schmidt College of Arts & Letters

FRENCH MAJOR AUDIT

Students need to declare French major and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the major. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800. Walk – in Advising: Thursdays 10 a.m. – 12 & 1 – 4 p.m.

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	COMMENTS	CR	GR	WHEN TAKEN
PREREQUISITES FOR MAJOR							
Students need to take on-line French Language Placement Test before registration for language courses http://www.fau.edu/french/FRE.php							
F,S,SU	FRE	1120	Beginning French Language and Culture 1		4		
Students, who CLEP 4 credits of French start with FRE 1121							
F,S,SU	FRE	1121	Beginning French Language and Culture 2	Prerequisite: FRE 1120	4		
SU	FRE	1150	Intensive Beginning French	Combines FRE 1120 and FRE 1121	8		
Students, who CLEP 8 credits of French start with FRE 2220.							
F,S	FRE	2220	Intermed. French Language and Culture 1	Prereq.: FRE 1121 or FRE 1150 or permission	4		
F,S	FRE	2221	Intermed. French Language and Culture 2	Prerequisite: FRE 2220 or permission of instructor	4		
MAJOR REQUIREMENTS (12 courses, 36/37 credits; each course must be passed with a grade of C or better)							
RESEARCH METHODS (1 course 3 credits) All majors in the department must take FOL 3880, which focuses on how to write an effective research paper and should be taken as early as possible in the major.							
F,S, SU	FOL	3880	Research and Bibliographic Methods	Required. Recommended prerequisite or co-requisite for all majors taking literature classes	3		
LANGUAGE AND CULTURE (2 courses; 6/7 credits) All of the courses in this category develop students' advanced grammar and composition skills. All majors has to take one advanced language course (FRE 3400, FRE 3340 or FRE 3340) and one culture course (FRE 3393 or FRE 3500)							
F	FRE	3340	Français de Perfectionnement	Only for Heritage speakers. Permission needed	4		
F	FRE	3400	Advanced French Language and Culture 1	Only for Non-Heritage Speakers. Prerequisite: FRE 2221 or permission of instructor	4		
S	FRE	3401	Advanced French Language and Culture 2	Prerequisite: FRE 2221 or permission of instructor	4		
S	FRE	3393	Culture et Société : Cinema	Required. Prereq: FRE 2221 or permission	3		
LITERATURE AND CIVILIZATION (3 courses; 9 credits) Students must take FRW 3001, FRW 3102 and FRW 3122.							
F	FRW	3001	Introduction à la littérature française	Prereq: FRE 3400 or permission of instructor	3		
F	FRW	3102	Litt. et Civ.: Moyen Age à la Révolution	Prereq: FRE 3400 or equivalent	3		
S	FRW	3122	Litt. et Civ. : 19e siècle au 21e siècle	Prereq: FRE 3400 or equivalent	3		
LINGUISTICS (2 courses; 6 credits required).Student must take LIN 3010 and one more linguistics course in French							
F, S, SU	LIN	3010	Introduction to Linguistics	Required	3		
VAR	FRE	3780	Prononciation et Phonétique	Only for Non-Heritage Speakers	3		
VAR	FRE	4850	Structure de la langue française	Prereq. or co-req.: LIN 3010 or permission	3		
VAR	FRE	4930	French Sociolinguistics		3		
SENIOR SEMINAR (1 required course; 3 credits) All French majors must take the Senior Seminar.							
S	FRW	4933	Senior Seminar: L'Objet Culturel	Prereq.: FOL 3880 and two 3000-level LIT courses	3		
ELECTIVES (3 courses; 9 credits required) Any course not included on the following list must be pre-approved by a LLCL advisor. Optional courses from the required list can be taken as electives if not taken as requirement courses. At least two elective courses have to be in lingua.							
S	FRE	2240	Intermediate French Conversation	Prerequisite: FRE 1121 or equivalent	3		
	FRW	3100	French Civ.and Lit.: Middle Ages and Ren.	Prereq: FRE 3400 or equivalent	3		
	FRW	3101	Fren. Civ. and Lit.: 17th and 18th Centuries	Prereq: FRE 3400 or equivalent	3		
	FRT	3140	Lit. in Translation: The French Tradition		3		
	FRE	3440	Commercial French	Prereq: FRE 2221 or permission	3		
	FRE	3442	Advanced Commercial French	Prereq: permission of instructor	3		
	FRW	4413	Women in the Medieval French Tradition	Prereq.: FRW 3001 and 3100; Coreq.: FOL 3880	3		
	FRW	4414	Courtly Love Tradition	Prereq: FRW 3001; Coreq. FRW 3100, FOL 3880	3		
	FRW	4930	Special Topics in French Literature		3		
	FRE	4930	Special Topics in French Language	Prereq: FRE 3400 or equivalent	1-3		
	LIT	4194	Comparative Caribbean Literature		3		
French Study Abroad Equivalents (students must get course approval before going on study abroad)							
	FRE	2952	French Lang. and Culture Study Abroad	Sophomore standing	1-4		
	FRE	3952	French Culture Study Abroad	Sophomore standing	4		
	FRT	3956	French Culture Study Abroad (in Transl.)	Sophomore standing	1-4		
	FRW	4957	French Literature Study Abroad	Sophomore standing	3		

Minimum Requirements for FAU Degree: 120 credits including 45 at 3000/4000 level • 30 FAU credits • At least one major • 2.0 FAU GPA • Completion of all State, University, and College requirements • Students must pass each course for the major with a C or higher Repeated course(s) will not count twice •All Incomplete/Non-Reported grades must be resolved prior to graduation term

Florida Atlantic University • Dorothy F. Schmidt College of Arts & Letters

AUDIT FOR MAJOR IN LANGUAGES AND LINGUISTICS: ITALIAN

Students need to declare Italian major and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the major. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800.
Walk – in Advising: Thursdays 10 a.m. – 12 & 1 – 4 p.m.

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	COMMENTS	CR	GR	WHEN TAKEN
PREREQUISITES FOR MAJOR							
F,S	ITA	1120	Beginning Italian Language and Culture 1	Or ITA 1150 (combines ITA 1120 & ITA 1121) in Summer (8 credits)	4		
F,S	ITA	1121	Beginning Italian Language and Culture 2	Prerequisite ITA 1120	4		
SU	ITA	1150	Intensive Beginning Italian	Combines ITA 1120 and ITA 1121	8		
F,S	ITA	2220	Intermed Italian Language and Culture 1	Prerequisite ITA 1121 or ITA 1150	4		
S	ITA	2221	Intermed Italian Language and Culture 2	Prerequisite ITA 2220	4		
MAJOR REQUIREMENTS (12 courses, 36/37 credits; each course must be passed with a grade of C or better)							
RESEARCH METHODS (1 course 3 credits) All majors in the department must take FOL 3880, which focuses on how to write an effective research paper, and should be taken as early as possible in the major.							
F,S, SU	FOL	3880	Research and Bibliographic Methods	Required. Recommended prerequisite for all majors taking literature classes.	3		
LANGUAGE AND CULTURE (2 courses; 6/7 credits) All of the courses in this category develop students' advanced grammar and composition skills. One advanced language courses is required for the Italian major.							
F*	ITA	3420	Advanced Italian Language and Culture I	Only for Non-Heritage Speakers; Prereq ITA 2221	4		
F*	ITA	3421	Advanced Italian Language and Culture II	May be taken before ITA 3420	4		
F,S	ITA	4930	Italia Oggi		4		
	ITA	3412	Reading the Italian Press	Prerequisite: ITA 2220 with minimum grade of "C"	3		
	ITA	3300	Italian Writing Workshop	Prerequisite: ITA 2220 with minimum grade of "C"	3		
	ITA	4930	Italian Cinema after 2000		3		
LITERATURE AND CIVILIZATION (4 courses; 12 credits) Two courses in literature have to be taken in Italian Language.							
S	ITW	3100	Ital. Lit. & Civ. Mid. Ages & Renaiss.	Prerequisite: ITA 2221 or equivalent	3		
S	ITW	3101	Ital. Lit. & Civ. Baroque-Present	Prerequisite: ITA 2221 or equivalent	3		
3yr rot F	ITT	3110	Lit. in Translation: The Italian Tradition	Counts towards classical Studies Certificate	3		
3yr rot F	ITT	3520	Italian Cinema: From Text to Screen	Counts towards Film and Video Certificate	3		
3yr rot F	ITT	4440	Dante: The 'Commedia' in Translation		3		
F*	ITT	3522	Italian-American Cinema	Writing Across Curriculum (Gordon Rule Writing - GRW); Counts towards Film and Video Certificate	3		
	ITA	4930	Italy Through Its Music		3		
variable	ITA	4930	Special Topics: The 'Questione della lingua', Love and Lovers in Italian Lit., The City in the Italian Literary Imagination; The Modern Italian Short Story; Imaging/Writing the Italian Renaissance, Italian Cinema		3		
LINGUISTICS (2 courses ; 6 credits)							
F, S, SU	LIN	3010	Introduction to Linguistics	Required	3		
F*	ITA	4930	Tessere Lingua		3		
	ITA	3300	Italian Writing Workshop	Prerequisite: ITA 2220 with minimum grade of "C"	3		
OTHER REQUIREMENTS (3 courses; 9 credits) Any course not included on the following list must be pre-approved by a LLCL advisor. Optional courses from the required list can be taken as electives if not taken as requirement courses. At least two elective courses have to be in lingua.							
Italian Study Abroad Equivalents (students must get course approval before going on study abroad)							
	ITA	2952	Italian Lang & Cult Abroad	Sophomore standing	1-4		
	ITA	3952	Italian Culture Study Abroad	Sophomore standing	1-4		
	ITA	4957	Italian Lang & Cult Abroad		1-4		
	ITT	3956	Italian Culture Study Abroad		1-4		
	ITW	4957	Italian Literature Study Abroad		1-4		

Minimum Requirements for FAU Degree: 120 credits including 45 at 3000/4000 level • 30 FAU credits • At least one major • 2.0 FAU GPA • Completion of all State, University, and College requirements • Students must pass each course for the major with a C or higher Repeated course(s) will not count twice •All incomplete/Non-Reported grades must be resolved prior to graduation term

Florida Atlantic University • Dorothy F. Schmidt College of Arts & Letters

SPANISH MAJOR AUDIT (for Non-Heritage Speakers)

Students need to declare Spanish major and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the major. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800.
Walk – In Advising: Thursdays 10 a.m. – 12 & 1 – 4 p.m.

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	C R	GR	WHEN TAKEN
PREREQUISITES FOR MAJOR FOR NON-HERITAGE SPEAKERS							
Students need to take on-line Spanish Language Placement Test before registration for language courses http://www.fau.edu/spanish/SPN.php							
F,S,SU	SPN	1120	Beginning Spanish Language and Culture 1		4		
Students, who CLEP/AP 4 credits of Spanish language, need to start with SPN 1121							
F,S,SU	SPN	1121	Beginning Spanish Language and Culture 2	SPN 1120 or permission of instructor	4		
	SPN	1150	Intensive Beginning Spanish	Combines SPN 1120 and SPN 1121	8		
Students, who CLEP/AP 8 credits of Spanish language, need to start with SPN 2220.							
F,S,SU	SPN	2220	Intermed. Spanish Language and Culture 1	Prerequisite: SPN 1121 or permission of instructor	4		
F,S	SPN	2221	Intermed. Spanish Language and Culture 2	Prerequisite: SPN 2220 or permission of instructor	4		
MAJOR REQUIREMENTS (12 courses, 36/37credits; each course must be passed with a grade of C or better)							
RESEARCH METHODS (3 credits; 1 required course) All majors in the department must take FOL 3880, which focuses on how to write an effective research paper and should be taken as early as possible in the major.							
F,S,SU	FOL	3880	Research and Bibliographic Methods	Required. Recommended prerequisite or co-requisite for all majors taking literature classes.	3		
LANGUAGE AND CULTURE (2 courses; 7 credits; only 1 Culture class)							
F,S,SU	SPN	3400	Advanced Spanish: Grammar	Only for Non-Heritage Speakers. Prereq: SPN 2221 or permission;	4		
F	SPN	3500	Spanish Peninsular Culture and Civilization	Prereq. Or Coreq: SPN 3400 or SPN 3343 or perm	3		
S	SPN	3501	Latin American Culture and Civilization	Prereq. Or Coreq: SPN 3400 or SPN 3343 or perm	3		
LITERATURE AND CIVILIZATION (4 courses; 12 credits) Students must take SPW 3012 and SPW 3020 and complete two additional literature clases. FOL 3880 is a recommended prerequisite for all majors taking literature classes.							
F	SPW	3012	Intro. to Peninsular Spanish Literature	Required Prereq: SPN 3400 or SPN 3343 or perm	3		
S	SPW	3020	Introduction to Spanish American Literature	Required Prereq: SPN 3400 or SPN 3343 or perm	3		
F,S	SPW	4930	Special Topics in Literature	Prereq: SPW 3012 or SPW 3020 or permission	3		
F,S	SPW	4930	Special Topics in Literature	Prereq: SPW 3012 or SPW 3020 or permission	3		
LINGUISTICS (2 courses ; 6 credits)							
F,S,SU	LIN	3010	Introduction to Linguistics	Required	3		
	SPN	4850	Structure of Modern Spanish	Prereq. : SPN 3400 or SPN 3343 or permission	3		
	SPN	4790	Spanish Phonetics and Phonology	Prereq.: SPN 3400 or SPN 3343 or permission	3		
	SPN	4740	Spanish Sociolinguistics	Prereq.: SPN 3400 or SPN 3343 or permission	3		
OTHER REQUIRED COURSES (3 courses; 9 credits required) *(three courses, two of which must be in lingua, to be approved by LLCL advisor; optional courses from the required list may be taken as "other required courses" unless taken as requirement courses)*							
	SPN	3401	Advanced Spanish: Composition	Prereq: SPN 3400 or SPN 3343 or permission	3		
	SPN	3410	Advanced Spanish: Conversation	Prereq: SPN 2221 or permission;			
	SPN	3440	Commercial Spanish 1	Prereq. SPN 2221 or SPN 2341 or permission	3		
	SPN	3441	Commercial Spanish 2	Prereq: SPN 2221 or SPN 2341 or permission	3		
	SPN	4930	Special Topics in Language	Prereq: SPN 3400 or SPN 3343 or permission	3		
	SPT	3100	Lit. in Translation: The Spanish Tradition	In English			
	SPT	4130	Latin American Literature in Translation	In English	3		
	SPT	4720	Spanish Literature & Film	In English	3		
	SPT	4800	Spanish Translation	Prereq: SPN 3400 or SPN 3343 or permission	3		
	SPW	3030	Introduction to Hispanic Literature	Prereq: SPN 3400 or SPN 3343 or permission	3		
	SPW	4930	Special Topics in Literature	Prereq: SPW 3012 or SPW 3020 or permission	3		
	LIT	4194	Comparative Caribbean Literature		3		
	LAS	2000	Intro to Latin American Studies	In English ; required for the CLAS cert.	3		
Spanish Study Abroad Equivalents (students must get course approval before going on study abroad)							
	SPN	2952	Spanish Lang & Cult Abroad		4		
	SPN	3952	Spanish Culture Study Abroad		4		
	SPN	4957	Spanish Lang & Cult Abroad		3		
	SPT	3956	Spanish Cult Study Abroad		3		
	SPT	4957	Spanish Lang & Cult Abroad		3		
	SPW	4957	Spanish Lit. Study Abroad		3		

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Florida Atlantic University ♦ Dorothy F. Schmidt College of Arts & Letters

SPANISH MAJOR AUDIT (for Heritage/Native Speakers)

Students need to declare Spanish major and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the major. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800.
Walk – In Advising: usually on Thursdays 10 a.m. – 12 & 1 – 4 p.m.

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	GR	WHEN TAKEN
PREREQUISITES FOR MAJOR Some heritage speakers can begin the major with SPAN 2314 or SPN 3343 by testing out of those courses based on the results of Spanish Placement Test for Heritage/Native speakers.							
	SPN	1340	Beg. Spanish for Heritage speakers	Credit may not be awarded for SPN 1340 and SPN 1120 or SPN 1121.	4		
Students, who CLEP/AP 8 credits of Spanish language, need to start with SPN 2341.							
	SPN	2341	Intermediate Spanish for Heritage Speakers	Prereq: SPN 1340 or permission. Credit may not be awarded for SPN 2341 and SPN 2220 or SPN 2221.	4		
MAJOR REQUIREMENTS (12 courses, 36/37 credits; each course must be passed with a grade of C or better)							
RESEARCH METHODS (1 required course; 3 credits) All majors in the department must take FOL 3880, which focuses on how to write an effective research paper and should be taken as early as possible in the major.							
	FOL	3880	Research and Bibliographic Methods	**Required.** Recommended prerequisite for all majors taking literature classes.	3		
LANGUAGE AND CULTURE (2courses; 7 credits; only 1 Culture class)							
	SPN	3343	Advanced Spanish for Heritage Speakers	**Required**; Prereq: SPN 2341 or permission	4		
	SPN	3500	Spanish Culture	Prereq. Or Coreq: SPN 3343 or permission	3		
	SPN	3501	Latin American Culture	Prereq. Or Coreq: SPN 3343 or permission	3		
LITERATURE AND CIVILIZATION (4 courses; 12 credits) Students must take SPW 3012 and SPW 3020 and complete two additional literature classes. FOL 3880 is a recommended prerequisite for all majors taking literary surveys.							
	SPW	3012	Introduction to Peninsular Literature	**Required.** Prereq: SPN 3343 or permission	3		
	SPW	3020	Introduction to Latin American Literature	**Required.** Prereq: SPN 3343 or permission	3		
	SPW	4930	Special Topics in Literature	Prereq: SPW 3012 or SPW 3020 or permission	3		
	SPW	4930	Special Topics in Literature	Prereq: SPW 3012 or SPW 3020 or permission	3		
LINGUISTICS (2 courses ; 6 credits)							
	LIN	3010	Introduction to Linguistics	**Required**	3		
	SPN	4850	Structure of Modern Spanish	Prerequisite : SPN 3343 or permission	3		
	SPN	4790	Spanish Phonology & Dialectology	Prerequisite : SPN 3343 or permission	3		
	SPN	4740	Spanish Sociolinguistics	Prerequisite : SPN 3343 or permission	3		
OTHER REQUIRED COURSES (3 courses; 9 credits required) *(three courses, two of which must be in lingua, to be approved by LLCL advisor; optional courses from the required list may be taken as "other required courses" unless taken as requirement courses)*							
	SPN	3401	Advanced Spanish: Composition	Prereq: SPN 3343 or permission	3		
	SPN	3440	Commercial Spanish 1	Prereq: SPN 2341 or permission	3		
	SPN	3441	Commercial Spanish 2	Prereq: SPN 2341 or permission	3		
	SPN	4930	Special Topics in Language	Prereq: SPN 3343 or permission	3		
	SPT	3100	Lit. in Translation: The Spanish Tradition	In English			
	SPT	4130	Latin American Literature in Translation	In English	3		
	SPT	4720	Spanish Literature & Film	In English	3		
	SPT	4800	Spanish Translation	Prereq: SPN 3343 or permission	3		
	SPW	3030	Introduction to Hispanic Literature	Prereq: SPN 3343 or permission	3		
	SPW	4930	Special Topics in Literature	Prereq: SPW 3012 or SPW 3020 or permission	3		
	LIT	4194	Comparative Caribbean Literature		3		
	LAS	2000	Intro to Latin American Studies	In English ; required for the CLAS cert.	3		
Spanish Study Abroad Equivalents (students must get course approval before going on study abroad)							
	SPN	2952	Spanish Lang & Cult Abroad		4		
	SPN	3952	Spanish Culture Study Abroad		4		
	SPN	4957	Spanish Lang & Cult Abroad		3		
	SPT	3956	Spanish Cult Study Abroad		3		
	SPT	4957	Spanish Lang & Cult Abroad		3		
	SPW	4957	Spanish Lit. Study Abroad		3		

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LINGUISTICS MAJOR AUDIT

ENGLISH CONCENTRATION

Students need to declare Linguistics major and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the major. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800. Walk – in Advising: usually on Thursdays 10 a.m. – 12 & 1 – 4 p.m.

MAJOR: 12 courses, 36 credits (each course must be passed with a grade of C or better)

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	G R	WHEN TAKEN
GENERAL CORE 5 cources,15 credits							
F, S,SU	LIN	3010	Intro to Linguistics	Prereq. for most LIN courses, should be taken asap	3		
S	LIN	4326	Contrastive Phonology	Prerequisite: LIN 3010 or permission of instructor	3		
S	LIN	4802	Semantics and Pragmatics	Or LIN 4930 on appropr. topic (in consult. w/advisor)	3		
	LIN	4430	Morphology and Syntax		3		
F, S,SU	FOL	3880	Research and Bibliographic Methods	Rec. as a prereq. or co-req. for LIT classes and a req. of the major	3		
ENGLISH LANGUAGE-SPECIFIC COURSES (12 CREDITS)							
2 Language-Specific Linguistics Courses (6 credits)—Structure & History of the Language							
	LIN	4680	Struc. Mod Eng		3		
	TSL	4251	Applied Linguistics & TESOL		3		
1 Language & Culture Courses (3 credits)							
	LIN	4600	Sociolinguistics		3		
	LIN	4620	Bilingualism	Prereq: LIN 3010 or permission of instructor	3		
1 Literature & Civilization Courses (3 credits)							
	ENL	4210	Medieval Literature		3		
	ENL	4220	Renaissance Literature		3		
	ENL	4311	Chaucer		3		
	ENL	4341	Milton		3		
	ENL	4333	Shakespeare		3		
	AML	4213	Colonial and Early Am. Literature		3		
OTHER REQUIRED COURSES (3 Courses, 9 credits - ALL courses must be approved by advisor. At least 2 courses must be upper division 3/4000 level)							
	LIN	2607	Global Perspectives on Language		3		
	LIN	3003	Language Matters		3		
	LIN	3133	Patterns of Lang		3		
	LIN	4600	Sociolinguistics		3		
	LIN	4612	African-American Vernacular English		3		
	LIN	4620	Bilingualism	Prerequisite: LIN 3010 or permission	3		
	LIN	4680	Struc. Mod Eng		3		
	LIN	4701	Psycholinguistics	Prerequisite: LIN 3010 or permission	3		
	LIN	4810	Introduction to Semiotics		3		
	LIN	4930	Foreign Language Teaching	Prerequisite: LIN 3010 or permission CERT	3		
	LIN	4930	Forensic Linguistics	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Discourse Analysis	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Intro to SLA	Prerequisite: LIN 3010 or permission	3		
	LIN	4710	Norm. Proc. of Speech and Lang. Dev.		3		
	EXP	3505	Cognition		3		
	EXP	4640	Psych of Language		3		
	DEP	3134	Childhood Bilingualism		3		
	DEP	4130	Language Acquisition		3		
	TSL	4080	Introduction to TESOL		3		
	TSL	4251	Applied Linguistics & TESOL		3		
	TSL	4324	ESOL Strat. for Content Area Teachers		3		
			A linguistics or culture class	Taught in foreign language	3		
			A literature class	Taught in foreign language or in translation	3		

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LINGUISTICS MAJOR AUDIT

SPANISH CONCENTRATION

Students need to declare Linguistics major and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the major. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800.
Walk – in Advising: usually on Thursdays 10 a.m. – 12 & 1 – 4 p.m.

MAJOR: 12 courses, 35/37 credits (each course must be passed with a grade of C or better)

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	GR	WHEN TAKEN
GENERAL CORE 5 courses,15 credits							
F,S,SU	LIN	3010	Intro to Linguistics	Prereq. for most LIN courses	3		
S	LIN	4326	Contrastive Phonology	Prerequisite: LIN 3010 or permission	3		
S	LIN	4802	Semantics and Pragmatics	Or LIN 4930 on appropr. topic (in consult. w/advisor)	3		
	LIN	4430	Morphology and Syntax		3		
	FOL	3880	Research and Bibliographic Methods	Recommended prerequisite or co-requisite for all majors taking literature classes	3		
SPANISH LANGUAGE-SPECIFIC COURSES (12/13 CREDITS)							
2 Language-Specific Linguistics Courses (6 credits)—Structure & History of the Language							
	SPN	4850	Structure of Modern Spanish	Prereq. : SPN 3400 or SPN 3343 or permission	3		
	SPN	4790	Spanish Phonology & Dialectology	Prereq.: SPN 3400 or SPN 3343 or permission	3		
	SPN	4740	Spanish Sociolinguistics	Prereq.: SPN 3400 or SPN 3343 or permission	3		
1 Language & Culture Courses (3/4 credits)							
	SPN	3400	Advanced Spanish: Grammar	Prereq: SPN 2221 or permission	4		
	SPN	3343	Spanish for Heritage Speakers 2	Prereq: SPN 2340 or permission	4		
1 Literature & Civilization Courses (3 credits)							
	SPW	3012	Intro. to Peninsular Spanish Literature	Prereq: SPN 3400 or SPN 3343 or permission	3		
	SPW	3021	Intro. to Spanish American Literature	Prereq: SPN 3400 or SPN 3343 or permission	3		
OTHER REQUIRED COURSES (3 Courses, 9 credits - ALL courses must be approved by advisor. At least 2 courses must be upper division 3/4000 level)							
	LIN	2607	Global Perspectives on Language		3		
	LIN	3003	Language Matters		3		
	LIN	3133	Patterns of Lang		3		
	LIN	4600	Sociolinguistics		3		
	LIN	4612	African-American Vernacular English		3		
	LIN	4620	Bilingualism	Prerequisite: LIN 3010 or permission	3		
	LIN	4680	Struc. Mod Eng		3		
	LIN	4701	Psycholinguistics	Prerequisite: LIN 3010 or permission	3		
	LIN	4810	Introduction to Semiotics		3		
	LIN	4930	Special Topics	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Linguistics in Crime	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Discourse Analysis	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Intro to SLA	Prerequisite: LIN 3010 or permission	3		
	LIN	4710	Norm Proc of Speech and Lang. Dev.		3		
	EXP	3505	Cognition		3		
	EXP	4640	Psych of Language		3		
	DEP	3134	Childhood Bilingualism		3		
	DEP	4130	Language Acquisition		3		
	TSL	4080	Introduction to TESOL		3		
	TSL	4251	Applied Linguistics & TESOL		3		
	TSL	4324	ESOL Strat for Content Area Teachers		3		
			A linguistics or culture class	Taught in foreign language	3		
			A literature class	Taught in foreign language or in translation	3		

Minimum Requirements for FAU Degree: 120 credits including 45 at 3000/4000 level • 30 FAU credits• At least one major • 2.0 FAU GPA • Completion of all State, University, and College requirements • Students must pass each course for the major with a *C* or higher Repeated course(s) will not count twice •All incomplete/Non-Reported grades must be resolved prior to graduation term

Florida Atlantic University • Dorothy F. Schmidt College of Arts & Letters

LINGUISTICS MAJOR AUDIT
FRENCH CONCENTRATION

Students need to declare Linguistics major and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the major. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800. Walk – In Advising: Thursdays 10 a.m. – 12 & 1 – 4 p.m.

MAJOR: 12 courses, 36/37 credits (each course must be passed with a grade of C or better)

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	GR	WHEN TAKEN
GENERAL CORE 5 cources,15 credits							
F, S,SU	LIN	3010	Intro to Linguistics	Prereq. for most LIN courses, should be taken asap	3		
S	LIN	4326	Contrastive Phonology	Prerequisite: LIN 3010 or permission	3		
S	LIN	4802	Semantics and Pragmatics	Or LIN 4930 on appropr. topic (in consult. w/advisor)	3		
	LIN	4430	Morphology and Syntax	Prerequisite: LIN 3010 or permission	3		
F, S,SU	FOL	3880	Research and Bibliographic Methods	Recommended prerequisite or co-requisite for all majors taking literature classes	3		
FRENCH LANGUAGE-SPECIFIC COURSES (12-13CREDITS)							
2 Language-Specific Linguistics Courses (6 credits)—Structure & History of the Language							
	FRE	4850	Structure de la langue française	Prereq. or co-req.: LIN 3010 or permission	3		
	FRE	3780	Prononciation et Phonétique	Only for Non-Heritage Speakers	3		
	FRE	XXXX	French Sociolinguistics		3		
1 Language & Culture Courses (3/4 credits)							
F	FRE	3340	Français de Perfectionnement	Only for Heritage speakers. Permission needed	4		
	FRE	3400	Advanced French Lang. and Culture 1	Only for Non-Heritage Speakers	4		
	FRE	3401	Advanced French Lang. and Culture 2	Prerequisite: FRE 2221 or permission of instructor	4		
1 Literature & Civilization Courses (3 credits)							
	FRW	3001	Introduction à la littérature française	Prereq: FRE 3400 or permission of instructor	3		
OTHER REQUIRED COURSES (3 Courses, 9 credits - ALL courses must be approved by advisor. At least 2 courses must be upper division 3/4000 level)							
	LIN	2607	Global Perspectives on Language		3		
	LIN	3003	Language Matters		3		
	LIN	3133	Patterns of Lang		3		
	LIN	4600	Sociolinguistics		3		
	LIN	4612	African-American Vernacular English		3		
	LIN	4620	Bilingualism	Prerequisite: LIN 3010 or permission	3		
	LIN	4680	Struc. Mod Eng		3		
	LIN	4701	Psycholinguistics	Prerequisite: LIN 3010 or permission	3		
	LIN	4810	Introduction to Semiotics		3		
	LIN	4930	Special Topics	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Forensic Linguistics	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Discourse Analysis	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Intro to SLA	Prerequisite: LIN 3010 or permission	3		
	LIN	4710	Normal Processes of Speech and Lang. Dev.		3		
	EXP	3505	Cognition		3		
	EXP	4640	Psych of Language		3		
	DEP	3134	Childhood Bilingualism		3		
	DEP	4130	Language Acquisition		3		
	TSL	4080	Introduction to TESOL		3		
	TSL	4251	Applied Linguistics & TESOL		3		
	TSL	4324	ESOL Strat. for Content Area Teachers		3		
			A linguistics or culture class	Taught in foreign language	3		
			A literature class	Taught in foreign language or in translation	3		

Minimum Requirements for FAU Degree: 120 credits including 45 at 3000/4000 level • 30 FAU credits• At least one major • 2.0 FAU GPA • Completion of all State, University, and College requirements • Students must pass each course for the major with a C or higher Repeated course(s) will not count twice •All incomplete/Non-Reported grades must be resolved prior to graduation term

Florida Atlantic University • Dorothy F. Schmidt College of Arts & Letters

LINGUISTICS MAJOR AUDIT

ITALIAN CONCENTRATION

Students need to declare Linguistics major and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the major. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800.

Walk – in Advising: Thursdays 10 a.m. – 12 & 1 – 4 p.m.

MAJOR: 12 courses, 36/37 credits (each course must be passed with a grade of C or better)

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	GR	WHEN TAKEN
GENERAL CORE 5 cources,15 credits							
F, S,SU	LIN	3010	Intro to Linguistics	Prereq. for most LIN courses, should be taken asap	3		
S	LIN	4326	Contrastive Phonology	Prerequisite: LIN 3010 or permission	3		
S	LIN	4802	Semantics and Pragmatics	Or LIN 4930 on appropr. topic (in consult. w/advisor)	3		
	LIN	4430	Morphology and Syntax	Prerequisite: LIN 3010 or permission	3		
F, S,SU	FOL	3880	Research and Bibliographic Methods	Recommended prerequisite or co-requisite for all majors taking literature classes	3		
ITALIAN LANGUAGE-SPECIFIC COURSES (12-13 CREDITS)							
2 Language-Specific Linguistics Courses (6 credits)—Structure & History of the Language							
F*	ITA	4930	Tessera la Lingua	Structure of Modern Italian	3		
	ITA	3300	Italian Writing Workshop	Prerequisite: ITA 2220 with minimum grade of "C"	3		
1 Language & Culture Course (3/4 credits)							
F*	ITA	3420	Advanced Italian Language and Culture 1	Only for Non-Heritage Speakers; Prereq: ITA 2221	4		
F*	ITA	3421	Advanced Italian Language and Culture 2	May be taken before ITA 3420	4		
1 Literature & Civilization Course (3 credits)							
S	ITW	3100	Ital. Lit. & Civ. Mid. Ages & Renaiss.	Prerequisite: ITA 2221 or equivalent	3		
S	ITW	3101	Ital. Lit. & Civ. Baroque-Present	Prerequisite: ITA 2221 or equivalent	3		
OTHER REQUIRED COURSES (3 Courses, 9 credits - ALL courses must be approved by advisor. At least 2 courses must be upper division 3/4000 level)							
	LIN	2607	Global Perspectives on Language		3		
	LIN	3003	Language Matters		3		
	LIN	3133	Patterns of Lang		3		
	LIN	4600	Sociolinguistics		3		
	LIN	4612	African-American Vernacular English		3		
	LIN	4620	Bilingualism	Prerequisite: LIN 3010 or permission	3		
	LIN	4680	Struc. Mod Eng		3		
	LIN	4701	Psycholinguistics	Prerequisite: LIN 3010 or permission	3		
	LIN	4810	Introduction to Semiotics		3		
	LIN	4930	Special Topics	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Forensic Linguistics	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Discourse Analysis	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Intro to SLA	Prerequisite: LIN 3010 or permission	3		
	LIN	4710	Normal Processes of Speech and Lang. Dev.		3		
	EXP	3505	Cognition		3		
	EXP	4640	Psych of Language		3		
	DEP	3134	Childhood Bilingualism		3		
	DEP	4130	Language Acquisition		3		
	TSL	4080	Introduction to TESOL		3		
	TSL	4251	Applied Linguistics & TESOL		3		
	TSL	4324	ESOL Strat. for Content Area Teachers		3		
			A linguistics or culture class	Taught in foreign language	3		
			A literature class	Taught in foreign language or in translation	3		

Minimum Requirements for FAU Degree: 120 credits including 45 at 3000/4000 level • 30 FAU credits• At least one major • 2.0 FAU GPA • Completion of all State, University, and College requirements • Students must pass each course for the major with a C or higher Repeated course(s) will not count twice •All incomplete/Non-Reported grades must be resolved prior to graduation term

Florida Atlantic University • Dorothy F. Schmidt College of Arts & Letters

ARABIC MINOR AUDIT

Students need to declare Arabic minor and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the minor. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800.
Walk – in Advising: Thursdays 10 a.m. – 12 & 1 – 4 p.m.

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	GR	WHEN TAKEN
MINOR REQUIREMENTS (5 courses, 18/19 credits; each course must be passed with a grade of C or better)							
	ARA	1120	Beginning Arabic Lang. and Culture 1		4		
	ARA	1121	Beginning Arabic Lang. and Culture 2	Prerequisite: ARA 1120	4		
	ARA	2220	Intermediate Arabic Lang. and Culture 1	Prerequisite: ARA 1121	4		
	ARA	2221	Intermediate Arabic Lang. and Culture 2	Prerequisite: ARA 2220	4		
		3/4000 LEVEL	One upper division 3/400 level course in Arabic literature, culture, history or politics (approved by the LLCL advisor).		3		
ARABIC STUDY ABROAD (students must get course approval before going on study abroad)							

To complete Arabic minor students are required to pass with a grade C or better two courses in Beginning Arabic Language (ARA 1120 and ARA 1121), two courses in Intermediate Arabic Language and Literature (ARA 2220 and ARA 2104), and one upper division 3/400 level course in Arabic literature, culture, history or politics (approved by the LLCL advisor).

Students who are Heritage/Native Speakers and students with advance knowledge of Arabic Language (beyond basic level) need to contact LLCL advisor for the list of five courses to take for the minor.

Students who plan to study abroad need to approve courses with LLCL advisor before taking them.

Florida Atlantic University • Dorothy F. Schmidt College of Arts & Letters

COMPARATIVE LITERATURE MINOR

Students need to declare Comparative Literature minor and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the minor. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800. Walk – in Advising: usually on Thursdays 10 a.m. – 12 & 1 – 4 p.m.

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	GR	WHEN TAKEN
MINOR REQUIREMENTS (5 courses, 16 credits; each course must be passed with a grade of C or better)							
	LIT	2100	Introduction to World Literature	Or Introduction to Comparative Literature LIT 3060	3		
	XXX	2220	Intermediate- or advanced-level language course	FRE/GER/ITA/SPN 2220 or higher	4		
	XXX	3/4000 LEVEL	literature course, either in lingua or in translation	the coursework must represent, at a minimum, two different national traditions/cultures	3		
	XXX	3/4000 LEVEL	literature course, either in lingua or in translation	the coursework must represent, at a minimum, two different national traditions/cultures 0	3		
	XXX	3/4000 LEVEL	literature course, either in lingua or in translation	the coursework must represent, at a minimum, two different national traditions/cultures	3		

To complete a minor in Comparative Literature, with a focus on two or more national literatures or literary traditions, students are required to pass (with a grade of "C" or better): one introductory course, either Introduction to Comparative Literature (LIT 3060) or Introduction to World Literature (LIT 2100); one intermediate- or advanced-level language course (FRE/GER/ITA/SPN 2220 or higher, depending on proficiency); and three upper-division (3/4000-level) literature courses, either in lingua or in translation. (Students are always encouraged to do in-lingua coursework whenever possible, but this is by no means a requirement.) Regardless of the type of upper-division literature courses taken (in lingua or in translation), the coursework must represent, at a minimum, two different national traditions/cultures. Literature courses taught in other departments may count toward the minor with permission of the advisor. At least 75 percent of all minor credits earned must be from FAU. Courses taken on study abroad programs may be counted toward the minor, but all such courses should be approved by the LLCL advisor before the student begins the study abroad program.

Examples of Literature courses in translation (in English):

	FRT	3140	Lit. in Translation: The French Tradition				
3yr rot.F	ITT	3110	Lit. in Translation: The Italian Tradition	Counts towards classical Studies Certificate	3		
	ITT	3111	Love and Lovers in Italian Literature		3		
3yr rot.F	ITT	3520	Italian Cinema: From Text to Screen	Counts towards Film and Video Certificate			
F*	ITT	3522	Italian-American Cinema	Writing Across Curriculum (Gordon Rule Writing - GRW); Counts towards Film and Video Certificate	3		
	ITT	3600	Italy in Lyrics		3		
3yr rot.F	ITT	4440	Dante: The 'Commedia' in Translation				
	SPT	3100	Lit. in Translation: The Spanish Tradition		3		
	GET	3130	German Literature in Translation				

Examples of Literature courses in lingua:

c	FRW	3001	Introduction à la littérature française	Prereq: FRE 3400 or permission of instructor	3		
F	FRW	3102	Litt. et Civ.: Moyen Age à la Révolution	Prereq: FRE 3400 or equivalent	3		
S	FRW	3122	Litt. et Civ. : 19e siècle au 21e siècle	Prereq: FRE 3400 or equivalent	3		
S	FRW	4933	Senior Seminar: L'Objet Culturel	Prereq.: FOL 3880 and two 3000-level LIT courses	3		
	FRW	4930	Special Topics in French Literature		3		
S	ITW	3100	Ital. Lit. & Civ. Mid. Ages & Renaiss.	Prerequisite: ITA 2221 or equivalent	3		
S	ITW	3101	Ital. Lit. & Civ. Baroque-Present	Prerequisite: ITA 2221 or equivalent	3		
	SPW	3012	Introduction to Peninsular Literature	Required. Prereq: SPN 3343 or permission	3		
	SPW	3020	Introduction to Latin American Literature	Required. Prereq: SPN 3343 or permission	3		
	SPW	4930	Special Topics in Literature	Prereq: SPW 3012 or SPW 3020 or permission	3		

Florida Atlantic University • Dorothy F. Schmidt College of Arts & Letters

FRENCH LANGUAGE AND CULTURE MINOR

Students need to declare French minor and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the minor. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800.
Walk – in Advising: usually on Thursdays 10 a.m. – 12 & 1 – 4 p.m.

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	GR	WHEN TAKEN
PREREQUISITES FOR MINOR							
Students need to take on-line French Language Placement Test before registration for language courses http://www.fau.edu/french/FRE.php							
F,S,SU	FRE	1120	Beginning French Language and Culture 1		4		
Students, who CLEP 4 credits of French start with FRE 1121							
F,S,SU	FRE	1121	Beginning French Language and Culture 2	Prerequisite: FRE 1120	4		
SU	FRE	1150	Intensive Beginning French	Combines FRE 1120 and FRE 1121	8		
Students, who CLEP 8 credits of French start with FRE 2220							
MINOR REQUIREMENTS (5 courses, 15-18 credits; each course must be passed with a grade of C or better.) Only TWO lower-division courses (2000-level) are being allowed in the minor.							
F,S	FRE	2220	Intermed. French Lang and Culture 1	Prereq.: FRE 1121 or FRE 1150 or permission of instructor	4		
F,S	FRE	2221	Intermed. French Lang and Culture 2	Prerequisite: FRE 2220 or permission	4		
F	FRE	3400	Adv. French Language and Culture 1	Only for Non-Heritage Speakers. Prerequisite: FRE 2221 or permission	4		
S	FRE	3401	Adv. French Language and Culture 2	Prerequisite: FRE 2221 or permission	4		
F	FRE	3340	Français de Perfectionnement	Only for Heritage speakers. Permission needed	4		
S	FRE	3393	Culture et Société	Prerequisite: FRE 2221 or Permission	3		
F	FRW	3001	Introduction à la littérature française	Prereq: FRE 3400 or permission of instructor. Can be substituted with another French literature course approved by the advisor.	3		
	FRE	2240	Intermed. French Conversation	Prerequisite: FRE 1121 or equivalent. Only for Non-Heritage Speakers. **Only TWO lower-division courses (2000-level) are being allowed in the minor.**	3		
FRENCH STUDY ABROAD EQUIVALENTS (students must get course approval **before** going on study abroad)							
	FRE	2952	French Lang. and Culture Study Abroad		1-4		
	FRE	3952	French Culture Study Abroad		4		
	FRT	3956	French Culture Study Abroad (in Transl.)		1-4		
	FRW	4957	French Literature Study Abroad		3		

To complete a minor in French, students are required to pass (with a grade of "C" or better) two intermediate-level language courses (FRE 2220 and FRE 2221), one advanced-level language course (FRE 3400, FRE 3401 or FRE 3340), one culture course (FRE 3393 or FRE 3500) and one upper-division (3/4000-level) literature course.

Students with advanced knowledge of spoken and/or written French (including heritage speakers) must contact the LLCL advisor to establish a list of five courses for completing the minor.

At least 75 percent of all minor credits earned must be from FAU. Courses taken on study abroad programs may be counted toward the minor, but all such courses should be approved by the LLCL advisor before the student begins the study abroad program.

Florida Atlantic University ♦ Dorothy F. Schmidt College of Arts & Letters

GERMAN LANGUAGE AND CULTURE MINOR

Students need to declare German minor and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the minor. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800. Walk – In Advising: usually on Thursdays 10 a.m. – 12 & 1 – 4 p.m.

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	GR	WHEN TAKEN
MINOR REQUIREMENTS (5 courses, 18/19 credits; each course must be passed with a grade of C or better)							
	GER	1120	Beginning German Lang. and Culture 1		4		
Students, who CLEP/AP 4 credits of German language, need to start with GER 1121							
	GER	1121	Beginning German Lang. and Culture 2	Prerequisite: GER 1120	4		
Students, who CLEP/AP 8 credits of German language, need to start with GER 2220							
	GER	2220	Intermediate German: Culture and Society	Prerequisite: GER 1121	4		
	GEW	2104	Readings in Intermediate German	Prerequisite: GER 1121	4		
	GET	3130	German Literature in Translation		3		
	GET	3400	Advanced German Language	Or GET 3130	3		
GERMAN STUDY ABROAD EQUIVALENTS (students must get course approval before going on study abroad)							
	GER	3952	German Culture Study Abroad		1-8		
	GEW	4957	German Literature Study Abroad		3		

To complete a minor in German, students are required to pass (with a grade of "C" or better) two beginning-level language courses (GER 1120 and GER 1121), two intermediate-level language courses (GER 2220 and GEW 2104) and one course on German Literature in Translation (GET 3130).

Students with advanced knowledge of spoken and/or written German (including heritage speakers) must contact the LLCL advisor to establish a list of five courses for completing the minor.

At least 75 percent of all minor credits earned must be from FAU. Courses taken on study abroad programs may be counted toward the minor, but all such courses should be approved by the LLCL advisor before the student begins the study abroad program.

Florida Atlantic University • Dorothy F. Schmidt College of Arts & Letters

ITALIAN LANGUAGE AND CULTURE MINOR

Students need to declare Italian minor and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the minor. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800.
Walk – In Advising: usually on Thursdays 10 a.m. – 12 & 1 – 4 p.m.

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	GR	WHEN TAKEN
PREREQUISITES FOR MINOR							
F,S	ITA	1120	Beginning Italian Language and Culture 1	Or ITA 1150 (combines ITA 1120 & ITA 1121) in Summer (8 credits)	4		
F,S	ITA	1121	Beginning Italian Language and Culture 2	Prerequisite: ITA 1120	4		
SU	ITA	1150	Intensive Beginning Italian	Combines ITA 1120 & ITA 1121	8		
MINOR REQUIREMENTS (5 courses, 15-19 credits; each course must be passed with a grade of C or better)							
LANGUAGE & CULTURE (3 courses, 12 credits – only one Advance Language course)							
F,S	ITA	2220	Intermed Italian Lang and Culture 1	Prerequisite: ITA 1121 or ITA 1150	4		
S	ITA	2221	Intermed Italian Lang and Culture 2	Prerequisite: ITA 2220	4		
F*	ITA	3420	Advanced Italian Lang and Culture I	Only for Non-Heritage Speakers; Prereq: ITA 2221	4		
F*	ITA	3421	Advanced Italian Lang and Culture II	May be taken before ITA 3420	4		
LITERATURE, LANGUAGE & CULTURE (2 courses, 6/7 credits)							
	ITA	3300	Italian Writing Workshop	Prerequisite: ITA 2220 with minimum grade of "C"	3		
	ITA	3412	Reading the Italian Press	Prerequisite: ITA 2220 with minimum grade of "C"	3		
F*	ITA	3420	Advanced Italian Lang and Culture 1	Only for Non-Heritage Speakers; Prereq: ITA 2221	4		
F*	ITA	3421	Advanced Italian Lang and Culture 2	May be taken before ITA 3420	4		
S	ITW	3100	Ital. Lit. & Civ. Mid. Ages & Renaiss.	Prerequisite: ITA 2221 or equivalent	3		
S	ITW	3101	Ital. Lit. & Civ. Baroque-Present	Prerequisite: ITA 2221 or equivalent	3		
3yr rot.F	ITT	3110	Lit. in Translation: The Italian Tradition	Counts towards classical Studies Certificate	3		
	ITT	3111	Love and Lovers in Italian Literature				
3yr rot.F	ITT	3520	Italian Cinema: From Text to Screen	Counts towards Film and Video Certificate	3		
F*	ITT	3522	Italian-American Cinema	Writing Across Curriculum (Gordon Rule Writing - GRW); Counts towards Film and Video Certificate	3		
	ITT	3600	Italy in Lyrics				
3yr rot.F	ITT	4440	Dante: The 'Commedia' in Translation		3		
	ITA	4930	Special Topics (approved by advisor)		3		
ITALIAN STUDY ABROAD Equivalents (students must get course approval **before** going on study abroad)							
	ITA	2952	Italian Lang & Cult Abroad		1-4		
	ITA	3952	Italian Culture Study Abroad		1-4		
	ITA	4957	Italian Lang & Cult Abroad		1-4		
	ITT	3956	Italian Culture Study Abroad		1-4		
	ITW	4957	Italian Literature Study Abroad		1-4		

To complete a minor in Italian, students are required to pass (with a grade of "C" or better) two intermediate-level language courses (ITA 2220 and ITA 2221), one advanced-level language course (ITA 3420 or ITA 3421) and two upper-division (3/4000-level) courses in lingua, to be chosen in consultation with the LLCL advisor.

Students with advanced knowledge of spoken and/or written Italian (including heritage speakers) must contact the LLCL advisor to establish a list of five courses for completing the minor.

At least 75 percent of all minor credits earned must be from FAU. Courses taken on study abroad programs may be counted toward the minor, but all such courses should be approved by the LLCL advisor before the student begins the study abroad program.

Florida Atlantic University • Dorothy F. Schmidt College of Arts & Letters

JAPANESE LANGUAGE AND CULTURE MINOR AUDIT

Students need to declare Japanese minor and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the minor. Appointments with LLCL advisor available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800.
Walk – in Advising: usually on Thursdays 10 a.m. – 12 & 1 – 4 p.m.

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CP	GR	WHEN TAKEN
MINOR REQUIREMENTS (5 courses, 18/19 credits; each course must be passed with a grade of C or better)							
	JPN	1120	Beginning Japanese Lang. and Culture 1		4		
	JPN	1121	Beginning Japanese Lang. and Culture 2	Prerequisite: JPN 1120	4		
	JPN	2220	Intermediate Japanese Lang. and Culture 1	Prerequisite: JPN 1121	4		
	JPN	2221	Intermediate Japanese Lang. and Culture 2	Prerequisite: JPN 2220	4		
		3/4000 LEVEL	One upper division 3/400 level course approved by the LLCL advisor. on a topic related to the culture, literature, history or politics of the Japanese world.		3		
JAPANESE STUDY ABROAD EQUIVALENTS Courses taken on study abroad programs may be counted toward the minor, but all such courses should be approved by the LLCL advisor before the student begins the study abroad program.							
	JPN	4957	Japanese Lang. and Culture Study Abroad		1-4		
	JPT	3956	Japanese Culture Study Abroad (in Transl.)		1-4		
	JPW	4957	Japanese Literature Study Abroad		1-4		

To complete a minor in Japanese, students are required to pass (with a grade of "C" or better) two beginning-level language courses (JPN 1120 and JPN 1121), two intermediate-level language courses (JPN 2220 and JPN 2221) and one upper-division (3/4000-level) course, approved by the LLCL advisor, on a topic related to the culture, literature, history or politics of the Japanese world.

Students with advanced knowledge of spoken and/or written Japanese (including heritage speakers) must contact the LLCL advisor to establish a list of five courses for completing the minor.

At least 75 percent of all minor credits earned must be from FAU. Courses taken on study abroad programs may be counted toward the minor, but all such courses should be approved by the LLCL advisor before the student begins the study abroad program.

Florida Atlantic University ♦ Dorothy F. Schmidt College of Arts & Letters

LINGUISTICS MINOR AUDIT

Students need to declare Linguistics minor and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the minor. Advising appointments are available online at http://www.fau.edu/successnetwork/ or by calling 561-297-3800. Walk – in Advising: usually on Thursdays 10 a.m. – 12 & 12.30 – 4 p.m.

MINOR REQUIREMENTS (5 courses, 15 credits; each course must be passed with a grade of C or better)

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	GR	WHEN TAKEN
GENERAL CORE COURSE 1 Course, 3 credits)							
F, S,SU	LIN	3010	Intro to Linguistics	**Required.** Prereq. for most LIN courses, should be taken asap	3		
LINGUISTICS SPECIFIC COURSE (Choose 1 Course, 3 credits)							
S	LIN	4802	Semantics		3		
F	LIN	4430	Morphology and Syntax		3		
S	LIN	4326	Contrastive Phonology		3		
STRUCTURE OF LANGUAGE COURSE (Choose 1 Course, 3 credits)							
F,S	LIN	4680	Structure of Modern English		3		
	SPN	4850	Structure of Modern Spanish	Prereq. : SPN 3400 or SPN 3343 or permission (in Spanish)	3		
	ITA	4930	Tessera la Lingua	Structure of Modern Italian (in Italian)	3		
	FRE	4850	Structure de la langue française	Prereq. or co-req.: LIN 3010 or permission of instructor(in French)	3		
OTHER REQUIRED COURSES (Choose 2 Courses, 6 credits. Only one can be lower division. Only one can be from another department)							
	LIN	3003	Language Matters		3		
	LIN	3133	Patterns of Lang		3		
	LIN	4600	Sociolinguistics		3		
	LIN	4612	African-American Vernacular English		3		
	LIN	4620	Bilingualism	Prerequisite: LIN 3010 or permission	3		
	LIN	4680	Struc. Mod Eng		3		
	LIN	4701	Psycholinguistics	Prerequisite: LIN 3010 or permission	3		
	LIN	4810	Introduction to Semiotics		3		
	LIN	4930	Special Topics	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Forensic Linguistics	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Discourse Analysis	Prerequisite: LIN 3010 or permission	3		
	LIN	4930	Intro to SLA	Prerequisite: LIN 3010 or permission	3		
	LIN	4710	Norm. Proc. of Speech and Lang. Dev.		3		
	EXP	3505	Cognition		3		
	EXP	4640	Psych of Language		3		
	DEP	3134	Childhood Bilingualism		3		
	DEP	4130	Language Acquisition		3		
	TSL	4080	Introduction to TESOL		3		
	TSL	4251	Applied Linguistics & TESOL		3		
	TSL	4324	ESOL Strat. for Content Area Teachers		3		
			A linguistics class	Taught in foreign language	3		

To complete a minor in Linguistics students are required to pass (with a grade of "C" or better): Introduction to Linguistics (LIN 3010), a course in the structure of a language (LIN 4680, FRE 4850, SPN 4850 or ITA 4730), one of the following upper-division core courses in linguistics (LIN 4326, LIN 4802 or LIN 4430) and two upper-division (3/4000-level) linguistics courses (6 credits), to be chosen in consultation with the LLCL advisor.

At least 75 percent of all minor credits earned must be from FAU. Courses taken on study abroad programs may be counted toward the minor, but all such courses should be approved by the LLCL advisor before the student begins the study abroad program.

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SPANISH LANGUAGE AND CULTURE MINOR

Students need to declare Spanish minor and seek advising at Language, Linguistics and Comparative Literature Department to develop their personalized academic plan for completion of the minor. Appointments with LLCL advisor available online http://www.fau.edu/successnetwork/ or by calling 561-297-3800. Walk – in Advising: usually on THURSDAYS 10 a.m. – 12 & 1 – 4 p.m.

Students with advanced knowledge of spoken and/or written Spanish (including heritage/native speakers) must contact the LLCL advisor to establish a list of five courses for completing the minor.

At least 75 percent of all minor credits earned must be from FAU.

SPANISH LANGUAGE AND CULTURE MINOR (for Non-Heritage Speakers)

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	GR	WHEN TAKEN
PREREQUISITES FOR MINOR							
Students need to take on-line Spanish Language Placement Test before registration for language courses http://www.fau.edu/spanish/SPN.php							
F,S,SU	SPN	1120	Beginning Spanish Language and Culture 1		4		
Students, who CLEP/AP 4 credits of Spanish language, need to start with SPN 1121							
F,S,SU	SPN	1121	Beginning Spanish Language and Culture 2	SPN 1120 or permission of instructor	4		
	SPN	1150	Intensive Beginning Spanish	Combines SPN 1120 and SPN 1121	8		
Students, who CLEP 8 credits of Spanish language, need to start with SPN 2220							
MINOR REQUIREMENTS (5 courses, 15-18 credits; each course must be passed with a grade of C or better)							
F,S,SU	SPN	2220	Intermed. Spanish Language and Culture 1	Prerequisite: SPN 1121 or permission of instructor	4		
F,S	SPN	2221	Intermed. Spanish Language and Culture 2	Prerequisite: SPN 2220 or permission of instructor	4		
F,S,SU	SPN	3400	Advanced Spanish: Grammar	Prereq: SPN 2221 or perm.,	4		
F	SPN	3500	Spanish Peninsular Culture and Civilization	Prereq. Or Coreq. SPN 3400 or permission	3		
S	SPN	3501	Latin American Culture and Civilization	Prereq. Or Coreq. SPN 3400 or perm.,	3		
F	SPW	3012	Intro. to Peninsular Spanish Literature	Prereq. SPN 3400 or permission	3		
S	SPW	3020	Introduction to Spanish American Literature	Prereq: SPN 3400 or permission	3		
SPANISH STUDY ABROAD Courses taken on study abroad programs may be counted toward the minor, but all such courses should be approved by the LLCL advisor before the student begins the study abroad program							

To complete a minor in Spanish for non-heritage speakers, students are required to pass (with a grade of "C" or better) two intermediate-level language courses (SPN 2220 and SPN 2221), one advanced-level language course (SPN 3400), one culture course (SPN 3500 or SPN 3501) and one literature course in lingua (SPW 3012 or SPW 3020).

SPANISH LANGUAGE AND CULTURE MINOR (for Heritage/Native Speakers)

SEMESTER OFFERED	SUBJECT	COURSE	TITLE	PREREQUISITES COMMENTS	CR	GR	WHEN TAKEN
PREREQUISITES FOR MINOR							
F,S	SPN	1340	Beg. Spanish for Heritage speakers	Credit may not be awarded for SPN 1340 and SPN 1120 or SPN 1121.	4		
Some heritage speakers can begin the minor with SPAN 2314 or SPN 3343 by testing out of those courses based on the results of Spanish Placement Test for Heritage/Native speakers							
Students, who CLEP/AP 8 credits of Spanish language, need to start with SPN 2341.							
MINOR REQUIREMENTS (5 courses, 15-18 credits; each course must be passed with a grade of C or better)							
F,S	SPN	2341	Intermediate Spanish for Heritage Speakers	Prereq. SPN 1340 or perm. Credit may not be awarded for SPN 2341 and SPN 2220 or SPN 2221	4		
F,S	SPN	3343	Advanced Spanish for Heritage Speakers	Required, Prereq. SPN 2341 or permission	4		
F	SPN	3500	Spanish Peninsular Culture and Civilization	Prereq. Or Coreq. SPN 3343 or permission	3		
S	SPN	3501	Latin American Culture and Civilization	Prereq. Or Coreq. SPN 3343 or perm.,	3		
F	SPN	3440	Commercial Spanish 1	Prereq. SPN 2221 or permission	3		
S	SPN	3441	Commercial Spanish 2	Prereq. SPN 2221 or permission	3		
S	SPT	4800	Spanish Translation	Prereq. SPN 3343 or permission	3		
F	SPW	3012	Intro. to Peninsular Spanish Literature	Prereq: SPN 3343 or permission	3		
S	SPW	3020	Introduction to Spanish American Literature	Prereq. SPN 3343 or permission	3		
F,S	SPW	4930	Or any 3/4000 Level Lit. Course in Spanish	Prereq. SPW 3012 or SPW 3020 or permission	3		
SPANISH STUDY ABROAD Courses taken on study abroad programs may be counted toward the minor, but all such courses should be approved by the LLCL advisor before the student begins the study abroad program.							

To complete a minor in Spanish for heritage/native speakers, students are required to pass (with a grade of "C" or better) one intermediate-level language course (SPN 2341), one advanced-level language course (SPN 3343), one culture course (SPN 3500 or SPN 3501), one course providing an introduction to Spanish literature (SPW 3012 or SPW 3020) and one upper-division (3/4000-level) course in lingua.

APPENDIX C: SYLLABI

DEPARTMENT OF LANGUAGES, LINGUISTICS & COMPARATIVE LITERATURE

Florida Atlantic University
Fall 2017

FLE 6892: FOREIGN LANGUAGE LEARNING THEORIES

Course Prefix and Number: FLE 6892
Course Section: 001
Course CRN: 20765
Course Days/Time: M 5:00 – 7:50
Course Location: CU 122
Course Credits: 3

Instructor: Dr. Justin P. White
Office: CU 232H
Office Hours: WF 11:00 – 1:00 and by appointment
Email: jwhite94@fau.edu
Phone: (561) 297 – 0497

Course Description
Research in Foreign Language Learning Theories (FLE 6892) 3 credits. Overview of current research on second-language acquisition. Introduction to current language teaching methodologies and assessment of their practical relevance for the foreign-language classroom.

Goals and Purposes of FLE 6892
This course is required for all GTAs teaching languages in the Department of Languages, Linguistics, and Comparative Literature. The overall goal of this course is to give current and future language instructors an overview of communicative task-based language instruction. This overview consists of theory, research, and practical application. Below are some specific objectives:

- To have a working knowledge of theory and research that *explains* how adults acquire a second language.
- To be able to critically *evaluate* existing teaching practices and materials based on your understanding of theory and research.
- To plan your classes on a week-by-week basis.
- To inform you of many professional aspects of a career in teaching

Although you are not expected to become an expert in the fields of Second Language Acquisition (SLA) and language teaching, you are expected to be able to explain and implement task-based, communicative language teaching. To put this in other words, not only should you know *what* you are doing in the classroom, you should also know *why*. This course approaches language teaching with a direct relationship with SLA: how the mind actually processes (sorts through language, stores language, accesses language) language. In fact, why would language teaching have any other underlying approach? Here's a question for you to think about as you move through this course: when you graduate and seek an academic or teaching position, how well will you be able to describe and explain your training and education in how the mind processes language and the motive for conducting particular types of activities in class and in a particular sequence?

A note on the relationship between FLE 6892 and the course(s) you teach:
The goal of this graduate-level course in language teaching is to provide all students with a general overview of communicative task-based approaches to teaching any language, regardless of context. Many of the topics covered in this course should apply to your teaching of a particular section of a given language; however, there may be times throughout this semester that you realize that the way in which we discuss certain topics (e.g., grammar instruction, testing) in FLE 6892 may differ from what you do in your language curriculum and find readily available in your textbook. Although you may find this initially confusing, it is actually a *positive* experience. It allows you to become familiar with different ways of approaching and evaluating language instruction so that when you graduate you can make informed decisions about how you will approach language teaching.

Required Materials

Making Communicative Language Teaching Happen, 2nd Ed. James F. Lee & Bill VanPatten

Additional readings provided by the instructor and made available in Blackboard or distributed in class.

Attendance Policy
This is a graduate course. Active participation, punctuality, and timely preparation are expected. You may not be absent to any class sessions without penalty. Students who miss 1 class period will receive a 5% deduction on their final grade. Each absence thereon will be a 5% reduction of the final course grade. Arriving more than ten minutes late constitutes an absence. Keep in mind that a course grade of a B- is considered failing. There are no such things as excused absences (with the exception of University allowed absences.)

Grading Criteria

Participation / Preparation	10%
Lesson plans	10%
Exam	30%
Quizzes	5%
Observation Reports (4)	15%
Observation Report final paper	10%
Philosophy of Teaching	20%
TOTAL	100%

Grading Scale

A	94-100	C-	70-73
A-	90-93	D+	67-69
B+	87-89	D	64-66
B	84-86	D-	60-63
B-	80-83	F	0-59
C+	77-79		
C	74-76		

Lesson Plans
You are required to make weekly lesson plans and submit them to your IOR. Typically, the lesson plans are due on Friday morning by 9:00 am in your IOR's mailbox although other arrangements maybe requested of you by your IOR. You will be scored on the following: turning in your lesson plans on time and by performing your self-evaluations. This will be scored on a weekly basis.

Exam
There will be an in-class exam around the mid to late point of the semester. The exam will be graded with the following criteria used for evaluation.

1. accuracy of information
2. coherence and quality of writing, including appropriate use of academic discourse
3. knowledge of language program policies

Quizzes
You will have unannounced quizzes covering the assigned readings or other assignments (i.e., educational videos, news reports).

Observation Reports
During the semester, you will observe four different classes and make an oral report of each observation for which you must submit the observation form and a detailed paper (about two pages) addressing the major points of the observation.
Each written observation will consist of three parts:
1. A brief (but descriptive) narrative of what you observed in the class
2. An evaluation of their lesson plan as compared to application
3. A critical evaluation of what you observed in light of your understanding of theory and research
4. **Specific** alternatives to what you observed based on your understanding of the course material
5. Peer to peer interaction
6. Instructor to peer interaction

Ideally, you will perform one observation of an instructor, one observation of a veteran TA, and two observations of different new TA's. During your observations you will be using the same documents that Dr. Blattner and Dr. White use to observe you. The purpose of these observations is for you to *critically evaluate* teaching practices based on your understanding of theory and research. **After your final observation**, you will write a short paper (5 pages) addressing specific techniques that you found beneficial for your teaching and techniques that you would not use (any longer). Guidelines for each observation report will be made available in class.

Microteachings
You will perform many microteachings in class. The purpose of the microteachings is to address many aspects of teaching in the classroom such as body movement and positioning, board usage, language level, audibility and dynamics, transitioning from activity to activity, feedback to students, student behavior, and many other aspects. You will be asked to teach at the 'blink of an eye' your next class day's lesson. Be prepared! You will be scored on completion or non-completion as part of your class participation. We will also look at various activity types and work to modify them to make them effective.

Philosophy of Teaching Statement
A philosophy of teaching statement is a set of personal values or beliefs about learning and teaching that affect a teacher's behaviors in the classroom. Although many of you will be teaching for the first time, the statement will help you clarify your own views on teaching and learning foreign languages at the beginning of your career, and a version of this statement can be used when you look for academic and/or teaching positions when you graduate. This statement should not exceed one single spaced type-written page and must incorporate in some way your answers to the following questions:

- How do students learn?
- What is my role in facilitating the learning process?
- How are my ideas/concepts on learning and teaching implemented in the classroom?
- What goals do I have for my students?
- Why do I want to teach?

Copyright Statement
Some of the readings in this course are copyrighted. They are intended for use only by students registered and enrolled in FLE 6892 and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

E-mailing Your Professor
Please use your FAU account when e-mailing your professor. If you use a personal e-mail account (e.g., hotmail, yahoo, g-mail, etc.) your professor will not know whether the message is junk mail, and therefore, will not respond. FAU e-mail is considered to be official communication, and you should therefore address your professor appropriately (*i.e., Dr., Professor)* sign your name, and use a respectful tone. Your professor will not respond to e-mails that do not address me directly, and/or are not signed.

Americans with Disabilities Act
In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) – in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1657); in Jupiter, SR 110 (561-799-8585); and follow all SAS procedures. Bring a letter to your instructor from SAS indicating that you need academic accommodations no later than the second week of classes.

In accordance with the SAS's rules and regulations, students must turn in an Exam Sign-Up Sheet at least one week before the date on which each exam is scheduled. Please contact SAS for more information.

STATEMENT OF ACADEMIC INTEGRITY
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the following: http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Students are expected to uphold the Academic Honor Code.

ALL assignments that you turn in to your instructor for a grade must be your own work. This means that the use of translator programs, excessive help from tutors or anyone else on graded assignments constitutes academic dishonesty. If your instructor suspects that an assignment completed outside of class is not entirely your own work, your instructor has the right to ask you to redo that assignment in his or her presence during office hours.

ACADEMIC DISHONESTY ON ANY ASSIGNMENT OR EXAM IS GROUNDS FOR FAILURE IN THE COURSE.
By remaining enrolled in this course past the end of Drop /Add, you are agreeing to:

- uphold The Academic Honor System of Florida Atlantic University, and
- accept accountability for the course requirements, the course expectations, and the attendance policy stated in this document.
- **ATTEND THE FINAL EXAM WHICH TAKES PLACE AS SCHEDULED BY THE UNIVERSITY.**

*This syllabus is a guide for the course and is subject to change with advance notice.
IMPORTANT DATES: GO TO THE FOLLOWING LINK TO THE FAU ACADEMIC CALENDAR TO FIND IMPORTANT DATES (I.E., DROP ADD PERIOD, WITHDRAW DEADLINES, ETC.) HTTP://WWW.FAU.EDU/REGISTRAR/ACADCAL.PHP

*This syllabus is a guide for the course and is subject to change with advance notice.

This syllabus is a guide for the course and is subject to change with advance notice.

Week / Date	Read before class	Due
Week 1. August 21st		
Week 2. August 28th	**Lee & VanPatten Chapter 1:** From Atlas and Audiolingualism to Acquisition **Lee & VanPatten Chapter 2:** Working with Input **Lee & VanPatten Chapter 3:** Communicating in the classroom	
Week 3 LABOR DAY Sept. 4th	**NO CLASS – LABOR DAY**	
Week 4. September 11th	**Leeser & White:** Interactive Tasks **Lightbown and Spada Chapter 5:** Observing learning and teaching in the second language classroom	**Wong Chapter 2:** Second Language Acquisition Theory Research, and Real-world Teaching
Week 5. September 18th	**Lee & VanPatten Chapter 4:** Building Toward a Proficiency Goal **O'Donnell (2014)** Peer Reponse with Process-oriented, Standards-based Writing for Beginning-level Second Language Learners of Spanish **Lee & VanPatten Chapter 12:** Writing and Composing in a Second Language **In class: present your observations**	**Observation 1: Veteran GTA**
Week 6. September 25th	**Lee & VanPatten Chapter 6:** Issues in Learning and Teaching Grammar **Lee & VanPatten Chapter 7:** Processing Instruction and Structured Input **Tentative: White (2015):** The effects of Input Based Activities	
Week 7. October 2nd	**Wong Chapter 7:** Grammar Consciousness-Raising Tasks **Lee & VanPatten Chapter 11:** Comprehending Written Language **Tentative: Lee & VanPatten Chapter 10:** Listening Comprehension	
Week 8. October 9th	**Lee & VanPatten Chapter 8: Structured Output:** A focus on Form in Language Production **Lee & VanPatten Chapter 9:** Suggestions for Testing Grammar **In class: present your observations**	**Observation 2: New GTA**

Week 9. October 16th	**VanPatten (2015)** Where are the experts? White and Farinelli (XXXX) Textbook Selection Demil and Aubrey (XXXX) Textbook Selection	
Week 10. October 23rd	**Mid-Term Exam**	
Week 11. October 30th	**Lee & VanPatten Chapter 13:** Issues in Testing Comprehension and in Evaluating Writing **Williams Chapter 4:** Teaching the Writing Process **Williams Chapter 6:** Assessing Second Language Writing **Williams Chapter 7:** The Effects of Production, Instruction, and Feedback on L2 Writing **In class: present your observations**	**Observation 3: Veteran GTA**
Week 12. November 6th	**Philosphy of Teaching: In class workshop**	
Week 13. November 13th	**Mitchell & Myles Chapter 3:** Linguistics and language learning: the Universal Grammar approach	**Observation 4: New GTA**
Week 14. November 20th	**Mitchell & Myles Chapter 4:** Cognitive Approaches to Second Language Learning **Mitchell & Myles Chapter 5:** Cognitive approaches (2): the role of memory systems and conscious learning **Philosphy of Teaching: In class workshop**	
Week 15. November 27th	**Mitchell & Myles Chapter 9:** Sociolinguistic perspectives **Mitchell & Myles Chapter 10:** Course Conclusions	
DEC. 4th Reading Days – No Class	**NO CLASS – Reading Days**	
Final Exam Session: M (Dec 11) 4:00pm - 6:30pm		

Philosophy of Teaching, all observation forms, and summary report due by 5:30 PM**

FLORIDA ATLANTIC UNIVERSITY
Department of Languages, Linguistics, and Comparative Literature

Spring 2018
FOL 3880 – Research & Bibliographic Methods
Section 001 / CRN 37054
3 credit hours

Wednesdays & Fridays, 12:30PM-1:50PM
GS 115

Professor: Viktor Kharlamov
Office: CU 280
E-mail: vkharlamov@fau.edu
Telephone: 561-297-4676
Office Hours: Fridays, 8:45AM - 10:45AM & by appointment

Textbook & materials:
Textbook (required):

Writing research papers: A complete guide (15th edition). 2014. J. Lester & J. Lester, Jr. Pearson Education. ISBN: 0321952952 (paperback; also available in spiral-bound, loose-leaf, & e-book editions; purchasing the 'Pearson Writer' access code is optional)

All other materials (lecture notes, handouts, etc.) will be posted on Canvas.

FAU Course Catalog Description:
Research and Bibliographic Methods (FOL 3880) 3 credits. Teaches how to find and evaluate print, electronic and online scholarly sources and how to outline, write, edit, critique, revise and evaluate a research paper in literary studies or linguistics. Required of all undergraduate majors in the Department of Languages, Linguistics, and Comparative Literature, preferably during the student's first semester of study.

Course description:
In this course, we will learn to conduct, write up and present language research, including the ethical aspects of working with human participants and the basics of descriptive and inferential statistics (as they relate to language data).

Course goals:
The goals of the course include:

- learning about the different types of language data and the procedures used in empirical studies in languages and linguistics;
- learning to formulate research questions and hypotheses and to collect and analyze language data;
- learning to write up and present empirical language research;
- learning about the ethical aspects of research with human participants.

Course organization:
This course meets for 15 weeks (including the finals week). Each week, we will read and discuss a new chapter (or chapters) from the textbook and/or reading(s) posted on Canvas. We will also practice working with language data and writing up language research. All readings will need to be done prior to coming to class. There will also be 7 homework assignments and a brief in-class presentation (see below). There will be no written final exam in this course.

Homework:
There will be **7 homework assignments** during the semester (see the Calendar for tentative dates). Homeworks will need to be completed outside of class time and submitted via Canvas on their due date and time. Homework instructions will be posted on Canvas and discussed in class one week before the homeworks are due. Homeworks submitted after the deadline but no more than 48 hours late will not receive a score above 87% (B+). No credit will be given for any homework submitted more than 48 hours late. When calculating the final grade, the lowest homework score will be dropped.

Presentation:
During the course, each student will do a brief in-class presentation of language data collected for homework purposes. Instructions for the content of the presentation and the grading criteria will be announced in class and posted on Canvas. Sign up will be done on a first-come, first-serve basis.

Group work policy:
Students are both allowed and encouraged to work on the homeworks in small groups of 2-3 members, so that you can learn not only from the textbook/instructor but also from each other. Detailed information on individual vs. group requirements, group creation, file submission, grading, etc. will be provided in homework instructions. Each group member must make an equal contribution to the submission and you have no obligation to join a group. If not all group members are contributing equally and/or individual students do not appear to benefit from working with others, your instructor reserves the right to dissolve the group and require individual submissions instead.

Extensions & make up work:
Extensions/make up work will only be allowed in case of a documented medical emergency (supporting documentation will be required) or for university-approved reasons (e.g., participation in an FAU-sponsored sporting event). Technology failures are not a valid excuse for not submitting assignments. (Technological assistance is available via the FAU Help Desk: https://helpdesk.fau.edu/).

Attendance, participation & communication devices:
You are expected to come to class on time having read the required sections of each chapter (as announced in class), and to participate in all in-class discussions and activities. Attendance will be recorded at the beginning of class. If you miss class, you are responsible for contacting your classmates to obtain any missed information. You are responsible for signing in as proof of attendance – no attendance & participation credit will be given if your name does not appear on the sign-in sheet. If you arrive late or forget to sign in, you will need to do make-up work (formatting a reference, conducting a database query, etc.) to earn attendance & participation

credit for that class. If requested to do make-up work at home, it must be submitted by the next class meeting.

Two absences will be permitted for this class to cover undocumented illness, weddings, funerals, job interviews, car trouble, and similar reasons beyond the student's control. Additional absences will be authorized only for documented illness and university-approved reasons, in accordance with university policy, and will require make-up work. Unauthorized absences, late arrivals and/or lack of participation in in-class activities will each result in a **1% deduction off the final grade** (up to the maximum of 10%). For the FAU policy on absences due to religious observances, see University Regulation 2.007.

FAU's Handbook of Academic Policies and Regulations says the following regarding class attendance and communication devices:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Attendance on First Day of Class
Students are required to attend the first day of class for any course in which they are registered. If a student misses the first day of class for any reason, the student may be administratively withdrawn from the course.

Communication Devices
In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cell phones, are to be disabled in class sessions.

Grading distribution:
The final course grade will be calculated as follows:

Homeworks:	80%	(7 homeworks total; lowest score dropped)
In-class presentation:	10%	
Attendance & participation:	10%	

Grading scale:
Homework/quiz scores and attendance & participation credit will be calculated as percentages. There will be **no rounding of grades** beyond the automatic rounding done by Blackboard. At the end of the semester, the overall percentage score will be converted into a letter grade as follows:

A	94.0-100%	B-	80.0-82.99%	D +	65.0-69.99%
A-	90.0-93.99%	C+	75.0-79.99%	D	63.0-64.99%
B+	87.0-89.99%	C	73.0-74.99%	D-	60.0-62.99%
B	83.0-86.99%	C-	70.0-72.99 %	F	0%-59.99%

NOTE:

This syllabus, including the Calendar, is a guide for the course and is subject to change. All changes will be announced and discussed in class and posted on Blackboard. The syllabus should not be considered a substitute for attending class or for any information that is provided to you by your instructor. Please check Blackboard regularly for announcements and use it for assignments as indicated. Please keep in mind that you are responsible for having the required materials for class, for checking the syllabus for assignments, and for completing and submitting on time all assignments indicated for that week.

Course Calendar

DATES	TOPICS	READINGS	ASSIGNMENTS & NOTES
Week 1			
Jan 10 *Jan 12*	Introduction. Academic writing. Research ethics. Plagiarism.	CH 1 'Ethics of social research' (pdf)	<- read for general understanding <- **main reading** (see the 'WK 1' folder on Canvas)
Week 2			
Jan 17 *Jan 19*	Research topics & hypotheses. Bibliographic databases. APA vs. MLA.	CH 2 hand-out	<- 2a-2e: read for general understanding; 2f , 2g: **main reading #1** <- **main reading #2** (Canvas) ***HW1: due Sunday, Jan 21***
Week 3			
Jan 24 *Jan 26*	Research planning. Quantitative vs. qualitative research. Statistics for language research - I.	CH 3 hand-out	<- read for gen. understand. <- **main reading** (Canvas)
Week 4			
Jan 31 *Feb 2*	Online sources. Statistics for language research - II.	CH 4 hand-out	<- read for gen. understand. <- **main reading** (Canvas) ***HW 2: due Sunday, Feb 4***
Week 5			
Feb 7 *Feb 9*	Print sources. Statistics for language research - III.	CH 5 hand-out	<- read for gen. understand. <- **main reading** (Canvas)

Week 6			
Feb 14 *Feb 16*	Collecting language data. Language judgments. Statistics for language research - IV.	CH 6 hand-out	**<- main reading #1** **<- main reading #2** (Canvas) ***HW 3: due Sunday, Feb 18***
Week 7			
Feb 21 *Feb 23*	Reading, evaluating & citing sources. Fieldwork. Surveys & interviews.	CH 7 & CH 8 hand-out	<- read for gen. understand. <- **main reading** (Canvas)
Week 8			
Feb 28 *Mar 2*	Notes, outlines & drafts. Working with corpora.	CH 9 & CH 10 hand-out	<- read for gen. understand. <- **main reading** (Canvas) ***HW4: due Sunday, Mar 4***
Week 9			
Mar 7 *Mar 9*	*Spring Break - No class*		*Note:* 2 chapters to read during the break - CH 11 & CH 12 (the MLA editorial style)
Week 10			
Mar 14 *Mar 16*	Writing in APA - I. Experimental data - I.	CH 15 hand-out	**<- main reading #1** **<- main reading #2** (Canvas)
Week 11			
Mar 21 *Mar 23*	Writing in APA - II. Experimental data - II.	CH 15 (cont.) hand-out	**<- main reading #1** **<- main reading #2** (Canvas) ***HW 5: due Sunday, Mar 25***
Week 12			
Mar 28 *Mar 30*	Presenting research - I.	CH 18 & hand-out	**<- main reading**
Week 13			
Apr 4 *Apr 6*	Presenting research - II.	CH 18 (cont.) & hand-out	**<- main reading** ***HW 6: due Sunday, Apr 8***
Week 14			
Apr 11 *Apr 13*	Writing in MLA.	CH 13 & CH 14	<- read for gen. understand. ***Presentations***

Week 15

Apr 18 *Apr 20*	Writing in CMS, CSE **&** other styles.	CH 16 & CH 17	<- read for gen. understand. ***Presentations (cont.)*** ***HW 7: due Sunday, Apr 22***

Week 16

Apr 27 (10:30-11:30)	Discussion of HW 7 & the presentation; general & personalized feedback.

Other important dates: For other important dates (registration/drop deadlines, etc.), consult the FAU academic calendar: http://www.fau.edu/registrar/registration/calendar.php

Email policy:
FAU's primary source for correspondence with students is through the student's FAU email. Messages sent by the University may include time-sensitive information regarding student accounts, announcements, and class information. Students are responsible for checking their FAU email on a regular basis and should clean out their email boxes diligently to ensure all mail is delivered. FAU email should never be auto-forwarded to another email account. To access MyFAU and FAU email, visit http://myfau.fau.edu/. For issues with logging into MyFAU, contact the OIT Help desk at http://www.fau.edu/oit/ or 561-297-3999.

When emailing your instructors, please use your FAU account. Messages sent from a personal e-mail account may be classified as junk mail, and therefore may result in no response or a delayed response. FAU e-mail is considered by the university to be official communication, and you should therefore address your instructor appropriately (e.g., Dear Professor/Dear Dr. Kharlamov), use a formal writing style, state your name and the course you are enrolled in, and allow at least 24 hours for a response (48 hours on weekends).

Disability policy:
In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) — in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) — and follow all SAS procedures.

Academic irregularities:
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

DEPARTMENT OF LANGUAGES, LINGUISTICS AND COMPARATIVE LITERATURE

FOL 6731C: Foundations of Languages, Linguistics and Comparative Literature
Semester: Fall 2018

Professor: Dr. Frédéric CONROD, Associate Professor of Comparative Literature

Course Information: CRN 14158
Wednesdays 4pm – 7pm
Boca Raton Campus, Arts and Letters 209 (AH 209)
Office Hours: Wednesdays 11am – 3pm
Professor's email: fconrod@fau.edu
Professor's office telephone: 561-297-3313

COURSE DESCRIPTION FROM FAU CATALOG:
Foundations of Languages, Linguistics and Comparative Literature (FOL 6731C)
Prerequisite: Graduate standing in Languages, Linguistics and Comparative Literature or related fields. Introduces students to major historical moments and current trends in language theory through examination of disciplinary traditions. Readings are seminal texts of recurrent interdisciplinary significance that characterize and compare major theoretical frameworks.

COURSE DESCRIPTION FROM PROFESSOR:
This seminar is designed for incoming graduate students who are starting a Masters' degree in Literature (Comparative, English, French, Spanish, etc.) and need to acquire a panoramic knowledge of the critical tools that their future discipline of expertise has been using and promoting in the analysis of literature. Parting from an understanding of the limitations of traditional philological approaches, students will follow the chronological order of theoretical development in the area of Comparative Literature since its beginning in Ancient Greece, and focus on the school of thoughts that have most influenced the study of Literature through the turn of the 20th century. As the semester progress, the concept of "theory" will be questioned and challenged with newer approaches and possibilities that make Comparative Literature an ever-changing discipline in the age of Multiculturalism.

TEXTBOOK REQUIRED FOR THIS COURSE:
The Norton Anthology of Theory and Criticism (Third Edition) by Vincent B. Leitch (Editor), William E. Cain (Editor), Laurie A. Finke (Editor), John McGowan (Editor), T. Denean Sharpley-Whiting (Editor), Jeffrey J. Williams (Editor)

Series: Norton Anthology / **Hardcover:** 2848 pages / **Publisher:** W. W. Norton & Company; Third edition (June 11, 2018) / **Language:** English / **ISBN-10:** 0393602958 / **ISBN-13:** 978-0393602951

EXPECTATIONS AND REQUIREMENTS:

- Students are expected to come to **every** seminar scheduled during the semester.
- Students are expected to have completed the active[1] reading of all assigned pages **prior to** the seminar.
- Students are expected to have prepared all other assignments (short papers), and should always be prepared to present them orally to the rest of the class.
- All assignments should be typed in case the professor choses to collect them.
- Students are expected to take notes on their reading before and during class. No electronic device (unless required for medical reason) is allowed during class time.
- Every student is expected to participate during every seminar session.
- Each student will prepare a 20-minute presentation that follows the professional format.[2] These presentations will be followed by a discussion when other students will ask questions they have prepared.
- Students will work on a final research project that will involve several of the critical tools learned during the semester. This 12-to-15-page paper will be turned in to the professor on the day scheduled for the final exam. Every student is expected to come to the professor's office to discuss his/her ideas at several points in the semester.

GRADE DIVISION:

Participation and Attendance..... 20%
Short papers..... 30%
Presentation of Critical Work 20%
Short Presentation of Final Research Project 10%
Research Paper..... 20%

UNIVERSITY POLICIES & OTHER IMPORTANT INFORMATION

- Disability policy statement:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton SU 133 (561-297-3880), in Davie - LA 240 (954-236-1657), in Jupiter - SR 110 (561-799-8585) and follow all OSD procedures.

- Code of Academic Integrity policy statement:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality

[1] By "active" we mean the opposite of "passive."
[2] Professor will cover this format in class.

education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf

- **Plagiarism:**

ALL assignments that you turn in to your instructor for a grade must be your own work. This means that excessive help from tutors or anyone else on graded assignments constitutes academic dishonesty.
If you are not sure about what constitutes plagiarism, please visit the following site created by the University of Southern Mississippi
Library: http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php

- **Important Dates:**

Go to the following link to the FAU academic calendar to find important dates (i.e., drop add period, withdraw deadlines, etc.) http://www.fau.edu/registrar/acadcal.php

- **Cell Phones and Electronic Devices:**

University Policy: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions."
The use of cell phones and electronic devices is prohibited in class.

- E-mail policy:

Keep in mind that all communication with your instructor must come from your FAU e-mail address. FAU e-mail is considered by the university to be official communication.

COURSE PROGRAM:

Wednesday, August 22rd 2018: Introduction to Foundations of LLCL
Course Syllabus, Professor's Introduction, Students' Introduction and Professional Objectives.
The purpose of Literary Theory and Criticism in a graduate program.
Understanding the idea of 'tradition'.
Course overview and requirements clarifications.

Wednesday, August 29th 2018: Plato, Aristotle, and the LIST
Textbook readings: Plato, *The Republic*, all books from p. 58 / Aristotle, *Poetics*, from p. 99
Lecture: the beginning of a Western tradition in Ancient Greece.
Discussion: The purpose of the reading list in a M.A. program

Wednesday, September 5th 2018: From Augustine of Hippo to Thomas Aquinas
Textbook readings: Augustine, *On Christian Teaching*, pp. 164-176 / Thomas Aquinas, *Summa Theologica*, pp. 188-193. Watch Film: *The name of the Rose* by Jean-Jacques Annaud.
Lecture: How did Christianity shape Languages, Linguistics and Literature at their early stages.
Student's Presentation: _____
Short 2-page paper: After viewing *The name of the Rose*, what do you foresee for the future of literary criticism in relation to Christianity? Will they have to be systematic antagonists for one another?

Wednesday, September 12th 2018: The Italian High Middle-Ages: Dante and Boccaccio
Textbook readings: Dante Alighieri, all excerpts, pp. 194-199 / Giovanni Boccaccio, all excerpts, pp. 200-208.
Lecture: An early turn at the dawn of the Renaissance in Italy
Student's presentation: _____
Short 2-page paper: Write about a film from the last 20 years that recycles concepts from Dante and/or Boccaccio. Analyze the connection between our time period and the High Middle Ages.

Wednesday, September 19th 2018: A City of Ladies: the case of Christine de Pizan
Textbook readings: Christine de Pizan, all excerpts, pp. 209-223.
Lecture: Women in the Renaissance and the dawn of Humanism
Student's presentation: _____
Short 2-page paper: Discuss in what capacity Christine de Pizan was a visionary. What would she add if she were a contemporary of ours? How would she edit her writings to adjust to our times?

Wednesday, September 26th 2018: Defenses of Languages
Textbook readings: Joachim du Bellay, all excerpts, pp. 224-235 / Giacopo Mazzoni, all excerpts, pp. 236-259.
Lecture: The need for a Language to have a Literature in the Renaissance
Student's presentation: _____
Short 2-page paper: Is Literature systematically a system in defense of a language? Oppose two works of Literature from your tradition of study in order to address this question.

Wednesday, October 3rd 2018: The Quarrel of the Ancients and the Moderns
Textbook readings: Pierre Corneille, *The three unities*, pp. 291-306 / Baruch Spinoza, *Interpretation of Scripture*, pp. 311-325.
Lecture: Questioning Tradition in the Baroque Age
Student's presentation: _____
Short 2-page paper: Discuss a text from your tradition of study to illustrate the tensions between Ancients and Moderns.

Wednesday, October 10th 2018: Materialism and Sensualism: David Hume and Sade
Textbook readings: David Hume, *On the Standard of Taste*, pp. 408-424 / Marquis de Sade, *Discours contre Dieu* (English and French versions will be posted on Canvas).

Lecture: Materialism, Sensualism, Libertinage in an Age of Revolutions.
Student's presentation: _____
Short 2-page Paper: Apply one central concept from the readings to a text from your tradition of study in which you identify erotic/sexual tensions.

Wednesday, October 17th 2018: A Giant named Immanuel Kant
Textbook readings: Immanuel Kant, *Critique of Judgment*, pp. 425-463.
Lecture: From the Enlightenment to Romanticism, the Age of Napoleon.
Student's presentation: _____
Short 2-page Paper: Why is there, according to you, a before and an after Kant in the history of Literary Criticism?

Wednesday, October 24th 2018: Women at the turn of the Nineteenth Century
Textbook readings: Mary Wollstencraft, *A Vindication of the Rights of Women*, pp. 504-514 / Germaine de Staël, All excertps, pp. 515-530.
Lecture: The Role of Women in the Rise of Modernity at the turn of the 19th-century.
Student's presentation: _____
Short 2-page Paper: What are, according to your perceptions, the obstacles that women are still encountering in the present? Why haven't they been able to overcome them yet?

Wednesday, October 31st 2018: Cover Letters, Resumes, Interviews & Co.
Professor will be out of town for a conference at the SCSC Conference in Albuquerque, NM.
Dr. Mitchell Roshel will organize a workshop for students around cover letters, resumes and interview preparations. Students must attend.
No textbook reading will be assigned for this day. Students will use the time to progress on their final research paper and presentation.

Wednesday, November 7th 2018: Hegel and Phenomenology
Textbook readings: GWF Hegel, *Phenomenology* and *Lectures*, pp. 545-562
Lecture by Guest Speaker: Why is Hegel the Father of Contemporary Literary Criticism?
Student's presentation: _____
First Cycle of Research Presentations

Wednesday, November 14th 2018: Transcendentalism and New Gothic
Textbook readings: Ralph Waldo Emerson, *The American Scholar* and *The Poet*, pp. 619-640 / Edgar Allan Poe, *The Philosophy of Composition*, pp. 641-652.
Lecture: Literature, Poetry, Religion and Mysticism in 19th-century America
Student's Presentation: _____
Second Cycle of Research Presentations

Wednesday, November 21st 2018: The Rise of the Marxist Thought
Textbook readings: Karl Marx and Friedrich Engels, All Excerpts, pp. 652-680.
Lecture: The Industrial Revolution, the Bourgeoisie, the Proletariat and its Representation in Literature(s).

Student's Presentation: _____
Short 2-page Paper: Apply two concepts from Marxist thought to a short story from your tradition of study.

Wednesday, November 28th 2018: The Eternal Nietzsche
Textbook readings: Friedrich Nietzsche, *The Birth of Tragedy / On Truth and Lying*, pp. 737-761.
Lecture: The Consequences of Nietzschean Thought in Western Cultures.
Short 2-page Paper: Who will prevail? Imagine whose thought will have the strongest impact on the future. Justify your choice.

FINAL RESEARCH PAPER DUE ON DEC. 1st 2018 at 5pm via ELECTRONIC SUBMISSION ONLY

FOL 6731C 003

Foundations of Linguistic Theory

3 credit hours

Pre-requisite: Graduate standing

Fall 2018
CRN 14174
Tuesday 4-6:50pm
Location: AH209

Instructor:
Dr. Prisca Augustyn
Professor
Department of Languages, Linguistics & Comparative Literature
Florida Atlantic University
augustyn@fau.edu
Office location: CU273
Office hours: Tuesday 1 – 4 pm

Course description
This course is intended to introduce students of linguistics and neighboring disciplines to the major currents in linguistic theory. Beginning with a brief overview of the history of linguistics, the course concentrates on seminal texts of recurrent interdisciplinary significance that characterize major theoretical frameworks.

Course Objectives
In this course, students will
- explore the evolution of the field of linguistics,
- discuss important theoretical texts in linguistics,
- practice important skills such as summarizing theoretical texts, using direct quotes effectively, and asking meaningful questions about theoretical texts,
- lead a discussion of a set of theoretical concepts and act as an informant for their peers.

Reading assignments
Each unit revolves around one or more **basic readings** that are the basis of our discussion. Participants are required to complete the reading assignment and associated writing assignment or quiz in preparation of the class discussion.

Class discussions
To maximize student participation, individual participants will lead the discussion on the unit by discussing **further readings** in and beyond the materials within a unit. Participants may use class discussions to find points of intersection between linguistic theory and their academic interests. Discussion leaders should always provide handouts or slide presentations. Both basic readings and further readings are found under the learning units on Blackboard. Discussion leaders are encouraged to read beyond the further readings to include current information or explore aspects not addressed in the readings to make their discussion relevant and informative to their peers.

When leading the discussion on the further readings of a unit, **the objective is not to reiterate the information in the readings, but to discuss important aspects and point out interesting questions**. Participants may find recent work relating to the topic of the unit or find other ways to reflect on the basic concepts and central aspects of the basic readings. Rather than simply summarizing information, participants are encouraged to convey to others what interests them about the topic and why.

Writing assignments, discussion boards, and quizzes
Each learning unit contains a quiz, a small writing assignment, or a discussion board. These assessments will be graded based on rubrics that are posted with each assignment. Quizzes are a learning tool and can be taken as many times as necessary.

Final exam
The Final Exam will simulate the format of the comprehensive exam you will take at the end of your degree program. It consists of a number of concepts for you to explicate in a detailed manner. You will not only define the concept, but explain its origin and its relevance to the language sciences in the past, present, and future. You will give examples and refer to important texts, studies, researchers and authors. Your answers will explain these concepts as if writing to an uninitiated reader who knows nothing about it. Your goal is maximum clarity.

Students with disabilities
In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) – and follow all OSD procedures.
http://osd.fau.edu/

Code of Academic Integrity policy statement:
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in

which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf

Required Texts

(1) Joseph, John E. et al. 2001. *Landmarks in Linguistic Thought II.* London: Routledge.
(2) Materials on Blackboard

Grading

Writing assignments, presentations	
Discussion boards, quizzes	70%
Final exam	30%

Grading Scale

Grade	greater than or equal to	less than
A	94%	100%
A-	90%	94%
B+	87%	90%
B	84%	87%
B-	80%	84%
C+	77%	80%
C	74%	77%
C-	70%	74%
D+	67%	70%
D	64%	67%
D-	60%	64%
F	0	60%

Tentative Calendar

August 21	Introduction / Brief History of Linguistics in the West
August 28	Linguistics in the 19th Century
September 4	Saussure
September 11	Wittgenstein
September 18	Trubetzkoy / Jakobson / Phonology
September 25	Sapir and Whorf / Language and thought
October 2	Orwell / Language and politics
October 9	Austin
October 16	Firth / Harris / Languages are not fixed codes
October 23	Derrida and the 1960s
October 30	Chomsky and the Cognitive Revolution
November 6	Child language acquisition (Bruner)
November 13	Labov / Language variation
November 20	Goffman and Lakoff
November 27	Final exam

Assignment calendar

Date	Details	
Wed Aug 22, 2018	Syllabus Quiz	due by 11:59pm
Sun Aug 26, 2018	Writing assignment: The 19th Century	due by 11:59pm
Sun Sep 2, 2018	Writing assignment Saussure	due by 11:59pm
Sun Sep 9, 2018	Writing assignment: Wittgenstein and the language sciences	due by 11:59pm
Sun Sep 16, 2018	Phonology quiz	due by 11:59pm
	Writing assignment: Phonology	due by 11:59pm
Sun Sep 23, 2018	Does our language influence the way we think?	due by 11:59pm
Sun Sep 30, 2018	Orwell / Language and Politics	due by 11:59pm
Sun Oct 7, 2018	Writing assignment: Austin	due by 11:59pm
Sun Oct 14, 2018	Writing assignment: Firth and Harris	due by 11:59pm
Sun Oct 21, 2018	Derrida	due by 11:59pm
Sun Oct 28, 2018	Writing assignment: Chomsky	due by 11:59pm
Sun Nov 4, 2018	Chomsky or Bruner?	due by 11:59pm
Sun Nov 11, 2018	What has changed in education since Labov?	due by 11:59pm
Sun Nov 18, 2018	Cognitive linguistics	due by 11:59pm
	Writing assignment: Animals	due by 11:59pm
Tue Nov 27, 2018	Final exam	due by 11:59pm

FLORIDA ATLANTIC UNIVERSITY
Department of Languages, Linguistics, and Comparative Literature

FOL 6885 – Advanced Research Methods in LLCL

Fall 2018
Section 001 / CRN 14769
3 credit hours

Thursdays, 4:00PM-6:50PM
Social Science (SO) 390

Professor: Viktor Kharlamov
Office: CU 280
E-mail: vkharlamov@fau.edu
Telephone: 561-297-4676
Office Hours: Tuesdays & Thursdays, 3:00-4:00pm & by appointment

Textbook & materials:
Textbooks (required):

1) Podesva, R. & D. Sharma. (2013). *Research Methods in Linguistics.* Cambridge University Press. ISBN: 978-1-107-69635-8
2) American Psychological Association. (2010). *Publication manual of the American Psychological Association, 6th ed.* Washington, DC: APA. ISBN: 978-1-4338-0561-5

All other course materials (lecture notes, handouts, journal articles, etc.) will be posted on Canvas.

FAU Course Catalog Description:
Advanced Research Methods in Languages, Linguistics and Comparative Literature (FOL 6885) 3 credits This topic-based advanced research methods course trains students in the use of a wide range of research tools in preparation for conceptualizing, conducting and analyzing a research project in the chosen field of language study.
Prerequisite: Graduate standing in Languages, Linguistics and Comparative Literature or related field

Course description:
FOL 6885 will introduce you to collection, processing and analysis of linguistic data and the general principles of experimental design. The course will cover a wide variety of methods used across the field, including phonetic recordings and fieldwork, psycholinguistic experimentation, sociolinguistic interviews, grammaticality judgments, etc. You will also learn about the basics of statistical analysis and the ethical aspects of research, and you will design, conduct and present a pilot study that uses linguistic judgment data.

Course goals:
The goals of the course include:

- learning about the different types of data, equipment and procedures used in empirical

studies in linguistics;
- learning how to formulate research questions and how to collect and analyze quantitative linguistic data;
- learning about the ethical aspects of research with human participants;
- developing and implementing a pilot study that uses linguistic judgment data;
- learning to present empirical research in a conference poster format.

Course organization:
This course meets for 16 weeks (including the finals week). We will read and discuss book chapters & journal articles covering a wide range of experimental topics (see the Calendar). Readings will need to be done prior to coming to class. In addition, each student will (i) present one journal article/book chapter from a list of supplementary readings, (ii) complete 3 homework assignments, and (iii) develop, conduct and present a pilot study that uses linguistic judgment data. There will be no written tests or exams in this course.

Presentation of a supplementary reading:
Each student will read and present one journal article/book chapter from a list of supplementary readings. The list of readings, relevant dates, and instructions for the content of the presentation and the grading criteria will be announced in class and posted on Canvas. Sign up will be done on a first-come, first-serve basis.

Homework assignments:
There will be **3 homework assignments** during the first half of the semester (see the Calendar). Homeworks will consist of a practical component (e.g., analysis of data) and a write-up. Instructions for completing the assignments will be announced in class and posted on Canvas. Homeworks will need to be submitted via Canvas on the indicated due date. If you miss class, you are still expected to submit the homework. Homeworks submitted after the deadline but no more than 48 hours late will not receive a score above 87% (B+). No credit will be given for any homework submitted more than 48 hours late.

Pilot experiment:
During the second half of the semester, you will develop, conduct and present a pilot study that uses linguistic judgment data. The project will proceed in 4 steps: (i) developing the experiment, including a graded write-up outlining the topic, research questions and hypotheses of the study, proposed methodology, and literature review; (ii) collection & analysis of pilot data, including a graded write-up with pilot results; (iii) writing up the full study and the pilot results; and (iv) presenting the study in a conference poster format. Detailed instructions and grading guidelines will be announced in class and posted on Canvas. Write-ups/posters submitted after the deadline but no more than 48 hours late will not receive a score above 87% (B+). You can work on the study either individually or in pairs. If you work as a pair, you will need to collect more data and conduct more in-depth literature review and analysis than a student working individually. Students working together will receive the same grades for all components of the study. Pairs may be dissolved at the instructor's discretion if students do not appear to be making equal contributions to the project or benefitting from working together.

Extensions & make up work:
Extensions/make up work will only be allowed in case of a <u>documented</u> medical emergency (supporting documentation will be required) or for university-approved reasons (e.g.,

participation in an FAU-sponsored sporting event). Technology failures are not a valid excuse for not submitting the assignments. (Technological assistance, if needed, is available via the FAU Help Desk: https://helpdesk.fau.edu/).

Attendance, participation & communication devices:
You are expected to come to class prepared, having read the required materials (as announced in class), and be fully ready to participate in all in-class discussions and activities. Graduate students are expected to attend every single class. If you must miss class for circumstances beyond your control, you will be responsible for contacting your classmates to obtain any missed information.

FAU's Handbook of Academic Policies and Regulations says the following regarding class attendance and communication devices:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Attendance on First Day of Class
Students are required to attend the first day of class for any course in which they are registered. If a student misses the first day of class for any reason, the student may be administratively withdrawn from the course.

Grade distribution:
The final course grade will be calculated as follows:

Supplementary reading presentation:	10%
Homework assignments (x3):	30%
Pilot study:	
- write-up #1	15%
- write-up #2	15%
- write-up #3	15%
- poster presentation	15%

Grading scale:
Homework/quiz scores and attendance & participation credit will be calculated as percentages. There will be **no rounding of grades** beyond the automatic rounding done by Canvas. At the end of the semester, the overall percentage score will be converted into a letter grade as follows:

A	94.0-100%	B-	80.0-82.99%	D +	65.0-69.99%
A-	90.0-93.99%	C+	75.0-79.99%	D	63.0-64.99%
B+	87.0-89.99%	C	73.0-74.99%	D-	60.0-62.99%
B	83.0-86.99%	C-	70.0-72.99 %	F	0%-59.99%

NOTE:
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Calendar

DATES	**TOPICS**	**READINGS, ASSIGNMENTS & NOTES**
Week 1		
Aug 23	**Review of the syllabus.** **Introduction.** **APA/MLA.** **Bibliographic databases.** **PowerPoint & conference posters.**	- **syllabus** - **CH1** P&S (main reading) - **CH1** APA (for general understanding) - **hand-out & templates** (Canvas)
Week 2		
Aug 30	**Ethics in linguistic research.** **Statistics for linguistics - I.** **APA - continued.**	- **CH2** P&S (main reading) - **CH2** APA (for general understanding) - **hand-out** (Canvas)
Week 3		
Sep 6	**Experimental research design.** **Statistics for linguistics - II.** **APA - continued.**	- **CH7** P&S (main reading) - **CH3** APA (for general understanding) - **hand-out** (Canvas) ***HW1 due Friday, Sep 7***
Week 4		
Sep 13	**Judgment data.** **APA - continued.**	- **CH3** P&S (main reading) - **CH4** APA (for general understanding)

Week 5		
Sep 20	**Fieldwork for language description.** **APA - continued.**	- **CH4** P&S (main reading) - **CH5** APA (for general understanding) ***HW2 due Friday, Sep 21***
Week 6		
Sep 27	**Surveys & interviews.** **APA - continued.**	- **CH6** P&S (main reading) - **CH6** APA (for general understanding)
Week 7		
Oct 4	**Experimental paradigms in psycholingusitics.** **APA - continued.**	- **CH8** P&S (main reading) - **CH7** APA (for general understanding) ***HW3 due Friday, Oct 5***
Week 8		
Oct 11	**Sound recordings: acoustic & articulatory data.** *Supplementary reading presentations*	- **CH9** P&S (main reading)
Week 9		
Oct 18	**Acoustic analysis.** *Supplementary reading presentations*	- **CH17** P&S (main reading) ***Pilot study: Write-up #1 due Friday, Oct 19***
Week 10		
Oct 25	**Creating & using corpora.** *Supplementary reading presentations*	- **CH13** P&S (main reading)
Week 11		
Nov 1	**Studying language over time.** *Supplementary reading presentations*	- **CH22 P&S** (cont.; main reading)
Week 12		
Nov 8	**APA papers & conference posters - practice.** *Supplementary reading presentations*	- **hand-out** (Canvas) ***Pilot study: Write-up #2 due Friday, Nov 9***

Week 13		
Nov 15	**APA papers & conference posters - practice.** *Supplementary reading presentations*	**- hand-out** (Canvas)
Week 14		
Nov 22	***Thanksgiving recess - no class***	
Week 15		
Nov 29	***Poster presentations***	***Pilot study: Write-up #3 & poster (final version) due Friday, Nov 30***
Week 16		
exams week	Discussion of the final project; general & personalized feedback	

Other important dates: For other important dates (registration/drop deadlines, etc.), consult the FAU academic calendar: http://www.fau.edu/registrar/registration/calendar.php

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When emailing your instructors, please use your FAU account. Messages sent from a personal e-mail account may be classified as junk mail, and therefore may result in no response or a delayed response. FAU e-mail is considered by the university to be official communication, and you should therefore address your instructor appropriately (e.g., Dear Professor/Dear Dr. Kharlamov), use a formal writing style, state your name and the course you are enrolled in, and allow at least 24 hours for a response (48 hours on weekends).

Disability policy:
In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) — in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) — and follow all SAS procedures.

Academic irregularities:
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student

enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

FLORIDA ATLANTIC UNIVERSITY

Department of Languages, Linguistics, and Comparative Literature

FOL 6885 — Advanced Research Methods in LLCL — Fall 2017

Section 001 / CRN 23432
3.0 credits

Thursdays 16:00–18:50
SO 390

Professor:	Michael David Hamilton
Office:	CU 269
Email:	mhamilton@fau.edu
Phone:	561-297-0342
Office hours:	**Thursdays 8:00–14:00, or by appointment**

Course materials:

Textbook (required): Podesva, R. & D. Sharma. (2013). *Research Methods in Linguistics*. Cambridge University Press. ISBN: 978-1-107-69635-8
All other course materials (lecture notes, handouts, journal articles, etc...) will be posted on Canvas.

FAU Course Catalog Description

This topic-based advanced research methods course trains students in the use of a wide range of research tools in preparation for conceptualizing, conducting and analyzing a research project in the chosen field of language study.

Course description

This course will introduce you to collection, processing, and analysis of linguistic data and the general principles of experimental design. The course will cover a wide variety of methods used across the field, including phonetic recordings and fieldwork, psycholinguistic experimentation, sociolinguistic interviews, grammaticality judgments, etc... You will also learn about the basics of statistical analysis and the ethical aspects of research, and you will design, conduct and present a pilot study that uses linguistic data.

Goals of the course

- learning about the different types of data, equipment, & procedures used in empirical studies;
- learning how to formulate research questions and how to collect and analyze linguistic data;
- developing and implementing a pilot study that uses linguistic data;
- learning to present empirical research in a variety of formats

Course organization

This course meets for 16 weeks. During the semester, we will read and discuss book chapters & journal articles covering a wide range of experimental topics. Readings will be announced in-class and on Canvas one week in advance and will need to be done prior to coming to class. In addition, each student will: (i) present 1 journal article/book chapter from a list of supplementary readings, (ii) complete (at least) 4 homework assignments, and (iii) develop, conduct and present a pilot study that uses linguistic data. There will be no written in-class tests or exams in this course.

Requirements and evaluation

Participation:	10%
Paper presentation:	15%
Homework assignments:	15% (3x5% each)
Final Project	60% (15% Proposal; 15% Progress report; 15% Poster presentation; 15% Paper)

Presentation of supplementary reading

During the data collection portion of the course, each student will read and present in-class one journal article/book chapter from a list of supplementary readings. The list of readings, relevant dates, and instructions for the content of the presentation and the grading criteria will be announced in class and posted on Canvas. Sign up will be done on a first-come, first-serve basis.

Homework assignments:

There will be 4 assignments throughout the first half of the semester due in class or online via Canvas. I will drop the lowest assignment grade for each student. I will post assignments 1 week before the due date. They may be done in groups of maximum 3 students, but each student **must**: (1) Turn in a separate assignment which s/he wrote/typed up individually, and (2) list the student(s) that s/he worked with. Assignments are due at the **beginning of class on the due date (i.e. at 16:00).** Please keep a copy of each finished assignment in case the submitted copy is accidentally lost.

Late submissions:

Late submissions will not be accepted unless you have a documented medical excuse. If you miss an assignment deadline, and you have a certified medical excuse, you must notify me (vis email) within 24 hours of the assignment deadline.

Final project:

During the semester, you will develop, conduct and present a pilot study that uses linguistic data. The project will proceed in 4 steps:

(i) *Developing an experiment*: Submit a graded proposal outlining the topic, research questions, and hypotheses of the study, proposed methodology, and literature review (15%; tentatively due 9/28)

(ii) *Data collection & analysis*: Submit & present a progress report write-up with pilot results (15%; tentatively due 11/9)

(iii) *Presentation*: Present the study and the pilot results in a conference poster format (15%; tentatively due 11/30)

(iv) *Write-up*: Submit a final write up of the entire project in a short article format (15%; due during the exam period)

Grading:

Any issue about grading must be addressed within 1 week of the date when the graded work was returned. All work will be calculated as percentages. There will be no rounding of grades beyond the automatic rounding done by blackboard. At the end of the semester, the overall percentage score will be converted into a letter grade as follows:

A	94.0-100%	B+	87.0-89.99%	C+	75.0-79.99%	D+	65.0-69.99%
A-	90.0-93.99%	B	83.0-86.99%	C	73.0-74.99%	D	63.0-64.99%
		B-	80.0-82.99%	C-	70.0-72.99%	D-	60.0-62.99%
						F	0-59.99%

Attendance & participation:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.
Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Attendance on First Day of Class: *Students are required to attend the first day of class for any course in which they are registered. If a student misses the first day of class for any reason, the student may be administratively withdrawn from the course.*

Communication Devices: *In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cell phones, are to be disabled in class sessions.*

Timeline:

NOTE:
This syllabus, including the Timeline, is a guide for the course and is subject to change. All changes will be announced and discussed in class and posted on Canvas. The syllabus should not be considered a substitute for attending class or for any information that is provided to you by your instructor. Please check Canvas regularly for announcements and use it for assignments as indicated. Please keep in mind that you are responsible for having the required materials for class, for checking the syllabus for assignments, and for completing and submitting on time all assignments indicated for that week.

Week	Date	Topics (tentative)	Reading	Evaluation
Part 1: Introducton				
1	Thu 8/24	Intro, ethics, & APA	Chpt. 1 & 2	
2	Thu 8/31	Constructing & supporting a linguistic analysis	Chpt. 18	A#1 Out
Part 2: Data collection				
3	Thu 9/7	Judgement data	Chpt. 3	A#1 Due; A#2 Out
4	Thu 9/14	Fieldwork for language description	Chpt. 4	A#2 Due; A#3 Out
5	Thu 9/21	Population samples	Chpt. 5	A#3 Due
6	Thu 9/28	Surveys & interviews	Chpt. 6	Proposal Due; A#4 Out
7	Thu 10/5	Experimental research design	Chpt. 7 & 8	A#4 Due
Part 3: Data processing				
8	Thu 10/12	Transcription	Chpt. 12	
9	Thu 10/19	Creating and using corpra	Chpt. 13	
10	Tues 10/26	*No Class*		
11	Thu 11/2	Stats I	Chpt. 14	
12	Thu 11/9	Stats II	Chpt. 15 & 16	Progress Report Due
13	Thu 11/16	Acoustic analysis	Chpt. 17	
14	Thu 11/23	*No Class: Thanksgiving*		
15	Thu 11/30	Poster Presentations		

*To find/verify other important dates, consult the FAU academic calendar (http://www.fau.edu/registrar/registration/calendar.php)

FAU Policy Statements and Notes:

Email policy

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Disability policy

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Accessibility Services (SAS) – in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) – and follow all SAS procedures.

FAU Code of Academic Integrity

Students at FAU are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001
(http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

FLORIDA ATLANTIC UNIVERSITY

Department of Languages, Linguistics, and Comparative Literature

LIN 3010 — Introduction to Linguistics — Spring 2018

Section 001 / CRN 38281

3.0 credits

Tuesdays & Thursdays 12:30–1:50

GS 109

Professor: Michael David Hamilton
Office: CU 269
Email: mhamilton@fau.edu
Phone: 561-297-0342
Office hours: **Tuesdays & Thursdays,11:00–12:00, & 14:00–15:00, or by appointment**

Course materials:

The required textbook is: **Language Files: Materials for an Introduction to Language and Linguistics (12th edition)**. 2016. V. Milalicek; C. Wilson (Eds.). Columbus: Ohio State University Press. ISBN: 978-0-8142-5270-3. Lecture slides, as well as any supplementary readings and handouts, will be posted to Canvas

FAU course catalog description:

The modern scientific study of pronunciation, word structure, syntax, semantics, language history, geographical and social dialects, first and second language acquisition, and writing systems.

Course goals:

The goals of the course include:

- learning about theories and analysis in core areas of theoretical linguistics (e.g., phonetics, phonology, morphology, syntax, semantics and pragmatics)
- learning about theories in applied areas of linguistics (e.g., acquisition, processing, change, variation, contact and culture)
- linking both theoretical and applied areas for a larger picture of language and the language faculty

Evaluation:

9 quizzes	55% (5x5%; 4x7.5%)
4 homework assignments	35% (1x5%; 3x10%)
Attendance & Participation	10%

Quizzes:

There will be 9 quizzes throughout the semester: 5 in Part 1 (Theoretical) worth 5% each and 4 in Part 2 (Applied) worth 7.5% each. They will all (hopefully) be posted online on Canvas by 11:59pm on a Thursday and are to be complete by the following Sunday by 11:59pm. Quizzes are short and based on the current/completed unit with an emphasis on materials discussed in class. Each quiz will have at least one short answer question.

Missed quizzes

No make-up quizzes will be given, unless you have a certified medical excuse. If you miss a quiz and you have a certified medical excuse, you must notify me via email within 24 hours of the quiz deadline.

Assignments:

There will be 4 Assignments throughout the semester: the first is worth 5%, and the following 3 are 10% each. They will be posted online on Canvas by 11:59pm on the day they are to be given. They are due at the beginning of class in a hard copy form or electronically via Canvas on the date indicated.

Grading scale

Assignment, Quiz scores, & participation will be calculated as percentages. There will be no rounding of grades beyond the automatic rounding done by Canvas. At the end of the semester, the overall percentage score will be converted into a letter grade as follows:

A	94.0-100%	B+	87.0-89.99%	C+	75.0-79.99%	D+	65.0-69.99%
A-	90.0-93.99%	B	83.0-86.99%	C	73.0-74.99%	D	63.0-64.99%
		B-	80.0-82.99%	C-	70.0-72.99%	D-	60.0-62.99%
						F	0-59.99%

Attendance & participation:

FAU's Handbook of Academic Policies and Regulations says the following regarding class attendance:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

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Timeline

Week	Date	Topics (tentative)	Reading	Evaluation
1	Tues 1/9	Introduction to Language	Chpt. 1	
	Thurs 1/11			
2	Tues 1/16	No Class		A#1 out

Part 1: Theoretical Linguistics

	Thurs 1/18	Phonetics	Chpt. 2	
3	Tues 1/23			A#1 due
	Thurs 1/25			Q#1

4	Tues 1/30	Phonology	Chpt. 3	
	Thurs 2/1			Q#2
5	Tues 2/6			A#2 out
	Thurs 2/8			

6	Tues 2/13	Morphology	Chpt. 4	A#2 due
	Thurs 2/15			Q#3
7	Tues 2/20			A#3 out
	Thurs 2/22			

8	Tues 2/27	Syntax 1	Chpt. 5	A#3 due
	Thurs 3/1			Q#4
9	Tues 3/6	Spring Break		
	Thurs 3/8			
10	Tues 3/13	Syntax 2	Chpt. 5 (con't)	A#4 out
	Thurs 3/15			

11	Tues 3/20	Semantics & Pragmatics	Chpt. 6 & 7	A#4 due
	Thurs 3/22			Q#5

Week	Date	Topics (tentative)	Reading	Evaluation

Part 2: Applied Linguistics

12	Tues 3/27	Language acquisition	Chpt. 8	
	Thurs 3/29			Q#6
13	Tues 4/3	Language Storage & processing	Chpt. 9	
	Thurs 4/5	Language variation	Chpt. 10	Q#7
14	Tues 4/10	Language & culture	Chpt. 11	
	Thurs 4/12	Language contact	Chpt. 12	Q#8
15	Tues 4/17	Language change	Chpt. 13	
	Thurs 4/19	Practical applications	Chpt. 17	Q#9

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(http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

APPENDIX D: STUDENT TRAINING AND SUPPORT

FAU

DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University

Fall 2018 Graduate Student Workshop

Agenda

Monday, August 13, 2018

8:30 – 9:00	CU 2nd floor Atrium		Coffee and Bagels
9:00 – 9:15	CU 321A	Dr. Munson	**Introduction to LLCL**
9:15 – 10:15	CU 321A	Dr. Poulson	**LLCL graduate studies**
10:15 – 10:30			Break
10:30 – 11:30	CU 321A	Dr. Munson	**How to prepare for your comprehensive exams**
11:30 – 12:15	CU 2nd floor Atrium		Lunch
12:15 – 1:00	CU 321A	Sheri Edwards	**Library**
1:00 – 1:45	CU 321A	Dr. Munson	**University policies**
1:45 – 2:00			Break
2:00 – 2:30	CU 321A	Tracy Juleseus	**Student Accessibility Services**
2:30 – 3:30	CU 321A	Dr. White	**How languages are acquired**
3:30 – 5:00	CU 321A	Dr. White	**Hybrid Model training**
3:30 – 5:00	CU 232E	Dr. Blattner	**Intensive English Program GTAs**
5:30 – 6:30	Living Room Theatre		**Social time - Optional** **(food and beverages are available for purchase)**

Tuesday, August 14, 2018

8:30 – 9:00	CU 2nd floor Atrium		Coffee and Bagels
9:00 – 10:20	CU 321A	Dr. White	**GTA duties and responsibilities**
10:20 – 10:30		Dr. Godón	**Heritage learners**
10:30 – 12:30			**Introduction to the textbook and syllabus:**
	CU 119	Dr. White	• Spanish
	CU 120	Dr. Blattner	• French and Italian
		Dr. Vázquez	• Arabic
	CU 118	Dr. Augustyn	• German
12:00 – 1:00	CU 2nd floor Atrium		Lunch
1:00 – 2:00			**Introduction to the textbook website**
	CU 119	Dr. White	• Spanish
	GS 202	Dr. Blattner	• French and Italian
	CU 118	Dr. Augustyn	• German
2:00 – 4:00			**Canvas training and updates**
	GS 207	Dr. White	• Spanish
	GS 202	Dr. Blattner	• French and Italian
	CU 118	Dr. Augustyn	• German

Wednesday, August 15, 2018

8:30 – 9:00	CU 2nd floor Atrium		Coffee and Bagels
9:00 – 10:00			**Hybrid Model teaching demonstrations**
	CU 119	Dr. White	• Spanish
	CU 118	Dr. Blattner	• French and Italian
	CU 120	Dr. Augustyn	• German
10:00 – 11:30			**Lesson planning**
	CU 119	Dr. White	• Spanish
	CU 118	Dr. Blattner	• French and Italian
	CU 120	Dr. Augustyn	• German
11:30 – 12:30			**Micro-teaching preparation**
	CU 119	Dr. White	• Spanish
	CU 118	Dr. Blattner	• French and Italian
	CU 120	Dr. Augustyn	• German
1:00 – 4:00	Live Oak Pavilion		University-wide New Graduate Student Orientation

Thursday, August 16, 2018

8:30 – 11:30	CU 232F		Syllabi compilation
	CU 321A		Onboarding (Student employment and contract signing)
11:30 – 12:30	CU 2nd floor Atrium		Lunch
12:30 – 2:30			Micro-teaching
	CU 121	Dr. White	• Spanish
	CU 118	Dr. Blattner	• French and Italian
	CU 120	Dr. Augustyn	• German
2:30 – 4:00			SITA presentations for international students only

Friday, August 17, 2018

8:30 – 3:30	Student Union		University-wide New Graduate Teaching Assistant Workshop

New graduate students (whether full-time or part-time; whether a GTA or not).
New and returning graduate teaching assistants.
New graduate teaching assistants.
All graduate students (whether new or returning; whether full-time or part-time; whether GTA or not).
Faculty, instructors, adjuncts and graduate teaching assistants teaching basic language courses.
Faculty, instructors, adjuncts and all graduate students are invited to lunch and to coffee and bagels each day.

FAU

DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University

Department of Languages, Linguistics, and Comparative Literature

Graduate Student Academic Workshop

Fall 2018

I. **Welcome:** Dr. Nancy Poulson, Director of Graduate Studies in the Department of Languages, Linguistics, and Comparative Literature

II. **Overview of Graduate Program:** See LLCL website for details concerning the academic programs: http://fau.edu/artsandletters/llcl/graduate/. Also, see LLCL website for full faculty profiles: http://fau.edu/artsandletters/llcl/faculty/faculty-profiles/.

The MA in LLCL has six concentrations:

1. Spanish: thesis and non-thesis options
2. Teaching of Spanish: non-thesis option
3. French: thesis and non-thesis options
4. Teaching of French: non-thesis option
5. Linguistics: thesis and non-thesis option
6. Comparative Literature: thesis and non-thesis options

III. **Degree Requirements:**

A. Course Requirements

B. Reading Lists: There are specific reading lists that you will need to prepare in the following concentrations:

1. Spanish
2. Teaching of Spanish
3. French
4. Teaching of French
5. Comparative literature with a French concentration
6. Comparative literature with an Italian concentration
7. Comparative literature with a Spanish concentration
8. Linguistics

The reading lists in comparative literature will be personalized to a certain degree. Depending on your areas of concentration, you will prepare a supplemental reading list in collaboration with a faculty member with expertise in the secondary area.

C. Plan of Study: You must fill out your plan of study before the end of the second semester of course work. If you already have an approved Plan of Study on file at the Graduate College, you should make sure that if you have made any changes, you submit a Revision to the Plan of Study. If you do not have an approved Plan of Study, you must submit your Plan of Study online.

Graduate students will submit their Plans of Study electronically using a system called MyPOS.
To access my POS: 1. Log in to your MyFAU account at https://myfau.fau.edu/ 2. Click on the Graduate College Tab in top row 3. Click on the MyPOS icon in the top left corner of the screen 4. Follow the prompts
My POS Quick Guide

D. Comprehensive Exam

1. Non-thesis option – written exam: the written comprehensive exam on the reading lists will be scheduled on Monday of the sixth week and Monday of the seventh week of class from 12:00 – 4:00 pm. Students who do not pass all sections of the written exam may retake the written exam only once. The faculty reserves the right to ask for an oral exam follow up to the written exam in some cases.

2. Thesis option – oral exam: The oral comprehensive exam for students in the thesis option will be scheduled during the seventh week of the third semester of full-time study. This exam is on the reading list. After revising the thesis prospectus in collaboration with the Thesis Director, the final version of the thesis prospectus should be distributed to the entire committee by the date of the oral exam so that the committee members have two weeks to review it prior to the thesis prospectus defense. After successfully passing the oral comprehensive exam, the student will defend his/her thesis prospectus during the ninth week of the third semester.

E. IMPORTANT DEADLINES: You are responsible for ensuring that you meet all of the university deadlines related to your studies.

F. MA Thesis: Students who wish to pursue the thesis-option must apply for approval. See the Application for the Thesis Option for details.

1. Why a thesis?
2. Graduate Thesis Guide: http://www.fau.edu/graduate/forms-and-procedures/degree-completion/thesis-and-dissertation/Thesis%20Dissertation%20Guidelines_Effective%20Summer%202014_4-26-2018.pdf

IV. **Graduate Student Resources and Opportunities:**

A. LLCL Teaching Assistantships – for full-time students only: There are a limited number of GTAships each year
B. Graduate Fellowships: http://www.fau.edu/graduate/current-students/fellowships-and-awards.php
C. Graduate College: http://www.fau.edu/graduate/index.php
D. Newly Admitted Graduate Students: http://www.fau.edu/graduate/admissions/newlyadmitted.php
E. Graduate Research and Inquiry Program: http://www.fau.edu/ufsgov/Files/2014_2015/nov_2014/GRIP%20Proposal%20-%20UGC%20Approved.pdf
F. Graduate and Professional Student Association: http://www.fau.edu/sg/programs/university-wide/gpsa/
G. Interdisciplinary Studies Opportunities: https://www.fau.edu/artsandletters/graduate-studies/interdisciplinary-graduate-studies/
H. Honor Societies: http://www.fau.edu/ctl/OpportunitiesForHigh-AchievingStudentsResources.php
I. Clubs and Organizations: https://www.fau.edu/artsandletters/graduate-studies/clubs-and-organizations/
J. Study Abroad as a graduate student
K. Conference Opportunities

V. **Graduate Teaching Assistants:**

A. Balancing teaching and graduate studies
B. Procedures for getting registered and eligible to work:
   1. Register for classes as soon as possible (after seeing the Director of Graduate Studies). Last day for drop and add is August 24, 2018.
   2. New GTAs will receive an e-mail from our office with instructions to fill out an online application and background check. Onboarding FAQs: http://www.fau.edu/hr/warc/new-hire.php.
   3. If you are a new international student, register for the Fall 2018 Immigration Orientation and Immigration Check-in here.
   4. Our Program Assistant, Jackie Carassa, CU 232A, processes the tuition waivers. Waivers cover only 9 credits of tuition each semester.
   5. Do not pay your tuition and fees until the tuition waiver has been processed. However, you must pay your bill by August 27, 2018.
   6. First paycheck for GTAs is August 31, 2018 (if you have signed in on time!!)

7. Get your FAUNet ID as soon as possible https://accounts.fau.edu/. You cannot teach without this account! All your official university correspondence goes to that e-mail. To sign in to your e-mail: https://myfau.fau.edu/cp/home/displaylogin
8. All students are required to obtain the OWL card as it serves as an official photo identification, a debit card, an Owl Bucks card, a library card, a residence hall building key, a meal card for those who have meal plans, and a ticket to many FAU events, including sporting events. You will need to present your OWL card to receive the benefits of the many services offered at FAU. http://www.fau.edu/business-services/owl-card/

C. Parking Permits: GTAs are considered students and not employees. All students are required to pay a Transportation Access Fee at the time of registration to be paid along with their tuition. To obtain your student ePermit, please visit the parking portal at https://fau.nupark.com/portal/Account/Login?ReturnUrl=%2fportal and log in with your FAUNet ID.

D. Policy on the Annual Renewal of Graduate Teaching Assistantships https://canvas.fau.edu/courses/54409/files/folder/Material%20for%20Graduate%20Teaching%20Assistants%20Only?preview=13509449

VI. **Graduate Advising:** The Director of Graduate Studies advises all graduate students each semester. Advance registration for Spring 2019 begins October 29, 2018. Beginning October 15, 2018, please contact Kamela Ibrahim (kibrahim@fau.edu) (561.297.3860) to make an appointment with me for advising. It is important that you schedule an advising appointment each semester that you are in the program. If you wish, you are welcome to consult with faculty in your discipline prior to meeting with me. The Chair constantly monitors enrollment figures during the weeks prior to the start of each semester. Therefore, I suggest that you advance register as soon as possible after your advising appointment to ensure that courses are not cancelled due to lack of enrollment.

FLORIDA ATLANTIC UNIVERSITY GRADUATE COLLEGE

Graduate Student Life

Services and Programs

Services

Graduate College Recruitment

The Graduate College provides prospective graduate students with individualized and group information sessions; including office appointments, monthly information sessions, a recruitment workshop, and an annual open house.

Graduate College Admissions

The Graduate College provides admission support to applicants and colleges as well as residency classification to new applicants and colleges at FAU.

New Graduate Student Orientation

Led by the Graduate College, with assistance from the Graduate and Professional Student Association, orientation includes what to expect as a graduate student, academic and social opportunities, graduate student policies and procedures, and information on available student services.

Graduate Teaching Assistant Workshops

To help newly-appointed graduate teaching assistants prepare for their teaching experience in our undergraduate classrooms and laboratories, the Florida Atlantic University Graduate College sponsors a mandatory Graduate Teaching Assistant (GTA) Workshop each fall and spring.

Seminar for International Teaching Assistants (SITA)

SITA is a multi-purpose program designed to prepare international graduate students to teach undergraduate students at FAU provided by International Student and Scholar Services that the Graduate College supports through marketing initiatives.

Student Financial Reviews for Graduate Assistants

The Graduate College provides information regarding the opportunities for graduate students to work closely with faculty members and undergraduate students in teaching, research, or administrative environments. Financial reviews are provided to breakdown the total cost of graduate education for which students are billed, such as tuition and fees.

Full-Time Status Equivalency

The Graduate College advises graduate students on the eligibility criteria to be classified as full-time with a reduced course load.

Academic Planning

Graduate College Forms: The Graduate College provides advising services to faculty, staff, and students related to the timely and accurate submission of required Graduate College Forms. These forms include: Plan of Study, Revision, Candidacy, Academic Progression Plans, Requests to Waive University Requirements, Changes to Thesis and Dissertation Committees, and Application for Degree.

Thesis and Dissertation Manuscript Reviews

The Graduate College provides up to two courtesy format reviews for one's thesis or dissertation.

Graduate Degree Completion

The Graduate College provides support to colleges and students by reviewing each graduate student's transcript at time of graduation to ensure that all degree requirements have been met.

Masters *En Passant*

The Graduate College works with various colleges to support students earning a "master's along the way" to a Ph.D., by means of advising, processing, and degree completion tracking.

Graduate and Professional Student Association (GPSA) Co-Advising

The Graduate College supports student success and support efforts through the advising of the GPSA. The GPSA is a student organization that advocates for graduate and professional students across FAU.

Programs

Graduation Celebrations

The Graduate College and the Graduate and Professional Student Association (GPSA) provide receptions on the days of commencement for graduates earning a master's, specialist, or doctoral degree. Graduates and their family are invited to enjoy light refreshments, music, and a photo booth to capture the memory. Gifts are also provided to the graduates. Owlsley and numerous faculty attend each reception to congratulate the graduates.

Graduate Fellowship Awards Reception

The Graduate College administers the application and award process for several graduate fellowships, including the Alice Griffin AAUW Graduate Fellowship, Delores A. Auzenne Fellowship, Dissertation Year Awards, Graduate Diversity Fellowship, Graduate Fellowship for Academic Excellence, McKnight Doctoral Fellowship, and the Newell Doctoral Fellowship.

Professional Development Workshops

Counseling and Psychological Services presents several Professional Development workshops, such as Healthy Communication, Stress Management, and Finding Balance in Graduate School and Work Life, that the Graduate College supports through marketing initiatives.

Scholarly Writing Workshops

The Graduate College offers a series of Scholarly Writing Workshops on topics such as Presenting Scholarly Work, Producing Scholarly Publications, and Developing Theses & Dissertations.

Graduate and Professional Research Day

Sponsored by the Graduate and Professional Student Association (GPSA), Research Day is an excellent opportunity for graduate and professional students to showcase their research and receive constructive feedback from faculty and peers.

Responsible Conduct of Research Workshops

RCR workshops are provided by the Division of Research on various topics, including: Conflict of Interest; Protection of Human Subjects and Welfare of Research Animals; Responsible Authorship & Publication, Peer Review and Mentor/Mentee Responsibilities; Data Management Practices, Research Misconduct and Collaborative Research. The Graduate College supports these workshops through marketing initiatives.

Graduate College Open House

At the Graduate College Open House, students have the opportunity to learn why FAU should be the first choice for graduate education.

Information Sessions

The Graduate College hosts monthly Information Sessions for prospective graduate students. The sessions provide an overview of the graduate admissions process and financial aid. The event includes presentations from several departments including the Graduate College, Testing and Evaluation, Test Preparation, and the Office of Student Financial Aid.

Recruitment Workshop

The annual Recruitment Workshop is a program that presents enrollment management information to graduate academic departments. The event also provides funding opportunities for academic departments through the Graduate Recruitment Grant and Graduate Recruitment Fellowship programs.

Newsletters

The Graduate College provides monthly newsletters to students, faculty, and staff, to keep each group informed on upcoming graduate events, deadlines, university initiatives, and happenings on campus.

Graduate Research and Inquiry Program (GRIP) Grants

The Graduate College developed the GRIP Grant program to assist and encourage doctoral, masters, and professional students by providing funding for scholarly research projects.

Thesis and Dissertation Formatting Workshops

The Graduate College offers workshops each semester on Thesis and Dissertation writing and how to properly format a Thesis or Dissertation.

For more information, visit: fau.edu/graduate

FAU

DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University

Important Deadlines for Graduation

We would like to remind every student that it is your responsibility to make sure there is an approved Plan of Study on file by the deadline date with Degree Completion Services at the Graduate College. The same applies to any form you submit to this office. Filling out any form on the day it is due may result in a delay of your graduation, as forms must be on file and **APPROVED** by the deadline date. If your Plan of Study is not approved by the deadline date, please submit a petition form 10 "Request to Waive a University Regulation" for a "Late Plan of Study."

Graduate College Forms: http://www.fau.edu/graduate/forms-and-procedures/index.php Once you click on the form that pertains to you, the instructions for that form, as well as FAQ, examples, and tutorial are provided. To check the status of forms that have been sent to the Graduate College, please e-mail graduatesupport@fau.edu and include your Z-number.

Graduate Calendar: http://fau.edu/graduate/forms-and-procedures/student-deadlines.php

Academic Calendar (Office of the Registrar):
http://www.fau.edu/registrar/registration/calendar.php

Deadlines for Fall 2018 Graduation

Deadlines for the Department of Languages, Linguistics, and Comparative Literature are in red.

Deadlines for the Graduate College are in blue.

1. Plan of Study on file and **APPROVED** by August 7, 2018
2. Application for Degree **APPROVED** by September 7, 2018
3. Revision to **EXISTING APPROVED** Plan of Study by October 1, 2018
4. Last day to get copies of the finished thesis to members of committee: October 22, 2018
5. Last day to defend thesis: November 9, 2018
6. Signed copies of corrected thesis must be in Dean Horswell's office by November 12, 2018
7. Doctoral Dissertation final draft and final signature page on bond paper by Nov 12, 2018
8. Master's Thesis final draft and final signature page on bond paper by Nov 19, 2018

9. Final Package for Thesis by November 19, 2018
10. Final Package for Dissertation by November 12, 2018

Deadlines for Spring 2019 Graduation

Deadlines for the Department of Languages, Linguistics, and Comparative Literature are in red.

Deadlines for the Graduate College are in blue.

1. Plan of Study on file and **APPROVED** by December 14, 2018
2. Application for Degree **APPROVED** by January 25, 2019
3. Revision to **EXISTING APPROVED** Plan of Study by February 18, 2019
4. Last day to get copies of the finished thesis to members of committee: March 11, 2019
5. Last day to defend thesis: March 29, 2019
6. Signed copies of corrected thesis must be in Dean Horswell's office by April 1, 2019
7. Doctoral Dissertation final draft and final signature page on bond paper by April 1, 2019
8. Master's Thesis final draft and final signature page on bond paper by April 8, 2019
9. Final Package for Thesis by April 8, 2019
10. Final Package for Dissertation by April 1, 2019

Deadlines for Summer 2019 Graduation

During summer semesters, the Department of Languages, Linguistics, and Comparative Literature does not administer written comprehensive exams, and typically faculty are not available to serve on thesis committees.

Deadlines for the Graduate College are in blue.

1. Plan of Study on file and **APPROVED** by
2. Application for Degree **APPROVED** by May 31, 2019
3. Revision to **EXISTING APPROVED** Plan of Study by
4. Doctoral Dissertation final draft and final signature page on bond paper by
5. Master's Thesis final draft and final signature page on bond paper by
6. Final Package for Thesis by July 15, 2019
7. Final Package for Dissertation by July 8, 2019

APPENDIX E: FACULTY GOVERNANCE

DEPARTMENT OF LANGUAGES, LINGUISTICS AND COMPARATIVE LITERATURE

CRITERIA FOR ANNUAL EVALUATION OF FACULTY

Adopted by faculty on April 24, 2009

Amended on November 6, 2009
Amended on November 12, 2010
Amended on December 3, 2010
Amended on October 10, 2015
Amended on September 21, 2017; presented to faculty for adoption

All tenure-line faculty are expected to excel in all assigned areas, and in a typical year, faculty will have assignments in all three areas: Teaching, Research, and Service. Although each element in these categories will be rated on its own merits and quality, consideration will be based generally on the following evaluation guidelines in each category.

All evaluations are predicated on annual assignments. Tenure-line faculty should note that the Department values published research, and they should also regularly consult the Department's Criteria for Promotion and Tenure.

Faculty ratings are determined by the Chair in consultation with the department's annually elected Promotion and Tenure Committee, one of whom shall be the department's representative to the College's Promotion and Tenure Committee.

Each Spring semester, each faculty member will submit a written Annual Faculty Report detailing his or her activities during the preceding contract period in the three categories of Teaching, Research and Service. Faculty are rated in each of the three categories according to the following scale: Exceptional/Excellent; Outstanding/Above Satisfactory; Good/Satisfactory; Needs Improvement/Below Satisfactory; Unsatisfactory. Any area in which a faculty member had no formal assignment will be noted as Not Assigned. On the basis of these ratings, an overall annual evaluation rating shall be determined as described in section D below.

A. TEACHING

Teaching includes such matters as achieving course objectives and remaining current in knowledge of the field, new courses initiated, numbers of courses and preparations, assistance to students outside class through advising and mentoring, caliber and frequency of thesis and dissertation direction, supervision of teaching staff including close mentoring of graduate teaching assistants, as well as student and peer evaluations of teaching. Documentation of teaching performance may include, but is not restricted to, the following materials:

1. Course syllabi, including course objectives, and course web sites.

2. Titles of theses and dissertations for which instructor has served as director or reader, including student names and state of progress.
3. Evidence of curriculum/program development including the substantial revision of currently offered courses and the documented development of new courses and teaching materials.
4. Report from invited peer-review.
5. List of teaching and/or advising awards, with copies of letters and announcements.
6. List of GTAs and interns supervised, by course and semester.
7. Student evaluation data, by course and semester.
8. Participation in pedagogy workshops, with dates and descriptions, or presentations concerning teaching methods.
9. Titles of courses offered as Directed Independent Study, with names of students and semester taught.
10. List of students advised, by semester.
11. List of interdisciplinary courses, by semester.
12. List of freshman honors seminars, SLS and WAC courses taught, by semester.
13. List of Honors in the Major theses, curriculum compacts, and other honors enrichments directed or undertaken, including student names and state of progress, by semester.
14. List of Academic Service-Learning (AS-L)-enriched courses taught and/or specific AS-L and other community/classroom initiatives undertaken, by semester.
15. Self-critique of videotaped classes, with copies of DVD.
16. List of grants obtained in support of curricular and pedagogical development, by amount, term, and name of funding agency.
17. List of guest lectures in colleagues' courses, by course, title, and date, with a copy of the invitation.

Ratings will reflect the faculty member's ability to communicate subject matter and stimulate student interest; achieve the objectives of the course; remain current in knowledge of the field; demonstrate commitment to good teaching and concern for improving teaching methods and developing new approaches in existing courses; assist students, including availability outside class. Statistical student evaluations will, following the University's Promotion and Tenure Guidelines, use replies to Question 6 on the SPOT form. In the case of exceptional circumstances (such as large classes, disruptive students, hurricanes, etc.), the faculty member may submit additional supporting data in narrative or statistical form to assist the committee in interpreting the numbers.

Exceptional:
The rating of Exceptional reflects the highest level of performance. Ordinarily the statistical mean on the SPOT evaluations (on Question 6 as stipulated in the university's Promotion and Tenure guidelines) will be 1.6 or better (lower).

Outstanding: The rating of Outstanding reflects a high level of performance. Ordinarily the statistical mean on the SPOT evaluations (on Question 6 as stipulated in the university's Promotion and Tenure guidelines) will be between 1.61 and 2.0.

Good: The rating of Good reflects a good level of performance. Ordinarily the statistical mean on the SPOT evaluations (on Question 6 as stipulated in the university's Promotion and Tenure guidelines) will be between 2.1 and 2.5.

Needs improvement: The rating of Needs improvement reflects a level of performance that should be improved. Ordinarily the statistical mean on the SPOT evaluations (on Question 6 as stipulated in the university's Promotion and Tenure guidelines) will be between 2.51 and 3.0.

Below Satisfactory: The rating of Below Satisfactory reflects less than adequate performance. Ordinarily the statistical mean on the SPOT evaluations (on Question 6 as stipulated in the university's Promotion and Tenure guidelines) will be 3.1 or worse (higher).

B. RESEARCH

Given the multi-disciplinary nature of the department, types of research will vary. Research is assessed according to the quality of each publication, and will be weighed against the time assigned for research in the faculty member's annual assignment.

Exceptional: A rating of Exceptional will be demonstrated by production of REFEREED works, as follows: at least one (1) from CATEGORY 1; or one (1) from CATEGORY 2 and one (1) from CATEGORY 3.

OUTSTANDING: A rating of Outstanding will be demonstrated by production of at least one (1) item from CATEGORY 2; or two (2) items from CATEGORY 3.

GOOD: A rating of Good will be demonstrated by production of at least one (1) item from CATEGORY 3; or two (2) items from CATEGORY 4.

NEEDS IMPROVEMENT: A rating of Needs Improvement will be demonstrated by the production of one (1) item from CATEGORY 4.

UNSATISFACTORY: Lack of production of any of the above items during the review period.

CATEGORY 1 (credit received for 2 years for Items 1-4, and 1 year for Item 5)

1. single-authored scholarly books and monographs
2. co-authored scholarly books and monographs
3. book-length critical editions
4. textbooks
5. articles in highly selective journals

CATEGORY 2

1. chapters in scholarly books
2. edited books of original scholarly essays
3. articles in other scholarly journals
4. articles in proceedings
5. scholarly translations of books or other major works

CATEGORY 3

1. edited volumes of conference proceedings
2. substantially expanded or revised editions of previously published books, including self-translations
3. authored and co-authored software and other media publications
4. book reviews, notes, encyclopedia entries, and interviews in top-ranked scholarly journals
5. national and international grants and fellowships
6. state and local grants and fellowships
7. papers presented at top-ranked national and international conferences or professional meetings
8. invited lectures given at other academic institutions

CATEGORY 4

1. creative literary work
2. translations of shorter texts (e.g., articles, stories, poetry, etc.)
3. papers presented at regional, statewide, and local conferences or professional meetings
4. presentation at a community event
5. non-refereed single-authored and co-authored scholarly books and monographs
6. non-refereed chapters in scholarly books
7. non-refereed edited books of reprinted scholarly essays
8. non-refereed edited conference proceedings
9. non-refereed scholarly translations of books
10. non-refereed articles in other scholarly journals, including online journals
11. non-refereed authored and co-authored software and other media publications
12. non-refereed book review articles or essays
13. documentation of recent effort on work in progress

Any co-authored work should be accompanied by a statement from the other author(s) specifying the percentage of each contributor's effort.

A book (defined as items 1, 2, and 3 above) will count in BOTH the year it is accepted for publication and in the year that it is published. If a book is accepted and published in the same year, it counts as Excellent for two years. All other publications may count in EITHER the year they are accepted OR the year they are published – they will NOT be counted twice.

Outstanding: A rating of Outstanding will be demonstrated by production of at least one of the following items:

10. edited conference proceedings
11. scholarly translations of books
12. substantially expanded or revised editions of previously published books, including self-translations
13. authored and co-authored software and other media publications
14. book review articles or essays
15. national and international grants and fellowships
16. state and local grants and fellowships
17. papers presented at top-ranked national and international conferences or professional meetings
18. invited lectures given at other academic institutions

Production of several items from the above list may qualify for a higher rating.

Good: A rating of Good will be demonstrated by production of at least one of the following:

19. creative literary work
20. translations of shorter texts (e.g. articles, stories, poetry, etc.)
21. papers presented at regional, statewide and local conferences or professional meetings
22. book reviews, notes, encyclopedia entries and interviews in top-ranked scholarly journals
23. non-refereed single-authored and co-authored scholarly books and monographs
24. non-refereed chapters in scholarly books
25. non-refereed edited books of reprinted scholarly essays
26. non-refereed edited conference proceedings
27. non-refereed scholarly translations of books
28. non-refereed articles in other scholarly journals, including online journals
29. non-refereed authored and co-authored software and other media publications
30. non-refereed book review articles or essays
31. documentation of recent effort on work in progress

Production of several items from the above list may qualify for a higher rating.

Needs Improvement: Lack of production of any of the above items during the review period.

Unsatisfactory: Lack of production of any of the above items during the review period and the preceding two years.

C. SERVICE

Because the Department of Languages, Linguistics and Comparative Literature offers multiple degree programs (at the BA and MA levels), in addition to participating in numerous certificate programs as well as the Ph.D. Program in Comparative Studies, faculty service assignments vary widely. Most faculty participate in more than one program in the department, and often participate in interdisciplinary college and university programs. The proportion of service in one's assignment has to be an important consideration in making the evaluation. (For example, Assistant Professors are typically given a limited service assignment.) It is the faculty member's responsibility to inform the Chair of any change in the service assignment. Each faculty member should indicate the actual time commitment involved in each service category, in the service table on the annual evaluation form. Be sure to indicate your role in the activity (e.g., Chair, Member) and the approximate time required by it (e.g., "3 hours a week"). Also indicate which activities, if any, were supported by a reduced teaching assignment.

Exceptional: A rating of Exceptional/Excellent will indicate outstanding performance in the assigned service from among such service activities as those listed below. Faculty member goes well beyond the minimum expectations of the assignment, provides extraordinary leadership, or takes on and completes with success an extraordinary project.

Outstanding: A rating of Outstanding/Above Satisfactory indicates very good performance in the assigned service from among such service activities as those listed below. Faculty member makes a clear contribution through his or her service above the minimum expectations of the assignment.

Good: A rating of Good/Satisfactory reflects an adequate performance in the assigned service from among such service activities as those listed below. Faculty member meets but does not exceed expectations of the assignment.

Needs Improvement: A rating of Needs Improvement/Below Satisfactory reflects weak performance in the assigned service from among such service activities as those listed below. Faculty member does not meet the expectations of the assignment.

Unsatisfactory: A rating of Unsatisfactory reflects the failure to perform the assigned service activities during the review period.

Examples of service activities include (but are not limited to):

a. DEPARTMENTAL SERVICE

1. heading a departmental program
2. chairing or serving on a search committee

3. developing or conducting study abroad programs (planning, supervising, and teaching)
4. coordinating the administration of Master's oral and written examinations
5. membership on department standing or *ad hoc* committee
6. directing Student Club or Honor Society
7. building the university library collection in one's discipline

b. COLLEGE AND UNIVERSITY SERVICE

1. directing an interdisciplinary certificate program
2. chairing college or university committee
3. membership on college or university committees, College Faculty Assembly, or University Senate
4. planning and organizing a special event
5. fundraising

c. PROFESSIONAL SERVICE

1. editing or serving as officer of a professional journal
2. serving as officer of a professional organization
3. organizing national and international seminars and colloquia
4. organizing regional and local seminars and colloquia
5. serving as manuscript reviewer for a publisher or scholarly journal
6. organizing and chairing a session at a professional meeting
7. chairing session at a professional meeting
8. serving as an outside reviewer for promotion and tenure candidates at other universities

D. OVERALL ANNUAL EVALUATION RATING:

The overall annual evaluation rating is cumulative. It is based on the evaluation in each of three categories of Teaching, Research, and Service. The following numeric value shall be assigned to each level of performance in each of the three categories:

Exceptional:	**5**
Outstanding:	**4**
Good:	**3**
Needs Improvement:	**2**
Unsatisfactory:	**1**

To ensure that the overall rating reflects the individual faculty member's annual assignment, an overall annual evaluation rating shall be determined by multiplying the percentage assigned to the faculty member in each of the areas of Teaching, Research, and Service by the numeric value of the rating (1-5 above) achieved in that area. The three scores shall be added together and the overall annual evaluation rating shall be determined according to the following standards:

Exceptional:	An overall rating of 4.20-5.0.

Outstanding:	An overall rating between 3.4-4.19.
Good:	An overall rating between 2.60-3.39.
Needs Improvement:	An overall rating of 1.80-2.59
Unsatisfactory:	An overall rating of 1.79 or below.

For example, if the annual assignment entails 65% Teaching, 20% Research and 15% Service, and the faculty member earns a rating of Outstanding in Teaching (4), Exceptional in Research (5) and Exceptional in Service (5), the overall annual evaluation rating is calculated as follows:

Teaching =	65% X 4 = 2.60
Research =	20% X 5 = 1.00
Service =	15% X 5 = 0.75

Overall Annual Evaluation Rating = 4.35 = Exceptional

Appendix A: Annual Faculty Report Guidelines
Appendix B: Annual Faculty Report Template

DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

Sustained Performance Evaluation (SPE) Criteria and Procedures

Adopted by faculty on August 21, 2017

According to the Provost's Sustained Performance Evaluation (SPE) memorandum of October 3, 2016 mandating a Sustained Performance Evaluation (SPE), the basis of SPE evaluation is the faculty member's annual performance considered over a broad (7-year) period, with the faculty member's Annual Evaluations from this seven-year period serving as a primary (but not sole) set of reference documents. To this point, the Provost's memorandum also adds that "the SPE is separate and distinct from annual and other employee evaluations in that the evaluation will focus on long-term accomplishments over a period of multiple years." This point is addressed in further detail at the end of this document.

The faculty member under review will provide the following items in the SPE portfolio: (a) a current curriculum vitae; (b) copies of the last seven annual assignments and annual evalutions; (c) a copy of the SPE performance evaluation criteria and procedures of the department; (d) a brief (two- to three-page) narrative of accomplishments in all three areas of teaching, research, and service for the period under review; and if applicable, (e) a copy of the previous SPE report, if such exists.

The SPE portfolio will be reviewed by the departmental personnel committee, which includes all tenured faculty members. In keeping with departmental personnel committee procedures, all members of the personnel committee (both associate and full tenured professors) will discuss and vote on the portfolios of associate professors, whereas only full professors will discuss and vote on the portfolios of full professors.

If the faculty member under review disagrees with the decision of the departmental committee, the dossier will be reviewed by the DFSCAL College Performance Review Committee.

The results of each SPE review will be documented by the chair of the department. Full records of this documentation, including portfolios, will be delivered to and stored in the DFSCAL Dean's Office. The department will also keep a copy of same.

Given that the purpose of the SPE is to measure a faculty member's performance in a holistic sense over a period of seven years, and given that the Provost's SPE guiding memorandum clarifies that each academic unity "shall define expectations for sustained performance among its faculty in the areas of teaching, scholarship, and research," we hereby establish the following point-value ranking system for each Annual Evaluation category in order to establish point-value thresholds for each of the three Provost- mandated SPE evaluative categories of Exceeds Expectations, Meets Expectations, and Fails to Meet Expectations. Please note that in determining a feasible point scale for assessing sustained faculty performance, we proceed from several basic principles:

- That a rating of 'Good' on four Annual Evaluations would equate to the Provost-mandated category of 'Meets Expectations';

- That there is already a formal mechanism in place separate from the SPE—via the Collective Bargaining Agreement—for the formal establishment of a "PIP" (Performance Improvement Plan) that is monitored by the Office of the Provost.

Primary Weighted Scale for SPE Evaluation

There will be a formal point value assigned to each of the current categories of faculty achievement on the Annual Evaluation (see below). We further propose this as the basis for establishing a faculty member's global SPE evaluation score. Because the SPE evaluation covers a seven-year period, the de facto point range would be from 35 at the high end to 7 at the low end.

Based on the premise of equivalency between an overall annual rating of "Good" and an SPE evaluative rating of "Meets Expectations," we propose the following thresholds and ranges for the Provost mandated three tier rating system of the SPE:

Exceptional	5
Outstanding	4
Good	3
Needs Improvement	2
Unsatisfactory	1
Exceeds Expectations	At threshold, and in range, of 21 and up
Meets Expectations	At threshold, and in range, of 17 to 20
Fails to Meet Expectations	16 or below

Examples:

1. **Exceeds Expectations:** A faculty member receives a consistent 'Good' on all seven years of annual evaluation. This rating would give them 3 points for each year over seven years and therefore their score would be 21 points (3 pts for each 'Good' X 7 years = 21 pts). This would put them in the tier of 'Exceeds Expectations'.

2. **Meets Expectations:** A faculty member receives a consistent 'Good' for four of the years (3 pts for each year X 4 = 12 pts), a 'Needs Improvement' for two years (2 pts x 2 years = 4 pts), and an 'Unsatisfactory' for one year (1 pt X 1 year = 1 pt) . Their score would be 17 points. This would put them in the tier of 'Meets Expectations'.

   Note: Our committee discussed various scenarios at length, and determined collectively that whereas three years of performance below a rating of "Good" should most likely not be equated to an overall SPE evaluation of "Meets Expectations," two years of annual

evaluation below the level of "Good" should not make it impossible for a faculty member to earn an overall SPE evaluation of "Meets Expectations." In short, we feel that it is important to emphasize the "sustained" overall performance of a faculty member.

3. **Exceeds Expectations:** A faculty member receives an 'Outstanding' for 7 years. This rating would give them 4 points for each year over seven years and therefore their score would be 28 points.

4. **Exceeds Expectations:** A faculty member receives an 'Outstanding' for 4 years (4 pts for each 'Outstanding' X 4 years = 16 pts) and a 'Good' for three years (3 pts for each year X 3 = 9 pts) therefore earning an overall 25 points.

5. **Exceeds Expectations:** A faculty member receives an 'Outstanding' for 4 years (4 pts for each 'Outstanding' X 4 years = 16 pts) and a 'Good' for two years (3 pts for each year X 2 = 6 pts), and an 'Unsatisfactory' for one year (1 pt for each year X 1 = 1 pts), therefore earning an overall 23 points.

Deriving a Numerical Score for Annual Evaluations Conducted Prior to 2015

Because the SPE evaluative process references a broad span of years, our committee recognizes the need to establish an equivalency chart for annual evaluations conducted prior to 2015 in which there are only four categories of assessment (e.g., Excellent; Above Satisfactory; Satisfactory; Below Satisfactory). We therefore propose the conversion of these prior faculty evaluations to a 5-point evaluation system, with our current criteria for annual evaluation as the guiding document for this translational process. See below for an example:

Excellent (highest category)	5 points
Above Satisfactory	5 points
Satisfactory	4 points
Below Satisfactory (lowest category)	Either 1 or 2 points, based on our current criteria which provide for the distinction between "below satisfactory" (2 points) and "unsatisfactory" (1 point)

Long-Term Accomplishments Not Captured by Annual Evaluations

As stated in the Provost's memorandum, "the SPE is separate and distinct from annual and other employee evaluations in that the evaluation will focus on long-term accomplishments over a period of multiple years." If the SPE candidate has applicable accomplishments in any of the areas of teaching, research, and service which are not fully represented in the annual evaluations, the candidate should address these accomplishments both in the submitted curriculum vitae and in the short narrative. The department's established criteria for annual review and for promotion and tenure may serve as baseline guides for identifying same.

DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

TENURE AND PROMOTION CRITERIA AND PROCEDURES

(Approved Fall 2017)

I. GENERAL POLICY

Faculty members applying for tenure and promotion to higher rank in the Department of Languages, Linguistics, and Comparative Literature of The Dorothy F. Schmidt College of Arts and Letters are evaluated in the three areas of teaching, research, and service.

Tenure shall be considered during the sixth year of continuous service as an Assistant Professor, unless the candidate's letter of offer contains prior academic service credit or the Provost approves the professor's written request for earlier consideration. Such consideration should have the support of the candidate's Chair and faculty colleagues. Tenure without concomitant promotion to Associate Professor will not be considered.

The award of tenure recognizes that the professor so honored is an established member of the academic profession, holding terminal degrees appropriate to the discipline and demonstrating the desire, ability, and commitment necessary to maintain scholarly standing in the discipline. The professor will have contributed to the field of knowledge through published original work and quality teaching in the best traditions of the professoriate. Tenure implies a long-term commitment by the department, the college, and the university to the professor, based upon the expectation of continued excellence in publication and teaching appropriate to the needs of the department, the college, and the university. A candidate for tenure will also have demonstrated willingness and ability to serve the department, the college, and the university through service on administrative committees and other forms of university governance. Persons receiving tenure will have attained the qualifications for the rank of Associate Professor in the department.

Any untenured member of the faculty may request an informal review of tenure prospects with the Department Chair at any time. Prospective candidates should consult the current issue of the University Promotion and Tenure Guidelines, in order to acquaint themselves with expectations for tenure and for promotion at each rank.

If a candidate is applying for both tenure and promotion to Associate Professor, the applications will usually be considered at the same time, but they require separate votes, one for tenure and one for promotion. The review and vote on the promotion must precede the vote on tenure, since no candidate who does not meet the relevant criteria for promotion to Associate Professor is eligible for tenure.

Meeting these minimum standards, as outlined in III.C.1.2.3., allows consideration of, but does not guarantee, promotion and tenure. The department expects all candidates to exceed these minimum standards.

II. THIRD-YEAR REVIEW

A faculty member appointed without tenure shall be formally reviewed by an *ad hoc* Third-Year Tenure Review Committee for the purpose of evaluating the professor's progress toward tenure in the three categories of teaching, research, and service. This review shall be in addition to the normal annual review in that year and shall be advisory to the Department Chair in evaluating the candidate's progress toward tenure. No vote of the tenured faculty will be taken, because the primary purpose is to provide the professor with an evaluation of progress and constructive advice about specific needs for improvement, if any.

The Third-Year Review will take place during the Spring term of the faculty member's third year of employment. It will be done in the Spring term of the first year of employment for those who are granted two years toward tenure at the time of hire and the Spring of the second year for those who are granted one year at the time of hire. Candidates are advised to begin assembling materials in the Fall term prior to the term of the portfolio's submission. The Third-Year Review portfolio will be assembled by the candidate and submitted to the Department Chair by the end of the second week in January. It will contain everything required in the university's "Tenure Portfolio Guidelines" except the letters of evaluation.

The Third-Year Review will be conducted by an *ad hoc* committee consisting of three members, two of whom will be elected from among the faculty tenured in the department. A third member will be appointed by the Department Chair from among the tenured members of the department faculty. The three members will elect one of their number to chair the Third-Year Review committee.

The committee will review the portfolio, and the chair of the Third-Year Review committee will write a report of the discussion, evaluating the candidate's performance in teaching, in research, and in service. The report should accurately summarize the different points of view expressed during the discussion and solicited from the department. It should describe the perceived strengths and weaknesses of the candidate's record rather than reporting on who said what. No vote is expected or required. The goal of this process is to provide useful information to the candidate about his or her progress. The committee's report will include a summary assessment of the faculty member's progress toward tenure, including a clearly negative or clearly positive conclusion; if negative, the report will include either a recommendation of specific steps to be taken by the candidate to improve tenure prospects or a recommendation to the Chair for non-renewal of the contract.

A copy of this report will be provided to the professor under review and the Department Chair, and will be made available to the tenured members of the department. The Department Chair and the faculty member must sign the report, indicating that they have received it. The Third-Year Review committee will then

meet with the faculty member under review, who will be invited to discuss his or her progress.

The Department Chair shall write a letter evaluating the candidate's progress toward tenure, considering the candidate's record, the departmental evaluation, and the relevant criteria. If the candidate chooses, he or she may respond to the report within five business days and include the response in the portfolio. The Department Chair forwards the portfolio with the relevant letters to the College Promotion and Tenure Committee.

III. TENURE

A. GENERAL POLICY

Tenure recognizes that the faculty member has attained a position in the discipline appropriate for a long-term member of the academic world. This includes active and creative participation in the growth of knowledge in the candidate's field through a commitment to publishing scholarship at a high level, the ability and willingness to communicate knowledge through quality teaching and dedication to the profession and institution demonstrated by active university service.

The evaluation of candidates for promotion and tenure shall reflect their assignments and, with reference to those assignments, be based primarily on their accomplishments in teaching, research, and other scholarly or creative work, and service/administration.

B. APPLICATION PROCESS

When it is determined that a faculty member wishes to apply for tenure, a list of potential referees who are preferably Full or Emeritus Professors from Ph.D. granting institutions or nationally recognized four-year colleges should be compiled by the Chair and the candidate, in consultation with the senior faculty in the discipline, by the second week of January of the candidate's fifth year. The candidate shall have the opportunity to review the list for any conflicts of interest. From this list, the Chair shall solicit, at a minimum, five current letters from referees outside the university. The portfolio cannot move forward if fewer than five letters are received. These should be letters from independent experts in the field who can evaluate the faculty member's work; letters from co-authors, dissertation advisors, and personal friends are never appropriate. All letters received must be included in the portfolio.

The candidate should prepare two copies of the complete portfolio (and hold a third aside as a back-up) following the most recent memorandum from the Provost on Promotion and Tenure Materials and the college's Promotion and Tenure Guidelines in every particular, and submit them to the Chair. Ultimately, one copy of the portfolio remains with Academic Affairs and one with the department. The three major divisions of the portfolio reflect the candidate's faculty assignments in teaching, research, and service.

C. CATEGORIES OF EVALUATION

1. TEACHING

Teaching includes such matters as achieving course objectives and remaining current in knowledge of the field, new courses initiated, numbers of courses and preparations, assistance to students outside class through advising and mentoring, caliber and frequency of thesis and dissertation direction, supervision of teaching staff including close mentoring of graduate teaching assistants, involvement in undergraduate research, Honors in the Major and honors compacts, inclusion of academic service-learning and other forms of relevant community engagement in the teaching context, as well as student and peer evaluations of teaching.

At a minimum, the candidate should demonstrate above-satisfactory teaching through SPOT evaluations at or above the departmental mean, peer-review of the candidate's teaching, and evidence of participation in a substantial number of pedagogical activities documented by such materials as:

1. course syllabi, including course objectives, and course web sites.
2. titles of theses and dissertations for which instructor has served as director or reader, including student names and state of progress.
3. evidence of curriculum/program development including the substantial revision of currently offered courses and the documented development of new courses and teaching materials.
4. report from invited peer-review.
5. list of teaching and/or advising awards, with copies of letters and announcements.
6. list of GTAs and interns supervised, by course and semester.
7. student evaluation data, by course and semester.
8. participation in pedagogy workshops, with dates and descriptions, or presentations concerning teaching methods.
9. titles of courses offered as Directed Independent Study, with names of students and semester taught.
10. list of students advised, by semester.
11. list of interdisciplinary courses, by semester.
12. list of courses and other forms of teaching engagement linked to undergraduate research, including (but not limited to) courses with honors compacts, courses for Honors in the Major, and courses with a formal research-intensive (RI) designation.
13. list of courses involving academic service-learning, and/or other relevant forms of community engagement.
14. list of freshman honors seminars, SLS and WAC courses taught, by semester.

15. self-critique of videotaped classes, with copies of DVD.
16. Evidence of grants applied for, whether obtained or not, in support of curricular and pedagogical development, and/or collaborative faculty/student research, listed by amount, term, and name of funding agency.
17. list of guest lectures in colleagues' courses, by course, title, and date, with a copy of the invitation.

2. RESEARCH

Given the multi-disciplinary nature of the department, types of research will vary. Research is assessed according to the quality of each publication. Tenure requires achieving a research profile appropriate for a long-term member of the academic world.

At a minimum, this achievement will be demonstrated by either:

1. scholarly publication of one (1) item as described in a.1 and two (2) other works from a.2 and/or a.3;

2. or five (5) publications as described in a.2 below.

In addition, the department expects evidence of ongoing research activity as outlined in a.3, a.4, b, c, and d below.

a. REFEREED WORKS

Category 1:

1. single-authored books and monographs
2. co-authored scholarly books and monographs
3. book-length critical editions

Category 2:

4. textbooks
5. articles in highly selective outlets such as top-ranked national and international journals and proceedings
6. chapters in scholarly books
7. edited books of original scholarly essays
8. edited conference proceedings
9. scholarly translations of books
10. substantially expanded or revised editions of previously published books, including self-translations

Category 3:

11. articles in other scholarly journals

12. authored and co-authored software and other media publications
13. papers presented at top-ranked regional, national and international conferences or professional meetings
14. book review articles or essays

Category 4:

15. papers presented at statewide and local conferences or professional meetings
16. book reviews, notes, and interviews in top-ranked scholarly journals
17. creative literary work
18. translations of shorter texts (e.g. articles, stories, poetry, etc.)

b. GRANTS, FELLOWSHIPS, AND CONTRACTS

1. List of national and international grants and fellowships applied for, whether obtained or not, by title, amount, term, and name of funding agency.
2. List of state and local grants and fellowships applied for, whether obtained or not, by title, amount, term, and name of funding agency.
3. Internal FAU grants applied for, whether obtained or not, by title, amount, term, and name of funding source.

c. NON-REFEREED WORKS

1. single-authored and co-authored scholarly books and monographs
2. chapters in scholarly books
3. edited books of reprinted scholarly essays
4. edited conference proceedings
5. scholarly translations of books
6. articles in other scholarly journals, including online journals
7. authored and co-authored software and other media publications
8. creative literary work
9. translation of shorter texts (e.g. articles, stories, poetry, etc.)
10. papers presented at statewide and local conferences or professional meetings
11. book reviews, notes, and interviews in top-ranked scholarly journals
12. book review articles or essays

Note that in the field of Linguistics, Proceedings are often considered major publications, and published Proceedings of leading Linguistics societies should be ranked as a.2 above.

d. RESEARCH IN PROGRESS

Summaries of research activities and/or portions of an individual's work in progress should be submitted as part of the dossier; it is understood that this can be a very significant category for evaluation and such material will be evaluated on its merits.

3. SERVICE

Faculty service assignments vary widely because the Department of Languages, Linguistics, and Comparative Literature offers an undergraduate and graduate degree with different disciplinary concentrations and participates in the College doctoral program in Comparative Studies. Service assignments often span multiple disciplines and/or programs.

At a minimum, the candidate should demonstrate above-satisfactory performance in the areas of assigned service to the department, college, or university, as well as, possibly, service to the profession and to the community. Examples of service activities include but are not limited to:

a. DEPARTMENTAL SERVICE

1. advising and mentoring majors in a departmental degree program
2. supervising Graduate Teaching Assistants and Adjunct Faculty
3. chairing or serving on a search committee
4. developing or conducting study abroad programs (planning, supervising, and teaching)
5. membership on departmental standing or ad hoc committee(s)
6. directing Student Club or Honor Society
7. building the university library collection in one's own discipline

b. COLLEGE AND UNIVERSITY SERVICE

8. directing an interdisciplinary certificate program
9. chairing a college or university committee
10. membership on college or university committees, College Faculty Assembly, or University Senate
11. planning and organizing a special event, such as a film festival, conference or workshop, symposium, or invited lecture
12. fundraising
13. organizing community outreach events on behalf of FAU
14. participating in FAU outreach events such as open houses, expos, orientations, and visits to high schools and four-year state colleges

c. PROFESSIONAL SERVICE

1. editing or serving as officer of a professional journal
2. serving as officer of a professional organization
3. organizing national and international seminars and colloquia
4. organizing regional and local seminars and colloquia
5. serving as manuscript or abstract reviewer for a publisher, scholarly journal, or professional conference
6. organizing and/or chairing a session at a professional meeting
7. serving as outside reviewer for promotion and tenure candidates at other universities
8. mentoring undergraduate or graduate students in professional activity in discipline, such as conference presentation, journal publication, further graduate studies, preparing grant or other funding applications, and/or entry on the job market

D. REVIEW PROCESS

1. DEPARTMENTAL REVIEW

The Department Chair and the department's elected representative to the College Promotion and Tenure Committee meet with one other member of the tenured faculty nominated by the candidate to review the portfolio for possible omissions, and they may suggest changes. Afterwards, faculty members tenured in the department review the portfolio in advance of a meeting, convened by the Chair, where they discuss the application together. Typically this meeting is chaired by the departmental representative to the College Promotion and Tenure Committee, who prepares the memorandum described below. The tenured faculty vote by secret ballots, one for tenure and one for promotion. The votes are treated separately, with the vote on promotion always preceding the vote on tenure. The Department Chair does not vote. Faculty members should abstain from voting when there is a conflict of interest. Votes cast by email or fax will be considered only if the voting professor has personally reviewed the contents of the portfolio and participated in the discussion. Faculty on sabbatical should make an effort to participate via conference call if they cannot be present.

The faculty member chairing this meeting shall prepare a memorandum reporting the numerical results of the vote of the tenured faculty. This memorandum shall preserve the anonymity of the voting faculty but shall convey the general tenor of the discussion preceding the vote, including, as far as can be ascertained, the reason for the vote. The memorandum shall be sent to the Department Chair, with a copy to the candidate.

All voting on tenure applications will remain confidential. Violation of confidentiality may lead to disciplinary action.

Whether the vote is positive or negative, the candidate may write a brief response to the memorandum within five days of receiving it. The portfolio cannot move forward to the Chair unless the candidate has either provided a written response to the memorandum, has provided a written response to the committee chair that he or she is declining to do so, or has allowed five days to pass without response.

The Department Chair shall write a letter to the Dean of The Dorothy F. Schmidt College of Arts and Letters, reporting the vote of the tenured faculty and summarily recommending for or against promotion and tenure. The Department Chair's letter shall comprise a detailed analysis and evaluation of the candidate's work, citing the department's written criteria and the candidate's annual assignments and performance evaluations. A copy of this letter will then be given to the candidate, who will have five days to respond, if he/she chooses to do so. The portfolio cannot move forward to the College Committee unless the candidate has either provided a written response to the letter, has provided a written response to the Department Chair that he or she is declining to do so, or has allowed five days to pass without response. The Department Chair's letter to the Dean, and the candidate's response (if any), shall be included in the portfolio and forwarded to the College Promotion and Tenure Committee.

2. COLLEGE AND UNIVERSITY REVIEW

After the above departmental review process has concluded, the portfolio goes to the College Promotion and Tenure Committee. The department's elected representative to that committee presents the candidate's case to the Committee. The Chair of the Committee may request additional information or clarification from the Chair of the department, who will obtain it from records or from the candidate or others, as appropriate.

The department's representative does not vote in the College Committee. The Chair of the College Promotion and Tenure Committee prepares a memorandum reporting the numerical results of the vote of the College Committee. As with the departmental committee memorandum, the College memorandum shall preserve the anonymity of the voting faculty but shall convey the general tenor of the discussion preceding the vote, including, as far as can be ascertained, the reason for the vote.

Whether the vote is positive or negative, the candidate may write a brief response to the memorandum within five days of receiving it. The portfolio cannot move forward to the Dean unless the candidate has either provided a written response to the memorandum, has provided a written response to the Chair of the College Committee that he or she is declining to do so, or has allowed five days to pass without response.

The Dean of the Dorothy F. Schmidt College of Arts and Letters shall write a letter of evaluation and assessment to the Provost. The Dean's recommendation will provide a clear statement of support or non-support and will include, if appropriate, an explanation of any special conditions of the application. A copy of this letter will then be given to the candidate, who will have five days to respond, if he/she chooses to do so. The portfolio cannot move forward to the University Committee unless the candidate has either provided a written response to the letter, has provided a written response to the Dean that he or she is declining to do so, or has allowed five days to pass without response. The Dean's letter, and the candidate's response (if any), shall be included in the portfolio and forwarded to the University Promotion and Tenure Committee.

The Provost submits the portfolio to the University Promotion and Tenure Committee for review. Members, including the member from The Dorothy F. Schmidt College of Arts and Letters, vote. The Chair of the University Promotion and Tenure Committee reports the vote to the Provost. The Provost then meets with every candidate for promotion and tenure. If the vote is positive and the Provost concurs, the Provost forwards a recommendation to the President who, if also concurring, forwards a positive recommendation to the Board of Trustees.

IV. PROMOTION

A. PROMOTION TO ASSOCIATE PROFESSOR

1. GENERAL POLICY

Like the awarding of Tenure, promotion to Associate Professor recognizes that the faculty member has attained a position in the discipline appropriate for a long-term member of the academic world, including active and creative participation in the growth of knowledge in the candidate's field through a commitment to publishing scholarship at a high level, the ability and willingness to communicate knowledge through quality teaching, and dedication to the profession and institution demonstrated by active university service.

The evaluation of candidates for promotion and tenure shall reflect their assignments and, with reference to those assignments, be based on their accomplishments in all three areas of teaching, research and other scholarly or creative work, and service/administration.

At a minimum, these attributes will be demonstrated by evidence of the type and quantity detailed in III.C.1-3 above. Meeting minimum standards allows consideration of, but does not guarantee, promotion. The department expects all candidates to exceed these minimum standards.

2. APPLICATION PROCESS

Application for promotion to Associate Professor is normally accompanied by the Tenure application, which is treated under procedures outlined in III.D.1-2 above.

B. PROMOTION TO PROFESSOR

1. GENERAL POLICY

Attainment of the rank of Professor recognizes achievement over the span of an entire academic career. Nevertheless, the candidate's record shall demonstrate significant additional achievement since the promotion to Associate Professor.

Any Associate Professor may apply for promotion at any time after completing five years in rank. Any Associate Professor may request an informal review of promotion prospects with the Department Chair at any time. Prospective candidates should consult the current issue of the University Promotion and Tenure Guidelines in order to acquaint themselves with expectations for promotion to Professor.

These will include, at a minimum, the achievement of national and international status as a member of the discipline, based on a very strong record of substantial publications, normally in both book and refereed article form as described in III.C.2.A categories 1 and 2 above, and recognition as a distinguished member of the profession by election or appointment to high office in a professional

organization or receipt of honors in the discipline. No less important will be the candidate's outstanding record of teaching over a number of years. Candidates will also have demonstrated exceptional service to the department, the college, and the university, including leadership roles in college and university administrative service.

Meeting these standards allows consideration of, but does not guarantee, promotion. The department expects all candidates to exceed minimum standards.

2. APPLICATION PROCESS

The earliest a candidate can apply for promotion to Full Professor is after the completion of five full years at the rank of Associate Professor—e.g., in the Fall semester of the sixth year in rank. When a faculty member wishes to apply for promotion to Full Professor, he or she should meet with the Department Chair by the first week of the Spring term of the academic year prior to consideration—e.g., in the Spring semester of the fifth year in rank. A list of potential referees who are Full or Emeritus Professors from Ph.D. granting institutions or nationally recognized four-year colleges should be compiled by the Chair and the candidate, in consultation with the senior faculty in the discipline The candidate shall have the opportunity to review the list for any conflicts of interest. From this list, the Chair shall solicit, at a minimum, five current letters from referees outside the university. The portfolio cannot move forward if fewer than five letters are received. These should be letters from independent experts in the field who can evaluate the faculty member's work; letters from co-authors, dissertation advisors, and personal friends are never appropriate. All letters received must be included in the portfolio.

The candidate should prepare two copies of the complete portfolio (and hold a third aside as a back-up) following the most recent memorandum from the Provost on Promotion and Tenure Materials, and the college's Promotion and Tenure Guidelines in every particular, and submit them to the Chair. Ultimately, one copy of the portfolio remains with Academic Affairs and one with the department. The three major divisions of the portfolio reflect the candidate's faculty assignments in teaching, research and service.

3. REVIEW PROCESS

a. DEPARTMENTAL REVIEW

The Department Chair and the department's elected representative to the College Promotion and Tenure Committee meet with one Full Professor of the tenured faculty nominated by the candidate to review the portfolio for possible omissions and may suggest changes.

The committee must be comprised of at least three Full Professors. If the department has fewer than three Full Professors, the evaluation of an associate professor will be conducted by at least an additional 2-3 Full Professors from other College departments, to be appointed by the Chair and Dean. Selection of the

outside reviewers must follow the policy for selecting outside reviewers as stipulated in the university policy as articulated in the University Promotion and Tenure guidelines.

Full Professors tenured in the department (or from the College, if necessary) review the portfolio in advance of a meeting, convened by the Chair, where they discuss the application together. The Full Professors will elect one of their number to chair the meeting and prepare the memorandum described below; typically, it is the department's representative to the College Promotion and Tenure Committee who is elected to this function. The tenured Full Professors vote by secret ballot. The Department Chair does not vote. Faculty members should abstain from voting when there is a conflict of interest. Votes cast by email or fax will be considered only if the voting professor has personally reviewed the contents of the portfolio and has participated in the discussion.

The faculty member chairing this meeting shall prepare a memorandum reporting the numerical results of the vote of the Full Professors. This memorandum shall preserve the anonymity of the voting faculty but shall convey the general tenor of the discussion preceding the vote, including, as far as can be ascertained, the reason for the vote. The memorandum shall be sent to the Department Chair, with a copy to the candidate.

All voting on promotions will remain confidential. Violation of confidentiality may lead to disciplinary action.

Whether the vote is positive or negative, the candidate may write a brief response to the memorandum within five days of receiving it. The portfolio cannot move forward unless the candidate has either provided a written response to the memorandum, has provided a written response to the Department Chair that he or she is declining to do so, or has allowed five days to pass without response.

The Department Chair shall write a letter to the Dean of The Dorothy F. Schmidt College of Arts and Letters, reporting the vote of the Full Professors and summarily recommending for or against promotion. The Department Chair's letter shall comprise a detailed analysis and evaluation of the candidate's work emphasizing

accomplishments since promotion to Associate Professor, citing the department's written criteria and the candidate's annual assignments and performance evaluations. A copy of this letter will then be given to the candidate, who will have five days to respond, if he/she chooses to do so. The portfolio cannot move forward to the College Committee unless the candidate has either provided a written response to the letter, has provided a written response to the Department Chair that he or she is declining to do so, or has allowed five days to pass without response. The Department Chair's letter to the Dean, and the candidate's response (if any), shall be included in the portfolio and forwarded to the College Promotion and Tenure Committee.

If the Department Chair is applying for promotion to Full Professor, the Full Professors in the department shall select one of their number to serve the functions normally performed by the Department Chair in this process.

b. COLLEGE AND UNIVERSITY REVIEW

After the above departmental review process has concluded, the portfolio goes to the College Promotion and Tenure Committee. The department's elected representative to the College Promotion and Tenure Committee presents the candidate's case to the Committee. The Chair of the Committee may request additional information or clarification from the Chair of the department, who will obtain it, from records or from the candidate or others, as appropriate.

The department's representative does not vote in the College Committee. The Chair of the College Promotion and Tenure Committee prepares a memorandum reporting the numerical results of the vote of the College Committee. As with the departmental committee memorandum, the College memorandum shall preserve the anonymity of the voting faculty but shall convey the general tenor of the discussion preceding the vote, including, as far as can be ascertained, the reason for the vote.

Whether the vote is positive or negative, the candidate may write a brief response to the memorandum within five days of receiving it. The portfolio cannot move forward to the Dean unless the candidate has either provided a written response to the memorandum, has provided a written response to the Chair of the College Committee that he or she is declining to do so, or has allowed five days to pass without response.

The Dean of the Dorothy F. Schmidt College of Arts and Letters shall write a letter of evaluation and assessment to the Provost. The Dean's recommendation will provide a clear statement of support or non-support and will include, if appropriate, an explanation of any special conditions of the application. A copy of this letter will then be given to the candidate, who will have five days to respond, if he/she chooses to do so. The portfolio cannot move forward to the University Committee unless the candidate has either provided a written response to the letter, has provided a written response to the Dean that he or she is declining to do so, or has allowed five days to pass without response. The Dean's letter, and the candidate's response (if any), shall be included in the portfolio and forwarded to the University Promotion and Tenure Committee.

The Provost submits the portfolio to the University Promotion and Tenure Committee for review. Members, including the member from The Dorothy F. Schmidt College of Arts and Letters, vote. The Chair of the University Promotion and Tenure Committee reports the vote to the Provost. The Provost then meets with every candidate for promotion and tenure. If the vote is positive and the Provost concurs, the Provost forwards a recommendation to the President who, if also concurring, forwards a positive recommendation to the Board of Trustees.

If the application is denied, the Department Chair will meet with the Dean and the College representative to the University Committee, then with the candidate, to determine how to improve the candidate's prospects in future applications.

C. EMERITUS PROFESSOR

1. GENERAL POLICY

The title of Emeritus Professor is an honorary one, which is awarded by the University President to a retired Full Professor who has had a long history of meritorious service and distinguished contributions to his or her academic field, to higher education, and to Florida Atlantic University.

To be eligible to apply for Emeritus status, the faculty member must hold an appointment at the rank of Full Professor, with tenure, and must have completed at least twenty years of an active and continuing academic career, including at least ten years at Florida Atlantic University. Periods of paid leave will count toward years of service (e.g., sabbatical leave, administrative leave).

2. APPLICATION AND REVIEW PROCEDURES

Faculty members who wish to apply for the status of Emeritus should meet with the Department Chair in the Spring term preceding the retirement year, to request that the Chair nominate the professor. The candidate should prepare a portfolio of information to support the award, including a current Vita and additional supporting documentation. The Chair will prepare a letter of nomination to the Provost and will convene a meeting of the tenured members of the department, who will vote on the nomination. If a nomination comes from outside the department, the same procedure will be followed. The tenured department faculty must meet and vote on all nominations, regardless of the origin of the nomination. The Department Chair does not vote. The Chair reports the results of the vote in a letter to the Dean of the College, forwarding the letter of nomination, the portfolio, and supporting materials. The Dean will forward the portfolio and supporting materials, with a letter stating his or her recommendation, to the Provost. The Provost will ask the UFC Honors and Awards Committee to evaluate the portfolio and make a recommendation. The Provost will forward the application and supporting materials, with a letter stating his or her recommendation, to the University President, who will make the final decision.

V. AMENDMENTS

These Criteria for Promotion and Tenure may be amended by a majority vote of the tenured and tenured-line faculty of the Department of Languages, Linguistics and Comparative Literature.

Approved by the faculty, 2 April 2008. These criteria are fully in accord with all College and University Guidelines for Appointment, Promotion and Tenure of Faculty as of 2008.

Amended by the faculty on 6, November, 2009.

Amended by the faculty on 26, February, 2010.

Amended by the faculty on 4, December, 2017.

Evaluative Rubric: Disciplinary Knowledge

Literature: Students should demonstrate general knowledge of foundational texts in the relevant field area(s), referencing scholarly research and perspective where possible.

Excellent (5)	Very Good (4)	Good (3)	Satisfactory (2)	Insufficient (1)
Student demonstrates in-depth knowledge of relevant foundational text(s) in discipline through a response which: - exhibits reflective interrogation of disciplinary readings - performs nuanced critical analysis and synthesis of central concepts - reflects a more holistic understanding of the discipline - provides detailed descriptions and numerous specific relevant examples	Student demonstrates thorough understanding of relevant foundational text(s) in discipline through a response which: - shows some reflective interrogation of disciplinary readings - performs a somewhat nuanced synthesis of central concepts - reflects a general understanding of the nature of the discipline - provides some details/examples	Student demonstrates solid understanding of relevant foundational text(s) in discipline through a response which: - exhibits a reasonable, if basic, interpretation of readings which is largely free of errors - performs a basic synthesis of central concepts - reflects a basic and largely unnuanced understanding of the nature of the discipline - provides a few details or specific examples	Student demonstrates a very basic understanding of the relevant foundational text(s) in discipline through a response which: - exhibits an unnuanced interpretation of readings which demonstrates some errors - performs rudimentary synthesis of central concepts - reflects a very basic and unnuanced understanding of the nature of the discipline - provides few details / examples	Student fails to demonstrate basic knowledge of the relevant foundational text(s) in discipline through a response which: - exhibits numerous or substantial errors in interpretation of readings - does not incorporate analysis or synthesis of central concepts - reflects no understanding, or a very inaccurate understanding, of the nature of the discipline - fails to provide supporting details/specific examples

Concepts: Students should demonstrate a clear understanding of foundational concepts in the relevant field area(s) with the aid of specific disciplinary terminology.

Excellent (5)	Very Good (4)	Good (3)	Satisfactory (2)	Insufficient (1)
Student demonstrates deeper understanding of relevant foundational concepts through analytical frame of reference and fully accurate and carefully nuanced use of relevant disciplinary terms. Disciplinary concepts are assessed critically in and brought into larger synthesis. Vague generalities/clichés are avoided entirely.	Student demonstrates a very thorough understanding of relevant foundational concepts through analytical frame of reference and fully accurate use of relevant disciplinary terms. Concepts are deployed skillfully, but not always with careful nuance or critical distance. Few, if any, vague generalities/clichés are used.	Student demonstrates a solid understanding of relevant foundational concepts through a frame of reference which includes analytical elements but is partly declaratory. Disciplinary terms used are generally accurate, but used in rather mechanical manner. Some vague generalities/clichés are used.	Student demonstrates a very basic understanding of the most obvious relevant foundational concepts, but does not provide fuller context/details. Disciplinary terms are mentioned, but not always accurately or in clear context. Frequent use of vague generalities/clichés.	Student does not demonstrate a basic understanding of the relevant foundational concepts. Analytical frame of reference is lacking; disciplinary terminology is highly inaccurate or even lacking entirely. There is substantial reliance on vague generalities/clichés.

Theory, Method and Evidence: Students should demonstrate knowledge of the major theoretical and methodological fault lines in the relevant field area(s) and be able to make a case for a particular theoretical or methodological perspective as applied to a text, problem, or phenomenon.

Excellent (5)	Very Good (4)	Good (3)	Satisfactory (2)	Insufficient (1)
Student demonstrates nuanced understanding of relevant theories and major challenges to them. Theoretical frame of reference is nuanced and grounded in relevant sources brought into larger synthesis. Student offers new, interesting perspective.	Student demonstrates very thorough understanding of relevant theories and basic understanding of major challenges to them. Theoretical frame of reference demonstrates a careful evaluative approach grounded in some sources brought into synthesis.	Student demonstrates solid understanding of relevant theories, and a basic awareness of the major challenges to them. Theoretical frame of reference is generally clear, but partly declaratory instead of evaluative. Central concepts are defined logically, but not necessarily through reference to key sources.	Student demonstrates a very basic understanding of relevant theories, but not of the major challenges to them. Theoretical frame of reference is somewhat disjointed and/or unconnected. Central concepts not always defined logically, and if any key sources are referenced, they are not presented in a nuanced way.	Student does not demonstrate a basic understanding of the relevant theories. There is no coherent frame of reference presented. Central concepts are either not invoked, or not referenced accurately.

APPENDIX F: MA CHECKLISTS

MA in LLCL: Comparative Literature
Non-Thesis Option Checklist

36 credits total (6 Core, 15 Primary Specialization, 9 Secondary Field, 6 Electives)
All courses must be completed with a ***B*** or better.

Prerequisites: May be required of students whose undergraduate program did not include an introduction to literature class and at least 3 surveys of literature

Core Requirements: (6 credits) - Students complete both of the following courses:

OFFERED	COURSE TITLE	CR	GR	TAKEN
1. Fall	FOL 6731C: Foundations of LLCL	3		
2. Spring	FOL 6885: Advanced Research Methods in LLCL	3		

Primary Literature of Specialization: (15 credits) – Spanish, French, or Italian – all *in lingua*

1.		3		
2.		3		
3.		3		
4		3		
5.		3		

Secondary Area of Specialization: (9 credits) - Specify:

1.		3		
2.		3		
3.		3		

Electives: (6 credits) – at least one *in lingua* in the primary literature of specialization

1.		3		
2. Fall	FLE 6892: Research in Foreign Language Learning Theories	3		

Other Courses (do not count toward degree)

Name:	**Z:**
E-mail:	**Phone:**
Written Examination Date:	**Faculty Coordinator:**
Beginning Semester:	**Full-Time:** **Part-Time:**
Expected Graduation Date:	**Plan of Study:**

MA in LLCL: Comparative Literature
Thesis Option Checklist

30 credits total (6 Core, 12 Primary Specialization, 6 Secondary Field, 6 Thesis)
All courses must be completed with a ***B*** or better.

Prerequisites: May be required of students whose undergraduate program did not include an introduction to literature class and at least 3 surveys of literature.

Note: Students wishing to pursue the thesis option need to submit their application by the end of the second semester of full-time coursework.

Core Requirements: (6 credits) - Students complete both of the following courses:				
OFFERED	COURSE TITLE	CR	GR	TAKEN
1. Fall	FOL 6731C: Foundations of LLCL	3		
2. Spring	FOL 6885: Advanced Research Methods in LLCL	3		
Primary Literature of Specialization: (12 credits) – Spanish, French, or Italian – all *in lingua*				
1.		3		
2.		3		
3.		3		
4.		3		
Secondary Area of Specialization: (6 credits) - Specify:				
1.		3		
2.		3		
Thesis (6 credits):				
LIT 6971: Master's Thesis (1-6 credits)				
LIT 6971: Master's Thesis (1-6 credits)				
Title:				
Director:				
Committee Members:				
Oral Exam Date:				
Thesis Prospectus Defense Date:				
Thesis Defense Date:				
Other Courses (do not count toward degree)				
FLE 6892: Research in Foreign Language Learning Theories		3		

Name:	**Z:**
E-mail:	**Phone:**
Written Examination Date:	**Faculty Coordinator:**
Beginning Semester:	**Full-Time:** **Part-Time:**
Expected Graduation Date:	**Plan of Study:**

Revised 8/26/15 – Last Updated 5/22/2018

MA in LLCL: French
Non-Thesis Option Checklist

36 credits total (6 Core, 21 Primary Specialization, 9 Secondary Field)

All courses must be completed with a ***B*** or better.

Prerequisites: May be required of students whose undergraduate program did not include an introduction to literature class and at least 3 surveys of literature.

FRW 3001 _____	FRW 3100 _____	FRW 3101 _____
FRW 3122 _____	FOL 3880 _____	LIN 3010 _____

Core Requirements: (6 credits) - Students complete both of the following courses:

OFFERED	COURSE TITLE	CR	GR	TAKEN
1. Fall	FOL 6731C: Foundations of LLCL	3		
2. Spring	FOL 6885: Advanced Research Methods in LLCL	3		

Field of Specialization: (21 credits) – must have FRW-prefix; at least 1 course pre-19th century

1.	FRW 6105: Histoire Littéraire	3		
2.	FRW	3		
3.	FRW	3		
4.	FRW	3		
5.	FRW	3		
6.	FRW	3		
7.	FRW	3		

Electives: (9 credits)

1.		3		
2.	LIN 6128: Historical Linguistics	3		
3. Fall	FLE 6892: Research in Foreign Language Learning Theories	3		

Other Courses (do not count toward degree)

Name:	Z:
E-mail:	Phone:
Written Examination Date:	Faculty Coordinator:
Beginning Semester:	Full-Time: Part-Time:
Expected Graduation Date:	Plan of Study:

MA in LLCL: French
Thesis Option Checklist

30 credits total (6 Core, 18 Specialization, 6 Thesis)
All courses must be completed with a ***B*** or better.

Prerequisites: May be required of students whose undergraduate program did not include an introduction to literature class and at least 3 surveys of literature.

FRW 3001 _____ FRW 3100 _____ FRW 3101 _____
FRW 3122 _____ FOL 3880 _____ LIN 3010 _____

Note: Students wishing to pursue the thesis option need to submit their application by the end of the second semester of full-time coursework.

Core Requirements: (6 credits) - Students complete both of the following courses:

OFFERED	COURSE TITLE	CR	GR	TAKEN
1. Fall	FOL 6731C: Foundations of LLCL	3		
2. Spring	FOL 6885: Advanced Research Methods in LLCL	3		
Field of Specialization: (18 credits) – must have FRW-prefix; at least 1 course pre-19th century				
1.	FRW 6105: Histoire Littéraire	3		
2.	FRW	3		
3.	FRW	3		
4.	FRW	3		
5.	FRW	3		
6.	FRW	3		

Thesis (6 credits):

FRW 6971: Master's Thesis (1-6 credits)			
FRW 6971: Master's Thesis (1-6 credits)			

Title:
Director:
Committee Members:
Oral Exam Date:
Thesis Prospectus Defense Date:
Thesis Defense Date:

Other Courses (do not count toward degree)

FLE 6892: Research in Foreign Language Learning Theories	3		

Name:	Z:
E-mail:	Phone:
Written Examination Date:	Faculty Coordinator:
Beginning Semester:	Full-Time: Part-Time:
Expected Graduation Date:	Plan of Study:

Revised 8/26/15 – Last Updated 10/21/2016

MA in LLCL: Teaching of French

36 credits total (6 Core, 9-12 Pedagogy, 18-21 Field of Specialization)

All courses must be completed with a *B* or better

Prerequisites: May be required in some cases; undergraduate program do not indicate co-requisites to graduate class, and at least 3 survey of literature

FRW 3001 _____ FRW 3100 _____ FRW 3101 _____

FRW 3102 _____ FOL 3000 _____ LIN 3010 _____

Core Requirements: (6 credits) - Students complete both of the following courses

OFFERED	COURSE TITLE	CR	GR	TAKEN
1. Fall	FOL 6731C. Foundations of LLCL	3		
2. Spring	FOL 6885. Advanced Research Methods in LLCL	3		

Linguistics and Pedagogy Electives: (9-12 credits)

1.	LIN 6128: Historical Linguistics	3		
	FLE 6892: Research in Foreign Language Learning Theories	3		
	LIN 6622: Bilingualism **OR** LIN 6601: Sociolinguistics	3		
Spring	LIN 6720: Second Language Acquisition	3		
6855	FRE ~~6850~~: Structure of Modern French	3		

Field of Specialization: (18-21 credits) - French and Francophone Literature

1.	FRW 6105: Histoire Literaire	3		
2.		3		
3.		3		
4.		3		
5.		3		
6.		3		
7.		3		

Other Courses (do not count toward degree)

Name:	2:
E-mail:	Phone:
Written Examination Date:	Faculty Coordinator:
Beginning Semester:	Full-Time: Part-Time:
Expected Graduation Date:	Plan of Study:

MA in LLCL: Linguistics
Non-Thesis Option Checklist

36 credits total (6 Core, 18 Seminars, 12 Electives)

All courses must be completed with a *B* or better.

Core Requirements: (6 credits) - Students complete both of the following courses:				
OFFERED	**COURSE TITLE**	**CR**	**GR**	**TAKEN**
1. Fall	FOL 6731C: Foundations of LLCL	3		
2. Fall	FOL 6885: Advanced Research Methods in LLCL	3		
Graduate Seminars: (18 credits) - Students complete 6 of the following courses:				
1. Fall	LIN 6135: Principles of Linguistic Analysis	3		
2.	LIN 6107: History of the English Language **OR** LIN 6128: Historical Linguistics **OR** SPN 6835: History and Dialectology of Spanish	3		
Spring	LIN 6720: Second Language Acquisition	3		
	LIN 6601: Sociolinguistics	3		
Every other Fall	LIN 6622: Bilingualism	3		
	LIN 6585: Morphology and Syntax	3		
	LIN 6707: Psycholinguistics	3		
	LIN 6938: Seminars in Linguistics (variable content)	3		
	LIN 6938: Seminars in Linguistics (variable content)	3		
Linguistics Electives: (12 credits) - Students complete 4 of the following courses: With the advisor's approval, you may take courses listed in the above category as an elective				
Fall 6253	TSL [redacted]: Applied Linguistics and TESOL	3		
Fall	FLE 6892: Research in Foreign Language Learning Theories	3		
6855 6655	FRE [redacted]: Structure of Modern French **OR** SPN [redacted]: Structure of Modern Spanish **OR** LIN 4680: Structure of Modern English	3		
	TSL 5345: Methods of Teaching TESOL	3		
	SPN 6795: Spanish Phonetics and Phonology	3		
	STA 6113: Educational Statistics	3		
	Graduate literature course *in lingua* or English	3		

Name:	**Z:**
E-mail:	**Phone:**
Written Examination Date:	**Faculty Coordinator:**
Beginning Semester:	**Full-Time:** **Part-Time:**
Expected Graduation Date:	**Plan of Study:**

MA in LLCL: Linguistics
Thesis Option Checklist

30 credits total (6 Core, 15 Seminars, 3 Electives, 6 Thesis)

All courses must be completed with a *B* or better.

Core Requirements: (6 credits) - Students complete both of the following courses:				
OFFERED	COURSE TITLE	CR	GR	TAKEN
1. Fall	FOL 6731C: Foundations of LLCL	3		
2. Fall	FOL 6885: Advanced Research Methods in LLCL	3		

Graduate Seminars: (15 credits) - Students complete 5 of the following courses:				
1. Fall	LIN 6135: Principles of Linguistic Analysis	3		
2.	LIN 6107: History of the English Language **OR** LIN 6128: Historical Linguistics **OR** SPN 6835: History and Dialectology of Spanish	3		
Spring	LIN 6720: Second Language Acquisition	3		
	LIN 6601: Sociolinguistics	3		
Every other Fall	LIN 6622: Bilingualism	3		
	LIN 6585: Morphology and Syntax	3		
	LIN 6707: Psycholinguistics	3		
	LIN 6938: Seminars in Linguistics (variable content)	3		
	LIN 6938: Seminars in Linguistics (variable content)	3		

Linguistics Electives: (3 credits) - Students complete 1 of the following courses: With the advisor's approval you may take courses listed in the above category as an elective				
Fall 6253	TSL ~~4281~~: Applied Linguistics and TESOL	3		
Fall	FLE 6892: Research in Foreign Language Learning Theories	3		
6855 6655	FRE ~~4950~~: Structure of Modern French **OR** SPN ~~4950~~: Structure of Modern Spanish **OR** LIN 4680: Structure of Modern English	3		
	TSL 5345: Methods of Teaching TESOL	3		
Fall	SPN 6795: Spanish Phonetics and Phonology	3		
	STA 6113: Educational Statistics	3		
	Graduate literature course *in lingua* or English	3		

Thesis (6 credits):			
LIN 6971: Master's Thesis (1-6 credits)			
LIN 6971: Master's Thesis (1-6 credits)			

Title:

Director:

Committee Members:

Oral Exam Date:

Thesis Prospectus Defense Date:

Thesis Defense Date:

Name:	**Z:**
E-mail:	**Phone:**
Beginning Semester:	**Full-Time:** **Part-Time:**
Expected Graduation Date:	**Plan of Study:**

English as a Second Language (ESL) Studies Certificate

The Certificate in English as a Second Language (ESL) Studies is open to all undergraduate, graduate, and non-degree students at FAU. The ESL Studies Certificate aims to prepare those who wish to teach ESL in a variety of settings, either overseas or in the US.

ESL certificate courses taken to fulfill other degree requirements at FAU may be applied towards the certificate.

Required Courses (15 credits):

ESL Certificate (**undergraduate**) required courses:	ESL Certificate (**graduate**) required courses:
1. LIN 3010: Introduction to Linguistics	1. LIN 6135: Principles of Linguistic Analysis
2. TSL 4251: Applied Linguistics and TESOL	
Plus any three of the following LIN 4930: Introduction to SLA LIN 4600: Sociolinguistics LIN 4620: Bilingualism TSL 4080: Intro to Theories and Practices of TESOL LIN 4680: Structure of Modern English	Plus any three of the following FLE 6892: Research in Foreign Language Learning Theories LIN 6601: Sociolinguistics LIN 6622: Bilingualism LIN 6720: Second Language Acquisition SPC 6715: Intercultural Communication LIN 4680: Structure of Modern English
All courses must be completed with a grade of "C" or better and with an overall average of "B."	All courses must be completed with a grade of "B" or better.

For more information, visit www.fau.edu/ESL

Approved – A & L GPC – March 18, 2016

MA in LLCL: Spanish
Non-Thesis Option Checklist

36 credits total (6 Core, 21 Primary Specialization, 9 Secondary Field)

All courses must be completed with a *B* or better.

Prerequisites: May be required of students whose undergraduate program did not include an introduction to literature class and at least 3 surveys of literature.

SPW 3012 _____ SPW 3020 _____ FOL 3880 _____

OFFERED	COURSE TITLE	CR	GR	TAKEN
Core Requirements: (6 credits) - Students complete both of the following courses:				
1. Fall	FOL 6731C: Foundations of LLCL	3		
2. Spring	FOL 6885: Advanced Research Methods in LLCL	3		
Primary Field of Specialization: (21 credits) – Spanish or Spanish American Literature				
1. Spring	SPW 6826: Introduction of Literary Theory and the Hispanic Tradition	3		
2. Spring	SPN 6835: History and Dialectology of Spanish	3		
3.	SPW	3		
4.	SPW	3		
5.	SPW	3		
6.	SPW	3		
7.	SPW	3		
Secondary Field: (9 credits) – Spanish or Spanish American Literature				
1.	SPW	3		
2.	SPW			
3. Fall	FLE 6892: Research in Foreign Language Learning Theories	3		
Other Courses (do not count toward degree)				
		3		

Name:	**Z:**
E-mail:	**Phone:**
Written Examination Date:	**Faculty Coordinator:**
Beginning Semester:	**Full-Time:** **Part-Time:**
Expected Graduation Date:	**Plan of Study:**

MA in LLCL: Spanish
Thesis Option Checklist

30 credits total (6 Core, 18 Specialization, 6 Thesis)
All courses must be completed with a *B* or better.

Prerequisites: May be required of students whose undergraduate program did not include an introduction to literature class and at least 3 surveys of literature.

SPW 3012 _____ SPW 3020 _____ FOL 3880 _____

Note: Students wishing to pursue the thesis option need to submit their application by the end of the second semester of full-time coursework.

OFFERED	COURSE TITLE	CR	GR	TAKEN
Core Requirements: (6 credits) - Students complete both of the following courses:				
1. Fall	FOL 6731C: Foundations of LLCL	3		
2. Spring	FOL 6885: Advanced Research Methods in LLCL	3		
Field of Specialization: (18 credits) – Spanish and Spanish American Literature				
1. Spring	SPW 6826: Introduction of Literary Theory and the Hispanic Tradition	3		
2. Spring	SPN 6835: History and Dialectology of Spanish	3		
3.	SPW	3		
4.	SPW	3		
5.	SPW	3		
6.	SPW	3		
Thesis (6 credits):				
SPW 6971: Master's Thesis (1-6 credits)				
SPW 6971: Master's Thesis (1-6 credits)				
Title:				
Director:				
Committee Members:				
Oral Exam Date:				
Thesis Prospectus Defense Date:				
Thesis Defense Date:				
Other Courses (do not count toward degree)				
FLE 6892: Research in Foreign Language Learning Theories		3		

Name:	**Z:**
E-mail:	**Phone:**
Written Examination Date:	**Faculty Coordinator:**
Beginning Semester:	**Full-Time:** **Part-Time:**
Expected Graduation Date:	**Plan of Study:**

Revised 8/26/15 – Last Updated 2/12/2018

MA in LLCL: Teaching of Spanish

36 credits total (6 Core, 9-12 Pedagogy, 18-21 Field of Specialization)

All courses must be completed with a ***B*** or better.

Prerequisites: May be required of students whose undergraduate program did not include an introduction to literature class and at least 3 surveys of literature.

SPW 3012 _____ **SPW 3020** _____ **FOL 3880** _____

Core Requirements: (6 credits) - Students complete both of the following courses:

OFFERED	COURSE TITLE	CR	GR	TAKEN
1. Fall	FOL 6731C: Foundations of LLCL	3		
2. Spring	FOL 6885: Advanced Research Methods in LLCL	3		

Linguistics and Pedagogy Electives: (9-12 credits)

1. Spring/2	SPN 6835: History and Dialectology of Spanish	3		
	FLE 6892: Research in Foreign Language Learning Theories	3		
	LIN 6622: Bilingualism **OR** LIN 6601: Sociolinguistics	3		
	SPN 6795: Spanish Phonetics and Phonology	3		
Spring	LIN 6720: Second Language Acquisition	3		
6655	SPN ~~6850~~: Structure of Modern Spanish	3		

Field of Specialization: (18-21 credits) – Spanish and Spanish American Literature

1. Spring	SPW 6826: Introduction of Literary Theory and the Hispanic Tradition	3		
2.	SPW	3		
3.	SPW	3		
4.	SPW	3		
5.	SPW	3		
6.	SPW	3		
7.	SPW	3		

Other Courses (do not count toward degree)

Name:	**Z:**
E-mail:	**Phone:**
Written Examination Date:	**Faculty Coordinator:**
Beginning Semester:	**Full-Time:** **Part-Time:**
Expected Graduation Date:	**Plan of Study:**

FAU
DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University

Application for the Thesis Option

Students who are not required to write a thesis, but who are interested in applying for the thesis option, must:

1. have earned a minimum overall GPA of 3.75 in their graduate program by the end of the second semester of full-time study, or after completing 15 credits studying part-time.

2. submit the following materials to the Director of Graduate Studies prior to the last day of class of the second semester of full-time study, or the last day of class of the semester when the student will have completed 15 credits studying part-time.
   a. Prior to consulting with any faculty members, submit a brief paragraph indicating which professor ideally would serve as thesis advisor, and explaining why they would like to work with that particular professor.
   b. A 3 -5 page "mini prospectus" plus a preliminary bibliography in correct MLA or APA style that includes a brief description of the project they would like to undertake and the theory they will use.

After grades are in for the semester during which the student is applying for the thesis-option, the Director of Graduate Studies will verify the student's overall GPA. If the student does not earn the required GPA, the application will not go forward and the student must pursue the non-thesis option. If the student meets the first criterion, the Director of Graduate Studies will forward the application to the Graduate Committee members for their consideration. The committee will communicate its decision to the Director of Graduate Studies, who will inform the student whether the project is accepted and, if so, under what conditions the student may proceed to write the thesis. If the application is not approved, the student must pursue the non-thesis option.

This policy will be implemented beginning Spring 2013.

APPENDIX G: MA EXAMS

FAU
FLORIDA ATLANTIC UNIVERSITY

DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

MA IN LLCL: COMPARATIVE LITERATURE
ITALIAN

For students beginning Fall 2016 or later

I. DESCRIPTION OF THE COMPREHENSIVE EXAM

Note to the student: You should begin to prepare the works on this reading list as soon as you begin your graduate career. It is recommended that MA students take a variety of courses that cover different periods and literary trends. Nevertheless, it is your sole responsibility to prepare the works on this list and understand their importance in the development of literary history. The comprehensive exams are based on this list.

Non-Thesis Option

All MA students begin in the Non-Thesis option. For MA students who continue in the Non-Thesis option, the written comprehensive exams are normally taken in the last semester, and consist of questions that examine the student's knowledge of the literary works on this list, their historical context, stylistic and ideological trends, and the intertextuality of these works from the earliest periods to the present.

By the end of the second semester the student should, in consultation with the professor(s) in the secondary area, formulate a list of no more than 15 additional texts on the secondary area of concentration on which the student will be examined. The supplemental list should be approved by the faculty and distributed via email to the entire examination committee by the end of finals week of the second semester.

The exam lasts 8 hours and is scheduled over a two-day period on the Monday of the 6th week of class and the Monday of the 7th week of class, from 12:00-4:00pm. The student may not consult a copy of the reading list during the exam. The written exam has the following format:

1. The first exam will have 5 questions on literary theory and the literature of the primary area of concentration – the student chooses 3 of the 5 questions, and writes the answers in the language in which the question is asked (4 hours);

2. The second exam will have 4 questions on literary theory and the literature of the primary area of concentration – the student chooses 2 of the 4 questions, and writes the answers in the language in which the question is asked; and a section on the secondary area with two questions, and the student chooses 1 of the 2 questions, and writes the answer in the language in which the question is asked (4 hours).

Each analytical essay response will receive a grade of "excellent," "pass," or "fail." If a student does not write an analytical essay response to the required number of questions in any given section of the exam, the student will automatically fail that entire section of the written comprehensive exam. If the student fails one or more sections, s/he will have only one opportunity to retake the failed section(s), and the retake must be within one year from the date of the original exam. The professor who coordinates the exam will set the date for the retake in consultation with the student.

Thesis Option

If an MA student is interested in writing a thesis, s/he must submit an "Application for the Thesis Option" prior to the end of the second semester of full-time study. If the application is approved, then the student is admitted into the Thesis Option. For MA students writing a thesis, the comprehensive oral exam is normally taken in the seventh week of the third semester. The oral exam is conducted in English, and consists of questions on literary theory, literary works, their historical context, stylistic and ideological trends, and intertextuality from the earliest works on the lists to the contemporary period.
The oral exam consists of questions that examine the student's knowledge of the literary theory, literary works on this list, their historical context, stylistic and ideological trends, and the intertextuality of these works, from the earliest periods to the present. The oral exam will last approximately 1.5 hours. If the student does not pass the oral exam, s/he will have just one opportunity to retake it within one year of the date of the original exam. The thesis director will set the date for the retake in consultation with the student. The date of the thesis prospectus defense will be postponed until the student passes the oral exam. Typically, the thesis prospectus defense is scheduled for two weeks after the oral exam is passed.

Thesis Prospectus Defense:

The thesis prospectus defense typically is held in the ninth week of the third semester of full-time study, and lasts approximately one hour. Two weeks prior to the thesis prospectus defense, but no later than the date of the oral comprehensive examination, the student will distribute a copy of the thesis prospectus to all committee members. The student should consult a sample prospectus to ensure that s/he uses the appropriate format. In addition to the thesis prospectus, the student should email the committee a pdf copy of the primary text(s) that the student will analyze from the edition that the student will be using. The thesis prospectus defense is comprised of two main sections:

1) a presentation of about 30-40 minutes by the student about the genesis of the topic, how s/he delimited the focus, what thesis s/he plans to affirm, the critical framework s/he will use, etc.;
2) the committee asks questions about the prospectus, what the candidate said, and may offer suggestions on ways to improve the focus, etc. The committee goes through the Bibliography carefully, and may recommend additional books/articles that may be of use to the candidate.

The thesis prospectus defense ensures that all of the committee members have a chance to ask questions about the proposed thesis, to confirm the focus and parameters of the thesis, and to affirm that the entire committee is in agreement. If the committee does not approve the

thesis prospectus, the student will reformulate the prospectus according to the stipulations of the committee, and will submit the revised prospectus. The Thesis Director, in consultation with the committee and the student, will schedule a new thesis prospectus defense date. If the committee approves the thesis prospectus, the student may then proceed to write the thesis on the topic, within the focus and parameters approved during the thesis prospectus defense.

Thesis Defense:

The thesis defense is usually scheduled no later than the eleventh week of the last semester of a student's program, and typically lasts 1.5 hours. The student should verify the specific department, college, and university deadlines for the semester when s/he plans to graduate. The Thesis Director, in consultation with the student and the committee members, will set the date for the thesis defense. At least two weeks prior to the defense, the student will give copies of the completed thesis to all of the committee members. The thesis defense is comprised of three main sections:

1) a presentation of about 10 minutes on the genesis of the topic, the focus of the thesis, and the critical framework used;
2) a presentation of about 30 minutes on the thesis that the student affirmed, the chapter-by-chapter overview of how the thesis was supported by the research; and the conclusions that were reached;
3) the committee members ask detailed questions about the thesis, any sections that may need clarification, any issues that may need to be addressed, etc., to which the student responds.

On the date of the defense, the student will bring copies of the signature pages on the required stock paper and the correct pen with the correct color ink as stipulated in the Graduate College's guidelines. If the thesis is not approved, the candidate will make the major revisions stipulated during the defense, and resubmit the revised thesis to the committee. The Thesis Director, in consultation with the committee members and the student, will set a new date for the thesis defense. If the thesis is approved, the committee members will sign the initial pages right then. Each member of the committee will give the candidate his/her copy of the thesis with all of the errata and corrections clearly marked, so that the candidate can make the necessary changes. Typically, after all of the corrections are made, the candidate reviews the final manuscript with the Thesis Director prior to submitting it.

"In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880) — and follow all SAS procedures."

Literary Theory

Althusser, Louis. "From *Ideology and Ideological State Apparatuses*," in Richter, 1263-72.

Aristotle. "From *Poetics,*" in Richter, 55-81.

Auerbach, Erich. "Odysseus' Scar," in Richter, 702-17.

Austin, J.L. "[*Constatives and Performatives*] from *How to Do Things with Words*," in Richter, 679-85.

- - -. "[*Speech Acts: Locutionary, Illocutionary, Perlocutionary*] from *How to Do Things with Words*," in Richter, 685-90.

Bakhtin, Mikhail. "*The Topic of the Speaking Person* from *Discourse in the Novel*," in Richter, 575-87.

- - -. "*Heteroglossia in the Novel* from *Discourse in the Novel*," in Richter, 588-94.

Barthes, Roland. "The Death of the Author," in Richter, 874-77.

Baudrillard, Jean. "From *The Precession of Simulacra*," in Richter, 1935-46.

Benjamin, Walter. "*The Work of Art in the Age of Mechanical Reproduction*," in Richter, 1232-49.

Bhabha, Homi K. "*Signs Taken for Wonders: Questions of Ambivalence and Authority under a Tree Outside Delhi, May 1817*," in Richter, 1875-90.

Bourdieu, Pierre. "From *Distinction: A Social Critique of the Judgment of Taste*," in Richter, 1398-1403.

Deleuze, Gilles, and Félix Guattari. "*What Is a Minor Literature?*" in Richter, 1777-82.

Derrida, Jacques. "*Structure, Sign, and Play* in *The Discourse of the Human Sciences*," in Richter, 914-25.

Dryden, John. "From An Essay on *Dramatic Poesy,*" in Richter, 160-88.

Du Bois, W.E.B. "[*On Double Consciousness*] from *The Souls of Black Folk*," in Richter, 565-68.

- - -. "*Criteria of Negro Art*," in Richter, 569-74.

Eliot, T.S. "Tradition and the Individual Talent," in Richter, 534-41.

Foucault, Michel. 'What Is an Author?" in Richter, 904-14.

Gilbert, Sandra M., and Susan Gubar. "From *Infection in the Sentence: The Woman Writer and the Anxiety of Authorship*," in Richter, 1531-44.

Freud, Sigmund. "*The Dream Work* from *The Interpretation of Dreams*," in Richter, 497-509.

- - -. "[*Creative Writers and Daydreaming*]," in Richter, 509-14.

- - -. "The 'Uncanny'," in Richter, 514-32.

- - -. "*Medusa's Head*," in Richter, 533.

hooks, bell. "*Postmodern Blackness*," in Richter, 2008-13.

Horace. "The Art of Poetry," in Richter, 82-94.

Iser, Wolfgang. "*The Reading Process: A Phenomenological Approach*," in Richter, 1001-14.

Jakobson, Roman. "From *Linguistics and Poetics*," in Richter, 852-59.

Jameson, Fredric. "From *The Political Unconscious*," in Richter, 1290-1306.

Jauss, Hans Robert. "[*The Three Horizons of Reading*] from *Toward an Aesthetics of Reception*," in Richter, 981-88.

Kristeva, Julia. "*Women's Time*," in Richter, 1563-78.

Lacan, Jacques. "The Mirror Stage as Formative of the Function of the I as Revealed in Psychoanalytic Experience," in Richter, 1122-28.

Leitch, Vincent B. *American Literary Criticism from the 30's to the 80's*. New York: Columbia UP, 1988. Print.

Lévi-Strauss, Claude. "*The Structural Study of Myth*," in Richter, 859-68.

Lyotard, Jean-François. "*Defining the Postmodern*," in Richter, 1933-35.

Marx, Karl. "*The Alienation of Labor* from *Economic and Philosophic Manuscripts of 1844*," in Richter, 397-405.

- - -. "*Consciousness Derived from Material Conditions* from *The German Ideology*," in Richter, 406-09.

- - -. "*On Greek Art in Its Time* from *Contributions to a Critique of Political Economy*," in Richter, 410-11.

Mulvey, Laura. "Visual Pleasure and Narrative Cinema," in Richter, 1172-80.

Plato. "*Republic*, Book X," in Richter, 25-38.

- - -. "*Ion*," in Richter, 38-46.

- - -. "From *Phaedrus*," in Richter, 46-49.

Pope, Alexander. "*An Essay on Criticism*," in Richter, 198-209.

Propp, Vladimir. "[*Fairy Tale Transformations*]," in Richter, 785-97.

Richter, David H., ed. *The Critical Tradition: Classic Texts and Contemporary Trends*. 3rd Edition. Boston: Bedford/St Martin's, 2007. Print. [only selections on this list]

Rubin, Gayle. "From *The Traffic in Women: Notes on the "Political Economy of Sex*," in Richter, 1663-83.

Said, Edward W. "From the Introduction to *Orientalism*," in Richter, 1801-14.

Saussure, Ferdinand de. "*Nature of the Linguistic Sign*," in Richter, 841-44.

- - -. "[*Binary Oppositions*]," in Richter, 845-51.

Selden, Raman, and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. Third Edition. Lexington: UP of Kentucky, 1993. Print.

Spivak, Gayatri. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*. Ed. and Intro. Cary Nelson and Laurence Grossberg. Chicago: U of Illinois P, 1988. 271-313. Print.

Schiller, Friedrich von. "From *On Naïve and Sentimental Poetry*," in Richter, 298-303.

White, Hayden. "*The Historical Text as Literary Artifact*," in Richter, 1383-97.

Williams, Raymond. "*From Marxism and Literature*," in Richter, 1272-89.

Woolf, Virginia. "[*Shakespeare's Sister*] from *A Room of One's Own*," in Richter, 596-601.

Wordsworth, William. "Preface to *Lyrical Ballads*," in Richter, 304-18.

Italian Literature

1. ***Guido Guinizelli (betw.1230 and 1240-1276)***
   "Al cor gentil rempaira sempre amore"

2. ***Guido Cavalcanti (ca. 1255-1300)***
   "Chi è questa che vèn, ch'ogn' om la mira"

3. ***Dante Alighieri (1265-1321)***
   La Commedia (structure + all of Inferno + Purg. I, XXVI-XXVII; Par. XXXIII)
   De vulgari eloquentia (libro 1)

4. ***Petrarca, Francesco (1304-1374)***
   From *Il Canzoniere:* I "Voi ch'ascoltate le rime sparse"
   XC "Erano i capei d'oro a l'aura sparsi"
   "Ai Posteri"

5. ***Boccaccio, Giovanni (1313-1375):***
   Decameron: Proemio, Introduction to Day I + novelle I, 1; II, 5; III,1; introduction to day 4 and IV 1; introduction to Day 6 and VI,1; X,10

6. ***Pico della Mirandola, Giovanni (1463-1494)***
   Oratio de dignitate hominis (Italian trans. in Colombero, C. *Uomo e natura* pp. 95-96)

7. **Machiavelli, Niccolò *(1469-1527)***
   Il Principe
   Discorsi sopra la prima deca di Tito Livio (Proemio + 1, XI, XII, XXXVII, XXXIX, LV + 2, IX)
   La mandragola

8. ***Ariosto, Ludovico (1474-1533)***
   Orlando Furioso: Canto I

9. ***Bembo, Pietro (1470-1547)***
   Prose della volgar lingua: book 1

10. ***Castiglione, Baldassare (1478-1529)***
    Il Libro del Cortegiano: 1, XIV, XIX + 3, V

11. ***Vittoria Colonna (1492-1547)***
"Quel bel ginebro, cui d'intorno ginge" (See that lovely juniper, pressed so hard)

12. ***Tasso, Torquato (1544-1595)***
Gerusalemme liberata: Canto 1

13. ***Franco, Veronica (1546-1591)***
From *Rime*: XVI "Della Signora Veronica Franca" (risposta a Maffio Venier)

14. ***Galilei, Galileo (1564-1642)***
"Al discreto lettore" proem to *Dialogo sopra i due massimi sistemi del mondo*

15. ***Marino, Giambattista (1569-1625)***
"Amore di pesci"
L'Adone VIII, 8-11

16. ***Vico, Giambattista (1668-1744)***
La Scienza Nuova ("la grande selva primitiva" in Book II, chap. I)

17. ***Goldoni, Carlo (1707-1793)***
La bottega del caffé
La locandiera

18. ***Foscolo, Ugo (1778-1827)***
Dei sepolcri (excerpt)
Ultime lettere di Iacopo Ortis (excerpt)

19. ***Leopardi, Giacomo (1798-1837):***
"L'infinito"
"La sera del di' di festa"
"A Silvia"
from *Le Operette morali*: "Storia del genere umano"

20. ***Manzoni, Alessandro (1785-1873)***
I promessi sposi

21. ***Collodi, Carlo (1826-1890)***
Pinocchio (nel contesto del concetto di identità nazionale)

22. ***De Amicis, Edmondo (1846-1908)***
Cuore (nel contesto del concetto di identità nazionale)

23. ***Carducci, Giosuè (1835-1907)***
Selections from *Le Odi barbare*

24. ***Pascoli, Giovanni (1855-1912)***
Il fanciullino
"Gelsomino notturno"

25. ***Verga, Giovanni (1840-1922)***
I Malavoglia
"Rosso Malpelo"

26. ***D'Annunzio, Gabriele (1863-1938)***
Il fuoco
"La pioggia nel pineto"

27. ***Svevo, Italo (1861-1928)***
La coscienza di Zeno

28. ***Pirandello, Luigi (1867-1936)***
da Novelle per un anno: "La giara"
"L'altro figlio"
Sei personaggi in cerca d'autore

29. ***Marinetti, Filippo Tommaso (1876-1944)***
Manifesto sul Futurismo

30. ***Palazzeschi, Aldo (1885-1974)***
"Lasciatemi divertire"

31. ***Montale, Eugenio (1896-1981)***
from *Ossi di Seppia*: "Non chiederci la parola"
"La casa dei doganieri"
"Dora Markus"

32. ***Ungaretti, Giuseppe (1888-1970)***
from *Allegria di naufragi:* "Mattina," "Fratelli," and "Solitudine"

33. ***Deledda, Grazia (1871-1936)***
Canne al vento

34. ***Quasimodo, Salvatore (1901-1968)***
Selections

35. ***Gramsci, Antonio (1891-1937)***
La questione meridionale (selections)

36. ***Bassani, Giorgio (1916-2000)***
Il giardino dei Finzi-Contini

37. ***Moravia, Alberto (1907-1990)***
La Ciociara

38. ***Tommasi Di Lampedusa, Giuseppe (1896-1957)***
Il Gattopardo

39. Morante, Elsa (1912-1985)
L'isola di Arturo **or** *La storia*

40. Levi, Carlo (1902-1975)
Cristo si è fermato a Eboli

41. Vittorini, Elio (1908-1966)
Conversazione in Sicilia

42. Pavese, Cesare (1908-1950)
La luna e i falò

43. Calvino, Italo (1923-1985)
Introduzione a *Il Sentieri dei nidi di ragno*
Introduzione a *Le Fiabe*
Se una notte d'inverno un viaggiatore **or** *Le città invisibili*

44. Maraini, Dacia (1939-)
La lunga vita di Marianna Ucria

45. De Luca, Erri (1950-).
Montedidio

Films

De Sica, Vittorio
Ladri di biciclette (1948)
La Ciociara (1960)
Il giardino dei Finzi-Contini (1970)

Rossellini, Roberto
Roma città aperta (1945)
Paisà (1946)

Fellini, Federico
La strada (1954) **or** *Amarcord* (1973)
La dolce vita (1940) **or** *8%* (1963)

Tornatore, Guiseppe
Nuovo cinema paradiso (1988)

Benigni, Roberto
La vita è bella (1997)

Salvatores, Gabriele
Mediterraneo (1991)

Sorrentini, Paolo
La grande bellezza (2013)

Opere-guida consigliate

Borsellino Nino, ed. *Il Cinquecento*. Bari: Laterza, 1973.

Cecchi-Sapegno. *Antologia della Letteratura italiana* vol. 3 (pp. 1-353)

Contini, Gianfranco, ed. *Letteratura del Quattrocento*. Firenze: Sansoni, 1970.

___. *Letteratura delle origini*. Firenze: Sansoni, 1976.

Contini, Gianfranco. *Poeti del Duecento*, ed. G. Contini, Milano: Ricciardi, 1960.

Ferroni, Giulio. *Storia e testi di letteratura italiana.*

Ginsborg, Paul. *Storia d'Italia dal dopoguerra a oggi*. Torino: Einaudi, 1989.

___. *L'Italia del tempo presente*. Torino: Einaudi, 1998.

Guglielmino, Salvatore. *Guida al Novecento*. Milano" Principato, 1971.

Garin, Eugenio, ed. *La letteratura degli umanisti.*

Manacorda, Giuliano. *Letteratura e cultura italiana nel periodo fascista.* Milano: Principato, 1974.

Nicolini F. *Opere*. Milano: Ricciardi, 1953. (per il Settecento + Vico)

Ortolani, G. "Prefazione" alla prima raccolta delle commedie di Goldoni. Milano: Mondadori, 1935-56. Volume I of *Tutte le opera.*

and

Aristotle. From *Poetics* (pp. 59-81)

Dante Alighieri. From *Letter to Cangrande della Scala* (pp. 121-23)

Karl Marx. "Consciousness Derived from Material Conditions" from *The German Ideology* (pp. 406-09)

Mikhail Bakhtin. "Heteroglossia in the Novel" from *Discourse in the Novel* (pp. 588-94)

Vladimir Propp. *[Fairy Tale Transformations]* (pp. 785-97)

Roland Barthes. *The Death of the Author* (pp. 874-77)

Michel Foucault. *What is an Author?* (pp. 904-14)

Umberto Eco. *The Myth of Superman* (pp. 950-61)

Wolfgang Iser. *The Reading Process: A Phenomenological Approach* (pp. 1002-14)

Edward W. Said. Introduction to *Orientalism*

Jean-François Lyotard. *Defining the Postmodern* (1933-35).

FAU
FLORIDA ATLANTIC UNIVERSITY

DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

MA IN LLCL: FRENCH READING LIST

For students beginning Fall 2016 or later

I. DESCRIPTION OF THE COMPREHENSIVE EXAM

Note to the student: You should begin to prepare the works on this reading list as soon as you begin your graduate career. It is recommended that MA students take a variety of courses that cover different periods and literary trends. Nevertheless, it is your sole responsibility to prepare the works on this list and understand their importance in the development of literary history. The comprehensive exams are based on this list.

Candidates are expected not only to read the primary texts listed below but also to acquire background in their literary history (and such frames of reference as genres, period themes, topoi). In addition, literary texts should always be studied within a framework of critical theory, as well as of social, political, and cultural history – and no text or period is an exception.

The following short critical overview is recommended for ALL periods of the tradition: Kay, Sarah, Terence Cave, and Malcom Bowie. *A Short History of French Literature* (Oxford: Oxford UP, 2006).

Non-Thesis Option

All MA students begin in the Non-Thesis option. For MA students who continue in the Non-Thesis option, the written comprehensive exams are normally taken in the last semester, and consist of questions that examine the student's knowledge of the literary works on this list, their historical context, stylistic and ideological trends, and the intertextuality of these works from the earliest periods to the present. The exam lasts 8 hours and is scheduled over a two-day period on the Monday of the 6th week of class and the Monday of the 7th week of class, from 12:00-4:00pm. The student may not consult a copy of the reading list during the exam. The written exam has the following format:

1. The first exam consists of 2 discrete sections corresponding largely to chronological periods: (a) Middle Ages and Renaissance (10th – 16th centuries); (b) 17th through the end of the 18th century. Each section will have two questions from which the student must choose one. All answers must be in French, and the student should spend approximately 2 (two) hours on each question. (4 hours maximum).

2. The second exam consists of 2 discrete sections corresponding largely to chronological periods: (a) the 19th century to the present; and (b) Francophone literature/literature of immigration. Each section will have two questions from which the student must choose one. All answers must be in French, and the student should spend approximately 2 (two) hours on each question. (4 hours maximum).

Each analytical essay response will receive a grade of "excellent," "pass," or "fail." If a student does not write an analytical essay response to the required number of questions in any given section of the exam, the student will automatically fail that entire section of the written comprehensive exam. If the student fails one or more sections, s/he will have only one opportunity to retake the failed section(s), and the retake must be within one year from the date of the original exam. The professor who coordinates the exam will set the date for the retake in consultation with the student.

Thesis Option

If an MA student is interested in writing a thesis, s/he must submit an "Application for the Thesis Option" prior to the end of the second semester of full-time study. If the application is approved, then the student is admitted into the Thesis Option. For MA students writing a thesis, the comprehensive oral exam is normally taken in the seventh week of the third semester. Usually, all of the French professors participate in the exam. The student may not consult any materials during the exam, including a copy of the reading list and will respond to all of the questions in French.

The oral exam consists of questions that examine the student's knowledge of the literary works on this list, their historical context, stylistic and ideological trends, and the intertextuality of these works, from the Middle Ages to the present. The oral exam will last approximately one hour and a half. If the student does not pass the oral exam, s/he will have just one opportunity to retake it within one year of the date of the original exam. The thesis director will set the date for the retake in consultation with the student. The date of the thesis prospectus defense will be postponed until the student passes the oral exam. Typically, the thesis prospectus defense is scheduled for two weeks after the oral exam is passed.

Thesis Prospectus Defense:

The thesis prospectus defense typically is held in the ninth week of the third semester of full-time study, and lasts approximately one hour. Two weeks prior to the thesis prospectus defense, but no later than the date of the oral comprehensive examination, the student will distribute a copy of the thesis prospectus to all committee members. The student should consult a sample prospectus to ensure that s/he uses the appropriate format. The thesis prospectus defense is comprised of two main sections:

1) a presentation of about 30-40 minutes by the student about the genesis of the topic, how s/he delimited the focus, what thesis s/he plans to affirm, the critical framework s/he will use, etc.;
2) the committee asks questions about the prospectus, what the candidate said, and may offer suggestions on ways to improve the focus, etc. The committee goes through the Bibliography carefully, and may recommend additional books/articles that may be of use to the candidate.

The thesis prospectus defense ensures that all of the committee members have a chance to ask questions about the proposed thesis, to confirm the focus and parameters of the thesis,

and to affirm that the entire committee is in agreement. If the committee does not approve the thesis prospectus, the student will reformulate the prospectus according to the stipulations of the committee, and will submit the revised prospectus. The Thesis Director, in consultation with the committee and the student, will schedule a new thesis prospectus defense date. If the committee approves the thesis prospectus, the student may then proceed to write the thesis on the topic, within the focus and parameters approved during the thesis prospectus defense.

Thesis Defense:

The thesis defense is usually scheduled no later than the eleventh week of the last semester of a student's program, and typically lasts 1.5 hours. The student should verify the specific department, college, and university deadlines for the semester when s/he plans to graduate. The Thesis Director, in consultation with the student and the committee members, will set the date for the thesis defense. At least two weeks prior to the defense, the student will give copies of the completed thesis to all of the committee members. The thesis defense is comprised of three main sections:

1) a presentation of about 10 minutes on the genesis of the topic, the focus of the thesis, and the critical framework used;
2) a presentation of about 30 minutes on the thesis that the student affirmed, the chapter-by-chapter overview of how the thesis was supported by the research; and the conclusions that were reached;
3) the committee members ask detailed questions about the thesis, any sections that may need clarification, any issues that may need to be addressed, etc., to which the student responds.

On the date of the defense, the student will bring copies of the signature pages on the required stock paper and the correct pen with the correct color ink as stipulated in the Graduate College's guidelines. If the thesis is not approved, the candidate will make the major revisions stipulated during the defense, and resubmit the revised thesis to the committee. The Thesis Director, in consultation with the committee members and the student, will set a new date for the thesis defense. If the thesis is approved, the committee members will sign the initial pages right then. Each member of the committee will give the candidate his/her copy of the thesis with all of the errata and corrections clearly marked, so that the candidate can make the necessary changes. Typically, after all of the corrections are made, the candidate reviews the final manuscript with the Thesis Director prior to submitting it.

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READING LIST

Lectures critiques et obligatoires que l'étudiant(e) doit préparer (dans Richter, David H, ed. *The Critical Tradition: Classic Texts and Contemporary Trends*. 3ème éd).

1. Sartre, Jean-Paul. "Why Write?"
2. Saussure, Ferdinand de. "Nature of the Linguistic Sign"
2. Lévi-Strauss, Claude. "The Structural Study of Myth"
3. Barthes, Roland. "The Death of the Author"
4. Foucault, Michel. "What Is an Author?"
5. Derrida, Jacques. "Structure, Sign, and Play in the Discourse of the Human Sciences"
6. Iser, Wolfgang. "The Reading Process: A Phenomenological Approach"
7. Louis Althusser. "From *Ideology and Ideological State Apparatuses*"
8. Williams, Raymond. "From *Marxism and Literature*"
9. Cixous, Hélène. "The Laugh of the Medusa"
10. Lyotard, Jean-François. "Definining the Postmodern"
11. Baudrillard, Jean. "From *The Precession of Simulacra*"

L'ère médiévale (9e siècle – 15e siècle)

Lectures requises:

1. *La Vie de saint Alexis*
2. *La Chanson de Roland* (entier)
3. La lyrique occitane : **Beatriz de Dia,** « A chantar m'er de so qu'ieu non volria » ; **Guilhem IX,** « Companho, tant ai agutz d'avola conres », « Farai un vers de dreyt nien », Farai chansoneta nueva » ; **Jaufre Rudel,** « Quan lo rius » ; **Bernart de Ventadorn,** « Pel doutz chan », « Can vei la lauzeta mover » ; **Marcabru**, « Dirai vos en mon lati », « En abriu, s'esclairo·il riu contra·l Pascor », « L'autrier, a l'issida d'abriu ».
4. Chrétien de Troyes : *Le Chevalier au lion, ou Yvain* **et** *Le Chevalier de la Charrette, ou Lancelot*
5. Marie de France: *Lais* (entier)
6. Guillaume de Lorris, *Le Roman de la Rose* (Partie I)
7. *Le Roman de Renart* (Branches I – IV)
8. Fabliaux : « Du prêtre qui dit la passion » ; « Du prêtre crucifié » ; « Les quatre souhaits de saint Martin » ; « Du chevalier qui fit parler les cons ».
9. *La Farce de Maître Pathelin*
10. Christine de Pizan: *La Cité des Dames* (entier)
11. Villon: *Le Testament* (entier)

Lectures critiques recommandées (Moyen-Âge):

1. Badel, Pierre-Yves. *Introduction à la vie littéraire du Moyen Age*. Paris: Bordas, 1969. Imprimé.
2. Krueger, Roberta. *The Cambridge Companion to Medieval Romance*. Cambridge: Cambridge UP, 2000. Imprimé.

3. Maddox, Donald. *Fictions of Identity in Medieval France*. Cambridge: Cambridge UP, 2006. Imprimé.
4. Payen, Jean et Poirion, Daniel, eds. *La Littérature française aux XIVe et Xve siècles*. 2 vols. Heidelberg : Winter – Universitätsverlag, 1988. Imprimé.
5. Zumthor, Paul. *Essai de poétique médiévale*. Paris: Seuil, 1972. Imprimé.

Renaissance
16e siècle

Lectures requises:

1. François Rabelais: *Gargantua* (entier)
2. Michel de Montaigne: *Essais* : "Au lecteur," I 1, 20, 26, 28; II 6, 10, 18; III 6
3. Joachim du Bellay: *L'Olive* 1; *Les Regrets* "A son livre,"1, 8, 9, 31, 32, 79 ; *Défense et Illustration de la Langue Française*, first book
4. Pierre de Ronsard: *Cassandre* 1, 5, 23; *Marie* 2, 14, 15; *Hélène* 3, 5, 11Agrippa D'Aubigné : *Les Tragiques, Livre I – Les Misères 1-678*
5. Marguerite de Navarre : *L'Heptaméron, Prologue et Nouvelles I-V*
6. Maurice Scève : *Délie, opening huitain and dizains 1-5*
7. Louise Labé: *Sonnets* 2, 8, 17, 24 et *Débat de Folie et d'Amour*.

Lectures critiques recommandées (16e siècle):

1. Auerbach, Erich. *Mimésis*. Princeton: Princeton UP, 1953. Imprimé. Chapitres sur Montaigne, Rabelais.
2. Cave, Terence. *The Cornucopian Text: Problems of Writing in the French Renaissance*. Oxford: Oxford UP, 1979. Imprimé.
3. Bakhtin, Mikhaïl. *L'Oeuvre de François Rabelais et la culture populaire au Moyen Age et sous la Renaissance*. Paris: Gallimard, 1970. Imprimé. OU en anglais : Rabelais and His World. Cambridge: MIT P, 1965. Imprimé:
4. Ménager, Daniel. *Introduction à la vie littéraire du XVIe siècle*. Paris: Bordas, 1968. Imprimé.
5. Starobinski, Jean. *Montaigne en mouvement*. Paris: Gallimard, 1983. Imprimé.
6. Weber, Henri. *La Création poétique au XVIe siècle en France*. 2 vols. Paris: Nizet, 1955. Imprimé.
7. Ficin, Marsile. *Le Festin de Platon*.

Classicisme et Lumières
17e siècle

Lectures requises:

1. Pierre Corneille: *Le Cid* et *L'Illusion comique*
2. Jean Racine: *Phèdre* et *Bérénice*
3. Molière: *L'Avare* et *Tartuffe* et *Dom Juan*
4. Madame de Lafayette: *La Princesse de Clèves*

5. Blaise Pascal : *Pensées*
6. René Descartes : *Discours de la Méthode*
7. Madame de Sévigné : *Lettres*
8. François de La Rochefoucauld : *Maximes*
9. Cyrano de Bergerac : *Voyage sur la Lune*

Lectures critiques recommandées (Classicisme):

1. Bénichou, Paul. *Morales du Grand Siècle*. Paris: Gallimard, 1948. Imprimé.
2. Goldmann, Lucien. *Le Dieu caché: Étude sur la vision tragique dans les* Pensées *de Pascal et dans le théâtre de Racine*. Paris: Gallimard, 1959. Imprimé.
3. Bury, Emmanuel. *Le Classicisme: L'Avènement du modèle littéraire français 1660-1680*. Paris: Nathan, 1993. Imprimé.
4. Payre, Henri. *Qu'est-ce que le classicisme?* Paris: Nizet, 1964. Imprimé.

18e siècle

Lectures requises:

1. Voltaire: *Candide ou l'optimisme*
2. Denis Diderot: *La Religieuse* et *Jacques le Fataliste*
3. Jean-Jacques Rousseau: *Les Rêveries du promeneur solitaire* et *Du Contrat Social*
4. Montesquieu: *Les Lettres persanes* et *L'Esprit des Lois*
5. Pierre Beaumarchais: *Le Mariage de Figaro*
6. Choderlos de Laclos: *Les Liaisons dangereuses*
7. Olympe de Gouges : *Déclaration des Droits de la Femme et de la Citoyenne*
8. Sade : *La Philosophie dans le Boudoir*

Lectures critiques recommandées (18e siècle):

1. Starobinski, Jean. *Jean-Jacques Rousseau: La Transparence et l'obstacle*. Paris: Gallimard, 1971. Imprimé.
2. Cassirer, Ernst. *La Philosophie des lumières*. Paris: Fayard, 1966. Imprimé.
3. Fried, Michael. *Absorption and Theatricality: Painting and Beholder in the Age of Diderot*. Berkeley: U of California P, 1980. Imprimé.
4. Foucault, Michel. *Les Mots et les choses: Une archéologie des sciences humaines*. Paris: Gallimard, 1966. Imprimé.

Le 19e siècle

Lectures requises:

1. Alphonse de Lamartine: "Le Lac"
2. Victor Hugo: *Hernani*
3. François-René de Chateaubriand: *René*

4. Claire de Duras : Ourika
5. George Sand : *Indiana*
6. Honoré de Balzac: *Le Père Goriot*
7. Gustave Flaubert: 'Un Coeur simple'
8. Verlaine: "Art Poétique"
9. Stéphane Mallarmé: "Brise marine"
10. Emile Zola: *Germinal*
11. Charles Baudelaire : from *Les Fleurs du Mal*: 'Au Lecteur,' 'Une Charogne,' 'L'Invitation au Voyage,' 'Le Cygne'
12. Arthur Rimbaud, "Le bateau ivre"
13. Rachilde : *Monsieur Vénus*

Lectures critiques recommandées:

1. Charlton, Donald G., ed. *The French Romantics*. 2 vols. Cambridge: Cambridge UP, 1984. Imprimé.
2. Prendergast, Christopher, ed. *Nineteenth-Century French Poetry: Introduction to Close Reading.* Cambridge: Cambridge UP, 1990. Imprimé.
3. Levin, Harry. *The Gates of Horn: A Study of Five French Realists*. NY: Oxford UP, 1966. Imprimé.
4. Auerbach, Erich. *Mimesis*, chapters 18 and 19
5. Dufour, Philippe. *Le Réalisme*. Paris: PUF, 1998. Imprimé.
6. Nochlin, Linda. *Realism*. NY: Penguin, 1971. Imprimé.
7. Terdiman, Richard. *Discourse/Counter-Discourse: The Theory and Practice of Symbolic Resistance in Nineteenth-Century France*. Ithaca: Cornell UP, 1985. Imprimé.
8. Scott, David. *Pictorialist Poetics: Poetry and the Visual Arts in Nineteenth-Century France*. Cambridge: Cambridge UP, 1988. Imprimé.
9. Bowie, Malcolm. *Mallarmé and the Art of Being Difficult*. Cambridge: Cambridge UP, 1978. Imprimé.
10. Zola, Emile. 'Le Roman Expérimental.'
11. Hugo, Victor. 'Préface' de *Cromwell*

Le 20e siècle

Lectures requises:

1. Marcel Proust: 'Un Amour de Swann' (in *Du Côté de Chez Swann)*
2. André Breton: *Nadja*
3. Céline: *Voyage au bout de la nuit* (première moitié, chapitres 1-19)
4. Albert Camus: *L'Etranger*
5. Eugène Ionesco: *Rhinocéros*
6. Nathalie Sarraute : *Tropismes*
7. Colette : *La Femme Cachée*
8. Annie Ernaux : *Une Femme*
9. Paul Éluard : 'La Terre est Bleue,' 'La Courbe de tes Yeux'
10. Francis Ponge : 'Notes pour un Coquillage'
11 Guillaume Apollinaire : 'Le Pont Mirabeau,' 'La Colombe Poignardée et le Jet d'Eau'

Lectures critiques recommandées (20e siècle):

1. Kristeva, Julia. *Le Temps sensible: Proust et l'expérience littéraire*. Paris: Gallimard, 1994. Imprimé.
2. Artaud, Antonin. *Le Théâtre et son double*. Paris: Gallimard, 1964. Imprimé.
3. Nadeau, Maurice. *Histoire du surréalisme*. Paris: Seuil, 1970. Imprimé.
4. Butler, Christopher. *Early Modernism: Literature, Music, and Painting in Europe 1910-1916*. Oxford: Clarendon, 1994. Imprimé.
5. Aronson, Ronald. *Camus and Sartre: The Story of a Friendship and the Quarrel That Ended It*. Chicago: U of Chicago P, 2004. Imprimé.
6. Felski, Rita. *The Gender of Modernity*. Cambridge, MA: Harvard UP, 1995. Imprimé.
7. Lyotard, Jean-François. *La Condition postmoderne*. Paris: Minuit, 1979. Imprimé.
8. Jardine, Alice. *Gynesis: Configurations of Woman and Modernity*. Ithaca: Cornell UP, 1985. Imprimé.
9. Breton, André. 'Premier Manifeste du Surréalisme' (first version)
10. Robbe-Grillet, Alain. 'Pour un Nouveau Roman.'

Littérature francophone et littérature postcoloniale

Students choose ONE of the following areas:

1. La France postcoloniale

1. Nacer Kettane : *Le Sourire de Brahim*
2. Farida Belghoul *: Georgette !*
3. Leila Sebbar *: La Seine était rouge*
4. Azzouz Begag *: Le Gone du Chaaba*
5. Faiza Guène : *Kif Kif demain*
6. Fatou Diome : *Le Ventre de l'Atlantique*
7. Dalila Kerchouche : *Leila, avoir 17 ans dans un camp de harkis*
8. Calixthe Beyala : *C'est le soleil qui m'a brûlée*
9. Saphia Azzeddine : *Belqiss*
10. Alain Mabanckou : *Bleu blanc rouge*

2. Francophonie de l'Afrique subsaharienne et de la Caraïbe :

1. Léopold Senghor : Poèmes choisis : « Femme nue, femme noire » et « Congo »
2. Djibril Tamsir Niane : *Sounjata*
3. Mariama Bâ : *Une si longue lettre*
4. Ferdinand Oyono *: Une vie de boy*
5. Amadou Kourouma : *Les Soleils des Indépendances*
6. Aimé Césaire: *Cahier d'un retour au pays natal*
7. Jacques Roumain : *Gouverneurs de la rosée*
8. Marie (Vieux) Chauvet : *Amour*
9. Patrick Chamoiseau : *Chronique des sept misères*
10. Simone Schwarz-Bart : *Pluie et vent sur Télumée Miracle*
11. Jacques Stephen Alexis : *Compère Général Soleil*

3. Francophonie du monde arabe

1. Albert Memmi: *La Statue de Sel*
2. Driss Chraibi : *Le Passé simple*
3. Rachid Boudjedra: *La Répudiation*
4. Assia Djebar : *L'Amour, la Fantasia*
5. Maissa Bey : *Entendez-vous dans les montagnes*
6. Fouad Laroui : *Méfiez-vous des parachutistes*
7. Mahi Binebine : *Les Etoiles de Sidi Moumen*
8. Amin Maalouf: *Les Identités meurtrières*
9. Andrée Chédid: *La Maison sans racines*
10. Hubert Haddad : *Palestine*
11. Charif Majdalani : *La grande maison*

Lectures critiques (* = dans Richter, *The Critical Tradition*, 3rd Ed.).
L'étudiant doit préparer CINQ titres de la liste suivante:

1. *Ferdinand de Saussure: "Nature du signe linguistique" (dans *Cours de linguistique générale*)
2. Claude Lévi-Strauss: "Structures élémentaires de la parenté"
3. Jean-Paul Sartre: "Qu'est-ce que la littérature?"
4. *Roland Barthes: "La Mort de l'Auteur"
5. *Michel Foucault: "Qu'est-ce qu'un auteur?"
6. *Louis Althusser: "Idéologie et appareils idéologiques d'état"
8. *Raymond Williams, "Culture and Society"
9. Hélène Cixous: "Le Rire de la Méduse"
10. *Jean Baudrillard: "Simulacra and Simulations"
11. *Wolfgang Iser: "The Reading Process"
13. *Jacques Derrida: "Structure, Sign, and Play in the Discourse of the Human Sciences"
14. *Edward Saïd: From the Introduction to *Orientalism*
15. Memmi: *Portrait du colonisé* (extrait)
16. Fanon: *Peau noire, masques blancs* (extrait)

Lectures critiques recommandées:

Marcel Danesi: *Messages and Meanings: An Introduction to Semiotics*
*Fredric Jameson: "The Politics of Theory"
Maurice Blanchot: "The Essential Solitude" (in *L'Espace littéraire*)
Homi Bhabha: "Dissemanation" (in *The Location of Culture*)
*Paul de Man: "Resistance to Theory"
*Jean-François Lyotard: "Defining the Postmodern"

Nota Bene: *consultez également les lectures critiques indiquées auparavant.*

DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

MA IN LLCL: LINGUISTICS

READING LIST

For students beginning Fall 2016 or later

Note to the student: You should begin to learn the terms/concepts on this reading list as soon as you begin your graduate career. It is recommended that MA students take a variety of courses that cover different areas. Nevertheless, it is your sole responsibility to prepare the terms/concepts on this list and understand their importance. The comprehensive exams are based on this list.

Non-Thesis Option

All MA students begin in the Non-Thesis option. For MA students who continue in the Non-Thesis option, the written comprehensive exams are divided into 2 sections taken over 2 days (normally the Mondays of the 6th and 7th weeks of the last semester).

Section I (4 hours) covers terms/concepts from theoretical linguistics.

Section II (4 hours) covers terms/concepts from historical and applied linguistics.

For both Sections, the student is presented with a list of 20 terms/concepts and the following instructions:

Select 15 of the following 20 terms/concepts. Clearly define the terms/concepts in an essay format and provide pertinent examples, explaining how this example illustrate your point (if examples are from a language other than English, please provide glosses). Your answers should go beyond a mere definition and explication of each concept. Mention pertinent research, important theorists, and seminal publications. Use each concept as an opportunity to articulate your knowledge of current issues and approaches, key insights in linguistics and related fields, and the relevance of the concept to your own interests in linguistics or a particular research agenda that you may be familiar with.

The student must respond to all of the questions in English and must not select more than 15 terms/concepts. The set of 20 terms/concepts is selected by the faculty from the following pools:

Section I (Theoretical linguistics):

1. Agreement
2. Ambiguity
3. Analogy
4. Arbitrariness
5. Argument and adjunct
6. Assimilation and dissimilation
7. Behaviorism
8. Biolinguistics
9. Connotation
10. Consonantal place and manner of articulation
11. Derivational and inflectional morphology
12. Distinctive features
13. Distribution of sounds (complementary, contrastive, free variation)
14. Domination and C-command
15. Ellipsis
16. Endocentric and exocentric compounding
17. Entailment
18. Epenthesis and elision
19. Etymology
20. Felicity
21. Formant structure
22. Fortition and lenition
23. Frame
24. Grammaticalization
25. Grice's Maxims
26. Homonymy and polysemy
27. Language (E-language, I-language) and discourse

28. Lemma and lexeme
29. Lexicon
30. Locutionary act
31. Markedness
32. Metaphor and metonymy
33. Metathesis and coalescence
34. Modality
35. Morpheme and allomorph
36. Movement, raising and trace
37. Neogrammarians
38. Opposition
39. Optimality Theory
40. Perlocutionary act
41. Phoneme, allophone and minimal pair
42. Phonetics and phonology
43. Prescriptive and descriptive approaches
44. Presupposition
45. Prototype theory
46. Sapir-Whorf hypothesis
47. Semantic roles
48. Semantics and pragmatics
49. Signified and signifier
50. Speech acts
51. Stress and intonation
52. Structuralism
53. Syllable structure and Obligatory Contour Principle (OCP)
54. Tense and aspect
55. Tone and pitch accent

56. Transitivity and intransitivity
57. Typology and linguistic universals
58. Voicing and VOT
59. Vowel features (height, blackness, rounding)
60. Word order

Section II (Historical and Applied Linguistics):

1. AAVE
2. Access and transfer in SLA
3. Aphasia and SLI
4. Audio-lingual method
5. Bilingual education
6. Bilingualism and multilingualism
7. Bottom up and top down processing
8. Broca's and Wernicke's areas
9. Code-switching
10. Cognate
11. Communicative language teaching
12. Comparative method
13. Competence and performance
14. Correlation and regression
15. Critical period hypothesis
16. Diachronic and synchronic approaches
17. Diglossia and isoglosses
18. ERP and major ERP components (N100, N400 ...)
19. ESL and EFL
20. Factorial design
21. Fluency and accuracy

22. Frequency and neighborhood density
23. Garden path sentence
24. Grammar translation approach
25. Great Vowel Shift
26. Grimm's law
27. Holophrastic stage of L1 acquisition
28. Hypo- and hypercorrection
29. Independent and dependent variables
30. Influential factors in language acquisition
31. Innateness and UG
32. Input and intake
33. IRB and informed consent
34. L1 and L2 acquisition and interference
35. Labov's variationist approach
36. Language attitudes and prestige
37. Language change
38. Language contact and substrate
39. Language course delivery method (Online, Hybrid.)
40. Language endangerment and revitalization
41. Language family tree model and language isolate
42. Language types (synthetic, agglutinative, isolating…)
43. Levelling and reanalysis
44. Lexical borrowing and calque/loan translation
45. Longitudinal and cross-sectional research
46. Online and offline research methods
47. Orthography and orthographic systems
48. Pidgin and creole
49. Proto-language and reconstruction

50. Psycholinguistics and neurolinguistics
51. Qualitative and quantitative approaches to language
52. Speech communities
53. Standard and dialect
54. Style and register
55. Suppletion and portmanteau
56. Swadesh list
57. T-test, ANOVA and statistical significance
58. Types of feedback (recall, recast ...)
59. Vocal tract (major parts)
60. Wave theory

Scoring procedure

Answers for each of the 15 terms/concepts are graded individually by the members of the comprehensive examination committee using the following rubric:

1) Level 1 (no attempt; 0 points)

   No answer or incorrect answer provided. Writing is disorganized, incoherent, vague, or inappropriate.

2) Level 2 (limited attempt; 1 point)

   Demonstrates limited and simplified knowledge and vocabulary, or vocabulary is used inappropriately. Writing is generally disorganized, incoherent, vague, or inappropriate.

3) Level 3 (developing; 2 points)

   Demonstrates working knowledge and vocabulary of the discipline but they are not complex or nuanced. Writing is generally focused, organized, and clear.

4) Level 4 (proficient; 3 points)

   Demonstrates complex and nuanced knowledge and vocabulary. Writing is focused, organized, and clear.

An average score of **2.50** (aggregated across the 15 terms/concepts) is required to pass the comprehensive exam.

If a student does not obtain this average, s/he retakes the exam section(s). If a student fails the written examination, it may be repeated once. The future retake date will be set upon the advice of the faculty, but within a maximum of one year from the date of the first written examination attempt. If a student fails to pass the retake of the written examination, s/he is dismissed from the Master's program, with no appeal.

Note: All students must take the written comprehensive exams on a designated computer (with disabled internet access). With previous approval, students may hand write questions if they need unusual characters, trees, diagrams, phonetic transcriptions, etc. If a student needs special accommodations, s/he must register with the Student Access Services prior to the semester in which s/he plans to take the exam.

Thesis Option

If an MA student is interested in writing a thesis, s/he must submit an "Application for the Thesis Option" prior to the end of the second semester of full-time study. If the application is approved, the student is admitted into the Thesis Option. For MA students writing a thesis, the comprehensive oral exam is normally taken in the seventh week of the third semester. The student will respond to all of the questions in English.

The oral exam examines the student's knowledge of the foundational terms and concepts. Typically, the student is examined by the thesis committee. The oral exam will last approximately one hour and a half.

If the student does not pass the oral exam, s/he will have one opportunity to retake it within one year of the date of the original exam. The thesis director will set the date for the retake in consultation with the student and the committee members. The student will not be permitted to schedule the Thesis Prospectus Defense until s/he passes the oral examination. If a student does not pass the retake of the oral examination, s/he will not be permitted to continue in the thesis option, and will take the written comprehensive examination during the fourth semester.

Typically, the thesis prospectus defense is scheduled for two weeks after the oral exam is passed. If they wish, students may use an overhead projector, blackboard, etc. and should request the desired audiovisual equipment when the date for the prospectus defense is scheduled.

Thesis Prospectus Defense:

The thesis prospectus defense typically is held in the ninth week of the third semester of full-time study, and lasts approximately one hour. Two weeks prior to the thesis prospectus defense, but no later than the date of the oral comprehensive examination, the student will distribute a copy of the thesis prospectus to all committee members. The student should consult a sample prospectus to ensure that s/he uses the appropriate format. The thesis prospectus defense is comprised of two main sections:

1) a presentation of about 30-40 minutes by the student about the genesis of the topic, how s/he delimited the focus, what thesis s/he plans to affirm, the critical framework s/he will use, etc.;

2) the committee asks questions about the prospectus, what the candidate said, and may offer suggestions on ways to improve the focus, etc. The committee goes through the Bibliography, and may recommend additional books/articles that may be of use to the candidate.

The thesis prospectus defense ensures that all of the committee members have a chance to ask questions about the proposed thesis, to confirm the focus and parameters of the thesis, and to affirm that the entire committee is in agreement. If the committee does not approve the thesis prospectus, the student will reformulate the prospectus according to the stipulations of the committee, and will submit the revised prospectus. The thesis director, in consultation with the committee and the student, will schedule a new thesis prospectus defense date. If the committee approves the thesis prospectus, the student may then proceed to write the thesis on the topic, within the focus and parameters approved during the thesis prospectus defense.

Thesis Defense:

The thesis defense is usually scheduled no later than the eleventh week of the last semester of a student's program, and typically lasts 1.5 hours. The student should verify the specific department, college, and university deadlines for the semester when s/he plans to graduate. The thesis director, in consultation with the student and the committee members, will set the date for the thesis defense. At least two weeks prior to the defense, the student will give copies of the completed thesis to all of the committee members. The thesis defense is comprised of three main sections:

1) a presentation of about 10 minutes on the genesis of the topic, the focus of the thesis, and the critical framework used;

2) a presentation of about 30 minutes on the thesis that the student affirmed, the chapter-by-chapter overview of how the thesis was supported by the research; and the conclusions that were reached;

3) the committee members ask detailed questions about the thesis, any sections that may need clarification, any issues that may need to be addressed, etc., to which the student responds.

On the date of the defense, the student will bring copies of the signature pages on the required stock paper and the correct pen with the correct color ink as stipulated in the Graduate College's guidelines. If the thesis is not approved, the candidate will make the major revisions stipulated during the defense, and resubmit the revised thesis to the committee. The thesis director, in consultation with the committee members and the

student, will set a new date for the thesis defense. If the thesis is approved, the committee members will sign the initial pages right then. Each member of the committee will give the candidate his/her copy of the thesis with all of the errata and corrections clearly marked, so that the candidate can make the necessary changes. Typically, after all of the corrections are made, the candidate reviews the final manuscript with the thesis director prior to submitting it.

"In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880) — and follow all SAS procedures."

Recommended sources:

The following sources are recommended for preparation for the written comprehensive examinations (please make sure to use the most recent edition, if applicable):

1. Campbell, Lyle. 2013. *Historical Linguistics: An Introduction.* Cambridge, MA: MIT Press.

2. Cruse, Alan. 2011. *Meaning in Language. 3rd Edition.* Oxford: Oxford University Press.

3. Crystal, David. 2008. *A Dictionary of Linguistics and Phonetics. 6th Edition.* Malden, MA: Wiley-Blackwell.

4. Gass, Susan, Jennifer Behney, and Luke Plonsky. 2013. *Second Language Acquisition: An Introductory Course. 4th Edition.* New York: Routledge.

5. Hopper, Paul J. and Elizabeth C. Traugott. 2003. *Grammaticalization. 2nd Edition.* Cambridge: Cambridge University Press.

6 Joseph, John, Nigel Love, and Talbot Taylor, eds. 2001. *Landmarks in Linguistic Thought Volume II: The Western Tradition in the Twentieth Century.* New York: Routledge.

7. Matthews, Peter. 2014. *The Concise Oxford Dictionary of Linguistics. 3rd Edition.* Oxford: Oxford University Press.

8. O'Grady, Gerard. 2013. *Key concepts in Phonetics and Phonology.* London: Palgrave.

9. O'Grady, William, John Archibald, Mark Aronoff, and Janie Rees-Miller. 2010. *Contemporary Linguistics.* 6th Edition. New York: Bedford.

10. Podesva, Robert J. and Devyani Sharma, eds. 2013. *Research Methods in Linguistics.* Cambridge: Cambridge University Press.

MA in Languages, Linguistics, and Comparative Literature (LLCL)

Rubric Summarizing General Expectations for Written MA Comprehensive Examinations

Disciplinary Knowledge	**Literature**	Students should demonstrate general knowledge of foundational texts in the relevant field area, referencing scholarly research / perspective where possible.
	Concepts	Students should demonstrate a clear understanding of foundational concepts in the relevant field area(s) with the aid of specific disciplinary terminology.
	Theory, Method, and Evidence	Students should be demonstrate knowledge of the major theoretical and methodological fault lines in the relevant field area(s) and be able to make a case for a particular theoretical or methodological perspective as applied to a text, problem, or phenomenon.
Argumentation	**Clarity**	Students should be able to establish a clear written argument with a clear general thesis serving as central reference point.
	Cogency	Students should be able to mount a persuasive and factually correct argument addressed to an intellectual audience familiar with the relevant field area(s).
	Development	Students should be able to establish a well developed argument with a clear and purposeful organizational structure in which the initial thesis is defended and further developed through evidence marshaled from the relevant texts, methodologies, and/or theories at stake.
	Strength	Students should be able to develop an argument which demonstrates some originality and disciplinary significance.
Language	**Grammar**	Students should demonstrate clear command of the formal conventions of written language (whether English, French, Spanish, or Italian); this includes grammar, syntax, punctuation, and spelling.
	Structure	Students should demonstrate the ability to produce writing marked by a compellingly varied range of sentence structures and vocabulary, including the skillful use of transitional signaling and other appropriate orderings (cause/effect, chronology, comparison).
	Relevance	Students should demonstrate the ability to produce a written response focused on the topic to be addressed. Digressions should be kept to a minimum, and anecdotes should only be mentioned if they serve as an effective illustration of general patterns in a wider body of evidence.

RUBRIC FOR THE EVALUATION OF THE MA THESIS in Languages, Linguistics, and Comparative Literature with the following concentrations:

MA in LLCL: French
MA in LLCL: Teaching of French
MA in LLCL: Spanish
MA in LLCL: Teaching of Spanish
MA in LLCL: Linguistics
MA in LLCL: Comparative Literature

Assessment criteria for Master's thesis

	Excellent 5	Very good 4	Good 3	Satisfactory 2	Sufficient 1
Research task (clarity; challenge/ innovativeness; definition and limitation)	The research task is genuinely innovative and challenging, and also has theoretical, practical and societal importance. The research attempts to fill an existing gap. The research task is presented, defined and limited in an excellent manner.	The research task is innovative and challenging as well as theoretically, practically and societally relevant. It is presented, defined and limited very well.	The research task is interesting and is linked to earlier research. The research task is presented, defined and limited in the appropriate manner.	The research task is conventional. Although rather narrow, a link to earlier research is present. The aims of the research remain in part at a general level.	The research task is limited or lacking in organisation. Presentation of the task and justification of choices display deficiencies.
Theory section (link to research task; mastery of theoretical frame of reference; sources – adequacy, relevance, source criticism)	Profound acquaintance with and understanding of theories. Theoretical frame of reference contains both an analytical approach and a personal contribution and is built on relevant sources. Use of concepts is consistent and exact. Critical and diverse use of sources. Theory section is linked to the research task in an excellent manner.	Good acquaintance with and understanding of theories. Theoretical frame of reference demonstrates an evaluative approach and is founded on the use of relevant sources. Critical use of sources. Concepts are used skilfully. Theory section supports the research well.	The theory section of the thesis demonstrates mastery of the central theories in the field. Presentation of the theories is clear, but partly declaratory. Central concepts are defined logically. Source material is reasonably comprehensive and sources have been used appropriately. Theory section supports the research.	The theory section is satisfactory, but rather disjointed and/or unconnected. It is based on a relatively small number of sources. Critical approach missing in places. Use of concepts is partly incoherent.	The theory section of the thesis is based on only a few sources. Definition of concepts is inadequate. Use of sources is by and large declaratory. Link between the theory section and the research is weak.
Methods and data (methodological choices; quality of data; use and mastery of methods)	Methodological choices are described and validated thoroughly. Choices are discussed in a critical manner. Data suits the research task excellently. Choice of method demonstrates deep understanding and method expertise is excellent. Treatment of the data is extremely skilful.	Methodological choices are described and validated well. Data suits the research task. Choice of method is well justified and method expertise is good. Treatment of the data is skilful.	Methodological choices are described and some justification for them is offered. Data is adequate and suited to the purpose. Method-wise research has been conducted in the correct manner.	Data is suited to the purpose. Treatment of the data demonstrates certain weaknesses. Choice of method is appropriate, but use of the method is somewhat mechanical.	Data and/or its treatment is rather weak. Deficiencies in the choice of method, justifications for the same, as well as in method expertise.
Results and conclusions (presentation and interpretation of results; conclusions and discussion; contribution)	The thesis provides new, interesting results in relation to previous research. The results are interesting also from practical and societal points of view. Results are presented professionally and perceptively. Conclusions reveal innovativeness and expert knowledge.	The thesis provides new results. The results are interesting from the point of view of previous research and practice. Results are presented professionally. Conclusions are clear and well argued.	Results are produced and presented competently, although their novelty value is limited. The thesis answers the questions posed. Discussion and conclusions are of a good standard.	Results are presented logically. The thesis answers the questions posed in part. Discussion and conclusions are evident to some extent, but they are slightly disjointed. Certain observations are weakly justified.	Research results are unclear and/or questionable. Problems in fulfilling the research task. Conclusions remain very lightweight and are disjointed.
Research report (coherence and balance of structure; language; layout and revision)	The structure of the thesis is clear and logical. Text flows well and is stylistically of an excellent standard. The thesis has been fully finished.	The structure of the thesis is clear and logical. Text flows well and is stylistically of a good standard. The thesis has been well finished.	The thesis is clear and the text reasonably fluent. No deficiencies in the finishing.	The structure of the thesis is relatively well designed. Minor deficiencies of a linguistic nature. Style sometimes opaque and minor deficiencies in the finishing.	The thesis contains inconsistencies. Text is stiff and/or contains linguistic weaknesses and grammar errors. The thesis is poorly finished in many respects.

Evaluative Rubric: Argument

Clarity: Students should be capable of making a clear argument, easily stated in a general thesis. This argument should be developed throughout the answer in a clear manner as well.

Excellent (5)	Very Good (4)	Good (3)	Satisfactory (2)	Insufficient (1)
Student produces a clear argument governed by a clear and logical thesis enriched by the high stylistic standard of the text. The entire argument flows easily and logically from the central thesis. The central thesis is fully finished; there are no loose ends.	Student produces a clear argument governed by a clear and logical thesis aided by a good stylistic standard. The argument flows well, and follows the central thesis which is fully complete.	Student produces a solid argument with a fully articulated thesis. The argument flows reasonably well from the thesis statement, and has no serious deficiencies.	Student produces a basic argument with roughly articulated thesis. The argument has a discernible structure, although it does not flow smoothly, and is not always in full articulation with the thesis statement.	Student fails to produce a basic argument without serious logical or structural inconsistencies. The thesis statement may not be present, or there may be no connection between it and the rest of the argument.

Cogency: Students should be able to mount a persuasive and factually correct argument addressed to an intellectual audience familiar with the relevant discipline(s).

Excellent (5)	Very Good (4)	Good (3)	Satisfactory (2)	Insufficient (1)
Student demonstrates ability to treat topic with careful nuance and refinement, both abstractly and concretely, and with strong awareness of target audience aided by a high degree of rhetorical control.	Student demonstrates ability to treat topic with nuance and refinement, both abstractly and concretely, and with a good awareness of target audience aided by rhetorical control.	Student treats topic adequately but without much nuance or refinement; tends to treat topic more concretely than abstractly. Has a basic sense of target audience, but is hindered by lack of fully adequate rhetorical control.	Student treats topic with rudimentary coverage, without nuance or refinement, and at times with uncertain topic control. Has difficulty correlating concrete and abstract treatments of topic. Has rudimentary awareness of target audience, and underdeveloped rhetorical skill.	Student fails to treat topic adequately; has no topic control. Unable to demonstrate abstract treatment of topic. Shows little to no awareness of target audience, and poor rhetorical skill.

Development: Students should be able to establish a well-developed argument with a clear and purposeful organizational structure in which the initial thesis is defended and further developed through evidence marshaled from the relevant texts, methodologies, and/or theories at stake.

Excellent (5)	Very Good (4)	Good (3)	Satisfactory (2)	Insufficient (1)
Student presents a carefully structured argument with extremely clear scope and purpose. Very well developed arguments / hypotheses presented with thoughtful detail and nuance. Thrust of overall argument is clear throughout and amplified as the argument builds to a conclusion. Provides very smooth transitions between ideas or subtopics; ability to distinguish clearly between principal and secondary ideas is major structuring force. Argument supported by extremely well chosen evidence from various perspectives.	Student presents a well-structured argument with very clear purpose. Well-developed arguments/ hypotheses presented in some nuance. Thrust of overall argument maintained throughout. Ideas are organized with clear prioritization of their importance. Provides smooth transitions between ideas or subtopics; distinguishes clearly between principal and secondary ideas. Argument supported by well chosen evidence.	Student presents a solid argument with a clear purpose. Moderately developed arguments/hypotheses. Organizes argument partially through listing or other mechanical structures; in some areas, ideas are not organized with clear prioritization of importance. Provides some transitions between ideas or subtopics; makes a basic distinction between principal and secondary ideas. Argument supported by adequate evidence.	Student presents a basic argument which nevertheless clear purpose in some places. Minimal support of main argument. Organizes argument through listing, and with context lacking from time to time. Provides few transitions between ideas or subtopics; may not always make a clear distinction between principal and secondary ideas. Argument supported by partial evidence.	Student fails to develop a clear and purposeful argument. May rely on lists or notes instead of a purposeful argument. Communicates only basic information in a disorganized manner. Provides no transition between ideas or lacks subtopic groupings. Disregards need for main thesis and/or fails to support main argument. Argument not supported by clear evidence.

Strength: Students should be able to develop an argument which demonstrates some originality and disciplinary significance.

Excellent (5)	Very Good (4)	Good (3)	Satisfactory (2)	Insufficient (1)
Student presents an original, innovative argument that effectively presents aspects of established theory, criticism, and/or methodology in a new light.	Student presents an argument with innovative elements; the argument makes a solid attempt at presenting aspects of established theory, criticism, and/or methodology in a new light.	Student presents an argument that is competent and of some disciplinary interest, but that does not seek to view established theory, criticism, and/or methodology in a new light.	Student presents an argument in which there is adequate disciplinary context but not new disciplinary interest; or in which aspects of theory, criticism, and/or methodology are at times misunderstood.	Student fails to present an argument grounded in adequate disciplinary context, or fundamentally misunderstands the parameters of established theory, criticism, and/or methodology.

DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

MA IN LLCL: SPANISH
READING LIST

For students beginning Fall 2016 or later

I. DESCRIPTION OF THE COMPREHENSIVE EXAM

Note to the student: You should begin to prepare the works on this reading list as soon as you begin your graduate career. It is recommended that MA students take a variety of courses that cover different periods and literary trends. Nevertheless, it is your sole responsibility to prepare the works on this list and understand their importance in the development of literary history. The comprehensive exams are based on this list.

Non-Thesis Option

All MA students begin in the Non-Thesis option. For MA students who continue in the Non-Thesis option, the written comprehensive exams are normally taken in the last semester, and consist of questions that examine the student's knowledge of the literary works on this list, their historical context, stylistic and ideological trends, and the intertextuality of these works from the earliest periods to the present. The exam lasts 8 hours and is scheduled over a two-day period on the Monday of the 6th week of class and the Monday of the 7th week of class, from 12:00-4:00pm. The student may not consult a copy of the reading list during the exam. The written exam has the following format:

1. The first exam consists of 6 questions on Spanish American literature; the student chooses 4 questions and must write four analytical essay responses in Spanish. (4 hours)
2. The second exam consists of 6 questions on Spanish Peninsular literature; the student chooses 4 questions and must write four analytical essay responses in Spanish. (4 hours)

Each analytical essay response will receive a grade of "excellent," "pass," or "fail." If a student does not write an analytical essay response to the required number of questions in any given section of the exam, the student will automatically fail that entire section of the written comprehensive exam. If the student fails one or more sections, s/he will have only one opportunity to retake the failed section(s), and the retake must be within one year from the date of the original exam. The professor who coordinates the exam will set the date for the retake in consultation with the student.

Thesis Option

If an MA student is interested in writing a thesis, s/he must submit an "Application for the Thesis Option" prior to the end of the second semester of full-time study. If the application is approved, then the student is admitted into the Thesis Option. For MA students writing a thesis, the comprehensive oral exam is normally taken in the seventh week of the third semester. The Thesis Director, in consultation with the student and the committee members, will set the date for the oral comprehensive exam. Usually, all of the Spanish professors participate in the exam. The student may not consult a copy of the reading list during the exam, and will respond to all of the questions in Spanish.

The oral exam consists of questions that examine the student's knowledge of the literary works on this list, their historical context, stylistic and ideological trends, and the intertextuality of these works, from the earliest periods to the present. The oral exam will last approximately 1.5 hours. If the student does not pass the oral exam, s/he will have just one opportunity to retake it within one year of the date of the original exam. The thesis director will set the date for the retake in consultation with the student. The date of the thesis prospectus defense will be postponed until the student passes the oral exam. Typically, the thesis prospectus defense is scheduled for two weeks after the oral exam is passed.

Thesis Prospectus Defense:

The thesis prospectus defense typically is held in the ninth week of the third semester of full-time study, and lasts approximately one hour. Two weeks prior to the thesis prospectus defense, but no later than the date of the oral comprehensive examination, the student will distribute a copy of the thesis prospectus to all committee members. The student should consult a sample prospectus to ensure that s/he uses the appropriate format. In addition to the thesis prospectus, the student should email the committee a pdf copy of the primary text(s) that the student will analyze from the edition that the student will be using. The thesis prospectus defense is comprised of two main sections:

1) a presentation of about 30-40 minutes by the student about the genesis of the topic, how s/he delimited the focus, what thesis s/he plans to affirm, the critical framework s/he will use, etc.;
2) the committee asks questions about the prospectus, what the candidate said, and may offer suggestions on ways to improve the focus, etc. The committee goes through the bibliography carefully, and may recommend additional books/articles that may be of use to the candidate.

The thesis prospectus defense ensures that all of the committee members have a chance to ask questions about the proposed thesis, to confirm the focus and parameters of the thesis, and to affirm that the entire committee is in agreement. If the committee does not approve the thesis prospectus, the student will reformulate the prospectus according to the stipulations of the committee, and will submit the revised prospectus. The Thesis Director, in consultation with the committee and the student, will schedule a new thesis prospectus defense date. If the committee approves the thesis prospectus, the student may then proceed to write the thesis on the topic, within the focus and parameters approved during the thesis prospectus defense.

Thesis Defense:

The thesis defense is usually scheduled no later than the eleventh week of the last semester of a student's program, and typically lasts 1.5 hours. The student should verify the specific department, college, and university deadlines for the semester when s/he plans to graduate. The Thesis Director, in consultation with the student and the committee members, will set the date for the thesis defense. At least two weeks prior to the defense, the student will give copies of the completed thesis to all of the committee members. The thesis defense is comprised of three main sections:

1) a presentation of about 10 minutes on the genesis of the topic, the focus of the thesis, and the critical framework used;
2) a presentation of about 30 minutes on the thesis that the student affirmed, the chapter-by-chapter overview of how the thesis was supported by the research; and the conclusions that were reached;
3) the committee members ask detailed questions about the thesis, any sections that may need clarification, any issues that may need to be addressed, etc., to which the student responds.

On the date of the defense, the student will bring copies of the signature pages on the required stock paper and the correct pen with the correct color ink as stipulated in the Graduate College's guidelines. If the thesis is not approved, the candidate will make the major revisions stipulated during the defense, and resubmit the revised thesis to the committee. The Thesis Director, in consultation with the committee members and the student, will set a new date for the thesis defense. If the thesis is approved, the committee members will sign the initial pages right then. Each member of the committee will give the candidate his/her copy of the thesis with all of the errata and corrections clearly marked, so that the candidate can make the necessary changes. Typically, after all of the corrections are made, the candidate reviews the final manuscript with the Thesis Director prior to submitting it.

"In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880) — and follow all SAS procedures."

II. LECTURAS OBLIGATORIAS

Oviedo, José Miguel. *Historia de la literatura hispanoamericana:*
Tomo 1: De los orígenes a la emancipación
Tomo 2: Del romanticismo al modernismo
Tomo 3: Postmodernismo, vanguardia, regionalismo
Tomo 4: De Borges al presente

Alvar, Carlos, José-Carlos Mainer y Rosa Navarro. *Breve historia de la literatura española.* Madrid: Alianza, 2001.

III. LECTURAS RECOMENDADAS

Cantarino, Vicente. *Civilización y cultura de España.*
Castro, Américo. *La realidad histórica de España.*
Charnon-Deutsch, Lou y Jo Labanyi, eds. *Culture and Gender in Nineteenth-Century Spain.*
Chang Rodríguez, Eugenio. *Latinoamérica: su civilización y cultura.*
Deyermond, Alan. *Historia de la literatura española: la Edad Media.*
Elliot, John. *Imperial Spain.*
Franco, Jean. *Historia de la literatura hispanoamericana.*
González Echevarría, Roberto y Enrique Pupo Walker, eds. *The Cambridge History of Latin American Literature.* (3 tomos)
Kaminsky, Amy. *Water Lilies/Flores del agua: An Anthology of Spanish Women Writers from the Fifteenth to the Nineteenth Century.*
Maravall, José Antonio. *La cultura del barroco.*
Miller, Beth. *Women in Hispanic Literature: Icons and Fallen Idols.*
Peers, E. Allison. *History of the Romantic Movement in Spain.*
Rico, Francisco. *Historia crítica de la literatura española.*
Pérez, Janet. *Contemporary Women Writers of Spain.*
Río, Ángel del. *Historia de la literatura española.*
Ruiz Ramón, Francisco. *Historia del teatro español: siglo XX.*
Shaw, Donald. *Historia de la literatura española: el siglo XI, la generación del 98.*
Sobejano, Gonzalo. *Novela española de nuestro tiempo.*
Spires, Robert. *La novela española de la posguerra.*
Zavala, Iris. *Ideología y política en la novela española del siglo XIX: romanticismo y realismo.*
Valdés, Mario J. y Djelal Kadir, eds. *Oxford Comparative History of Latin American Literary Cultures.* (3 tomos, abril 2004).

Antologías poéticas

Alonso, Álvaro. *Antología de poesía de cancionero.*
Correa, Gustavo. *Antología de la poesía española 1900-1980.*
Rivers, Elias. *Poesía lírica del Siglo de Oro.*

LISTA DE LECTURAS

Literatura latinoamericana

Época premoderna

Literaturas indígenas

1. *Popol Vuh*

Época colonial

1. Colón, Cristóbal: "Diario de a bordo" y "Primera carta (a Luis de Santángel)"
2. Cortés, Hernán: "La segunda carta de relación a Carlos V"

3. Díaz del Castillo, Bernal: *Historia verdadera de la conquista de la Nueva España*. Capítulos 27, 29, 35-38 y 48
4. las Casas, Fray Bartolomé de: *Brevísima relación de la destrucción de las Indias*
5. Cabeza de Vaca, Álvar Núñez: *Naufragios*
6. Garcilaso de la Vega, El Inca: *Comentarios reales*: "Prólogos"; "Origen de los Incas" (Libro I, Cap. XV); "Protestación del autor sobre la historia" (Libro I, Cap. XIX); "Rastrearon los Incas al verdadero Dios Nuestro Señor" (Libro II, Cap. II); "La poesía de los Incas Amautas" (Libro II, Cap. XXVII)
7. Ercilla y Zúñiga, Alonso de: *La araucana*: Cantos I, II y XX
8. Cruz, Sor Juana Inés de la: "Respuesta a Sor Filotea de la Cruz"; "Este, que ves…"; "Hombres necios que acusáis"; *Loa para el auto sacramental de* El divino Narciso

Época moderna

Neoclasicismo y la Independencia

1. Olmedo, José Joaquín de: "La victoria de Junín: Canto a Bolívar"
2. Bello, Andrés: "A la agricultura de la zona tórrida"

Romanticismo

1. Heredia, José María: "Niágara"
2. Echeverría, Esteban: "El matadero"
3. Sarmiento, Domingo Faustino: *Civilización y barbarie: vida de Juan Facundo Quiroga* (Capítulos 1 y 2 de la primera parte)
4. Hernández, José: *Martín Fierro* (La ida: I, II, III, VII-VIII; La vuelta: XXXII)
5. Gómez de Avellaneda, Gertrudis: *Sab*
6. Palma, Ricardo: "La camisa de Margarita"

Realismo / Naturalismo

1. Lillo, Baldomero: "La compuerta número doce"

Modernismo

1. Martí, José: "Versos sencillos" I y X; "Nuestra América"
2. Darío, Rubén: "Sonatina"; "A Roosevelt"; "Yo soy aquel"; "El cisne"
3. Silva, José Asunción: "Nocturno"
4. Rodó, José Enrique: *Ariel*

Siglo XX y hasta el presente

1. Mistral, Gabriela: "Meciendo"
2. Storni, Alfonsina: "Hombre pequeñito"; "Tú me quieres blanca"
3. Huidobro, Vicente: "Arte poética"
4. Vallejo, César: "Los heraldos negros"; "Piedra negra sobre una piedra blanca"
5. Neruda, Pablo: "Walking Around"; "Oda a los calcetines"; "Poema 20"; "La United Fruit Co."

6. Borges, Jorge Luis: "El jardín de los senderos que se bifurcan"; "El sur"; "Borges y yo"
7. Paz, Octavio: "Los hijos de la Malinche"
8. Guillén, Nicolás: "Sensemayá"; "Balada de los dos abuelos"
9. Carpentier, Alejo: *El reino de este mundo*, "Prólogo" (a la edición original, 1949) (solo el prólogo)
10. Quiroga, Horacio: "El hombre muerto"; "Decálogo del perfecto cuentista"
11. Rulfo, Juan: *Pedro Páramo*
12. Cortázar, Julio: "La noche boca arriba"; "Continuidad de los parques"
13. Fuentes, Carlos: *Aura*
14. García Márquez, Gabriel: *Cien años de soledad*
15. Vargas Llosa, Mario: *La señorita de Tacna*
16. Castellanos, Rosario: "Lección de cocina"
17. Garro, Elena: "La culpa es de los Tlaxcaltecas"
18. Poniatowska, Elena: *Hasta no verte Jesús mío y "*Nellie Campobella*"*
19. Ferré, Rosario: "La cocina de la escritura"; "Cuando las mujeres quieren a los hombres"
20. Allende, Isabel: *La casa de los espíritus*
21. Gambaro, Griselda: *Antígona furiosa*
22. Berman, Sabina: *Entre Villa y una mujer desnuda*
23. Morejón, Nancy: "Mujer negra"
24. Arenas, Reinaldo: *Antes que anochezca*

Literatura peninsular

Época premoderna

Edad Media

1. Anónimo: *Poema de Mío Cid*
2. Anónimo: "Romance de la pérdida de Alhama"; "Romance de Doña Alda" (*Romancero*)
3. Berceo, Gonzalo de: "El sacristán impúdico" (*Milagros de Nuestra Señora*)
4. Ruiz, Juan, Arcipreste de Hita: *Libro de buen amor*
5. Marqués de Santillana: "La Vaquera de la Finojosa" (*Antología de poesía de cancionero)*
6. Manrique, Jorge: *Coplas por la muerte de su padre*
7. Don Juan Manuel: "Ejemplo XI: De lo que aconteció a un Deán de Santiago con don Illán, el mago de Toledo"; "Ejemplo XXV: De lo que aconteció a un mancebo que casó con una mujer muy fuerte y muy brava" (*El conde Lucanor*)
8. López de Córdoba, Leonor: *Memorias* (en *Water Lilies* de Kaminsky)
9. San Pedro, Diego de: *Cárcel de amor*
10. Rojas, Fernando de: *La Celestina*

Siglo de Oro

1. Vega, Garcilaso de la: "Égloga primera"; "En tanto que de rosa y azucena"
2. León, Fray Luis de: "Noche serena"; "Vida retirada"

3. Cruz, San Juan de la: "Noche oscura"; "Llama de amor viva"
4. Ávila, Teresa de: "Vivo sin vivir en mí"
5. Góngora, Luis de: "De pura honestidad"; "Mientras por competir"
6. Quevedo, Francisco de: "Ah de la vida"; "Miré los muros"
7. Anónimo: *Lazarillo de Tormes*
8. Cervantes, Miguel de: "Rinconete y Cortadillo" (*Novelas ejemplares*), *Don Quijote de la Mancha*; *El retablo de las maravillas*
9. Anónimo: *Historia del abencerraje y la hermosa Jarifa*
10. Vega, Lope de: *El arte nuevo de hacer comedias*; *Fuenteovejuna*
11. Zayas, María de: "La inocencia castigada" (*Desengaños amorosos*)
12. Calderón de la Barca, Pedro: *La vida es sueño*
13. Caro, Ana: *Valor, agravio y mujer*
14. Tirso de Molina: *El burlador de Sevilla*

Época moderna

Los siglos XVIII y XIX

1. Feijoo, Benito J.: "Discurso en defensa de las mujeres" (*Teatro crítico universal)*
2. Cadalso, José: "Carta VII" (*Cartas marruecas)*
3. Fernández de Moratín, Leandro: *El sí de las niñas*
4. Saavedra, Ángel de (Duque de Rivas): *Don Álvaro o la fuerza del sino*
5. Espronceda, José de: "Canción del pirata"
6. Zorrilla, José: *Don Juan Tenorio*
7. Coronado, Carolina: "Libertad"
8. Larra, Mariano José de: "Vuelva usted mañana"
9. Valera, Juan: *Pepita Jiménez*
10. Bécquer, Gustavo Adolfo: "Yo sé un himno gigante y extraño", "Volverán las oscuras golondrinas"(*Rimas*), "El monte de las ánimas" (*Leyendas*)
11. Castro de, Rosalía: "¡Oh, no quiero ceñirme a las reglas del arte!"
12. Alarcón, Pedro Antonio de: "El clavo"
13. Pérez Galdós, Benito: *Doña Perfecta*
14. Alas, Leopoldo (Clarín): *La Regenta*
15. Caballero, Fernán (Cecilia Francisca Josefa Böhl de Faber): "Callar en vida y perdonar en muerte"
16. Pardo Bazán, Emilia: "El revólver" "La cana"; "Piña"
17. Blasco Ibáñez, Vicente: "El parásito del tren"

El siglo XX y hasta el presente

1. Martínez Ruiz, José (Azorín): *Doña Inés*
2. Baroja, Pío: *El árbol de la ciencia*
3. Unamuno, Miguel de: *Niebla*
4. Machado, Antonio: "A un olmo seco"
5. Valle Inclán, Ramón del: *Luces de Bohemia*
6. Jiménez, Juan Ramón: "Vino primero pura"
7. Ortega y Gasset, José: "La deshumanización del arte"

8. Chacel, Rosa: *Estación ida y vuelta*
9. Gómez de la Serna, Ramón: "Greguerías"
10. Diego, Gerardo: "Columpio"
11. García Lorca, Federico: "Vaca"; *La casa de Bernarda Alba*
12. Cela, Camilo José: *La colmena*
13. Martín Santos, Luis: *Tiempo de silencio*
14. Vázquez Montalbán, Manuel: *El pianista*
15. Montero Rosa: "El puñal en la garganta"
16. Cercas, Javier: *Soldados de Salamina*
17. Grandes, Almudena: "Demostración de la existencia de Dios" (*Estaciones de paso*)

Aprobado– el 22 de agosto de 2016

DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

MA IN LLCL: TEACHING OF FRENCH
READING LIST

For students beginning Fall 2016 or later

I. DESCRIPTION OF THE WRITTEN COMPREHENSIVE EXAM

Note to the student: You should begin to prepare the works on this reading list as soon as you begin your graduate career. It is recommended that MA students take a variety of courses that cover different periods and literary trends. Nevertheless, it is your sole responsibility to prepare the works on this list and understand their importance in the development of literary history, linguistics, pedagogy, and second language acquisition. The written comprehensive exams are based on this list.

The written comprehensive exams are normally taken in the last semester, and consist of questions that examine the student's knowledge of the literary works on this list, their historical context, stylistic and ideological trends, and the intertextuality of these works from the earliest periods to the present, linguistics, pedagogy, and second language acquisition. The exam lasts 8 hours and is scheduled over a two-day period on the Monday of the 6th week of class and the Monday of the 7th week of class, from 12:00-4:00pm. The student may not consult a copy of the reading list during the exam. The written exam has the following format:

1. The first exam consists of 6 questions on literature (3 on the Pre-Revolution period literature and 3 on Post-Revolution France and the Francophone World); the student chooses 4 questions (2 from each group of three) and must write four analytical essay responses in French. (4 hours)
2. The second exam consists of 6 questions on linguistics, pedagogy, and second language acquisition; the student chooses 4 questions and must write four analytical essay responses in the language in which the question is asked. (4 hours)

Each analytical essay response will receive a grade of "excellent," "pass," or "fail." If a student does not write an analytical essay response to the required number of questions in any given section of the exam, the student will automatically fail that entire section of the written comprehensive exam. If the student fails one or more sections, s/he will have only one opportunity to retake the failed section(s), and the retake must be within one year from the date of the original exam. The professor who coordinates the exam will set the date for the retake in consultation with the student.

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LISTE DE LECTURES OBLIGATOIRES

La France d'avant 1789

L'ère médiévale (9e siècle – 15e siècle)

1. *La Chanson de Roland* (entier)
2. Chrétien de Troyes : *Le Chevalier au lion, ou Yvain*
3. Marie de France: *Lais* (entier)
4. Villon: *Le Testament* (entier)

16e siècle

1. François Rabelais: *Gargantua* (entier)
2. Michel de Montaigne: *Essais* : "Au lecteur," I 1, 20, 26, 28; II 6, 10, 18; III 6
3. Joachim du Bellay: *L'Olive* 1; *Les Regrets* "A son livre,"1, 8, 9, 31, 32, 79 ; *Défense et Illustration de la Langue Française*, first book
4. Louise Labé: *Sonnets* 2, 8, 17, 24 et *Débat de Folie et d'Amour.*

17e siècle

1. Pierre Corneille: *L'Illusion comique*
2. Jean Racine: *Phèdre*
3. Molière: *Tartuffe* et *Dom Juan*
4. Madame de Lafayette: *La Princesse de Clèves*

18e siècle

1. Voltaire: *Candide ou l'optimisme*
2. Denis Diderot: *La Religieuse* et *Jacques le Fataliste*
3. Montesquieu: *Les Lettres persanes* et *L'Esprit des Lois*
4. Choderlos de Laclos: *Les Liaisons dangereuses*
5. Olympe de Gouges : *Déclaration des Droits de la Femme et de la Citoyenne*

La France d'après 1789, le monde francophone et la France postcoloniale

Le 19e siècle

1. Alphonse de Lamartine: "Le Lac"
2. Claire de Duras : Ourika
3. Honoré de Balzac: *Le Père Goriot*
4. Gustave Flaubert: 'Un Coeur simple'
5. Verlaine: "Art Poétique"
6. Charles Baudelaire : from *Les Fleurs du Mal*: 'Au Lecteur,' 'Une Charogne,' 'L'Invitation au Voyage,' 'Le Cygne'
7. Arthur Rimbaud, "Le bateau ivre"

Le 20e siècle

1. André Breton: *Nadja*
2. Céline: *Voyage au bout de la nuit* (première moitié, chapitres 1-19)
3. Albert Camus: *L'Etranger*
4. Eugène Ionesco: *Rhinocéros*
5. Nathalie Sarraute : *Tropismes*
6. Guillaume Apollinaire : 'Le Pont Mirabeau,' 'La Colombe Poignardée et le Jet d'Eau'

Littérature francophone et littérature postcoloniale (Choisir une aire)

Students choose ONE of the following areas:

1. La France postcoloniale

1. Nacer Kettane : *Le Sourire de Brahim*
2. Leila Sebbar *: La Seine était rouge*
3. Azzouz Begag *: Le Gone du Chaaba*
4. Fatou Diome : *Le Ventre de l'Atlantique*
5. Dalila Kerchouche : *Leila, avoir 17 ans dans un camp de harkis*

2. Francophonie de l'Afrique subsaharienne et de la Caraïbe :

1. Léopold Senghor : Poèmes choisis : « Femme nue, femme noire » et « Congo »
2. Mariama Bâ : *Une si longue lettre*
3. Amadou Kourouma : *Les Soleils des Indépendances*
4. Aimé Césaire: *Cahier d'un retour au pays natal*
5. Patrick Chamoiseau : *Chronique des sept misères*
6. Jacques Stephen Alexis : *Compère Général Soleil*

3. Francophonie du monde arabe

1. Driss Chraibi : *Le Passé simple*
2. Rachid Boudjedra: *La Répudiation*
3. Assia Djebar : *L'Amour, la Fantasia*
4. Mahi Binebine : *Les Etoiles de Sidi Moumen*
5. Amin Maalouf: *Les Identités meurtrières*

Linguistique du français

1. Walter, H. (2008). *Aventures et mésaventures des langues de France*. Nantes: Editions du temps.
2. Nadeau & Barlow (2006). *The story of French.* NY: St-Martin's press.
3. O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2010) 6th edition. Contemporary Linguistics: An introduction. New York, NY: Bedford/St. Martin's.

Méthodologie de l'enseignement et de l'acquisition d'une deuxième langue

Livres:

1. DuBravac, S. (2013). Technology in the L2 Curriculum. In J. Gasparro and M. Lacorte (Eds.), Theory and Practice in Second Language Classroom Instruction. Upper Saddle River. New Jersey. Pearson Education.

2. Gass, S.M. & Selinker, L. (2008). Second language acquisition: An introductory course. (2nd ed.). New York: Routledge.

3. Lightbown, P.M. & Spada, N. (2006). How languages are learned. (3rd ed.). Oxford: Oxford UP.

4. Lee, J.F. & VanPatten B. (2003). Making communicative language teaching happen. (2nd ed.). New York: McGraw-Hill.

Artícules / Chapitres:

1. Izumi, S. (2002). Output, input enhancement, and the noticing hypothesis: An experimental study on ESL relativization. *Studies in Second Language Acquisition*, *24*, 541–577.

2. Swain, M. (1995), Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied Linguistics* (pp. 125-144). Oxford: Oxford UP.

3. VanPatten, B. & Cadierno, T. (1993). Explicit instruction and input processing. *Studies in Second Language Acquisition, 15*, 225–243.

4. VanPatten, B. & Oikkenon, S. (1996). Explanation versus structured input in processing instruction. *Studies in Second Language Acquisition,* 18(4), 495-510.

5. VanPatten, B. & Fernandez, C. (2004). The long-term effects of processing instruction. In B. VanPatten (Ed.), *Processing instruction: Theory, research, and commentary* (pp. 273-289). Mahwah, NJ: Lawrence Erlbaum Associates.

6. White, L. (2003). On the nature of interlanguage representation: universal grammar in the second language. In C.J. Doughty, M.H. Long (Eds.), *The handbook of second language acquisition* (pp. 19-42). Malden, MA: Blackwell.

7. Doughty, C. J., & Long, M.H. (2009). *The handbook of language teaching.* Malden, MA: Blackwell. Selected readings:

   A. Beretta, A. (2009). The language learning brain. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 65-80). Malden, MA: Blackwell.

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   C. Long, M. (2009). Methodological principles for language teaching. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 373-394). Malden, MA: Blackwell.

   D. McKay, S.L. & Rubdy, R. (2009). The social and sociolinguistic contexts of language learning and teaching. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 9-25). Malden, MA: Blackwell.

   E. Montrul, S. (2009). Heritage language programs. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 182-200). Malden, MA: Blackwell.

   F. Norris, J. (2009). Task-based teaching and testing. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 578-594). Malden, MA: Blackwell.

   G. Ortega, L. (2009). Sequences and processes in language learning. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 81-105). Malden, MA: Blackwell.

   H. Robinson, P. (2009). Syllabus design. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 161-181). Malden, MA: Blackwell.

FAU
FLORIDA ATLANTIC UNIVERSITY

DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

MA IN LLCL: TEACHING OF SPANISH
READING LIST

For students beginning Fall 2016 or later

I. DESCRIPTION OF THE WRITTEN COMPREHENSIVE EXAM

Note to the student: You should begin to prepare the works on this reading list as soon as you begin your graduate career. It is recommended that MA students take a variety of courses that cover different periods and literary trends. Nevertheless, it is your sole responsibility to prepare the works on this list and understand their importance in the development of literary history, linguistics, pedagogy, and second language acquisition. The written comprehensive exams are based on this list.

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II. LECTURAS OBLIGATORIAS

Oviedo, José Miguel. *Historia de la literatura hispanoamericana:*
Tomo 1: De los orígenes a la emancipación
Tomo 2: Del romanticismo al modernismo
Tomo 3: Postmodernismo, vanguardia, regionalismo
Tomo 4: De Borges al presente

Alvar, Carlos, José-Carlos Mainer y Rosa Navarro. *Breve historia de la literatura española*. Madrid: Alianza, 2001.

III. LECTURAS RECOMENDADAS

Cantarino, Vicente. *Civilización y cultura de España.*
Castro, Américo. *La realidad histórica de España.*
Charnon-Deutsch, Lou y Jo Labanyi, eds. *Culture and Gender in Nineteenth-Century Spain.*
Chang Rodríguez, Eugenio. *Latinoamérica: su civilización y cultura.*
Deyermond, Alan. *Historia de la literatura española: la Edad Media.*
Elliot, John. *Imperial Spain.*
Franco, Jean. *Historia de la literatura hispanoamericana*.
González Echevarría, Roberto y Enrique Pupo Walker, eds. *The Cambridge History of Latin American Literature*. (3 tomos)
Kaminsky, Amy. *Water Lilies/Flores del agua: An Anthology of Spanish Women Writers from the Fifteenth to the Nineteenth Century.*
Maravall, José Antonio. *La cultura del barroco.*
Miller, Beth. *Women in Hispanic Literature: Icons and Fallen Idols.*
Peers, E. Allison. *History of the Romantic Movement in Spain.*
Rico, Francisco. *Historia crítica de la literatura española.*
Pérez, Janet. *Contemporary Women Writers of Spain.*
Río, Ángel del. *Historia de la literatura española.*
Ruiz Ramón, Francisco. *Historia del teatro español: siglo XX.*
Shaw, Donald. *Historia de la literatura española: el siglo XI, la generación del 98.*
Sobejano, Gonzalo. *Novela española de nuestro tiempo.*
Spires, Robert. *La novela española de la posguerra.*
Zavala, Iris. *Ideología y política en la novela española del siglo XIX: romanticismo y realismo.*
Valdés, Mario J. y Djelal Kadir, eds. *Oxford Comparative History of Latin American Literary Cultures.* (3 tomos, abril 2004).

Antologías poéticas

Alonso, Álvaro. *Antología de poesía de cancionero.*
Correa, Gustavo. *Antología de la poesía española 1900-1980.*
Rivers, Elias. *Poesía lírica del Siglo de Oro.*

LISTA DE LECTURAS

Literatura latinoamericana

Época premoderna

Literaturas indígenas

1. *Popol Vuh*

Época colonial

1. Colón, Cristóbal: "La carta a Luis de Santángel"
2. Cortés, Hernán: "La segunda carta de relación a Carlos V"
3. Díaz del Castillo, Bernal: *Historia verdadera de la conquista de la Nueva España*. Capítulos 27, 29, 35-38 y 48
4. las Casas, Fray Bartolomé de: *Brevísima relación de la destrucción de las Indias*
5. Cabeza de Vaca, Álvar Núñez: *Naufragios*
6. Garcilaso de la Vega, El Inca: *Comentarios reales*: "Prólogos"; "Origen de los Incas" (Libro I, Cap XV); "Protestación del autor sobre la historia" (Libro I, Cap. XIX); "Rastrearon los Incas al verdadero Dios Nuestro Señor" (Libro II, Cap. II)
7. Ercilla y Zúñiga, Alonso de: *La araucana*: Cantos I, II y XX
8. Cruz, Sor Juana Inés de la: "Respuesta a Sor Filotea de la Cruz"; "Este, que ves…"; "Detente, sombra…"; "Hombres necios que acusáis"; *Loa para el auto sacramental de* El divino narciso

Neoclasicismo y la Independencia

1. Olmedo, José Joaquín de: "La victoria de Junín: Canto a Bolívar"
2. Bello, Andrés: "A la agricultura de la zona tórrida"

Romanticismo

1. Heredia, José María: "Niágara"
2. Echeverría, Esteban: "El matadero"
3. Sarmiento, Domingo Faustino: *Civilización y barbarie: vida de Juan Facundo Quiroga* (Capítulos 1 y 2 de la primera parte)
4. Hernández, José: *Martín Fierro* (La ida: I, II, III, VII-VIII; La vuelta: XXXII
5. Gómez de Avellaneda, Gertrudis: *Sab*
6. Palma, Ricardo: "La camisa de Margarita"

Realismo / Naturalismo

1. Lillo, Baldomero: "La compuerta número doce"

Modernismo

1. Martí, José: "Versos sencillos I y X; "Nuestra América"
2. Darío, Rubén: "Sonatina"; "A Roosevelt"; "Yo soy aquel"; "El cisne"
3. Silva, José Asunción: "Nocturno"
4. Rodó, José Enrique: *Ariel*

Siglo XX y hasta el presente

1. Mistral, Gabriela: "Meciendo"
2. Storni, Alfonsina: "Hombre pequeñito"; "Tú me quieres blanca"
3. Huidobro, Vicente: "Arte poética"
4. Vallejo, César: "Los heraldos negros"; "Piedra negra sobre una piedra blanca"
5. Neruda, Pablo: "Walking Around"; "Oda a los calcetines"; "Poema 20"; "La United Fruit Co."
6. Borges, Jorge Luis: "El jardín de los senderos que se bifurcan"; "El sur"; "Borges y yo"
7. Paz, Octavio: "Los hijos de la Malinche"
8. Guillén, Nicolás: "Sensemayá"; "Balada de los dos abuelos"
9. Carpentier, Alejo: "Prólogo" a *El reino de este mundo* (la edición original, 1949)
10. Quiroga, Horacio: "El hombre muerto"; "Decálogo del perfecto cuentista"
11. Rulfo, Juan: *Pedro Páramo*
12. Cortázar, Julio: "La noche boca arriba"; "Continuidad de los parques"
13. Fuentes, Carlos: *Aura*
14. García Márquez, Gabriel: *Cien años de soledad*
15. Vargas Llosa, Mario: *La señorita de Tacna*
16. Castellanos, Rosario: "Lección de cocina"
17. Garro, Elena: "La culpa es de los Tlaxcaltecas"
18. Poniatowska, Elena: *Hasta no verte Jesús mío*
19. Ferré, Rosario: "Cuando las mujeres quieren a los hombres"
20. Allende, Isabel: *La casa de los espíritus*
21. Gambado, Griselda: *Antígona furiosa*
22. Berman, Sabina: *Entre Villa y una mujer desnuda*
23. Morejón, Nancy: "Mujer negra"
24. Arenas, Reinaldo: *Antes que anochezca*

Literatura peninsular

Época premoderna

Edad Media

1. Anónimo: *Poema de Mío Cid*
2. Anónimo: "Romance de la pérdida de Alhama"; "Romance de Doña Alda" (*Romancero*)
3. Berceo, Gonzalo de: "El sacristán impúdico" (*Milagros de Nuestra Señora*)
4. Marqués de Santillana: "La Vaquera de la Finojosa"; (*Antología de poesía de cancionero)*

5. Manrique, Jorge: *Coplas por la muerte de su padre*
6. Don Juan Manuel: "Ejemplo XI: De lo que aconteció a un Deán de Santiago con don Illán, el mago de Toledo"; "Ejemplo XXV: De lo que aconteció a un mancebo que casó con una mujer muy fuerte y muy brava" (*El conde Lucanor*)
7. López de Córdoba, Leonor: *Memorias* (en *Water Lilies* de Kaminsky)
8. Rojas, Fernando de: *La Celestina*

Siglo de Oro

1. Vega, Garcilaso de la: "Égloga primera"; "En tanto que de rosa y azucena"
2. León, Fray Luis de: "Noche serena"; "Vida retirada"
3. Cruz, San Juan de la: "Noche oscura"; "Llama de amor viva"
4. Ávila, Teresa de: "Vivo sin vivir en mí"
5. Góngora, Luis de: "De pura honestidad"; "Mientras por competir"
6. Quevedo, Francisco de: "Ah de la vida"; "Miré los muros"
7. Anónimo: *Lazarillo de Tormes*
8. Cervantes, Miguel de: "Rinconete y Cortadillo" (*Novelas ejemplares*), *Don Quijote de la Mancha*; *El retablo de las maravillas*
9. Vega, Lope de: *El arte nuevo de hacer comedias*; *Fuenteovejuna*
10. Zayas, María de: "La esclava de su amante"; "La inocencia castigada" (*Desengaños amorosos*)
11. Calderón de la Barca, Pedro: *La vida es sueño*
12. Caro, Ana: *Valor, agravio y mujer*
13. Tirso de Molina: *El burlador de Sevilla*

Época moderna

Los siglos XVIII y XIX

1. Feijoo, Benito J.: "Discurso en defensa de las mujeres" (*Teatro crítico universal)*
2. Cadalso, José: "Carta VII" (*Cartas marruecas)*
3. Fernández de Moratín, Leandro: *El sí de las niñas*
4. Saavedra, Ángel de (Duque de Rivas): *Don Álvaro o la fuerza del sino*
5. Espronceda, José de: "Canción del pirata"
6. Zorrilla, José: *Don Juan Tenorio*
7. Coronado, Carolina: "Libertad"
8. Larra, Mariano José de: "Vuelva usted mañana"
9. Bécquer, Gustavo Adolfo: "Yo sé un himno gigante y extraño", "Volverán las oscuras golondrinas"(*Rimas*), "El monte de las ánimas" (*Leyendas*)
10. Castro de, Rosalía: "¡Oh, no quiero ceñirme a las reglas del arte!"
11. Pérez Galdós, Benito: *Doña Perfecta*
12. Alas, Leopoldo (Clarín): *La Regenta*, "¡Adiós, Cordera!"
13. Alarcón, Pedro Antonio de: "El clavo"
14. Pardo Bazán, Emilia: "Piña"
15. Blasco Ibáñez, Vicente: "El parásito del tren"

El siglo XX y hasta el presente

1. Martínez Ruiz, José. (Azorín): *Doña Inés*
2. Baroja, Pío: *El árbol de la ciencia*
3. Unamuno, Miguel de: *Niebla*
4. Machado, Antonio: "A un olmo seco"
5. Valle Inclán, Ramón del: *Luces de Bohemia*
6. Jiménez, Juan Ramón: "Vino primero pura"
7. Ortega y Gasset, José: "La deshumanización del arte"
8. Gómez de la Serna, Ramón: "Greguerías"
9. García Lorca, Federico: *La casa de Bernarda Alba*
10. Cela, Camilo José: *La colmena*
11. Martín Santos, Luis: *Tiempo de silencio*
12. Vázquez Montalbán, Manuel: El pianista
13. Montero Rosa: "El puñal en la garganta"
14. Cercas, Javier. *Soldados de Salamina*
15. Grandes, Almudena: "Demostración de la existencia de Dios" (*Estaciones de paso*)

Lingüística, historia y dialectología españolas

1. Azevedo, M. M. (2008). *Introducción a la lingüística española* (3a. ed.). Englewood Cliffs, NJ: Prentice Hall.
2. Hammond, R. M. (2001). *The sounds of Spanish: Analysis and application*. Somerville, MA: Cascadilla Press.
3. Hualde, J. I. *et al.* (2010). *Introducción a la lingüística hispánica.* 2ª ed. Cambridge: Cambridge UP.
4. Lapesa, R. (1986). *Historia de la lengua española* (9a. ed.). Madrid: Gredos.
5. Penny, R. (2002). *A history of the Spanish language* (2nd. ed.). Cambridge: Cambridge UP.
6. Pharies, D. A. (2007). *Breve historia de la lengua española*. Chicago: University of Chicago Press.
7. Resnick, M. C. (1981). *Introducción a la historia de la lengua española.* Washington, DC: Georgetown UP.
8. Schewegler, A. & Kempff, J. (2009). *Fonética y fonología españolas* (4a. ed.). New York: John Wiley and Sons.
9. Zamora, Juan C. & Guitart, J. M. (1988). *Dialectología hispanoamericana* (2a. ed.). Salamanca: Ediciones Almar.
10. Zamora Vicente, A. (1985). *Dialectología española* (4a ed.). Madrid: Gredos.

Metodología de la enseñanza y adquisición de segundas lenguas

Libros:

1. DuBravac, S. (2013). Technology in the L2 Curriculum. In J. Gasparro and M. Lacorte (Eds.), Theory and Practice in Second Language Classroom Instruction. Upper Saddle River. New Jersey. Pearson Education.

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Artículos / Capítulos:

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B. Larsen-Freeman, D. (2009). Teaching and testing grammar. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 518-542). Malden, MA: Blackwell.

C. Long, M. (2009). Methodological principles for language teaching. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 373-394). Malden, MA: Blackwell.

D. McKay, S.L. & Rubdy, R. (2009). The social and sociolinguistic contexts of language learning and teaching. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 9-25). Malden, MA: Blackwell.

E. Montrul, S. (2009). Heritage language programs. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 182-200). Malden, MA: Blackwell.

F. Norris, J. (2009). Task-based teaching and testing. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 578-594). Malden, MA: Blackwell.

G. Ortega, L. (2009). Sequences and processes in language learning. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 81-105). Malden, MA: Blackwell.

H. Robinson, P. (2009). Syllabus design. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 161-181). Malden, MA: Blackwell.

APPENDIX H: FACULTY CVs

Mauricio J. Almonte

Curriculum Vitae

Updated October, 2016

Contact Information

777 Glades Road, CU 232
Boca Ratón, FL 33431
(615) 430 - 0834
almontem@mac.com

Education & Training

MASTER OF FINE ARTS. Creative Writing: Nonfiction
Florida Atlantic University, Boca Raton, Florida, 2019. [In Process]

ATA CERTIFICATION. Spanish > English, English > Spanish
American Translators Association, 2016. [In Process]

Ph.D. PROGRAM / ABD: All But Dissertation. Hispanic Studies
Vanderbilt University, Nashville, Tennessee, 2006.

MASTER OF ARTS. Hispanic Studies
Bowling Green State University, Bowling Green, Ohio, 1998.

BACHELOR OF ARTS. Secondary English Education
State University of New York, College at Fredonia, Fredonia, New York, 1995.

Teaching Experience

INSTRUCTOR OF SPANISH
Florida Atlantic University, 2010 – Present
Department of Languages, Linguistics, and Comparative Literature

COORDINATOR OF ACADEMIC SERVICE-LEARNING & COMMUNITY OUTREACH
Florida Atlantic University, 2012 – 2016
Department of Languages, Linguistics, and Comparative Literature

MASTER TEACHER
Florida Atlantic University, 2014 – 2016
Dorothy F. Schmidt College of Arts and Letters

VISITING INSTRUCTOR OF SPANISH
Florida Atlantic University, 2013 – 2014
Harriet L. Wilkes Honors College

INSTRUCTOR OF ENGLISH
Juno Beach Preparatory School, 2009 – 2012

INSTRUCTOR OF SPANISH
Pennsylvania State University, 2006 – 2009
Department of Letters, Arts, and Sciences

INSTRUCTOR OF SPANISH
East Stroudsburg University, 2007 – 2008
Department of Modern Languages

LECTURER OF SPANISH
Tennessee State University, 2003 – 2006
Department of Languages, Literatures, and Philosophy

PUBLICATIONS

2016 **Alta con aparato y joven mudo**
Exergos. Oct. 2016. *<http://www.libroyliteratura.cenit.cult.cu/notas.php?idx=295>*
[Short Story]

2016 **All That, Running** by Argenis Osorio
Culture Strike Magazine, Aug. 2016. *<http://www.culturestrike.org/magazine/all running>*
[Translation: Short Story]

2016 **Tania + Candy Man**
Sugar Mule Literary Magazine 50 (2016). *<http://sugarmule.x10.mx/50Almon-m.htm>*
[Short Story]

2016 **The Visitors** by Alberto Guerra Naranjo
Culture Strike Magazine, May 2016, *<http://www.culturestrike.org/magazine/visitors>*
[Translation: Short Story]

2015 **A Simple Mouse Can Get You** by Alberto Guerra Naranjo
Culture Strike Magazine, Dec. 2015, <http://www.culturestrike.org/magazine/simple-mouse-can-get-you> [Translation: Short Story]

2015 **If we belong**
ZO Magazine, 24 Nov. 2015, <http://www.zomagazine.com/poetry/what-grass/> [Poem]

2014 **Mario Read Vitini's *Trujillo de cerca* (2007)**
Sargasso: A Journal of Caribbean Literature, Language & Culture. 2012-13 . Vols. I & 2 (2014): 193-95. [Book Review]

2014 **Of Three Important Events this Century: An Update to *Muddy Cup***
Muddy Cup: A Dominican Family Comes of Age In a New America (Scribner, 1997; Amazon, 2014) . [Book Chapter]

2013 **Academic Service-Learning: Off and On Campus**
AEQ: Academic Exchange Quarterly 17, 1 (2013): 35-42. Co-authored with Justin P. White. [Essay]

2012 **Una enfermera negra en la Guerra Civil Española**
PALARA: Publication of the Afro-Latin American Research Association 16 (2012): 95-111. Co-authored with Carmen Cañete-Quesada. [Translation: Essay]

2003 **Alberto Guerra Naranjo's *Blasfemia del escriba* (2000)**
PALARA: Publication of the Afro-Latin American Research Association 7 (2003): 85-88. [Book Review]

2002 **Muerte al cuadrado, o función del suicidio en *El mayor monstruo del mundo***
Tinta 6 (2002): 77-85. [Essay]

1997 **The Man | 2 + 1 = 4 | My Grandmother's Eldest Daughter | Cup from Afar | American, You Say**
Muddy Cup: A Dominican Family Comes of Age in a New America (Scribner, 1997). 319-325. [Poems]

1995 **Academic Advising Urges Thought of Rosa**
The Leader 27 Nov.1995: A-3 [News Article]

1995 ***Mad Forest* in Rockefeller Basement**
The Leader 02 Oct. 1995: A-9 [Theater Review]

AWARDS & GRANTS

2016 **Community Development Grant.** Bank of America Charitable Foundation. Collaborative effort organized by Laurie Carney, Senior Director of Community Development and Outreach, College of Arts and Letters, Florida Atlantic University. A total of $2,000 obtained for Academic Service-learning and Outreach within the Department of Languages, Linguistics, and Comparative Literature. Renewal.

2015 **Community Development Grant.** Bank of America Charitable Foundation. Collaborative effort organized by Laurie Carney, Senior Director of Community Development and Outreach, College of Arts and Letters, Florida Atlantic University. A total of $2,000 obtained for Academic Service-learning and Outreach within the Department of Languages, Linguistics, and Comparative Literature. Renewal.

2014 **Community Development Grant.** Bank of America Charitable Foundation. Collaborative effort organized by Laurie Carney, Senior Director of Community Development and Outreach, College of Arts and Letters, Florida Atlantic University. A total of $2,500 obtained for Academic Service-learning and Outreach within the Department of Languages, Linguistics, and Comparative Literature. Renewal.

2014 ***Campus-Community Partnership Award.*** 4th Place Winner
Florida Campus Compact, FLCC Conference and Awards Gala, Jacksonville, Florida.

2014 ***Faculty Award in Recognition of Dedication to Academic Service-Learning***
Weppner Center for Service Learning and Civic Responsibility
Florida Atlantic University, Boca Raton, Florida.

2013 ***Master Teacher Award and Designation***
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University, Boca Raton, Florida.

2013 **Community Development Grant.** Bank of America Charitable Foundation. Collaborative effort organized by Laurie Carney, Senior Director of Community Development and Outreach, College of Arts and Letters, Florida Atlantic University. A total of $2,500 obtained for Academic Service-learning and Outreach within the Department of Languages, Linguistics, and Comparative Literature.

2013 ***Award for Excellence in Teaching***
Northern Campuses
Florida Atlantic University, Jupiter, Florida.

2013 ***E-Learning Course Development Grant***
Center for e-Learning
Florida Atlantic University, Boca Raton, Florida.
[Course Developed and Deployed: Spanish for Health Care Profession]

2005 ***Service-Learning Course Development Grant***
College of Education
Tennessee State University, Nashville, Tennessee.
[Course Developed and Deployed: Spanish Conversation (SL)]

2003 ***National Endowment for the Humanities Grant to participate in Summer Seminar for College and University Teachers***
Afro-Hispanic Writers and the Canon, By Dr. Marvin Lewis
University of Columbia-Missouri, Columbia, Missouri.

2001 ***Award for Excellence in Teaching***
Department of Spanish and Portuguese
Vanderbilt University, Nashville, Tennessee.

CONFERENCES & TALKS AS INVITED SPEAKER

2016 **Otros mangos: sobre escritura y locura en Trementina, Clerén y Bongó (1943) de Julio González Herrera.**
XVII Congreso Internacional de Literatura Hispana, Mérida, México.

2015 ***Community Outreach and Interpersonal Communication as Key Components of Fully Online Spanish-Language Classes at FAU***
2nd Florida College Learning Center Association Conference
Broward College, Davie, Florida.

2014 ***Galvanize Our Communities Through Campus-Community Partnerships***
Researched, written and presented with collaboration with Dr. Susannah Brown, Department of Teaching and Learning, Florida Atlantic University
2014 Eastern Region Campus Compact Conference
University of North Florida, Jacksonville, Florida.

2014 ***Sobre el correo a la antigua, lo epistolar e identidad colectiva en República Dominicana, 1889 a 1953***
74th Annual Convention of the College Language Association
Tulane University, New Orleans, Louisiana.

2014 **Muddy Cup: *The Backstory and Update on a Landmark Book on Dominican Immigration***
College of Mount Saint Vincent, Bronx, New York. [Invited Speaker]

2005 ***Of Hemingway's Afro-Cuban Scribe and Other Scribes in Afro-Hispanic Literature***
11th Annual Africana Studies Conference
Tennessee State University, Nashville, Tennessee

2004 ***Homologous, Rebellious Scribes in Salman Rushdie's* The Satanic Verses *(1988) and Manuel Zapata Olivella's* El fusilamiento del diablo *(1986): Metaphors of Literary Autonomy in Spanish American Letters and Beyond***
2004 National Conference of the National Association of African American Studies and National Association of Hispanic and Latino Studies.
Houston, Texas

2003 ***Caribbean Confessions in the Key of Adulation: A Reading of Trujillo's* 'Foro Público'**
63rd Annual College Language Association Convention
Howard University, Washington, DC.

2003 ***La muerte al cuadrado: dos funciones del suicidio en* El mayor monstruo del mundo**
20th Annual Conference on Romance Languages and Literatures
University of Cincinnati, Cincinnati, Ohio.

2001 **¿Por qué Dios no me hizo una mujer dominicana? *Preliminary Observations on Mexican-Dominican Interaction in New York City***
Vanderbilt Colloquium on Culture and Identity
Vanderbilt University, Nashville, Tennessee.

2001 ***Testimonial-Novel as* Trompe-l'oeil: *(Dis)simulation in Miguel Barnet's* Rachel's Song *(1969)***
Global Studies Institute International Conference
Lincoln University, Chester County, Pennsylvania.

CONFERENCES & TALKS AS INVITED SPEAKER

2000 **Aquí no se puede gritar, pero ¡ay! ¡ay! ¡ay! *Sobre algunos aspectos sociales del la bachata y el tango***
Afro-Latin/American Research Association Conference
Port-au-Prince, Haiti

2000 ***La emboscada de* Emelina *(Rubén Darío y Eduardo Poirier, 1887): contexto socio-histórico de la narración y propuesta de su escritura***
10th Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics
University of Texas at Austin, Austin, Texas

1998 ***From Dance to Slam: The Nuyorican Poets' Café***
5th Latino Issues Conference
Bowling Green State University, Bowling Green, Ohio.

RELATED WORK & SERVICE

Senator, UNIVERSITY FACULTY SENATE
Florida Atlantic University, 2016 – Present

Secretary, FACULTY ASSEMBLY
Florida Atlantic University, 2016 – Present
Dorothy F. Schmidt College of Arts and Letters

Member, PLC: COMMUNITY ENGAGEMENT
Florida Atlantic University, 2016 – Present

Member, STEERING COMMITTEE
Florida Atlantic University, 2015 – 2016
Faculty Assembly, Dorothy F. Schmidt College of Arts and Letters

Member, UNIVERSITY COMMITTEE ON TEXTBOOK AFFORDABILITY
Florida Atlantic University, 2015 – Present
Office of the Provost

TABLE LEADER FOR AP SPANISH LANGUAGE EXAM
Educational Testing Service | The College Board, 2015 – Present

MANUSCRIPT READER
Florida Atlantic University, 2013 – Present
FAURJ: Florida Atlantic University Undergraduate Research Journal

RESEARCHER, INTERPRETER AND TRANSLATOR
Florida Atlantic University, 2012 – 2015
College of Nursing
Research project entitled *Involving Nursing Home Residents and Their Families in Acute Care Transfer Decisions*, by Dr. Ruth Tappen and Dr. Joseph Ouslander

READER FOR AP SPANISH LANGUAGE EXAM
Educational Testing Service | The College Board, 2010 – 2014

INTERPRETER AND TRANSLATOR
Bureau of Disability Termination, Department of Labor and Industry, 2006 – 2009
Commonwealth of Pennsylvania

PROBATION OFFICER AND COURT INTERPRETER
Tennessee Board of Probation and Parole, 2002 – 2003

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

ATA: American Translators Association, Member
CLA: College Language Association, Member
LASA: Latin American Studies Association, Member
NASPA: National Association of Student Personnel Administrators, Member
NAACP: National Association for the Advancement of Colored People, Member

REFERENCES

Dr. Jacqueline Loss
Professor of Spanish, Comparative Cultural and Literary Studies
Department of Literatures, Cultures & Languages
University of Connecticut, Storrs, Connecticut

Dr. María Ordóñez
Director, Louis and Anne Green Memory and Wellness Center
Clinical Assistant Professor of Nursing
Florida Atlantic University, Boca Raton, Florida

Nori Carter
Director, Weppner Center for LEAD and Service-Learning
Florida Atlantic University, Boca Raton, Florida

CURRICULUM VITAE

Leslie Arboleda, M.A.
11772 Bayou Lane, Boca Raton, FL 33498
561.789.0625 lesliea30@gmail.com

EDUCATION

P.C.O.E. Professional Certificate in Online Education, University of Wisconsin Distance Education, (Feb. 2016)
E.S.L. Certificate, Florida Atlantic University, Boca Raton, FL (May 2014)
M.A. Teaching Spanish, Florida Atlantic University, Boca Raton FL (Dec. 2011)
B.A. Spanish and Linguistics minor, Florida Atlantic University, Boca Raton, FL (Aug. 2009)

TEACHING EXPERIENCE

Instructor, Spanish Basic Language (2015-present)
Visiting Instructor, Spanish Basic Language (2013-2014)
Adjunct Instructor, (2014-2015)
Florida Atlantic University, Boca Raton FL
Courses Taught:
SPN 1120 Beginning Spanish Culture and Society 1
SPN1120 Beginning Spanish Culture and Society 1, Fully Online
SPN 1121 Beginning Spanish Culture and Society 2
SPN 2220 Intermediate Spanish Culture and Society 1

Graduate Teaching Assistant (2009-2011)
Florida Atlantic University, Boca Raton FL
Courses Taught:
SPN 1120 Beginning Spanish Culture and Society 1 (Fall 2009)*
SPN 1121 Beginning Spanish Culture and Society 2 (Fall 2010)*
SPN 1120 Beginning Spanish Culture and Society 1 (Fall 2011)*
Courses Assisted:
SPW 3030 Introduction to Hispanic Literature (Fall 2010)
LIT 2100 Global Great Books (Spring 2011)

*The language courses taught as a GTA were entirely taught by me, under the supervision of the Spanish faculty of the Dept. of Languages Linguistics and Comparative Literature

HONORS & AWARDS

Provost Fellowship, Florida Atlantic University, 2009
Phi Kappa Phi Award, Florida Atlantic University, 2009

ORGANIZATIONS

Secretary of Sigma Delta Pi Spanish Honor Society, Rho Omicron chapter, Florida Atlantic University, Boca Raton FL (2009-2010)
Member of Sigma Delta Pi, Spanish Honor Society, (2009-Present)
Member of Phi Kappa Phi Honor Society, Florida Atlantic University, Boca Raton FL (2009-Present)

SKILLS AND QUALIFICATIONS

- eCertification Designer/Facilitator Training Workshop, Florida Atlantic University, Boca Raton, FL (Summer 2016)
- Microsoft Office, Power Point
- Canvas: LMS used for grading, attendance, homework, etc.
- Blackboard: LMS used for grading, attendance, homework etc.
- Fluent in English and Spanish

REFERENCES

Excellent references available upon request

CURRICULUM VITAE

January 2017

PRISCA AUGUSTYN
Department of Languages, Linguistics, and Comparative Literature
Florida Atlantic University
777 Glades Rd., CU273
Boca Raton, FL 33431
augustyn@fau.edu
(561) 297 2529

EDUCATION

2000 Ph.D. University of California, Berkeley in Germanic Linguistics, Semiotics
"The Semiotics of Fate, Death, and the Soul in Germanic Culture" (Irmengard Rauch, Gary Holland, Thomas F. Shannon)
1996 M.A. University of Georgia, Athens in Linguistics
1992 Vordiplom Friedrich Alexander Universität Erlangen in English and Economics

EMPLOYMENT HISTORY

2014–present Professor of Linguistics and German Studies,
Department of Languages, Linguistics, and Comparative Literature
Florida Atlantic University
2007–2014 Associate Professor of Linguistics and German Studies,
Department of Languages, Linguistics, and Comparative Literature
Florida Atlantic University
2001–2006 Assistant Professor of Linguistics and German Studies,
Department of Languages, Linguistics, and Comparative Literature
Florida Atlantic University

SCHOLARSHIP

PEER-REFEREED PUBLICATIONS IN PRINT

Articles

Augustyn, P. (forthcoming) From Ethological Linguistics to Animal Linguistics and Ecolinguistics. *Recherches Sémiotique – Semiotic Inquiry*

Augustyn, P. 2013. "Man, Nature, and Semiotic Modeling: How to Create Forests and Backyards with Language." *Sign Systems Studies* Vol. 41, No. 4, Tartu: University of Tartu Press. 488–503.

Augustyn, P. 2013. "No Dictionaries in the Classroom: Translation Equivalents and Vocabulary Acquisition." *International Journal of Lexicography* Vol. 26. Oxford: Oxford University Press. 362–385.

Augustyn, P. 2013. "Translation and Bilingual Practice for German Vocabulary Teaching and Learning." *Die Unterrichtspraxis/Teaching German* Vol. 46/1. Malden, MA: Wiley–Blackwell. 27–43.

Augustyn, P. 2013. "What Connects Biolinguistics and Biosemiotics?" *Biolinguistics* Vol. 7/4. Open Journal Systems. 96–111.

Augustyn, P. 2012. "On Semiotics in Language Education." *Semiotica* Vol. 192. Berlin: Mouton de Gruyter. 523–533.

Augustyn P. 2011. "On the Concept of *Code* in Linguistics and Biosemiotics." *Biosemiotics* Vol. 4/3. Dordrecht: Springer. 281–289.

Augustyn, P. 2009. "Translating Jakob von Uexküll – Reframing *Umweltlehre* as Bioscmiotics." *Sign Systems Studies* Vol. 37/1. Tartu: University of Tartu Press. 311–327.

Augustyn, P. 2008. "Uexküll, Peirce, and other Affinities between Biosemiotics and Biolinguistics." *Biosemiotics* Vol. 2/1. Dordrecht: Springer. 1–17.

Augustyn, P. 2006. "Language Game and Language Play: Saussure's *chess metaphor*, Wittgenstein's *language game*, and the Notion of *play* in René Thom's Catastrophe Theory." *Interdisciplinary Journal of Germanic Linguistics and Semiotic Analysis* Vol. 11/1. Berkeley: International and Area Studies. 67–79.

Augustyn, P. 2005. "Art – Depression – Fiction: A Variation on René Thom's Three Important Kinds of Human Activity." *Semiotica* Vol.157 1/4. Berlin: Mouton de Gruyter. 35–49.

Augustyn, P. 2005. "Thor's Hammer and the Power of God: Poetic Strategies in the Heliand." Ehrstine, Glenn & Mara Wade (ed.) *Foreign Encounters*. Chloe: Beihefte zum *Daphnis* Vol. 33/1–2. Amsterdam: Rodopi. 33–51.

Augustyn, P. 1999. "*Wurd* in the Heliand. Fate in Old Saxon." *Interdisciplinary Journal of Germanic Linguistics and Semiotic Analysis* Vol. 4/2. Berkeley: International and Area Studies. 267–284.

Sole–authored book

Augustyn, P. 2002. *The Semiotics of Fate, Death, and the Soul in Germanic Culture: The Christianization of Old Saxon.* Berkeley Insights in Linguistics and Semiotics Vol.50. New York: Peter Lang.

Book chapters

Augustyn, P. 2015. "Biology, Linguistics, and the Semiotic Perspective on Language" *Biosemiotic Perspectives on Language and Linguistics*. Cowley, Stephen J., Kull, Kalevi & Velmezova, Ekaterina. Dordrecht: Springer. 169–190.

Augustyn, P. 2012. "Linguistics" *A More Developed Sign: Advancing the Work of Jesper Hoffmeyer*. Favareau et al. (ed.) Tartu Semiotics Library Vol. 10. Tartu: University of Tartu Press. 183–187.

Augustyn, P. 2004. "The Seductive Aesthetics of Globalization: Semiotic Implications of Anglicisms in German." Hüppauf, Bernd (ed.). *Globalization and the Future of German*. Berlin, New York: Mouton de Gruyter. 307–318.

Rauch, I., G. Barker., J. Cleek, C.S. Ketchem, P. Schuler, & S. Yee. 1999. "BAG VI: Toward a Grammar of German E–mail." *New Insights in Germanic Linguistics I* Rauch, I. & G. Carr. (eds.) New York: Peter Lang. 181–199.

Dolezal, F. & D. R. McCreary. 1999 *Pedagogical Lexicography Today: A Critical Bibliography on Learners' Dictionaries.* Tübingen: Niemeyer. All annotations to German titles throughout the book.

Textbooks

Augustyn, P. and N. Euba. (2016). *Welten*. Boston: Cengage Heinle.

Augustyn, P. and N. Euba. (2016). *Welten.* Student Activity Manual. Boston: Cengage Heinle.
[Reviewed by Alexander Lorenz in *Die Unterrichtspraxis/Teaching German* Vol. 48/2 (November 2015). 278–279.]

Augustyn, P. and N. Euba. 2014. *Stationen. Kursbuch für die Mittelstufe*. Third Edition. Boston: Cengage Heinle.

Augustyn, P. and N. Euba. 2014. *Stationen.* Student Activity Manual. Third Edition. Boston: Cengage Heinle.

Augustyn, P. and N. Euba. 2012. *Stationen. Kursbuch für die Mittelstufe*. Second Edition. Boston: Cengage Heinle.

Augustyn, P. and N. Euba. 2012. *Stationen.* Student Activity Manual. Second Edition. Boston: Cengage Heinle.

Augustyn, P. and N. Euba. 2008. *Stationen. Kursbuch für die Mittelstufe*. Boston: Cengage Heinle.
[Reviewed by Mary Grantham O'Brien in the *Modern Language Journal* Vol. 94 (2010). 361–362.
Reviewed by Bradley Holtman in *Die Unterrichtspraxis/Teaching German* Vol. 41/1 (2008). 93–95.]

Augustyn, P. and N. Euba. 2008. *Stationen.* Student Activity Manual. Boston: Cengage Heinle.

Review articles

Augustyn, P. 2008. "Biosemiotics: Proto-Science, Interdiscipline, New Biology." Review article of Marcello Barbieri (ed.) 2007 *Introduction to Biosemiotics. The New Synthesis.* New York: Springer in *Semiotica* Vol. 172. Berlin: Mouton de Gruyter. 479–487.

Augustyn, P. 2003. "Earl Anderson: Folk Taxonomies in Early English." *Journal of Indo-European Studies* Vol. 31/1-2 San Antonio: University of Texas Press. 21–29.

Augustyn, P. 2003. "Patrizia Violi: Meaning and Experience." *Interdisciplinary Journal of Germanic Linguistics and Semiotic Analysis* Vol. 7/2. Berkeley: International and Area Studies. 219–233.

Schuler, P. 1997. "A General Introduction to the Semeiotic of Charles Sanders Peirce." *Interdisciplinary Journal of Germanic Linguistics and Semiotic Analysis* Vol. 2/2. Berkeley: International and Area Studies. 360–363.

Book reviews

Augustyn, P. 2013. Donald F. Favareau (ed.) *Essential Readings in Biosemiotics* (2010). Dordrecht: Springer. *International Journal of Germanic Linguistics and Semiotic Analysis* Vol. 17/1. Berkeley: International and Area Studies. 103–105.

Augustyn, P. 2003. "Sebastian Löbner: Understanding Semantics." *LINGUIST List.* ISSN: 1068–4875. Vol. 14/1484. May 22, 2003.

Augustyn, P. 2002. "Abram De Swaan: Words of the World. The Global Language System." *LINGUIST List.* ISSN: 1068–4875. Vol. 13/3274. December 11, 2002.

CONFERENCE PRESENTATIONS AND PROCEEDINGS

Published proceedings

Augustyn, P. 2011. "Reframing the Backyard: Exploring the Space between Nature and Culture" Haworth, Karen. ed. *Semiotics 2010*. Proceedings of the Semiotic Society of America. New York and Toronto: Legas Press.

Augustyn, P. 2010. "Semiotic Approaches and Ecology Models of Language Learning." Haworth, Karen. ed. *Semiotics 2009*. Proceedings of the Semiotic Society of America. New York and Toronto: Legas Press.

Augustyn, P. 2009. "Transtating Uexküll's *Umweltlehre* as Biosemiotics." Prewitt, Terry J. ed. *Semiotics 2008*. Proceedings of the Semiotic Society of America. New York and Toronto: Legas Press.

Augustyn, P. 2003. "Semiosis and Therapy: Observations on Intersubjectivity and Psychiatry" Nöth, Winfried & G. Ipsen (ed.) *Körper – Verkörperung – Entkörperung.* Referate des 10. Internationalen Kongresses der Deutschen Gesellschaft für Semiotik in Kassel. CD–ROM. Kassel University Press.

International conferences

2017 Gatherings in Biosemiotics, University of Lausanne, Switzerland, June 10–15 "Animal Studies in Linguistics"

2016 Gatherings in Biosemiotics at Charles University, Prague, Czech Republic, July 4–8 "Natural Kinds in Linguistics"

2015 Gatherings in Biosemiotics at Aalborg University, Copenhagen, Denmark, July 1–3 "Psychologism in Linguistics and Cognitive Science"

2013 IALLT International Association of Language Learning Technology conference in Fort Lauderdale, June 11–15

"Project–based learning for online language courses" with Mary Ann Gosser-Esquilín (FAU), Michael Horswell (FAU), and Marcella Munson (FAU)
"Left to their own devices" (Report on a pilot project on online translation tools)

2011 Gatherings in Biosemiotics at Rockefeller University, New York City, June 22–26
"Man, Nature, and Semiotic Modeling"

2009 Gatherings in Biosemiotics at Charles University, Prague, Czech Republic, July 1–4
"Uexküll Translation Workshop"

2008 Center for Body, Mind, and Culture conference on *Bodies in Motion* at Florida Atlantic University, December 4–5
"Uexküll's *Umweltlehre* and Biosemiotics"

2005 International Academy of Linguistics, Behavioral & Social Sciences, Miami, FL, November 17–19
"On the Similarities between Wittgenstein's *language game*, Saussure's *chess metaphor* and the notion of *play* in René Thom's Catastrophe Theory"

2002 Institut für Germanistik, Universität Kassel, Germany, July 18
Invitation by Prof. Dr. Andreas Gardt, Kassel for a lecture
"Von Anglizismen und globalen Sehnsüchten: Eine semiotische Analyse"

2002 10th International Conference of the German Semiotic Society (Deutsche Gesellschaft für Semiotik), Kassel, Germany, July 19–21
"Semiosis and Therapy: Observations on Intersubjectivity"

2002 Conference on "The fate of European languages in the age of globalization: The future of German" at Deutsches Haus, New York University, April 4–6
"The Seductive Aesthetics of Globalization: Semiotic Implications of Anglicisms in German"

National conferences

2016 Semiotic Society of America (SSA) conference in Delray Beach, 9/28 –10/2
Local organizer and Program Committee Member

2016 Workshop on *Extensive Reading and Vocabulary Acquisition* at Harvard University Department of German, May 13, 2016

2015 Semiotic Society of America (SSA) conference in Pittsburgh, October 1–4
"Relativity in Language and Visual Perception"

2014 Semiotic Society of America (SSA) conference in Seattle, October 1–5
"Concreteness and Abstractness of Linguistic Signs"

2012 Semiotic Society of America (SSA) conference in Toronto, November 1–4
"Diagrams in Linguistics and Biology"

2012 American Council on the Teaching of Foreign Languages (ACTFL) annual convention in Denver, November 18–20
"Operating between languages: Optimal first–language use in the foreign language classroom" with Lisa Parkes (Harvard U), Tom Siefert (Harvard U) and Glenn Levine (U of California, Irvine)

2011 Semiotic Society of America (SSA) conference in Pittsburgh, PA, October 27–30
"Diagrams in Linguistics and Biology" accepted
(could not attend due to lack of travel support)

2010 Semiotic Society of America (SSA) conference in Louisville, KY, October 21–24
"Reframing the Backyard: Exploring the Space between Nature and Culture"

2009 Semiotic Society of America (SSA) conference in Cincinnati, OH, October 15–18
"Semiotic Approaches and Ecology Models of Language Learning"
2008 American Council on the Teaching of Foreign Languages (ACTFL) annual convention, Nashville, November 16–19
"YOUTUBE for *Rammstein*-enthusiasts and other intermediate German students"
"Language, Culture, and Aesthetic Experience: The Fine Art of German *Rap*"
2008 Semiotic Society of America (SSA) conference in Houston, Texas, October 16–19
"Translating Uexküll's *Umweltlehre* as Biosemiotics"
2006 Berkeley Germanic Linguistics Roundtable in Berkeley, April 7–8
"Language Game and Language Play: Wittgenstein's *Sprachspiel*, Saussure's *chess metaphor* and the notion of *play* in René Thom's *catastrophe theory*"
2006 American Council on the Teaching of Foreign Languages (ACTFL) annual convention in Nashville, November 16–19
"Representing the Holocaust in the German Language Classroom"
2002 Modern Language Association (MLA) annual convention in New York City, December 27–30
"Thor's Hammer and the Power of God: Poetic Strategies in the Heliand"
1998 Modern Language Association (MLA) annual convention in San Francisco, December 28–31
"German E–mail and Snail Mail contrasted. Data from the Bay Area German Project"
1998 Semiotic Circle of California meeting in Berkeley, CA, January 23–24
"*Wurd* in the Heliand. Fate in Old Saxon"

Regional and local conferences

2017 Center for Body, Mind, and Culture Colloquium, Florida Atlantic University, January 26, 2017
Chaired session on *Aesthetic Semantics and Philosophical Anthropology*
2010 Center for Body, Mind, and Culture Colloquium, Florida Atlantic University, February 17
"Meaning in Nature: A New Translation of Uexküll's *Bedeutungslehre*"
2009 Department of Languages, Linguistics, and Comparative Literature at Florida Atlantic University, October 30
"Semiotic Approaches and Ecology Models in Language Education"
2007 Florida Foreign Language Association (FFLA) conference in Orlando, November
"Rejuvenating the Foreign Language Classroom with Online Media" with Geraldine Blattner
2005 Public Intellectuals PhD Colloquium at Florida Atlantic University, March 28
"Wittgenstein's *Family Resemblances*"
2004 Thirteenth Annual Medieval, Renaissance, and Baroque Studies Symposium at the University of Miami, February 19–21
"Weird is at Hand: On the Prevalence of Fate in the Old Saxon Gospel"
2003 Public Intellectuals PhD Colloquium at Florida Atlantic University, March 24
"Art – Depression – Fiction: A variation on René Thom's three important kinds of human activity"

GRANTS

External (funded)

2017 DAAD German Studies Summer Travel Stipend for IDT Kongress in Fribourg, CH (€ 1,900 awarded December 2016)

2010 Miami–Florida European Union Center of Excellence Curriculum Development Grant ($ 1,500 awarded February 2010)

2009 DAAD German Studies Summer Research Stipend, October 2008 (€ 1,900 awarded March 2009)

External (not funded)

2009 NEH Grant for Scholarly Editions and Translations *Uexküll Translation Project*

2008 NEH Collaborative Research Grant *Uexküll Translation Project*

2008 *American Philosophical Society* Sabbatical Fellowship *Uexküll Translation Project*

Internal (funded)

2012 FAU Tech Grant Fall 2012 ($ 2,000 awarded September 2012)

Internal (not funded)

2010 FAU Faculty Learning Community Grant *Teaching Global Citizenship*

2008 FAU *Lifelong Learning Society* Faculty Summer Research Stipend

COURSES TAUGHT AT FAU

*new course proposals

Linguistics

LIN2607 Global Perspectives on Language (IFP)*
LIN2607 Global Perspectives on Language eLearning*
LIN3003 Language Matters (WAC)*
LIN3010 Introduction to Linguistics
LIN4810 Introduction to Semiotics*
LIN4820 Semantics
LIN6150 Foundations of Linguistic Theory*
LIN6938 Seminar: Language & Reality*
LIN6938 Seminar: Semiotics*
LIN6938 Seminar: Structuralism*

German

GER1120 Elementary German Language & Culture I
GER1121 Elementary German Language & Culture II
GER2220 Intermediate German: Culture & Society*
GEW2104 Readings in Intermediate German*
GER 3400 Advanced German: Reading & Composition
GER 4850 Structure of Modern German
GER 6835 History and Dialectology of German

Comparative Studies PhD
CST7110 Language Theory: Language & Consciousness*
CST7110 Language Theory: Structuralism*
CST7110 Language Theory: Semiotic Perspectives*

SUPERVISION OF GRADUATE STUDENTS

German program
2002–present Supervision of 2 GTAs in German per year (GER1120, GER1121)

Linguistics program
2009–present Supervision of 2 GTAs in linguistics per year (LIN2607, LIN3010)

MA theses completed
2016 (Chair) "Frames Trump Facts: A quantitative Analysis of the Discourse of Donald Trump in the 2016 Election Campaign." Joshua Calhoun, graduating May 2016.
2015 (Member) "The Pluralism of Voice in the New German, New English(wo)man: Bakhtinian Theory in Postmodernist Novels of Contemporary Europe." Dorothea Trotter, graduating May 2015
2014 (Chair) "Language Choice in Children's Animated TV Shows." Katharina von Elbwarth, graduated May 2014
2010 (Chair) "Examining Principled L1 Use in the Foreign Language Classroom." Isabel Oßwald, graduated December 2010
2010 (Member) "The Moral Authority of the Child in Two Fairy Tales: Perrault's Le Petit Chaperon Rouge and Cendrillon, and the Grimm's Rotkäppchen and Aschenputtel." Alyssa Cedeno, graduated December 2010
2008 (Chair) "The Concept of Nature in Emerson and Thoreau through Kant." Ulrike Unger, graduated August 2008
2007 (Chair) "Life Is a Journey: On the Conceptual Metaphor of the Pilgrimage." Todd Valdini, Summer 2007 (*Best Thesis Award 2007*)
2007 (Member) "Sociolinguistics of the Dialects of Arabic." Mary Soliman, graduated May 2007
2006 (Chair) "Bilingualism and Biliteracy in the Brazilian Community of South Florida: An Attitudinal Study. " Minouche Martins, graduated May 2006 (*Best Thesis Award 2006*)
2005 (Member) "Learning Culture in the Zone of Proximal Development: E–mail Exchanges among Foreign Language Learners." Marc Smasal, graduated June 2005
2004 (Member) "The Role of Other–Regulation in Second Language Learners of Beginning Spanish." Carolina Seiden, graduated April 2004
2004 (Member) "Negotiation of Meaning in Interlanguage Talk." Friederike Tegge, graduated April 2004
2003 (Member) "Metaphor in the Foreign Language Classroom." Leisa Johannsen, graduated May 2003

2002 (Member) "Spanish Accented English: Pronunciation Accuracy and Factors affecting L2 Acquisition." Antonella Donadio, graduated August 2002

MA theses in progress

2016 (Chair) "The Campus as Workplace for Foreign Students" Lauren van Arman, graduating May 2017

Dissertations completed

2011 (Member) Comparative Studies (LLL): "Testing Salikoko Mufwene's Theory of Language Ecology: On the Vitality of Hatian Creole in South Florida." Kristyl Kepley, graduated December 2011

2010 (Member) Comparative Studies (LLL): "Beyond Culture Wars: The Role of Christian Religiosity in the Public Support for Social Safety–net Policies in Contemporary America." Emmanuel Alvarado, graduated May 2010

2008 (Member) Comparative Studies (LLL): "Minding a Reader, Minding a Writer: Cognition and Creative Writing." Lois Wolfe, graduated December 2008

2008 (Member) Comparative Studies (LLL): "Vygotsky's Theory of Culture in the Classroom: Case Studies in Spanish." Carolina Seiden, graduated August 2008

2007 (Member) Comparative Studies (LLL): "Exploring Diachronic Change in Chimpanzee (Pan troglodytes) Vocalizations." Andrew Halloran, graduated May 2007

Dissertations in progress

(Chair) Comparative Studies (CLL): "Historical Linguistics and Cognitive Science." Rachel Harrison, expected time of graduation August 2017

(Chair) Comparative Studies (CLL): "Philosophy of Fiction meets Generative Grammar." John Bronsted, expected time of graduation August 2017

(Member) Comparative Studies (LLL): "The Legacy of the Indian Key Drawbridge: An Examination of Federal Regulation and Private Infrastructure." Margaret Kallman Feeley, expected time of graduation August 2016

PhD mentorship

2013–present John Bronsted, PhD in Comparative Studies (CLL)
2013–present Rachel Harrison, PhD in Comparative Studies (CLL)
2010–present Gail Vorsas, PhD in Comparative Studies (LLL)

ADVISING

2013–present Advising ESL Certificate
2002–2009 Advising FAU German majors and minors
2002–2009 Advising FAU Linguistics majors (BA and MA)
2002–present VDAC (Verein Deutsch–Amerikanischer Clubs) advising FAU students going to Germany
2002–present VDAC (Verein Deutsch–Amerikanischer Clubs) advising German students studying at FAU

SERVICE AND PROFESSIONAL DEVELOPMENT

SERVICE TO THE INSTITUTION

Department administrative service
2013–present Director, ESL Certificate Program
2002–present Coordinator, German Language Program
2002–2009 Head of German Studies
2008–2011 European Studies concentration development
2005–2006 Acting Head of Linguistics

Department committees
2015–2016 Search Committee Assistant Professor in Linguistics (Chair)
2014 Third-Year Review Committee Nuria Godon and Amel Khalfaoui
2013–2014 Search Committee Assistant Professor in Linguistics
2008–present Undergraduate Programs Committee
2008–2009 Search Committee Assistant Professor in Spanish/Linguistics
2006–2007 Search Committee Assistant Professor in Spanish/Linguistics
2006–2007 Search Committee Assistant Professor in French/Linguistics
2004–2012 Graduate Programs Committee
2006–2007 Speakers Committee
2005–2006 Scholarship Committee
2003–present Undergraduate Programs Committee
2003–present Lab & Technology Committee
2002–2003 Departmental Representative to the Faculty Assembly
2002–2003 Search Committee Visiting Assistant Professor in Greek
2001–2002 Speakers Committee

College committees
2014–2015 SPIT Committee Research, D.F. Schmidt College of Arts & Letters
2014–2015 College Cluster Grants Committee, D.F. Schmidt College of Arts & Letters
2002–2009 Executive Committee PhD program in Comparative Studies (LLL)
2002–2003 LIT Committee (Literature Initiatives Team)

University committees
2009–2010 Core Curriculum Subcommittee 'Foundations of Global Citizenship'
2002–present University representative for the Federation of German–American Clubs
VDAC Verein Deutsch–Amerikanischer Clubs
2002–present Scholarship Committee Federation of German–American Clubs (VDAC)

SERVICE TO THE DISCIPLINE / PROFESSION

Editorial board memberships

2013 – present (Editorial Board member) *Semiotics Yearbook* (formerly *Proceedings of the Semiotic Society of America*)

2012 – present (Editorial Board member) *The American Journal of Semiotics*, Journal of the Semiotic Society of America

2010 – present (Editorial Board member) *Semiotica* Journal of the International Association for Semiotic Studies

2013 (Chair) *Mouton D'Or* Committee for the best article in *Semiotica*

2010 –1013 (Member) *Mouton D'Or* Committee for the best article in *Semiotica*

2009 – present (Editorial Board member) *Biosemiotics* Journal of the International Society for Biosemiotic Studies

Conference organization

2017 (Member) Scientific Committee *Gatherings in Biosemiotics*, June 10-15, 2017 University of Lausanne, Switzerland

2016 (Member) Program Committee *Semiotic Society of America* (SSA) conference, October 2016 in Delray Beach, Florida (local organizer)

2015 (Member) Program Committee *Semiotic Society of America* (SSA) conference, October 2015 in Pittsburgh, Pennsylvania

2014 (Member) Program Committee *Semiotic Society of America* (SSA) conference, October 2014 in Seattle, Washington

2013 (Member) Program Committee *Semiotic Society of America* (SSA) conference, October 2013 in Dayton, Ohio

2011–1012 (Member) organizing committee for the 2013 annual conference of the International Association of Language Learning Technology (IALLT) in Fort Lauderdale, June 11–15, 2013

2012 (Session Chair) Mindful Body and the Healing Arts. *Center for Body, Mind, and Culture* Florida Atlantic University, January 19–20, 2012

2009 (Organizer) Lecture by Riin Magnus, University of Tartu, Estonia "Biosemiotics and Organicism" Florida Atlantic University, 23 February 2009

2003 (Session Chair) The Society for the Study of the Multi-Ethnic Literatures of the United States (MELUS) 17th annual conference, Florida Atlantic University, April 10–13 *Home-Place, Identities, and the Political in US Literature*. Chaired session "Home-Place and its Gender Questions"

2002 (Session Chair) *Global Diasporas and the United States: Exile, Migration, Race Ethnicity* at Florida Atlantic University, November 7–9
"Intellectual Diasporas: German Exiles in the United States"

2002 (Organizer) Lecture by Floyd Merrell, Purdue University, "On Interdisciplinarity" March 27, 2002, Florida Atlantic University, Boca Raton

1995 (Session Chair) South Eastern Conference on Linguistics (SECOL) University of Georgia, Athens April 6–8
Language Change (papers presented by Nada M. Cook, Thomas Nunnally, Robert M. Harmond).

1995 (Organizer) Lecture by Ladislav Zgusta, "On the Extinction and Revival of Minority Languages", April 27, 1995, University of Georgia, Athens, UGA Linguistics Society

Membership in professional organizations
AATG – American Association of Teachers of German
ACTFL – American Council on the Teaching of Foreign Languages
IASS – International Association of Semiotic Studies
ISBS – International Society for Biosemiotic Studies
SSA – Semiotic Society of America, *Executive Board Member* 2010–2013

Professional development
2012 FAU eLearning Designer/Facilitator Certification Program Summer 2012
2010 Faculty Learning Community Grant *Service Learning* Fall 2010
2006 WAC Development Grant (Writing Across the Curriculum) Summer 2006

HONORS AND AWARDS

2009 DAAD German Studies Summer Travel Award, *IDT Kongress* Fribourg, CH (German Academic Exchange Service)
2013 College of Arts & Letters Nominee for the 2013 University *Scholar of the Year* Award, Florida Atlantic University
2009 DAAD German Studies Summer Research Award, *Deutscher Akademischer Austauschdienst* (German Academic Exchange Service)
2006–2007 University Award for Excellence and Innovation in Undergraduate Advising, Florida Atlantic University
2006 Research Stipend, Dorothy F. Schmidt College of Arts & Letters
2005 Scholarly and Creative Activity Fellowship, Dorothy F. Schmidt College of Arts & Letters
2004 Research Stipend, Dorothy F. Schmidt College of Arts & Letters
1999–2000 Chancellor's Dissertation Year Fellowship University of California, Berkeley
1992–1993 DAAD Scholarship, Friedrich Alexander Universität Erlangen--Nürnberg

Updated Jan 8th 2017

Géraldine A. Blattner

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Florida Atlantic University
Boca Raton, FL 33431
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Email: gblattne@fau.edu

EDUCATIONAL & EMPLOYMENT BACKGROUND

Education

2012 & 2016 eLearning Designer/Facilitator Certification Course, Florida Atlantic University, Boca Raton, FL.

2007 PhD. – French with Option in Applied Linguistics
Doctoral minor: Linguistics
The Pennsylvania State University
Dissertation Title: Processing verbal arguments in a first and second language: The role of immersion experience
Director: P. E. Dussias & *Chair:* L. Reed

2002 Masters of Arts – TESOL, The University of Mississippi.

2001 Masters of Arts – French, The University of Mississippi.

1999 Bachelor of Arts – French (Cum Laude), The University of Mississippi.

Previous Appointment

2013 - present Associate Professor of French and Linguistics in the Department of Languages, Linguistics and, Comparative Literature, Florida Atlantic University.

2013-present Academic coordinator of the Pathways to Academic Readiness (PAR) program, Florida Atlantic University.

2007- 2013 Assistant Professor of French and Linguistics in the Department of Languages, Linguistics and, Comparative Literature, Florida Atlantic University.

2001-2007 Graduate Teaching Assistant in the Department of French and Francophone Studies, Pennsylvania State University.

2005-2006 Assistant Coordinator of Second Semester French, in the Department of French and Francophone Studies Pennsylvania State University.

2002-2003	Research Assistant in the Telecolaboration project at the Center for Language Acquisition (CLA), Pennsylvania State University.
Spring 2003	Research Assistant for Professor P. Dussias, Pennsylvania State University.
2003-2005	Research Assistant in the Center for Advanced Language Proficiency Education and Research (CALPER) project at the Center for Language Acquisition (Advanced Language Development and Study Abroad with Professor C. Kinginger), Pennsylvania State University.
Summer 2003	Instructor of French and English in summer program, Institute Monte Rosa, Montreux, Switzerland.
1999-2001	Teaching Assistant of French, in the Department of Modern Languages, University of Mississippi.
2001	Designer of Correspondence French Courses in the Department of Continuing Studies, University of Mississippi.
2001	Instructor of English in the intensive program (IEP), University of Mississippi.

RESEARCH INTERESTS

New Technologies as Tools for Communication, New Technologies as Tools for Language Learning & Teaching, Electronic French Discourse, Sociolinguistics, Second Language Acquisition, Language Learning in Education Abroad, Psycholinguistics.

RESEARCH & SCHOLARLY ACTIVITIES

Publications

Articles in refereed journals

Blattner, G., & Lomicka, L. (2012). Facebook: The Social Generation of Language Learners. Special issue of the *Alsic* (Apprentissage des Langues et Systèmes d'information et de communication) *journal* "social media and language learning : (r)evolution ?" *15* (1), 1-36.

Blattner, G.,& Lomicka, L. (2012). A sociolinguistic study of practices in different social forums in an intermediate French class. *Instructional Technology and Distance Learning (ITDL), 9* (9), 3-24. http://www.itdl.org/Journal/Sep_12/Sep_12.pdf

Blattner, G., & Fiori, M. (2011). Virtual social network communities: an investigation of language learners' development of socio-pragmatic awareness and multiliteracy skills. *CALICO, 29* (1), 24-43.

Blattner, G., & Williams, L.F. (2011). L'emploi variable du *ne* dans le discours électronique synchrone : une étude variationniste en temps apparent, *Langage et Société, 138,* 109-129.
Note: Cairn International has selected this article and commissioned its translation for inclusion in their English-language catalog.
http://cairn-int.info/resume.php?ID_ARTICLE=E_LS_138_0109

Blattner, G. (2011). Linguistic perspectives on *le langage de la banlieue. Transitions Journal*, 7, 71-91.

Blattner, G., & Fiori, M. (2009). Facebook in the Language Classroom: Promises and Possibilities. *Instructional Technology and Distance Learning (ITDL), 6* (1), 17-28.

Book chapters (peer reviewed)

Blattner, G., Dalola, A., & Lomicka, L. (2016b). #MindYourHashtags: A sociocultural study of student interpretations of French Native Speakers' tags. In L. Winstead & P. Wang (Eds.), *Handbook of Research on Foreign Language Education in the Digital Age* (pp.33-58). Hershey, PA: IGI Global.

Blattner. G., White, J.F. (2016). Leadership in foreign language departments: It's not just language. In V. Wang & P. Cranton (Eds.), *Encyclopedia of Strategic Leadership and Management.* Hershey, PA: IGI Global.

Blattner, G., Dalola, A., & Lomicka, L. (2016a). Twitter in foreign language classes: Initiating learners into contemporary language variation. In V. Wang (Ed.), *The Handbook of Research on Learning Outcomes and Opportunities in the Digital Age* (pp. 769-797). Hershey, PA: IGI Global.

Blattner, G., Dalola, A., & Lomicka, L. (2015). Tweetsmart: A pragmatic analysis of well-known native speaker Tweeters. In B. Dixon & M. Thomas (Eds), *Researching Language Learner Interaction Online: From Social Media to MOOC's* (pp. 231-236). San Marcos, TX: Computer Assisted Language Instruction Consortium (CALICO).

Blattner, G. (2011). Web 2.0 Technologies and Foreign Language Teaching. In V. Wang (Ed.), *Encyclopedia of E-Leadership, Counseling and Training* (pp. 89-107). Hershey, PA: IGI Global.

Blattner, G., & Williams, L.F. (2009). Teaching and Learning Linguistic and Social Dimensions of French-Language Discussion Fora. In L. Abraham, & L.

Williams (Eds.), *Electronic Discourse in Foreign Language Learning and Teaching* (pp. 263-289). Series: Language Learning & Language Teaching. Amsterdam: John Benjamins.

Kinginger. C., Blattner G., & Roulon, S. (2009). Tu ou vous, choix facilité lors de séjours linguistiques? Enquête sur la dimension méta pragmatique. In B. Peters & N. Ramière (Eds.), *Projet d'ouvrage collectif : Tu et vous. L'embarras du choix* (pp. 199-222). Limoges: Lambert-Lucas.

Kinginger, C., & Blattner, G. (2008). Assessing the Development of Sociolinguistic Awareness in Study Abroad: Colloquial French. In L. Ortega & H. Byrnes (Eds.), *The Longitudinal Study of Advanced L2 Capacities* (pp. 223-246). NY: Routledge.

Article manuscripts in preparation

Blattner, G., & Williams, L. (In progress). The variable use of diacritics in synchronous computer-mediated French: An apparent-time variationist study. [Anticipated completion: Spring 2015 for submission to *Language Variation & Change*.]

Blattner, G., Dalola, A., & Roulon, S. (In progress). Academic service learning in foreign language programs: a powerful yet neglected interactive opportunity. [Anticipated completion: Spring 2016 for submission to Language Culture and Curriculum or FLANNALS]

Blattner, G., Dalola, A. (submitted) I tweet, you tweet, s/he tweets: Enhancing the ESL language-learning experience through Twitter.
. [TESOL Quarterly]

Technical reports (peer reviewed)

Blattner, G. (2010). Facebook: A valuable tool to develop L2 socio-pragmatic awareness. Report for the Commission on Telematics and New Technologies. *National Bulletin*, American Association of Teachers of French April 2010, 35 (4), 17-19.

Book Reviews

Blattner, G. (2010). Review of *Grammaire française* by Ollivier, Jacqueline & Beaudoin, Martin. *Modern Language Journal, 94* (1), 164-165.

Papers presented at professional meetings

Dussias, P.E., Blattner, G., & Jacobs, A. Processing of Local Syntactic Ambiguity by Second Language Learners. Paper presented at the Second Language Research Forum (SLRF), Toronto, October 2002.

Kinginger, C., & Blattner, G. Assessing the development of sociolinguistic awareness in study abroad. Paper presented at the Georgetown University Round Table (GURT), Washington, DC, March 2005.

Kinginger, C., Blattner, G., & Roulon, S. Assessing the development of sociolinguistic awareness in study abroad, the case of the personal pronouns 'tu' and 'vous'. Paper presented at the Second Language Research Forum (SLRF), New York, October 2005.

Roulon, S., Blattner, G. Is online chatting the key to develop camaraderie in language classrooms? Paper presented at the American Association of Teachers of French (AATF), Milwaukee. July 2006.

Blattner, G., & Roulon, S. Is online chatting an essential tool to enhance the production of foreign languages in basic language instruction classes? Paper presented at the American Association of Applied Linguistics (AAAL), Costa Mesa, CA. April 2007.

Blattner, G., Dussias, P. E., & Cramer, T. R. Parsing verbal arguments in a first and second language: The role of immersion experience. Paper presented at the International Symposium on Bilingualism (ISB6), Hamburg, Germany, May 2007.

Augustyn, P., & Blattner, G. Let them YouTube and podcast. Workshop presented at the Florida Foreign Language Association (FFLA), Orlando, October 2007.

Roulon, S., & Blattner, G. Sociopragmatic development in online fora and Facebook discusion groups. Paper presented at the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, November, 2008.

Blattner, G., & Fiori, M., & Roulon, S. Integrating Facebook in the language classroom: possibilities and linguistic benefits. Paper presented at the American Association of Applied Linguistics (AAAL), Denver, March 2009.

Blattner, G., Fiori, M. Facebook in the language classroom: perspectives on socio-pragmatic development. Paper presented at the Computer Assisted Language Instruction Consortium (CALICO), Tucson, March, 2009.

Blattner, G., & Guillerm, C. Emerging technologies in foreign language classes: The case of Facebook. Paper presented at the Florida Foreign Language Association (FFLA), St-Augustine, October, 2009.

Blattner, G., & Fiori, M. Facebook in the language classroom: student and faculty perspectives. Paper presented at the American Council on the Teaching of Foreign Languages (ACTFL), San Diego, November 2009.

Blattner, G. Teaching French with Web 2.0 tools. Paper presented at the American Association of French Teachers (AATF), Philadelphia, July, 2010.

Blattner, G., & Dufaur, A. Why is it important to teach our students 'electronic' language and how can you do it? The case of French. Paper presented at the Florida Foreign Language Association (FFLA), Clearwater, October 2010.

Blattner, G. Integrating Technology in the French Classroom: iPhone/iPod Touch, Facebook, and Voicethread. Paper presented at the American Council on the Teaching of Foreign Languages (ACTFL), Boston, November 2010.

Friis, R., Horswell, M., & Blattner, G. I Pads, Tablets and the Future of Language Instruction. Paper presented at the American Council on the Teaching of Foreign Languages (ACTFL), Denver, November 2011.

Blattner, G. Communicative competence in L2: The invisible culture is invisible in textbooks. Paper presented at the Florida Foreign Language Association (FFLA), Miami, October, 2014.

Blattner, G., & J. White. Hybrid language programs that work: Acquisition and implementation. Paper presented at the Florida Foreign Language Association (FFLA), Miami, October, 2014.

Blattner, G., Dalola, A., & Lomicka, L. Tweetsmart: A pragmatic analysis of well-known native speaker Tweeters. Paper presented at the Second Language Research Forum (SLRF), Columbia, SC, October, 2014.

Blattner, G., Dalola, A., & Roulon, S. Academic Service Learning in foreign language program: a powerful yet neglected interactive opportunity. Paper presented at the American Association of Applied Linguistics (AAAL), Orlando, April, 2016.

Aguilar, M., Blattner, G., & Dalola, A. Intermediate ESL learner strategies for making sense of native English tweets: abbreviations, hashtags and word choice. Paper presented at the American Association of Applied Linguistics (AAAL), Orlando, April, 2016.

Blattner, G., Dalola, A., & Roulon, S. *Reading between the tweets: L2 French* Paper to be presented at the Computer Assisted Language Instruction Consortium (CALICO), Flagstaff, May 2017.

AWARDS AND SCHOLARSHIPS

Quality Enhancement Plan (QEP) grant ($2,000), Florida Atlantic University, Boca Raton, FL (2013).

Award for Excellence and Innovation in Undergraduate Teaching, Florida Atlantic University, Boca Raton, FL (2011)

Travel Grants from the Department of French and Francophone Studies, The Pennsylvania State University, University Park, PA (March 2005, July 2006)

Scholarship from the Center for Language Acquisition to attend the CALPER summer 2004 workshops (Using Corpora in Advanced Level Language Teaching and Using Technology to Promote Advanced Language Proficiency), The Pennsylvania State University, University Park, PA (Summer 2004)

Travel Grants from the Center for Language Acquisition, The Pennsylvania State University, University Park, PA (October 2002, March 2005, October 2005)

Outstanding Performance in Teaching Award, The Department of Modern Languages, University of Mississippi, University, MS (2000)

TEACHING

Course taught at Florida Atlantic University

Undergraduate: Lower levels

FRE 1120: Beginning French I (traditional, hybrid and fully online)
FRE 1121: Beginning French II (traditional and hybrid)
FRE 2221: Intermediate French II (fully online)

Undergraduate: Upper levels

LIN 3010: Introduction to Linguistics
LIN 4600: Sociolinguistics (face 2 face & online)
FRE 4930: French Sociolinguistics (*in lingua*)
FRE 4850: Structure of Modern French (*in lingua*)
FRE 3780: French Phonetics & Pronunciation (*in lingua*)
FRE 3500: Culture and Society: French Cinema (*in lingua*)
TSL 4251: Applied Linguistics and TESOL

Graduate

FRE 6835: Dialectology and History of French (*in lingua*)
LIN 6601: Sociolinguistics (face 2 face & online)
FLE 5876: Electronic Media and Foreign Language Teaching
LIN 6135: Principles of Linguistics Analysis
TSL 6252: Applied Linguistics and TESOL

Course taught at the Pennsylvania State University

Undergraduate: Lower levels

FR 002: Elementary French
FR 111: Intensive French
FR 112: Intensive French
FR 003: Intermediate French
FR 202: Intermediate French

Undergraduate: Upper levels

FR 416: Introduction to French Linguistics (collaborative teaching)
FR 402: Advanced French grammar and writing

Course taught at the University of Mississippi

Undergraduate: Lower levels

Department of Modern Languages

FR 101: Elementary French
FR 102: Elementary French
FR 121: Elementary French (accelerated)
FR 111: Intensive French
FR 211: Intensive French
FR 201: Intermediate French
FR 202: Intermediate French

TESOL Department

ENG 001: English Intensive Program
ENG 100: English Intensive Program (university entrance requirement)

Graduate Student Advising

MA thesis and Dissertation committee member for

Galina Paramonova, MA thesis in French, Fall 2007 - Title: "La satire sociale chez Balzac."

Elsa Cantor, MA thesis in French, Spring 2009 - Title: "Translating *Le docteur amoureux.* "

Isabel Osswald, MA thesis in Linguistics, Fall 2010 --Title: "Examining the principled use of the L1 in foreign language classrooms."

Kristyl Kepley, PhD Dissertation, Fall 2011 - Title: "The Impact of South Florida's Ecology on the Integrity and Vitality of Haitian Creole Among Second

Generation Haitian Youth: Why Haitian Pride and Group Identity Won't Save Haitian Creole in America."

Katharina Golitschek Edle v. Elbwart, MA thesis in Linguistics, Summer 2014 – Title: "Code-Switching as a Constitutive Element to Express and Negotiate Identity in Children's Animated Television Series."

Simone Chin, PhD Dissertation in Psychology, Summer 2014 – Title: "The effects of gesturing, blocked presentation, and incremental presentation on foreign language learning."

Celine Guillem, PhD Dissertation, Fall 2015 - Title: "A Feminist Cultural Study of Identity, Hair and Hair Loss Due to Chemotherapy."

Exam committee member for

Galina Paramonova, MA exam in French, Fall 2007.

Julie Ho, MA exam in Linguistics, Spring 2008.

Lily Pitt, MA exam in Linguistics, Spring 2008.

Penny Fetters, MA exam in Linguistics, Fall 2008.

Elsa Cantor, MA exam in French, Spring 2009.

David Tezil, MA exam in Linguistics, Spring 2009.

Danielle Firmino, MA exam in French, Summer 2009.

Marina Melo, MA exam in Linguistics, Fall 2010.

Elena Kami, MA exam in Linguistics, Spring 2011.

Maynor Sánchez, MA exam in Linguisics, Spring 2011.

Thomas Douglas, MA exam in Linguistics, Spring 2011.

Adam Anderson, MA exam in Linguistics, Spring 2011.

Asunción Sher, MAT exam in Spanish, Spring 2011.

Ermelinda Colón, MAT exam in Spanish, Spring 2011.

Michelle Hardy, MAT exam in Linguistics, Fall 2011.

Leslie Arboleda, MAT exam in Spanish, Fall 2011.

Alexandre Dufaur, MA exam in Linguistics, Spring 2012.

Nathalie Djiguimkoudre, MA exam in Linguistics, Spring 2012.

Rosemary Rahill, MAT exam in French, Spring 2012.

Gregory Reinhart, MAT exam in Spanish, Spring 2012.

Mary-Elizabeth McNamara, MAT exam in Spanish, Spring 2012.
Gabriela Ramírez, MA exam in Linguistics, Spring 2012.
Nada Algowaifly, MA exam in Linguistics, Spring 2012.
Francisca Rodriguez, MAT exam in French, Fall 2012.
Marianna DeTollis, MAT exam in Spanish, Fall 2012.
Patty Denski, MAT exam in Spanish, Spring 2013.
Rachel Harrison, MA exam in Linguistics, Spring 2013.
Kalynn Cruz, MA exam in Linguistics, Spring 2013.
Anna Petzoldt, MA exam in Linguistics, Spring 2013.
Diana Escobar, MA exam in Linguistics, Spring 2013.
Bashar Kaddham, MA exam in Linguistics, Fall 2013.
Lu Ruiyi, MA exam in Linguistics, Fall 2013.
Stephanie Sense, MAT exam in French, Fall 2013.
Andrea Cudworth, MA exam in Linguistics, Spring 2014.
Janire Bragado, MA exam in Linguistics, Spring 2014.
Itzia Cruz Camacho, MA exam in Linguistics, Spring 2014.
Caitlin Farinelli, MA exam in Linguistics, Spring 2014.
Maria Luisa Fandos Gomez, MA exam in Linguistics, Spring 2014.
Fanny Martinez, MA exam in Linguistics, Spring 2014.
Alessia Martini, MA exam in Comp Lit., Spring 2014.
Sophie Ledeme, MAT exam in French, Spring 2014.
Itzia Cruz Camacho, MA exam in Linguistics, Fall 2014 (retake).
Deborah Crawford, MA exam in Linguistics, Spring 2015.
Emily Maloney, MA exam in Linguistics, Spring 2015.
Adam Ziad, MA exam in Linguistics, Spring 2015.
Ruqqayah MA exam in Linguistics, Spring 2015.
Ava Wilson, MA exam in Linguistics, Spring 2015.
Dolinda Arazi, MA exam in Linguistics, Spring 2015.
Sasha Marie Marshall, MA exam in Linguistics, Spring 2015.
Orna Amiel, MA exam in Linguistics, Fall 2015.
Noha Al-Marwni MA exam in Linguistics, Fall 2015.

Courtney McGraw, MA exam in Linguistics, Fall 2015.

Ana Galdamez, MA exam in Linguistics, Spring 2016.

Marcela Aguilar. MA exam in Linguistics. Spring 2016.

Ablawa Akpovo, MAT exam in French, Spring 2016.

Nadine Al-Azzawi, MA exam in LIN, Spring 2016.

Amanda Burke, MA exam in LIN, Spring 2016.

Abdulmajeed Al-Jehani MA exam in LIN, Spring 2016.

Erold Saint-Louis, MA exam in LIN, Spring 2016.

Madina Absalyamova, MA exam in LIN, Spring 2016.

Johnna Sepulveda, MA exam in LIN, Fall 2016.

Cindy Ruano, MA exam in LIN, Fall 2016.

Sara Scott, MA exam in LIN, Fall 2016.

Abdulrahman Alarabi, MA exam in LIN, Fall 2016

SERVICE TO THE UNIVERSITY/COLLEGE/DEPARTMENT

2014- present Director of Scheduling for the Languages. Linguistics and Comp. Lit department, Florida Atlantic University.

2013-2014 Member, Assistant Professor of French Search Committee, Department of Languages, Linguistics, & Comparative Literature. Florida Atlantic University.

2013-2014 Member, Assistant Professor of Linguistics Search Committee, Department of Languages, Linguistics, & Comparative Literature, Florida Atlantic University.

2013- present Academic Coordinator of the Pathways to Academic Readiness (PAR) program

2012- 2015 Member of the Graduate Programs Committee, Department of Languages, Linguistics & Comparative Literature. Florida Atlantic University.

2009 – present Coordinator of the French Basic-Language Program, Department of Languages, Linguistics, & Comparative Literature, Florida Atlantic University.

2009- present Supervisor of French, Italian, German and Linguistics Graduate Teaching Assistants, Florida Atlantic University.

Spring 2013 Developer of ten courses for the PAR program (Pathways to Academic Readiness).

2008 – 2012 Member of the Undergraduate Programs Committee, Department of Languages, Linguistics, & Comparative Literature, Florida Atlantic University.

2010-2011 Member, Assistant Professor of Arabic and Linguistics Search Committee, Department of Languages, Linguistics, & Comparative Literature, Florida Atlantic University.

2008 – 2009 Member, Assistant Professor of French and Francophone literature Search Committee, Department of Languages, Linguistics, & Comparative Literature, Florida Atlantic University.

2008 – 2009 Member, Assistant Professor of French and Comparative Literature Search Committee, Department of Languages, Linguistics & Comparative Literature, Florida Atlantic University.

SERVICE TO THE PROFESSION

Contributor for Vis-à-vis (6th edition) by Mc Graw Hill, Fall 2014.

Reviewer for Language Learning and Technology (LLT).

Contributor for En Avant (2nd edition) by Mc Graw Hill, Spring 2014.

Activity developer for Learn Smart (Vis-a-Vis) by Mc Graw Hill, Spring 2013.

Reviewer of *Deux Mondes* basic French language workbook by Mc Graw Hill, January 2012.

Reviewer of *Alliages Culturels: La Société Française en Transformation* a new contemporary French culture textbook by Heinle Cengage learning, December 2011.

Participant in a focus group organized by Heinle Cengage Learning on Technology, ACTFL conference, November 2010.

Participant in a focus group organized by Heinle Cengage Learning for an introductory French textbook: Liaison, ACTFL conference, November 2010.

Reviewer for the *Foreign Language Annals Journal*, 2010-present

Reviewer of *Liaisons* introductory French program by Heinle Cengage learning, May 2010.

Reviewer of *En Avant* basic French language textbook and videos by McGraw Hill, May 2010.

Reviewer of *En Avant* basic French language workbook by Mc Graw Hill, August 2010.

Participant in a focus group organized by McGraw-Hill Higher Education for a new introductory French project, ACTFL conference, November 2009.

Participant in a focus group organized by Vista Higher Learning for a video in language instruction, ACTFL conference, November 2009.

Participant in a focus group organized by Heinle Cengage Learning for an introductory French textbook: *A vous!*, ACTFL conference, November 2009.

Chair of session, American Association of Applied Linguistics (AAAL), Denver, CO, March 2009.

Telematics and New Technologies Commission (TNT) - Idea of The Month, March 2008: http://www.frenchteachers.org/technology/idea.html#mar08

Review of *Liaisons*, movie script by Heinle Cengage Learning, April 2009

Interview with the Teaching and Learning with Technology Center at Penn State University, October 2009: http://tlt.its.psu.edu/

Chair of session, Second Language Research Forum (SLRF), State College, PA, October 2004.

PROFESSIONAL AFFILIATIONS

American Council on the Teaching of Foreign Languages (ACTFL)
American Association of Teachers of French (AATF)
The Computed Assisted Language Consortium (CALICO)
American Association of Applied Linguistics (AAAL)
American Association of University Supervisors and Coordinators (AAUSC)
Florida Foreign Language Association (FFLA)

LANGUAGES

French: Native language
English: Near native
German & Swiss German: Intermediate
Spanish: Basic knowledge

CARLA A. CALARGÉ
ASSOCIATE PROFESSOR OF FRENCH & FRANCOPHONE STUDIES
DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE
FLORIDA ATLANTIC UNIVERSITY
ccalarge@fau.edu, CU 270, TEL: (561) 297-2533

HIGHER EDUCATION

2006 Ph.D. French Literature. The University of Iowa

2000 D.E.S. French Literature. The Lebanese University

1998 Licence ès Lettres. French Literature. The Lebanese University

EMPLOYMENT HISTORY

2014-	Associate Professor, Department of Languages, Linguistics, and Comparative Literature, Florida Atlantic University
2009-2014	Assistant Professor, Department of Languages, Linguistics, and Comparative Literature, Florida Atlantic University
2006-2009	Assistant Professor, Department of Modern Languages and Literatures, The University of Texas- Pan American
2005	Research Assistant, Department of Religious Studies, The University of Iowa
2001-2006	Teaching Assistant, Department of French and Italian, The University of Iowa

RESEARCH PUBLICATIONS

Co-Edited Volumes:

With Raphael Dalleo, Luis Duño-Gottberg, and Clevis Headley, eds. *Haiti and the Americas: Histories, Cultures, Imaginations*. Jackson: U. Press of Mississipi, 2013.

With Michèle Vialet, guest eds. "Assia Djebar: une écrivaine entre deux rives." Special issue of *The Cincinnati Romance Review* 31 (2011). Web. <http://www.cromrev.com/volumes/vol31/CRR31_Complete_Issue.pdf>

- Vialet, Michèle, and Carla Calargé. "D'une rive à l'autre ou la liberté d'écrire: Assia Djebar." *The Cincinnati Romance Review* 31 (2011): 1-8.
- Calargé, Carla. "Retour sur les lieux de (la) mémoire: surgissement(s), murmure(s) et étouffement(s) de langue(s) dans *La Disparition de la langue française* d'Assia Djebar." *The Cincinnati Romance Review* 31 (2011): 103- 15.

Refereed Journal Articles:

With Gueydan-Turek, Alexandra. "Des féminismes du sud dans *Bilqiss* de Saphia Azzedine." *Expressions Maghrébines*. (Forthcoming)

With Jean-François, Bruno Emmanuel. "Masculinités, homosexualité et homonationalisme dans *Le dernier combat du Captain Ni'mat* de Mohamed Leftah." *Nouvelles Études Francophones*. 30.2 (2015): 93-110.

With Gueydan-Turek, Alexandra. "Libération sexuelle ou aliénation textuelle: la Subalterne peut-elle parler de son corps ?" *Présence Francophone.* 85 (2015): 152-72.

"Clandestine or Conquistadores? Beyond Sensational Headlines, or a Literature of Urgency." *Research in African Literatures* 46.2 (2015): 1-14.

"Libération ou autodestruction ? Les 'réalités' fictionnelles de *Le Jour où Nina Simone a cessé de chanter.*" *International Journal of Francophone Studies* 17.2 (2014): 159-176.

"Saint Michel or Lucifer? Sporadic Flashbacks of a Burdensome Memory." Special issue of *L'Esprit Créateur* 54.4 (2014): 115- 131.

"Rébellions avortées: Peut-on dire son non/m au Père ?" *Expressions Maghrébines* 13.1 (2014): 113- 28.

With Alexandra Gueydan-Turek. "La guerre du Liban à/et l'écran des souvenirs dans *Le Jeu des hirondelles* et *Je me souviens. Beyrouth* de Zeina AbiRached." *French Cultural Studies* 25.2 (2014): 202- 20.

"La Danse des représentations ou tentative de peindre ce qui n'est plus." *French Forum* 37.3 (2012): 201- 19.

"Monsters and Spectacles: A Lesson to Learn and Remember." Special issue of *European Comic Art* 5.2 (2012): 23- 44.

"Une fissure dans l'édifice colonial: *inquiétante étrangeté* ou agentivité féminine? Le cas de quatre nouvelles de Maupassant." *Nineteenth-Century French Studies* 41.1 & 2 (2012): 105- 21.

"Re-Voir le paradis perdu: Distorsions, Amnésies et Nostalgie du paradis perdu de *Quand l'Algérie était française.*" *Contemporary French and Francophone Studies* (*SITES*) 16.1 (2012): 45- 53.

"Un centre dans les marges: l'Amérique à la rescousse de la francophonie ?" *Nouvelles Études Francophones* 25.2 (2010): 1- 15.

"Images de femmes: une H/histoire de la France en Algérie à travers les *Carnets d'Orient* de Jacques Ferrandez." *Présence Francophone* 74 (2010): 106- 25.

"Un passé trop présent: problématique(s) de la représentation et représentations problématiques de l'identité nationale dans *Mon Colonel* de Laurent Herbiet." *French Forum* 35.1 (2010): 91- 106.

"Quand on vient *aussi* de l'autre monde: appartenance(s), conflit(s) et déchirement(s) dans *L'enfant des deux mondes* de Karima Berger." *Présence Francophone* 72 (2009): 124- 38.

"Les limites de l'appartenance: Composition, intertextualité et langue dans *Les Dents du Topographe* et *Méfiez-vous des parachutistes* de Fouad Laroui." *Présence Francophone* 70 (2008): 154- 68.

"*Poésies I* et *II* de Georges Schéhadé: essai d'une étude scripturale." *The French Review* 81.5 (2008): 955- 66.

"Le Carnaval ou l'ultime tentative de remettre *La Vie à l'endroit.*" *The Cincinnati Romance Review* 26 (2007):10- 23.

"Un monde au bord du gouffre: trauma, régression et violence dans *Bab el-Oued City* de Merzak Allouache." *Expressions maghrébines* 6.1 (2007): 49-64.

"*La Nuit de Valognes*, une variation sur le mythe de Don Juan." *Les Lettres Romanes* 60.1-2 (2006): 101-13.

"La liberté en procès: une étude de l'univers social et symbolique de *Ramza* d'Out el Kouloub." *Dalhousie French Studies* 74-75 (2006): 201-14.

"*Le Petit chaperon rouge*: un moyen de lire *Le Ballon blanc.*" *The French Review* 79.4 (2006): 780-89.

"La figure du soleil: Mort et initiation dans *Le Soleil des obscurs* de Abdelhak Serhane." *Etudes Francophones* 19.1 (2004): 31-43.

Chapters In Books:

"Explosion dans le ciel marocain : La vie et la mort des *Etoiles de Sidi Moumen.*" In *Mahi Binebine*. Yvette Bénayoun-Szmidt, Bernadette Rey Mimoso-Ruiz et Najib Rédouane Eds. Paris: L'Harmattan. Col. Autours des écrivains maghrébins (2016): 211-233.

"A la poursuite du Prince Charmant: ambivalence, incertitude et marchandisation de l'amour dans *Une heure dans la vie d'une femme* d'Aïda Hamza." In *Créativité littéraire en Tunisie* Ed. Najib Rédouane. Paris: L'Harmattan (2015): 329-344.

"'J'ai souvent l'impression que nous sommes toujours sous un régime colonial' ou lorsque le roman raconte une histoire muette." in *Selected Proceedings of the 2010 Southeast Conference on Foreign Languages, Literatures, and Film.* Boca Raton : BrownWalker (2010): 69- 78.

"Contre le binarisme: le choix de l'hybridité comme mode d'être." in *L'Intellectuel et le Pouvoir au XXIème siècle.* Ed. Mohammed Bernoussi. Meknès: Editions de la Faculté des Lettres de Meknès. Série Etudes et Recherches 24 (2008): 113- 33.

Book Reviews:

Review of Bey, Maïssa. *Hizya. Nouvelles Études Francophones* 30.2 (2015): 190-92.

Recension de la Littérature Francophone du Proche-Orient. Review of: Majdalani, Charif. *Villa des femmes.* Gharios, Michèle. *A l'aube de soi.* Kojok Salma. *La Maison d'Afrique. Nouvelles Études Francophones* 30.2 (2015): 184-88.

Review of Maalouf, Joseph. *Amin Maalouf. Itinéraire d'un humaniste éclairé. Nouvelles Études Francophones* 30.1 (2015): 171-74.

Review of Orlando, Valérie. *Screening Morocco: Contemporary Films in a Changing Society. Sub-Stance* 43.3 (2014): 177-180.

Review of Simédoh, Vincent K. *L'humour et l'ironie dans la littérature francophone subsaharienne. Des enjeux critiques à une poétique du rire. Nouvelles Études Francophones* 28.1 (2013): 261- 64.

Recension de la Littérature Francophone du Proche-Orient. Review of: Eddé Dominique, *Kamal Jann.* Majdalani, Charif. *Nos si brèves années de gloire.* Ziadé, Lamia. *Bye Bye Babylone. Beyrouth 1975-1979.* Khoury-Ghata, Vénus. *Le Facteur des Abbruzes.* Char Yasmine. *Le Palais des autres jours. Nouvelles Études Francophones* 27.2 (2012): 229- 33.

Review of Char, Yasmine. *Le Palais des autres jours.* in *Cultures Sud.* Web. < http://culturessud.com/contenu.php?id=784> 20 Sept. 2013.

Review of Eddé, Dominique. *Kamal Jann.* in *Cultures Sud.* Web. < http://culturessud.com/contenu.php?id=699> 20 Sept. 2013.

Review of Zein, Ramy. *La Levée des couleurs. Nouvelles Études Francophones* 27.1 (2012): 305- 08.

Review of Rosello, Mireille. *France and the Maghreb: Performative Encounters. Sub-Stance* (Trans. Rosemarie Scullion) 36.2 (2007): 161- 65.

Interviews:

"Souvenirs d'une enfance dans la guerre: Rencontre avec Zeina AbiRached." *French Review* 87.3 (2014): 161-172.

" 'Mes personnages de fiction croisent parfois des personnages réels: en fait, je n'invente pas grand-chose.' Jacques Ferrandez sur *Les Carnets d'Orient.* " *CELAAN* 8.1 & 2 (2010): 8- 12.

PAPERS PRESENTED

Invited Presentations:

International:

"Récits du traumatisme au Liban: Lorsque la littérature dit ce qui est tu" Université de Mostaganem, Mostaganem, (Algeria). 23 Novembre 2015.

"Ville fantôme ou lieu de mémoire ? La (re)construction mémorielle de Beyrouth dans les textes et les images." Dalhousie University, Halifax (Canada). 26 September 2013.

"Un passé trop présent: problématique(s) de la représentation et représentations problématiques de l'identité nationale dans *Mon Colonel* de Laurent Herbiet." The Lebanese University, Section I, Beirut (Lebanon). 2 June 2010.

National:

"Heading to the Eldorado: Beyond a Literature of Urgency." *Burning the Sea Symposium.* The University of Minnesota-Twin Cities. Minneapolis, MN. 19-20 April 2013.

"Women & Islam in North Africa." Invited Visiting Scholar. Mini-Course taught at Oberlin College. Oberlin, OH. 8-12 April 2013.

"Remembering a Past that Has Hardly Passed." Swarthmore College. Swarthmore, PA. 6 November 2012.

"Des Enfances dans la guerre: images d'un passé qui peine à se dire." Middlebury French Summer School. Mills College. Oakland, CA. 12 June 2012.

"Exposing the Monsters: Story of a Lesson or a Lesson in History?" The University of Cincinnati. Cincinnati, OH.12 April 2011.

"France and the Obsessive Memory of Algeria: Resurfacing Images of a Forgotten (Yet Recent) Past." Tournées International Film Festival and Symposium: Filmmaking and Civic Responsibility. Texas State University. San Marcos, TX. 22-23 March 2009.

Conference Presentations:
International:

"Stranger than fiction ! *Beyrouth bye bye…* et la réalité" Colloque international "Littérature et réalité: regards croisés". Université Cadi Ayyad-Safi, Morocco 14-15 Dec. 2016.

"Méandres et détours dans une ville amnésique." Le 30ème Congrès du CIÉF. Saly-Portudal (Sénégal) 23-27 May 2016.

"En funambule sur la ligne de démarcation: côté victime ou assassin ?" Colloque international "Enfants de guerres: mémoires, témoignages et représentations." Tlemcen (Algeria), 16-18 November 2015.

"Mémoire d'une ville-palimpseste dans Histoire de la grande maison." Le 29ème Congrès du CIÉF. Winnipeg (Canada) 8-12 June 2015.

"Souvenirs d'enfance: tentative d'anamnèse de la guerre au Liban. " Le 27ème Congrès du CIÉF. Grand-Baie (Mauritius Island), 9-16 June 2013.

"Explosion dans le ciel du Maroc: Réflexions sur la vie d'une étoile." Le 26ème Congrès du CIÉF. Thessaloniki (Greece), 10-15 June 2012.

"Exposer les monstres: histoire d'une leçon ou une leçon d'histoire ?" Le 25ème Congrès du CIÉF. Aix-en-Provence (France), 29 May- 5 June 2011.

"Pour une relecture du Manifeste: Littérature-Monde ou marginalisation du centre." Colloque Créolité, Antillanité et Littérature-Monde. The University of West-Indies, Bridgetown, Barbados, 13-14 October 2010.

"Une fissure dans l'édifice colonial: *inquiétante étrangeté* ou agentivité féminine? Le cas de quatre nouvelles de Maupassant." Le 24ème Congrès du CIÉF. Montréal (Canada), 26 June- 4 July 2010.

"Pour une relecture du Manifeste: Littérature-Monde ou marginalisation du centre." Colloque Créolité, Antillanité et Littérature-Monde. The University of West-Indies, Bridgetown, Barbados, 13-14 October 2010.

"Arabes et/ou (?) Francophones: les limites de l'appartenance." Congrès Régional du Monde Arabe. Cairo, Egypt, 6-9 December 2007.

"Entre ce qu'ils disent et ce qu'elle dit: à qui le fin mot de l'histoire. L'emploi de l'ironie dans *Ils disent que je suis une beurette.*" Colloque International "Humour, ironie et dérision dans les littératures francophones." Faculté des Lettres et des Arts de Manouba. Tunisia. 8-9 December 2006.

National:

"'Les ruses de Shéhérazade se déclin[ent] à l'infini…' Muslim Woman as plural signifier in Saphia Azzeddine's *Bilqiss*" The 42nd Annual African Literature Association Conference. Atlanta, GA. 6-9 April 2016.

"La Tache aveugle de la critique ou comment lire (autrement) le récit de Darina Al-Joundi" 20th and 21st Century French and Francophone Studies International Colloquium. Baton Rouge, LA. 26 February–1 March 2015.

"A la recherche du prince charmant: L'amour à l'ère du capitalise tardif." SCMLA 71st Annual Conference. Austin, TX. 18-22 October 2014.

"Une fenêtre sur l'enfer: la violence au quotidien dans *Balle perdue* de Georges Hachem." Le 27ème Congrès du CIÉF. San Francisco, CA. 29 June -6 July 2014.

"Ni morte ni vivante: Beyrouth et les limbes de la mémoire." The 34th Cincinnati Annual Conference on Romance Languages and Literature. Cincinnati, OH. 27-29 March 2014.

"Rébellions avortées: Peut-on dire son non/m au Père ?" The 39th Annual African Literature Association Conference. College of Charleston. Charleston. South Carolina. 20-24 March 2013.

"Cap sur l'Eldorado: Au-delà du fait divers ou de la littérature d'urgence." The 66th Annual RMMLA Convention. Boulder, Colorado, 11-13 October 2012.

"Clandestins ou Conquistadores? Entre mythes et réalité." The 38th Annual African Literature Association Conference. Southern Methodist University, Dallas, Texas, 11-15 April 2012.

"Franchir les murs de l'oubli. Traverser les frontières du silence. Se frotter à l'écran des souvenirs. *Je me souviens. Beyrouth* de Zeina AbiRached." 20th and 21st Century French and Francophone Studies International Colloquium. Long Beach, California, 29-31 March 2012.

"Saint Michel or Lucifer? Sporadic Flashbacks of a Burdensome Memory" *The Legacy of the Algerian War. Between History, Memory, and Representations.* Florida International University. Miami, Florida, 22-23 March, 2012.

"Libertinage textuel et libération sexuelle; le canon vs. la tradition. La Subalterne peut-elle parler de son corps?" The 65th Annual RMMLA Convention. Scottsdale, Arizona, 6-8 October 2011.

"La Danse des représentations ou tentative de peindre ce qui n'est plus." The 37th Annual African Literature Association Conference. Ohio University, Athens, Ohio,13-17 April 2011.

"Re-Voir le paradis perdu: Distorsions, Amnésies et Nostalgie du paradis perdu de *Quand l'Algérie était française*." The 82nd Annual Convention of the SAMLA. Atlanta, GA, 5-7 November 2010.

"Écrire (dans) les mots de l'autre pour qu'enfin l'histoire puisse être écrite." The 19th SouthEast Conference on Foreign Languages, Literatures, and Film. Tampa, Florida, 26-27 February 2010.

"De la difficulté de vivre et d'appartenir: le cas de *zouzou le migri*." The 81st Annual Convention of the SAMLA. Atlanta, GA, 6-8 November 2009.

"Récits de guerre; récits de femmes." Le 23ème Congrès du CIÉF. New Orleans, LA, 21-28 June 2009.

"Retour sur les lieux de (la) mémoire; surgissement(s), murmure(s) et étouffement(s) de langue(s) dans *La Disparition de la langue française* d'Assia Djebar." The 62nd Annual Kentucky Foreign Language Conference. Lexington, KY, 16-18 April 2009.

"A la recherche de l'épicentre du séisme algérien: histoire, violence et mémoire dans l'œuvre de Rachid Boudjedra." The 20th and 21st Century French and Francophone Studies International Colloquium. Minneapolis, MN, 26-28 March 2009.

"Quand on vient *aussi* de l'autre monde: appartenance(s), conflit(s) et déchirement(s) dans *L'enfant des deux mondes* de Karima Berger." The 65th Annual SCMLA Conference. San Antonio, TX, 6-8 November 2008.

"Finding Fault Lines: History and Memory in the Novels of Rachid Boudjedra." The West Virginia University Thirty-Second Annual Colloquium on Literature and Films. VA, 11-13 September 2008.

"Images de femmes: L'Histoire et/de la violence en Algérie à travers les représentations de femmes. Une étude des *Carnets d'Orient* de Jacques Ferrandez." The 28th Cincinnati Annual Conference on Romance Languages and Literature. 8-10 May 2008.

"Dans l'œil du cyclone: les femmes la violence dans le cinéma algérien". The 20th and 21st Century French and Francophone Studies International Colloquium. 22-24 March 2007.

"Le carnaval ou l'ultime tentative de remettre *La Vie à l'endroit.*" The 26th Cincinnati Annual Conference on Romance Languages and Literature. 11-13 May 2006.

"(Re)Lier...délier: Histoire d'une *Ceinture.*" The M/MLA Convention, St Louis, Missouri. 4-7 November 2004.

"*Les Enfants du paradis* ou de l'Olympe? Une lecture du film inspirée par *La Naissance de la tragédie.*" The 24th Cincinnati Annual Conference on Romance Languages and Literature. 13-15 May 2004.

Community Presentations:

"Exposing the Monsters: Story of a Lesson or a Lesson in History?" Contentious Politics Series. Florida Atlantic University, 8 April 2011.

"Images of Women: A (Hi)story of France in Algeria through Ferrandez's Graphic Novel Series *Les Carnets d'Orient.*" Women Studies' Colloquium. Florida Atlantic University. 3 March 2010.

"Israel-Palestine, History of a Conflict." The University of Texas-Pan American, Students for Peace, 9 April 2009.

"Issues of Bilingualism in the Francophone Literary World." The University of Texas-Pan American, Pan-American Days, April 2007.

"(Re)Thinking French Studies through Graphic Novels and Films." The University of Texas-Pan American, Festiba, March 2007.

FUNDED RESEARCH AND GRANTS

External:

Brown Foundation Fellowship at the Dora Maar House, Ménerbes (France) May 2017. 4 Weeks of Writing Residency: travel expenses, lodging, and $1,500.

Camargo Foundation Fellowship, Cassis (France) Spring 2016. 8 Weeks of Writing Residency: travel expenses, lodging, and $1,200.

Tournées Film Festival, FAU, Spring 2011, Spring 2012, Spring 2013. $1,800.

Florida Humanities Council. Mini Grant (co-recipient), FAU, 2010-2011. $1,950.

European Union Center for Excellence Award (co-recipient), FAU, Spring 2010. €1,800.

Tournées Film Festival. (co-recipient), UTPA, Fall 2008. $1,800.

Internal:

Peace, Justice, and Human Rights Research Award, FAU, Spring 2016. $1,000.

Advisory Board Faculty Research Support Award, FAU, Fall 2015. $1,000.

Scholarly and Creative Activity Fellowship, FAU, Fall 2014. Two-Course Release.

Asian Studies Mini-Grant, FAU, Spring 2013. $2,000.

The Life Learning Society Research Grant, FAU, Spring 2013. $1,500.

Asian Studies Mini-Grant, FAU, Spring 2011. One-Course Release.

NEA Foundation: Learning and Leadership Grant (co-recipient), UTPA, 2008-2009. $5,000.

Office of the Provost Grant (co-recipient), UTPA, Spring 2008. $2,000.

Title V-HSI Faculty Development Initiative Grant, UTPA, Fall 2006, Fall 2007. $1,000.

The University of Iowa Summer Graduate Fellowship, Summer 2006. $3,000.

TEACHING

Courses Taught at FAU:

FRW 6930 Independence and Disenchantment: The Case of Arab Francophone Literature
FRW 6930 Algeria and France, France in Algeria
FRW 6930 French Modernism
FRW 4933 L'Objet culturel: L'Orient arabe
FRW 4930 Postcolonial France [includes Academic Service-Learning components]
FRW 4930 Introduction à la littérature francophone de l'Afrique sub-saharienne
FRW 4930 La Bande dessinée
FRT 3140 Women in the Middle East and North Africa
FRW 3122 French Literature and Civilization: 19th and 20th centuries [includes Academic Service-Learning components]
FRE 3340 Français de Perfectionnement [includes Academic Service-Learning components]
FRE 3393 Culture et Société: Le Cinéma
FRE 3401 Advanced French
LIT 1930 Global Great Books: Framing the Other

MA Comprehensive Exams:
MA in French, Committee member, Timothy Siniscalchi, Fall 2015
MA in French, Committee member, Kimberly Jurawan, Summer 2015.
MA in Comparative Literature, Committee member, Alex Hall, Spring 2015.
MA in French, Committee chair, Koku Adokou, Spring 2015.
MA in French, Committee chair, Briget Horne, Fall 2014.
MA in French, Committee member, Lochard Noel, Summer 2014.
MAT in French, Committee member, Sophie Ledemé, Spring 2014.
MA in French, Committee member, Laurine Ferreira, Spring 2014.
MAT in French, Committee member, Stéphanie Sense, Fall 2013.
MA in Comparative Literature, Maxime Gibert, Spring 2013
MAT in French, Committee chair, Francisca Rodriguez, Fall 2012
MAT in French, Committee member, Rosemary Rahill, Spring 2012
MA in French, Committee chair, Marie-Claude Marianne Dit Gérard, Spring 2011
MA in Comparative Literature, Committee member, Hicham Mazouz, Spring 2010
MA in French, Committee member, Maud Cassagnol, Spring 2010

Teaching Enhancement Workshops:
Writing Across the Curriculum (WAC). Florida Atlantic University, October 2012.

Faculty Learning Community: Academic Service Learning, Florida Atlantic University, 2010-2011

SERVICE

Department Committees:
Member, LLCL Undergraduate Curriculum committee: 2010-2012, 2014-2015
Member, LLCL Spanish Instructors Search committee: 2014
Chair, LLCL French Search Committee: 2013-2014
Member, LLCL Graduate Program Committee: 2012-2014
Member, LLCL Arabic Linguistic Search Committee: 2010-2011
Member, LLCL Invited Speakers Committee: 2009-2010: 2011-2012

College Committees:
Member, Dean Search Committee: 2017
Member, ROCA Committee: 2014-2015, 2016-2017
Fellow, Peace, Justice and Human Rights initiative: 2014-2017
Member, Center for Peace, Human Rights and Social Justice Initiative Committee: 2013-2014
Member, Asian Studies Committee: 2010-2013
Member, Peace Studies Committee: 2010-present
Faculty Associate, Women, Sexuality, and Gender Studies: 2010-present

Departmental Service:
Mentor, French majors and minors. 2009-present
Advisor, French Honors Society Club: 2013-2015
Advisor, FAU French Club: 2013-2015
Coordinator of French MA comprehensive Exams: Fall 2012, Fall 2014, Spring 2015
LLCL Library Liaison: 2012-2013
Member, Graduate Program Committee. 2013-2014
Member, Undergraduate Program Committee. 2010-2011, 2014-2015

Events:

Organizer of "Encounter with Filmmaker Yacine Balah: Around *Les Frères ennemis*", Florida Atlantic University, 2 November 2016.

Organizer of "Encounter with Artist Nada Sehnaoui: Memory, Identity, and Public Space", Florida Atlantic University, 2 April 2015.

Organizer of "Censorship and War Memories in France of the 1950s" a film screening and a lecture presented by Rosemarie Scullion, 31 October 2014.

Organizer of the Tournées Film Festival. Florida Atlantic University, March-April 2011, March-April 2012, January-February 2013.

Co-Organizer of Political Images from Latin America, October-November, 2012.

Co-Organizer of Haiti and the Americas Conference. Florida Atlantic University. 21-23 October 2010.

Co-Organizer of French Culture of Embodiment Conference. Florida Atlantic University. Spring 2010.

University Service:

Member, UHP Reading Committee 2014-2015.

Office of International Programs Study Abroad Scholarship: Evaluation of applications, 2010, 2014.

Community Service:

Co-Organizer of Filmmaking in Haiti: Before and After. A screening of *Eat for This Is My Body*, panel discussion, and Q& A session with film director Michelange Quay. Toussaint L'Ouverture High School, Boynton Beach, FL. 20 October 2010.

Haiti on Film. A Fundraiser for the Earthquake Relief Effort. February 2010.

PROFESSIONAL SERVICE

External Evaluator for P&T

Reviewer for Promotion and Tenure, Lehigh University, 2016.

Editorial Responsibilities:

Blind Reviewer, *PMLA*, Fall 2015, Fall 2016.

Blind Reviewer, *Research in African Literatures*, Fall 2014.

Blind Reviewer, *The Cincinnati Romance Review*, Spring 2014, Spring 2015.

Blind Reviewer, *Nouvelles Études Francophones*, Spring 2011, Summer 2011, Summer 2014, Spring 2015 (2), Fall 2015, Spring 2016, Summer 2016.

Blind Reviewer, *European Comic Art*, Summer 2011.

Member of the editorial board of *The Cincinnati Romance Review*, Spring 2014-present.

Member of the editorial board of *SIME* (*Studies in Islam and the Middle East*) 2007-2009.

Cultural and Professional Events:

Organizer of panel: "Déambulations, Voyages et Migrations dans la Bande dessinée francophone" Le 30ème Congrès du CIÉF. Saly-Portudal (Sénégal) 23-27 May 2016.

Organizer of panel: "Traces de mémoires: des passés non dépassés" 131st MLA Annual Convention. Austin, TX. 5-7 January, 2016.

Organizer of panel: "De la présence du passé: La mémoire-palimpseste dans les textes et les films" Le 29ème Congrès du CIÉF. Winnipeg, Canada 8-12 June 2015.

Organizer of panels: "La Référentialité de la fiction ou ce que la fiction doit à la réalité" & "Le sujet et la communauté" SCMLA 71st Annual Conference. Austin, TX. 18-22 October 2014.

Organizer of panel: "Désenchaîner le silence ou comment (se) rappeler les violences du passé" Le 28ème Congrès du CIÉF. San Francisco, CA. 29 Juine -6 July 2014.

Organizer of panel: "Negotiating Identity: Language, Sexuality, and Geographical Borders in North African Literature and Cinema." The 39th Annual African Literature Association Conference. College of Charleston. Charleston. SC. 20-24 March 2013.

Organizer of 2 panels on French and Francophone Literature and Cinema, The 66th Annual RMMLA Convention. Boulder, Colorado, 11-13 October 2012.

Organizer of 3 panels on French and Francophone Literature and Cinema. Le 26ème Congrès du CIÉF. Thessaloniki (Greece), 10-15 June 2012.

Chair of 2 sessions on Contemporary Arab Writers. The 25th Annual MELUS and USACLALS Joint Conference, Boca Raton, FL. 7-10 April 2011.

Co-Organizer of 5 panels and chair of 2 sessions on Nostalgia in French and Francophone Literature and Cinema. The 82nd Annual Convention of the SAMLA, Atlanta, GA. 5-7 November 2010.

Organizer of 3 panels and chair of 1 session: "Veiling and Unveiling the Female Body in the Cinema of the Maghreb," "(Re)Writing History, Race and Gender in the Maghreb," "Of Space and Immigration in the Maghreb and the Diaspora." The 81st Annual Convention of the SAMLA. Atlanta, GA. 6-8 November 2009.

Organizer of panel: "Representations and Perspectives on the Significance of the Latino Immigration to the US through Literature, History, Politics and Cinema." The University of Texas-Pan American, March 2009.

Co-Organizer of panel: "Mise en spectacle sexuelle et textuelle du corps." The M/MLA convention. November 2004.

Co-Organizer of Film Series for Pro-seminar on Middle Eastern and North African Cinema. The University of Iowa. Fall 2003.

Co-organizer of *Francofolie* (cinéclub on francophone films). The University of Iowa, Fall 2001.

HONORS, AWARDS

The University of Iowa Graduate Student Mentoring Award: Honorable Mention, March 2006

Listed in *Who's Who America's Teachers,* September 2004, September 2005

PROFESSIONAL ORGANIZATIONS

Conseil International d'Études Francophones (CIÉF): Secretary-Treasurer 2012-present. Member of the Administrative Counsel, 2009-2012. Member, 2003- present.

African Literature Association (ALA): Member 2010-present.
Women in French (WIF): 2009- present.
American Association of Teachers of French (AATF): Member, 2003-present.
Modern Language Association (MLA): Member, 2003-2012, 2015-present.

LANGUAGES

Native and Near Native: Arabic (standard & Lebanese), French, English.
Fluent: Spanish, Italian.

Frédéric CONROD, Ph.D.

Associate Professor of Comparative Literature (French, Spanish)
Department of Languages, Linguistics, and Comparative Literature
Florida Atlantic University

Office: Culture and Society 263
Phone: 303-808-9693
Email: fconrod@fau.edu

EDUCATION:

2001-2006: Doctor of Philosophy, Comparative Literature, University of Colorado at Boulder. Dissertation under the direction of Christopher Braider: "Baroque Orders of Corruption: the Diffusion of Loyola's *Spiritual Exercises.*"

1999-2001: Master of Arts, Spanish Literature, University of Colorado at Boulder.

1996-1998: Bachelor of Arts, Religious Studies, Allegheny College.

1994-1996: Diplôme d'Enseignement Universitaire Général, British/American Literatures and Cultures, Université de la Sorbonne Nouvelle – Paris III.

EMPLOYMENT HISTORY:

2009-2017: Associate Professor of French and Comparative Literature, Florida Atlantic University. Promoted and Tenured in May 2015.

2006-2009: Assistant Professor of Spanish, Creighton University

2004-2006: Fellow at the Center for the Humanities and the Arts, University of Colorado at Boulder.

1998-2004: Graduate Part-Time Lecturer, University of Colorado at Boulder.

SCHOLARSHIP/RESEARCH/CREATIVE ACTIVITY:

Peer Refeered Publications in Print:

Articles:

"The Jesuit Differential: the Relativity of Truth and Lies in the Theatre of Pierre Corneille and Pedro Calderón de la Barca." *Transitions: Journal of Franco-Iberian Studies*, Volume 11 (Fall 2016).

"The Great Collector: Ribadeneira's Hagiography of Ignatius Loyola as a 'Struggle Against Dispersion'." *Hispanic Review*. Volume 81, 1 (2013): 1-16. Print.

"Imaginary Itineraries to the Catholic South: from Voltaire's Iberian Desolation to Sade's Inverted Rosary." *1650-1850: Ideas, Aesthetics, and Inquiries in the Early Modern Era*. Volume 19 (2012): 277-294. Print.

"From the Roman Baroque to the Indian Jungle: Francis Xavier's Letters from Goa, or the Construction of a God." *Laberinto: an Electronic Journal of Early Modern Hispanic Literatures and Culture*. Volume 6 (2012): 84-114. Web.

"Castrating the Body of Police: Snapshots of an Impotent Institution in Almodóvar's Early Films." *Canadian Journal of Film Studies*. Volume 21, 1 (Spring 2012): 104-121. Print.

"Face-to-face with the Dying Priest: Dialogue between a Libertine and a Pope in *Histoire de Juliette*." *Literature and Theology*. Volume 24, 4 (December 2010): 331-344. Print.

"La creación de un marco del adentro en los *Desengaños Amorosos* de María de Zayas." *Compostella Aurea*. Volume 7 (2011): 165-170. Print.

"Exilios en Sentido Inverso: España como espacio fronterizo en *Exils* de Tony Gatlif (2005)." *Quaderns de Filología*. Volume 12 (2007): 195-209. Print.

"Producción y Regeneración en *Le Bonheur est dans le Pré* de Etienne Chatiliez (1995)." *Transitions : Journal of Franco-Iberian Studies*. Volume 1 (2005): 110-124. Print.

"Cómo nacen los monstros: el Mundo en Loyola, Cervantes y Gracián." *Armas y Letras*. Volume 49 (2005): 17-35. Print.

"Babel contra el Panóptico: una confrontación con Madrid en *Doña Perfecta* de Galdós." *Colorado Review of Hispanic Studies*. Volume 2 (Fall 2004): 61-81. Print.

Sole-Authored Books:

Loyola's Greater Narrative: the Architecture of the Spiritual Exercises *in Golden Age and Enlightenment Literature*. American University Series: Romance Languages and Literatures, Volume 229. Peter Lang: New York, 2008. Print.

Edited Volumes:

With Michael J. Horswell. *Baroque Projections: Images and Texts in Dialogue with the Early Modern Hispanic World.* Juan de la Cuesta Hispanic Monographs: Newark, DE, 2016. Print.

Beyond Hate: Representations of the Parisian Banlieue in Recent French Film and Literature. Special Issue: *Transitions: Journal of Franco-Iberian Studies,* Volume 7 (2012). 161 pages.

Book Chapters:

"El error hecho Almodóvar: Morbo, crisis y nuevas posibilidades sexuales en *Los amantes pasajeros* (2013)." Ediciones Fundamentos: Madrid, 2016.

"The Romantic Historian under Charles X: Evaluating Jesuit Restoration in Charles Laumier's *Résumé de l'Histoire des Jésuites." Jesuit Survival and Restoration.* Ed. Jonathan Wright. Leiden: Brill, 2014. (Forthcoming December 2014) Print.

"The *Spiritual Exercises* and Literature," *Brill's Companion to Ignatius Loyola.* Ed. Robert A. Maryks. Leiden: Brill, 2014. 266-281. Print.

"Meditating Hell: an Image of Satan from Loyola's *Spiritual Exercices." Death: the Case of the Hispanic Early Modern World.* Eds. John Beusterien and Constance Cortez Minneapolis, MN: U. of Minnesota P., 2010. 89-105. Print.

"La Roma Española y sus resonancias jesuitas en dos *Novelas Ejemplares." Novelas ejemplares: las grietas de la ejemplaridad.* Ed. Julio Baena. Newark, DE: Juan de la Cuesta, 2008. 251-264. Print.

"Working the Narration around the Hidden Confessions of the New Adam: The Case of *Robinson Crusoe* and The Purifying Novel." *Cultures of Confessions.* Eds. Sylvie Mathé and Gilles Teullié. Aix-en-Provence: Presses Universitaires de Provence, 2006. 260-268. Print.

Book Reviews by Invitation:

Barnard, Mary and Frederick de Armas, Eds. *Objects of Culture in Imperial Spain.* Toronto: U. of Toronto P. (2013). *Journal of Spanish Cultural Studies.* Volume 14, 2 (June 2013): 218-219. Print.

Carreño-Rodríguez, Antonio. *Alegorías del poder: crisis imperial y comedia nueva (1598-1659).* Woodbridge: Tamesis, 2009. *Hispanic Review*, Volume 79, 2 (Spring 2011): 327-330. Print.

Taylor, Scott. K. *Honor and Violence in Golden Age Spain.* New Haven: Yale U. P., 2008. *Hispania.* Volume 92, 3 (Fall 2009): 508-509. Print.

De Armas, Frederick. *Quixotic Frescoes: The Italian Renaissance in Cervantes.* Toronto: U. of Toronto P., 2007. *Revista de Estudios Hispánicos.* Volume 42, 1. (Spring 2008): 185-186. Print.

Reference Volume Entries:

"Voltaire and the Bible." *Oxford Encyclopedia of the Bible and the Arts.* Oxford: Oxford University Press, (Forthcoming) 2015.

"Marquis de Sade: *Justine.*" Nineteenth-Century Literature Criticism. Vol. 263. Ed. Lawrence J. Trudeau. Detroit: Gale, 2013. 281-345.

"Marquis de Sade: *Juliette.*" Nineteenth-Century Literature Criticism. Vol. 271. Ed. Lawrence J. Trudeau. Detroit: Gale, 2013. 235-341.

Published Fiction:

Novel: *El hijo de Hernández.* Madrid, Spain : Ediciones Antigona, 2012. 95 pages. Print.

Short Story: "Les vrais juifs." *The World's Muse: A Journal of Creative Writing in World Languages.* Volume 5, 2. (Fall 2007): 2-8. Print.

Essay: "Paroles de déracinés." *Cher Pays de mon Enfance.* Paris: Radio France Editions, 2005. 112-113. Print.

Works currently in progress:

Research Monograph: "Genesis, Construction, and Ideology of the Jesuit Legend."

Historical Novel: *El morbo* (currently 45726 words).

PROFESSIONAL PRESENTATIONS AND ACTIVITIES

Invited Lectures:

October 7th-9th 2015: Guest Lecturer and Teacher at Colorado College (Colorado Springs): "Don Quijote de Loyola: the Jesuits' influence in Cervantes." Seminar taught on "Historia del Cautivo."

March 25th 2014: Special Guest Lecturer for the Day of Hispanic Cultures at Palm Beach State College (Lake Worth): "Imagination and Religion in Cervantes."

March 10th-11th 2014: Keynote Address at the Universidad Antonio Ruiz López de Montoya (The Jesuit University in Peru), Lima: "El Imposible Resumen: la restauración de los Jesuitas en la historiografía de Charles Laumier (1826)."

November 8th, 2011: Center for Body, Mind, and Culture, Florida Atlantic University: "The Representation of the Parisian Banlieue in Recent French Cinema."

October 25th, 2010: Oxford Brookes University, Oxford, England: "The Impossible Escape of the Beur Body from the *Banlieue* in Recent French Cinema."

March 15, 2008: Joslyn Art Museum, Omaha, Nebraska : "Representing the Mystical Experience in El Greco, Juan de la Cruz, and Juan Ribera."

International Conference Presentations:

July 6-8, 2016: "The Jesuit Differential: the Relativity of Truth and Lies in the Theatre of Pierre Corneille and Pedro Calderón de la Barca " Congreso Internacional de Literature Hispánica, San Sebastián, Spain.

June 25-27, 2015: "Vuelos traumáticos y terapias almodovarianas en *Relatos Salvajes* (2014) de Damián Szifrón." International Conference on Trauma in Hispanic Literature and Fillm, Universitas Castellae, Valladolid, Spain.

March 25-28, 2015: "Redefining Spiritual Time in Loyola's Four-Week Retreat System." Renaissance Society of America. Hümboldt Universität, Berlin, Germany.

December 1-3, 2011 : "Reconciliar Roma con el Mundo: la misión imposible de Francisco Javier a través de sus cartas," Francis-Xavier 500th Birth Anniversary International Conference. Goa, India.

September 24-27, 2010: "The Impossible Escape from the Banlieue: Transformations of the Beur Body in Recent French Cinema," Oxford University Biennal Convention of the International Society for Religion, Literature, and Culture. Oxford, UK.

July 15-18, 2008: "Applying Masculinity Theories in Contemporary Research," Fatih University New Directions in the Humanities Conference. Istanbul, Turkey.

July 7-11, 2008: "La creación de un marco del adentro: Espacios Sadianos en los *Desengaños Amorosos* de María de Zayas," VIII Congreso de la Asociación Internacional de Siglo de Oro. Santiago de Compostela, Spain.

April 19-22, 2007: "Echoes of Social Frustrations: Reflections of Social Struggles in Gatlif's Franco-Iberian Cinema," American Comparative Literature Association Annual Convention. Puebla, México.

March 10-12, 2004: "Working the Narration around the Hidden Confessions of the New Adam: the Case of *Robinson Crusoe* and the Purifying Novel," University of Provence's International Colloquium in Comparative Literature. Aix-en-Provence, France.

National Conference Presentations:

April 18, 2014 : "The Normalization of *Morbo* in Almodóvar's *Los amantes pasajeros,*" Florida Atlantic University Peripheral Sexualities Symposium. Boca Raton, FL.

October 24-27, 2013 : "Laumier's *Résumé de l'Histoire des Jésuites* (1827), or the Romantic Synchronization of an Extinct Order with History," Sixteenth-Century Society Conference. San Juan, Puerto Rico.

April 4-7, 2013: "The Spiritual Exercises and Literature," The Renaissance Society of America Annual Convention. San Diego, CA.

October 14-17, 2010: "The Great Collector: Reflections of Dispersion in Ribadeneira's *Vida de San Ignacio.*" Early Modern Image and Text Society Bi-Annual Conference. Bluffton, SC.

April 15-17, 2010: "Ribadeneira's Hagiography of Ignatius: a Manual of Imitation for Everyday's Life," Kentucky Foreign Language Conference. Lexington, KY.

October 9-11, 2009: "Dialogue between a Libertine and a Pope in *Histoire de Juliette,*" East-Central American Society for Eighteen-Century Studies. LeHigh University, Bethlehem, PA.

November 4-6, 2008: "French Enlightenment Representing Baroque Spain in Voltaire's Philosophical Tales," Georgetown University Conference of the Eastern Ibero-Americana Society. Washington, DC.

October 23-25, 2008: "The Meditation on Hell in Loyola's Spiritual Exercises: A Dantesque and Minimalist Spiritual Prescription for the New World," Early Modern Image and Text Society Bi-Annual Conference. Lubbock, TX.

October 9-11, 2008: "How the American University Has Tailored French Literary Theory to its Research Agendas," Rocky Mountain MLA Annual Convention. Reno, NV.

April 24-27, 2008: "Praying the Rosary Against the Grain: Religion Justified by Materialism in Sade's Juliette," American Comparative Literature Association Annual Convention. Long Beach, CA.

March 20-23, 2008: "The Libertine Body as Political Map: Sade's *Juliette* and the Re-Configuration of Power Circles," American Society for Eighteenth-Century Studies Annual Convention. Portland, OR.

October 12-14, 2007: "The Contemplation of the Wheel of Fortune in Gracián's Criticón," Rocky Mountain MLA Annual Convention. Calgary, Canada.

October 19-22, 2006: "The Allegorical Functions of the Monstrous in Gracián's Criticón," Early-Modern Image and Text Society Bi-Annual Meeting. University of Colorado at Denver. Denver, CO.

October 11-14, 2006: "Between Jansenists, Jesuits and Jacobins: Don Quixote as a Revolutionary Symbol in French Enlightenment," Rocky Mountain MLA Annual Convention. Tucson, AZ.

March 23-25, 2006: "The Sexual Exercises: A Parody of Counter-Reformation Christianity in Sade's Novels," American Comparative Literature Association Annual Convention. Princeton, NJ.

September 24-25, 2004: "Sexual Regeneration in Chatiliez's *Bonheur est dans le Pré,*" Wake Forest University Romance Languages Film Symposium. Winstom-Salem, NC.

February 6-7, 2004: "Collecting the Margin of Urban Saturation: Des Esseintes' Mystical Suburb in Joris-Karl Huysmans' *A Rebours,*" Columbia/NYU French Literature Graduate Student Conference. New York, NY.

October 2-4, 2003 "Monstruosidad Barroca y Mirada Jesuita en *El Criticón* de Gracián," Mid-America Conference on Hispanic Literatures. Boulder, CO.

February 13-16, 2003: "El *Spanish Twist*: lo femenino español, el interior burgués y la rearticulación de la homosexualidad en el cine francés finisecular," the University of Arizona Symposium on Hispanic and Luso-Brazilian Literaturas. Tucson, AZ.

November 16-17, 2002: "Le marquis de Sade, lecteur du Baroque Espagnol," Michigan State Annual Conference in Romance Languages. East Lansing , MI.

April 6-8, 2002: "De *Don Quichotte* à *Juliette*: re-cyclage et re-construction d'une mémoire baroque chez Cervantès et Sade," University of California French Literature Graduate Student Conference. Berkeley, CA

Panels Chaired:

December 3rd, 2011: "San Francisco Javier, navarro universal: Conflictos de la cultura jesuita," Francis-Xavier 500th Birth Anniversary International Conference. Goa, India.

October 9-11, 2008: "Early Modern Spanish Writers," Rocky Mountain MLA Convention. Reno, NV.

April 24-27, 2008: "Materialist Departures and Libertine Literatures: Philosophical Journeys to Forbidden Destinations," American Comparative Literature Association Annual Convention. Long Beach, CA.

April 19-22, 2007: "Franco-Iberian Studies," American Comparative Literature Association Annual Convention. Puebla, México.

Conference Organization:

October 25-27, 2012: The Bi-Annual Convention of the Early Modern Image and Text Society, Jaffe Center for Book Arts, Florida Atlantic University, Boca Raton, FL. In collaboration with Michael J. Horswell.

February 24-25, 2012: The Zayas Symposium, Colony Hotel, Delray Beach, FL. In collaboration with Yolanda Gamboa.

March 2010 : French Cultures of Embodiments Symposium, Florida Atlantic University, Boca Raton, FL. In collaboration with Richard Shusterman and Carla Calargé.

Creative Projects:

- Full-length feature film with Study-Abroad and FAU students, *El Hijo de Hernández*, directed by FAU film student Lorenzo Ponce de León. Featured as a FAU QEP hallmark for reaccreditation in 2013.

TEACHING:

COURSES TAUGHT AT FLORIDA ATLANTIC UNIVERSITY:

***Courses taught in lingua (French/Spanish)*:**

FRE3400 – Advanced French Grammar and Culture 1 (Fall 2009)

FRE3401 – Advanced French Grammar and Culture 2 (Spring 2011/Spring 2013)

FRE3393 – Culture et Société : Cinéma (Spring 2011)

FRW3001 – Introduction to Literature in French Language (Fall 2009/Fall 2011)

FRW3101 – French Civ/Lit : 17th/18th Centuries (Spring 2010)

FRW 3102 – French Civ/Lit: from the Middle Ages to the Revolution (Fall 2013-15)

FRW4930 – Social Debates in Recent French Cinema (Spring 2011)

FRW4933/6908 – Paris, Maps and Margins (Spring 2012/ Spring 2014)

FRW 6105 – Histoire Littéraire (Fall 2013)

FRW6938 – Utopia in 18th-Century French Literature (Fall 2010)

FRW6938 – Sade and Sadism (Spring 2012)

FRE 6946 – Internship in French (Fall 2013)

SPW3100 – Spanish Peninsular Lit/Civ to 1700 (Fall 2010/Fall 2011)

SPW3101 – Spanish Peninsular Lit/Civ from 1700 to Present (Spring 2010)

SPW3012 – Introduction to Spanish Peninsular Literature (Spring 2014)

SPN 3500 – Spanish Peninsular Culture and Civilization (Fall 2015)

SPW 4930 – Sexualities in Spanish Peninsular Film (Spring 2015)

SPN 4930 – Spanish for the Media (Summer 2016)

SPW4957 – Ghosts of Spain (Summer 2010)

SPW4957 – Madrid : Capital on the Move (Summer 2011)

SPW4957 – Madrid_Creacción: Film Production (Summer 2012)

SPW 4957 – Madrid_Creacción: Image and Text (Summer 2013)

SPW 4957 – Madrid_Creacción: Comedies and Crisis (Summer 2014)

SPW 6938 – Literary Theory and Film Production (Spring 2015)

***Courses taught in English*:**

CST 7309 – French Theories from the 1960s/1970s (Fall 2014)

FRW6938/SPW6938 – The Baroque: A Comparative Approach (Spring 2013)

LIT6066 – Introduction to Comparative Literature (Fall 2011/ Fall 2014)

Thesis and Dissertation Advising:

Ph.D. Dissertation Committee, Jane Montonen (graduated Spring 2014), Florida Atlantic University. Title : Libertinage et Féminisme dans *Les lettres du Colonel Talbert (1767)* de Françoise-Albine Puzin de la Martinière Benoist."

Ph.D. Dissertation Committee, Beatriz Domínguez Hermida (graduated Spring 2010), University of Colorado at Boulder. Title: "Sociedad decapitada en el teatro del Siglo de Oro: *El villano en su rincón* de Lope de Vega, *La ventura con el nombre* de Tirso de Molina y *El amor constante* de Guillen de Castro."

M.A. Thesis Committee, Itxaso Miren Lopez del Olmo (graduated Spring 2013), Florida Atlantic University. Title: "*Sinfonía en rojo*: el prisma de Elizabeth Mulder."

M.A. Thesis Director, Mitchel Baccinelli (graduating Spring 2016), Florida Atlantic University. Title: "Silence, Expression, Manifestation: Developing Female Desire and Gender Balance in Early Modern Italian, English, and Spanish Drama."

Ph.D Dissertation Director, Benton Fazzolari (graduating Spring 2017), Florida Atlantic University. Title: "Google is God: a Psychoanalytic Interpretation of Google."

SERVICE :

Department Service :

Florida Atlantic University (2009-2016)

College of Arts and Letters :

2013-2017: Member of the Ph.D. in Comparative Studies Executive Committee

Department of Languages, Linguistics, and Comparative Literature

2013-2015: Member of the Search Committee for an Assistant Professor of French

2012-2015: Chair and Founder of LLCL Study-Abroad Committee.

2009-2017: Member of the Graduate Studies Committee.

2009-2017: Mentor for the French Studies Program (Undergraduate and Graduate)

2009-2017: Member of the French Curriculum Committee.

2009-2017: Member of the Spanish Curriculum Committee.

2009-2017: Member of the Comparative Literature Curriculum Committee.

PROFESSIONAL SERVICE:

Editorial Responsabilities:

2009-2017: Co-Founder and Editor of *Transitions: Journal of Franco-Iberian Studies.*

2012-2017: Editorial Reviewer for *Cervantes.*

2012-2017: Editorial Reviewer for *Hispanic Review.*

2012-2017: Editorial Reviewer for *Renaissance and Reformation.*

2012-2017: Editorial Reviewer for *Literature and Theology.*

2011-2017: Editorial Reviewer for *Hispania.*

2017 : Editorial Reviewer for *Journal of Religious History.*

Professional and Honorary Organization :

2010-2017: Vice-President of the Early-Modern Image and Text Society (EMIT)

2009-2017 : Member of the Renaissance Society of America.

Member of the Sixteenth-Century Society.

Member of the Eastern Coast Eighteenth-Century Society.

Member of the Society of Friends of the Temple of Paris.

Member of the American Comparative Literature Association.

VITA: Nora Erro-Peralta
Department of Languages, Linguistics and Comparative Literature
Florida Atlantic University, Boca Raton, Florida 33431
peralta@fau.edu

EDUCATION AND DEGREES:

1976 University of Toronto
Major: Latin American Literature
Minors: Spanish Language and Literature, French Language and Literature
Dissertation: Life and Works of Carlos Martínez Moreno

1968 M.A. University of Toronto
Major: Latin American Literature
Minor: Spanish Language

1965 B.A. Buena Vista College (Iowa)
Double Major: Foreign Languages and History
Minor: English
Thesis: The Novels of Francois Mauriac

PROFESSIONAL APPOINTMENTS:

1991-present Professor of Latin American and Comparative Literature, Department of Languages and Linguistics, The Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University.

2011-2012 Acting Director, Center for Women, Gender and Sexuality Studies. Florida Atlantic University

Summer 2002 Director of Salamanca Study Abroad Program, Florida Atlantic University.

2000-Jan-April Director of Salamanca Study Abroad Program, Florida Atlantic University.

1993-2000
2008-2012 Director of Latin American Studies, The Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University.

1995 Acting Chair, Department of Languages and Linguistics, The Dorothy F. Schmidt College of Arts and Humanities.

1989-1991 Associate Professor of Latin American and Comparative Literature, Department of Languages and Linguistics, The Schmidt College of Arts and Humanities.

1987-1989	Assistant Professor of Spanish and Latin American Literature, Languages Department, College of Charleston.
1986-1987	Assistant Professor of Spanish and Latin American Literature, Department of Spanish and Classical Languages, Indiana University of Pennsylvania.
1981-1986	Assistant Professor of Spanish and Latin American Literature, Department of Foreign Languages and Literatures, University of Miami.
1977-1978	Assistant Professor of Spanish and Latin American Literature, Department of French and Hispanic Studies, Glendon College, York University.

PUBLICATIONS:

BOOKS:

La palabra contra el silencio: Elena Poniatowska ante la crítica. México D.F.: Universidad Nacional Autónoma de México and Editorial Era, 2013. Edited in collaboration with Magdalena Maiz Pena.

Beyond the Border: A New Age in Latin American Women's Fiction. Gainesville, Florida. UP of Florida, 2000. 2nd. Edition. Edited in collaboration with Caridad Silva.

Beyond the Border: A New Age in Latin American Women's Fiction. Pittsburgh: Cleis P, 1991. A critical anthology in collaboration with Dr. Caridad Silva-Velázquez.

La nueva escritora hispánica. Miami: Editorial Universal, 1991. Edited in collaboration with Juan Cruz Mendizábal.

Puerta abierta: la nueva escritora latinoamericana. Mexico City: Joaquín Mortiz, 1986. Edited in collaboration with Dr. Caridad Silva-Velázquez.

ARTICLES:

"Re(creando) vidas, ¿biografía o ficción?: *Las siete cabritas* de Elena Poniatowska." *La palabra contra el silencio: Elena Poniatowska ante la crítica.* Eds. Nora Erro Peralta and Magdalena Maiz Pena. México D.F.: Universidad Nacional Autónoma de México and Editorial Era, 2013. 329-43.

"Del objeto al sujeto: la representación de la mujer en tres películas mexicanas: *El*

secreto de Romelia (1988), Danzón (1991) y Entre Pancho Villa y una mujer desnuda (1995)." Miradas al margen: Cine y subalternidad en América Latina y el Caribe. Ed. Luis Duno-Gottberg. Caracas: Fundación Cinemateca Nacional de Venezuela, 2008. 71-92.

"Isabel Allende." *Encyclopedia of Women in World History. New York:* Oxford UP., 2008.

"Rosario Ferré." *Latin American Women Writers: An Encyclopedia.* Eds. María Claudia André and Eva Paulino Bueno. New York: Routledge, 2008. 176-79.

"Marcela del Río." *Latin American Women Writers: An Encyclopedia.* Eds. María Claudia André and Eva Paulino Bueno. New York: Routledge, 2008. 140-42.

"Isabel Allende." *Concise Dictionary of World Literary Biography: African, Caribbean and Latin American Writers.* Columbia, S.C.: Broccoli, Clark, Layman, 2000. 37-45.

"Creación e identidad en *The House on the Lagoon* de Rosario Ferré." In *La seducción de la escritura: Los discursos de la cultura hoy.* Eds. Rosaura Hernández Monroy and Manuel F. Medina. México: Universidad Autónoma Metropolitana, Universidad Estatal de Michigan, Universidad de Louisville, 1997. 176-81.

"Teaching Approaches to *Sweet Diamond Dust.*" *CCHA Review.* Special Issue. August 1996. 119-29.

"Lucía Fox." *Alba de América,* 12, 22-23 (1994): 577-84.

"Isabel Allende." In *Dictionary of Literary Biography: Modern Latin American Fiction.* Columbia, S.C. : Bruccoli, Clark, Layman, Inc., 1994. 33-41.

"Essays on Mexican Authors: Inés Arredondo, Rafael Cabrera, León Felipe Camino, Francisco Castillo Nájera, Nemesio García Naranjo, Ricardo Gómez Robelo, Carlos González Peña, Pedro Henríquez Ureña, Angeles Mastretta, Antonio Médiz Bolio, Francisco Orozco Muñoz, José Emilio Pacheco, María Luisa Puga, Alejandro Quijano, Joaquín Ramírez Cabañas, Justin Sarmiento, and Jorge Adalberto Vázquez." In *Mexican Writers: A Biobibliographical Dictionary.*Ed. Eladio Cortés. Westport, Ct.: Greenwood P, 1992.

"Armonía Somers." In *Escritoras de Hispanoamérica: una guía bio-bibliográfica.*Ed. Diane E. Marting. Westport, Ct.: Greenwood P, 1990. 523-30.

"Armonía Somers." In *Spanish American Women Writers.* Ed. Diane Marting. Westport, Ct.: Greenwood P., 1990. 493-500.

"Entrevista a Carlos Martínez Moreno." *Hispamérica* 45 (1986): 61-79.

"Bibliografía de y sobre Carlos Martínez Moreno." *Chasqui* 15. 1 (1985): 26-43.

"Entrevista con Emilio Díaz Valcárcel. " *Hispamérica* 9.25-26 (1980): 61-67. In collaboration with Dr. Caridad Silva-Velázquez.

"José Luis González: Observaciones sobre su obra. " *Sin Nombre* 10.2 (1979): 29-38. In collaboration with Dr. Caridad Silva-Velázquez.

Book Review:

Márquez, Sarah. *La lengua que heredamos*. New York: John Wiley and Sons, 1996.

Manuscript Review:

Roca, Ana. *Nuevos Mundos.* John Wiley and Sons.

Roca, Ana. *Nuevos Mundos*. Second Edition proposal. John Wiley and Sons.

Gold, Janet. *Celementina Suárez: Her Life and Poetry*. Gainesville: University P of Florida, 1995.

TRANSLATION:

Leland, Dorothy. "La nueva mestiza: la formación de la identidad en *Borderlands/La Frontera* de Gloria Anzaldúa." Trans. Nora Erro-Peralta. *La seducción de la escritura: Los discursos de la cultura hoy*. Eds. Rosaura Hernández Monroy and Manuel F. Medina. México: Universidad Autónoma Metropolitana, Universidad Estatal de Michigan, Universidad de Louisville, 1997. 170-75.

Yevtushenko, Yevgueni. "No quiere decir que Yeltin ganó." Trans. Nora Erro-Peralta. *Adiós, bandera roja: Selección de poesía y prosa (1953-1996).* México: Fondo de Cultura Económica, 1997. 203-05.

WORK IN PROGRESS:

La nueva novela histórica latinoamericana escrita por mujeres.

Historia crítica del cuento latinoamericano.

PAPERS AND PROFESSIONAL CONFERENCES:

Presenter. ""Feminine and Historical Identity in *Memorias de la Pivihuarmi Cuxirimay Ocllo* by Alicia Yánez Cossío." SECOLAS 62nd. Annual Meeting of the Southeastern

Council of Latin American Studies. Charleston, South Carolina: March 12-14, 2015.

Presenter. "Recreating the Past Through Women's Eyes: The New Latin American Historical Novel," 2015 Creative Minds Humanities Lecture Series: Revisiting the Past. The Importance of the Humanities. A Tribute to Carol Nicklaus. Amarillo College, Amarillo, Texas, March 4, 2015. 7:30 pm.

Presenter, "Mesa redonda sobre grandes temas de la literatura latinoamericana: La imagen de la mujer." Sigma Delta Phi-Rho. Florida Atlantic University, Student Union, Majestic Palm Room. February 11, 2015. 3:00- 5:00 pm.

Presenter, "An Evening with Elena Poniatowska, winner of the 2013 Cervantes Prize. Introduction and Interview by Dr. Nora Erro Peralta. 31st. Miami International Bookfair, November 16, 2014, Miami Dade College, Wolfson Auditorium, 7:30 pm.

Panelist, "Teaching the Introduction to Latin America: Language and Literature." SECOLAS 61st. Annual Conference: Latin America's Global Presence. New Orleans, LA: March 28, 2014. 9:45- 11:15 am.
28, 2014. 9:45- 11:15 am.

Presenter, "Mujer e ícono cultural: la creación de una visión feminista en la literatura mexicana contemporánea." Cuarto Congreso Internacional: Escritura, individuo y sociedad en España, las Américas y Puerto Rico. University of Puerto Rico, Arecibo, November 18-20, 2010.

Presenter, "Weaving and Spinning History Through Women's Eyes." Third Biennial Conference of the Contemporary Women's Writing Conference: Contemporary Women's Writings: New Texts, Approaches and Technologies. San Diego, July 7-10, 2010.

Chair, "New Approaches to Contemporary Latin American Novels by Women." Third Biennial Conference of the Contemporary Women's Writing Conference: Contemporary Women's Writings: New Texts, Approaches and Technologies. San Diego, July 7-10, 2010.

Presenter, "*Inés del alma mía*: las memorias de una conquistadora." 57th Annual SECOLAS Conference: Memory and Revolution. Instituto Mora, Mexico City, April 7-10, 2010.

Chair, "Géneros, geografías e historias: texturas y memorial culturales." 57th Annual SECOLAS Conference: Memory and Revolution. Instituto Mora, Mexico City, April 7-10, 2010.

Presenter, "Reconstructing the Past Through Women's Eyes: The New Latin American Historical Novel." The Center for Body, Mind and Culture, Florida Atlantic University, October 28, 2009.

Presenter, " Mujer, historia y creación en *Y amarle pude...(2000)* de Alicia Yánez Cossío." Southeast Conference on Amazonian and Andean Studies. Florida Atlantic University, Boca Raton, September 19-20, 2008.

Presenter, "Mexican Women Directors" in *Viva México: A Retrospective of Mexican Cinema.* Florida Atlantic University. April 5-May 5, 2007.

Presenter, "La representación de la mujer en el cine mexicano." 32nd Annual Hispanic Literatures Conference: Cine y literatura. Indiana University of Pennsylvania. October 6-7, 2006.

Chair, "La mujer y el cine mexicano." 32nd. Annual Hispanic Literatures Conference: Cine y literatura. Indiana University of Pennsylvania. October 6-7, 2006,

Moderator, Panel I: "Current Trends in Latino and Latin American Performing Arts," in the XXI International Hispanic Theatre Festival, Miami, Florida, June 2, 2006.

Chair, "Caribbean Diasporic Fiction: Demystifying Paradise." MELUS Annual Conference, Boca Raton, Florida, April 29, 2006.

Moderator, "María Inés Fornés: Celebrating her Life and Works." XX International Hispanic Theatre Festival. The Dynamics of Latino and Latin American Performing Arts Today. June 4, 2005. Miami, Florida.

Presenter, "Desconstrucción y re(construcción) de la nación en dos obras de Rosario Ferré: *Maldito amor* y *La casa de la laguna.*" Congreso Internacional: Rosario Ferré: Lenguaje, Sujetos, Mundos." Universidad de Puerto Rico, Mayagüez y Brown University. Mayagüez – San Juan, March 30-April 1, 2005.

Presenter, "Escritura, memoria y el arte de contar en *Paula* de Isabel Allende." XXIV Simposio Internacional de Literatura: "Afirmación de la palabra y rescate de valores, biografía, memoria, testimonios literarios, historia y periodismo." Instituto Literario y Cultural Hispánico. Buenos Aires, August 9-11, 2004.

Moderator, "Homenaje a Enrique Anderson Imbert." XXIV Simposio Internacional de Literatura: Afirmación de la palabra y rescate de valores, biografía, memoria, testimonios literarios, historia y periodismo." Instituto Literario y Cultural Hispánico. Buenos Aires, August 9-11, 2004.

Moderator, "Propuestas, registros y paradigmas de la escritura de Elena Poniatowska." XIV Conferencia Internacional de la Asociación Internacional de Literatura Femenina Hispánica: Myths, Realities, and Cultural Paradigmas: Iconography in

Hispanic Women's Literature. Florida Atlantic University, Boca Raton, Florida. October 23-26, 2003.

Presenter, "Re(creando) vidas, ¿biografía o ficción? *Las siete cabritas* de Elena Poniatowska." Coloquio Internacional en Homenaje a Elena Poniatowska, Colegio de México. México City. September 24-26, 2003.

Presenter, "Re-escritura de la historia desde el género: *El secreto de Romelia* y *Entre Villa y una mujer desnuda*." XIII Conferencia de la Asociación de Literatura Femenina Hispánica (ALFH): Lenguaje y género-tendencias errantes-proyectos y procesos para un nuevo mundo. Santo Domingo, República Dominicana, October 24-27, 2002.

Presenter, "Creativity, Discourse and Identity in Anzaldúa's Writings." Southeastern Women's Studies Association 2001: Women's Rights Are Human Rights. Florida Atlantic University, Boca Raton, Florida. March 16-18, 2001.

Moderator, "Women's Activism in Literature." Southeastern Women's Studies Association 2001: Women's Rights Are Human Rights. Florida Atlantic University. March 16-18, 2001.

Presenter, "Breaking the Mold: Contemporary Latin American Women Writers." Voices of Latin America: 2001 Creative Mind Humanities Lecture Series. Amarillo College. Amarillo, Texas, February 8, 2001.

Presenter, "Isabel Allende and the Power of Story Telling." Voices of Latin America: 2001. Creative Mind Humanities Lecture Series. Amarillo College. Amarillo, Texas, February 8, 2001.

Presenter, "Testimony, Creativity and Transgression: The Art and Craft of Latin American Women Artists and Writers." Community College Humanities Association, Southern Division Conference, "Diverse Communities: One City." Miami Beach, Florida. October 26-28, 2000.

Moderator, "Exilio externo/interno II: España." XI Congreso Internacional de Literatura Femenina: Cruzando Fronteras: 25 Años de Hispanismo Femenino en el Extranjero. Glendon College, York University, Toronto, Canada. September 21-23, 2000.

Moderator, "Reconfiguraciones simbólicas y análisis cultural." XI Congreso Internacional de Literatura Femenina: Cruzando Fronteras: 25 Años de Hispanismo Femenino en el Extranjero. Glendon College, York University. Toronto, Canada. September 21-23, 2000.

Presenter, "*La fiesta del Chivo*: el infierno de una dictadura." VII Jornadas Metropolitanas de Estudios Culturales. México City, July 5-7, 2000.

Chair of Session, "Escritores de América del Sur: una mirada desde el nuevo siglo." VII Jornadas Metropolitanas de Estudios Culturales. México City, July 5-7, 2000.

Presenter, "Women and Nation: Art as Revolution." The Women of Latin America: A Lecture Series Featuring Notable Women of Latin America. Valencia Community College. Orlando, Florida, November 11, 1999.

Presenter, "La imagen de la mujer en la obra de Elena Poniatowska." X Congreso Internacional de la Asociación de Literatura Femenina Hispánica. Querétaro, México, September 23-25, 1999.

Presenter, "Escritura y subversión en la obra de Rosario Ferré." IV Congreso Creación Femenina: 100 Años de Transculturación. Universidad Central de Bayamón, Puerto Rico. November 11-20, 1998.

Presenter, "Importance of Latin American Culture: Political, Social and Historical Events." Cultivating Pearls that Unite the World. Florida Foreign Language Association, Tampa, Florida. October 15-17, 1998.

Presenter, "La subversión del mito en Entre Villa y una mujer desnuda." American Association of Teachers of Spanish and Portuguese, 1998. Annual Meeting, Madrid, Spain. July 31-August 4, 1998.

Co-Chair, "Teaching Women, Building Nations: A Roundtable on Pedagogy." Modern Language Association, Toronto, Canada. December 27-30, 1997.

Presenter, "Shattering the Myth of the Hero in *Entre Villa y una mujer desnuda*." (Des)Articulaciones actos, cuerpos ideologías en las literaturas femeninas hispánicas. Eighth Internacional Conference Asociación de Literatura Femenina Hispánica. Emory University, Atlanta, Georgia. October 16-18, 1997.

Co-Chair and Presenter, "Women in Twentieth-Century Latin America." Latina Visions for Transforming the Americas/Perspectivas de la mujer Latina en la transformación de las Americas. The Seventh Annual Women's Studies Conference, Southern Connecticut State University. October 3-5, 1997.

Presenter, "El mito en la obra dramática de Marcela del Río." Simposio Internacional en Honor a Elena Garro. Cuernavaca, Mexico. July 4-5, 1997.

Presenter, "*Entre Villa y una mujer desnuda*: Debunking the Myth." III Conference on Latin American Theatre, University of Kansas, April 2-5, 1997.

Presenter, "La narrativa mexicana de los ochenta escrita por mujeres." Southeast Conference on Foreign Languages and Literatures, Orlando, Florida. March 6-8, 1997.

Presenter, "*The House on the Lagoon*: Rewriting History from a Woman's Perspective." Notions of Self and Nation in Writings by Latina and Latin American Women Symposium. Agnes Scott College, Decatur, Georgia. February 20-21, 1997.

Presenter, " El mito del héroe en dos obras históricas de Marcela del Río." The 22nd. Annual Conference on Film and Literature. Tallahasseee, Florida. January 30 – February 1, 1997.

Presenter, "Text and Identity in *The House on the Lagoon*." CCHA Pacific-Western Conference, San Francisco, November 7-9, 1996.

Presenter, "The Power of the Word in *Eva Luna*." CCHA Southern Conference Winston-Salem. October 24-26, 1996.

Presenter, "Creación e identidad en *The House on the Lagoon* de Rosario Ferré." III Jornadas Metropolitanas de Estudios Culturales: Arte, Historia, Literatura e Identidad, Mexico City, July 1-4, 1996.

Participant and Presenter, "Teaching Specific Latin American Texts and Authors in Translation: Rosario Ferré's *Sweet Diamond Dust*." 1995 National Conference, Community College Humanities Association, Washington D.C. November 9-11, 1995.

Chair and Organizer of Session by FAU graduate students, "Historia y ficción en la narrativa contemporánea mexicana y venezolana." XXI Annual Hispanic Literatures Conference. Indiana University of Pennsylvania. October 6-7, 1995.

Chair of Session, "Representing Gender on Stage." A Stage of Their Own / Un escenario propio. Cincinnati, Ohio, October 5-8, 1994.

Chair of Session, "El testimonio en la poesía y en la narrativa." XII Simposio Internacional de Literatura. Caracas, Venezuela. August 1-6, 1994.

Chair of Session, "El otro en la identidad femenina." XII Simposio Internacional de Literatura. Caracas, Venezuela. August 1-6, 1994.

Presenter, "Encuentro de dos mitos en las Ameritas: *El pulpo* y *Entre hermanos* de Marcela del Río." XII Simposio Internacional de Literatura, Caracas, Venezuela. August 1-6, 1994.

Chair of Session, "Female Character: Power and Sexuality." Northeast Modern Language Association. Buffalo, New York. April 3-5, 1992.

Presenter, "*Eva Luna*: The Passion of a Storyteller." The International Symposium of The

Work of Isabel Allende. University of Miami, Miami, Florida. November 14-15, 1991.

Presenter, "Mexican Narrative of the 80s." Southeast Latin American Association. Jacksonville, Florida. February 28-March 2, 1991.

Chair of Session, "La novelística de Hiber Conteris." Midwest Modern Language Association. Minneapolis, Minnesota. November, 1989.

Chair of Session, "Women and Hispanic Literature." American Association of Teachers of Spanish and Portuguese. San Antonio, Texas. August 1989.

Chair of Session, "The Spanish Literary Discourse of the Military Process." Northeast Modern Language Association. Wilmington. April, 1989.

Chair of Session, "El discurso de la 'Liberación' en Latinoamérica II." Midwest Modern Language Association. St. Louis, Missouri. November 1988.

Chair of Session, "Contemporary Mexican Theater: Luisa Josefina Hernández, Elena Garro and Rosario Castellanos." 14th Annual Hispanic Literatures Conference. Indiana University of Pennsylvania, Indiana Pennsylvania. October 1988.

Discussant, "Women and Power/Divinity" and "Women and the Word." Southwestern Council of Latin American Studies. San Antonio, Texas. April 1988.

Chair of Session, "Aggression and Submission: Politics and Feminine Literature in the Southern Cone." The Northeast Modern Language Association. Providence, Rhode Island. March 1988.

Chair of Session, "Contemporary Spanish Literature." Southeast Conference on Foreign Languages and Literatures. Rollins College, Orlando, Florida. February 1988.

Discussant, "Literature of Uruguay's Proceso." Midwest Modern Language Association. Columbus, Ohio. November 1987.

Chair / Moderator, "Latin American Women Writers Panel: Rosario Ferré, Lucía Fox, Rima Vallbona, and Luz María Umpierre." 13th Annual Hispanic Literatures Conference "La escritora hispánica." Indiana University of Pennsylvania. Indiana, Pennsylvania. October 2-3, 1987.

Presenter, "*Tierra en la boca*: un cambio en la narrativa de Carlos Martínez Moreno." Northeast Modern Language Association. Albany, New York, March 1978.

PUBLIC/PROFESSIONAL/LOCAL PRESENTATIONS:

Organizer, Public Lecture by Alicia Partnoy, "Empowering Survivors: Women Writing

for Peace and Justice in Latin America." Celebrating Women's History. The Center for Women, Gender and Sexuality Studies, the Department of Languages, Linguistics and Comparative Studies, and the Peace Studies Program. March 15, 2012.

Presenter, "Editing Elena Poniatowska." Faculty Colloquia. Languages, Linguistics, and Comparative Literature Department. November 14, 2007.

Director and Organizer of the XIV Internacional Conference of the Asociación Internacional de Literatura Femenina Hispánica: Myths, Realities and Cultural Paradigms: Iconography in Hispanic Women's Literature." Florida Atlantic University. Boca Raton, Florida. October 23-26, 2003.

Organizer of Public Lecture by Dr. Lilliam Manzor, "Latinas on Stage: Language and Community." Sponsored by the Spanish Program, Department of Languages and Linguistics, and the Latin American Studies Program. June 20, 2000.

Organizer of Public Lecture by Olga Nolla and Alberto Fuguet. Sponsored by the Dorothy F. Schmidt College of Arts and Letters and the Latin American Studies Program. November 19, 1999.

Organizer and Presenter, Homenaje a Elena Poniatowska. X Congreso Internacional de la Asociación de Literatura Femenina Hispánica. Querétaro, Mexico. September 23-25, 1999.

Presenter, "Mexican Film and Literature," Pine Crest, Fort Lauderdale. February 6, 1998.

Organizer of Public Lecture by Sara Sefchovich, "Reading, Writing and Critiquing Women's Writing." Florida Atlantic University. Boca Raton, Florida. Sponsored by a National Endowment for the Humanities grant awarded jointly to Latin American Studies, the Schmidt Institute of Comparative Studies, and Women's Studies. April 10, 1997.

Organizer of Public Lecture by Rosario Ferré, "Reflections on The House on the Lagoon." Florida Atlantic University, Boca Raton, Florida. Sponsored by a National Endowment for the Humanities grant awarded jointly to Latin American Studies, the Schmidt Institute of Comparative Studies, and Women's Studies. March 13, 1997.

Presenter and Discussant, "The Cultural, Political, and Mythic Meanings of the Life and Death of Princess Diana, A Panel Discussion. Florida Atlantic University Women's Studies Center. September 26, 1997.

Moderator, "Myth and Theatre," Differences Among Us: Ritual, Myth and History in Hispanic/Latino and Latin American Theatre, International Hispanic Theatre Festival. Miami, Florida. June 7, 1997.

Organizer of Public Lecture by Lucía Fox, "Looking for Yourself in the Other Side of the Mirror." Florida Atlantic University, Boca Raton, Florida. Sponsored by National Endowment for the Humanities grant awarded jointly to Latin American Studies, the Schmidt Institute of Comparative Studies, and Women's Studies, February 13, 1999.

Organizer of Public Lecture by Eva Bueno Paulino, "Doing it Their Own Way: The Evolution of Brazilian Women's Literature." Florida Atlantic University, Boca Raton, Florida. Sponsored by a National Endowment for the Humanities grant awarded jointly to Latin American Studies, the Schmidt Institute of Comparative Studies, and Women's Studies. January 17, 1999.

Organizer of Public Lecture by Beatriz Risk, "Challenging Patriarchalism in Latina Women's Theater: From Marginality to Center Stage." Florida Atlantic University. Boca Raton, Florida. Sponsored by a National Endowment for the Humanities grant awarded jointly to Latin American Studies, the Schmidt Institute of Comparative Studies, and Women's Studies. November 14, 1996.

Organizer of Public Lecture by Alicia Partnoy, "Between Evita and Isabel: Women Writing History in the Southern Cone." Florida Atlantic University. Boca Raton, Florida.

Moderator, "The Role of Women in the Hispanic Latino Theatre Institutions." Hispanic/Latino Women: A National Conference on Hispanics and Theatre in the United States, Miami, Florida. June 8, 1996.

Theater Critic, "Hazme de esta noche un cuento," by Jorge Márquez (Spain). Directed by Ramón Pareja. XI International Hispanic Theatre Festival, May 31, 1996.

Organizer of Public Lecture by Writer in Residence, Elena Poniatowska. "Latin American Literature: The Context." Florida Atlantic University. Boca Raton, Florida. Sponsored by the Schmidt College of Arts and Humanities and the Schmidt Institute for Comparative Studies. March 14, 1996.

Organizer of Public Lecture by Nélida Pinón. "*The Republic of Dreams*." Florida Atlantic University. Boca Raton, Florida. Sponsored by the Schmidt College of Arts and Humanities and the Schmidt Institute for Comparative Studies. February 22, 1996.

Presenter, "El secreto de Romelia." Mexican Film Festival. Sponsored by the Museum of Contemporary Art. North Miami. October 9, 1996.

Participant, "Spanish for International Business in the 21st. Century Structure, Culture

and Testing." Workshop. American Association of Teachers of Spanish and Portuguese. Seventy Seventh Annual Meeting. San Diego, California. August 7-11, 1995.

Organizer of Public Lecture by Elias Rivers and Georgina Sabat-Rivers. "Science in Baroque Poetry: From Spain to Mexico." Florida Atlantic University. Boca Raton, Florida. Sponsored by The Schmidt College of Arts and Humanities and the Schmidt Institute for Comparative Studies. March 3, 1995.

Organizer of Public Lecture by Nélida Piñón, "Venture and Adventure in the Narrative of Nélida Piñón." Florida Atlantic University, Boca Raton, Florida. Sponsored by The Schmidt College of Arts and Humanities and the Schmidt Institute for Comparative Studies, March 3, 1995.

Organizer of Public Lecture by Writer in Residence, Diana Raznovich. "The Writer in the Next Millennium." Florida Atlantic University, Boca Raton, Florida. Sponsored by the Schmidt College of Arts and Humanities and the Schmidt Institute for Comparative Studies. February 28, 1995.

Organizer of Public Lecture by Writer in Residence, Elena Poniatowska, "Tinísima: A Woman Ahead of Her Time." Florida Atlantic University, Boca Raton, Florida. Sponsored by the Schmidt College of Arts and Humanities and the Schmidt Institute for Comparative Studies. February 21, 1995.

Organizer of Public Lecture by Writer in Residence, Nélida Piñón. "The Secret Memory of Woman." Florida Atlantic University, Boca Raton, Florida. Sponsored by the Schmidt College of Arts and Humanities. March 3, 1994.

Organizer and Presenter of Public Lecture by Writer in Residence Elena Poniatowska. "Women and Photography." Florida Atlantic University. Boca Raton, Florida. Sponsored by the Schmidt College of Arts and Humanities, February 24, 1994.

Organizer of Public Lecture by Nélida Piñón, "The Birth of a Novel." Florida Atlantic University, Boca Raton, Florida. Sponsored by the Schmidt College of Arts and Humanities and Women's Studies, March 31, 1993.

Presenter and Discussant, "Elena Poniatowska y su obra." Miami Book Fair. November 21, 1992.

Organizer and Presenter of lecture by Elena Poniatowska, "Women Who Write (Mujeres que escriben)." Florida Atlantic University, Boca Raton, Florida. Sponsored by the Schmidt College of Arts and Humanities, November 19, 1992.

Organizer and Presenter of lecture by Alicia Partnoy, "Women and Dictatorships." Florida Atlantic University, Boca Raton, Florida. Sponsored by Women's Studies. September 16, 1992.

Co-Organizer of the International Symposium on the World of Nélida Piñón. University of Miami, Miami, Florida, April 3-4, 1992.

Presenter and Discussant, "Luisa Valenzuela." University of Miami, Miami, Florida, May 1992.

Co-Organizer of the International Symposium on the World of Isabel Allende. University of Miami, Miami, Florida. November 14-15, 1991.

"Breaking Frontiers: The Latin American Woman Writer." Invited Public Lecture as Women's Studies Fall Lecture, Florida Atlantic University, Boca Raton, October 1989.

Co-Organizer, 13th Annual Hispanic Literatures Conference "La escritora hispánica," Indiana University of Pennsylvania, October 2-3, 1987.

RESEARCH AND TEACHING FIELDS:

Latin American Literature: Twentieth Century
Latin American Women Writers
Latina Writers
Latin American Civilization and Culture
Latin American Theatre
Latin American and Comparative Literature
Latin American Studies

RECENT COURSES TAUGHT:

Florida Atlantic University
Graduate

The Mexican Revolution: Art, Narrative, and Film. (New Course)
The New Latin American Historical Novel (New Course)
Mexican Film and Literature (New Course)
Latin American Autobiography: XX and XXI Centuries (New Course)
Women and Nation: Thoughts, Voices, and Actions of Latin American Women Activists (New Course Ph.D. Public Intellectual)
Contemporary Latina Writing in the United States (New Course)
La novísima novela (New Course)
Women in Latin American Theatre (New Course)
The Latin American Short Story (New Course)
Latin American Women Writers (New Course)

The Latin American Novel (New Course)
Politics and Latin American Women's Fiction (New Course)
Classics of Latin American Fiction
Twentieth Century Latin American Theatre (New Course)
Dictatorship and the Latin American Novel (New Course)

Undergraduate

Introduction to Spanish American Literature. (New Course)
Memory, Revolution and Sex in Latin America. (New Course)
Modernismo
Advanced Spanish Conversation (New Course)
Latin American Literature and Film (New Course)
Mexican Literature, Art and Film (New Course)
Latin American Culture and Civilization (New Course)
Spanish Peninsular Culture and Civilization (New Course)
Latin American Women Writers: Literature and Film (New Course)
Latin American Women Writers (New Course)
Revolution and Latin America (New Course)
Hispanic Culture and Civilization (New Course)
Introduction to Latin American Studies (New Course)
Introduction to Hispanic Literature (New Course)
Latin American Literature to 1880
Latin American Literature 1880 to the present
Transition Spanish
Destinos Beginning Spanish Course

M.A. THESIS DIRECTED:

Fuentes, Pamela. "El final del tango peronista: la desintegración del cuerpo social en *No habrá más penas ni olvido* de Osvaldo Soriano." Spring 2011.

Modic, Blaire. "Tiene su raíz en la tierra: un estudio comparativo de la visió n indigenista del problema de la tierra en *Balún Canán* , por Rosario Castellanos, y "El problema del indio" por José Carlos Mariátegui." Summer 2010.

Bandeira de Mello, Clarisse. " Atraves(s)ando fronte(i)ras: la traducción del portugués al español de la novela brazileña *Adeus, Río Doce*, de Geny Vilas-Novas." Fall 2008.

Palacio, Alfredo. "Tejidos arquitectónicos: exploraciones de la dinámica entre el individuo y la ciudad en "Walking Around" de Pablo Neruda y *Aura* de Carlos Fuentes." Summer 2008.

Baez, Marcela A. "La identidad racial y de género de la mujer en la obra de Alicia Yánez Cossío." Spring 2005.

Biasetti, Giada. "Guided Interpretations: The Importance of Signs and the Role of the Text, the Reader, and the Author in Carlos Fuentes's 'Chac Mool' and Jorge Luis Borges's 'Las ruinas circulares'." Spring 2005. Co-Chair.

Colhouer, John P. "Y tu hijo también: la evolución de la representación masculina en la literatura y el cine mexicano." Spring 2005.

Ovando Barrero, G. "La aventura del héroe: Una aproximación crítica a Lituma en los Andes de Mario Vargas Llosa." August 1999. Co-Chair.

McCollum, R., "The Presence and progression of Saudade in the Poetry of Rosalía de Castro." Fall 1997.

Tepper. S., "Feminism and Revolution: Ideological Coalescence in Gioconda Belli's La mujer habitada. Spring 1996.

Henry, M.,"Black Woman as an Erotic Being in Spanish-Caribbean Narrative." 1994.

López, B., "Penélope, Amelia and Irene: Buero Vallejo's Female Protagonists and Their Created World." 1994.

Jarboe, J., "Variations on the Theme of Alcoholism in Rosario Castellanos' Indigenist Literature: A Multidisciplinary Analysis." 1993.

Lofaso, B., "Sensualismo en Rubén Darío." 1992 (MAT).

Rodríguez, Y., "El desdoblamiento onírico como proceso libertador en Pubis angelical de Manuel Puig." 1992 (MAT).

Cripps, K., "Pablo Neruda: Las huellas de su vida en su obra." 1991 (MAT).

MEMBERSHIP ON THESIS COMMITTEES:

Carlino, Susana. "Los círculos de Borges: el inglés, la intertextualidad y la traducción." Spring 2012.

Almeida, Gabriela. "La (in)visibilidad de la traductora: la traducción del inglés al español del cuento 'Spanish Winter' de Jennifer Egan." Spring 2012.

Fernández del Páramo, Javier. "La fuerza de la tradición: representaciones del estudiante en la novela picaresca." Fall 2008.

Petersen, Elizabeth. "María de Zayas y la magia en sus obras *Novelas amorosas* y *Desengaños amorosos*." Fall 2007.

Duff, María Nuria. "Más allá de las palabras: la textualidad en los tejidos de Jalq'a y Tarabuco." Fall 2006.

Rojas, María Eugenia. "El cóndor y Don Leonardo: el estado según Gustavo Alvarez Gardeazábal." Fall 2006.

Ramírez, Cynthia A., "Una nación afro-ecuatoriana, un estudio de Juyungo y El último río de Adalberto Ortiz y Nelson Estupiñán Bass. Summer 2004.

Martín, Angela. "Maldito amor and Sweet Diamond Dust: Rosario Ferré Between Languages. Summer 2000.

Giannini, Natalia. "The Paradox of Genre in the Literary Renovation of the Spanish American poema en prosa." Summer 1998.

Santiago, Aída E. "La transformación de la historia y el lenguaje por Ana Lydia Vega: representación del puertorriqueño en sus cuentos." Summer 1998.

Geertz-González, R., "Textual Identity in John Barth's The Sot-Weed Factor and in Alejo Carpentier's El siglo de las luces. Fall 1997.

Eli, M., "Exile in the Narrative Work of Two Contemporary Women Writers: Chochana Boukhobza's Un ete a Jerusalem and Sabina Berman's La bobe." 1995.

Smith, B., "Sleeping Beauty as a Subtext in Margaret Atwood's 'Bluebeard's Egg' and Rosario Ferré's 'La bella durmiente." 1994.

Ledesma, I., "Satire of the Cuckhold in the Work of Francisco Quevedo." 1992.

Mesa. A. "La generación de cuentistas cubanos de entreguerra." 1991.

Nivilac, M., "The Representation of Masculinity and Femininity as Portrayed in Selected Latin American Telenovelas." 1991.

Rosenberg, D. "The Solipsistic Temptation: Sartre's La Naussee and García Márquez's Cien años de soledad." 1991.

Wood, J., "Cracked Roots: Identity in Maryse Conde's Heremakhonon." 1991.

León, Gisela. "Comic Techniques in Muñóz Seca.' 1990.

PROFESSIONAL ACADEMIC ACTIVITIES:

Reader, National Endowment for the Humanities. 2007.

President National Office, Asociación Internacional de Literatura Femenina Hispánica. October 2002-04.

Vice-President Nacional Office, Asociación de Literatura Femenina Hispánica. 2000-2202.

Associate Editor, Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social. (MALCS), 2003-2008.

GRANTS, HONORS AND AWARDS:

I was recognized as one of the Legacymakers: 100 Women of Distinction at Florida Atlantic University in 2016.

Sabbatical Award, Florida Atlantic University, 2012-2013.

International Travel Award to present a paper at the XXIV Simposio Internacional de Literatura "Afirmación de la palabra y rescate de valores, biografía, memoria, testimonios literarios, historia y periodismo." Instituto Literario y Cultural Hispánico. Buenos Aires, Argentina, August 9-14, 2004.

Sabbatical Award, Florida Atlantic University, Spring 2002.

Marshall, The Dorothy F. Schmidt College of Arts and Letters, Spring Convocation, 1999.

Professorial Excellence Program Award, $5,000 award in recognition of excellence and productivity since promotion to full professor: Florida Atlantic University, November 1998.

Scholar-in-Residence, "The Women of Latin America: Images and Realities." 1998 University of Orlando Foundation Humanities Institute, Valencia Community College, Orlando, Florida, August 10-21, 1998. This summer institute provided scholarly study and discussion for humanities and foreign language faculty in Latin American Studies. It explored the images and realities of the women in Latin America through the study of literature, autobiography, history and film.

International Travel Grant to present a paper at the American Association of Teachers of Spanish and Portuguese Annual Meeting, Madrid, Spain, July 31-August 4, 1998.

Summer 1997, Women's Studies Curriculum Development Grant.

National Endowment for the Humanities Award of $25,000 was granted to Latin American Studies, the Schmidt Institute of Comparative Studies and Women's Studies for a project entitled "Women in Twentieth Century Latin America" to build bridges between two undergraduate programs at Florida Atlantic University –Latin American Studies and Women's Studies. Specifically, faculty from both programs engaged in a two-semester course study focusing on Latin American women in the 20th century. 1996-97 Academic Year.

Scholar-in-Residence, "Latin American Women Writers," Johnson Community College and Kansas City Kansas Community College, September 24-27, 1996. It involved six different classrooms presentations, one major public address and a two-hour seminar for JCCC faculty and one major public address and class presentation for KCKCC faculty, and students.

National Endowment for the Humanities Institute on "Latin American Literatures and Cultures: Self and Society," University of California, San Diego, June 26- July 28, 1995.

Sabbatical Award, Florida Atlantic University, Fall 1995.

Grant, from the Institute for Academic Leadership to attend the State University System Department Chairpersons Workshop, Mission Inn, Howey-in-the-Hills, June 11-14, 1995.

Marshal at Master's and Doctoral Degree Commencement, Florida Atlantic University, Boca Raton, Florida , December 15, 1994.

"Orden de los descubridores." Sigma Delta Pi, National Spanish Honor Society Award, Florida Atlantic University, 1994.

Schmidt Support Grant 1994 to Chair a session at Latín American Theater Conference, A Stage of Their Own/Un escenario propio, Cincinnati, Ohio, October 5-8, 1994.

Schmidt Summer Fellowship 1993 to conduct research on "Contemporary Mexican Women Writers, 1980 to the present." Summer 1993.

Schmidt Support Grant to travel to Mexico City to conduct research on "Contemporary Mexican Women Writers, 1980 to the present." Summer 1993.

International Travel Grant from the Office of Graduate Studies, Florida Atlantic University, Summer 1993. Declined due to illness.

Charter Member, Pi Delta Phi, National French Honor Society, Florida Atlantic University, 1992.

Florida Endowment for the Humanities, to develop and offer a Teacher's Institute on "Hispanic Florida: Past and Present." Summer 1990.

Teaching Enhancement Grant, Florida Atlantic University, to develop a Freshman Seminar on "Latin America and Revolution: History, Arts, Literature." Summer 1990.

Internal Research Grant, Florida Atlantic University, to conduct research on "Contemporary Mexican Women Writers," 1990-1991.

Research Grant, College of Charleston, Language Department to conduct research on Latin American Literature at the University of Texas libraries. Spring 1988.

Research Grant, Social Sciences and Humanities Research Council of Canada to do research on Contemporary Puerto Rican Narrative (Joint Project with Dr. Caridad Silva-Velázquez). 1978.

Milton A. Buchanan Scholarship, University of Toronto, to do research and interview Carlos Martínez Moreno in Montevideo, Uruguay, 1974.

Ontario Graduate Fellowship, 1968-1971.

Buena Vista College, 1961-1965.

Fullbright Scholarship, 1961.

SERVICE:

Associate Editor, Chicana/Latina Studies: the Journal of Mujeres Activas en Letras y Cambio Social. 2004-08.

Panel Reviewer, National Endowment for the Humanities Extending to Reach Institutional Grant, August, 2000.

Presenter and Participant, Alpha Kappa Alpha Sorority, Open Forum, March 26, 1996.

Judge, The Herald Silver Knight Awards, Davie Florida, March 14, 1996.

ADMINISTRATIVE EXPERIENCE AND SERVICE:

International, National and State

Secretary, Mexican Literature Session. The American Association of Teachers of Spanish and Portuguese, 1998-99.

Board Member, International Cultural Club, Miami,

Florida, 1991-2000.
Member, International Latin American Studies Association, Task Force on Women, 1989-92.
Member, Statewide "Task Force on Item Writing for the State Master Teacher of Florida Meritorious Examination." 1984.

University
Florida Atlantic University

Member, MELUS Organizing Committee, 2010-2011.
Co-Chair, Task Force, Hispanic/Latino Month, 2009.
Member, Women's Studies Executive Committee, 2009- Present.
Member, University Search Committee, 2008-2009.
Chair, Women's Studies Curriculum Committee, 2008-09.
Director, Caribbean and Latin American Studies, 2008-2012.
Member, Women's Studies Task Force, Spring 2005.
Director, Latin American Studies, 1993-2000.
Chair, Search Committee, Honors College, Latin American appointment, 1998-99
Member, Graduate Committee, Women's Studies, 1997-2001.
Member, Search Committee, two professors for Women's Studies, 1996-97.
Member, Search Committee, Chair for Department of Languages and Linguistics, 1996-97.
Member, Grant-in-Aid Committee, 1995-1996.
Member, Judaic Studies Committee, Spring 1995.
Member, European Studies Committee, Spring 1995.
Member, Search Committee for Director of Women's Studies, 1994-95.
Member, Search Committee, Dean of Science, 1994.
Advisor, Sexual Harassment, 1994-1999.
Member, Women's Studies Executive Committee, 1990-93 and 1994-96.
Member, Study Abroad Program, 1990-2003.
Member, Salary Equity Committee, 1991-92 and 1995-96.
Member, Alternative Routes Committee, 1993-94.
Member, Bias-Free Communications Committee, 1992-93.
Member, Search Committee, Reference Librarian, 1992-93.
Member, Committee to Evaluate Education Certification Requirements, College of Education, 1989-90.
Member, Core Curriculum Ad Hoc Committee, 1990-91.
Member, Minority Affairs Committee, 1990-92.
Member, University Curriculum Committee, 1990-91.
Chair, Minority Affairs Committee, 1991-92.

College
Florida Atlantic University

Acting Chair, Center for Women, Gender and Sexuality Studies, 2011-2012
Member, Executive Committee 2012-present.
Member ROCA, 2011-2012.
Member of ROCA, Fall 2016.

Member, Graduate Committee, 2011-2012.
Chair, ROCA, 2008-2009.
Member, Dean's Search Committee, Fall 2006- 08.
Member, Interim Dean's Search Committee, Summer 2006
Member, Dean's Faculty Advisory Committee, 2006.
Member, Women's Studies Curriculum Committee, Fall 2005-present
Member, Women's Studies Task Force, Spring 2005.
Member, Tenure and Promotion Committee, Fall 2003.
Member, TIP Committee, 2000.
Member, Search Committee Chair, Department of Languages and Linguistics, 1999.
Vice-President, Faculty Assembly, Dorothy Schmidt College of Arts and Letters, 1998-99.
Chair, TIP Committee, Fall 1998.
Member, Graduate Committee, 1998-2001.
Member, Creative and Research Committee, 1997-2000; 2006-present
Member, Search Committee, Chair Languages and Linguistics, 1996-97.
Member, Awards Committee, 1993-94.
Chair, College Graduate Committee, 1992-94.
Member, Search Committee, Chair English Department, 1992.
Member, Speakers Committee, 2010-presetnt.

Department
Florida Atlantic University
Languages, Linguistics, and Comparative Literature
Coordinator, MA/MAT Exams 2014- Present
Member, Search Committee for Spanish Instructor, Spring 2016
Member, Personnel Committee, 2009-2011.
Member, Search for Assistant Professor, Spanish Literature, 2011.
Member, Search for Assistant Professor Spanish Linguistics, 2008
Member, Search for Assistant Professor Spanish Linguistics, 2006-07.
Member, Search Committee for Spanish Instructor, Spring 2006.
Acting Head, Spanish Program, Spring 2006.
Head, Spanish Program, 1989-1996, 1998-1999, 2000-05.
Chair, Search Committee, Latin American appointment, 2000-01.
Chair, Search Committee, Spanish Lecturer, Fall-Spring, 2000-01.
Member, Lab Committee, 2001-02.
Member, Third Year Review Committee, 2001 (Drs. Horswell and Mendoza)
Member, Search Committee, Peninsular Literature, 1999.
Chair, Search Committee, Spanish Lecturer, 1998-99.
Member, Graduate Committee, 2002-present.
Chair, Graduate Committee, 1990-2001.
Graduate Director, 1990-2001.
Chair, Search Committee, Latin American appointment, 1997.
Member, Search Committee, Spanish Linguistics, 1997.

Member, Search Committee, Peninsular Literature, 1997.
Chair, Search Committee, Latin American appointment, 1996.
Member, Search Committee, Spanish Linguistics, 1996.
Member, Search Committee, Spanish Coordinator, 1996-97.
Member, Search Committee, Spanish Lecturer, 1996.
Acting Chair, Summer A, Department of Languages and Linguistics, 1996.
Acting Chair, January-June, 1995.
Head, French Program, January-June, 1995.
Member, Advising Committee, 1992-2000.
Chair, Search Committee, Latin American appointment, 1994-95.
Member, Search Committee, French appointment, 1994-95.
Co-Chair, Acting, Department of Languages and Linguistics, Summer A 1994.
Chair, Third Year Review Committee, 1994.
Chair, Search Committee, Peninsular appointment, 1993.
Chair, Search Committee, Latin American appointment, 1993.
Member, Search Committee, Italian, 1993.
Member, Search Committee, Spanish Linguistics, 1993.
Acting Chair, Department of Languages and Linguistics, Summer 1992.
Acting Chair, Department of Languages and Linguistics, Summer 1991.
Member, Search Committee, Japanese appointment, 1991-92.
Co-Organizer, Training Workshop for Language Faculty and Teaching Assistants, August 17-18, 1992.
Member, Search Committee, Latin American appointment, 1990-91.
Advisor, Department of Languages and Linguistics, 1989-2006.

LANGUAGE PROFICIENCY:
English: Native-like proficiency and accuracy. ATA accreditation from English to Spanish.
Spanish: Native language.
French: Reading, Writing and Speaking.
Portuguese: Reading.
Italian: Reading.
German: Reading.

Revised January 15, 2017

YOLANDA GAMBOA

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EDUCATION

2000 PhD, Spanish Literature, Purdue University.
1991 M.A. Comparative Literature, Purdue University.
1989 Hood College, Non-Degree Program (Liberal Arts).
1988 B.A. English, Universidad de Barcelona.
1984 Coursework in Psychology, Universidad de Barcelona.

PROFESSIONAL APPOINTMENTS

2007-present Associate Professor of Spanish, Florida Atlantic University.
2001-2007 Assistant Professor of Spanish, Florida Atlantic University.
1999-2000 Teaching Assistant, Purdue University.
1997-1998 Lecturer of Spanish, University of South Africa (UNISA).
1996-1997 Temporary Lecturer of Spanish, University of South Africa (UNISA).
1994-1996 Research Assistant, Purdue University.
1992-1994 Teaching Assistant, Purdue University.
1989-1991 Teaching Assistant, Purdue University.
1988-1989 Teaching Assistant, Hood College.

RESEARCH INTERESTS

Spanish Golden Age Literature
Early Modern Women Writers
Early Modern Women History
Renaissance Cultural Studies
Translation Studies

PUBLICATIONS

In press

2017 Gamboa, Yolanda, and Bonnie Gasior. "Introduction," *Making Sense of the Senses: Current Approaches in Spanish Comedia Criticism*, Juan de la Cuesta, pp. 5-10.

2017 *Making Sense of the Senses: Current Approaches in Spanish Comedia Criticism*, Co-editor with Bonnie Gasior (Cal State Long Beach). Accepted for publication in Fall 2016 by Juan de la Cuesta. 122 single spaced manuscript pages.

Under Review

2017 "Don Quixote and The Big Bang Theory," *Arizona Journal of Cultural Studies* (20 manuscript pages).

Books

2009 *Cartografía social en la narrativa de María de Zayas* [Social Cartography in Maria de Zayas's Prose Works]. Madrid: Biblioteca Nueva, 2009.

— Reviewed: Balcells, José M. *Lectura y signo* 7 (2012): 333-339.
— Reviewed: García, Martha. *The Hispanic Outlook in Higher Education* 20.13 (2010):33.
—Reviewed: Simerka, Barbara. *Revista de Estudios Hispánicos* 44.3 (2010): 718-9.

2005 Argullol, Rafael. *The End of the World as a Work of Art: A Western Story*. Translation, Introduction, and Afterword by Yolanda Gamboa. Lewisburg, PA: Bucknell University Press, 2005. 119 ms pp.

Journal Articles

2013 "Mujeres españolas y vida cotidiana en el San Agustín colonial." *Puente Atlántico del siglo XXI*. Boletín interdisciplinar de la Asociación de Licenciados y Doctores Españoles en Estados Unidos (ALDEEU). Edición de Julio 2013. 7-9. http://issuu.com/monicapozadieguez/docs/puente_atl__ntico_2013_cs5

2010 "Colonizing Naples: Rhetoric of Allure and the 17th C Spanish Imaginary," co-authored with Noemi Marin. *Journal of Electronic Antiquity* 11.1 (2010): 125-38.

2003 "Architectural Cartography: Social and Gender Mapping in María de Zayas's Seventeenth-Century Spain." *Hispanic Review* 71.2 (2003): 189-203. JSTOR.

1991 "Botticelli's *Primavera* and Carles Riba's *Elegies de Bierville* as the Allegory of Love." *Romance Languages Annual* 2 (1991): 406-9.

Book Chapters

2015 "Female Agency and Daily life in Early Colonial Florida's Ciudad Letrada." *Perspectives on Early Modern Women in Iberia and the Americas: Studies in Law, Society, Art, and Literature in Honor of Anne J. Cruz*. Ed. Adrienne Martin and María Cristina Quintero. New York: Escribana Books, 2015. 150-166.

2011 "María de Zayas, or Memory Chains and the Education of a Learned Woman." *Women's Literacy in Spain and the New World*. ed. Anne J. Cruz and Rosilie Hernández. Surrey, UK; Burlington,VT: Ashgate: 2011. 209-24.

2009 "Nápoles y la España imaginada" [Naples and Imaginary Spain]. *La ciudad en la literatura y el cine*. Ed. Joan Torres-Pou and Santiago Juan-Navarro. Barcelona: Promociones and Publicaciones universitarias, 2009.

2008 "'Who done it?': Teaching *Lazarillo de Tormes* to Undergraduate Students Via the Unknown Author and Reader-Oriented Theories." *MLA Approaches to Teaching Lazarillo de Tormes and the Picaresque Tradition*. Ed. Anne Cruz. New York: MLA, 2008.

2006 "Consuming the Other, Creating the Self: The Cultural Implications of the Aztec's Chocolate From Tirso de Molina to Agustín Moreto and Pedro Lanini y Sagredo." *Crosscurrents: Transatlantic Perspectives of Early Modern Spanish and Spanish American Theater*. Ed. Mindy Badía and Bonnie Gasior. Lewisburg, PA: Bucknell University Press, 2006.

2000 "Gender Coding in the Narratives of Maria de Zayas." *Women, Society and Constraints*. Ed. Jeanette Malherbe, Marc Kleijwegt, and Elize Koen. Pretoria, South Africa: UNISA P, 2000.197-209.

Book Reviews

1. Suárez Sánchez de León, Juan Luis. Tecnologías del humanismo. Huelva: Universidad de Huelva, 2011. 226 pp. *Revista canadiense de estudios hispánicos* 36.3 (2012): 606-607.
2. O'Brien, Eavan. *Women in the Prose of María de Zayas*. Woodbridge, UK: Tamesis, 2010. 282 pp. *Early Modern Women: An Interdisciplinary Journal* vol. 7 (2012): 367-68.
3. González-Allende, Iker, ed. & Intro. *Pilar de Zubiaurre. Evocaciones. Artículos y diario (1909-1958)*. *Transitions* 6 (2010): 121-4.
4. Gómez, María A., Santiago Juan-Navarro, and Phyllis Zatlin, ed. *Juana of Castile: History and Myth of the Mad Queen*. Lewisburg, PA: Bucknell UP, 2008. 267 pp. *Revista de Estudios Hispánicos* 44.3 (2010): 720-1.
5. Friedman, Edward H. *Cervantes in the Middle: Realism and Reality in the Spanish Novel from Lazarillo de Tormes to Niebla*. Newark, DE: Juan de La Cuesta, 2006. 328 pp. *Anuario de Estudios Cervantinos* 6 (2010):271-3.
6. Finucci, Valeria, and Kevin Brownlee, ed. *Generation and Degeneration: Tropes of Reproduction in Literature and History from Antiquity to Early Modern Europe*. *Italica* 80.1 (2003): 88-9.

Enciclopedia Entries

"María de Zayas y Sotomayor, Spanish Author, ca.1590-1660." Biographic entry for COST Action "Women Writers in History: Toward a New Understanding of European Literary Culture." http://www.womenwriters.nl.

Translations

1. Conrod, Frédéric. "El hijo de Hernández." Translation of script based on the play by the same name. Movie directed by Lorenzo Ponce de León, based on a play by Frédéric Conrod (movie subtitles into English).
2. Argullol, Rafael. "I. Introduction: The Re-Emergence of the Self." [I. Introducción: El resurgimiento del yo. *El héroe y el único*]. 33 ms pp. *Essay and Science*. Biblioteca Virtual Miguel de Cervantes. http://www.essayandscience.com (page uploaded Spring 2011).
3. Brink, André. "El valle del diablo: Capítulo de la novela *Devil's Valley*, 1998." *Escribiendo el sur profundo*. Ed. Jorge Heine and Cathy Maree. Chile: El Mercurio, 1998. 23-50.
4. Mda, Zakes. "Ululants: Capítulo de la novela inédita *Ululants*, 1998." *Escribiendo el sur profundo*. Ed. Jorge Heine and Cathy Maree. Chile: El Mercurio, 1998. 65-86.
5. Carey, Peter. "La extraordinaria vida de Tristan Smith: Capítulo de la novela *The Unusual Life of Tristan Smith*, 1994." *Escribiendo el sur profundo*. Ed. Jorge Heine and Cathy Maree. Chile: El Mercurio, 1998. 103-20.
6. Garner, Helen. "La vida del arte: Cuento de la colección *Postcards from Surfers*, 1986." *Escribiendo el sur profundo*. Ed. Jorge Heine and Cathy Maree. Chile: El Mercurio, 1998. 121-30.

7. Stephenson, Marcia. "Hacia un análisis de la relación arquitectónica entre el género femenino y la raza en Bolivia." *Escarmenar: Revista boliviana de estudios culturales* 2 (1997): 60-65.
8. Pellicer López, Carlos. "Playing Poetry and the Poetry of Play." Trans. Yolanda Gamboa and Graeme Warren. *Bookbird* 1. 33 (1995): 6-9.
9. Kotzwinckle, William. *Corazones de madera y otros cuentos intemporales*. Trans. Yolanda Gamboa. Barcelona: Lumen, 1995. 73 ms. pages.
10. Homestead, William. "La práctica de un ethos ecológico: sobre el vivir de acuerdo con la Cienciapoesía." *Rafael Catalá: Círculo cuadrado a la Cienciapoesía*. Ed. Luis A. Jiménez. New Jersey: The Ometeca Institute, 1994. 103-17.

Edited Translations

2016 Hinson, Rebecca. *La emancipación: El arte de los Estados Unidos de América*, Translated by Luis and Elena Cañedo, edited by Yolanda Gamboa, Rebecca Hinson Publishing, 2016.
2016 Hinson, Rebecca. *Acolchar: El arte de los Estados Unidos de América*, Translated by Luis and Elena Cañedo, edited by Yolanda Gamboa, Rebecca Hinson Publishing, 2016.
2016 Hinson, Rebecca. *Lo nativo americano: El arte de los Estados Unidos de América*, Translated by Luis and Elena Cañedo, edited by Yolanda Gamboa, Rebecca Hinson Publishing, 2016.

Textbooks and Other Instructional Materials

1. Gamboa, Yolanda. "Guía para la escritura del ensayo." http:www.spanish.fau.edu/gamboa/ensayo.pdf
2. Gamboa, Yolanda and Cathy Maree, Ed. *España: Civilización y cultura*. Only study guide for SPN212-S. Pretoria: University of South Africa, 1997. (211 manuscript pages).
3. Gamboa, Yolanda, et al. *Estrategias de comunicación y escritura*. Only study guide for SPN211-R. Pretoria: University of South Africa, 1997. (110 manuscript pages).

WORK IN PROGRESS

"Spanish Women and Culture in Early Modern St. Augustine" (ongoing book project).

CONFERENCES AND INVITED PRESENTATIONS

Invited Presentations

1. Invitation to lecture on *Don Quixote* at Cal State Long Beach. Participated in Dr. Gasior's class via Skype (April 11, 2016).
2. Invitation to participate in the "Florida at the Crossroads: 500 Years of Encounters, Conflicts, and Exchanges. University of Miami, Feb 9-11, 2012, a conference honoring the upcoming Quincentenary of Ponce de León, sponsored by the Florida Humanities Council.
3. Panel on "Terminal Degrees," MLA, Boston January 3-5, 2013
4. "Spanish Women in Colonial Florida," Palm Beach State College, October 11, 2012.
5. "Spanish Women in St. Augustine, 1565-1763," Florida at the Crossroads: 500 Years of Encounters, Conflicts, and Exchanges. University of Miami, Feb 9-11, 2012.

6. "Maria de Zayas or Memory Chains and the Education of a Learned Woman." Educating Gender: Women's Literacy in Early Modern Spain and the New World. Institute for the Humanities, University of Illinois-Chicago, Cervantes Institute, Chicago. April 3-4, 2009.
7. "Food from the Gods: Chocolate and Other Delicacies from the New World," in collaboration with chef Mike Webb. Powerpoint presentation by Jason W. Hawkins. Norton Museum of Art. Involvement with the exhibit "Spain in the Age of Exploration," April 10, 2005.
8. "El placer del texto: historia material y recepción de Don Quijote". Powerpoint presentation by Jason W. Hawkins. Ciclo de conferencias magistrales 2004-2005 "400 años del Quijote de Cervantes" [400 Years of Cervantes's Don Quixote, Speaker Series], Sponsored by the Spanish Resource Center and FIU's Department of Modern Languages, Centro Cultural Español, Miami, May 6, 2005.

Conferences

1. "Mojado abrasáis: Sentidos y realidad en *Los ejercicios espirituales* de Ignacio de Loyola y *El Burlador de Sevilla* de Tirso de Molina," U Miami, X Florida Cervantes Symposium, March 18-19, 2016.
2. "Sentidos y verdad en *Los ejercicios espirituales* de Ignacio de Loyola y *El Burlador de Sevilla* de Tirso de Molina," AHCT Symposium, El Paso, TX, March 30-April 2, 2016.
3. "De Avilés a San Agustín y de Doña Catalina a Doña María: las mujeres Menéndez y la travesía colonial," GEMELA, Puerto Rico, September 29-October 2, 2016.
4. "Mujeres españolas y vida cotidiana en el San Agustín colonial," ALDEEU, Saint Augustine April 17-19, 2013.
5. "The Scrutiny of Horruytiner's Library: Reading and Education in the Spanish Florida Colony," Florida Cervantes Symposium, U of Central Florida, April 5-7, 2013.
6. "Female *Relaciones* in Florida's Ciudad Letrada," GEMELA, U of Portand and Portland State U, Portland, OR, 13-15 September, 2012.
7. "Female *Relaciones* in Early Colonial Florida," Sixth Annual Cervantes Symposium, U of Central Florida, April 7th, 2012.
8. "Teaching Literary Translation within the Foreign? Language Department," 2011 ALTA Conference, Kansas City, MO, November 16-19, 2011.
9. "Addressed to Fabio in Spain, Naples, and Peru," Xth Biennial Conference of The Society for Renaissance and Baroque Hispanic Poetry, Queen's University, Belfast, September 5-7, 2011. (International Conference)
10. "Representaciones literarias de la Florida en tiempos de Cervantes" [Literary Representations of Florida in Cervantes' Time], Fifth Annual Florida Cervantes Symposium, UF Gainsville, April 9, 2011.
11. "Female Spaniard's Life in Florida's Early Colonial Period," Florida Consortium for Women's Studies, FAU, April 1-2, 2011.
12. "Of Chocolate and Wine: A Material Approach to the Colonization of Florida," The Nineteenth Annual Medieval, Renaissance, and Baroque Interdisciplinary Symposium, "Food for Thought, for Writing, and for Art." U of Miami, February 18-19, 2011.
13. "Female Spaniards Life and Cultural Production in Florida's Early Colonial Period."GEMELA (Grupo de Estudios sobre la Mujer en España y las Américas, pre 1800). Mt. Holyoke College, 23.
14. La producción cultural femenina en el romancero sefardí." GEMELA, Cal State Long Beach, October 2-4, 2008.

15. "Don Quijote frente al nacionalismo o la retórica quijotesca del hispanismo." Second Annual Florida Cervantes Symposium, 25 September, 2010. Rollins College.
16. Una identidad parcial: el regeneracionismo del 98 y la ausencia de la mujer." Seventh Biennial Florida International University Conference on Spanish and Spanish-American Cultural Studies, Miami, FL, April 2-3, 2010.
17. "Enchanted House? The House as Microcosms of a Repressive State in "Estragos que causa el vicio" by Maria de Zayas." Renaissance Society of America, Los Angeles, UCLA, CA, March 19-21, 2009.
18. "Nápoles y la España imaginada." Fourth Biennial Florida International University Conference on Spanish and Latin American Literatures and Film. Miami, FL. March 6-8, 2008.
19. "Bialik's Translation of Don Quixote or the Confluence of Hispanic, Jewish and Translation Studies." The First Annual Florida Cervantes Symposium, U Miami, April 14, 2007.
20. "El espacio de la nación: México en el imaginario español del Siglo de Oro," VI Congreso Internacional de Literatura Hispánica, Riviera Maya, Mexico, March 7-9, 2007. (International Conference)
21. "Naples and Empire in the 17th Century Spanish imaginary: the Rhetoric of Colonization," co-presenter Noemi Marin. The Mythology and Iconography of Colonization: An International Conference, Villa Vergiliana, Cuma, Italy, Oct 2-6, 2006. (International Conference)
22. "Literatura de cordel y germanía en la poesía de Quevedo."Seventh Biennial Conference for the Society for Renaissance and Baroque Hispanic Poetry, RBHP, Coconut Grove, FL, Nov.10-12, 2005.
23. "Contesting the Aristocratic Selfhood: Chocolate in the Novels of Maria de Zayas and Mariana de Carvajal," AEEA, Houston, TX, October 21-23, 2004. "Mapas, cuerpos y Estado Moderno en la narrativa de María de Zayas." 57th Annual Kentucky Foreign Language Conference. Lexington, KY. April 15-17, 2004.
24. "Zayas y de la Cueva o *La perfecta casada* y la cultura femenina letrada." Fourth Biennial Florida International University Conference on Spanish and Latin American Literatures and Film. Miami, FL. February 26-28, 2004.
25. "From Tirso's Colony Commodity to Moreto's Woman's Cure: The Implications of the Aztec's Chocolate in Early Modern Spain." Spanish Golden Age Theater Symposium. El Paso, TX. March 6-8, 2003.
26. "La retórica de la alusión o la ejemplar confesión de las novelas de María de Zayas." AEEA Conference. Portland, OR. Sep 11-13, 2002.
27. "Habsburg Architecture and the Performance of Power in Early Modern Spain." Annual Symposium in Medieval, Renaissance and Baroque Studies 2002. University of Miami.
28. "Master Narratives, Stigma and the Human Condition in Rafael Argullol's *The End of the World as a Work of Art*." The 27th Annual Conference on Literature and Film, Master Narratives and Faultline Stories, The Florida State University. Jan 24-26, 2002.

Community Presentations

1 "Cervantes y el Inca Garcilaso de la Vega a los 400 años: lecturas transatlánticas de su obra," dialogical presentation with Michael Horswell, sponsored by Sigma Delta Pi, Feb, 19, 2016.
2 "Spanish Women in Colonial Florida," Parkland Library, March 20, 2015.
3 "Of Bodies, Inventories, and Homes: Looking for Spanish Women in Colonial St. Augustine," FAU, Center for Body and Mind, Oct 11, 2012.
4 Edgewater Retirement Community. "Food from the Gods: Chocolate and Other Delicacies from the New World." Boca Raton, Jan.2010.

5 FAU, The Women's Studies Center. "Maria de Zayas's *Disenchantments* or Female Encoding of Sexual Behaviors in Seventeenth Century Spain." Dec. 3, 2008.

6 FAU Sepharad Symposium. "On the Normalizing Project and the Spanish Identity." Introduction to "Sepharad (Spain): A Plurality of Voices." Boca Raton, FL. April 2, 2004.

7 PhD Colloquium Series, Public Intellectuals Program, FAU. "Reading and Translating the Humanist Proposal in Rafael Argullol's *The End of the World as a Work of Art*." Sept 23, 2002.

8 FAU Department of Languages and Linguistics Faculty Colloquia. "A Taste of the Colonial Riches: Chocolate in the Popular Seventeenth-Century Novels of María de Zayas." March 23, 2001.

COURSES TAUGHT

Undergraduate Courses:

- Special Topics: "Spanish Life Writing," "Don Quixote and Other Heroes," "Pop Don Quixote in Literature, Art, and Film."
- Introduction to World Literature: Love
- Introduction to Spanish Translation
- Translation Workshop.
- Spanish Peninsular Civilization and Culture.
- Introduction to Hispanic Literature.
- Spanish Peninsular Literature: "from Medieval until 1700," "from the 18th to the 20th. Century."
- Research & Bibliography.
- Spanish Language: Beginning, Intermediate, Advanced Grammar, Conversation, Composition.

Graduate Courses:

- Introduction to Literary Theory and the Hispanic Tradition.
- Translation Theory and Practice, Literary Translations: Traducciones literarias.
- Spanish Golden Age Literature Seminars
  - "Cultural Objects in the Spanish Golden Age"
  - "Female Authorship in the Social Context of the Golden Age"
  - "Perspectives on *Don Quixote*"
  - "Sex and Love in Golden Age Spain"
  - "The Comedia: Political and Social Representation in the Golden Age"
  - "Of Pícaros, Shepherdesses, and Damsels"
- Medieval Spanish Literature Seminar
  - A Crossroads of Cultures and Traditions
  - The Courtly Love Tradition

DISSERTATION ADVISING

Director, Marianna De Tollis, abd, "Finding a Room of One's Own: Verónica Franco and Sor Juana Inés de la Cruz" (in-progress).

Reader, Angela Frances Martin, abd, "Re-membering the Past: Investigating the Textual Memoirs of an Anarchist" (in-progress).

Director, Elizabeth Marie Petersen. "Building a Character: A Somaesthetics Approach to Comedias and Women of the Stage." (Completed. May 2013 graduation). Resulted in book publication.

MASTER THESIS ADVISING

Director, Pablo Rivabella. "Porteño Sketches: Translation of a Selection of Roberto Arlt's *Aguafuertes porteñas.*" (in-progress)

Reader, Mitchel Baccinelli (Completed. Summer 2016 graduation).

Reader, Itxaso del Olmo. "El simbolismo en la obra *Sinfonía en rojo* de Elizabeth Mulder." (Completed. May 2013 graduation).

Reader, Edna Lubonja. "They Were Seeking Happiness: Translation of *Ata Keronin Lumturine* of Viktor Canosinaj." (Completed. Summer 2010 graduation).

Director, Javier Fernández del Páramo. "La fuerza de la tradición: representaciones del estudiante en la literatura picaresca." (Completed. December 2008 graduation).

Director, Inbal Mazar. "Eco de la Celestina en un romance sefardí." (Completed. December 2008 graduation).

Director, Luisanna Sardu Castangia. "Protofeminism, Gender, and Genre: Moderata Fonte and María de Zayas Sotomayor's Silent Alliance." (Completed. August 2008 graduation).

Director, Michelle Macbeth. "The Subaltern Female Struggle for Power in Courtly Love France and Golden Age Spain." (Completed. August 2008 graduation).

Reader, Clarisse Bandeira de Mello. "Atravesando fronte(i)ras: la traducción del portugués al español de la novela brasileña *Adeus, rio doce* de Geny Vilas Novas." (Completed. December 2008 graduation).

Reader, Alfredo Palacio. "El espacio y la extremidad fantasma en Aura de Carlos Fuentes y Walking Around de Neruda." (Completed. August 2008 graduation).

Director, Elizabeth Petersen. "La representación de la bruja en las obras de María de Zayas." (Completed May 2008 graduation).

Reader, Enrique Téllez-Espiga. "Miradas transatlánticas del rebelde: una reinterpretación de Lope de Aguirre a través de las crónicas y de la novela del exilio de Ramón J. Sénder." (Completed. May 2008 graduation).

Reader, Mario Mantilla. "El discurso andino en *Los ríos profundos.*" (Completed. Spring 2007 graduation).

Director, MA Thesis, Jason W. Hawkins. "Mesianismo y contra mesianismo en el Siglo de Oro: Experiencia imperial y espiritualidad mesiánica." August 2006.

Director, MA Thesis, Patricia Gregor. "Como me lo contaron te lo cuento: Traducción de la narración de Manuel Ramos Otero *Vivir del cuento.*" (Completed. May 2006 graduation).

Reader, MA Thesis, Katya Byhayeva. "Communicator without Voice: The Study of Peculiarities of Judicial Interpreters' Performance and its Associated Communicative Challenges." (Completed. August 2006 graduation)

Reader, MA Thesis, Marcela A. Baez, "Gender and Racial Identity in two Novels by Alicia Yáñez Cossio." (Completed. May 2005 graduation).

Reader, MA Thesis, Silvia Lanza, "La Argentina y el desengaño desde sus comienzos: Estudio del poema épico testimonial *Argentina y la conquista del Río de la Plata con otros acaecimientos de los Reynos del Peru, Tucuman, y estados del Brasil* de Martin del Barco Centenera." (Completed. May 2002 graduation).

HONORS THESIS ADVISING

Director, Claudia Schmucker (in-progress)

EDITORIAL WORK

Fall 2016	Editor, Review of translations of 3 books by Rebecca Hinson (published).
Fall 2016	Reviewer, *Hispanic Studies Review* (1 article).
Fall 2015	Reviewer, *Revista canadiense de estudios hispánicos* (1 article).
Summer 15	Reader, Bucknell UP (1 book manuscript).
Fall 2014	Reviewer, FAUJ (FAU Undergraduate Research Journal) (1 article)
Fall 2014	Reviewer, *Revista de Estudios Hispánicos* (1 article)
2012-on	Editor, FACS (Florida Atlantic Comparative Studies)
2013-on	Member, Editorial Board, *International Journal of Applied Linguistics & Literature*, Australia.
2012-on	Member, Editorial Board, *Journal of Literacy and Technology*, Florida Atlantic U.
2010-on	Member, Editorial Board, *Estudios Humanísticos. Filología.* Revista de la Facultad de Filosofía y Letras. Universidad de León, Spain.
2002-2006	Member, Editorial Board, *FACS*, Journal of the FAU Comparative Studies.
2012	Evaluator, National Translation Award, ALTA.
2011-on	Reviewer, *Lectura y Signo. Revista de Literatura*. Universidad de León, Spain.
2011-on	Reviewer, *Estudios Humanísticos. Filología,* Universidad de León, Spain.
2008-on	Reviewer, *Journal of Literacy and Technology*, Florida Atlantic U.
2007	Reviewer, Prentice Hall (Vicente Cantarino's *Civilización y cultura de España*, Sixth edition).

UNIVERSITY SERVICE

University

(Spring 16-present)	Member, LLCL Representative, STECC Committee.
(Spring 12-Spring 16)	Senator, FAU Faculty Senate, 2 consecutive terms.
(Fall 14-Fall 15)	Member, Steering Committee.
(Sum 14, Fall 15)	Member, Office of International Programs Scholarships Committee.

College of Arts and Letters

(Spring 12-Spring 16)	Dept. Delegate, Faculty Assembly, College. Previously served Spring 02-04.
(Fall 13-Spring14)	Chair, Art History Search Committee.
(2005-2007)	Member, Organizing Committee, The Gymelstob Symposium in Judaic Studies.
(Spring 2004-2010)	Member, Planning Committee, Holocaust and Judaic Studies program.

Department of Languages, Linguistics, and Comparative Literature

(Spring 16)	Member, Spanish On-Line Instructor Search Committee, Dept. LLCL.
(Spring 15-present)	Member, Undergraduate Committee, Dept. LLCL. Previously served Fall 04-11.
(Spring 12-Spring 16)	Member, Scholarship Committee, Dept. LLCL. Previously served as Chair, Fall 04-Spring 11.
(Fall 13)	Head, Spanish Studies.
(Spring 2013)	Chair, MA and MAT Exams in Spanish, Dept. LLCL. Responsibility for requesting questions, creating, and coordinating the exams.
(Spring 13)	Member, Committee for Instructor Promotion, Dept. LLCL.
(Spring 12)	Member, Spanish Search Committee, Dept. LLCL.
(Fall 10-present)	Mentor, assigned to Dr. Frédéric Conrod, Dept. LLCL.
(Fall 11)	Member, Spanish Position Search Committee Dept. LLCL.

(Fall 07-Fall 09)	Head, MA in Comparative Literature, Dept. LLCL.
(Fall 04-Fall 11)	Dept. Liaison to the Library, Dept. LLCL.
(Fall 03)	Member, Organizing Committee, AILFH Conference, Dept. LLCL.
(Spring 03)	Member, Search Committee, Caribbean Literature Assistant Prof, Dept. LLCL.
(Spring 03-Fall 2007)	Advisor, Sigma Delta Pi Spanish Honor Society, Dept. LLCL.
(Spring 03-Spring 11)	Advisor, Undergraduate Spanish Minors, Dept. LLCL.
(Fall 01-Spring 04)	Coordinator, Faculty & Grad Student Colloquia, Dept. LLCL.

SERVICE TO THE PROFESSION

Tenure Portfolio Evaluator (3 evaluations completed to date).

Position at Professional Organizations

(2007-2009) Second Vice President, GEMELA (previously AEEA).
(2003-2005) First Vice-President, AEEA (Early Modern Spanish Women Writers Association).

Conference Organizing

(2017) XI Florida Cervantes Symposium, FAU, February 10-11, 2017.
(2012) Co-Organizer, The Zayas Symposium, FAU, Delray Beach, February 24-25, 2012.
(2009) Organizer, Third Annual Florida Cervantes Symposium. FAU, April 18, 2009.
(2004) Member, Organizing committee, AEEA Conference, Houston, TX, October, 21-23, 2004.
(2004) Organizer, "Sepharad (Spain): A Plurality of Voices," one-day-symposium. FAU, Boca Raton, FL. April 2, 2004.

Session Chair

(2016) X Florida Cervantes Symposium, U Miami, Miami,FL, March 18-19, 2016.
(2016) GEMELA, Puerto Rico, September 29-October 2, 2016.
(2014) Sexualidades periféricas Conference, FAU, March 2014.
(2012) EMIT Society Conference, FAU, October 25-27, 2012.
(2011) Florida Consortium for Women's Studies, FAU, April 1-2, 2011.
(2010) Seventh Biennial FIU Conference on Spanish and Spanish American Cultural Studies: Hispanic Literature and Film at the Bicentennial of Latin American Independences (1810-2010), April 2-3, 2010.
(2008) "1989 Revisited: Lessons from Two Decades of Democratic Transition in Eastern and Central Europe," Peace Studies Interdisciplinary Conference, FAU, October 28-30th, 2009.
GEMELA, Cal State Long Beach, October 2-4, 2008.
(2008) FIU Fourth Biennial Florida International University Conference on Spanish and Latin American Literatures and Film. Miami, FL. March 6-8, 2008.
(2005) RBHP (Society for Renaissance and Baroque Hispanic Poetry), Coconut Grove, FL, Nov.10-12, 2005.
(2004) AEEA Conference, Houston, TX, October 21-23, 2004.
(2004) Fourth Biennial FIU Conf. on Spanish and Latin American Literatures and Film. Miami, Feb.26 28, 2004.
(2003) AILFH Conference, Boca Raton, FL, 23-25 October 2003.
(2003) 17th Annual Convention MELUS. Boca Raton, FL. 10-13 April 2003.
(2002) The 4th Annual Interdisciplinary Symposium. Global Diasporas & the United States and Italian Cultural Studies Association. Boca Raton, FL 7-9 November 2002.

SERVICE TO THE COMMUNITY

(October 12)	Judge & facilitator, FAU, "Florida History Bee," K-12 History Competition, Organized by the Spain-Florida Foundation 500 Years, October 12, 2012.
(June 12-May13)	Collaborator with the "Spain-Florida Foundation 500 Years," non-profit cultural organization.

HONORS AND FELLOWSHIPS

- (2015) Asked to participate with a brief entry in book in homage to Spanish philosopher Rafael Argullol. *Archipiélago: Retrato polifónico de Rafael Argullol.* Ed. Oriol Alonso Cano. Barcelona: Subsuelo, 2015.
- (2011) Awarded a full year sabbatical for the Academic Year 2011 for the book project "Spanish Women in Colonial Florida"
- (2005) Nomination for the MLA 2005 Aldo and Jeanne Scaglione Prize for Translation of a Literary Work (for *The End of the World as a Work of Art*).
- (2006) Dorothy F. Schmidt College of Arts and Letters, FAU, Summer Research Stipend.
- (2005) Dorothy F. Schmidt College of Arts and Letters, FAU, Summer Research Stipend.
- (2004) Sigma Delta Pi "Certificado de Honor y Mérito, 2003-2004" for FAU Chapter Rho Omicron while being the Faculty Advisor.
- (2004) Dorothy F. Schmidt College of Arts and Letters, FAU, Summer Research Stipend. Sigma Delta Pi "Certificado de Honor y Mérito, 2002-2003" for FAU Chapter Rho Omicron while being the Faculty Advisor.
- (2002) Dorothy F Schmidt College of Arts and Letters, FAU, Summer Research Stipend.
- (1994-1996) Purdue Research Foundation Grant, Purdue University.
- (1988) Investment into Sigma Delta Pi, National Spanish Honor Society, Hood College, MD.

LANGUAGE PROFICIENCY

Native fluency: Spanish
Near-native fluency: English and Catalan
Speaking, reading knowledge: French
Reading knowledge: Italian, Portuguese

PROFESSIONAL MEMBERSHIPS

ALDEEU	Association of Spanish Professionals in the US
ALTA	American Literary Translators Association
CSA	Cervantes Society of America
GEMELA	Grupo de Estudios de Mujeres de España y las Américas (1300-1800), (previously known as AEEA)
RSA	Renaissance Society of America
SAHS	Saint Augustine Historical Society
SRBHP	Society for Renaissance and Baroque Hispanic Poetry

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NURIA GODÓN-MARTÍNEZ

Department of Languages, Linguistics, and Comparative Literature
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University
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EDUCATION

2006	PhD in Spanish, University of Colorado at Boulder
2006	Graduate Teacher Program Certification, University of Colorado at Boulder
2001	MA in Spanish, University of Colorado at Boulder
1999	Pedagogical Teacher Certification, University of Santiago de Compostela
1998	BA in Hispanic Philology, University of Santiago de Compostela
1996-98	Participant, Literature Summer Colloquia, Camilo José Cela Foundation

EMPLOYMENT HISTORY

Florida Atlantic University

2012-present	Assistant Professor of Spanish, Department of Languages, Linguistics, and Comparative Literature
2011-12	Visiting Assistant Professor of Spanish, Department of Languages, Linguistics, and Comparative Literature
2010-11	Instructor of Spanish, Department of Languages, Linguistics, and Comparative Literature
2009-10	Visiting Instructor of French and Spanish, Department of Languages, Linguistics, and Comparative Literature

Creighton University

2007-09	Assistant Professor of Spanish, Department of Modern Languages and Literatures
2008-09	Faculty Leader, Study Abroad Summer Program in Spain, Department of Modern Languages and Literatures
Fall 2007	Resident Assistant Professor of Spanish, Department of Modern Languages and Literatures

University of Colorado at Boulder

2001-06	Graduate Part-Time Instructor of Spanish, Department of Spanish and Portuguese
2002-06	Instructor of Spanish, Department of Continuing Education
1999-2001	Teaching Assistant of Spanish, Department of Spanish and Portuguese

SCHOLARSHIP/RESEARCH

PEER-REFEREED PUBLICATIONS IN PRINT

Edited Books

1. *Sexualidades Periféricas. Consolidaciones literarias y fílmicas en la España de fin de siglo XIX y fin de milenio*. Co-Edited with Michael Horswell. Madrid: Fundamentos, 2016. 300 pages.
   24-page critical introduction: "Sexualidades periféricas". 7-31.

Edited Journal Volumes

1. *Transnational Discourses of Peripheral Sexualities in the Hispanic World.* Co-edited with Michael Horswell. Special issue for *Journal of Language and Sexuality.* Amsterdam: John Benjamins 5.2. 2016. 195 pages.
   10-page critical introduction. 145-54.

Articles

1. "Rescribiendo el masoquismo en el siglo XXI: *La Venus de las pieles* (2014) de David Serrano". Special Issue: *Toward a Redefinition of Feminism and Gender Studies in the Twenty-First Century. Letras Femeninas* 41.1 (2015):163-81.
2. "La singular prostitución de la Regenta." *Hispania* 98.2 (2015): 252-63.
3. "Realidades de vanguardia. Nuevas percepciones *en El profesor inútil*." *Romance Notes* 54.3 (2014): 381-90.
4. "Cruce transatlántico: reelaboración de íconos femeninos decimonónicos y proceso de formación de la identidad nacional mexicana en *Clemencia y El Zarco* de Altamirano." *Letras Femeninas* 37.2 (2011): 95-116.
5. "Ramón Gómez de la Serna: 'El hijo surrealista' o la disolución de una *sólida* realidad." *Hispanófila* 150.3 (2007): 27-39.
6. "La novela policíaca y Francisco García Pavón: la creación de un investigador manchego." *Céfiro* 5.1-2 (2005): 14-28.
7. "Distintas ejemplaridades para distintos lectores en las *Novelas ejemplares*." *Armas y letras* 51 (2005): 37-42.
8. "La búsqueda de un femenino post-romántico: imágenes y figuras en los mundos paralelos de Bécquer y Sacher-Masoch." *Tropos* 29 (2003): 59-70.

Book chapters

1. "Masoquismo transgresor: Género, sexualidad y clase social en *Marta y María* de Armando Palacio Valdés." *Sexualidades Periféricas. Consolidaciones literarias y fílmicas en la España de fin de siglo XIX y fin de milenio.* Madrid: Fundamentos, 2016. 63-91.
2. "Las poseídas: Cuadros histéricos de la mística en el imaginario decimonónico." *Baroque Projections.* Ed. Frédéric Conrod y Michael Horswell. Newark, Delaware: Juan de la Cuesta, 2016. 109-32.
3. "Fourier, Masoch y Clarín ante la institución del matrimonio y los pactos del dolor." *La tragedia del vivir: dolor y mal en la literatura hispánica.* Ed. Ricardo de la Fuente, Jesús Pérez Magallón y Francisco Estévez. Valladolid: Verdelís, 2014. 133-42.
4. "De ángel del hogar al ángel de la muerte: deconstrucción de estereotipos femeninos y violencia de género en cuatro cuentos de Pardo Bazán." *Necrofilia y necrofobia: representaciones de la muerte en la cultura hispánica.* Ed. Ricardo de la Fuente Ballesteros y Jesús Pérez Magallón. Valladolid: Universitas Castellae, 2010. 105-16.
5. "Viaje hacia los adentros: el tren como complejo metafórico en la narrativa galdosiana." *Actas del V Congreso de historia ferroviaria.* Ed. Domingo Cuéllar Villar y Miguel Muñoz Rubio. CD-ROM. Madrid: Fundación de Ferrocarriles Españoles, 2009. 1-13. Web.

6. "Aparento, luego existo: reconstrucción de la identidad anulada en *La gitanilla*." *Novelas ejemplares: las grietas de la ejemplaridad*. Ed. Julio Baena. Newark: Juan de la Cuesta, 2008. 91-110.
7. "El estatismo vuelto movimiento en 'Hora muerta' de Francisco Ayala." *En torno a Francisco Ayala*. Ed. Ricardo Landeira. Málaga: EDA, 2007. 25-35.

Interviews

1. "Desde las antípodas. Conversación con José Colmeiro." *Transitions: Journal of Franco-Iberian Studies* 9 (2013): 9-27.

Book reviews

1. Landeira, Ricardo y Janet Pérez. *Francisco Ayala in Memoriam. La nueva literatura hispánica* 17 (2014): 225-27.
2. *Género y ciencia en América Latina: mujeres en la academia y en la clínica (siglos XIX-XX)*. Ed. Lizette Jacinto y Eugenia Scarzanella. *Letras Femeninas* 39.1 (2013): 206-09.
3. *Spanish Film, Theater and Literature in the Twentieth Century*. Ed. David George and John London. *Hispania* 92.1 (2009): 59-60.
4. *Lugares de memoria de la Guerra Civil y el franquismo*. Ed. Ulrich Winter. *Representaciones literarias y visuales. Dissidences. Hispanic Journal of Theory and Criticism* 4-5 (2008):1-7.

WORKS IN PRESS

1. *La pasión esclava: Alianzas masoquistas en La Regenta*. West Lafayette, IN: Purdue University Press, 2017. 259 pages.

WORKS CURRENTLY UNDER REVIEW

1. "Sacrificial Performances: Confronting Prostitution in *Dulce Dueño*." *Writing Wrongdoing: Spain 1800-1936*. Ed. Alison Sinclair and Samuel Llano. 27 pages

REFEREED PRESENTATIONS AND PROCEEDINGS

International

1. "*Oviedo Express* (2007): proyecciones especulares sobre la nueva mujer vetustense." VII Congreso Internacional de la Asociación Hispánica de Humanidades. Santiago de Compostela. June 26-28, 2014.
2. "Masoquismo y redistribución de poderes en *La Regenta*." *Symposium. Discourses of Peripheral Sexualities in Hispanic Studies*. Boca Raton, April 18-19, 2014.
3. "La carta de tres pliegos como contrato masoquista en *La Regenta*." *Congreso internacional: La tragedia de vivir: dolor y mal en la literatura hispánica*. Valladolid, Spain. June 26-28, 2013.
4. "La rebelión de la carne, Ana Ozores frente al espejo." *1st International Hispanic Conference of the Day of the Dead: Monsters, Ghosts, Devils, and Orishas in Latin American and Peninsular Literature, Film, and Music*. Miami, Florida. October 31-November 1, 2011.

5. "Manipulación artística y lingüística en la España de *La colmena* de Camilo José Cela." *IV Congreso Internacional "Escritura, Individuo y Sociedad en España, las Américas y Puerto Rico."* Universidad de Puerto Rico, Arecibo, Puerto Rico. November 18-20, 2010.
6. "De ángel del hogar al ángel de la muerte: deconstrucción de estereotipos femeninos en cuatro cuentos de Pardo Bazán." *Congreso Internacional: Necrofilia y necrofobia: representaciones de la muerte en la literatura hispánica*. Valladolid, Spain. June 23-25, 2009. (Resulted in publication)
7. "*Clemencia* y la transfiguración de los arquetipos femeninos europeos del siglo XIX." *VII Congreso Internacional de Literatura Hispánica*. Cusco, Perú. March 3-6, 2008. "Cultura popular y (pseudo)cultura: discursos de la ideología franquista en *Tiempo de Silencio*." *61st Rocky Mountain Modern Language Association Convention*. Calgary, Canada. October 4-6, 2007. (Resulted in publication)
8. "French and Spanish Literary Reflections: Leopoldo Alas in *Nouvelle Revue Internationale*." *The American Comparative Literature Association*. Benemérita Universidad Autónoma de Puebla. Puebla, Mexico. April 19-22, 2007.

National

1. "Obdulia Fandiño's Body as Imperial Subtext." *American Comparative Literature Association*. Harvard University. Cambridge, Massachusetts. March, 17-20, 2016.
2. "La representación teatral del masoquismo en el siglo XXI: David Serrano y *La Venus de las pieles* (2014)." *KFLC: The Languages, Literatures, and Cultures Conference*. Lexington, Kentucky. April 23-25, 2015. (Resulted in publication)
3. "La singular prostitución de la Regenta." *66th Rocky Mountain Modern Language Association Convention*. Boulder, Colorado. October 11-13, 2012. (Resulted in publication)
4. "Cuadros histérico-masoquistas del ascetismo místico en el imaginario decimonónico." *Early Modern Image and Text Society (EMIT)*. Boca Raton, FL. October 25-27, 2012. (Resulted in publication)
5. "La figura marginal del gitano en *Morena Clara* (1936) de Florián Rey." *VII Biennial FIU Conference on Spanish and Spanish-American Cultural Studies*. Miami, Florida. April 2-3, 2010.
6. "Mujer de vanguardia: cruce de las fronteras del género en *Estación ida y vuelta* de Rosa Chacel." *63rd Rocky Mountain Modern Language Association Convention*. Snowbird, Utah. October 8-10, 2009.
7. "La poética vanguardista en *El profesor inútil* de Benjamín Jarnés." *62nd Rocky Mountain Modern Language Association Convention*. Reno, Nevada. October 9-11, 2008. (Resulted in publication)
8. "Beyond Positivism: Nineteenth-century Writers from Europe to Spain." *33rd European Studies Conference*. Omaha, Nebraska. October 2-4, 2008. (Resulted in publication)
9. "El estatismo vuelto movimiento en 'Hora muerta' de Francisco Ayala." *Simposio Centenario Francisco Ayala*. Boulder, Colorado. October 6-7, 2006. (Resulted in publication)
10. "Leoni, esencia y muerte de un pueblo en *Las huellas borradas* (1999) de Enrique Gabriel." *Romance Languages Film Symposium*. Winston Salem, North Carolina. September 22-23, 2004.

11. "Lector Amantísimo: Peralta." *57th Rocky Mountain Modern Language Association Convention*. Missoula, Montana. October 15-17, 2003. (Resulted in publication)
12. "La búsqueda de un femenino post-romántico: imágenes y figuras en los mundos paralelos de Bécquer y Sacher-Masoch." *Tropos Annual Conference in Romance Languages*. East Lansing, Michigan. November 16-17, 2002. (Resulted in publication)

INVITED PRESENTATIONS

1. "Escuela de seducción en el confesionario." Colorado College. Colorado Springs, Colorado. March 8, 2012.
2. "La óptica literaria del masoquismo, más allá de una patología sexual." Universidad Nacional Mayor de San Marcos. Lima, Peru. August 31, 2011. (Resulted in publication)
3. "Moldeando estereotipos. La imagen de la mujer en la literatura hispánica del siglo XIX." Workshop Presentation. Universidad Nacional Mayor de San Marcos. Lima, Peru. August 31, 2011. (Resulted in publication)
4. "Between Realism and Naturalism." Round Table Discussion. *22nd Confluencia: The Conference*. University of Northern Colorado. Greeley, Colorado. June 29, 2007.
5. "El amor maligno en 'Los pendientes' de Emilia Pardo Bazán." *22nd Confluencia: The Conference*. University of Northern Colorado, Greeley, Colorado. June 29, 2007. (Resulted in publication)

NON REFEREED PRESENTATIONS

1. "Federico García Lorca, compromiso y teatro." Sigma Delta Pi Ro Omicron. Florida Atlantic University. November 4, 2016.
2. "Masoquismo transgresor en la narrativa española de fin de siglo." Spanish Research Talk Series at FAU. Sigma Delta Pi Ro Omicron. Florida Atlantic University. November 20, 2015.
3. "Miguel de Unamuno: Reencuentro con *Don Quijote*. Workshop Series at FAU. Sigma Delta Pi Ro Omicron. Florida Atlantic University. November 21, 2014.
4. "The Duality behind the Gypsy under Franco's Regime." LLCL Internal Colloquia. Florida Atlantic University, February 4, 2010.

CREATIVE ACTIVITIES AND ACHIEVEMENTS

Performances

1. Assistant Director and Actress in the Play *Nuestra Señora de las Nubes* by Arístides Vargas. University of Colorado at Boulder. April 20, 2004.

COURSES TAUGHT AT FAU

1. SPW 6938 & 6939 Short Narrative 18th /19th Centuries: "Entre cuentos y otras historias"
2. SPW 6938 & SPW 6939 "Peninsular Avant-Garde"
3. SPW 6938 & SPW 6939 "The Figure of the Priest in 19th /20th Centuries"
4. SPW 6729 Generation of 1898: "Ciento y unos años de noventayochismo"
5. SPW 6938 "La sombra del franquismo"
6. SPW 4930 "'Ángeles y demonios en literatura y cine pensinsular"
7. SPW 4930 "El género policíaco en el mundo hispano"

8. SPW 3012 Introduction to Peninsular Spanish Literature
9. SPW 3101 Spanish Peninsular Civilization and Literature 1700-Present
10. SPW 3030 Introduction to Hispanic Literature
11. SPN 3500 Civilization and Cultures of Spain
12. SPN 3400 Advanced Spanish Grammar
13. SPN 3410 Advanced Spanish Conversation
14. SPN 3343 Spanish for Heritage Speakers III
15. SPN 2340 Spanish for Heritage Speakers II
16. SPN 1340 Spanish for Heritage Speakers I
17. SPN 2240 Intermediate Spanish Conversation
18. SPN 2210 Intermediate Language and Culture
19. SPN 1121 Elementary Spanish Language and Culture
20. FRE 1120 Beginning French

Supervision of Graduate Students

1. Member, Doctoral Dissertation Committee. Angela Frances Martin. Ongoing. "Writing to Exist: Transformation and Translation into Exile."
2. Member, MA Thesis Committee. Carolyn Konrad. Summer 2016. "Les femmes de Zola."
3. Chair, MA Thesis Committee. Mirem del Olmo. Summer 2013. "*Sinfonía en rojo*: el prisma de Elisabeth Mulder."

SERVICE AND PROFESSIONAL DEVELOPMENT

SERVICE TO THE INSTITUTION

Departmental service

1. Faculty Advisor. Student Spanish Club "Uniendo culturas." Fall 2012-to present
2. Faculty Advisor for Students in Spanish Heritage Learners Program. Fall 2014 to present
3. Supervisor. Graduate Teaching Assistants
   - Carmen Duarte. Spring 2016
   - Caryn Cortez. Fall 2016
   - Mônica Gimenes Hernández. Spring 2015
   - Cristina Martínez Istillarte. Spring 2015
   - Patricia Mitchell. SPN 1121. Fall 2014
   - Yasmina D'Aidi SPN 1121. Fall 2014
   - Lina Henao SPN1120. Spring 2014
   - Francisca Miranda Feijoó SPN1121. Fall 2013
   - Mônica Cintrao. SPN1120. Fall 2013
   - Janire Bragado. SPN1120. Spring 2013
   - Guglia Rivera. SPN1120. Fall 2012
   - Iván Hernández-Torres. SPN1121. Fall 1012
4. Membership on Committees
   - Member. Graduate Programs Committee. Fall 2014-to present
   - Chair . Writing Excellence Curriculum committee in *Lingua*. Spring 2016.
     Creating Measures to Evaluate LLCL Desired Writing Abilities.
     Best Undergraduate Writing in *Lingua* Awards (ITA, FRE, SPN)
   - Member. Study Abroad Committee. 2014-2015

- Member. Undergraduate Programs Committee. Fall 2013-Spring 2014
- Member. Speakers' Committee. Fall 2012-Spring 2014
  Dr. José Colmeiro. Professor of Spanish and *Prince of Asturias* Chair in Spanish. University of Auckland, New Zealand. (April 19, 2014)
  Dr. Miguel Vázquez, Associate Professor of Spanish. Florida Atlantic University (FAU-Jupiter Campus). March 20, 2013
  Dr. Lou Charnon-Deutsch. Professor of Spanish. SUNY Stony Brook. March 18, 2013
  Dr. Jaume Gelabert. Director of Center for Catalan, Spanish, and Mediterranean Studies. Arcadia University. September 21, 2012
- Member. MAT/MA Spanish Comprehensive Examination Committee. 2011-to present
- Member. LLCL Instructor Promotion Review Committee. Spring 2013
- Member. Spanish peninsular section for MA/MAT/MA COMP LIT SPN CONC/MA COMP LIT SPN TRANS Reading Lists Revisions-. Fall 2012

5. Coordinator. Comprehensive Examination for MAT/MA in Spanish. Fall 2012

College service

6. Represented FAU at a Study Abroad Workshop in Spain. Sponsored by the Spanish Government. Meeting with 19 Spanish Universities. Work reported to Cathy Meschievitz, Director of International Programs. December 9-16, 2012

University Service

7. LLCL Faculty Liaison for Enhance Writing Curriculum (WEC) Initiative. Fall 2014-Summer 2016.
8. Represented LLCL Department & Spanish Club at *¡La Universidad sí se puede!* Boca Campus. 8am-1pm. January 24, 2015

SERVICE TO THE DISCIPLINE/PROFESSION

1. Co-editor and officer of the Scholarly Peer-reviewed Journal, *Transitions: Journal of Franco-Iberian Studies*. Vols. I, II, III, IV, V, VI, VII, VIII, IX, X. 2005-to present
2. Reader. Article evaluations for *Hispanic Review* and *Hispanófila*.
3. Co-organizer the Symposium. "Discourses of Peripheral Sexualities in Hispanic Studies." Florida Atlantic University. April 18-19, 2014
4. Panel Chair at professional meetings.
   - "La tragedia del vivir: dolor y muerte." Congreso Internacional *Universitas Castellae*. Valladolid, Spain. June 26-18, 2013
   - "Baroque (Post-)Modernity's." *Early Modern Image and Text Society (EMIT)*. Boca Raton, FL. October 25-27, 2012
   - "De la locura y la prostitución en los estudios hispánicos y lusófonos I. Siglo XX-XXI." *66th Rocky Mountain Modern Language Association Convention*. Boulder, Colorado. October 11-13, 2012

SERVICE TO THE COMMUNITY/PUBLIC

1. Guest Speaker. Introduction and Q&A Section in Film Festivals.
   - *También la lluvia* (2010) by Icíar Bollaín. Hispanic Heritage Month, International Film Festival. Palm Beach State College. October 9, 2013
   - *Close up* (2008); *De-Generation* (2009); *Writing and Disaster* (2006). "The Politics of Memory." Alternative Cuban Film Festival. Florida Atlantic University. September 28, 2013
   - *Volver* (2006) by Pedro Almodóvar. Women's History Month Film Festival. Palm Beach State College. March 27, 2013
   - *Mar adentro* (2003) by Alejandro Amenábar. Hispanic Heritage Month, International Film Festival. Palm Beach State College. October 4, 2012
   - *Sin nombre* (2009) by Cary Joji Fukunaga. Hispanic Heritage Month, International Film Festival. Palm Beach State College. October 12, 2011
   - *Todo sobre mi madre (*1999) by Pedro Almodóvar. Hispanic Heritage Month, International Film Festival. Palm Beach State College. September 28, 2011

HONORS AND AWARDS

1. Faculty Senate Recognition and Distinction for the Scholarly Journal. *Transitions: Journal of Franco-Iberian Studies*. Creighton University. Fall 2008.

MARY ANN GOSSER ESQUILÍN
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Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University
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Office phone number: 561-297-0612
Office fax number: 561-297-2657

EDUCATION AND DEGREES:

1990	Ph.D. in Comparative Literature, French and Latin American Literature, Yale University
1988	MPhil in Comparative Literature, French and Latin American Literature, Yale University
1986	D.E.A. in Littérature Comparée, Université de Paris III, Nouvelle Sorbonne, Paris, France
1983	Maîtrise in Littérature Comparée, Université de Provence I, Aix-en-Provence, France
1982	Licence in Lettres Modernes, Université de Provence I, Aix-en-Provence, France
1980-81	Graduate work in Comparative Literature, Indiana University
1980	AB with Honors in French Literature, Bryn Mawr College
1978-79	Sweet Briar Junior Year Abroad, Paris
Summer 1978	Institut d'Études Françaises, Avignon, France

OTHER EDUCATIONAL EXPERIENCES:

Summer 2015	Recertified as an ATA Translator from English to Spanish
Summer 2013	Recertified as an ATA Translator from English to Spanish
Summer 2012	Participant in the CEL eLearning Designer/Facilitator Certification Course
2012	Recertified as an ATA Translator from English to Spanish
2009/2010	Attended Teaching with Technology Showcases
2009	Recertified as ATA Translator from English to Spanish
Summer 1997	Participant, NEH Summer Institute "Performance and Text in Caribbean Literature and Art," University of Puerto Rico
1996-97	Participant, NEH Seminar to develop joint curriculum: Latin American and Women Studies
1994	Participant, Caribbean Writers Summer Institute, University of Miami
1993	Certificate of Accreditation for translation from English to Spanish

PROFESSIONAL APPOINTMENTS:

Aug. 2008-present	Professor, Spanish and Comparative Literature, Department of Languages, Linguistics, & Comparative Literature, FAU
2004-2008	Professor, Spanish and Comparative Literature, Wilkes Honors College, FAU
Summer 2001	Summer Visiting Scholar, Center for Latin American Studies, University of Chicago
1999-2004	Associate Professor, Spanish and Comparative Literature, Wilkes Honors College, FAU
1998-99	Invited Caribbean Literature Lecturer, as a Fulbright Scholar, Department of Modern Languages & Literatures, University of the West Indies, Mona, Jamaica
1996-1999	Associate Professor of Latin American and Comparative Literature, FAU
May 1996	Professeur invité de littérature des Caraïbes, Denis Diderot, Université de Paris VII
1991-96	Assistant Professor, Latin American and Comparative Literature, FAU
1990-91	Lecturer, Department of Spanish and Portuguese, Rutgers University
1989-90	Part-Time Acting Instructor, The Literature Major, Yale University
1986-89	Part-Time Acting Instructor, Department of Spanish and Portuguese, Yale University
1984-85	Teaching Fellow, Department of Spanish and Portuguese, Yale University

ADMINISTRATIVE APPOINTMENTS:

Jan. 2013-present University Honors Coordinator, under office of Dean of Undergraduate Studies, FAU

Aug. 2012-May 2013 Interim Director of Caribbean and Latin American Studies Certificate Program, FAU
Aug.2008-May 2012 Head, Spanish Program, Dept. of Languages, Linguistics & Comparative Lit., FAU
July-Aug. 2007 Special Assistant to the Provost, FAU
Mar.-June 2007 Interim Dean of Undergraduate Studies, FAU
May 2003-05 Chair, Arts, Humanities, and Natural Sciences, Wilkes Honors College, FAU
May 2001-03 Co-Chair, Wilkes Honors College, FAU
Jan. 1997-July 98 Head of the Spanish Program, Department of Languages & Linguistics, FAU

PUBLICATIONS:

Chapters in Books:

- "Manicom, Jacqueline." *Dictionary of Caribbean and Afro-Latin American Biography*. Ed. Franklin W. Knight and Henry Louis Gates, Jr. Vol. 4. Oxford UP, 2016. 183-85.
- "Mayra Montero y Mayra Santos-Febres, ¿serán de un mismo pájaro las dos alas?" *Un pueblo disperso: dimensiones sociales y culturales de la diáspora cubana*. Ed. Jorge Duany. Valencia: Aduana Vieja Eidtorial, 2014. 299-316.
- "Latin American Women Moving Forward by Breaking the Silence." *Women Moving Forward: Justice, Toward a System of Right Relationships*. Vol 3. Ed. Judith Barr Bachay and Raúl Fernández-Calienes. Miami: Peace Education Foundation, 2008. 51-62.
- "La galopante globalización de la glosa: el caso de la literatura puertorriqueña." *Actas del I Congreso Internacional de Literatura, Arte y Cultura en la Globalización*. Comp. Gabriela Pais. Buenos Aires: La Bohemia. 2007.
- "Marie (Vieux) Chauvet y Myriam Warner-Vieyra: diarios demenciales o escrituras esculcantes." *Género y cultura en América Latina: arte, historia y estudios de género*. Comp. Luzelena Gutiérrez Velasco. México, D. F.: Colegio de México, 2003. 177-87.
- "Caribbean Creolization: Jacqueline Manicom and Guadeloupean Ecofeminism." [In Japanese].*Caribbean Creolization*. Ed. Yasuo Endo and Hideo Kamikura. Tokyo: U of Tokyo P, 2002. 285-309.
- "Ana Lydia Vega's *Falsas crónicas del Sur*: Reconstruction and Revision of Puerto Rico's Past." *A Twice-Told Tale: Reinventing the Encounter in Iberian/Iberian American Literature and Film*. Ed. Santiago Juan-Navarro and Theodore Robert Young. Newark: U of Delaware P, 2001. 193-209.
- "The Archeology of (Writing) the Body: Severo Sarduy's *El Cristo de la rue Jacob*." *Hacia un nuevo canon literario*. Ed. Jo-Anne Engelbert and Dianne Bono. Hanover, NH: Ediciones del Norte, 1995.121-31.
- "Sarduy, Severo." *Latin American Writers on Gay and Lesbian Themes: A Bio-Critical Sourcebook*. Ed. David W. Foster. Westport, CT: Greenwood, 1994. 414-18.
- "Vega, Ana Lydia." *Latin American Writers on Gay and Lesbian Themes: A Bio-Critical Sourcebook*. Ed. David W. Foster. Westport, CT: Greenwood, 1994. 446-47.
- "El orientalismo en la narrativa de Severo Sarduy." *Actas del III Congreso de Hispanistas de Asia 1993*. Tokyo, Japan: Asociación Asiática de Hispanistas, 1993. 567-73.
- "*Cobra*: Writing is the Art of Ellipsis and Digression." *Critical Essays on the Literatures of Spain and Spanish America*. Ed. Luis T. González-del-Valle and Julio Baena. Boulder: Publications of the Society of Spanish and Spanish-American Studies, 1991. 111-20.

Journal Articles:

- "Ecofeminist Discourse and Fluid Lyrical Sexualities: Julia de Burgos's *Río Grande de Loíza*." *Journal of Language and Sexuality* 5:2 (2016): 155-81.S
- "Ex-centric Culinary Journeys: Consumption and Simulacra in Puerto Rican Literature." *CUALLI Latin American and Iberian Food Studies Review* (2013): 58-81. http://www.kennesaw.edu/chs/journals.html.
- "Caribbean Biota: Taming the Beasts and Tending the Gardens." *Journal of Caribbean Literatures* 7.1 (2013): 105-22.

- "Looking for Zombis in All the Wrong Places: Mayra Montero's *La trenza de la hermosa luna*." *Hispanet* 5 (2012): n.p. www.hispanetjournal.com/Volume5.htm.
- "Mayra Montero y *Del rojo de su sombra*: un *performance* 'diaspórico' de vida o muerte." *Encuentros: Actas del X CILH* (2012): 51-57.
- "*Del rojo de su sombra* de Mayra Montero: cruzando fronteras." *Letras Hispanas: Revista de Literatura y Cultura* 7 (2010): n.p. http://letrashispanas.unlv.edu/letras2010/Gosser.htm
- "El consumo del cuerpo travesti en *Sirena Selena vestida de pena* de Mayra Santos-Febres." *PALARA: Publication of the Afro-Latin / American Research Association* 14 (2010): 42-53.
- "Expresiones ecofeministas en *Tú, la oscuridad* de Mayra Montero." *IXQUIC*. Forthcoming.
- "Recónditas raíces raciales y culturales en *La casa de la laguna* de Rosario Ferré." *Alba de América* 27.51 and 52 (2008): 245-57.
- "Scrutinizing Scripts or Demented Diaries?: Marie Chauvet and Myriam Warner-Vieyra." *Mango Season*. Forthcoming.
- "Caribbean Poetics of the Erotic in Mayra Montero's *In the Palm of Darkness*." *New Mango Season* 1.2 (2008): 149-58.
- "Puerto Ricans Searching for Their Roots: Afro-Caribbean Routes in Olga Nolla." *CLA Journal* 1.4 (2007): 418-35.
- "La *ménagerie* caribeña: algunas bestias y varios animales." *Monographic Review / Revista Monográfica* 20 (2005): 45-58.
- "Rosario Ferré y Olga Nolla: ¿manuscritos reconceptualizando la nación?" *Confluencia* 19.2 (2004): 58-68.
- "*Nanas negras*: The Silenced Women in Rosario Ferré and Olga Nolla." *Centro Journal of the Center for Puerto Rican Studies* 14.2 (2002): 49-63.
- "La transculturación social y racial: ¿treta posmoderna de Ana Lydia Vega?" *Chasqui* 29.2 (2000): 108-21.
- "Marie Chauvet and Edwidge Danticat: Dramatic Narratives or Haitian *Danses macabres*." *Sargasso: Special Issue on Performance and Text in Caribbean Literature and Art (1999)* (2000): 76-93.
- "Rosario Ferré: Voice of the Writer, Voice of the Translator." *Journal of West Indian Literature* 8.2 (1999): 91-99.
- "A Puerto Rican Case of Desire and Despair: Rosario Ferré's *The House on the Lagoon*." *JAISA* 3.2 (1998): 23-33.
- "Syncretism: The Poetics of Contemporary Caribbean Narrative." *American Studies* 3 (1998): 123-47.
- "Caribbean Identities Reconstructed and Redefined in Women's Narrative Texts: Marie Chauvet, Myriam Warner-Vieyra, and Ana Lydia Vega." *Latin American Issues: The Caribbean(s) Redefined* 13 (1997): 15-36.
- "Textualidad y sensualidad compartidas en 'El regalo' de Rosario Ferré." *Alba de América* 11.20-21 (1993): 199-210.

Translations:

- From French to English: Elie Wiesel's Foreword to Alan L. Berger's *Children of Job: American Second-Generation Witnesses to the Holocaust*. SUNY Series in Modern Jewish Literature and Culture. Albany: SUNY P, 1997. vii-viii.
- From Spanish to English: Susana Reisz's "A Spanish American Scheherezade? On Isabel Allende and *Eva Luna*." in *Contemporary Women Writing in the Other Americas: Contemporary Women Writing in Latin America*. vol 1. Ed. Georgiana M. M. Colvile. Lewiston, NY: Mellen, 1996. 3-25.
- From French to Spanish: Paul de Man's "Heidegger y la exégesis de Hölderlin." in *Visión y ceguera: Ensayos sobre la retórica de la crítica contemporánea*. Ed. Hugo Rodríguez-Vecchini and Jacques Lezra. Río Piedras: Editorial de la Universidad de Puerto Rico, 1991. 277-302.

Book-length Manuscript:

- "Caribbean Ecofeminism," (Book-length manuscript, revising to resubmit)

Reviews:

- "Review of Michael Niblett. *The Caribbean Novel since 1945: Cultural Practice, Form, and the Nation-State.*" 304 pp. *Postcolonial Text* 8.3 & 4 (2013): n.p. http://postcolonial.org/index.php/pct/article/view/1722/1631.
- *Autobiografía del esclavo poeta y otros escritos* de Juan Francisco Manzano. Edición, introducción y notas de William Luis. Colección el Fuego Nuevo. Textos recobrados, No. 3. Madrid: Iberoamericana, 2007. 351 pp. *Afro-Hispanic Review* 30.1 (2011): 219-23.
- "Edwidge Danticat. *The Dew Breaker*," *Sargasso* (2004-05, II): 93-96.
- Claudette M. Williams. *Charcoal and Cinnamon: The Politics of Color in Spanish Caribbean Literature. Research in African Literatures* 33.1 (2002): 200-01 and <wysiwyg://68http://muse.jhu.edu/journal_in_african_literatures/v033/33.1esquilin.html>.

Interviews:

- "A True, True Teacher and Translator: An Interview with Elizabeth (Betty) Wilson." *Sargasso 2010-2011 Special Issue: Celebrating Caribbean Voices: 25 Interviews*. 91-103.

In-progress

- "Las indómitas a toda brida: esbozo de una aproximación ecofeminista a la obra de Maya Islas y Alina Galliano." Submitted as part of a book: *Imaginarios Poéticos: Alabau, Galliano, Gil, Islas e Iturralde.*
- "Talk about a Little Ecocritical Culture: Guadeloupe as a *Toxic island*?" Submitted to *Sargasso*.
- "Traducciones, trayectorias, tensiones, transiciones: escritoras dominicanas de hoy," Paper to be presented at the XIX Congreso Internacional de Literatura Hispánica, Buenos Aires, Argentina, 8-10 March 2017

CONFERENCE PAPERS:

- "¿Isla tóxica? Apuntes ecocríticos sobre *Barataria* (2012) del puertorriqueño Juan López Bauzá," LASA Congress, New York, New York, 27-30 May 2016
- "Apuntes políticos sobre *Barataria* (2012) del puertorriqueño Juan López Bauzá," XVII Congreso Internacional de Literatura Hispánica, Mérida, México, 9-11 March 2016
- "Talk about a Little Ecocritical Culture: Guadeloupe as a *Toxic island*?," 34th Annual Conference on West Indian Literature, University of Puerto Rico, Río Piedras Campus, 1-3 October 2015
- "*Restavecs* or Haitian Slave Children: Veiled Literary References and Their Presence in Southeast Florida." Southeastern Women's Studies Conference. Boca Raton, FL 26-28 March 2015
- "Sexualidades diaspóricas y fluidas: lectura ecofeminista de dos indómitas." XV Congreso Internacional de Literatura Hispánica, Antigua, Guatemala, 4-6 March 2015
- "Fluid Lyrical Sexualities: Julia de Burgos's Water Poems." Discourses of Peripheral Sexualities in Hispanic Studies. Florida Atlantic University, Boca Raton, 18-19 April 2014
- "¿Son divisas literarias las mulatas puertorriqueñas?" XII Congreso Internacional de Literatura Hspánica. Cartagena de Indias, Colombia, 12-14 March 2014
- "Caribbean Currencies: Ideas and Ideals," 16th Triennial ACLALS Conference, St. Lucia, 5-9 Aug. 2013
- "Project-Based Learning for Introductory Latin American Course: LAS 2000," 2013 Conference for the International Association for Language Learning Technology, Ft. Lauderdale Florida, 11-15 June 2013.
- "Mayra Montero y Mayra Santos-Febres, ¿serán de un mismo pájaro las dos alas?" 9th Conference on Cuban and Cuban-American Studies, FIU, Miami, 23-25 May 2013
- "Julia de Burgos and Ecofeminism, or How the National Becomes Transnational." 31st Annual West Indian Literature Conference. University of Miami, Coral Gables, October 11-13, 2012
- "'Corinne, muchacha amable' de Mayra Montero: ¿simulacro de una muerta-en-vida?" 2012 AATSP Annual Conference. San Juan, 7-10 July 2012

- "Trajectory of Rosario Ferré's Mulattas: Tragic or Triumphant?" LASA 2012, San Francisco, 23-26 May 2012
- "Y los zombis, ¿dónde están?: *La trenza de la hermosa luna* de Mayra Montero." XI Congreso Internacional de Literatura Hispánica. Cusco, Perú, 7-9 March 2012
- "Looking for Zombis in All the Wrong Places: Mayra Montero's *La trenza de la hermosa luna*." 1st International Hispanic Conference of the Day of the Dead: "Monsters, Ghosts, Devils, and Orishas in Latin American and Peninsular Literature, Film, and Music." FMU and FIU, 31 October 2011
- "Ex-centric Journeys: Simulacra and Consumption in Mayra Montero and Mayra Santos-Febres." Florida Consortium for Women's Studies Conference, FAU, Boca Raton, 1-2 April 2011
- "Mayra Montero y *Del rojo de su sombra*: un *performance* 'diaspórico' de vida o muerte." X Congreso Internacional de Literatura Hispánica. San Juan, PR, 2-5 March 2011
- "Mayra Montero y *Del rojo de su sombra*: la diáspora haitiana en República Dominicana." Accepted for presentation at the XXXIV International Symposium of Literature, Buenos Aires, Argentina, 9-14 Aug 2010. (Was unable to attend due to illness in the family.)
- "On Edwidge Danticat: Trauma and Creativity." Invited to Lecture at the Institut fur England und Amerikastudien at the Goethe Universitat, Frankfurt, Germany, 26 May 2010 (Invited)
- "Greening an Island's Consciousness: Puerto Rican Literary and Artistic Considerations." Caribbean Literary Conference. University of Miami, 4-6 March 2010
- ¿Y si el manglar se secara?: consideraciones artísticas y literarias." Rethinking the Mangrove Conference, UPR-Mayagüez, 15-17 Oct. 2009 [Did not attend the conference because of general strike]
- "The Shifting Geography of Bodies: *Sirena Selena vestida de pena* de Mayra Santos-Febres. 6th Annual Meeting of the Caribbean Philosophical Association. Miami, 12-15 August 2009
- El consumo del cuerpo travestí en *Sirena Selena vestida de pena*." 16th Annual Afro-Hispanic Literature and Culture Conference. Ocho Rios, Jamaica, 4-9 Jan. 2009
- "Excéntricos viajes de consumo: los simulacros en *Sirena Selena vestida de pena* de Mayra Santos-Febres." 8th Conference of the Puerto Rican Studies Association. San Juan, PR, 1-4 Oct. 2008.
- "El consumo del cuerpo travesti en el Caribe: *Sirena Selena vestida de pena* de Mayra Santos-Febres." VII Congreso Internacional dc Literatura Hispánica. Cusco, Perú, 3-6 March 2008
- "Haitian Agricultural Problems and Religiosity." LASA, Montréal, Canada, 5-8 Sept. 2007
- "Haiti's Unbroken Spirit: Myriam J. A. Chancy's *Spirit of Haiti*." College Language Association's 67th Annual Convention. Miami, FL, 18-21 April 2007
- "Latin American Women Moving Forward by Breaking the Silence." Opening Plenary. Women Moving Forward, 2nd Interdisciplinary Conference, Miami Gardens, FL, 31 Mar. 2007.
- "La galopante globalización de la glosa: el caso de la literatura puertorriqueña." Primer Congreso Internacional de Literatura, Buenos Aires, Argentina, 9-11 October 2006
- "Water, water everywhere and not a drop to drink: Staying Afloat in Caribbean Waters." 10th International Conference of the ACWWS, Hollywood, FL, 30 May-3 June 2006
- Invited Talk: Modern Languages Department at Baruch College, NYC, NY: "Rosario Ferré and Recurring Themes in *Papeles de Pandora*." 9 May 2006
- "Esmeralda Santiago's Memoirs: The Puerto Rican Migration." 2006 MELUS Conference, Boca Raton, FL, 27-30 April 2006
- "Biota and National Identity in Mayra Montero's Caribbean Archipelago." 2006 LASA Conference, San Juan, PR, 15-18 March 2006
- Invited Talk: Honors Program and Spanish Honor Society at Marist College, Poughkeepsie, NY: "Transportation and Immigration in Latin American and US Latino Literatures." 12 September 2005
- "Trapping Trips and Transculturating Tropes: Connecting Puerto Rico and New York City." 2005 AATSP Conference, 29 July-1 August 2005
- "Tropical Transportation Tropes: Esmeralda Santiago's *The Turkish Lover*." 24th Annual West Indian Literature Conference. University of Puerto Rico, 29 Mar.-1 Apr. 2005

- "Monstruos, animales y bestias: una *ménagerie* caribeña." 6th International Conference on Caribbean Literature. St. Croix, Virgin Islands, 3-5 November 2004
- "Carpentier and Montero: Caribbean Heirs to Haiti's Revolutionay Legacy." Reinterpreting the Haitian Revolution and Its Cultural Aftershocks: 1804-2004. The University of the West Indies, St. Augustine, Trinidad, 15-18 June 2004
- "Border Crossings in the Caribbean: A Liberatory Poetics for Mayra Montero." 9th International Caribbean Women Writers and Scholars Conference. Santo Domingo, República Dominicana, 26-30 April 2004
- "Performing the Erotic on the Border: Mayra Montero's *Del rojo de su sombra*." The Caribbean Unbound: Frankling College Conference on Caribbean Literature and Culture. Lugano, Switzerland, 10-12 April 2003
- "Erotic Currents in Mayra Montero." XXII West Indian Literature Conference, University of Miami, 20-22 March, 2003
- "Poética del erótico caribeño en Mayra Montero." Escritura, individuo y sociedad en España, Las Américas y Puerto Rico. Universidad de Puerto Rico-Arecibo, 21-23 November 2002
- "Mayra Montero's *In the Palm of Darkness*: Women and Death Songs." 8th International Caribbean Women Writers and Scholars Conference. Trois Îlets, Martinique, 2-6 April 2002
- "Puerto Ricans Searching for Their Roots: Afro-Caribbean Routes in Rosario Ferré and Olga Nolla." MLA, New Orleans, 27-30 December, 2001
- "*Nanas negras*: The Silenced Women in Rosario Ferré and Olga Nolla." LASA. D.C. 6-8 September 2001
- "Esmeralda Santiago's *America's Dream* and the Representation of a Puerto Rican Woman Labour Worker." Caribbean Studies Association. St. Martin. 28 May-2 June 2001
- "Color Lines and Gender in Contemporary Puerto Rican Literature." Collegium for African American Research's Conference: "Crossroutes: The Meanings of Race for the 21st Century." Italy, 20-25 March 2001
- "Mapping the Caribbean: A Comparative Ecofeminist Approach." Caribbean Literary Studies Conference 2000. Contextualizing the Caribbean: Redefining Approaches in an Era of Globalization. U of Miami, 28-30 September 2000
- "Derribando muros de silencio y reformando el proyecto de nación: Rosario Ferré y Olga Nolla." 2000 AATSP Annual Meeting, San Juan, PR, 2-6 August 2000
- "Jacqueline Manicom: A Transnational Ecofeminist Voice." 7th International Caribbean Women Writers and Scholars Conference, Mayagüez, PR, 3-7 April 2000
- "Caribbean Literature in the United States: The Idea of Social/Racial Justice." MELUS 2000. Tulane University, New Orleans, 9-12 March 2000
- "La poética de la transculturación en la obra de Ana Lydia Vega." IV Congreso Creación Femenina en el Mundo Hispánico, Bayamón, PR, 16-20 November 1998
- "Créolité and Antonio Benítez Rojo: Global Dimension of Caribbean Syncretism." Caribbean Summit Conference: "From Colonial Plantations to Global Peripheries: A Century of Transformations in the Caribbean and Tropical Asia." University of Puerto Rico, Río Piedras, 9-11 October 1998
- "Cultural Connections in the Diaspora: A Summer Institute on 'Performance and Text in Caribbean Literature and Art.'" Fifty-Eighth Annual Convention & Sixty-First Anniversary of the College Language Association. Tallahassee, FL 15-18 April 1998
- "Exploring Constructions of Haiti in Ana Lydia Vega and Mayra Montero." 6th International Caribbean Women Writers and Scholars Conference, Grenada, 18-22 May 1998
- "Something Old, Something New, Something Borrowed, Something Blue: Espousing the Myth of El Dorado in the New World." MLA. Toronto, 28 December 1997
- "Syncretism: The Poetics of the Caribbean" and "Mapping Caribbean Literature." Invited by the Center for American Studies, University of Tokyo as part of a series on Area Studies. 12-20 Nov. 1997
- "The Resonating Legacy of Haitian Literary Mothers: Marie Chauvet and Edwidge Danticat." American Women Writers of Color Conference, Salisbury State University, Ocean City, MD, 31 October 1997

- "Severo Sarduy and Ana Lydia Vega: Discourses on 'antillanité'"? Annual Meeting of the American Comparative Literature Association, Puerto Vallarta, México, 10-13 April 1997
- "Rosario Ferré: Voice of the Writer, Voice of the Translator." 16th Annual West Indian Literature Conference: Voices and Visions, Caribbean Writers Institute, U of Miami, 2 April 1997
- "A Puerto Rican Case of Desire and Despair: Rosario Ferré's *The House on the Lagoon*." International Conference on Despair and Desire, State University of West Georgia, Renaissance Hotel, 1 November 1996
- "Y a-t-il une poétique partagée par les romanciers des Caraïbes aujourd'hui?" Invited by the Program Suds d'Amériques: Communautés, Marges, Territoires at the Université de Versailles Saint-Quentin-en-Yvelines, France, 31 May 1996
- "Beyond Magical Realism: A Mythical Reconstruction of Caribbean Identity." NEMLA, Montréal, Canada, 19-20 April 1996
- "Marie Chauvet y Myriam Warner-Vieyra: Diarios demenciales o escrituras esculcantes." LASA, Washington, DC, September 28-30, 1995
- "Samples of Spanish-Caribbean Culinary Scripts: Rosario Ferré, Ana Lydia Vega, and Magali García Ramis." Sixth Biennial Northeast Regional Meeting of the American Association of Teachers of Spanish and Portuguese, New Haven, CT, September 30-October 2, 1994
- "Ana Lydia Vega: A Post-Modern Puerto Rican Chronicler Subverting Europe's Literary Legacy?" Fourth Conference of the International Society for the Study of European Ideas, Graz, Austria, August 21-27, 1994
- "Three Contemporary Caribbean Women's Forceful Prose Reshaping Their 'Natural' World: Myriam Warner-Vieyra, Jamaica Kincaid, and Ana Lydia Vega." XIX Caribbean Studies Association Conference, Mérida, Yucatán, México, May 22-29, 1994
- "Una poética sintética: lo erótico y lo histórico en 'Cupido y Clío en el Bazar Otero' de Ana Lydia Vega." XIX Annual Hispanic Literatures Conference, Indiana, PA, October 16, 1993
- "El orientalismo en la narrativa de Severo Sarduy." III Congreso Internacional de la Asociación Asiática de Hispanistas in Tokyo, Japan, January 10, 1993
- "Maurice Roche's *Compact*: The Tattooed Body of the Text." SAMLA Conference in Knoxville, Tennessee, November 13, 1992
- "Ana Lydia Vega and Maryse Condé: The Feminine Caribbean Revised and Revisited." SUNY Binghamton, for the New World Regionalism vs Old World Domination Conference, April 24, 1992
- "Imagen de la mujer en la narrativa de Cristina Peri Rossi." AATSP Conference, New Hampshire, September 26, 1992
- "Textualidad y sensualidad compartidas en 'El regalo' de Rosario Ferré." NEMLA Conference, Buffalo, NY, April 3, 1992
- "Portraits of the Artists: Re-Presentation in Elena Poniatowska's *Querido Diego, te abraza Quiela*." Rutgers Institute for Research on Women's 9th Annual Celebration of Our Work Conference: "Theory/Praxis: Research/Activism," New Brunswick, NJ, May 21, 1991
- "The Archeology of (Writing) the Body." XII Conference on Latin American Literature: Nuevos acercamientos críticos, Montclair State College, Upper Montclair, NJ, April 19, 1991
- "*Cobra*: Writing is the Art of Ellipsis and Digression." Panel on Severo Sarduy, Third Novel of the Americas Symposium: Innovation in Caribbean and North American Fiction, U of Colorado, Oct. 5, 1990

GRANTS:

2014 To present paper: Research Support, Undergraduate Programs (Colombia)
2013 To present paper: Travel Support, LLCL, Schmidt College of Arts and Letters (Ft. Lauderdale)
2012 To present paper: Research Support, Undergraduate Programs (Perú)
2011 To present paper: Travel Support, LLCL, Schmidt College of Arts and Letters (PR)
2010 To present paper: Travel Support, LLCL, Schmidt College of Arts and Letters (Miami)

2008 To present paper: Travel Support, LLCL, Schmidt College of Arts and Letters (Puerto Rico)
2008 To present paper: Travel Support, Wilkes Honors College (Perú)
2006 To present two papers: Travel Support Grants, Wilkes Honors College (Puerto Rico and Argentina)
2005 Recipient 2005 Summer Writing Across the Curriculum (WAC) Development Grant
2005 2 Travel Support Grants from the Division of Sponsored Research to present a paper and moderate a panel in San Juan, Puerto Rico and New York City
2005 To present paper: Travel Support Grant, Wilkes Honors College (New York City)
2004 To present papers: Travel Support Grant, Wilkes Honors College (República Dominicana and St. Croix, US Virgin Islands)
2002 To present paper: Travel Support Grant, Honors College, FAU (Puerto Rico)
2001 To present papers: International Travel Grant (Sardinia, Italy) and Travel Support Grant (Washington, DC)
2000-01 To present paper: Travel Support Grant, Honors College, FAU (Puerto Rico)
1999-2000 To present two papers: 2 Travel Support Grants, Honors College, FAU (New Orleans and Puerto Rico)
1998-99 Fulbright Scholar, University of the West Indies, Mona, Jamaica
1998 To present papers: 2 Travel Support Grants, FAU (Puerto Rico and Grenada)
1997 To present papers: 3 Travel Support Grants, FAU (Toronto, Ocean City, and Puerto Vallarta)
1996 To present paper: Travel Award, The Schmidt College of Arts & Humanities, FAU
1995 To present paper: Travel Award, The Schmidt College of Arts & Humanities, FAU
1994 Schmidt Summer Fellowship Award, The Schmidt College of Arts & Humanities, FAU
1994 To present paper: American Council of Learned Societies Travel Grant 1994-95 (Graz, Austria)
1994 To present paper: Florida Atlantic University Foundation International Travel Grant (Graz, Austria)
1994 To present paper: Professional Support Grant, The Schmidt College of Arts & Humanities, FAU
1993 To present paper: Professional Support Grant, The Schmidt College of Arts & Humanities, FAU
1991 To present paper: Professional Support Grant, The Schmidt College of Arts & Humanities, FAU
1992 To present paper: International Travel Grant from the Office of Graduate Studies, FAU (Tokyo, Japan)
1990 To present paper: Rutgers University Travel Grant (Colorado)

AWARDS AND HONORS:

2014 Chapter 128, Chapter of Merit (under my Presidency)
2013 Chapter 128, Chapter of Merit (under my Presidency)
2012 Chapter 128, Chapter of Merit (under my Presidency)
2012 Award for Excellence and Innovation in Undergraduate Advising
2006 HC Faculty Development Award to conduct research at the Centro de Estudios Puertorriqueños, Hunter College
2006 Honors College Nominee to the Distinguished Teacher of the Year Award
2005 Honors College Nominee for Researcher of the Year Award
2003 Recipient of FAU's Alumni Association Faculty Talon Award
2002 Bonus for commitment to FAU's mission
2002 Award for Excellence in Undergraduate Teaching for 2001-02, FAU
2001 Initiated to the Honor Society of Phi Kappa Phi, Chapter 128
Summer 1997 Women's Studies Curriculum Development Grant
1996-97 Scholar in the Leadership Enhancement and Advancement Program (LEAP)
May 1996 Exchange Faculty with University of Paris VII
1995 Teaching Incentive Program Award
1995 Award for Excellence in Undergraduate Teaching for 1994-95, FAU
1994 Associate Member of FAU's chapter of Sigma Delta Pi, the Spanish Honor Society
1992 Honorary Member, FAU's chapter of Pi Delta Phi, the National French Honor Society

1989-90	Prize Teaching Fellowship, Yale University
1983-87	Yale University Fellowship
1985-86	Susan Rhoda Cutler Fellowship for Women
1981-82	International Rotary Fellowship (France)
1980-81	Indiana University Fellowship
1980-85	Danforth Graduate Fellowship

TEACHING EXPERIENCE:

Honors:

The Caribbean as Myth (for FAU's University Honors Program)
Honors Beginning Spanish Language and Culture I and II
Honors Intermediate Spanish Language and Culture I and II
Honors Advanced Spanish Language and Culture I
Honors Hispanic Culture and Civilization
Honors Introduction to Hispanic Literature
Honors Latin American Literature: Modernism to Post-Boom
Honors Latin American Literature: Pre-Columbian to Colonial
Honors Novísima Literatura del Caribe
Honors Nature in Spanish-Caribbean Literature
Honors Critical Inquiry Seminar: History, Politics, Civilization, & Culture in Latin America
Honors CIS: Caribbean History, Literature, and Ritual
Honors Writing in the Humanities 1
Honors Writing in the Humanities 2
Honors Global Great Books (of Travel) for University Honors Program at FAU
Honors Compact in SPN 3400 (spring 2015)

Spanish Language, Literature, and Culture:

Beginning Spanish Language and Culture I and II
Beginning Spanish Language and Culture II (web enhanced)
Intermediate Spanish Language and Culture I and II
Advanced Spanish Language and Culture I
Advanced Spanish Language: Composition
Spanish for Bilinguals 2
Advanced Grammar, Composition, and Translation
Advanced Spanish Conversation
Advanced Spanish: Composition
Advance Spanish: Grammar
Advanced Spanish for Heritage Speakers
Hispanic Culture
Introduction to Hispanic Literature
Latin American Literature: Conquest to 1880
Latin American Literature: From Modernism to the Present
Seminar on Literature and Culture of Spanish America
Spanish Translation

Comparative Literature and Interdisciplinary Courses:

Introduction to Latin American Studies part of the Intellectual Foundations Program at FAU
Global Great Books (of Travel) part of the Intellectual Foundations Program at FAU
Literature and Ideas in the Caribbean
Introduction to Comparative Caribbean Literature II: Women's Writing in the Caribbean
Narratives of Exile
Comparative Caribbean Literature (for three areas LIT, FRT, SPT)

Others:

Research and Bibliographic Methods
College Publications

Graduate:

Caribbean Idea(l)s for three programs: LIT, FRW, SPW
Consuming Spanish-Caribbean Literature
Nature and Ecology in the Spanish-Speaking Caribbean
Introduction to Comparative Literature
Women Writing the Caribbean
Comparative Post-Modernism
Feminine Representation in France and Latin America
Spanish for Reading and Theory of Translation
Spanish/English Translation Workshop
Internship for Advanced Grammar for Spanish MAT students

French:

Beginning French Language and Culture I and II

Online:

Advanced Spanish: Grammar

THESES at Honors College (Director):

- Betterman, "Armar el rompecabezas: la memoria y la tortura en *La Muerte y la Doncella* de Ariel Dorfman y *La escuelita* de Alicia Partnoy," May 2009
- Pelletier, "Rosario Ferré y Esmeralda Santiago: identidad, lenguaje y transculturación en la literatura boricua," May 2006
- Perry, "January 9, 1964, the Day of the Martyrs: Tragedy in Panama at U.S. Hands," May 2006
- Magdaleno, "Identidad sexual, social y racial de las mujeres en la literatura caribeña," May 2005
- Palacio, "Posible(s) inmortalidad(es) borgiana(s)," May 2005
- Harraway, "La masacre se pasa a nosotros," April 2004

THESES at Honors College (Second Reader):

- Taylor, "Sex, Violence, and Corruption: The Politics of Cinema in Post-Transition Mexico," May 2003
- Reis, "The Effect of Trigram Frequency on Second-Language Acquisition: Learning French Vocabulary," May 2005
- Pintado, "Verb Learning in Young Children," May 2005

Honors in the Major: Spanish (Director):

Pablo Francisco Carreño: "Sismología en *La Fiesta del Chivo* de Mario Vargas Llosa: heteroglosia en la narración del trauma," Spring 2014

Ph.D. (Director of Dissertation Committee):

Tucker, "Prepare, Process, Package: The Consumption of Haiti in Hispanic Caribbean Literature," August 2011

Ph.D. (Member of Dissertation Committee):

- Gifford, "(Re)Making Men, Representing Nation: The Anglo-Caribbean Male Writers Individuation in Works by Robert Antoni, Fred D'Aguiar, and Marlon James," 'Spring 2010-December 2013
- Trewick, "Re-Theorizing Male Marginalization Through Caribbean Literature: Gender, Trauma, and Healing," Fall 2011-present

M.A. THESES (Director):

- Jurawan, "*Toxic Island* et *L'Empreinte à Crusoé*: l'individuation de l'identité franco-antillaise?," Spring 2013-Summer 2015

- Almeida, "La (in)visibilidad de la traductora: la traducción del inglés al español del cuento 'Spanish Winter' de Jennifer Egan," Fall 2011-Spring 2012
- Scorza, "Jazz Discourse in Julio Cortázar's *Rayuela*: Improvising a Narrative," August 2000
- Adriazola, "La representación de la aniquilación de la creatividad femenina en Elena Poniatowska," August 2000
- Giannini, "*Pro(bl)em*: The Paradox of Genre in the Literary Renovation of the Spanish American *poema en prosa*," August 1998
- Santiago, "La transformación de la historia y del lenguaje: representación del puertorriqueño por Ana Lydia Vega," August 1998
- González, "Textual Identity in John Barth's *The Sot-Weed Factor* and in Alejo Carpentier's *El siglo de las luces*," Fall 1997
- Hackshaw, "Núnez Cabeza de Vaca: ¿Un verdadero pícaro?," 1993 (M.A.T.)

MEMBERSHIP ON M.A. THESIS COMMITTEES:

- Wilson, "There's A New Sheriff in Town: Caribbean Rewriting of the American Western in Perry Henzell and Michael Thelwell's *The Harder They Come* and Paule Marshall's *Praisesong for the Widow*." Spring 2014-Fall 2015 (English Department)
- Penton, "Disquiet Chaos." Spring 2014-Spring 2015 (MFA in English)
- Rivabella, "*Aguafuertes porteñas*: A Translation" Fall 2009-present
- Magdaleno, "La identidad fronteriza a través de las experiencias de las generacionales en *Sirena Selena vestida de pena*," Spring 2008-Dec. 2010
- Tucker, "Alejo Carpentier and Jacques Roumain: Defining National Identity," December 2006
- McGregor, "Manuel Ramos Otero and "Vivir del cuento," Spring 2006
- Brand, "Cocteau and Lorca: The Search for Identity in *Les Chevaliers de la Table Ronde* and *El público*," Spring 1997-Fall 1997
- McCollum, "The Presence and Progression of *Saudade* in the Poetry of Rosalía de Castro." 1996-1997
- Brown-McDonald, "The Poetics of the Affective-Expressive in the Novels of Chinua Achebe," Department of English, Fall 1996-Spring 1998
- Edwards, "Caribbean Women Writers," Department of English, Fall 1995-Summer 1997
- Olson, "Monique Wittig's Trojan Horse: War on Gender," 1995-Spring 1996
- Eli, "Exile in the Narrative Works of Two Contemporary Jewish Women Writers: Sabina Berman's *La bobe* and Chochana Boukhobza's *Un été à Jérusalem*," 1993-1996
- Tepper, "Feminism and Revolution: Ideological Coalescence in Gioconda Belli's *La mujer habitada*," Fall 1994-Spring 1996
- Henry, "Black Woman as an Erotic Being in Spanish-Caribbean Narrative," 1994
- López, "Penélope, Amelia, and Irene: Buero Vallejo's Female Protagonists and Their Created World," 1994
- Smith, "Sleeping Beauty as a Subtext in Margaret Atwood's 'Bluebeard's Egg' and Rosario Ferré's 'La bella durmiente,'" 1994
- Jarboe, "Variations on the Theme of Alcoholism in Rosario Castellano's Indigenist Literature: A Multidisciplinary Analysis," 1993
- Rodríguez, "El desdoblamiento onírico como proceso liberador en *Pubis angelical* de Manuel Puig," (M.A.T.)

SERVICE:

UNIVERSITY/COLLEGE SERVICE:

Presented research at the Sigma Delta Pi-Rho Omicron: "*Barataria*: El Quijote puertorriqueño." 24 March 2016
Member, Search Committee for Spanish Instructor, Wilkes Honors College. Spring 2016
Judge, Oral Presentations for 2016 Undergraduate Research Symposium. 1 April 2016

Member, University Awards Committee for Honors Convocation awards, Spring 2016
Evaluator of awards for student research for CLAS, May 2016
Presented Honors Programs at the 4.0wls Research Day, Spring 2016
Present Honors Programs, all Open Houses Spring 2014-June 2016
Participated, Owl Expo, 1 Nov. 2014, October 2015, Fall 2016
Met with QEP External Review Site Visit, 12 May 2015
Presented, Honors Programs at FAU Boca, High-Impact Teaching Workshop, 5 May 2015
Reviewed applications to CLAS Summer Research Grants, April 2015
Presentation for Sigma Delta Pi Spanish Honor Society: "Lo afro-caribeño en la literatura hispánica." Grandes temas de la literatura hispanoamericana, 11 February 2015, FAU
Moderator, Revisiting the Caribbean and Latin America: Contemporary Conversations on Visual Arts." 21 April 2015, FAU
Presentation of Danticat's *Brother I Am Dying* to the College of Arts and Letters and the College of Nursing as part of the Masters' Teachers Initiatives, 7 April 2014
Faculty spoke person, online video promoting FAU: http://www.youniversitytv.com/colleges/fau Spring 2014
Chair, University Honors Council, Fall 2013-present
Member, Distinction Through Discovery Curriculum Committee, Fall 2013-present
Member, Technology Showcase Committee, Spring 2014
Reviewer for the *Florida Atlantic University Undergraduate Research Journal*, Summer-Fall 2014-Spring 2015
Member, Master Teacher Award Committee, Schmidt College of Arts and Letters, Fall 2013
Attended, University Honors Ceremony, 6 November 2013
Guest lecturer in WST 4930-003 "Sex Work and Tourism: The Caribbean Case," 2 April 2013
Judge, Undergraduate Research Symposium, Oral session, 5 April 2013, April 2014
Member, Student Eligibility Appeal Board (September 2013 and January 2014)
Attended, Commencement, December 2014, 2 May 2013, 9 am Undergraduate Ceremony
Attended, Freshman Convocation Class 2017, August 2014, 25 August 2013
Member, University Honors Council for Arts & Letters, Fall 2012-present
Department Representative to College's P & T committee, Fall 2011-Fall 2012
Member, Women, Gender, and Sexuality, and Studies Executive Committee, Fall 2011-present
Member, Caribbean and Latin American Studies Certificate Program, Fall 2003-present
Mentor, Ms. Juana Valdés, Assistant Professor, Sculpture in Art History and Visual Arts Dept.
Organizer 2011, Rosenblatt Distinguished Lecture in Translation Studies. Guest: Dr. Naomi Seidman, 24 Mar. 2011
Co-chair, President Saunders' Inauguration Committee, Summer-Fall 2010
Member, Latino Heritage Month Committee, Summer-Fall 2010 to Fall 2011 (brought Mirta Ojito to campus)
Member, New Directions Task Force, Schmidt College, Fall 2009-Spring 2010
Member, Freshman Convocation Committee, Spring 2007-present
Department Representative to ROCA committee, Fall 2009-Spring 2011
Member, University Awards Committee, Spring 2009-present
Member, Owl's Nest Faculty & Staff Volunteers, Fall 2009-Fall 2011
President, Chapter 128, Honor Society of Phi Kappa Phi, Fall 2005-Spring 2014
President, Phi Kappa Phi, Chapter 128, 2003-04
Vice-President of Phi Kappa Phi, Chapter 128, 2002-03; 2014-2015
Member, Core and Curriculum Task Force, Fall 2004-Spring 2006
Faculty Advisor, LACaSA (Latin American and Caribbean Students Association), Fall 2001-Spring 2006
Faculty Advisor, The Newman Club, Spring 2003-Spring 2006
Faculty Advisor, The French Club, Fall 2004-Spring 2006
Organizer, reading and talk by Haitian-American writer, Edwidge Danticat, 3 and 4 March 1998
Chair, Faculty Assembly, The Schmidt College of Arts and Humanities, 1997-1998

Chair, Laura Sylvia Myers Women's Studies Award Committee, April 1996
Member, Schmidt College's Faculty Awards Screening Committee, April 1996
Panelist, Open Forum of the Ladies of Distinction of Alpha Kappa Alpha on "Rivers Deep, Mountains High; Hurdles That Women of Color Still Face," FAU, 26 March 1996
Presenter and discussion leader, *Rue Cases Nègres* (*Sugar Cane Alley*) and *Retrato de Teresa* (*Portrait of Teresa*) at The Schmidt College's International Film Festival, FAU, Spring 1996
Member, Undergraduate Programs Committee, Spring 1995
Member, PhD Implementation Committee, The Schmidt College of Arts & Humanities, 1994-95
Member, Search Committee for a Director of Women's Studies, 1994-95
Department Representative to Curriculum Committee, Spring 1994-Fall 1995
Member, English Search Committee for one Director of Writing Programs and three assistant professors, Department of English and Comparative Literature, 1993-94
Member of the Women's Studies Executive Committee, FAU, 1993-2010
Faculty Advisor for *FACS* (*Florida Atlantic Comparative Studies*), a graduate scholarly journal, 1992-1999
Freshmen Advisor, Florida Atlantic University, 1992-93

DEPARTMENTAL SERVICE (Languages & Linguistics Department):
Present, Dr. Jacqueline Loss, speaker, 12 Nov. 2014, FAU
Mentor, to Dr. Roderick Cooke, Assistant Professor in French
Member, third-year review committee for Drs. Khalfaoui and Godón (Spring 2014)
Member, Search Committee, Assistant Professor of French, Fall 2013-Spring 2014
Present, Dr. Bruno Jean-François's talk: "Rethinking the Island Ethno-Politics: Multiculturalism, National Identity, and Diasporic Ethnicities in Mauritian Francophone Literature," 12 Sept. 2013.
Member, third-year review committee for Drs. Calargé, Conrod, and White (spring 2012)
Member, Department's Curriculum Committee, Fall 2011-present
Chair, Search Committee, Assistant Professor of Peninsular Literature, Fall 2011
Chair, Search Committee, 2 Instructors Spring 2010
Mentor, Dr. Justin White, Assistant Professor in Spanish Linguistics and SLA, Fall 2009-present
Chair, Search Committee, Assistant Professor of Francophone Literature, Fall 2008-Spring 2009
Member, Department's Graduate Committee, August 2008-Spring 2011
Chair, Search Committee, Assistant Professor of Latin American Colonial Literature, Fall 1997-Spring 1998
Co-Chair, Search Committee, Assistant Professor in Spanish Linguistics/Pedagogy, Fall 1997-Spring 1998
Member, Search Committee, Assistant Professor of Golden Age Literature, Fall 1997-Spring 1998
Member, Search Committee, Foreign Language Media Center Director, December 1996-May 1997
Member, Department's Graduate Committee, 1996-1998
Member, Department's Speakers' Committee, 1996-1998
Chair, Committee to review SPN1121 written exams, Spring 1996
Chair, Search Committee, Spanish Lecturer, Fall 1996
Co-Chair, Search Committee, Assistant Professor in Spanish Linguistics, Fall 1997
Member, Search Committee, Assistant Professor of Spanish Golden Age, Fall 1997
Member, Search Committee, Spanish Coordinator, Fall 1996-January 1997
Chair, Search Committee, Assistant Professor in French, Spring 95
Member, Search Committee, Assistant Professor of Colonial Literature in Latin America, Fall 94-Spring 95
Member, Search Committee, Assistant Professor of 17th- and 18th-century French Literature, Fall 94-Jan 95
Chair, Department's Advising Committee, 1992-1998
Member, Department's Curriculum Committee, 1994-96
Member, Department's Scholarship Committee, 1992-94
Chair, Search Committee, Director of Japanese Studies, 1993-94
Member, Search Committee, Assistant/Associate Professor of Latin American Literature, 1993-94
Member, Search Committee, Assistant/Associate Professor of Peninsular Literature, 1993-94
Member, Search Committee, Director of Japanese Studies, Spring 1992

Member, French Scholarships Committee, February 1992-93

UNIVERSITY/HONORS COLLEGE (1999-2008):

Member, Academic Affairs Committee, Spring 2008
Member of the Honors College P & T Committee, Spring 2000-Spring 2008
Chair, Spanish Visiting Assistant Professor Search Committee, Spring 2006
Member, HC Dean Search Committee, Fall 2005-Spring 2006
HC Representative to University AIDS Committee, Fall 2005-Spring 2006
Chair, Search Committee, Faculty Secretary, end of Fall 2004-Jan. 2005
Member, Search Committee, Faculty Secretary, July 2004 and August 2004
Member, Search Committee, Director of Student Affairs, July 2004
HC Representative, University Undergraduate Programs Committee, Fall 2003-Spring 2004
HC Representative, University Awards Committee, Spring 2004
Member, University Faculty Senate, Fall 2003-Spring 2004
Member, University Research Committee, Fall 2002-Spring 2004
Member, Provost Search Committee, Spring 2003-Fall 2004
Member, University P & T Committee, Fall 1999-Spring 2003
Member, University Sabbatical Committee, Spring 2003
Chair, Assessment of FRE 1121 students, Spring 2003
Chair, Assessment of SPN 1121 students, Fall 2002, Spring 2003, Spring 2004
Coordinator, Dr. Miguel Ángel Vázquez, Third-Year Review, Spring 2004
Member of Dr. Bill O'Brien's Third-Year Review, Spring 2004
Member, Search Committee, Assistant Professor, Biology, Spring 2004
Member, 2 Search Committee, Assistant/Associate Professor Searches, Chemistry, Spring 2003
Coordinator, Ms. Amy Broderick's, Drs. Rachel Corr's, and Wairimu Njambi's, Third-Year Review Committees, Spring 2003
Member of Drs. Julia Burdge's, Fall 2002 and LuAnne McNulty's Third-Year Review Committees, 2003
Chair, Assessment of SPN 1121 students, Spring 2001, Spring 2002
Coordinator, Drs. Laine Doggett's, Michael Harrawood's, and Melissa Sprenkle's Third-Year Review Committees, Spring 2002
Member of the HC Curriculum Committee, Fall 2001-Spring 2003
Member, University Faculty Council, Fall 1999-Spring 2003
Participant, Open Houses at Honors College, once a year, every year
Member, 2002 Kenneth R. Williams Leadership Award, Spring 2002
Member, Search Committee, Visiting Assistant Professor, Mathematics, Spring 2002
Marshall, Commencement, Fall 2001, Spring 2002, Spring 2003, Spring 2005, Fall 2005, Spring 2006, Fall 2006, Spring 2007
Administer and evaluate Spanish placement exams, Fall 2000, Fall 2001, Fall 2002
Member, President's Commission on Diversity, January 2001-January 2004
Member, Educational Programs Self-Study Committee (SACS), Spring 2000-Spring 2002
Facilitator, one Cohort Group at the Honors College, Spring 2001-Spring 2002
Chair, P & T Honors College Committee, Spring 2001
Member, Latin American Studies Certificate Faculty Advisory Board, 1991-2003
Coordinator, Dr. Tim Steigenga's Third-Year Review Committee, Fall 2000-Spring 2001
Developed the curriculum for concentrations: Spanish, French, Latin American, International Studies
Chair, Search Committee, Assistant Professor of Golden Age, Fall 2000-Spring 2001
Honors College representative to the University AIDS Committee, Fall 1999-Spring 2003
Member of the SEWSA Spring 2001 Planning Committee, Spring 2000-Spring 2001
Chair, Search Committee, Assistant/Associate Professor of French, Fall 1999-Spring 2000
Member, Search Committee, Assistant Professor of Women's Studies/Sociology, Fall 1999-Spring 2000
Member, Search Committee, Assistant Professor of Art, Fall 1999-Spring 2000

Chair, Dr. Laura Barrett's Third-Year Review Committee, Spring 2000
Member, Non-Classroom Learning Experience Committee, Fall 1999-Spring 2000

PROFESSIONAL SERVICE:

Reviewer, *Letras Femeninas*, Summer and Fall 2015.
Moderator, Panel, XVII Congreso Internacional de Literatura Hispánica, Mérida, México, 10 Mar. 2016
Moderator, Panel, XV Congreso Internacional de Literatura Hispánica, Antigua, Guatemala, 5 Mar. 2015
Presenter, "Read<→Lead<→Succeed," Faculty Owl Leadership Conference, Sept. 2014 and 2015, FAU
Member, U.S. Student Fulbright National Screening Committee, Central America/Caribbean, Fall 2013, Fall 2014
Presenter, "Recipe for Success," Faculty Owl Leadership Conference, 28 September 2013, FAU
Presented a talk on "negrismo" at Suncoast High School, Riviera Beach (AP Spanish classes), 12 Feb. 2013
Member, U.S. Student Fulbright National Screening Committee, Central America/Caribbean, Fall 2012
Reviewer for *Feminist Review Journal* (London), Summer 2012
Moderator, Panel on "La diáspora dominicana," X CILH, San Juan, PR, 3 Mar. 2011
Attended the Susan B. Anthony Awards Luncheon, Palm Beach County NOW, Boca Raton, 12 Feb. 2011
Co-presenter with Dr. Elena Machado at the League of Women Voters of Palm Beach on "Caribbean Culture and History," 29 Jan. 2011
Introduced Dr. J. Michael Dash, Keynote speaker, Haiti and the Americas Conference, FAU, 22 Oct. 2010
Chair of a Panel at the French Cultures of Embodiment, International Conference sponsored by The Center for Body, Mind and Culture and Dept. of LLCL, 27 Mar. 2010
Attended, 2nd Annual Women's Leadership Forum, FAU, 26 Mar. 2010
Evaluator for Franklin College of Switzerland's volume on Caribbean culture, Fall 2009
Chair, Panel at the ACWWS Conference, Hollywood, FL, 3 June 2006
Chair, Panel at MELUS Conference, Boca Raton, FL, 29 April 2006
Moderator, Panel on Diverse Chords at the 24th West Indian Lit. Conf., Puerto Rico, 31 March 2005
Member, Editorial Board of *Chasqui*, Fall 2011-present
Member, Editorial Board of *Sargasso*, Summer 2003-present
Member, Editorial Board of *Anthurium: A Caribbean Studies Journal*, Spring 2003-present
Chair, Panel at the Diaspora Conference, FAU, 3-5 November 2002
Evaluator, *Journal for Centro de Estudios Puertorriqueños*, 2002
Evaluator, translation project for the University Press of Virginia, Fall 2001
Member, Advisory Board for *FACS* (*Florida Atlantic Comparative Studies*), Fall 2001-present
Reviewer for the Fulbright applications for Mexico/Caribbean/Latin America, 2001-2003
Evaluator for *MaComère*, Summer 2001
Moderator, "Caribbean Aesthetics" with Nobel laureate Derek Walcott as speaker, 30 March 2001
Presenter / Moderator, plenary session for writer Alicia Partnoy, SEWSA, March 17, 2001
Moderator of three panels for the SEWSA Conference, 15-18 March 2001
Evaluator for *Caribbean Studies*, Spring 2001
Review for Garland/Routledge: "Against All Odds: An Anthology of Latin American and Caribbean Women Writers" by Elena Martínez and Francisco Soto, Summer 2000
Chair, MELUS 2000, "Roots, Branches, Knots: How the Old Worlds Are Presented in the New." Tulane University, New Orleans, 9-12 March 2000
Moderator, American Comparative Literature Association's Seminar #2: "Cultural Currency and Exchange," Puerto Vallarta, México, 10-13 April 1997
Chair, NEMLA Panel, "La literatura del Caribe," Philadelphia, 4-5 April 1997

COMMUNITY SERVICE:

Leadership Reading Circle, Fall 2015, *Finding* Mañana*: A Memoir of a Cuban Exodus*.
Dedicated, PKP's Little Free Library, University Henderson School, 12 January 2015
Attended, Ritz Carlton Leadership Center Workshop, Fall 2014

Reviewed the translation (pro bono), *Libertad* by Rebecca Hinton, Common Core Standards readings, 2014
Reviewed the translation (pro bono), *El Capitolio de los Estados Unidos* by Rebecca Hinton, Common Core Standards readings, 2014
Faculty Advisor, PKP Student Organization. Helped students with successful Spring 2014 Book Drive
Member, Caribbean and Latin American Initiatives Program, Spring 2005-Spring 2007
Participant, "Race in the Movies the Latino Experience." Toward a More Perfect Union. WPB, May 2005
Member, Organizing Committee to enhance Von D. Mizell Collection of the African American Research and Cultural Center, August 1997-Spring 2002
Coordinator, The Schmidt College of Arts & Humanities participation in College Orientation Day, the Charles R. Drew Middle School, April 1993
Guest judge (invited) for the Spanish language competition at the 14th Annual Diocesan Academic Festival, St. Andrew's School, Boca Raton, March 1993
Coordinator, The Schmidt College of Arts & Humanities in Educational Awareness Day, the Brownsville Middle School, February 1992
Guest Speaker at the IRS National Hispanic Heritage Month, Deerfield Beach, FL, October 1991
Coordinator of the Young Readers' Program sponsored by LULAC (League of United Latin American Citizens) to encourage Hispanic children to read in English over the summer 1988

PROFESSIONAL ASSOCIATIONS:
MLA (Modern Language Association)
ACWWS (Association of Caribbean Women Writers and Scholars)
CSA (Caribbean Studies Association)
AATSP (American Association of Teachers of Spanish and Portuguese)
LASA (Latin American Studies Association)
ATA (American Translators Association)
NEMLA (North East Modern Language Association)
SAMLA (South Atlantic Modern Language Association)
ILCH (Instituto Literario y Cultural Hispánico)
CLA (College Language Association)

LANGUAGE PROFICIENCY:
Native fluency: Spanish and English
Native-like fluency: French
Reading skills: German and Latin

Michael David Hamilton

Florida Atlantic University
Dorothy F. Schmidt College of Arts and Letters
Department of Languages, Linguistics, and Comparative Literature
777 Glades Road, Culture and Society (CU-97)
Boca Raton, FL 33431-0991

Phone: (607) 262-6120
Email: mhamilton@fau.edu
Website: michaeldavidhamilton.wordpress.com

Curriculum Vitae

Employment

2016-current **Assistant Professor of Linguistics**
Department of Languages, Linguistics and Comparative Literature, FAU, Boca Raton, FL, USA

2015-2016, **Postdoctoral Fellow**, Andrew W. Mellon Diversity Fellowship
College of Arts and Sciences, Department of Linguistics, Cornell University, Ithaca, NY, USA

2015, **Course Lecturer**, Department of Linguistics, McGill University, Montreal, Quebec, Canada

Education

2010-2015, **Ph.D. Linguistics**, McGill University, Montreal, Quebec, Canada
Dissertation: "The Syntax of Mi'gmaq: A configurational account" (August, 2015)
Supervisors: Jessica Coon, Michael Wagner, and Alan Bale

2008-2010, **B.A.H. Highest Honors Linguistics**, Carleton University, Ottawa, Ontario, Canada

2008-2010, **Certificate in Teaching English as a Second Language** Carleton University, Ottawa, Ontario, Canada

1996-2002, **B.A. Sociology**, Queen's University, Kingston, Ontario, Canada

Other academic experience

2013 **LSA Summer Institute attendee** University of Michigan, Ann Arbour, Michigan, USA

Publications

Papers in peer-reviewed journals

in press	Hamilton, M.D. "Multiple instances of agreement in Mi'gmaq verbs." In M. Macaulay & R. Valentine (Eds.) *Papers of the Algonquian Conference 45.* MSU Press.
to appear	Hamilton, M.D. "Ditransitives and possessor raising in Mi'gmaq." In M. Macaulay & M. Noodin (Eds.) *Papers of the Algonquian Conference 46.* MSU Press.
to appear	Hamilton, M.D. "On ordering and reordering arguments in Algonquian." In M. Macaulay & M. Noodin (Eds.) *Papers of the Algonquian Conference 47.* MSU Press.
2015	Hamilton, M.D. "Phrase structure in Mi'gmaq: A configurational account of a 'non-configurational' language." *Lingua*, 167, 19-40.
2012	Schwartz, B., B., Buccola, and **M.D. Hamilton**. "Two types of class B numeral modifiers: a reply to Nouwen (2010)." *Semantics & Pragmatics*, 5(1), 1-25.
submitted	Despić, M., **M.D. Hamilton**, and S. Murray. "Person/number marking in Cheyenne: Combining Multiple and Cyclic Agree."

Papers in proceedings

to appear	Despić, M., **M.D. Hamilton**, and S. Murray. "Person/number marking in Cheyenne: Combining Multiple and Cyclic Agree." In A. Kaplan, A. Kaplan & E. Rudin (Eds.) *Proceedings of the West Coast Conference on Formal Linguistics 34.*
to appear	Hamilton, M.D., and B.J. Fry. "Long-distance agreement in Algonquian: Accounting for syntactic variation." *Proceedings of the 50th annual meeting of the Chicago Linguistics Society.*
2015	Hamilton, M.D. "Default agreement in Mi'gmaq possessor raising and ditransitive constructions." *Proceedings of the North East Linguistic Society 45.*
2015	Hamilton, M.D. "Mi'gmaq as a discourse configurational language." *Proceedings of the 19th Workshop on Structure and Constituency of Languages of the Americas*, UBCWPL.
2013	Hamilton, M.D. "*Wh*-movement in Mi'gmaq." In S. Luo (Ed.) *Proceedings of the 2013 annual conference of the Canadian Linguistic Association.* CLA.
2010	Hamilton, M.D., M-O., Junker and M. MacKenzie. "Is there 'pragmatic skewing' in East Cree." In B. Rogers & A. Szakay (Eds.) *The 15th Workshop on Structure and Constituency in Languages of the Americas*, UBCWPL Volume 29 (pp.126-148).

Presentations

Invited presentations

2015 Hamilton, M.D. "Long-Distance Agreement in Algonquian: Diagnosing syntactic variation." Cornell University, Ithaca, NY.

Hamilton, M.D. "Long-Distance Agreement in Algonquian." *Concordia Linguistics Department*, Montreal, Qc.

Hamilton, M.D. "Configurationality and Mi'gmaq." *Concordia Linguistics Department*, Montreal, Qc.

2014 Hamilton, M.D. "Implications of prosody in Mi'gmaq." *Plenary talk at the 19th Workshop on Structure and Constituency of Languages of the Americas*, Memorial University, St. John's, NF.

2013 Hamilton, M.D. "Phrasing in Japanese: Testing Syntax-Prosody mapping hypotheses." *Colloquium at Concordia Linguistics Student's Association*, Montreal, Qc.

Conference presentations

2016 Despić, M. and **M.D. Hamilton** "Theme signs and multiple argument indexing." *48th Algonquian conference*, University of Wisconsin-Milwaukee.

Despić, M., **M.D. Hamilton**, and S. Murray. "Person/number marking in Cheyenne: Combining Multiple and Cyclic Agree." Presented at the *West Coast Conference on Formal Linguistics 34*, University of Utah, Utah.

Despić, M., **M.D. Hamilton**, and S. Murray. "Agreement in Cheyenne: A syntactic account." Presented at the *21st Workshop on the Structure and Constituency of Languages of the Americas* University of Quebec at Montreal, Qc.

Hamilton, M.D. "The relation between phase heads and non-phase heads: Algonquian languages vs. Miyagawa 2010." Poster presentation at the *39th Generative Linguistics in the Old World* Göttingen, Germany.

Despić, M., **M.D. Hamilton**, and S. Murray. "A syntactic account of person/number marking in Cheyenne." Poster presentation at the *39th Generative Linguistics in the Old World* Göttingen, Germany.

Hamilton, M.D. "Refining Miyagawa (2010)'s typology of feature inheritance: Starting from Algonquian now we're here." Poster presentation at the *2016 Linguistics Society of America Annual meeting*, Washington D.C.

2015 Hamilton, M.D. "Simultaneity and relativization: Ordering and reordering arguments in Algonquian." *47th Algonquian conference*, University of Manitoba, Winnipeg.

Hamilton, M.D. "Feature Inheritance in clausal and verbal domains: Evidence from Mi'gmaq." Poster at *Generative Linguistics in the Old World 38*, Paris, France.

Hamilton, M.D. "Flavors of Voice in Mi'gmaq." *20th Workshop on Structure and Constituency of Languages of the Americas*, University of Arizona, Tucson, Ariz.

Hamilton, M.D. "Ditransitives and 'possessor raising' in Mi'gmaq." *2015 Linguistics Society of America Annual Meeting*, Portland, Ore.

Hamilton, M.D., and B. J. Fry. "Algonquian Long-Distance Agreement: a syntactic account." *2015 Linguistics Society of America Annual Meeting*, Portland, Ore.

2014 Hamilton, M.D. "Default agreement in Mi'gmaq possessor raising and ditransitive constructions." *North East Linguistic Society 45*, MIT, Cambridge, Mass.

Hamilton, M.D. "An analysis of ditransitives and 'possessor raising' in Mi'gmaq." *46th Algonquian conference*, Uncasville, Conn.

Hamilton, M.D., M. Wagner, J. Metallic, M.A. Metallic, J. Vicaire, and E. McClay. "Focus in Mi'gmaq: Prosodic and syntactic reflexes." *46th Algonquian Conference*, Uncasville, Conn.

Hamilton, M.D. "The syntax and prosody of focus in Mi'gmaq." *Exploring The Interfaces 3*, McGill University, Montreal, Qc.

Hamilton, M.D., and B. J. Fry. "Long-Distance Agreement in Algonquian: Accounting for syntactic variation." *50th annual meeting of the Chicago Linguistics Society*, University of Chicago, Ill.

Hamilton, M.D., and B.J. Fry. "Accounting for patterns of Long-Distance Agreement in Algonquian." *Montreal-Ottawa-Toronto-Hamilton Syntax Workshop*, McGill University, Montreal, Qc.

Hamilton, M.D. "The syntax and prosody of focus in Mi'gmaq." *Joint session of the Montreal-Ottawa-Toronto-Hamilton Syntax Workshop and the Montreal-Ottawa-Laval-Toronto Phonology Workshop*, McGill University, Montreal, Qc.

Hamilton, M.D. "Deriving overt nominals." *Annual Winter Meeting of the Society for the Study o, the Languages of the Americas*, 2014 Linguistics Society of America Annual Meeting, Minneapolis, Minn.

2013 Hamilton, M.D. "An account of agreement suffixes." *45th Algonquian Conference*, University of Ottawa, Ont.

Hamilton, M.D., and B.J. Fry. "Long-Distance Agreement in Mi'gmaq and Ojibwe: towards a comparative study." *45th Algonquian Conference*, University of Ottawa, Ont.

Hamilton, M.D. "Wh-movement in Mi'gmaq." *2013 Canadian Linguistics Association*, University of Victoria, Victoria, B.C.

Hamilton, M.D. "Scope & reconstruction in Mi'gmaq." (Poster) *Toronto-Ottawa-Montreal Semantics Workshop*, McGill University, Montreal, Qc.

"Diagnostics for wh-movement in Mi'gmaq: Two outta three ain't bad." *Montreal-Ottawa-Toronto-Hamilton Syntax Workshop*, McMaster University, Ont.

Hamilton, M.D. "Against Non-configurationality in Mi'gmaq." *Annual Meeting of the Society for the Study of Indigenous Languages of the Americas*, 2013 LSA Annual Meeting, Boston, Mass.

2012 Hamilton, M.D. "(Non-)configurationality in Mi'gmaq." *44th Algonquian Conference*, University of Chicago, Chicago, Ill.

2010 Hamilton, M.D., M.-O., Junker, and M., Mackenzie. "Is there 'pragmatic skewing'?" *15th Workshop on the Structure and Constituency of the Languages of the Americas*, University of Ottawa, Ont.

Hamilton, M.D. "Text-setting inna dancehall style." Poster at the *Symposium on Language in Action: The power of Applied Linguistics and Discourse Studies*, Carleton University, Ottawa, Ont.

2009 Hamilton, M.D., M.-O., Junker, and M., Mackenzie. "YOU & I morphology in East Cree." *41st Algonquian Conference*, Concordia University, Montreal, Qc.

Hamilton, M.D. "Theme signs in East Cree Transitive Animate Verbs." *University of Ottawa Undergraduate Linguistics Conference*, Ottawa, Ont.

Supervision

2015-6 Carol-Rose Little (Ph.D Candidate) "Animacy in Mi'gmaq" Comprehensive Exam #1, Cornell

Grants & Awards

External grants

2015 **Andrew W. Mellon Postdoctoral Diversity Fellowship, Cornell University**, $123,000

Social Sciences and Humanities Research Council (SSHRC; Government of Canada) **Postdoctoral Fellowship**, Massachusetts Institute of Technology, $80,000 (declined)

Fonds de recherche du Québec Société et culture (FRQSC; Province of Quebec) **Postdoctoral Fellowship**, Massachusetts Institute of Technology, $60,000 (declined)

2013 **LSA Summer Institute Fellowship**, $1,700

2012 **SSHRC Doctoral Fellowship**, $40,000

FRQSC Doctoral Fellowship, $60,000 (accepted $20,000)

2010 **SSHRC Undergraduate Summer Research Award** Government of Canada, $4,500

2009 **SSHRC Undergraduate Summer Research Award** Government of Canada, $4,500

Internal grants & awards

2015 **Graduate Student Teaching Award**, McGill, $500

Graduate Student Travel Award, McGill, $1,000

2014 **Graduate Excellence Fellowship**, McGill, $3000

Lara Riente Memorial Prize in Linguistics, McGill, $250

2013	**Graduate Student Travel Award**, McGill, $1,000
2012	**Graduate Student Travel Award**, McGill, $1,000
2011	**President's Graduate Fellowship**, McGill, $8,250
	Graduate Excellence Fellowship, McGill, $5,000
2010	**Provost's Graduate Fellowship**, McGill, $5,000
	Chancellor's Medal, 2010 Graduating Class, Carleton
	Teaching Assistant Excellence Award, Carleton
2009	**Dean's Honour Role Scholarship**, Carleton, $1,000

Teaching Experience

Teaching

2016	LIN 4430 **Morphology & Syntax**, Fall 2016, FAU
	LIN 3010 **Intro. to Linguistics**, Fall 2016, FAU
	Ling 7712 **Graduate seminar on Morphosyntax** (with Miloje Despić), Spring semester, Cornell
	Ling 2248 **Native American Languages** (with Sarah Murray), Spring semester, Cornell
2015	Ling 201 **Intro. to Linguistics**, Summer intensive course, McGill

Teaching assistant

-I planned and taught 2 weekly sections
-Contact outside of class with students in weekly office hours, meetings, and via email
-Grading responsibilities included quizzes, assignments, and exams

2014	Ling 371 **Syntax 1**, Professor: Lisa deMena Travis, Winter, McGill
2013	Ling 201 **Intro. to Linguistics**, Professors: Alexandra Simonenko & Jessica Coon, Fall, McGill
	Ling 200 **Intro. to the Study of Language**, Professor: Maire Noonan, Winter, McGill
2012	Ling 201 **Intro. to Linguistics**, Professors: Jozina Vander Klock & Alex Drummond, Fall, McGill
	Ling 200 **Intro. to the Study of Language**, Professor: Maire Noonan, Winter, McGill
2011	Ling 201 **Intro. to Linguistics**, Professors: Bethany Lochbihler & Junko Shimoyama, Fall, McGill
2010	Ling 1002 **Intro. to Linguistics II**, Professor: Trudy O'Brien, Winter, Carleton
2009	Ling 1001 **Intro. to Linguistics I**, Professor: Masako Hirotani, Fall, Carleton

Guest lecturer

2015	**Mellon Diversity Seminar**: "Documenting First Nations languages: The search for language universals and diversity", College of the Humanities, October, 21st, Cornell
2015	Ling 1100 **Language, Thought & Reality**: "Why First Nations languages?' October, 21st, Cornell
	Ling 675/775 **Graduate Seminar in Syntax**: Long-Distance Agreement, March 26th, McGill
2013	Ling 201 **Intro. to Linguistics**: Phrase structure and Movement, October 31st, McGill
	Ling 417/692 **Topics at the Interfaces I: Prosody and Intonation**, Syntax-Prosody mapping in Japanese, April 2nd, McGill

Grader

2014	Ling 350 **Linguistic Aspects of Bilingualism**, Professor: Larissa Nossalik, Winter, McGill
2012	Ling 571 **Syntax 2**, Professor: Maire Noonan, Winter, McGill

Tutor

2014	Ling 440 **Morphology**, Professor: Lisa deMena Travis, Winter, McGill
2012	Ling 571 **Syntax 2**, Professor: Maire Noonan, Winter, McGill

English language teaching

-I have 2 years of teaching English as a second language (TESL) experience in Canada.
-I have 6 years of teaching English as a foreign language (TEFL) experience in Japan.

-I taught classes at private institutions in small groups.

-I taught elementary, junior and senior high school classes of up to 40 students.

-My responsibilities included developing curriculum, testing, and grading.

2010	ESLA 1300, Intro. English for Academic Purposes, Co-teacher, Carleton University practicum
2009	CLLC Ottawa, Co-teacher, Carleton University practicum
2007-8	Shonan Institute of Technology High School, Tsujidou, Fujisawa-shi, Kanagawa-ken (via Sagan Speak Co. Ltd.)
2006-7	Girls Junior and Senior High School, Shin-Koiwa-shi, Chiba-ken (via Sagan Speak Co. Ltd.)
	International Fashion and Beauty School, Shibuya-shi, Tokyo-to (via Sagan Speak Co. Ltd.)
2004-6	Various Elementary schools and Junior High Schools, Hiratsuka Board of Education, Hiratsuka-shi, Kanagawa-ken (via Interact Co. Ltd.)
2003-4	Prince Ebei School, Tsunashima, Yokohama-shi, Kanagawa-ken
2002-3	Nova Language Co. Ltd., Fujisawa-shi, Kanagawa-ken

Service

Conference Organization

Exploring the Interfaces 3: Prosody and Constituent Structure, May 8-10 2014, McGill

M-O-{L}-T-{H} Syntax and Phonology Workshops, March 22-23 2014, McGill

Exploring the Interfaces 1: Word Structure, May 6-8 2012, McGill

Experimental and Theoretical Approaches to Prosody 2, September 23-25 2011, McGill

Montreal-Ottawa-Toronto Phonology Workshop, May 7-9 2011, McGill

15th International Lexical Functional Grammar Workshop, June 18-20 2010, Carleton

Montreal-Ottawa-Toronto Phonology Workshop, March 12-14 2010, Carleton

Canadian Linguistics Association Annual Conference, May 25-27 2009, Carleton

Service to the department

AGSEM (McGill Teaching Union) Linguistics Teaching Assistant representative, 2012-15, McGill

McGill Working Papers in Linguistics, Editor, 2013-2014

Graduate Student Representative, Department of Linguistics, 2012-13, McGill

President and co-founder of Graduate Linguistics At McGill student society, 2010-2011

Abstract reviewer for McGill Canadian Conference for Linguistics Undergraduates, 2011-2014

President and co-founder of the Carleton Applied and Theoretical Linguistics undergraduate student society, 2009-2010

Service to the university

Member of 2013 Cyclic Review Committee for the Department of Integrated Studies in Education, Faculty of Arts, McGill

Other

2013 North American Computational Linguistics Olympiad, McGill

Languages

Advanced	English (native), Japanese (fluent)
Intermediate	French

Fieldwork

Mi'gmaq (Eastern Algonquian) 2012-present

-I have been working with the Listuguj dialect of Migmaq (in Listuguj, Quebec) since 2012. I am a part of the Migmaq Language Partnership, a collaborative research project held between the McGill Linguistics department (PI: Jessica Coon) and the Listuguj Education Directorate. In addition to conducting research, we aid in the building of educational materials and support the revitalization of Migmaq in the community through documentation efforts. In addition to helping supervise several trips to the community, I have assisted in the building of an online grammar, and in the supervision of research assistants.

East Cree (Central Algonquian) 2008-2011

-I worked with the Northern and Southern dialects of East Cree spoken in Northern Quebec as a research assistant under the supervision of Marie-Odile Junker at Carleton University. In addition to research, my duties included, data input, management and analysis, elicitation, and website development.

Last updated: January 27, 2017

Lina M. Henao A.

5382 214th Court South
Boca Raton, Fl. 33486
Phone: 561-674-4135
lhenao2013@fau.edu
linahenao1@msn.com

I am a detailed, thorough, and highly responsible teacher who enjoys working with students and helping them learn Spanish.

EXPERIENCE:

Aug. 2016 – Present — **Florida Atlantic University FAU**
Spanish Instructor — Boca Raton, FL

- Responsible for teaching six classes of Spanish during the Fall of 2016. I taught three courses of Spanish I and three courses of Spanish II.
- I have provided syllabus, rubrics and on-line assignments (Connect).
- Responsible for all grading.
- Successfully submitted all student information via Blackboard (internal FAU system).
- Utilized the Communicative Language Teaching method encouraging student participation and teacher feedback.

Jan. 2016 – May 2016 — **Florida Atlantic University FAU**
Visitor Instructor — Boca Raton, FL

- Responsible for teaching five classes of Spanish during the Spring of 2016. I taught two courses of Spanish I and three courses of Spanish II.
- I have provided syllabus, rubrics and on-line assignments (Connect).
- Responsible for all grading.
- Successfully submitted all student information via Blackboard (internal FAU system).
- Utilized the Communicative Language Teaching method encouraging student participation and teacher feedback.

Aug. 2015 – Dec. 2015 — **St. Mark's Episcopal School**
Spanish Teacher (Part time) — Palm Beach Gardens, FL

- Responsible for teaching Middle School Spanish - grades 6th, 7th, and 8th grade.
- Engaged students in the study of the language using differentiated instruction based on communication drills.
- Designed and implemented lessons.
- Worked with other Spanish teachers in developing assessments.
- Graded and entered grades on a weekly basis.
- Maintained classroom management.
- Met with parents to discuss students' progress.
- Met deadlines provided by the Middle School Coordinator.

Aug. 2013 – May 2015
Teacher Assistant

Florida Atlantic University FAU
Boca Raton, FL

- Responsible for teaching Spanish I and II (25 students/class).
- I provided syllabus, rubrics and on-line assignments (Connect or Centro).
- Responsible for all grading.
- Successfully submitted all student information via Blackboard (internal FAU system).
- Utilized the Communicative Language Teaching method encouraging student participation and teacher feedback.
- Received excellent written and verbal feedback from students and program directors.
- Received excellent evaluations by my Instructors of Record.

Feb. 2012 – Jun. 2013
Retail Support - Women Department (Flex time)

Macy's Store
Boca Raton, FL

- Assisted with price changing.
- Organized and maintained merchandise in stockrooms and floor levels.
- Learned Macy's systems and procedures to enhance selling efficiencies.
- Assisted in the preparation of merchandise for shipments to customers.
- Provided support for major sales events.
- Participated in floor recovery including folding, hanging merchandise and clearing fitting rooms.

Nov. 2011 – Dec. 2011
Retail Support - Ralph Lauren. (Seasonal position)

Macy's Store
Boca Raton, FL

- Responsible for placement of merchandise on the selling floor.
- Assisted with price changing.
- Participated in floor recovery including folding, hanging merchandise and clearing fitting rooms.

2008 - 2010
Comercial Director - Stores

MIC. (Inter. Apparel Co.)
Medellín, Colombia

- Responsible for opening new stores.
- Responsible for the implementation and supervision of budgets.
- Responsible for sales management and implementation of promotional programs.
- Responsible for maintaining adequate inventory control measures.
- Supervised team members with daily sales and merchandising activities.
- Established monthly goals and awarded incentives.
- Responsible for hiring, supervising, and developing personnel.

2006 – 2007
Comercial Director of Female Line

Vestimundo S.A. (Inter. Apparel Co)
Medellín, Colombia

- Responsible for the implementation and supervision of budgets.
- Responsible for inventory control.
- Responsible for the implementation and execution of sales, promotional and merchandising programs directed to independent retail and wholesale accounts.
- Determined clothing portfolio mix per sales channel.

- Responsible for product training.
- Worked with other departments - Design, Production and Logistics in support of timely clothing launches.

2002 – 2004 **Vestimundo S.A. (Inter. Apparel Co)**
Comercial Director -Stores Medellín, Colombia

- Responsible for opening new stores and redesigning existing ones.
- Responsible for elaborating and monitoring budgets.
- Responsible for the implementation and execution of promotional programs.
- Responsible for inventory control.
- Worked with the management team of sister brands: Gef, Punto Blanco, Baby Fresh and Galax in implementing sales and merchandising programs.
- Determined clothing portfolio mix per store.
- Responsible for hiring, supervising, and developing personnel.
- Supervised team members with daily sales and merchandising activities.
- Established monthly goals and awarded incentives.

1997 – 2001 **Helados Mimo's**
Store Management Medellín, Colombia

- Responsible for elaborating and monitoring budgets.
- Developed strategic direction for new ice cream products.
- Responsible for hiring, supervising, and developing personnel.
- Supervised team members with daily sales and merchandising activities.
- Established monthly goals and awarded incentives.

EDUCATION:
COORPORACION UNIVERSITARIA LASALLISTA, Medellín, Colombia
Bachelor of Food Engineer. June 1993.

UNIVERSIDAD EAFIT, Medellin, Colombia
Course: Economics for non-Economics mayor. December 1994
Course: Marketing and Sales Management. June 1998

FLORIDA ATLANTIC UNIVERSITY, Boca Raton, FL
MA Spanish – Graduation May 1st, 2015
GPA 3.92 - 36 credits.
12 credits in Latin American Literature
12 credits in Peninsular Literature.
9 credits in Literary Theory
3 credits in Teaching Practicum.

PERSONAL:
- Enjoy reading, watching movies, dining out, and spending time with my family.
- Proficient in Excel, Word and Power Point.
- Received Award for enthusiasm, dedication, and commitment as a Volunteer for Students with Disabilities – April 9, 2015.
- Member of Sigma Delta Pi since October 2014.
- Temporary Educator's Certificate – World Language - Spanish (Grades K-12): DOE number: 1281741 (July 01, 2015 – June 30, 2018)
- eCertification - Designer/Facilitator Training Workshop: April 14, 2016

VIKTOR KHARLAMOV

Department of Languages, Linguistics & Comparative Literature
Dorothy F. Schmidt College of Arts & Letters
Florida Atlantic University
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CU-97, Suite 280
Boca Raton, FL 33431
Tel.: 561-297-4676
Email: vkharlamov@fau.edu

Education

2012	**Ph.D. in Linguistics**, University of Ottawa
2006	**M.A. in Linguistics**, University of Ottawa
1999	**Bachelor's Degree in Education/ESL with Honors**, PSPU

Employment History

2014 - present	**Assistant Professor**, Department of Languages, Linguistics & Comparative Literature, Florida Atlantic University
2012 - 2014	**Postdoctoral Researcher**, Department of Linguistics, University of Arizona
2012- 2014	**Visiting Instructor**, Summer Workshop in Slavic, East European & Central Asian Languages (SWSEEL), Indiana University
2010-2011	**Adjunct Lecturer**, Linguistics Program, Queen's University
2010	**Adjunct Lecturer**, Department of Linguistics, University of Ottawa
2005-2011	**Graduate Teaching & Research Assistant**, Department of Linguistics, University of Ottawa

Scholarship/Research

Publications in Print

Refereed Journal Articles

1. Kharlamov, V. (2015). Perception of incompletely neutralized voicing cues in word-final obstruents: The role of differences in production context. *Laboratory Phonology, 6,* 147-165.
2. Oberly, S., & Kharlamov, V. (2015). The phonetic realizations of devoiced vowels in the Southern Ute language. *Phonetica, 72,* 1-19.
3. Kharlamov, V. (2014). Incomplete neutralization of the voicing contrast in word-final obstruents in Russian: Phonological, lexical, and methodological influences. *Journal of Phonetics, 43,* 47-56.

4. Kharlamov, V., Campbell, K., & Kazanina, N. (2011). Behavioural and electrophysiological evidence for early and automatic detection of phonological equivalence in variable speech inputs. *Journal of Cognitive Neuroscience, 23*(11), 3331-3342.

5. Kazanina, N., Dukova-Zheleva, G., Geber, D., Kharlamov, V., & Tonciulescu, K. (2008). Decomposition into multiple morphemes during lexical access: A masked priming study of Russian nouns. *Language & Cognitive Processes, 23*(6), 800-823.

Book Chapters

1. Zamuner, T. S., & Kharlamov, V. (2016). Phonotactics and syllable structure. In J. Lidz, W. Synder & J. Pater (Eds.), *The Oxford handbook of developmental linguistics* (pp. 27-42). Oxford, UK: Oxford University Press.

2. Côté, M.-H., & Kharlamov, V. (2011). The impact of experimental task on syllabification judgments: a case study of Russian. In C. Cairns & E. Raimy (Eds.), *Handbook of the syllable* (pp. 273-294). Leiden, the Netherlands: Brill.

3. Kharlamov, V. (2010). Consonant deletion in Russian. In A. Smirnova, V. Mihaliček & L. Ressue (Eds.), *Formal studies in Slavic linguistics* (pp. 1-22). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Refereed Presentations & Proceedings

International

1. Kharlamov, V. (2012, May). *Partial devoicing in experimentally-elicited speech: Phonological implications*. Paper presented at the 2012 Congress of the Social Sciences and Humanities, Waterloo, Canada. (Resulted in publication).

2. Kharlamov, V. (2010, May). *Final devoicing & (in)complete neutralization: The role of task-specific factors*. Paper presented at the 2010 Congress of the Social Sciences and Humanities, Montréal, Canada.

3. Kharlamov, V. (2009, December). *Final devoicing: A case of (in)complete neutralization?* Paper presented at the 13th Bilingual Workshop in Theoretical Linguistics, Montréal, Canada.

4. Kharlamov, V. (2009, October). *The role of frequency and probability in syllabification judgments*. Paper presented at the Montréal-Ottawa-Toronto Workshop, Toronto, Canada.

5. Kharlamov, V. (2009, May). *Speakers' notion of the syllable: The role of statistical factors in onset wellformedness judgments*. Paper presented at the 2009 Congress of the Social Sciences and Humanities, Montréal, Canada.

6. Kharlamov, V., Campbell, K., & Kazanina, N. (August, 2008). */t/-deletion in Russian consonant clusters: Electrophysiological evidence for a language-specific pre-lexical compensation mechanism.* Poster presented at the Consonant Clusters and Structural Complexity Workshop, Munich, Germany. (Resulted in publication).

7. Kharlamov, V. (2007, March). *Consonant deletion in Russian.* Paper presented at the Montréal-Ottawa-Toronto Workshop, Ottawa, Canada.

8. Kazanina, N., Dukova-Zheleva, G., Geber, D., Kharlamov, V., & Tonciulescu, K. (2006, October). *Complex morphology and lexical access: A masked priming study of Russian nouns.* Poster presented at the 5th International Conference on the Mental Lexicon. Montréal, Canada. October 11-13, 2006. (Resulted in publication).

9. Kharlamov, V. (2006, October). *On the role of perceptual distinctness in consonant cluster simplification: Evidence from Russian.* Paper presented at the International Colloquium of the Québec Student Journal of Linguistics, Montréal, Canada.

10. Kazanina, N., Dukova-Zheleva, G., Geber, D., Kharlamov, V., & Tonciulescu, K. (2006, October). *Complex morphology and lexical access: The case of Russian.* Paper presented at the International Colloquium of the Québec Student Journal of Linguistics, Montréal, Canada.

11. Kazanina, N., Dukova-Zheleva, G., Geber, D., Kharlamov, V., & Tonciulescu, K. (2006, March). *Morphological priming of transparent vs. non-transparent Russian complex words.* Paper presented at the Psycholinguistic Shorts 2006, Ottawa, Canada.

National

1. Brenner, D., Kharlamov, V., & Tucker, B. (2016, November). *Fricatives in conversational vs. read speech in Mid-Western American English.* Poster presented at the 5th Joint Meeting of the Acoustical Society of America and the Acoustical Society of Japan. Honolulu, HI.

2. Kharlamov, V., Brenner, D., & Tucker, B. (2016, July). *The acoustics of conversational fricatives in Mid-Western American English.* Paper presented at the Reduction Workshop, LabPhon15, Ithaca, NY.

3. Tucker, B., Brenner, D., & Kharlamov, V. (2016, May). The acoustics of conversational fricatives in Mid-Western American English. Paper presented at the 2nd Annual Meeting of the NorthWest Phonetics & Phonology Conference, Eugene, OR.

4. Oberly, S., & Kharlamov, V. (2016, January). *The vowel system of Southern Ute: A phonetic investigation.* Paper presented at the 2016 Annual Meeting of the Society for the Study of the Indigenous Languages of the Americas, Washington, DC.

5. Oberly, S., & Kharlamov, V. (2015, January). *The phonetic realizations of devoiced vowels in the Southern Ute language.* Paper presented at the 2015 Annual Meeting of the Society for the Study of the Indigenous Languages of the Americas, Portland, OR. (Resulted in publication).

6. Kharlamov, V. (2014, January). *Aerodynamics of prevoicing in plosives: The role of nasal airflow.* Paper presented at the 88th Annual Meeting of the Linguistic Society of America, Minneapolis, MN.

7. Kharlamov, V., & *Loukianova, A. (2013, December). *Effect of consonantal place of articulation on the perception of phonetic voicing in plosives.* Poster presented at the 166th Meeting of the Acoustical Society of America, San Francisco, CA. (* - undergraduate student)

8. Kharlamov, V. (2012, May). *Final devoicing in experimentally-elicited speech from Russian: Phonological implications*. Paper presented at the 21st Formal Approaches to Slavic Linguistics Conference, Bloomington, IN.

9. Kharlamov, V. (2012, March). *Methodological and structural effects in production and perception of final devoicing: Evidence from Russian.* Paper presented at the 36th Annual Penn Linguistics Colloquium, Philadelphia, PA.

10. Kharlamov, V. (2011, July). *Incomplete neutralization of final obstruent voicing: Which factors contribute to the maintenance of underlying contrast?* Paper presented at the Linguistic Institute 2011, Boulder, CO.

11. Kharlamov, V. (2011, January). *The role of experimental bias in the maintenance of the final voicing contrast: Evidence from Russian.* Paper presented at the 85th Annual Meeting of the Linguistic Society of America, Pittsburgh, PA.

12. Côté, M.-H., & Kharlamov, V. (2008, January). *The impact of experimental task on syllabification judgments: A case study of Russian*. Poster presented at the CUNY Conference On The Syllable, New York, NY. (Resulted in publication).

13. Kharlamov, V. (2006, March). *On the role of perceptual factors in consonant cluster simplification: Evidence from Russian.* Paper presented at the 4th Graduate Colloquium of Slavic Linguistics, Columbus, OH. (Resulted in publication).

Regional/Local

1. Galdamez, A., *McElroy-Wright, B., & Kharlamov, V. (2016, October). *VOT perception in English-Spanish bilinguals: The role of speaker's gender.* Poster presented at the 2nd Annual Florida Psycholinguistics Meeting, Davie, FL. (* - undergraduate student)

2. *McElroy-Wright, B., Galdamez, A., & Kharlamov, V. (2016, April). Effects of bilingualism and language dominance on the production and perception of speech sounds. Paper presented at the 6th Annual Undergraduate Research Symposium, Boca Raton, FL. (* - undergraduate student)

Non-Refereed Publications, Presentations & Proceedings

Publications

1. Kharlamov, V. (2010). Speakers' notion of the syllable: The role of statistical factors in onset wellformedness judgments. In *Proceedings of the CLA 2009 Conference.* Ottawa, Canada: Carleton University.

2. Kharlamov, V. (2007). Consonant cluster resolution in Russian: A perceptual approach. *Cahiers Linguistiques d'Ottawa, 35,* 57-81.

Presentations

International

1. Côté, M.-H., & Kharlamov, V. (2008, November). *Are all syllabification tasks equally good? A case study of Russian.* Paper presented at the Centre for Advanced Study in Theoretical Linguistics, University of Tromsø, Tromsø, Norway. (Invited talk).

Regional/Local

1. Kharlamov, V. (2014, January). *Do the larynx and the mind work together? Cross-linguistic phonetics & phonology of voicing*. Paper presented at the Department of Languages, Linguistics & Comparative Literature, Florida Atlantic University, Boca Raton, FL. (Invited talk).

Grants

External

Funded

1. Postdoctoral Fellowship, Social Sciences & Humanities Research Council of Canada (SSHRC) (2012-2014: $81,000; postdoctoral research funding)
2. Ontario Graduate Scholarship (OGS), Ontario Ministry of Training, Colleges and Universities (2010: $15,000; PhD funding)
3. Canada Graduate Studies (CGS) Doctoral Scholarship, Social Sciences & Humanities Research Council of Canada (SSHRC) (2007-2010: $105,000; PhD funding)

Internal

Funded

1. Distinction Through Discovery (DTD) Undergraduate Curriculum Grants Program, the Office of Undergraduate Research and Inquiry (OURI), Florida Atlantic University (2015: $1,000; funding for incorporating undergraduate research into *LIN4701 Psycholinguistics*)
2. Summer Research Undergraduate Fellowship (SURF), the Office of Undergraduate Research and Inquiry (OURI), Florida Atlantic University (2015: $3,500; funding for conducting a summer research project with an undergraduate student)
3. Technology Fee Grant, Florida Atlantic University (2015: $9,500; equipment funding for the phonetics laboratory)
4. Academic & Professional Development Fund, Association of Part-time Professors, University of Ottawa (2012: $1,025; research & professional development funding)
5. Fund for Scholarly Research, Creative Work & Professional Development for Adjuncts, Queen's University (2012: $1,500; 2011: $2,500; research & professional development funding)

Courses Taught at FAU

Courses

1. FOL 3880 Research & Bibliographic Methods
2. LIN 2607 Global Perspectives on Language
3. LIN 3010 Introduction to Linguistics
4. LIN 4326 Phonetics & Phonology (formerly, 'Contrastive Phonology')

5. LIN 4701 Psycholinguistics
6. LIN 6938 Phonetics (new)
7. LIN 6938 Phonetics & Phonology (new)
8. LIN 6938 Phonological Acquisition (new)
9. LIN 6938 Psycholinguistics (new)
10. LIN 6938 Research Methods in Linguistics (new)
11. LIN 6908 Perception of Voicing (DIS) (new)

Supervision of Graduate Students

1. Member, MA Thesis Committee. Joshua Calhoun. 'Frames Trump Facts.' May 2016.
2. Member, PhD Dissertation Committee. John Bronsted. 'Foundations of a Scientific Approach to Literature.' Ongoing.

Supervision of Undergraduate Students

1. Faculty Mentor, Distinction through Discovery (DtD) Summer Undergraduate Research Fellowship (SURF) Program. Brandy McElroy-Wright. 'Perception of consonantal voicing by bilingual English-Spanish speakers: The role of language dominance'. Summer 2015.
2. Faculty Mentor, Honors Compact (LIN 4701 Psycholinguistics). Gabrielle Vernachio. Fall 2014.

Service & Professional Development

Service to the Institution

Department/School Service

1. Graduate Teaching Assistant (GTA) Supervision:
   - Nadine Al-Azzawi. LIN 2607 Global Perspectives on Language. Summer 2015.
2. Comprehensive Examinations:
   - Coordinator, MA Linguistics Comprehensive Examinations. Spring 2016, Fall 2016, Spring 2017.
   - Member, MA Linguistics Comprehensive Examinations Evaluation Committee. Spring 2015-Fall 2015.
3. Committee Membership:
   - Member, Scholarship Committee. Fall 2016-Spring 2017.
   - Member, Technology Committee. Spring 2015-Spring 2017.
   - Member, Linguistics Tenure-line Search Committee (Syntax). Fall 2015-Spring 2016.

- Member, Promotion & Tenure Guidelines Review Ad Hoc Committee. Fall 2015.
- Member, Invited Speaker Committee. Fall 2014-Fall 2015.

University Service

1. Reviewer, Curriculum Grant Program, the Office of Undergraduate Research and Inquiry (OURI). Fall 2016.
2. Reviewer, Undergraduate Research Grant Program, the Office of Undergraduate Research and Inquiry (OURI). Spring 2016.
3. Judge, The 6th Annual Undergraduate Research Symposium, the Office of Undergraduate Research and Inquiry (OURI). Spring 2016.

Service to the Discipline/Profession

1. Reviewer, Linguistics Program, the National Science Foundation (NSF). Fall 2016.
2. Reviewer:
   - Journal of Phonetics. 2011-2016.
   - Laboratory Phonology. 2015-2016.
   - Journal of the International Phonetic Association. 2015.
   - Language & Speech. 2015.
   - Second Language Research. 2015
   - Lingua. 2013-2014.
   - Journal of Slavic Linguistics. 2011-2012.
   - Brain & Language. 2011.
   - Journal of Child Language. 2010.
   - Québec Student Journal of Linguistics. 2007.
   - Ottawa Papers in Linguistics. 2006-2007, 2009-2010.

Service to the Community/Public

1. Evaluator, Language proficiency (Russian), Palm Beach State College. 2014.

Professional Development

1. Membership in professional associations (ongoing):
   - Linguistic Society of America (LSA)
   - Acoustical Society of America (ASA)
   - Society for the Study of Endangered Languages (SSILA)
   - Laboratory Phonology Association (LabPhon)

Honors & Awards

1. Recipient, Faculty College Advisory Board Research Support Award for Faculty in the Humanities and Social Sciences at the Dorothy F. Schmidt College of Arts & Letters. 2016-2017 ($2,000).
2. Recommendation for the Governor General's Academic Medal, Faculty of Graduate and Postdoctoral Studies, University of Ottawa, Canada. 2012.
3. Winner, Student paper contest, Canadian Linguistics Association. Montréal, Canada. 2010.
4. Honorable mention, Student paper contest. Canadian Linguistics Association. Ottawa, Canada. 2009.

Curriculum Vitae
Kristen H. Lindbeck

January 2017

Personal
Telephone (561) 297-0134
Associate Professor of Jewish Studies
Director of Jewish Studies
Department of Languages, Linguistics,
and Comparative Literature
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
klindbec@fau.edu

Higher Education

Ph.D., Ancient Judaism, Jewish Theological Seminary, 1999

Dissertation: *Story and Theology: Elijah's Appearances in the Babylonian Talmud*

Dr. Richard Kalmin, director. Committee: Dr. Burton Visotzky and Dr. Seth Schwartz of JTS, Dr. Anthony Saldarini of Boston College and Dr. Yaakov Elman of Yeshiva University

M.Phil., Ancient Judaism, Jewish Theological Seminary, 1994

Major concentration: Ancient Judaism, 600 B.C.E - 600 C.E.

Minor concentration: Early Christian Literature (New Testament, Apostolic Fathers)

M.A., Talmud and Rabbinics, Jewish Theological Seminary, 1989

B.A. *cum laude*, Classics and Oriental Studies (Greek and Hebrew), Brandeis University, 1985

Professional Experience

Florida Atlantic University: Assistant Professor of Jewish Studies, 2006 – to Present

Tulane University: Visiting Assistant Professor of Jewish Studies, 2004-2006

Trinity University, San Antonio, Texas: Adjunct Professor of Religious Studies 2003-2004
Visiting Assistant Professor of Religious Studies, 2002-2003
Adjunct Professor of Religious Studies, 2001-2002
Visiting Assistant Professor of Religious Studies, 2000-2001

Drew University, New Jersey: Visiting Instructor of Religious Studies, 1998-1999

Academy of Jewish Religion, New York City: Visiting Instructor of Talmud 1997-98

Jewish Theological Seminary: Visiting Instructor of Rabbinics, Spring semesters 1996 & 1997

Fellowships

Lady Davis Post Doctoral Fellowship at Hebrew University 1999-2000

Graduate School Fellowship, Jewish Theological Seminary,1991-92 through 1997-98

Stroock Fellowship, Jewish Theological Seminary 1989-90, 1990-91

Scholarship

Refereed work

Journal Publications:

Brides Who Challenge Death: A Jewish Folktale Motif Retold in Different Cultural Contexts, in *Women in Judaism: A Multidisciplinary Journal* 10.2 (Spring 2013). Web.

"Reading Together." *Christianity and Islam.* Spec. issue of *Christian Reflection: A Series in Faith and Ethics* 15 (Spring 2005): 68-75.

Editing, introduction, and conclusion. *A Harmony of Opposing Voices*. Spec. issue of *The Journal of Scriptural Reasoning* 2.3 (2002). Web.

"Scriptural Reasoning and Depth Historiography." The Rules of Scriptural Reasoning Spec. issue of The Journal of Scriptural Reasoning 2.1 (May 2002). Web.

"Response to *Reading Levinas/Reading Talmud* by Ira F. Stone." *Textual Reasoning* 8 (1999). Web. <http://www.bu.edu/mzank/STR/tr-archive/tr8/Lindbeck-Stone.html>.

Book:

Elijah and the Rabbis: Story and Theology. New York: Columbia University Press, 2010.

Conference Presentations

National and International:

"Weeping at the Aqedah: The Tears of Abraham and the Angels" Society of Biblical Literature, November 2015, Atlanta, Georgia

"'The Bridegroom and the Angel of Death' as a Jewish Prose Romance" (with Marcella Munson) International Congress for Medieval Studies, May 2012 Kalamazoo, Michigan

Invited Lecture at Oberlin College, "Theodicy and the Binding of Isaac in the Jewish Tradition," the Herbert G. May Lectureship in Biblical Studies, October 2011

"Jewish Tales of Deadly Brides and Faithful Brides," Forty-Sixth International Congress on Medieval Studies, May 2011, Kalamazoo, Michigan

"Theodicy and the Orally Derived Narratives of the Angel of Death and Elijah," Association for Jewish Studies Conference, December 2010, Boston

"Humor, Violence and Resignation: Elijah Tries to Bring the Messiah," Association for Jewish Studies Conference, December 2009, Los Angeles

"The New Perspective on Paul: Jewish Lutheran Relations," Convocation of Teaching Theologians, August 2009, St. Olaf College, Northfield, Minnesota

"The Bavli's Redaction of Traditions about the Destruction of the Temple" Association for Jewish Studies Conference, December 2008, Washington DC

"Elijah at the Close of the Sabbath," International Congress on Medieval Studies, May 2008, Kalamazoo, Michigan

"The Rabbinic Elijah and Elijah in Later Folklore" Association for Jewish Studies Conference, December 2006, San Diego

"The Contribution of Oral Formulaic Theory to the Study of Legends in the Babylonian Talmud," Society of Biblical Literature Annual Meeting, November 1999, Boston

"The *Bat Kol* as Means of Divination and as Heavenly Voice," Society of Biblical Literature Annual Meeting, November 1998, Orlando

"The Talmud's Successful Fiction: Written Text as Oral Teaching," Association for Jewish Studies Conference, December 1997, Boston

"The (Dis)Appearances of Elijah in the Babylonian Talmud," Society of Biblical Literature Annual Meeting, November 1996

"Non-Rabbinic Sources for Elijah Legends in Rabbinic Literature," 1994 Society of Biblical Literature Annual Meeting

Other Publications

"Hannah, Mother of Samuel" in Jewish interpretation in the *Encyclopedia of the Bible and Its Reception* (2010), an on-going on-line encyclopedia published by De Gruyter (submitted January 2014).

Review of Richard Hidary, *Dispute for the Sake of Heaven: Legal Pluralism in the Talmud*, *Review of Biblical Literature* (August 2013): Web. <http://www.bookreviews.org>.

Lindbeck, Kris. "The Changing View of Paul and Lutheran-Jewish Dialogue." *The New Perspective on Paul*. Ed. David C. Ratke. Minneapolis, MN: Lutheran UP, 2012. Print.

"The Fall of Humankind" in Rabbinic Jewish interpretation in the *Encyclopedia of the Bible and Its Reception* (2010), an on-going on-line encyclopedia published by De Gruyter, July 2012

"Folly and Fools" in Rabbinic Jewish interpretation in the *Encyclopedia of the Bible and Its Reception* (2010), an on-going on-line encyclopedia published by De Gruyter, May 2012

Review of *Jesus the Pharisee* by Hyam Maccoby. *Modern Theology* 20.4 (October 2004): 630-633.

Review of *Jesus of Nazareth King of the Jews: A Jewish Life and the Emergence of Christianity*, by Paula Fredriksen. *First Things* 108 (December 2000): 46-48.

Non-Refereed works

Book review

Review of *Torah in the Mouth* by Martin Jaffee. *Journal of the American Academy of Religion* 71.3 (Fall 2003): 698-701.

Conference proceedings

"Non-Rabbinic Sources for Elijah Legends in Rabbinic Literature." *Society of Biblical Literature 1994 Seminar Papers*. Ed. Eugene H. Lovering, Jr. Atlanta: Scholars Press, 1994. 752-766.

Conference Participation

National

Invited participant in meeting of the Society for Scriptural Reasoning at the 2011 American Academy of Religion Conference, November 2011, San Francisco

Respondent and panel chair in a session entitled "Rabbinics and the Christian World: Dialogue and Debate" Association for Jewish Studies Conference, December 2008, Washington DC

Local

Panel chair at Florida Atlantic conference, Jewish Origins, February 2014

Respondent at "Children of Abraham," a trialogue looking at interfaith relations from a woman's perspective. Feb. 16, 2014.

Panel chair at Florida Atlantic conference, New Scholarship on Israel, 2012

Panel chair at Florida Atlantic conference: Jewish Mysticism: New Insights and Scholarship, 2009

Panel chair at Florida Atlantic conference: The Jews of Florida, 2007

Works In Progress

In progress

An article on theodicy in the Binding of Isaac in Genesis Rabbah, a Rabbinic biblical commentary in relation to Kierkegaard's *Fear and Trembling*, probably destined for the *Journal of Scriptural Reasoning*.

A full essay based on my 2015 conference presentation at the Society of Biblical Literature Midrash section, "Weeping at the Aqedah: The Tears of Abraham and the Angels."

A possible essay on religious motifs in contemporary haiku, about 15-20 pages long, for the peer-reviewed "Juxtapositions, an online publication dedicated to haiku research and scholarship, founded in 2015. Juxtapositions is a peer-reviewed outlet for scholarship and research in topical areas of world haiku, related forms, and their context within the broader world of literary studies."

</http://www.thehaikufoundation.org/juxta/about-juxta>

Translation of Genesis Rabbah, a rabbinic commentary on Genesis

Teaching and Research Interests

Classical Judaism, including Midrash, Talmud, liturgy, and their contemporary interpretation; Jewish folklore; Dialogue among the Abrahamic faiths, History of Classical and Medieval Judaism

Secondary: Women in Judaism, Jewish Philosophy and Mysticism, New Testament

Languages: Reading knowledge of classical Hebrew and Aramaic, reading & fair speaking knowledge of modern Hebrew and French, German (reading), and Koine Greek, documentary reading

Teaching

Undergraduate Courses Taught at Florida Atlantic University

Courses marked with an asterisk (*) represent new courses developed.

* LIT 3374 New Testament

* JST 3100 Jewish Literature through the Centuries

* JST 3510 Women and Judaism

* JST 4430 Medieval Jewish History

* JST 4930 Jewish Philosophy and Mysticism

* JST 4930 Christianity and Judaism, Early Texts

FOL 3880 Research and Bibliographic Methods

JST 3403 Classical Jewish Civilization

JST 3513 Jewish Wisdom

Selected Graduate and Undergraduate Courses Taught at Other Institutions

Courses marked with an asterisk (*) represent new courses developed:

Master's Level:

* Midrash in Translation: The Mekhilta on Exodus

* Jewish Background of Jesus and the New Testament, both at Drew University

Introduction to Talmud, at Jewish Theological Seminary and Academy of Jewish Religion

Undergraduate Level:

* Introduction to Rabbinic Judaism, Tulane University

* Women in the Hebrew Bible, Tulane University

* Science Fiction and Fantasy: The Religious Imagination: Freshman Seminar at Trinity University

Introduction to Judaism, Trinity University

New Testament, Trinity University; Judaism, Christianity and Islam, Trinity University

Doctoral Thesis Advising:

Committee member, Michael Gold, *A Whiteheadian Interpretation of the Kabbalistic Creation Story*, 2010 - present

Committee member, Fatin Guirguis, *The Vision of Theophilus*, LLL program, defended 2010

Committee member, Julie Hilton Danan, *The Divine Voice in Scripture: Ruah Ha-kodesh in Rabbinic Literature*, Hebrew Studies, The University of Texas at Austin, May, defended 2009

Service

Florida Atlantic University Committees

Program

Fall 2012—Present: Director of the Jewish Studies Program

2006–Present: Member, Jewish Studies Executive Committee, including work on curriculum planning, brochure, website, and publicizing the program.

Department

2014-15 and 2011-12 Departmental library representative

2008–2009 Member, search committee for Hebrew instructor

2008 Member, departmental committee to revise our tenure and promotion criteria for Languages, Linguistics, and Comparative Literature

College

2007-2010, member, College Undergraduate Programs Committee, including working to develop new General Education Courses, and in 2010 to begin the process of revising requirements for interdisciplinary majors.

2009-2010 Organized, moderated, and participated in a discussion panel, "Peace in Sacred Texts and Histories of Peace," on 2/17/2010 during the Peace Week events during the Dalai Lama's visit.

Professional Service

Peer reviewer of a book chapter entitled "Asklepios or Elijah? Incubation at Hammat Gader," in a book edited by Sandra Blakely, *Gods, Objects and Ritual Practices* in a new series sponsored by The Society for Ancient Mediterranean Religions to be published by Lockwood Press. May 2014.

Peer reviewer of an article entitled "The Old One of Israel: Genesis Rabba's Second God" for the *Jewish Quarterly Review*, Spring 2014.

Peer reviewer of an article entitled "Elder Israel, Emblem of Israel: The Angelification of the Patriarch in Genesis Rabbah" for the *Jewish Quarterly Review*, Fall 2011 and Spring 2012

Committee member, doctoral thesis, *The Divine Voice in Scripture: Ruah Ha-kodesh in Rabbinic Literature*, Julie Hilton Danan, The University of Texas at Austin, May, 2009

Resources (2) for sermon preparation, issued by the National Institute for Jewish-Christian Understanding at Muhlenberg College, 2002-2003

Member, Executive Board, National Society for Scriptural Reasoning, 1998-2003

Participant, discussion panel sponsored by Textual Reasoning at the Association for Jewish Studies national conference on *Reading Levinas/Reading Talmud* by Ira F. Stone, December 1998

Presenter and founding member, the Drew University Chapter, National Society for Scriptural Reasoning, 1997

Affiliations in National Organizations

Member, Association for Jewish Studies, 1992-Present

Member, Society of Biblical Literature and the American Academy of Religion, most years from 1995-Present

Community Activities

A book talk on my *Elijah and the Rabbis* at St. Gregory's Episcopal Church, Boca Raton, January 2014

"An Introduction to the World of Jewish Mysticism," "Elijah in the Bible, Talmud and Midrash," and "Why Do We Invite Elijah to Our Seder?" Bnai Torah Congregation, 2010-2011

"Women in Judaism," Beth Ami Synagogue, Boca Raton, 2009

"What is the Talmud?" at Temple Sinai, New Orleans, 2005

"Rebecca and Abraham's Servant" Congregation Beth Am, San Antonio, 2002

"Humility," sermon on Matthew 11 at Lutheran Church of St. John, San Antonio, 2002

Presenter on the Arab-Israeli conflict and on Islam, Church of St. John, San Antonio, 2001

Updated on 01/25/2017

JULISSA MANSILLA-BJALME
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8708 Sandy Crest Lane, Boynton Beach, FL 33473

EDUCATION

Florida Atlantic University, Boca Raton, Florida
Current candidate, Ph.D. in Comparative Studies
Overall GPA 3.870

Florida Atlantic University, Boca Raton, Florida
Master of Arts, Spanish, May 2009
Overall GPA 3.929

Florida Atlantic University, Boca Raton, Florida
Bachelor of Arts, Spanish, August 2007
Overall GPA 3.925 - Summa Cum Laude

Instituto de Interpretación y Traducción de Lima (ESIT), Lima, Peru
Associate of Arts, Translation in Spanish/English/French, 1997
Overall GPA 3.843

AWARDS/FELLOWSHIP/RECOGNITION

- Sigma Delta Pi, National Collegiate Hispanic Honor Society
- 2008 FAU Graduate Diversity Fellowship & 2008 FAU Graduate Fellowship for Academic Excellence
- President's list: Spring 2006, Spring 2007 & Dean's list: Spring 2006, Fall 2006, Spring 2007

PRESENTATION IN CONFERENCES

Crossings & Intersections – CSSA Conference, Boca Raton 2016
"Colón meets *Cobra*: el encuentro de dos mundos"

7th Annual South Florida Latin American and Caribbean Studies Graduate Student Conference, Miami 2009
"*Lucía Jerez* reivindicada: Propuesta de mujer en la literatura latinoamericana de fin de siglo"

Southeast Conference on Amazonian and Andean Studies, Boca Raton 2008
"Una interpretación bienaventurada de *Ollantay*"

TEACHING EXPERIENCE

Florida Atlantic University, Boca Raton, FL — 08/2010 - present
Spanish Instructor

- Teach Beginning, Intermediate, Conversational and Heritage Spanish courses to undergraduate students.
- Prepare lesson plans and exams according to the guidelines of the Spanish Program.
- Offer one-on-one tutoring and assist students.
- Assisted students with video sessions at the Language Laboratory.
- Conducted Spanish chat table "Sobremesa" with undergraduate students.

Florida Atlantic University, Boca Raton, FL — 08/2009 - 05/2010
Visiting Spanish Instructor

- Taught Beginning and Intermediate Spanish courses to undergraduate students.
- Prepared lesson plans and exams according to the guidelines of the Spanish Program.
- Offered one-on-one tutoring and assisted students with video sessions at the Language Laboratory.
- Conducted Spanish chat table "Sobremesa" with undergraduate students.

Florida Atlantic University, Boca Raton, FL 08/2007 - 04/2009
Graduate Teaching Assistant

- Taught Beginning Spanish courses to undergraduate students.
- Prepared lesson plans and exams according to the guidelines of the Spanish Program.
- Offered one-on-one tutoring and assisted students with video sessions at the Language Laboratory.

Inlingua, Boca Raton, FL 03/2006 – 12/2006
Spanish and English Teacher

- Taught Spanish to children and adults.
- Prepared lesson plans and supplementary materials.
- Taught Basic English classes to adults.

Language Exchange International, Boca Raton, FL 02/2006 – 08/2006
Spanish Teacher

- Taught Spanish to adults.
- Prepared lesson plans and supplementary materials.

Centro de Idiomas de la Universidad del Pacífico, Lima, Peru 10/1999 - 10/2003
English and Spanish Teacher

- Taught English to kindergarten, elementary and high school students.
- Prepared lesson plans, supplementary materials and exams according to the guidelines of CIDUP.
- Taught Basic and Intermediate Spanish classes to adults.

Centro de Idiomas de Lima, Lima, Peru 03/1997 - 12/1999
Spanish Teacher

- Taught Spanish classes to adults.
- Prepared lesson plans and supplementary materials according to the guidelines of Centro de Idiomas de Lima.
- Taught Basic and Intermediate levels.

Facultad de Ciencias - Universidad Nacional Mayor de San Marcos, Lima, Peru 03/1996 – 12/1998
English Teacher and Translator

- Taught English to university students in the program of English Training for Specific Purposes.
- Prepared lesson plans and supplementary materials for the program.
- Translated documents of various fields from English to Spanish and vice versa.

RELATED EXPERIENCE

Rebecca Hinson, Lake Worth, FL 08/2016 – present
Translation into Spanish of Latin Art books for children

Florida Atlantic University, Boca Raton, FL 09/2015 - present
Assistant to the Spanish Basic Language Program

- Help the Director of the Spanish Basic Spanish Program in the preparation of course calendars, homework assignments, exam copying and distribution.
- Serve as a liaison between the Spanish Basic Spanish Program Director, language instructors and GTAs.

Florida Atlantic University, Boca Raton, FL 08/2011 – 09/2015
Assistant to the Basic Language Programs

- Help the Director of the Spanish Basic Program and the Director of the French/Italian/German Basic Programs in the preparation of course calendars, homework assignments, exam copying and distribution.
- Serve as a liaison between Language Directors, language instructors and GTAs.

JKG Group, Inc., Boca Raton, FL 08/2006 - 08/2007

Office Assistant

- Checked and matched invoices to related paperwork for Accounts Payable.
- Filed and translated documents, and did liaison interpretation in English and Spanish for Human Resources.
- Performed diverse office work.

J.S. Paluch Co., Inc., Pompano Beach, FL 03/2004 - 12/2005
Administrative Assistant

- Checked and proofread advertising contracts and diverse paperwork.
- Provided customer service in English and Spanish to advertisers, churches and sales representatives.
- Performed diverse office work.

ESIT Traducciones, Lima, Peru 06/1998 - 10/2003
English and Spanish Translator and Interpreter

- Translated documents of various fields from English to Spanish and vice versa.
- Performed sight translations and summaries of high volume documents and collected data to organize glossaries.
- Performed as a consecutive and escort interpreter in English and Spanish.

LICENSURE/CERTIFICATION

- State of Florida Department of Education - Official Statement of Status of Eligibility – Spanish (04/2009-04/2012)
- Ministère de l'Éducation nationale de la République française – Diplôme d'études en Langue Française DELF 2 degré (08/2003)
- Ministère de l'Éducation nationale de la République française – Diplôme d'études en Langue Française DELF 1 degré (04/1998)
- Alliance Française, Lima – Diplôme de Langue Française mention Bien (1996)
- Alliances Françaises du Pérou, Lima – Certificat Pratique de Langue Française mention Assez Bien (1992)
- Alliance Françaises du Pérou, Lima – Certificat Elémentaire de Langue Française (1990)

PROFESSIONAL DEVELOPMENT COURSES & SEMINARS

Florida Atlantic University, Boca Raton, Florida 06/2016 – 08/2016
eCertification workshop

Florida Atlantic University, Boca Raton, Florida 11/26/2014
EDU: Eliminate Campus Sexual Violence

American Translators Association, Phoenix, Arizona 11/2003
44th Annual Conference

Instituto Cervantes & Universidad Ricardo Palma, Lima, Peru 08/2003
Initial Training Course for Teachers of Spanish as a Foreign Language

Richmond Publishing, Lima, Peru 07/2003
Academic Presentation on Classroom Observation

SEDIFRALE, Lima, Peru 05/2003 – 06/2003
13ème congrès latino-américain de professeurs et chercheurs de français langue étrangère

Centro de Idiomas de la Universidad del Pacífico, Lima, Peru 05/2003
Introduction to English Phonetics and Phonology Workshop

Alianza Francesa de Lima, Lima, Peru 01/2003
Pedagogical Formation of French Language Teachers

Colegio de Traductores del Perú, Lima, Peru — 03/2001
I International Symposium of Translation and Interpretation

Colegio de Traductores del Perú, Lima, Peru — 10/2002
I International Congress of Translators and Interpreters
II National Congress of Translators

Instituto de Idiomas de la Pontificia Universidad Católica, Lima, Peru — 10/2000 – 11/2000
Training Seminar for English Teachers

Universidad San Ignacio de Loyola, Lima, Peru — 08/2000
III English-Teaching Conference "Teaching to Learn… Learning to Teach"

Universidad de Lima, Lima, Peru — 07/1998
II Specialization Course in Legal English

Tasorello S.A., Lima, Peru — 11/1997
English Language Teaching Seminar

SBS & Oxford UP, Lima, Peru — 10/1997
Seminar on Updating our ELT Practice

ESIT, Lima, Peru — 09/1997
Seminar on New Tendencies in English Teaching & Translation Tools for English Teaching

Universidad María Inmaculada, Lima, Peru — 02/1997
Seminar on How to Educate with Quality – English Module

Trinity and All Saints College, Leeds, England — 01/1995 – 03/1995
Course in Translation Skills (English into Spanish)

Martha Mendoza, Ph.D.
Associate Professor of Linguistics & Spanish
Department of Languages, Linguistics, and
Comparative Literature
Florida Atlantic University
777 Glades Rd.
Boca Raton, FL 33431
Tel: 561-297-1090
E-mail: mmendoza@fau.edu

DEGREES

Ph. D.	Hispanic Languages and Literatures, University of California at Berkeley, 1998. Major field: Hispanic Linguistics Subfields: 1) Mexican Literature of the 20th Century 2) Spanish Syntax
M. A.	Linguistics, University of California at Berkeley, 1991.
B. A.	Linguistics, University of California at Berkeley, 1989. Minor: Spanish *Summa Cum Laude*

PROFESSIONAL APPOINTMENTS

Spring 2006	Visiting Associate Professor, Department of Spanish and Portuguese, *University of California at Berkeley*
2004-present	Associate Professor of Spanish & Linguistics, Department of Languages, Linguistics, and Comparative Literature, *Florida Atlantic University*
2002-2009	Head of Linguistics Program, *Florida Atlantic University*
2002-2007	Director, English as a Second Language Studies Certificate, *Florida Atlantic University*
Summer 2003	Director, Study Abroad Program in Spain, *Florida Atlantic University*
1998-2004	Assistant Professor of Spanish & Linguistics, Department of Languages and Linguistics, *Florida Atlantic University*
1997/1992-95	Graduate Student Instructor of Spanish Linguistics and Spanish language, Department of Spanish and Portuguese, *University of California at Berkeley*

REFEREED PUBLICATIONS

BOOK CHAPTERS

1. "Orality in Literature: Cuban-American Spanish in *La vida es un special* ~~*1.50*~~ *.75* by Roberto G. Fernández." In Laura Callahan (ed.), *Spanish and Portuguese Across Time, Place, and Borders. Essays in Honor of Milton M. Azevedo*, pp. 108-122. New York: Palgrave Macmillan, 2014.
2. "La gramática de las partes del cuerpo: Un estudio de los sufijos corporales del purépecha." In Gisela Müller et al. (eds.), *Estudios de Lingüística Cognitiva*, pp. 163-171. Mendoza, Argentina: Ediunc, 2012.
3. "Polite Diminutives in Spanish: A Matter of Size?" In Sachiko Ide and Robin Lakoff (eds.), *Broadening the Horizon of Linguistic Politeness*, pp. 163-173. Amsterdam: John Benjamins, 2005.
4. "Lo espacial en la conceptualización de las categorías gramaticales: Algunos aspectos de las construcciones con *dar*." In Juan de Dios Luque Durán et al. (eds.), *Nuevas Tendencias de la Investigación Lingüística*, pp. 559-570. Granada, Spain: Granada Linguistica, 2002.

JOURNAL ARTICLES

1. "Spanish and P'urhepecha: Mutual influences in an ongoing case of language contact in central western Mexico." *Thesaurus*. Vol. 58: 156-179, 2016.
2. "Politeness strategies in a Mesoamerican language isolate: The case of P'urhepecha." LIAMES [Línguas Indígenas Americanas]. Vol. 16(1): 139-156, 2016.
3. "Size Matters: Grammaticalization, Metaphor, and the Spanish Diminutive." *Estudios de Lingüística Aplicada* [*Universidad Nacional Autónoma de México*]. Vol. 29(54): 135-157, 2011.
4. "The Effects of the Linguistic Contact between P'urhepecha and Spanish and the Efforts to Revitalize an Endangered Mesoamerican Language." *Romanitas, Romance Languages and Literatures* [*University of Puerto Rico*]. Special issue on endangered languages. Vol. 4(2), 2010. (ISSN): 1937-5697.
5. "Emoción y metáfora: Un estudio comparativo de la expresión lingüística de la alegría y el enojo en inglés y en español." *Anales del Instituto de Lingüística* [*Argentina*]. Vol. XXVII-XXVIII-XXIX (2005-2007): 59-71.
6. "Derivational Resources in P'urhepecha: Morphological Complexity and Verb Formation." *Acta Linguistica Hungarica* [*Hungarian Academy of Sciences*]. Vol. 54(2): 157-172, 2007.
7. "Metaphors of Size: Polysemy and Grammaticalization of Augmentative and Diminutive Suffixes in Spanish." *Anales del Instituto de Lingüística* [*Argentina*]. Vol. XXII-XXIII (2000-2001): 151-62.
8. "Grammaticalization and the Spanish Diminutive." *MIFLC Review* 6 (1996): 75-85.

PROCEEDINGS (abstract refereed)

1. "Spatial Language in Tarascan: Body Parts, Shape, and the Grammar of Location." *Proceedings of the 32nd Annual Meeting of the Berkeley Linguistics Society*, pp. 237-249. Berkeley, CA: BLS, 2012.
2. "Aspectos de la conceptualización del espacio en las construcciones con *dar*." *Actas del IX Congreso de la Sociedad Argentina de Lingüística*, Laura Bruno and Magdalena Viramonte (eds.), 2003. Electronic Publication. ISBN#: 987-9280-91-1.
3. "La gramaticalización del tamaño: Aumentativos y diminutivos en español." *Actas del VIII Congreso de la Sociedad Argentina de Lingüística*, Adriana Cortés and Salvio M. Menéndez (eds.), 2002. Electronic Publication. ISBN #: 987-544-047-5.

PAPERS DELIVERED

INTERNATIONAL

1. "Spanish and P'urhepecha: Language Contact between a Global Language and a Minority Language in Michoacán, Mexico." IV Coloquio Internacional de Estudios Latinoamericanos de Olomouc. *University Palacky of Olomouc, Czech Republic*, 2015.
2. "La conceptualización lingüística del paisaje: El caso del purépecha." VI Simposio de la AALiCo [*Asociación Argentina de Lingüística Cognitiva*], *Argentina*, 2014.
3. "Language and Landscape: A Survey of Ecological Morphemes in P'urhepecha." *45th Annual Meeting of the Societas Linguistica Europaea. Stockholm University and The Royal Swedish Academy of Letters, Sweden*, 2012.
4. "The Linguistic Influence of Spanish on P'urhepecha: Language Contact in Central Western Mexico." *43rd Annual Meeting of the Societas Linguistica Europaea. University of Vilnius, Lithuania*, 2010.
5. "La gramática de las partes del cuerpo: Un estudio de los morfemas corporales en purépecha." Primer Simposio de la AALiCO [*Asociación Argentina de Lingüística Cognitiva*], *Argentina*, 2009.
6. "Diccionario actual p'urhépecha-español/español-p'urhépecha." Primer Seminario de El Universo de las Lenguas Nativas (with L. Gómez). El Colegio de Michoacán, *Mexico*, 2008.
7. "Taiwanese versus American Concepts of Impoliteness." 15th International ETA [*English Teacher's Association*] Conference (with L. Chao), *Taiwan*, 2006.
8. "Derivational Resources in P'urhepecha: Morphological Complexity and Verb Formation." 12th International Morphology Meeting. *Vienna Research Institute for Linguistics and Hungarian Academy of Sciences, Hungary*, 2006.
9. "Politeness Strategies in a Language Isolate: The Case of Tarascan." International Conference on Language, Politeness and Gender: The Pragmatic Roots. *University of Helsinki, Finland*, 2004.

10. "Aspectos de la conceptualización del espacio en las construcciones con *dar*." IX Congreso de la Sociedad Argentina de Lingüística, *Argentina*, 2002.
11. "Spatial Concepts in Verbal Constructions with *Dar*." Congreso Internacional sobre Nuevas Tendencias de la Lingüística. *Spain*, 2001.
12. "The Conceptualization of Emotions in Spanish." VI Encuentro Internacional de Lingüística en el Noroeste, *Mexico*, 2000.
13. "The Grammaticalization of Size: Augmentatives and Diminutives in Spanish." VIII Congreso de la Sociedad Argentina de Lingüística, *Argentina*, 2000.
14. "Polite Diminutives in Spanish: Is It a Matter of Size?" International Symposium on Linguistic Politeness: Theoretical Approaches and Intercultural Perspectives, *Thailand*, 1999.
15. "Metaphors of Size in Spanish: The Case of the Spanish Diminutive." Researching and Applying Metaphor III Conference. Metaphor Across Languages: Translation and Intercultural Communication, Including Literature, *The Netherlands*, 1999.
16. "La representación del español salvadoreño en *Cuentos de Barro* de Salarrué." VII Congreso Internacional de Literatura Centroamericana, *Nicaragua*, 1999.

NATIONAL

1. "Spanish and P'urhepecha: 500 years of Linguistic Contact." 25th Conference on Spanish in the United States, *New York*, 2015.
2. "Spanish and P'urhepecha: A Case of Language Contact in Central Western Mexico." Conference on Spanish in Contact with Other Languages, *Miami*, 2009.
3. "Spatial Language in Tarascan: Body Parts, Shape and the Grammar of Location." 32nd Annual Meeting of the Berkeley Linguistics Society, *University of California at Berkeley*, 2006.
4. "The Representation of Cuban American Spanish in *La vida es un special* by Roberto G. Fernández." 17th National Conference on Spanish in The United States, *Miami*, 1999.
5. "Grammaticalization of the Spanish Diminutive." 45th Mountain Interstate Foreign Language Conference, *Radford, VA*, 1995.

OTHER

1. "Spatial language in P'urhepecha: How the body and the environment become Grammar." Invited lecture. FIU Linguistics Colloquium, *Miami*, 2016.
2. "Derivational Verbal Morphology in Apola Mixtec." *CoLang* 2014. University of Texas, Arlington, 2014.
3. "Orality in Literature: Cuban-American Spanish in *La vida es un special* ~~*1.50*~~ *.75* by Roberto G. Fernández" (invited lecture). *Department of Spanish & Portuguese, University of California at Berkeley*, 2014.
4. "Los retos del bilingüismo para la enseñanza del español a nivel

universitario en los Estados Unidos" [*The challenges of bilingualism in the teaching of Spanish at the college level in the US*] (invited lecture). *Department of Spanish & Portuguese, University of California at Berkeley*, 2006.

PARTICIPATION IN LINGUISTIC INSTITUTES/WORKSHOPS

Collaborative Language Research Institute (CoLang). University of Texas, Arlington, 2014.

Summer Mixtec Language Program & Workshop. San Diego State University, *Oaxaca, Mexico*, 2013.

VI Jornadas Gilbertianas: La fonética de la lengua p'urhépecha. El Colegio de Michoacán, *Mexico*, 2012.

Summer Linguistics Institute of the Landelijke Onderzoekschool Taalwetenschap. University of Leuven, *Belgium*, 2011.

Summer Linguistic Institute: Linguistic Structure and Language Ecologies, Linguistic Society of America. UC Berkeley, 2009.

Summer Institute on Ancient and Modern Nahuatl. Macehualli Research Institute and University of Zacatecas, *Mexico*, 2008.

Summer Linguistic Institute: Empirical Foundations for Theories of Language, Linguistic Society of America. Stanford University, 2007.

SUBMISSIONS

"La conceptualización lingüística del paisaje: El caso del purépecha" Universidad de Córdoba, Argentina.

"Orality in Literature: Study of El Salvadorian Spanish in *Cuentos de Barro* de Salarrué."

WORK IN PROGRESS

Book project: "Dictionary P'urhepecha-Spanish – Spanish-P'urhepecha" [Diccionario P'urhepecha-Español] (with E. Estrada).

Book project: "The Grammar of P'urhepecha."

Article: "The syntax and semantics of argument structure in Mixtec."

HONORS AND AWARDS

FAU: Sabbatical 2012-2013.

FAU: SCAF [*Scholarly and Creative Activities Fellowship*] *Award*, 2010.

FAU: Lifelong Learning Society Faculty Research and Travel Award, 2009.

FAU: *University Scholars Program Fellowship* for the course entitled *The Mexican Corrido: Passion, Crime, and Rebellion*, 2009.

FAU: *Excellence in Undergraduate Advising Award*, 2007-2008.

FAU: Sabbatical 2005-2006.

FAU: Division of Sponsored Research's *Scholarly and Creative Activities Award* for the proposal entitled: "Linguistic Manifestations of the Conceptualization of Space in Tarascan," 2005.

FAU: Division of Sponsored Research's *International Travel Grant* to present a paper at the *International Conference on Language, Politeness and*

Gender: The Pragmatic Roots. Finland, 2004.
FAU: College of Arts & Letters, Summer Research Stipend, 2003.
FAU: College of Arts & Letters, Release Time Award, 2002.
FAU: Division of Sponsored Research's *International Travel Grant* to present a paper at the *Researching and Applying Metaphor III Conference*. The Netherlands, 1999.
University of California at Berkeley: *Spanish and Portuguese Department Dissertation Year Fellowship*, First & Second Year Awards, 1996-1997 & 1997-1998.
University of California at Berkeley: *California Chancellor's Fellowship*, First & Second Year Awards, 1989-1990 & 1990-1991.
Phi Beta Kappa Scholarly Society. Initiated 1988.

RESEARCH FIELDS

Spanish Semantics & Pragmatics
Spanish Morphology & Syntax
Spanish Dialectology
Spanish in the US
Spanish in contact w/other languages
Cognitive Linguistics
Grammaticalization
P'urhepecha [Tarascan]

TEACHING FIELDS

History of the Spanish Language; Spanish Phonetics & Phonology; Spanish Dialectology; Spanish Morphology & Syntax; Spanish Sociolinguistics; Spanish in the United States; Spanish for Heritage Speakers; Spanish Language (various levels); Hispanic Literature; Mexican Corrido; Bilingualism; Cognitive Linguistics; Grammaticalization; Semantics; Pragmatics; Endangered Languages.

COURSES TAUGHT
FLORIDA ATLANTIC UNIVERSITY

DOCTORAL AND MASTER'S

CST 7931/LIN 6938, Grammaticalization
CST 7931/LIN 6938, Cognitive Linguistics
LIN 6938, Endangered Languages
LIN 6838, Advanced Topics in Semantics
LIN 6938, Topics in Semantics & Pragmatics
SPN 6835, History and Dialectology of Spanish

UPPER DIVISION UNDERGRADUATE WITH MASTER'S SECTION

LIN 4802/LIN 6908, Semantics
LIN 4620/LIN 6622, Bilingualism
SPN 4850/SPW 6908, Structure of Modern Spanish
SPN 4790/SPN 6795, Spanish Phonetics and Phonology

UNDERGRADUATE
SPN 4740, Spanish Sociolinguistics
SPN 3343, Spanish for Heritage Speakers II
SPW 3030, Introduction to Hispanic Literature
SPN 2203, Intermediate Spanish Language and Culture I
SPN 1150, Intensive Spanish
SPN 1121, Beginning Spanish Language and Culture II
SPN 1120, Beginning Spanish Language and Culture I

UNDERGRADUATE HONORS
LIT 1930, The Mexican Corrido

UNIVERSITY OF CALIFORNIA, BERKELEY (SPRING 06), VISITING ASSOCIATE PROFESSOR
SPN 179, Advanced Spanish Linguistics
SPN 162, Structure of Spanish (Spanish Morpho-Syntax)

Ph. D. THESES
Director, Carolina Seiden: "The Role of Culture in the Heritage Speakers Classroom." Ph.D., awarded in 2008.

HONORS THESES
Director, Belen Lowrey: "Textual and discourse analysis of Spanish text messages," 2010-2011.

M. A. THESES
Member, Katharina von Elbwart's MA Linguistics thesis committee: "Code-Switching in Children's Animated Television Series," 2014.
Member, Todd Valdini's MA Linguistics thesis committee: "Life is a Journey: On the Conceptual Metaphor of the Pilgrimage," 2007.
Member, Carolina Seiden's MA Linguistics thesis committee: "The Role of Other-Regulation in Second Language Learners of Beginning Spanish," 2004.
Member, Friederike Tegge's MA Linguistics thesis committee: "Negotiation of Meaning in Interlanguage Talk," 2004.
Member, Antonella Donadio's MA Linguistics thesis committee: "Spanish Accented English: Pronunciation Accuracy and Factors affecting L2 Acquisition," 2002.
Member, Ana Adriazola's MA Spanish thesis committee: "Portrayal of Annihilation of Women's Artistic Creativity in Selected Works from Elena Poniatowska," 2000.
Member, Karen Lewis-Scorza's MA Spanish thesis committee: "Jazz Discourse in Julio Cortázar's *Rayuela*: Improvising a Narrative," 2000.

EDITORIAL WORK

Reviewer: *Encuentros*, Spanish language textbook. Harcourt School Publishers, 2000.
Co-editor: *Lucero, A Journal of Iberian and Latin American Studies.* University of California, Berkeley, 1992.

PROFESSIONAL SERVICE

REVIEWER: *NATIONAL SCIENCE FOUNDATION*

Documenting Endangered Languages [DEL] Program, 2015 and 2016.

REVIEWER FOR LINGUISTICS ACADEMIC JOURNALS AND CONFERENCES

Linguistic Society of America Annual Conference, 2011.
Southwest Journal of Linguistics, 2010.
Anales del Instituto de Lingüística [Argentina], 2009.
Journal of Pragmatics, 2008-2009.
WECOL [Western Conference on Linguistics], 2008.
BISAL [Birkbeck Studies in Applied Linguistics, Great Britain], 2008.
Boca, the South Florida Journal of Linguistics [FAU's Linguistics graduate journal], 2007-2008.

CONFERENCE SESSIONS CHAIRED

Session on *Code-Switching & Bilingualism Spanish-English.* 25th Conference on Spanish in the US. New York, 2015.
Session on *Mexican-U.S. Borderlands.* MELUS Conference. Boca Raton, 2011.
Session on *Cultura visual, género, nación y posicionalidades.* XIV Annual Conference of the Asociación Internacional de Literatura Femenina Hispánica (AILFH). Boca Raton, 2003.
Session on *Nation, Race, Religion, Ethnicity and Floridian Acculturation.* Global Diasporas and the United States: Exile, Migration, Race, and Ethnicity. Boca Raton, 2002.
Session on *Cyberpoliteness.* International Symposium on Linguistic Politeness: Theoretical Approaches and Intercultural Perspectives. Thailand, 1999.

LECTURES AND WORKSHOP PRESENTATIONS AT FAU

Guest Lecture, "The Genesis of Spanish and Comparison to Other Romance Languages." G. Gilbert's LIN 6938, Historical Linguistics, Spring 2014.
Guest Lecture, "Phonological Change in the History of Spanish." F. Greenspahn's LIN 6938, Historical Linguistics, Spring 2012.
Guest Lecture, "Languages of Mesoamerica: P'urhepecha & Nahuatl." P. Augustyn's LIN 2607, Global Perspectives on Language, Spring 2012.
Guest Lecture, "Language contact between Spanish and Purhepecha." P. Augustyn's LIN 2607, Global Perspectives on Language, Fall 2011.
Scholarly Presentation, "P'urhepecha: An Endangered Language of Central Western Mexico." College SCAF Report Presentations. Spring 2011.
Guest Lecture, "Revitalization of an Endangered Language." P. Augustyn's

LIN 2607, Global Perspectives on Language, Fall 2010.

Guest Lecture, "P'urhepecha and Endangered Languages." G. Blattner's LIN 6601, Sociolinguistics, Spring 2010.

Guest Lecture, "The P'urhepecha Language." P. Augustyn's LIN 2607, Global Perspectives on Language, Fall 2009.

Guest Lecture, "The Sounds of Spanish." D. Thornhill's SPN 4850, Structure of Modern Spanish, Spring 2009.

Guest Lecture, "From Latin to Spanish & Spanglish in the US." Y Gamboa's SPN 3401, Advanced Spanish Composition, Fall 2008.

Scholarly Presentation, "The Linguistic Legacy of Ladino," Symposium on *Sepharad (Spain): A Plurality of Voices*, sponsored by Sigma Delta Pi (Spanish Honor Society) and FAU's Department of Languages & Linguistics, Spring 2004.

Guest Lecture, "From Latin to Spanish," Y. Gamboa's SPN 3500, Spanish Culture and Civilization, Fall 2002.

Guest Lecture, "The Present Progressive in Spanish," FLE 5892, Language Teaching Practicum, Fall 2002.

Workshop presentation, Department of Languages and Linguistics. Spanish Program training for adjuncts and student instructors, Fall 2002.

Faculty Colloquia Lecture, Department of Languages and Linguistics, "The Language of Emotions in Spanish," Fall 2001.

Guest Lecture, FAU, "Bilingualism and the Individual," J. Hokenson's graduate course Mirrored Texts, Fall 2001.

Workshop presentation, Department of Languages and Linguistics. Spanish Program training for adjuncts and student instructors, Fall 2001.

SERVICE: FLORIDA ATLANTIC UNIVERSITY

HEAD, Linguistics Program, Department of Languages, Linguistics, and Comparative Literature. 2002-2009.

DEPARTMENTAL, COLLEGE AND UNIVERSITY COMMITTEES

1. Member, *Department Ad-Hoc Committee for Sustained Performance Evaluation*, Fall 2016-present.
2. Member, *Department Faculty Annual Report Evaluation Committee*, charged with the evaluation of all LLCL faculty and lecturers/instructors annual self-report portfolios: 2012, 2015, 2016.
3. Member, *Department Ad Hoc Committee for Revision of Tenure & Promotion and Annual Evaluation guidelines*: 2007-2011, 2015-present.
4. *Chair, Department Scholarship Committee*: 2011-12, 2013-present.
5. Member, *College Scholarship Committee*: 2013-present.
6. Member, *College Master Teacher Award Selection Committee*: Spring 2011.
7. Member, *University Student Affairs Committee*: 2003-05.

8. Member, *College MA in Liberal Studies Executive Committee*: 2004-07.
9. Member, *College Center for Interdisciplinary Studies Executive Committee*: 2002-07.
10. Member, *College Dean's Executive Committee*: 2002-2006.
11. Alternate, *College Faculty Assembly*, College of Arts & Letters: 2004-06.
12. *Chair, Department Undergraduate Programs Committee*: 2000-02.
13. Member, *College Undergraduate Programs Committee*: 2000-02.
14. Member, *Department Undergraduate Programs Committee*: 2002-08.
15. Member, *Department Graduate Programs Committee*: 2002-09, 2011-2013, 2016-present.
16. *Chair, Department Advising Committee*: 2000-02.
17. Member, *Department Advising Committee*: 1998-2000, 2004-09.
18. Representative, *Department Library Committee*: 2009-11.
19. Member, *Spanish Program Steering Committee for Assessment and Accreditation* [SACS]: 2001-05, 2011-12.
20. Member, *Linguistics Steering Committee for Assessment and Accreditation* [SACS]: 2001-05.
21. Member, *French Program Steering Committee for Assessment and Accreditation* [SACS]: 2002.
22. Member, *Departmental Steering Committee for Revision of MAT (Master of Arts in Teaching) degrees*: 2002.
23. Member, *Spanish Program Steering Committee* to *review the Spanish curriculum and review and recommend textbooks for lower division Spanish courses*: 1998-present.
24. Member, *Spanish Program Committee to review the Spanish for Heritage Speakers course sequence*: 2011-12.
25. Member, *Spanish Faculty Committee for Study Abroad*: 1998-99, 2001, 2003, 2004.
26. *Chair, Linguistics Steering Committee to review the Linguistics curriculum*: 2002-09.
27. Member, *Linguistics Steering Committee to review the Linguistics curriculum*: 1998-2002; 2009-present.
28. Member, *Boca (FAU's Graduate Journal of Linguistics) Faculty Editorial Board*: 2007-09.

FACULTY SEARCH AND HIRING COMMITTEES

1. Member, Department Search Committee: Theoretical Linguistics (Syntax), Fall 2015-Spring 2016.
2. *Chair*, Department Search Committee: Theoretical Linguistics (Phonetics & Phonology), Fall 2013-Spring 2014.
3. *Chair*, Department Search Committee: Arabic Linguistics, Fall 2010-Spring 2011.
4. *Chair*, Department Search Committee: Spanish Second Language Acquisition, Fall 08-Spring 09.
5. Member, Department Search Committee: Spanish Second Language Acquisition, Fall 06-Spring 07.

6. Member, Department Search Committee: French Linguistics, Fall 06-Spring 07.
7. Member, Sabbatical Replacement Search: Spanish Linguistics, Spring 05-Summer 05.
8. Member, Department Search Committee: Spanish Language, Spring 2003.
9. Member, Department Search Committee: Spanish Caribbean Literature, Fall 02-Spring 03.
10. Member, Department Search Committee: Spanish Second Language Acquisition, Fall 02-Spring 03.
11. Member, Department Search Committee: Spanish Caribbean Literature, Fall 2000-Spring 2001.
12. Member, Department Search Committee: Spanish Visiting Professor, Spring 2001.
13. Member, Department Search Committee: Spanish Language Instructor, Spring 2001.
14. Member, Department Search Committee: German Linguistics, Fall 2000-Spring 2001.
15. Member, Department Search Committee: Spanish Peninsular Literature Fall 1999-Spring 2000.
16. Member, Department Search Committee: Foreign Language Pedagogy and Instructional Technology, Fall 1998-Spring 1999.

OTHER

Faculty advisor and sponsor of Belen Lowrey's application for an Undergraduate Research Grant. Awarded Spring 2011.

Department representative at Graduate Recruitment Wokshop, FAU's Graduate College. Fall 2008.

Fulbright interviewer and evaluator, FAU Office of International Programs, 2007.

Co-organizer (with Dr. Erro-Peralta) of the XIV Annual Conference of the Asociación Internacional de Literatura Femenina Hispánica (AILFH): Myths, Realities and Cultural Paradigms: Iconography in Hispanic Women's Literature. Boca Raton, 2003.

Organizer and host of visit to FAU by Ana Roca (FIU) to present her textbook *Nuevos Mundos* and conduct a workshop on the teaching of Spanish to heritage students, 1999.

PROFESSIONAL MEMBERSHIPS

Linguistics Society of America
Society for the Study of the Indigenous Languages of the Americas
Interdisciplinary Centre for Social and Language Documentation
Asociación Argentina de Lingüística Cognitiva
Phi Beta Kappa Scholarly Society
Sigma Delta Pi, National Hispanic Society

LANGUAGE PROFICIENCY

Native speaker: Spanish
Native-like proficiency and accuracy: English
Reading and some speaking and writing knowledge: Catalan, French, Portuguese, Nahuatl, and P'urhepecha
Reading knowledge: Italian

Updated: January 2017

CURRICULUM VITAE

Emanuele Pettener
Florida Atlantic University
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E-mail: epettene@fau.edu

EDUCATION

Spring 2004: Florida Atlantic University: Ph.D. in Comparative Studies: Public Intellectuals. Dissertation: "The Father, the Son, and the Sense of Humor: the Narrative of John Fante." Director: Dr. Anthony J.Tamburri.

2000: Purdue University: Ph.D. course work in Comparative Literature.

1996: University of Ca' Foscari, Venice, Italy. Facoltà di Lettere e Filosofia: Laurea in Lettere e Filosofia. Final thesis: "La Narrativa di Vitaliano Brancati." Thesis Director: Dr. Daria Perocco.

1990: Liceo Classico "Raimondo Franchetti," Venice, Italy: Diploma.

WORK EXPERIENCE

August 2015-present: Florida Atlantic University, Senior Instructor of Italian Language, Culture and Literature.

August 2005-2014: Florida Atlantic University, Instructor of Italian Language, Culture and Literature.

Summer 2009-present: Instructor of Italian in the FAU Study Abroad Program in Venice.

August 2003-2007: Florida Atlantic University, Coordinator of the lower-division Italian Language Program.

August 2003-2005: FAU, Visiting Instructor of Italian Language, Culture and Literature.

Summer 2004-2008: Leader and Instructor of Italian, FAU Study Abroad Program, Florence.

Summer 2002: Co-Leader and Instructor of Italian, FAU Study Abroad Program, Florence.

Summer 2002 and 2001: Instructor of Italian Language, FAU Study Abroad Program, Florence.

2000-2003: Florida Atlantic University, Teaching Assistant for Italian Language and Literature.

Spring 2000: Purdue University, Teaching Assistant of Italian Language.

1998-1999: "Zambler Institute," Venice, teacher of Italian for Foreigners.

1999: "Inlingua," Venice, Teacher of Italian for Foreigners.

1998: "Dante Alighieri," Venice, teacher of Italian for Foreigners.

1995-1996: "Il Quadrifoglio," Venice, Teacher of Latin and Classical Greek.

RESEARCH

Refereed Articles

Emanuele Pettener. "Tra umorismo e satira: donne americane e donne italoamericane nella narrativa di John Fante." *Lettere Aperte*, n.2, Winter 2014/15. http://www.lettereaperte.net/ausgabenedizioni/ausgabe-22015-edizione-22015/tra-umorismo-e-satira-donne-americane-e-donne-italoamericane-nella-narrativa-di-john-fante/ Web *

Emanuele Pettener. "Italian American Stereotypes in the Italian/American Movies." *LiCuS – Journal of Literary Theory and Cultural Studies*, 4.5 (2009). 147-156.

Emanuele Pettener. "Ethnicity, Desires, and Dreams in John Fante's Fiction." *Quaderni del '900 – The Road to Italy and the United States: La creazione e diffusione delle opere di John Fante*. Vol. 6 (2006). 89-100.

Emanuele Pettener. "Like Father, Unlike Son: the Novels of Dan Fante." *VIA. Voices of Italian Americana*. (2002). 11-22.

Authored book

Emanuele Pettener. *Nel Nome del Padre, del Figlio, e dell'Umorismo: i romanzi di John Fante*. Florence: Franco Cesati Editore, 2010.

Edited book

Emanuele Pettener, ed. *Nuova Prosa. Essere o non essere Italoamericani*. Milan: Greco&Greco Editore, 2009.

Book chapters

Emanuele Pettener. "Introduction." *Essere o non essere Italoamericani*. Ed. Emanuele Pettener. Milan: Greco&Greco Editore, 2009. 3-9.
Also in http://www.wetheitalians.com/index.php/washington-dc-news/washington-dc-heritage/3338-essere-o-non-essere-italoamericani-un-introduzione-da-essere-o-non-essere-italoamericani-nuova-prosa-n-50-2009. Web.*

Emanuele Pettener. "John Fante and the Others: The Strange Destiny of the Italian/American Writers." *Mediated Ethnicity: New Italian-American Cinema*. Eds. Giuliana Muscio, Joseph Sciorra, Giovanni Spagnoletti, Anthony Julian Tamburri. New York: Calandra Institute, 2009. 45-54.

Emanuele Pettener. "Ethnic Stereotypes in John Fante" in *Italian Americans in the Third*

Millennium: Social Histories & Cultural Representations. Eds. Paolo Giordano and Anthony Julian Tamburri. New York: AIHA, 2009. 128-44.

Emanuele Pettener. "John Fante e gli Altri: lo Strano Destino degli Scrittori Italo/Americani" in Giuliana Muscio, Giovanni Spagnoletti, eds. *Quei Bravi ragazzi. Il Cinema italoamericano contemporaneo*, p.47-54. Marsilio: Venezia, 2007.

Reviews and Interviews

Emanuele Pettener. "John Fante: a Life in the Works" (exhibit). *Italian American Review*, Winter 2014, Vol. 4, N.1. Web*.

Dana Renga ed. "Mafia Movies. A Reader." *Italica*, 89.1 (2013). 146-147.

Martino Marazzi. "Ad occhi aperti."*Altre Italie*, 44 (January-June, 2012). http://www.altreitalie.org/Publications/The_Journal/Altreitalie_44/Review/Books_Review/Martino_Marazzi_A_Occhi_Aperti_Letteratura_DellEmigrazione_E_Mito_Americano.kl. Web.*

Ruggero Stefanini. "*Calendario californiano*; and *The Black and the Red*," *VIA. Voices of Italian Americana*, 14.2 (2003). 146-148.

Emanuele Pettener. "When in Rome: Interview with John Domini." *Rain Taxi Review of Books* (Winter 2008/2009), online edition. <http://www.raintaxi.com/online/2008winter/domini.shtml>. Web.*

Emanuele Pettener. "Interview with Roberto Pazzi," *Forum Italicum*, 38.1 (Spring 2004): 194-207.

Emanuele Pettener. "The Poems of Victoria Surliuga." Review essay. *VIA. Voices of Italian Americana*, 12.1 (2001). 107-111.

Translations

Anthony J. Tamburri. "Meditazioni notturne sugli americani italiani e l'alterità". Ottorino Cappelli, ed, *Politica e cultura nell'America italiana*. Florence: Franco Cesati editore, 2015

Robert Viscusi. "Rompere il silenzio. Imperativi strategici per la cultura italiana/Americana". Ottorino Cappelli, ed, *Politica e cultura nell'America italiana*. Florence: Franco Cesati editore, 2015

Anthony J. Tamburri. "Oltre la "Pizza" e la "Nonna". Nuove direttive per gli stu-di culturali italiani/americani. Ottorino Cappelli, ed, *Politica e cultura nell'America italiana*. Florence: Franco Cesati editore, 2015

Robert Viscusi. "I Cesari sepolti ed altri segreti dell'America italiana". Ottorino Cappelli, ed, *Politica e cultura nell'America italiana*. Florence: Franco Cesati editore, 2015

Mary Jo Bona. "Rivendicare una tradizione. Le scrittrici italoamericane". Ottorino Cappelli, ed, *Politica e cultura nell'America italiana.* Florence: Franco Cesati editore, 2015

Helen Barolini. "Il personale è politico". Ottorino Cappelli, ed, *Politica e cultura nell'America italiana.* Florence: Franco Cesati editore, 2015

(With Irene Marchegiani Jones). Joelle Biele. *Broom. La scopa.* New York: Bordighera Press, 2014.

Mark Pietralunga. "Il mito della scoperta: Pavese traduce *Passage to India* di Whitman." Margherita Campanello, ed., *International Conference on Cesare Pavese.* Florence: Leo S. Olschski, 2005. 111-129.

Mark Pietralunga. "*It's a hard life* di Luciano Bianciardi". Giovanni Paoloni and Cristina Cavallaro, eds. *International Symposium on Luciano Bianciardi.* Rome: Vecchiarelli, 2004. 69-82.

Anthony Tamburri, "Immagini di spettacolo nei cortometraggi italo-americani. La razza come *aitalo-americane*". Roma: Sossella Editore, 2002.

CREATIVE ACTIVITY: REFEERED PUBLICATIONS

Short Stories and Novellas

Emanuele Pettener. "The Complete Works of Ellery Queen," short story, in *Big Pulp*, Winter 2012. 98-110.

Emanuele Pettener. "L'opera omnia di Ellery Queen," short story, in *Nuova Prosa,* 58, 2012. 44-57.

Emanuele Pettener. "Una storia del Viale," short story, in *Mestre per le Strade.* Ed. Massimilano Nuzzolo. Rome: Azimut, 2010. 31-42.

Emanuele Pettener. "Portrait in Green with Proust," short story, in *The Mississippi Crow*, 7 (2007). 19-29.

Emanuele Pettener. "Interview with Oscar Wilde," experimental essay, in *The American Drivel Review*, 5.1 (Summer 2008). 53-58.

Emanuele Pettener. "The Night I Became a Real Man," short story, in *Big Pulp*, September-November 2008. http://www.bigpulp.com/adventure/pettener_realman.html#.UrmgQfRDuSo. Print and web.*

Emanuele Pettener. "A Season in Florida," short story, in *Sliptongue*, story n. 75 (2008). http://www.sliptongue.com/random/pettener_florida.htm. Web.*

Emanuele Pettener. *Grassona*, a novella, in *Bewildering Stories*, 302-304. Web.*
Part 1: http://www.bewilderingstories.com/issue302/grassona1.html
Part 2: http://www.bewilderingstories.com/issue303/grassona2.html
Part 3: http://www.bewilderingstories.com/issue303/grassona3.html
Part 4: http://www.bewilderingstories.com/issue304/grassona4.html
Part 5: http://www.bewilderingstories.com/issue304/grassona5.html

Emanuele Pettener. "Rivelazioni", short story, in *Ellin Selae*, n. 82 (2007). 31-42.

Emanuele Pettener. "La notte in cui divenni un vero uomo," short story, in *Nuova Prosa*, 46 (2007). 68-81.

Emanuele Pettener. *Grassona*, a novella, in *Coastlines*, 34 (2004). 37-60.

Emanuele Pettener. "Una stagione in Florida," short story, in *Nuova Prosa*, 39 (April 2004). 27-43.

Emanuele Pettener. "Ritratto in verde con Proust," short story, in *Prospektiva. Fogli di resistenza letteraria*, 22 (April 2003). 81-96.

Authored Novels/Collections of short-stories

Emanuele Pettener. *A Season in Florida*, transl. Thomas de Angelis. New York: Bordighera Press, 2014.

Emanuele Pettener. *Arancio*. Tropea: Meligrana Editore, 2014

Emanuele Pettener. *Proust per bagnanti*. Tropea: Meligrana Editore, 2013.

Emanuele Pettener. *E' sabato mi hai lasciato e sono bellissimo*. Ferrara: Corbo Editore, 2009.

Creative Non-Fiction

Emanuele Pettener. "Scrivere in America". *Studi Italiani*, anno 2014, n.1. 17-81

Emanuele Pettener. "Una giornata con Wilma," *Ellin Selae*, 76 (April 2006). 36-44.

Works Currently Under Review

Emanuele Pettener. *Un palazzo color pistacchio*. Submitted by an agent to Italian publishers.

LECTURES AND CONFERENCES

Emanuele Pettener. "La felicita' di scrivere" ("The Happiness of Writing"), seminar on creative writing, organized by FAU Department of Languages, Linguistics, and Comparative Literature, Writing Enriched Curriculum Program (WEC), on April 14th, 2016.

Emanuele Pettener. "Cocorite beate sul filo del telegrafo". Lecture on irony, humor, and satire Italian in literature organized by LAAV (Letture ad Alta Voce) in Breganze (Vicenza), August 10th, 2015

Emanuele Pettener (with Ilaria Serra). "Giovanni Corona: la poesia e il romanzo," Santulussurgiu, Oristano, and S'archittu (Sardinia, Italy). June 29, July 2, and July 4, 2012.

Emanuele Pettener. "John Fante: Ritratto di Scrittore," ALCUA, Pescara, June 30, 2011.

Emanuele Pettener. "John Fante: The Father and the Son and the Sense of Humor," AATI, Lecce, May 26-30, 2010.

Emanuele Pettener (organizer, chair, and presenter). Round table on the book, "Essere e non Essere Italoamericani," AIHA, Baton Rouge, October 29-November 1, 2009.

Emanuele Pettener. "A Pointed Finger" and "The Complete Works of Ellery Queen," Boca Festival of the Arts, Boca Raton. March, 14, 2009.

Emanuele Pettener. "Le ragioni del successo di Fante in Europa in contrasto agli scarsi riconoscimenti Americani," 47th Pesaro Film Festival. June 27-28, 2007.

Emanuele Pettener. "Ethnicity, Desires, and Dreams in John Fante's Fiction," AHIA , Denver. November 1-2, 2007.

Emanuele Pettener. "Stereotypes of Ethnicity in John Fante," AIHA Conference, Orlando, October 27-28 2006.

Emanuele Pettener. "People in Love with John Fante," AAIS-ATI-Conference, Genoa, May 24-28, 2006.

Emanuele Pettener. "The Anxiety of Influence in Sandro Veronesi, Marco Vichi, and Dan Fante," AATI , Chicago, November 19-21, 2004.

Emanuele Pettener. "What's Wrong with John Fante?" American Italian Historical Association Annual Conference, Boca Raton, November 6-8, 2003.

Emanuele Pettener. "*Chi non mangia la pasta non e' italiano*. Stereotypes about Italian Americans in Italian American Movies," Carolina Conference on Romance Literatures, March 20-22, 2003

Emanuele Pettener. "Italian 101. Essentials for Travelers, Artists, Lovers," Italian American Civil League, Broward County, FL, March 12, 2003.

Emanuele Pettener. "The Representation of America by 20th Century Italian Intellectuals," Carolina Conference on Romance Literatures, March 21-23, 2002.

Emanuele Pettener. "To the Old Woman of Stone (Donna Pietrosa)" (poem), *Desconocimiento*, reading organized by Gloria Anzaldua, F.A.U., Boca Raton, Florida, April 2001.

Emanuele Pettener. "A Classical Voice in the Contemporary Italian Literature: the Novels of Roberto Pazzi," SAMLA Conference, Birmingham, Alabama, November 2000.

Emanuele Pettener. "Left on a Ship. Back on a Book: the Great Success of John Fante in Italy," *Imagining Immigration*, Stony Brook University, New York, October 21, 2000.

COURSES TAUGHT (Spring 2006-Fall 2013). Number of students enrolled.

***** course designed and/or developed by me.**

Fall 2013
ITA 1120 Beg Italian Lang & Culture 1 (23)
ITA 1120 Beg Italian Lang & Culture 1 (24)
ITA 1120 Beg Italian Lang & Culture 1 (23)
ITA 3300 Italian Writing Workshop (15) ***

Summer 2013
ITA 3952 Intermed/Adv Italian Study Abroad (4)

Spring 2013
ITA 1121 Beg Italian Lang & Culture 2 (19)
ITA 1121 Beg Italian Lang & Culture 2 (26)
ITA 2220 Interm Italian Lang/Culture 1 (14)
ITW 6485 (Graduate) Modern/Contemporary Italian Fiction. "Humor, Irony, and Satire in Italian Modern/Contemporary Literature" (4) ***

Fall 2012
ITA 3421 Advanced Italian 2 (10)
ITA 1121 Beg Italian Lang & Culture 2 (14)
ITA 1121 Beg Italian Lang & Culture 2 (12)
ITA 1120 Beg Italian Lang & Culture 1 (21)

Summer 2012
ITA 3952 Interm/Adv Italian Study Abroad (11)

Spring 2012
ITT 3110 Lit. in Translations: Italian Traditions. Love and Lovers in Italian Literature (18) ***
ITA 2220 Interm Italian Lang/Culture 1 (21)
ITA 1121 Beg Italian Lang & Culture 2 (23)
ITA 1121 Beg Italian Lang & Culture 2 (21)

Fall 2011
ITA 1121 Beg Italian Lang & Culture 2 (19)
ITA 1121 Beg Italian Lang & Culture 2 (19)
ITA 1120 Beg Italian Lang & Culture 1 (23)
ITA 3300 Italian Writing Workshop (10) ***

Summer 2011
ITA 4957 Advanced Italian 2 (3)
ITA 2952 Interm Italian Lang/Culture 1 (4)

Spring 2011
ITA 1121 Beg Italian Lang & Culture 2 (13)
ITA 1121 Beg Italian Lang & Culture 2 (15)
ITA 1120 Beg Italian Lang & Culture 1 (18)
ITA 4930 Italia Oggi. (13)

Fall 2010
ITA 3421 Advanced Italian 2 (11)
ITA 1121 Beg Italian Lang & Culture 2 (16)
ITA 1120 Beg Italian Lang & Culture 1 (19)
ITA 1120 Beg Italian Lang & Culture 1 (23)

Summer 2010
ITA 2952 003 Intermediate Italian Study Abroad 1 (2)
ITA 2952 004 Intermediate Italian Study Abroad 2 (2)
ITA 4957 001 Advanced Italian Language and Culture Study Abroad 1 (2)
ITA 4957 002 Advanced Italian Language and Culture Study Abroad 2 (2)

Spring 2010
ITA 1121 Beg Italian Lang & Culture 2 (21)
ITA 2221 Interm Italian Lang/Culture 2 (8)
ITW 3110 Italian Lit/Civ. Mid Ages (11)
ITA 4930 Reading the Italian Press (7)

Fall 2009
ITA 1121 Beg Italian Lang & Culture 2 (14)
ITA 1120 Beg Italian Lang & Culture 1 (20)
ITA 3420 Advanced Italian 1 (14)
ITA 4930 Italian Writing Workshop (7) ***

Summer 2009
ITA2952 Intermediate Italian Study Abroad 2 (1)
ITA4957 001 Advanced Italian Language and Culture Study Abroad 1 (2)
ITA4957 002 Advanced Italian Language and Culture Study Abroad 2 (1)

Spring 2009
ITA 1121 Beg Italian Lang & Culture 2 (24)
ITA 1120 Beg Italian Lang & Culture 1 (19)
ITA 2220 Interm Italian Lang/Culture 1 (8)
ITA 2221 Interm Italian Lang/Culture 2 (10)

Fall 2008
ITA 1121 Beg Italian Lang & Culture 2 (19)
ITA 1120 Beg Italian Lang & Culture 1 (22)
ITA 3421 Advanced Italian 2 (9)
ITA 2220 Interm Italian Lang/Culture 1 (15)

Summer 2008
ITA2952 Intermediate Italian Study Abroad 2 (2)
ITA4957 001 Advanced Italian Language and Culture Study Abroad (2)
ITA4957 003 Advanced Italian Language and Culture Study Abroad 1 (2)

Spring 2008
ITA 2221 Interm Italian Lang/Culture 2 (12)
ITA 1120 Beg Italian Lang & Culture 1 (12)
ITA 1120 Beg Italian Lang & Culture 1 (18)

Fall 2007
ITA 2220 Interm Italian Lang/Culture 1 (15)
ITA 1120 Beg Italian Lang & Culture 1 (18)
ITA 1120 Beg Italian Lang & Culture 1 (18)
ITA 4930 Viaggio in Italia. Italian Cities between History and Imagination (14) ***

Summer 2007
ITA2952 Intermediate Italian Study Abroad 2 (3)
ITA4957 Advanced Italian Language and Culture Study Abroad (1)

Spring 2007
ITA 1121 Beg Italian Lang & Culture 2 (19)
ITA 1121 Beg Italian Lang & Culture 2 (15)
ITA 1121 Beg Italian Lang & Culture 2 (14)
ITA 4930 Italian conversation (9)

Fall 2006
ITA 1121 Beg Italian Lang & Culture 2 (19)
ITA 3421 Advanced Italian 2 (14)
ITA 4930 Love and Lovers in Italian Literature (15) ***

Summer 2006
ITA2952 Intermediate Italian Study Abroad 1 (5)
ITA4957 Advanced Italian Language and Culture Study Abroad 2 (4)

Spring 2006
ITA 1121 Beg Italian Lang & Culture 2 (12)
ITA 1121 Beg Italian Lang & Culture 2 (18)
ITA 2203 Interm Italian Lang/Culture 1 (12)
ITA 4930 Leggere la Stampa (9)

EDITORIAL EXPERIENCE

2012-present: editor and literary scout for Priamo editore, Vicenza.

2010-2012: editor of POP, fiction series for Corbo editore, Ferrara.

OTHER WORK EXPERIENCES

1997-1999: TV Station "TV Set," Padua, Italy. Author, Editor and Host of the following telecast programs:

- *ORIENT EXPRESS*: cultural telecast placed on the Orient Express about the pleasures of slowness, art, literature. Interviews with, among others, Dario Fo, Franca Rame, Umberto Eco, Andrea Zanzotto, Furio Colombo, Dacia Maraini, Roberto Pazzi etc.;

- *DI CHE SCUOLA SEI?*: educational-entertaining telecast, introducing a different high school to young generations in every episode; aimed at understanding the students' needs, dreams and frustrations;

- *DOVE*: cultural program, introducing a little-known village in every episode, directed to discover its hidden beauties, its popular traditions, its gastronomic recipes, and its history.

Author and Editor of the following telecasts:

- *LA ROSA E IL CIOCCOLATO*: 5 afternoon hours of entertaining TV salon, each day with different themes of discussion, songs and games, hosting writers, actors and common people.;

- *ROSSANA & CO.*: entertaining show, presenting each episode two real autobiographical stories told by young people and discussed in studio by guests, including students, psychoanalysts, journalists etc.

1996-1997: TV Station "Televenezia," Venice. Contributor.

SERVICE

University

2013: Ph.D. Dissertation Committee Member: Rosina Zimmer: "Dante's Lucifer in the *Commedia:* Music, Pride and the Corruption of the Divine." To be defended in Spring 2014.

2012: MA Thesis/Exam Committee Member: Jonathan O'Neill: "Traduzione di una metafora: un ponte a Mostar come il processo di traduzione tra lingue e culture in sei saggi di *Pianoterra* di Erri De Luca."

2005: MA Thesis/Exam Committee Member: Rosina Zimmer: "Dante and Music".

2003-present: advisor of the FAU Italian Club Insieme.

Profession

October 21-22, 2003: Teacher in the Staff Development Course for Italian High School teachers organized by the Italian Consulate in Miami, FAU. "Italian Grammar for High School Students: Yes or No and How."

June 30, 2010. A lecture, Il Circolo, West Palm Beach . "From Venice to Boca: Watching Iguanas, Dreaming of Gondolas, and Writing about Both".

June 16-17, 2003: Teacher for the Staff Development Course for Italian teachers organized by the Italian Consulate in Miami in conjunction with the FAU Italian Studies Program, Italian Consulate in Miami. "How to Teach Italian Literature to High School Students."

LANGUAGES

- Italian: native fluency.

- English: near-native fluency.