Florida Atlantic University
Academic Program Review
Self-Study Report

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<tr>
<th>Program:</th>
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<tr>
<td>Program Director/ Coordinator Name:</td>
<td>Dr. Marcella Munson</td>
</tr>
<tr>
<td>Program Self-Study Contact:</td>
<td>Dr. Marcella Munson</td>
</tr>
<tr>
<td>Self-Study Contact Email:</td>
<td><a href="mailto:mmunson@fau.edu">mmunson@fau.edu</a></td>
</tr>
<tr>
<td>Self-Study Contact Phone Number:</td>
<td>(561) 297-2118 / (561) 235-6725</td>
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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.

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<th>CIP PROGRAM</th>
<th>Area of Strategic Emphasis</th>
<th>Anticipated # of Degrees Awarded 2018-2019</th>
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<tr>
<td>French Language and Literature</td>
<td>YES : Globalization</td>
<td>2</td>
</tr>
<tr>
<td>Linguistics</td>
<td>YES : Globalization</td>
<td>12</td>
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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-Esquín 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-Esquín 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. . . . Those [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. Nevertheless, 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 “responsive 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 LLCL 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 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-Esquín 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.

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).

**Program Improvement:**

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 former 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:

Outcome Description
General Discipliinary 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 assignments 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.)
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.

<table>
<thead>
<tr>
<th>Annual Headcount (French; Program CIP 160901)</th>
<th>LLCL: BA - FRENCH</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>26</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>LLCL: BA - LINGUISTICS</td>
<td>College Total</td>
<td>University Total</td>
</tr>
<tr>
<td></td>
<td>94</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>LLCL: BA - SPANISH</td>
<td>College Total</td>
<td>University Total</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>36</td>
<td>34</td>
</tr>
</tbody>
</table>
### Annual Headcount (French; Program CIP 160901)

<table>
<thead>
<tr>
<th></th>
<th>LLCL: BA - FRENCH</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors</td>
<td>26</td>
<td>25</td>
<td>4,492</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LLCL: BA - LINGUISTICS</td>
<td></td>
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<td>2014-2015</td>
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<td>LLCL: BA - SPANISH</td>
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<td>40</td>
<td>36</td>
<td>4,492</td>
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</tbody>
</table>

### State Fundable FTE

<table>
<thead>
<tr>
<th>Bachelor</th>
<th>LLCL (all CIP codes combined)</th>
<th>College</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>647.0</td>
<td>626.4</td>
<td>586.7</td>
</tr>
<tr>
<td></td>
<td>4,253.5</td>
<td>15,813.5</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

![Graduation Rates Chart](image)

### 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:
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.

<table>
<thead>
<tr>
<th>Faculty/Student Ratio</th>
<th>Bachelor LLCL (all CIP codes combined)</th>
<th>College</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39.7</td>
<td>45.5</td>
<td>41.9</td>
</tr>
<tr>
<td></td>
<td>37.1</td>
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</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Instruction of Undergraduate Lectures/Seminars</th>
<th>LLCL (all CIP codes combined)</th>
<th>College</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections Offered</td>
<td>360</td>
<td>336</td>
<td>341</td>
</tr>
<tr>
<td># Enrolled</td>
<td>6,845</td>
<td>6,682</td>
<td>6,320</td>
</tr>
<tr>
<td># Faculty-Taught</td>
<td>300</td>
<td>272</td>
<td>290</td>
</tr>
<tr>
<td>% Faculty-Taught</td>
<td>83.3%</td>
<td>81.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Average Section Enrollment</td>
<td>19.0</td>
<td>19.9</td>
<td>18.5</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Pell Grant Access Rate by Fall Semester</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLCL (all CIPs)</td>
<td>45.4%</td>
<td>42.1%</td>
<td>47.0%</td>
<td>33.1%</td>
<td>41.7%</td>
</tr>
<tr>
<td>College</td>
<td>45.1%</td>
<td>40.1%</td>
<td>43.2%</td>
<td>32.1%</td>
<td>38.1%</td>
</tr>
<tr>
<td>University</td>
<td>40.9%</td>
<td>40.4%</td>
<td>39.6%</td>
<td>38.7%</td>
<td>39.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pell Grant Access Rate by Entire Academic Year</th>
<th>Bachelor</th>
<th>LLCL (all CIP codes combined)</th>
<th>College</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39.7</td>
<td>45.5</td>
<td>41.9</td>
<td>38.3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>French</th>
<th>Spanish</th>
<th>Linguistics</th>
<th>DFSCAL College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>75%</td>
<td>88.9%</td>
<td>62.5%</td>
<td>70.3%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>75%</td>
<td>100%</td>
<td>85.7%</td>
<td>75.2%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>71.4%</td>
<td>80%</td>
<td>100%</td>
<td>77.6%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>100%</td>
<td>66.7%</td>
<td>85.7%</td>
<td>76.0%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>66%</td>
<td>100%</td>
<td>80%</td>
<td>78.5%</td>
</tr>
</tbody>
</table>

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)**

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</thead>
<tbody>
<tr>
<td>MA/T: French</td>
<td>11</td>
<td>11</td>
<td>9 (-10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA: Comp Lit</td>
<td>11</td>
<td>11</td>
<td>8 (-16%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA: Linguistics</td>
<td>44</td>
<td>40 (-9%)</td>
<td>29 (-27%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA/T: Spanish</td>
<td>19</td>
<td>11(-42%)</td>
<td>9 (-10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>85</td>
<td>73 (-14%)</td>
<td>55 (-25%)</td>
<td>377</td>
<td>4788</td>
</tr>
</tbody>
</table>

**SCH Production**

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

**Degrees Delivered**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MA French</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>MAT French</td>
<td>2</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>MA Spanish</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>MAT Spanish</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>MA Comp Lit</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>MA Linguistics</td>
<td>6</td>
<td>10</td>
<td>12</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL DEGREES:</td>
<td>18</td>
<td>24</td>
<td>22</td>
<td>20</td>
<td>11</td>
</tr>
</tbody>
</table>

*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)

<table>
<thead>
<tr>
<th>Languages, Linguistics &amp; Comparative Literature</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>39.7</td>
<td>45.5</td>
</tr>
<tr>
<td>Graduate</td>
<td>1.6</td>
<td>1.8</td>
</tr>
<tr>
<td>Total</td>
<td>41.4</td>
<td>47.3</td>
</tr>
</tbody>
</table>

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).

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, grammatically 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 scholars' 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 Psycholinguistics (offered through LLCL and the Department of Psychology 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

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**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 19 (or roughly 16%) gained admittance to a nationally ranked Ph.D. program in discipline. 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 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 Nemʉ 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); Transatlantic 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 faculty 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.

<table>
<thead>
<tr>
<th>Research/Scholarly Productivity</th>
<th>Languages, Linguistics &amp; Comparative Literature</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Books (including monographs &amp; compositions)</td>
<td>#</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>2. Other peer-reviewed publications</td>
<td>#</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>3. All other publications</td>
<td>#</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>4. Presentations at professional meetings or conferences</td>
<td>#</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>5. Productions/Performances/Exhibitions</td>
<td>#</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

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 transatlantic 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 I Faculty Person Years and FTE Devoted to Research
Languages, Linguistics & Comparative Literature

<table>
<thead>
<tr>
<th>Departmental Research</th>
<th>Languages, Linguistics &amp; Comparative Literature</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>Person-Years</td>
<td>0.2</td>
<td>1.8</td>
</tr>
<tr>
<td></td>
<td>FTE</td>
<td>0.2</td>
<td>2.4</td>
</tr>
<tr>
<td>Tenured &amp; tenure-earning faculty</td>
<td>Professor, Assoc Professor, Asst Professor</td>
<td>Person-Years</td>
<td>3.6</td>
</tr>
<tr>
<td></td>
<td>FTE</td>
<td>4.9</td>
<td>5.4</td>
</tr>
<tr>
<td>Non-tenure-earning faculty</td>
<td>Instructors, Lecturers, Visiting Faculty</td>
<td>Person-Years</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>FTE</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

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.
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 increases in donations to our programs.
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 Institution.

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 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

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<th>Tenured &amp; tenure-earning faculty</th>
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<th>University Total</th>
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<th>University Total</th>
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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

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<th>Instructional Faculty (Tenured, tenure-earning, &amp; non-tenure-earning)</th>
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<th>University Total</th>
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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

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Source: Instruction and Research File
B 3 Average Course Section Size and Percent of Sections Taught By Faculty Languages, Linguistics & Comparative Literature

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<tr>
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<td></td>
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<td>%</td>
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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)

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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)

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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)
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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)

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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.
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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

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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.
B4b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Linguistics (Program CIP: 160102)

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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

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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

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Source: Student Data Course File
Based On State-Fundable Credit Hours
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French (Program CIP: 160901)

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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)

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<td>All</td>
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<td>7,651.0</td>
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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)

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<tr>
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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)

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<tr>
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<tr>
<td>Degrees awarded with a:</td>
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</tr>
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<td>4.0</td>
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<td>Double or triple major</td>
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</tr>
<tr>
<td>Degrees awarded with a:</td>
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<tr>
<td>Doctorate</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Single major</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Professional</td>
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<tr>
<td>Degrees awarded with a:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Single major</td>
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<td></td>
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<tr>
<td>All</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
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<tr>
<td>Graduate</td>
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<td>Total</td>
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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 FTB (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)

<table>
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<th></th>
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</thead>
<tbody>
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<tr>
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<td>0</td>
<td>0.1</td>
<td>0.3</td>
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<td><strong>18.0</strong></td>
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</table>

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)

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<tr>
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<tr>
<td>Doctorate</td>
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<tr>
<td>First Professional</td>
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<td>0.1</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>10.7</strong></td>
<td><strong>18.0</strong></td>
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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).
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<tr>
<td>Masters</td>
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<td>1.1</td>
<td>1.0</td>
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<tr>
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<td>Doctorate</td>
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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)

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<td>0</td>
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<td></td>
</tr>
<tr>
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<td>0</td>
<td>0.1</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>First Professional</td>
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<td><strong>18.0</strong></td>
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</tr>
</tbody>
</table>

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

6. Rate your instructor's overall teaching effectiveness in this course

<table>
<thead>
<tr>
<th></th>
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<th>University Total</th>
</tr>
</thead>
<tbody>
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<td>Spring 2017</td>
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<td>Graduate</td>
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<tr>
<td># Sections</td>
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<tr>
<td>Total</td>
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<tr>
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<td>1.6</td>
<td>1.5</td>
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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

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<th>Languages, Linguistics &amp; Comparative Literature</th>
<th>College Total</th>
<th>University Total</th>
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<td>Professor, Assoc Professor, Asst Professor</td>
<td>Person-Years</td>
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<tr>
<td></td>
<td></td>
<td>FTE</td>
<td>0.2</td>
</tr>
<tr>
<td>Non-tenure-earning faculty</td>
<td>Instructors, Lecturers, Visiting Faculty</td>
<td>Person-Years</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FTE</td>
<td>0.0</td>
</tr>
<tr>
<td>Other personnel paid on faculty pay plan</td>
<td>--</td>
<td>Person-Years</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FTE</td>
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</tr>
<tr>
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<td>Person-Years</td>
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<td>Person-Years</td>
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<tr>
<td></td>
<td></td>
<td>FTE</td>
<td>0.0</td>
</tr>
<tr>
<td>Non-tenure-earning faculty</td>
<td>Instructors, Lecturers, Visiting Faculty</td>
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<td>Other personnel paid on faculty pay plan</td>
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<td>Person-Years</td>
<td>--</td>
</tr>
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<td></td>
<td></td>
<td>FTE</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>Person-Years</td>
<td>College Total</td>
<td>University Total</td>
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<td>FTE</td>
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</table>

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

<table>
<thead>
<tr>
<th></th>
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<tr>
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<td>4. Presentations at professional meetings or conferences</td>
<td>#</td>
<td>32</td>
<td>27</td>
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<td>5. Productions/Performances/Exhibitions</td>
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</tr>
<tr>
<td>6. Grant Proposals Submitted</td>
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</table>

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

<table>
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<td>3. All other publications per faculty member</td>
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<td>4. Presentations at professional meetings or conferences per faculty member</td>
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<td>5. Productions/Performances/Exhibitions per faculty member</td>
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<tr>
<td>6. Grant proposals submitted per faculty member</td>
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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

<table>
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<td>2. Faculty memberships on community or professional committees</td>
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<td>3. Faculty serving as editors or referees for professional publications</td>
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</table>

Source: College Dean's Offices
C 1-3 Efficiency Data
Languages, Linguistics & Comparative Literature

<table>
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<tbody>
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<td>2. Faculty memberships on community or professional committees per faculty member</td>
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<tr>
<td>3. Faculty serving as editors or referees for professional publications per faculty member</td>
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</table>

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
### 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/](http://www.fau.edu/successnetwork/) or by calling 561-297-3800. Walk-in Advising: Thursdays 10 a.m. – 12 & 1 – 4 p.m.

**PREREQUISITES FOR MAJOR**

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<tr>
<th>SEMESTER</th>
<th>SUBJECT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>COMMENTS</th>
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<tbody>
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<td>F, S, SU</td>
<td>FRE 1120</td>
<td>Beginning French Language and Culture 1</td>
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<tr>
<td>F, S, SU</td>
<td>FRE 1121</td>
<td>Beginning French Language and Culture 2</td>
<td>Prerequisite: FRE 1120</td>
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<tr>
<td>S</td>
<td>FRE 1160</td>
<td>Intensive Beginning French</td>
<td>Combines FRE 1120 and FRE 1121</td>
<td>8</td>
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<tr>
<td>Students, who CLEP 4 credits of French start with FRE 1121</td>
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<tr>
<td>F, S, SU</td>
<td>FRE 2220</td>
<td>Intermediate French Language and Culture 1</td>
<td>Prereq.: FRE 1121 or FREN 1150 or permission</td>
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<tr>
<td>F, S</td>
<td>FRS 2222</td>
<td>Intermediate French Language and Culture 2</td>
<td>Prereq.: FRE 2220 or permission of instructor</td>
<td>4</td>
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</table>

**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 have to take one advanced language course (FRE 3400, FRE 3340 or FREN 3340) and one culture course (FRE 3393 or FREN 3393).

| F, S, SU | FRE 3340 | Francais de Perfectionnement | Only for Heritage Speakers. Permission needed | 4 |
| F, S, SU | FRE 3400 | Advanced French Language and Culture 1 | Prereq.: FREN 2221 or permission of instructor | 4 |
| S | FRS 3401 | Advanced French Language and Culture 2 | Prereq.: FREN 2221 or permission of instructor | 4 |

**LITERATURE AND CIVILIZATION (3 courses: 9 credits)** Students must take FRW 3101, FRW 3102 and FRW 3122.

| F | FRW 3101 | Introduction à la littérature française | Prereq.: FREN 3400 or permission of instructor | 3 |
| F, S, SU | FRW 3102 | Litt. et Civ. : Moyen Age à la Révolution | Prereq.: FREN 3400 or equivalent | 3 |
| F, S, SU | FRW 3122 | Litt. et Civ. : 19ème siècle au 21ème siècle | Prereq.: FREN 3400 or equivalent | 3 |

**LINGUISTICS (2 courses: 6 credits required)** Students must take LIN 3010 and one more linguistics course in French.

| F, S, S | LIN 3010 | Introduction to Linguistics | | 3 |
| S | FREN 4380 | French Sociolinguistics | Only for Non-Heritage Speakers | 3 |

**SENIOR SEMINAR (1 required course; 3 credits)** All French majors must take the Senior Seminar.

| S | FRW 4833 | Senior Seminar, L’Oeuvre 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 literature.

| F | FREN 2240 | Intermediate French Conversation | Prereq.: FREN 1121 or equivalent | 3 |
| F | FRW 3100 | French Civ. and Lit.: Middle Ages and Ren. | Prereq.: FREN 3400 or equivalent | 3 |
| F | FRW 3101 | Franc. Civ. and Lit.: 17th and 18th Centuries | Prereq.: FREN 3400 or equivalent | 3 |
| F, S, SU | FREN 3140 | Lit. In Translation: The French Tradition | | 3 |
| F, S | FREN 3440 | Commercial French | Prereq.: FREN 2221 or permission | 3 |
| F | FREN 3442 | Advanced Commercial French | Prereq.: permission of Instructor | 3 |
| F | FRW 4413 | Women in the Medieval French Tradition | Prereq.: FRW 3001 and 3100; Coreq.: FOL 3880 | 3 |
| F | FRW 4415 | Courtly Love Tradition | Coreq.: FREN 3001; Coreq.: FRW 3110, FOL 3880 | 3 |
| S | FRW 4830 | Special Topics in French Literature | Prereq.: FREN 3400 or equivalent | 3 |
| S | FREN 4890 | Special Topics in French Language | Prereq.: FREN 3400 or equivalent | 3 |
| F | FREN 4994 | Comparative Caribbean Literature | | 3 |

**French Study Abroad Equivalents (students must get course approval before going on study abroad)**

| FREN 2852 | French Language and Culture Study Abroad | Sophomore standing | 1-4 |
| FREN 3652 | French Culture Study Abroad | Sophomore standing | 4 |
| FREN 3756 | French Culture Study Abroad (in Transal.) | Sophomore standing | 1-4 |
| FREN 4857 | 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 = 24 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
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.

<table>
<thead>
<tr>
<th>SEMESTER OFFERED</th>
<th>SUBJECT</th>
<th>COURSE</th>
<th>TITLE</th>
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<th>GR.</th>
<th>WHEN TAKEN</th>
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<td>ITA</td>
<td>1120</td>
<td>Beginning Italian Language and Culture 1</td>
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<td></td>
<td></td>
<td>1121</td>
<td>Beginning Italian Language and Culture 2</td>
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<td>SU</td>
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<td>Intensive Beginning Italian</td>
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<td>F, S</td>
<td>2220</td>
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PREREQUISITES FOR MAJOR

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.

FOL 3880 Research and Bibliographic Methods Required: Recommended prerequisite for all majors taking literature classes.

LANGUAGE AND CULTURE (2 courses; 11 credits) All of the courses in this category develop students’ advanced grammar and composition skills. One advanced language course is required for the Italian major.

F* ITA 3420 Advanced Italian Language and Culture I Only for Non-Heritage Speakers; Pre-req: ITA 2221
F* ITA 3421 Advanced Italian Language and Culture II May be taken before ITA 3420
F* ITA 4930 Italia Oggi
F* ITA 3412 Reading the Italian Press
F* ITA 3320 Italian Writing Workshop
ITA 4920 Italian Cinema after 1960

LITERATURE AND CIVILIZATION (4 courses; 12 credits) Two courses in literature have to be taken in Italian Language.

S ITW 3100 Ital Lit & Civ. Med. Ages & Renaiss. Pre-requisite: ITA 2221 or equivalent
S ITW 3101 Ital Lit & Civ. Baroque-Present Pre-requisite: ITA 2221 or equivalent
S SYR F ITT 3510 Lit. in Translation, The Italian Tradition Counts towards classical Studies Certificate
S SYR F ITT 3220 Italian Cinema: From Text to Screen Counts towards Film and Video Certificate
S SYR F ITT 4440 Dante. The "Commenda" in Translation
F* ITT 3522 Italian-American Cinema Writing Across Curriculum (Gordon Rule Writing - CRW), Counts towards Film and Video Certificate
ITA 4930 Italy Through Its Music

LINGUISTICS (2 courses; 6 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 linguistics.

F, S, SU LIN 3010 Introduction to Linguistics Required
F* ITA 4930 Tessere Linguae
ITA 3360 Italian Writing Workshop Pre-requisite: ITA 2220 with minimum grade of "C"

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 linguistics.

Italian Study Abroad Equivalents (students must get course approval before going on study abroad)

ITA 2952 Italian Lan & Cult. Abroad Sophomore standing
ITA 3952 Italian Culture Study Abroad Sophomore standing
ITA 4957 Italian Lan & Cult. Abroad Senior standing
ITT 3956 Italian Culture Study Abroad Senior standing
ITW 4957 Italian Language Study Abroad Senior standing

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 courses will not count twice *All Incomplete/Non-Reported grades must be resolved prior to graduation term
# 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/](http://www.fau.edu/successnetwork/) or by calling 661-297-3500.

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

## 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](http://www.fau.edu/spanish/SPN.php)

<table>
<thead>
<tr>
<th>SEMESTER COURSE</th>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Prerequisites Comments</th>
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<tbody>
<tr>
<td>F.S SU</td>
<td>SPN</td>
<td>1120</td>
<td>Beginning Spanish Language and Culture 1</td>
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Students, who CLEP/AP 4 credits of Spanish language, need to start with SPN 1121

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<th>Course</th>
<th>Title</th>
<th>Prerequisites Comments</th>
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<tr>
<td>F.S SU</td>
<td>SPN</td>
<td>1121</td>
<td>Beginning Spanish Language and Culture 2</td>
<td>SPN 1120 or permission of instructor 4</td>
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<td>1150</td>
<td>Intensive Beginning Spanish Combines SPN 1120 and SPN 1121</td>
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Students, who CLEP/AP 8 credits of Spanish language, need to start with SPN 2220

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<td>SPN</td>
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<td>Intermediate Spanish Language and Culture 1</td>
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<td>SPN</td>
<td>2221</td>
<td>Intermediate Spanish Language and Culture 2</td>
<td>Prerequisites: SPN 2220 or permission of instructor</td>
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## MAJOR REQUIREMENTS (12 courses, 36/37 credits; 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.

<table>
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<th>Subject</th>
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<td>Research and Bibliographic Methods Required. Recommended prerequisite or co-requisite for all majors taking literature classes</td>
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**LANGUAGE AND CULTURE** (2 courses; 7 credits; only 1 Culture class)

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<td>F.S.U</td>
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<td>Advanced Spanish: Grammar Only for Non-Heritage Speakers. Prereq: SPN 2221 or permission</td>
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<td>S</td>
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<td>3500</td>
<td>Spanish Peninsular Culture and Civilization Prereq., Or Coreq.: SPN 3400 or SPN 3343 or perm</td>
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<td>S</td>
<td>SPN</td>
<td>3501</td>
<td>Latin American Culture and Civilization Prereq., Or Coreq.: SPN 3400 or SPN 3343 or perm</td>
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**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 literature classes.

<table>
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<th>Prerequisites Comments</th>
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<td>F.S</td>
<td>SPW</td>
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<td>Special Topics in Literature Prereq.: SPW 3012 or SPW 3020 or permission</td>
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**LINGUISTICS** (2 courses; 5 credits)

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<td>F.S.U</td>
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<td>4690</td>
<td>Structure of Modern Spanish Prereq.: SPN 3400 or SPN 3343 or permission</td>
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<td>F.S.U</td>
<td>SPN</td>
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<td>Spanish Phonetics and Phonology Prereq.: SPN 3400 or SPN 3343 or permission</td>
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<td>F.S.U</td>
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<td>Spanish Sociolinguistics Prereq.: SPN 3400 or SPN 3343 or permission</td>
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**OTHER REQUIRED COURSES** (3 courses; 9 credits required) (3 courses, two of which must be in linguistics, to be approved by LLCL advisor, optional courses from the required list may be taken as "other required courses" unless taken as required course).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Prerequisites Comments</th>
</tr>
</thead>
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<td>SPN</td>
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<td>Advanced Spanish: Conversation Prereq.: SPN 2221 or permission</td>
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<td>SPN</td>
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<td>Commercial Spanish 2 Prereq.: SPN 2221 or permission</td>
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<td>Special Topics in Language Prereq.: SPN 3400 or SPN 3343 or permission</td>
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<td>SPT</td>
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<td>Lit. in Translation: The Spanish Tradition in English</td>
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<td>Latin American Literature in Translation in English</td>
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<td>3</td>
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<tr>
<td>LIT</td>
<td>4184</td>
<td>Comparative Caribbean Literature</td>
<td>3</td>
</tr>
<tr>
<td>LAS</td>
<td>2200</td>
<td>Intro to Latin American Studies in English; required for the CLAS cert.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spanish Study Abroad Equivalents (students must get course approval before going on study abroad)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN</td>
<td>2652</td>
<td>Spanish Lang &amp; Cult Abroad</td>
</tr>
<tr>
<td>SPN</td>
<td>3962</td>
<td>Spanish Culture Study Abroad</td>
</tr>
<tr>
<td>SPN</td>
<td>4957</td>
<td>Spanish Lang &amp; Cult Abroad</td>
</tr>
<tr>
<td>SPT</td>
<td>3960</td>
<td>Spanish Cult Study Abroad</td>
</tr>
<tr>
<td>SPT</td>
<td>4857</td>
<td>Spanish Lang &amp; Cult Abroad</td>
</tr>
<tr>
<td>SPW</td>
<td>4957</td>
<td>Spanish Lit. Study Abroad</td>
</tr>
</tbody>
</table>

- Minimum Requirements for FAU Degree: 320 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 +
**SPANISH MAJOR AUDIT (for Heritage/Native Speakers)**

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**Walk-in Advising:** usually on Thursdays 10 a.m. - 12 & 1 - 4 p.m.

### PREREQUISITES FOR MAJOR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 1340</td>
<td>Beg. Spanish for Heritage Speakers</td>
<td>Credit may not be awarded for SPN 1340 and SPN 1120 or SPN 1121.</td>
</tr>
</tbody>
</table>

Students, who CLEP/AP 8 credits of Spanish language, need to start with SPN 2341.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 2341</td>
<td>Intermediate Spanish for Heritage Speakers</td>
<td>Prereq: SPN 1340 or permission. Credit may not be awarded for SPN 2341 and SPN 2220 or SPN 2221.</td>
</tr>
</tbody>
</table>

### MAJOR REQUIREMENTS (12 courses, 38/37 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOL 3880</td>
<td>Research and Bibliographic Methods</td>
<td>Required. Recommended prerequisite for all majors taking literature classes.</td>
</tr>
</tbody>
</table>

**LANGUAGE AND CULTURE** (2 courses; 7 credits; only 1 Culture class)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 3343</td>
<td>Advanced Spanish for Heritage Speakers</td>
<td>Required. Prereq: SPN 2341 or permission</td>
</tr>
<tr>
<td>SPN 3500</td>
<td>Spanish Culture</td>
<td>Prereq. Or Coreq. SPN 3343 or permission</td>
</tr>
<tr>
<td>SPN 3501</td>
<td>Latin American Culture</td>
<td>Prereq. Or Coreq. SPN 3343 or permission</td>
</tr>
</tbody>
</table>

**LITERATURE AND CIVILIZATION** (4 courses; 12 credits) Students must take SPW 3012 and SPW 3020 and complete two additional literature courses. FOL 3880 is a recommended prerequisite for all majors taking literature courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPW 3012</td>
<td>Introduction to Peninsular Literature</td>
<td>Required. Prereq: SPN 3343 or permission</td>
</tr>
<tr>
<td>SPW 3020</td>
<td>Introduction to Latin American Literature</td>
<td>Required. Prereq: SPN 3343 or permission</td>
</tr>
<tr>
<td>SPW 4840</td>
<td>Special Topics in Literature</td>
<td>Prereq: SPW 3012 or SPW 3020 or permission</td>
</tr>
<tr>
<td>SPW 4830</td>
<td>Special Topics in Literature</td>
<td>Prereq: SPW 3012 or SPW 3020 or permission</td>
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**LINGUISTICS** (2 courses; 6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Requirements</th>
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</thead>
<tbody>
<tr>
<td>LIN 3010</td>
<td>Introduction to Linguistics</td>
<td>Required</td>
</tr>
<tr>
<td>SPN 4850</td>
<td>Structure of Modern Spanish</td>
<td>Prerequisite: SPN 3343 or permission</td>
</tr>
<tr>
<td>SPN 4790</td>
<td>Spanish Phonology &amp; Dialectology</td>
<td>Prerequisite: SPN 3343 or permission</td>
</tr>
<tr>
<td>SPN 4740</td>
<td>Spanish Sociolinguistics</td>
<td>Prerequisite: SPN 3343 or permission</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 3401</td>
<td>Advanced Spanish Composition</td>
<td>Prereq: SPN 3343 or permission</td>
</tr>
<tr>
<td>SPN 3440</td>
<td>Commercial Spanish 1</td>
<td>Prereq: SPN 2341 or permission</td>
</tr>
<tr>
<td>SPN 3441</td>
<td>Commercial Spanish 2</td>
<td>Prereq: SPN 2341 or permission</td>
</tr>
<tr>
<td>SPN 4930</td>
<td>Special Topics in Language</td>
<td>Prereq: SPN 3343 or permission</td>
</tr>
<tr>
<td>SPT 3100</td>
<td>Lit. in Translation: The Spanish Tradition</td>
<td>In English</td>
</tr>
<tr>
<td>SPT 4130</td>
<td>Latin American Literature In Translation</td>
<td>In English</td>
</tr>
<tr>
<td>SPT 4720</td>
<td>Spanish Literature &amp; Film</td>
<td>In English</td>
</tr>
<tr>
<td>SPT 4860</td>
<td>Spanish Translation</td>
<td>Prereq: SPN 3343 or permission</td>
</tr>
<tr>
<td>SPW 4030</td>
<td>Introduction to Hispanic Literature</td>
<td>Prereq: SPN 3343 or permission</td>
</tr>
<tr>
<td>SPW 4920</td>
<td>Special Topics in Literature</td>
<td>Prereq: SPW 3012 or SPW 3020 or permission</td>
</tr>
<tr>
<td>LIT 4194</td>
<td>Comparative Caribbean Literature</td>
<td>In English : required for the CLAS cert.</td>
</tr>
<tr>
<td>LAS 2000</td>
<td>Intro to Latin American Studies</td>
<td>In English : required for the CLAS cert.</td>
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**Spanish Study Abroad Equivalents (students must get course approval before going on study abroad)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 2852</td>
<td>Spanish Lang &amp; Cult Abroad</td>
<td></td>
</tr>
<tr>
<td>SPN 3852</td>
<td>Spanish Culture Study Abroad</td>
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</tr>
<tr>
<td>SPT 3867</td>
<td>Spanish Cult Study Abroad</td>
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</tr>
<tr>
<td>SPT 4857</td>
<td>Spanish Lang &amp; Cult Abroad</td>
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<tr>
<td>SPW 4857</td>
<td>Spanish Lit Abroad</td>
<td></td>
</tr>
</tbody>
</table>

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*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*
**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/](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)

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES</th>
<th>COMMENTS</th>
<th>CR</th>
<th>BR</th>
<th>WHEN TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>F, S, SU</td>
<td>LIN 3010</td>
<td>Intro to Linguistics</td>
<td>Prereq. for most LIN courses, should be taken asap</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>S</td>
<td>LIN 4326</td>
<td>Contrastive Phonology</td>
<td>Prerequisite: LIN 3010 or permission of instructor</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>LIN 4802</td>
<td>Semantics and Pragmatics</td>
<td>Or LIN 4930 on appropr. topic (In consult. w/advisor)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIN 4430</td>
<td>Morphology and Syntax</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, S, SU</td>
<td>FOL 3880</td>
<td>Research and Bibliographic Methods</td>
<td>Rec. as a prereq. or co-req. for LIT classes and a req. of the major</td>
<td>3</td>
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### GENERAL CORE 5 courses, 15 credits

**ENGLISH LANGUAGE-SPECIFIC COURSES (12 CREDITS)**

2 Language-Specific Linguistics Courses (6 credits)—Structure & History of the Language

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 4680</td>
<td>Struc. Mod Eng</td>
<td>3</td>
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<tr>
<td>TSL 4251</td>
<td>Applied Linguistics &amp; TESOL</td>
<td>3</td>
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</table>

1 Language & Culture Courses (3 credits)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 4600</td>
<td>Sociolinguistics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 4620</td>
<td>Bilingualism</td>
<td>Prereq: LIN 3010 or permission of instructor</td>
<td>3</td>
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</table>

1 Literature & Civilization Courses (3 credits)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 4210</td>
<td>Medieval Literature</td>
<td>3</td>
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<tr>
<td>ENL 4220</td>
<td>Renaissance Literature</td>
<td>3</td>
<td></td>
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<tr>
<td>ENL 4311</td>
<td>Chaucer</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENL 4341</td>
<td>Milton</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENL 4333</td>
<td>Shakespeare</td>
<td>3</td>
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<tr>
<td>AML 4213</td>
<td>Colonial and Early Am. Literature</td>
<td>3</td>
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</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES</th>
<th>COMMENTS</th>
</tr>
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<tbody>
<tr>
<td>LIN 2607</td>
<td>Global Perspectives on Language</td>
<td>3</td>
<td></td>
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<tr>
<td>LIN 3003</td>
<td>Language Matters</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 3133</td>
<td>Patterns of Lang</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 4600</td>
<td>Sociolinguistics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 4612</td>
<td>African-American Vernacular English</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 4620</td>
<td>Bilingualism</td>
<td>Prerequisite: LIN 3010 or permission</td>
<td>3</td>
</tr>
<tr>
<td>LIN 4680</td>
<td>Struc. Mod Eng</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 4701</td>
<td>Psycholinguistics</td>
<td>Prerequisite: LIN 3010 or permission</td>
<td>3</td>
</tr>
<tr>
<td>LIN 4810</td>
<td>Introduction to Semiotics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 4930</td>
<td>Foreign Language Teaching</td>
<td>Prerequisite: LIN 3010 or permission CERT</td>
<td>3</td>
</tr>
<tr>
<td>LIN 4930</td>
<td>Forensic Linguistics</td>
<td>Prerequisite: LIN 3010 or permission</td>
<td>3</td>
</tr>
<tr>
<td>LIN 4930</td>
<td>Discourse Analysis</td>
<td>Prerequisite: LIN 3010 or permission</td>
<td>3</td>
</tr>
<tr>
<td>LIN 4930</td>
<td>Intro to SLA</td>
<td>Prerequisite: LIN 3010 or permission</td>
<td>3</td>
</tr>
<tr>
<td>LIN 4710</td>
<td>Norm. Proc. of Speech and Lang, Dev.</td>
<td>3</td>
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<tr>
<td>EXP 3505</td>
<td>Cognition</td>
<td>3</td>
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<tr>
<td>EXP 4640</td>
<td>Psych of Language</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DEP 3134</td>
<td>Childhood Bilingualism</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DEP 4130</td>
<td>Language Acquisition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TSL 4080</td>
<td>Introduction to TESOL</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TSL 4251</td>
<td>Applied Linguistics &amp; TESOL</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TSL 4324</td>
<td>ESL Strat. for Content Area Teachers</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>A linguistics or culture class</td>
<td>Taught in foreign language</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>A literature class</td>
<td>Taught in foreign language or in translation</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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### GENERAL CORE 5 courses, 15 credits

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>F,S,SU</td>
<td>LIN 3010</td>
<td>Intro to Linguistics</td>
<td>Prereq. for most LIN courses</td>
</tr>
<tr>
<td>S</td>
<td>LIN 4326</td>
<td>Contrastive Phonology</td>
<td>Prerequisite: LIN 3010 or permission</td>
</tr>
<tr>
<td>S</td>
<td>LIN 4802</td>
<td>Semantics and Pragmatics</td>
<td>Or LIN 4930 on appropr. topic (in consult. w/advisor)</td>
</tr>
<tr>
<td></td>
<td>LIN 4430</td>
<td>Morphology and Syntax</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FOL 3880</td>
<td>Research and Bibliographic Methods</td>
<td>Recommended prerequisite or co-requisite for all majors taking literature classes</td>
</tr>
</tbody>
</table>

### SPANISH LANGUAGE-SPECIFIC COURSES (12/13 CREDITS)

**2 Language-Specific Linguistics Courses (6 credits)—Structure & History of the Language**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 4850</td>
<td>Structure of Modern Spanish</td>
<td>Prereq.: SPN 3400 or SPN 3343 or permission</td>
<td></td>
</tr>
<tr>
<td>SPN 4790</td>
<td>Spanish Phonology &amp; Dialectology</td>
<td>Prereq.: SPN 3400 or SPN 3343 or permission</td>
<td></td>
</tr>
<tr>
<td>SPN 4740</td>
<td>Spanish Sociolects</td>
<td>Prereq.: SPN 3400 or SPN 3343 or permission</td>
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</table>

**1 Language & Culture Courses (3/4 credits)**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 3400</td>
<td>Advanced Spanish: Grammar</td>
<td>Prereq: SPN 2221 or permission</td>
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</tr>
<tr>
<td>SPN 3343</td>
<td>Spanish for Heritage Speakers 2</td>
<td>Prereq: SPN 2340 or permission</td>
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</table>

**1 Literature & Civilization Courses (3 credits)**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPW 3012</td>
<td>Intro. to Peninsular Spanish Literature</td>
<td>Prereq: SPN 3400 or SPN 3343 or permission</td>
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</tr>
<tr>
<td>SPW 302</td>
<td>Intro. to Spanish American Literature</td>
<td>Prereq: SPN 3400 or SPN 3343 or permission</td>
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</tr>
</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE</th>
<th>TITLE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 2607</td>
<td>Global Perspectives on Language</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 3003</td>
<td>Language Matters</td>
<td>3</td>
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</tr>
<tr>
<td>LIN 3133</td>
<td>Patterns of Lang</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 4600</td>
<td>Sociolinguistics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 4612</td>
<td>African-American Vernacular English</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 4620</td>
<td>Bilingualism</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 4680</td>
<td>Struct. Mod Eng</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIN 4701</td>
<td>Psycholinguistics</td>
<td>3</td>
<td></td>
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<tr>
<td>LIN 4810</td>
<td>Introduction to Semiotics</td>
<td>3</td>
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</tr>
<tr>
<td>LIN 4930</td>
<td>Special Topics</td>
<td>3</td>
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<tr>
<td>LIN 4930</td>
<td>Linguistics in Crime</td>
<td>3</td>
<td></td>
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<td>LIN 4930</td>
<td>Discourse Analysis</td>
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<tr>
<td>LIN 4930</td>
<td>Intro to SLA</td>
<td>3</td>
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<tr>
<td>LIN 4710</td>
<td>Norm Proc of Speech and Lang. Dev.</td>
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<tr>
<td>EXP 3505</td>
<td>Cognition</td>
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<tr>
<td>EXP 4640</td>
<td>Psych of Language</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DEP 3134</td>
<td>Childhood Bilingualism</td>
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<tr>
<td>DEP 4130</td>
<td>Language Acquisition</td>
<td>3</td>
<td></td>
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<tr>
<td>TSL 4080</td>
<td>Introduction to TESOL</td>
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<td></td>
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<tr>
<td>TSL 4251</td>
<td>Applied Linguistics &amp; TESOL</td>
<td>3</td>
<td></td>
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<tr>
<td>TSL 4324</td>
<td>ESL/ESOL Strat for Content Area Teachers</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

A linguistics or culture class Taught in foreign language
A literature class Taught in foreign language or in translation

Minimum Requirements for FAU Degree: 120 credits including 45 at 3000/4000 level = 39 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.
**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/](http://www.fau.edu/successnetwork/) or by calling 561-297-3800. Walk-in Advising: Thursdays 10 a.m. – 12 & 1 – 4 p.m.

### GENERAL CORE 5 courses, 15 credits

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Prerequisites/Comments</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>F, S, SU</td>
<td>LIN 3010</td>
<td>Intro to Linguistics</td>
<td>Prereq, for most LIN courses, should be taken asap</td>
<td>3</td>
</tr>
<tr>
<td>S</td>
<td>LIN 4326</td>
<td>Contrastive Phonology</td>
<td>Prerequisite: LIN 3010 or permission</td>
<td>3</td>
</tr>
<tr>
<td>S</td>
<td>LIN 4802</td>
<td>Semantics and Pragmatics</td>
<td>Or LIN 4930 on appropr. topic (in consult. w/adv)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LIN 4430</td>
<td>Morphology and Syntax</td>
<td>Prerequisite: LIN 3010 or permission</td>
<td>3</td>
</tr>
<tr>
<td>F, S, SU</td>
<td>FOL 3880</td>
<td>Research and Bibliographic Methods</td>
<td>Recommended prerequisite or co-requisite for all majors taking literature classes</td>
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### FRENCH LANGUAGE-SPECIFIC COURSES (12-13 credits)

#### 2 Language-Specific Linguistics Courses (6 credits) — Structure & History of the Language

<table>
<thead>
<tr>
<th>Course</th>
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<th>Prerequisites/Comments</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 4850</td>
<td>Structure de la langue française</td>
<td>Prereq. or co-reg.: LIN 3010 or permission</td>
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<tr>
<td>FRE 3780</td>
<td>Prononciation et Phonétique</td>
<td>Only for Non-Heritage Speakers</td>
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<tr>
<td>FRE XXXX</td>
<td>French Sociolinguistics</td>
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#### 1 Language & Culture Courses (3/4 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites/Comments</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 3340</td>
<td>Français de Perfectionnement</td>
<td>Only for heritage speakers. Permission needed</td>
<td>4</td>
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<tr>
<td>FRE 3400</td>
<td>Advanced French Lang. and Culture 1</td>
<td>Only for Non-Heritage Speakers</td>
<td>4</td>
</tr>
<tr>
<td>FRE 3401</td>
<td>Advanced French Lang. and Culture 2</td>
<td>Prerequisite: FRE 2221 or permission of instructor</td>
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#### 1 Literature & Civilization Courses (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRW 3001</td>
<td>Introduction à la littérature française</td>
<td>Prereq: FREN 3400 or permission of instructor</td>
<td>3</td>
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</tbody>
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### 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 2607</td>
<td>Global Perspectives on Language</td>
<td>3</td>
</tr>
<tr>
<td>LIN 3003</td>
<td>Language Matters</td>
<td>3</td>
</tr>
<tr>
<td>LIN 3133</td>
<td>Patterns of Lang</td>
<td>3</td>
</tr>
<tr>
<td>LIN 4600</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>LIN 4612</td>
<td>African-American Vernacular English</td>
<td>3</td>
</tr>
<tr>
<td>LIN 4620</td>
<td>Bilingualism</td>
<td>Prerequisite: LIN 3010 or permission</td>
</tr>
<tr>
<td>LIN 4680</td>
<td>Struct. Mod Eng</td>
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</tr>
<tr>
<td>LIN 4701</td>
<td>Psycholinguistics</td>
<td>Prerequisite: LIN 3010 or permission</td>
</tr>
<tr>
<td>LIN 4810</td>
<td>Introduction to Semiotics</td>
<td>Prerequisite: LIN 3010 or permission</td>
</tr>
<tr>
<td>LIN 4930</td>
<td>Special Topics</td>
<td>Prerequisite: LIN 3010 or permission</td>
</tr>
<tr>
<td>LIN 4935</td>
<td>Forensic Linguistics</td>
<td>Prerequisite: LIN 3010 or permission</td>
</tr>
<tr>
<td>LIN 4936</td>
<td>Discourse Analysis</td>
<td>Prerequisite: LIN 3010 or permission</td>
</tr>
<tr>
<td>LIN 4937</td>
<td>Intro to SLA</td>
<td>Prerequisite: LIN 3010 or permission</td>
</tr>
<tr>
<td>LIN 4710</td>
<td>Normal Processes of Speech and Lang. Dev.</td>
<td></td>
</tr>
<tr>
<td>EXP 3505</td>
<td>Cognition</td>
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<td>DEP 4130</td>
<td>Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>TSL 4030</td>
<td>Introduction to TESOL</td>
<td></td>
</tr>
<tr>
<td>TSL 4251</td>
<td>Applied Linguistics &amp; TESOL</td>
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</tr>
<tr>
<td>TSL 4324</td>
<td>ESL Strt. for Content Area Teachers</td>
<td></td>
</tr>
<tr>
<td>A Linguistics or culture class</td>
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<tr>
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Minimum Requirements for FAU Degree: 120 credits including 45 at 3000/4000 level • 50 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.
# LINGUISTICS MAJOR AUDIT

**ITALIAN CONCENTRATION**

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<tbody>
<tr>
<td>F, S, SU</td>
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<td>3010</td>
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<td>LIN</td>
<td>4326</td>
<td>Contrastive Phonology</td>
<td>Prerequisite: LIN 3010 or permission</td>
</tr>
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<td>LIN</td>
<td>4430</td>
<td>Morphology and Syntax</td>
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</tr>
<tr>
<td>F, S, SU</td>
<td>FOL</td>
<td>3880</td>
<td>Research and Bibliographic Methods</td>
<td>Recommended prereq. or co-prereq. for all majors taking literature classes</td>
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## ITALIAN LANGUAGE-SPECIFIC COURSES (12-13 CREDITS)

### 2 Language-Specific Linguistics Courses (6 credits) - Structure & History of the Language

<table>
<thead>
<tr>
<th>Semester</th>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Pre-requisites/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>F*</td>
<td>ITA</td>
<td>4930</td>
<td>Tessera la Lingua</td>
<td>Structure of Modern Italian</td>
</tr>
<tr>
<td>F*</td>
<td>ITA</td>
<td>3300</td>
<td>Italian Writing Workshop</td>
<td>Prerequisite: ITA 2220 with minimum grade of &quot;C&quot;</td>
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### 1 Language & Culture Course (3/4 credits)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Pre-requisites/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>F*</td>
<td>ITA</td>
<td>3420</td>
<td>Advanced Italian Language and Culture 1</td>
<td>Only for Non-Heritage Speakers; Prereq: ITA 2221</td>
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<tr>
<td>F*</td>
<td>ITA</td>
<td>3421</td>
<td>Advanced Italian Language and Culture 2</td>
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### 1 Literature & Civilization Course (3 credits)

<table>
<thead>
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<th>Semester</th>
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<td>ITW</td>
<td>3100</td>
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<tr>
<td>S</td>
<td>ITW</td>
<td>3101</td>
<td>Ital. Lit. &amp; Civ. Baroque-Present</td>
<td>Prerequisite: ITA 2221 or equivalent</td>
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## 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)

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<tr>
<td>LIN</td>
<td>2607</td>
<td>Global Perspectives on Language</td>
<td>3</td>
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<td>LIN</td>
<td>3003</td>
<td>Language Matters</td>
<td>3</td>
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<tr>
<td>LIN</td>
<td>3133</td>
<td>Patterns of Lang</td>
<td>3</td>
</tr>
<tr>
<td>LIN</td>
<td>4600</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
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<td>4612</td>
<td>African-American Vernacular English</td>
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<td>LIN</td>
<td>4620</td>
<td>Bilingualism</td>
<td>Prerequisite: LIN 3010 or permission</td>
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<tr>
<td>LIN</td>
<td>4680</td>
<td>Struc. Mod Eng</td>
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<tr>
<td>LIN</td>
<td>4701</td>
<td>Psycholinguistics</td>
<td>Prerequisite: LIN 3010 or permission</td>
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<tr>
<td>LIN</td>
<td>4810</td>
<td>Introduction to Semiotics</td>
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<td>LIN</td>
<td>4930</td>
<td>Special Topics</td>
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<td>Forensic Linguistics</td>
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<td>4640</td>
<td>Psych of Language</td>
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<td>4251</td>
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<td>TSL</td>
<td>4324</td>
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</table>

Minimum Requirements for FAU Degrees: 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
**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/succesnetwork/](http://www.fau.edu/succesnetwork/) or by calling 561-297-3800. Walk-in Advising: Thursdays 10 a.m. - 12 & 1 - 4 p.m.

<table>
<thead>
<tr>
<th>SEMESTER OFFERED</th>
<th>SUBJECT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES</th>
<th>COMMENTS</th>
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<tbody>
<tr>
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<td>ARA</td>
<td>1120</td>
<td>Beginning Arabic Lang. and Culture 1</td>
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<td></td>
<td>ARA</td>
<td>1121</td>
<td>Beginning Arabic Lang. and Culture 2</td>
<td>Prerequisite: ARA 1120</td>
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<td></td>
<td>ARA</td>
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<td>Intermediate Arabic Lang. and Culture 1</td>
<td>Prerequisite: ARA 1121</td>
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</tr>
<tr>
<td></td>
<td>ARA</td>
<td>2221</td>
<td>Intermediate Arabic Lang. and Culture 2</td>
<td>Prerequisite: ARA 2220</td>
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</tr>
<tr>
<td></td>
<td>3/4000</td>
<td>LEVEL</td>
<td>One upper division 3/400 level course in Arabic literature, culture, history or politics (approved by the LLCL advisor)</td>
<td></td>
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</tr>
</tbody>
</table>

**MINOR REQUIREMENTS (5 courses, 18/19 credits; each course must be passed with a grade of C or better)**

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.

**ARABIC STUDY ABROAD** (students must get course approval before going on study abroad)

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
# 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 LCL advisor available online at [http://www.fau.edu/Studentsuccessnetwork](http://www.fau.edu/Studentsuccessnetwork) or by calling 561-297-3800. Walk-in Advising: usually on Thursdays 10 a.m. – 12 & 1 – 4 p.m.

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<tr>
<th>SEMESTER OFFERED</th>
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<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES COMMENTS</th>
<th>CR</th>
<th>GE</th>
<th>WHEN TAKEN</th>
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</thead>
<tbody>
<tr>
<td>MINOR REQUIREMENTS (5 courses, 15 credits; each course must be passed with a grade of C or better)</td>
<td>LIT</td>
<td>2100</td>
<td>Introduction to World Literature</td>
<td>Or introduction to Comparative Literature LIT 3060</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>XXX</td>
<td>2220</td>
<td>Intermediate- or advanced-level language course</td>
<td>FRE/GER/ITA/SPAN 2220 or higher</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>XXX</td>
<td>34000 LEVEL</td>
<td>Literature course, either in lingua or in translation</td>
<td>the coursework must represent, at a minimum, two different national traditions/cultures</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>XXX</td>
<td>34000 LEVEL</td>
<td>Literature course, either in lingua or in translation</td>
<td>the coursework must represent, at a minimum, two different national traditions/cultures</td>
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<td></td>
<td>XXX</td>
<td>34000 LEVEL</td>
<td>Literature course, either in lingua or in translation</td>
<td>the coursework must represent, at a minimum, two different national traditions/cultures</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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/SPAN 2220 or higher, depending on proficiency); and three upper-division (34000-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 LCL advisor before the student begins the study abroad program.

Examples of Literature courses in translation (in English):

| FRW | 3140 | Lit. in Translation: The French Tradition | | |
| XXX | 3110 | Lit. in Translation: The Italian Tradition | Counts towards classical Studies Certificate |
| XXX | 3111 | Love and Lovers in Italian Literature | | |
| XXX | 3520 | Italian Cinema: From Text to Screen | Writing Across Curriculum (Gordon Rule Writing - GRW); Counts towards Film and Video Certificate |
| XXX | 3522 | Italian-American Cinema | | |
| XXX | 3660 | Italy in Lyric | | |
| XXX | 4440 | Dante: The "Commedia" in Translation | | |
| FRT | 3100 | Lit. in Translation: The Spanish Tradition | Counts towards Film and Video Certificate |

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 | 4853 | Senior Seminar: L'Objet Culturel | Prereq: FRE 3400 and two 3000-level LIT courses | 3 |
| S | FRW | 4890 | Special Topics in French Literature | | |
| S | ITW | 3100 | It. Lit. & Civ. Med. Ages & Renais. | Prerequisites: ITA 2221 or equivalent | 3 |
| S | ITW | 3101 | It. Lit. & Civ. Baroque-Present | Prerequisites: 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.

<table>
<thead>
<tr>
<th>SEMESTER OFFERED</th>
<th>SUBJECT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES COMMENTS</th>
<th>CR</th>
<th>OR</th>
<th>WHEN TAKEN</th>
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<tbody>
<tr>
<td>PREREQUISITES FOR MINOR</td>
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<tr>
<td>Students need to take on-line French Language Placement Test before registration for language courses</td>
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<td><a href="http://www.fau.edu/french/FRE.php">http://www.fau.edu/french/FRE.php</a></td>
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<tr>
<td>F,S,SU</td>
<td>FRE</td>
<td>1120</td>
<td>Beginning French Language and Culture 1</td>
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<tr>
<td>Students, who CLEP 4 credits of French start with FRE 1121</td>
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<tr>
<td>F,S,SU</td>
<td>FRE</td>
<td>1121</td>
<td>Beginning French Language and Culture 2</td>
<td>Prerequisite: FRE 1120</td>
<td>4</td>
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<tr>
<td>SU</td>
<td>FRE</td>
<td>1150</td>
<td>Intensive Beginning French</td>
<td>Combines FRE 1120 and FRE 1121</td>
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<tr>
<td>Students, who CLEP 8 credits of French start with FRE 2220</td>
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<tr>
<td>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.</td>
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<td>F,S</td>
<td>FRE</td>
<td>2220</td>
<td>Intermed. French Lang and Culture 1</td>
<td>Prereq.: FRE 1121 or FRE 1150 or permission of instructor</td>
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<tr>
<td>F,S</td>
<td>FRE</td>
<td>2221</td>
<td>Intermed. French Lang and Culture 2</td>
<td>Prerequisite: FRE 2220 or permission</td>
<td>4</td>
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<tr>
<td>F</td>
<td>FRE</td>
<td>3400</td>
<td>Adv. French Language and Culture 1</td>
<td>Only for Non-Heritage Speakers.</td>
<td>4</td>
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<tr>
<td></td>
<td>FRE</td>
<td>3401</td>
<td>Adv. French Language and Culture 2</td>
<td>Prerequisite: FRE 2221 or permission</td>
<td>4</td>
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<tr>
<td>F</td>
<td>FRE</td>
<td>3340</td>
<td>Français de Perfectionnement</td>
<td>Only for Heritage speakers. Permission needed</td>
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<tr>
<td>S</td>
<td>FRE</td>
<td>3953</td>
<td>Culture et Société</td>
<td>Prerequisite: FRE 2221 or Permission</td>
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<tr>
<td>F</td>
<td>FRW</td>
<td>3001</td>
<td>Introduction à la littérature française</td>
<td>Prereq: FRE 3400 or permission of instructor. Can be substituted with another French literature course approved by the advisor.</td>
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<tr>
<td>FRE</td>
<td>2240</td>
<td>Intermed. French Conversation</td>
<td>Prerequisite: FRE 1121 or equivalent. Only for Non-Heritage Speakers. Only TWO lower-division courses (2000-level) are being allowed in the minor.</td>
<td>3</td>
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</table>

FRENCH STUDY ABROAD EQUIVALENTS (students must get course approval before going on study abroad)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
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<tbody>
<tr>
<td>FRE</td>
<td>2952</td>
<td>French Lang. and Culture Study Abroad</td>
<td>1-4</td>
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<tr>
<td>FRE</td>
<td>3952</td>
<td>French Culture Study Abroad</td>
<td>4</td>
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<tr>
<td>FRE</td>
<td>3956</td>
<td>French Culture Study Abroad (in Transit)</td>
<td>1-4</td>
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<tr>
<td>FRW</td>
<td>4957</td>
<td>French Literature Study Abroad</td>
<td>3</td>
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</tbody>
</table>

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 3953 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.
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.

<table>
<thead>
<tr>
<th>SEMESTER OFFERED</th>
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<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITE/COMMENTS</th>
<th>OR</th>
<th>OR</th>
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<tbody>
<tr>
<td>MINOR REQUIREMENTS (5 courses, 18/19 credits; each course must be passed with a grade of C or better)</td>
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<tr>
<td>GER 1120</td>
<td></td>
<td>Beginning German Lang. and Culture</td>
<td></td>
<td>4</td>
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<tr>
<td>Students, who CLEP/AP 4 credits of German language, need to start with GER 1121</td>
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<tr>
<td>GER 1121</td>
<td></td>
<td>Beginning German Lang. and Culture</td>
<td>Prerequisite: GER 1120</td>
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<tr>
<td>Students, who CLEP/AP 8 credits of German language, need to start with GER 2220</td>
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<tr>
<td>GER 2220</td>
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<td>Intermediate German Culture and Society</td>
<td>Prerequisite: GER 1121</td>
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<tr>
<td>GEW 2104</td>
<td></td>
<td>Readings in Intermediate German</td>
<td>Prerequisite: GER 1121</td>
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<tr>
<td>GET 3130</td>
<td></td>
<td>German Literature in Translation</td>
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<tr>
<td>GET 3400</td>
<td></td>
<td>Advanced German Language</td>
<td>Or GET 3130</td>
<td>3</td>
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GERMAN STUDY ABROAD EQUIVALENTS (Students must get course approval before going on study abroad)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE</th>
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</thead>
<tbody>
<tr>
<td>GER</td>
<td>3952</td>
<td>German Culture Study Abroad</td>
<td>1-3</td>
<td>8</td>
</tr>
<tr>
<td>GEW</td>
<td>4957</td>
<td>German Literature Study Abroad</td>
<td>3</td>
<td></td>
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</tbody>
</table>

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

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<th>TAKEN</th>
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<tbody>
<tr>
<td>F,S</td>
<td>ITA</td>
<td>1120</td>
<td>Beginning Italian Language and Culture 1</td>
<td>Or ITA 1150 (combines ITA 1120 &amp; ITA 1121) in Summer (6 credits)</td>
<td>4</td>
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<tr>
<td>F,S</td>
<td>ITA</td>
<td>1121</td>
<td>Beginning Italian Language and Culture 2</td>
<td>Prerequisite: ITA 1120</td>
<td>4</td>
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</tr>
<tr>
<td>SU</td>
<td>ITA</td>
<td>1150</td>
<td>Intensive Beginning Italian</td>
<td>Combines ITA 1120 &amp; ITA 1121</td>
<td>8</td>
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MINOR REQUIREMENTS (5 courses, 15-19 credits; each course must be passed with a grade of C or better)

<table>
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<tr>
<th>LANGUAGE &amp; CULTURE (3 courses, 12 credits - only one Advanced Language course)</th>
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<tbody>
<tr>
<td>F,S ITA 2220 Intermed Italian Lang and Culture 1 Prerequisite: ITA 1121 or ITA 1150</td>
</tr>
<tr>
<td>S ITA 2221 Intermed Italian Lang and Culture 2 Prerequisite: ITA 2220</td>
</tr>
<tr>
<td>F* ITA 3420 Advanced Italian Lang and Culture 1 Only for Non-Heritage Speakers; Prereq: ITA 2221</td>
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<tr>
<td>F* ITA 3421 Advanced Italian Lang and Culture II May be taken before ITA 3420</td>
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LITERATURE, LANGUAGE & CULTURE (2 courses, 6/7 credits)

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<thead>
<tr>
<th>ITA 3300</th>
<th>Italian Writing Workshop</th>
<th>Prerequisite: ITA 2220 with minimum grade of &quot;C&quot;</th>
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<tbody>
<tr>
<td>ITA 3412</td>
<td>Reading the Italian Press</td>
<td>Prerequisite: ITA 2220 with minimum grade of &quot;C&quot;</td>
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<tr>
<td>F* ITA 3420</td>
<td>Advanced Italian Lang and Culture 1</td>
<td>Only for Non-Heritage Speakers; Prereq: ITA 2221</td>
<td>4</td>
</tr>
<tr>
<td>F* ITA 3421</td>
<td>Advanced Italian Lang and Culture 2</td>
<td>May be taken before ITA 3420</td>
<td>4</td>
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<tr>
<td>S ITW 3100</td>
<td>Ital. Lit. &amp; Mod. Ages &amp; Rennaiss.</td>
<td>Prerequisite: ITA 2221 or equivalent</td>
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<tr>
<td>F* ITW 3161</td>
<td>Ital. Lit. &amp; Civ., Baroque-Present</td>
<td>Prerequisite: ITA 2221 or equivalent</td>
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<tr>
<td>Syr rol.F ITT 3110</td>
<td>Lit. in Translation: The Italian Tradition</td>
<td>Counts towards classical Studies Certificate</td>
<td>3</td>
</tr>
<tr>
<td>ITT 3111</td>
<td>Love and Lovers in Italian Literature</td>
<td>Counts towards Film and Video Certificate</td>
<td>3</td>
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<tr>
<td>3yr rol.F ITT 3820</td>
<td>Italian Cinema; From Text to Screen</td>
<td>Counts towards Film and Video Certificate</td>
<td>3</td>
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<tr>
<td>F* ITT 3522</td>
<td>Italian-American Cinema</td>
<td>Writing Across Curriculum (Gordon Rule Writing - GRW): Counts towards Film and Video Certificate</td>
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<td>ITT 3850</td>
<td>Italy in Lyric</td>
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<td>3yr rol.F ITT 4440</td>
<td>Dante: The 'Commedia' in Translation</td>
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<td>ITA 4930</td>
<td>Special Topics (approved by advisor)</td>
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ITALIAN STUDY ABROAD Equivalents (students must get course approval before going on study abroad)

<table>
<thead>
<tr>
<th>ITA 2952</th>
<th>Italian Language &amp; Cult Abroad</th>
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<tbody>
<tr>
<td>ITA 3952</td>
<td>Italian Culture Study Abroad</td>
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</tr>
<tr>
<td>ITA 4957</td>
<td>Italian Language &amp; Cult Abroad</td>
<td>1-4</td>
</tr>
<tr>
<td>ITT 3956</td>
<td>Italian Literature Study Abroad</td>
<td>1-4</td>
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<tr>
<td>ITW 4957</td>
<td>Italian Literature Study Abroad</td>
<td>1-4</td>
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</table>

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.

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<th>REGISTER OFFERED</th>
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<th>PREREQUISITES COMMENTS</th>
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<th>ON WHEN TAKEN</th>
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<tr>
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<td>JPN 1120</td>
<td>Beginning Japanese Lang. and Culture 1</td>
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<tr>
<td>JPN 1121</td>
<td>Beginning Japanese Lang. and Culture 2</td>
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<tr>
<td>JPN 2220</td>
<td>Intermediate Japanese Lang. and Culture 1</td>
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<tr>
<td>JPN 2221</td>
<td>Intermediate Japanese Lang. and Culture 2</td>
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<tr>
<td>3/4000 LEVEL</td>
<td>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</td>
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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.

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<tr>
<td>JPN 4557</td>
<td>Japanese Lang. and Culture Study Abroad</td>
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<td>JPT 3556</td>
<td>Japanese Culture Study Abroad (in Transl.)</td>
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<tr>
<td>JPW 4557</td>
<td>Japanese Literature Study Abroad</td>
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</table>

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.
**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/succesnetwork/](http://www.fau.edu/succesnetwork/) or by calling 561-297-3800. Walk-in Advising: usually on Thursdays 10 a.m. - 12 & 12:30 - 4 p.m.

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<th>CR</th>
<th>OR</th>
<th>WHEN TAKEN</th>
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<tbody>
<tr>
<td></td>
<td>LIN</td>
<td>3010</td>
<td>Intro to Linguistics</td>
<td>Required, Prereq. for most LIN courses, should be taken soon</td>
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**GENERAL CORE COURSE (1 Course, 3 credits)**

- F, S, SU | LIN | 4802 | Semantics | 3 |

**LINGUISTICS SPECIFIC COURSE (Choose 1 Course, 3 credits)**

- S | 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 | Struct. 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 | 4134 | 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.
Florida Atlantic University • Dorothy F. Schmidt College of Arts & Letters

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.

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<tr>
<th>SEMESTER</th>
<th>SUBJECT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES/COMMENTS</th>
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<th>OR</th>
<th>WHEN TAKEN</th>
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<td>SPN</td>
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<tr>
<td>F, S, SU</td>
<td>SPN</td>
<td>1121</td>
<td>Beginning Spanish Language and Culture 2</td>
<td>SPN 1120 or permission of instructor</td>
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<tr>
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<td>SPN</td>
<td>1152</td>
<td>Intensive Beginning Spanish</td>
<td>Combines SPN 1120 and SPN 1121</td>
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<td>SPN</td>
<td>2220</td>
<td>Intermediate Spanish Language and Culture 1</td>
<td>Pre requisites: SPN 1120 or permission of instructor</td>
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<td>Intermediate Spanish Language and Culture 2</td>
<td>Pre requisites: SPN 2220 or permission of instructor</td>
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<tr>
<td>F, S, SU</td>
<td>SPN</td>
<td>3400</td>
<td>Advanced Spanish Grammar</td>
<td>Pre req: SPN 2221 or perm.</td>
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<tr>
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<td>SPN</td>
<td>3500</td>
<td>Spanish Peninsular Culture and Civilization</td>
<td>Pre req. Or Coreq. SPN 3400 or permission</td>
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<tr>
<td>S</td>
<td>SPN</td>
<td>3501</td>
<td>Latin American Culture and Civilization</td>
<td>Pre req. Or Coreq. SPN 3400 or perm.</td>
<td></td>
<td></td>
<td>3</td>
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<tr>
<td>F</td>
<td>SPW</td>
<td>3012</td>
<td>Intro to Peninsular Spanish Literature</td>
<td>Pre req. SPN 3400 or permission</td>
<td></td>
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<tr>
<td>S</td>
<td>SPW</td>
<td>3302</td>
<td>Introduction to Spanish American Literature</td>
<td>Pre req. SPN 3400 or permission</td>
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</table>

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.

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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).

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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
FLE 6892 Fall 2017

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-95</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Read before class</th>
<th>Due</th>
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<tr>
<td>Week 1. August 21st</td>
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<tr>
<td>Week 2. August 28th</td>
<td>Lee &amp; VanPatten Chapter 1: From Atlas and Audiolingualism to Acquisition</td>
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<td>Lee &amp; VanPatten Chapter 2: Working with Input</td>
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<td>Lee &amp; VanPatten Chapter 3: Communicating in the classroom</td>
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<td>Week 3 LABOR DAY Sept. 4th</td>
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<td>Lightbown and Spada Chapter 5: Observing learning and teaching in the second language classroom</td>
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<td>Week 5. September 18th</td>
<td>Lee &amp; VanPatten Chapter 4: Building Toward a Proficiency Goal</td>
<td>Observation 1: Veteran GTA</td>
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<td>Lee &amp; VanPatten Chapter 12: Writing and Composing in a Second Language</td>
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<td>In class: present your observations</td>
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<tr>
<td>Week 6. September 25th</td>
<td>Lee &amp; VanPatten Chapter 6: Issues in Learning and Teaching Grammar</td>
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<td>Lee &amp; VanPatten Chapter 7: Processing Instruction and Structured Input</td>
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<td></td>
<td>Tentative: White (2015): The effects of Input Based Activities</td>
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<td>Week 7. October 2nd</td>
<td>Wong Chapter 7: Grammar Consciousness-Raising Tasks</td>
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<td>Lee &amp; VanPatten Chapter 11: Comprehending Written Language</td>
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<td>Week 8. October 9th</td>
<td>Lee &amp; VanPatten Chapter 8: Structured Output: A focus on Form in Language Production</td>
<td>Observation 2: New GTA</td>
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<td>Lee &amp; VanPatten Chapter 9: Suggestions for Testing Grammar</td>
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<td>In class: present your observations</td>
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| Week 9. October 16<sup>th</sup> | VanPatten (2015) Where are the experts?  
White and Farinelli (XXXX) Textbook Selection  
Demil and Aubrey (XXXX) Textbook Selection |
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<tr>
<td>Week 10. October 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Mid-Term Exam</td>
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</table>
| Week 11. October 30<sup>th</sup> | 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 |
| Week 12. November 6<sup>th</sup> | Philosophy of Teaching: In class workshop |
| Week 13. November 13<sup>th</sup> | Mitchell & Myles Chapter 3: Linguistics and language learning: the Universal Grammar approach |
| Week 14. November 20<sup>th</sup> | 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  
Philosophy of Teaching: In class workshop |
| Week 15. November 27<sup>th</sup> | Mitchell & Myles Chapter 9: Sociolinguistic perspectives  
Mitchell & Myles Chapter 10: Course Conclusions |
| DEC. 4<sup>th</sup> 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):  

& 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:
### Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>DATES</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS &amp; NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 12</td>
<td></td>
<td>‘Ethics of social research’ (pdf)</td>
<td></td>
<td>&lt;- <strong>main reading</strong> (see the ‘WK 1’ folder on Canvas)</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 17</td>
<td></td>
<td>Research topics &amp; hypotheses. Bibliographic databases. APA vs. MLA.</td>
<td>CH 2</td>
<td>&lt;- 2a-2e: read for general understanding; 2f, 2g: <strong>main reading #1</strong></td>
</tr>
<tr>
<td>Jan 19</td>
<td></td>
<td>hand-out</td>
<td></td>
<td>&lt;- <strong>main reading #2</strong> (Canvas)</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Jan 24</td>
<td></td>
<td>Research planning. Quantitative vs. qualitative research. Statistics for language research - I.</td>
<td>CH 3</td>
<td>&lt;- read for gen. understand.</td>
</tr>
<tr>
<td>Jan 26</td>
<td></td>
<td>hand-out</td>
<td></td>
<td>&lt;- <strong>main reading</strong> (Canvas)</td>
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<tr>
<td><strong>Week 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 31</td>
<td></td>
<td>Online sources. Statistics for language research - II.</td>
<td>CH 4</td>
<td>&lt;- read for gen. understand.</td>
</tr>
<tr>
<td>Feb 2</td>
<td></td>
<td>hand-out</td>
<td></td>
<td>&lt;- <strong>main reading</strong> (Canvas)</td>
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<td><strong>Week 5</strong></td>
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<tr>
<td>Feb 7</td>
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<td>Print sources. Statistics for language research - III.</td>
<td>CH 5</td>
<td>&lt;- read for gen. understand.</td>
</tr>
<tr>
<td>Feb 9</td>
<td></td>
<td>hand-out</td>
<td></td>
<td>&lt;- <strong>main reading</strong> (Canvas)</td>
</tr>
</tbody>
</table>

**HW1: due Sunday, Jan 21**

**HW 2: due Sunday, Feb 4**
| Week 6 | Feb 14 | Collecting language data. | CH 6 | <- main reading #1 |
| | Feb 16 | Language judgments. Statistics for language research - IV. | hand-out | <- main reading #2 (Canvas) |
| | | | | |
| | Feb 23 | | | <- main reading (Canvas) |
| | | | | |
| Week 7 | Feb 28 | Notes, outlines & drafts. Working with corpora. | CH 9 & CH 10 hand-out | <- read for gen. understand. |
| | Mar 2 | | | <- main reading (Canvas) |
| | | | | |
| | | | HW3: due Sunday, Feb 18 |
| | | | |
| Week 8 | Mar 7 | Spring Break - No class | | Note: 2 chapters to read during the break - CH 11 & CH 12 (the MLA editorial style) |
| | Mar 9 | | | |
| | | | HW4: due Sunday, Mar 4 |
| | | | |
| Week 9 | Mar 14 | Writing in APA - I. Experimental data - I. | CH 15 hand-out | <- main reading #1 |
| | Mar 16 | | | <- main reading #2 (Canvas) |
| | | | |
| Week 10 | Mar 21 | Writing in APA - II. Experimental data - II. | CH 15 (cont.) hand-out | <- main reading #1 |
| | Mar 23 | | | <- main reading #2 (Canvas) |
| | | | HW5: due Sunday, Mar 25 |
| | | | |
| Week 12 | Mar 28 | Presenting research - I. | CH 18 & hand-out | <- main reading |
| | Mar 30 | | | |
| | | | |
| Week 13 | Apr 4 | Presenting research - II. | CH 18 (cont.) & hand-out | <- main reading |
| | Apr 6 | | | HW6: due Sunday, Apr 8 |
| | | | |
| Week 14 | Apr 11 | Writing in MLA. | CH 13 & CH 14 | <- read for gen. understand. |
| | Apr 13 | | | Presentations |
**Week 15**

*Apr 18*  Writing in CMS, CSE & CH 16 & CH 17  <- read for gen. understand.

*Apr 20*  other styles.

**Presentations (cont.)**

**HW 7: due Sunday, Apr 22**

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**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](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/](http://myfau.fau.edu/). For issues with logging into MyFAU, contact the OIT Help desk at [http://www.fau.edu/oit/](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/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)

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 chooses 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Short papers</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation of Critical Work</td>
<td>20%</td>
</tr>
<tr>
<td>Short Presentation of Final Research Project</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
</tbody>
</table>

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 22nd 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
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
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
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
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
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
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
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
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
(2) Materials on Blackboard

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

Grading Scale

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

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


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 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 the assignments. (Technological assistance, if needed, is available via the FAU Help Desk: [https://helpdesk.fau.edu/](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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94.0-100%</td>
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<tr>
<td>A-</td>
<td>90.0-93.99%</td>
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<tr>
<td>B+</td>
<td>87.0-89.99%</td>
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<tr>
<td>B</td>
<td>83.0-86.99%</td>
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<tr>
<td>B-</td>
<td>80.0-82.99%</td>
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<tr>
<td>C+</td>
<td>75.0-79.99%</td>
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<tr>
<td>C</td>
<td>73.0-74.99%</td>
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<tr>
<td>C-</td>
<td>70.0-72.99%</td>
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<tr>
<td>D+</td>
<td>65.0-69.99%</td>
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<tr>
<td>D</td>
<td>63.0-64.99%</td>
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<tr>
<td>D-</td>
<td>60.0-62.99%</td>
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<tr>
<td>F</td>
<td>0%-59.99%</td>
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</table>

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 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.

Calendar

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>READINGS, ASSIGNMENTS &amp; NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 23</td>
<td>Review of the syllabus.</td>
<td>- syllabus</td>
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<tr>
<td></td>
<td>Introduction.</td>
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<tr>
<td></td>
<td>APA/MLA.</td>
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<tr>
<td></td>
<td>Bibliographic databases.</td>
<td>- CH1 P&amp;S (main reading)</td>
</tr>
<tr>
<td></td>
<td>PowerPoint &amp; conference posters.</td>
<td>- CH1 APA (for general understanding)</td>
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<td></td>
<td></td>
<td>- hand-out &amp; templates (Canvas)</td>
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<tr>
<td><strong>Week 2</strong></td>
<td></td>
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<tr>
<td>Aug 30</td>
<td>Ethics in linguistic research.</td>
<td>- CH2 P&amp;S (main reading)</td>
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<tr>
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<td>Statistics for linguistics - I.</td>
<td>- CH2 APA (for general understanding)</td>
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<td></td>
<td>APA - continued.</td>
<td>- hand-out (Canvas)</td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td>Sep 6</td>
<td>Experimental research design.</td>
<td>- CH7 P&amp;S (main reading)</td>
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<tr>
<td></td>
<td>Statistics for linguistics - II.</td>
<td>- CH3 APA (for general understanding)</td>
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<tr>
<td></td>
<td>APA - continued.</td>
<td>- hand-out (Canvas)</td>
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<td></td>
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<td><em>HW1 due Friday, Sep 7</em></td>
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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td>Sep 13</td>
<td>Judgment data.</td>
<td>- CH3 P&amp;S (main reading)</td>
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<tr>
<td></td>
<td>APA - continued.</td>
<td>- CH4 APA (for general understanding)</td>
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<tr>
<td>Week 5</td>
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<tr>
<td><strong>Sep 20</strong></td>
<td>Fieldwork for language description. APA - continued.</td>
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<tr>
<td></td>
<td>- CH4 P&amp;S (main reading)</td>
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<td></td>
<td>- CH5 APA (for general understanding)</td>
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<tr>
<td></td>
<td><strong>HW2 due Friday, Sep 21</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
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<tbody>
<tr>
<td><strong>Sep 27</strong></td>
<td>Surveys &amp; interviews. APA - continued.</td>
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<tr>
<td></td>
<td>- CH6 P&amp;S (main reading)</td>
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<tr>
<td></td>
<td>- CH6 APA (for general understanding)</td>
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<table>
<thead>
<tr>
<th>Week 7</th>
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<tbody>
<tr>
<td><strong>Oct 4</strong></td>
<td>Experimental paradigms in psycholinguistics. APA - continued.</td>
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<tr>
<td></td>
<td>- CH8 P&amp;S (main reading)</td>
</tr>
<tr>
<td></td>
<td>- CH7 APA (for general understanding)</td>
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<td></td>
<td><strong>HW3 due Friday, Oct 5</strong></td>
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<table>
<thead>
<tr>
<th>Week 8</th>
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<tbody>
<tr>
<td><strong>Oct 11</strong></td>
<td>Sound recordings: acoustic &amp; articulatory data.</td>
</tr>
<tr>
<td></td>
<td>- CH9 P&amp;S (main reading)</td>
</tr>
<tr>
<td></td>
<td><strong>Supplementary reading presentations</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Week 9</th>
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<tbody>
<tr>
<td><strong>Oct 18</strong></td>
<td>Acoustic analysis.</td>
</tr>
<tr>
<td></td>
<td>- CH17 P&amp;S (main reading)</td>
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<tr>
<td></td>
<td><strong>Supplementary reading presentations</strong></td>
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<tr>
<td></td>
<td><strong>Pilot study: Write-up #1 due Friday, Oct 19</strong></td>
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</table>

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<thead>
<tr>
<th>Week 10</th>
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<tbody>
<tr>
<td><strong>Oct 25</strong></td>
<td>Creating &amp; using corpora.</td>
</tr>
<tr>
<td></td>
<td>- CH13 P&amp;S (main reading)</td>
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<tr>
<td></td>
<td><strong>Supplementary reading presentations</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Week 11</th>
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<tbody>
<tr>
<td><strong>Nov 1</strong></td>
<td>Studying language over time.</td>
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<tr>
<td></td>
<td>- CH22 P&amp;S (cont.; main reading)</td>
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<tr>
<td></td>
<td><strong>Supplementary reading presentations</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Week 12</th>
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<tbody>
<tr>
<td><strong>Nov 8</strong></td>
<td>APA papers &amp; conference posters - practice.</td>
</tr>
<tr>
<td></td>
<td>- hand-out (Canvas)</td>
</tr>
<tr>
<td></td>
<td><strong>Pilot study: Write-up #2 due Friday, Nov 9</strong></td>
</tr>
</tbody>
</table>
Week 13
Nov 15  APA papers & conference posters - practice.
- hand-out (Canvas)

Supplementary reading presentations

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

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/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.
Course materials:


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

<table>
<thead>
<tr>
<th>Participation:</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper presentation:</td>
<td>15%</td>
</tr>
<tr>
<td>Homework assignments:</td>
<td>15% (3x5% each)</td>
</tr>
<tr>
<td>Final Project</td>
<td>60% (15% Proposal; 15% Progress report; 15% Poster presentation; 15% Paper)</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94.0-100%</td>
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<tr>
<td>A-</td>
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</tr>
<tr>
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<tr>
<td>C</td>
<td>73.0-74.99%</td>
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<tr>
<td>D+</td>
<td>65.0-69.99%</td>
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<td>D</td>
<td>63.0-64.99%</td>
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<tr>
<td>D-</td>
<td>60.0-62.99%</td>
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<tr>
<td>F</td>
<td>0-59.99%</td>
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</tbody>
</table>

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

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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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>94.0-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-93.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83.0-86.99%</td>
</tr>
<tr>
<td>C</td>
<td>73.0-74.95%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.95%</td>
</tr>
<tr>
<td>D+</td>
<td>65.0-69.99%</td>
</tr>
<tr>
<td>D</td>
<td>63.0-64.99%</td>
</tr>
<tr>
<td>D-</td>
<td>60.0-62.99%</td>
</tr>
<tr>
<td>F</td>
<td>0-59.99%</td>
</tr>
</tbody>
</table>

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.

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.
# Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics (tentative)</th>
<th>Reading</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues 1/9</td>
<td>Introduction to Language</td>
<td>Chpt. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 1/11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tues 1/16</td>
<td>No Class</td>
<td></td>
<td>A#1 out</td>
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</table>

## Part 1: Theoretical Linguistics

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Thurs 1/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tues 1/23</td>
<td>Phonetics</td>
<td>Chpt. 2</td>
<td>A#1 due</td>
</tr>
<tr>
<td></td>
<td>Thurs 1/25</td>
<td></td>
<td></td>
<td>Q#1</td>
</tr>
<tr>
<td>4</td>
<td>Tues 1/30</td>
<td>Phonology</td>
<td>Chpt. 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 2/1</td>
<td></td>
<td></td>
<td>Q#2</td>
</tr>
<tr>
<td>5</td>
<td>Tues 2/6</td>
<td>Phonology</td>
<td>Chpt. 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 2/8</td>
<td></td>
<td></td>
<td>A#2 out</td>
</tr>
<tr>
<td>6</td>
<td>Tues 2/13</td>
<td>Morphology</td>
<td>Chpt. 4</td>
<td>A#2 due</td>
</tr>
<tr>
<td></td>
<td>Thurs 2/15</td>
<td></td>
<td></td>
<td>Q#3</td>
</tr>
<tr>
<td>7</td>
<td>Tues 2/20</td>
<td>Morphology</td>
<td>Chpt. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 2/22</td>
<td></td>
<td></td>
<td>A#3 out</td>
</tr>
<tr>
<td>8</td>
<td>Tues 2/27</td>
<td>Syntax 1</td>
<td>Chpt. 5</td>
<td>A#3 due</td>
</tr>
<tr>
<td></td>
<td>Thurs 3/1</td>
<td></td>
<td></td>
<td>Q#4</td>
</tr>
<tr>
<td>9</td>
<td>Tues 3/6</td>
<td>Spring Break</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Thurs 3/8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Tues 3/13</td>
<td>Syntax 2</td>
<td>Chpt. 5 (con't)</td>
<td>A#4 out</td>
</tr>
<tr>
<td></td>
<td>Thurs 3/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Tues 3/20</td>
<td>Semantics &amp; Pragmatics</td>
<td>Chpt. 6 &amp; 7</td>
<td>A#4 due</td>
</tr>
<tr>
<td></td>
<td>Thurs 3/22</td>
<td></td>
<td></td>
<td>Q#5</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics (tentative)</td>
<td>Reading</td>
<td>Evaluation</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-----------------------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>12</td>
<td>Tues 3/27</td>
<td>Language acquisition</td>
<td>Chpt. 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 3/29</td>
<td></td>
<td></td>
<td>Q#6</td>
</tr>
<tr>
<td>13</td>
<td>Tues 4/3</td>
<td>Language Storage &amp; processing</td>
<td>Chpt. 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 4/5</td>
<td>Language variation</td>
<td>Chpt. 10</td>
<td>Q#7</td>
</tr>
<tr>
<td>14</td>
<td>Tues 4/10</td>
<td>Language &amp; culture</td>
<td>Chpt. 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 4/12</td>
<td>Language contact</td>
<td>Chpt. 12</td>
<td>Q#8</td>
</tr>
<tr>
<td>15</td>
<td>Tues 4/17</td>
<td>Language change</td>
<td>Chpt. 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 4/19</td>
<td>Practical applications</td>
<td>Chpt. 17</td>
<td>Q#9</td>
</tr>
</tbody>
</table>

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

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APPENDIX D: STUDENT TRAINING AND SUPPORT
# Fall 2018 Graduate Student Workshop

## Agenda

### Monday, August 13, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Speakers/Seminar Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:00</td>
<td>CU 2nd floor Atrium</td>
<td>Coffee and Bagels</td>
</tr>
<tr>
<td>9:00 - 9:15</td>
<td>CU 321A</td>
<td>Dr. Munson Introduction to LLCL</td>
</tr>
<tr>
<td>9:15 - 10:15</td>
<td>CU 321A</td>
<td>Dr. Poulson LLCL graduate studies</td>
</tr>
<tr>
<td>10:15 - 10:30</td>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>10:30 - 11:30</td>
<td>CU 321A</td>
<td>Dr. Munson How to prepare for your comprehensive exams</td>
</tr>
<tr>
<td>11:30 - 12:15</td>
<td>CU 2nd floor Atrium</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15 - 1:00</td>
<td>CU 321A</td>
<td>Sheri Edwards Library</td>
</tr>
<tr>
<td>1:00 - 1:45</td>
<td>CU 321A</td>
<td>Dr. Munson University policies</td>
</tr>
<tr>
<td>1:45 - 2:00</td>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>2:00 - 2:30</td>
<td>CU 321A</td>
<td>Tracy Juleus Student Accessibility Services</td>
</tr>
<tr>
<td>2:30 - 3:30</td>
<td>CU 321A</td>
<td>Dr. White Hybrid Model training</td>
</tr>
<tr>
<td>3:30 - 5:00</td>
<td>CU 321A</td>
<td>Dr. White Intensive English Program GTAs</td>
</tr>
<tr>
<td>3:30 - 5:00</td>
<td>CU 232E</td>
<td>Dr. Blattner Social time - Optional</td>
</tr>
<tr>
<td>5:30 - 6:30</td>
<td>Living Room Theatre</td>
<td>(food and beverages are available for purchase)</td>
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</table>

### Tuesday, August 14, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Speakers/Seminar Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:00</td>
<td>CU 2nd floor Atrium</td>
<td>Coffee and Bagels</td>
</tr>
<tr>
<td>9:00 - 10:20</td>
<td>CU 321A</td>
<td>Dr. White GTA duties and responsibilities</td>
</tr>
<tr>
<td>10:20 - 10:30</td>
<td></td>
<td>Dr. Godón Heritage learners</td>
</tr>
<tr>
<td>10:30 - 12:30</td>
<td>CU 119</td>
<td>Dr. White Introduction to the textbook and syllabus:</td>
</tr>
<tr>
<td></td>
<td>CU 120</td>
<td>Dr. Blattner • Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Vázquez • French and Italian</td>
</tr>
<tr>
<td></td>
<td>CU 118</td>
<td>Dr. Augustyn • Arabic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• German</td>
</tr>
<tr>
<td>12:00 - 1:00</td>
<td>CU 2nd floor Atrium</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 - 2:00</td>
<td></td>
<td>Introduction to the textbook website</td>
</tr>
<tr>
<td></td>
<td>CU 119</td>
<td>Dr. White • Spanish</td>
</tr>
<tr>
<td></td>
<td>GS 202</td>
<td>Dr. Blattner • French and Italian</td>
</tr>
<tr>
<td></td>
<td>CU 118</td>
<td>Dr. Augustyn • German</td>
</tr>
<tr>
<td>2:00 - 4:00</td>
<td></td>
<td>Canvas training and updates</td>
</tr>
<tr>
<td></td>
<td>GS 207</td>
<td>Dr. White • Spanish</td>
</tr>
<tr>
<td></td>
<td>GS 202</td>
<td>Dr. Blattner • French and Italian</td>
</tr>
<tr>
<td></td>
<td>CU 118</td>
<td>Dr. Augustyn • German</td>
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### Wednesday, August 15, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00</td>
<td>CU 2nd floor Atrium</td>
<td>Coffee and Bagels</td>
</tr>
<tr>
<td>9:00 – 10:00</td>
<td></td>
<td><strong>Hybrid Model teaching demonstrations</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• French and Italian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• German</td>
</tr>
<tr>
<td>10:00 – 11:30</td>
<td></td>
<td><strong>Lesson planning</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• French and Italian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• German</td>
</tr>
<tr>
<td>11:30 – 12:30</td>
<td></td>
<td><strong>Micro-teaching preparation</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• French and Italian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• German</td>
</tr>
<tr>
<td>1:00 – 4:00</td>
<td>Live Oak Pavilion</td>
<td><strong>University-wide New Graduate Student Orientation</strong></td>
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### Thursday, August 16, 2018

<table>
<thead>
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<th>Time</th>
<th>Location</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 11:30</td>
<td>CU 232F</td>
<td><strong>Syllabi compilation</strong></td>
</tr>
<tr>
<td></td>
<td>CU 321A</td>
<td><strong>Onboarding (Student employment and contract signing)</strong></td>
</tr>
<tr>
<td>11:30 – 12:30</td>
<td>CU 2nd floor Atrium</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 – 2:30</td>
<td></td>
<td><strong>Micro-teaching</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spanish</td>
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<tr>
<td></td>
<td></td>
<td>• French and Italian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• German</td>
</tr>
<tr>
<td>2:30 – 4:00</td>
<td></td>
<td><strong>SITA presentations for international students only</strong></td>
</tr>
</tbody>
</table>

### Friday, August 17, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 3:30</td>
<td>Student Union</td>
<td><strong>University-wide New Graduate Teaching Assistant Workshop</strong></td>
</tr>
</tbody>
</table>

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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.
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:
2. Teaching of Spanish: non-thesis option
4. Teaching of French: non-thesis option
5. Linguistics: thesis and non-thesis option

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.

<table>
<thead>
<tr>
<th>Graduate students will submit their Plans of Study electronically using a system called MyPOS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To access my POS:</td>
</tr>
<tr>
<td>2. Log in to your MyFAU account at <a href="https://myfau.fau.edu/">https://myfau.fau.edu/</a></td>
</tr>
<tr>
<td>3. Click on the Graduate College Tab in top row</td>
</tr>
<tr>
<td>4. Click on the MyPOS icon in the top left corner of the screen</td>
</tr>
<tr>
<td>5. Follow the prompts</td>
</tr>
</tbody>
</table>

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?

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
F. Graduate and Professional Student Association: http://www.fau.edu/sp/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/](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](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/](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.nunarp.com/portal/Account/Login?ReturnUrl=%2fportal](https://fau.nunarp.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](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 JAAUW Graduate Fellowship, Delores A. Auzeene 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

6/9/15
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

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**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**

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**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.


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:

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Numeric Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional:</td>
<td>5</td>
</tr>
<tr>
<td>Outstanding:</td>
<td>4</td>
</tr>
<tr>
<td>Good:</td>
<td>3</td>
</tr>
<tr>
<td>Needs Improvement:</td>
<td>2</td>
</tr>
<tr>
<td>Unsatisfactory:</td>
<td>1</td>
</tr>
</tbody>
</table>

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 evaluations; (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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceptional</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Outstanding</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Needs Improvement</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>At threshold, and in range, of 21 and up</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
<td>At threshold, and in range, of 17 to 20</td>
</tr>
<tr>
<td><strong>Fails to Meet Expectations</strong></td>
<td>16 or below</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Excellent (highest category)</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Satisfactory</td>
<td>5 points</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>4 points</td>
</tr>
<tr>
<td>Below Satisfactory (lowest category)</td>
<td>Either 1 or 2 points, based on our current criteria which provide for the distinction between “below satisfactory” (2 points) and “unsatisfactory” (1 point)</td>
</tr>
</tbody>
</table>

**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. REFEREEED 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 one 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.

<table>
<thead>
<tr>
<th>Excellent (5)</th>
<th>Very Good (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Insufficient (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates in-depth knowledge of relevant foundational text(s) in discipline through a response which:</td>
<td>Student demonstrates thorough understanding of relevant foundational text(s) in discipline through a response which:</td>
<td>Student demonstrates solid understanding of relevant foundational text(s) in discipline through a response which:</td>
<td>Student demonstrates a very basic understanding of the relevant foundational text(s) in discipline through a response which:</td>
<td>Student fails to demonstrate basic knowledge of the relevant foundational text(s) in discipline through a response which:</td>
</tr>
<tr>
<td>- exhibits reflective interrogation of disciplinary readings</td>
<td>- shows some reflective interrogation of disciplinary readings</td>
<td>- exhibits a reasonable, if basic, interpretation of readings which is largely free of errors</td>
<td>- exhibits a basic / partial synthesis of central concepts</td>
<td>- exhibits numerous or substantial errors in interpretation of readings</td>
</tr>
<tr>
<td>- performs nuanced critical analysis and synthesis of central concepts</td>
<td>- performs a narrative that needs further synthesis of central concepts</td>
<td>- reflects a basic understanding of the nature of the discipline</td>
<td>- reflects a very basic understanding of the nature of the discipline</td>
<td>- does not incorporate analysis or synthesis of central concepts</td>
</tr>
<tr>
<td>- reflects a more holistic understanding of the discipline</td>
<td>- provides a simple, but not detailed, synthesis of ideas</td>
<td>- provides a few details or specific examples</td>
<td>- fails to provide a supporting argument for specific examples</td>
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</tr>
</tbody>
</table>

**Concepts:** Students should demonstrate a clear understanding of foundational concepts in the relevant field area(s) with the aid of specific disciplinary terminology.

<table>
<thead>
<tr>
<th>Excellent (5)</th>
<th>Very Good (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Insufficient (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates a deeper understanding of relevant foundational concepts through analytical framework of reference and fully accurate and carefully nuanced use of relevant disciplinary terms. Disciplinary concepts are assessed critically in and brought into larger syntheses. Vague generalities/clichés are avoided entirely.</td>
<td>Student demonstrates a very thorough understanding of relevant foundational concepts through analytical framework of reference and fully accurate and carefully nuanced use of relevant disciplinary terms. Disciplinary concepts are assessed critically in and brought into larger syntheses. Vague generalities/clichés are avoided entirely.</td>
<td>Student demonstrates a solid understanding of relevant foundational concepts through a framework of reference which includes, to a useful extent, partly discriminatory, disciplinary terms. Vague generalities/clichés are used, but not always accurately, in an unstructured manner. Some vague generalities/clichés are used.</td>
<td>Student demonstrates a very basic understanding of the most obvious relevant foundational concepts, but does not provide sufficient context, breadth. Disciplinary terms are used, but not always accurately, in a clear context. Frequent use of vague generalities/clichés.</td>
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</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Excellent (5)</th>
<th>Very Good (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Insufficient (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates nuanced understanding of relevant theories and methodological challenges to them. Theoretical framework of reference is nuanced and grounded in relevant sources brought into larger syntheses. Student offers new, interesting perspectives.</td>
<td>Student demonstrates thorough understanding of relevant theories and methodological challenges to them. Theoretical framework of reference is generally clear, but partly declarative instead of evaluative. Central concepts are defined logically, but not necessarily through reference to key sources.</td>
<td>Student demonstrates solid understanding of relevant theories and methodological challenges to them. Theoretical framework of reference is generally clear, but partly declarative instead of evaluative. Central concepts are defined logically, but not necessarily through reference to key sources.</td>
<td>Student demonstrates a very basic understanding of relevant theories, but not of the major challenges to them. Theoretical framework of reference is somewhat disjointed and/or unstructured. Central concepts are not always defined logically, and if any key sources are referenced, they are not presented in a nuanced way.</td>
<td>Student does not demonstrate a basic understanding of the relevant theoretical framework, and there is no coherent framework of reference presented. Central concepts are either not explored, or not referenced accurately.</td>
</tr>
</tbody>
</table>
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:**

<table>
<thead>
<tr>
<th>OFFERED</th>
<th>COURSE TITLE</th>
<th>CR</th>
<th>GR</th>
<th>TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>FOL 6731C: Foundations of LLCL</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>FOL 6885: Advanced Research Methods in LLCL</td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

**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)**

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<thead>
<tr>
<th>Name:</th>
<th>Z:</th>
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<tbody>
<tr>
<td>E-mail:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Written Examination Date:</td>
<td>Faculty Coordinator:</td>
</tr>
<tr>
<td>Beginning Semester:</td>
<td>Full-Time: Part-Time:</td>
</tr>
<tr>
<td>Expected Graduation Date:</td>
<td>Plan of Study:</td>
</tr>
</tbody>
</table>

Revised 8/26/15 – Last Updated 5/22/2018
## 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:

<table>
<thead>
<tr>
<th>OFFERED</th>
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<td>Spring</td>
<td>FOL 6885: Advanced Research Methods in LLCL</td>
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</tr>
</tbody>
</table>

### 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 credits)

**Name:**

**E-mail:**

**Written Examination Date:**

**Beginning Semester:**

**Expected Graduation Date:**

**Z:**

**Phone:**

**Faculty Coordinator:**

**Full-Time:**

**Part-Time:**

**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.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>FRW 3001</td>
<td>FRW 3100</td>
</tr>
<tr>
<td>FRW 3122</td>
<td>FOL 3880</td>
</tr>
<tr>
<td></td>
<td>LIN 3010</td>
</tr>
</tbody>
</table>

**Core Requirements: (6 credits) - Students complete both of the following courses:**

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<tr>
<th>OFFERED</th>
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<td>Fall</td>
<td>FOL 6731C: Foundations of LLCL</td>
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<tr>
<td>Spring</td>
<td>FOL 6885: Advanced Research Methods in LLCL</td>
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</tbody>
</table>

**Field of Specialization: (21 credits) - must have FRW-prefix; at least 1 course pre-19th century**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>FRW 6150: Histoire Littéraire</td>
</tr>
<tr>
<td>2.</td>
<td>FRW 6500: Language and Culture</td>
</tr>
<tr>
<td>3.</td>
<td>FRW 6600: Linguistics and Literature</td>
</tr>
<tr>
<td>4.</td>
<td>FRW 6700: Advanced Research Methods in LLCL</td>
</tr>
<tr>
<td>5.</td>
<td>FRW 6800: History of French Literature</td>
</tr>
<tr>
<td>6.</td>
<td>FRW 6900: Research in Foreign Language Learning Theories</td>
</tr>
<tr>
<td>7.</td>
<td>FRW 7000: Research in Foreign Language Learning Theories</td>
</tr>
</tbody>
</table>

**Electives: (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>LIN 6128: Historical Linguistics</td>
</tr>
<tr>
<td>2.</td>
<td>FLE 6692: Research in Foreign Language Learning Theories</td>
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</tbody>
</table>

**Other Courses (do not count toward degree)**

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<table>
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<tr>
<th>Beginning Semester:</th>
<th>Full-Time: Part-Time:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Expected Graduation Date:</th>
<th>Plan of Study:</th>
</tr>
</thead>
</table>

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Revised 8/26/15 – Last Updated 10/21/2016
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.

<table>
<thead>
<tr>
<th>COURSE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FRW 3001</td>
<td>FRW 3100</td>
</tr>
<tr>
<td>FRW 3122</td>
<td>FOL 3880</td>
</tr>
<tr>
<td>FRW 3101</td>
<td>LIN 3010</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>OFFERED</th>
<th>COURSE TITLE</th>
<th>CR</th>
<th>GR</th>
<th>TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fall</td>
<td>FOL 6731C: Foundations of LLCL</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Spring</td>
<td>FOL 6885: Advanced Research Methods in LLCL</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>COURSE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FRW 6971: Master’s Thesis (1-6 credits)</td>
<td></td>
</tr>
<tr>
<td>FRW 6971: Master’s Thesis (1-6 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Title:

Director:

Committee Members:

Oral Exam Date:

Thesis Prospectus Defense Date:

Thesis Defense Date:

Other Courses (do not count toward degree)

<table>
<thead>
<tr>
<th>COURSE</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>FLE 6892: Research in Foreign Language Learning Theories</td>
<td>3</td>
</tr>
</tbody>
</table>

Name:

E-mail:

Phone:

Written Examination Date:

Faculty Coordinator:

Beginning Semester:

Full-Time: Part-Time:

Expected Graduation Date:

Plan of Study:

Revised 6/26/15 – Last Updated 10/21/2016
MA in LLCL: Teaching of French
38 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 to others whose undergraduate program differs in preparing for
beginning class and at least 2 surveys of literature
FREW 2001          FREW 1400          FREW 3001
FREL 202          FOL 3001         LIN 3018

Core Requirements: (6 credits) - Students complete both of the following courses:
<table>
<thead>
<tr>
<th>OFFERED</th>
<th>COURSE TITLE</th>
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<th>GR</th>
<th>TAKEN</th>
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<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>FOL 6885 Advanced Research Methods in LLCL</td>
<td>3</td>
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</tr>
</tbody>
</table>

Linguistics and Pedagogy Electives: (9-12 credits)
1. LIN 6128: Historical Linguistics 3
2. FLE 6802 Research in Foreign Language Learning Theories 3
3. LIN 6622 Bilingualism OR LIN 6601 Sociolinguistics 3
4. Spring LIN 6720 Second Language Acquisition 3
5. FRE 4850 Structure of Modern French 3

Field of Specialization: (18-21 credits) - French and Francophone Literature

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</table>

Other Electives (do not count toward degree)

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Name:
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Faculty Coordinator:
Full-Time:
Plan of Study:
Part-Time:

Revised 8/28/15 - Last Updated 8/21/2016
## 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:

<table>
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<tr>
<th>OFFERED</th>
<th>COURSE TITLE</th>
<th>CR</th>
<th>GR</th>
<th>TAKEN</th>
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</thead>
<tbody>
<tr>
<td>1. Fall</td>
<td>FOL 6731C: Foundations of LLCL</td>
<td>3</td>
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<tr>
<td>2. Fall</td>
<td>FOL 6885: Advanced Research Methods in LLCL</td>
<td>3</td>
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</table>

### Graduate Seminars: (18 credits) - Students complete 6 of the following courses:

1. Fall
   - LIN 6135: Principles of Linguistic Analysis
   - LIN 6107: History of the English Language OR
   - LIN 6128: Historical Linguistics OR
   - SPN 6835: History and Dialectology of Spanish

Spring
   - LIN 6720: Second Language Acquisition
   - LIN 6801: Sociolinguistics

Every other Fall
   - LIN 6622: Bilingualism
   - LIN 6585: Morphology and Syntax
   - LIN 6707: Psycholinguistics
   - LIN 6936: Seminars in Linguistics (variable content)
   - LIN 6938: Seminars in Linguistics (variable content)

### 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 400: Applied Linguistics and TESOL            | 3  |    |       |
| Fall     | FLE 4892: Research in Foreign Language Learning Theories | 3  |    |       |
| Fall     | FRE 4680: Structure of Modern French OR            | 3  |    |       |
|          | SPN 4680: Structure of Modern Spanish OR           | 3  |    |       |
|          | 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:

Revised 8/29/15 – Last Updated 2/12/2018
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 6731: 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 | 3 | | |
| | LIN 6128: Historical Linguistics OR | | | |
| | SPN 6835: History and Dialectology of Spanish | | | |
| Spring | LIN 6720: Second Language Acquisition | 3 | | |
| | LIN 6601: Sociolinguistics | 3 | | |
| Every other Fall | LIN 6622: Bilingualism | 3 | | |
| | LIN 6655: 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 | TSL 1281: Applied Linguistics and TESOL | 3 | | |
| Fall | FLE 6892: Research in Foreign Language Learning Theories | 3 | | |
| | FRE 4299: Structure of Modern French OR | 3 | | |
| | SPN 4299: Structure of Modern Spanish OR | | | |
| | LIN 4680: Structure of Modern English | | | |
| | 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 | | |

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<th>Thesis (6 credits):</th>
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<tr>
<td>LIN 6971: Master's Thesis (1-6 credits)</td>
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<td>LIN 6971: Master's Thesis (1-6 credits)</td>
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<th>Expected Graduation Date:</th>
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Revised 8/26/15 - Last Updated 2/12/2018
# 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):

<table>
<thead>
<tr>
<th>ESL Certificate (undergraduate) required courses:</th>
<th>ESL Certificate (graduate) required courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LIN 3010: Introduction to Linguistics</td>
<td>1. LIN 6135: Principles of Linguistic Analysis</td>
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<tr>
<td>2. TSL 4251: Applied Linguistics and TESOL</td>
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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            |

All courses must be completed with a grade of "C" or better and with an overall average of "B."

<table>
<thead>
<tr>
<th>Plus any three of the following:</th>
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<tr>
<td>FLE 6892: Research in Foreign Language Learning Theories</td>
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<tr>
<td>LIN 6601: Sociolinguistics</td>
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<tr>
<td>LIN 6622: Bilingualism</td>
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<tr>
<td>LIN 6720: Second Language Acquisition</td>
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<tr>
<td>SPC 6715: Intercultural Communication</td>
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<tr>
<td>LIN 4680: Structure of Modern English</td>
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All courses must be completed with a grade of "B" or better.

For more information, visit [www.fau.edu/ESL](http://www.fau.edu/ESL)
### 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.

| 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 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 | |
| 3. Fall | FLE 6892: Research in Foreign Language Learning Theories | 3 | |

**Other Courses (do not count toward degree)**

| 3 | |

**Name:**

**E-mail:**

**Phone:**

**Written Examination Date:**

**Faculty Coordinator:**

**Beginning Semester:**

**Full-Time:**

**Part-Time:**

**Expected Graduation Date:**

**Plan of Study:**

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Revised 8/26/15 – Last Updated 2/12/2018
MA in LLCL: Spanish
Thesis Option Checklist
30 credits total (6 Core, 18 Specialization, 8 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.

| 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) - Spanish and Spanish American Literature |
|----------------------------|----------------|---------|
| 1. Spring SPW 6626: 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.

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<th>Prerequisites: May be required of students whose undergraduate program did not include an introduction to literature class and at least 3 surveys of literature.</th>
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<tr>
<th>Linguistics and Pedagogy Electives: (9-12 credits)</th>
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<td>2. Spring</td>
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<tr>
<th>Field of Specialization: (18-21 credits) – Spanish and Spanish American Literature</th>
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<tr>
<th>Other Courses (do not count toward degree)</th>
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| Name: | |
| E-mail: | |
| Written Examination Date: | |
| Beginning Semester: | |
| Expected Graduation Date: | |
| Z: | |
| Phone: | |
| Faculty Coordinator: | |
| Full-Time: | Part-Time: |
| Plan of Study: | |
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
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


Aristotle. "From *Poetics,*" in Richter, 55-81.


Austin, J.L. "[Constatives and Performatives] from *How to Do Things with Words,*" in Richter, 679-85.


- - -. "Heteroglossia in the Novel from *Discourse in the Novel,*" in Richter, 588-94.


Bhabha, Homi K. "Signs Taken for Wonders: Questions of Ambivalence and Authority under a Tree Outside Delhi, May 1817," in Richter, 1875-90.


Deleuze, Gilles, and Félix Guattari. "What Is a Minor Literature?" in Richter, 1777-82.


Foucault, Michel. "What Is an Author?" in Richter, 904-14.


- - -. "[Creative Writers and Daydreaming]," in Richter, 509-14.

- - -. "The 'Uncanny,'" in Richter, 514-32.

- - -. "Medusa's Head," in Richter, 533.


- - -. "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.


- - -. "Ion," in Richter, 38-46.

- - -. From Phaedrus," in Richter, 46-49.


- - -. "[Binary Oppositions]," in Richter, 845-51.


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.

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”

    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)

    Il giardino dei Finzi-Contini

37. Moravia, Alberto (1907-1990)
    La Ciociara

38. Tommasi Di Lampedusa, Giuseppe (1896-1957)
    Il Gattopardo
   L’isola di Arturo or La storia

   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 Ucra

   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, Giuseppe  
Nuovo cinema paradiso (1988)

Benigni, Roberto  
La vita è bella (1997)

Salvatore, Gabriele  
Mediterraneo (1991)

Sorrentini, Paolo  
La grande bellezza (2013)
Opere-guida consigliate

Cecchi-Sapego. Antologia della Letteratura italiana vol. 3 (pp. 1-353)
Ferroni, Giulio. Storia e testi di letteratura italiana.
Garin, Eugenio, ed. La letteratura degli umanisti.

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).
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.


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.

"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."
READING LIST


1. Sartre, Jean-Paul. “Why Write?”
2. Saussure, Ferdinand de. “Nature of the Linguistic Sign”
5. Foucault, Michel. “What Is an Author?”
9. Williams, Raymond. “From Marxism and Literature”
11. Lyotard, Jean-François. “Defining the Postmodern”
12. Baudrillard, Jean. “From The Precession of Simulacra”

L'ére 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 » ; *Jaufré 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 ».
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 Maitre Pathelin*
10. Christine de Pizan: *La Cité des Dames* (entier)

Lectures critiques recommandées (Moyen-Âge):


**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
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):**

**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):**


**18e siècle**

**Lectures requises:**

1. Voltaire: *Candide ou l'optimisme*
2. Denis Diderot: *La Religieuse et Jacques le Fataliste*
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):**


**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. Émile Zola: Germinal
12. Arthur Rimbaud, "Le bateau ivre"
13. Rachilde: Monsieur Vénus

Lectures critiques recommandées:

4. Auerbach, Erich. Mimesis, chapters 18 and 19
10. Zola, Émile. '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):

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. André 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?”
5. *Michel Foucault: “Qu’est-ce qu’un auteur?”*
8. Hélène Cixous: “Le Rire de la Méduse”
12. *Edward Said: From the Introduction to *Orientalism*
14. 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.

Approved - August 22, 2016
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):


### MA in Languages, Linguistics, and Comparative Literature (LLCL)

#### Rubric Summarizing General Expectations for Written MA Comprehensive Examinations

<table>
<thead>
<tr>
<th>Disciplinary Knowledge</th>
<th>Literature</th>
<th>Students should demonstrate general knowledge of foundational texts in the relevant field area, referencing scholarly research/perspective where possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concepts</td>
<td>Students should demonstrate a clear understanding of foundational concepts in the relevant field area(s) with the aid of specific disciplinary terminology.</td>
</tr>
<tr>
<td></td>
<td>Theory, Method, and Evidence</td>
<td>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.</td>
</tr>
<tr>
<td>Argumentation</td>
<td>Clarity</td>
<td>Students should be able to establish a clear written argument with a clear general thesis serving as central reference point.</td>
</tr>
<tr>
<td></td>
<td>Cogency</td>
<td>Students should be able to mount a persuasive and factually correct argument addressed to an intellectual audience familiar with the relevant field area(s).</td>
</tr>
<tr>
<td></td>
<td>Development</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Strength</td>
<td>Students should be able to develop an argument which demonstrates some originality and disciplinary significance.</td>
</tr>
<tr>
<td>Language</td>
<td>Grammar</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Structure</td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td>Relevance</td>
<td>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.</td>
</tr>
<tr>
<td>Assessment criteria for Master's thesis</td>
<td>Excellent</td>
<td>Very good</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Research task</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>(clarity; challenge/innovativeness/definition and limitation)</td>
<td>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.</td>
<td>The research task is innovative and challenging as well as theoretically, practically and societally relevant. It is presented, defined and limited very well.</td>
</tr>
<tr>
<td>Theory section</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>(Link to research task; mastery of theoretical frame of reference; sources - adequacy, relevance, source criticism)</td>
<td>Profound acquaintance with and understanding of theories. Theoretical frame of reference demonstrates 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.</td>
<td>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 skillfully. Theory section supports the research well.</td>
</tr>
<tr>
<td>Methods and data</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>(methodological choices; quality of data; use and mastery of methods)</td>
<td>Methodological choices are described and validated thoroughly. Data suits the research task.</td>
<td>Methodological choices are described and validated well. Data suits the research task.</td>
</tr>
<tr>
<td>Results and conclusions</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>(presentation and interpretation of results; conclusions and discussion; contribution)</td>
<td>The thesis provides new, interesting results in relation to previous research. The results are interesting also from personal and societal points of view. Results are presented professionally and perceptively. Conclusions reveal innovativeness and expert knowledge.</td>
<td>The thesis provides new results. The results are interesting from this point of view of previous research and practice. Results are presented professionally. Conclusions are clear and well argued.</td>
</tr>
<tr>
<td>Research report</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>(coherence and balance of structure; language layout and revision)</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Excellent (5)</th>
<th>Very Good (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Insufficient (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student produces a clear argument governed by a clear and logical thesis enriched by the high stylistic and logical theses. The entire argument flows easily and logically from the central thesis. The central thesis is fully completed; there are no loose ends.</td>
<td>Student produces a clear argument governed by a clear and logical thesis enriched by a good aesthetic structure. The argument flows well, and follows the central thesis which is fully complex.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student produces a solid argument which is fully articulated. This argument flows reasonably well from the thesis statement, and has no structural deficiencies.</td>
<td>Student produces a basic argument which is roughly articulated. This argument has a discernible structure, although it does not flow smoothly, and is not at all in full articulation with the thesis statement.</td>
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<tr>
<td>Cogency: Students should be able to mount a persuasive and factually correct argument addressed to an intellectual audience familiar with the relevant discipline(s).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>Good (3)</th>
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<th>Insufficient (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates ability to treat topic with careful nuance and refinement, both abstractly and concretely, and with a strong awareness of target audience aided by a high degree of rhetorical control.</td>
<td>Student treats topic adequately but without much nuance or refinement; tends to treat topic more concretely than abstractly, but a basic area of target audience, but is hampered by lack of fully adequate rhetorical control.</td>
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<tr>
<td>Student treats topic with rudimentary coverage, without nuance or refinement, and at times with uncertain topic control, lacking in a sense of target audience, and underdeveloped rhetorical skill.</td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Excellent (5)</th>
<th>Very Good (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Insufficient (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student presents a defensibly structured argument with a clear scope and purpose. Well-developed arguments/ hypotheses supported by well-chosen evidence from various perspectives.</td>
<td>Student presents a well-structured argument with very clear purpose. Well-developed arguments/hypotheses presented in some measure. Thorough of overall argument maintained with nuance and refinement; both abstractly and concretely, and with a strong awareness of target audience aided by a high degree of rhetorical control.</td>
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</tr>
<tr>
<td>Student presents a basic argument which nevertheless clarifies purpose in some places. Minimal support of main argument. Organizes argument primarily through listing, and with a lack of cohesion lacking from time to time. Provides some transition between ideas or subtopics; makes a basic distinction between principal and secondary ideas. Argument supported by partial evidence.</td>
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</tr>
<tr>
<td>Student fails to develop a clear and purposeful argument; may rely on facts or noises instead of a purposeful argument. Communicates basic information in a disorganized manner. Provides no transition between ideas or lacks subtopic groupings. Arguments need for main theme(s) and fails to support main argument. Argument not supported by relevant evidence.</td>
<td></td>
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</tbody>
</table>

**Strength:** Students should be able to develop an argument which demonstrates some originality and disciplinary significance.

<table>
<thead>
<tr>
<th>Excellent (5)</th>
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<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Insufficient (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student presents an argument that effectively presents aspects of established theory, criticism, and/or methodology in a new light.</td>
<td>Student presents an argument that is competent and of some disciplinary interest, but that does not seek to question established theory, criticism, and/or methodology in a new light.</td>
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</tr>
<tr>
<td>Student presents an argument that is competent of some disciplinary interest, but does not challenge or differ from established discipline, criticism, and/or methodology in a new light.</td>
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</tr>
<tr>
<td>Student fails to present an argument grounded in an adequate discipline, context, or fundamentally misunderstands the premises of established theory, criticism, and/or methodology.</td>
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</tr>
</tbody>
</table>
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.

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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 Mainier y Rosa Navarro. *Breve historia de la literatura española.*
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.**
Deyermont, 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”
4. las Casas, Fray Bartolomé de: *Brevisima relación de la destrucción de las Indias*
5. Cabeza de Vaca, Álvar Núñez: *Naufragios*
6. Garcilaso de la Vega, El Inca: *Comentarios reales*: “Prólogo”; “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. XXVI)
7. Ercilla y Zúñiga, Alonso de: *La Araucana*: Cantos I, II y XX
8. Cruz, Sor Juanita Inés de la: “Respuesta a Sor Filotea de la Cruz”; “Este, que ves...”; “Hombres necios que acusáis”; *Los 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 tórida"

**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)
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 cisme"
3. Silva, José Asunción: "Nocturno"
4. Rodó, José Enrique: *Ariel*

**Siglo XX y hasta el presente**

1. Mistral, Gabriela: "Meciendo"
2. Storni, Alfonso: "Hombre pequeñito"; "Tú me quieres blanca"
3. Huéldobro, 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."
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)
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
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 Ilán, 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 Córdoval, 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: “Rincónete 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; Fuentovejuna
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
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 Böhler de Faber): “Callar en vida y perdonar en muerte”
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
5. Valle Inclán, Ramón del: Luces de Bohemia
6. Jiménez, Juan Ramón: “Vino primero pura”
7. Ortega y Gasset, Josué: “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*
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.

“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.”
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)

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
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”
Le 20e siècle

1. André Breton: Nadja
2. Céline: Voyage au bout de la nuit (première moitié, chapitres 1-19)
3. Albert Camus: L’Étranger
4. Eugène Ionesco: Rhinocéros
5. Nathalie Sarraute: Tropismes

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 Ketchouch: 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

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 Étoiles de Sidi Moumen
   5. Amin Maalouf: Les Identités meurtrières
Linguistique du français


Méthodologie de l'enseignement et de l'acquisition d'une deuxième langue

Livres:


Artículos / Chapitres:


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.

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 Spanish American literature and 3 on Peninsular 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 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.

"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


III. LECTURAS RECOMENDADAS

Cantarino, Vicente. Civilización y cultura de España.
Castro, Ámérico. La realidad histórica de España.
Chamorro-Deutsch, Lou y Jo Labanyi, eds. Culture and Gender in Nineteenth-Century Spain.
Chang Rodríguez, Eugenio. Latinoamérica: su civilización y cultura.
Deyerdum, 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.
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.

Antologías poéticas

Alonso, Álvaro. Antología de poesía de cancionero.
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”
4. las Casas, Fray Bartolomé de: *Brevisima relación de la destrucción de las Indias*
5. Cabeza de Vaca, Álvar Núñez: *Naufragios*
6. Garcilaso de la Vega, El Inca: *Comentarios reales*: “Prólogo”; “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)
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. Dario, 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”
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)
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
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 Mio 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 Lílies de Kaminsky)
8. Rojas, Fernando de: La Celestina

Siglo de Oro

1. Vega, Garcilaso de: “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” (Desenganos 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”
10. Castro de, Rosalía: “¡Oh, no quiero ceñirme a las reglas del arte!”
11. Pérez Galdós, Benito: Doña Perfecta
12. Alas, Leopoldo (Clará): La Regenta, “¡Adiós, Cordero!”
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
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
14. Cercas, Javier. Soldados de Salamina
15. Grandes, Almudena: “Demonstración de la existencia de Dios” (Estaciones de paso)

Lingüística, historia y dialectología españolas

Metodología de la enseñanza y adquisición de segundas lenguas

Libros:


Artículos / Capítulos:


APPENDIX H: FACULTY CVs
MAURICIO J. ALMONTE

CONTACT INFORMATION
777 Glades Road, CU 232
Boca Raton, FL 33431
(615) 430 - 0834
ealmontem@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
2016 *Alta con apero* y joven mudo

2016 *All That, Running* by Argenis Osorio

2016 *Tanla + Candy Man*
*Sugar Mule Literary Magazine* 50 (2016). <http://sugarmule.x10.mx/50Almon-m.htm> [Short Story]

2016 *The Visitors* by Alberto Guerra Naranjo

2015 *A Simple Mouse Can Get You* by Alberto Guerra Naranjo

2015 *If we belong*

2014 *Mario Read Vitini’s Trujillo de cerce (2007)*

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*

2012 *Una enfermera negra en la Guerra Civil Española*

2003 *Alberto Guerra Naranjo’s Blasfemia del escriba (2000)*

2002 *Muerta al cuadrado, o función del suicidio en El mayor monstruo del mundo*

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 Ross*
*The Leader* 27 Nov.1995: A-3 [News Article]

1995 *Med Forest In Rockefeller Basement*

2005 *2 + 1 = 4* [Scribner, 2005]. [Poems]
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.
2016 Otros mangos: sobre escritura y locura en Tremensita, Clarén y Bongó (1943) de Julio González Herrera. 
XVII Congreso Internacional de Literatura Hispánica, 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. [Invitad Speaker]

2005 Of Hemingway’s Afro-Cuban Scribes and Other Scribes in Afro-Hispanic Literature
11th Annual Africana Studies Conference
Tennessee State University, Nashville, Tennessee

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 Adultery: A Reading of Trujillo’s ‘Foro Público’
63rd Annual College Language Association Convention
Howard University, Washington, DC.

2003 La muerte al cuadro: 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’œil: (Dis)simulation in Miguel Barnet’s Rachel’s Song (1969)
Global Studies Institute International Conference
Lincoln University, Chester County, Pennsylvania.
2000 Aquí no se puede gritar, pero ¡ay! ¡ay! ¡ay! Sobre algunos aspectos sociales del baile 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.

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

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
MAURICIO J. ALMONTE

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
  SPN 1120 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-REVIEWED PUBLICATIONS IN PRINT

Articles
Augustyn, P. (forthcoming) From Ethological Linguistics to Animal Linguistics and
Ecolinguistics. Recherches Sémiotique -- Semiotic Inquiry

Backyards with Language.” Sign Systems Studies Vol. 41, No. 4, Tartu:
University of Tartu Press. 488–503.


Sole-authored book
Book chapters

Textbooks

Review articles


**Book reviews**


**CONFERENCE PRESENTATIONS AND PROCEEDINGS**

**Published proceedings**


**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-Esquirlín (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 Umwellehre 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 Sehnstücken: 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

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
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
2008 (Chair) “The Concept of Nature in Emerson and Thorocan through Kant.” Ulrike Unger, graduated August 2008
2007 (Member) “Sociolinguistics of the Dialects of Arabic.” Mary Soliman, graduated May 2007
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

Dissertations in progress
(Chair) Comparative Studies (LLL): “Historical Linguistics and Cognitive Science.” Rachel Harrison, expected time of graduation August 2017
(Chair) Comparative Studies (LLL): “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 (LLL)
2013–present Rachel Harrison, PhD in Comparative Studies (LLL)
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
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*

2010–2013 (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

2011–2012 (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).

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
Géraldine A. Biattner

Department of Languages, Linguistics, and Comparative Literature
232E CU Building
Florida Atlantic University
Boca Raton, FL 33431
Phone: (561) 297-2679
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. Reccl

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.


2002-2003 Research Assistant in the Telecollaboration project at the Center for Language Acquisition (C.L.A), 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 (IUP), University of Mississippi.

RESEARCH INTERESTS


RESEARCH & SCHOLARLY ACTIVITIES

Publications

Articles in refereed journals


*Note: Cairn International has selected this article and commissioned its translation for inclusion in their English-language catalog.*


**Book chapters (peer reviewed)**


Williams (Eds.), *Electronic Discourse in Foreign Language Learning and Teaching* (pp. 263-289). Series: Language Learning & Language Teaching. Amsterdam: John Benjamins.


**Article manuscripts in preparation**


Blattner, G., Daiola, A. (submitted) I tweet, you tweet, s/he tweets: Enhancing the ESL language-learning experience through Twitter. [TESOL Quarterly]

**Technical reports (peer reviewed)**


**Book Reviews**


**Papers presented at professional meetings**


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., & Dufaux, 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.


**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)


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)


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-to-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-to-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 105: 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.”


Simone Chin, PhD Dissertation in Psychology, Summer 2014 – Title: “The effects of gesturing, blocked presentation, and incremental presentation on foreign language learning.”

Celine Guilloum, PhD Dissertation, Fall 2015 - Title: “A Feminist Cultural Study of Identity, Hair and Hair Loss Due to Chemotherapy.”

Exam committee members for

Galina Paramonova, MA exam in French, Fall 2007.
Penny Petters, MA exam in Linguistics, Fall 2008.
Elisa 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 Linguistics, Spring 2011.
Thomas Douglas, MA exam in Linguistics, Spring 2011.
Adam Anderson, MA exam in Linguistics, Spring 2011.
Asunción Shcr, 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 Djiguimboudre, 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 Ramfrez, MA exam in Linguistics, Spring 2012.
Nada Algowairfly, MA exam in Linguistics, Spring 2012.
Francisca Rodriguez, MAT exam in French, Fall 2012.
Marianna DeTollis, MAT exam in Spanish, Fall 2012.
Patty Dzinski, 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.
Jaime 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 Ledene, 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 Arzani, MA exam in Linguistics, Spring 2015.
Sasha Marie Marshalli, MA exam in Linguistics, Spring 2015.
Orna Amiel, MA exam in Linguistics, Fall 2015.
Noha Al-Marwani MA exam in Linguistics, Fall 2015.
Courtney McGraw, MA exam in Linguistics, Fall 2015.
Ana Galdamez, MA exam in Linguistics, Spring 2016.
Marcela Aguiler, MA exam in Linguistics, Spring 2016.
Ablaawa Akpovo, MAT exam in French, Spring 2016.
Nadine Al-Azzawi, MA exam in LIN, Spring 2016.
Amanda Burko, MA exam in LIN, Spring 2016.
Abduimejeed Al-Jehani, 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


Reviewer for Language Learning and Technology (LLT).


Activity developer for Learn Smart (Vis-a-Vis) by Mc Graw Hill, Spring 2013.


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 workbook by McGraw Hill, August 2010.


Participant in a focus group organized by Vista Higher Learning for a video in language instruction, 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 2003: [http://www.frenchteachers.org/technology/idea.html#mer08](http://www.frenchteachers.org/technology/idea.html#mer08)

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://tit.its.psu.edu/](http://tit.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:


Calargé, Carla. “Retour sur les lieux de (la) mémoire: surgissement(s), murmure(s) et étouffement(s) de langue(s) dans La Dispartition de la langue française d’Assia Djebar.” The Cincinnati Romance Review 31 (2011): 103-15.

Refereed Journal Articles:


"La Danse des représentations ou tentative de peindre ce qui n’est plus." French Forum 37.3 (2012): 201-19.


"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): 124-36.


Chapters In Books:


Book Reviews:


Interviews:


PAPERS PRESENTED

Invited Presentations:
International:

"Ville fantôme ou lieu de mémoire ? La (re)construction mémoriale de Beyrouth dans les textes et les images." Dalhousie University, Halifax (Canada). 28 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:


"Exposing the Monsters: Story of a Lesson or a Lesson in History?" The University of Cincinnati. Cincinnati, OH. 12 April 2011.


Conference Presentations:

International:


"Méandres et détours dans une ville amnésique." Le 30ème Congrès du CIÉF. Saly-Portudal (Sénégal) 23-27 May 2016.


"Mémoire d'une ville-palimpseste dans Histoire de la grande maison." Le 29ème Congrès du CIÉF. Winnipeq (Canada) 8-12 June 2015.


"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.


"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.


"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 déclinent à l'infini...' Muslim Woman as plural signifier in Saphia Azzedine'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."
Baton Rouge, LA. 26 February–1 March 2015.

"A la recherche du prince charmant: L’amour à l’ère du capitalisme tardif." SCMLA 71st Annual

"Une fenêtre sur l’enfer: la violence au quotidien dans Balle perdue de Georges Hachem."

"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
March 2013.


"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
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

"Libertinage textuel et libération sexuelle; le canon vs. la tradition. Le 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 SAML. 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 SAML. Atlanta, GA, 6-8 November 2009.

"Retour sur les lieux de (la) mémoire; surgissement(s), murmure(s) et étoffement(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 2008.


"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.


"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...déli: Histoire d'une Ceinture." The MLA Convention, St Louis, Missouri. 4-7 November 2004.


Community Presentations:
"Exposing the Monsters: Story of a Lesson or a Lesson in History?" Contentious Politics Series. Florida Atlantic University, 8 April 2011.


"Israel-Palestine, History of a Conflict." The University of Texas-Pan American, Students for Peace, 9 April 2009.


"(Re)Thinking French Studies through Graphic Novels and Films." The University of Texas-Pan American, Festibe, 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 2018. 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.
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 Gilbert, 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
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. 2008-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.
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.

University Service:
Member, UHP Reading Committee 2014-2015.

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, 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: "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.


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 SMLA, Atlanta, GA. 5-7 November 2010.


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.

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:


1999-2001: Master of Arts, Spanish Literature, University of Colorado at Boulder.


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 Refereed Publications in Print:

Articles:


**Sole-Authored Books:**

Edited Volumes:


Book Chapters:


Book Reviews by Invitation:


**Reference Volume Entries:**


**Published Fiction:**


**Works currently in progress:**


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."


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:


National Conference Presentations:


October 9-11, 2008: "How the American University Has Tailored French Literary Theory to its Research Agendas," Rocky Mountain MLA Annual Convention. Reno, NV.


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.


September 24-25, 2004: "Sexual Regeneration in Chatiliez’s Bonheur est dans le Pré," Wake Forest University Romance Languages Film Symposium. Winston-Salem, NC.


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 Literatures. 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:


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_Creación: Film Production (Summer 2012)
SPW 4957 – Madrid_Creación: Image and Text (Summer 2013)
SPW 4957 – Madrid_Creación: 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 Martinère 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 Responsibilities:


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
Director of Latin American Studies, The Dorothy F. Schmidt
College of Arts and Letters, Florida Atlantic University.

2008-2012
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.
<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-1989</td>
<td>Assistant Professor of Spanish and Latin American Literature, Languages Department, College of Charleston.</td>
</tr>
<tr>
<td>1986-1987</td>
<td>Assistant Professor of Spanish and Latin American Literature, Department of Spanish and Classical Languages, Indiana University of Pennsylvania.</td>
</tr>
<tr>
<td>1981-1986</td>
<td>Assistant Professor of Spanish and Latin American Literature, Department of Foreign Languages and Literatures, University of Miami.</td>
</tr>
<tr>
<td>1977-1978</td>
<td>Assistant Professor of Spanish and Latin American Literature, Department of French and Hispanic Studies, Glendon College, York University.</td>
</tr>
</tbody>
</table>

**PUBLICATIONS:**

**BOOKS:**


**ARTICLES:**


"Del objeto al sujeto: la representación de la mujer en tres películas mexicanas: El..."


“Lucía Fox.” Alba de América, 12, 22-23 (1994): 577-84.


Book Review:


Manuscript Review:


TRANSLATION:


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 Pivilhuarmi Cuxirimay Ocllo* by Alicia Yáñez Cossío.” SECOLAS 62nd. Annual Meeting of the Southeastern


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.


28, 2014. 9:45- 11:15 am.


Chair, “Géneros, geografías e historias: texturas y memorial culturales.” 57th Annual SECOLAS Conference: Memory and Revolution. Instituto Mora, Mexico City, April 7-10, 2010.


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


Chair of Session, “Representing Gender on Stage.” A Stage of Their Own / Un escenario propio. Cincinnati, Ohio, October 5-8, 1994.


Presenter, “Eva Luna: The Passion of a Storyteller.” The International Symposium of The


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.


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 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.


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.


"Breaking Frontiers: The Latin American Woman Writer." Invited Public Lecture as Women's Studies Fall Lecture, Florida Atlantic University, Boca Raton, October 1989.


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 visión 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(es)ando fronte(i)ras: la traducción del portugués al
español de la novela brasileña Adeus, Rio 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.


Cripps, K., “Pablo Neruda: Las huellas de su vida en su obra.” 1991 (MAT).

MEMBERSHIP ON THESIS COMMITTEES:


PROFESSIONAL ACADEMIC ACTIVITIES:

Reader, National Endowment for the Humanities. 2007.


Vice-President Nacional Office, Asociación de Literatura Femenina Hispánica. 2000-2202.


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.


Professorial Excellence Program Award, $5,000 award in recognition of excellence and productivity since promotion to full professor: Florida Atlantic University, November 1998.


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.


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 Latin 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.


Fullbright Scholarship, 1961.

SERVICE:

Associate Editor, Chicana/Latina Studies: the Journal of Mujeres Activas en Letras y Cambio Social. 2004-08.


Presenter and Participant, Alpha Kappa Alpha Sorority, Open Forum, March 26, 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,
Member, International Latin American Studies
Member, Statewide “Task Force on Item Writing for the State Master Teacher of

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.
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.
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
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-present.

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.
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.
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.
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
Department of Languages, Linguistics, and Comparative Literature
Florida Atlantic University
777 Glades Rd. P.O. Box 3091
Boca Raton, FL 33431-0991
(561)-297-2530; ygamboa@fau.edu

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  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


Books


Journal Articles


Book Chapters


Book Reviews


Encyclopedia 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).

Edited Translations


Textbooks and Other Instructional Materials


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.


Conferences


14. La producción cultural femenina en el romancero sefardí.” GEMELA, Cal State Long Beach, October 2-4, 2008.


Community Presentations


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 Picares, 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).
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).
Director, Luisanna Sardu Castangia. “Protofeminism, Gender, and Genre: Moderata Fonte and María de Zayas Sotomayor’s Silent Alliance.” (Completed. August 2008 graduation).
Director, Elizabeth Petersen. “La representación de la bruja en las obras de María de Zayas.” (Completed May 2008 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)
2012-on  Member, Editorial Board, *Journal of Literacy and Technology*, Florida Atlantic U.
2002-2006 Member, Editorial Board, FACS, Journal of the FAU Comparative Studies.
2012  Evaluator, National Translation Award, ALTA.
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-Spring 14)  Chair, Art History Search Committee.
(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

Conference Organizing

Session Chair
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


• (2011) Awarded a full year sabbatical for the Academic Year 2011 for the book project “Spanish Women in Colonial Florida”


• (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.


• (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

Last updated: January 30, 2017
NURIA GODÓN-MARTÍNEZ  
Department of Languages, Linguistics, and Comparative Literature  
Dorothy F. Schmidt College of Arts and Letters  
Florida Atlantic University  
Phone: (O) 561.297.0260  
Email: ngodon@fau.edu

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-reviewed publications in print

Edited Books
Edited Journal Volumes

Articles

Book chapters


Interviews


Book reviews


Works in press


Works currently under review


Referreed presentations and proceedings

International


National


INVITED PRESENTATIONS

(Resulted in publication)

NON REFEREED PRESENTATIONS

CREATIVE ACTIVITIES AND ACHIEVEMENTS

Performances

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 policiaco 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

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  
   - Mónica Gimenes Hernández. Spring 2015  
   - Cristina Martínez Istillarte. Spring 2015  
   - Patricia Mitchell. SPN 1121. Fall 2014  
   - Yasmina D’Aldi SPN 1121. Fall 2014  
   - Lina Henao SPN1120. Spring 2014  
   - Francisca Miranda Feijoó SPN1121. Fall 2013  
   - Mónica 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  
     Creating Measures to Evaluate LLCL Desired Writing Abilities.  
     Best Undergraduate Writing in Lingua Awards (ITA, FRE, SPN)  
   - Member. Study Abroad Committee. 2014-2015

Godón 6
- 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


College service


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

2. Reader. Article evaluations for Hispanic Review and Hispanófila.
4. Panel Chair at professional meetings.

Godón 7
SERVICE TO THE COMMUNITY/PUBLIC

1. Guest Speaker. Introduction and Q&A Section in Film Festivals.

HONORS AND AWARDS

MARY ANN GOSSER ESQUILÍN
Professor of Spanish and Comparative Literature
Department of Languages, Linguistics, & Comparative Literature
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University
E-mail: gosser@fau.edu
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
Gosser Esquilín 2

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:

Journal Articles:
- “Expresiones ecofeministas en Tú, la oscuridad de Mayra Montero.” IXQUIC. Forthcoming.
- “Scrutinizing Scripts or Demented Diaries?: Marie Chauvet and Myriam Warner-Vieyra.” Mango Season. Forthcoming.

Translations:

Book-length Manuscript:
- “Caribbean Ecofeminism,” (Book-length manuscript, revising to resubmit)
Reviews:

Interviews:

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 Iurralde*.
- “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:
- “Talk about a Little Ecocritical Culture: Guadeloupe as a Toxic island?,” 34th Annual Conference on West Indian Literature, University of Puerto Rico, Rio 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 fluídas: 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 Hispánica. Cartagena de Indias, Colombia, 12-14 March 2014
- “Caribbean Currencies: Ideas and Ideals,” 16th Triennial ACLALS Conference, St. Lucia, 5-9 Aug. 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
- “‘Corinna, muchacha amable’ de Mayra Montero: ¿simulacro de una muerta-en-vida?” 2012 AATSP Annual Conference. San Juan, 7-10 July 2012
Gosser Esquilin 5

- "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 deLiteratura 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 undAmerika-studien at the Goethe Universität, Frankfurt, Germany, 26 May 2010 (Invited)
- “Greening an Island’s Consciousness: Puerto Rican Literary and Artistic Considerations.” Caribbean LiteraryConference. University of Miami, 4-6 March 2010
- "¿Y si el manglar se seca?: consideraciones artísticas y literarias.” Rethinking the Mangrove Conference,UPR-Mayagüez, 15-17 Oct. 2009 [Did not attend the conference because of general strike]
- "El consumo del cuerpo travesti en el Caribe: Sirena Selena vestida de pena de Mayra Santos-Febres.” VIICongreso Internacional de Literatura Hispánica. Cusco, Perú, 3-6 March 2008
- "Haitian Agricultural Problems and Religiosity.” LASA, Montréal, Canada, 5-8 Sept. 2007
- “La galopante globalización de la glosa: el caso de la literatura puertorriqueña.” Primer CongresoInternacional de Literatura, Buenos Aires, Argentina, 9-11 October 2006
- “Water, water everywhere and not a drop to drink: Staying Afloat in Caribbean Waters.” 10th InternationalConference of the ACWWS, Hollywood, FL, 30 May-3 June 2006
- “Trapping Trips and Transculturating Tropes: Connecting Puerto Rico and New York City.” 2005 AATSPConference, 29 July-1 August 2005
- "Tropical Transportation Tropes: Esmeralda Santiago’s The Turkish Lover.” 24th Annual West IndianLiterature 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


• “Performing the Erotic on the Border: Mayra Montero’s Del rojo de su sombra.” The Caribbean Unbound: Franklin 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


• “Nanás negras: The Silenced Women in Rosario Ferré and Olga Nolla.” LASA. D.C. 6-8 September 2001


• “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


• “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


• “Syncrétism: 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 Resounding Legacy of Haitian Literary Mothers: Marie Chauvet and Edwidge Danticat.” American 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


• “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


• “Samples of Spanish-Caribbean Culinary Scripts: Rosario Ferré, Ana Lydia Vega, and Magali García Ramí,” 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


• “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 Asistática 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


**GRANTS:**

2014 To present paper: Research Support, Undergraduate Programs (Colombia)

2013 To present paper: Travel Support, LLC, Schmidt College of Arts and Letters (Ft. Lauderdale)

2012 To present paper: Research Support, Undergraduate Programs (Perú)

2011 To present paper: Travel Support, LLC, Schmidt College of Arts and Letters (PR)

2010 To present paper: Travel Support, LLC, Schmidt College of Arts and Letters (Miami)
<table>
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<th>Year</th>
<th>Event</th>
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<tr>
<td>2008</td>
<td>To present paper: Travel Support, LLCL, Schmidt College of Arts and Letters (Puerto Rico)</td>
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<tr>
<td>2008</td>
<td>To present paper: Travel Support, Wilkes Honors College (Perú)</td>
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<tr>
<td>2006</td>
<td>To present two papers: Travel Support Grants, Wilkes Honors College (Puerto Rico and Argentina)</td>
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<tr>
<td>2005</td>
<td>Recipient 2005 Summer Writing Across the Curriculum (WAC) Development Grant</td>
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<td>2005</td>
<td>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</td>
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<tr>
<td>2005</td>
<td>To present paper: Travel Support Grant, Wilkes Honors College (New York City)</td>
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<tr>
<td>2004</td>
<td>To present papers: Travel Support Grant, Wilkes Honors College (República Dominicana and St. Croix, US Virgin Islands)</td>
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<td>2002</td>
<td>To present paper: Travel Support Grant, Honors College, FAU (Puerto Rico)</td>
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<td>2001</td>
<td>To present papers: International Travel Grant (Sardinia, Italy) and Travel Support Grant (Washington, DC)</td>
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<td>2000-01</td>
<td>To present paper: Travel Support Grant, Honors College, FAU (Puerto Rico)</td>
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<td>1999-2000</td>
<td>To present two papers: 2 Travel Support Grants, Honors College, FAU (New Orleans and Puerto Rico)</td>
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<td>1998-99</td>
<td>Fulbright Scholar, University of the West Indies, Mona, Jamaica</td>
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<td>1998</td>
<td>To present papers: 2 Travel Support Grants, FAU (Puerto Rico and Grenada)</td>
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<td>1997</td>
<td>To present papers: 3 Travel Support Grants, FAU (Toronto, Ocean City, and Puerto Vallarta)</td>
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<td>1996</td>
<td>To present paper: Travel Award, The Schmidt College of Arts &amp; Humanities, FAU</td>
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<td>1995</td>
<td>To present paper: Travel Award, The Schmidt College of Arts &amp; Humanities, FAU</td>
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<td>1994</td>
<td>Schmidt Summer Fellowship Award, The Schmidt College of Arts &amp; Humanities, FAU</td>
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<td>1994</td>
<td>To present paper: American Council of Learned Societies Travel Grant 1994-95 (Graz, Austria)</td>
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<td>1994</td>
<td>To present paper: Florida Atlantic University Foundation International Travel Grant (Graz, Austria)</td>
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<td>1994</td>
<td>To present paper: Professional Support Grant, The Schmidt College of Arts &amp; Humanities, FAU</td>
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<td>1993</td>
<td>To present paper: Professional Support Grant, The Schmidt College of Arts &amp; Humanities, FAU</td>
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<td>1991</td>
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<tr>
<td>1992</td>
<td>To present paper: International Travel Grant from the Office of Graduate Studies, FAU (Tokyo, Japan)</td>
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<td>1990</td>
<td>To present paper: Rutgers University Travel Grant (Colorado)</td>
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**AWARDS AND HONORS:**

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<th>Year</th>
<th>Award</th>
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<tbody>
<tr>
<td>2014</td>
<td>Chapter 128, Chapter of Merit (under my Presidency)</td>
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<tr>
<td>2013</td>
<td>Chapter 128, Chapter of Merit (under my Presidency)</td>
</tr>
<tr>
<td>2012</td>
<td>Chapter 128, Chapter of Merit (under my Presidency)</td>
</tr>
<tr>
<td>2012</td>
<td>Award for Excellence and Innovation in Undergraduate Advising</td>
</tr>
<tr>
<td>2006</td>
<td>HC Faculty Development Award to conduct research at the Centro de Estudios Puertorriqueños, Hunter College</td>
</tr>
<tr>
<td>2006</td>
<td>Honors College Nominee to the Distinguished Teacher of the Year Award</td>
</tr>
<tr>
<td>2005</td>
<td>Honors College Nominee for Researcher of the Year Award</td>
</tr>
<tr>
<td>2003</td>
<td>Recipient of FAU’s Alumni Association Faculty Talon Award</td>
</tr>
<tr>
<td>2002</td>
<td>Bonus for commitment to FAU’s mission</td>
</tr>
<tr>
<td>2002</td>
<td>Award for Excellence in Undergraduate Teaching for 2001-02, FAU</td>
</tr>
<tr>
<td>2001</td>
<td>Initiated to the Honor Society of Phi Kappa Phi, Chapter 128</td>
</tr>
<tr>
<td>Summer 1997</td>
<td>Women’s Studies Curriculum Development Grant</td>
</tr>
<tr>
<td>1996-97</td>
<td>Scholar in the Leadership Enhancement and Advancement Program (LEAP)</td>
</tr>
<tr>
<td>May 1996</td>
<td>Exchange Faculty with University of Paris VII</td>
</tr>
<tr>
<td>1995</td>
<td>Teaching Incentive Program Award</td>
</tr>
<tr>
<td>1995</td>
<td>Award for Excellence in Undergraduate Teaching for 1994-95, FAU</td>
</tr>
<tr>
<td>1994</td>
<td>Associate Member of FAU’s chapter of Sigma Delta Pi, the Spanish Honor Society</td>
</tr>
<tr>
<td>1992</td>
<td>Honorary Member, FAU’s chapter of Pi Delta Phi, the National French Honor Society</td>
</tr>
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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
Advanced 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(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
• Haraway, “La masacre se pasa a nosotros,” April 2004

THESES at Honors College (Second Reader):

• 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):


Ph.D. (Member of Dissertation Committee):

• Trewick, “Re-Theorizing Male Marginalization Through Caribbean Literature: Gender, Trauma, and Healing,” Fall 2011-present

M.A. THESES (Director):

• Scorza, “Jazz Discourse in Julio Cortázar’s Rayuela: Improvising a Narrative,” August 2000
• Adriaiza, “La representación de la aniquilación de la creatividad femenina en Elena Poniatowska,” August 2000
• 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, “Núñez 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
• 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
• Olson, “Monique Wittig’s Trojan Horse: War on Gender,” 1995-Spring 1996
• Tepper, “Feminism and Revolution: Ideological Coalescence in Gioconda Belli’s La mujer habitada,” Fall 1994-Spring 1996
• López, “Penelope, 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 dormiente,’” 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:
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.
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
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
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 SPN1221 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 Harrwood’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
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:
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
Women Writers” by Elena Martínez and Francisco Soto, Summer 2000
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:
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 Capitilio 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.


Papers in proceedings


2015  Hamilton, M.D. "Default agreement in Mi'gmaq possessor raising and ditransitive constructions." Proceedings of the North East Linguistic Society 45.

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.

Presentations

Invited presentations

2015  Hamilton, M.D. “Long-Distance Agreement in Algonquian: Diagnosing syntactic variation.” Cornell University, Ithaca, NY.

2014  Hamilton, M.D. “Long-Distance Agreement in Algonquian.” Concordia Linguistics Department, Montreal, Qc.

2014  Hamilton, M.D. “Configurationality and Mi’gmaq.” Concordia Linguistics Department, Montreal, Qc.

2013  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


Hamilton, M.D. “An analysis of ditransitives and ‘possessor raising’ in Mi'gmaq.” *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. “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. “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. “(Non-)configurationality in Mi'gmaq.” *44th Algonquian Conference*, University of Chicago, Chicago, Ill.

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.


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

2014 Graduate Student Travel Award, McGill, $1,000

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

Service to the department

- AGSEM (McGill Teaching Union) Linguistics Teaching Assistant representative, 2012-15, McGill
- 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

**Spanish Instructor**
Florida Atlantic University FAU
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.


**Visitor Instructor**
Florida Atlantic University FAU
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.


**Spanish Teacher (Part time)**
St. Mark’s Episcopal School
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.
**Teacher Assistant**  
Florida Atlantic University FAU  
Boca Raton, FL  
- Responsible for teaching Spanish I and II (25 students/class).  
- 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.  

**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.  

**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  
**Commercial 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  
**Commercial 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
Comercial Director - Stores
Vestimundo S.A. (Inter. Apparel Co)
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
Store Management
Helados Mimo’s
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, Medellín, Colombia
Course: Economics for non-Economics major. December 1994
Course: Marketing and Sales Management. June 1998

FLORIDA ATLANTIC UNIVERSITY, Boca Raton, FL
MA Spanish – Graduation May 14, 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
777 Glades Road
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


**Book Chapters**


**Refereed Presentations & Proceedings**

**International**


National


Regional/Local


Non-Refereed Publications, Presentations & Proceedings

Publications


Presentations

International

Regional/Local


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

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:
2. Comprehensive Examinations:
   - 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.


Service to the Discipline/Profession

1. Reviewer, Linguistics Program, the National Science Foundation (NSF). Fall 2016.

2. Reviewer:
   - Laboratory Phonology. 2015-2016.
   - Language & Speech. 2015.
   - Second Language Research. 2015
   - Brain & Language. 2011.

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.


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.
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:


Book:


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 Rabbinic Elijah and Elijah in Later Folklore” Association for Jewish Studies Conference, December 2006, San Diego


"The Talmud’s Successful Fiction: Written Text as Oral Teaching," Association for Jewish Studies Conference, December 1997, Boston


"Non-Rabbinic Sources for Elijah Legends in Rabbinic Literature," 199-4 Society of Biblical Literature Annual Meeting

Other Publications


Non-Refereed works

Book review


Conference proceedings


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


Local

Panel chair at Florida Atlantic conference, Jewish Origins, February 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

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


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 Mekhila 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.

Professional Service
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
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
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

“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.

Spanish Teacher
- Taught Spanish to adults.
- Prepared lesson plans and supplementary materials.

Centro de Idiomas de la Universidad del Pacifico, 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.

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. Pauch 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
- 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 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

44th Annual Conference

Istituto 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

SEDIFRAL, 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
I International Symposium of Translation and Interpretation 03/2001

Colegio de Traductores del Perú, Lima, Peru
I International Congress of Translators and Interpreters 10/2002
II National Congress of Translators

Instituto de Idiomas de la Pontificia Universidad Católica, Lima, Peru

Universidad San Ignacio de Loyola, Lima, Peru
III English-Teaching Conference “Teaching to Learn... Learning to Teach” 08/2000

Universidad de Lima, Lima, Peru
II Specialization Course in Legal English 07/1998

Tasorello S.A., Lima, Peru
English Language Teaching Seminar 11/1997

SBS & Oxford UP, Lima, Peru
Seminar on Updating our ELT Practice 10/1997

ESIT, Lima, Peru
Seminar on New Tendencies in English Teaching & Translation Tools for English Teaching 09/1997

Universidad María Inmaculada, Lima, Peru
Seminar on How to Educate with Quality – English Module 02/1997

Trinity and All Saints College, Leeds, England
Course in Translation Skills (English into Spanish) 01/1995 – 03/1995
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


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


JOURNAL ARTICLES


PROCEEDINGS (abstract refereed)


PAPERS DELIVERED INTERNATIONAL


**NATIONAL**


**OTHER**


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
Summer Mixtec Language Program & Workshop. San Diego State University, Oaxaca, Mexico, 2013.
Summer Institute on Ancient and Modern Nahuatl. Macehualli Research Institute and University of Zacatecas, Mexico, 2008.

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
Article: “The syntax and semantics of argument structure in Mixtec.”

HONORS AND AWARDS
FAU: Sabbatical 2012-2013.
FAU: Lifelong Learning Society Faculty Research and Travel Award, 2009.
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
FAU: Division of Sponsored Research's International Travel Grant to present a paper at the Researching and Applying Metaphor III Conference. The Netherlands, 1999.

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

HONORS THESES
Director, Belen Lowrey: “Textual and discourse analysis of Spanish text messages,” 2010-2011.

M. A. THESES
Member, Ana AdriaZola’s MA Spanish thesis committee: “Portrayal of Annihilation of Women’s Artistic Creativity in Selected Works from Elena Poniatowska,” 2000.

EDITORIAL WORK

PROFESSIONAL SERVICE

**Reviewer: National Science Foundation**

**Reviewer for Linguistics Academic Journals and Conferences**
Linguistic Society of America Annual Conference, 2011.
Anales del Instituto de Lingüística [Argentina], 2009.
WECOL [Western Conference on Linguistics], 2008.
Boca, the South Florida Journal of Linguistics [FAU's Linguistics graduate journal], 2007-2008.

**Conference Sessions Chairied**

**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,* “Language contact between Spanish and Purhepecha.” P. Augustyn’s LIN 2607, Global Perspectives on Language, Fall 2011.
*Guest Lecture,* “Revitalization of an Endangered Language.” P. Augustyn’s
LIN 2607, Global Perspectives on Language, Fall 2010.


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.


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.


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.


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.
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.
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.

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 Workshop, FAU’s Graduate College. Fall 2008.

Fulbright interviewer and evaluator, FAU Office of International Programs, 2007.


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 Purhepecha
Reading knowledge: Italian

Updated: January 2017
CURRICULUM VITAE

Emanuele Pettener
Florida Atlantic University
Department of Languages, Linguistics, and Comparative Literature
CU 244
777 Glades Rd, Boca Raton, 33431 Florida
Tel. 561-297-3623
E-mail: epettener@fau.edu

EDUCATION


2000: Purdue University: Ph.D. course work in Comparative Literature.


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.


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.


RESEARCH

Refereed Articles


Authored book


Edited book


Book chapters


Emanuele Pettener. “Ethnic Stereotypes in John Fante” in Italian Americans in the Third


Reviews and Interviews


Translations


**CREATIVE ACTIVITY: REFEREED PUBLICATIONS**

**Short Stories and Novellas**


**Authored Novels/Collections of short-stories**


**Creative Non-Fiction**


**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 14<sup>th</sup>, 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 10<sup>th</sup>, 2015


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 Intermed/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 Interim 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 Interim 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 Interim Italian Lang/Culture 1 (12)
ITA 4930 Leggere la Stampa (9)

EDITORIAL EXPERIENCE

2012-present: editor and literary scout for Priamo editore, Vicenza.


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.


**SERVICE**

University


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 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.