



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	11-12-16
<b>PCC ID #:</b>	11011
<b>Title:</b>	Proposal to Establish a Master of Arts Degree Program in Second Language Acquisition
<b>Presenter:</b>	David Salness, Chair, Senate Programs, Curricula, and Courses (PCC) Committee
<b>Date of SEC Review:</b>	October 24, 2011
<b>Date of Senate Review:</b>	November 9, 2011
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>The College of Arts and Humanities and the School of Languages, Literatures and Cultures wish to establish a new Master of Arts program in Second Language Acquisition. Building on the success of the currently existing Ph.D. program in Second Language Acquisition, this new program will provide Master's level students with a rigorous and comprehensive training in the theory and research of how people learn second languages.</p> <p>The job market for those with an M.A. in Second Language Acquisition is growing. Governments as well as private industries in the United States and other countries are making second language learning a priority and investing in programs that teach second languages to others. Teachers and administrators with Master's level training are needed in this field. Students can also use the program as preparation for pursuing a Ph.D. in Second Language Acquisition, which will prepare them for the growing number of academic jobs in this area.</p> <p>To earn the degree, students must complete 30 credits. There will be a track for those interested in eventually earning their Ph.D., and a track for those interested only in the Master's degree. The curriculum is cognitively oriented and the core curriculum covers such areas as psycholinguistics, instructed language learning, second language analysis, and testing.</p>

	<p>The program is expected to enroll 5-10 students in the first year, and have a steady state enrollment of 20-30 students. Because the Second Language Acquisition Ph.D. program already exists, and there is no undergraduate program, the department believes that it already has the faculty, courses and infrastructure to administer the program; therefore, no new resources will be required for this new program.</p>
<b>Relevant Policy # &amp; URL:</b>	
<b>Recommendation:</b>	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.
<b>Committee Work:</b>	<p>The PCC Committee considered the proposal at its meeting on October 7, 2011. Kira Gor, Director of the Second Language Acquisition program, along with Carol Mossman and Gabriele Strauch of the School of Languages, Literatures, and Cultures, presented the proposal to the committee and responded to questions. After discussion, the Committee voted to recommend the proposal.</p> <p>The Academic Planning Advisory Committee approved the proposal on September 19, 2011. The Graduate PCC Committee approved the proposal on September 28, 2011, and the Graduate Council approved the proposal on October 10, 2011.</p>
<b>Alternatives:</b>	The Senate could decline to approve the proposed program.
<b>Risks:</b>	If the Senate declines to approve this program, the University will lose an opportunity to establish a program that meets a growing demand for second language acquisition.
<b>Financial Implications:</b>	There are no significant financial implications with this proposal.
<b>Further Approvals Required:</b> <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President, the Board of Regents, and the Maryland Higher Education Commission.

# THE UNIVERSITY OF MARYLAND, COLLEGE PARK PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to [pcc-submissions@umd.edu](mailto:pcc-submissions@umd.edu).

PCC LOG NO.

11011

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

**College/School: ARHU/SLLC**

Please also add College/School Unit Code-First 8 digits: **01202700**

Unit Codes can be found at: [https://hypprod.umd.edu/Html\\_Reports/units.htm](https://hypprod.umd.edu/Html_Reports/units.htm)

**Department/Program: SLA**

Please also add Department/Program Unit Code-Last 7 digits: **1274001**

**Type of Action (choose one):**

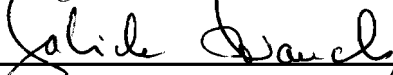

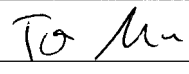
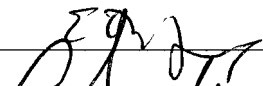
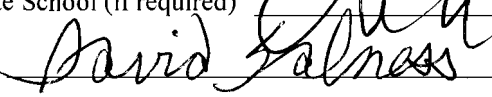
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|---|--|
| <input type="checkbox"/> Curriculum change (including informal specializations)     | <input checked="" type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration            |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i>   | <input type="checkbox"/> New Minor   |
| <input type="checkbox"/> <i>Suspend/delete program</i>                              | <input type="checkbox"/> Other   |

*Italics indicate that the proposed program action must be presented to the full University Senate for consideration.*

**Summary of Proposed Action:**

Add an M.A. in Second Language Acquisition to the existing Ph.D. in SLA.

APPROVAL SIGNATURES - Please print name, sign, and date. (Use additional lines for multi-unit programs.)

1. Department Committee Chair: Gabriele Strauch  9/12/2011
2. Department Chair: Carol Mossman  9/12/2011
3. College/School PCC Chair: TOM MOORE  9/12/11
4. Dean: Elizabeth B. Lauer  9/12/11
5. Dean of the Graduate School (if required): [Signature] 10/11/11
6. Chair, Senate PCC: David Falness  10/7/11
7. University Senate Chair (if required): \_\_\_\_\_
8. Senior Vice President and Provost: \_\_\_\_\_

**PROPOSAL FOR  
NEW INSTRUCTIONAL PROGRAM  
UNIVERSITY OF MARYLAND AT COLLEGE PARK**

**M.A. in Second Language Acquisition**

**COLLEGE OF ARTS AND HUMANITIES**

**DEAN: Bonnie T. Dill**

**MASTER'S DEGREE IN SECOND LANGUAGE ACQUISITION  
Version of October 5, 2011**

**PROPOSED INITIATION DATE: FALL, 2012**

## I. OVERVIEW AND RATIONALE

### A. Nature of the proposed program

Master's degrees in second language acquisition (SLA)<sup>1</sup> are highly successful at many universities in the USA, Canada, several European countries, and Australasia. The proposed new two-year Master's program at UMD would provide high-quality students with a thorough grounding in the theory, research and practice of untutored as well as instructed second (including foreign) language acquisition. As described in more detail below, two options would be available to the students. Together, these options would meet needs for training in Maryland and the greater metropolitan D.C. area, as well as nationally and internationally, and given the relationship to the established Ph.D. in SLA, could do so at the very highest level, **without requiring any new resources**. With the return of Michael Long (former Director of the School of Languages, Literatures and Cultures) to the faculty, the program faculty is now in place. Students for the M.A. will come with outside funding (i.e., with sponsorship from their home institutions/employers or their governments, or with Fulbright scholarships), or they will be funded through research assistantships at CASL (Center for the Advanced Study of Language) or NFLC (National Foreign Language Center). The SLA program has a long-standing, productive, reciprocal relationship with CASL and NFLC that will be built on and strengthened by the addition of the M.A. and Graduate Certificate in SLA. As with the Ph.D. in SLA program, some students may also be funded via employment as research assistants on external grants secured by the SLA faculty.

The proposed program will address the University Strategic Plan's emphasis on globalization, and its call for programs with important social ramifications: "The University of Maryland will sustain and significantly increase the breadth, quality, and impact of its partnerships, outreach, and engagement initiatives that address critically important intellectual and societal issues" (p. 22). It would also further the mission of the School of Languages, Literatures, and Cultures (SLLC) to deliver state-of-the-art foreign language instruction.

The College Park campus already has in hand all the faculty, courses and infrastructure required to open this program, and our Ph.D. in SLA program, although only six years old, is fast becoming recognized as among the top two or three in the country. The University's new Strategic Plan states (p. 14) that "(t)he University of Maryland will provide high-quality graduate and professional

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<sup>1</sup> Some degrees, e.g., those at Hawai'i, Indiana and Michigan State, are called 'Second Language Studies,' and some that share a similar, but not quite the same, focus to what is suggested for the new UMD program, are called 'Applied Linguistics.' A similar variety of names is employed for doctoral programs in the field. The proposed program is clearly different from what is typically offered in Linguistics departments because it puts less emphasis on linguistic theory and analysis and more on second language learning, and it is different from what is typically offered in Schools of Education because of our emphasis on research.

education” (p. 14). The quality of Ph.D. in SLA applicants is already as good here as at the top-rated University of Hawai’i. Many of the same most promising students apply to, and are accepted at, the same elite programs; we know that from the applicants themselves in some cases, from faculty at the rival programs in other cases, and also by tracking where the individuals end up attending. This year, at least one of our top candidates preferred our program and turned down the offer of admission from the University of Hawai’i. The number of applicants to the Ph.D. in SLA is growing and our acceptance rate is decreasing with the following figures recorded for the AY 2010/2011: 61 applicants, 11.5% acceptance rate, 71.4% enrollment rate, compared to the UMD averages of 14.2% acceptance rate and 49.5% enrollment rate for the same academic year (data from IRPA Profiles). The core Maryland SLA faculty number is six, making us a middle-size program by U.S. standards. All of us are tenured (four Full, two Associate), and widely published and quoted. Our students themselves are proving to be of exceptional caliber, presenting at major conferences before even finishing their coursework and even publishing already in the leading journals and receiving prestigious fellowships. Several students are participants in the IGERT program for multi-disciplinary training in the Language Sciences sponsored by the National Science Foundation or recipients of fellowships and awards from the Graduate School (Ann G. Wylie Dissertation Fellowship, Mabel S. Spencer Award for Excellence in Graduate Achievement, Graduate Student Summer Research Fellowship), or from the National Science Foundation. In October 2010, the students organized the leading annual conference in SLA, the Second Language Research Forum, at UMD and contributed numerous successful talks to this prestigious venue (see <http://www.webspace.umd.edu/SLRF2010/>).

In sum, we are proposing the two-year M.A. program and concurrently an 18-credit Graduate Certificate in SLA that, together with the existing Ph.D., will create a flexible and efficient advanced graduate curriculum in SLA serving the needs of a broad pool of applicants.

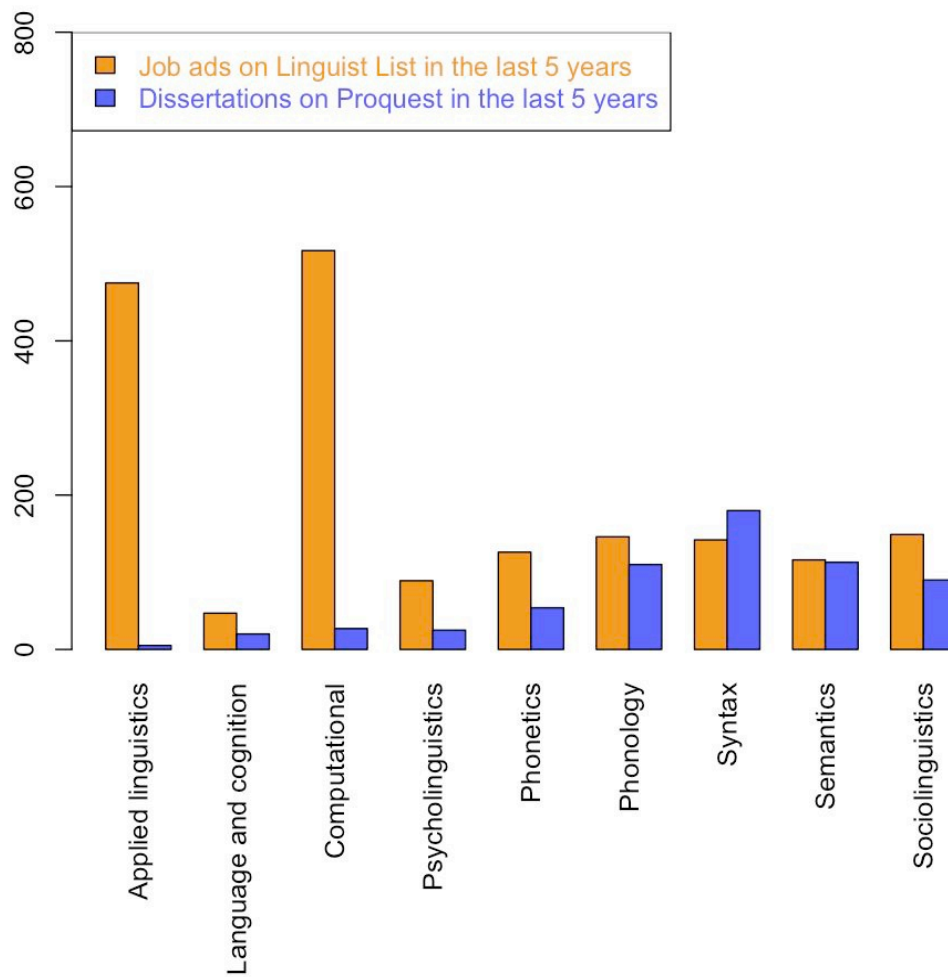
## **B. Program size, needs and market**

A growing demand for advanced graduate-level training in SLA is a steady national and international trend. The figure below presents the findings of Christopher Potts, a linguistics professor at Stanford University, and Heidi Harly, a linguistics professor at the University of Arizona, who have studied the employment outlook for graduates with a Ph.D. in linguistics for five years (2004-2008). They have tracked job ads and compared the data with the number of Linguistics Ph.D.s granted in the United States each year.

These data indicate that while overall the jobs available do not significantly exceed the number of Ph.D.s granted, the demand is especially pronounced in applied and computational linguistics, with applied linguistics to a large extent comprising SLA. The data on Ph.D. degrees reflect the general market need in applied linguistics with all the levels of training. However, many professionals in the area of applied linguistics and working in the public sector are not interested in pursuing a Ph.D. degree that would require an important time and resource

investment. An M.A. or Graduate Certificate program that is more limited in scope will better serve their needs.

### Linguistics jobs and dissertations, 2004-2008 (updated)



<http://www.stanford.edu/~cgpotts/misc/linglist-barplot-updated.jpg>

Several sources of information confirm the anticipated growth in various sectors that would place a high demand on M.A. in SLA holders, and a new M.A. degree in SLA at the University of Maryland will respond to the quickly growing market needs both nationally and internationally.

First, there is a clear need for language instructors, program directors, and curriculum developers having an M.A. degree in SLA in universities, liberal arts colleges, and junior colleges. According to the Modern Language Association (MLA) job list (<http://www.mla.org/jil>), the centralized database for academic jobs in the fields of foreign languages, linguistics, applied linguistics, and SLA, academic jobs in the U.S. calling for an M.A. (instructor's rank) constituted one fourth of all jobs advertised for all ranks (22.1%, 218 listings) in 2010/2011.

The international job market for holders of an M.A. in SLA is also growing, especially, in Asia. To provide an example, the Japan Association of College English Teachers (JACET) has posted more than 40 college level jobs in applied linguistics, TESOL, and SLA in the last four months. China also has a rapidly growing market for Master's degree recipients in SLA. Inquiries received by our SLA program over the past several years indicate a clear demand on the part of Chinese holders of a BA (often in English) for M.A.-level training in SLA. Typically these students plan to teach Chinese or English as a second language in the U.S. or China. These students often come with outside funding and some of them plan to go on to a Ph.D. program in SLA. The government-sponsored educational reform underway in China has made it a priority to promote English learning. The new national school curriculum requires teaching English in public elementary schools starting from the third grade. According to the National Foreign Language Teachers Association of China, this will result in a shortage of about 100,000 English teachers. New or significantly expanded programs will require a large cadre of specialists in second language acquisition, foreign language assessment and curriculum developers with M.A.-level training.

Documentation suggests that the highest demand for M.A. in SLA graduates is in K-12 education. Among those who will need competence in SLA are K-12 administrators, education program specialists and education program managers in bilingual education, world languages specialists, and curriculum developers for foreign language programs, bilingual education, and English as a second language. According to the Bureau of Labor Statistics Occupational Handbook, 2010-2011 Edition (<http://www.bls.gov/oco/ocos318.htm>), currently many school districts have difficulty hiring qualified teachers in four subject areas, two of which are bilingual education and foreign languages. The National Education Association states that "America's public schools enroll about 5 million English language learners – twice the number from just 15 years ago, and that number is expected to double again by 2015" (<http://www.nea.org/home/29914.htm>). The positions that need to be filled in K-12 education require specialized training in classroom-based SLA and foreign language assessment provided by our proposed M.A. in SLA degree.

The number of jobs for M.A. in SLA holders in the government sector is also growing. At the Foreign Language Summit held at the University of Maryland on December 9, 2010, the Secretary of Defense and former CIA Director Leon Panetta



stated the national need in advanced training in foreign languages (<http://diverseeducation.com/article/14508/>). In order to produce sufficient numbers of government linguists, analysts, interpreters, and translators, language training programs run by various U.S. government agencies require administrators, instructors, curriculum planners, and language assessment specialists with a deep understanding of the needs of adult second language learners.

Currently, several local U.S. government agencies have their own language training programs that require specialists in foreign language acquisition, teaching methodology, and assessment. These include the National Security Education and Training program administered by the Associate Directorate for Education and Training (ADET), the organization within the National Security Agency/Central Security Service (NSA/CSS), with one division devoted to foreign language training, the Language Testing and Assessment Unit at the Federal Bureau of Investigation (FBI), the Defense Language Office at the Department of Defense (DoD), and the Foreign Service Institute, the Federal Government's primary training institution for officers and support personnel of the U.S. foreign affairs community, preparing American diplomats and other professionals to advance U.S. foreign affairs interests overseas and in Washington.

Numerous contractors who provide language training services to the U.S. government also rely on foreign language specialists with an M.A. degree. These include L3 Communications ([www.l-3com.com](http://www.l-3com.com)) who have already hired three of our SLA students who worked at the Center for Advanced Study of Language, the main sponsor and employer of students from the Ph.D. program interested in hiring future M.A. graduates, the Diplomatic Language Services (<http://www.dlsdc.com>), and the ICA Foreign Language Services (<http://www.icalanguages.com/forlang.html>). According to the statement by the Associate Provost for Language, Science and Technology made on October 3, 2011, the largest U.S. government foreign language training site in the country, Defense Language Institute (DLI) Foreign Language Center at Monterey, CA, is interested in hiring native-speaking teachers with M.A. degrees knowledgeable in language pedagogy and SLA theory. DLI has recently hired one of our ABDs in SLA. The job market in the U.S. government, and especially in the Washington, DC area, has a high demand for M.A. in SLA graduates.

The M.A. in SLA will not overlap with the existing programs in the Washington, DC metropolitan area and will provide a unique opportunity for professionals in the field of language instruction and U.S. government employees to receive advanced graduate training locally. There are three Master's-level programs in the area, the Master of Science (M.S.) and the Master of Arts in Teaching English as a Second Language/Bilingual Education (M.A.T.) offered at Georgetown University, and the Linguistics Concentration in the Master of Arts in English offered at George Mason University. All three have foci that are different from our proposed M.A. and target different populations. The Master of Science (M.S.) housed in the Department of Linguistics at Georgetown University has four areas of concentration, Applied Linguistics, Computational Linguistics, Sociolinguistics, and Theoretical Linguistics. Course offerings in SLA,

which are part of the Applied Linguistics concentration, are extremely limited, understandably so given the broad applied linguistics focus of the degree. The M.A. in Teaching English as a Second Language/Bilingual Education (M.A.T.) at Georgetown University, and the Linguistics Concentration in the M.A. in English at George Mason University both concentrate on applied aspects of language teaching, and in particular, teaching English as a second language, and bilingual education. Students seeking those degrees are most interested in language pedagogy, and not cognitive aspects of SLA. Our proposed program is much more focused on the psycholinguistics of second language acquisition than all these others in the area: it emphasizes the psychological and linguistic underpinnings of the second language learning process rather than its social or institutional context. It is also different in that it deals with foreign language learning instead of ESL. The combination of these two makes the program especially unique, not just in the area, but nationwide, because it is precisely the combination of the *psycholinguistic* emphasis and the *foreign* language focus that is typically lacking.

Students for the M.A. program (both options) would come from several populations on and off- campus, from the USA and overseas. They include:

- Individuals with Bachelor's degrees from U.S. and overseas institutions, often in English language, linguistics, psychology, education or modern languages, who wish to enter the language teaching profession. The job market for holders of such Bachelor's degrees is limited, but they provide an excellent foundation for graduate work in SLA, which is a field with many career opportunities, of which language teaching is one. For example, there is enormous interest in a short-term (one- and two year-long) SLA training programs for graduate students from the People's Republic of China. These students are willing to come funded by the Chinese government or self-funded, but since currently there is no official program in SLA to accommodate their needs, several of them hosted by the Confucius Institute at UMD have taken classes in the Ph.D. in SLA program. At present, the Maryland China Initiative, an on-campus training institute and a part of the Institute of International Programs of UMD, is in the process of creating a training program for teachers of Schools of Foreign Languages at several Chinese universities, including Beijing Normal University. A number of these trainees with a primary interest in fundamental SLA as opposed to pedagogy and methods of teaching foreign languages can be prospective students of the 30-credit M.A. or 18-credit Graduate Certificate in SLA program.
- Junior staff members at UMD's Center for the Advanced Study of Language (CASL), National Foreign Language Center (NFLC), and lecturers in language programs in the School of Languages, Literatures, and Cultures (SLLC) and at area universities who either do not need or lack the time for a multi-year doctoral program like the Ph.D. in SLA.
- Teachers, supervisors, and teacher trainers who need empirically-

grounded Master's level graduate training on SLA in a variety of languages (UMD's Ph.D. in SLA program features the acquisition, assessment and testing of LCTLs—Chinese, Arabic, Hebrew, Persian, Russian, Japanese, Korean, Turkish, etc.—as a major focus, and offers substantial expertise in French, Italian, Spanish and German, as well).

- Employees in the many U.S. government language programs and language service contracting firms in the greater DC/MD/Northern VA area—military language specialists, teachers, supervisors, curriculum designers, materials writers, testers, researchers and program evaluators—who are interested in rigorous training, but are unable to commit to a full doctoral degree program.
- University faculty members from the USA and, especially, overseas – many with completed doctorates in related fields (literature, education, etc.) – whose mid-career focus has shifted towards second language acquisition, and who need to “retool.”
- Researchers at the Center for the Advanced Study of Language (CASL) or the National Foreign Language Center (NFLC), who are cognitive scientists or former educators, need advanced graduate training in SLA, but are not ready to commit themselves to a longer Ph.D. track or lack a relevant M.A. degree. This year alone, we have admitted two applicants from CASL to the Ph.D. track, but were unable to accommodate the researchers interested in M.A.-level training.

The Strategic Plan mandates (p. 16) that “programs will control their enrollment to maintain program quality in line with program resources and market demands for graduates” (p. 16), and further that “(e)ach Master's and each Ph.D. program will recommend a target program size corresponding to metrics of quality and resources and a plan to reach that size” (p. 17). In 2007-2010, the relatively new Ph.D. in SLA program has attracted 47 to 61 applications per year, of which seven per year have been admitted with the acceptance rate ranging from 14.9% to 11.5%. Given that the reputation of our SLA program is already well established, and given the greater demand at the M.A. level nationally and internationally, we would anticipate 20-40 applications, and an enrollment of 5-10 students, the first year the program was offered (ideally, AY 2012-13), and an application pool of 40-60 each year thereafter, with 10-15 admitted per year. Most students would complete the program in two years. Customarily, students from the government and private sector who are sponsored by their organizations are given time off to pursue their degrees.

Graduate Certificate and M.A. students in the College of Arts and Humanities are rarely guaranteed funding (unless the M.A. is part of the Ph.D. program). However, it is expected that students admitted to the SLA Graduate Certificate and M.A. will come with outside sponsorship (e.g., from U.S. or foreign governments) or internal funding (e.g., at CASL or NFLC):

- a) Students with sponsorship from their home institutions/employers or their governments, or with Fulbright scholarships. For an M.A. in SLA, the number of potential students coming with funding is much larger than in many other

areas or for the Ph.D. in SLA. Many governments and foundations do provide scholarships/fellowships at the MA, but not the Ph.D. level. For example, the scholarship of the President of the Russian Federation (established in 1993), a highly competitive source of funding for top graduate students in Russia, covers full tuition and living expenses for study in foreign universities for one or two years. The most obvious example, however, is the many students from East Asia, in particular the PRC. There is a large number of students from China who are studying in an M.A. program in Applied Linguistics, Second Language Studies, TESL/TESOL. These students can be found, for example, in the M.A. programs at University of Hawaii, Michigan State University, Georgetown University, and Georgia State University. There are such students in other M.A. programs on this campus, as well. These students are usually English majors in college. Approximately 100,000 student visas were issued to Chinese students by U.S. Embassy and Consulate Generals in 2010, which was a 30% increase over 2009. Some of these students go on to pursue Ph.D. study after they graduate from an M.A. program; others return to China to teach English or work in other professions.

To provide some numbers based on the 2011/2012 Ph.D. admissions cycle, out of the 67 students who have applied for the Ph.D. program for next year, 13 have stated they do not need financial aid from the university. Out of the total of seven students admitted to the Ph.D. program for the fall 2011, six come with outside funding (three with internal funding—two from CASL, and one from the Arabic Flagship program at UMD, and three with external funding from foreign governments). If a substantial percentage of applicants can obtain external funding even for Ph.D. programs, then that should certainly be possible for the much shorter M.A. program.

b) Students who can be funded on external grants, either to the Center for the Advanced Study of Language or to the National Foreign Language Center, or directly via employment on external grants secured by the SLA faculty.

## II. CURRICULUM

### A. Catalog description

The M.A. is intended primarily as a two-year program for full-time students. A very limited number of part-time students would also be admitted. It will provide students with rigorous, comprehensive training in the theory and research of second (including foreign) language learning, teaching and testing, and related areas. A major program focus includes preparation for those working, or intending to work, in programs for tertiary students and adults studying less commonly taught languages (LCTLs), e.g., East-Asian and Middle-Eastern languages, and such modern European languages as Spanish, French, Italian and German. Areas of particular faculty expertise include cognitive processes in SLA; language teaching methodology and pedagogy; psycholinguistics; language processing; individual differences in such factors as age, aptitude, and working memory; second language analysis; interlanguage studies; heritage learners; needs analysis; syllabus design; materials writing; learner training; language assessment; program evaluation; second language research methods; task-based language teaching; and uses of technology in language learning and testing.

### B. Structure, course requirements and options

The M.A. in SLA is a 30-credit program, with two tracks: Plan A, by coursework and thesis, and Plan B, by coursework only. These two tracks are meant to accommodate two slightly different populations, those planning on going on for the Ph.D. at Maryland or elsewhere (Plan A) and those who will be consumers and interpreters rather than producers of research and for whom the M.A. will be a terminal degree (plan B).

#### *Plan A: Coursework and thesis*

Six required core courses (18 credits), all taught in English

1. SLAA 610: Introduction to SLA
2. SLAA 611: Fundamentals of Language Acquisition and Instruction
3. \*SLAA 630: Second Language Testing (**new, approved by the ARHU PCC, course proposal attached; catalog description below**)

4. \*SLAA 640: Psycholinguistics (**new, approved by the ARHU PCC, course proposal attached; catalog description below**)
5. \*SLAA 650: Second Language Analysis (**new, approved by the ARHU PCC, course proposal attached; catalog description below**)
6. SLAA 620: Second Language Research Methodologies

Two electives (6 credits) to include any SLA course, or a course chosen from offerings in another department. All electives will be chosen in consultation with and with the approval of the program advisor.

7. Elective 1
8. Elective 2

Thesis (6 credits)

***Plan B: Coursework only***

Five required core courses (15 credits), all taught in English

1. SLAA 610: Introduction to SLA
2. SLAA 611: Fundamentals of Language Acquisition and Instruction
3. \*SLAA 630: Second Language Testing
4. \*SLAA 640: Psycholinguistics
5. \*SLAA 650: Second Language Analysis

Five electives (15 credits), any appropriate combination of SLAA courses and courses in other departments. All electives will be chosen in consultation with and with the approval of the program advisor.

6. Elective 1
7. Elective 2
8. Elective 3
9. Elective 4
10. Elective 5

## C. Courses

### 1. New (\*) and existing required courses in Second Language Acquisition

#### **SLAA 610 Introduction to SLA Research and Theories in Second Language Acquisition (3 credits)**

Introduction to current theories and research findings Second Language Acquisition (SLA).

#### **SLAA 611 Fundamentals of Language Acquisition and Instruction (3 credits)**

Introduction to theoretical and practical issues relevant to foreign language learning, language acquisition, and curriculum construction.

#### **SLAA 620 Second Language Research Methodologies (3 credits)**

Prerequisite: SLAA 610. Pre- or corequisite: SLAA 611.

Exploration of research methodology in second language acquisition (SLA), with a focus on developing practical skills in data analysis and interpretation. Preparation in both critical evaluation of existing research and design of new research models.

#### **\*SLAA 630 Second Language Testing (new; course proposal attached)**

An introduction to basic concepts in the assessment of second language knowledge. Issues of reliability, dependability, construct validity, utility, and washback on instruction are examined.

#### **\*SLAA 640 Psycholinguistics (new; course proposal attached)**

An introduction to the field of psycholinguistics that covers speech perception, word recognition, sentence and discourse processing, speech production, and language acquisition. Basic concepts, research methods, major research topics, leading theories and related research findings, with implications of psycholinguistic theories and findings for second language studies.

#### **\*SLAA 650 Second Language Analysis (new; course proposal attached)**

Overview of the field of linguistics with a particular attention to its application in SLA studies, introduces students to the basic concepts and skills related to the scientific study of language, and provides them with opportunities to apply these concepts and skills in the analysis of language. It covers topics such as phonetics, phonology, morphology, syntax, semantics, language acquisition, and language use.

### 2. Existing courses in Second Language Acquisition that can serve as electives

#### **SLAA 649 Special Topics in Second Language Acquisition (3 credits)**

Repeatable to 9 credits if content differs.

Current topics in research in second language acquisition.

**SLAA 719 Second Language Acquisition and Application Internship (3 credits)** Repeatable to 06 credits if content differs.

Internship at a site to be determined. Topics may include heritage language learning, immersion education, testing and assessment, translation and interpretation, and national language planning and policy.

**SLAA 740 Research Issues in Second Language Learning (3 credits)**

Current topics in second language learning research, including interlanguage development, negative feedback, maturational constraints, units of acquisition, stabilization/fossilization, aptitude and aptitude training.

**SLAA 741 Cognitive Processes in Second Language Learning (3 credits)**

Prerequisite: SLAA610 or equivalent, and permission of instructor. Examines the roles played by varied types of learning processes and memory, general processing issues, and the cognitive bases of individual differences in learning and processing a second language.

**SLAA 742 Second Language Processing (3 credits)**

Prerequisite: M.A. students need permission of instructor. Covers leading theoretical approaches and experimental methods in second language processing. Draws on research and theories in SLA, formal linguistics, cognitive grammar, psycholinguistics, and neurolinguistics.

**SLAA 743 Interlanguage Studies (3 credits)**

Prerequisite: SLAA610 or permission of instructor. Review of the accepted facts about interlanguage development, and critical study of the many, often mutually exclusive, explanatory mechanisms and processes proposed by advocates of different SLA theories.

**SLAA 744 Age Effects in Second Language Learning (3 credits)** Prerequisite:

SLAA610 and permission of instructor. Consideration of the empirical evidence for age effects in second language learning and potential confounds. Critical evaluation of the differing interpretations of those effects and their implications for educational practice, SLA theory, developmental psychology, and research methodology.

**SLAA 749 Special Topics in Second Language Learning (3 credits)**

Prerequisite: SLAA610 or permission of instructor. Current topics in research on second and foreign language learning.



**SLAA 750 Instructed Second Language Acquisition (3 credits)**

Prerequisite: SLAA610. Survey of studies of the effectiveness of SLA instruction within various domains of language, with a focus on research design.

**SLAA 751 Second Language Classroom Research (3 credits)**

Prerequisite: SLAA610. Critical evaluation of the evolution and current state of second language classroom research, focusing on theoretical concerns, methodological issues, and substantive findings.

**SLAA 754 Task-Based Language Teaching (3 credits)**

Overview of Task-Based Language Teaching (TBLT), including task-based needs and means analysis, syllabus design, materials writing, methodology and pedagogy, testing, and evaluation. Theoretical issues addressed include relationships of TBLT to research findings on the psychology of learning and SLA, and to libertarian approaches to education.

**SLAA 759 Special Topics in Second Language Instruction (3 credits)**

Topics in the theory and practice of second language instruction.

**SLAA 760 Second Language Assessment (3 credits)**

Prerequisite: SLAA610. An overview of current assessment models in second and foreign language learning.

**SLAA 773 The Heritage Language Speaker (3 credits)**

Masters students need permission of instructor. Critical exploration of theoretical issues and existing experimental research on heritage language learning and use, as well as classroom and curricular implications of heritage language learning.

**SLAA 779 Directed Research in Second Language Acquisition and Application (1-3 credits)**

Directed independent research in SLA.

**SLAA 798 Master's Independent Study (1-3 credits)**

Repeatable for 6 credits if content differs.

**SLAA 799 Master's Thesis Research (1-6 credits)**

#### **D. Admissions policy and special criteria for students selecting this field of study**

Students may enter the program in the Fall semester, only. Prior to admission to the program, applicants must have successfully completed a Bachelor's degree from an accredited university in a relevant field, e.g., linguistics, applied linguistics, psychology, foreign languages, applied linguistics, cognitive science, anthropology or education. They must provide three letters of recommendation from academic and/or professional referees. They must submit a statement of purpose describing their academic and career background and future plans, specifying why they believe the UMCP program is suitable for them, and they for it, and how they would expect to use the training received. Unless they completed a prior degree at an English-medium university within the previous three years, students whose native language is not English must provide a TOEFL score of 600 or higher on the paper-based version (250 or higher on the computer-based version; 100 on the internet version) or an IELTS score of 8. The TOEFL or IELTS must have been taken within the last two years for the scores to be valid. Verbal and quantitative GRE scores will be required of all native speakers of English, and are recommended for non-native speakers, as well.

### **III. STUDENT LEARNING OUTCOMES AND ASSESSMENT**

#### **A. List of the program's learning outcomes**

1. Plan A and Plan B students will demonstrate familiarity with the field's foundational literature.
2. Plan A and Plan B students will demonstrate ability to read and think critically about SLA theories and findings.
3. Plan A students will demonstrate knowledge of research design and the ability to conduct empirical research in SLA.
4. Plan B students will demonstrate in-depth thinking about the relationship between SLA theories or research and the solution of practical problems such as second language pedagogy, bilingual education, translation and interpreting, and language program evaluation.

#### **B. Assessment Plan (Appears at the start of the Supporting Materials.)**

## IV. FACULTY AND ORGANIZATION

### A. Academic direction and oversight

The M.A. in SLA program will be housed within a single academic department at College Park, the School of Languages, Literatures, and Cultures (SLLC). The Program Director will be the Director of the current Ph.D. in SLA program, who will assume senior administrative responsibility for both programs. He or she will be assisted by the M.A. program's Graduate Faculty (GF). The SLA faculty listed below are all widely recognized internationally as among the very best in the field. They will act as student advisors, thesis committee members, and members of other committees (admissions, curriculum, etc.) as required. They all have extensive experience operating similar programs at other institutions.

**Robert DeKeyser** (Full Professor, SLLC) (Ph.D., Education, with a minor in Linguistics, Stanford University, 1986): Interlanguage variability, individual differences in language learning, aptitude-treatment interaction, cognitive psychology of language acquisition, age effects in language learning; monitoring processes, effects of study abroad.

**Michael H. Long** (Full Professor, SLLC) (Ph.D., Applied Linguistics, University of California, Los Angeles, 1980): Epistemological issues and theory change in SLA; age differences; maturational constraints and sensitive periods in SLA; SLA processes, e.g., stabilization/fossilization in interlanguage development, negative feedback (models and recasts); language aptitude; the advanced learner; second language research methods; foreign language needs analysis; task-based language teaching.

**Steven Ross** (Full Professor, SLLC) (Ph.D., Second Language Acquisition, University of Hawai'i, 1995): Research methods and statistics; language testing; program evaluation; individual differences; discourse and conversation analysis. Professor Ross is also appointed at CASL.

**Kira Gor** (Associate Professor, SLLC) (Ph.D., Linguistics and Experimental Phonetics, St. Petersburg State University, 1983; Ph.D., Russian and Second Language Acquisition, Bryn Mawr College, 1993): Acquisition of second language (L2) phonology and morphology; cognitive aspects of phonological and morphological processing in Russian as a native or second language; L2 lexical access, heritage learners; foreign language pedagogy.

**Nan Jiang** (Associate Professor, SLLC) (Ph.D., Second Language Acquisition and Teaching, University of Arizona, 1998): Cognitive/psycholinguistic processes and mechanisms in adult second language acquisition; bilingual language processing, lexical representation in L2 development; language

transfer; integration of linguistic knowledge in adult L2 learning; relationships between language and thought.

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### **Adjunct faculty**

**Catherine J. Doughty** (Senior Research Scientist and Area Director for SLA, CASL) (Ph.D., Applied Linguistics, University of Pennsylvania, 1988): Cognitive processes in SLA; language aptitude; measurement of second language development and proficiency; research on second language instruction; technology and language teaching; the advanced learner. (Even though she is listed adjunct, Professor Doughty has taught a course for the Ph.D. program in SLA on a regular basis, and is serving on many Ph.D. dissertation and qualifying paper committees.)

### **V. OFF-CAMPUS PROGRAMS**

N/A. The program will be wholly residential. There will be no off-campus locations, nor a distance education component.

### **VI. OTHER ISSUES**

None.

### **VII. COMMITMENT TO DIVERSITY**

SLLC's Ph.D. in SLA program has already attracted a wide range of students who represent a diverse group of countries and ethnicities. The M.A. program would open the door to larger numbers of an even more diverse population of students.

Many core research areas in SLA are intrinsically concerned with diversity, an issue of special significance for the College of Arts and Humanities (ARHU), the University, and the State of Maryland. Understanding communication (and communication breakdowns) among speakers of different languages, races, genders and cultures in academic, workplace, and other social settings is a major research focus in the field. So is the acquisition and assessment of the ability to operate successfully and harmoniously across cultures, including traditionally problematic boundaries of race and class. The same is true of dialect differences, often linguistic markers of racial, economic, social and cultural differences within communities. Development of an understanding and appreciation of another culture is an inherent part of developing proficiency, especially high-level proficiency, in a foreign language. Improving the efficiency of the development process is arguably one of the best ways of increasing cross-cultural understanding and an appreciation for human diversity.

Students and faculty in the proposed Ph.D. program will themselves inevitably represent a rich array of languages and cultures, and many dimensions of cultural diversity will figure among their core research interests. SLA faculty members at College Park already reflect the diversity of which the College of Arts and Humanities and SLLC are justifiably proud, and at least 50% of the intake to the M.A. program is expected to consist of international students. The focus on European and less commonly taught and rarely taught languages, including those of Asia and the Middle East, means that the diversity of students in the M.A. will likely be as great as that which already exists in SLLC's Ph.D. in SLA program.

## **VIII. REQUIRED PHYSICAL RESOURCES**

### **A. Library and information resources**

More than sufficient library resources for the new program, both books and periodicals, are already in place, since the M.A. will require only a sub-set of those previously purchased for the Ph.D. in SLA. There will be no need for additional library resources. The Ph.D. in SLA program has a special fund from CASL to purchase new books in SLA appearing on the market. A library report stating that no additional funds would be required for the M.A. program is attached.

### **B. Facilities**

No new facilities are required.

### **C. Impact on existing facilities and equipment**

Facilities and equipment for the proposed program are already abundant at College Park. The research laboratory in the basement of Jimenez Hall that serves the Ph.D. in SLA can more than satisfy M.A. program needs, as well. Excellent research facilities exist in surrounding departments and other units, e.g., Linguistics, CASL, and the College's National Foreign Language Center, with all of which the SLA faculty have close working relationships.

No new office space will be required, as the faculty for the new program will be the same as that for the existing Ph.D. in SLA. Office space will not be needed for students.

## **IX. RESOURCE NEEDS AND SOURCES**

### **A. New courses**

Three new courses will be needed for the new program: SLAA 630: Language testing, SLAA 640: Psycholinguistics, and SLAA 650: Second language analysis. Syllabi for these courses are attached. All three are courses previously taught at other institutions many times by our existing faculty.

### **B. New personnel**

No new personnel are required. The existing SLA faculty members are all tenured, and more than adequate to handle the new program.

### **C. Impact on existing faculty and staff**

The new program will involve a small increase in administrative work for some SLLC staff, e.g., those in graduate records and accounts. Existing staff are highly competent, however, and already experienced at handling Ph.D. in SLA students records.

### **D. Source for funding required for VIII, above**

N/A. No funding is required. This is a program that can be operated successfully using personnel and resources already in place for the Ph.D. in SLA program.

### **E. Other required resources**

None.

### **F. Faculty Resources and Course Rotation**

**Table 1. Faculty resources in SLA**

<b>Faculty members in SLA</b>	<b>Expected teaching load (per year)</b>
Michael Long	4 courses
Robert DeKeyser	4 courses
Nan Jiang	4 courses
Kira Gor	3 courses (1 course release as Graduate Director)
Steven Ross	1.5 courses (40%, 3 courses in 2 years)
Cathy Doughty	0.5 courses (1 course every other year)
<b>Total</b>	<b>17 courses</b>

Teaching the six core courses for the proposed M.A. will simultaneously provide all needed courses for the Certificate. Certificate students will take up vacant seats in the M.A. courses. Covering those six courses leaves the faculty with 11 courses (17 - 6 = 11) at the Ph.D. level, and electives for both the M.A. and Certificate level per year. Since four courses per semester, and eight per year, are offered at the Ph.D. level, those 11 courses will also leave room for occasional sabbatical leaves, course buy-outs, teaching undergraduate honors courses, etc. Teaching assignments may change.

**Table 2. Sample Course Schedule with Faculty Rotation for AY 2012/2013-2016/2017**

<b>Semester</b>	<b>Core courses and electives</b>			
Fall 2012	SLAA 610 DeKeyser	SLAA 650 Nan Jiang	SLAA 611 Gor	
Spring 2013	SLAA 620 DeKeyser	SLAA 640 Gor	Elective	Elective
Fall 2013	SLAA 610 DeKeyser	SLAA 650 Nan Jiang	SLAA 611 Gor	SLAA 630 Ross
Spring 2014	SLAA 620 DeKeyser	SLAA 640 Gor	Elective	Elective
Fall 2014	SLAA 610 Gor	SLAA 650 Nan Jiang	SLAA 611 DeKeyser	SLAA 630 Ross
Spring 2015	SLAA 620 DeKeyser	SLAA 640 Nan Jiang	Elective	Elective
Fall 2015	SLAA 610 Gor	SLAA 650 Nan Jiang	SLAA 611 DeKeyser	SLAA 630 Ross
Spring 2016	SLAA 620 DeKeyser	SLAA 640 Nan Jiang	Elective	Elective
Fall 2016	SLAA 610 DeKeyser	SLAA 650 Nan Jiang	SLAA 611 Gor	SLAA 630 Ross
Spring 2017	SLAA 620 DeKeyser	SLAA 640 Gor	Elective	Elective

### **M.A. in SLA**

#### **Course Cycle for Incoming Students, Plan A (with thesis)**

Semester 1, Fall: SLAA 610, 611, 650  
 Semester 2, Spring: SLAA 620, 640, Elective 1  
 Semester 3, Fall: SLAA 630, Elective 2, Thesis 1  
 Semester 4, Spring: Thesis 2

## **M.A. in SLA**

### **Course Cycle for Incoming Students, Plan B (without thesis)**

Semester 1, Fall: SLAA 610, 611, 650

Semester 2, Spring: SLAA 640, Elective 1, Elective 2

Semester 3, Fall: SLAA 630, Elective 3, Elective 4

Semester 4, Spring: Elective 5

In conclusion, sections I to IX have described the need for and proposed curriculum, staffing, resources, and scheduling of an M.A. in SLA. The proposed M.A. offered concurrently with the existing Ph.D. and the proposed Graduate Certificate in SLA will help the SLA program to fulfill its academic mission: to provide advanced graduate training in SLA, serve a broad population of graduate students and professionals, and do so at no additional cost. The existing faculty is capable of handling the required load, and the M.A. courses at the 600 level will be offered as required courses for the proposed Graduate Certificate or as elective courses for the existing Ph.D. in SLA. Finally, letters from the following are included as supporting materials:

Professor Colin Phillips (Linguistics; IGERT)

Dr. Amy Weinberg (Deputy Executive Director, CASL)

Dr. Catherine Ingold (Director, NFLC)

Dr. Joseph Danks (Director of Research, CASL)

Professor Linda Valli (Professor and Interim Chair, EDIC)

Professor Norbert Hornstein (Professor and Chair, Linguistics)

These letters identify several populations that would benefit from the M.A. and Graduate Certificate programs offering shorter-term graduate-level training in SLA unavailable locally at any other program. Thus, the letter from Professor Phillips highlights the need in non-Ph.D. graduate opportunities in SLA for the large graduate community of language scientists at UMD centered around the NSF-sponsored IGERT graduate training program. Dr. Weinberg, Deputy Executive Director of CASL, sees many career opportunities for USG professionals, holders of the M.A. and Graduate Certificate in SLA. Dr. Ingold, Director of NFLC, states the need in shorter-term graduate level programs for U.S. language educators, including K-12 teachers. Dr. Danks, Director of Research at CASL, mentions the fact that CASL has a number of researchers who would be very interested in an M.A. in SLA. All the letters express strong support for the proposed M.A. and Graduate Certificate in SLA.



## ASSESSMENT PLAN

### M.A. IN SECOND LANGUAGE ACQUISITION

Program Contact: Nan Jiang Phone: ext. 5-1378 E-mail: njiang@umd.edu

Date submitted to Academic Unit Head: April 2011

Program Goals: Produce MA-level scholars (i) with in-depth knowledge of theory and research findings on the acquisition of second languages by adults, and where appropriate, of their practical applications to solving problems in the field, and (ii) capable of entering the top Ph.D. programs in the field.

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable: These program goals are aligned with the following points of the University's Mission Statement

- Further enhance the excellence of the college, departments, and units in research and scholarship
- Elevate the quality of graduate and undergraduate education and of the student experience
- Develop and facilitate access to scholarly information to support cutting-edge research, scholarship, teaching, and learning

Student Learning Outcomes	Assessment Measures and Criteria	Assessment Schedule
1. Plan A and Plan B students will demonstrate familiarity with the field's foundational literature.	<p><b>Measure:</b> This outcome will be measured in course assignments such as literature review papers and examinations.</p> <p><b>Criteria:</b> Foundational literature consists of (i) the basic concepts, methods, and history, (ii) major topics and issues, (iii) important models and theories, and (iv) related research findings. A student's familiarity with each of the four aspects will be evaluated and scored as <i>inadequate</i>, <i>adequate</i>, or <i>outstanding</i>. 80% of the students will develop an <i>adequate</i> or better familiarity with all four aspects of foundational literature.</p>	End of Fall and Spring semesters of the first year
2. Plan A and Plan B students will demonstrate ability to read and	<p><b>Measure:</b> This outcome will be measured in course assignments such as critique papers and examinations.</p> <p><b>Criteria:</b> The assessment of critical reading and thinking will focus on the ability to (i) identify the main assumptions,</p>	End of Fall and Spring semesters of the first year

<p>think critically about SLA theories and findings.</p>	<p>components, and claims of a theory, (ii) understand the context in which a theory is proposed and its advantages and drawbacks, and (iii) understand the methodological strengths and limitations of an empirical finding and its adequate interpretation. A student's critical reading and thinking will be evaluated and scored as <i>inadequate</i>, <i>adequate</i>, and <i>outstanding</i> in each of the three aspects. 80% of the students will be considered to have developed <i>adequate</i> or better critical reading and thinking skills.</p>	
<p>3. Plan A students will demonstrate knowledge of research design and the ability to conduct empirical research in SLA.</p>	<p><b>Measure:</b> All Plan A students will conduct an original empirical study, based on an approved thesis proposal, and report it in a written thesis presented to a three-person faculty committee.</p> <p><b>Criteria:</b> 80% of all Plan A students will successfully complete their M.A. thesis. Faculty acceptance of the thesis will reflect their joint assessment of (i) the work's literature review, (ii) the ensuing research questions and their motivation; (iii) the appropriateness of the research design and methodology, including the linguistic and statistical analyses; (iv) the presentation and interpretation of the results; (v) evidence of the student's awareness of any limitations of the work.</p>	<p>End of Spring semester of the second year</p>
<p>4. Plan B students will demonstrate in-depth thinking about the relationship between SLA theories or research and the solution of practical problems such as second language pedagogy, bilingual education, translation and interpreting, and language program evaluation.</p>	<p><b>Measure:</b> Completion of a written term paper focusing on the application of SLA theories or research to practical problems.</p> <p><b>Criteria:</b> The evaluation of the application term paper will consider the following aspects: (i) the understanding of the theory to be applied, (ii) the statement of the practical situation, issue, or problem under consideration, (iii) discussion of how the theory can be best applied to deal with the practical problem. A term paper will be considered <i>inadequate</i>, <i>adequate</i>, and <i>outstanding</i> in each of these three aspects in its evaluation. 80% of all Plan B students will receive an <i>adequate</i> or higher score in all three aspects.</p>	<p>End of Spring semester of the second year</p>



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1401 Marie Mount Hall  
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<http://www.ling.umd.edu>

Kira Gor  
Graduate Director, SLA Program  
School of Languages, Literatures, & Cultures  
Jimenez Hall  
University of Maryland

April 21<sup>st</sup> 2011

Dear Kira,

I would like to add my support to the proposals for an MA program and a Certificate program in Second Language Acquisition (SLA). I think that these programs will provide valuable additions to the university's offerings, and will help to round out the University of Maryland's profile as one of the very best institutions in the world for research on language.

As you know, the University of Maryland has the largest and most integrated community of language scientists in North America, currently spanning around 200 people from 10 departments and research centers, in 6 different colleges ([languagescience.umd.edu](http://languagescience.umd.edu)). This group covers the science of language using approaches ranging from fieldwork to philosophy, to infant development, to neuroscience, to education, to clinical applications, to computer models and engineering, and of course to second language acquisition. No other university brings all this together in one place. And yet this achievement is not having the impact that it should, because of the scope of programs available. PhD students have wonderful opportunities for innovative interdisciplinary training, but at the undergraduate level there are only traditional departmental majors, and at the pre-PhD graduate level there is currently only the clinical masters degree in Hearing & Speech Sciences. There is a clear need for more non-PhD graduate opportunities.

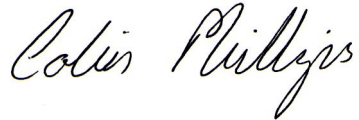
I will highlight two constituencies that the proposed new programs would serve.

(i) Over the course of 10 years as Graduate Admissions Director for the Linguistics department, I fielded countless inquiries from people who were looking for graduate level training in language and language learning, but who were not yet in a position to commit to PhD-level study. In many cases these were people from the Washington DC metro area who had heard that the University of Maryland has great programs in language, and who were then dismayed to learn that we had little to suit their needs. (I typically directed them to consider the MA program offered by George Mason University, which is certainly less strong than the proposed new programs in SLA.)

(ii) For students who are already enrolled in a PhD program in another area of language science at the university, the new Certificate program could be an attractive route to enhancing their regular PhD training, thereby increasing the student's range of expertise, and making the student more competitive in the very tight job market. I have recent experience of helping to develop and implement a similar Certificate Program for the Neuroscience & Cognitive Science (NACS) program. At present, all 8 of my own PhD students in Linguistics are pursuing the NACS Certificate in addition to their regular PhD. In addition, many of the students in our interdisciplinary graduate program, sponsored by NSF's IGERT program, are also pursuing the NACS Certificate. This speaks to the attractiveness of a certificate program for ambitious and talented PhD students. I could imagine that the Certificate in SLA would also attract students from other language science programs at the university. In addition to Linguistics students, I could imagine it being of particular interest to students from Human Development (School of Education) and Psychology (BSOS), who have a growing interest in bilingualism.

Please let me know if I can provide any further input on the proposed programs.

Sincerely,

A handwritten signature in cursive script that reads "Colin Phillips".

Colin Phillips

Professor of Linguistics  
Director, Interdisciplinary Graduate Program in Language Science  
Associate Director, Neuroscience & Cognitive Science Program  
Acting Co-Director, Maryland Neuroimaging Center

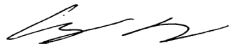
Dear Colleagues:

I am writing to express CASL's strong support for the establishment of an MA and graduate certificate program in Second Language Acquisition. Our center works extremely closely with the United States Government to train foreign language professionals, and to support them in their performance on the job. There is an urgent call for increased numbers of language professionals to serve the nation. Training in SLA at the masters level will help in this effort either by providing graduates with the training needed to teach foreign languages at the adult level, to improve language teaching programs, or to bring a deeper understanding of language structure to language jobs within the Defense Department. I see many career opportunities for Masters degree holding students in the United States Government, and I think, this would be a very attractive program for USG professionals throughout their careers. This of course is in addition to a corresponding need in industry and in the educational system.

We hire a significant number of SLA students to work on our projects as GRAs, so I can speak to the high level of training offered by the current faculty, who I believe are in place, and provide the capacity to offer courses at the 600 level in addition to 700-800 level courses. The Certificate will require 18 credits, 4 core courses in SLA and 2 electives that could be fulfilled in other programs, Linguistics, Psychology, etc.

In short, we strongly support these efforts and believe that they will be highly successful if approved.

Sincerely,



Dr. Amy Weinberg  
Deputy Executive Director  
CASL



Dr. Kira Gor  
School of Languages, Literatures and Cultures  
College of Arts and Humanities  
University of Maryland, College Park

April 22, 2011

Dear Kira:

I'm pleased to write in support of the master's degree in Second Language Acquisition and the Graduate Certificate in SLA proposed by SLLC. In view of the strong reputation that SLLC's PhD program in SLA has developed in only a few years, I am confident that the program can provide high quality of content and instruction, and that it will attract a strong pool of candidates both from the US and from abroad. I can't address the course choices in detail – that is best left to the experts; but I can certainly speak to the need for high-quality SLA programs for professionals in a variety of sectors.

While the doctoral program fills an important need for prospective researchers and university faculty, there are numerous professional roles in the public and private sectors that demand substantial, practical, evidence-based understanding of language acquisition issues. For people in many of these roles, a Ph.D. is not a realistic option, but a master's or a graduate certificate can be. US language educators, whether in K-12 or in higher education, are increasingly drawn from US immigrants who are educated native speakers of the target language but may not have taught the language before, or may bring traditional models of language teaching that are less effective. This population does not benefit from graduate programs devoted to acquisition of their language. For these individuals, a master's or graduate certificate in SLA is a valuable and pertinent alternative -- at least as a first step that yields a professionally useful credential and provides sound preparation. An additional target population for these programs might be administrators, particularly in the government sector, who are overseeing language programs but lack needed grounding in how languages are best taught and assessed.

Finally, the NFLC looks forward to opportunities to hire students in this program as graduate assistants in funded programs as the opportunity arises.

With best regards,



Catherine Ingold  
Director of the National Foreign Language Center  
University of Maryland

11 February 2010

Professor Robert DeKeyser  
School of Languages, Literatures, and Cultures  
University of Maryland  
College Park, MD 20742

Dear Dr. DeKeyser:

The M.A. in Second Language Acquisition, which is proposed by the School of Languages, Literatures, and Cultures, is an excellent addition to the graduate programs of the School, and will serve the needs of a large number of potential students in the greater D.C. metro area. Teaching second languages, especially to typically monolingual Americans, has become a critical issue for the country. Several departments in the U.S. government have renewed emphasis on the teaching of foreign languages, both for children and adults. For example, the National Security Language Initiative announced by then-President Bush a couple of years ago has spawned several programs within the executive departments on foreign language acquisition.

The program's focus on the teaching of less commonly taught languages (LCTLs) is much needed. This topic is a major focus of the research program of the Center for Advanced Study of Language. This instructional program will complement nicely the research program at CASL. Indeed, the six faculty members are all affiliates of CASL and one of CASL's senior research scientists, Catherine Doughty, will be teaching regularly in the M.A. program. In addition, the research at CASL can serve as site for students to engage in research projects on second language acquisition.

The Ph.D. program in Second Language Acquisition has rapidly achieved national prominence, so that one can predict that the M.A. program will be equally successful. Since the same faculty members will teach in both the M.A. and Ph.D. programs, the addition of an M.A. program make for an efficient use of University resources, while increasing educational opportunities for students at the same time.

Because of the critical need for this program, it will have no difficulty attracting high caliber students, many of whom will not need direct financial support from the University. Specifically, we have a number of researchers at CASL who will be very interested in enrolling in this program, so that they can further their skills in areas relevant to the research on which they work at CASL. In addition, CASL will be

interested in considering students in the program for research assistantships at CASL.

In summary, the M.A. in Second Language Acquisition is a well-designed program. It complements the research program at CASL with a high quality instructional program. CASL is pleased to lend its wholehearted support for the proposal and urges its establishment at the University.

Sincerely yours,

Joseph H. Danks  
Director of Research  
Center for Advanced Study of Language  
University of Maryland, College Park





Department of Curriculum and Instruction  
2311 Benjamin Building  
University of Maryland  
College Park, MD 20742

January 26, 2010

Beth Loizeaux, Associate Dean  
Chair, ARHU-PCC  
College of Arts and Humanities  
University of Maryland

Dear Beth:

I meet this week with Gabi Strauch and Robert DeKeyser about the MA proposal in Second Language Acquisition (SLA). Roberta Lavine was also at the meeting.

I am pleased to be able to say that after consultation with the faculty in the Second Language Education and Culture (SLEC) program, we are all agreed that the proposed degree would complement our programs. We have no concerns about undue overlap. The two programs have different goals and would attract students with different academic and professional aspirations.

In addition, the SLLC and SLEC faculties will share syllabi and try to coordinate schedules in order to provide as many options as possible for graduate students in both programs.

We appreciate the opportunity to work with the SLLC faculty and look forward to a long and fruitful relationship.

Sincerely,

*Linda Valli*

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Linda Valli, Professor  
EDCI Interim Chair

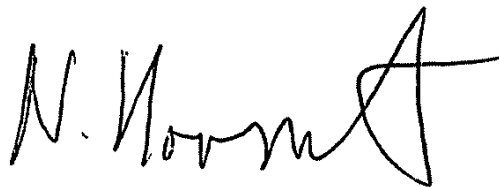
January 14, 2010.

To Whom It May Concern:

The Linguistics Department has worked closely with the SLA program in the SLLC to the great advantage of both units. We have collaborated in a major grant (i.e. the first IGERT to come to the campus), we have encouraged graduate students to take courses in the other unit, we have served on one another's thesis committees and we have participated in joint intellectual activity. As chair of the Ling department I can say without any hesitation that the SLA is a boon to language studies on campus, that its activities directly benefit the Linguistics department, especially its graduate students and that we would greatly benefit from the prospective MA in SLA. Why so? The brief answer is that it would be a perfect additional degree for our PhD students. It is eminently marketable, intellectually complimentary to a PhD in linguistics and would give our students an extra edge in a very competitive job market. In short, it would be a great additional option for our best students. In addition, it would widen the pool of smart people interested in language at UMD. We are already a world center for the study of language. This would strongly enhance our position in more applied areas and this is all for the good, both intellectually and for future grant pursuits. So, in all ways that I can see, the MA would be beneficial for the SLLC, the Linguistics Department and UMD in general.

One more word: we already happily open our graduate classes to SLA students. I would commit the department to continuing the open door policy into the future. I take this to be putting some resources behind my praise and self-interest.

Norbert Hornstein



Chair/Professor/Linguistics

Date: April 21, 2011  
To: Robert DeKeyser  
Professor of Second Language Acquisition

From: Tim Hackman  
Librarian for English, Linguistics, Spanish & Portuguese and Second Language Acquisition

Re: Library Resources to support Master's and Certificate programs in SLA

The University of Maryland Libraries currently supports the work of students and faculty in the PhD program in Second Language Acquisition. The UM Libraries can support the addition of a Master of Arts and a Certificate in Second Language Acquisition with no additional resources.

### **The Collection: Books and Journals**

#### *Holdings*

The majority of holdings related to language and linguistics are located in McKeldin Library. The numbers of unique volumes in the UM Libraries' collections are listed below by call number range.

<u>Call Number</u>	<u>Description</u>	<u>Unique Titles</u>
P118 - P118.75	Language Acquisition	641
P121 - P149	Science of Language (Linguistics)	1,123
P201 - P299	Comparative Grammar	1,628
P306 - P310	Translating and Interpreting	286

To further analyze the UM Libraries holdings, the librarian performed subject field searches for relevant Library of Congress Subject Headings in both the UM Libraries Catalog, which contains bibliographic records for the eight libraries at College Park and Shady Grove, and the USMAI (University System of Maryland and Affiliated Institutions) Catalog, which contains bibliographic records for the entire University System of MD (including College Park and Shady Grove.) Students and faculty at College Park have access to all items held by USMAI via a combined catalog.

For the purposes of comparison, searches were also performed in the catalogs for University of Wisconsin, University of Hawai'i at Manoa, University of Pittsburgh, and University of Arizona, four institutions with notable Second Language Acquisition graduate programs. *Table 1* shows the number of records retrieved for each subject heading, by institution.

The University of Maryland Libraries' collections compare favorably with these peers, especially if the holdings of the entire University System of Maryland are taken into account.

Table 1: Bibliographic Records by Subject Heading and Institution

Library of Congress Subject Heading	University of Maryland (College Park)	USMAI (University System of MD)	University of Wisconsin	University of Hawai'i at Manoa	University of Pittsburgh	University of Arizona
Second Language Acquisition	665	876	718	538	769	972
Applied Linguistics	134	192	236	172	196	874
Language and Languages – Study and Teaching	1,024	1,591	1,915	1,516	1,475	1,119
Language and Languages – Ability Testing	79	143	110	116	118	89
Bilingualism (NOT Literature)	399	615	808	585	636	? <sup>1</sup>

For serials holdings, the librarian consulted the latest available edition (2009) of *Journal Citation Reports*, a database that uses citation data to rank and determine the impact factor of journals by academic field. *JCR* does not allow the user to search for specific sub-fields (e.g., Second Language Acquisition or Applied Linguistics), so the list of top-ranked journals for Linguistics was consulted. The following titles from the top fifty journals in Linguistics seemed relevant to the new degree and certificate programs:

<u>JCR Rank</u>	<u>Title (Publisher)</u>	<u>UM Access?</u>
5	Applied Linguistics (American Assoc. for Applied Linguistics)	Yes
6	Applied Psycholinguistics (Cambridge UP)	Yes
7	Bilingualism: Language and Cognition (Cambridge UP)	Yes
21	International Journal of Bilingualism (Sage)	Yes
46	Journal of Second Language Writing (Elsevier)	No

In addition, UM has access to the following journals that may be relevant to the new programs:

- Annual Review of Applied Linguistics (Cambridge UP)
- Applied Language Learning (Defense Language Institute, Foreign Language Center)
- International Journal of Applied Linguistics (International Association of Applied Linguistics)
- International Journal of Bilingual Education and Bilingualism (Routledge)
- IRAL: International Review of Applied Linguistics in Language Teaching (Mouton de Gruyter)
- Issues in Applied Linguistics (UCLA Dept. of TESL & Applied Linguistics)
- Language and Linguistics Compass (Synergy)
- Language Learner (National Association for Bilingual Education)
- Language Learning: A Journal of Research in Language Studies (Wiley-Blackwell)
- Second Language Research (Sage)
- Studies in Second Language Acquisition (Indiana University)

<sup>1</sup> Unable to perform this search due to limitations of the University of Arizona Libraries catalog.

## *Funding*

The UM Libraries has a purchase plan agreement with YBP Library Services (a division of Baker & Taylor) through which it spends one million dollars per year. This agreement allows the Libraries to receive most significant new monographic publications from every major university and scholarly press, including important Linguistics and Second Language Acquisition publishers such as Routledge, John Benjamins, Continuum, Multilingual Matters, Palgrave Macmillan, Oxford University Press, and others.

In addition, the SLA librarian has a discretionary fund of \$1,500 per year to be used for purchasing items not received under the purchase plan. The discretionary fund allows the Libraries to quickly respond to purchase requests from faculty and graduate students.

Periodical funds for Second Language Acquisition total \$5,242 per year, split nearly equally between print periodicals and electronic journals.

Finally, the Libraries received \$20,000 in one-time support for collections from the Center for Advanced Study of Language (CASL) in 2006. Of the original funds, there is still approximately \$13,600 remaining, which can be used to purchase monographs in areas of interest to CASL researchers, at least seven of whom are also Second Language Acquisition affiliate faculty.

## **The Collection: Databases**

UM Libraries subscribes to the following databases that will support the Master of Arts and Certificate programs: *Linguistics and Language Behavior Abstracts* (LLBA); *Education Research Complete*; *ERIC*; *MLA International Bibliography*; *PsycInfo*; and *Web of Science* (a.k.a. *ISI Web of Knowledge*). LLBA is the key database for language and linguistics-related research, and contains nearly 10,000 citations with the descriptor "Second Language Learning."

## **Conclusion**

After building a strong collection of books, journals, and databases to support the PhD program in Second Language Acquisition for many years, the UM Libraries can support the addition of the Master of Arts and Certificate programs in Second Language Acquisition with no additional resources.

**University of Maryland Course Proposal Form**

Department/Program: SLAA

College/School: ARHU

Action: add

**VPAC log no.: 0949769E**

Date initiated: 08/19/11

Unit Code:012025001250101

ACAF log no.:

<b>Course Prefix and Number: SLAA630</b>	<b>Transcript Title: SECOND LANGUAGE TESTING</b>
<b>Title:</b> Second Language Testing	
<b>Credits:</b> Minimum 3 Maximum 3	<b>Repeatable to a maximum of 0 if content differs</b>
<b>Hour commitment per week: Lecture: 3 Internship: Discussion: Laboratory: Seminar:</b>	
<b>Can this course be waived through an AP exam?</b> No	
<b>Has this course been approved to fulfill a CORE distribution requirement?</b> No	
<b>Grading Method:</b> Standard Graduate	<b>Formerly:</b>
<b>Prerequisite(s):</b> none	
<b>Corequisite(s):</b>	
<b>Recommended course(s):</b> SLAA 610 Introduction to SLA (or equivalent)	
<b>Restrictions:</b>	
<b>Crosslisted with:</b>	
<b>Shared with:</b>	
<b>Credit will be given for only one of the following courses:</b>	
<b>Will this course be offered at another location or through an alternate delivery method?</b> No	
<b>Catalog Description:</b> An introduction to basic concepts in the assessment of second language knowledge. Issues of reliability, dependability, construct validity, utility, and washback on instruction are examined.	
<b>Reason for proposal/comments:</b> This course is needed for the new M.A. in Second Language Acquisition.	
<b>Proposal affects degree requirements?</b> Yes	<b>If so, has PCC proposal been submitted?</b> Yes
<b>Early Warning Grades:</b> Yes	<b>Inclement Weather Procedures:</b> Yes
<b>Academic Integrity / Honor Pledge:</b> Yes	<b>Accommodations for students with disabilities:</b> Yes
<b>Learning Outcomes:</b> Students will understand the basics of assessment design, test specifications, performance analysis, norm and criterion referencing, and standard setting for language assessment.	
<b>Assessment Policy:</b> Class participation self assessment (20%) Participation is defined as 1) attendance at class sessions; 2) active participation in group discussion and class discussion; 3) timely reading of assignments before class meetings; 4) timely preparation of materials for in-class use; 5) on-time submission of assignments. Test specimen review (20%) This task entails finding a test or assessment task that is currently used in an institutional setting. The test or assessment task must be reverse engineered' to find what kind of test specifications the designer had most likely used. The test will need to be examined in terms of its purpose, reference, and type. Take-home review (30%) Key concepts from lectures, discussions, and readings will be presented as vignettes. Your task will be to correctly identify and classify key concepts based on the descriptive information in the vignettes. Test development/analysis project (30%) Students have the option of a) developing a test or assessment instrument, or b) conducting a Rasch analysis on a data set they have collected themselves or from one lent by the instructor. In the case that a development project is chosen, the student will need to provide information about test/task purpose, specifications, sample items, referencing, and typology. Option b requires the student to conduct a Rasch	

analysis and provide an interpretation of the results in light of reliability, facet structure, person, judge, and item model fit. Students will be required to make a short presentation to the class at the end of the term.

**Text/Resource Materials:** Bachman, L, and Palmer, A. (2010). Language assessment in the real world. Oxford, UK: Oxford University Press.

**Course Pedagogy and Format:** Syllabus

- Week 1 Fundamental testing concepts
- Week 2 Reliability and dependability
- Week 3 Norm and criterion referencing
- Week 4 Performance Assessment
- Week 5 Task-based Assessment
- Week 6 Rater training and management
- Week 7 Standard setting methods
- Week 8 Content validity
- Week 9 Construct validity: nomological networks
- Week 10 Predictive validity
- Week 11 Systemic and ecological validity
- Week 12 Washback effects and consequential validity
- Week 13 Building test systems
- Week 14 Language tests in program evaluation

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College/School PCC Chair (print name, sign, date)

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Senior Vice President & Provost

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**University of Maryland Course Proposal Form**

Department/Program: SLAA

College/School: ARHU

Action: add

**VPAC log no.: 0949771E**

Date initiated: 08/19/11

Unit Code:012025001250101

ACAF log no.:

<b>Course Prefix and Number: SLAA640</b>	<b>Transcript Title: PSYCHOLINGUISTICS</b>
<b>Title:</b> Psycholinguistics	
<b>Credits:</b> Minimum 3 Maximum 3	<b>Repeatable to a maximum of 0 if content differs</b>
<b>Hour commitment per week: Lecture: 3 Internship: Discussion: Laboratory: Seminar:</b>	
<b>Can this course be waived through an AP exam?</b> No	
<b>Has this course been approved to fulfill a CORE distribution requirement?</b> No	
<b>Grading Method:</b> Standard Graduate	<b>Formerly:</b>
<b>Prerequisite(s):</b>	
<b>Corequisite(s):</b>	
<b>Recommended course(s):</b>	
<b>Restrictions:</b>	
<b>Crosslisted with:</b>	
<b>Shared with:</b>	
<b>Credit will be given for only one of the following courses:</b>	
<b>Will this course be offered at another location or through an alternate delivery method?</b> No	
<b>Catalog Description:</b> An introduction to the field of psycholinguistics that covers speech perception, word recognition, sentence and discourse processing, speech production, and language acquisition. Basic concepts, research methods, major research topics, leading theories and related research findings, with implications of psycholinguistic theories and findings for second language studies.	
<b>Reason for proposal/comments:</b> required for new M.A. in Second Language Acquisition	
<b>Proposal affects degree requirements?</b> Yes	<b>If so, has PCC proposal been submitted?</b> No
<b>Early Warning Grades:</b> Yes	<b>Inclement Weather Procedures:</b> Yes
<b>Academic Integrity / Honor Pledge:</b> Yes	<b>Accomodations for students with disabilities:</b> Yes
<b>Learning Outcomes:</b> By the end of the course, students are expected to achieve the following objectives: a. understand the major theories/models of language processing, production, and acquisition covered in the course, ... b. become familiar with some of the major findings in each of the areas discussed, c. feel comfortable reading and discussing research articles similar to those discussed in class, d. have the working knowledge of some psycholinguistic experimental paradigms and related technology, and e. understand the relationship between applied linguistics, second language acquisition, and psycholinguistics, and have the potential to study applied linguistics and SLA from a psycholinguistic perspective.	
<b>Assessment Policy:</b> This course has a total of 100 points divided among the three assignments: term project 60%, study questions 30%, critiques 10%. The letter grade for the course is determined by the total number of points you receive, using the following criteria: A: 93 or higher, A-: 90-92, B+: 85-89, B: 82-84, B-: 80-81, C+: 76-79, C: 72-75, C-: 70-71, D: 60-69, F: 59 or lower.	
Regular attendance and active participation are critical to students' success in this class. Class roll will be taken at the beginning of or during every class. If you are late, it is your responsibility to let me know you are in class. A student may be dropped from this class if he or she has more than two unexcused absences. I suggest that you contact me before you have to miss a class. Tell me why you can't come to class so that I can determine whether the absence will be excused or not.	



**Text/Resource Materials:** 1. Textbook: Harley, T. (2001). *The Psychology of Language: From Data to Theory* (2nd Ed.). East Sussex, Britain: Psychology Press.

2. Additional Readings. Students are required to read additional research articles each week. See the daily syllabus for the articles designated for each week.

3. Additional Books/Articles for the Research Project/Term Paper. These articles are related to the topic of individual term papers students are working on and thus may vary among students. Students are responsible for finding their own articles that are relevant to and most helpful for their research projects. The following online database will be very useful for finding articles in psycholinguistics: .PsycInfo and LLBA (Linguistics and Language Behavior Abstract). Let me know if you need help using the database.

**Course Pedagogy and Format:** Study questions. Study questions will be given to students on a weekly basis. The purpose of these questions is twofold: to make sure students do the required readings before they come to class, and to help students become better focused in reading. The questions are always related to the designated topics and readings for the week. They are given to students a week prior to the discussion of the topic and readings. Students are expected to email their answers to the instructor before class, and bring a hard copy to class for discussion purposes.

Critiques. Each student is expected to do a critique of a research article and lead discussion of the article in class. The purpose of the critique is to help students read SLA research articles closely and critically. A sign-up sheet will be handed out on the first day of class so that students can pick their articles. A critique has the following two components:

a. Oral part: You will be given 20 minutes for summarizing and critiquing the article and 5 minutes for leading class discussion in class.

b. Written part: turn in a written critique at the end of the class on the day of your oral critique. It should be of 2 to 3 double-spaced pages.

Both the oral and written forms of your critique should include the following information:

a. the reference of the article: author(s), year of publication, title, journal name,

b. the purpose and the research question: what is the purpose of the project or the specific research question under investigation? Explain important concepts and definitions if necessary.

c. method information: participants (age, L1, L2, L2 level), materials, design, tasks/procedures, Dependent variable, independent variable,

d. results, findings, and conclusions: results from the study, summary of findings, the author's interpretation of the findings and conclusions.

e. your evaluation of the study: e.g., right question? appropriate method? reasonable interpretation of the findings? conflicting evidence?

Term project . Students are required to complete a term project in this course. There are three options for this assignment.

a. A research project -- a student can complete a research project that is related to one of the topics of this course and write a report on the project as the term paper. The project can be a simple replication of a published study, a study attempting to extend a published finding to a new participant population or a new language, or a study that examines a research question that has not been explored. Project ideas will be discussed in class in connection to various topics. A good report should have a well-defined research question, an adequate literature review, an appropriate research method, a clear presentation of the results, and a reasonable interpretation or explanation of the findings. Students are encouraged to discuss their research ideas with the instructor before they begin the project. Students may work in a small group for the project, but they have to write the report individually and independently.

While other options are available (see below), students are strongly encouraged to take the project option for their term project. Lab hours may be scheduled in the second half of the semester for students to learn to use experimentation and statistics programs for conducting psycholinguistic experiments.

b. A review paper -- a student can write a review paper in which he or she analyzes, synthesizes, and

evaluates the research done on a specific topic related to psycholinguistics or psycholinguistic study of second language acquisition and teaching. A good review paper for this course should have a specific rather than a general topic, a clear and well-supported theme, and an adequate coverage of information. It should include a minimum of 10 references.

c. A research proposal -- a student can also write a detailed proposal for a research project that investigates a psycholinguistic issue or an applied linguistic or SLA issue from a psycholinguistic perspective. A good project proposal should have a clearly defined research question, an adequate review of literature related to the question, detailed description of the method to be used, including such information as participants, experimental paradigms or test methods, test materials and other instruments, research design, dependent and independent variables involved, test procedures. The proposal should also list possible outcomes of the project and potential significances of the findings.

The term paper should be word-processed (12 point font, double-spaced), follow APA style, and 4-5 pages in length for the first option or 8-10 pages for the last two options.

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Dept. PCC Chair (print name, sign, date)

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College/School PCC Chair (print name, sign, date)

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Effective Term

**University of Maryland Course Proposal Form**

Department/Program: SLAA

College/School: ARHU

Action: add

**VPAC log no.: 0949772F**

Date initiated: 08/19/11

Unit Code:012025001250101

ACAF log no.:

<b>Course Prefix and Number: SLAA650</b>	<b>Transcript Title: SECOND LANGUAGE ANALYSIS</b>
<b>Title:</b> Second Language Analysis	
<b>Credits:</b> Minimum 3 Maximum 3	<b>Repeatable to a maximum of 0 if content differs</b>
<b>Hour commitment per week: Lecture: 3 Internship: Discussion: Laboratory: Seminar:</b>	
<b>Can this course be waived through an AP exam?</b> No	
<b>Has this course been approved to fulfill a CORE distribution requirement?</b> No	
<b>Grading Method:</b> Standard Graduate	<b>Formerly:</b>
<b>Prerequisite(s):</b> NONE	
<b>Corequisite(s):</b> NONE	
<b>Recommended course(s):</b> NONE	
<b>Restrictions:</b>	
<b>Crosslisted with:</b>	
<b>Shared with:</b>	
<b>Credit will be given for only one of the following courses:</b>	
<b>Will this course be offered at another location or through an alternate delivery method?</b> No	
<b>Catalog Description:</b> An overview of the field of linguistics with a particular attention to its application in SLA studies, introduces students to the basic concepts and skills related to the scientific study of language, and provides them with opportunities to apply these concepts and skills in the analysis of language. It covers topics such as phonetics, phonology, morphology, syntax, semantics, language acquisition, and language use.	
<b>Reason for proposal/comments:</b> required for new M.A. in Second Language Acquisition	
<b>Proposal affects degree requirements?</b> Yes	<b>If so, has PCC proposal been submitted?</b> No
<b>Early Warning Grades:</b> Yes	<b>Inclement Weather Procedures:</b> Yes
<b>Academic Integrity / Honor Pledge:</b> Yes	<b>Accommodations for students with disabilities:</b> Yes
<b>Learning Outcomes:</b> By the end of the course, students should be able to understand the basic concepts and methods related to the study of language, apply these concepts and methods of linguistic analysis in examining and comparing languages, demonstrate knowledge of the linguistic systems of English phonology and grammar, and the sociolinguistic and psycholinguistic processes involved in language use, and develop a positive attitude towards different languages, language varieties, and the field of linguistics.	
<b>Assessment Policy:</b> The requirements of this course include a mid-term exam (30%), a final exam (30%), and weekly in-class and after-class activities (40%, 3% for each week's activities Weeks 2 through Week 14, 4% for Week 15). This course has a total of 100 available points. The final letter grade is determined based on the following criteria: A=94-100, A-=90-93, B+=86-89, B=83-85, B-=80-82, C+=76-79, C=73-75, C-=70-72, D=60-69, F=59 or lower.	
<b>Text/Resource Materials:</b> O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2005). Contemporary Linguistics: An Introduction. (fifth edition). Boston: Bedford/St. Martin's.	
<b>Course Pedagogy and Format:</b> A combination of lectures, large and small group discussions, and individual and group activities will be used. The pedagogical emphasis is on the development of clear basic concepts involved in second language analysis and the skills in applying these concepts and analytical tools in analyzing linguistic structures from a second language perspective.	
Weekly Syllabus	
WK Date Topics Readings & Notes	
1 8/20 Course Overview; Introduction to Linguistics Chapter 1	

- 2 8/27 Phonetics Chapter 2
- 3 9/3 Labor Day; No Class
- 4 9/10 Phonology (1) Chapter 3 (Sections 1-4)
- 5 9/17 Phonology (2) Chapter 3 (Sections 5-6)
- 6 9/24 Morphology (1) Chapter 4 (Sections 1-2)
- 7 10/1 Morphology (2) Chapter 4 (Sections 3-6)
- 8 10/8 Syntax (1) Chapter 5 (Section 1)
- 9 10/15 Syntax (2) Chapter 5 (Sections 2-5);
- Midterm Exam Assigned
- 10 10/22 Semantics (1) Chapter 6 (Sections 1-2);
- Midterm Exam Due
- 11 10/29 Semantics (2) Chapter 6 (Sections 3-4)
- 12 11/5 First Language Acquisition Chapter 11
- 13 11/12 Second Language Acquisition Chapter 12
- 14 11/19 Psycholinguistics Chapter 13
- 15 11/26 Language in Social Contexts Chapter 15
- 16 12/3 Review and Wrap-up ;Final Exam Assigned

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