

Spanish Linguistics PhD Graduate Handbook

School of International Letters and Cultures

(Updated Summer 2021)

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INTRODUCTION

The Spanish Linguistics Graduate Handbook provides Spanish linguistics graduate students with guidelines to complete the degree requirements of the Ph.D. program in Spanish Linguistics. It outlines the academic standards, policies, and procedures that govern them. It should be used together with the existing Arizona State University Graduate Policies and Procedures. It is the students' responsibility to comply with all university, school, and faculty requirements and to be thoroughly familiar with the content of this handbook. When in doubt, you should consult your mentor, the Spanish Linguistics Graduate Advisor, and the SILC graduate coordinator.

Arizona State University is an affirmative action/equal employment opportunity institution and does not discriminate on the basis of an individual's race, color, religion, sex, sexual orientation, national origin, citizenship, age, disability, Vietnam-era veteran status, special disabled veteran status, or any other unlawful discriminatory grounds in its programs or employment.

Tempe, August 2020

Teaching Assistantships

Student Accessibility and Inclusive Learning Services

<https://eoss.asu.edu/accessibility>

Disability impacts people of all races, ethnicities, cultures, religions and genders. The ASU Student Accessibility and Inclusive Learning Services (SAILS) supports an environment in which the diversity and variety of human experiences are respected and appreciated. It recognizes and values the unique history of each student and is committed to providing a safe and welcoming atmosphere and being sensitive to the needs of all students.

The center establishes eligibility for services and accommodations for qualified students with disabilities. For your convenience, there is a Student Accessibility and Inclusive Learning Services located on each of the four ASU campuses. Students with disabilities are encouraged to visit the SAILS on their specific campus to register and request accommodations. Special accommodations can be made for: testing, note-taking, laboratory work, transportation, rides and other needs. For information, visit <https://eoss.asu.edu/accessibility> or contact any SAILS office by phone: (480) 965-1234 or email: DRC@asu.edu.

Registering with SAILS does not change or waive Graduate College policy or time limits for degrees. If you need an extra accommodation because of a disability and you are registered with SAILS for this disability, you may petition the Graduate College for an exception to the policy (such as a time extension), citing your disability. The ASU Graduate College will review your individual situation and determine whether a policy exception is warranted. If you use the disability as justification in the petition, you will need to supply the Graduate College office with a release of information.

Compassionate or medical withdrawal

<https://thecollege.asu.edu/resources/medical-withdrawal>

You may request a compassionate or medical withdrawal if you experience a serious illness or injury or other significant personal situation that prevents you from continuing your classes. You should consult your mentor, the Spanish Linguistics Graduate Representative, and the SILC graduate coordinator.

Health and counseling services

Health services: <http://eoss.asu.edu/health>

Counseling services: <http://eoss.asu.edu/counseling>

ASU Health Services provides accessible health care for all ASU students right on campus. ASU Counseling Services provides confidential, personal counseling and crisis services for students experiencing emotional concerns, problems in adjusting and other factors that affect their ability to achieve their academic and personal goals. Additional resources for wellbeing can be found here: [Graduate Wellness Resources](#) and [10 Best Practices in Graduate Student Wellbeing](#).

Academic Integrity

The highest standards of [academic integrity](#) and compliance with the university's [Student Code of Conduct](#) are expected of all graduate students in academic coursework and research activities. The failure of any graduate student to uphold these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the university. Violations of academic integrity include, but are not limited to: cheating, fabrication of data, tampering, plagiarism, or aiding and/or facilitating such activities. At the graduate level, it is expected that students are familiar with these issues and that each student assumes personal responsibility in their work.

Satisfactory Academic Progress

For information on the university's policy regarding student academic progress (SAP), please visit the [Satisfactory Academic Progress](#) webpage.

Discrimination complaints (Title IX)

<https://www.asu.edu/titleIX/>

Teaching Assistantships

Any complaint of alleged discrimination or harassment in employment, educational programs, or activities because of race, color, religion, national origin, citizenship, sex, sexual orientation, gender identity, age, disability and qualified veteran status, may be led with the Office of Equity and Inclusion for investigation and resolution. Any employee or student may visit with the office's staff to confidentially discuss any concern without fear of jeopardizing job or academic standing within the university. Call (480) 965-5057.

ASU Graduate Policies and Procedures

Please visit the Graduate College's [Graduate Policies and Procedures](#) handbook.

Spanish Linguistics Ph.D. Admission Requirements

Please visit the Spanish Linguistics PhD degree search page for Admission Requirements.

Archived Handbooks

Previous versions of all SILC graduate program handbooks can be found in the SILC intranet as well as the SILC Canvas. Current students who are not able to access either the intranet or Canvas should contact the Graduate Program Student Services Support Coordinator.

Scholarship/Fellowships/Awards

For Scholarship/Fellowships/Awards, please visit the [SILC Website](#) as well as the [ASU Graduate College Website](#), and [The College of Liberal Arts and Sciences](#).

Other resources: [Graduate and Professional Student Association](#) (GPSA), [Institute for the Humanities Research-ASU](#), [ACMRS Academic Programs Awards and Grants](#).

Student Academic Progress

For information on the university's policy regarding student academic progress (SAP), please visit the [Satisfactory Academic Progress](#) webpage.

Entrepreneurship + Innovation

Do you have an idea for a product or service that could solve a problem, fill a need or enhance people's lives? [Entrepreneurship + Innovation](#) at Arizona State University connects you to the information, resources and people that can help you turn your ideas into reality.

Continuous Enrollment

Once admitted to a graduate program, students must be registered for a minimum of one credit hour during all phases of their program. Students must register for graduate level credit every fall and spring semester from admission to graduation. Summer registration is not required unless students are taking examinations, completing culminating experiences, conducting a doctoral proposal/prospectus, defending their dissertations or graduating from the program. Grades of "W" and/or "X" are not considered valid registration for continuous enrollment purposes. To review the full continuous enrollment policy, please see the Graduate College's [Graduate Policies and Procedures Handbook](#).

Mentoring

We provide mentoring from the moment you are accepted through graduation. If you have any questions about your mentor, you may contact your graduate advisor. Your mentor will help you navigate not only course selection and scholarly research but also professional development options. You are free to change mentors at any time should your research areas or interests change.

Coursework

Students register for all coursework online through their MyASU page. Graduate-level courses are those numbered 500 or higher. Details regarding registration and course drop/add procedures are provided in the [Registration and Tuition Payment Guide](#). You should always consult with your mentor and graduate representative before registering.

Teaching Assistantships

Retention

All students are expected to make systematic progress toward completion of their degree. This progress includes satisfying the conditions listed below, and achieving the benchmarks and requirements set by this degree program. If a student fails to satisfy the requirements of their degree program, and/or benchmarks below, the student may be dismissed from their program based on the unit's recommendation to the Graduate College.

- Ph.D. students are required to maintain a 3.6 GPA. Students who at any time fall below these averages will be immediately put on probation for the following semester. If, during that semester, they do not meet minimal requirements, we will recommend to the Graduate College dean that the student be dismissed from the program.
- Grades of C and below do not meet the requirements of a graduate degree.
- Satisfy all requirements of the graduate degree program.
- Successfully pass comprehensive exams, qualifying exams, foreign language exams, and the oral defense of the proposal/prospectus for the thesis or dissertation.

Review and Dismissal

After the first year, all students will be reviewed annually. Students whose progress is found deficient will be informed in writing to that effect by the Graduate Advisor of Spanish Linguistics Graduate Studies. Students whose progress is unacceptable or who do not make adequate progress to degree will be dropped from their degree program.

Incompletes

Please visit the [ASU Student Services Manual \(SSM\)](#) for the incomplete grade policy.

Reading and Conference

Reading and Conference courses should not duplicate courses that are available in the catalog or by Special Topic. The Graduate Representative is responsible for authorizing such work. Appropriate forms are available in the departmental office. Please visit the ASU Catalog for the [Classification of Courses](#).

Internships

The internship course for Spanish is SPA 584/684/784. Although students may not use internship credit as a substitution for courses required by the program, internship courses may be used on the iPOS as part of the total hours for the degree. One (1) credit hour may be awarded per 50 hours of internship work with prior approval. For more information on internships visit the [ASU Career and Professional Development Services](#).

Leave of Absence

Once admitted to a graduate degree program or graduate certificate program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. If a student cannot meet this requirement, they must request a leave of absence, which can be done as a petition through the Interactive Plan of Study. Once submitted, the petition must be approved by the academic unit and Graduate College before the anticipated semester of non- registration. Students may request up to two semesters of non-registration during their graduate program.

Withdrawal

Voluntary withdrawal from ASU: If a student wishes to withdraw from his/her graduate degree program and the university, they must complete the [Voluntary Withdrawal Form](#). Students must separately complete the appropriate forms with the University Registrar to withdraw from their courses. International students should contact the [International Student and Scholars Center \(ISSC\)](#) before submitting a Voluntary Withdrawal form, as it most likely will affect their visa status.

Voluntary withdrawal from a graduate degree program: If a student wishes to transition from one graduate degree program to another graduate degree program, the student should complete the *Voluntary Withdrawal form*. The student

Teaching Assistantships

should not take this action until they have been admitted to the other graduate degree program.

Other types of withdrawal: There are appropriate circumstances when students may need to withdraw from the university (i.e. medical withdrawal, compassionate leave). The policies for such withdrawals are the same for both undergraduate and graduate students. Types of withdrawals and procedures can be found at the [University Registrar's Office](#).

Graduation Process

Apply to Graduate: <https://students.asu.edu/registration/graduation-apply>

Graduation Deadlines: <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/graduation-deadlines>

International Students

Students who need assistance with visas, immigration status, or other immigration questions should contact the [International Student and Scholars Center \(ISSC\)](#).

Interactive Plan of Study (iPOS)

Graduate students will file their Doctoral Plan of Study using a secure online process called the Interactive Plan of Study (iPOS). This electronic process will guide you through a step-by-step process and present a list of eligible courses to choose from. A number of edits are built in to ensure that students have met university requirements prior to submitting their iPOS. Students must submit their iPOS by the time they have enrolled for 50 percent of the minimum credit hours required for their degree program. Students will be able to login to review the status at any point along the way.

Transfer Credits

Credit hours completed at ASU or at another regionally accredited U.S. institution or international institution officially recognized by that country, before the semester and year of admission to an ASU graduate degree program, are considered pre-admission credits. With the approval of the academic unit and the Graduate College office, students may include a maximum of 12 graduate-level credit hours with grades of "B" or better that were not used towards a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree or certificate program to be accepted.

Grade Appeals/Grievances

A. The aggrieved student must first undergo the informal procedure of conferring with the instructor, stating any evidence and reasons for questioning that the grade received was not given in good faith. The instructor is obliged to review the matter, explain the grading procedure used and show how the grade in question was determined. If the instructor is a graduate assistant and this interview does not resolve the difficulty, the student may then take the problem to the faculty member in charge of the course (regular faculty member or director of the course sequence).

B. If the grading dispute is not resolved in step A, the student may appeal to the department chair or other appropriate chair of the area within the department (if any). The department chair may confer with the instructor to handle the problem. Step B applies only in departmentalized colleges or schools.

C. If these discussions are not adequate to settle the matter to the complainant's satisfaction, the student may then confer with the dean of the college or school concerned (or the dean-designate) who will review the case. If unresolved, the dean or designate may refer the case to the college or school academic grievance hearing committee to review the case formally. In most instances, however, the grievance procedure does not go beyond this level.

University Resources

[ASU Libraries](#), [Graduate Student Writing and Academic Centers](#), [Graduate & Professional Student Association](#), [Provost's Office](#), [Career Services](#), [Campus Parking](#), [Student Business Services](#), [Sun Devil Student ID Card](#), [IT Help](#), [Memorial Union](#), [Campus Dining](#), [Student Banking](#), and [Student Organizations](#)

Teaching Assistantships

PhD students admitted to our graduate program and offered a TAship receive either a four or five-year funding guarantee, which includes a stipend, health insurance and tuition remission for the required 54/84 credit hours. Funding is provided through teaching assistantships. In the Spring, you will receive a memo for you to indicate your interest in being a TA for the upcoming semester. Assignments are based on the school's needs, faculty requests, student interests, experience and course schedules. International students are required to meet Graduate College's language proficiency requirement found here: <https://learnenglish.asu.edu/international-teaching-assistant>.

Selection of Teaching Assistants for Academic Year Appointment

Ph.D. students with funding who demonstrate satisfactory progress toward completion of degree requirements will be supported for four years (54 credits) or five years (84 credits). Their teaching performance should be satisfactory. TAships are only granted beginning in the fall semester. Applications will be processed by the Spanish Linguistics graduate committee. The Orientation and SPA 596 Second Language Methodologies course are required of all graduate students who hold TAships. This course needs to be taken in the first fall semester. Failure to attend the Orientation and enroll in the SPA 596 course will automatically cancel the Teaching Assistant contract. TAs are also required to attend teaching-related meetings, orientations, and workshops for the time they hold a TAship.

Students with a TA must enroll for a minimum of six (6) non-audit units each Fall and Spring semester of their associate appointment. TAs may not hold any additional or outside employment beyond their TAship during the Fall or Spring semesters (although they may in the summer). Engaging in such activities may result in the termination of your assistantship. Additionally, students who have accepted a TA offer must reside in the Phoenix Metropolitan area, regardless of course instruction mode.

For more Graduate College policies and procedures for Teaching Assistantships, please see this page: https://graduate.asu.edu/sites/default/files/ta-ra-policies-and-procedures-handbook-8-4-2017_0.pdf

Selection of Teaching Assistants for Summer Sessions

Students interested in being considered for summer appointments as FAs must submit applications separate from applications for the next academic year. The Spanish faculty head will review applications and, in light of the needs of the Spanish Program, a decision will be made regarding the positions, sessions, classes, and times awarded. Selection will be based on the results of the Evaluation Criteria (see below).

The Spanish faculty recognizes its obligation to provide continuous appointment for as many graduate students as possible during the summer months. However, no one is guaranteed a summer appointment because summer courses are subject to enrollment constraints and cancellations. Furthermore, *appointment to summer teaching positions is contingent on the needs and budgetary allowances of SILC*. Ordinarily, such appointments will be to teach the 100 and 200 levels and qualifications for such openings will be the same as during the regular academic year. Should openings occur at the 300 level, the teaching assistant should comply with the criteria established by the Spanish section. Applicants for summer positions must have been Teaching Assistants during at least one semester of the previous academic year.

Criteria for Candidates for 300-Level Teaching Assistant

The candidate must have taught at the 100 and 200 level (including 202 at ASU) with excellent evaluations by both students and TA Supervisor. Two of the candidate's last four evaluations must be presented. Candidates should be able to work independently and as a team, toward which a good recommendation in this area from their former TA supervisor will be required. Candidates need to be informed about modern methods and approaches to teaching, the proficiency movement, ACTFL scale, etc., and they should have taken a formal methods course in recent years. All candidates interested in teaching at the 313-314 level will be interviewed by the TA supervisor to discuss their teaching expertise and knowledge of methods. Candidates should present a lesson plan for a week for 313 and are expected to have visited both 313 and 314. Candidates should have received excellent teaching evaluations (1.50 or better) from their students and from their supervisor. The Faculty Head of the Spanish and Portuguese Program, the Graduate Representatives of the Spanish Graduate Program, and the Director of the Spanish Language Program must approve all appointments of TAs to teach at the 300 level.

Connected Academics



As a PhD student in our program, you will be part of our Connected Academics initiative and a Connected Academics Scholar. Arizona State University is one of three universities nationally chosen by the Modern Language Association and the Mellon Foundation to reimagine PhD education in the humanities for the twenty-first century. Through the MLAMellon Connected Academics Grant, we have designed programs that advances your career goals. Connected Academics enriches the experience of earning a doctoral degree in languages and literatures through augmented curricula, expanded para-curricular development, and extensive mentoring.

Preparing Future Faculty and Preparing Future Scholars (PFx)

Stemming from the nationally recognized Preparing Future Faculty (1993) (PFF), and the more recently developed Preparing Future Scholars (2013) (PFS) professional development programs, PFX (2017) provides doctoral students, MFA students, and postdocs with an overview of the requirements, career development skills, and plan stratagems necessary for a competitive career.

During PFX you will learn about the various roles of faculty members (research, scholarship, creative activity, teaching, service) as well as administrators, entrepreneurs, and leaders in industry, government, and other non-profit sectors. PFX will help you gain multiple perspectives and develop the skills needed for a successful career inside and outside of academia.

Doctoral Student Internships

As you develop your areas of expertise, you may pursue an internship opportunity within an organization outside your academic program. Internships may involve work in other disciplinary areas at ASU, partner educational institutions (K12, community college, or four-year), cultural organizations, other non-profits, or industry. Internships are designed to extend learning opportunities beyond the classroom as they allow you to gain hands-on experience in professional work environments related to your academic and career interests. An internship will provide you with a breadth and depth of experience, opportunities for you to apply principles learned in and outside the classroom, observe professionals in action, develop specific skills, and better understand structures of structures of diverse work environments.

Professional Development Workshops

Connected Academics sponsors monthly professional development workshops to assist students in broadening skill sets applicable to diverse career pathways and fostering a professional identity. Past workshops have included the following:

- 8226 “Theory-to-Practice: Pitching Your Research” with Michael Manning
- 8226 “Developing Digital Identities” with Dr. Devoney Looser and Shannon Lujan
- 8226 “An Evening of Career Diversification” with Ruby Macksoud and Dr. Kalissa Hendrickson
- 8226 “Alternative Career Pathways for Humanists” with Dr. Mary O'Reilly and Dr. Jacqueline Hettel
- 8226 “Intentional Academic and Professional Development” with Dr. Alejandro Lugo and Dr. Michael Simeone
- 8226 “Voice Matters: An Introduction to the Production of Audio Text” with Dr. Ames Hawkins

Innovative Graduate Certificates

The Connected Academics program is launching Graduate Certificates in Humanities and Social Sciences Methodologies, in Digital Humanities, in Teaching in Higher Education, and in Computer Assisted Language Learning to offer a broader graduate education and enhance student's academic and professional profiles.

PhD in Spanish Linguistics

The Spanish Section in the School of International Letters and Cultures offers the Doctor of Philosophy in Spanish Linguistics degree. To complete the Ph.D. in Spanish Linguistics degree the student needs 84 credit hours of graduate level work (see Schedule of Milestones in the Ph.D. Program at the end of the handbook). Incoming students with a MA in Spanish will need 54 credit hours of graduate level work (see Schedule of Milestones in the Ph.D Program at the end of the handbook).

All incoming Teaching Assistantship holding students starting the graduate program in Spanish are required to take SPA 596 (Spanish Language Methodologies) during the first fall semester of their plan of study. In the second or third year they will take, GRD 791 [Preparing Future Faculty and Scholars (PFx, 1 credits)]

The focused area of study within the degree program may be the following tracks:

- Spanish Second Language Acquisition and Teaching
- Spanish Heritage Language and Sociolinguistics Studies

For both tracks within the Spanish Linguistics PhD program, the final diploma reads “Degree of Doctor of Philosophy Spanish Linguistics in the College of Liberal Arts and Sciences.

Tracks are a list of systematic courses that take up a portion of the coursework (18 credit hours, see below Schedule of Milestones in the Ph.D Program). Tracks appear neither on the student’s transcript nor on the diploma. If a student needed to provide evidence that they took the track, they would simply provide the course list from their transcript.

Tracks:

The Spanish Heritage Language and Sociolinguistics Studies track offers advanced interdisciplinary graduate training that combines key areas in Spanish heritage language research & pedagogy, bilingualism, and Spanish sociolinguistics. The student will take the following core and required courses:

Core Course		3
SPA 543	Structure of Spanish	3
Track Courses (select 3 in consultation with supervisory committee)		9
SPA 541	Spanish Language in America	3
SPA 542	Studies in the Spanish of the Southwest	3
SPA 598	Topic: Bilingualism	3
SPA 691	Topic: Heritage Language Research	3
SPA 691	Topic: Advanced Sociolinguistics	3
Other Required (may be substituted with approval of supervisory committee)		19
COE 502	Intruduction to Data Analysis (or approved equivalent)	3
GRD 791	Topic: Preparing Future Faculty and Scholars (PFx)	1
SPA 544	Spanish Phonology	3
SPA 546	Heritage Language Pedagogy	3
SPA 598	Topic: Research Methods for Linguists	3
SPA 598	Topic: Sociolinguistics	3
SPA 598	Topic: Spanish Second Language Acquisition	3
Research and Electives		41
Courses chosen in consultation with supervisory committee		
Culminating Experience		12
SPA 799	Dissertation	1-12

PhD in Spanish Linguistics

The Spanish as a Second Language and Teaching track offers advanced interdisciplinary graduate training that combines key areas in second language acquisition and teaching, applied linguistics, heritage language pedagogy, and language program administration. The student will take the following core and required courses:

Core Course		3
SPA 543	Structure of Spanish	3
Track Courses (select 3 in consultation with supervisory committee)		9
LIN 557	Computer Assisted Language Learning (CALL)	3
SPA 598	Topic: Applied Linguistics	3
SPA 598	Topic: Bilingualism	3
SPA 598	Topic: Language Program Administration	3
SPA 598	Topic: Spanish Applied Linguistics	3
Other Required Courses (may be substituted with approval of supervisory committee)		19
COE 502	Intruduction to Data Analysis (or approved equivalent)	3
GRD 791	Topic: Preparing Future Faculty and Scholars (PFx)	1
SPA 544	Spanish Phonology	3
SPA 546	Heritage Language Pedagogy	3
SPA 598	Topic: Research Methods for Linguists	3
SPA 598	Topic: Sociolinguistics	3
SPA 598	Topic: Spanish Second Language Acquisition	3
Research and Electives		41
Courses chosen in consultation with supervisory committee		
Culminating Experience		12
SPA 799	Dissertation	1-12

The Ph.D. Supervisory Committee

As a reference person to start navigating the Ph.D. program, upon acceptance into the program, all students accepted into the doctoral program in Spanish will have a mentor. This mentor does not have to be part of the Ph.D. Supervisory Committee.

Down the road, all students in the doctoral program in Spanish Linguistics will chose a Chair of the Committee and form a three-member Supervisory Committee from the Spanish Linguistics Graduate Faculty and the Affiliated Spanish Graduate Faculty lists (see below). The Chair of the student's Supervisory Committee serves as the primary mentor to the student as well as the Director of the dissertation.

The three members of the student's supervisory committee for the dissertation will represent a balance between the areas in Spanish linguistics. One of the three can be from the Affiliated Spanish Graduate Faculty at the dissertation stage. Please visit <https://graduateapps.asu.edu/graduate-faculty/degree/G8> for a list of the Spanish Graduate Faculty. Affiliated Spanish Graduate faculties can serve as members of Supervisory Committees, not as Committee Chairs / Dissertation Directors.

Change of Ph.D. Supervisory Committee

It is understood that, for valid professional reasons expressed in writing to the Spanish Linguistics Graduate Advisor, a student may request a change in the membership of his/her Supervisory Committee. This change shall be submitted through the iPOS system with prior approval.

Language Reading Knowledge Requirement

Each prospective doctoral candidate is expected to demonstrate a reading knowledge of one language other than English

PhD in Spanish Linguistics

and Spanish. The student will choose the language in consultation with his/her Supervisory Committee. The Language Reading Knowledge Requirement must be satisfied before the candidate is eligible to take the Ph.D. Comprehensive Examination.

Students may satisfy this requirement in three ways:

1. Students may take a reading knowledge course in the language (i.e. FRE 550, GER 550, POR 593). Students must pass the course with a C or better to use it towards satisfying the requirement.
2. Students may take and pass the Graduate Foreign Language Exam to show reading knowledge.
3. Students may receive a waiver from a faculty member who teaches the language in which they wish to show reading knowledge.
4. The students may produce a diploma proving their proficiency in the language.

Administration of Qualifying Exam

The Qualifying Exam allows the graduate student to demonstrate a specialized knowledge of the fields most relevant to support the planned dissertation research. The exam has three parts/questions and is administered from 8am to 5pm on the first Friday after Spring Break. Three essay responses totaling approximately 11-14 double-spaced pages will be written. The qualifying exam will be taken in the spring of the student's second year. The qualifying exam will be based on the Reading List (See Appendix A). The exam is graded on a Pass/Fail basis.

If the exam is not passed, the student may retake it the following semester (Fall). Passing the second attempt at the qualifying exams, a student would be able to continue in the program. If a student fails the exams a second time, they will be dismissed from the PhD program but may pursue a terminal master's degree in that same fall semester with the submission of a portfolio. The portfolio should contain:

In order to take the qualifying exam, students must have completed 24 credit hours (no incompletes) prior to the Spring semester in which they will take the exam.

I. For students showing more interest in SLA

Part I

A. Research Methods or Stats: answer 1 of 2 questions; length=1000 words; 30%

B. Phonology or Syntax (TBD), Sociolinguistics, HL pedagogy: answer 1 of 2 questions; length=1000 words; 30% 30%

Part II

SLA: answer 1 of 2 questions; length=1500 words; 40%

II. For students showing more interest in Sociolinguistics

Part I

A. Research Methods or Stats: answer 1 of 2 questions; length=1000 words; 30%

B. Phonology or Syntax, SLA or Heritage Language Pedagogy: answer 1 of 2 questions; length=1000 words; 30%

Part II

Sociolinguistics: answer 1 of 2 questions; length=1500 words; 40%

III. For students showing more interest in Heritage Language Pedagogy

Part I

A. Research Methods or Stats: answer 1 of 2 questions; length=1000 words; 30%

B. Phonology or Syntax, SLA or Sociolinguistics: answer 1 of 2 questions; length=1000 words; 30%

Part II

Heritage language pedagogy: answer 1 of 2 questions; length=1500 words; 40%

Administration of Comprehensive Exam

The comprehensive examination will be given at the completion of the student's course work. The Ph.D. Comprehensive Examination in Spanish consists of a *written examination*. The candidate is responsible for compliance with all requirements set by the Graduate College, SILC, the Spanish graduate committee, the examining committee, and the section.

Guidelines for the Written Comprehensive Examination (Linguistics)

The written examination consists of three segments:

1. *Theoretical and foundational issues and empirical research in Spanish linguistics*
2. *Primary field of study*
3. *Dissertation topic: Methodology*

Before scheduling the oral examination, students will need to submit a single-authored either published or publishable paper to be approved to begin the written portion of the examination. The written exam consists of three segments. Each segment of the Comprehensive Exam will consist of an essay question. The student will have *one week* writing time to elaborate the answer. The written essay should be between 20 and 25 double-spaced pages, excluding bibliography. It is strongly advised that the student completes the written part of the comprehensive examination within one semester or summer. Candidates will be required to write at least one of the exams in Spanish. It will be the responsibility of the student's Supervisory Committee to discuss the scope of each segment in the examination.

As each segment is finished, the examination will be given to the SILC Graduate Program Student Services Support Coordinator who will route the complete examination to the chair of the Supervisory Committee. The chair will then distribute the examination to the committee for reading and assessment once all the segments have been submitted. Each committee member will grade each answer to each segment of the comprehensive examination as follows:

A4	B3	C2	D1
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After all three written answers to exam segments have been reviewed by all committee members, the Supervisory Committee Chair will collect the grades. The Chair will inform the committee members and the candidate of the results via email. In order for the student to pass each segment, the average of all answers in that segment must be a minimum of **3.0** points.

Failing the comprehensive examination(s) is considered final unless the supervisory committee recommend and the Dean of the Graduate College approve a re-examination. Only one reexamination is permitted. A petition with substantial justification for re-examination, endorsed by the members of the student's supervisory committee and the head of the academic unit, must be approved by the Dean for the Graduate College before a student can take the examination a second time. Reexamination may be administered no sooner than three months and no later than one year from the date of the original examination. The Graduate College office may withdraw a student from the degree program if the student's petition for re-examination is not approved, or if the student fails to successfully pass the retake of the comprehensive examination(s).

The Supervisory Committee Chair is responsible for discussing the results of the comprehensive exam with the candidate as well as directing her/him to discuss the exam with other members as needed and/or requested. In the event that the candidate obtains a passing score of **3.0** or above on each of the three exam segments, s/he will normally proceed to the dissertation proposal defense within 3 months from the time the results of the written examination were communicated to him/her.

The Proposal Defense

Guidelines for the Ph.D. Dissertation proposal defense

If the Ph.D. Comprehensive Examination is passed, it will be followed, within 3 months, by a dissertation proposal defense. In consultation with the Supervisory Committee, the student will prepare a dissertation proposal, of 25-40 pages, followed by a formal, public presentation of the proposal.

Dissertation Proposal

The Dissertation Prospectus should be developed by the student in consultation with his/her Supervisory Committee. Although guidance is provided, the student is expected to work independently in the proposal writing. The prospectus will usually run from 25 to 40 pages, excluding the supporting bibliography, which should list all major sources. Although the Dissertation Committee shall make the final decisions related to format and length of proposal, the following format is suggested:

1. Title Page
2. Introduction
3. Statement of the Problem
4. Review of Existing Research Relevant to Doctoral Project
5. Research Questions and/or Hypotheses
6. Methods and Procedures
7. Data analysis
8. Limitations
9. Tentative Dissertation Chapters
10. References (limited to those cited in the proposal)
11. Appendices (if necessary)

The Doctoral Dissertation

The dissertation is the document presented by a candidate for the Ph.D. in demonstration of the ability to conduct documented scholarly research in conformance with the prevailing standards of humanistic scholarship in general and Hispanic scholarship in particular.

Dissertations are prepared under the direction of a three-member supervisory committee and are defended publicly. The Director of the dissertation is the Chair of the student's Supervisory Committee and is primarily responsible for ensuring its completion in conformance with prevailing scholarly standards. Pursuant to guidelines established by the College Education, the Director of the dissertation fulfills a mentor role with respect to the student, setting the focus of the research project, guiding the candidate in all phases of his/her work, and maintaining the highest possible academic standards. The candidate should obtain the *Format Manual*, available in the College. Please visit <https://graduate.asu.edu/format-manual> for the Graduate Education Formal Manual.

The members of the committee need timely access to the draft of the dissertation—in order to afford them the chance to make comments for substantive changes toward accuracy of research, information, and exposition. The Director of the dissertation and the candidate share the responsibility of providing members of the committee with drafts of each chapter in progress for their examination and the opportunity to suggest modifications prior to the typing of the final draft for the oral defense.

The candidate is responsible for providing committee members with a copy of the final manuscript of the dissertation at least ten working days prior to the date of the oral defense. Any substantive changes made between this date and the defense must be communicated in writing to the committee members before five working days of the date of the oral defense. In the event of differences of opinion, the candidate is responsible for retaining the copies of the drafts with the suggestions of the committee members and providing a reasonable defense for their inclusion or exclusion.

The candidate cannot request the defense of the dissertation until all Supervisory Committee members consider it convenient and once they have had the opportunity to see the manuscript in its entirety and have been able to discuss it with the candidate, *and until the majority of them are satisfied with its scholarly substance*. Due to the complexity of the process, students should submit a complete draft of their dissertations at least two months prior to their desired doctoral defense date. A final document, approved by all members of the committee, needs to be submitted ten days before the defense. Members of the Supervisory Committee are requested to put their comments on the scholarly substance in writing, and the Director of the dissertation will be responsible for circulating them among the members of the committee. If there are serious substantive questions raised by the other committee members, the whole Supervisory Committee should meet to resolve them.

Masters in Passing

The MIP is an option for Ph.D. Students in the Spanish Linguistics program who may be interested in having a Master in Spanish degree. That said, Spanish may grant the master's-in-passing to Ph.D. students not already holding the Master of Arts (M.A.) in Spanish. Regularly admitted students in the doctoral program may be considered for the M.A.-in-passing when they have completed 30 hours of course work judged to be equivalent to the M.A. requirement.

Requirements: In order to satisfy the requirements of the masters-in-passing, doctoral students will submit a portfolio two article-length essays from separate periods (25 pages each) or one long essay or project (45-50 pages). After completing 30 hours of course work, the portfolio will be submitted to the chair of the student's dissertation committee to be reviewed by the dissertation committee.

Procedure: Ph.D. students who have met the above requirements and wish to be awarded the master's-in passing should submit a Masters in Passing Request. After approval in the department it will be submitted to the Graduate College. The Graduate College will confirm the student's eligibility for the master's-in-passing and then work with Graduate Admissions to make the necessary system changes that will allow the student to submit the master's-in-passing iPOS online through MyASU. Once that is done, the student will be sent an e-mail alerting them to file the iPOS. The student will submit the iPOS through the normal procedures to the department for approval.

Please note that the Graduation Office will not review the iPOS for a master's-in-passing until the student has applied for graduation. Once the student has applied for graduation, the graduation office will review the master's-in-passing iPOS. If the iPOS is approved, the Graduate College will also enter the culminating experience results at that time. The master's-in-passing will be awarded at the end of the semester, with all other degrees, per normal graduation procedures.

Evaluation of Continuing Graduate Students

Deadline for student evaluations is before February 1 of each academic year

Each academic year the advisor or the Chair of the student's Supervisory Committee and the Director of the Spanish Language Program are charged with submitting an evaluation of their students' academic progress and teaching performance.

Each student must present their faculty advisor or chair with a printout of his/her graduate courses taken at ASU (unofficial transcript) and file a brief self-evaluation addressing his/her academic progress, teaching and goals for the next academic year. Statements should include:

1. How many semesters of support s/he has received, including summers;
2. Has s/he filed the official plan of study, taken exams, participated at conferences;
3. Teaching record and pedagogical workshops;
4. Participation in departmental service
5. Participation in internships sponsored by SILC or ASU

It is the student's responsibility to submit all the required paperwork by the deadline and to ensure that his/her academic advisor has filed the appropriate report. Incomplete dossiers cannot be considered.

Evaluation Criteria

1. Academic evaluation (up to 5.5 points)
 - GPA, that is, Grades, Course work (up to 2)
 - Presentations at professional conferences
 - Publications in professional journals
 - Other achievements (grants obtained, honors received, etc.)
 - Progress towards degree
 - No grade of Incomplete on record (for summer teaching)
2. Teaching (up to 4 points)
 - Courses taught: students' evaluations (mean Average Score 5-point Likert score)
 - Evaluation by the Director of the Spanish Language Program
3. Service (up to 0.5 point)

The evaluation period is the calendar year (January to December).

Rights and Obligations of the Student Representatives



Graduate students will be represented on the Spanish graduate committee. Their representatives will have voice at previously established regular meetings. The right to voice at other meetings of the committee will be exercised through a member of the Spanish graduate committee who will serve as spokesperson for the graduate students at the committee sessions that do not require the presence of the student representatives. Delegation of the right to voice will be made in writing. Graduate Representatives can attend meetings of the Spanish graduate committee by request, except those that require discussion of personnel or personal matters.

Graduate Representatives represent the graduate students in their petitions or suggestions to the following School or University authorities:

1. Faculty Head of Spanish and Portuguese, SILC
2. Director of the Spanish Language Program
3. Director of the Spanish Heritage Language Program
4. Spanish Graduate Representative
5. SILC Director and SILC Associate Director of Graduate Studies
6. Spanish Linguistics Graduate Committee
7. University administrators in general, as the specific case requires and the chain of command permits.

Graduate Representative serve as a link between the different educational and administrative levels of the School and the Spanish graduate students. This will be achieved by the following means of communication:

- a. discussions
- b. Memoranda
- c. meetings, both regular and special
- d. posting on web page.

Student representatives will initiate the organization of graduate students' conference.

At the end of the spring semester, student representatives will organize annual elections of graduate representatives for the coming academic year.

Student representatives have the right to resign their position for either professional or personal reasons.

The representatives should conduct themselves according to the norms that professional behavior requires because they will frequently be privy to privileged or confidential information.

A representative may never represent another graduate student without the prior written authorization or request of that student.

Schedule of Milestones in the Ph.D. Program

Credits: 84 credit hours of graduate level work: 51 credits in SPA prefix courses (=18 graduate classes, including GRD 791 (1 credits), 18 credits of free choice (any combination of courses with a SPA prefix, non-SPA prefix, Independent Studies and/or Research and/or Internship), and 12 dissertation credits (SPA 799). Time to degree: 5 years.

All incoming Teaching Assistantship holding students starting the graduate program in Spanish are required to take SPA 596 (Spanish Language Methodologies) during the first fall semester of their plan of study, and GRD 791 [Preparing Future Faculty and Scholars (PFx) two credit hours] in the following fall.

All students with 84 credit hours must pass the qualifying exam after completing 24 credit hours of coursework.

To ensure success follow this pathway:

	Fall Semester		Spring Semester		Summer
1 st year	9 credits	3 classes (SPA) OR 2 classes (SPA) + SPA 596 (for TAs)	9 credits	3 classes (SPA)	
2 nd year	11 credits	3 classes (SPA) + GRD 791 PFX (1 credit)	9 credits	3 classes (SPA) Qualifying Exams (March)	
3 rd year	9 credits	3 classes + Language Exam I	9 credits	3 classes	Doctoral Exams
4 th year	9 credits	Research	7 credits	Research	
5 th year	6 credits	Dissertation	6 credits	Dissertation	

Schedule of Milestones in the Ph.D. Program (continued)

Students with MA. Credits: 54 credit hours of graduate level work: 10 credits in SPA prefix courses (= 30 graduate classes, including GRD 791 Pfx (2 credits), 12 credits of free choice (any combination of courses with a SPA prefix, non-SPA prefix, Reading and Conference (Independent Studies) and/or Research and/or Internship, and 12 dissertation credits (SPA 799). Time to degree: 4 years.

To ensure success follow this pathway:

	Fall Semester		Spring Semester		Summer
1 st year	9 credits	3 classes OR 2 classes (SPA) + SPA 596 (for TAs)	9 credits	3 classes (SPA)	
2 nd year	7 credits	2 classes (SPA) + GRD 791 Pfx (1 credit)	6 credits	2 classes (SPA)	Doctoral Exams
3 rd year	6 credits	Research	5 credits	Research	
4 th year	6 credits	Dissertation	6 credits	Dissertation	

SILC Graduate Spanish Faculty and Research Specializations

BEAS, Omar. Lecturer. (Ph.D. University of Southern California): linguistic typology and formal and generative approaches to language.

BEAUDRIE, Sara. Associate Professor (Ph.D. University of Arizona): Heritage language development and classroom instruction, language program development, bilingualism, and heritage language assessment and literacy development.

CERRÓN-PALOMINO, Álvaro. Associate Professor (Ph.D. University of Southern California): Spanish sociolinguistics, Spanish in the Americas, Spanish of the Southwest, dialectology, historical linguistics.

GARCÍA-FERNÁNDEZ, Carlos Javier. Professor (Ph.D. University of California at Davis): 19th and 20th century Spanish narrative, Spanish film studies.

GIL-OSLÉ, Juan Pablo. Associate Professor (Ph.D. University of Chicago): 16th and 17th century literature, friendship theory, early modern globalized world, image and text, Cervantes, early modern gender, digital humanities.

HERNÁNDEZ-G., Manuel de Jesús. Associate Professor (Ph.D. Stanford University): Mexican American/Chicanx literature (novel, short story, theater, essay), Chicana writing and feminist theory, Chicano/a literary criticism, U.S. Latina/o literature (Neorican, Cuban American, Nica-American), Chicanx/U.S. Latinx immigrant literature, Pan-Latino theory, postcolonial theory, Chicano/a and Latino/a cultural studies.

JOHNSON, Christopher. Associate Professor (Ph.D. New York University): Seventeenth-century Iberian and Colonial literature; history of rhetoric; intellectual history; comparative literature and comparative arts.

GRADOVILLE, Michael. Assistant Professor (PhD, Indiana University): usage-based linguistic theory (especially in phonology), sociophonetics, corpus linguistics, quantitative research methodologies in linguistics, and language variation and change.

ROSALES, Jesús. Associate Professor (Ph.D. Stanford University): Mexican American/Chicanx literature. Chicano and Latino literatures and cultures.

TECEDOR CABRERO, Marta. Assistant Professor (PhD in Second Language Acquisition, University of Iowa): Computer-assisted language learning, online, hybrid and flipped language learning, instructor training, curriculum development, teaching methods, second language acquisition theories, second language speaking.

TOMPKINS, Cynthia Margarita. Professor (Ph.D. The Pennsylvania State University): Latin American narrative and theater; women writers and feminist theory; film studies; literary theory, criticism and aesthetics; cultural studies; comparative literature and translation studies.

URIOSTE-AZCORRA, Carmen. Professor (Ph.D. Arizona State University): Spanish literature: 20th-century Spanish fiction, popular studies, cultural studies, women's writers, literary theory, digital humanities.

VOLEK, Emil. Professor (Ph.D. Charles University, Prague): 20th-century Latin American narrative, theater and poetry, Caribbean, Central American, and Mexican literature, literary theory and cultural studies, avant-garde and postmodern literature and culture, magic realism, Latin Americanism and other macondismo

Please visit <https://graduateapps.asu.edu/graduate-faculty/degree/G8> for a list of the Affiliated Faculty to the Spanish Graduate Program. Affiliated Spanish Graduate faculties can serve as members of Supervisory Committees, but not as Committee Chairs / Dissertation Directors.

Reading List

SLA & TEACHING METHODOLOGIES

- Geeslin, K., ed. (2013). *The Handbook of Spanish Second Language Acquisition*. Boston: Wiley/Blackwell.
- Lacorte, M., ed. (2014). *The Routledge Handbook of Hispanic Applied Linguistics*. New York: Routledge.
- Lafford, B., & Salaberry, R., eds. (2003). *Spanish Second Language Acquisition: State of the Science*. Washington, D.C.: Georgetown University Press.
- Lord, G. (2014). *Language Program Direction: Theory and Practice*. Upper Saddle River, NJ: Prentice Hall-Pearson. (monograph)
- Salaberry, R., & Lafford, B., eds. (2006). *The Art of Teaching Spanish: Second Language Acquisition from Research to Praxis*. Washington, D.C.: Georgetown University Press.

HERITAGE LANGUAGE PEDAGOGY AND RESEARCH

- Beaudrie, S., Ducar, C. & Potowski, K. (2014). *Heritage Language Teaching: Research and Practice*. McGraw Hill.
- Martínez, G. (2006). *Mexican-Americans and Language: Del dicho al hecho*. University of Arizona Press.
- Beaudrie, S. & Fairclough, M., eds. (2012). *Spanish as a Heritage Language in the United States: State of the Field*. Washington, DC: Georgetown University Press.
- Fairclough, M. & Beaudrie, S. (Eds.), *Innovative Strategies for Heritage Language Teaching*. Washington, DC: Georgetown University Press.
- Myers Scotton, C. (2006). "Who is a bilingual? What factors promote bilingualism?" *Multiple Voices: An Introduction to Bilingualism*. Oxford: Blackwell Publishing. 35-66.
- Montrul, S. 2012. "On the Grammatical Competence of Spanish Heritage Speakers." *Spanish as a Heritage Language in the US: State of the Science*. Ed. S. Beaudrie and M. Fairclough. Washington, DC: Georgetown University Press. 101-20.
- Bills, G. D. (2005). "Las comunidades lingüísticas y el mantenimiento del español en Estados Unidos." *Contactos y contextos lingüísticos: El español en los Estados Unidos y en contacto con otras lenguas*. Ed. L. Ortiz-López & M. Lacorte. Frankfurt/Madrid: Vervuert/Iberoamericana. 55-83.
- Cashman, H. (2009). "The Dynamics of Spanish Maintenance and Shift in Arizona: Ethnolinguistic
- Crawford, J. (2000). "Proposition 227: A New Phase of the English Only Movement." *Language Ideologies: Critical Perspectives on the Official English Movement*. R. González & I. Melis. Vol. 1. Philadelphia: John Benjamins Publishing Company. 28-61.
- Jenkins, D. (2010). "The State of Spanish in the Southwest: A Comparative Study of Language Maintenance and Socioeconomic Variables." *Spanish in the Southwest: A Language in Transition*. Ed. Rivera-Mills and Villa. Madrid/Frankfurt: Iberoamericana/Vervuert.
- Leeman, J. (2005). "Engaging Critical Pedagogy: Spanish for Native Speakers." *Foreign Language Annals* 38 (1): 35-45.
- Lippi-Green, R. (2004). "Language Ideology and Language Prejudice." *Language in the USA. Themes for the Twenty-First Century*. Edward Finegan and John R. Rickford, eds. Cambridge: Cambridge UP. 289-304.
- Martínez, G. (2003). "Classroom Based Dialect Awareness in Heritage Language Instruction: A Critical Applied Linguistic Approach." *Heritage Language Journal* 1. www.heritagelanguages.org
- Martínez, G. (2005). "Genres and Genre Chains: Post-Process Perspectives on HL Writing." *Southwest Journal of Linguistics* 24 (1&2): 79-90.
- Pappamihel & Moreno. (2011). "Retaining Latino Students: Culturally-Responsive Instruction in Colleges and Universities." *Journal of Hispanic Higher Education* 10 (4): 331-44.
- Ruiz, Richard. 1984. "Orientations in Language Planning." *NABE Journal* 8: 15-34.
- Wiley, T. (2010). "Language Policy in the USA." *Language Diversity in the USA*. Ed. Kim Potowski. Cambridge: Cambridge University Press. 255-71.

SOCIOLINGUISTICS AND DIALECTOLOGY

- Tagliamonte, Sali. (2011). *Variationist Sociolinguistics. Change, Observation, Interpretation*. Massachusetts: Wiley-Blackwell.

Reading List

- Ranson, Diana. (1991). "Person Marking in the Wake of /s / Deletion in Andalusian Spanish." *Language Variation and Change* 3 (2): 133-52.
- Travis, Catherine. (2007). "Genre Effects on Subject Expression in Spanish: Priming in Narrative and Conversation." *Language Variation and Change* 19 (2): 101-36.
- Cameron, Richard. (1993). "Ambiguous Agreement, Functional Compensation, and Nonspecific tú in the Spanish of San Juan, Puerto Rico, and Madrid, Spain." *Language Variation and Change* 5 (3): 305-34.
- Flores-Ferrán, Nidia. (2004). "Spanish Subject Personal Pronoun Use in New York City Puerto Ricans: Can we Rest the Case of English contact?" *Language Variation and Change* 16 (1): 49-73.
- Bayley, Robert & Pease-Alvarez (1997) "Null Pronoun Variation in Mexican-Descent Children's Narrative Discourse." *Language Variation and Change* 9 (3) 349-31.
- Silva-Corvalán, Carmen (2008) "The Limits of Convergence in Language Contact." *Journal of Language Contact* 2: 213-24.
- Silva-Corvalán, Carmen (1994) "The Gradual Loss of Mood Distinctions in Los Angeles Spanish." *Language Variation and Change* 6 (3): 255-72.
- Otheguy, Ricardo (2008) "El llamado espanglish." *Enciclopedia del español en los Estados Unidos*. Ed. Humberto López-Morales. 222-43.
- Schwenter, Scott A., and Rena Torres Cacoulios (2008) "Defaults and Indeterminacy in Temporal Grammaticalization: The 'Perfect' Road to Perfective." *Language Variation and Change* 20 (1): 1-39.
- Otheguy, Ricardo, Ana Celia Zentella & David Livert (2007) "Language Contact in Spanish in New York: Toward the Formation of a Speech Community." *Language* 83 (4): 770- 802.

STUDIES IN THE SPANISH SOUTHWEST

- Bills, Garland D. & Neddy Vigil (2008) *The Spanish Language of New Mexico and Southern Colorado: A Linguistic Atlas*. Albuquerque: University of New Mexico Press.
- Silva-Corvalán, Carmen (2002 [1994]) *Language Contact and Change. Spanish in Los Angeles*. New York: Oxford University Press.

SYNTAX Y PHONOLOGY

- D'Introno, Francesco, Enrique del Teso y Rosemary Weston. (1995). *Fonética y fonología del español actual*. Madrid: Cátedra.
- Zagona, Karen. (2002). *The Syntax of Spanish*. Cambridge: Cambridge University Press.

SILC Certificates

Many SILC students choose to supplement their programs with additional certificates. No more than one-fifth (20 percent) of the minimum required credit hours for a graduate certificate may be transferred from another university. All transfer work must meet the Graduate College transfer policies. All coursework used to complete an ASU graduate certificate must be completed within a six-year time limit. Courses at a 400-level may be allowed with prior approval from the appropriate certificate program; however, a minimum of two-thirds of the courses taken to complete the certificate must be at the 500-level or above. No more than 40% of coursework towards the requirements of a graduate certificate can be completed prior to admission to the certificate program. Credit hours earned in a certificate program may also be used towards a degree program, standard preadmission rules apply.

Listed below are all certificates available through SILC along with the contact information for the directors of each.

Computer Assisted Language Learning*

Program Director: Bryan Smith BryanSmith@asu.edu

Core Courses (6 credits)		
ENG 557	Computer-Assisted Language Learning	3
SLC 510	Computer-Assisted Language Learning Praxis	3
Restricted Elective (3 credits)		
LIN 520 OR SLC 515	Second-Language Acquisition Theories OR Second-Language Acquisition	3
Electives (6 credits) – Chosen in consultation with program chair		

*proposal submitted to move certificate to English Dept.

Digital Humanities

Program Director: Mike Tueller Mike_Tueller@asu.edu

Core Course (3 credits)		
CDH 501	Digital Humanities: Critical Theory and Methods	3
Required Course (3 credits)		
CDH 580	Practicum	3
Electives (6 credits) – Chosen in consultation with program chair		
Culminating Experience (3 credits)		
CDH 593	Applied Project	3

Translation Studies

Program Co-Director (English Dept.): Richard Newhauser Richard.Newhauser@asu.edu

Program Co-Director (SILC): Christopher Johnson cdjohnson@asu.edu

Core Courses (6 credits)		
ENG 550	Translation	3
SLC 551	Global Approaches to Translation	3
Electives (6 credits) – Chosen in consultation with program chair		
Culminating Experience (3 credits)		

SILC Certificates

ENG/SLC 593	Applied Project	3
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Spanish Pedagogy

Program Director: Sara Beaudrie Sara.Beaudrie@asu.edu

Core Course (3 credits)		
SPA 596	Second Language Methodologies	3
Restricted Electives (9 credits)		
SPA 543	Structure of Spanish	3
SPA 546	Heritage Language Pedagogy	3
SPA 598	Topic: Spanish Second Language Acquisition	3
Electives (6 credits) – Choose two of the courses listed below		
ENG 557	Computer-Assisted Language Learning	3
LIN 523	Language Testing & Assessment	3
LIN 524	Curriculum Design & Materials Development	3
SPA 542	Studies in Spanish in the Southwest	3
SPA 598	Topic: Bilingualism	3
SPA 598	Topic: Language Program Administration	3
SPA 598	Topic: Sociolinguistics	3
SPA 598	Topic: Spanish Applied Linguistics	3
SPA 598	Topic: Teaching Language through Culture and Literature	3
Culminating Experience		
Portfolio		

Contact Us

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