

# Spanish Linguistics PhD Graduate Handbook

School of International Letters and Cultures

(Updated Summer 2023)

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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

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# University Policies, Procedures and Resources

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## **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](mailto: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** <https://students.asu.edu/policies/satisfactory-academic-progress>

To remain eligible for federal financial aid, students must make satisfactory academic progress (SAP) as a student, meaning you need to make good enough grades, and successfully complete enough classes in a timely manner to demonstrate that you are successfully working toward your degree. ASU measures SAP yearly after the spring semester using three metrics:

- GPA – All students must meet a minimum cumulative GPA 3.0 (note this program requires you maintain a GPA of 3.6).
- Pace Rate – Students must pass at least 67% of their total attempted ASU credit hours in their degree program. Passed credits do not include courses with grades of E, EU or W. Audited courses, ungraded courses, remedial no-credit courses and courses with grade of Z are excluded from this measurement.

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# University Policies, Procedures and Resources

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- Maximum Credit Hour – Students must not exceed the maximum attempted credit hour limit for the degree program.

## Discrimination complaints (Title IX) <https://www.asu.edu/titleIX/>

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact [titleixcoordinator@asu.edu](mailto:titleixcoordinator@asu.edu) or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to [www.asu.edu/reportit/](http://www.asu.edu/reportit/).

## 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. During the first year and a half in the program you will be assigned a mentor based on your area of interest. Your mentor will help you navigate not only course selection and scholarly research but also professional development options. At the end of your second year

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# University Policies, Procedures and Resources

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in the program, you will form the Comprehensive Exams Committee. The Chair of your committee will perform the mentoring duties. When you are ready to start working on your dissertation, you will form the Dissertation Committee. The Chair of your committee will perform the mentoring duties until you graduate.

## 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. The core and required courses for the PhD in Spanish Linguistics should have a SPA prefix.

## 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.

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# University Policies, Procedures and Resources



## 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 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



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# University Policies, Procedures and Resources



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](#)



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# 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.

For more Graduate College policies and procedures for Teaching Assistantships, please see this page: <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>.

## 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.

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# 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 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 core and required courses should have a SPA prefix. The student will take the following core and required courses:

|   |  |           |
|---|--|-----------|
| <b>Core Course</b>  |  | <b>3</b>  |
| SPA 543   | Structure of Spanish                                   | 3         |
| <b>Track Courses (select 3)</b>                                 |  | <b>9</b>  |
| 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         |
| <b>Other Required</b>   |  | <b>19</b> |
| 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 515   | Second Language Acquisition                            | 3         |
| <b>Research and Electives</b>                                   |  | <b>41</b> |
| Courses chosen in consultation with mentor and Graduate Advisor |  |           |
| <b>Culminating Experience</b>                                   |  | <b>12</b> |
| SPA 799   | Dissertation   | 1-12      |

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# 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 core and required courses should have a SPA prefix. The student will take the following core and required courses:

|   |  |           |
|---|--|-----------|
| <b>Core Course</b>  |  | <b>3</b>  |
| SPA 543   | Structure of Spanish                                   | 3         |
| <b>Track Courses (select 3)</b>                                 |  | <b>9</b>  |
| SPA 598   | Social Justice Pedagogies                              | 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         |
| <b>Other Required</b>   |  | <b>19</b> |
| 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 515   | Second Language Acquisition                            | 3         |
| <b>Research and Electives</b>                                   |  | <b>41</b> |
| Courses chosen in consultation with mentor and Graduate Advisor |  |           |
| <b>Culminating Experience</b>                                   |  | <b>12</b> |
| SPA 799   | Dissertation   | 1-12      |

## The Ph.D. Dissertation 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. Dissertation 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 Dissertation Committee from the Spanish Linguistics Graduate Faculty and the Affiliated Spanish Graduate Faculty lists (<https://graduateapps.asu.edu/graduate-faculty/degree/LASPALIPHD>). The Chair of the student's Dissertation Committee serves as the primary mentor to the student as well as the Director of the dissertation.

## Change of Ph.D. Dissertation 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 Dissertation 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 and Spanish. The student will choose the language in consultation with his/her mentor. 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

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## PhD in Spanish Linguistics



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.

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# Administration of Qualifying Exam

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Graduate students without a previous MA must take the PhD qualifying exams in Spanish Linguistics during their second year in the program. The PhD qualifying exams allow students to demonstrate the specialized knowledge required to continue their doctoral studies. The exam has three parts and is administered from 8am to 5pm on the first Friday after Spring Break. The qualifying exam will be based on the Reading List (See Appendix A). Students will be required to write at least one of the exams in Spanish. The exam is graded on a Pass/Fail basis.

If the exam is passed, the student may opt to obtain the MA in Spanish Linguistics by submitting a portfolio (see Master in Passing section). 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.

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.

## **For students showing more interest in SLA**

### Part I

- A. Phonology or Syntax. Answer 1 of 2 questions; Length=1,000 words; 30%
- B. Sociolinguistics or Heritage Language Pedagogy. Answer 1 of 2 questions; Length = 1,000 words; 30%

### Part II

- A. SLA: answer 1 of 2 questions; Length-1,500 words; 40%

## **For students showing more interest in Sociolinguistics**

### Part I

- A. Phonology or Syntax. Answer 1 of 2 questions; Length=1,000 words; 30%
- B. SLA or Heritage Language Pedagogy. Answer 1 of 2 questions; Length = 1,000 words; 30%

### Part II

- A. Sociolinguistics: answer 1 of 2 questions; Length-1,500 words; 40%

## **For students shoing more interest in Heritage Langauge Pedagogy**

### Part I

- A. Phonology or Syntax. Answer 1 of 2 question; Length =1,000 words; 30%
- B. SLA or Sociolinguistics. Answer 1 of 2 questions; Length=1,000 words; 30%

### Part II

- A. Heritage Language Pedagogy: answer 1 or 2 questions; Length=1,500 words; 40%

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# 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 becoming familiar and complying with all requirements set by the Graduate College, SILC, the Spanish Linguistics graduate committee, the examining committee, and the section.

Before taking the Comprehensive exams, students will form a Comprehensive exams committee. The committee will be formed by three graduate faculty members endorsed to be chair in the [Spanish Linguistics graduate program](#): a chair (usually the mentor) and two additional faculty members.

## 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 dates for each of the segments, students need to have satisfied the Language Reading Knowledge requirement, submitted their IPOs, and submitted a single-authored paper, either published or publishable, to their Comprehensive exams committee.

The written exam consists of three segments focusing on the breadth (question 1); depth (question 2); and methods (question 3). Each segment will consist of an essay question. The student will have *one week* writing time to elaborate the answer. Students will be required to write at least one of the exams in Spanish. It will be the responsibility of the student's Comprehensive exams 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 Comprehensive Exams 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:

|           |      |          |      |
|-----------|------|----------|------|
| High Pass | Pass | Low Pass | Fail |
|-----------|------|----------|------|

After all three written answers to exam segments have been reviewed by all committee members, the Comprehensive Exams Committee Chair will collect the grades. The Chair will inform the committee members and the candidate of the results via email. Students must obtain a minimum of Pass in each segment in order to continue on the path towards the doctoral degree.

The answer to each question needs to meet or exceed the following requirements:

1. The essay needs to fully answer the question with well-developed arguments and ideas and information that is accurate and appropriate to the question at hand. There should be strong evidence of critical thinking.
2. The essay needs to fully demonstrate the students' ability to use key concepts and constructs in the literature to create a clear and original argument and an excellent ability to analyze, synthesize and critique current and relevant literature and theory in building main arguments.
3. The essay needs to present an excellent and effective organization and excellent command of academic writing in Spanish and English.

Failing the comprehensive examination(s) is considered final unless the Comprehensive Exams Committee recommend and the Dean of the Graduate College approve a re-examination. Only one reexamination is permitted.



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## **Administration of Comprehensive Exam**

A petition with substantial justification for reexamination, endorsed by the members of the student's Comprehensive exams committee and the Director 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 six months from the date of the original examination. The Graduate College office will 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 Comprehensive Exam 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 grade of Pass 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. Failure to present a proposal defense within 3-6 months will be considered inadequate progress to degree.

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# The Doctoral Dissertation

## The 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 Hispanic scholarship in Linguistics/Applied linguistics. When preparing the document, the candidate should consult the Format Manual, available in the College. Please visit <https://graduate.asu.edu/format-manual> for the Graduate Education Format Manual.

### Dissertation Committee

Dissertations are prepared under the direction of a Dissertation Committee of a minimum of three members. At least two of these members must be graduate faculty in the Spanish Linguistics program. The following are the roles in the Dissertation Committee:

Director – The Director of the dissertation is the Chair of the student's Dissertation Committee and is primarily responsible for ensuring its completion in conformance with prevailing scholarly standards. The Director 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 Director of the dissertation must be a faculty member endorsed to chair dissertations in the Spanish Linguistics Ph.D. program and is usually selected based on expertise with respect to the dissertation project. The Director determines the point at which the dissertation manuscript is ready for defense.

Co-Director – While the role of Director is usually filled by a single faculty member, under exceptional circumstances, this role may be filled by two Co-Directors. A Dissertation Committee should **only** have Co-Directors if both Co-Directors' expertise is jointly needed in order to develop the dissertation project. While workflows should be negotiated between the candidate and the Co-Directors, it is to be expected that additional time will be required for Co-Directors to fulfill the function of Director.

Member – Members of the Dissertation Committee advise the candidate in their individual areas of expertise. Members share in the responsibility for maintaining the highest possible academic standards. While Members of the Dissertation committee may comment on chapters, portions of chapters, or the entire dissertation, it is Director's responsibility to determine when the manuscript is ready for defense.

### Dissertation Proposal

The Dissertation Prospectus should be developed by the student in consultation with his/her Dissertation 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. The final version of the proposal should be submitted to the committee at least two weeks before the prospectus defense, after it has received the approval of the Director. 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)

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# The Doctoral Dissertation

The emphasis of the Dissertation Prospectus should be on the project itself (Research Questions and/or Hypotheses, Methods and Procedures, Data Analysis) so that the Dissertation Committee has a clear understanding of the proposed project.

## Dissertation Proposal Defense

If the Ph.D. Comprehensive Examination is passed, it will be followed, within 3 months, by a Dissertation Proposal Defense, which is a formal presentation of the Dissertation Proposal described in the previous section. If the Dissertation Committee determines the need to do so, the candidate may be asked to defend a revised version of the Dissertation Proposal.

## Dissertation Workflows

At or shortly after the Dissertation Proposal Defense, the candidate and the Director should establish a plan for workflows. There are three main types of workflows:

Chapter-by-Chapter – The candidate sends each chapter to the Director upon completion of the initial draft, and the Director provides feedback within a reasonable time frame, given the length of the chapter.

Entire Manuscript – The candidate sends the entire manuscript to the Director upon completion of the initial draft, and the Director provides feedback within a reasonable time frame, given the length of the chapter.

Halves – The candidate sends half of the manuscript upon completion of the initial draft of the introduction, literature review, and methodology chapters. The candidate sends the other half of the manuscript upon completion of the initial draft of the results and conclusion chapters. The Director provides feedback within a reasonable time frame, given the length of the chapter.

While the Director and Members are expected to provide feedback within a reasonable time frame, it is understood that work associated with the Dissertation Committee must be integrated with other duties (research, teaching, service, administration, other student committee work). As such, candidates should expect turnaround times to be a function of the length of work submitted. While it might be possible to receive feedback on a chapter that is shorter than 12,500 words (approx. 50 double-spaced pages) in a week, portions of the dissertation in excess of 25,000 words (approx. 100 double-spaced pages) may require a month. Candidates should keep in mind that faculty members have wide discretion about how they organize their time during the summer and university recesses, and, consequently, a longer turnaround time should be expected during these periods.

## Dissertation Defenses

Dissertations are defended publicly. Dissertation defenses may **not** be scheduled until the Director has determined that the draft is ready for defense. Exceptions to this rule are only made in the case of an urgent need. Once the draft has been revised to conform to the feedback provided by the Director and the Director has approved the draft for defense, the candidate may schedule the defense in consultation with the Dissertation Committee. The deadline for submission to the Dissertation Committee of the draft should be no less than 30 days before the date of the expected defense. It is essential that the members of the Dissertation Committee be given sufficient time to make suggestions and to see the modifications prior to the defense. This means that the finished draft should be completed and submitted to director anywhere between 10-8 weeks before the expected defense date.

Members of the Dissertation 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 Dissertation Committee. If there are serious substantive questions raised by the other committee members, the whole Dissertation Committee should meet to resolve them. The candidate is responsible for providing committee members with a copy of the final manuscript of the dissertation at least 10 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 5 working days of the date of

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# The Doctoral Dissertation

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.

Dissertation defenses should not be scheduled between 15 May and 15 August, except in cases of absolute necessity. In the exceptional case of a defense during this period, candidates should be prepared for members of the Dissertation Committee to require additional time to carry out their duties.

## Defense Timelines

Due to the complexity of the process, candidates should allow sufficient time for the manuscript to make its way through the Dissertation Committee in order to defend in time for graduation in a particular semester. The table below provides a realistic timeline for how the dissertation can be defended in a given semester. Keep in mind that dissertations requiring substantial revisions can require additional time as can dissertations with Co-Directors. Candidates are therefore advised to plan accordingly. Please consult the Graduate College for the precise last date to hold a defense in a given semester.

|  | <b>Fall Graduation</b>           | <b>Spring Graduation</b>         |
|--|----------------------------------|----------------------------------|
| First complete draft to Director                                       | 3 <sup>rd</sup> week of August   | 1 <sup>st</sup> week of February |
| Dissertation draft approved by Director sent to Dissertation Committee | 1 <sup>st</sup> week of October  | mid-March                        |
| Last day to hold defense   | 1 <sup>st</sup> week of November | mid-April                        |
| Last day to submit final version via iPOS                              | mid-November                     | 3 <sup>rd</sup> week of April    |
| Last day to submit dissertation to UMI/ProQuest                        | 3 <sup>rd</sup> week of November | End of April                     |

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# Master's in Passing

The Master in Passing (MiP) may be an option for students in the Spanish Linguistics doctoral program who have not previously completed a Master's degree in that area. In order to request that a Master's degree be awarded, students need to have completed 30 hours of coursework judged to be equivalent to the Spanish M.A. requirements and the culminating experience, which in the case of the MiP in Spanish Linguistics is a portfolio.

## Requirements of the MiP:

- Students must have an approved iPOS on file.
- All coursework for the MiP must be completed after the admission to the doctoral program, including the culminating event required for the MiP.
- Culminating experience: Portfolio:
  - o A narrative/statement (2-4 pages) contextualizing the selected papers within the student's broader program of study and his/her development as a scholar.
  - o Two high quality papers (20-25 pages) that:
    - are revised final papers from two Program of Study classes with SPA prefix.
    - are original, individual works.
    - substantially incorporate professors' comments and suggestions for development.

## Procedure:

- Forming the MA portfolio Committee: At least two weeks before the last day of class of the semester before they wish to be awarded the MiP, students must form their MA portfolio Committee. The committee will be formed by two professors. One of them must be a graduate faculty member endorsed to be chair in the [Spanish Linguistics graduate program](#). The other member can be a graduate faculty member in the Spanish Linguistics graduate program or an [Affiliated Spanish Graduate Faculty](#).
- Meetings with the MA portfolio Committee. Students are responsible for sending a copy of the papers selected to the MA portfolio Committee by the first day of the semester in which they plan to graduate. Additionally, students are responsible for meeting with the members of their MA portfolio Committee during the first two weeks of the semester they plan to graduate to devise a working plan and receive comments for improvement. During the remainder of the semester, students must work closely with their MA portfolio Committee in order to revise and make substantial changes to the papers selected.
- Submitting the portfolio. Students are responsible for providing committee members with a copy of the final manuscript of the portfolio at least two weeks before the last day of class.

Students who have met the above requirements and wish to be awarded the MiP should submit a MiP 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 MiP and then work with Graduate Admissions to make the necessary system changes that will allow the student to submit the MiP 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 MiP until the student has applied for graduation. Once the student has applied for graduation, the graduation office will review the MiP 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.

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# 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 Dissertation 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).

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## 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: 31 credits in core, track and required courses (=13 graduate classes, including GRD 791), 41 credits of free choice (any combination of courses with a SPA prefix, non-SPA prefix, Independent Studies and/or Research and/or Internship; chosen in consultation with committee chair), 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 <sup>st</sup> year | 9 credits     | 3 classes (SPA)<br>OR<br>2 classes (SPA)<br>+ SPA 596 (for TAs) | 9 credits       | 3 classes (SPA)                               |                |
| 2 <sup>nd</sup> year | 10 credits    | 3 classes (SPA)<br>+ GRD 791 PFX (1 credit)                     | 9 credits       | 3 classes (SPA)<br>+ Qualifying Exams (March) |                |
| 3 <sup>rd</sup> year | 9 credits     | 3 classes<br>+ Language Exam                                    | 9 credits       | 3 classes                                     | Doctoral Exams |
| 4 <sup>th</sup> year | 9 credits     | Research  | 8 credits       | Research                                      |                |
| 5 <sup>th</sup> year | 6 credits     | Dissertation  | 6 credits       | Dissertation                                  |                |

Students with MA. Credits: 54 credit hours of graduate level work: 31 credits in core, track and required courses (= 13 graduate classes, including GRD 791), 11 credits of free choice (any combination of courses with a SPA prefix, non-SPA prefix, Independent Studies and/or Research and/or Internship; chosen in consultation with committee chair), and 12 dissertation credits (SPA 799). Time to degree: 4 years.

To ensure success follow this pathway:

|                      | Fall Semester |   | Spring Semester |                 | Summer         |
|----------------------|---------------|---|-----------------|-----------------|----------------|
| 1 <sup>st</sup> year | 9 credits     | 3 classes (SPA)<br>OR<br>2 classes (SPA)<br>+ SPA 596 (for TAs) | 9 credits       | 3 classes (SPA) |                |
| 2 <sup>nd</sup> year | 7 credits     | 2 classes (SPA)<br>+ GRD 791 PFX (1 credit)<br>+ Language Exam  | 6 credits       | 2 classes (SPA) | Doctoral Exams |
| 3 <sup>rd</sup> year | 6 credits     | Research  | 5 credits       | Research        |                |
| 4 <sup>th</sup> year | 6 credits     | Dissertation  | 6 credits       | Dissertation    |                |

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## 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): 19<sup>th</sup> and 20<sup>th</sup> century Spanish narrative, Spanish film studies.
- GIL-OSLÉ**, Juan Pablo. Associate Professor (Ph.D. University of Chicago): 16<sup>th</sup> and 17<sup>th</sup> 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: 20<sup>th</sup>-century Spanish fiction, popular studies, cultural studies, women's writers, literary theory, digital humanities.
- VOLEK**, Emil. Professor (Ph.D. Charles University, Prague): 20<sup>th</sup>-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 Dissertation Committees, but not as Committee Chairs / Dissertation Directors.

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# 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.
- Lord, G. (2014). *Language Program Direction: Theory and Practice*. Upper Saddle River, NJ: Prentice Hall-Pearson. (monograph)
- Ortega, L. (2019) *Understanding Second Language Acquisition*. New York: Routledge
- VanPatten, B. and Williams, J. (2014). *Theories in second language acquisition*. New York: Routledge

## 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 & 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.
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- 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

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

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*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 Cacoullos (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.

### SYNTAX

Campos, Héctor. (1993). *De la oración simple a la oración compuesta: curso superior de gramática española*. Georgetown University Press.

Gutiérrez-Rexach, J. (2016). *Enciclopedia de lingüística hispánica*. Routledge.

Zagona, Karen. (2002). *The Syntax of Spanish*. Cambridge: Cambridge University Press.

Wheatley, Kathleen. (2006). *Sintaxis y morfología de la lengua española*. Prentice Hall.

### PHONOLOGY

D'Introno, Francesco, Enrique del Teso y Rosemary Weston. (1995). *Fonética y fonología del español actual*. Madrid: Cátedra.

Hualde, José Ignacio. (2013). *Los sonidos del español*. 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.

## Digital Humanities

Program Director: Mike Tueller [Mike\\_Tueller@asu.edu](mailto:Mike_Tueller@asu.edu)

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

## Translation Studies

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

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

|  |                                  |   |
|--|----------------------------------|---|
| <b>Core Courses (6 credits)</b>  |                                  |   |
| ENG 550  | Translation                      | 3 |
| SLC 551  | Global Approaches to Translation | 3 |
| <b>Electives (6 credits) – Chosen in consultation with program chair</b> |                                  |   |
| <b>Culminating Experience (3 credits)</b>                                |                                  |   |
| ENG/SLC 593  | Applied Project                  | 3 |

## Spanish Pedagogy

Program Director: Sara Beaudrie [Sara.Beaudrie@asu.edu](mailto:Sara.Beaudrie@asu.edu)

|   |   |   |
|---|---|---|
| <b>Core Course (3 credits)</b>  |   |   |
| SPA 596   | Second Language Methodologies                           | 3 |
| <b>Restricted Electives (9 credits)</b>                               |   |   |
| SPA 543   | Structure of Spanish                                    | 3 |
| SPA 546   | Heritage Language Pedagogy                              | 3 |
| SPA 598   | Topic: Spanish Second Language Acquisition              | 3 |
| <b>Electives (6 credits) – Choose two of the courses listed below</b> |   |   |
| 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 |
| <b>Culminating Experience</b>   |   |   |
| Portfolio   |   |   |

## Contact Us

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