

Spanish MA Graduate Handbook

School of International Letters and Cultures

(Updated Summer 2020)

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FOREWORD

The Spanish Graduate Handbook provides Spanish graduate students the information necessary for their compliance with the degree requirements of the M.A. program, and articulates the academic standards, policies, and procedures that govern them. It should be used in conjunction with the existing Arizona State University Graduate Policies and Procedures. Since it is the students' responsibility to comply with all university, school, and faculty requirements and to become informed of their nature and application, it is in their best interest to be thoroughly familiar with this handbook. When questions do surface, the graduate student should consult his/her advisor and/or the Spanish Graduate Advisor

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Tempe, May 2015

Academic Standards and Other Policies

ASU Graduate Policies and Procedures

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

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.

Spanish M.A. Admission Requirements

Please visit the [Spanish MA](#) degree search page for Admission Requirements.

Satisfactory Academic Progress

Please visit <https://students.asu.edu/policies/satisfactory-academic-progress>.

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](#).

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](#).

Coursework

Students will 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](#).

Retention

All students are expected to make systematic progress toward completion of their degree. This

Academic Standards and Other Policies (continued)

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.

- M.A. students are required to maintain a 3.6 GPA. Students who at any time fall below these averages will be considered 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 the culminating experience.

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 Graduate Studies. Students whose progress is unacceptable 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 Advisor of Spanish Graduate Studies 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.

Academic Standards and Other Policies (continued)

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.

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](#).

International Students

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

Health and Wellness and Disability Resources

ASU offers many health and wellness resources for our students. Please visit [ASU Health Services](#) for information on counseling, public safety, and Sun Devil Fitness. ASU's [Disability Resource Center](#) is a great resource for students with disabilities. Additional resources for wellbeing can be found here: [Graduate Wellness Resources](#) and [10 Best Practices in Graduate Student Wellbeing](#).

Interactive Plan of Study (iPOS)

Graduate students will file their Masters Plan of Study using 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

Academic Standards and Other Policies (continued)

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.

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>

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

Master's in Spanish

Specializations

The Spanish Program in SILC offers Master of Arts Degrees in two specializations:

- Literature and Culture
- Linguistics

Plan of Study

Candidates must complete at least 30 semester hours of 500-level graduate work with a SPA heading.

Required core course for the degree: SPA 540 History of Spanish Language (3 credit hours).

Required is a portfolio as culminating experience. Three faculty members are required for the supervisory committee for the culminating experience. Portfolios may contain two article-length essays from separate periods (25 pages each) or one long essay or project (45- 50 pages).

For specific course requirements, students should consult statements on their respective programs.

Not required are the following: A foreign language exam, a master's comprehensive exam, a SPA 599 Thesis as culminating experience.

All students need to file an official Plan of Study (iPOS) following the requirements of the graduate programs in SILC. Students need to work with their Supervisory Committee Chair and submit the iPOS to the Graduate College no later than the very beginning of the third semester.

On the plan of study (iPOS) obtained from the Graduate College, the student lists the courses taken with the grades obtained, as well as the courses s/he is in the process of taking, or expects to take. Changes in the Plan of Study may be made later if necessary, but it is required to prepare a clear and robust iPOS filed together with the name of the Chair of the Supervisory Committee and the names of the other members of the Supervisory Committee. Once the plan of study has been completed, it must be checked and signed by the Chair of the Supervisory Committee and by the Graduate Advisor of the Spanish Graduate Program. The student's individual Plan of Study will be determined in consultation with the student's Chair/Advisor, subject to approval by his/her Supervisory Committee, the Graduate Advisor of the Spanish Graduate Program, and finally the Dean of the Graduate College.

Time Limitations

All work done toward the Master's degree program must be completed within six consecutive years.

M.A. Supervisory Committee

The purpose of the Supervisory Committee is to assist the student in planning a program that fits

Master's in Spanish (continued)

his/her own needs and interests; to supervise the student's yearly academic progress; and to guide the development of the research proposal and portfolio. The committee members will normally be chosen from the faculty with whom the student has taken or will take course work in the program and subject areas chosen.

The Chair of the Supervisory Committee must be a member of the ASU Spanish Graduate Faculty. The Chair of the Supervisory Committee serves as primary advisor to the student. It is the student's responsibility to identify his/her mentor-director in accord with the area and specific topic of the research interest. The Graduate Advisor of the Spanish Graduate Program, besides being a member or chair of some supervisory committees, will be a member ex officio of all supervisory committees.

If the student's research warrants it, the student's Supervisory Committee may request permission from the Spanish graduate committee to include a member from outside the approved list of Spanish Graduate Faculty (within or outside of ASU). This member will be proposed by the Chair of the Supervisory Committee or by the student. The Chair of the supervisory committee will make official contact on behalf of the program and will establish the parameters of his/her collaboration on the Supervisory Committee. The program cannot assume any expenses incurred by having an external member of the committee.

Graduate students need to work closely with the chair of their Supervisory Committee. The formation of such committee should be done no later than the beginning of the third semester when the student is required to submit his/her iPOS.

Change of M.A. Supervisory Committee

It is understood that, for valid professional reasons expressed in writing to the Spanish 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. Changes are usually requested due to a change in research topic or a prolonged research sabbatical on the part of a faculty member, etc.

The student should first discuss the change directly with the faculty member involved and the Chair of his/her supervisory committee, who will also inform the Graduate Advisor of the Spanish Graduate Program in writing of his/her opinion. If the parties directly involved do not agree, the Graduate Advisor of the Spanish Graduate Program will submit the matter to the Spanish Doctoral Committee for its resolution. The committee change request must be approved by the Graduate College.

MA in Spanish (Literature and Culture)

This specialization includes a minimum of 30 semester hours of graduate level work as approved by the student's Supervisory Committee. The program must include: SPA 540 (History of the Spanish Language) and SPA (545 Concepts of Literary Criticism) in addition to 24 semester hours of SPA content courses in Literature and Culture. Teaching assistants need to take SPA 596 (Spanish Language Methodologies), which counts towards the 30 semester hours.

There are two areas (Peninsular and Spanish American Literature and Culture) and four periods in which the student may choose to specialize:

- Peninsular (to 1700)
- Peninsular (from 1700-)
- Spanish American (to 1880, including Mexican American/Chicano/a)
- Spanish American (from 1880 to Present, including Mexican American/Chicano/a)

For the purpose of the preparation of the Plan of Study, it is important to take into consideration not only that all courses must be under the SPA prefix but also that they are content courses, i.e. in Spanish Literature or Culture.

Core Course		
SPA 540	History of the Spanish Language	3 credits
Required Courses		
SPA 545	Concepts of Literary Criticism	3 credits
SPA 596	Second Language Methodologies (required only for TAs)	3 credits
Electives (21 for TAs; 24 for non-TAs)		
SPA 5**, 6**, & 7**	To be chosen in consultation with our graduate advisor and/or committee director	21-24 credits
Culminating Experience		
Portfolio		

Requirements: In order to satisfy the requirements of the Masters in Literature, graduate students will submit a portfolio which should contain:

- 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.
- Either two 25 page or three 15 page high quality research papers that:
 - are original works.
 - contain thorough, relevant literature review; discussion of theoretical framework; description and justification of methodology.
 - substantially incorporate professor's comments and suggestions for development.
- Transcript and Plan of Study (ipos) including courses taken toward degree and MA committee membership.

MA in Spanish (Comparative Literature) (continued)

Admission requirements in general will be the same as those set by the Graduate College and the departments for their present programs. Proficiency for graduate work in the foreign language of specialization will be determined by the School of International Letters and Cultures. Students in the program will be closely advised by a three-member supervisory committee, at least one member of which will be from a section/department other than Spanish. It should be noted that the unusually full course listing which follows illustrates not only the breadth of opportunity offered by the program, but also the many kinds of intensive study possible. Many of the courses listed are in fact merely illustrative and not actual; they simply indicate the kind of course which might be taken to fulfill a given requirement. Actual planning of a plan of study will of course be done in concert with members of the supervisory committee. In addition, special needs can be met by 590 Reading and Conference. For information, see <https://silc.asu.edu/degrees/grad/spanish-ma>

Course requirements: This specialization includes a minimum of 30 semester hours of graduate level work as approved by the candidate's supervisory committee.

The program should include a minimum of 9 hours of 500 level content courses in Spanish, i.e. in Literature or Culture. An independent reading list will be required and will include major figures in world literature.

Core Course (3)		
SPA 540	History of Spanish Language	3 credits
Specialization courses (27)		
	<u>One course in comparative literature and cultural studies, e.g.:</u> - ENG 503 Comparative Literature, Theory, and Practice - ENG 504 Cross-Cultural Studies - ENG 603 Advanced Studies in Comparative Literature	3 credits
	<u>One course in criticism and theory, e.g.:</u> - ENG 400 History of Literary Criticism - ENG 602 Advanced Studies in Theory and/or Criticism - ENG 604 Interdisciplinary Cultural Studies - FRE 510 Introduction to Textual Analysis - SPA 545 Concepts of Literary Criticism - SPA 598 Contemporary Critical Discourse on Latin American and Spain - SPA 691 Contemporary Critical Discourse on Latin America	3 credits
	<u>One course in theory and problems of translation, e.g.:</u> - ENG 550 Translation - SLC 551 Global Approaches to Translation - JPN 585 Advanced Problems of Translation	3 credits

MA in Spanish (Comparative Literature) (continued)

	Four courses in a language other than English, exclusive of courses in translation	12 credits
	<u>Two topics courses</u> <ul style="list-style-type: none">- Periods or topics courses, appropriate to the individual course of study, e.g. SPA 564 Nineteenth Century Prose Fiction- Courses in related fields, such as Anthropology, art, film, geography, history, linguistics, philosophy, political science, religious studies, theater, sociology, women and gender, ethnic or area of study.	6 credits

Spanish (Linguistics)

The Masters' degree program in Spanish with a specialization in Linguistics consists of two sub-specializations: sociolinguistics and second language acquisition/applied linguistics.

Sociolinguistics Sub-specialization

Sociolinguistics is the study of the relationship between language practices and social structure. The field of sociolinguistics encompasses the areas of pragmatics (or the study of the meaning of language in use in specific contexts), conversation and discourse analysis, and the analysis of language variation and change at all levels (phonetic, phonological, lexical, morphological, syntactic). In addition, sociolinguistics interacts with neighboring disciplines such as sociology, anthropology and education in order to examine the use of language in specific domains, for example language policy and language planning, language in the media, and language in the classroom.

The sub-specialization in sociolinguistics at ASU is appropriate for students wishing to acquire a deep and broad understanding of the field in preparation for doctoral level study in sociolinguistics and/or teach Spanish at the university or community college level. Candidates must complete a minimum of 30 semester hours of graduate level work. At least 15 out of 30 hours of coursework must be taken in Spanish under the SPA rubric.

Admission Prerequisites

The Sociolinguistics sub-specialization requires students to have completed the below courses before being admitted into the program:

- SPA 400/598 Introduction to Hispanic Linguistics (or approved equivalent, e.g. FLA 400/598)
- SPA 412 Advanced Conversation and Composition (or approved equivalent)

Core Course (3 credits)		
SPA 540	History of Spanish Language	3 credits
Specialization Courses (18 credits) Choose 6 courses from the below list		
SLC 591	Research Methods (or a 3-credit approved equivalent, e.g. LIN 500 Bibliography and Research Methods for Linguists)	3 credits
SLC 598	Sociolinguistics	3 credits
SPA 541 OR SPA 542	Spanish Language in America OR Spanish in the Southwest	3 credits
SPA 543	Structure of Spanish	3 credits
SPA 544	Spanish Phonology	3 credits
SPA 596	Second Language Methodologies	3 credits
SPA 598	Spanish Bilingualism	3 credits
Electives (9 credits) Chosen in consultation with the student's faculty mentor, may include:		
SLC 598	Advanced Topics in Sociolinguistics	3 credits
SPA 541	Spanish Heritage Language Pedagogy	3 credits
SPA 542	Spanish Second Language Acquisition	3 credits

Spanish (Linguistics)

SPA 598	Spanish Applied Linguistics	3 credits
SPA 598	Spanish Language Program Administration	3 credits

Second Language Acquisition/Applied Linguistics Sub-specialization

Second Language Acquisition (SLA) occurs when people acquire a language in addition to their native language. Study of the field of SLA incorporates insights gleaned from the fields of psychology, sociolinguistics and other related disciplines to provide students with an understanding of cognitive and social factors that affect the process of acquiring a second language (L2). The study of SLA covers a wide range of topics, which may include the investigation of the acquisition of phonological, morphological, syntactic and lexical phenomena by L2 learners, the variable nature of Interlanguage, developmental sequences and form- function studies, L2 conversational analysis, sociolinguistic/ pragmatic aspects of L2 acquisition (e.g., gender and age issues), learning strategies, communication/ discourse strategies, and the effects of individual variables (e.g., personality, hemisphericity, learning styles, aptitude, affective factors [attitude, motivation]), the use of different types of foreign language instruction, the context of learning (classroom vs. study abroad vs. immersion settings) and the use of language learning technology on the acquisition process.

Applied Linguistics provides the theoretical and descriptive foundations for the investigation and solution of language-related 'real-world' problems, especially those concerning language education (first-language, second-language and foreign-language teaching and learning). As a result, this type of research draws on key concepts from discourse analysis and sociolinguistics and touches on a particularly wide range of issues - psychological, pedagogical, social, political and economic as well as linguistic.

The sub-specialization in SLA/Spanish Applied Linguistics is appropriate for students wishing to acquire a deep and broad understanding of the field in preparation for doctoral level study in second language acquisition or foreign language education and teach at the university or community college level. Candidates must complete a minimum of 30 semester hours of graduate level work. At least 15 out of 30 hours of coursework must be taken in Spanish (under the SPA rubric).

Admission Prerequisites

The Sociolinguistics sub-specialization requires students to have completed the below courses before being admitted into the program:

- SPA 400/598 Introduction to Hispanic Linguistics (or approved equivalent, e.g. FLA 400/598)
- SPA 412 Advanced Conversation and Composition (or approved equivalent)

Core Courses (3 credits)		
SPA 540	History of Spanish Language	3 credits
Specialization Courses (18 credits) Choose 6 courses from the below list		
SPA 598	Spanish Second Language Acquisition	3 credits

Spanish (Linguistics)

SLC 598	Research Methods (or a 3-credit approved equivalent, e.g. LIN 500 Bibliography and Research Methods for Linguists)	3 credits
SPA 543	Structure of Spanish	3 credits
SPA 544	Spanish Phonology	3 credits
SPA 596	Second Language Methodologies	3 credits
SPA 598	Spanish Heritage Language Pedagogy	3 credits
SPA 598	Spanish Applied Linguistics	3 credits
Electives (9 credits) Chosen in consultation with the student's faculty mentor, may include:		
SLC 598	Language Learning Technology	3 credits
SLC 598	Computer Assisted Language Learning	3 credits
SPA 541	Spanish Language in America	3 credits
SPA 542	Spanish in the Southwest	3 credits
SPA 598	Spanish Language Program Administration	3 credits

Portfolio for the Linguistics Specialization

Students in the linguistics specialization are required to present a Portfolio which should contain:

- 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.
- Two high quality research papers (10-25 pages) that:
 - are revised final papers from two Program of Study classes.
 - are original, empirical works.
 - substantially incorporate professor's comments and suggestions for development. contain thorough, relevant literature review, discussion of theoretical framework, description and justification of methodology, analysis of data, and discussion of results.
- Transcript/Plan of Study including courses taken toward degree and MA committee membership.

Accelerated Program 4+1 (BA/MA)

Students must complete all existing 4+1 requirements for the undergraduate and graduate degrees. In the senior year, students can take twelve (12) credit hours of approved coursework, which will be shared between the bachelor's and master's degree. Of these shared twelve hours, students may count the credits of one 400-level class and three 500-level classes toward the requirements for both the BA and the MA degrees. The undergraduate honors thesis may not be substituted for the master's culminating experience. Students in the 4+1 program will have to defend a three-paper portfolio as part of the MA culminating experience. In consultation with the student's MA committee members graduate students will submit a portfolio which should contain:

- 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.
- Either two 25 page or three 15 page high quality research papers that:
 - are original works.
 - contain thorough, relevant literature review; discussion of theoretical framework; description and justification of methodology.
 - substantially incorporate professor's comments and suggestions for development.
- Transcript and Plan of Study (ipos) including courses taken toward degree and MA committee membership.

Applications for Graduate Assistantships

1. If a candidate is interested in obtaining a Teaching Assistantship, the letters of recommendation should also address his/her competence in Spanish and his/her ability (potential or demonstrated) to conduct a university-level language course. If the authors of the academic letters are unfamiliar with a candidate's teaching ability, a separate letter addressing this issue from a more appropriate source should be included in the application package.
2. The Language Proficiency Form must be completed by a faculty member at an accredited institution.

Selection of Teaching Assistants for Academic Year Appointment

M.A. students who demonstrate satisfactory progress toward completion of degree requirements will be supported for a maximum of two years. Their teaching performance should be satisfactory. The deadline for submission of applications is usually January 15 of each year. TAships are only granted beginning in the fall semester. Applications will be processed by the Spanish graduate committee. The Orientation and SPA 596 Second Language Methodologies course will be required of all graduate students who hold TAships. This course needs to be taken in the first fall semester under the supervision of the Director of the Spanish Language Program and TA Supervisor. 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

Spanish TA Annual Evaluation: Deadline for student evaluations is before February 1 of each academic year:

There is an annual evaluation based on progress to degree, including teaching performance (based on internal evaluations) and other items such as publications, conferences attended, service, etc.

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.

Applications for Graduate Assistantships

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 the writing and tutoring center;
5. Editorial responsibilities in *Puentes*, *Laberinto Journal*, *Chasqui* service in activities such as organizing the graduate student conference, or events for Sigma Delta Pi- Theta Epsilon, Homecoming, Night of the Open Door, and extracurricular pedagogical activities such as Language Fair, conversation groups, and other pertinent events for the period covered by the evaluation.
6. Participation in *Connected Academics*
7. 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)
 - Progress to degree
 - Presentations at professional conferences
 - Publications in professional journals
 - Other achievements (grants obtained, honors received, etc.)
 - No grade of Incomplete on record (for summer teaching)
2. Teaching (up to 4 points)
 - Courses taught: students' evaluations (mean Average Score 5-point Normal 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). Students receive an Annual Evaluation letter from the Spanish Graduate Committee referring to their process to degree and they are asked to sign and return to the Graduate Advisor as well as the Graduate Program Student Services Support Coordinator. If there is an issue, students are expected to meet with the Graduate Advisor as soon as possible to resolve it.

Applications for Graduate Assistantships

Process:

The evaluation form is sent out to Graduate Students around the third week in January. Students are to fill it out, sign it, and meet with their respective director to discuss their progress by end of the first week in February. Once the graduate director signs the form, the student sends a copy to the Graduate Advisor, who shares the information gathered for all students (electronically) with members of the Graduate Faculty, prior to discussing each case at a meeting devoted to Student Evaluations, which takes place toward the end of February. Then the Graduate Advisor pens personalized letters for all returning graduate students congratulating them on their achievements, and stating expectations for progress to degree in the following year. If warnings are warranted, the letter also includes them both in terms of academics and/ or teaching. These individualized letters are shared with graduate faculty and subsequently sent to graduate students, who acknowledge the recommendations by signing them, and returning a scanned copy to the Graduate Advisor, and the SILC Graduate Director and SILC Graduate Program Student Services Support Coordinator.

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 graduate committee 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). In order to receive a teaching assignment, students must maintain residency on campus—even in the case of online courses.

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 graduate committee.

Applicants for summer positions must have been Teaching or Research Assistants during at least one semester of the previous academic year. Applications will be ranked by the Spanish graduate committee taking into account the following priorities and criteria:

1. Academic and teaching rating on a 10 point scale;
2. All factors equal, previous summer support will be taken into account.

Notification will be made at the earliest time permitted, pending final budget decisions for the summer sessions.

Applications for Graduate Assistantships

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 Advisor 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.

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. Assistant Professor (Ph.D. University of Southern California): Spanish sociolinguistics, Spanish in the Americas, Spanish of the Southwest, dialectology, historical linguistics.

FOSTER, David William. Regents' Professor (Ph.D. University of Washington): Latin American narrative and theater, Argentine literature, Mexican literature, Brazilian literature, Latin American film, Hispanic bibliography, literary/cultural theory, gender/queer theory, photography.

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 (Ph.D. 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 CABRERA, Marta. Assistant Professor (PhD in Second Language Acquisition, University of Iowa): Computer-assisted language learning, online, hybrid and flipped

SILC Graduate Spanish Faculty and Research Specializations

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.

SILC Graduate Spanish Faculty and Research Specializations (continued)

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

Affiliated Faculty to the Spanish Graduate Program

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.

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

Contact Us

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