

**Second Language Studies / ESL**

**Graduate Study Guide**



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## INTRODUCTION

Welcome (back) to the Graduate Program in Second Language Studies/ESL (SLS/ESL) in the Department of English at Purdue University.

This document, *Graduate Study in Second Language Studies/ESL: A Guide for Students and Faculty*, describes and explains the various policies, procedures, and practices students in the Program must be aware of. Both you and your academic advisor will need to refer frequently to it as you go through the stages of obtaining your degree. An on-line version of the Guide is available at <http://www.cla.purdue.edu/english/esl/gradstudyguide.html>.

It is your responsibility to become thoroughly familiar with its contents right away. You with your advisor are responsible for meeting deadlines and completing appropriate paperwork.

In addition to the Guide, you and your advisor will need to consult other resources for additional rules and regulations set by the Department of English and the Graduate School. For more information about these, see:

*Department of English Manual for Graduate Study*, available from the English Graduate Office or at <http://www.cla.purdue.edu/english/graduate/documents.cfm>.

The Graduate School website: <http://www.gradschool.purdue.edu/students/current/>

Written documents are not your only sources of information. Feel free to contact the Program faculty and staff with any questions or concerns you may have.

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## ACADEMIC ADVISORS

Every student has an assigned academic advisor and an advisory committee in SLS/ESL for the first three semesters of study. Students will need to meet with their advisors at least once at mid-semester in the Fall and in the Spring to assess their progress and select and register for courses for the following semester.

### Major Professor

Ideally, by the beginning of their third semester in the Program, students will have identified the general area within SLS/ESL they want to work in and are ready to ask an SLS/ESL faculty member to serve as Major Professor.

The Major Professor acts as the student's academic advisor, directs the research and writing of the PhD dissertation or MA thesis, and advises the PhD student in the selection of an appropriate secondary field, the choice of other faculty members to serve on the Advisory Committee, and the preparation of the Plan of Study.

### Advisory Committee

At every stage of study, Advisory Committee members (at least two in addition to the Major Professor) help the student meet deadlines, provide counsel and advice, respond to written work submitted, and attend the oral defenses of the prospectus and of the doctoral dissertation or the oral defense of the MA thesis.

PhD students add a fourth member to their Advisory Committee when they begin formal work on the dissertation.

## PLAN OF STUDY

The Plan of Study (POS) is a document that all graduate students are required to submit to the Graduate School. The POS must be filed no later than October 15th of the third semester of residence and after students have chosen their Major Professor and - in consultation with the Major Professor – have established their Advisory Committee.

Completing and submitting the POS is a fairly straightforward process. Step-by-step directions for filling out the form and information regarding the content to be entered can be found in the *Department of English Manual for Graduate Study*.

### Overview of major steps

- Access the electronic "Plan of Study Generator (PSOG) via the MyPurdue portal to BANNER.
- Send copies of the POS to the Major Professor and Advisory Committee for review.
- Once the Advisory Committee has reviewed and approved the draft POS, submit a paper copy of the draft to the English Graduate Office along with the completed "Rationale" for the SLS/ESL MA or PhD in the Department of English Manual for Graduate Study.
- After the Director of Graduate Studies reviews and approves the POS, submit the final electronic version of the POS (via the POSG) to the Graduate School.

- Advisory Committee members approve the on-line form when the Graduate School notifies them via email that the POS is available.
- Changes can be made at any time to the POS through the PSOG by repeating these steps.

#### Guidelines

- A minimum of thirty (30) credit hours is required.
- No single 60000 course can be taken to satisfy both the seminar and elective requirements.
- English 62900 can be repeated to satisfy requirements if offered in different subject areas.
- The foreign language requirement must be met in addition to these requirements.
- Courses that are audited, taken "Pass/No Pass," or those in which a student earns a grade below "B" cannot count toward the required number of hours.

**Please note:** Students are expected to take required courses at the first opportunity they are offered and not to rely on independent study courses to meet degree requirements.

#### COURSE TRANSFERS, WAIVERS, AND SUBSTITUTIONS

Under some circumstances it is appropriate to request that a required graduate course be waived or substituted for by a course taken previously.

#### Transfer credit

Course credit from another program or institution can be transferred. However, the following criteria apply. The courses:

- Have not been used to satisfy the requirements of another degree held by the student
- Are subject to the approval of the student's Advisory Committee
- Are limited to six credits
- Must be transferred from an accredited institution
- Must bear appropriate graduate credits and carry a grade of "B" or better
- Have been earned within the last five years

#### Waiver of English 50600

Students may be eligible for a waiver of English 50600: Introduction to English Linguistics if they have taken a course that:

- Is an equivalent course taken at an accredited institution
- Was taken within the past seven years.

To apply for a waiver, a request is made to the Director of Graduate Studies during the student's first semester of graduate study at Purdue and should include a cover letter and the syllabus or a detailed outline of the course taken. If the waiver is approved, another 3 credit hour course needs to be taken to meet the 30 hour requirement.

### Course substitution

A student – in consultation with their advisor – may substitute a course required for the SLS/ESL graduate program with one already taken at another institution. A request to do so can be made if:

- the course was not taken as a requirement for a previous degree
- the student was enrolled as “non-degree”
- the course was an elective and is the roughly the same as one required in the SLS/ESL degree program

To get approval for the substitution, documentation needs to be given to an instructor in the English Department who teaches the course. In most cases, a course description, syllabus/reading list, and assignments are sufficient. Upon approval, the professor notifies the Graduate Office, where the substitution is recorded.

If the substitution is approved, another 3 credit hour course needs to be taken to meet the 30 hour requirement.

### PhD PROGRAM

#### General information

Work toward the PhD occurs in several stages, which students complete with the advice and help of their Major Professor and members of their Advisory Committee. These stages are:

- Completing coursework
- Developing a plan of study
- Meeting the foreign language requirement
- Taking the preliminary exam
- Preparing the dissertation prospectus
- Defending the dissertation prospectus in an oral exam
- Conducting research for the dissertation
- Writing the dissertation
- Defending the dissertation in an oral exam
- Depositing the dissertation

#### Course requirements

The following courses are required for the PhD:

*Prerequisite*  
ENGL 50600 Introduction to Linguistics

*Core (Take all four)*

ENGL 51600	Theory
ENGL 51800	Curriculum
ENGL 61800	Quantitative Research
ENGL 61900	Qualitative Research

*Language Studies (Take 2):*

\*See Appendix A for Language Studies course options.

*Seminars (Take 2):*

ENGL 62900	Variable title SLS/ESL seminar
ENGL 63000	Second Language Writing
ENGL 63100	World Englishes
ENGL 67400	Language Testing

- Courses cannot be used in more than one category.
- The minimum number of credit hours in English (beyond the MA) is thirty (30), nine of which must be at the 60000 level.
- When all other program requirements are met, the student may meet the 30- hour minimum with any 50000 or 60000 level course offered by the Department of English.
- Students may take up to six hours of coursework outside the department that can count toward the 30 credit hours required for the Plan of Study upon approval of their Advisory Committee.

## Research credits

Once PhD candidates have completed their coursework, they may register for research credits.

- At least thirty (30) hours of Research Credit (ENGL 69900 or English 69900A) are required for the degree.
- Research credits generally are earned during the dissertation research and writing period.
- The Major Professor gives a grade of either “S” (Satisfactory) or “U” (Unsatisfactory), depending upon the candidate’s progress on the project.
- Candidates writing away from campus need to submit a request to the Graduate School for “Research in Absentia” (English 69900A).

For detailed information regarding absentia status and other registration options during the dissertation writing phase, see the *Department of English Manual for Graduate Study*.

## SECONDARY AREA OF STUDY

For students in the doctoral program, SLS/ESL is referred to as the “primary area of study.” Students also take courses in a “secondary area of study” to complement work in the primary area.

Students can choose from a wide variety of secondary areas. SLS/ESL students in the past have selected such areas as English Education, English Language and Linguistics, Rhetoric & Composition, and Professional Writing as well as other options offered by the Department of English (see the *Department of English Manual for Graduate Study* for details).

- The requirements for a secondary area of study can be met either through examination (if available) or through a prescribed set of courses.
- Students taking the coursework need to earn grades of “B” or better in each course.
- Students may substitute relevant seminars or special topics courses for courses that might otherwise not be available.
- Students wishing to substitute courses not included on each area’s list (including English 59000’s and 59600’s) must notify the Director of Graduate Studies, who consults faculty in the area on the appropriateness of the substitution.

If the above options for secondary areas do not meet students’ research needs, they can, in consultation with their Advisory Committee, design a customized secondary area:

- A minimum of four courses are required. Two must be English Department courses and only two of the four courses can be English 59000s.
- The student submits a written request for approval to the Director of Graduate Studies. The request a) outlines the need for the customized area, b) lists the numbers and titles of the four courses to be taken to meet the requirement, and c) states that the Advisory Committee approves the customized area.

## PRELIMINARY EXAM

### *General information*

Once students have (1) filed a Plan of Study, (2) fulfilled course requirements for the primary and secondary areas, and (3) met the foreign language requirement, they are eligible to take the Preliminary Exam. PhD students in SLS/ESL can choose between two forms of the exam: a two-part, take-home exam (24/7) or a set of three papers (Papers).

### Preliminary Examination - 24/7 Option

#### *General Information*

This option involves completing a two-part examination. In the first part, examinees are given 24 hours to respond to four questions, one in each of the PhD core areas. A reading list for this part of the examination can be found in the *SLS/ESL Student Guide—see Appendix B*. In the second part, examinees are given one week to write an essay on a more specialized topic or issue within the examination area. This examination can be taken in August or in March.

#### *Procedure*

1. Before the beginning of the semester in which a student plans to take the 24/7 examination, she or he should consult with her or his advisor about examination procedures and discuss potential questions/prompts for the seven-day essay. Questions for the 24 hour examination will be submitted by the faculty without consultation with the student.
2. Once a prompt or question has been agreed upon, the student will complete and submit a Checklist for the Preliminary Examination: 24/7 to the Graduate Studies Office. This submission will constitute registration for the examination.

3. The student will pick up the 24-hour take-home examination questions on Tuesday of the exam week and turn in the answers on Wednesday. All questions must be answered. Not answering one or more questions will result in failure on the entire exam.
4. The student will pick up the seven-day essay prompt on Thursday of the exam week and turn in the essay on the following Thursday.
5. Both parts of the examination will be read and evaluated (pass or fail) by the examination committee (i.e., the members of the SLS/ESL faculty). Success on the exam requires a passing grade on both parts of the exam.
6. The grade for the examination will be reported by the SLS/ESL Program Director to the Graduate Studies Office. The Graduate Studies Office will report the grade to the examinee.
7. The Program Director will meet with the examinee to discuss the results of the examination.
8. If the grade for the examination is “fail,” the student will be allowed to retake the examination at its next administration—the student will not be allowed to switch to the Papers option. If the grade for the retake is “fail,” the student will not be allowed to continue in the Program.

#### Preliminary Examination - Papers Option

##### *General Information*

This involves writing three 20 page (5000 word) papers, one in each of three of the four core areas chosen by the student: historical and theoretical foundations, curriculum design, qualitative research design, and quantitative research design. Ideally, the Papers should build on work done in the SLS/ESL core courses and be related to a student’s area of interest and research for the dissertation. Success on the Papers requires a grade of “Pass” on each of the three papers. A passing paper is one that meets the criteria negotiated and agreed on by the faculty reader and the student. These criteria should take into account the time limit imposed (roughly four weeks) on the completion of a paper and, in the evaluation of papers, faculty members should adopt a stance that is more formative than summative. Students, in consultation with their advisors, can begin the Paper writing process at the beginning of the Fall or the Spring semester. Note: Students need to be enrolled while working on this examination; if an extension is needed for the Spring administration, Summer enrollment will also be required.

##### *Procedure*

1. Before the beginning of the semester in which a student plans to begin writing the Papers, she or he should meet with her or his advisor to map out a plan.
2. Before the end of the first month of the semester the student should:
  - a. Make an appointment and meet with the faculty member responsible for each paper to negotiate the focus and criteria for evaluation for each paper.
  - b. Write and submit a 250-word abstract for each paper to the appropriate faculty member.

- c. Submit to her or his Advisor and to the Graduate Studies Office a completed Checklist for the Preliminary Examination: Papers.
3. When all this is done—no later than the end of the first month of the semester—the clock begins.
  4. The papers should be written serially, i.e., one at a time. A student, in consultation with her or his advisor, will determine the ordering of the papers.
  5. The student should take four weeks to write each paper. At the end of the four weeks, the student is expected to submit the completed paper (The student should not hand in preliminary drafts.) to the appropriate faculty member.
  6. The faculty member should, within two weeks, read and evaluate the paper and let the student know if the paper is satisfactory or in need of revision; the faculty member should at the same time inform the Program Director of this decision.
  7. In either case, after the submission of the first paper, the student should move on to the next paper; that is, the student should not wait for the decision or comments from the reader of the first paper to move on to the next one. The same process should be followed with the second and third papers. If revision of a paper is necessary, the student should revise and resubmit as soon as possible. This will entail the student revising a paper or papers while writing another. The student will have approximately four months to complete this process.
  8. In extraordinary situations, the student may appeal in writing before the end of the four month period to the Program Director for a two month extension.
  9. Each paper must be completed in a timely manner and be deemed satisfactory by the appropriate faculty reader for the student to receive a grade of *pass*. If either of these requirements has not been met within six months, the student will receive a grade of *fail*. A student who fails the Papers Option will be allowed to take the 24 hour/seven day preliminary examination at its next administration—the student cannot repeat the Papers Option. If the student fails the 24/7 examination, she or he will not be allowed to continue in the program.
  10. At the end of this process, the Program Director will report the results to the English Graduate Studies Office.
  11. The Graduate Studies Office – and only the Graduate Studies Office – will then notify the student of the final grade.

## DISSERTATION PROSPECTUS

### *General information*

After the requirements for the primary and secondary areas, foreign language, and preliminary examinations are met, the student is ready to write the dissertation prospectus.

A prospectus draft must be submitted to the advisory committee chair within seven months of the successful completion of the preliminary exam. The prospectus must be defended within three months of its submission (see the “Ten Month Prospectus Time Table,” in the *English Department Manual for Graduate Study* for more details).

The prospectus, a description of the student’s dissertation project, should be approximately 5,000 words long (plus bibliography), and is written in consultation with the Major Professor and other members of the Advisory Committee. It includes the following elements:

- Problem statement
- Theoretical framework
- Literature review
- Description of the method adopted to explore the problem
- Tentative chapter outline
- Bibliography
- Tentative timetable for conducting the research and writing the dissertation
- Projected date for the oral defense of the dissertation

#### *Oral defense of the prospectus*

The oral defense of the prospectus (also known as the “oral preliminary exam”) is not a test or examination per se, but an opportunity for the student and the Advisory Committee to meet before the student’s research project begins and to discuss and refine the student’s plan for the study.

The objective of the prospectus defense is to ensure that the study will go smoothly and will obtain meaningful results. Often the outcome of the discussion is a modification of the project to some extent. The student and the Committee may decide, for example, to limit the project in size and scope, to adjust the timeline, or to further develop the theoretical framework. The following steps lead up to the defense:

- At least two full weeks before the prospectus defense, the student completes Graduate School Form GS-8, Request for Appointment of Examining Committee (see <http://www.gradschool.purdue.edu/students/forms.cfm>).
- The request form is signed by the Major Professor and then submitted to the English Graduate Office by the student.
- At least two full weeks before the defense, the student gives a copy of the prospectus to each member of the Advisory Committee.
- All members of the Advisory Committee attend the defense. If for some reason one member of the Committee cannot be present, the student makes arrangements for that member’s participation via a conference call.
- The student is responsible for picking up “Graduate School Form GS-10, Report of Preliminary Examination” from the English Graduate Office and for bringing it to the defense.
- After the exam, the Advisory Committee members record the results and sign Form GS-10, which is then submitted to the English Graduate Office.
- A successful defense formally admits the student to Candidacy for the PhD, which is also known informally as “ABD” (all but dissertation) status, and work on the project can begin.
- If the members of the student’s Advisory Committee are asked to continue to advise the student, they then become members of the student’s Dissertation Committee.

## WRITING THE DISSERTATION

A PhD dissertation is an extended research project that explores a topic in the candidate's chosen field of study. In the academy, it functions as a demonstration of the candidate's ability to conduct independent scholarly research and to present the results according to the conventions and practices of their field of study.

The choice of the dissertation topic and the theoretical, methodological, and analytic approaches are determined by the candidate in consultation with the members of the Dissertation Committee. This committee also provides guidance throughout the research for and writing of the dissertation.

In preparing the dissertation, candidates must be in conformity with the University's formatting policies as outlined in the *Manual for the Preparation of Graduate Theses* (see <http://www.gradschool.purdue.edu/thesis.cfm>).

Approval of the format is a responsibility shared by the Major Professor and the Thesis/Dissertation Office in the Graduate School.

## ORAL DEFENSE OF THE DISSERTATION

The dissertation defense is the student's opportunity to orally present the findings and results of his or her project to the Advisory Committee. Following a presentation by the candidate, the Committee members ask questions or make comments about the study based on either the presentation or the dissertation; the student responds to the questions (i.e. "defends the dissertation"). Generally the defense takes the form of a discussion about the candidate's project, and suggestions may be made for revising part or parts of the dissertation.

The dissertation defense is open to the public and is announced on the bulletin board outside the English Graduate Office. Candidates may invite guests to attend.

The following requirements and regulations apply either before or after the defense.

### *Before the defense*

- At least two academic sessions (including summer) during which the student is registered for classes must elapse between the completion of the Oral Defense of the Dissertation Prospectus and the Oral Defense of the Dissertation.
- At least two full weeks before the date of the defense, the candidate distributes a complete copy of the dissertation to all members of the Dissertation Committee.
- Upon receipt of the copy, each committee member notifies the English Graduate Office in writing that the copy was delivered at least two weeks in advance of the defense date.
- This written notification from the committee members can be by either email to the Graduate Secretary ([griff@purdue.edu](mailto:griff@purdue.edu)) or by signature on the "Form Certifying Timeliness of Submission of MA Thesis or PhD Dissertation to the Advisory Committee" (available in the *English Department Manual for Graduate Study*).

- At least two full weeks before the date of the defense, candidates complete Graduate School form GS-8 “Request for Appointment of Examining Committee” (<http://www.gradschool.purdue.edu/students/resources.cfm>) and submit a paper copy to the English Graduate Office, which then forwards it to the Graduate School.
- Not meeting the full two-week deadline may delay the Graduate Office’s forwarding of Form GS-8 to the Graduate School and thus delay the defense.
- The defense can be scheduled at any time (except during “dead week”, i.e. the last week of classes) during the fall or spring semesters or during summer session.
- All members of the Dissertation Committee attend the dissertation defense. If for some reason one member of the Committee cannot be present, the student makes arrangements for the member’s participation via a conference call.
- At the end of the defense, the Dissertation Committee makes a judgment on the success of the candidate’s defense, which is reported to the Graduate School.

### *After the defense*

After the successful completion of the oral defense of the dissertation, the candidate:

- Makes revisions as suggested by the Dissertation Committee.
- Consults the Graduate School checklist for final deposit of the dissertation (see <http://www.gradschool.purdue.edu/thesis.cfm>).
- Prepares copies for distribution to a) members of the Dissertation Committee, b) the English Graduate Office, and c) the Graduate School.
- Schedules an appointment with the Thesis/Dissertation Office in the Graduate School.
- Deposits and distributes copies of the dissertation as required.

Dissertations can be submitted and distributed electronically. Contact the English Graduate Office for information about this option.

### SEVEN-YEAR RULE

Under normal circumstances, a candidate is allowed seven years from the defense of the prospectus to the completion and defense of the dissertation. However:

- If the dissertation is not successfully defended by this time, the candidate must defend the dissertation prospectus again.
- The candidate then has five years from that point to defend the dissertation.
- If the candidate has not defended by the end of the five years, they can no longer continue in the PhD program.
- The student and his or her Major Professor may petition the English Department Graduate Studies Committee for an additional extension. The petition must outline the extenuating circumstances which warrant an extension and must include the amount of time requested.

## MA PROGRAM

Work toward the MA in SLS/ESL is done in two stages. The first is completion of course requirements and the second is either writing an MA Thesis under the direction of an SLS/ESL faculty member or sitting for the MA Examination of the Department of English.

### *Course Requirements*

The courses required for the MA in SLS/ESL are in five categories: prerequisite, core, language studies, seminars, and electives:

#### *Prerequisite*

ENGL 50600 Introduction to Linguistics

#### *Core (Take 2)*

ENGL 51600 Theory

ENGL 51800 Curriculum Design

ENGL 61800 Quantitative Research

ENGL 61900 Qualitative Research

#### *Language Studies (Take2)*

\*See Appendix A for course options

#### *Seminar (Take 1)*

English 62900 Variable Title SLS/ESL Seminar

English 63000 Second Language Writing

English 63100 World Englishes

English 67400 Language Testing

#### *Electives (Take 4)*

One elective must be taken outside the SLS/ESL program.

- Courses cannot be used in more than one category.

### MA thesis

In consultation with the Major Professor, the student identifies a thesis topic, an approach to research on this topic, and the faculty members to serve on the Advisory Committee.

Once students are writing the thesis for the MA, they register for research credits:

- Research credits generally are earned during the thesis research and writing period. The Major Professor awards a grade, either "S" (Satisfactory) or "U" (Unsatisfactory), depending upon candidate's progress on the project.
- Candidates writing the thesis away from campus need to submit a request to the Graduate School for Research in Absentia (English 69900A).
- See the *Department of English Manual for Graduate Study* for deadlines, policies, and procedures regarding in absentia status and other registration options during this phase.

## MA examination

The M.A. Examination is given twice each year. Students sign up with the English Graduate Office before the deadline announced each semester.

- The M.A. Examination is a four-hour sit down exam with two parts: Part I consists of essay questions in a) literature and b) the student's area of specialization; Part II is extemporaneous explication of poems.
- Members of the Literary Studies faculty construct and grade the literature sections of Part I and Part II.
- The literature section is based on a variety of British and American texts covering the spectrum of these literatures.
- Members of the SLS/ESL faculty write and grade the SLS/ESL questions.
- All items on the exam are based on the MA Reading List (posted on the bulletin board outside of the Graduate Studies Office).
- Results of the examination, reported as "High Pass", "Pass", "Low Pass", or "Fail" are reported to students and the Chairs of their Advisory Committee by the Director of Graduate Studies within two weeks of the examination.
- A student who fails the M.A. Examination may take it a second time.
- A student who has failed the MA Examination cannot switch to the thesis option.

See the *Department of English Manual for Graduate Study* for more detailed information about specific aspects of the MA Examination.

## CERTIFICATE PROGRAM

Students in the SLS/ESL Graduate Certificate Program need to meet the following requirements to obtain the Graduate Certificate in SLS/ESL.

### *Course requirements*

The course requirements include one (1) prerequisite course and four (4) required courses:

### *Prerequisite*

ENGL 50600: Introduction to English Linguistics

### *Required courses (Take both)*

ENGL 51600: Theory  
ENGL 51800: Curriculum

### *Additional courses (Take 2)*

ENGL 56500 Sociolinguistics  
ENGL 61700 Contemporary English  
ENGL 61800 Quantitative Research

ENGL 61900	Qualitative Research
ENGL 62900	Variable Title Seminar in SLS/ESL
ENGL 63000	Second Language Writing
ENGL 63100	World Englishes
ENGL 67400	Language Testing

### *Reminders*

- Courses must be completed within five (5) years from beginning the program.
- Courses may be applied for credit toward the completion of more than one certificate program.

### *Grades and GPA*

- All courses must be taken for a letter grade.
- A minimum GPA of 3.0 must be attained.
- A minimum grade of "B" must be earned for any course that is to be applied to the Certificate.

### *Internal audit form*

- Once coursework is completed, the student contacts the English Graduate Office to fill out the Internal Audit Form.
- The Director of the Certificate Program signs the Internal Audit Form.
- The English Graduate Office forwards the audit form to the Graduate School
- The Graduate School then notifies the Registrar's Office, who records the attainment of the Certificate on the student's transcript.

## Appendices

### *Appendix A: Language Studies Course Options*

ENGL 51000	History of the English Language
ENGL 51100	Semantics I: Lexical and Sentential Semantics
ENGL 51300	Phonology I: Descriptive Analysis
ENGL 52100	Syntax I: Syntactic Analysis
ENGL 56300	Historical Linguistics and Language Change
ENGL 56500	Sociolinguistics
ENGL 59600	Introduction to Pragmatics
ENGL 61100	Old English
ENGL 61300	Middle English
ENGL 61700	Contemporary English
ENGL 62700	Seminar in Linguistics (variable title)
ENGL 62800	Natural Language Processing
ENGL 62900	Seminar in SLS/ESL (variable title)
LING 51200	Phonology II: Theoretical Approaches
LING 52200	Syntax II: Issues in Syntax
LING 53200	Semantics II: Formal and Grammatical Semantics
LING 59000	Directed Reading in Linguistics
LING 59100	Special Topics in Phonology
LING 59200	Special Topics in Syntax
LING 59300	Special Topics in Semantics
LING 59400	Special Topics in Historical Linguistics
LING 59800	Special Topics in Linguistics
LING 61900	Seminar in Phonology
LING 62900	Seminar in Syntax
LING 63900	Seminar in Semantics
LING 64900	Seminar in Historical Linguistics
LING 68900	Seminar in Linguistics
LING 69000	Individual Seminar

Any other graduate course which focuses on primarily on language or linguistics (with advisor approval)

## Appendix B: Reading List for 24/7 Preliminary Exam

## Theory

*Journal Articles & Book Chapters*

- Committee of Twelve (1900). *Report of the Committee of Twelve of the Modern Language Association* (pp. 7-30). New York: D.C. Heath & Company.
- Jespersen, O. (1904). *How to teach a foreign language* (pp. 19-22). London: Allen and Unwin.
- Bloomfield, L. (1914). *An introduction to the study of language* (293-306). New York: Holt.
- Palmer (1917). *The scientific study and teaching of languages* (pp. 11-19). Yonkers-on Hudson, NY: World Book Company.
- Palmer (1921). *The principles of language study* (pp. 34-39). London: Oxford University Press.
- Fries, C.C. (1945). On learning a foreign language as an adult, *Teaching and learning English as a foreign language* (preface & pp. 1-9). Ann Arbor: University of Michigan Press.
- Fries, C.C. (1955). American linguistics and the teaching of English. *Language Learning*, 6(1/2), 1-22.
- Marckwardt, A.H. (1948). Motives for the study of modern languages. *Language Learning*, 1(1), 3-11.
- Slager, W. (1956). The foreign student and the immigrant--their different problems as students of English. *Language Learning*, 6(3/4), 24-29.
- Whorf, B.L. (1956). Science and linguistics. In J. B. Carroll (Ed.), *Language, thought, and reality: Selected writings of Benjamin Lee Whorf* (pp. 207-219). Cambridge, MA: MIT Press.
- Lado, R. (1957). The necessity for a systematic comparison of languages and cultures. *Linguistics across cultures* (pp. 1-8). Ann Arbor, MI: University of Michigan Press.
- Committee on Language Programs, American Council of Learned Societies. (1960). The role of linguistics and linguistic analysis in programs under Title VI of the National Defense Education Act of 1958. *Language Learning*, 10(3/4), v-viii.
- Skinner (1957). *Verbal behavior* (pp. 1-12). New York: Appleton-Century-Crofts.
- Chomsky (1957). *Syntactic structures* (Preface & pp. 6-17). The Hague: Mouton.
- Chomsky, N. (1965/1971). Implication for language teaching. In J.P.B. Allen & P. van Buren (Eds.), *Chomsky: Selected readings* (pp. 142-159). New York, NY: Oxford University Press.
- Halliday, M.A.K., McIntosh, A., & Stevens, P. (1964). *The linguistic sciences and language teaching* (pp. 252-271). Bloomington, IN: Indiana University Press.
- Carroll, J.B. (1965). The contributions of psychological theory and educational research to the teaching of foreign languages. *Modern Language Journal*, 49(5), 273-281.
- Ney, J.W. (1968). The oral approach: A re-appraisal. *Language Learning*, 18(1/2), 3-13.
- Corder (1967) The significance of learners' errors. *IRAL* 5, 161-170.
- Prator (1968). The British heresy in TESL. In J.A. Fishman, C.A. Ferguson, and J.D. Gupta (Eds.), *Language problems of developing nations* (pp. 459-476). New York: John Wiley & Sons.
- Kachru, B.B. (1976). Models of English for the third world: White man's linguistic burden or language pragmatics? *TESOL Quarterly*, 10(2), 221-239.
- Gardner, R.C. (1968). Attitudes and motivation: Their role in second-language acquisition. *TESOL Quarterly*, 2(3), 141-150.
- Wardhaugh, R. (1970). The contrastive analysis hypothesis. *TESOL Quarterly*, 4(2), 123-130.
- Selinker, L. (1972). Interlanguage. *IRAL*, 10(3), 209-231.
- Bailey, N., Madden, C., & Krashen, S.D. (1974). Is there a "natural sequence" in adult second language learning? *Language Learning*, 24(2), 235-243.
- Krashen, S.D. (1973). Lateralization, language learning, and the critical period: Some new evidence. *Language Learning*, 23(1), 63-74.
- Tarone, E., Swain, M., & Fathman, A. (1976). Some limitations to the classroom applications of current

- second language acquisition research. *TESOL Quarterly*, 10(1), 19-32.
- Cummins, J. (1980). The cross-lingual dimensions of language proficiency: Implications for bilingual education and the optimal age issue. *TESOL Quarterly*, 14(2), 175-187.
- Raimes, A. (1983). Tradition and revolution in ESL teaching. *TESOL Quarterly*, 17(4), 535-552.
- Cook, V.J. (1985). Chomsky's universal grammar and second language learning. *Applied Linguistics*, 6(1), 2-18.
- Long, M.A. (1990). The least a second language acquisition theory needs to explain. *TESOL Quarterly*, 24(4), 649-666.
- Canagarajah, A.S. (1999). Interrogating the "native speaker fallacy": Non-linguistic roots, non-pedagogical results. In B. Braine (Ed.), *Non-native educators in English language teaching* (pp. 77-92). Mahwah, NJ: Lawrence Erlbaum.
- Pennycook, A. (1999). Introduction: Critical approaches to TESOL. *TESOL Quarterly*, 33(3), 329-348.
- Johnston, B. (1999). Putting critical pedagogy in its place: A personal account. *TESOL Quarterly*, 33(3), 557-565.
- Kramsch, C. (2000). Second language acquisition, applied linguistics, and the teaching of foreign languages. *Modern Language Journal*, 84(3), 311-326.
- Atkinson, D. (2002). Toward a sociocognitive approach to second language acquisition. *Modern Language Journal*, 86(4), 525-545.
- Davis, K.A., & Skilton-Sylvester, E. (2004). Looking forward, taking stock, moving forward: Investigating gender in TESOL. *TESOL Quarterly*, 38(3), 381-404.
- Lantolf, J.P. (2004). Sociocultural theory and second and foreign language learning. In K. van Esch & O. St. Johns (Eds.), *New insights into foreign language learning and teaching* (pp. 13-34). Frankfurt am Main, Germany: Peter Lang.
- Valdes, G. (2005). Bilingualism, heritage language learners, and SLA research: Opportunities lost or seized? *Modern Language Journal*, 89(3), 410-426.
- Cumming, A. et al. (2008). Theory in an applied field. *TESOL Quarterly*, 42(2), pp. 285-313.
- Wen, Q. & Gao, Y. (2007). Dual publication and academic integrity. *International Journal of Applied Linguistics*, 17(2), 221-225.
- Hamp-Lyons, L. et al (2009). Access, equity and ... plagiarism? *TESOL Quarterly*, 43(4), 690-709.

### Books

- Brown, H.D. (2006). *Principles of language learning and teaching (5<sup>th</sup> Edition)*. White Plains, NY: Pearson.
- Hinkel, E. (2005). *Handbook of research in second language teaching and learning*. Mahwah, NJ: Erlbaum.
- Mitchell, R., & Myles, F. (2004). *Second language learning theories (2<sup>nd</sup> Edition)*. London: Arnold.

## Curriculum Design

### Journal Articles and Book Chapters

- Breen, M. P., & Candlin, C. N. (1980). Essentials of a communicative curriculum in language teaching. *Applied Linguistics*, 1(2), 89-112.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47
- Wilkins, D. A. (1979). Grammatical, situational and notional syllabuses. In C.J. Brumfit & K. Johnson (Eds.), *Communicative approach to language teaching* (pp. 82-90). Oxford: Oxford University Press.

**Books**

- Berns, Margie. (1990). *Contexts of competence: social and cultural considerations in communicative language teaching*. New York: Plenum Press.
- Berns, M., de Bot, K., & Hasebrink, U. (Eds.) (2007). *In the presence of English: Media and European youth*. New York: Springer.
- Brown, J.D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston, MA: Heinle & Heinle.
- Gnutzmann, C. (Ed.). (1999). *Teaching and learning English as a global language: native and non-native perspectives*. Tübingen: Stauffenberg Verlag.
- Gnutzmann, C., & Intemann, F. (Eds.). (2005). *Globalisation of English and the English language classroom*. Tübingen: Gunter Narr Verlag.
- Graddol, David. (1997). *The future of English: A guide to forecasting the popularity of the English language in the 21<sup>st</sup> century*. London: British Council.
- Graddol, David. (2006). *English next: Why global English may mean the end of 'English as a Foreign Language'*. London: British Council.
- Kachru, Y., & Smith, L.E. (2008). *Cultures, contexts, and World Englishes*. New York: Routledge.
- Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.
- Musumeci, D. (1997). *Breaking tradition: an exploration of the historical relationship between theory and practice in second language teaching*. New York: McGraw-Hill.
- Prabhu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Richards, J. C. (2001). *Curriculum development in language teaching*. New York: NY: Cambridge University Press.
- Richards, J.C., & Rodgers, T.S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Savignon, S.J. (1997). *Communicative competence: theory and classroom practice: texts and contexts in second language learning, 2<sup>nd</sup> edition*. New York: McGraw-Hill.
- Savignon, S.J. (Ed.). (2002). *Interpreting communicative language teaching*. New Haven: Yale University Press.
- Savignon, S.J., & Berns, M.S. (Eds.). (1984). *Initiatives in communicative language teaching: A book of readings*. Reading: Addison-Wesley.
- Savignon, S.J., & Berns, M.S. (Eds.). (1987). *Initiatives in communicative language teaching II: A book of readings*. Reading: Addison-Wesley.

**Quantitative Research Design****Books**

- Booth, W.C., Colomb, G.G., and Williams, J.M. (1995). *The Craft of Research*. Chicago: University of Chicago Press. ISBN: 0-226-06584-7
- Johnson, K. (2009). *Quantitative methods in linguistics*. Madley, MA: Blackwell.
- Leavitt, F. (2001). *Evaluating Scientific Research: Separating Fact from Fiction*. Upper Saddle River, NJ: Pearson Education. ISBN 0-13-012845-7

**Journal Articles and Book Chapters**

- Anghoff, W. (1988). Validity: An evolving concept. In H. Wainer & H. Braun (Eds.) *Test Validity* (pp. 19-32). Hillsdale, NJ: Erlbaum.
- Cronbach, L. (1988). Five perspectives on validity argument. In H. Wainer & H. Braun (Eds.) *Test Validity* (pp. 3-17). Hillsdale, NJ: Erlbaum.

- Eisenhart, M. & DeHaan, R. (2006). Doctoral preparation of scientifically based education researchers. *Educational Researcher*, 34 (4) 3-13.
- Kezar, A. (2000). The importance of pilot studies. *Research in Higher Education*, 41 (3) 385-400.
- Klingner, J.K., Scanlon, D., & Pressley, M. (2005). How to publish in scholarly journals. *Educational Researcher*, 34 (8) 14-20.
- Linn, R.L., Baker, E.L., & Dunbar, S.B. (1991). Complex, performance-based assessment: Expectations and validation criteria. *Educational Researcher*, 20 (Nov) 15-21.
- Lazaraton, A. (2000). Current trends in research methodology and statistics in applied linguistics. *TESOL Quarterly*, 34 (1) 175-181.
- Snow, C. E. (2001). Knowing What We Know: Children, Teachers, Researchers. *Educational Researcher*, 30, 7, pp. 3-9. URL: <http://www.jstor.org/stable/3594409> (Accessed: 09/08/2010).
- Stevens, S.S. (1946). On the Theory of Scales of Measurement. *Science, New Series*, 103, 2684, pp. 677-680. URL: <http://www.jstor.org/stable/1671815> (Accessed: 26/11/2008)

## Qualitative Research Design

### Books

- Bogdan, R.C., & Biklen, S. K. (2002). *Qualitative research for education: An introduction to theories and methods*, 4th ed. Boston, MA: Allyn & Bacon.
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data*. Thousand Oaks, CA: Sage.
- Duff, P. A. (2008). *Case study research in applied linguistics*. Mahwah, NJ: Erlbaum.
- Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles in practice*, 3rd ed. London: Routledge
- Heath, S. B. (1983). *Ways with words*. Cambridge: Cambridge University Press.
- Johnstone, B. (2000). *Qualitative methods in sociolinguistics*. New York: Oxford University Press.
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.
- Spradley, J. P. (1980). *Participant observation*. Fort Worth, TX: Harcourt Brace Jovanovich.

### Book Chapter

- Miles, M. B., & Huberman, A. M. (1994). Early steps in analysis. Ch. 4 of *Qualitative data analysis: An expanded sourcebook*, 2nd ed. (pp. 50-89). Thousand Oaks, CA: Sage.

### Journal Special Issue

- TESOL Quarterly Special Issue on Qualitative Research* (#3, Autumn, 1995)

### Articles

- Atkinson, D. (NDb). *Does qualitative methods amount to doing qualitative research in TESOL?* (Unpublished ms. included in ENGL 619 packet).
- Atkinson, D. (2005). Situated qualitative research and second language writing. In P. Matsuda & T. Silva (eds.), *Second Language Writing Research: Perspectives on the process of knowledge construction* (pp. 49-64). Mahwah, NJ: Erlbaum.
- Erickson, F. (1986). Qualitative methods in research on teaching. In M. C. Wittrock (Ed.), *Handbook of research on teaching*, 3rd. ed. (pp. 119-161). New York: Macmillan.
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. Ch. 1 of *The interpretation of cultures*. (pp. 3-30). New York: Basic Books.
- Harklau, L. (2005). Ethnography and ethnographic research on second language teaching and learning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 179-194).

Mahwah, NJ: Erlbaum.

Ramanathan, V., & Atkinson, D. (1999). Ethnographic approaches and methods in L2 writing research: A critical guide and review. *Applied Linguistics*, 20, 44-70.

Van Lier, L. (1990). Ethnography: Bandid, bandwagon, or contraband? In C. Brumfit & R Mitchell (Eds.), *Research in the language classroom* [British Council ELT Documents 133] (pp. 33-53). London: Modern English Publications (for the British Council).

Watson-Gegeo, K. A. (1988). Ethnography in ESL: Defining the essentials. *TESOL Quarterly*, 22, 575-592.