Second Language Studies / ESL

Graduate Study Guide

Department of English
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ww.cla.purdue.edu/english/esl/index.html

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ABOUT THIS GUIDE

The *Graduate Study in Second Language Studies/ESL: A Guide for Students and Faculty* describes and explains the various policies, procedures of the program.

What do I do with it?

You are to refer to it for information about program policies and requirements.   It tells you what you need to do, how to do it, and when to do it.

An on-line version is available at http://www.cla.purdue.edu/english/esl/gradstudyguide.html.

Other sources of information:

- *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 at http://www.gradschool.purdue.edu/students/current/

- Jill Quirk, English Department Graduate Office, Heavilon Hall, 304, quirk@purdue.edu, 49-43748

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Cover art

The Golden Wall (1961) by Hans Hofmann (1880–1966)

ACADEMIC ADVISOR AND ADVISORY COMMITTEE

Advisor

Every student is assigned to a professor in the Program upon admission to the program. They meet with this professor at least once each semester - at mid-semester in the Fall and the Spring - to assess student progress and to select and register for courses for the following semester. After all coursework is completed students, meet with their advisor on an as needed basis.

The advisor's responsibilities are to:

- act as the student's academic advisor for course selection
- advise in the selection of an appropriate secondary field
- advise in the choice of other faculty members to serve on the Advisory Committee
- assist in the preparation of the Plan of Study
- direct any independent study courses the student may take
- ensure the timely meeting of deadlines for paperwork
- and in most cases direct the research and writing of the PhD dissertation or MA thesis

Advisory Committee

The Advisory Committee members (at least two in addition to the Advisor):

- help the student meet deadlines
- provide counsel and advice on academic issues and concerns
- respond to written work submitted
- attend the oral defenses of the PhD prospectus and 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 (POS)

The Plan of Study (POS) is a document that all graduate students, MA and PhD, are required to submit to the Graduate School. It is a record of courses the student has taken and plans to take, plans for completing the language requirement, and lists the names of likely Advisory Committee members. The POS must be filed no later than October 15th of the second year of residence. It is prepared in consultation with the Advisor and the members of the student's Advisory Committee.

NOTE: The POS can be revised if your plans or committee members change in the course of your studies.

For more information on completing the POS see the *Department of English Manual for Graduate Study*.

Completing the POS

- Access the electronic "Plan of Study Generator" (PSOG) via the MyPurdue portal to BANNER.
- Send copies of the POS to the Advisor 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 of coursework 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.

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 AND SUBSTITUTIONS

Under some circumstances it is appropriate to request that credit for a required graduate course be transferred or substituted with a course taken previously. The following criteria apply:

Transfer credit

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

- have not been used to satisfy the requirements of another degree or certificate
- 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

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 or certificate
- the student was enrolled as "non-degree"
- the course was an elective and is roughly the same as one required by the SLS/ESL 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 course requirement.

PhD PROGRAM

Stages

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

1. developing a Plan of Study (POS)
2. completing coursework in primary and secondary areas
3. meeting the foreign language requirement
4. taking the preliminary exam
5. preparing the dissertation prospectus
6. defending the dissertation prospectus in an oral exam
7. conducting research for the dissertation
8. writing the dissertation
9. defending the dissertation in an oral exam
10. depositing the dissertation

Course requirements

The following courses are required for the PhD:

Prerequisite
ENGL 60400   Introduction to Inquiry in Second Language Studies/ESL

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

PLEASE NOTE: 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 Major Professor.

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 *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. In the past SLS/ESL students have selected such areas as English Education, Teaching ELLs at the K-12 level, English Language & Linguistics, Rhetoric & Composition, and Professional Writing among 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.

NOTE: The same course cannot be used for both the primary and secondary areas study.

If the above options for secondary areas do not meet students' research needs, they can, in consultation with their Advisor, 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 Advisor approves the customized area.

PRELIMINARY EXAM

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).

24/7 option

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 *Appendix B*. A sample exam can be found in *Sample Preliminary Exam – see Appendix C*. In the second part, examinees are given one week to write an essay on a more specialized topic or issue within the examination area. The particular topic is determined by the student in consultation with their Advisor. This examination is offered in August and in March.

Procedure

1. Questions for the 24 hour examination are submitted to the Graduate Office by the program faculty without consultation with the student.

2. Before the beginning of the semester in which a student plans to take the 24/7 examination, she or he consults with the Advisor about examination procedures and discusses potential questions/prompts for the seven-day essay.

3. Once a prompt or question has been agreed upon, the student completes and submits a "Checklist for the Preliminary Examination: 24/7" to the Graduate Studies Office. This submission constitutes registration for the examination. This form can be found in the *Department of English Manual for Graduate Study.*

4. The student picks up the 24-hour take-home examination questions on Tuesday of the exam week and turns in the answers on Wednesday. All questions must be answered; not answering one or more questions will result in failure on the entire exam.

5. The student picks up the seven-day essay prompt on Thursday of the exam week and turns in the essay on the following Thursday.

6. Both parts of the examination are 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.

7. The grade for the examination is reported by the SLS/ESL Program Director to the Graduate Studies Office. The Graduate Studies Office reports the grade to the student.

8. If the student requests, the Program Director meets with the examinee to discuss the results of the examination.

9. 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.

Papers option

This option involves writing three 20 page (5000 word) papers, one in each of three of the four core areas chosen by the student: theory, curriculum design, qualitative research, and quantitative research. Ideally, the papers would 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 either 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 Semester administration, Summer Term 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:

- make an appointment and meet with the faculty member responsible for each paper to negotiate the focus and the criteria for evaluation for each paper.
- write and submit a 250-word abstract for each paper to the appropriate faculty member.
- submit to the Advisor *and* to the Graduate Studies Office a completed "Checklist for the
- Preliminary Examination: Papers" (See *Department of English Manual for Graduate Study).*

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. 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.

NOTE*: The student will have a maximum of 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 will then notify the student of the final grade.

DISSERTATION PROSPECTUS

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 *English Department Manual for Graduate Study* for more details).

Elements of the prospectus

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

- problem statement
- theoretical framework
- literature review
- description of the mode of inquiry chosen 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 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 Advisory Committee may decide, for example, to limit the project in size and scope, to adjust the timeline, or to further develop the theoretical framework.

NOTE: The oral defense is not open to the public.

The following steps lead up to the defense:

- At least three full weeks before the prospectus defense, the student completes the electronic "Graduate School Form GS-8, Request for Appointment of Examining Committee" (for a copy of this form, go to http://www.gradschool.purdue.edu/students/forms.cfm).
- The request form is signed by the Advisor 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. At least three members must be physically present. 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 or Skype connection.
- After the exam, the Advisory Committee members record the results and sign Form GS-10 electronically.
- 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.

Formation of the dissertation committee

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. The chair of the Advisory Committee is then known as the Major Professor.

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 expectations 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* (for more information 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 finished project to the Dissertation Committee. Following a presentation by the candidate, the Committee members ask questions or make comments about the study; 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 a part or parts of the dissertation.

The defense can be scheduled at any time (except during "dead week", i.e. the last week of classes) during the Fall or Spring Semester or Summer Session.

NOTE: The dissertation defense is open to the public. Guests of the candidate are welcome.

Before the defense

- At least two academic sessions (including summer)of coursework must elapse between the completion of the prospectus defense and the dissertation defense.
- 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.
- Each committee member notifies the English Graduate Office in writing that the copy was delivered at least two weeks in advance. This can be by email to the Graduate Secretary at griff@purdue.edu.
- At least *three* 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 three-week deadline may delay the Graduate Office's forwarding of Form GS-8 to the Graduate School and thus delay the defense.
- All members of the committee are expected to attend the dissertation defense. At least three members are to be physically present. If one member cannot be present, the student makes arrangements for the member's participation via a conference call or Skype connection.
- At the end of the defense, the committee makes a judgment on the success of the candidate's defense
- The Major Professor reports the outcome to the Graduate Secretary who then reports it to the Graduate School.
- The student is immediately informed of the outcome and given suggestions for revision.

After the defense

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

- makes revisions in consultation with the Major Professor.
- follows the instructions regarding the final deposit of the dissertation per the Graduate School website at http://www.gradschool.purdue.edu/thesis.cfm.
- schedules an appointment with the Thesis/Dissertation Office in the Graduate School.
- prepares copies (electronic, CD, paper) for a) members of the Dissertation Committee, b) the English Graduate Office, and c) the Graduate School.

SEVEN-YEAR RULE

Under normal circumstances, a candidate is allowed seven years between the defense of the prospectus and 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.

1. Completion of course requirements
2. 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 following courses are required for the MA:

Prerequisite
ENGL 60400   Introduction to Inquiry in Second Language Studies/ESL

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.

NOTE: Courses cannot be used in more than one category.

Students have two options for completing the requirements for the MA degree: writing a thesis or taking a sit down examination.

MA thesis

In consultation with the Major Professor, the student identifies a thesis topic, a mode of inquiry to research the topic, and the faculty members to serve on the Advisory Committee. The thesis, typically 50 pages (+/-) long, is a research project that explores a topic in the candidate's chosen field of study. The thesis functions as a demonstration of the candidate's ability to conduct independent scholarly research and to present the results according to the expectations and practices of their field of study.

Once students are writing the MA thesis, 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 *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 announced deadline. The M.A. Exam is a four-hour sit down exam with two parts: 1) essay questions in literature and the student's area of specialization; 2) 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. Literature faculty grade this section.
- • All items on the exam are based on the MA Reading List.
- • Results of the examination, reported as "High Pass", "Pass", "Low Pass", or "Fail" are reported to students and to their Advisory Committee Chair by the Director of Graduate Studies within two weeks of the examination.
- • A student who fails the MA Examination may take it a second time.
- • A student who has failed the MA Examination cannot switch to the thesis option.

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

CERTIFICATE PROGRAM

The Second Language Studies/ESL Program offers a "Graduate Certificate in Second Language Studies/ESL". Students currently admitted to a degree program as well as those who are non-degree seeking are eligible to earn a certificate. Students may complete the certificate independently of their field of study.

NOTE: Anyone interested in earning the certificate must apply for admission through the Graduate School. For more information, contact the English Graduate Office (griff@purdue.edu).

The application process and admission to the Program must be complete by the end of the first semester in which the first course is taken.

Course requirements

A total of 15 hours of credit must be earned to qualify for the certificate.

Prerequisite (3 hours)
ENGL 60400: Introduction to Inquiry in Second Language Studies/ESL

Core courses (Take both; 3 hours each)
ENGL 51600: Theory
ENGL 51800: Curriculum

Additional Courses (Take any 2; 3 hours each)
ENGL 56500: Sociolinguistics
ENGL 61700: Contemporary English
ENGL 61800: Quantitative Research
ENGL 61900: Qualitative Research
ENGL 62900: Seminar in ESL
ENGL 63000: Second Language Writing
ENGL 63100: World Englishes
ENGL 67400: Language Testing

To fulfill the certificate requirements, a minimum GPA of 3.0 and a minimum grade of B - have to be attained for any course applied to the certificate. All courses must be taken for a letter grade.

NOTE: The certificate will be posted to your transcript AFTER a "SLS/ESL Certificate Program Audit Form" (available from the English Department Graduate Office) is completed and returned to the English Department Graduate Office.

Transfer credit and prior coursework

With the approval of the Director of the Second Language Studies/ESL Program,

- a maximum of six (6) credits *may* be transferred from other institutions to meet the requirements of the program.
- a maximum of six (6) hours of coursework taken at Purdue prior to admission to the Program *may* be counted toward completion of the certificate.
- a maximum of six (6) hours of coursework from the Program *may* be applied to a degree program if a student is later admitted to the MA or PhD program in Second Language Studies/ESL.

In all three circumstances, the course/s must have been completed within five years prior to the awarding of the certificate and a grade of B – or above must have been earned.

- The maximum number of credit hours to be applied or transferred is six (6). *There are no exceptions.*
- Courses may be applied for credit toward the completion of more than one certificate.
- Maximum time allowed for completion of the certificate is 5 years.

For information about program courses and requirements, contact the English as a Second Language Program Office at esl@purdue.edu.

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 primarily on language or linguistics (with advisor approval).

Appendix B: Reading Lists for 24/7 PhD 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, NY: Holt.
Palmer, H.E. (1917). *The scientific study and teaching of languages* (pp. 11-19). Yonkers-on Hudson, NY: World Book Company.
Palmer, H.E. (1921). *The principles of language study* (pp. 127-142). 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.
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Appendix C: Sample Preliminary Exam - 24/7 Option

The following *Sample Preliminary Exam* for the 24/7 option includes two sample questions for each of the 24-hour sections (Theory, Curriculum Design, Quantitative Research, and Qualitative Research) and four example 7-day questions. For the actual exam, you will be asked 1 question for each 24-hour section and will provide your own question (negotiated with and approved by your advisor) for the 7-day question. This is the only 24/7 Practice Test that will be provided. If you have additional questions or concerns, please discuss them with your advisor.

Second Language Studies/ESL 24/7 PRELIMS

24 Hour Section Examination Instructions: The Department expects that the graduate student will have no help with the writing of this examination. While you are free to consult any printed, handwritten, or electronic sources of information to which you have access, the Department expects that you will not consult any other person in the composition of your essay. Answer each of the following four questions related to your required coursework in theory, curriculum design, qualitative research, and quantitative research. Failure to answer all of the questions will result in a failing grade for the entire 24 hour section of the exam. Maximum length of this examination is 20 double spaced pages; your endnotes and works cited are not included in your page count. Your answers are due back in the Graduate Office in 24 hours.

Example 24-Hour Examination Questions

Theory

The Role of the University of Michigan

Describe the role of the University of Michigan in the development of Second Language Studies in the 1940s and 1950s and address both the positive and negative effects of its influence.

2. Postmodernism

Specify the set of beliefs that constitute "Postmodernism" and discuss this movement's implications for inquiry in Second Language Studies.

Curriculum Design

1. A Good Theory

It's been said that there's nothing more practical than a good theory. Discuss how theories of language and theories of learning contribute to and support sound pedagogical practices when designing and developing a curriculum for the teaching of English as a second language.

2. Developing an Intensive Language Program

A new intensive language program to take place in the US has been proposed. The participants are twenty 25-35 year-olds from a non-European language background. They need a course that will prepare them to act as trade representatives in English speaking countries and are being sent to the

course by their employer, a multinational company. The overall goal is for them to achieve a high level of oral proficiency. All have completed a six-year EFL course of study in secondary school and are barely able to communicate either orally or in writing in English. They have lots of experience creating authentic English materials for professional needs. They expect to have 8-10 hours per day for instruction, including working in a computer lab and conferencing. What linguistic, cultural, theoretical, and pedagogical concerns would you need to address before developing the curriculum for this program?

Quantitative Research

1. Measures of Central Tendency

Define the mean, the mode, and the median. Provide examples of different kinds of variables and how to appropriately report them with respect to these three measures. Discuss how the mean, median, and mode are related (or not related) to the normal distribution, and discuss the properties of each with respect to outlying or influential cases. When reporting classroom evaluations measured on a 5-point Likert scale (strongly disagree, disagree, neutral, agree, strongly agree), explain which measure of central tendency is preferred and why.

2. Validity

Validity is often thought of as the central concern of any research effort. However, the validity of a research study can be understood and addressed in several different ways, for example, with respect to subclasses or types of validity -- face, content, criterion-related, construct, and consequential. Given different research contexts and purposes, a researcher may choose to emphasize one type of validity over another.

Define and discuss the five types of validity mentioned above. Then explain, in relation to your own research interests and aspirations, which type(s) of validity you consider most important and why. Provide specific examples.

Qualitative Research

1. Situated Qualitative Research vs. Positivistic Research

How does situated qualitative research (SQR) differ from quantitative research? To put it a little differently, what does SQR do or what can it get you that quantitative, "positivistic" approaches can't do or get you?

2. Study a Classroom

Imagine that you have chosen to study an ESL classroom for your dissertation research—say, an intermediate-level class for adult learners (mostly immigrants and spouses of international students). What aspects of the classroom (broadly and holistically interpreted) could be studied by using a situated qualitative approach, and what kinds of findings could be made?

7-Day Examination Instructions: The Department expects that the graduate student will have no help with the writing of this examination. While you are free to consult any printed, handwritten, or electronic sources of information to which you have access, the Department expects that you will not consult any other person in the composition of your essay. Respond to the question below. Your response is due back in the Graduate Office in 7 days. Maximum length of this examination is 20 double spaced pages; your endnotes and works cited are not included in your page count.

Example 7-Day Examination Questions

1) Conversation Analysis was developed as "ethnomethodological conversation analysis" in sociology, but it has been increasingly used as a research methodology in other fields, including applied linguistics. Discuss why and how conversation analysis methodology can be employed in applied linguistics research, including the type of knowledge it can be expected to produce.

2) What factors contribute to the perception of vowel amplitude and stress within a phonological phrase? How does human perception of stress differ from mathematical measurements of amplitude and frequency (e.g., syllable peak onset)?

3) What are the origins of the notion of feedback in education, generally, and in second language writing, specifically? Investigate the possible historical, philosophical, and pedagogical background of the feedback notion, beginning with the definition of feedback itself.

4) In the assessment of oral language proficiency, pronunciation has long been an integral, albeit not always central component of any oral proficiency scale. However, native speaker norms have been gradually replaced by intelligibility as part of the criterion for assessing pronunciation. Nevertheless, current conceptualizations of intelligibility by different researchers diverge rather than converge and the operationalizations of intelligibility are problematic.

Discuss (1) conceptualizations of intelligibility and relevant theoretical frameworks in different subfields within or relevant to second language studies and (2) current research efforts in the development of reliable measures of intelligibility with respect to broader representations of oral language proficiency in English by L2 learners.

ALL EXAMINEES ARE REMINDED THAT ESSAY RESPONSES ARE DUE IN THE GRADUATE OFFICE NO LATER THAN 9:00 A.M. ON THURSDAY, *Date*.

Good Luck!