DATE SUBMITTED: September 12, 2003

COLLEGE/SCHOOL: School of Languages, Literatures and Cultures

DEPARTMENT/PROGRAM: Japanese Program, Dept. of Asian/East European Langs/Cultures

PROPOSED ACTION (A separate form for each) ADD X DELETE CHANGE

DESCRIPTION (Provide a succinct account of the proposed action. Additional detail may be provided in an attachment. Provide old and new sample programs for curriculum changes.)
The attached document proposes that a new concentration in Japanese be added to the previously approved Master of Arts degree in Second Language Acquisition and Application (SLAA).

JUSTIFICATION/REASONS/RESOURCES (Explain the reason for the proposed action. Identify the source of new resources that may be required. Attach additional material if needed.)
Concentrations in French, German, Russian and Spanish were approved in 2000; the intention to add Japanese at a future date was clearly indicated in the original proposal dated May 5, 1999. Adding Japanese will significantly enhance the ability of the SLAA program to meet present market and student demand (as specified in detail in the attached document) by offering a crucial Asian language. We have received unsolicited inquiries from nearly 30 individuals expressing interest in such a concentration, and at least two to three would like to enroll in Spring 2004 (Profiles are provided in Appendix D).

No new resources are necessary, as the faculty is already in place, all courses have been approved, and JAPN-specific classes will be offered on a course-sharing basis with existing 400-level courses.

APPROVAL SIGNATURES

1. SLLC Chair
   Committee Chair
2. SLLC Chair
   Richard Bryant Waterer, Assoc. Dean, Acad. Affairs
3. College/School PCC Chair
   Virginia Abdul
4. Dean
   Charles F. Reiter
5. Dean of the Graduate School (if required)
   James M. Haniu
6. Chair, Senate PCC
   Seymour S. Eiles, Jr.
7. Chair of Senate
   
8. Vice President for Academic Affairs & Provost
   Victor L. Weinman

DATE
9/6/03
9/15/03
10/1/03
10/2/03
15/0/03
1/6/03
11/17/03

VPAAP Rev. 2/2/98
MEMORANDUM

TO:        James F. Harris  
            Dean, College of Arts and Humanities

FROM:      Victor Korenman  
            Associate Provost for Academic Planning and Programs

SUBJECT:   Proposal to Add a New Area of Concentration in Japanese to the Existing 
Master of Arts Degree Program in Second Language Acquisition and Application 
(PCC Log. No. 05008)

approved our proposal to add a new area of concentration in Japanese to the existing Master of 
Arts Degree Program in Second Language Acquisition and Application. This degree offering is 
effective immediately. Enclosed is a copy of the letter from MHEC.

The College should ensure that this new area of concentration is appropriately reflected in 
all university documentation.

VK: sfm
Enclosures

Cc:        Dr. S. James Gates, Chair, Senate PCC
            Dr. Mary Giles, University Senate
            Ms. Barbara Hope, Data Administration
            Mr. William Leith, Student Financial Aid
            Ms. Trudy Lindsey, Graduate Studies
            Dr. Charles Rutherford, College of Arts and Humanities
            Ms. Anne Turkos, Archives
            Dr. Lindsay Yotsukura, College of Arts and Humanities
            Dr. Linda Yokoi, Records & Registrations
February 10, 2004

Dr. C.D. Mote, Jr.
1101 Main Administration Building
University of Maryland, College Park
College Park, MD 20742

Dear Dan:

Thank you for forwarding the proposal to offer a new area of concentration in Japanese to UMCP’s existing Master of Arts degree program in Second Language Acquisition. The specialization in Japanese will surely provide a broader curriculum for students in a number of disciplines. I am pleased to approve the concentration in Japanese, and please express my appreciation to faculty who developed the program.

Sincerely,

William E. Kirwan
Chancellor

cc: Dr. Goldstein
    Dr. Eaton
    Dr. Destler
    Dr. Korenman
November 12, 2003

Dr. Clayton D. Mote, Jr.
President
University of Maryland, College Park
1101 Main Administration Building
College Park MD 20742-5025

Dear Dr. Mote:

The Maryland Higher Education Commission has reviewed a request received from University of Maryland, College Park to add a new Area of Concentration in Japanese to your existing Master of Arts degree program in Second Language Acquisition and Application. I am pleased to inform you that the concentration has been administratively approved. This decision was based on an analysis of the request in conjunction with the Maryland Higher Education Commission's Policies and Procedures for Academic Program Proposals and the Maryland State Plan for Postsecondary Education.

Thank you for keeping the Commission apprised of the changes to your academic programs. I wish you continued success.

Sincerely,

Dr. John A. Sabatini, Jr.
Acting Secretary of Higher Education

cc: Dr. William W. Destler, UMCP
Dr. Victor Korenman, UMCP
Dr. Gertrude Eaton, USM
MEMORANDUM

November 7, 2003

To: C.D. Mote, Jr., President

From: Joel Cohen, Chair of the University Senate

Subject: Proposal to Establish an Area of Concentration in Japanese in the Existing M.A. Program in Second Language Acquisition and Application (SLAA), Senate Document Number 03-04-14

I am pleased to forward for your consideration the attached report entitled, "Proposal to Establish an Area of Concentration in Japanese in the Existing M.A. Program in Second Language Acquisition and Application (SLAA)." On behalf of the Programs, Curricula, and Courses Committee Chair, Sylvester Gates, the proposal was presented by Victor Korenman. The University Senate approved the proposal at its November 6, 2003 meeting.

We appreciate your consideration of the proposal and request that you inform the Senate Office of your decision as well as any subsequent action related to your conclusion.

Enclosure: Senate Document 03-04-14

JC/MG/am

cc: William Destler, Senior Vice President for Academic Affairs & Provost
Sylvester Gates, Jr., Chair, Programs, Curricula and Courses Committee
James Harris, Dean, College of Arts and Humanities
Dennis O'Conner, Vice President for Research and Dean, Graduate Studies
Victor Korenman, Associate Provost, Academic Planning and Programs

Approved: C.D. Mote, Jr.

President

Date: 11-12-03
November 6, 2003

Chancellor William E. Kirwan
University System of Maryland
Elkins Building

Dear Chancellor Kirwan:

The College of Arts and Humanities has proposed to add an Area of Concentration in Japanese to its existing and highly successful Master of Arts program in Second Language Acquisition and Application. As described in the attachment, this substantial program modification responds to student demand, exploits our growing expertise in the increasingly important field of second language training, and makes more efficient use of resources already in place in our Bachelor's program in Japanese and elsewhere.

The proposal has been endorsed by all of the appropriate faculty and administrative committees concerned and was approved by the College Park Senate at its meeting on November 6, 2003.

I accept this recommendation, ask that you approve the addition of an Area of Concentration in Japanese to our M.A. program in Second Language Acquisition and Application, and ask that you inform the Maryland Higher Education Commission of your approval.

Yours sincerely,

[Signature]

C. D. Mote, Jr.
President

CDM\vk
Enclosure

cc:    Irwin L. Goldstein, Vice Chancellor for Academic Affairs
      John A. Sabatini, Jr., Acting Secretary of Higher Education
      William W. Destler, Senior Vice President for Academic Affairs and Provost
      James F. Harris, Dean, College of Arts and Humanities
      Joel Cohen, Chair, University Senate
Dr. Victor Korenman  
Assistant Provost  
Academic Affairs  
Main Administration Building  
Campus

Dear Victor:

I write to endorse enthusiastically the proposal, drafted by Professor Lindsay Yotsakura, that a new concentration in Japanese language to the existing Masters Degree Program in Second Language Acquisition and Application. It has from the outset been the College's intention to add this fifth concentration in Japanese to the initial concentrations in French, German, Spanish and Russian once the resources were in place.

I am pleased to report that the resources are in place. The proposal reveals, a solid track record of course offerings by the graduate faculty in Japanese (Jones, Kerkham, Ramsey, and Yotsakura); there is ample evidence of student demand for the addition of this concentration, and marked evidence of the demand for the graduates of such a program is also included in the proposal. Moreover the proposal indicates how this new concentration will be mounted without the addition of new resources and without the dilution of current offerings. I strongly support this new concentration. The addition of Japanese to the SLAA M. A. Program will move the School of Languages Literatures, and Cultures another step along the path towards true recognized excellence in language teaching and research that is a major agenda item of Professor Michael Long, the School's new Director.

Sincerely,

[Signature]

James F. Harris  
Dean
I. OVERVIEW and RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it. [You may want to refer to student demand, market demand for graduates, institutional strengths, disciplinary trends, synergy with existing programs, and/or institutional strategic priorities.]

1. Program overview

We are proposing to add a new concentration in Japanese to the existing language concentrations for the Second Language Acquisition and Application (SLAA) M.A. degree program in French (SLFR), German (SLGE), Russian (SLRU) and Spanish (SLSP). This new Japanese concentration will offer two academic areas of specialization. The first specialization parallels the existing SLAA “Acquisition” specialization in terms of curriculum and will therefore largely rely on SLAA faculty members in other language concentrations (Cabal-Krastel, Gor, Lacorte, Lavine, Moyer, Scullen, Wells) for staffing. For the portion of the curriculum that consists of language-specific content, we have developed a series of 600-level classes which have already received VPAC approval and will be offered on a “course-sharing” basis with existing 400-level Japanese classes taught by graduate faculty (Jones, Kerkham, Ramsey, Yotsukura) on a regular basis in the undergraduate program. As a result, we require no additional faculty resources. The Acquisition specialization will appeal to incoming students who are interested in researching traditional theoretical Second Language Acquisition (SLA) topics and who may later pursue a Ph.D. in the field.

The second specialization, to be called “Application,” has been designed to meet the needs of individuals interested in obtaining advanced-level training in Japanese for professional purposes, such as translation or business (see “Market Demand” in section 2 below). As outlined in the original PCC proposal for the M.A. degree in SLAA, which was approved in October 2000, additional areas of specialization were to be added beginning in 2003 so our proposal is consistent with that timeline. (See Appendix A for a chart of the structure of the existing and proposed specializations, which reflects the approved SLAA curriculum structure.) Due to the need to demonstrate significant improvement in language proficiency on the part of our students by the end of the two-year degree program, we have included a number of upper-level courses in the Japanese program as part of the curriculum for this specialization. As with the Acquisition specialization, the 600-level courses have already received VPAC approval, and will be offered through a “course-sharing” arrangement with regularly offered courses in the Japanese program. We will therefore not require new faculty resources for either specialization. (See Appendix B for a history of 400-level course offerings and enrollments in the Japanese program.)

2. Market demand and disciplinary trends

The Japanese concentration for the Masters degree in SLAA will provide opportunities for graduates to utilize their language expertise and knowledge in a variety of important employment settings. The Japanese concentration will serve the needs of government service professionals, K-12 teachers, translators, and social service employees. It will answer the call from individuals and public and private organizations that require employees who can assist them in foreign language transactions and communications, and/or theoretical research. In
In addition, the program will appeal to anyone who is interested in the advanced language acquisition of Japanese.

There is significant evidence of market demand for this MA initiative, as indicated by the following trends:

- Demand for professionals with advanced language competency in Japanese has increased over the past ten years due to new geopolitical and economic realities. Examples include the growth in educational programs in disciplines such as business, engineering, government and politics, and social services. In particular, increased demand for professionals with dual competency in the discipline and the Japanese language has been exhibited on behalf of the National Security Agency (NSA), the Central Intelligence Agency (CIA), the State Department and the Department of Defense. [See Appendix C for evidence of need as demonstrated in (a) email correspondence from the Department of State for language teaching positions, and (b) an announcement from the CIA’s website for Open Source Officer positions in Japanese.]

- Within the academic community, the requirements with respect to professional expertise are rapidly changing. Over the past 10 years, job announcements for professionals in language and literature have increasingly sought expertise in such fields as: language pedagogy, applied linguistics, second language acquisition, technology, cross-cultural communication, language for specific purposes, and translation. For example, a review of the 2003 Modern Language Association (MLA) Job Information List for Foreign Languages, the web-based Professional Personnel Registry for the Association for Asian Studies (AAS), the web-based “Job Line” for the Association of Teachers of Japanese (ATJ), and other online job listings found that there were at least 30 jobs requiring a graduate level degree in the above-mentioned fields. These positions include post-secondary jobs for tenure-track professors, lecturers, and instructors, as well as jobs for high school teachers.

- There is an increasing population of Japanese Heritage Language Learners (HLL) in the United States. HLL are defined as those individuals with ethnic or racial connections to a given language, but with varying degrees of language competency in terms of both specific language skill areas and general cultural knowledge. The needs of these learners are only minimally being met by the American educational system, on both a regional and national level. Moreover, the extremely high levels of linguistic and cultural competence which many of these students possess is a potentially significant asset toward strengthening our foreign language capacity on both a national and global scale.
3. Institutional strengths and student demand

The Japanese concentration in SLAA is uniquely positioned to meet the market needs and disciplinary trends described above by providing graduate-level training beyond what is currently offered in the region. In fact, the University of Maryland, College Park is presently the only public institution in Maryland and Virginia to offer a full four-year undergraduate major in Japanese, and is one of only a few institutions in the greater Mid-Atlantic region and beyond to do so. There are thus a significant number of students who transfer to UMCP from institutions that participate in the Academic Common Market Program in order to major in Japanese here. Moreover, students from post-secondary institutions in the metropolitan area that do not offer upper-level courses in Japanese take advantage of the opportunity to enroll in our courses through the Washington Consortium program.

The addition of a concentration in Japanese SLAA will therefore make us a leading institution for students seeking graduate-level training in Japanese studies. For heritage learners in particular, who often begin their studies at the second-, third-, or even fourth-year level of language study, the UMCP Japanese program offers an ideal means to achieve a professional level of competence unobtainable through any other regional institution. Already, simply on the basis of online and print advertising for the existing SLAA program in Western European languages, we have received nearly 30 unsolicited inquiries regarding the possibility of a concentration in Japanese (see Appendix D for a list of names and profiles); some of these prospective students are heritage learners. The program also has strong appeal for native speakers of Japanese; in fact, the three people who have indicated their sincere intent to enroll in the program (pending its approval) in Spring 2004 are all native speakers. The first is Ruriko Fujino, who just moved to Maryland from Japan with her husband since he will be enrolled in a Ph.D. program in Engineering from the fall of 2003. Ms. Fujino already has an MA degree in Economics from a Japanese graduate institution and is therefore eligible to apply for admission as an Advanced Special Student at UMCP. She also has three years of experience as an interpreter/translator, so the specialized courses in our Application specialization are of particular interest to her. The second prospective student is Ayumi Yamada, who is certified as a teacher in Japan and is interested in teaching Japanese as a foreign language, translation, interpretation, and computer-assisted language learning technology. She is presently residing in College Park and assists one of our instructors with a Japanese 101 section. The third prospective student is Sarah Ishibashi, who lives in New Zealand, teaches Japanese at the high school level, and has four years of professional experience in translation and interpretation.

The Japanese concentration in SLAA will also build upon the university’s strengths in East Asian Studies. A growing number of students have graduated in recent years with a certificate in East Asian Studies, and a multi-year grant awarded in 2002 by the Freeman Foundation has provided funds in the amount of $1.9 million to fund two faculty positions, additional library resources, staff and physical space for a Center for East Asian Studies, scholarships, and other resources.

4. Synergy with existing programs

The proposed Japanese concentration will clearly be most closely connected to the existing SLAA program, both in terms of curriculum and faculty resources. The SLAA program in French, German, Russian and Spanish is quite robust, having already exceeded initial
projections in terms of the number of students who would enroll and the number who would graduate after the first few years of the program. As shown in Appendix E, a total of 23 students enrolled in the various language concentrations in 2002-2003, which was the first official year of operation, and 25 students are enrolled this fall. Four students already graduated in Spring 2003 (they transferred in from existing programs on campus or elsewhere), and two more students graduated this summer.

We also expect to work closely with the departments of Linguistics, Communication, and the College of Education, and have received letters of support from those units in preparation for this proposal. The letters are attached in Appendix F, together with letters of support from the present Director of the SLAA program (Mel Scullen), and the Director of the School of Languages, Literatures, and Cultures (Mike Long).

B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?

As mentioned above, at least two prospective students are eager to enroll in the Japanese concentration in SLAA in Spring 2004, pending approval of this proposal. A conservative estimate of future enrollments is given below; however, based on the notable success of the other four language concentrations, we anticipate that actual enrollments will exceed these projections, particularly given the fact that at the undergraduate level, Japanese stands second only to Spanish in terms of the number of majors (60) at UMCP.

<table>
<thead>
<tr>
<th>Year</th>
<th>Estimated Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2004</td>
<td>2-3 students</td>
</tr>
<tr>
<td>2004-05</td>
<td>6-8 students</td>
</tr>
<tr>
<td>2005-06</td>
<td>8-10 students</td>
</tr>
<tr>
<td>2006-07</td>
<td>8-10 students</td>
</tr>
<tr>
<td>2007-08</td>
<td>8-10 students</td>
</tr>
</tbody>
</table>

II. CURRICULUM

A. Provide a full catalog description of the proposed program, including educational objectives and any areas of specialization.

1. Catalog description of the proposed program and educational objectives

Abstract

The program in Second Language Acquisition and Application prepares students for a Master of Arts degree in SLAA, with a concentration in a specific language. This two-year program has been designed for researchers, language teachers, government service professionals, social service employees, and all those interested in the acquisition and application of languages other than English.
Students in the Japanese concentration will attain language competency and key cultural insights while developing sound theoretical and practical applications for research into second language acquisition, pedagogical perspectives, technological applications, and language use in professional contexts.

The Japanese concentration offers two areas of specialization: Second Language Acquisition, and Application. The Second Language Acquisition specialization parallels the program already available in French, German, Russian, and Spanish. The second area of specialization, Application, places a greater emphasis on the acquisition of theoretical knowledge and practical skills in the Japanese language.

As a graduate of our program, you will be prepared for success in a wide array of academic and professional fields, including Education (certification must be obtained through the College of Education), research, foreign service, and government.

**Admissions Information**

The SLAA program is housed within the School of Languages, Literatures, and Cultures (SLLC). Prospective M.A. students in SLAA should apply to the Japanese program for admission. Please consult with the Graduate School and the Japanese program faculty for specific information regarding application deadlines.

**Degree Requirements**  
**Master of Arts (M.A.)**

The 2-year SLAA program requires 30 credit hours, consisting of a Language and Linguistics Core (9 credit hours), an Area of Specialization (12 credit hours), Electives (6 credit hours) and a Capstone Research Project (3 credit hours).

*For the Acquisition specialization in Japanese*, the Language and Linguistics Core consists of the following courses (substitutions may be made based on the student’s prior coursework and language competency, in consultation with the advisor): Structure of the Japanese Language, Introduction to Classical Japanese, and Topics in Japanese Pragmatics. Courses for the Area of Specialization are as follows: Research and Theories in Second Language Acquisition, Fundamentals of Language Acquisition and Instruction, Design and Management of Language Learning Environments, and Second Language Research Methodologies.

*For the Application specialization in Japanese*, the Language and Linguistics Core consists of the following courses (substitutions may be made based on the student’s prior coursework and language competency, in consultation with the advisor): Advanced Readings in Modern Japanese, Practicum in Translation: Diplomatic Japanese, and Introduction to Classical Japanese. Courses for the Area of Specialization are as follows: Structure of the Japanese Language, Seminar in Discourse and Conversation Analysis, Topics in Pre-Modern Literature or Topics in Modern Japanese Literature, and one 600-level course in SLAA, such as Topics in Sociolinguistics or Design and Management of Language Learning Environments.
Facilities and Special Resources

In addition to the University graduate and undergraduate libraries, the SLAA program offers state-of-the-art facilities and resources to enhance research, pedagogical training, use of technology, and materials development, including the Mini-Center for the Teaching and Learning of Foreign Languages, an Observation Classroom, a Multimedia SLA Lab, The Language House, Language Media Services and the Center for Teaching Excellence. Students completing elective coursework with affiliate faculty in the Departments of Communication, Linguistics, and Education also have access to their respective resources. In addition, students may elect to do a 3-credit internship as part of their electives. Possible internships in the Washington, D.C.-area include The National Foreign Language Center, the Center for Applied Linguistics, the Prince George’s County schools, and The Japan-America Student Conference.

2. Descriptions of the two areas of specialization being proposed
(See Appendixes G and H for a summary of each)

NOTE: Course-sharing is indicated below in brackets as “CS with JAPN XXX”

Area of Specialization 1: Japanese Second Language Acquisition (“Acquisition”)

The Language and Linguistics Core requires 9 credit hours. For the Japanese Second Language Acquisition specialization, this will consist of the following 3 courses of 3 credits each:

- JAPN 611: Structure of the Japanese Language [CS with JAPN 422]
- JAPN 612: Introduction to Classical Japanese [CS with JAPN 411]
- JAPN 638: Topics in Japanese Pragmatics [CS with JAPN 438]

Japanese 611 introduces students to the linguistic structure of modern Japanese from the perspective of phonology, morphophonemics and morphology, syntax, and the sociolinguistic setting. Japanese 612 represents an essential historical component, providing students with a practical foundation in classical Japanese and the use of a variety of language dictionaries, research and translation tools. Knowledge of classical Japanese is critical not only for the reading of historical texts, but also for an understanding of modern Japanese grammar and linguistics. Finally, Japanese 638 provides a grounding in the field of Japanese pragmatics (the study of language in context), exploring such issues as politeness, ellipsis, deixis and indexicality, and other topics essential to the appropriate use of Japanese in a variety of situations. The course is thus of immediate practical value to students in the program who are either preparing for or already engaged in careers in translation, Japanese language instruction, government service, or business, and also of theoretical importance for students in the “Acquisition” specialization.
The “Acquisition” Area of Specialization requires 12 credit hours (4 classes of 3 credits each) and includes the following courses. It is identical to the Acquisition area of specialization presently offered in the other four language concentrations (French, German, Russian, and Spanish). These courses are taught by faculty in those language programs, not JAPN.

- SLAA 610: Research and Theories in Second Language Acquisition
- SLAA 611: Fundamentals of Language Acquisition and Instruction
- SLAA 613: Design and Management of Language Learning Environments
- SLAA 620: Second Language Research Methodologies (required for Capstone)

Electives: Students are required to fulfill 6 credit hours (2 courses, 3 credits each) of elective coursework. Each student in the Acquisition specialization, in consultation with his/her advisor, will choose appropriate elective courses to be chosen from classes in Japanese, SLAA, or other relevant departments. Electives for this specialization may include topics such as language and linguistics studies, literature or cultural studies. Presently the list of courses includes:

- JAPN 401: Readings in Modern Japanese I
- JAPN 402: Readings in Modern Japanese II
- JAPN 403: Business Japanese I
- JAPN 404: Business Japanese II
- JAPN 602: Japanese Language Pedagogy
- JAPN 608: Advanced Readings in Modern Japanese [CS with JAPN 405]
- JAPN 621: Japanese Historical Linguistics [CS with JAPN 421]
- JAPN 628: Seminar in Japanese Discourse and Conversation Analysis [CS with JAPN 428]
- JAPN 631: Topics in Pre-Modern Japanese Literature: Critical Approaches [CS with JAPN 414]
- JAPN 632: Topics in Modern Japanese Literature: Japanese Women Writers [CS with JAPN 415, 416 and 418]
- JAPN 679: Special Topics in Japanese Linguistics

Electives in SLAA include the following:

- SLAA 629: Special Topics in Sociolinguistics
- SLAA 639: Special Topics in Applied Linguistics
- SLAA 649: Special Topics in Second Language Acquisition
- SLAA 719: SLAA Internship

In addition, students may choose to complete the elective requirement by taking courses offered by affiliate faculty in the College of Education, the Department of Linguistics, and the Department of Communication from the list of courses below, all of which were approved in the original SLAA MA degree proposal as serving as electives. Students may also opt to do a three-credit internship to satisfy one elective requirement; specific information regarding the internship program is provided in Section IV below, and potential internship sites are listed in Appendix I.
LINGUISTICS
LING 440: Grammar and Cognition
LING 444: Child Language
LING 455: Second Language Learning
LING 640: Competence and Performance
LING 641: Research Methods in Generative Psycholinguistics
LING 644: Language Acquisition
LING 849: Seminar in Psycholinguistics

COMMUNICATION
COMM 410: Interpreting Strategic Discourse
COMM 425: Negotiation and Conflict Management
COMM 426: Conflict Management
COMM 476: Language, Communication, and Action
COMM 477: Discourse Analysis
COMM 482: Intercultural Communication
COMM 682: Seminar in Intercultural Communication

COLLEGE OF EDUCATION
EDCI 432: Foreign Language Methods in Elementary Schools
EDCI 433: Introduction to Foreign Language Methods
EDCI 435: Teaching Second Language Reading and Writing
EDCI 436: Teaching for Cross-Cultural Communication
EDCI 437: Bi-lingual Bi-cultural Education
EDCI 465: Language, Culture, and Education
EDCI 630: Trends in Language Teaching, Learning and Assessment
EDCI 631: Student Testing in the Second Language Classroom
EDCI 730: Theory and Research in Second Language Teaching, Learning, and Assessment
EDCI 732: Psycholinguistic Theory in Second Language Acquisition

Capstone Research Project (SLAA 798): Three credits of a Capstone Research Project, the nature of which is determined in consultation with the student’s advisor (who would be the SLAA faculty member most acquainted with the student’s chosen area of research).
Area of Specialization 2: Japanese Language Application ("Application")

The Language and Linguistics Core requires 9 credit hours. For the Japanese Language Application specialization, this will consist of the following 3 courses of 3 credits each:

- JAPN 608: Advanced Readings in Modern Japanese [CS with JAPN 405]
- JAPN 612: Introduction to Classical Japanese [CS with JAPN 411]

These courses emphasize the development of translation and reading skills for students whose professional goals and needs demand this sort of preparation as a prerequisite for employment and/or advancement in their fields. The first course, JAPN 608 has two different formats. One, taught by Dr. Kerkham, includes reading, listening, and translation exercises based on advanced texts in the humanities and social sciences, including literary texts, television and radio news programs, and newspaper articles. The other version of the course, taught by Dr. Jones, addresses theoretical and applied aspects of the art of literary translation through individual and group translation projects, a translation journal, and editing exercises.

The second requirement in the language-specific core, JAPN 606, is entitled Practicum in Translation: Diplomatic Japanese. This course focuses on formal, written, diplomatic Japanese in order to develop practical translation skills and to teach students to use the computer as a telecommunications and translation workstation.

The third requirement, JAPN 612, represents an essential historical component, providing students with a practical foundation in classical Japanese and the use of a variety of language dictionaries, research and translation tools. Knowledge of classical Japanese is critical not only for the reading of historical texts, but also for an understanding of modern Japanese grammar and linguistics.

The “Application” Area of Specialization requires 12 credit hours of classes and research and includes the following components:

- JAPN 611: Structure of the Japanese Language [CS with JAPN 422]
- JAPN 628: Seminar in Japanese Discourse and Conversation Analysis [CS with JAPN 428]
- JAPN 631 or 632: Topics in Pre-Modern or Modern Japanese Literature [JAPN 631 will be CS with JAPN 414, and JAPN 632 will be CS with 415, 416]
- SLAA 629: Topics in Sociolinguistics, or other SLAA 600-level course chosen in consultation with student’s advisor

This subset of courses is designed to enable students to acquire high levels of linguistic and cultural competence in Japanese for use in the professional workplace. The first course, JAPN 611, introduces students to the linguistic structure of modern Japanese from the perspective of phonology, morphophonemics and morphology, syntax, and the sociolinguistic setting. The second course, JAPN 628, addresses the theories and actual practice of discourse and conversation analysis through in-class presentations and discussions on classic and current
readings in English and Japanese. Students will learn transcription techniques and have an 
opportunity to apply them in a final term paper. For the third course, students may choose either 
JAPN 631, Topics in Pre-Modern Japanese Literature, or JAPN 632, Topics in Modern Japanese 
Literature. These two courses involve the application of critical theory to literary works in 
Japanese, and incorporate a significant amount of translation work from Japanese to English. 
Finally, SLAA 629 serves two functions. First, it represents a course which Japanese SLAA 
students would take alongside students from other language concentrations. It also provides an 
essential background in sociolinguistic research topics such as language variation/dialectology 
and conversation/discourse analysis, which are fundamental for students wishing to pursue 
professional work in fields such as translation and interpretation. Students with different interests 
who wish to substitute another SLAA 600-level course for 629 may do so in consultation with 
their advisor.

**Electives:** For the Application specialization, students would be able to enroll in a total of 6 
credit hours (2 courses, 3 credits each) of elective coursework. Each student will choose 
appropriate elective courses, in consultation with his/her advisor, from classes in Japanese, 
SLAA, or other relevant programs or departments. Electives for this specialization may include 
topics such as language and linguistics studies, literature, or cultural studies. Japanese courses 
may be selected from the list below. Other courses from other departments may be considered as 
well, pending the advisor’s approval. Finally, an internship may also be used to fulfill 3 credits 
of the elective requirement. Information on internships appears in Section IV below and in 
Appendix I.

**Japanese Electives:**
- JAPN 401: Readings in Modern Japanese I
- JAPN 402: Readings in Modern Japanese II
- JAPN 403: Business Japanese I
- JAPN 404: Business Japanese II
- JAPN 602: Japanese Language Pedagogy
- JAPN 621: Japanese Historical Linguistics [cross-listed with JAPN 421]
- JAPN 638: Topics in Japanese Pragmatics [cross-listed with JAPN 438]
- JAPN 631: Topics in Pre-Modern Japanese Literature: Critical Approaches 
  [cross-listed with JAPN 414]
- JAPN 632: Topics in Modern Japanese Literature: Japanese Women Writers 
  [cross-listed with JAPN 416]
- JAPN 679: Special Topics in Japanese Linguistics

(SLAA, LING, COMM, and EDCI courses appear under the “Acquistion” option above.)

**Capstone Research Project (SLAA 798):** Three credits of a Capstone Research Project, the 
nature of which is determined in consultation with the student’s advisor (who would be the 
SLAA faculty member most acquainted with the student’s chosen area of research).
B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

NOTE: Many of the 600-level courses listed below will be offered through a “course-sharing” arrangement with 400-level courses. This is indicated in brackets with the notation “CS with JAPN XXX.” The same instructor will lead both courses at the same class hour in the same classroom; however, graduate students will be asked to complete additional work in the form of readings, in-class presentations, and/or papers.

JAPN 401 Readings in Modern Japanese I (3) Prerequisite: JAPN 302 or equivalent. Development of translation techniques, vocabulary, grammar, and reading speed. Readings in history, social sciences, modern literature, and modern newspaper and periodical literature.

JAPN 402 Readings in Modern Japanese II (3) Prerequisite: JAPN 401 or equivalent. Continuation of more advanced readings.

JAPN 403 Business Japanese I (3) Prerequisite: JAPN 302 or equivalent. Conversation, reading, and writing applicable to Japanese business transactions, social meetings, and meetings with government organizations, with background material in English on professional business practices and social customs associated with business. Offered in Fall.

JAPN 404 Business Japanese II (3) Prerequisite: JAPN 403 or equivalent. Continuation of JAPN 403. Offered in Spring.

JAPN 405 Readings in Advanced Modern Japanese (3) Prerequisite: JAPN 402 or equivalent or permission of department. Designed to further improve reading and translation skills; the course will include readings from newspaper articles, literary works, and academic publications in the social sciences and humanities. Listening exercises are included.

JAPN 406 Translating Diplomatic Japanese (3) Prerequisite: JAPN 302 and permission of department. Formal, written, diplomatic Japanese to develop practical translation skills and to learn to use the computer as a telecommunications and translation workstation.


JAPN 412 Classical Japanese (3) Prerequisite: JAPN 411. Continuation of JAPN 411 with more advanced classical Japanese.

JAPN 414 Masterpieces of Classical Japanese Literature in Translation (3) Major classics, with focus on philosophical, historical and cultural backgrounds.
JAPN 415 Modern Japanese Fiction in Translation (3) Major themes and literary developments in fiction from the late 19th century to the present. Emphasis on the works of Kawabata, Tanizaki, Mishima, and Abe.

JAPN 416 Japanese Women and Women Writers (3) Fiction and poetry by Japanese women from the Ninth Century to the present. Women's early role in creating and shaping a variety of literary genres, the silencing of women during the age of the shoguns, and the reemergence of a feminist tradition and women writers in the Twentieth Century. In English.

JAPN 418 Japanese Literature in Translation (3) Repeatable to 9 credits if content differs. Representative works of Japanese literature in translation.


JAPN 422 Introductory Japanese Linguistics (3) An investigation of Japanese sound patterns and syntax through a comparison with English.

JAPN 428 Seminar in Japanese Discourse and Conversation Analysis (3) Prerequisite: JAPN 302. Recommended: JAPN 422. Repeatable to 6 credits if content differs. Presentation and discussion of classic and current readings in English and Japanese on theories and actual practice of discourse and conversation analysis. Students will learn transcription techniques and have an opportunity to apply them in a final term paper.

JAPN 438 Topics in Japanese Pragmatics (3) Prerequisite: JAPN 201. Basic concepts in the field of pragmatics.

JAPN 499 Directed Study in Japanese (1-3) Prerequisite: permission of instructor. Repeatable to 6 credits if content differs.

JAPN 602 Japanese Language Pedagogy (3) A one-semester graduate course in the teaching of Japanese as a second language to American students, including (1) an analysis of the textbook Japanese: The Spoken Language, (2) exercises in its use in the classroom, and (3) a critical comparison of the methodology it embodies with others in the field.

JAPN 606 Practicum in Translation: Diplomatic Japanese (3) [CS with JAPN 406] Formal, written, diplomatic Japanese to develop practical translation skills and to learn to use the computer as a telecommunications and translation workstation.
JAPN 608 Readings in Advanced Modern Japanese (3-6) [CS with JAPN 405]
To further improve reading and translation skills; the course will include readings from newspaper articles, literary works, and academic publications in the social sciences and humanities. Listening exercises are included. Repeatable to a maximum of 6 credits if content differs.

JAPN 611 Structure of the Japanese Language (3) [CS with JAPN 422]
Introduction to the linguistic structure of modern standard Japanese. The course will begin with a description of what "standard language" means in Japan, then move to a discussion of various aspects of that standard. Phonetics and phonology, morphophonemics and morphology, syntax, and the sociolinguistic setting.

JAPN 612 Introduction to Classical Japanese (3) [CS with JAPN 411]
Introduction to classical Japanese grammar through reading, translation and discussion of a variety of genres and writing styles used from the 9th century to early modern times.

JAPN 621 Japanese Historical Linguistics (3) [CS with JAPN 421]
An introduction to the history and pre-history of the Japanese language. Reviews the textual record of Japanese and presents modern and historical evidence for reconstructing earlier forms of the Japanese language. Questions of genetic affiliation will also be examined.

JAPN 628 Seminar in Japanese Discourse and Conversation Analysis (3)
[CS with JAPN 428] Prerequisite: JAPN 302. Recommended: JAPN 422.
Presentation and discussion of classic and current readings in English and Japanese on theories and actual practice of discourse and conversation analysis. Students will learn transcription techniques and have an opportunity to apply them in a final term paper. Repeatable to 6 credits if content differs.

JAPN 631 Topics in Pre-Modern Japanese Literature: Critical Approaches to Japanese Literature (3) [CS with JAPN 414]
Japanese critical approaches to literature, providing comparisons with both Western and Chinese approaches, and exploration of our own critical contexts as we apply contemporary Western critical theory to the reading of selected Japanese texts. Focus on two literary types: mongogatari (fictional narrative-The Tale of Genji) and rengal renku (serious and comic linked verse).

JAPN 632 Topics in Modern Japanese Literature: Japanese Women Writers and the Feminist Critic (3) [CS with JAPN 415, 416]
Exploration of women's creativity and the female perspective in the work of several distinguished women writers of modern Japan; Japanese views on women's work and identity, sexual mores and love, and women's roles. Major issues in current feminist literary criticism used to evaluate how such criticism helps understand Japanese women's literature and where it resonates with traditions.

JAPN 638 Topics in Japanese Pragmatics (3-9) [CS with JAPN 438]
Prerequisite: JAPN 201.
Basic concepts in the field of pragmatics. Repeatable up to 9 credits if content differs.
JAPN 679 Special Topics in Japanese Linguistics (3-9)
Current topics in research in Japanese linguistics. Repeatable up to 9 credits if content differs.

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

N/A.

III. FACULTY AND ORGANIZATION

Who will provide academic direction and oversight for the program? [This might be a department, a departmental subgroup, a list of faculty members, or some other defined group.]

The SLAA M.A. degree is offered through the School of Languages, Literatures, and Cultures (SLLC). Mel Scullen presently serves as Director. Members of the Japanese graduate faculty (Jones, Kerkham, Ramsey, and Yotsukura) will have direct oversight for the Japanese SLAA M.A. concentration, and Lindsay Yotsukura will initially serve as graduate advisor.

IV. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

Arrangements with outside institutions and organizations will be made for the purpose of student internships, as described below.

The Masters Program in Second Language Application and Acquisition encourages degree candidates to gain practical experience through internships at local organizations and institutions that work with issues related to second languages. Candidates wishing to earn 3 elective credits that count toward their degree requirements may apply for an internship opportunity in the community. Candidates must be in good academic standing and may only apply one internship toward their requirements during the pursuit of the Master’s Degree.

1. Requirements for application to the internship
   • Student is in their 3rd or 4th semester of MA program (highly recommended for students to conduct an internship during their 3rd semester)
   • Good academic standing (3.0 GPA or higher)
   • Letter of recommendation from advisor
   • Statement of purpose, after initial meeting with internship supervisor at host institution, addressing the following: Why have you chosen to complete an internship as part of your electives? What led you to decide to work with this specific institution? What are your personal and professional goals and
expectations in completing this internship? What are the goals and expectations of your supervisor? What will be the format of your internship? Include an outline of your expected weekly progress. What types of responsibilities will you hold at the institution?

2. Responsibilities of the student in setting up the internship
   • Express interest in internship during the semester which precedes the proposed internship (most likely during the 2nd semester of study)
   • Decide, with the guidance of language core advisor, on an internship that will best fit academic/research/professional interests and goals
   • Work directly with the internship coordinator to contact supervisors at host institutions
   • Meet with the internship supervisor during the semester prior to the start of the internship to outline internship goals, responsibilities

3. Academic requirements to be completed during the internship
   • Biweekly written progress reports, to be signed by supervisor and submitted to internship coordinator
   • One report on a research problem in the internship
   • Presentation at the end of the internship to faculty and students
   • A final evaluation of the placement
   • Up-dated resume to include the internship and a final portfolio of the internship

4. Potential internship sites for the Japanese specialization:
   • National Foreign Language Center (NFLC)
   • Center for Applied Linguistics (CAL)
   • Institute for International Education (IIE)
   • The Yomiuri Shimbun Newspaper (DC office)
   • The Potomac School
   • Montgomery County Public Schools
   • Prince George’s County schools
   • The Japanese Embassy
   • The Japan Information and Cultural Center (JICC)
   • The Japan-America Student Conference (JASC)
   • National Geographic (translations department)
   • Immersion schools in Japanese

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

N/A.
VI. COMMITMENT TO DIVERSITY

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

The program will actively recruit other-race students with the following strategies:

- Mailing of brochures.
- Creation of a web page.
- Discussions with personal contacts and colleagues at other institutions.
- Discussions with cultural offices at target language country embassies.
- Soliciting recommendations from professional organizations.
- Mailing of letters to candidates recommended by the College of Arts and Humanities.
- Designation of a faculty contact for each prospective candidate.

VII. REQUIRED PHYSICAL RESOURCES

A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.

1. Describe the adequacy of the existing library resources to support the proposed program. This description includes quantitative and qualitative evaluation of library holdings. Indicate how the institution will overcome any deficiencies.

As indicated in the attached Library Resource Evaluation for the new Master’s Program in Second Language Acquisition and Application in Japanese (Appendix J), the University of Maryland Libraries’ current resources are sufficient to support the proposed curriculum. An extensive collection of English-language monographs on second-language acquisition topics such as sociolinguistics, applied linguistics and Japanese language pedagogy is already in place and continues to be updated regularly. Materials on these topics are also available in French, German and Spanish, while the East Asian Collection has a relatively smaller number of resources in this area. However, the East Asian Curator has identified this area as one of necessary growth and expects to collect appropriate Japanese-language monographs in the near future from existing fund allocations. A recent grant of $1.9 million dollars from the Freeman Foundation includes funding for additional library acquisitions in the East Asian languages as well as in English; this represents an important resource for future purchases as well.

It is important to note in this regard that “with the exception of the Japanese Division of the Library of Congress, this is the largest East Asian language collection to be found in any academic institution in the tri-state region of Delaware, Maryland, and Virginia. The collection, available since the mid-1960's, includes Japanese, Korean, and Chinese language monographs, periodicals, and newspapers. It currently contains about 74,000 catalogued items, and is particularly strong in scholarly works on the humanities and behavioral and social sciences and in reference and serial publications” (excerpt from the UMD Library’s website).
As far as electronic resources are concerned, the library already subscribes to several important online databases that will serve to support the proposed program, including Linguistics and Language Behavior Abstracts (LLBA), Modern Language Association (MLA) International Bibliography, and Educational Resource Information Center (ERIC). These databases may be accessed through library terminals, campus computers, or remotely from off-campus. An important Japanese online database, Magazine Plus, is also available for Japanese-language searches.

Finally, the staff of the Arts and Humanities library team and of the East Asian Collection will serve as the primary points of contact for reference assistance to faculty and students, user education, and selection of library materials for the proposed program.

2. Indicate the level of library support in Bound Volume Equivalent required by the new program above and beyond that currently available and that projected for other programs.

The Library Resource Evaluation has concluded that the general collection contains an adequate number of core Western-language periodicals in the areas of general linguistics and second language acquisition. Furthermore, the East Asia Collection already subscribes to the majority of the periodicals that would support the proposed program. Some of these titles have been obtained through gifts or exchange arrangements.

B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

No additional facilities or equipment are required in order to add the Japanese language concentration.

C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

In the spring of 2002, a new laboratory was completed for research in the SLAA program. The laboratory currently includes one PC and one Mac workstation, equipped with video and sound editing capabilities and the hardware needed to carry out response time tasks. Bibliographic and statistical software packages have also been installed. The small group observation area contains wireless cameras and high quality microphones to record (via video or audio) individuals or small groups of subjects performing various linguistic tasks. The research lab also houses a small collection of portable equipment: high quality tape recorders and microphones as well as a digital camcorder and tripod to permit SLAA faculty to conduct their research when away from the lab, for example in the classroom or in the target language culture. The addition of the Japanese concentration should not overly tax these resources.

Also, the development of WebCT modules for Japanese SLAA courses can serve as a useful way to enhance classroom instruction and research. It is now possible to create a completely Japanese environment in a WebCT coursespace (i.e., with all menus and instructions in Japanese script); free technical and design support is available through OIT for WebCT modules.
VIII. RESOURCE NEEDS and SOURCES

Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:

List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

No additional faculty resources or course sections will be necessary, aside from the course-sharing arrangements described earlier in the proposal. (Most of the recently approved 600-level courses will be taught in conjunction with existing 400-level courses, by the same instructor, at the same hour, in the same classroom. Also, as noted earlier, existing SLAA faculty in other language programs will continue to handle the SLAA-prefixed courses.) See Appendix K for sample course rotations for the two proposed Japanese specializations (Acquisition and Application) for further details.

Advising for the Japanese SLAA program as a whole will initially be handled by Lindsay Yotsukura; in addition, each Japanese graduate faculty member (Jones, Kerkham, Ramsey, Yotsukura) will advise students as appropriate according to their areas of specialization.
APPENDICES
APPENDIX A

STRUCTURAL OVERVIEW OF M.A. IN SLAA
(30 credits; 10 courses)

Language and Linguistics Core
(3 courses)

Area of Specialization
(4 courses)

SLA
• French
• German
• Russian
• Spanish
• Japanese
(proposed)

Application
• Japanese
(proposed)

Technology

LSP
• Russian

Heritage

Culture

Electives
(2 courses for most tracks; 3 courses for Russian LSP
since Capstone is included in Area of Specialization)

Capstone Research Project
(Included as an Area of Concentration course for Russian LSP)

FACULTY

INTERNSHIPS

AREA RESOURCES/PARTNERSHIPS
## Appendix B

### History of course offerings and enrollment figures for Japanese 400-level courses

**JAPN 401: Readings in Modern Japanese I**  
Language prerequisite of JAPN 302 or the equivalent  
<table>
<thead>
<tr>
<th>Semester</th>
<th>Instructor</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003</td>
<td>Jones</td>
<td>9 students</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>Jones</td>
<td>6 students</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>Jones</td>
<td>9 students</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>Jones</td>
<td>13 students</td>
</tr>
<tr>
<td>Fall 1997</td>
<td>Kerkham</td>
<td></td>
</tr>
</tbody>
</table>

**JAPN 402: Readings in Modern Japanese II**  
Language prerequisite of JAPN 302 or the equivalent  
<table>
<thead>
<tr>
<th>Semester</th>
<th>Instructor</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2000</td>
<td>Jones</td>
<td>11 students</td>
</tr>
<tr>
<td>Spring 1998</td>
<td>Kerkham</td>
<td></td>
</tr>
</tbody>
</table>

**JAPN 403: Business Japanese I [will propose JAPN 603 for SLAA]**  
Satisfies requirement for the undergraduate business Japanese major option; language prerequisite of JAPN 302 or the equivalent  
<table>
<thead>
<tr>
<th>Semester</th>
<th>Instructor</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003</td>
<td>Yotsukura</td>
<td>11 students</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>Kerkham</td>
<td>9 students</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>Yaginuma</td>
<td>8 students</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>Yaginuma</td>
<td>10 students</td>
</tr>
</tbody>
</table>

**JAPN 404: Business Japanese II [will propose JAPN 604 for SLAA]**  
Satisfies requirement for the undergraduate business Japanese major option; language prerequisite of JAPN 302 or the equivalent  
<table>
<thead>
<tr>
<th>Semester</th>
<th>Instructor</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2004</td>
<td>Yotsukura</td>
<td>TBA</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>Yotsukura</td>
<td>5 students</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>Yaginuma</td>
<td>7 students</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>Yotsukura</td>
<td>5 students</td>
</tr>
</tbody>
</table>

**JAPN 405: Readings in Advanced Modern Japanese: The Art of Translation [JAPN 608 for SLAA]**  
Language prerequisite of JAPN 402 or the equivalent or dept permission  
<table>
<thead>
<tr>
<th>Semester</th>
<th>Instructor</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2004</td>
<td>Jones</td>
<td>TBA</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>Jones</td>
<td>10 students</td>
</tr>
</tbody>
</table>
JAPN 406: Translating Diplomatic Japanese [JAPN 606 for SLAA]
Language prerequisite of JAPN 302 and dept permission
Spring 2004 (Kerkham)  TBA
Spring 2003 (Jones)    4 students
Spring 2002 (Yamakita)
Spring 2000 (Kerkham)  6 students
Spring 1999 (Kerkham)
Spring 1998 (Kerkham)

JAPN 411: Introduction to Classical Japanese [JAPN 612 for SLAA]
Language prerequisite of JAPN 302
Fall 2003 (Kerkham)    6 students
Fall 2001 (Kerkham)    2 students
Fall 2000 (Kerkham)    4 students
Fall 1999 (Kerkham)    6 students

JAPN 414: Masterpieces of Traditional Jpn Lit in Transl. [JAPN 631 for SLAA]
Satisfies literature requirement for undergraduate major;
no Japanese language prerequisite
Fall 2001 (Kerkham)    13 students

JAPN 415: Modern Japanese Fiction in Translation  [JAPN 632 for SLAA]
Satisfies literature requirement for the undergraduate major;
no Japanese language prerequisite
Fall 1999 (Jones)      16 students

JAPN 416: Japanese Women and Women Writers [JAPN 632 for SLAA]
Satisfies literature requirement for the undergraduate major;
no Japanese language prerequisite
Fall 2003 (Kerkham)    30 students
Spring 2001 (Kerkham)  9 students

JAPN 418: Japanese Lit in Translation: Other Worlds/The Japanese Fantastic [JAPN 632 for SLAA]
Satisfies literature requirement for the undergraduate major;
no Japanese language prerequisite
Spring 2003 (Jones)    20 students
Fall 2002 (Cather: sub for Kerkham) 19 students
Fall 2000 (Jones)      25 students
JAPN 421: History of the Japanese Language [JAPN 621 for SLAA]
Satisfies linguistics requirement for the undergraduate major; no Japanese language prerequisite
Fall 2002 (Ramsey) 24 students
Spring 2000 (Ramsey) 19 students
Spring 1999 (Ramsey) 20 students
Spring 1998 (Ramsey) 26 students

JAPN 422: Introductory Japanese Linguistics [JAPN 611 for SLAA]
Satisfies linguistics requirement for the undergraduate major; no Japanese language prerequisite
Spring 2004 (Ramsey) TBA
Spring 2002 (Ramsey) 21 students
Spring 1997 (Ramsey) 23 students

JAPN 428: Japanese Discourse/Conversation Analysis [JAPN 628 for SLAA]
Satisfies linguistics requirement for the undergraduate major; language prerequisite of JAPN 201 or the equivalent
Fall 2003 (Yotsukura) 10 students (9 undergrad, 1 grad)
Fall 2001 (Yotsukura) 6 students
Spring 2001 (Yotsukura) 5 students

JAPN 438: Topics in Japanese Pragmatics [JAPN 638 for SLAA]
Satisfies linguistics requirement for the undergraduate major; language prerequisite of JAPN 302 or the equivalent
Spring 2004 (Yotsukura) TBA
Spring 2003 (Yotsukura) 8 students
Spring 2002 (Yotsukura) 8 students

JAPN 499
Spring 2003 (Jones) 1 student (doing literature topic)
Fall 2002 (Kerkham) 4 students (all doing Japanese literature topics)
Fall 2001 (Jones) 1 student (doing literature topic)
Spring 1999 (Yotsukura) 1 student (Ph.D student from Linguistics, doing Japanese pedagogy/linguistics topic)
Spring 1997 (Yotsukura) 1 student (doing Japanese pedagogy/linguistics topic)
Fall 1996 (Yotsukura) 1 student (doing Japanese pedagogy/linguistics topic)
APPENDIX C

EVIDENCE OF NEED FROM DEPARTMENT OF STATE AND CIA
Please share with students!

JOB OPENINGS, SCHOOL OF LANGUAGE STUDIES, FOREIGN SERVICE INSTITUTE

The School of Language Studies, Foreign Service Institute, Department of State, seeks potential candidates (undergraduates, graduates, and working professionals) for full-time, part-time, intermittent, and/or seasonal work on a contractual basis:
* language training and testing
* multimedia design and development
* database design
* web page design and development
* training/curriculum assistance
* research assistance
* project management

Contracts could be, for example, for full-time, part-time, full-time summer work, two- to three-hour blocks of time, on school holidays, and/or during school breaks (as well as any other working day of the year). All work takes place in Arlington, Virginia.

Individuals interested in teaching and testing *must* be native speakers of a language other than English. For multimedia, database and web page work, training assistance, research assistance, and project management, anyone with the experience and skill is welcome to apply. For more information and to obtain the solicitation, please send your name, address, phone numbers, and e-mail address to:

Dean's Office

F4415 Foreign Service Institute
4000 Arlington Boulevard
Arlington, VA 22204-1500
SLSrecruitment@state.gov
703 302-6962

Bernadette Cole
Office of Recruitment
2401"E" St., NW 518 H
Wash., D.C. 20522
E-mail: colebs@state.gov
202-261-8893
202-261-8842 (Fax)
The most interesting work in the world! Click here http://www.state.gov
The Foreign Service Institute, the educational bureau of the U.S. Department of State, is looking for potential language teachers. We are especially looking for native speakers to teach Arabic, Dari, Dutch, Farsi, German, Macedonian, Pashto, Persian, Sinhala, Tajiki, Tibetan, Turkmen, Urdu and Uzbek.

We could use your help to identify potential contractors or sources of contractors such as schools, professional associations, or cultural/religious organizations. You may refer them to us or give us their contact information.

Thank you.

Jim Bernhardt
Chair, Asian, Slavic and Arabic Languages
The Foreign Service Institute

This e-mail is unclassified based on definitions provided in E.O. 12958
Open Source Officer

The Central Intelligence Agency seeks to fill a number of full-time Open Source Officer (OSO) positions. OSOs are the Intelligence Community's foreign media experts. They use foreign language and area knowledge to review and assess foreign open media sources, which include Internet sites, newspapers, press agencies, television, radio and specialized publications. OSOs collect intelligence from these media and deliver high-impact products to the U.S. foreign affairs community.

OSOs develop in-depth knowledge of a broad range of foreign media and apply this knowledge to identify trends and patterns and write analytical products. On occasion, they may translate text, audio, and video information and select materials from the media for translation by independent contract translators. OSOs research and analyze the media environment in a particular country or region and prepare media analyses that inform customers of subtle relationships and trends in the media.

We are seeking creative officers with a keen interest in foreign affairs, strong writing and analytical skills, a well-developed facility for reading and translating one or more of a broad range of foreign languages, and a working knowledge of the Internet. Many OSOs have lived in their region of interest and/or have formally studied the politics and history of a particular country or region.

Positions are in the metropolitan Washington, D.C. area, with limited opportunities for overseas travel and assignments. In addition to salary and benefits, OSOs are eligible to earn annual language ‘bonus’ pay based on in-house language proficiency testing. OSOs may also have the opportunity to take additional languages, area studies, and other relevant training.

**General Qualifications:**
* Undergraduate and/or graduate degree in area studies, international relations, political science, economics, journalism, sociology, anthropology, counter proliferation or other liberal arts discipline
* Advanced level foreign language reading and comprehension skills
* Excellent English language skills
* Strong critical thinking/analytic skills
* Well developed Internet search skills

As a part of the screening process, selected applicants will be sent a language proficiency test and will be asked to provide an analytic writing sample.

The following languages, or language combinations, with relevant area knowledge are being sought:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>Hungarian &amp; Romanian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Asian &amp; Russian</td>
<td>Indonesian &amp; Malay</td>
</tr>
<tr>
<td>Chinese</td>
<td>Japanese</td>
</tr>
<tr>
<td>Dari/Pashtu</td>
<td>Korean</td>
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<tr>
<td>Farsi/Persian</td>
<td>Russian &amp; Ukrainian</td>
</tr>
<tr>
<td>French &amp; Arabic</td>
<td>Spanish</td>
</tr>
<tr>
<td>French &amp; Italian</td>
<td>Spanish &amp; Portuguese</td>
</tr>
<tr>
<td>German &amp; French or Italian</td>
<td>Turkish</td>
</tr>
<tr>
<td>German &amp; Turkish</td>
<td>Urdu</td>
</tr>
<tr>
<td>Hebrew &amp; Arabic</td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
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</tbody>
</table>

Requirements: U.S. citizenship is required; as is successful completion of a medical evaluation, polygraph interview, and an extensive background investigation. Must be willing to relocate to the Washington, D.C. metropolitan area.

ALL POSITIONS REQUIRE RELOCATION TO THE WASHINGTON DC METROPOLITAN AREA
APPENDIX D

Profiles of individuals who have expressed interest in the proposed Japanese concentration for the M.A. degree in SLAA

1. **Ruriko Fujino** is a native speaker of Japanese interested in translation and interpretation. She and her husband moved to Maryland in the spring of 2003; he began a Ph.D. in materials science at UMCP in Fall 2003. Ms. Fujino initially contacted UMCP on 2/2/02, and has subsequently reiterated her strong interest in enrolling in Spring 2004 as an Advanced Special Student.

2. **Ayumi Yamada**, a native speaker of Japanese, presently lives in Maryland and is interested in teaching Japanese as a foreign language, translation, interpretation, and computer-assisted language learning technology. She has a B.A. degree from the Kyoto University of Education, has teaching experience in English at a language school in Japan, and has taken a course in teaching Japanese as a foreign language at the ARC Academy in Japan. She was also recently certified as a language teacher in Japan, and she is now assisting one of our faculty members, Kazuo Yaginuma, with his classes here at UMCP. She initially contacted us via e-mail on 11/12/02, and has been in touch subsequently via e-mail and in person to express her strong interest in the program. She is eager to enroll in Spring 2004.

3. **Sarah Sachiko Ishibashi** lives in New Zealand, where she has just completed her Post Graduate Diploma in Language Teaching, which is the first half of an M.A. degree at the University of Auckland. She is a native speaker of Japanese, and initially contacted us about her interest in our Japanese SLAA program by e-mail on 11/14/02. She is eager to enroll in Spring 2004.

4. **Marcia Ellis** has a B.S. degree from Frostburg State University (1986) and is presently living in Japan. She initially contacted us on 6/4/03 to let us know she will be moving back to the Washington, D.C. area in 2004, and that she was interested in taking upper level Japanese courses at UMCP. Her long-range goal is to become an interpreter. After hearing about the proposed Japanese concentration, she indicated her interest in enrolling here upon her return.

5. **Mark Flanigan** is presently in his fourth year as a Teacher-Trainer at the Nagasaki Prefectural Education Center in Japan. He contacted us on 9/10/03, having noticed the SLAA website for French, German, Russian and Spanish concentrations, with an interest in a Japanese option (see attached e-mail message). He will be returning to the Washington, D.C. metropolitan area by the Fall of 2004, and would like to enroll in our program that semester.
6. **Hong Gu** actually applied to the SLAA program for Fall 2001, but was asked to reapply at a later date pending approval of the Japanese concentration. She has contacted us via e-mail since then to express her continued interest in the program, despite the fact that she has subsequently enrolled in an M.A. program in Applied Linguistics at University of Massachusetts-Boston. She would like to enroll in our program once it has been approved.

7. **Eun-Jung Kim** is presently enrolled in an M.A. degree program in Language Education at Indiana University, but has expressed continued interest in our Japanese concentration due to its more specific nature. She would like to obtain joint certification so that she can teach Japanese at the K-12 level in the Maryland public school system. She initially contacted us via e-mail on 10/6/02, and reiterated her interest in July 2003.

8. **Saeyeon Chung** is a senior music major at UMBC, but has decided to take additional courses at UMCP in order to complete a second B.A. in Japanese and perhaps Education. Upon completion of that B.A., she would like to enroll in the SLAA program in preparation for teaching Japanese at the post-secondary level. She initially contacted UMCP on 8/6/02, and reiterated her interest via subsequent e-mail correspondence.

9. **Eriko Akamatsu** was an exchange student at UMCP from Hiroshima University for the 2001-02 academic year. She is interested in teaching Japanese at the secondary level in the United States after completing a master’s degree in Japanese language education. She completed her B.A. degree in Spring 2003 at Hiroshima University, and went on to enroll in an M.A. program in Secondary Education at Marshall University in West Virginia. However, she has recently informed me that she would like to enroll in our program after completing that program, from the fall of 2006, since Marshall University has no advanced degree options in SLA or ESL.

10. **Mamiko Nakata** is a M.Ed. student in TESOL at the University of Maryland, who contacted us on 3/22/02 to ask about graduate level Japanese courses available for Fall 2002. She enrolled in JAPN 438 in Spring 2003, and is interested in pursuing a Ph.D. in SLAA should a degree program be established at UMCP.

11. **Kaori Nakamura** expressed interest in the Japanese concentration as a senior in Hearing and Speech Sciences during the 2001-02 academic year. She has since applied and was accepted to UMCP’s Ph.D. program in Hearing and Speech Sciences.

12. **Miki Kashima** taught Japanese at Wilson College, Chambersburg, PA for 2 years and also obtained a B.A. degree there in Business. She is interested in becoming a Japanese instructor at the post-secondary level. She initially contacted UMCP on 9/6/02, and frequently reiterated her strong interest in the program through subsequent e-mail correspondence. However, she subsequently enrolled in the M.A. program in East Asian Languages and Literatures at the Ohio State University, since our program was still pending approval.
13. **Harumi Ozaki Robertson** is a Japanese teacher at Northwestern High School, and contacted us with an interest in the program on the recommendation of the Prince George’s County Schools language department supervisor, Pat Barr-Harrison on 6/2/02. She is presently taking courses at the University of Maryland in order to obtain certification for teaching Japanese at the K-12 level in the Maryland schools.

14. **Melanie Yoshida Buck** is a heritage learner of Japanese and is interested in a career in medical translation. She initially contacted us in August 2002 to ask about the possibility of enrolling in upper-level Japanese courses.

15. **Cybèle Pritchett** is a graphic artist interested in an M.A. and/or PhD program in East Asian Studies, specifically Japanese. She initially contacted UMCP in February 2002.

16. **Reggie Heefner** is a former student of Dr. Eleanor Kerkham, and has expressed interest in the Japanese concentration. He has taken numerous Japanese courses at UMCP as an Advanced special student in the Graduate School, and through the General Studies program at UMUC. He initially contacted Dr. Kerkham in 2001.

17. **Jill Campbell** has expressed interest in the Japanese concentration. She initially contacted UMCP several years ago, and reiterated her interest by mail in December 2001.

18. **Min Woo** graduated from the UMCP Japanese program with a B.A. in May 1999, and has been interested in the Japanese concentration of the SLAA program since then but is awaiting its approval. She lives in Alexandria and might enroll Fall 2003. Date of last contact: October 11, 2001.

19. **Danielle Wilkins** graduated from UMCP with a B.A. in Japanese with Business in May 2001, and has expressed interest since then in the proposed Japanese concentration. She lives in Silver Spring.

20. **Adam Beytin** expressed an interest in the proposed Japanese concentration while enrolled in JAPN 201 in Fall 2001. He is currently completing a B.S. degree in Computer Engineering at UMCP. He is considering enrolling in the SLAA program upon completion of his undergraduate degree.

21. **Son (Jenny) Min** graduated with a B.A. in Japanese in 1999, and worked subsequently in the Prange Collection at McKeldin Library. In October 2001 she indicated that she was very interested in the proposed Japanese concentration, but might have to leave the area for personal reasons before the program gets underway.

22. **Jenny Wilkinson** is presently completing her second B.A. in Japanese at UMCP. She lives in the area and might be interested in enrolling at a later date.
23. **Grace Han** graduated with a B.A. in Japanese from UMCP in 1998. She expressed interest at the time in the program, but may have gone on to graduate school elsewhere.

24. **Yuan Yao** is a Chinese graduate student in the R.H. Smith School of Business and has translating/interpreting experience in Japanese, Chinese and English. He contacted us via e-mail on 11/26/00 to ask if we had a GA position in Japanese.

25. **Kumiko Hirai** has two years of teaching experience as an assistant at the high school level in the United States. She contacted us from Japan on Rozz Thornton’s recommendation in October 2000, and expressed an interest in the proposed Japanese concentration in SLAA.

26. **Kellie Huennekens** contacted us while she was an M.B.A. student in the R.H. Smith School of Business on 10/15/00 to ask about upper level Japanese training.

27. **Koki Hatae** is interested in becoming a Japanese teacher in the United States, and contacted us about training and opportunities to teach Japanese as an instructor at universities in the U.S. on 8/1/00. He received his B.A. in Sociology in 1994 from the College of William and Mary.

28. **Mayumi Tazuke** expressed an interest in the proposed Japanese concentration via e-mail in July 1998. She might be interested in enrolling through the Fulbright program if assistance is available.

29. **Joan Siegel**, who received her B.A. degree in Japanese from the University of Oregon in the mid-1980s and then an M.A. from Harvard in 1986, is interested in getting certified to teach K-12 in the DC metropolitan area. She lives in Chevy Chase and contacted us via Scott McGinnis about the program in May 1998.
Dear Dr. Yotsukura,

Hello! My name is Mark Flanigan. I'm currently living and working on the JET Programme here (starting my 4th year now) in Nagasaki. I interviewed at the Japanese Embassy in the metro DC area in 2000, and was very happy to have the chance to come and live here in Japan! I'm very much interested in finding out more about the SLAA Graduate Program at U of MD, as it related to Japanese studies.

Looking at the website, I noticed that other languages are represented, but Japanese is not yet one of them. Do you foresee that happening anytime soon? I plan to return to the DC metro area in the Fall of 2004, and I'd really love to pursue Graduate studies with a Japanese/East Asian focus. The Univ. of Md. has an excellent reputation as an academic institution, and also I met some really great people from MARJIS before I left for Japan. The SLAA program, with a Japanese focus, would be an amazing way to keep learning about international education and language.

In any case, I'm looking forward to your advice on this matter. Thanks in advance for your time and consideration!

Most sincerely,

Mark Flanigan,
Teacher-Trainer, Nagasaki Prefectural Education Center

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Appendix E

Update on Current SLAA Program in French, German, Spanish and Russian

1. SLAA Enrollment figures (part-time students are indicated with “PT”)

A. Enrollment figures for 2002-2003 (23 total)

French: 5 students enrolled, 1 deferred (Danyluk/PT, Kerharo, Meys, Rao/deferred, Vatz, Witmer/née Bate)
German: 1 student enrolled (Christensen)
Russian: 6 students enrolled, one deferred (Harner, Malinowski, Romanova, Schulenberg, Sullivan/deferred, Serova, Tansill)
Spanish: 11 students enrolled (Acedo Garcia, Belknap, Botello, Donato, Faccio, Gardiner, Haslbeck, Hernandez-Brunal, Kastenhuber, Winder, Yuter)

B. Enrollment figures 2003 – 2004 (25 total)

French: 4 enrolled including one Advanced Special Student, 1 is new (Danyluk/PT, Meys, Rao/deferred, Vandenplaest/Advanced Special Student PT who will join SLAA in Spring 2004, Vatz; Kerharo transferred to regular French MA program)
German: 2 enrolled, 1 is new (Christensen, Fuessman)
Russian: 5 enrolled, 4 are new (Bell, Harner, Price, Tansill, Vdovina; Schulenberg withdrew due to a family emergency, and Serova is abroad in Germany)
Spanish: 14 enrolled, 5 are new (Acedo-Garcia, Belknap, Botello, Faccio, Haslbeck, Hernandez-Brunal, Herrera, Kastenhuber, Morales-Shepherd, Paulson, Sicalo, Vadala, Winder, Yuter)

2. Students who have already graduated with a degree in SLAA (6)

Maajarv, Kristiina (SLGE)- Graduated Spring 02
Malinowski, Megan (SLRU)- Graduated Spring 03
Romanova, Natalia (SLRU)- Graduated Spring 03
Witmer (recently married, née Bate), Lisa (SLFR)- Graduated Spring 03
Donato, Luciana (SLSP)- Graduated Summer 03
Gardiner, Susan (SLSP)- Graduated Summer 03
3. Original projections for graduates in SLAA: Note that these were based on the assumption that the program would get underway in Fall 2000. In actual fact, it did not begin until Fall 2002, two years later. This should be taken into account when considering the following numbers.

May 2003 six
May 2004 eight
May 2005 eight
May 2006 ten
May 2007 ten
May 2008 fifteen

4. Funding for SLAA students through fellowships and TA-ships

As is clear from the lists below, many students enrolled in the SLAA program have successfully competed for fellowships or TA-ships to support their studies.

Fellows in SLAA (02-03)

Meys, Dominique (SLFR)- Graduate School Scholarship
Vatz, Karen (SLFR)- Graduate School Scholarship
Winder, Helen (SLSP)- Graduate School Scholarship
Witmer (recently married, née Bate), Lisa (SLFR)- Graduate School Scholarship, Block Grant

Fellows in SLLA (03-04)

Bell, Kathleen (SLRU)- Graduate School Scholarship
Herrera, Jenny (SLSP)- 1/2 Block Grant (see below)
Sicalo, Silvia (SLSP)- Graduate School Scholarship
Vadala, Christine (SLSP)- Graduate School Scholarship

TAs in SLAA (03-04)

Acedo-Garcia (SLSP)
Fuessmann, Elke (SLGE)
Harrner, Richard (SLRU)
Herrera, Jenny (SLSP; received 1/2 TA-ship and 1/2 GA-ship through a block grant)
Meys, Dominique (SLFR)
Vatz, Karen (SLFR)
Vdovina, Tatyana (SLRU)
Winder, Helen (SLSP)
APPENDIX F

LETTERS OF SUPPORT

(to be supplied via hard copy)
Proposal for a new concentration in Japanese for the MA in SLAA degree

I am writing to express my strong support for the proposal for a new Concentration, in Japanese, for the already approved and functioning MA in Second Language Acquisition and Application. I can see several reasons for adding what would be the fifth concentration (to the existing options in French, German, Russian, and Spanish), and no reasons for not doing so.

There is ample documented demand for a Japanese option. This is probably underestimated, if anything. Japanese students constitute a significant proportion (second only to Koreans at present) of the international students enrolled in M.A. and Ph.D. programs in Second Language Acquisition in the U.S.A., Canada, Australia and the U.K. I would expect the same trend in our program once word of its availability spread.

The job market for graduates is good and strengthening, e.g., (but not only) in interpreting and translation, and in teaching Japanese to immigrants in Japan, and to school-age and college students in the U.S. and around the world.

Enrollments in Japanese language at UMCP are strong and sustained. I would anticipate a small but steady movement of students from those courses into the M.A. program in the coming years, again once word of the new option spreads.

The faculty required to staff the new option are already in place, as are the courses, which have been approved. In other words, no new resources are required.

The proposal as a whole seems to have been carefully assembled, with all bases covered. I hope approval from the relevant committees will be forthcoming in time for admissions in 2004. If I can be of further assistance, or if any information is needed, please do not hesitate to contact me.

Sincerely,

Michael H. Long, Ph.D.
Professor, and Director, School of languages, Literatures, and Cultures
1105 Jimenez Hall
College Park, MD 20742
301-405-6464
mlong5@umd.edu
Dr. Rose Marie Oster, Chair  
SLLC PCC Committee  
3215 Jimenez  
CAMPUS

September 12, 2003

Dear Rose Marie,

As the director of the MA program in Second Language Acquisition and Application, I enthusiastically support the proposal for a new concentration in Japanese. The MA in SLAA is quite new; the first group of students to begin officially started in the fall of 2002. Yet, we have already graduated 6 students with concentrations in French, German, Russian and Spanish and currently have 25 students enrolled in the program with concentrations in all four of the above languages. Additionally, since the inception of the MA program, we have had requests from students who would like to enroll in the program with a Japanese concentration.

In fact, the original proposal for the MA in SLAA called for the addition of such a concentration within its first few years of operation. I am delighted to see it go forth now with two options for students in Japanese: Japanese Second Language Acquisition and Japanese Language Application. These areas of study will strengthen the existing MA in SLAA both in terms of its academic breadth and intellectual focus as well as in attracting a broader pool of candidates. It will also serve as a model for further developing the “Application” focus of the MA degree in the other languages currently offered.

In terms of resources, it is my understanding that there are sufficient faculty members on the Japanese faculty to cover the specialized courses in Japanese. There are also seats available in the SLAA courses that can be filled by students in the Japanese program.

I have every confidence that the addition of the Japanese concentration will considerably enhance both the quality and marketability of the MA in SLAA program and look forward to being able to admit students to the MA degree in SLAA with a concentration in Japanese in the near future.

Sincerely,

Mary Ellen Scullen  
Associate Professor, French Linguistics  
Director, Program in Second Language Acquisition and Application
This is a letter of support for your proposal for a new concentration in Japanese to be added to the existing concentrations (French, German, Spanish, and Russian) for the MA degree in Second language Acquisition and Applications. I recognize the importance of this new concentration for your program, and I have no doubt that there is sufficient interest at UMCP to make this a successful addition to your current program. The Linguistics Department continues to encourage this inter-departmental program, and we would be interested in coordinating and extending our efforts in Japanese studies. As you know, Dr. Rosalind Thornton is a fluent speaker of Japanese, and she currently offers courses in Second Language Acquisition through our department. She would be an ideal contact person and representative of our department, in our mutual quest to enhance the SLAA program on campus, and extend its course offerings to include Japanese. In addition, we have almost a dozen graduate students from Japan currently in our own PhD program, and Dr. David Poeppel and I are both Adjunct Faculty at the Kanazawa Institute of Technology. So, our interests in adding to the campus programs in the languages, literatures and cultures of Japan are very real indeed. Please let us know how we can support this exciting new extension of the SLAA program, and how we can help you bring this to fruition.

Sincerely,

Stephen Crain
Professor of Linguistics
and Department Chair
February 5, 2003

Professor S. Robert Ramsey
School of Languages, Literatures and Cultures
2106G Jiménez Hall
CAMPUS – 4821

Dear Bob:

I am writing to support the addition of a Japanese track to the M.A. program in Second Language Acquisition and Application. I understand that there are students interested in this program, as well as the faculty available to teach it.

The Department of Communication is committed to research and teaching in the area of intercultural communication. Graduate students in this proposed program may benefit from our classes in this area. In addition, the university should be involved in all sorts of global outreach activities, of both an applied and scholarly character. This proposed program appropriately supports this university mission.

The Department of Communication would like to assist in making this proposed program a reality. If there are things we can do to help, please let me know.

Cordially,

Edward L. Fink
Professor and Chair
March 10, 2003

Professor Robert S. Ramsey  
School of Languages, Literatures and Cultures  
2106G Jimenez Hall  
Campus

Dear Professor Ramsey:

I am writing to support the addition of a Japanese track to the current MA program in Second Language Application and Acquisition in the School of Languages, Literatures and Cultures. As a teacher and researcher in the area of Teaching English to Speakers of Other Languages, I fully support the idea of internationalization and educational exploration in cross-cultural matters.

The School of Education offers graduate degrees through the Second Language Education Program in both TESOL and Foreign Language Education. Graduate students in our programs may benefit from the new concentration in SLAA Japanese. We already have an excellent and mutually supportive relationship with the existing SLAA programs; we look forward to similar interdepartmental cooperation from the new concentration.

The Second Language Education Program is pleased to support the addition of the Japanese concentration to the current MA program. Please feel free to contact me should you require additional information.

Sincerely,

Ferla Bejer, Ed.D.  
Director, Second Language Education Program  
TESOL/Foreign Language Education
Appendix G

Overall Framework of the Japanese “Acquisition” Specialization

Sample Program: Japanese Second Language Acquisition (30 credits)

Language and Linguistics Core (9 credits)
- JAPN 611: Structure of the Japanese Language (3 crs)
- JAPN 612: Introduction to Classical Japanese (3 crs)
- JAPN 638: Topics in Japanese Pragmatics (3 crs)

Acquisition Specialization (12 credits)
- SLAA 610: Research and Theories in Second Language Acquisition (3 crs)
- SLAA 611: Fundamentals of Language Acquisition and Instruction (3 crs)
- SLAA 613: Design and Management of Language Learning Environments (3 crs)
- SLAA 620: Second Language Research Methodologies (3 crs)

Electives (6 credits)
- JAPN 401: Readings in Modern Japanese I
- JAPN 402: Readings in Modern Japanese II
- JAPN 403: Business Japanese I (3 crs)
- JAPN 404: Business Japanese II (3 crs)
- JAPN 602: Japanese Language Pedagogy (3 crs)
- JAPN 606: Practicum in Translation: Diplomatic Japanese (3 crs)
- JAPN 608: Advanced Readings in Modern Japanese (3 crs)
- JAPN 621: Japanese Historical Linguistics (3 crs)
- JAPN 628: Seminar in Japanese Discourse and Conversation Analysis (3 crs)
- JAPN 631: Topics in Pre-Modern Japanese Literature: Critical Approaches (3 crs)
- JAPN 632: Topics in Modern Japanese Lit: Japanese Women Writers (3 crs)
- JAPN 679: Special Topics in Japanese Linguistics (3 crs)

(Additional options in SLAA, LING, COMM, and EDCI)

Capstone Project (3 credits)
- SLAA 798: Capstone Research Project (3 crs)
APPENDIX H

OVERALL FRAMEWORK OF THE JAPANESE
“APPLICATION” SPECIALIZATION

Sample Program: Japanese Language Application (30 credits)

Language-specific Core (9 credits)
- JAPN 608: Advanced Readings in Modern Japanese (3 crs)
- JAPN 606: Practicum in Translation: Diplomatic Japanese (3 crs)
- JAPN 612: Introduction to Classical Japanese (3 crs)

Application Specialization (12 credits)
- JAPN 611: Structure of the Japanese Language
- JAPN 628: Seminar in Japanese Discourse and Conversation Analysis
- JAPN 631 or 632: Topics in Pre-Modern or Modern Japanese Literature
- SLAA 629: Topics in Sociolinguistics, or other SLAA 600-level course chosen in consultation with student’s advisor

Electives (9 credits)
- JAPN 401: Readings in Modern Japanese I
- JAPN 402: Readings in Modern Japanese II
- JAPN 403: Business Japanese I (3 crs)
- JAPN 404: Business Japanese II (3 crs)
- JAPN 602: Japanese Language Pedagogy (3 crs)
- JAPN 621: Japanese Historical Linguistics (3 crs)
- JAPN 638: Topics in Japanese Pragmatics (3 crs)
- JAPN 679: Special Topics in Japanese Linguistics (3 crs)

(Additional options in SLAA, LING, COMM, and EDCI)

Capstone Project (3 credits)
- SLAA 798: Capstone Research Project (3 crs)
APPENDIX I

INTERNSHIP OPPORTUNITIES FOR THE JAPANESE CONCENTRATION

• National Foreign Language Center (NFLC)
• Center for Applied Linguistics (CAL)
• Institute for International Education (IIE)
• The Yomiuri Shinbun Newspaper (DC office)
• The Potomac School
• Montgomery County Public Schools (Japanese courses)
• Prince George’s County schools (Japanese courses)
• The Japanese Embassy
• The Japan Information and Cultural Center (JICC)
• The Japan-America Student Conference (JASC)
• National Geographic (translations department)
• Local schools with immersion programs in Japanese
APPENDIX J

LIBRARY EVALUATION

(to be supplied via hard copy)
To: Dean James F. Harris, Dept. of Asian and East European Languages and Cultures School of Foreign Languages and Literatures

From: Desider Vikor, Director, Collection Management and Special Collections

Karla hahn, Collection Management Team Leader
Eiko Sakaguchi, Curator East Asia Collection and Gordon W. Prange Collection

Subject: Library Resource Evaluation for new Program Master's Program in Second Language Acquisition and Application. Japanese Requested by Dr. Lindsay Antheor Yotsuka, Ph.D. Assistant Professor and Coordinator, Japanese Language Program Dept. of Asian and East European Languages and Cultures School of Foreign Languages and Literatures

Date: Jan 8th 2002

The University of Maryland Libraries' resources are currently adequate to support the master's program in Second Language Acquisition and Application, Japanese proposed by the Department of Asian and East European Languages and Cultures, School of Foreign Languages and Literatures. These resources are held in the General Collection and the East Asia Collection in McKeldin Library.

Monographs
The Library already collects extensively English Language materials in Second Language Acquisition and Linguistics, including sociolinguistics, applied linguistics and Japanese language pedagogy. Resources are also available in French, German, and Spanish that cover the general topics of Second Language Acquisition. The East Asia Collection holds relatively small numbers of resources in this topic. However, the curator anticipates that this is an area of needed growth and will be able to collect the appropriate monographs in Japanese from existing fund allocations.

Serials
Similar to the monograph collection, the general collection holds an adequate number of core Western Language periodicals that cover general linguistics and second language acquisition. The East Asia Collection also subscribes to most of the important core periodicals support the proposed program.
Some of the important titles have been received through gifts and exchange.

**Electronic Resources**

The Libraries subscribes to major online databases, which cover the areas of the proposed program: LLBA (Linguistics and Language Behavior Abstracts and), MLA International Bibliography and ERIC. These databases are accessible through terminals in the library as well as remotely. A major Japanese online database, Magazine Plus, is also available.

**Staff Resources**

The staff in all of the Libraries’ departments provides support for curricular and research needs of academic departments at the University of Maryland. The staff of the Arts and Humanities Team and the East Asia Collection in particular are the primary sources of contact for reference assistance, user education and the selection of library materials for the proposed program.
Appendix K
Course Rotations

Course Rotations for Japanese Second Language Acquisition Specialization

Semester I
JAPN 605 (Jones)/elective
JAPN 611 (Ramsey)/required
SLAA 610 (Gor)/required
SLAA 629 (Moyer)/elective
SLAA 798 Capstone/required (all SLAA faculty)

Semester II
JAPN 631 or 632 (Kerkham)/elective
JAPN 638 (Yotsukura)/required
SLAA 611 (Lacorte)/required
SLAA 620 (Krastel)/required
SLAA 798 Capstone/required (all SLAA faculty)

Semester III
JAPN 612 (Kerkham)/required
JAPN 621 (Ramsey)/elective
JAPN 628 (Yotsukura)/elective
SLAA 613 (Lavine)/required
SLAA 798 Capstone/required (all SLAA faculty)

Semester IV
JAPN 606 (Jones)/required
SLAA 719 (Internship host arranged)/elective
SLAA 798 Capstone/required (all SLAA faculty)

Course Rotations for Japanese Language Application Specialization

Semester I
JAPN 605 (Jones)/required
JAPN 611 (Ramsey)/required
SLAA 629 (Moyer)/elective
JAPN 798 Capstone/required (all)

Semester II
JAPN 631 or 632 (Kerkham)/required
JAPN 638 (Yotsukura)/elective
JAPN 798 Capstone/required (all)

Semester III
JAPN 612 (Kerkham)/required
JAPN 621 (Ramsey)/elective
JAPN 628 (Yotsukura)/required
JAPN 798 Capstone/required (all)

Semester IV
JAPN 606 (Jones)/required
SLAA 719 (Internship host arranged)/elective
JAPN 798 Capstone/required (all)
NOTE: These schedules assume the long-term anticipated admission pattern of students entering the M.A. program in Fall semester. Students entering in Spring 2004, which is the term we are proposing to launch the program, would take Semester II followed by Semester I, III, and IV courses. This course rotation represents each faculty member in the Japanese SLAA program teaching one graduate course per year, with the remainder of their courseload comprised of undergraduate programming.