Appendix A

Sample job postings for Ph.D.’s in SLA or Applied Linguistics
Taken from the AAAL, and MLA online job listings, 9/15/04

1. Posted: 9/13/2004
Employer: Michigan State University
Unit: Second Language Studies
Job Title: Assistant/Associate or Full Professor (4 positions)
Tenure Status: tenure-track
Due Date: 11/29/2004
Description: Second Language Studies

Michigan State University seeks to fill up to four tenure-track positions in language learning and teaching, especially to support its newly-approved Second Language Studies Ph.D. (http://www.msu.edu/user/sls/) in the College of Arts & Letters beginning August 16, 2005. Three of the four positions are at the rank of assistant professor (Ph.D. in hand by August 16, 2005. The fourth position will be a senior-level appointment. The successful senior candidate will provide leadership in setting new research and instructional directions for second language studies at Michigan State University. Each candidate, depending on the background and research specialties of the successful candidates, will be housed in one of three departments:* 1) French, Classics, and Italian, 2) Linguistics and Germanic, Slavic, Asian and African Languages (home of the MA TESOL program), or 3) Spanish and Portuguese. We seek candidates with primary interests in: 1) assessment, 2) computer-assisted language learning, 3) classroom-based research, 4) second language reading, 5) second language acquisition (formal or sociolinguistic approaches) and/or 6) second language semantics/pragmatics.

It is anticipated that the successful candidates will become part of a growing research community in second language studies and will take advantage of research opportunities through the Cognitive Science program (http://www.cogsci.msu.edu/), the Center for Language Education and Research (CLEAR, http://clear.msu.edu) and related Centers and initiatives.

Of particular interest are those candidates with experience or interest in working with heritage language learners and those whose major language interest area reflects the language areas of the participating departments. Also of interest are candidates with major language interest in Arabic, Chinese or German, although applicants with other language interests, including English, are encouraged to apply. We welcome applicants whose research would especially benefit from collaborative opportunities in an interdisciplinary work environment.

Applicants for all positions should submit: Statement of interest with specific mention of which of these research areas is appropriate for the applicants own background and future direction. This should include a statement of research interests and a statement of teaching philosophy. In addition, applicants for the senior-level position should submit:
Names, mail and email addresses of three references and applicants for the entry-level positions should submit: 1) Official transcript from the institution granting the doctorate. 2) Up to two sample publications or major conference presentations. 3) Three letters of reference.

Review of applications will begin on November 29, 2004 and will continue until all positions are filled.

Please have all materials sent to: Susan Gass, Director, Second Language Studies Program, A-711 Wells Hall, Michigan State University, E. Lansing, MI 48824-1027.

*Tenure system department will be determined based on individual’s background.

MSU is an Affirmative Action/Equal Opportunity Institution. Persons with disabilities may request and receive reasonable accommodation.

   Employer: Northern Arizona University  
   Unit: English Department  
   Job Title: Assistant/Associate Professor of SLA  
   Tenure Status: tenure-track  
   Due Date: 10/15/2004  
   Description: NAU English Department: Assistant/Associate Professor in Applied Linguistics

Assistant/associate professor of Applied Linguistics, tenure track, starting Fall 2005. The NAU English Department is looking for an individual specializing in second language acquisition to teach graduate and undergraduate courses in Applied Linguistics. This person will be expected to conduct and supervise research in his or her area of expertise and contribute to the growth and continuing development of the MA/TESL and Ph.D. in Applied Linguistics, two programs that are part of a substantial graduate program in a large and diverse department of English.

Rank and salary will be commensurate with experience. Minimum qualifications: Ph.D. in applied linguistics or relevant related discipline in hand by date of appointment, August 2005; evident primary research interest in functional approaches to second language acquisition and/or classroom-based SLA research as indicated by successful publication in appropriate professional journals. Desired qualifications: additional publications in the area of specialization; demonstrated ability to teach graduate and undergraduate courses in SLA and other areas in TESL and applied linguistics; the ability to communicate effectively with multiple audiences, and experience working and interacting with diverse cultures.

Applicants should submit a statement of interest, a curriculum vita, two sample publications, record of teaching evaluations (if available), and three letters of recommendation specifically addressing qualifications for the position to Professor
William Grabe, Chair, SLA Search Committee, Department of English, Box 6032, Northern Arizona University, Flagstaff, Arizona 86011-6032. The search committee will begin reviewing files on October 15, 2004, and plans to interview on campus shortly thereafter. Consideration of applications will continue until the position is filled.

Northern Arizona University (15,000 students on campus, 4,000 off campus) is composed of faculty, staff and students from a wide range of culturally diverse backgrounds. Applicants should be experienced with and dedicated to work in such a diverse population. NAU is an equal opportunity, affirmative action institution: minorities, women, persons with disabilities, and veterans are encouraged to apply.

http://www.nau.edu

    Employer:  University of Victoria
    Unit: Department of Linguistics
    Job Title: Assistant Professor of Applied Linguistics
    Tenure Status: tenure-track
    Due Date:  10/1/2020

Description: The Department of Linguistics at the University of Victoria is pleased to announce an opening for an entry level tenure-track Assistant Professor in Applied Linguistics, effective 1 July, 2005. By the time of appointment applicants must hold a PhD in Linguistics (Applied emphasis) or in a closely related field such as Second Language Acquisition, as well as developing an excellent record of scholarly achievement and possessing demonstrable teaching skills. Any area of specialization in applied linguistics will be considered; however, we may give preference to candidates with expertise in the application of computer technologies in SLA research and pedagogy.

The responsibilities of this position include graduate and undergraduate teaching in our BA and Diploma programs in Applied Linguistics and also in a new MA program in Applied Linguistics expected to begin in September 2005. Courses taught may be in any of the following areas: second language acquisition, second language teaching methodology, pedagogical grammar, sociolinguistics, or psycholinguistics. The position will also involve directing Master’s and doctoral research, providing practicum support for applied linguistics students, and maintaining a successful program of research and publication.

Applicants should send an application including a letter of interest, curriculum vitae, copies of representative publications, the names and addresses of three referees, and any other supporting documents to: Dr Leslie Saxon, Chair, Department of Linguistics, University of Victoria, PO Box 3045, Victoria, BC, Canada V8W 3P4; E-mail: saxon@uvic.ca. The deadline for receipt of applications is 1 October 2004. Information about the Department of Linguistics and its programs can be found on the Department's web page at http://web.uvic.ca/ling/.
The University of Victoria is one of Canada's most vigorous comprehensive universities. The Department of Linguistics has strong ties to the University of Victoria's English Language Centre, the Division of Continuing Studies, and the Centre for Asia-Pacific Initiatives (CAPI). The Department of Linguistics has recently been awarded several substantial grants associated with indigenous language studies and L2 teaching and learning, including a five-year Community-University Research Alliance (CURA) grant to support research and training in indigenous language revitalization on Vancouver Island.

The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, visible minorities, aboriginal peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University.

All qualified candidates are encouraged to apply; however, in accordance with Canadian Immigration requirements, Canadians and permanent residents will be given priority.

Employer: Defense Language Institute
Unit: Test Development and Standards
Job Title: Test Development Project Officer
Tenure Status: tenure-track
Due Date: 8/6/2004

Description: The Defense Language Institute Foreign Language Center (DLIFLC) has openings for a Test Development Project Officer. DLIFLC is accredited by the Accrediting Commission for Community and Junior Colleges, is located in Monterey, California and specializes in the teaching of languages.

Test Development Project Officer (#04-33E)
Duties: The TDPO works with the Dean of the Test Development and Standards Division to oversee one or more test development teams and test development projects. Provides leadership to team members. Manages, monitors, and coordinates the development, review, revision and quality control of specific DLPTs, language program tests, and performance tests. Develops test items that can be effectively used in tests to measure achievement of and/or proficiency in listening and reading language skills as defined. Identifies the nature of the language to be tested, articulates and builds on the appropriate testing construct, develops test specifications, selects appropriate source material, produces workable written and audio tests, and designs item tasks that are appropriate for the content and language features of the material tested. Conducts piloting and performance analysis of test items; works out test developmental timelines, milestones, and procedures that meet requirements; ensures that standards are met; implements or monitors procedures to ensure test security; serves as a testing resource for the test development staff, giving effective assistance, advice, and training in item writing, testing concepts, record-keeping and test security; keeps abreast of current developments.
and innovations in the field of foreign language testing and related issues; encourages team members to also stay current. Provides direct supervision as needed.

Additional Experience Requirement: In addition to the basic and specialized qualification requirements in language test development as appropriate for each “rank” or category (page 2 of the full announcement), all applicants must have demonstrated knowledge, skills and abilities in the following areas: Ability to communicate effectively in English and Skill in working with a computer. Special consideration will be given to training and experience in one or more of the following: a. Research in language testing, b. Use of proficiency scales, especially the ILR proficiency scale, c. Educational Project Management, d. Statistical Analysis, e. Teaching foreign languages and related disciplines (ESL, linguistics, etc.), f. working with a variety of foreign languages or speakers of a variety of foreign languages, g. development of communicative language learning exercises, and h. translation. A Master's degree, earned doctorate, or equivalent academic achievement is preferred.

Complete announcement found online at www.dliflc.edu or contact kalyn.shubnell@monterey.army.mil. Only complete applications considered. Indicate announcement #04-33E. Deadline for applications: August 6, 2004.

5. **Posted:** 9/15/2004  
**Employer:** University of Kentucky  
**Unit:** English Language Institute  
**Job Title:** Associate Professor  
**Tenure Status:** tenure-track  
**Due Date:** 11/1/2004

**Associate Professor of Foreign Language Education/Second Language Acquisition**

Applications are invited for a newly created tenured position in Foreign Language Education/Second Language Acquisition at the University of Kentucky. The position will begin with the 2005-2006 academic year and be housed jointly in the Department of Modern and Classical Languages, Literatures and Cultures (3/4), College of Arts and Sciences, and the Department of Curriculum and Instruction (1/4), College of Education. Qualifications: a PhD in Foreign Language Education, Second Language Acquisition or one of the following language content areas: French, German, Latin, Russian, Spanish; native or near-native fluency in English and one or more of the four modern languages indicated; a record of excellence in teaching, research and service; evidence of successful grant writing; experience in working with a state department of education. The successful candidate will lead existing faculty with expertise in language pedagogy and second language acquisition in implementing a
new MA program in Teaching World Languages with certification P-12 and developing individual and joint research projects. A letter of interest, a CV and at least three letters of reference should be sent to Prof. Theodore Fiedler, Chair, Department of Modern and Classical Languages, Literatures and Cultures, University of Kentucky, Lexington KY 40506-0027. Review of applications will begin November 1, 2004 and continue until the position is filled. The University of Kentucky is an AA/EO employer. Women and minorities are especially encouraged to apply.

**Director, Language Media Center**

The College of Arts and Sciences at the University of Kentucky seeks applications for the position of Director of its Language Media Center to begin August 2005. The Director will have nine-month tenured or tenure-track faculty status, rank open, and be appointed either in the Department of Modern and Classical Languages, Literatures and Cultures or the Department of Hispanic Studies. Qualifications include a PhD in second language acquisition, in foreign language education, or in a modern language taught at UK with specialization in applied linguistics. Applicants without PhD in hand must provide evidence that it will be completed by July 2005. In addition to excellence in classroom teaching and a research program in the area of specialization, knowledge of and experience in state-of-the-art technologies used in language teaching/learning and interactive Web-based language learning resources is essential. The successful candidate will be prepared to take the lead in integrating technology with language instruction; possess excellent oral/written communication skills; teach one course per semester; and serve as liaison with the Teaching and Academic Support Center and IT personnel. Knowledge of copyright issues is desirable. Send letter of application, CV, and three letters of reference or placement dossier with letters of reference to Prof. Edward Stanton, Chair, Director Search Committee, Department of Hispanic Studies, University of Kentucky, Lexington KY 40506-0027. Review of applications will begin on November 1, 2004 and continue until the position is filled. UK is an AA/EO employer. Women and minorities are especially encouraged to apply.

Cynthia A. Ruder  
Associate Professor  
Modern &  
Classical Languages  
Russian & Eastern Studies  
University of Kentucky  
1055 Patterson  
859-257-7026 (office)  
859-257-3743 (fax)  
raeruder@uky.edu
Appendix B

Prospective Ph.D. Students in SLA
(as of 9/15/04)

1. **Ms. Hei Sook Bang** first contacted Mike Long by email on 6/9/04. She has a B.A. and M.A. in Linguistics from Korea University (one of the country’s top universities), and has completed Ph.D. coursework in Korean Language and Literature at the same institution. She has been teaching Korean language for foreign students there for several years. She is interested in continuing her studies at UMCP, and is especially interested in Task-Based Language Teaching. She has already published several articles in Korea. Although presently in Seoul, her husband works in D.C. for the Federal Energy Regulatory Commission, and she will be moving to the area this October to join him.

2. **Ms Jihye Moon** first contacted Mike Long on 8/5/04. S/he has a BA from Seoul National, the top university in Korea, is now a Ph.D. student at the University of Illinois at Urbana-Champaign specializing in SLA, and is interested in transferring here as soon as our program is approved. At her own expense, on 9/23/04 she visited campus for interviews with SLA faculty, all of whom were very impressed. She is academically first-rate, highly motivated, has researched all available programs via the internet, and left stating that she is only interested in doing her doctorate at College Park..

3. **Mr. Wataru Suzuki** first contacted Mel Scullen by email on 9/17/03. At the time he was completing an M.A. in Education at Tohoku University in Japan, and expected to earn his degree in March 2004. He has been studying SLA, especially, cognitive mechanisms of second language learning. He has presented papers at national conferences in Japan and has recently submitted his work for publication in a number of journals.

4. **Ms. Carrie Rouzer** first contacted Mel Scullen by email in December, 2003. She is a Moroccan citizen with a Masters Degree in Applied Linguistics and TEFL. She would like to apply for a Ph.D. in SLA at UMCP.

5. **Mr. John Hoover** first contacted Mike Long by phone in March, 2004, and subsequently visited for a lengthy interview. He has an B.A. in Linguistics from UMCP, an M.A. and ESL certificate from George Mason, and an M.A. in Systematic Theology, and, should it be approved, is very keen to enter the Ph.D. program in Fall, 2005, specializing in epistemological issues in SLA.

6. **Mr. David Ellis** contacted Mike Long in March, 2005. He was a student of Long’s at the University of Hawai’i, where he is currently completing his M.A., writing a thesis on language testing. Ellis has a Mathematics degree from West Point, is very smart, and wishes to relocate to College Park next February (he has been offered a job at CASL) and enter the Ph.D. program in the Fall.
7. **Ms. Karen Vatz** received her M.A. in French SLAA from UMCP in 2004, and is presently working at CASL as a researcher with Cathy Doughty. She is keen to enter in the SLA Ph.D. program as soon as it is approved.

8. **Ms. Lisa Witmer** received her M.A. in French SLAA from UMCP in 2004. She is currently pursuing a Ph.D. in French, working on SLA, and is interested in enrolling in the SLA Ph.D. program once it is approved.

9. **Ms. Sandhya Mohan** received her M.A. in French from UMCP in 2003, and is presently enrolled in the French department’s Ph.D. program. However, she is already taking SLA courses and wishes to transfer into the SLA Ph.D. program once it is approved.

10. **Ms. Leila Kamal** is presently enrolled in the French department’s Ph.D. program. However, her dissertation research will be on the acquisition of French and Arabic, and she is interested in transferring into the SLA Ph.D. program once it is approved.

11. **Ms. Saori Ishida** has completed the M.A. in ESL at the University of Hawai’i with a strong thesis on the Critical Period Hypothesis, and is currently nearing completion of the Advanced Graduate Certificate in SLA at the same institution. She would like to enroll in the UCMP Ph.D. program in Fall, 2005.

12. **Ms. Natalia Romanova** completed UMCP’s MA in Russian SLAA in 2002. She is currently teaching Russian full-time in SLLC. She is eager to start the Ph.D. in SLA here in Fall, 2005, if the program is approved by then.

13. **Mr. Jeffrey Witzel** completed the M.A. in ESL at the University of Hawai’i in 2001. He wrote an excellent thesis based on an experimental study of the roles of models and recasts in SLA (currently under review by a major refereed journal). He has worked at a Japanese university since then, conducting experimental psycholinguistic research on L2 processing, with presentations at major international conferences. He plans to apply for the program in Fall, 2005.

14. **Ms. Naoko Ouchi Witzel** also completed an M.A. in ESL at the University of Hawai’i in 2001. Her thesis was an experimental study of lexical processing in bilinguals. She has worked at a Japanese university since graduation, and is currently conducting cross-linguistic experimental work on lexical access in third language acquisition. She would like to enter the Ph.D. in SLA program in Fall, 2005.

15. **Ms. Tatyana Vdovina**, a U.S. citizen, a native speaker of Russian, has a B.A. in History from Indiana, and is currently completing the Maryland M.A. in Russian SLAA, expecting to graduate in May, 2005. Her capstone project is an experimental study of the processing of Russian verbal morphology, supervised by Kira Gor. She is TA-ing Russian 201 and 202 this semester. She is very keen to enter the program in Fall, 2005.
Appendix C
Sample Course rotation (revised as of 10/30/04)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Learning</th>
<th>Instruction</th>
<th>Assessment</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AU 05)</td>
<td>S: Second emph. course</td>
<td>E: FREN 610</td>
<td>C: EDMS 645</td>
<td>C: SLAA 629</td>
</tr>
<tr>
<td>SEM. 2</td>
<td>C: SLAA 681 (new hire)</td>
<td>R: SLAA 681</td>
<td>R: SLAA 681</td>
<td>C: SLAA 681</td>
</tr>
<tr>
<td>(SP 06)</td>
<td>R: Research meths course</td>
<td>R: Research meths course</td>
<td>C: EDMS 646</td>
<td>E: JAPN 638/SPAN 626</td>
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<td></td>
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<td></td>
<td></td>
<td>GERM 673/COMM 683</td>
</tr>
<tr>
<td>SEM. 3</td>
<td>S: Second emph. course</td>
<td>S: Second emph. course</td>
<td>S: Second emph. course</td>
<td>S: Second emph. course</td>
</tr>
<tr>
<td>(AU 06)</td>
<td>E: Elective/LING 640</td>
<td>C: SLAA 650 (new, Gor)</td>
<td>E: EDMS 738</td>
<td>R: Res meths/COMM 702</td>
</tr>
<tr>
<td>SEM. 4</td>
<td>C: SLAA 649M (Long)</td>
<td>S: Second emph course</td>
<td>S: Second emph course</td>
<td>S: Second emph course</td>
</tr>
<tr>
<td>(SP 06)</td>
<td>(course already exists)</td>
<td>E: SLAA 639R</td>
<td>E: EDMS 747</td>
<td>E: JAPN 638/SPAN 626</td>
</tr>
<tr>
<td></td>
<td>E: Elective/LING 641 or HESP 8XX (CASL)</td>
<td></td>
<td></td>
<td>GERM 673/COMM 683</td>
</tr>
</tbody>
</table>

KEY:

R = research methods course (specified here or chosen from list in proposal)
C = content course for first area of emphasis
S = content course for second area of emphasis (chosen from list in proposal)
E = elective (chosen from any area of emphasis or affiliate unit)

NOTE: Courses in Year 1, semesters 1 & 2 will be repeated in Year 2, semesters 3&4 for incoming students. For their third course in a given semester, students may take a course in SLAA, the various language departments, or from affiliated campus units.
<table>
<thead>
<tr>
<th>Course number</th>
<th>Title</th>
<th>Instructor</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLAA 639R</td>
<td>Special topics in applied linguistics: Tech &amp; lang Ing</td>
<td>Lavine (SLAA/SPAN)</td>
<td></td>
</tr>
<tr>
<td>SLAA 649M</td>
<td>Age effects and maturational constraints in FLL</td>
<td>Long (SLAA)</td>
<td></td>
</tr>
<tr>
<td>SLAA 650</td>
<td>Research issues in adult foreign language instruction</td>
<td>Gor (SLAA/RUSS)</td>
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<tr>
<td>SLAA 680</td>
<td>Second language research methods</td>
<td>new hire for 05/06</td>
<td></td>
</tr>
<tr>
<td>SLAA 681</td>
<td>Second language classroom research</td>
<td>new hire for 05/06</td>
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</tr>
<tr>
<td>COMM 638</td>
<td>Intercultural Communication (formerly COMM 682)</td>
<td>Cai (COMM)</td>
<td></td>
</tr>
<tr>
<td>COMM 702</td>
<td>Intermediate quantitative methods in data analysis for communicative research</td>
<td>Fink (COMM)</td>
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<tr>
<td>EDMS 645</td>
<td>Quantitative Research Methods I</td>
<td>(EDMS faculty)</td>
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<tr>
<td>EDMS 646</td>
<td>Quantitative Research Methods II</td>
<td>(EDMS faculty)</td>
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</tr>
<tr>
<td>EDMS 738</td>
<td>Special topics in measurement: Fdns of assessment</td>
<td>Mislevy (EMDS)</td>
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<tr>
<td>EDMS 747</td>
<td>Design of program evaluations</td>
<td>Lissitz (EDMS)</td>
<td></td>
</tr>
<tr>
<td>FREN 610</td>
<td>Issues/Research Findings in French as Foreign/2d lang.</td>
<td>Scullen (SLAA/FREN)</td>
<td></td>
</tr>
<tr>
<td>GERM 673</td>
<td>Variation in Contemporary German</td>
<td>Moyer (SLAA/GERM)</td>
<td></td>
</tr>
<tr>
<td>HESP 8XX</td>
<td>Seminar in Neural Bases of 2d Lang Processing</td>
<td>Haarmann (CASL)</td>
<td></td>
</tr>
<tr>
<td>JAPN 638</td>
<td>Topics in Japanese Pragmatics</td>
<td>Yotsukura (SLAA/JAPN)</td>
<td></td>
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<tr>
<td>LING 640</td>
<td>Psycholinguistics I</td>
<td>Phillips (LING)</td>
<td></td>
</tr>
<tr>
<td>LING 641</td>
<td>Psycholinguistics II</td>
<td>Phillips (LING)</td>
<td></td>
</tr>
<tr>
<td>SPAN 626</td>
<td>Introduction to Hispanic Linguistics II: Lang in Use</td>
<td>(SPAN faculty)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

Sample course options

(i) Second language learning

SLAA 640 Research issues in foreign language learning
SLAA 641 Cognitive processes in second language learning
SLAA 642 Second language processing
SLAA 643 Interlanguage studies
SLAA 645 Advanced topics in second language learning
SLAA 649 Age effects and maturational constraints on foreign language learning
FREN 610 Issues and Research Findings in French as a Foreign/Second Language
LING 644 Language Acquisition
LING 646 Cognitive Neuroscience of Language
LING 640 Psycholinguistics
LING 641 Psycholinguistics II
LING 849 Seminar in Psycholinguistics
LING 889 Electrophysiology of Language
EDCI 732 Psycholinguistic theory in second language acquisition
EDHD 721 Cognitive Development and Learning: An Introduction
EDHD 722 Learning Theory and the Educatve Process II
EDHD 840 Language and Literacy Development
EDHD 842 Learning in Context
HESP 602 Neurological Bases of Human Communication
HESP 626 Language and Learning Disabilities
HESP 818 Seminar in Language Processing
HESP 838 Seminar in Language Acquisition
HESP 878 Seminar in Language Disorders
HESP 888 Seminar in Neurological Bases of Language
PSYC 605 Sensory and Perceptual Processes
PSYC 607 Advanced Topics in Human-Learning and Cognitive Psychology
PSYC 678 Seminar in Psycholinguistics
PSYC 679 Seminar in Cognitive Development
PSYC 705 Mathematical Models of Memory and Cognition
PSYC 778 Seminar in Learning and Memory
PSYC 878 Current Research in Language and Cognition

(ii) Second language instruction

SLAA 613 Design and Management of Language Learning Environments
SLAA 649 Task-Based Language Teaching
SLAA 650 Research issues in adult foreign language instruction
SLAA 651 The advanced learner
SLAA 652 Research on instruction in less commonly taught languages
SLAA 655 Advanced topics in second language instruction
JAPN 602 Japanese Language Pedagogy
SPAN 611 Applied Linguistics
EDCI 788 Special topics: Learning styles, strategies, and technology
EDHD 770 Designing Multimedia Computer Environments for Learners
EDHD 692 Cognitive Basis of Instruction

(iii) Second language assessment

SLAA 660 Research issues in second language assessment
SLAA 661 Criterion referenced measurement in foreign language acquisition
SLAA 662 Assessment of less commonly taught languages
SLAA 665 Advanced topics in second language assessment
HESP 606 Basic Hearing Measurements
HESP 630 Electrophysiological Measurements
HESP 702 Diagnostic Procedures in Speech-Language Pathology
HESP 704 Physiological Phonetics

(iv) Second language use

SLAA 670 Research issues in second language use
SLAA 672 Developmental and cross-cultural pragmatics
SLAA 673 Languages for specific purposes
SLAA 629 Sociolinguistics and second language acquisition
SLAA 675 Advanced topics in second language use
JAPN 628 Seminar in Japanese Discourse and Conversation Analysis
JAPN 638 Topics in Japanese Pragmatics
SPAN 625 Introduction to Hispanic Linguistics I: Basic Concepts
SPAN 626 Introduction to Hispanic Linguistics II: Language in Use
COMM 682 Seminar in Intercultural Communication

(v) Research methods (two courses required of all students)

SLAA 680 Second language research methods
SLAA 681 Second language classroom research
EDCI 798 Special problems: Research methods in applied linguistics
EDMS 622 Theory and Practice of Standardized Testing
EDMS 626 Measurement Techniques For Research
EDMS 635 Computer-Based Measurement
EDMS 645 Quantitative Research Methods I
EDMS 646 Quantitative Research Methods II
EDMS 651 Applied Multiple Regression Analysis
EDMS 653 Correlation and Regression Analysis
EDMS 655 Introduction to Multilevel Modeling
EDMS 657 Factor Analysis
EDMS 722 Structural Modeling
EDMS 723 Latent Structure Models
EDMS 724 Modern Measurement Theory
EDMS 738 Seminar in Special Problems in Measurement
EDMS 769 Special Topics in Applied Statistics in Education
EDMS 771 Multivariate Data Analysis
EDMS 779 Seminar in Applied Statistics
EDMS 780 Research Methods and Materials
EDMS 889 Internship in Measurement and Statistics
PHIL 651 Philosophy of Science
PHIL 878 Cognitive Science Proseminar
PSYC 601 Quantitative Methods I
PSYC 602 Quantitative Methods II
PSYC 701 Multivariate Analysis I
PSYC 702 Multivariate Analysis II
PSYC 703 Scaling Techniques and Theory
PSYC 704 Test Theory
PSYC 705 Mathematical Models of Memory and Cognition
PSYC 708 Seminar in Psychometric Theory
PSYC 709 Seminar in Mathematical Models
PSYC 740 Social Psychology Research Methodology
PSYC 744 Multivariate Methods in Social Psychology
COMM 702 Intermediate quantitative methods in data analysis for communication research
COMM 703 Advanced quantitative methods in data analysis for communication research
SOCY 604 Survey research methods
SOCY 601 Statistics for Sociological Research I
SOCY 602 Statistics for Sociological Research II
SOCY 610 Computer Methods for Sociologists
SOCY 700 Theory Construction
SOCY 702 Research Design and Measurement
SOCY 709 Advanced Special Topics in Data Analysis
Appendix E

Letters of support for the proposed program (in hard copy)
and
Email messages from affiliate faculty

(From Rochelle Newman, Speech & Hearing Sciences)

I would be very pleased to be involved as an affiliate in this program, and I think it looks like an excellent proposal. As for research interests, the only change might be to change language acquisition to first language acquisition or infant language acquisition, since in the context of this program "language acquisition" is probably somewhat vague; on the other hand, perhaps it is better that way. I'll leave this one up to you.

As for the CV - I have an exceedingly long version that I just had to write up for departmental review. Do you want something that detailed, or something more akin to the CV one would submit to a funding agency?

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(From Colin Phillips, Linguistics)

Hi Mike,

Thanks for sending this; just took the opportunity to glance through it. Here are some quick thoughts. Overall, the proposal looks good, and well conceived. It's clear that it wouldn't compete with our program (though maybe the combination of the two programs would make it possible for you to compete for the market niche that would otherwise head for McGill).

Andrea Zukowski (ling) would also be relevant. She's a faculty member in LING on the research scientist track, which means that she's part of the graduate faculty but does only limited teaching. Interests: developmental language disorders.

We will be making two new hires this year that may be relevant; one in first language acquisition, the other in phonology/phonetics.

Course numbers: my courses in psycholinguistics listed as LING689/689B now have permanent course numbers as LING640 and LING641.
That's all,

Best of luck with the program,

--Colin

(From Robert Lissitz, EDMS, COE)

Mike:
I am attaching my vita. I would be happy to be associated with the program, if you find that would be helpful to your effort.
I teach an advanced Program Evaluation course periodically. That might be useful to your students.
Regards and best of luck...
Looks like a good program
Bob Lissitz

(From Robert Mislevy, EDMS, COE)

Hi, Mike--

The program description is compelling. I am still interested in being an affiliated faculty member. I've attached a recent vitae and the syllabus from the course on "Foundations of Assessment" I teach at least once every two years.

I created a set of four courses on the advanced theory and practice of assessment design, and have been offering them as topics in EDMS 738, Special topics in measurement. We are in the process of formalizing them as individually numbered courses. They are

1) Foundations of assessment. This is the one for which the syllabus is attached. It is a pre-req. for the other three.

2) Bayesian inference and measurement models.

3) Cognitive psychology and educational assessment.

4) Theory-based task design.

Others that I may create in future are Technology and Assessment, Assessment Delivery Systems, Evidentiary Reasoning, and Theory-based Performance Evaluation.

Bob
(From Henk Haarmann, CASL)

Dear Mike,

I am pleased to confirm my availability as an affiliate associate professor. Attached, please find my most recent CV and course syllabi.

As I mentioned to you in person, I would be especially interested in teaching an advanced seminar on “The neural bases of second language processing” (first preference) or contribute to a team-taught course in second language processing or psycholinguistics (second preference). For the neural seminar, I envision (a) to introduce relevant background in neuroanatomy, neurophysiology, and methods during the first 1/3rd of the course through lectures and (b) guide student-discussion of advanced research articles on functional neuroimaging, electrophysiological, and neuropsychological studies of second language processing (primarily in adults) for the remainder of the course. The neural seminar could be cross-listed with your department, HESP, Linguistics, Psychology, and NACS.

Please confirm receipt, so I know you got these materials. Thanks.

- Henk

Henk Haarmann, Ph.D.
Associate Research Scientist
Center for Advanced Study of Language
University of Maryland
Box 25
College Park, MD 20742-0025

(From Ewa Golonka, CASL)

Dear Mike,

Thank you for including me among the affiliated faculty in your SLA program. If you think I can contribute to the program, I’m willing to do so. Attached please find my c.v.

Best,
Ewa Golonka

(From Grace Yeni-Komshian, Speech and Hearing Sciences)

Dear Mike,

I am pleased to accept your invitation to join your faculty as an affiliate. I did not receive your communication regarding the SLA program. Thank you for trying again! I look forward to having future contacts with you and the rest of your group.

Sincerely yours,
Grace Yeni-Komshian
Hi Mike.
Sure, put me down as an affiliate. I'm assistant level.

A more specific list of my research interests would be:

Effects of mental retardation on language acquisition and use
Language acquisition in typically developing children
Sentence production in real time
If you stick with a shorter version, I would say "language disorders, language acquisition, and sentence production"
Thanks!
-Andrea

(From Peter Carruthers, Philosophy)

Dear Mike

We already have a course on philosophy of science that runs every alternate year for beginning grad students. It might be possible to tweak it a bit to make it suitable for your students too: I'll ask Jeff Bub and Mathias Frisch, who've mostly been involved with it.

As for becoming an Affiliate of your School / program, I'd be delighted. The other obvious people to approach are Georges Rey (who knows the more philosophical end of Chomsky's work inside out) and Paul Pietroski, who has a joint appointment with Linguistics. Another possibility would be Jeff (formally John) Horty, who does philosophical logic and AI (he currently has a joint appointment with UMIACS).

As for my own specializations: Philosophy of Language, Philosophy of Mind, Philosophy of Psychology.

Other courses that might be of interest to your students:
PHIL 878 Cognitive Science Proseminar (runs every other year or so).
PHIL 481 Philosophy of Psychology (also has a 600-number for grad students; runs most years, sometimes with a 480 number I think, and different sub-title and content).
PHIL 360 Philosophy of Language (runs every year; but a Junior-level course).

I hope this gives you everything you need. I hope your bid proves successful.

With best wishes
Peter
(From Tom Nelson, Psychology)

Dear Professor Long,

Thank you for your email below. Sure, I would be happy to become an Affiliate Professor in your program.

Here is a possible description of my interests (prepared along the lines of the ones in the attachment that you sent me):
Interests: human memory, metacognition, acquisition and retention of foreign-language vocabulary, computer-assisted instruction.
Is the above sufficient? Best,
Tom

(From Rebecca Oxford)

Dear Mike and Lindsay,

I appreciated Lindsay's call asking me to join the new SLA Ph.D. Program in the School of Languages, Literatures, and Cultures as an affiliate faculty member. I would be very happy to participate in the program, share my doctoral courses with your outstanding students, and send my excellent students to take your doctoral courses. Many of my students are very theory-oriented and would therefore like your courses, and my courses tend to be strongly theory-based.

I am attaching my CV and will be happy to send syllabi of relevant courses from our program in a few days. Must run right now.

I am glad that we have increasing amounts of communication and collaboration across units, since we are focused on many of the same themes and theoretical issues. Steve Koziol is behind this effort as well.

Warm wishes,
Rebecca

(From Mathias Frisch)

Dear Mike,

Sorry for taking so long to get back to you.
I am honored by your offer and indeed would be delighted to become an affiliate member of the program.
Thanks.

Mathias
(From Edward Fink)

Dear Mike,

I have reviewed the proposal for the doctoral program in Second Language Acquisition and I believe that it is very strong: It helps fill an important social need and it enhances research into basic cognitive and communicative processes. I am quite willing to serve as an affiliate faculty member in this program.

My areas of specialization are (1) human communication theory; (2) persuasion and social influence, and (3) quantitative research methods, data analysis, and measurement.

Cordially,

Ed

(From Jeffrey Bub)

Dear Mike,

Apologies for not replying to this -- my email has gotten out of hand recently.

Yes, I accept your offer to be an affiliate faculty member of the new PhD program.

Best wishes,

Jeff