Program Performance Review

Linguistics Program
Department Self-Study
2011-2012

Submitted by
Franz Mueller,
Linguistics Program Coordinator

I. *Department/Program Mission, Goals and Environment*

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.

The mission of the linguistics program has not changed appreciable since our last program performance review. In line with the University's Mission Statement, which seeks to "combine the best qualities of teaching and research universities" in an atmosphere where "learning is preeminent", the goal of the linguistics program is to expand the learning achieved by our faculty and students by actively engaging students and close cooperation between faculty and students. To make our specific goals explicit, we have been seeking to develop statements of learning goals and student learning outcomes for both our undergraduate and graduate programs. The learning goals and student learning outcomes statement for our MA program in linguistics has already been completed and is attached to this report as Exhibit 1; it is also posted on the official university website at http://www.fullerton.edu/academicprograms/assessmentedu/departments/HSS/Linguistics_MA.html. We are hoping to develop a parallel statement for our BA program as part of our planned review of the structure of our undergraduate curriculum during our next five year plan.

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program. (Community/regional needs, placement, and graduate/professional school).

Probably the most important trends in the field of linguistics during the past years have been the move away from rule-based to constraint-based conceptions of language as well as the gradual convergence of formal and functional-typological approaches. The linguistics program has been responsive to these developments by hiring faculty who value and can integrate findings from various traditions, such as linguistic typology, formal syntax, various schools of phonology, and historical linguistics. This has allowed us to incorporate coverage of these varied traditions in our introductions to the different subfields of linguistics, such as phonology, syntax, etc. In response to the needs of the TESOL program, a graduate program within the Department of Modern Languages without an associated undergraduate program, we have expanded our offerings of LING 406, which is a required prerequisite for entering the MS program in TESOL. An enduring strength of our offerings which sets our program apart from other linguistics programs is our focus on historical linguistics, including required coursework at both the undergraduate and the graduate level. We have been fortunate to have recently been able to strengthen this focus with the tenure-track hiring of a specialist in historical linguistics, Dr. Natalie Operstein.

C. Identify the unit's priorities for the future.

Our priority is to build our enrollment by expanding our presence in the general education curriculum, rationalizing our degree programs guided by a strong assessment program, and supporting our extremely active Linguistics Student Association. In addition, we endeavor to increasingly involve faculty in department, college, and university governance.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/ program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc).

N/A

II. *Department/Program Description and Analysis*

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

We are fortunate that we have been able to continue both, our undergraduate and our graduate programs in linguistics since our last program review despite major personnel challenges, including the untimely death of one of our professors, Dr. Alan S. Kaye, and the move of another, Dr. Angela Della Volpe, into the Dean's office. These events left us with just one tenured or tenure-track faculty member, Dr. Franz Mueller, the author of the present report. Fortunately, we were able to count on the services of Dr. Patricia Schneider-Zioga as a full-time lecturer who has just joined us as an assistant professor this year, along with several part-time lecturers, including some drawn from tenure-track faculty members in other departments. Still, being short-handed while continuing a comparatively large graduate program has posed a major challenge in terms of being able to offer all the courses our students need to graduate as well as in terms of our ability to meet enrollment targets. This macro-environment was not conducive to changes of any kind, including curricular changes. As we have been joined by two tenure-track colleagues this summer, Dr. Natalie Operstein and Dr. Patricia Schneider-Zioga, we have started to review our programs. Consult section II.D. for details on these planned changes.

B. Using data provided by the office of Analytic Studies/Institutional Research discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, time to degree. (See instructions, Appendix I)

As shown in Table 1, the number of first time freshmen admitted as linguistics majors has been steadily increasing during the last seven years, from under 10 in 2003-2005 to approaching 20 in 2005-2007; it has been consistently above 20 since 2007 and reached a high of 36 first-time freshmen admitted as linguistics majors in 2010-2011. There were no special admits among the new freshmen linguistics cohorts during the last seven years. Still, we are admitting roughly the same number of new linguistics majors from incoming upper-division transfer students, as shown in Table 2. While the admissions rates for both these populations are similar at between 50% to 60% of applicants, the percentage of admitted students who actually enrolled is significantly higher for transfer students than for first time freshmen, as the comparative figures in column 5 of Tables 1 and 2 show. This discrepancy may largely be attributable to the fact that linguistics is not a subject taught in high schools, and so students need to "discover" us, often in the course of taking one of our general education or service courses, such as LING 106 or LING 206.

Table 1: First-time Freshmen

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2003-2004	13	9	69%	1	11%
2004-2005	19	7	37%	1	14%
2005-2006	30	18	60%	4	22%
2006-2007	30	19	63%	1	5%
2007-2008	37	21	57%	1	5%
2008-2009	39	26	67%	5	19%
2009-2010	42	23	55%	4	17%
2010-2011	56	34	61%	2	6%

Table 2: Upper-division Transfer Students

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2003-2004	20	14	70%	13	93%
2004-2005	33	20	61%	11	55%
2005-2006	35	18	51%	13	72%
2006-2007	46	25	54%	13	52%
2007-2008	41	21	51%	11	52%
2008-2009	39	18	46%	14	78%
2009-2010	29	17	59%	8	47%
2010-2011	77	36	47%	13	36%

Table 3 shows that the number of new graduate students in linguistics ranged between 14 to 24 per year in the period under review, with admissions rates between 55% and 85%. No discernable trend emerges either from the raw number of MA admits or the admission rates; for instance, the last two years, 2009-2010 and 2010-2011, included both the lowest number of admitted MA students (14 in 2009-2010) and the second highest number (23 in 2010-2011). The admissions rate, which at 67% reached the second highest level in the last five years in 2009-2010, dropped to 55% in 2010-2011, the lowest percentage in the period under review. The only evident pattern in the graduate admissions data is that the percentage of

admitted MA students who actually enrolled has held hearteningly steady at just above 50% over the last four years.

Table 3: New Master's Degree Students in Linguistics

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2003-2004	29	22	76%	14	64%
2004-2005	32	24	75%	18	75%
2005-2006	20	17	85%	8	47%
2006-2007	25	14	56%	5	36%
2007-2008	31	18	58%	9	50%
2008-2009	27	21	78%	11	52%
2009-2010	21	14	67%	8	57%
2010-2011	42	23	55%	12	52%

With the death of our colleague, Dr. Alan S. Kaye and the appointment of Dr. Angela Della Volpe as dean, the academic-year FTES for the linguistics program, which had held quite steady between 42.8% and 46.9% between 2003 and 2007, dropped to 35.6 in 2007-2008. It has since increased every year, reaching the pre-crisis average in 2009-2010 and surpassing it in 2010-2011 with an AY FTES of 58.2; this number reflects the arrival of our two new tenure-track colleagues, Dr. Patricia Schneider-Zioga and Dr. Natalie Operstein, this year.

Table 4: Academic Year FTES for Linguistics

	LD AY FTES	UD AY FTES	UG AY FTES	GRAD AY FTES	Total AY FTES
2003-04	16.0	17.0	33.0	9.8	42.8
2004-05	15.6	21.3	36.9	6.7	43.6
2005-06	20.9	15.7	36.6	9.8	46.4
2006-07	19.5	21.7	41.2	5.7	46.9
2007-08	11.7	17.7	29.4	6.2	35.6
2008-09	9.9	23.0	32.9	5.8	38.7
2009-10	13.2	25.0	38.2	7.4	45.6
2010-11	20.3	32.3	52.6	5.6	58.2

Table 5 shows that our increasing FTES has been matched by yearly increases in our total annual headcount of undergraduate students. This total headcount has gone from a low of 29.0 in 2006-2007 to 30.5 in 2007-2008, 33.5 in 2008-2009, 39.0 in 2009-2010, and 42.5 in 2010-2011. By contrast, the annualized headcount for the MA students in linguistics has remained between 21.0 and 23.0 since 2006-2007 after having reached above 30 in 2004-

2005 and 2005-2006. Only in 2009-2010 was there a brief spike to 26.0. Clearly potential graduate students must have felt that running a credible graduate program requires more than one permanent full-time professor. It is hoped that the addition of our two tenure-track hires in 2011 will restore the luster of our MA program.

Table 5: Academic Year Headcount and FTES for Linguistics

	Lower Division		Upper Division		Post Bacc (2nd Bacc, PBU, Cred intent)		Total	
	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES
2003-2004	2.0	1.7	28.5	21.0	0.0	0.0	30.5	22.7
2004-2005	3.5	3.5	30.0	22.2	0.0	0.0	33.5	25.7
2005-2006	4.5	4.2	25.0	18.4	0.0	0.0	29.5	22.6
2006-2007	3.0	2.4	26.0	19.3	0.0	0.0	29.0	21.7
2007-2008	4.0	3.3	26.5	19.6	0.0	0.0	30.5	22.8
2008-2009	7.5	7.1	26.0	20.3	0.0	0.0	33.5	27.4
2009-2010	7.0	6.6	32.0	26.6	0.0	0.0	39.0	33.1
2010-2011	7.0	6.0	35.5	27.3	0.0	0.0	42.5	33.3

Table 6: Annualized Headcount, MA Program in Linguistics

	Master's	
	Annualized Headcount	AY FTES
2003-2004	27.0	14.2
2004-2005	30.5	16.1
2005-2006	30.0	16.4
2006-2007	23.0	10.9
2007-2008	22.0	10.5
2008-2009	22.5	12.0
2009-2010	26.0	14.6
2010-2011	21.0	11.5

Linguistics has had rather small graduation classes. As discussed above in relation to Table 1, the number of first-time freshmen who declare linguistics as a major is very small due to the fact that incoming students are generally unaware of what linguistics is, the field not being a high school subject. Consequently, the size of the initial cohort from Fall 2005 consisted of only 4 students. Two of these graduated in the major within 5 years or less, the other two within 6 years. In all other years, the initial cohort has ranged from zero to two students, making meaningful generalizations impossible. Table 7 gives the data for first-time full-time freshmen who declared a linguistics major between Fall 1998 and Fall 2005 in both total numbers (Table 7.1) and percentages (Table 7.2):

Insert Table 7 as Landscape

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Table 8 shows that among upper-division transfer students more than 50%, and up to a high of 83%, graduated within 6 years each year (except for the unusually small fall 2000 cohort of 4 students, in which only 1 student did so). Comparable university data are 61.8% to 64.6%.

Table 9 shows cohort sizes and graduation rates for our graduate students. As the data show, most years saw a cohort of 7 to 8 incoming graduate students, with a low of 2 in fall 1999 and a high of 13 in 2004, amounting to 85 MA students in all. Consistent with the data for the university as a whole, most of these MA students graduated within the major. Indeed, in 8 out of 12 years, none of these students had switched and graduated in a different major; in the remaining 4 years, between 7.7% and 14.3% had done so. After 4 years, only 4 students in all had graduated in a different major while 40 had graduated in linguistics. This means that we had successfully graduated 50% of the MA students who had stayed with linguistics after 4 years. This is in line with comparable data for the College of Humanities and Social Sciences, which show 4-year graduation rates within the major between 45.8% and 57.4%; comparable data for the university are somewhat higher, ranging from 54.3% to 62.5%.

We allow our graduate students much flexibility as to how many courses they would like to take each semester. Some decide to take a full-time load of 3 to 4 3-unit courses per semester while others take just one course per semester. As a consequence, 17 of the original 85 incoming MA students graduated within 2 years, followed by a trickle of graduates each year thereafter.

Insert table 9 landscape

Table 10 displays the number of degrees granted by the linguistics program. The data show a total of 71 BA degrees and 62 MA degrees awarded. These data illustrate vividly that our graduate program is almost equal in size to our undergraduate program in terms of the number of students that each program supports. This has important ramifications for our ability to make target (see section II.C) since, obviously, graduate seminars cannot generate anywhere near the enrollment numbers of other classes. Moreover, we have been able to maintain both, our graduate program and our undergraduate program with minimal levels of staffing.

Table 10: Linguistics Program Degrees by Year

	BA	MA
2002-2003	10	6
2003-2004	9	15
2004-2005	13	5
2005-2006	10	8
2006-2007	8	8
2007-2008	8	9
2008-2009	5	3
2009-2010	8	8

C. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program.

Table 11: FTES Target, Actual FTES and SFR

YEAR	Tenured	Tenure Track	Sabbat- icals at 0.5	FERP at 0.5	Lecturers	FTEF Allocation	FTES Target	Actual FTES	Budgt SFR
2003-2004	0	0		0	0	0.0	---	---	---
2004-2005	0	0		0	0	0.0	---	---	---
2005-2006	0	0		0	0	0.0	---	46.4	---
2006-2007	0	0		0	0	0.0	---	46.9	---
2007-2008	0	0		0	0	0.0	36	35.6	---
2008-2009	0	0		0	0	2.0	39	38.7	19.5
2009-2010	1	0		0	0	1.9	46	45.6	24.2
2010-2011	1	0		0	0	2.8	58	58.2	20.7

The data supplied by Analytical Studies provide FTES target information for only the last four years. In each of those years, our actual FTES was almost exactly at target (35.6 versus 36 in 2007-2008, 38.7 versus 39 in 2008-2009, 45.6 versus 46 in 2009-2010, and 58.2 versus 58 in 2010-2011).   Actual FTES for the two preceding years were in line with those of the last two years at 46.4 and 46.9 respectively. Again, it is worth reemphasizing that the data show us roughly been meeting target each year despite our comparatively large graduate program.

D. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.

The hiring of two tenure-track faculty members in 2011 has brought our full-time tenure-track or tenured faculty back up to three, where it was prior to the premature death of our college, Dr. Alan S. Kaye, and the appointment of Dr. Angela Della Volpe as dean. With our new-found strength, we have started to review our curricula. So far, we have decided on the need for the following changes. These are motivated our goals to build our enrollment by expanding our presence in the general education curriculum and to rationalize our degree programs, as outlined in section I.C.

1. Dr. Franz Mueller proposed a new senior-level course on Child Language (LING 413), which is scheduled to first be offered in Fall 2012.
2. Dr. Patricia Schneider-Zioga has proposed a lower-division course on Languages of the World (LING 102) intended for the general education program. This course is currently being reviewed by the H&SS Curriculum Committee.
3. We are planning to require all of our majors to take one of our introductory courses, either LING 106 or LING 206.
4. We are planning to change the elective part of the BA to require 12 units of upper-division classes from within LING as opposed to the current 6 units, plus another 6 units from upper-division courses from LING or related field.   The current requirements allow students to take up to 12 units of their "LING" major from other departments' offerings. This made sense at a time when linguistics was an interdisciplinary major prior to becoming integrated into the English department and when our own offerings were severely limited due to staff shortages. Now that these conditions have disappeared, it makes sense for us to educate our own students. We are now offering more of our electives on a regular basis, including our newly developed courses (such as LING 413) and others that were resuscitated after not having been offered for a long time (such as LING 417, 440, and 442.)

E. Include information on any Special Sessions self-support programs offered by the department/program.

As a small program, we have not offered any intersession or summer course due to low demand.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

A. What direct strategies or systematic methods are utilized to measure student learning?

Our plan for systematic direct assessment aims for assessment of student learning over time and across students. We plan to identify assignments for each student learning outcome. Faculty teams will design rubrics and evaluate student learning.

B. Are the assessment strategies/measures of the program changing over time?

As outlined in section III.A, our assessment program is still in the planning stage. We intend to start with indirect assessment in the form of student focus groups and/or a student questionnaire. Our sister programs in the Department of English, Comparative Literature and Linguistics have recently completed an assessment alumni survey. We hope to be included in any future survey since the sizable fees charged by the university's Social Science Research Center preclude a survey of our own.

C. What modifications should we make to the program to enhance student learning? (And after having made changes, how have these changes affected student learning and the quality of the department or program as a learning community?)

Please see sections I.B., II.A., and II.D.

D. Many department/programs are offering courses and programs via technology (on-line, video conferencing etc.) and at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

We strongly believe that in-person interaction between students and professors are the format most conducive to a first-rate learning environment. Online course offerings may be an acceptable substitute when a special need arises. This is why we offered LING 430 as an online course in Spring 2010 to prevent the course from being cancelled due to the lack of a qualified local instructor when the scheduled instructor had gone on maternity leave. Dr. Natalie Operstein, who was then a visiting lecturer at the University of Iowa, saved the day by graciously agreeing to teach the course online for us.

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure tract faculty lines (e.g. new hires, retirements, FERP's, resignations, and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) (See instructions, Appendix IV)

We are fortunate that we have been able to continue both, our undergraduate and our graduate programs in linguistics since our last program review despite major personnel

challenges, including the untimely death of one of our professors, Dr. Alan S. Kaye, and the move of another, Dr. Angela Della Volpe, into the Dean's office. These events left us with just one tenured or tenure-track faculty member, Dr. Franz Mueller, the author of the present report. Fortunately, we were able to count on the services of Dr. Patricia Schneider-Zioga as a full-time lecturer, who has just joined us as an assistant professor this year, along with several part-time lecturers, including some drawn from tenure-track faculty members in other departments. Still, being short-handed while continuing a comparatively large graduate program has posed a major challenge in terms of being able to offer all the courses our students need to graduate. Just this year, two tenure-track colleagues have joined us, Dr. Natalie Operstein and Dr. Patricia Schneider-Zioga, to bring our strength back up to 3 full-time tenure-track faculty members.

B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.

We have prioritized hiring scholars who have a developed research agenda; are interested in and committed to student learning; provide research experience to train students thereby enhancing the likelihood of professional employment as well as prepare students for advanced degrees; understand a diverse student body; demonstrate evidence of intradepartmental collegiality; possess the expertise to teach specific required courses; and develop unique courses specific to their training and expertise. Since we have just expanded to three full-time faculty members as a result of our two new hires in 2011-2012, it is premature to plan for additional hires in the near term. Longer term, one would hope to round out our coverage of the field through targeted additional hires in areas such as semantics and pragmatics, etc.

C. Describe the role of full-time or part time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

Almost all of the courses in our program are taught by full-time faculty assigned to the program or from related departments, such as Modern Languages. Part-time lecturers are normally limited to teaching our lower-division courses (i.e. LING 106 and LING 206); they may be assigned an upper-division class when a specific need arises unexpectedly, such as when the scheduled instructor of LING 430 went on maternity leave.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

N/A

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students.

As the only tenure-track faculty member assigned to teach in the linguistics program for the duration of the period under review, Dr. Franz Mueller has served as linguistics program coordinator, undergraduate adviser, and graduate adviser, for which he has received a total of one course off in assigned time each fall. The arrival of our two new tenure-track faculty members in 2011-2012 will make it possible to share the responsibility for advising among the three of us on a volunteer basis. Dr. Patricia Schneider-Zioga already took on these duties during my sabbatical in Spring 2011.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

Dr. Schneider-Zioga has served as faculty adviser to our Linguistics Student Association for several years now. The LSA has been one of the most active student organizations on campus and provides our students many opportunities for getting involved. Among its principal activities, the LSA organizes our Annual Fullerton Linguistics Symposium, which has been running annually for over twenty years now. Our faculty support the LSA in its efforts to obtain funding from the Associated students and to contact potential speakers for the symposium. In addition, our field methods course (LING 492), which is taught annually in the fall, provides an ongoing opportunity for students to engage in collaborative research with the instructor of that course.

VI. Resources and Facilities

A. Itemize the state support and non-state resources received by the program/ department during the last five years.

N/A

B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.

N/A

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

Librarian Suellen Cox, our principal contact in the library, has been most supportive of the needs of our program over the years. The Pollak Library has acquired a variety of resources in support of linguistics, including online databases such as JSTOR, Linguistics & Language Behavior Abstracts, MLA Bibliography, and more. Our program also depends on continued access to Interlibrary Loan.

VII.Long-term Plans

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity. (See instructions, Appendix VI)

In the long term we plan to expand the number of faculty members assigned to our program so as to provide more detailed coverage of all subfields of our field. One of our first priorities will be hiring a colleague in the areas of semantics and/or pragmatics. In order to do so, we plan to grow our enrollment by increasing our presence in the general education curriculum. Our proposed new course, LING 102 Languages of the World, which is currently being reviewed for approval, is the first step in this direction. We plan to assure quality by implementing explicit assessment strategies as outlined in section III.B.

B. Explain how long-term plan implements the University's mission, goals and strategies and the unit's goals.

The University's Mission and Goals statement emphasizes that "learning is preeminent" at Cal State Fullerton. By hiring more faculty, offering more courses, and attracting more students through these courses, we enable more learning by both faculty and students all around thereby significantly moving the University forward in its continuing efforts to implement its stated Missions and Goals.

C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.

We will implement assessment programs, complemented if possible by alumni and stakeholder surveys as outlined above.

D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

As a state assisted institution, we are dependent upon state derived monies for faculty positions, clerical personnel, space, and O&E, all of which are directed through the Department of English, Comparative Literature and Linguistics. We supplement the department's O&E allocation through the adjunct monies that come from students taking our courses through open enrollment.

VIII.Appendices Connected to the Self-Study

 See attached.

Exhibit 1

Linguistics, M.A.

Learning Goals and Student Learning Outcomes

The following goals and learning outcomes have been established for students pursuing the MA degree in Linguistics.

Develop a rigorous concept of language in all its aspects, as well as an interdisciplinary sensibility demonstrating an advanced understanding of connections among the social sciences and the humanities.

- Develop an advanced interdisciplinary interpretive framework for studying language in ways that will enable students to solve practical and theoretical problems.
- Develop an advanced understanding of the nature of language structure, language use, language acquisition, and language change.
- Have an advanced knowledge of the history of the field of Linguistics—its theories, methods, and intellectual justifications.
- Develop an advanced understanding of the theoretical and methodological approaches used in Linguistics and interdisciplinary scholarship.

Gain a thorough understanding of linguistic diversity and commonalities by examining both, the internal variation in a given language, particularly in English, as well as cross-linguistic variation.

- Identify a variety of examples of linguistic diversity and commonality in American English as well as in other languages, demonstrating an advanced understanding of the similarities, differences, and relationships among the multitude of language varieties.
- Explain how differences in language use among different language communities— including race, ethnicity, class, gender, and sexuality—are culturally constructed and vary according to historical, regional, and social contexts.
- Understand the shared genetic basis of all languages regardless of the socio-political status of their speakers.
- Articulate a critical awareness of the conceptual approaches to the study of linguistic diversity and universals.

Demonstrate advanced research, writing, and expressive skills to see connections among complex materials, and to clearly communicate an understanding of their underlying meanings.

- Design and carry out original research projects in Linguistics.
- Discover primary and secondary sources (hard copy as well as digital) using the library's resources, including interlibrary loan.
- Analyze and synthesize material from primary and secondary sources in order to create a coherent argument based on evidence.

- Develop an original thesis and support that thesis through the thoughtful use of a variety of properly cited sources.
- Communicate research findings through clear, well-organized written and oral presentations.
- Develop advanced critical thinking, writing, and interpretive skills.
- Develop the ability to adhere to scholarly conventions in research, writing and documentation.

CURRICULUM VITAE

Franz Mueller, Ph.D.
Associate Professor, Program Coordinator

Natalie Operstein, Ph.D.
Assistant Professor

Patricia Schneider-Zioga, Ph.D.
Assistant Professor

Joseph Galasso, Ph.D.
Lecturer

Mary Ellen Wynn, MA
Lecturer

VITA INFORMATION

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EDUCATION

1991	Ph.D.	University of Southern California: Linguistics
1987	M.A.	University of Southern California: Linguistics

TEACHING ASSIGNMENTS

1991-present   California State University, Fullerton

Courses taught:

LING 106	Language and Linguistics
LING/ENG 206	Language Structure and Language Use
LING 230	Word Origins and Semantics
LING 251	Animal Communication and Language
LING/ENG 305	English Language in America
LING 351	Phonetics and Phonology
LING/ANTH 406	Descriptive Linguistics
LING 408	Syntax
LING 412	Sociolinguistics
LING 501	Research Methods and Bibliography
LING/ANTH 505	Phonology
LING 507	Grammatical Analysis
LING 508	Theories of Syntax
ENG 303	Structure of Modern English
GERMAN 399	German Phonetics
GERMAN 466	German Linguistics

SCHOLARSHIP/CREATIVE ACTIVITIES

My research focus is on the syntactic typology of languages. Within this area I specialize in Austronesian languages, specifically Indonesian and Sundanese. I have conducted linguistic field research in Indonesia in cooperation with my colleague, Prof. Dr. Djajasudarma Idat at Padjadjaran University in Bandung, West Java, as well as archival research during various stays (2000, 2003, 2008, 2010) at the Royal Institute of Linguistics and Anthropology (KITLV) in Leiden, The Netherlands.

During my sabbatical in spring 2011, I conducted research on the speech registers in Austronesian. My previous sabbatical in fall 2000 resulted in a book on the grammar of the Sundanese language. I have also published various articles on these languages.

Scholarly books

Mueller, Franz. In preparation. *Language Structure and Language Use*. [Textbook]

Müller-Gotama, Franz. 2001. *Sundanese*. (*Languages of the World* 369.) Munich: Lincom Europa. [Grammar]

Müller-Gotama, Franz. 1994. *Grammatical Relations: A Cross-Linguistic Perspective on Their Syntax and Semantics.* (*Empirical Approaches to Language Typology 11*.) Berlin: Mouton de Gruyter. [Theoretical book]

Book chapters

Mueller, Franz. 2007. "Indonesian Morphology." In: Alan S. Kaye (ed.). *Morphologies of Asia and Africa*, vol. 2. Winona Lake: Eisenbraun's, 1207-1230.

Müller-Gotama, Franz. 1992. "Towards a Semantic Typology of Language." In: Van der Auwera, Johan and Michel Kefer (eds). *Meaning and Grammar*.   Berlin: Mouton de Gruyter, 137-178.

Articles

Mueller, Franz. In preparation. "A Whorfian Analysis of Secularism in the Muslim World." To be submitted.

Mueller, Franz. 2011. "Speech Levels and Language Shift." Accepted for publication in *Lacus Forum* 38.

Mueller, Franz. 2009. "Language Shift on Java." *Lacus Forum* 34: 179-185.

Müller-Gotama, Franz. 1999. "Topic Prominence and Grammatical Relations in Korean." *Lacus Forum* 25: 171-178.

Müller-Gotama, Franz. 1998. "Clause Structure in Classical Malay." *General Linguistics* 36:1: 89-99.

Müller-Gotama, Franz. 1996. "Topic and Focus in Sundanese." *Anthropological Linguistics* 38:1: 117-132.

Müller-Gotama, Franz. 1995. "The Syntax of Classical Malay Complementation." In: Mark Alves (ed.). *Proceedings of the Third Annual Meeting of the Southeast Asian Linguistics Society*. Tempe: Arizona State University.

Müller-Gotama, Franz. 1993. "Teaching Metaphor: The Teacher as Motivator/Teaching Strategies" In: Barnes, Carol P. and Kenneth Goodhue-McWilliams (eds). *Those Who Can, Teach.* Published on ERIC (ED 352352).

Book reviews

Mueller, Franz. 2008. "Review of Fritz Schulze and Holger Warnk (eds). *Insular Southeast Asia: Linguistic and Cultural Studies in Honour of Bernd Nothofer*." *Oceanic Linguistics* 47:2, 253-255.

Müller-Gotama, Franz. 2003. "Review of Thorsten Roelcke. *Sprachtypologie des Deutschen*." *Linguistic Typology* 7-3, 417-419.

Kaye, Alan S. and Franz Müller-Gotama. 2000. "Review of Spears, Arthur K. and Donald Winford (eds): *The Structure and Status of Pidgins and Creoles*." *Journal of Pidgin and Creole Linguistics* 15:2 (2000), 401-407.

Müller-Gotama, Franz. 1998. "Review of Lang, Ewald and Gisela Zifonun (eds). *Deutsch - typologisch*." *Language Typology* 2:3, 404-410.

Müller-Gotama, Franz. 1996. "Book Review of Moulin-Fankhänel, Claudine: Bibliographie der deutschen Grammatiken und Orthographielehren." *General Linguistics* 34, 125.

Müller-Gotama, Franz. 1994. "Book Review of Byrne, Francis and Donald Winford (eds.): Focus and Grammatical Relations in Creole Languages." *Languages of the World* 9, 77-79.

Müller-Gotama, Franz. 1994. "Book Notice of Beauquiaux, Luc and Jacqueline M. C. Thomas: Studying and Describing Unwritten Languages." *Language: Journal of the Linguistic Society of America* 70:2, 380-381.

Müller-Gotama, Franz. 1993. "Book Notice of Oppenrieder, Wilhelm: Von Subjekten, Sätzen und Subjektsätzen." *Language: Journal of the Linguistic Society of America* 69:1, 215-216.

Müller-Gotama, Franz. 1991. "Book Notice of Song, Seok C.: Explorations in Korean Syntax and Semantics." *Language: Journal of the Linguistic Society of America* 67:3, 664.

Müller-Gotama, Franz. 1990. "Review of Hammond, Michael, et al.: Studies in Syntactic Typology." *California Linguistic Newsletter* 20:3, 32-33.

Müller-Gotama, Franz. 1990. "Review of Van Driem, George: A Grammar of Limbu." *Linguistics* 28:2, 175-178.

Müller-Gotama, Franz. 1989. "Book Notice of Ramat, Paolo: Linguistic Typology." *Language: Journal of the Linguistic Society of America* 65:2, 437.

Kaye, Alan S. and Franz Müller-Gotama. 1988. "Review of Lehman, Winfred P. (ed.): Language Typology 1985." *Canadian Journal of Linguistics* 34:1, 104-111.

Kaye, Alan S. and Franz Müller-Gotama. 1988. "Review of Shopen, Timothy (ed.): Language Typology and Syntactic Description." *Canadian Journal of Linguistics* 33:3, 267-275.

Kaye, Alan S. and Franz Müller-Gotama. 1988 "Review of Stassen, Leon: Comparison and Universal Grammar." *Studies in Language* 12:1, 186-192.

CONFERENCES AND INVITED LECTURES

2011   "Speech Levels and Language Shift." Toledo, OH: Linguistic Association of Canada and the United States Annual Meeting.

2009   "Sundanese". Fullerton, CA: Annual Linguistics Symposium.

2008   "A Whorfian Analysis of Secularism in the Muslim World." Quebec, Canada: Linguistic Association of Canada and the United States Annual Meeting.

2007   "Language Shift on Java." Richmond, Kentucky: Linguistic Association of Canada and the United States Annual Meeting.

2005   International Conference on Language Variation in Europe (IClaVE), Amsterdam.

2005   "Language Maintenance of Endangered Minority Languages." Hongbang University, Vietnam.

2002. "Nasal Substitution in Indonesian and Javanese." Pasadena, California: Linguistic Association of the Southwest Annual Meeting.

2001 "Language Skills Seminar." Eastern Pacific Language College, Vietnam.

2000 "Large Languages and the Notion of Language Endangerment." Max-Planck-Institut für Evolutionäre Anthropologie, Leipzig, Germany.

1999 "Topic Prominence and Grammatical Relations in Korean." Claremont, California: Linguistic Association of Canada and the United States Annual Meeting.

1998 "Javanese - 70 Million Strong and Endangered?" Fullerton, California: Seventh Annual Symposium on Language Varieties.

1997 "Indonesian Word Classes Revisited." Universiti Sains Malaysia, Penang, Malaysia: Malay/Indonesian Symposium.

1996 "Language Shift on Java." San Diego, California: Linguistic Society of America Annual Meeting.

SERVICE TO THE UNIVERSITY

University service

1. Wrote Linguistics Program Performance Review 2011-2012 report.
2. Chair, Linguistics Program Restructuring Committee, 2009.
3. Member, University Library Committee, 2008-2009.
4. Member, Faculty Research Committee, 2001-2005.
5. Peer reviewer for *Exchanges*, the journal of the CSU Institute for Teaching and Learning, 2004.
6. Chair, University International Education Committee, 1999-2000.
7. Member, University International Education Committee, 1997-2000.
8. Member, Academic Senate Elections Committee, 1995-1997.
9. Mentor, University Mentoring Program, 1990-present.

H&SS service

1. Member, Research and Grants Committee, 2008-2010.
2. Member, Faculty Awards Committee, 2005-2007.
3. Member, Modern Languages Department Personnel Committee, 2007-2008.
4. Member, Committee on Committees, 1990-1993 and 1995-2001 (3 terms).
5. Member, Scholarships and Awards Committee, 1993-1995.
6. Member, American Language Program Ad Hoc Personnel Committee, 1997-1998.
7. Faculty Marshal, H&SS Commencement Exercises, 1991-present.

English and Anthropology department service

1. Member, English Department Curriculum Committee, 2011-present.
2. Chair, Anthropology Department Personnel Committee, 2009-2010.
3. Chair, English Department Linguistics Committee, 2003-2004 and 2007-2008.
4. Member, English Department Linguistics Committee, 2002-2004 and 2006-2008.
5. Member, English Department Personnel Committee, 1997-1999 and 2006-2008.
6. Secretary, English Department Council, 1995-1996 and 1999-2000.
7. Member, English Department Council, 1995-1998, 1999-2002, and 2005-2008.
8. Chair, English Department Composition Committee, 1999-2000.
9. Member, English Department Composition Committee, 1999-2001 and 2003-2005.
10. Chair, English Department Comparative Literature Committee, 1996-1997.
11. Member, English Department Comparative Literature Committee, 1996-1998.
12. Chair, English Department Research Assistance Committee, 1995-1996.

Linguistics program service

1. Linguistics Program Coordinator, 1999-present.
2. Graduate Adviser, Linguistics Program, 1991-1999 and 2006-present.
3. Undergraduate Adviser, Linguistics Program, 1999-2005 and 2006-present.
4. Faculty Adviser, Linguistics Student Association, 2006-2009.

Community service

1. Presented 2 seminars at the XuZhou Normal University Research Seminar conducted by University Extended Education, August 2011.
2. Volunteer Kindercoach at Huntington Seacliff Elementary School, Huntington Beach, 2011-present.
3. Peer Reviewer for *California Linguistic Notes*, 2007.
4. Conducted a teacher training workshop at Oxford School, Rowland Heights, 2005.
5. Conducted a 5-day writing instruction workshop at Hue College of Teacher Education, 2005.
6. Organized visit of the president of Hongbang University in Vietnam to CSUF, including a meeting with President Milton Gordon, 2004.
7. Organized visit of a delegation of 3 deans from Padjadjaran University in Indonesia to CSUF, 2003.

PROFESSIONAL MEMBERSHIPS

Member, Linguistic Association of Canada and the United States
Member, Association for Linguistic Typology

LANGUAGE SKILLS

Fluent in English, German and Indonesian. Read Latin, French, Dutch, Sundanese, and Spanish.

NATALIE OPERSTEIN, Ph.D.

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Phone: (657) 278 3636
Fullerton CA 92831
Office: UH 426

AREAS OF EXPERTISE

- Theoretical Phonology
- Historical and Comparative Linguistics
- Language Contact
- Indo-European Linguistics
- Romance Linguistics
- Hispanic Linguistics
- Meso-American Linguistics
- Pidgin and Creole Linguistics

MAJOR SCIENTIFIC CONTRIBUTIONS

- Developed a new model of intrasegmental consonant structure that represents consonants as bigestural in the sense of including a consonantal and a vocalic gesture.
- Identified and provided the first intra- and cross-linguistic study of the new phonological process of Consonant Prevocalization.
- Made and published the first reconstruction of personal pronouns in Proto-Zapotec and Proto-Zapotecan.
- Made the first comparative and historical study of *tty, *ty, *ttz and *tz in all known subgroups of Zapotec.
- Made the first major study of second language acquisition contributions to the transmission of Lingua Franca.
- Identified and substantiated the existence of a previously unknown linguistic area in ancient Mediterranean.

SELECTED PUBLICATIONS

Operstein, Natalie. *Consonant Structure and Prevocalization*. **Current Issues in Linguistic Theory 312. (2010). Amsterdam/Philadelphia: John Benjamins.** This monograph proposes a new interpretation of the intrasegmental structure of consonants and provides the first systematic intra- and cross-linguistic study of Consonant Prevocalization.

Operstein, Natalie. "Proto-Zapotec *tty/*ty and *ttz/*tz." *International Journal of American Linguistics* **78 (2012): 1-40.** This is the first comprehensive comparative and historical study of *tty, *ty, *ttz and *tz in all known subgroups of Zapotec, identifying the main changes that affect these consonants and proposing a new internal classification of Zapotec on the basis of its findings.

Operstein, Natalie. "Personal pronouns in Zapotec and Zapotecan." *International Journal of American Linguistics* **69 (2003): 154-185.** This is the first published reconstruction of personal pronouns in Proto-Zapotec, Proto-Chatino, and Proto-Zapotecan. Based on data from over twenty varieties of Zapotec and several dialects of Chatino, the paper identifies important isoglosses and provides full reconstructions of the Proto-Zapotec, Proto-Chatino, and Proto-Zapotecan systems of personal pronouns.

Operstein, Natalie. "On the status and transmission of Lingua Franca." *Darъ Slovesьny: Festschrift für Christoph Koch zum 65. Geburtstag.* **Ed. Wolfgang Hock and Michael Meier-Brügger. Munich: Otto Sagner, 2007. 235-249.** This invited paper presents a new look at the linguistic nature and transmission of Lingua Franca, an important Romance-based pidgin of the Mediterranean, contributing to the long-standing debate on its linguistic status and elucidating the reasons for its continuous existence.

SELECTED GRANTS, AWARDS & FELLOWSHIPS

UCLA Institute of American Cultures grant for a dialect survey of Zaniza (Papabuco) Zapotec

Helmut Esau Award for Research Paper, Linguistic Association of the Southwest
James W. Redhouse Student Prize for Best Progress in the Turkish Language, Princeton University

Chancellor's Fellowship, University of California Los Angeles

COURSES TAUGHT AT CSUF

LING 206 Language Structure and Language Use (Fall 2011)

LING 430 Historical Linguistics (Spring 2012)

LING 442 Changing Words: History, Semantics, and Translation (Spring 2011)

LING 501 Research Methods and Bibliography (Fall 2011)

LING 505 Phonological Analysis (Spring 2012)

OTHER COURSES TAUGHT AT VARIOUS UNIVERSITIES

• Phonetics & Phonology (Graduate)

• Contact Languages (Graduate)

• Lexicography & Dictionary Making (Graduate)

• Historical & Comparative Linguistics (Mixed Undergraduate & Graduate)

• Topics in Hispanic Linguistics: Dialectology (Mixed Undergraduate & Graduate)

• English Language in America (Mixed Undergraduate & Graduate)

• Languages of the World (Upper & Lower Undergraduate versions)

• Structure of English Words (Lower Undergraduate)

• Introduction to Linguistics (Lower Undergraduate)

• Introductory Latin (Lower Undergraduate)

• Spanish Language Skills: Writing (Upper Undergraduate)

• Spanish Sound Structure (Upper Undergraduate)

UNIVERSITY COURSES TAUGHT ONLINE

• Historical Linguistics (Mixed Undergraduate & Graduate)

• Introduction to the Study of Language (General Education)

• Structure of English Words (General Education)

• Languages of the World (General Education)

TEACHING FELLOWSHIPS

• Introduction to the Study of Language (UCLA Linguistics Department)

• Language as a Window to the Mind (UCLA Honors Collegium)

• Introductory Latin (UCLA Classics Department)

FIELDWORK

Project for the Documentation of the Languages of Mesoamerica   (Catemaco, Veracruz; San Cristóbal De Las Casas, Chiapas; Oaxaca, Oaxaca, Mexico, 1999-2009)

LANGUAGES

Fluent: English, Spanish, Russian.

Semi-fluent: Hebrew, Polish, Romanian.

Working knowledge/academic study of: Portuguese, Catalan, Occitan, French, Italian, German, Turkish, Mixe, Zapotec, Latin, Greek, Sanskrit, Hittite, Old Persian, Avestan, Tocharian, Old Norse, Old English, Gothic, Old Church Slavic, Coptic, Classical Arabic, Ugaritic.

FULL-TIME EMPLOYMENT

Assistant Professor, Linguistics, California State University Fullerton 2011- present

Visiting Lecturer, Spanish Phonology, University of Iowa 2010 – 2011

Visiting Professor, Phonology, University of Sonora 2008 – 2009

Visiting Assistant Professor, Linguistics, University of Pittsburgh 2007 - 2008

EDUCATION

Ph.D., University of California, Los Angeles 2007

M.A., University of British Columbia, Canada 1996

Curriculum Vitae

Patricia Schneider-Zioga

Department of English, Comparative Literature and Linguistics
CSU, Fullerton
P.O. Box 6848 Fullerton, CA 92834-6838
pzioga@fullerton.edu
(657) 278-3479

EDUCATION

1994   Ph.D. Linguistics; University of Southern California, Los Angeles
Dissertation: *The Syntax of Clitic Doubling in Modern Greek*
Chair: Dr. Joseph Aoun

1987   M.A. Linguistics; University of Southern California, Los Angeles
MA exam: distinction in all categories

1986   B.A. Linguistics, University of Minnesota, Minneapolis

ACADEMIC APPOINTMENTS

Fall 2011-now Assistant professor, Linguistics: Department of English, Comparative Literature and Linguistics, California State University, Fullerton

2006-May, 2011 Full-time Lecturer, Linguistics: Department of English, Comparative Literature and Linguistics (Department of Anthropology (academic year 2009-2010), California State University, Fullerton
- Courses taught: Research Methods and Bibliography, Introduction to Phonetics and Phonology, graduate seminar in phonology, graduate seminar in morphology, English Grammar (required for teacher candidates), Structure of Language and Language Use (required for teacher candidates), Language and Linguistics, Linguistic Field Methods, Psycholinguistics.

1995, 1998-2006   Part-time Lecturer, Department of Linguistics, USC, Los Angeles
- Courses taught: Linguistics and Education, Language Typology, Languages of the World, Introduction to Linguistics, Composition, Composition for Non-Native Speakers.

1998- 2011   Part-time Lecturer, Department of Linguistics UCI, Irvine
- Courses taught: Languages of the World, Introduction to Linguistics, Child Language Acquisition, Second Language Acquisition, Morphology, Language Typology, Field Methods, Foundations of Sociolinguistics, Language and Gender, Structure of English.

1996-1999   Part-time Lecturer, Liberal Studies, CSU San Marcos
- Courses taught: Introduction to English Linguistics, Language Acquisition, Literacy from a Linguistic Perspective, Language   and Culture, Language and Society.

1995   Part-time Lecturer, English and Foreign Languages, Cal Poly Pomona
- Course taught: Language Acquisition.

1995   Part-time Lecturer, English Department CSU San Bernardino
- Courses taught: Introduction to English Linguistics, Language Acquisition.

COURSE DESCRIPTIONS

- **Research Methods and Bibliography:** Designed and taught this graduate level course which introduces students to research. Students learn what research is and explore different research methodologies. Students also learn how to write an annotated bibliography and evaluate sources as well as how to write abstracts and give presentations.
- **Introduction to Phonetics and Phonology:** Undergraduate course. Majors and non-majors. Phonetics emphasized articulatory phonetics. Phonology emphasized problem solving and different theoretical approaches to phonological problems.
- **Seminar in Phonology:** Graduate level course. Phonological theory. Linear phonology, Optimality Theory. Problem solving, student presentations.
- **Morphology:** Graduate level course. Morphological theory. Student presentation of primary research materials. Problem solving. Critical analysis of research in morphology. Student presentation of their own research.
- **English Grammar:** Undergraduate course aimed primarily at education students. Introduces students to the structure of English words and sentences. Develops students' abilities to explain grammatical points. Emphasis on problem solving, group and class exercises, class discussion, lecture.
- **Language and Linguistics:** Undergraduate introductory course which examines the nature of language and linguistic knowledge from

various perspectives including the evolution of language and its historical development, its relation to cognitive science, and its relation to culture. Student projects. Class discussion, lecture, problem solving.

- **Linguistic Field Methods:** Methods of field investigation of the phonological, syntactic and morphological structure of lesser researched languages via elicitation with native speaker consultant. Graduate and upper division undergraduate level. Initial instructor-directed elicitation, then student-led elicitation sessions, final presentations with student feedback, final paper. Languages investigated include: Albanian, Tagalog, Kapampangan, Wolof, Rohingya, Farsi, Silozi.

- **Psycholinguistics**: Theory and research on the psychological processes that make possible language acquisition and use. Three major concerns are: comprehension of spoken and written language, speech production, and language acquisition. In this course, students ask several fundamental questions about the psychology of language: How do we understand and produce it, seemingly without effort? How do children acquire it so quickly and so accurately? To what extent is the capacity for language special, and to what extent is it the product of general cognitive machinery? Hands on demonstrations of important points, problem solving, multiple choice and brief essay exams.

- **Linguistics and Education:** Introduction to linguistics with an emphasis on areas of interest to teachers of English to speakers of other languages, Single subject credential and elementary school educators. Problem solving, lecture, and discussion.

- **Language Typology:** Formal typology of various syntactic and morphological phenomena including case, negative polarity, left dislocations and resumptive pronouns, wh-questions and agreement.

- **Languages Of The World**: genetic and typological classification of languages of the world. Properties of various language families, sketches of particular languages based on student request, properties of diverse linguistic phenomena such as ergativity, tone, voice systems. Investigation of the evolution of language and its dispersion throughout the world. Lecture, media, problem solving, student projects.

- **Introduction to Linguistics:** Introduction to linguistics with emphasis on phonology, morphology, syntax, and semantics.

- **Composition (for Non-Native Speakers):** Theory-based composition instruction with sensitivity to the needs of non-native speakers.

- **Child Language Acquisition**: Cross-listed undergraduate course attracting both, psychology and linguistics students. Provides an overview of the course of first language acquisition in young children; also explores theoretical accounts of language acquisition. Lecture, problem solving, discussion. Filmed supplementary course materials to illustrate important aspects of language acquisition; specifically the

development of metalinguistic awareness in young children, the development of linguistically based humor, the development of semantic knowledge of opposites (e.g. big/small), and the development of syntax.

- **Second Language Acquisition:** Introduction to second language acquisition from a formal perspective. Lecture, problem solving, student presentations.
- **Morphology:** Introduction to morphology and morphological theory. Lecture, problem solving, discussion, student presentations.
- **Foundations of Sociolinguistics:** Upper division course which investigates the foundations of sociolinguistics. Examines register and dialect, speech events, speech acts, conversational analysis, Grice and the organization of talk with special reference to variation according to culture and social class, language and gender.
- **Language and Gender:** Upper division course which studies the relation between language and gender from a linguistic point of view. Facts and fiction concerning women and men's talk. Gender and social class; gender and ethnicity: men and women in talk across cultures. Women's and men's narratives. The construction of gender and sexual identity. The acquisition of gendered language.
- **Structure of English**: A formal linguistic approach to the structure of English phonology, morphology and syntax. Emphasis on syntax. Structure of DP, clausal complementation**.**
- **Introduction to English linguistics**: Introduction to linguistics for Liberal Studies students. Lecture, individual and group problem solving, discussion.
- **Language Acquisition**: Provides an overview of first and second language acquisition, the development of reading and writing, and atypical language development. Emphasizes hands-on analysis of child language and second language learner's interlanguage as well as development of knowledge of basic concepts, theories and important observations in the field. Developed syllabus and bibliography.
- **Literacy from a Linguistic Perspective:** Introduction to literacy development with an emphasis on the role of phonemic awareness. Lecture, discussion, problem solving, student presentations.
- **Language and Culture:** Community service learning course which explores the relation between language and culture. Addresses issues in ethnolinguistics, multilingualism and bilingualism.
- **Language and Society:** Interdisciplinary course which explores the relation between language and society. Examines the content of communicative competence and addresses the role of race, ethnic identity, and gender in relation to ways of talking and being talked to. Examines the structure of narratives cross-culturally. Transcription techniques and theoretical issues in transcription, conversational analysis and the concept of ethnography are also introduced.

PROFESSIONAL EXPERIENCE

PUBLICATIONS AND POSTERS

1) **Phonological precedence in dyslexia: a case study.** Accepted pending minor revision (revisions completed, waiting to hear from associate editor): *Language acquisition: A journal of developmental linguistics.* 2012.

2) **Spatial Sequencing in Prosodic Development: The Case of Dyslexia**. Proceedings of *The 28th West Coast Conference on Formal Linguistics* https://sites.google.com/site/wccfl28pro/katada-schneider-zioga. (with Fusa Katada) 2010.

3) **Hyperlexia in autism: Evidence concerning the relation between a dissociation and the language faculty.** submitted to Kazuha Watanabe (ed) *Fullerton Working Papers in Linguistics*. (with Jean-Roger Vergnaud)

4) **Wh-agreement and bounded unbounded movement.** In Jose Brucart, Anna Gavarro, and Jaume Sola (eds) *Merging Features.* Oxford University Press 2009.

5) **Reading and language acquisition: Evidence from hyperlexia**. poster presented at *CSUF Celebration of Research*, March 14, 2008.

6) *Phonological structure in syllabification: Evidence from dyslexia. In Proceedings of the Annual Meeting of the Berkeley Linguistics Society Vol. 33 in press. (with Fusa Katada)*

7) **Anti-agreement, anti-locality and minimality: the syntax of dislocated subjects.** *Natural Language and Linguistic Theory* 2007. Initial publication on-line (DOI: 10.1007/s11049-006-9014-5)

8) **Wh-agreement as an intervention effect.** poster presented at *HOWL: Hopkins Workshop on Language (non-local dependencies)*. Johns Hopkins University. January 2005**.**

9) **CV skeleton and mora as primitive and its manifestation in an atypical mental lexicon.** with Fusa Katada, poster presented at: *Fourth International Conference on the Mental Lexicon,* Windsor, Canada. June-July 2004.

10) **Strengthening mora as the universal phonemic frame: Evidence from atypical language**. In David Adgar and Peter Svenonius (eds.), *Generative Linguistics in the Old World (GLOW) Newsletter #52, Spring 2004*, Tilburg: GLOW Bureau (with Fusa Katada).

11) **The case of anti-agreement**. *Proceedings of AFLA 8: the eighth meeting of the Austronesian Formal Linguistics Association, MITWPL 44* (2002).

12) **Anti-agreement and the fine structure of the left edge**. In Ruixi Ai, Francesca Del Gobbo, Maki Irie and Hajime Ono (eds.), *University of California Irvine Working Papers in Linguistics*,Vol. 6 (2000).

13) **A predication analysis of clitic pronouns in Greek**. In Pius Tamanji and Kiyomi Kusumoto (eds.), *Proceedings from NELS* **28** GLSA, Amherst, MA. (1998).

14) **An argument in favor of agreement phrase**. In Virginia Montapayne and Anthony D. Green (eds.), *Proceeding from the Eastern States Conference on Linguistics.* Cornell University (1996).

15) **The left edge: topic, focus, and CP**. *Papers from the Second International Congress on Greek Linguistics*. John Benjamins Press. (1996).

16) **Specifier/head agreement in Kinande**. *Cahiers Linguistiques d'Ottawa*, Vol. 23 pp. 67-

93. (1995).

17) **On the syntax of clitic doubling in Modern Greek**. in *Proceedings of the Eighth Symposium on English and Greek*, Aristotle University of Thessaloniki, Greece (1994).

18) **The structural representation of clitic-doubling constructions in Modern Greek**. In Alice Davison, et al. (eds.), *Papers from the Fourth Meeting of the Formal Linguistics Society of Midamerica*, *FLSM 4.* Department of Linguistics, University of Iowa (1993).

19) **Relativized minimality and case in Modern Greek**," *the Proceedings of the Third Annual Meeting of the Formal Linguistics Society of Midamerica, FLSM 3*. Indiana Linguistics Club (1992).

CONFERENCES AND INVITED TALKS

20) May 2011   **Silent utterances and linearization: an evolutionary perspective.** Workshop: *Parallel domains: locality in syntax/phonology and the representation of constituency.* USC

21) December 2010   **Agreement and Focus: an exploration of the limits of an Agree/ Move typology.** *The Afranaph Project Development Workshop.* Rutgers

22) February 2010   **Temporal-spatial sequencing in prosodic development: the case of dyslexia.** *The 28th West Coast Conference on Formal Linguistics (WCCFL XXVIII).* USC

23) October 2009   **On the syntax of disjunction in Kinande**. invited talk. Mid-American Linguistic Conference. University of Missouri

24) January 2009   **Feet and their combination.** with Jean-Roger Vergnaud. *City University New York Conference on the Foot (CUNY Phonology Forum.) Podcast of talk and powerpoint available here: http://www.cunyphonologyforum.net/foot.php*

25) January 2008   **The reconciliation of body and rhyme: bare syllable structure.** *City University New York (CUNY) Conference on the Syllable (CUNY Phonology Forum.) Podcast of talk and powerpoint available here: http://www.cunyphonologyforum.net/syllconf.php*

26) April 2007   **Anti-agreement in Kinande: a Minimalist perspective**. Invited speaker. *16th Annual Linguistics Symposium.* CSU, Fullerton

27) February 2007   **Functional Structure in Syllabification: Evidence from Dyslexia.** *Berkeley Linguistics Society 33,* UC Berkeley.

28) January 2007   **Dyslexia: the temporal-spatial disordering hypothesis and its metrical reflex.** *City University New York (CUNY) Conference on Precedence Relations (CUNY Phonology Forum). Podcast of talk and powerpoint available here: http://www.cunyphonologyforum.net/forum.php*

29) January 2007   **Wh-agreement reflects resumption, not movement.** *Annual Meeting of the Linguistics Society of America*, Anaheim.

30) April 2006   **Bounded unbounded movement.** *Generative Linguistics in the Old World (GLOW),* Barcelona.

31) January 2006   **Moraic awareness before rime awareness: evidence from atypical reading**. *Annual Meeting of the Linguistics Society of America*, Albuquerque.

32) February 2005   **The left edge, not agreement, is responsible for partial configurationality**. *Berkeley Linguistics Society 31*, UC Berkeley.

33) Jan 2005   **Anti-agreement, shortest chain and minimality: the syntax of dislocated subjects.** *Annual Meeting of the Linguistic Society of America*, Oakland.

34) May 2004   **Anti-agreement and minimality**. Invited speaker at *IVth USC Student Workshop*, Los Angeles.

35) Jan 2004   **Syllable as a locus of phonological deficit in atypical language**. *Annual Meeting of the Linguistic Society of America*, Boston.

36) May 2003   **Anti-Agreement: more on mechanisms of chain formation**. invited talk, *UCI linguistics colloquium series*. Irvine.

37) April 2001   **Relative phases.** *AFLA 8* (Austronesian Formal Linguistics Association), MIT.

38) April 1999   **Anti-agreement.** *TEAL Workshop*, Irvine.

39) Jan 1999   **A successive cyclic account of anti-agreement in Kinande.** *Annual Meeting of the Linguistics Society of America*, Los Angeles.

40) 1997   **The structural representation of pronominal clitics in Modern Greek**. *NELS 28*, University of Toronto.

41) 1996   **In favor of AgrP(hrase)**. *ESCOL (Eastern States Conference on Linguistics)*, University of New Brunswick - Saint John.

42) 1995   **The ordering of non L-related specifiers in Modern Greek**. *2nd International Congress on Greek Linguistics,* The University of Salzburg, Austria.

43) Jan 1995   **The <u>topic</u> is raising in ECM in Modern Greek.** *Annual Meeting of the Linguistic Society of America*, New Orleans.

44) 1994   **The structural representation of pronominal clitics in Modern Greek**. *Byzantine and Modern Greek Studies: The Next Wave Conference*, The Ohio State University, Columbus, Ohio.

45) 1994   **On the syntax of clitic doubling in Modern Greek**. *8th Symposium on English and Greek,* School of English, Aristotle University of Thessaloniki, Greece.

46) 1994   **Clitic doubling in Modern Greek**. *Georgetown University Round Table on Language and Linguistics (GURT)* Presession on Greek Linguistics, Georgetown University, Washington, D.C.

47) 1993   **The structural representation of clitic-doubling constructions in Modern Greek**. *The 4th Annual Meeting of the Formal Linguistics Society of Midamerica (FLSM)*, University of Iowa, Iowa City, Iowa.

48) 1992   **On the syntactic function of agreement in Modern Greek**. *Byzantine and Modern Greek Studies: The Next Wave Conference*, The Ohio State University, Columbus, Ohio.

49) 1992   **Relativized Minimality and Case in Modern Greek**. *The 3rd Annual Meeting of the Formal Linguistics Society of Midamerica (FLSM)*, Northwestern University, Evanston, Illinois.

50) 1992   **Agr(eement) and phi-feature binding**. invited talk given at the *UCLA/UCI/USC Formal Syntax Workshop*, UCLA, Los Angeles.

51) 1991   **Topics in the syntax of Modern Greek**. *invited talk given at the University of Pennsylvania*, Philadelphia.

52) 1988   **Specifier/Head agreement in Kinande**. invited talk given at the *Second Niger-Congo Syntax and Semantics Workshop*, M.I.T.

53) 1987   **Wh-questions and agreement in Kinande**. *13th Annual Minnesota Conference on Language and Linguistics*, University of Minnesota, Minneapolis.

54) 1987   **Some aspects of the syntax of agreement in Kinande**. *18th African Linguistics Conference*, UQAM, Montreal, Canada.

ACADEMIC SUPERVISION

Dissertation Committee:

Omar Beas (USC). *The Syntax of Spanish Subjects*. Chair: Maria Luisa Zubizarreta, 2006-2007.

- outside committee member.

Masters Project Committee:

Completed masters projects (director or otherwise active committee member):

a) *Language contact in Taiwan*, Wei-Yang Tsai (2007)

b) *How to ask why in Taiwanese Southern Min: the syntax and semantics of wh-adjuncts in Taiwanese indefinites*, Wen-Chi Chang (2008)

c) *Kapampangan L1, English L2: acquisition of second language phonology*, Trang Huynh (2008)

d) *Valley Girl Talk and second language acquisition of Valley Girl Talk*, Melissa Martinez (2008)

e) *Teaching orthographic accent marks to heritage language Spanish speakers*, Tom Beeman (2008)

f) *A project analysis for the creation of Dual Immersion Content Standards,* Elvia Morales-Mandler (2008)

g) *A Stratal OT Analysis of the Sanskrit Nominal Accent Paradigm*, Lisa Marston (2009)

h) *The status of the syllable in linguistic theory*. Akiko Shimada (2009)

i) *Male-Female negotiations over purchases: gender construction in Taiwan*. Shu-wei Peng (2010)

j) *On the Chumash language and sibilant harmony*. Deborah Walthert (2010)

k) *Russian-English information structure and its ramification to translation*. Natalia Golovina (2010)

l) *On the prosodic structure of words*. Christen Madsen II (2010)

m) *The Evolution of Language*. Robert Johnson (2010)

n) *Arabic Dialects.* Reem Alosta (2011)

o) *The acquisition of verbs in Chinese*. Kate Huang (2011)

p) *Attitude and language maintenance in the Chinese speaking community.* Joy Hsia-Hsuan Hu (2011)

q) *Information Structure as the foremost strategy for English-Mandarin Translation.* YuWen Tu (2011)

Independent Study:

Spring 2008—a) The interlanguage grammar of a native speaker of Korean acquiring English as a second language.

Fall 2007—a) The acquisition of prosody and its relation to parent input; b) Review of Classical Greek; c) The syntax of Mandarin Chinese.

Spring 2007—a) Adult acquisition of Arabic as a foreign language; b) An optimality theoretic approach to historical linguistics; c) Kapampangan second language phonology.

PROFESSIONAL ACTIVITY OUTSIDE ACADEMIA

Expert witness (2007-present)

Expert witness at school board hearings on behalf of plaintiffs. Hired by the Law Offices of Maureen Graves, (949) 856-0128, maureen@maureengraves.com ; http://www.law.ucla.edu/home/index.asp?page=525

- Testify about characteristics of student's language, typical and atypical language acquisition (especially where autism and dyslexia is concerned), what research-based policies look like from the perspective of the researcher, reading and atypical language. Both pro bono and paid testimonies.

PROFESSIONAL SERVICE

Referee   journal and proposal reviews:
- *Natural Language and Linguistic Theory (NLLT).*2006, 2007, 2008
- *Proceedings of the Annual Conference on African Linguistics.* 2007
- *NSF: National Science Foundation*. Linguistics proposals, 2004, 2005, 2006
- *ACAL*: *Proceedings of the Annual conference on African Linguistics.* 2011.

abstract reviews:
- *WCCFL, West Coast Conference in Formal Linguistics.* 1999-present
- *WECOL, Western Conference on Linguistics.* 2007-present
- *AFLA, Austronesian Formal Linguistics Association.* 2009-present

Panel   *Faculty Hearing Panel*. Member. 2007-2008

Committees   *Scholarships and Awards Committee.* Department of English, Comparative Literature, and Linguistics. CSU, Fullerton. 2011-2012

Academic Standards Committee. CSU, Fullerton. *Secretary* for committee. 2007-2008

Linguistics Committee. Department of English, Comparative Literature, and Linguistics. CSU, Fullerton. 2007-2011
- chair of committee 2008-2009

Professional Development Committee for Non Senate Faculty. UCI. committee member;
developed criteria for reviewed professional development grant proposals, 2004

Advisor   Faculty advisor for the *Linguistics Student Association* (*LSA*). CSU, Fullerton. 2007-now

Member   *Linguistic Society of America (LSA)*
Generative Linguists in the Old World (GLOW)

Course Proposal

Submitted course proposal for a GE course (social sciences). The proposal is currently under review. Title of proposed course: Ling 102 *Languages of the World*.

TEACHING AND TECHNOLOGY TRAINING

Technology Awareness Resource Program. CSU, Fullerton. May 2009.

Graduated from level one: *SLATE (Student Learning and Teaching Excellence) Academy*. Dec 2011
- This academy introduced the participants to cutting edge pedagogy, with an emphasis on active teaching. Successful completion required active involvement in the academy.

HONORS AND AWARDS

NSF (Non Senate Faculty) Professional Development Award, 2005 UCI

Visiting Scholar, 1995 University of Southern California

Mellon Fellowship, 1991-1992 University of Southern California

Linguistics Department Teaching Assistantship, 1986-1987, Spring 1992 University of Southern California

Humanities Graduate Fellowship, 1985-1889 University of Southern California

Full tuition remission, 1985-1993 University of Southern California

FACULTY LETTERS OF RECOMMENDATION:

Joseph Aoun (thesis advisor)
President, Northeastern University
Office of the President Northeastern University
110 Churchill Hall
360 Huntington Ave.
Boston, MA 02115
president@neu.edu

Yen-Hui Audrey Li
Professor of Linguistics and East Asian Languages and Culture
USC
audreyli@usc.edu

Jean-Roger Vergnaud   (Deceased : January 31, 2011)
Professor of Linguistics
USC
vergnaud@usc.edu

Maria Luisa Zubizarreta
Professor of Linguistics
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Curriculum Vitae
Joseph Galasso

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Degrees

Ph.D. (1999) Linguistics: University of Essex (England). Dissertation under the supervision of Andrew Radford (Essex) and Harald Clahsen (Essex), Dissertation Defense: Michelle Aldridge (Bangor), Vivian Cook (Essex).

M.A. (1992) Linguistics: California State University—Fullerton.

B.A. (1989) English, Liberal Arts: California State University—Fullerton.

Dissertation: *The Acquisition of Functional Categories* (IULC Publications, 2003)

Positions

(2011-current) Full Lecturer: California State University—Fullerton.

(2000-current) Full Lecturer: California State University—Northridge.

Split Faculty Appointment: 60% English Dept. 40% Linguistics Program.

(2000-current) Adjunct Lecturer: California State University—Long Beach.

(2000) Lecturer: California State University—Los Angeles.

(1999) Lecturer: San Diego State University (Graduate seminar in TESL Theory & Methods).

(1998) Lecturer: Summer Italian Program, Essex University.

(1994-1998) Doctoral Research: Essex University, England.

Areas of Specialization

Child First Language Acquisition, Developmental Syntax and Morphological Processing, Pedagogical Grammar.

Teaching Qualifications

· Introduction to Child Language Acquisition

· Introduction to Language & Linguistics

· English Grammar: Morphology & Syntax

· Language Variation and Change

· CTEL (California Teachers of English Learners)

· CLAD (Cross-Cultural Language and Academic Development)

Teacher Preparation and Collaboratives

Program for Adult College Education (PACE) and Integrated Teacher Education

Program (ITEP) Programs (California State University—Northridge): courses in Introduction to Language and Linguistics, First/Second Language Acquisition, Language Variation and Language Change.

Courses Taught

· Language & Linguistics, California State University, Fullerton

· Language Structure & Language Use, California State University, Fullerton

· Language Acquisition, California State University, Northridge, and
    California State University, Long Beach

· Morphology & Syntax, California State University, Northridge

· Introduction to Language & Linguistics, California State University, Northridge

· English Grammar, California State University, Northridge

· Language Variation and Change, California State University, Northridge

· Linguistics for CLAD Credential, California State University, Long Beach

    (Graduate seminar) California State University, San Diego

Grants/Awards

· $ 3,000   (2001-2002) PACE Program Grant (an Integrated Grammar Web-site)

· Polished Apple Award (2010)

Languages spoken

· English and French

Personal References / Peer Reviewers

Andrew Radford (Former Dean College of Humanities and Comparative Studies, Former Head of Linguistics, University of Essex)

Harald Clahsen (Professor of Linguistics, University of Essex)

Robert Noreen (Former Chair of English, California State University—Northridge)

Sara Smith (Former Chair of Linguistics, California State University—Long Beach)

Angela Della-Volpe (Associate Dean College of Humanities and Social Sciences, California State University—Fullerton)

Tom Roeper (University of Mass) (Peer reviewer of title: 'The Acquisition of Functional Categories, IULC Publications)

Eve Clark (Stanford) (Peer reviewer of title: 'The Acquisition of Inflection and the Dual Mechanism Model')

Conference/Colloquium Research Presentations

(2008) Invited lecture sponsored by Sigma Tau Delta, the English Honors Society, and the Department of English, California State University, Bakersfield. (The paper *Some New Perspectives on Lexical and Functional Categories: Revisiting Brown's 'Fourteen Grammatical Morphemes*).

(2006) Psycholinguistic Lab (UCLA) (The paper *The nature of the input: outline and basis of talk* was presented Dec. 6, at the Psycholinguistic Lab. Carson Schütze, Director. University of California, Los Angeles).

(2006) Child Language Lab (UMass) (The paper *Tracing the INFL affix through   the Dual Mechanism Model of Language Development* was presented in May at the Child Language Lab. Tom Roeper, Director.

(2004) <u>The 32d Child Language Research Forum</u> (Stanford) (The poster *The Acquisition of Inflection and the Dual Mechanism Model* was presented. Eve Clark, Director). The full paper was published in *CLRF Proceedings* pp. 98-107.

(2004) <u>The Spring Linguistics Colloquium</u> (California State University—Long Beach) (The paper *Notes on a Research Statement: The Gradual Development Hypothesis and The Dual Mechanism Model of Language Development* was presented).

(1998) <u>The Annual Linguistic Research Conference.</u> (University of Essex.) (The paper *Towards a Weakening of Kayne, Wexler and Cinque* was presented).

(1997) <u>The American Speech and Hearing Association.</u> (The paper was co-published with Andrew Radford (University of Essex) and was presented by Andrew Radford).

Reviews / Book Chapters

(2011) *Second Language Acquisition: A Primer.* J. K. Hall. (Routledge)

(2011) *An Introduction to Language Development.* S. Kennison. (Chapters1-3) (Sage Publications).

(2009) *English Words and Sentences* (working title). CUP.

(2008) *Linguistics is for Everyone.* Denham, K. & A. Lobeck. (Wadsworth/Cengage Learning).

(2007) *Language Development: Monolingual and Bilingual Acquisition.* (Pearson/Merrill Prentice Hall).

(2006) *English Language: A Linguistic Introduction* (Thomson-Wadsworth/Heinle) Chapters 4-7.

(2004) *Language Development* Erika Hoff (third Edition) Chapters 1-5.

(2004) *Exploring English: Introduction to English Language Studies* (working title) Allyn & Bacon/Longman, Chapters 7-11.

Books

(2011) *Minimum of English Grammar: An Introduction to Feature Theory (with a special note on the nature of early child grammars of English).* Revised. Cognella Academic Publishing.

(2009) *Minimum of English Grammar: An Introduction to Feature Theory (with a special note on the nature of early child grammars of English)*. University Readers Publications.

(2003) *The Acquisition of Functional Categories*. IULC Publications, Indiana University.

Published Papers (Proceedings and Working Papers)

(2011, in prep) 'Young children's utterances are "dead on arrival": Child Language Development within the Minimalist Framework'. (ms, California State University—Fullerton)

(2009) 'Some New Perspectives on Lexical and Functional Categories: Revisiting "Brown's Fourteen Grammatical Morphemes" '. *GLOSSA*, Vol. 4, no.2 Oct. 2009.

(2004) 'The Acquisition of Inflection and the Dual Mechanism Model'. *Proceeding of the CLRF,* CSLI Publications, Stanford.

(1998) 'Children's PossessiveStructures: A Case Study'. (paper presented by Andrew Radford to the annual convention of the *American Speech and Hearing Association* in November 1997. *Essex Research Reports in Linguistics 19*: April 1998, (with Andrew Radford).

(1998) 'Towards a Weakening of Kayne, Wexler and Cinque: Three Cases for a Prefunctional Stage in Language Acquisition,' *Essex University Working Papers/Abstracts*.

Non-Published Papers (2003-2008)

(2008) Some New Perspectives on Lexical and Functional Categories: Revisiting Brown's 'Fourteen Grammatical Morphemes (guest speaker, paper presented at CSUB).

(2006) The Nature of the Input: Outline for talk (presented at UCLA).

(2006) The Nature of the Input: Tracing INFL through the Dual Mechanism Model of Language Development (Presented at UMass, May).

(2004) Towards a Dual Mechanism Model of Language Development.

(2004) The Acquisition of Inflection and the Dual Mechanism Model.

(2003) The Dual Mechanism Model: Towards a Converging Theories Hypothesis of Language Acquisition.

(2003) Notes on a Research Statement: The Gradual Development Hypothesis and The Dual Mechanism Model of Language Development.

(Spring Linguistics Colloquium at California State University).

(Paper presented at the 32d Stanford Child Language Research Forum).

(2003) Notes on a Research Statement for Child First Language Acquisition: *Twin Working Papers* (2003a/b). (Ms. CSU-Northridge).

Mary Ellen Rice Wynn

7980 E. Sagewood Lane, Anaheim, CA 92808
(714) 974-8212
mwynn@fullerton.edu

Lecturer in Composition and Linguistics

ACADEMIC PREPARATION:

M.A. in Linguistics, California State University, Fullerton, 2004.
    Concentrations: Applied Linguistics, Language Acquisition, TESOL
    Thesis: *Explanations for Proficiency in Second Language Acquisition in Children* (72 pages). Available upon request.
    Advisor: Alan Kaye, Ph.D.

Multiple Subjects Credential, San Diego State University, CA, 1979.
    Concentration: Bilingual/Cross Cultural, Emphasis: Spanish
    Life Classification, 1982

B.A. in Liberal Studies, San Diego State University, CA, 1978.
    Concentrations: Math/Science Emphasis, English Literature, Spanish

LANGUAGES: Fluent in English and Spanish

PROFESSIONAL EXPERIENCE:

Lecturer   California State University, Fullerton, Fall 2005-Present. Department of English, Comparative Literatures & Linguistics. Linguistics 106--Introduction to Linguistics
English 101--Freshman Composition
English 99-- Developmental Writing
English 99M—Developmental Writing for Multilinguals

Lecturer   University of California, Irvine, Fall 2004-Present.
Humanities: Academic English/ESL Department.
Lower division: 20A, 20B, 20C—Academic Writing
22A—Reading and Vocabulary
23A (21A)—Pronunciation
23B (29)—Conversation
23C—Advanced Communication and Presentation
24—TA Workshop

Upper division: 139W--Advanced Academic Writing across the Curriculum

TOEP testing; Departmental testing; Departmental evaluations of student writing; Development and revision of departmental material for use in writing classes and speaking and listening classes; Participation in scoring system-wide University of California Academic Writing Placement Exams; Participation in departmental meetings for Academic English and Composition.

Supervisor   Test of Oral English Placement (TOEP) tutors for foreign graduate students in the Academic English Speaking and Listening Program, 2009-11. Tutor training, handbook revision, timesheet submission.

Administrator TOEP Program. 2010-11. Responsible for coordinating the administrative services involved in designing courses and training for the tutorials for the speaking and listening program, revising and updating oral communication handbooks and materials.

Instructor   Santiago Canyon College, Part-Time, 2006.
Department of American College English.
ACE 116-- Introduction to Academic Composition
ACE 096--Advanced Analytical Reading and Vocabulary Development

Director   Excel Learning Center, LLP. 2005. Founding director and academic and curriculum coordinator. Responsible for all academic aspects of educational tutoring center, including programs, materials, tutors, training.

Instructor   American Language Program, California State University, Fullerton, Summer 2005. Business English and Writing, Advanced Pronunciation

Instructor   Santiago Canyon College School of Continuing Education, Part Time, 1992-2005. English Grammar, Pronunciation, English as a Second Language, High-Intermediate, Intermediate, and Beginning Levels; Beginning Spanish

Instructor   North Orange County Community College District, Part Time. 1992-1994. English as a Second Language, High Intermediate, High Beginning Levels

Private Tutor and Editor 1994-2005.

Reading, Writing, Grammar, Pronunciation, Speech for children, teenagers, college students, and business professionals

Instructor   Monrovia Unified School District Adult Education Program, 1987-1992, English as a Second Language, Beginning I and II

Master Teacher, Monrovia Unified School District Adult Education Program, 1990 and 1991. Supervised student-teachers.

Reviewer   Independent reviewer of children's literature for *Wet Set Gazette*. 1986-1987.

Public Elementary School Teacher

Monrovia Unified School District, 1981-1986
Bilingual Classroom Teacher and Transition to English Teacher
Chula Vista City School District, 1979-1981
Bilingual and Traditional Classroom Teacher

PUBLICATIONS:

Harcourt HSP Math: Math Support for EL, Grade 4. (2006), Current California, Texas, and United States adoption for elementary math instruction. English learner strand for fourth grade teacher's edition and full workbook for fourth grade English Language Learners.

Maharaj, Abby and Mary Ellen Rice Wynn, (2007), *Classroom and Lab Handbook for English Language Learners in Advanced Academic Writing*. Santiago Canyon College.

Wynn, M.E.R., (2001), Book review of *English with an Accent: Language Ideology, and Discrimination in the United States.* (Rosini Lippi-Green, New York: Routledge, 1997) in *California liŋ 'gwıs tık Notes*.

Wynn, M.E.R., (2001), Book review of *Myths and Realities: Best Practices for Language Minority Students.* (Katherine Davies Samway & Denise McKeon, Portsmouth, NH: Heinemann, 1999) in *California liŋ 'gwıs tık Notes*.

Buhler, Joan and Mary Ellen Rice Wynn, (1985), *Helping Children Develop*

English Skills: A Training Guide and Materials for Bilingual Teachers.
Monrovia Unified School District.

CONFERENCE PRESENTATIONS:

Language Support Instruction for UC Transfer Students. Presented at the California Teachers of English as a Second Oral Language Conference (CATESOL), Long Beach, CA, April 2011.
Making Medical Appointments by Telephone: An ESL Unit for High Intermediate to Advanced ESL Students. Presented at the Orange County CATESOL Conference, Fullerton, CA, 2004.

Teaching Prepositions to Advanced ESL Students. Presented at the Rancho Santiago Community College District Professional Faculty Development Workshop, Orange, CA, 2003.

Helping Children Acquire Multiple Languages. Presented at the 10th Annual CSUF Linguistic Symposium, Fullerton, CA, 2001.

PROFESSIONAL MEMBERSHIPS:

Teachers of English as a Second Language (TESOL)
California Teachers of English as a Second Language (CATESOL)
The Honor Society of Phi Kappa Phi

HONORS AND AWARDS:

Patricia Bruner Memorial Award for Outstanding Graduate Student in Linguistics, 2004
Phi Kappa Phi Honor Society Honoree, 2003

REFERENCES:

Letters of Reference File is available upon request.
The following persons have offered to write letters of recommendation on my behalf:

Susan Earle-Carlin, Lecturer, Administrator of TOEP Program. Retired.
Department of Academic English
University of California, Irvine
949-364-3646

Franz Müller, Associate Professor
Department of English, Comparative Literature and Linguistics
California State University, Fullerton, CA
657-278-7004

Robin Scarcella, Professor
Humanities, Director of Academic English
University of California, Irvine
949-824-6781