



Linguistics

at

**California State University,
Long Beach**

Letter to the Students from the Department Chair

Dear Prospective Student,

Thank you for your interest in Linguistics at California State University, Long Beach. We believe our program is especially strong in providing a combination of basic courses in linguistics, research experience in basic and applied linguistics, approaches in teaching English and other languages, and experience with contemporary issues in language.

We offer the M.A. in Linguistics, with Options in General Linguistics, Language and Culture, and Teaching English as a Second Language. We also offer the Graduate Certificate in Teaching English as a Second Language. Many of our students work on both the TESL Certificate and an M.A. Degree.

Please see the information about application procedures. Once you have been admitted to the program, you will be invited to participate in an orientation meeting scheduled in the week prior to the beginning of each semester. It provides an opportunity for you to get to know other incoming students and also to receive more specific information about the program and its courses.

Many students ask about financial aid. Unfortunately, our program does not have funds for graduate support of positions for teaching assistants. However, many of our students receive assistance through the Office of Financial Aid. You should contact them for further information. In addition, many of our students are successful in obtaining positions teaching ESL classes, either at CSULB or in the community, after they have completed part of our program. We believe the strong reputation of our students speaks well for the quality of our program!

Please feel free to contact me with further questions about the program or your application. You may call me at (562) 985-5792. If I am not available, please contact Phyllis Simon, our department Administrative Coordinator, Monday-Friday at the same number. Our office is in the Psychology Building, Room 114. I wish you much success in your career plans.

Sincerely,

Malcolm Finney

Dr. Malcolm Finney
Chair, Department of Linguistics
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840-0902
U.S.A.
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<http://www.csulb.edu/depts/ling/>

California State University, Long Beach Department of Linguistics

Our Campus

CSULB has over 34,000 students, coming from across the U.S.A. and from 113 foreign countries. There are over 5,000 graduate students, including students from various U.S. ethnic groups and many international students. The campus has an excellent library, computer center, art museum and other advantages of a large urban campus. Yet it has a warm and personal atmosphere. The campus is located in a residential area of Long Beach, 2 miles from the sandy beaches of the Pacific Ocean.

Our Program

Linguistics, the study of language, has developed into a multi-faceted field which embraces many related disciplines. Our department reflects this breadth very well. Our wide range of courses include the study of language structure, language acquisition by children, second language learning and teaching, language and communication in various settings, language as expressing culture and society, language change, and other areas. In each area, linguistic theory and methods of research are addressed. Applications, especially to teaching, are a major emphasis. We offer an M.A. in Linguistics, with options in Teaching English as a Second Language, Language and Culture, General Linguistics, and Special Concentration, which is tailored to individual students' goals. We also offer a B.A. major in Linguistics and a graduate level Certificate in Teaching English as a Second Language.

Mission and goals of the Department

The mission of the Department of Linguistics is to offer undergraduate and graduate students at CSULB the opportunity to study the nature and role of language in individuals and in institutions. Students learn about the acquisition of language and the role of language in socio-cultural settings. Student learning outcomes include methods of analysis of language structure and language use, and application to diverse contemporary settings. Students are well-prepared for careers that involve multilingual and multicultural settings and ready for advanced study in many linguistic specializations.

Objectives in Linguistics

The following are expected learning outcomes for students studying linguistics:

1. Students will demonstrate knowledge of the fundamental architecture of language in the domains of phonetics and phonology, morphology and syntax, semantics and pragmatics.
2. Students will demonstrate knowledge of the general variety of structures by which diverse human languages and cultures realize this architecture.
3. Students will demonstrate knowledge of how people acquire first and second languages and implications for language instruction and educational policy.
4. Students will demonstrate knowledge of language variation, including historical change, regional and social dialect varieties.
5. Students will demonstrate knowledge of the social functions of language and the role of language as a cultural institution.
6. Students will demonstrate skills in analyzing language interactions in socio-cultural contexts.
7. Students will demonstrate skills in gathering data and analyzing language structure and use.
8. Students will demonstrate skills in critical evaluation of language research and the application of research to public issues and policy.

9. Students will experience the opportunity to apply linguistic knowledge in community and service learning settings.
10. Students will be able to identify applications of linguistics and related career opportunities such as education, translation and computational linguistics.
11. Students will demonstrate proficiency in English and in at least one other language.
12. Students will value life-long learning in the field of linguistics.

The Linguistics Department currently offers an undergraduate minor and a Bachelor of Arts Linguistics major. We offer courses that are required in other majors (such as Liberal Studies). The Linguistics Department also offers the M.A. in Linguistics and a graduate certificate in Teaching English as a Second Language (TESL). There are four M.A. options, General Linguistics, TESL, Language and Culture, and a Special Concentration in an area designed by a student in consultation with the Graduate Advisor. Both the TESL Option and TESL certificate draw approximately twenty students to the graduate program each semester. The TESL degree is an applied degree, enabling our students to take jobs teaching English as a second or foreign language. Many Linguistics graduate students are international students, reflecting the international mission and increasing the visibility of CSULB. Currently we have nearly 100 graduate students in the program. Undergraduate majors will further enhance the value and visibility of Linguistics in the University.

Our Students

Students of Linguistics at CSULB are a diverse group, with varied language expertise and interests. About half are international students from Korea, Japan, Taiwan, China, Mexico, Cambodia, Bulgaria, Sri Lanka, Germany, Italy, Lithuania, and elsewhere. Our international students bring valuable linguistic and cultural diversity to our programs.

American-born students also differ in ethnicity, age, experience, and language background. Most of our M.A. graduates are language teachers, many of whom work in community colleges, adult schools, and overseas. Some are directors of language programs or work in community-based educational programs. Others go on to Ph.D., Ed.D. or other degree programs. In a recent alumni survey, 95% of our M.A. graduates were employed, and of them, over three-quarters reported that their employment related closely to their coursework.

Linguistics Laboratory

The Linguistics Department has a research laboratory with several computer stations, in both MAC and PC platforms, all with internet access. Four of these stations have state-of-the-art audio and video capture and editing capabilities. In addition, analog and digital audio and video recording and transcription equipment is available for graduate student use. Resources include: camcorders, MP3 recorders, tape recorders, scanners, photo-quality printing, radio microphones, laptop computers, video projectors, DVD and VHS players, recorders and rewinders. Students and faculty have access to software for statistical analysis, acoustic analysis and linguistic database analysis.

Our Faculty

The Department is proud of the rich resources represented in our energetic faculty. Our dedicated teacher-scholars maintain standards of excellence in teaching, and have also been recognized nationally and internationally for their research. Further, we have recently added new faculty members who greatly strengthen our programs. The areas of Teaching English as a Second Language, Language Acquisition,

Language Use, and Linguistic Anthropology are especially well represented. Ours is an eclectic department, and many professors participate in allied disciplines and are appointed jointly in other departments, including Teacher Education, Anthropology, Psychology, and English. Many faculty are also involved in language-related programs which are closely tied to the community.

Linguistics Department Faculty Profiles

Dr. Rebekha Abbuhl

- Title: Assistant Professor of Linguistics
- Office Location: PSY 209
- Phone Number: (562) 985-9138
- E-mail Address: rabbuhl@csulb.edu

Education:

- Ph.D.: 2005, Applied Linguistics, Georgetown University

Teaching/Research Interests:

- Dr. Abbuhl's primary research interests focus on the acquisition of second language writing skills and the effect of input and interaction on the development of both the written and spoken L2. She is also interested in teacher training and second language acquisition research methods.

Dr. John J. Attinasi

- Title: Chair of Linguistics, 2004-2007. Professor of Linguistics and Teacher Education. Will be in residence only in spring semester from 2007 onward.
- Office Location: ED2-182
- Phone Number: (562) 985-4955
- E-mail Address: jattinas@csulb.edu

Education:

- Ph.D.: 1973, Anthropology, (Linguistic: Dissertation: Lak T'an: A grammar of the Chol Mayan word).

Teaching/Research Interests:

- Dr. Attinasi's research interests include linguistic vitality of Mexican and Guatemalan indigenous languages in the United States, language attitudes and Spanish maintenance among US Latinos, language rights in a globalizing society and economy, and international educational development.
- Dr. Attinasi speaks Spanish, French and Chol Maya fluently, and has studied several other languages, including German, Bengali, Tarascan and Yucatec Maya. He lived for two years in Tila, Chiapas, studying contemporary Maya language and culture. Dr. Attinasi was founding Chair of the International Teacher Education Council, which cooperates internationally in teacher preparation with ministries and campuses in Querétaro (México). He is also a member of the Asian BCLAD Consortium, which has developed a multi-campus path for bilingual Asian and Pacific language bilingual credentials in Southern California.

Dr. Michael J. Fender

- Title: Associate Professor of Linguistics
- Office Location: PSY 411
- Phone Number: (562) 985-5051

- E-mail Address: mfender@csulb.edu

Education:

- PhD: 2001, Cognitive Studies in Education, University of Pittsburgh.

Teaching/Research Interests:

- Dr. Fender is primarily interested in examining the development of both first and second language literacy skills, and in particular, how word-level knowledge and processing skills (i.e., word recognition and word integration/sentence parsing) emerge and become fluent, and how these word-level processing skills guide and constrain higher-level text interpretation skills. Another area that he is very interested in is in the area of reading-writing connections and how reading skills and writing skills inform each other.
- Dr. Fender is also interested in vocabulary acquisition and how various representations or dimensions of a word (phonological/orthographic, syntactic, semantic/conceptual, and pragmatic) are learned.

Dr. Malcolm Awadajin Finney

- Title: Chair and Professor of Linguistics
- Office Location: PSY 114
- Phone Number: (562) 985-7425
- E-mail Address: mfinney@csulb.edu

Education:

- Ph.D.: 1994, Linguistics, University of Ottawa, Canada.

Teaching/Research Interests:

- Dr. Finney's primary teaching and research interests are in first and second language and literacy acquisition, and bilingualism. He offers graduate seminars on Language Acquisition and Bilingualism in the Linguistics Department.
- His primary research interest involves investigating current theories of language and literacy, predictions in first and second language and literacy acquisition, and implications for language instruction. He is interested in different factors that may be responsible for discrepancy in terms of speed and efficiency between first and adult second language acquisition. His previous and current research has focused structural, lexical, phonological, pragmatic, and stylistic differences between languages and effects on language acquisition, use, and processing.
- Dr. Finney is involved in research on Creole languages, which exhibit a simplified grammatical system argued to parallel early developing grammars of language learners. He is further interested in the possible influence of West African languages on Creoles and, by implication, African American English.

Dr. Nancy Hall

- Title: Assistant Professor
- Office Location: PSY 217
- Phone Number: (562) 985-2656
- E-mail Address: nhall2@csulb.edu

Education:

- Ph. D.: University of Massachusetts-Amherst, Linguistics, 2003.

Teaching/Research Interest:

- My research is in phonology and phonetics. Recent projects include a study of r-dissimilation in American English and an acoustic phonetic study of epenthetic vowels in several Levantine Arabic dialects. I have also worked on the phonology of intrusive vowels: phonetic transitions between consonants that sound vowel-like yet do not behave as vowels in the phonology.
- I have taught courses in language acquisition and phonology.

Dr. Robert M. Hertz

- Title: Professor of Linguistics and English
- Office Location: PSY 219
- Phone Number: (562) 985-5284
- E-Mail Address: rhertz@csulb.edu

Education:

- Ph.D.: 1974, Linguistics, University of Southern California.
Dissertation: The Grammar of English Causative-Transitivity.

Teaching/Research interests:

- My areas of teaching specialization include syntax, phonology, historical linguistics, and semantics.
- Syntactic theory: Generative-Transformational Grammars, Case Grammars, Government and Binding Theory.
- Phonology: American Descriptive Phonology, Prague School Phonology, acoustic phonetics (sound spectrography), and Generative Phonology. I am especially interested in how speakers of one language perceive the sounds of other languages.
- Historical linguistics: diachronic (historical) linguistics, Indo-European linguistics, and historical development of the English language.
- Semantics: I am presently researching the area of natural language semantics, i.e. how the various mechanisms found in natural languages permit speakers to create and understand meaningful utterances.
- Computational Linguistics: In the past, I was active in the area of computational linguistics, especially in computer-assisted language instruction, but I have not been active in this area for a number of years.

Dr. Alexandra Jaffe

- Title: Professor of Linguistics
- Office Location: PSY 415
- Phone Number: (562) 985-2594
- E-mail Address: ajaffe@csulb.edu

Education:

- Ph.D.: 1990, Linguistic Anthropology, Indiana University.

Teaching/Research Interests:

- Since 1988, Dr. Jaffe has been doing ethnographic research on Corsica, where she has studied issues of identity, power and resistance related to minority language shift and language revitalization. Most recently (in 2000) she has studied Corsican bilingual classrooms, focusing on the way that classroom interaction reflects and responds to sociolinguistic practice and ideology in Corsican culture. This research views schools as key institutions for the reproduction of culture (and dominant culture) as well as places where identities and power relations are actively constructed and occasionally

transformed. This is a perspective that she brings to both of the undergraduate courses she is teaching. Another key theme in the courses she teaches reflects her research focus on language hierarchies—how they are connected to wider social and cultural processes and structures, and how they affect lived experience and everyday communicative practice. Finally, issues of linguistic and cultural diversity in and outside the classroom are central to both her teaching and research interests.

Dr. Wendy L. Klein

- Title: Assistant Professor
- Office Location: PSY-221
- Phone Number: 985-8828
- E-mail Address: wklein@csulb.edu

Education:

- Ph. D.: 2007; Anthropology; University of California, Los Angeles

Teaching/Research Interests:

- My research focuses on the areas of language socialization, language ideology, discourse analysis, and narrative studies. I am particularly interested in immigrant youth language practices and language ideologies and how notions of ‘self’ and ‘other’ are linguistically and discursively shaped through narrative and social interaction. I conducted a three-year ethnographic study of Punjabi Sikh families in Los Angeles to examine the relation between language and religious socialization and the discursive construction of identification among Punjabi Sikhs post 9/11. My interests in language socialization and education across cultures developed through my research on educational practices in Indian immigrant families, Sikh education in the *gurdwara* (Sikh temple), as well as through past experiences teaching and living in Japan.
- I have also conducted interdisciplinary research on language and communication in family life, in collaboration with colleagues at the UCLA Sloan Center on the Everyday Lives of Families (CELFL).

Dr. Lorraine Kumpf

- Title: Professor of Linguistics
- Office Location: PSY 413
- Phone Number: (562) 985-5792
- E-mail Address: lekumpf@csulb.edu

Education:

- Ph.D.: Applied Linguistics, 1986, University of California, Los Angeles

Teaching/Research Interests:

- What interests me most about language is the relationship between the ways language is used (embodied in its communicative contexts) and the ways it is structured grammatically. This interest entails others, variously named: functional linguistics, the pragmatics-grammar interface, syntax from the ‘discourse and syntax’ perspective, social and cognitive effects on discourse, and the relationship of genre and structure. A related focus is on classroom discourse and the relationship of discourse and learning. These are areas of both research and teaching. In addition, I like teaching general linguistics and language acquisition, and teach one of the following each year at UCLA: Functional Grammar, Pragmatics and Grammar, Cognitive Linguistics. I also enjoy learning languages while living abroad. My most influential personal linguistic experiences took place over several years in Ethiopia and Algeria; Africa and African languages are abiding interests.

Dr. Barbara LeMaster

- Title: Chair of Anthropology. Professor of Anthropology and Linguistics
- Office Location: FO3-303
- Phone Number: (562) 985-5037
- E-mail Address: lemaster@csulb.edu

Education:

- Ph.D.: 1990, Department of Anthropology, UCLA.

Teaching/Research Interests:

- Dr. LeMaster's teaching and research interests are in issues of emergence and maintenance of ethnic, cultural, and gender identities in historical and ethnographic contexts, specifically examining the use of resistance and power in unequal social relationships. This includes an interest in general practices and discourses of social control, the dynamic interaction of disadvantaged people in situations of unequal social relationships. It also includes an interest in the effects of educational language policies on group structure and language use; and, an interest in the expression of gender, ethnicity, and cultural identity through language variation. Her work involves descriptive linguistic, and sociolinguistic analyses of Deaf sign languages, ethnographies of Deaf communities, and issues of gender socialization in schools. The contexts of her research are primarily in educational and community settings.

Dr. Xiaoping Liang

- Title: Associate Professor of Linguistics & Graduate Advisor
- Office Location: PSY 403
- Phone Number: (562) 985-8509
- E-mail Address: xliang@csulb.edu

Education:

- Ph.D.: 1999, Language Education/TESL (Teaching English as a Second Language), University of British Columbia, Canada.

Teaching/Research Interests:

- Dr. Liang's research interests include second language discourse and socialization, language and content instruction/learning, academic language development, bilingual code-switching, and language use, language attitudes, and cultural identity. Her recent research projects have been conducted in North American and Chinese contexts.
- In North America:
 - Chinese immigrant students' learning of academic English in content classes, and their spontaneous interactions and bilingual code-switching during task-based cooperative learning.
 - High-school Spanish-speaking students' perceptions of first and second language (L1 & L2) use in ESL classes, and their code-switching in dealing with content and culture learning as well as social interactions in the classroom.
 - Obstacles women scholars encountered and strategies they used when professing in English-as-a-second-language (ESL), when dealing with credibility and authority issues with students, and when constructing their second-language-speaking professional identity in American higher education.
- In China:
 - Influence of economic, social, and linguistic changes on 1) high-school students' attitudes toward the local Cantonese, the national Putonghua (that is, Mandarin), and English as a foreign

language; 2) their reported use of these three languages at home, in school, and in the English class; and 3) their conceptions of language and cultural identity.

- How subject matter is delivered and received in university content courses taught through English as a foreign language by Chinese instructors, and how instructor-student interactions are conducted in such courses.

Dr. Carol Lord

- Title: Professor of Linguistics and Teacher Education
- Office Location: ED2-210
- Phone Number: (562) 985-9304
- E-mail Address: clord@csulb.edu

Education:

- Ph.D.(s): 1989, Linguistics, UCLA

Teaching/Research Interests:

- Research interests: the nature of language structures and how they got that way, in individuals and in communities, with focus on the connection between form and meaning.
 - Language development in individuals: the language learner as hypothesis maker vs. imitator.
 - Language development in communities: language change over time, grammaticalization.
 - Language structures: discourse, syntax/semantics, lexicon, typology; implications for text understanding and language assessment.

Information for Graduate Students & Steps for Fulfilling University Requirements

1. Admission to the University

- For more information: http://www.csulb.edu/depts/enrollment/html/graduate_programs.html.
- To be offered admission to a Master's degree program you must meet general university admission requirements as well as specific admission requirements of the program. The general university minimum requirements are:
 - Completion of a four-year college course of study and hold an acceptable baccalaureate degree from an accredited institution.
 - Good standing at the last college or university you attended.
 - A GPA of at least 2.5 in the last 60 semester or 90 quarter units attempted, excluding lower-division and extension coursework taken after the degree.
 - Satisfaction in meeting the professional, personal, scholastic and other standards for graduate study, including qualifying examinations, as prescribed by the program.
- As a Master's or Ph.D. applicant you must submit a Graduate/Post-Baccalaureate Admissions Application. A nonrefundable application fee must accompany your application. You must also submit official transcripts of all college coursework to Enrollment Services/Admissions, CSU-Long Beach, 1250 Bellflower Blvd., Long Beach, CA 90840. Check with the specific program for additional documents and requirements.
- We strongly encourage you to apply via the Internet by visiting CSUMentor at <http://www.csumentor.edu/>. If you do not have access to the Internet, you can request an admissions application booklet by calling our automated application line at (562) 985-1655 or (562) 985-4145.

2. Acceptance into the Linguistics Degree Program

- See the Department of Linguistics website at <http://www.csulb.edu/depts/ling/> for application forms.
- Please send the completed application to:

Dr. Malcolm Finney
Chair, Department of Linguistics
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840-0902
U.S.A.

3. Conference with Linguistics Graduate Advisor

See page 9 for contact information on the Graduate Advisor of Linguistics, Dr. Xiaoping Liang.

4. Pass CSULB Writing Proficiency Examination (WPE)

About WPE

- The CSULB Writing Proficiency Examination (WPE) is required for a degree, certificate, or for advancement to candidacy for a Master's degree. Students must **take** the WPE during their **first** semester of residence. Every candidate must **pass** the WPE (or meet the Writing Proficiency standard through GRE, GMAT, or coursework such as ENGL 301B) in order to advance to candidacy. It consists of a 75-minute written essay in response to an assigned topic. It is offered twice in the fall and the spring semesters and once in the summer.
- For more Information: <http://www.csulb.edu/divisions/students2/testing/>

Ways to Prepare for the WPE

- Workshops: (562) 985-4007

- The WPE Workbook: (562) 985-5050
- International Students' Conversation Lab: (562) 985-5350
- The Writer's Resource Lab: (562) 985-4329
- WPE Advising: (562) 985-5350
- WPE-Related Courses: For WPE 10 and WPE 20, register through Enrollment Services (WPE advisor's consent may be needed). For the online English Writing Proficiency program, contact Dr. Rebekha Abbuhl at rabbuhl@csulb.edu.

5. Satisfy Deficiencies and Prerequisite Course Work

- Students are selected on the basis of evidence that they possess the academic and personal skills necessary for success in a graduate program. They are expected to have a GPA of 3.0 or higher in their last 60 units of study. They must also submit three letters of recommendation and a statement of their background and goals. Special consideration is given to experience with different cultures, languages, and/or language teaching.
- International students need to complete an additional application from the Center for International Education (CIE). The University requires a TOFEL score of 550 or higher (or 213 for computer-based, or 80 for Internet-based), the CSULB Examination in ESL to be taken upon arrival, and a statement of financial support. Students not meeting language requirements may take ESL courses through American Language Institute (ALI) at CSULB to prepare themselves for admission to regular courses.
- For more information on international admissions, please visit the CIE's website at: http://www.csulb.edu/divisions/aa/grad_undergrad/cie/international_admissions/.
- To satisfy prerequisites please see page 13 for TESL Certificate students and pages 14-15 for M.A. students.

6. Advancement to Candidacy (approval of Student's Program of Study)

- When you have completed all prerequisites, passed the WPE, have an overall GPA of 3.0, plus completed 6-9 units of your graduate program, you should arrange to advance to candidacy (for MA students) or file the TESL Certificate Checklist (for Certificate students).
- The advancement form or the TESL Certificate checklist must be filed at least one semester prior to the one you plan to graduate.
- The Advancement to Candidacy form and the TESL Certificate Checklist are contracts with the University regarding the courses you will complete to receive your degree or certificate.

7. Maintain Continuous Enrollment

- Students must obtain an academic leave of absence for any semester in which they do not enroll or will be required to reapply to the University. For Educational Leave Instructions and Form, visit the Enrollment Services Forms and Publications website (under Registration) at: <http://www.csulb.edu/depts/enrollment/forms/>.

8. Complete the Program of Study

To complete the program of study, students are required to:

- Maintain a minimum cumulative GPA of 3.0.
- Complete the program within **seven** years from date of initial course work for MA students. Courses taken before seven years of the date the student program was initiated need to be revalidated.
- Complete the program within **five** years from date of initial course work for TESL Certificate students. Courses taken before five years of the date the student program was initiated need to be revalidated.

9. Request to Graduate Form (“Grad Check”)

- The Request to Graduate form is the final verification that you have completed all courses contracted in your Advancement to Candidacy or TESL Certificate Checklist.
- Students file the Request to Graduate form with Enrollment Services.
- The Request to Graduate Form should be filed at the beginning of the semester before the semester you intend to graduate.

10. Pass Comprehensive Examination or Complete a Thesis

- Students taking the comps exams should register in LING 697 and work closely with a formally approved comps advisor.
- Thesis students should register in LING 698 and work closely with a thesis committee.
- You will be asked to demonstrate the following skills that are widely acknowledged to be requirements for an M.A.: mastery of the basic content of the field; integration and application of the basic material in the field; ability to master new material in the field; ability to integrate new material with basic content of the field; and ability to contribute your own analyses, applications, and research ideas.

11. Be Enrolled in Graduating Semester

- If all course work has already been completed and Advancement has already been taken place, students may enroll in GS700 to satisfy this requirement and to have access to University facilities. Enrollment in GS700 must be approved by the Graduate Advisor, and is limited to two-consecutive semesters.

Linguistics Graduate Program

I. TESL Certificate [code ENGLCT02]

The Graduate Certificate in Teaching English as a Second Language (TESL) is open to students from any field who desire training in teaching English to speakers of other languages. (The Certificate is independent of a teaching credential, which is required for teaching in public schools, grades K-12.) The TESL Certificate is recognized by private institutions, adult schools and some community college programs for teaching ESL. (Programs may require an MA in addition to the certificate.)

Prerequisites (3 units)

ONE INTRODUCTORY COURSE IN LINGUISTICS
LING 170--Introduction to Linguistics (3)

Graduate Certificate in TESL (24 Units)

Take one course in each of the following categories.

1. LANGUAGE ACQUISITION
LING 329--Introduction to Language Acquisition
2. INTERMEDIATE LEVEL LINGUISTICS
LING 420--English Phonology
LING 421--English Syntax

3. **CROSS-CULTURAL COMMUNICATION**
LING 425--Education across Culture
4. **BASIC ESL METHODOLOGY**
LING 486--Foundations of Language Minority Instruction: Practice
5. **CURRICULUM PLANNING**
LING 561--Second Language Curriculum Development
6. **TESTING AND ASSESSMENT**
LING 562--Second Language Testing and Assessment
7. **SPECIALIZED METHODOLOGY**
LING 560--TESL Composition
LING 575--Literacy and Linguistics
8. **PRACTICUM**
LING 593--Practicum in TESL

II. Master of Arts in Linguistics

The program is designed for students who wish to use their degree immediately for teaching or other applied work, and for those who wish to pursue a Ph.D. or other degree. All students complete core courses within the four basic content areas and methodology categories. In addition, students must choose one of the four types of Master's available within our Linguistics program and also fulfill elective units. Each Master of Arts in Linguistics takes either 30-units to complete (comprehensive thesis option) or 34-units to complete (comprehensive exams and project option).

Prerequisites

Some students must fulfill additional units depending on their prior Linguistics background (to be determined by the Graduate Advisor). The prerequisite courses need not be taken at CSULB. The prerequisite units must be approved and waived by the graduate advisor upon admission. These units may be taken while admitted to the program on a conditional status. It is recommended for students to take the prerequisites before taking any graduate level core courses. The prerequisites include:

1. Introduction to Linguistics (3 units):
ANTHRO/LING 170, LING 325, or equivalent approved by advisor.
2. Language Acquisition (3 units) - LING 329 or equivalent
3. Phonology (3 units) - LING 420 or equivalent
4. Syntax (3 units) - LING 421 or equivalent
5. Language Variation (3 units): e.g.:
 - LING 379--Sociolinguistics and Schooling
 - LING 413--Language and Culture
 - LING 425--Education Across Cultures
 - LING 426--Historical Linguistics
 - LING 472--Language and Discrimination
 - PSY 438--Psycholinguistics
6. Language related courses (6 units):
(e.g., Literature, Translation, Rhetoric, or other areas approved by advisor).

7. Language Other Than English (LOTE) (6 or 12 units; native speaker or professional use)
 - 6-unit route: upper-division units (300 level courses and above).
 - 12-unit route: can take lower-division units (below 300 level courses) to fulfill one year EACH (two years total) within two types of languages: one Indo-European and one non-Indo-European.
 - The LOTE requirements are waived if the student is a native speaker of a LOTE
 - Professional use: this includes students who demonstrate a LOTE through service (e.g., peace corps, schooling, business, etc.)

Master of Arts in Linguistics: The Core (15 units)

Core Courses (15 units) give all linguistics Master's students graduate background in general linguistic levels of analysis and key interdisciplinary and applied areas.

1. TWO SEMINARS IN BASIC LINGUISTICS
 - LING 620--Seminar in Syntax
 - LING 625--Seminar in Phonology
 - LING 633--Discourse and Grammar
2. ONE COURSE IN LANGUAGE VARIATION
 - LING 540--Sociolinguistics
 - LING 610--Historical Linguistics
 - LING 650--Seminar in Bilingualism
3. ONE COURSE IN LANGUAGE ACQUISITION
 - LING 539--Language Acquisition
4. ONE COURSE IN RESEARCH METHODOLOGY
 - LING 580/ANTH 570--Field Methods
 - LING/EDP 595--Qualitative Research Methods
 - LING 596--Research in Linguistics

II. a. MA in Linguistics – Option in TESL [code: LINGMA04]

TEACHING ENGLISH AS A SECOND LANGUAGE

The MA in Linguistics with an option in TESL provides both a strong grounding in the basic areas of linguistics and specific courses in TESL. This combination enables students to better plan, analyze and evaluate student learning in a TESL setting. The concentration in TESL allows the student to count most courses taken for the TESL Certificate towards the MA as well, either as prerequisites or as part of the MA program.

Core Courses (15 units, see above)

TESL Specialization (12 units for thesis or 18 units for comprehensives)

1. LING 486--Foundations of Language Minority Instruction: Practice
2. LING 500--Educational Linguistics
3. LING 561--Second Language Curriculum Development
4. LING 562--Second Language Testing and Assessment

5. LING 593--Practicum in Teaching English as a Second Language
6. ELECTIVES IN TESL
LING 560--TESL Composition
LING 575--Literacy and Linguistics
7. CULMINATING EXPERIENCE:
LING 697--Directed Research (1 unit) (for 34-unit program), or
LING 698--Thesis (6 units). (486, 593 + two from list above for 33-unit program)

II. b. MA in Linguistics - Option in LANGUAGE AND CULTURE [code: LINGMA03]

The Option in Language and Culture allows students to take courses both in Linguistics and Anthropology that deal with theory, research, and applications in the area of language study from a cultural/anthropological point of view.

Core Courses (15 units, see above)

Specialization (12 units for thesis or 18 units for comprehensives)

1. LING 533--Ethnography of Communication
2. LING 540—Sociolinguistics
3. ANTH 630--Seminar in Anthropological Linguistics
4. APPROVED SELECTIONS FROM AMONG:
 - LING 413--Language and Culture
 - LING 423--Semantics
 - LING 425--Education Across Cultures
 - LING 470--Language and Gender in Cross-Cultural Perspective
 - LING 575--Literacy and Linguistics
 - LING 650--Bilingualism
 - ANTH 560--Ethnographic Research Methods
 - ANTH 597--Directed Readings in Anthropology
5. CULMINATING EXPERIENCES:
LING 697—Directed Research (1 unit; for 34 unit program), or
LING 698—Thesis (6 units; for 33 unit program)

II. c. MA in Linguistics - Option in GENERAL LINGUISTICS [code: LINGMA02]

The MA in General Linguistics is designed for students who want a broad coverage of basic area in Linguistics, either as a background for teaching at a community college level, as preparation for a PhD program in Linguistics or related areas, or as preparation for applied work in Linguistics and related areas.

**General Option Core Courses (24 units)
Specialization (3 units for thesis or 9 units for comprehensives)**

Core Courses (24 units) give General Linguistics Option graduate students intensive background in general and applied areas of linguistics. The General Linguistics Core consists of all courses in the first three categories and one course in research methodology. (In the event that a core course is not being taught within the student's degree time frame, the student may petition for a substitute.)

1. **THREE SEMINARS IN BASIC LINGUISTICS**
LING 620--Seminar in Syntax
LING 625--Seminar in Phonology
LING 633--Discourse and Grammar
2. **THREE COURSES IN LANGUAGE VARIATION**
LING 540--Sociolinguistics
LING 610--Historical Linguistics
LING 650--Seminar in Bilingualism
3. **ONE COURSE IN LANGUAGE ACQUISITION**
PSY 539--Language Acquisition
4. **ONE COURSE IN RESEARCH METHODOLOGY**
LING 580/ANTH 570--Field Methods
LING/EDP 595--Qualitative Research Methods
LING 596--Research in Linguistics
5. Specialization elective courses should make a coherent package consistent with the student's goals, selected from the following with the approval of the major advisor or thesis director:\
 - ANTH 630--Seminar in Anthropological Linguistics
 - LING 423--Semantics
 - LING 426--History of the English Language
 - LING 428--Applied Linguistics
 - LING 433--Survey of Discourse Analysis
 - LING 470--Language and Gender in Cross-Cultural Perspective
 - LING 538--Psycholinguistics
 - LING 575--Literacy and Linguistics
6. **CULMINATING EXPERIENCES:**
LING 697—Directed Research (1 unit; for 34 unit program), or
LING 698—Thesis (6 units; for 33 unit program)

II. d. MA in Linguistics -- SPECIAL CONCENTRATION [code: LINGMA01]

Students electing Special Concentration must consult with the Graduate Coordinator about proposed course of study. The MA in Special Concentration is designed for students who want to focus on areas in linguistics other than Teaching English as a Second Language, Language and Culture, or General Linguistics.

The following are the requirements for the Special Concentration. Core Courses (15 Units) and Specialization Courses (9 units for Thesis, or 18 units for comprehensives) to be selected in consultation with Graduate Advisor or student's faculty advisor for the specialization.

Core Courses (15 units, see above)
Electives (12 units for thesis or 18 units for comprehensives)

Submit a written justification for the course of study they wish to take, including a list of the classes which are proposed to meet the objectives of this special program. Both the written justification and the course list are subject to approval.

CULMINATING EXPERIENCES:

LING 697—Directed Research (1 unit; for 34 unit program), or
LING 698—Thesis (6 units; for 33 unit program)

Revised September 28, 2009