

THE PROGRAM	1
GENERAL/APPLIED/COMPUTATIONAL SPECIALIZATIONS	1
THE SEVEN YEAR RULE.....	2
SUMMARY OF STUDENT RESPONSIBILITIES.....	2
PROCEDURAL STEPS FROM THE GRADUATE DIVISION	2
ATTAIN CLASSIFIED GRADUATE STANDING	2
SUBMIT AN OFFICIAL PROGRAM FOR THE MASTERS DEGREE	3
ATTAIN ADVANCEMENT TO CANDIDACY	4
SUBMIT A THESIS COMMITTEE FORM (FOR PLAN A STUDENTS ONLY).....	4
PASS REQUIRED FINAL EXAMINATION (FOR PLAN B STUDENTS ONLY)	4
FILE AN APPLICATION FOR GRADUATION	4
GRADUATE STUDENT EXCHANGE WITH UCSD.....	5
THE THESIS AND THE COMPREHENSIVE EXAM.....	4
WHAT'S THE DIFFERENCE BETWEEN THEM?	4
THE THESIS (PLAN A).....	5
THESIS RESEARCH INVOLVING HUMAN SUBJECTS	7
THE COMPREHENSIVE EXAM (PLAN B).....	6
ADVICE ABOUT CHOOSING BETWEEN THE THESIS OR THE EXAM.....	7
RESEARCH RESOURCES FOR STUDENTS	8
THE LINGUIST LIST.....	8
LINGUISTICS AND LANGUAGE BEHAVIOR ABSTRACTS (LLBA).....	9
MLA INTERNATIONAL BIBLIOGRAPHY	9
CALIFORNIA DIGITAL LIBRARY	9
SOCIAL SCIENCES CITATION INDEX	9
UNCOVER.....	10
PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION	10
ABOUT THE LINGUISTICS STUDENTS ASSOCIATION... ..	9
ORGANIZATIONS AND MEMBERSHIPS	11
CALIFORNIA TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (CATESOL)	11
LINGUISTIC SOCIETY OF AMERICA (LSA).....	11
TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL).	11
PEARLS OF WISDOM FROM GRADUATING STUDENTS	12
ON CAMPUS JOBS	13
JOBS IN ESL TEACHING.....	15
OTHER RESOURCES/INFORMATION.....	16
E-MAIL ACCOUNTS AND COMPUTER TRAINING	17
INTERNATIONAL EVALUATION SERVICES.....	17
ASIAN/MIDDLE EASTERN LANGUAGES PROGRAM	17
FACULTY AREAS OF RESEARCH INTEREST	18
PROJECTED LINGUISTICS CLASS SCHEDULE	19

THE PROGRAM

The M.A. degree program provides broad educational opportunities through three specializations: 1) General Linguistics, for students interested in a variety of fields related to linguistics, including those who contemplate pursuing a doctorate in descriptive and theoretical linguistics; 2) ESL / Applied, for students intending to teach or design curriculum for ESL / EFL classrooms, or planning to pursue a doctorate in applied linguistics; and 3) Computational Linguistics, for students interested in the intersection of formal linguistics and computer science, especially areas such as automatic machine translation, dialogue systems, human-machine interaction, and corpus work. The CL specialization serves as a foundation for subsequent Ph.D study as well as constituting a direct entry point into careers in industry. These options allow students to choose a course of study reflecting different emphases.

GENERAL Linguistics Specialization

This concentration emphasizes descriptive and theoretical aspects of linguistics in several areas. Students may chose among:

- Phonology, Syntax, Discourse
- Sociolinguistics
- Language and Cognition
- Historical linguistics
- Semantics and Pragmatics

ESL/APPLIED Linguistics Specialization

This concentration is grounded in theory with advanced course work focusing on application. Specialization courses are:

- ESL Methodology
- Materials Development
- Structure of Immigrant Languages - English for Specific Purposes
- ESL Reading and Writing
- Second Language Acquisition

COMPUTATIONAL Linguistics Specialization

This concentration emphasizes computational approach to linguistic description.

Specialization courses are:

- Computational corpus linguistics
- Introduction to computational linguistics
- Computational syntax and semantics
- Statistical methods in computational linguistics
- Computational sentence and discourse semantics
- Mathematical linguistics

Requirements for completion of the degree

The student must complete a graduate program of at least 30 units of graduate level courses. For all specializations, 3 core courses (9 units), Phonology (521), Syntax (622), and a graduate seminar (795), are required. For students selecting General Linguistics, Advanced Phonology (621) and two specialization courses are required. For those selecting ESL / Applied, Second Language Acquisition (652), two specialization courses and prior experience in teaching ESL, or 3 units of internship are required. For Computational Linguistics (CL), a series of specialization courses are required (see CL Specialization sheet available at the department). Usually, the Master's Degree requires two to four year commitment.

Seven Year Rule

No course can be counted that will be more than seven years old on the date your degree is awarded. This is the "7 Year Rule" observed by almost all graduate schools. After seven years, your coursework will become invalid. You will need to go to each instructor and negotiate a way of validating the course. Frequently, this involves retaking each invalid class. See the Graduate Bulletin (under "Degree Time Limitations") for more details.

SUMMARY OF STUDENT RESPONSIBILITIES

You must take care of the following:

1. Reading the SDSU Graduate Bulletin for any graduate student requirements.
2. Making sure all transcripts are in and the GRE score is on file.
3. Making sure all conditions are met to change your status from Conditional or Unclassified to Classified.
4. Notifying the Department as well as Admissions and Records of any changes in name or address.
5. Keeping your **overall GPA at 3.0 or above.**
6. Fulfilling course requirements for your specialization.
7. Obtaining approval for transfer units from other schools/ departments.
8. Filing the paperwork for your Official Program and obtaining approval to change it, if necessary.
9. If necessary, filing the paperwork and obtaining approval from the Institutional Research Board:
(<http://www-rohan.sdsu.edu/~gra/grad/research/hrpp.html>) before collecting data for your thesis.
10. Seeking out your Thesis Committee (if you choose the Thesis Option) and doing the paper work involved.
11. Meeting with the graduate advisor to officially declare your intention of taking the Comprehensive Exam (if you choose the Exam Option.)
12. Filing for Graduation.
13. Providing SDSU's main library and the Linguistics Department with copies of your final thesis (if you choose the Thesis Option.)

PROCEDURAL STEPS FROM THE GRADUATE DIVISION

Each of the following steps is sequential:

1. *Attain Classified Graduate Standing*
 - a. You must submit a satisfactory score on the GRE General Test before you can be granted classified standing. Contact the Test Office, 594-5216, for further details.
 - b. If you were given classified status at the time of your admission, skip to step 2.
 - c. If you were admitted with postbaccalaureate unclassified status, file an Application for Classified Graduate Standing (CGS) in the Graduate Division when you are eligible for classification.

- d. If you were admitted with conditional classified status, ask your graduate advisor to submit a Change of Status Form to the Graduate Division when you have fulfilled the conditions specified at the time of your admission.

2. *Submit an Official Program of Study and Advancement to Candidacy for an Advanced Degree Form*

- a. Official Program of Study forms should be filled out in consultation with your graduate advisor and submitted online at <http://gra.sdsu.edu/grads2> to the Graduate Division for final approval.
- b. Official Program of Study forms should be submitted as early as possible but no later than the semester prior to anticipated graduation.
- c. Any deviation from the specific master's degree requirements listed in the Graduate Bulletin should be requested on a Petition for Adjustment of Academic Requirements. If transfer coursework is being requested, current, official university-sealed transcripts should be submitted with the request.
- d. Any change to the electives on the Official Program of Study after it is approved must be on a Change in Program Form.

If you have questions about the Official Program and your last name begins with
 A - L, call 594-1504.
 M - Z, call 594-1356.

3. *Attain Advancement to Candidacy*

- a. Your eligibility for advancement to candidacy will be reviewed at the time your official program is approved.
- b. If you are not eligible for advancement at the time your official program is approved, the Graduate Division will review your file for advancement at the end of each semester.
- c. You must be advanced to candidacy before you will be allowed to form your thesis committee officially or to take the comprehensive examination.
- d. You may not be advanced to candidacy and be awarded an advanced degree in the same term.

4. *Submit a Thesis Committee Form (for Plan A students only)*

- a. Once you are advanced to candidacy, obtain the Thesis Committee Form from the Graduate Division, secure the required signatures, then return it to the Graduate Division for approval. One of the required signatures will be from a representative in the Committee on Protection of Human Subjects. You will need to submit the appropriate paperwork to this committee before you can obtain a signature.
- b. Obtain the schedule number for Thesis (799A) in the Graduate Division Office once your Thesis Committee Form has been approved.
- c. You must be registered in Thesis (799A or 799B) during the semester you plan to submit your thesis. The Graduate Division will give you schedule numbers for thesis enrollment.

- d. Consult the *SDSU Masters Theses and Projects: A Manual of Instructions* (available at Aztec Shops Bookstore) for policies and procedures on preparing theses and projects.

4 *Pass Required for Final Examination (for Plan B students only)*

If you choose Plan B, a written comprehensive examination will be required. Notify the department of your intention to take the exam through the Comprehensive Exam Coordinator and Graduate Advisor by the second week of the semester. The department will notify the Graduate Division that you have passed the exam. You must be advanced to candidacy to be eligible to take the examination.

5. *File an Application for Graduation*

- a. Graduation is **NOT** automatic upon completion of degree requirements. An application for graduation may be obtained in the Graduate Division. Complete and submit the form to the Cashiers Office with the appropriate fee by the deadline of the term in which you expect to graduate. The filing deadline date is usually in the first month of the semester, but consult the current Class Schedule for the exact filing deadline.
- b. If you do not graduate in the term for which you applied, you must reapply in the subsequent term in which you expect to graduate.

For more information contact the Graduate Division:

SSE, Room 1410 (619) 594-5213

Hours: Mon. - Fri., 8:00 - 4:30

GRADUATE STUDENT EXCHANGE WITH UCSD

Graduate students in good academic standing with a GPA of 3.7 or higher are eligible to take classes in the Linguistics department at UCSD for credit at SDSU. There is no fee to SDSU students for classes taken at UCSD. Enrollment requires SDSU faculty approval as well as approval of both graduate advisors at both institutions. Approval is granted on a case by case basis and is not automatic. Interested students should contact Dr. Choi, the graduate advisor, at 594-5885 for more information.

THE THESIS AND THE COMPREHENSIVE EXAM

What's the difference between them?

You have a choice of either writing a Thesis (Plan A) or taking the Comprehensive Exam (Plan B) as a final requirement for your Master's in Linguistics. In consultation with the graduate advisor, students select one of the two options before filing the Official Program of Study.

If you are interested in pursuing a Ph.D. after completing your Master's Degree, you may want to speak with the relevant advisors in your prospective programs. Some Ph.D. programs have preferences as to whether students complete an exam or a thesis.

According to the Graduate Bulletin,

A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and the methods of gathering information, analyzes the data, and offers a conclusion or recommendation. (p. 46)

The "significant problem" or the thesis topic you intend to investigate is one that you have identified yourself. Writing a thesis requires a great deal of independence and self-discipline, but most students find the experience intellectually rewarding. Some have had their findings published in academic journals or have given papers at conferences.

A comprehensive examination, on the other hand,
...is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter. (p. 46)

It should be noted that the comprehensive exam is designed to be as rigorous as the thesis option. Students are asked to "go beyond" the information they learned in the classroom by further investigating the topics of their choosing. Preparing for the exam can be a nerve-frazzling experience, but most students appreciate the structured nature of this option and the knowledge they acquire from the process.

THE THESIS (PLAN A)

If you are planning to do a thesis, you should have your ideas and procedures worked out long before you submit the appropriate paperwork to the graduate advisor. Thesis students must select a committee of three faculty to supervise their thesis, one of whom will be your thesis chair (or primary advisor) and two additional readers. Your thesis chair and one of your readers must be from the Linguistics Department but the third reader must be from outside the Linguistics Department. After you select your thesis chair, consult with him or her when forming the rest of the committee to ensure a cohesive group. All three committee members will ask to see a written proposal for your thesis before they will officially agree to be on your committee. Your prospective thesis chair will let you know what you need to include, but it is usually a 1-2 page summary of your thesis plan. This proposal needs to be signed by your thesis chair and submitted to the graduate advisor. *Information on requirements and conduct of a thesis are in a University guide published by the Graduate Division called SDSU Master's Theses and Projects: A Manual of Instructions which can be purchased at the bookstore.*

Faculty members may have different preferences about thesis organization, content, and procedures. Because of this, it is important for students to communicate with

faculty and to understand their advising policies and goals before they begin their thesis. For example, how do they work with their students? Do they prefer to read your thesis chapter by chapter or would they prefer you to give them a rough draft of your entire thesis? Do they read drafts of thesis chapters over the summer? How much time do they require to read a chapter? Theses can differ vastly depending on the topic and the faculty members on your committee. It is important to maintain close contact with your thesis chair in order to know what is expected of you.

THE THESIS OPTION

One Successful Student Tells All!

“Don’t expect to finish your thesis in a semester. It’s a long, involved process and it always takes longer than you think it will. Also, expect to manage an amazing number of details, from the endless sheets of data you’ve collected to the Graduate Division’s guidelines on proper thesis format.”

“Pick a thesis topic that you’re genuinely interested in, not something someone else suggests. A topic that absolutely captivates you in the beginning may seem like a medieval torture device in the last stages of thesis composition. If you don’t have a sincere interest to start with, completing your thesis will be much more difficult.”

“I definitely recommend writing a thesis. It’s an incredibly satisfying feeling when you’re finished and you hold the hard-bound copy in your hand or see it on the shelf at the library. Your thesis is not just a response to a question, rather it is your own creation, your ‘brain child.’ You learn an incredible amount through the process. Not only do you learn how to how to manage an enormous project, you also become the expert on your topic.”

Thesis Research Involving Human Subjects

Before beginning thesis research involving human subjects (whether it involves an experiment, an essay analysis, or an interview), students must submit a protocol (an overview of your intended study) to the University's Institutional Review Board (IRB). The IRB application development, submission, and review process is now web based. All new protocols are submitted using the vIRB.

Visit IRB online at <http://www-rohan.sdsu.edu/~gra/grad/research/hrpp.html>.

THE COMPREHENSIVE EXAM (PLAN B)

The Comprehensive Exam consists of a sit-down exam on three subject areas of your choice and a take-home exam. On each portion of the exam, students will be given one of the following scores: *commendable*, *pass*, *partial pass*, or *fail*. To pass the whole exam, the student must score at least two passes and one partial pass on the sit-down exam as well as score at least pass on the take-home exam. One re-take is possible.

If you are interested in Plan B, ask for a packet in the Department Office or from Dr. Choi (the Comprehensive Exam Coordinator.) This packet contains procedural information, sample questions from previous years, the most recent reading list, time tables, a list of subjects, suggested preparatory courses, and other information.

To officially declare your intention of taking the Comprehensive Exam, you must meet with the graduate advisor within the first two weeks of the semester. The graduate advisor will verify that you have completed all of the preparatory steps, such as advancement to candidacy and completion of the required units. Also note that once you have selected the Exam option, you may not change to the Thesis option.

The comprehensive exam is given toward the end of both the Fall and Spring semesters. Students have only two opportunities to pass the comprehensive exam. Since the Spring of 1994, approximately four students have passed the exam after the first attempt, six have passed after their second attempt, and one failed both attempts.

THE COMPREHENSIVE EXAM OPTION One Successful Student Tells All!

“If you suffer from test anxiety, this is probably not the option for you, since it is a very intense process. You **MUST** keep in regular contact with at least one of the two professors giving each section of the exam. This is essential!

Initiate contact early, (preferably in the semester before you take the exam). Declare your intention to take the MA Exam and ask for their advice and suggestions for preparation. Once you decide to take the exam, waste no time! Begin reading and outlining or note-taking at once! Then you will be able to have several informed conversations with the professors who will be writing the exam.

I highly recommend taking the exam option. It requires just a few months of intensive studying and worrying, rather than a year or years of researching and revising for a thesis. If you begin studying in the preceding semester, you are that much more ahead of the game, and then you just have 3 - 4 months of studying in the semester of the exam. You are allowed to get a partial pass on one subject and still pass the whole exam -- so there's an escape clause. And you can retake any section(s) that you fail.”

Advice about choosing between the Thesis or the Exam

If you have a definite research interest in a particular research topic, think seriously about the Thesis (Plan A).

If in your coursework, you were particularly good in a certain course, but not in other courses, think seriously about the Thesis (Plan A) and consider a topic within the areas that you excelled.

If you received A's in most of your courses, but do not have a particular topic, then think seriously about the Exam (Plan B).

RESEARCH RESOURCES FOR STUDENTS

The Linguist List

www.linguistlist.org

The Linguist List is THE list for linguists, available on the World Wide Web and through e-mail subscription. (For a daily summary of new topics, subscribe to LingLite.) You can post questions, get helpful responses, find wonderful bibliography and discover people interested in exactly the same issues as you. From their website, you can access information regarding conferences, jobs, reviews of recent publications, and links to other useful resources for students and teachers.

Linguistics and Language Behavior Abstracts (LLBA)

The Linguistics and Language Behavior Abstracts is a valuable source of the latest developments in the field of linguistics and its various sub-disciplines. It provides non-evaluative abstracts of articles from hundreds of serials published around the world, complemented with coverage of recent books, occasional papers, monographs, technical reports, enhanced dissertation listings from Dissertation Abstracts International, and bibliographic citations for books reviews that appear in journals abstracted by the database producer. The database covers twenty-nine substantive areas of interest, including child language acquisition, language therapy, dialectology, artificial intelligence, bilingualism, and more. The LLBA is available electronically at the SDSU library. You may find it in the General Reference Holdings with the call number P1.L2. available on CD-ROM at UCSD is Sociofile (the Sociological Abstracts.)

MLA International Bibliography

The MLA International Bibliography is produced by the Modern Language Association of America. It includes indexes, articles, dissertations, and books from over 3000 journals on modern languages, literatures, folklore, and linguistics. Areas covered are English, American, Medieval and Neo-Latin, and Celtic literatures; European, Asian, African, and Latin American languages and literatures; folklore and linguistics. MLA on CD-ROM covers 1963 to the present and is updated quarterly. The library at SDSU does not have the MLA International Bibliography, but it can be obtained from the Imperial Valley Campus through an interlibrary loan.

MLA and LLBA are very important databases for linguistics research. There is considerable overlap between the two. In addition to journal articles, both cover books, dissertations, conference proceedings, chapters and articles in books. MLA does not contain book reviews. LLBA's focus and its abstracts make it the primary database for linguistics research, but for a comprehensive search, MLA may need to be consulted as well.

California Digital Library

www.cdlib.org

For access to all collections owned by all UC campuses, search the California Digital Library. You may also browse several databases from here, including the MLA Bibliography and PsycINFO. However, to request items, you will still need to go through SDSU InterLibrary Loan.

Social Sciences Citation Index

Social Sciences Citation Index (SSCI) is a multidisciplinary index which provides searchable references (and from 1992 onwards abstracts) to articles in more than 1,400 journals in the social sciences, plus items relevant to the social sciences from an additional 3,300 science journals. *SSCI* indexes every paper published in these journals, along with all the references or citations made by the papers' authors to previous works. When a paper cites an earlier publication it is assumed that they both deal with the same subject, the more recent paper developing the themes of the earlier one. This direct linkage of earlier works to recently published papers makes it feasible to carry out a literature search "forward in time" using the references to the earlier papers as a starting point.

As an example of citation searching, suppose you are interested in finding information on "Black English Vernacular." You know that many people who write articles on this topic will probably cite W. Labov, a researcher who performed extremely important work in this area. As a starting point, you may use his article entitled "The Logic of Nonstandard English" published in 1969. Doing a citation search on *SSCI* for 1996, under his name (and more specifically this article), will lead to a list of all papers which have cited or referred to Labov (as well as the article) in the year 1996. More references to Labov's original work can be found by repeating the search in the earlier issues of *SSCI*, that is, 1995, 1994 etc., back to the year of publication, 1969. The book form of *SSCI* is available at the SDSU library in the Reference Holdings on Table 9 with the call number H1.S652.

Uncover

This service provides free fax delivery of full-text articles from approximately 18,000 journals dating back to 1988 (providing the copyright holder allows faxing, the SDSU Library does not own the journal, and the total cost of the article is not more than \$30). Most articles are faxed within 24 hours. For more information on how to set up an account, visit the Love Library online and go to the Article Delivery Service page or contact the Inter Library Loan Department (LL - 1st floor under the dome) at 594-6730.

Publication Manual of the American Psychological Association

APA formatting is one of the ways to document research papers in the Linguistics Department. The Graduate Division also accepts the APA referencing style for theses. The Publication Manual of the American Psychological Association is available in the bookstore for approximately \$25. It offers updated information in reporting statistics, writing without bias, referencing and citing the most obscure sources, and publishing research in accordance with ethical principles of scientific publishing. The Graduate Division and the Linguistics Department also accept the Linguistic Society of America (LSA) Style of referencing which can be downloaded from the LSA website.

ABOUT THE LINGUISTICS STUDENTS ASSOCIATION...

The primary objective of the Linguistics Students Association is to facilitate forums on linguistics where students can meet and converse with other students, faculty members and off-campus lecturers. To this end, LSA organizes lectures, brown bags and colloquia each semester, providing students with the opportunity to hear off-

campus lecturers as well as to present their own papers. Because guest lecturers are often researchers whose papers are read as part of course material, these events can greatly enhance a student's experience.

The focus of LSA is both academic and social. The "club" consists of two groups: 1) a core committee of officers whose responsibility is to organize and administer the club; and 2) the members at large (i.e., anyone who is interested) who attend the events and receive the newsletter. Students do not necessarily need to be officers in order to be involved. The goal of the Linguistics Student Association is to provide students with interesting and useful events. To achieve this goal, the effort of many students is needed. For more information about positions or opportunities to be involved in the club, please contact the current LSA President or speak with the graduate advisor.

ORGANIZATIONS AND MEMBERSHIPS

There are more organizations than the ones listed below. If you are interested in joining one with a particular interest, contact a professor who specializes in that area.

California Teachers of English to Speakers of Other Languages (CATESOL)

<http://www.catesol.org>

Publishers of the CATESOL Journal. CATESOL is interested in the teaching of English as a second or foreign language, standard English as a second dialect, and bilingual education. This organization serves teachers at all levels from elementary school to university in California and Nevada.

Linguistic Society of America (LSA)

www.lsadc.org

Publishers of Language and the LSA Bulletin. The LSA Style Sheet for referencing research papers can be downloaded from this website. The Linguistic Society of America was founded in 1924 for the advancement of the scientific study of language. The Society serves its nearly 7,000 personal and institutional members through scholarly meetings, publications, and special activities designed to advance the discipline. An interest in linguistics is the only requirement for membership.

Student Memberships (at this date) cost approximately \$25.00. To become a member, complete the application form available on the website and mail to:

LSA Secretariat
1325 18th St, NW
Suite 211
Washington, D.C. 20036

You may also e-mail the LSA Secretariat at lsa@lsadc.org for an application.

Teachers of English to Speakers of Other Languages (TESOL)

www.tesol.edu

Publishers of the TESOL Quarterly and TESOL Journal. TESOL is interested in the teaching of English as a second or foreign language and of English as a second dialect. More specific topics of interest include psychology and sociology of language learning and teaching, curriculum design and development,

testing and evaluation, language planning, professional preparation and professional standards.

Student Memberships (at this date) cost \$36.00. To become a member, complete the application form available on the website and mail to:

TESOL

PO Box 79283

Baltimore, MD 21279-0283

For questions about membership and your application, call (706) 836-0774 or e-mail members@tesol.org.

Pearls of Wisdom from Graduating Students

“The expectations for graduate students are different from undergraduates. No one is going to hold your hand and tell you what to do every step of the way. Be prepared to be independent and to take the initiative for all aspects of your education. This includes getting to know professors, finding a thesis topic, making friends, and unearthing answers to administrative questions.”

“A big mistake I made was to wait until my last semester to start thinking of a thesis topic. I know of some students who knew what thesis topic they were interested in and wrote a paper on the same topic throughout all of their courses. They were really ahead of the game when they sat down to write their final thesis. Other students were a lot more on the ball and actively searched for topics by talking to professors or asking questions in their classes. If I could do it all over again, in each class I would have asked myself the question ‘Does this interest me? Could I write a thesis on this subject?’”

“For most of us, it was really hard to make friends with other students in the beginning. San Diego State is a commuter campus, so it's more difficult to hang out together than when everyone lives in the same dorm. It was a tough first year for me personally. I wish I would have started study groups, had more parties, or organized something. I think the quality of my life would have improved if I had taken the bull by the horns and created my own social life rather than waiting for it to happen on its own.”

“The bureaucracy at SDSU is thicker than cement! There's a form for absolutely everything and the policies (and the forms) are always changing. My advice is to be prepared. Read absolutely everything in the catalog and make sure you understand what you need to do. Asking several sources (the department and the graduate division, for example) also helps to get a broader picture of the requirements. Turn in the paperwork as early as possible in case there are problems (and usually there is at least one box you'll forget to fill in). Another piece of advice is to maintain a zen-like attitude. Eventually, someone will give you the wrong form, the wrong information, or forget to tell you that you needed to fill out Form A before you can turn in Form B. It doesn't help to get upset about it because you'll still have to jump through those hoops whether you want to or not. Throwing a tantrum only makes the person less helpful and raises your own blood pressure.”

ON CAMPUS JOBS

PLEASE NOTE: Most on-campus jobs have enrollment requirements. For example, if you accept a Teaching Associate position, the university requires you to be enrolled in six units of Official Program coursework or in 799 (thesis). The contact person for these programs may change. You may want to call the office or department who offers these positions for general information first.

- Teaching Associate Positions in Linguistics

Graduate teaching associateships in Linguistics are offered each semester to a limited number of qualified students to teach the composition courses for international students (100, 200, 305W) and to teach introductory Linguistics courses (101). There are very few positions and the applicant's qualifications must be very competitive. Generally, students who receive these positions have proven themselves academically and have some prior experience (i.e., tutoring).

One way to get TA or assistantship positions is to be a model student. Professors notice students who are devoted and involved in their coursework and will be more likely to recommend you for jobs or to ask you to work for them.

To apply, download an application from the department website (under Graduate Student Teaching Opportunities) or pick up an application from the department office. For composition courses 100, 200 and 305W, return your completed application packet to Professor Deborah Poole (BA 317). For Linguistics 101, return your completed application packet to Professor Jeffrey Kaplan (BA 326).

- Teaching Associate Positions in Asian/Middle Eastern Languages

If Chinese or Japanese, Korean, Vietnamese, Filipino, Hebrew, Arabic or Persian is your native language (or if you have a native-like fluency), you may be able to attain a teaching associate position in the Asian/Middle Eastern Languages Program. Some of the language courses are assisted or taught by graduate students who have taken the basic courses in introductory linguistics and language teaching methodology. If you are interested in teaching these courses, contact the relevant faculty member.

- Teaching Associate & Tutoring Positions in Rhetoric and Writing

The Department of Rhetoric and Writing Studies (DRWS) hires graduate students as teaching associates and tutors for developmental courses for bilingual/ESL students. Applicants must have good writing skills, an interest in writing and an interest in teaching. At times, the competition for TA positions can be fierce. Many graduate students who now have TA positions in DRWS at one time tutored for DRWS classes in order to "get their foot in the door." Applications are available for download on the department website or for further information contact Michael Underwood at 594-5776 (underwo2@mail.sdsu.edu) (NH 312) in DRWS or Prof. Deborah Poole in Linguistics (BA 317) at 594-5914.

- Graduate Assistants for Looking-Glass Neighborhood

Looking-Glass Neighborhood is an after school program at Rosa Parks Elementary School which creates a fun-based learning environment full of activities which encourage development of a variety of cognitive, language, knowledge-based and

affective relationship skills while children play. Graduate students may become involved in the COLLEGE CATS program, overseeing undergraduate students fulfilling observation and/or research requirements for SDSU courses. Contact Dr. Choi (BA 433) at 594-5885 if you are interested.

- Academic Tutors

The department office keeps a list of tutors for students who are having trouble in their Linguistics courses. If you are interested in tutoring students, ask for the relevant form in the department office. After you return the form, they will add you to their tutoring list. Pay is arranged privately between you and whomever you tutor.

- Educational Opportunity Program

Academic tutors provide tutoring assistance to students in the Educational Opportunity Program (EOP). Apply at Student Services Building, Room 2209.

- Disabled Student Services

Disabled Student Services (DSS) provides support for students with disabilities. DDS student employees provide services such tutoring, reader services, note taking, transportation, etc. DSS hires approximately 600 students per year. Call DSS for hiring information at 594-6473 or stop by their office in the Student Services Building, Room 1661.

- San Diego State University Foundation

SDSU Foundation coordinates all faculty grants and special projects both on and off campus. As such, the Foundation hires several thousand persons. Students are hired to help faculty with these projects. To find out about Foundation jobs available, call Dial-A-Job at 594-5703 or browse current openings on the web by clicking on the "Jobs" button on the SDSU home page (www.sdsu.edu).

JOBS IN ESL TEACHING

For a complete list of private language schools, consult the Yellow Pages under "Language Schools." Because most Community Colleges require their instructors to have Master's Degrees, private language schools often have more instructor positions for graduate students.

- **San Diego Community College District**

<http://ntweb.sdccd.cc.ca.us/employment/>

From the San Diego Community College Gateway web site, you can access employment opportunities at Mesa, City and Miramar Colleges. Position-specific applications must be completed for each position applied for. Pick up and drop off applications at the Human Resources office in Mission Valley. (Electronic and fax applications are discouraged.)

Human Resources Employment Office
3375 Camino del Rio, So.,
Room 330
San Diego, CA 92108

- **Grossmont Cuyamaca Community College District**

<http://www.gcccd.cc.ca.us/>

From the home page of the above web site, click on "Employment" to access employment opportunities at Grossmont and Cuyamaca Colleges. Position-specific applications must be completed for each position applied for. Request application materials from and return the completed packets to:

OFFICE OF PERSONNEL & EQUAL EMPLOYMENT OPPORTUNITY
Grossmont-Cuyamaca Community College District
8800 Grossmont College Drive
El Cajon, CA 92020-1799
(619) 644-7637

• **National University** www.nu.edu

National has several campuses located throughout San Diego and has positions available for teaching ESL, Spanish, French, Japanese. Send resume to:

Center for Language and Learning Development
National University
4121 Camino del Rio South, Suite 22
San Diego CA, 92108

• **Aspect Language School**

Substitute and temporary ESL positions available. Applicants should have experience/ESL Certificate. Send resume to:

Aspect Language School
1111 Torrey Pines Road
La Jolla CA 92037
(858) 551-5750.

• **Southwestern College**

<http://swc.cc.ca.us>

From the home page of the above web site, click on "Employment" to access employment opportunities Southwestern College. Position-specific applications must be completed for each position applied for and electronic or fax applications are not accepted. You may download PDF versions of application materials from the web site or otherwise request application materials from and return the completed packets to:

Human Resources
900 Otay Lakes Road
Chula Vista, CA 91910
(619) 482-6395

• **American Language Institute**

Unpaid facilitators are usually needed for conversation classes. These positions are paid during the summer. For more information about facilitator positions, contact Jason Greeno. The ALI also employs approximately 100 ESL Instructors. Applicants with teaching experience are preferred. To apply, drop off a resume at ALI addressed to the Program Director. Even if you do not get a position immediately, your resume will be kept on file for future reference. Their phone number is 594-5907 and their offices can be found in the Gateway Building on campus.

OTHER RESOURCES/INFORMATION

E-mail Accounts and Computer Training

All students may obtain a free e-mail account on the Rohan system. Account application procedures and forms are available at the Student Computing Help Desk (LL-200) or on the web at <http://www-rohan.sdsu.edu/newstudacct.shtml>. Student accounts will be active for the duration of your SDSU affiliation.

Each semester the Social Science Research Laboratory (SSRL) offers free workshops on a variety of computer topics. Classes are held in PSFA and the complete listing of dates and times is available from SSRL at 594-5845. Instructional Technology Services (ITS) also offers student BATS workshops for software such as Microsoft Excel, PowerPoint, Adobe Photoshop. For further information go to: <http://batsweb.sdsu.edu/> or call student computing center at 594-3189.

International Evaluation Services

If you are having difficulty obtaining your transcripts from a school outside the USA (e.g., Vietnam, Iraq) or need to have your transcripts formally translated into English the, following organization may be able to help you: International Education Research Foundation, PO Box 66940, Los Angeles CA 90066/(310) 390-6276. They are also online at www.ierf.org.

ASIAN/MIDDLE EASTERN LANGUAGES PROGRAM

The Department of Linguistics is also home to the Chinese, Japanese, Hebrew, Arabic, Persian, Filipino, Vietnamese and Korean language programs./ A number of the faculty members in these programs are also researchers in linguistics and second language acquisition. They serve, from time to time, on thesis committees. Linguistics graduate students not only can take advantage of the language courses offered by these programs, they may also be able to work with the language faculty to practice teaching and conduct research.

The Chinese language program offers three years of regular language instruction in Mandarin, as well as a host of specific purpose courses such as Business Chinese, Newspaper Chinese, Classical Chinese, Advanced Conversation and a course on the structure of the Chinese language (taught in English.) The program currently offers a minor in Chinese. The full-time Chinese language faculty members are Professor Zheng-sheng Zhang and Professor Regina Wu, who specialize in Chinese linguistics and pedagogy.

The Japanese language program offers a major and minor in Japanese. It offers four years of regular language instruction and a number of advanced specialized courses, such as Advanced Conversation through Media, Japanese Literature, and Newspaper Reading. The full-time Japanese language faculty members are Professor Yoshiko

Higurashi and Ryu Kitajima, who specialize respectively in Japanese linguistics/pedagogy and second language acquisition.

The Hebrew language program offers elementary courses in Hebrew language and literacy. Professor Zev Bar-lev, the director of the program and instructor for many of the courses, does research in innovative language teaching methodology.

The Arabic language program offers three years of Educated Spoken Arabic, as well as an Arabic culture course in English. Professor Ghada Osman, the director of the program and instructor for many of the courses, does research on classical Arabic and Islam, as well as Arabic and Islam in the United States. She is also the advisor for the interdisciplinary minor in Islamic and Arabic Studies, offered by the College of Arts & Letters.

The Persian Language Program offers elementary and intermediate courses in Persian language and literacy

The Filipino Language Program offers elementary and intermediate courses in Filipino language and literacy

The Vietnamese Language Program offers elementary and intermediate courses in Vietnamese language and literacy

The Korean Language Program offers elementary courses in Korean language and literacy.

FACULTY AREAS OF RESEARCH INTEREST

Zev Bar-Lev (Ph.D., Indiana): Second language acquisition, discourse, computers. Development of SILL (Sheltered Initiation Language Learning), his innovative method of teaching foreign languages.

Soonja Choi (Ph.D., SUNY Buffalo): Language acquisition and cognition. Cross-linguistic studies of the development of syntactic and semantic categories in first language acquisition with an emphasis on Korean and English.

Eniko Csomay (Ph.D., Northern Arizona University): Corpus linguistics, spoken discourse analysis, language variation, classroom discourse.

Jean Mark Gawron (Ph.D., Berkeley): Semantics, discourse, machine translation, natural language understanding, parsing.

Yoshiko Higurashi (Ph.D., Texas): Phonology, accent and intonation, syllable structure, speech pathology, intercultural communication. Japanese language teaching.

Jeffrey Kaplan (Ph.D., Penn): Syntax, semantics, pragmatics, discourse. Forensic linguistics and application of linguistics to the language of the law.

Gregory D. Keating (Ph.D., University of Illinois at Chicago): Second language acquisition, psycholinguistics (eye-tracking research), sentence processing, Spanish linguistics.

Ryu Kitajima (Ph.D., SUNY Buffalo): Teaching and learning strategies. Japanese language acquisition.

Rob Malouf (Ph.D., Stanford): Computational linguistics, statistical natural language processing, machine learning, constraint-based grammar formalisms, morphosyntactic theory.

Ghada Osman (Ph.D. Harvard): Classical Arabic & Islam, historical linguistics, Arabic & Islam in the U.S.

Deborah Poole (Ph.D., USC): Sociolinguistics, ESL methodology. Analysis of various aspects of classroom discourse, particularly teacher-student interactions, e.g., turn-allocations.

Gail Robinson (Ph.D., Stanford): Second language acquisition and applied linguistics. Particular interest in relationship of first culture to second language and culture acquisition. Also interest in technology and language learning.

Betty Samraj (Ph.D., Michigan): Discourse analysis, writing in the disciplines, ESL methodology, systemic-functional linguistics.

Robert Underhill (Ph.D., Harvard): Descriptive linguistics. Primary interests in phonology, discourse and syntax. Language interests in Turkish, Native American, and Southeast Asian languages.

Charlotte Webb (Ph.D., Texas): Second language acquisition. Identifying variables that contribute to L2 acquisition and how these variables interact with biological aspects of language learning.

Ruey-Jiuan Regina Wu (Ph.D., UCLA): Discourse/conversation analysis, pragmatics, tense and aspect, language assessment, ESL writing, language pedagogy.

Zheng-sheng Zhang (Ph.D., Ohio State): Chinese linguistics with an emphasis in tone sandhi, aspect, discourse analysis. Language pedagogy and Computer Assisted Language Learning (CALL).

PROJECTED LINGUISTICS CLASS SCHEDULE

The department tries to project a class schedule for the next two years. For the up-to-date schedule visit:

http://www-rohan.sdsu.edu/dept/linguist/graduate_information/tentative_schedule.htm.