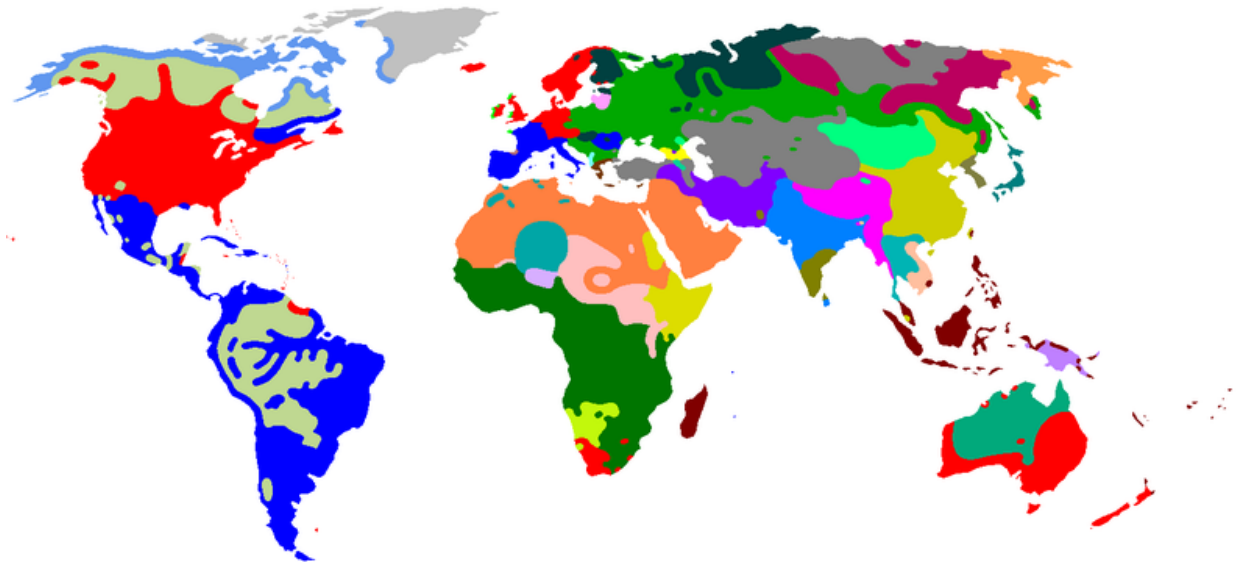


MA in Applied Linguistics

Handbook for Students

TESOL

SOCIOLINGUISTICS



Old Dominion University
Department of English
Norfolk, VA USA

Updated April 13, 2013

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Acknowledgments

The Applied Linguistics Handbook was created by Janet Bing, and it is periodically revised by Graduate Program Director. Both the *Graduate Student Handbook 2000-2001* by ODU's Department of Sociology and Criminal Justice and an unpublished handout by John P. Broderick were helpful in its initial preparation. Suggestions for revisions and additions are welcome.

J. Scheibman
1/2/2010

Where to find information:

A. ***M. A. in Applied Linguistics Website***

http://al.odu.edu/english/academics/ma_linguistics.shtml

CONTACT INFORMATION

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B. ***Applied Linguistics Mailing List***

Be sure to subscribe to the Applied Linguistics mailing list *Linggrads* at <http://list.odu.edu/mailman/listinfo/linggrads>. Important announcements concerning the program and information about jobs and conferences are posted regularly. You are also encouraged to post announcements of interest to students in the program.

C. ***Old Dominion University Catalog***

The *Old Dominion University Catalog* is the official university document, and it contains a great deal of useful information, such as program requirements, long-term calendars, course descriptions, and deadlines for applications for graduation.

Most importantly, requirements and policies in the *Catalog* are official and are the student's contract with the university. When in doubt, check the *Catalog*. It is available online and can be viewed from <http://www.odu.edu/ao/registrar/universitycatalogs/index.shtml>. The 2012-2013 catalog will be available on the web sometime during summer 2012 <http://catalog.odu.edu/>.

D. ***The Official Schedule of Classes***

The university course schedule is listed on the web at https://www.leonline.odu.edu/plsql/web/bwckschd.p_disp_dyn_sched. Below is a tentative (and unofficial) schedule of classes in linguistics. You can use this to plan your courses, but there are usually changes.

Note that students should not begin any semester late; vacations or trips are not valid excuses for missing classes or beginning classes late.

E. ***The University Registrar Homepage***

This webpage contains useful information, such as academic calendars (listing important dates and holidays), the final exam schedule, transcript information, instructions for registering online, graduation information, and more.

<http://www.odu.edu/ao/registrar/instate/rates/index.shtml>.

F. ***The Graduate Studies Homepage***

This webpage has information about current graduate policies. It includes, among other things, information about fellowships and an online orientation for graduate students at <http://www.odu.edu/ao/gradstudies/index.shtml>.

G. ***Additional Resources for International Students***

International Admissions

<http://admissions.odu.edu/international.php>

International Student and Scholar Services (ISSS)

<http://www.odu.edu/ao/iss/index.shtml>

Office of Intercultural Relations

<http://studentaffairs.odu.edu/oir/>

English Language Center

<http://www.odu.edu/ao/oip/elc/>

International Student Handbook

<http://studentaffairs.odu.edu/iss/resources/handbook/index.shtml>

Degree requirements and academic continuance

A. ***Degree requirements***

The M.A. in Applied Linguistics requires 33 credit hours, the passing of an oral comprehensive examination (minimum passing score is 80 percent), and completion of a language requirement (12 credits or the equivalent in a single foreign language; international students may meet the requirement based on English proficiency as measured by the TOEFL). No more than 12 hours may be taken on the 500 level. Courses taken PASS/FAIL are not included in the 33 credit hours.

B. ***Academic continuance***

Students must:

1. meet all university and program requirements;
2. maintain a 3.0 grade point average or better;
3. retake any core course in which grades below B- are earned.

Advising and registering for courses

Course requirements for the Master of Arts in Applied Linguistics are listed in the ODU Graduate *Catalog*. The Graduate Program Director (GPD) advises all students about courses either in person, by email, or by phone. When students enter the program, they should make an appointment with the graduate program director and plan their course schedules for the entire program. After the initial appointment, students may change the schedule, but should contact the GPD every semester to be cleared (unblocked) for registration. Feel free to call or to make an appointment outside of posted office hours or simply send an email. When you request that the GPD electronically unblock your account for registration, please provide your student number (UIN).

PLEASE REGISTER FOR CLASSES EARLY. Administrators sometimes cancel classes with low numbers of students registered, and classes do fill up (especially, required courses). However, do not be afraid to register for the classes you want even if the numbers are low; confer with the GPD, who will probably know if a class is in danger of being cancelled. Graduate courses in linguistics are rarely cancelled.

The following courses are usually offered during the semesters indicated, *but not always*. Students in the TESOL emphasis who begin the program in the fall should take ENGL 540 and ENGL 679 the first semester, and students in the Sociolinguistics emphasis should take ENGL 540 and ENGL 550. Since many of the spring courses have ENGL 540 as a prerequisite, students entering in the spring semester should consult with the GPD about possible courses.

Fall: 540 General Linguistics, 550 American English, 577 Language, Gender and Power, 678 (or 778) Sociolinguistics, 677 Language and Communication Across Cultures, 674 Internship, 675 Practicum, and 679 First and Second Language Acquisition.

Spring: 670 Methods & Materials in TESOL, 671 Phonology, 672 Syntax, 673 Discourse Analysis, 674 Internship, 675 Practicum, 542 English Grammar, and 543 Southern & African American English.

Every two-four semesters: 544 History of the English Language, 676 Semantics, 705 Discourse & Rhetoric Across Cultures, 763 Seminar in Discourse Analysis, 768 Seminar in Sociolinguistics, topics courses.

Summer: Linguistics courses are not typically offered in the summer. Therefore, summer is a good time to do 675 Practicum, 674 Internship, language courses, and free electives (e.g. in education, composition).

Students who have completed 18 hours are eligible for an independent study (696) if they have an appropriate topic and plan of study and if a

faculty member agrees to work with them. Internships (674) can be taken any semester. They can be study abroad, extra ESL teaching or teaching another language. Students who are interested should confer with the Graduate Program Director. Thesis courses can be taken any term after the student has taken 18 credits, but students who wish to write a thesis must confer with the Graduate Program Director before signing up. (There are more details on writing a thesis below.)

Electives: Students who hope to teach undergraduate composition classes after receiving the MA should know that ENGL 664 The Teaching of College Composition must be taken before teaching. Those who already have teaching certification in another area and want to earn the ESL endorsement for Virginia will need to take two reading courses (these can be taken as free electives): READ 683 Diagnostic Teaching of Reading in the Classroom and READ 686 Language Development and Reading are both recommended. Foreign language teachers (or those who hope to teach another language, in addition to English) can choose electives in the Department of Foreign Languages and Literatures when such graduate courses are offered. Courses in computer literacy and electronic writing are also useful electives, as are many of the courses in the College of Education.

Language: Those who have not completed the language requirement (two years of a single language) are encouraged to take language courses during the summer.

Linguistics Course Descriptions

Please note that these scheduled times may change, and this schedule is unofficial. Be sure to check the official schedules when they are published.

ENGL 540 General Linguistics (Fall 2013 T 4:20-7:00 Scheibman)

This course is an introduction to linguistic analysis. Students will learn to identify analytical categories and linguistic patterns used by linguists in descriptive studies. Understanding these basic concepts and practices allows practitioners to systematically observe the structures of individual languages and to assess differences and similarities among languages—valuable tools for both language teachers and linguists. To illustrate these concepts, we will work with examples drawn from English as well as from non-English languages. Emphasis is on the analysis of sound systems and the structure of words and sentences.

ENGL 542 English Grammar (Fall 2012 TR 1:30-2:45 Zareva)

This course is a descriptive study of English grammar as it relates to the contexts in which it is used with implications for grammar pedagogy and TESOL classrooms.

ENGL 543 Southern and African American English (Spring 2012 MW 3:00-4:15 Anderson)

This class focuses on the linguistic diversity of the American South, with a focus on Southern White varieties and African American Englishes. Southern English(es) are

unparalleled among varieties of American English as markers of regional identity. After an overview of the current research on language variation in the South, we will focus on phonological changes (changes in sound systems) in progress as well as syntactic and lexical variation. We will also discuss language and discrimination directed towards speakers of Southern English and African American English both inside and out of the South. The employment of Southern dialect features in literary works will also be considered.

ENGL 544 History of the English Language (Fall 2011 TR 3:00-4:15 Bing)

A study of the origins and development of the English language. Primary focus is on the internal history, emphasizing the continuity and change in successive stages of the language.

ENGL 550 American English (Fall 2013 R 4:20-7:00 Anderson)

Speakers of American English differ from one another in their pronunciation, vocabulary, grammar, and usage. In this course, we will study the geographical, social, and stylistic diversity of English spoken in the United States by examining varieties, dialects and styles, of American English. We will also investigate the relationship of dialect diversity to educational and socioeconomic issues. There will be a quiz at the beginning of every class on the readings assigned for that day. There will also be a major exam and a course paper.

ENGL 577 Language, Gender, and Power (Fall 2013 W 4:20-7:00 Bing)

This interdisciplinary course explores how language reflects and interacts with society, with particular emphasis on gender and race. Topics include definition, framing, stereotypes, language taboos, and powerful and powerless language. Requirements include a series of short essays, a term paper, a class presentation, a midterm, and a final examination.

ENGL 595 Topics in Language Discrimination (Spring 2013 M 7:10-9:50 PM Anderson)

This course investigates language discrimination directed towards speakers of non-mainstream dialects of American English. We will consider evidence of discrimination in the areas of speech pathology, education, and housing. In addition to the processes of linguistic subordination, we will also consider language ideologies and situate the results of our investigations within the broader context of American English.

ENGL 670 Methods and Materials in TESOL (Spring 2013: TWO SECTIONS TR 3::00-4:15 and T 7:10-9:50 Zareva) (ENGL 679 is recommended before taking this course.) A practical introduction to methods, materials, and course organization in TESOL (Teaching English to Speakers of other Languages) for current and future teachers. The course includes observation of ESL classes, lesson planning, and peer teaching.

ENGL 671 Phonology (Spring 2013 R 4:20-7:00 Bing)

Prerequisite: ENGL 4/540 or permission of instructor. An examination of the sound systems of a number of languages with an emphasis on problems relating to TESOL. Special attention is paid to factors which affect second language learning, including intonation, accent, and syllable structure.

ENGL 672 Syntax (Spring 2013 M 4:20-7:00 Scheibman)

Prerequisite: ENGL 4/540 or permission of instructor. An advanced survey of the grammar of Standard English from a functionalist perspective. We will study the formal and semantic properties of English grammar (e.g. word classes, phrases, clauses, aspect, tense, modality, complementation). Students will gain sufficient familiarity with the details of English syntax to be able to: (a) plan and teach ESL units on English grammar, (b) use their understanding of English syntax as a basis for further studies in discourse, grammar, semantics, or sociolinguistics. A component of the course requires students to examine the structure of one non-English language in order to situate the study of English with a broader awareness of the differences and similarities of grammatical expression in the world's languages.

ENGL 673 Discourse Analysis (Spring 2013 W 4:20-7:00 Scheibman)

Prerequisite: ENGL 4/540 or permission of instructor. This course focuses on practical and theoretical considerations relevant to the analysis of spoken discourse. In particular we'll examine the structures (grammar, organization) and social functions of interactive registers such as casual conversations, interviews, and service encounters. Topics include transcription methods, a survey of analytical approaches (discourse and grammar, Conversation Analysis, critical discourse analysis), and discussions of theoretical concepts consistent with explaining how participants' conventional and locally determined activities contribute to the negotiated character of face-to-face language use (e.g. politeness, power, footing).

ENGL 674 Graduate Internship in Applied Linguistics (Offered every semester. See Graduate Program Director the preceding semester to register.)

Prerequisite: 18 graduate credits in linguistics. This is a structured work experience involving teaching or work in linguistics in a professional setting. It must be documented by a portfolio of written work.

ENGL 675 Practicum (By arrangement). See ENGL 675 Practicum in HANDBOOK for application procedures.

Prerequisite: Required courses for TESOL track must be completed. Permission of Graduate Program Director required. Students should apply for the practicum as early as possible. A supervised field experience which includes eight observations by student, thirty hours of supervised teaching, an investigation of teaching materials, and meetings with supervisors.

ENGL 676 Semantics (Fall 2012 W 4:20-7:00 Scheibman)

Prerequisite: ENGL 4/540 or permission of instructor. Semantics is the study of meaning conveyed through language. Meaning is central to studies of culture, the human mind, and to interpretation processes used in all forms of discourse. This class is an advanced survey of semantic theories and practices. We will study a variety of topics, including: how best to describe meaning in language, word and sentence meaning, relationships between linguistic meaning and the world, and the ways in which the social contexts of language influence interpretation (pragmatics).

ENGL 677 Language and Communication Across Cultures (Fall 2013 M 4:20-7:00 and TR 3:00-4:15 Bing)

This course is an interdisciplinary examination of cross-cultural communication through readings in anthropology, linguistics, and world literature. It investigates how different cultures encode and communicate different realities. Topics include the stages of

acculturation (including culture shock), the uses of time and space, and attitudes towards education. Requirements include a series of short essays, a term paper, a midterm, and a final examination.

ENGL 678 Sociolinguistics (Fall 2011 T 7:10-9:50 Anderson)

Prerequisite: Any upper division linguistics course or permission of instructor. This course investigates socially meaningful language variation and change through the lenses of both quantitative and qualitative frameworks. We will focus on “everyday” types of speech that people use to situate themselves in social worlds.

ENGL 679 First and Second Language Acquisition (Fall 2013 W 7:10-9:50 Zareva)

Do all children acquire language in similar ways? Can the process be accelerated? Is it possible to learn a foreign language “naturally”? How does the bilingual brain work? In this course, we will examine theories of first and second language acquisition (e.g., Innateness & Universal Grammar, Connectionism, Acculturation) and discuss topics such as biology, environmental, and language acquisition; stages of linguistic development; language transfer; and interlanguage grammars. In addition, participants will explore connections between language development and socio-cultural, pedagogical, and linguistic phenomena. Students will be required to write response papers to readings, interview a second language speaker, prepare class presentations, and research a specific topic in SLA.

English 680 Second Language Writing Pedagogy (Spring 2012 W 7:10-9:50 DePew, synchronous video)

Students will engage in many of the theoretical debates about teaching L2 writers, as well as practical responses to these debates. With this knowledge students will be prepared to enter the debate, teach L2 writers, and do research on L2 writers and writing.

English 695: Topic: Introduction to Forensic Linguistics (Fall 2013 MW 3:00-4:15 Anderson & Scheibman)

Prerequisite: ENGL 4/540. This course is an advanced introduction to applications of linguistic analysis to legal issues, e.g. voice identification, authorship analysis, spoken legal interactions, plagiarism, and others.

English 695 Topic: World Englishes (Fall 2012 R 4:20-7:00 Anderson & Zareva)

This course will address theory and research on the spread of English around the world. It will focus on the use of world varieties of English, the sociology and politics of the spread of English, its impact on indigenous languages, code-switching, and the role of English as an international language.

English 705 Discourse and Rhetoric Across Cultures (Spring 2013 T 4:20-7:00 Bing)

This course is an introductory survey of how language use varies across cultures and useful approaches to the study of language, including framing, categorization, metaphor, mental spaces, narrative, translation, and the preferred writing styles of different languages and nationalities. Some important questions include: How does language reflect culture? How are various writing styles organized in different cultures? Is writer or reader responsibility assumed? What implications do cultural and rhetorical

differences have for translation? This distance course will be taught in the two-way classroom.

ENGL 763 Seminar in Discourse Analysis (Spring 2011 W 4:20-7:00 Scheibman)

Prerequisite: ENGL 540, ENGL 805, an advanced introductory linguistics class, or permission of the instructor. This course is an advanced introduction to theoretical and methodological approaches to the analysis of discourse. Readings and assignments emphasize issues related to transcription methods, social interaction, narrative and conversation, the influence of prior discourses on texts, and relationships between discourse and power. Early in the semester students should have in mind a research question that they are interested in testing empirically through the analysis of discourse data. This course fulfills the discourse analysis core requirement for the MA in Applied Linguistics.

ENGL 770 Research Methods in Linguistics (Fall 2013 T 4:20-7:00 Zareva)

Prerequisite: ENGL 540, an advanced introductory linguistics class, or permission of the instructor. The course focuses on qualitative and quantitative research methods used in applied language studies. It aims at developing students' knowledge and understanding of a wide range of research paradigms (e.g., applied linguistic, corpus linguistic, language education, classroom research, etc.) and research instruments (e.g., tests, questionnaires, interviews, corpora, etc.) that would enable them to critically evaluate published research as well as design studies of their own. The course will further strengthen students' grasp of the principles and processes involved in addressing specific research questions, provide them with experience in data analysis, as well as develop their skills and core competencies in writing research proposals.

ENGL 778 Seminar in Sociolinguistics (Fall 2012 T 7:10-9:50 Anderson)

ENGL 791 American English (TBA)

When people think of "American English," they usually have a standard form in mind. In this course, we will examine the variety of ways English is actually spoken in the U.S. and the social meaning of that variation. We will also examine models for collecting, describing, and analyzing variation in American English. You will leave the course with tools that will allow you to apply what you learn in this class to tackling "real world" problems involving language. The course will be conducted as a seminar, with lectures, along with discussions and collaborative analyses. Students will be evaluated on the basis of their participation in class discussion (including the discussion board in Blackboard), an exam, a service learning project, a short written assignment, and participation in Tidewater Voices, a community language and oral history project.

Money Matters

A. Graduate Tuition and Fees

Updated information on tuition and fees is posted on the Office of Finance webpage: http://www.odu.edu/af/finance/students/tuition_rates/.

B. **Assistantships**

Students with assistantships usually work 20 hours per week and must carry a full load of courses (9 hours of graduate work). Assistantships in the College of Arts & Letters pay \$10,000/year. To apply for an assistantship, submit an *Application for Graduate Financial Assistance*, which is part of the application packet for domestic students, and can also be found here http://admissions.odu.edu/forms/ODU_GRAD_APP_AIGFA.pdf.

Some types of assistantships that previous candidates in this program have received in the past five years are:

- Departmental research assistantships
- Teaching assistantships, Writing Center
- Assistantships, University Library
- Assistantships, Social Science Research Center
- Assistantships, International Student Services
- Assistantships, English Language Center
- Assistantships, Career Management Center
- Assistantships, Interdisciplinary Studies

Other assistantships available at the university are listed at the *Career Management Center* located in Webb Center.

Students who have teaching assistantships (including tutors at the Writing Center) are **required** to attend a training workshop for Graduate Teaching Assistants in late August or in December (GTA Institutes, see <http://www.odu.edu/ao/gradstudies/development/gta.shtml>).

Non-native speakers of English who hold teaching assistantships are required to take the SPEAK test or Test of Spoken English before they are allowed to teach.

ID Cards, Transportation, Escort Service

Student I.D. cards are required for the use of many university services and facilities (library, sports facilities, student events, etc.). All Old Dominion University students who register for one or more credit hours may have their I.D. cards made at the *University Card Center* at 1056 Webb Center. You may be asked to show a printout of your registration and/or a printout of the page listing your University Identification Number (UIN). Both can be printed from LEO Online. You will also need to show some sort of formal picture ID (driver's license, military ID, passport). Hours of operation and other information is available on their webpage: <http://www.odu.edu/af/cardcenter/>.

Students must have parking passes to park in student parking lots, and these may be purchased at *Parking and Transportation Services* at 43rd and Elkhorn. Daily passes are also available.

Students can ride local transportation free with their ODU ID and a Go-Pass 365: <http://www.odu.edu/af/parking/transportation/bus.shtml>.

There is a shuttle bus service on campus which also goes to MacArthur Mall and to Kroger/Wal-Mart <http://www.odu.edu/af/parking/transportation/shuttle.shtml>.

The ODU Police Department offers a student escort service from 5:30 PM-12:30 AM on weekdays and from 8:30 PM – 2:30 AM on weekends. You can call them at 757-683-3477. More information is available on their website: <http://www.odu.edu/af/police/faqs/escorts.shtml>.

Computing and Library Services

The Office of Computing and Communication Services (OCCS) provides official email accounts for all students. Current ODU email accounts are required for communicating with faculty and administrative units on campus; they are also necessary to use the course management system, *Blackboard*. New students can apply for email and *Midas* accounts at <http://occs.odu.edu/new/students/index.shtml>.

The Perry Library offers an array of services including online library forms, reserve materials and interlibrary loans. Needless to say, students should begin term papers early in the semester in order to find out if it will be necessary to obtain books through interlibrary loan. All notices of holds, renewals, fines, fees, etc. will be done through the Old Dominion University email account. There will be no paper notices, so students should check their Old Dominion University accounts regularly even if these are not their primary email accounts. To contact the library circulation staff to request a renewal, report a change of address, or ask a question, email LIBCirculation@odu.edu.

Graduate students may request books and articles from Interlibrary Loan Services. A number of full-text articles are also available, and the library often gives orientation sessions which are highly recommended early in your studies. See the library home page for more information: <http://www.lib.odu.edu/>.

ENGL 675 Practicum (Certificate and TESOL concentration)

ENGL 675 assignments are made **the semester before the Practicum** and depend on the goals of the individual and available placements. Students should try to request a practicum within the first month of the semester before they hope

to do the practicum. Practicum assignments are made according to seniority (semester of a student's graduation) and the order in which applications are received. The Graduate Program Director (GPD) will override the ENGL 675 course block during advising sessions preceding registration for the practicum.

Currently, the **requirements** for ENGL 675 include:

1. A Practicum portfolio (often useful for future job interviews) including a final reflection on the experience
2. Thirty teaching hours under supervision with lesson plans, materials review, and reflections. However, because students will not begin teaching right away, they should expect to spend many more than 30 hours at the site observing and working with their teaching mentors.
3. Class observations (8 or more observation hours) with written reports and reflections
4. Peer teaching
5. A final reflection on the practicum experience
6. A professional résumé and practice job interview at Career Development Services
7. Attendance at a professional language teaching conference (those doing a summer practicum may want to fulfill this requirement during the spring semester)
8. An electronic job search

Request for Practicum

Since all core courses must be completed before taking the practicum, ENGL 675 should be scheduled as close to the end of the program as possible. In the case of too many practicum applications, students are selected based on seniority (semester of a student's graduation) and the order in which applications are received (first come, first served). Summer teaching is not guaranteed, but can often be arranged; though there are typically fewer placements available in the summer than in the fall and spring semesters.

To apply for the practicum, please answer the following questions on two sheets of paper and email your materials to the Graduate Program Director.

Part I. Information for the Practicum Supervisor

1. Semester requested (must be submitted at least one month before the beginning of the semester requested).
2. Student number, address and phone number, email address.
3. Will you be working or taking other classes in addition to the practicum, or will you be writing a thesis while registered for the practicum? If so, give the schedule of times when you will be unavailable. When do you propose to take the oral exam?

4. Location or type of location desired. If a particular cooperating teacher is desired, give reasons for requesting to work with this person. If particular types of courses are requested (such as pronunciation) explain your request. If you wish to arrange your own teaching situation, give information about class size, contact people, class times, etc. (Normally, the practicum supervisor arranges the practicum, but requests for particular placements are honored when possible.)

The most frequent placements are at the following locations:

- a. The ODU Community ESL class (open to family members of Old Dominion University students and faculty) is sponsored by the International Student and Faculty Services office
 - b. Adult Learning Centers (Virginia Beach or Norfolk)
 - c. Tidewater Community College
 - d. The English Language Center at Old Dominion University
 - e. William and Mary
 - f. Public schools in Norfolk, Virginia Beach or Newport News (for students with teaching certification in another are who are working to obtain their Commonwealth ESL endorsement as they are fulfilling requirements for their MA in Applied Linguistics)
5. Is there any other information that would affect your placement such as transportation difficulties, family responsibilities, etc.?

Part II. *On a separate sheet, write the following information* (which will be sent to the school and the cooperating teacher or supervisor).

1. Student number, address and phone number, email address
2. Course work completed in linguistics and TESOL at the beginning of the Practicum. (Core courses must be completed before the Practicum.)
3. TESOL experience (including volunteer experience and tutoring experience for ENGL 670)
4. Short and long-term professional goals
5. A résumé

Academic Honesty and the Honor Code

By attending Old Dominion University you have agreed to abide by the Honor pledge. It is: "I pledge to support the Honor System of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community it is my responsibility to turn in all suspected violations of the Honor Code. I will

report to a hearing if summoned.” When you write examinations or papers you are expected to abide by this honor code.

Using information without noting the source or using someone else’s ideas, facts, or wording without quotation marks and a correct citation are both plagiarism. Many international students are not aware of how serious an offense plagiarism is in the U.S., so it is important to learn the conventions because there may be severe penalties for plagiarism. Students found guilty of honor violations may be failed for a course and will have the violation noted on their transcripts. Be sure to ask the professor or GPD if you do not know if you have properly cited your sources. There are many guides available for how to cite ideas and words from other sources, such as the American Psychological Association (APA), the Unified style sheet for linguistics

(<http://linguistlist.org/pubs/tocs/JournalUnifiedStyleSheet2007.pdf>), or Modern Language Association (MLA) style sheets. One good source for finding style guides is the Old Dominion University Library webpage: http://www.lib.odu.edu/subjectguides/page.phtml?page_id=68.

Different style guides are also available at the reference desk at the library.

Details about the Honor System at Old Dominion University can be found on the ODU Honor Council website <http://orgs.odu.edu/hc/>. For more information, see the plagiarism links on the College of Arts & Letters webpage <http://al.odu.edu/al/resources/grad.shtml>.

Responsible Conduct of Research (RCR) requirement

All degree seeking graduate students must complete the RCR training requirement during the first 12 months of enrollment at the university. Enrollment in the training modules is managed through CITI (Collaborative Institutional Training Initiative). Complete registration information for new users is available at the CITI homepage: <https://www.citiprogram.org/>.

Assessment of Students

A. *Course grades*

Course grades are generally posted in LEO several days after final exams. Faculty are required to keep final exams for a year, so cannot give them to students, but students should feel free to ask to see and discuss their final exams with their instructors. You may also ask the instructor if you may photocopy your exam to keep for studying for the oral examination.

B. **Program portfolio**

Students are asked to keep a program portfolio of their classes. The portfolio should include all course syllabi and major assignments, exams, and papers. In addition, the portfolio should include a brief reflection (1-4 pages) about the entire M.A. experience, with some self-evaluation of personal strengths and weaknesses and a brief description of plans for the future. The portfolio should be handed in to the Graduate Program Director one week before the final oral exam to help committee members formulate questions. It will be returned at the oral examination.

C. **Oral examination**

Students are tested orally over all of the courses they have taken in the program either at the end of their final semester or when they feel they are adequately prepared. The oral exam is 90 minutes. The minimum passing score for the exam is 80 percent. For thesis students, there are two exams, a 30 minute defense of the thesis (which is done before the thesis goes to the Office of the Dean of the College of Arts and Letters) and the regular 90-minute oral examination (which takes place during or after the final semester of courses). Students should notify the Graduate Program director the semester preceding the one in which they wish to take the exam. The Graduate Program Director will hold a meeting at the beginning of every semester with students who will be taking oral exams to discuss and schedule the test.

NOTE: MA students must be registered for at least one credit hour the semester they take their oral exam (and the semester they graduate). If you take your oral exam after your course work has been completed, and you are not enrolled in any other courses, you may register for ENGL 999 that semester, because no work or grade is required. For more information, see *Continuous enrollment policy* in the *Graduate Catalog*.

At the oral examination, three faculty members (or in special circumstances two) ask questions about the courses the student has taken. In most cases, the faculty members who taught the courses will ask the questions, but this is not always possible, particularly for elective courses. The oral exam is usually collegial, informal and not confrontational because the committee wants students to succeed.

In order to prepare for the oral exam, students should review their tests, notes, and key concepts and readings. (The portfolio will be useful in preparing for the exam.) Useful things to review are textbooks, class notes, tests, and papers written for the course. Some students find it helpful to read an introductory linguistics textbook as a review. No student is expected to remember everything from every class, but all students are expected to have mastered fundamental concepts. When preparing for the oral exam, students should think about connections among various courses and readings.

For the first five minutes of the exam, students present on any issue they choose to. Those taking the exam should remember that they have actually mastered a great deal of material and should picture themselves as colleagues preparing for a discussion with other linguists and teachers of ESOL rather than as students preparing for a test. In preparing for the oral exam they should feel free to confer with faculty concerning the material or the exam itself. Many students find that practice sessions with other students are useful because it provides an opportunity to practice discussing issues orally rather than just thinking about them.

Some questions faculty often consider during the oral exam:

1. Does the student understand the essential vocabulary and concepts in the field?
2. Can the student cite specific facts, examples, and details, and intelligently discuss issues in the field?
3. Has the student been able to apply the course material to new situations or connect material from different courses?

Assessment of Faculty and Program

A. *Student opinion surveys*

Near the end of each semester, students have an opportunity to write an anonymous course evaluation. Students submit these evaluations online, and faculty members do not see them until grades have been handed in. An honest, thoughtful reaction to courses helps both faculty and future students. Students should note what was helpful, as well as what was confusing. Students who are having difficulties in courses should first attempt to talk to the instructor. It is important to do this early rather than later in the semester. If students feel that they need additional help, they should talk to the Graduate Program Director who will deliver messages to faculty in confidence. Students who feel they are not getting the assistance they want from the Graduate Program Director should consult the Departmental Chair.

B. *University assessment*

In order to graduate, all students must complete the Graduate Student Satisfaction Survey that will assess your satisfaction with the graduate program. This can be taken online at: <http://www.odu.edu/grad>. (See GRADUATION below for other exit requirements.)

Theses

If you hope to pursue a Ph.D., you might consider writing a thesis. (It will give you a good idea of what it is like to do independent research.) If you have a strong interest in or passion for a subject and can find a professor who shares your interest, is comfortable working with the topic, and agrees to work with you, you should pursue the thesis option.

The thesis substitutes for two elective courses. You enroll in ENGL 698 and 699 (P/F) usually in two successive semesters. Before you approach a faculty member to supervise your thesis, you should write out a description of what you plan to do and include citations to relevant literature. Talk to the faculty member and obtain written verification of willingness to supervise, and give this and the short written description to the GPD. A thesis proposal should be submitted early in ENGL 698 (by the first week) to both the thesis advisor and the GPD, though some faculty advisors will want to see the proposal *before* agreeing to supervise the thesis.

When planning the thesis, be sure to attend one of the thesis preparation workshops offered by the Dean's office of the College of Arts and Letters, and invite your thesis advisor to attend as well. Be aware of deadlines, which will be presented in the workshop. Obtain a copy of the *Old Dominion University Guide for Preparation of Theses and Dissertations* http://al.odu.edu/al/pdfs/thesis_dissertation_guide.pdf. Follow the instructions and guidelines exactly, and proofread and revise many times.

The 30-minute defense of the thesis will come early in the semester that the student hopes to graduate, and deadlines for submitting the final defended version come very early in the semester. See the College of Arts and Letters webpage for thesis deadlines: <http://al.odu.edu/al/resources/grad.shtml>.

Here is a breakdown of the steps for writing the thesis:

1. Meet with the GPD to discuss the process of writing a thesis.
2. Find a topic that interests and excites you. Do some reading in the field. Develop a research question, and write up a description of the project.
3. Make an appointment with an appropriate faculty member about the possibility of being the thesis advisor. If the faculty member agrees, ask that professor to email the GPD that he or she is willing to chair the thesis committee.
4. Sign up for ENGL 698 with the GPD, and in consultation with the thesis advisor, select at least two other committee members. Get all forms, guidelines, etc. from the GPD. Check forms at: <http://al.odu.edu/al/resources/grad.shtml>.

5. Prepare a proposal, have the thesis committee chair sign it, and give it with the *Appointment of Master's Thesis Committee* form (<http://www.odu.edu/ao/gradstudies/forms/index.shtml>) to the GPD. As noted above, some faculty chairs will want to see a proposal before agreeing to chair the committee.
6. Write the thesis, consulting with the thesis committee chair often, and with other member(s) of the committee when you feel it will help you.
7. When the thesis committee determines that the thesis is ready to defend (all committee members need to have the final version of the thesis at least two weeks before a decision is due), an Oral Defense of Thesis is scheduled. The thesis defense should take place about a month before the document is due in the Dean's office. Check the official deadlines at <http://al.odu.edu/al/resources/grad.shtml>. The thesis defense is usually done earlier than the oral exam because of early deadlines.
8. Format the thesis in accordance with the latest *Old Dominion University Guide for Preparation of Theses and Dissertations* http://al.odu.edu/al/pdfs/thesis_dissertation_guide.pdf.
Revise. Proofread. Revise. Proofread. Proofread one more time.
9. Submit the thesis to the thesis director and get approval. There should be no errors.
10. Submit approved thesis and the *Thesis/Dissertation Tracking form* <http://al.odu.edu/al/resources/grad.shtml> (with the thesis director's signature) to the GPD for approval. Make corrections and revisions required by the GPD.
11. Submit approved thesis to the Arts and Letters Dean's Office (with the *Thesis/Dissertation Tracking form* signed by the committee chair and the GPD) by the required date.
14. Make corrections and revisions required by the College Graduate Style Editor in the Dean's office.
15. Resubmit to the thesis director; get signature of approval on tracking form.
16. Resubmit to GPD; get signature of approval on tracking form.
17. Resubmit thesis and signed tracking form to the Dean's office.
18. If the College Style Editor requires further revisions, repeat 15-17.

19. Complete form: *Master's Thesis Acceptance and Processing*
<http://www.odu.edu/ao/gradstudies/forms/index.shtml>.
20. Complete form: *Master's Thesis Delivery Form*
<http://www.odu.edu/ao/gradstudies/forms/index.shtml>.
20. Turn in the appropriate number of copies on the required paper with all required forms to the Office of the Registrar by the required date.

A thesis is a lot of work for everyone, but it can also be a real opportunity and even enjoyable. The key to success is pursuing a topic of real interest and maintaining constant communication with the thesis advisor, and the GPD when necessary. Writing a thesis requires more work than taking the six hours of elective courses for which it substitutes. The time to begin planning a thesis is at the beginning of the program, not during the final year.

Graduation

A. *Exit requirements*

In order to graduate from the program, students must:

1. complete the required course of study for a total of at least 33 credit hours of course work. Credit hours with grades below B- and courses taken PASS/FAIL are not included in the 33 credit hour total.
2. complete the language requirement by having 12 credits or the equivalent in a single foreign language; this can be at the undergraduate level; international students may meet the requirement based on English proficiency as measured by the TOEFL;
3. submit a program portfolio;
4. pass an oral comprehensive examination;
5. fulfill all university exit requirements (see below).

B. *Application for graduation*

Students who plan to graduate must submit an *Application for Graduation* to the Office of the University Registrar **six months before graduation**. The application form can be downloaded from

<http://www.odu.edu/ao/registrar/graduation/candidates/applying.shtml>.

MAY GRADUATION:	Form due November 30
AUGUST GRADUATION:	Form due February 28
DECEMBER GRADUATION:	Form due June 30

C. Graduate assessment (see UNIVERSITY ASSESSMENT above)

All students must complete the Graduate assessment:
<http://www.odu.edu/ao/ira/assessment/graduate.shtml>.

D. Commencement

Applying for graduation does not automatically register you to participate in commencement. Information about participating in the commencement ceremony can be found at <http://www.odu.edu/ao/commencement/graduates/process.shtml>.

E. Responsible Conduct of Research (RCR) requirement (see RESPONSIBLE CONDUCT OF RESEARCH (RCR) REQUIREMENT in Table of Contents)

Professional Organizations

Virginia TESOL (VATESOL) VATESOL is a professional organization dedicated to promoting professional development, strengthening instruction, and supporting research opportunities at all levels for teachers and administrators of ESL/EFL/ESOL. Student membership is only \$7.50 annually, and has many benefits for those who plan to make TESOL a career. For more information see <http://vatesol.cloverpad.org/>.

SouthEastern Conference on Linguistics (SECOL) is a regional conference good for the first professional paper in linguistics. If you think you might be interested in a Ph.D. in linguistics, it is a good idea to attend a conference early in your program and present a paper near the end. A number of our graduates have presented papers at this conference and one Graduate, Glenda Rose (now in a doctoral program at the University of Texas) won the prestigious **Reza Ordoubadian Award**, a cash prize presented annually recognizing the best student paper presented at SECOL. For information, see <http://www.secol.org/>.

Linguistic Society of America (LSA) is the major professional society for linguists in the United States. “As such, the LSA plays a critical role in supporting and disseminating linguistic scholarship, as well as facilitating the application of current research to scientific, educational, and social issues concerning language.” Student membership to the LSA is only \$40/year and includes a subscription to the journal *Language*. <http://www.lsadc.org/>

American Association of Applied Linguistics (AAAL) “is a professional organization of scholars who are interested in and actively contribute to the multi-disciplinary field of applied linguistics.” <http://www.aaal.org/>

Conference Presentations

Many applied linguistics students are interested in presenting their research projects at regional, national, and international conferences. Presenting a paper entails finding a relevant conference (one in your specialized field or it could be a general linguistics or TESOL conference), preparing an abstract, and submitting the abstract to the conference organizers.

Often faculty and students circulate conference announcements on the program mailing list, *Linggrads*. Professional organizations also list conferences on their websites, e.g. <http://www.aal.org/calendar.cfm>, and LINGUIST LIST <http://linguistlist.org/callconf/index.html> maintains a current and archived list of conferences in the field.

Conference calls (announcements) provide some guidelines for writing abstracts (minimally, the submission deadline and number of words). Models for writing academic abstracts can be found in a variety of places. For example, many conferences publish their programs on the web and these often include abstracts of the papers selected. Also, article abstracts commonly appear at the beginning of journal articles and book chapters. Two publications available on the web provide tips for writing conference abstracts in linguistics:

<http://www.linguistics.ucsb.edu/faculty/bucholtz/sociocultural/abstracttips.html> (Mary Bucholtz)

<http://ling.wisc.edu/~macaulay/800.abstracts.html> (Joseph Salmons)

Applied linguistics faculty are also available to read your abstract and give you feedback.

If your paper is accepted for presentation, and you would like to arrange for a practice presentation, you can contact either your faculty mentor or the GPD. It's quite common for both student and faculty scholars to give these kinds of practice presentations in their departments before the actual conferences.

Both ODU and the College of Arts & Letters currently provide some funding to graduate students presenting their work at conferences:

Graduate Conference Participation Support (A&L)
<http://al.odu.edu/al/resources/grad.shtml>

Graduate Student Travel Award documents (ODU)
<http://studentaffairs.odu.edu/osal/information/forms.shtml>

A list of recent applied linguistics student conference presentations can be found at <http://www.odu.edu/~jscheibm/recentandupcomingstudentcon.html>.

Appendix: MA – Applied Linguistics (2012-2013 ODU Graduate Catalog, p.68-69)

Master of Arts - Applied Linguistics

Joanne Scheibman, Graduate Program Director.

The Master of Arts in Applied Linguistics prepares students to pursue advanced graduate study or to teach in colleges, adult education programs, businesses, private schools, or institutions in the U.S. or abroad. The program's two emphases are Teaching English to Speakers of Other Languages (TESOL) and Sociolinguistics. Students in the program may also earn a certificate in TESOL and/or use appropriate courses in the program as requirements toward obtaining the Commonwealth of Virginia Endorsement for English as a Second Language.

Admission Information

In addition to general University admission requirements, applicants must have taken at least 9 hours of upper-level English, linguistics, or foreign language courses. The Graduate Record Examination (GRE), General Test, is required of all applicants. International students must submit scores from the TOEFL iBT, (88 for regular admission and 80 for provisional admission) or from the TOEFL PBT (570 for regular admission and 550 for provisional admission), a sample of scholarly writing, and three recommendations, one of which evaluates proficiency in English. After 12 hours of graduate work, international students must meet the TOEFL requirement for regular admission.

Degree Requirements

The M.A. in Applied Linguistics requires 33 credit hours, and the passing of an oral comprehensive examination, and the completion of a language requirement (12 credits or the equivalent in a single foreign language; international students may meet the requirement based on English proficiency as measured by the TOEFL). No more than 12 hours may be taken on the 500 level. Courses taken PASS/FAIL are not included in the 33 credit hours.

Continuance

Students must:

1. meet all university and program requirements;
2. maintain a 3.0 grade point average or better;
3. retake any core course in which grades below B- are earned.

Exit

In order to graduate from the program, students must

1. complete the required course of study for a total of at least 33 credit hours of course work. Credit hours with grades below B- and courses taken PASS/FAIL are not included in the 33 credit hour total.

2. complete the language requirement by having 12 credits or the equivalent in a single foreign language; this can be at the undergraduate level; international students may meet the requirement based on English proficiency as measured by the TOEFL;
3. submit a program portfolio;
4. pass an oral comprehensive examination;
5. fulfill all university exit requirements.

Curriculum - TESOL Emphasis

ENGL 540	General Linguistics	3
ENGL 670	Methods and Materials in TESOL	3
ENGL 671	Phonology	3
ENGL 672	Syntax	3
ENGL 675	Practicum in TESOL	3
ENGL 679	First and Second Language Acquisition	3
Select three of the following:		9
ENGL 542	English Grammar	
ENGL 543	Southern and African American English	
ENGL 544	History of the English Language	
ENGL 550	American English	
ENGL 577	Language, Gender and Power	
ENGL 673	Discourse Analysis	
ENGL 674	Internship in Applied Linguistics	
ENGL 676	Semantics	
ENGL 677	Language and Communication Across Cultures	
ENGL 678	Sociolinguistics	
ENGL 695	Topics	
ENGL 705	Discourse and Rhetoric Across Cultures	
ENGL 770	Research Methods in Applied Linguistics	
ENGL 763	Seminar in Discourse Analysis	
ENGL 778	Seminar in Sociolinguistics	
Electives *		6

* Or a thesis approved by the graduate program director. In some cases, a 700-level course may be substituted for the corresponding 600-level course.

Sociolinguistics Emphasis

ENGL 540	General Linguistics	3
ENGL 550	American English	3
ENGL 671	Phonology	3
ENGL 672	Syntax	3
ENGL 673	Discourse Analysis	3
ENGL 678	Sociolinguistics	3
Select three of the following:		9
ENGL 544	History of the English Language	
ENGL 542	English Grammar	
ENGL 543	Southern and African American English	
ENGL 577	Language, Gender and Power	
ENGL 670	Methods and Materials in TESOL	
ENGL 674	Internship in Applied Linguistics	
ENGL 675	Practicum in TESOL	
ENGL 676	Semantics	
ENGL 677	Language and Communication Across Cultures	
ENGL 679	First and Second Language Acquisition	
ENGL 695	Topics	
ENGL 705	Discourse and Rhetoric Across Cultures	
ENGL 770	Research Methods in Applied Linguistics	
ENGL 763	Seminar in Discourse Analysis	

ENGL 778	Seminar in Sociolinguistics	
Electives *		6
Total Hours		33

* Or a thesis approved by the graduate program director. In some cases a 700-level course may be substituted for the corresponding 600-level course.

Master of Arts - Applied Linguistics Thesis Option

Writing a thesis may benefit those who contemplate further graduate work, as well as those who have a desire to pursue a single topic in depth. Under the guidance of a member of the graduate faculty, a student may earn six hours of credit for a completed approved thesis. Students who write a thesis will defend the thesis early in their final semester and complete their oral exam in a separate examination.

Master of Arts - Applied Linguistics Oral Comprehensive Examination

At the end of the program, all students must complete an oral comprehensive examination that covers each student's program of study and, where applicable, the thesis. Students who fail the oral comprehensive examination may take the test one more time in a different semester. Students who fail a second time will no longer be eligible to receive the Master of Arts degree in applied linguistics from Old Dominion University. One week before the oral examination, students must submit a portfolio that will include all course syllabi, major assigned papers and a reflection about the entire M.A. experience.

Graduate Certificate in Teaching English to Speakers of other Languages (TESOL)

This certificate may be of interest to students who want to teach English abroad or in the private sector. It includes five courses (some of which have ENGL 540 as a prerequisite):

ENGL 670	Methods and Materials in TESOL	3
ENGL 671	Phonology	3
ENGL 672	Syntax	3
ENGL 675	Practicum in TESOL	3
ENGL 677	Language and Communication Across Cultures	3

The certificate may be taken independently of the degree, but students must be admitted to the graduate program. A maximum of 6 semester hours of graduate credit may be transferred into the TESOL certificate program. This certificate does not provide a Commonwealth of Virginia endorsement in ESL.