MEMORANDUM

November 1, 2013

To: Jan Reiff
Chair, Academic Senate

From: Russell G. Schuh
Chair, Department of Applied Linguistics
Professor, Department of Linguistics

Re: Appendix V proposal to disestablish the Department of Applied Linguistics and to discontinue or transfer its academic programs

The UCLA Department of Applied Linguistics, despite its high national rankings and its history of producing well-trained PhD students who have found good jobs, received a bleak assessment in its last full-scale eight-year review in 2006-2007. Among the problems laid out in the review were faculty attrition without realistic expectation for renewal, lack of undergraduate courses, particularly at the lower division level, and inadequate support for the rather large cohort of graduate students. An internal review in 2007-2008 gave a somewhat optimistic view of responses to recommendations from the 2007 report, among them, the following: two FTE’s added to the department through lateral appointments (Plann from Spanish and Portuguese, Thompson from Linguistics); addition of lower division courses, some with Writing II counterparts, and plans to implement an undergraduate major; and increased graduate support, in part through TAships associated with the lower division courses.

Between the time of the internal review report in 2008 and the present, the fortunes of the department have had various ups and downs, but by the 2012-2013 academic year, it was clear that the trajectory was almost entirely down with little realistic hope of a shift for the better. The primary problem was the fact that the number of faculty with 100% appointments in Applied Linguistics had shrunk to four. Plann’s FTE had transferred to Chicano/a Studies, leaving just Charles Goodwin, John Schumann, Katrina Thompson, and Olga Yokoyama. Moreover, Schumann had earlier announced his plans to retire at the end of the 2013 calendar year, and Thompson had accepted a tenured position at the University of Wisconsin with no likelihood that she would return to UCLA. One might note that even before this, the Humanities Division had not been able to find a department Chair among Applied Linguistics faculty members and had relied on the services of Shoichi Iwasaki of Asian Languages and Cultures followed by Reynaldo Macias of Chicano/a Studies, both of whom held 0% appointments in Applied Linguistics.

This brief history of the Department of Applied Linguistics over the past decade or so has led the conclusion that the department cannot continue as a viable academic unit, and as a result, a proposal is being submitted for an Appendix V action to disestablish the UCLA Department of Applied Linguistics and the ultimate discontinuation of or transfer of its academic programs. The proposed actions are listed as six bullet points on page 2 of
the proposal. Briefly summarized, these are (1) suspension of admission to all academic programs currently under the purview of the Applied Linguistics Department, (2) transfer of the undergraduate BA program in Applied Linguistics to the Department of Linguistics, (3) disestablishment of all graduate degree programs now under the purview of Applied Linguistics, (4-5) discontinuation of the undergraduate minor in Language Teaching and the major in African Languages, and (6) disestablishment of the Applied Linguistics Department itself.

This proposal has been vetted at all levels, from the Dean of Humanities to individual faculty members associated with the Applied Linguistics Department, both those with 100% and 0% appointments. All faculty members have had the opportunity to review drafts of the Appendix V proposal, leading to a number of adjustments that are found in the final version of the document. Between October 7, 2013 and October 16, 2013 the 14 faculty members with appointments in Applied linguistics (four with 100% appointments, ten with 0%) were asked to vote on the Appendix V proposal. The tally was 9 yeah, 2 nay, 3 abstain. On the basis of this vote, the proposal is being forwarded to the Academic Senate for deliberation and an ultimate action to approve or disapprove the provisions in the proposal.

Let me conclude by saying that there are essentially three groups who are most directly affected by this action: current active faculty of the Applied Linguistics Department, current undergraduate students in the Applied Linguistics BA program, and current graduate students in the MA and PhD programs. Of current active faculty, John Schumann will be retiring at the end of Fall 2013, and Katrina Thompson now has a tenured position at the University of Wisconsin and will sever her ties with UCLA at the end of AY 2013-2014. Charles Goodwin’s FTE will be transferred to the Department of Communication Studies, a move voted on and approved by the faculties of both Applied Linguistics and Communication Studies and agreed on by both the Dean of Humanities and the Dean of Social Sciences (the home of the Communication Studies Department). Olga Yokoyama has been offered a transfer of 100% of her FTE to Linguistics and/or a 50% transfer to Asian Language and Cultures.

The undergraduate BA in Applied Linguistics program will be transferred to the Linguistics Department. Though the major will undergo some curricular revisions, the intent of the Linguistics Department is to maintain the "applied" character of the program. Students currently in the program will be grandfathered in and allowed to complete their BA under the current requirements if they so choose.

Current graduate students in Applied Linguistics are the main concern. These students will continue as graduate students in a "virtual" program in Applied Linguistics. This means that they will ultimately receive degrees in Applied Linguistics, which will have the same imprimatur of academic success as they had when an Applied Linguistics Department existed. As Chair/Director of Graduate Studies of the Applied Linguistics program (an appointment that will continue through the 2015-2016 Academic Year), I view it as my primary responsibility to see to it that current graduate student can progress through their programs as seamlessly as possible. I have been conferring, and will continue to confer with faculty members who are advising Applied Linguistics graduate students and/or are teaching essential courses in the program to insure continuity for the students. Both the Division of Humanities and the Graduate Division have provided assurance in writing that they will continue to support Applied Linguistics students both financially and administratively until they have completed their degrees, assuming that they do so within reasonable normative times.
Appendix V Proposal
Department of Applied Linguistics

Submitted by Russell Schuh, Chair

November 1, 2013

TABLE OF CONTENTS

Section 1: Proposal

I. Introduction 2
II. Faculty 3
III. Undergraduate programs 4
IV. Graduate programs 6
V. Staff, budget, and space 6

Section 2: Appendices

Appendix A: Letters 8
Charles Goodwin, Professor, Department of Applied Linguistics
John Schumann, Professor, Department of Applied Linguistics
Katrina Thompson, Professor, Department of Applied Linguistics
Olga Yokoyama, Professor, Department of Applied Linguistics
Bruce Hayes, Chair, Department of Linguistics
Tim Groeling, Chair, Department of Communication Studies
David Schaberg, Dean, Division of Humanities
Alessandro Duranti, Dean, Division of Social Sciences
Robin Garrell, Dean/Vice Provost, Graduate Division
Patricia Turner, Dean/Vice Provost, Division of Undergraduate Education
University Registrar

Appendix B: Memorandum regarding transfer of faculty FTE 23
Appendix C: Budget realignment and transfers 24
Appendix D: Faculty roster, 2013-14 26
Appendix E: Student rosters 27
Appendix F: African Languages and Applied Linguistics course descriptions 33
Appendix G: Program course requirements 55
Appendix H: 3-year teaching plan 59
Appendix I: Implementation summary 63
I. Introduction

Since its inception in the 1970’s, the Department of Applied Linguistics has had a long and productive life at UCLA; its undergraduate and graduate programs graduating hundreds of students prepared to assume leadership roles in the academy and industry. Recognized both nationally and internationally as one of the founding departments in the field, the department has supplied applied linguists, whose work continues to shape the discipline, to many of the nation’s most prestigious universities.

While UCLA’s graduate program in Applied Linguistics has always ranked near or at the top of the field, the latest Academic Senate 8-year review identified several challenges facing the department, including the loss of faculty FTE to death and retirements, insufficient graduate student support in funding and advising, and administrative support needs. The department responded to the Senate recommendations by increasing lower division course offerings, creating a popular undergraduate major, and providing additional TA-support opportunities for students enrolled in the terminal M.A. and Ph.D. programs. Despite the progress made in recent years, the department and Division have been unable to avert the loss of faculty FTE; the result being a department with a human resource deficit that cannot be mediated in the current fiscal climate. At present, and with the pending loss of two faculty positions this academic year alone, the faculty and Dean of Humanities agree that current conditions at UCLA do not support the continuation of the department and all of its programs. Therefore, the department requests the Senate to approve the following actions:

1. Suspend admission to all graduate and undergraduate programs in the Department of Applied Linguistics pending approval of this Appendix V proposal;
2. Transfer the Applied Linguistics B.A. to the Department of Linguistics and resume admission to the major upon College Faculty Executive Committee and Academic Senate approval of a revised curriculum;
3. Discontinue the Applied Linguistics M.A., C.Phil., Ph.D., and graduate certificate in Teaching English as a Second or Foreign Language;
4. Discontinue the undergraduate minor in Language Teaching;
5. Discontinue the African Languages B.A., including the undergraduate and graduate courses and subject area; and
6. Disestablish the Department of Applied Linguistics.

Between October 7, 2013 and October 16, 2013, department faculty reviewed this proposal and voted to approve the actions contained herein (9 approve, 2 oppose, 3 abstain).\footnote{See Appendix C for the roster of department faculty who were asked to cast a vote (adjunct and emeriti professors not included in vote).} Letters and memoranda of support from departments, administrative units, and individual faculty can be found in Appendix A. In order to facilitate a smooth transition, Dean Schaberg, the Applied Linguistics faculty, and the Department of Linguistics have established a three-year teaching plan, graduate student funding strategy, and administrative structure that will ensure timely degree completion and continued support for graduate and undergraduate students currently enrolled in all of the department’s programs (see Appendices C and H).
Based on broad consultation and discussion about how similar requests have been handled in the past, we understand the process of disestablishing a department involves allowing the department and degree programs to continue their existence ‘virtually’ and in perpetuity, or until all students have completed their respective programs. For our graduate students, in particular, we feel strongly they remain “Applied Linguistics” students until they complete their studies, continue to receive funding opportunities, and remain engaged in mentoring relationships with faculty. It is also our understanding that the department’s catalog copy, its courses, and the Applied Linguistics subject area will remain in the General Catalog for another 2-4 years, or until the Registrar’s Office makes an editorial decision to remove them. As part of our on-going commitment to serve our students, arrangements are in place for them to receive guidance and support from a Chair/Director of Graduate Studies (Russell Schuh) as well as staff of the Rolfe-Campbell group, in particular an SAO (Jessika Herrera). With the help of the Academic Senate and our colleagues across the College, we hope to make this a seamless transition.

II. Faculty

At present, there are 14 ladder faculty in the Department of Applied Linguistics. Table 1 identifies the active members, of which eleven have a zero percent appointment. The remaining four full-time faculty members are: (1) Charles Goodwin, (2) John Schumann, (3) Katrina Thompson, and (4) Olga Yokoyama. Russell Schuh, whose zero percent appointment was recently confirmed, will serve as department chair and has agreed to provide leadership during the transition period.

After extensive discussions with Dean Schaberg and departments across campus, the following arrangements have been made for the four remaining 100 percent faculty FTE:

**Charles Goodwin** has agreed to transfer his FTE to the Department of Communication Studies, where he will continue advising Applied Linguistics graduate students, including chairing dissertation committees as appropriate. Professor Goodwin will teach a combination of Applied Linguistics and Communication Studies courses. Upon his separation from the University (e.g. retirement), the faculty FTE will return to the Division of Humanities.

**John Schumann** decided last year to retire at the end of Fall 2013. As part of his retirement, the Division has committed to pay for him to be recalled for up to two courses per year for three years for a total of six courses of recall. The earliest he can return to campus is Spring 2014. Professor Schumann has agreed to continue advising his current cohort of graduate students and will work with them until they successfully complete their respective degree programs. Upon retirement, his faculty line will be shelved.

**Katrina Thompson** is on a leave of absence without pay and has accepted an Associate Professor position in the Department of African Languages and Literature at the University of Wisconsin. She is not expected to return, however, she is planning to continue co-chairing dissertation committees, serving as an external committee member, and informally advising her graduate students, as appropriate. Efforts are already underway to identify appropriate mentoring and advising support. Upon confirmation of her departure on June 30, 2014, her faculty FTE will be shelved.
**Olga Yokoyama** is currently contemplating a transfer of her FTE to the Department of Linguistics and/or the Department of Asian Languages and Cultures. She anticipates making a decision in Fall or Winter. Regardless of her choice, she has agreed to continue teaching graduate and undergraduate Applied Linguistics courses and advising M.A. and Ph.D. graduate students as they complete their program.

### Table 1. Active faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Percentage in Applied Linguistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Goodwin, Ph.D.</td>
<td>Professor</td>
<td>100</td>
</tr>
<tr>
<td>Marjorie H. Goodwin, Ph.D.</td>
<td>Professor</td>
<td>0</td>
</tr>
<tr>
<td>Nina M. Hyams, Ph.D.</td>
<td>Professor</td>
<td>0</td>
</tr>
<tr>
<td>Olga Kagan, Ph.D.</td>
<td>Professor</td>
<td>0</td>
</tr>
<tr>
<td>Paul V. Kroskrity, Ph.D.</td>
<td>Professor</td>
<td>0</td>
</tr>
<tr>
<td>Reynaldo F. Macias, Ph.D.</td>
<td>Professor</td>
<td>0</td>
</tr>
<tr>
<td>Elinor Ochs, Ph.D.</td>
<td>Professor</td>
<td>0</td>
</tr>
<tr>
<td>Susan J. Plann, Ph.D.</td>
<td>Professor</td>
<td>0</td>
</tr>
<tr>
<td>Russell G. Schuh, Ph.D.*</td>
<td>Professor</td>
<td>0</td>
</tr>
<tr>
<td>John H. Schumann, Ed.D.**</td>
<td>Professor</td>
<td>100</td>
</tr>
<tr>
<td>Hongvin Tao, Ph.D.</td>
<td>Professor</td>
<td>0</td>
</tr>
<tr>
<td>Katrina D. Thompson, Ph.D.***</td>
<td>Associate</td>
<td>100</td>
</tr>
<tr>
<td>Noreen M. Webb, Ph.D.</td>
<td>Professor</td>
<td>0</td>
</tr>
<tr>
<td>Olga T. Yokoyama, Ph.D.</td>
<td>Professor</td>
<td>100</td>
</tr>
</tbody>
</table>

*Russell Schuh’s appointment approved September 2013  
**John Schumann will retire at the end of Fall 2013  
***Katrina Thompson is on leave until June 30, 2014 and has accepted a tenured position at the University of Wisconsin

### III. Undergraduate programs

The Department of Applied Linguistics currently houses two undergraduate majors and one undergraduate minor (African Languages B.A., Applied Linguistics B.A. and the Language Teaching minor). After reviewing all curricular and administrative needs, we propose discontinuing the African Languages B.A., transferring the Applied Linguistics B.A. to the Department of Linguistics, and discontinuing the minor in Language Teaching. As the proposed home for the Applied Linguistics B.A., the Department of Linguistics is prepared to propose curricular changes to the program that will align the major with department resources and expertise while preserving core features of the Applied Linguistics curriculum. Linguistics will also assume all advising and administrative responsibilities for students currently enrolled in the undergraduate programs.

**African Languages B.A.**

The major in African Languages was first established in 1971 and provides students an opportunity to study the linguistic structure of African languages within their social and cultural contexts. Since the program was established, only three undergraduate degrees have been awarded (1978, 1996, and 2004). With limited student interest combined with faculty retirements in early 2000—and more recently with the departure of Katrina Thompson—sustaining African language instruction and the upper division curriculum has been difficult for the Division. While there is a strong presence of Africanists on campus, it
has not been possible to sustain African language instruction (and the undergraduate major). Currently, Dean Schaberg is in contact with faculty invested in African language training, including Allen Roberts (Chair, African Studies IDP) and Cindy Fan (Interim Vice Provost, International Institute), and will continue discussing how the campus can support language instruction in this area. In the meantime, we propose discontinuing the major as well as the undergraduate and graduate courses and subject area, since we were unable to identify a suitable academic home for the program and curriculum.

**Applied Linguistics B.A.**  
The major in Applied Linguistics was established in 2009 with the goal of introducing students to the discursive and interactional contexts of language. Interdisciplinary in nature, the program is designed to educate students about the nature of language and language use. Unique among humanities majors, it combines the study of language, culture, social organizations with service learning and community-based academic internships. Students who graduate with an Applied Linguistics degree have gone on to pursue advanced degrees in Applied Linguistics, Sociology, Communication Studies, among others, or entered the workforce in education, social sciences, and other non-profit fields.

As of Fall 2013, there are 42 undergraduates enrolled in the Applied Linguistics major. The faculty of the Department of Linguistics have voted to accept the transfer of the major and are committed to nurturing and growing the program. During the Fall quarter, the chair and faculty of Applied Linguistics, in consultation with the chair and faculty of Linguistics, will work to bring the curriculum in-line with departmental expertise and best-practices in the field. Any future changes to the major will not affect students currently enrolled in the program. Appendix E lists undergraduates currently enrolled in the major.

**Language Teaching minor**  
The minor in Language Teaching was established in 1998 as the minor in “Teaching English as a Second or Foreign Language” and renamed in 2006 to its current designation. From the beginning, the minor sought to provide undergraduates with an overview of pedagogical theories and practices in language teaching. This was accomplished by a sophisticated curriculum that blended traditional classroom instruction with on-site observations and practicum experience. Many of the minor courses are offered concurrently with courses for the Graduate Certificate in Teaching English as a Second or Foreign Language Certificate.

As of Fall 2013, there are 14 undergraduates enrolled in the Language Teaching minor. After broad consultation, it has not been possible to identify an appropriate academic and administrative home for the curriculum. The Dean and faculty discussed the possibility of transferring the minor to Writing Programs, since that unit houses the English as a Second Language curriculum and a number of their instructors are experts in the field of second language acquisition; however, Writing Programs’ lecturers have full teaching loads and cannot accommodate the additional teaching responsibilities without appropriate funding commitments from the campus.

As the minor received only a small amount of funding from the Division and has survived by relying on courses already offered by the Applied Linguistics department, it is not financially feasible to establish the program as a freestanding minor in the Division of Humanities. In the future, if funding becomes available and there is demonstrated faculty interest in supporting the program, the Division is open to re-establishing the minor. At
present, the most practical option is to discontinue the program. We propose that students currently enrolled in the minor must complete the required courses by Spring 2015. Appendix E lists undergraduates currently enrolled in the minor.

IV. Graduate programs

The department currently houses four graduate programs (Applied Linguistics M.A., C.Phil., Ph.D., and a graduate certificate in Teaching English as a Second or Foreign Language). The programs are designed to introduce students to a broad background of knowledge about the nature of language and language use and prepare students—depending on career objective—to investigate language-related problems and issues in the everyday world. As of Fall 2013, 43 students are enrolled across the department’s graduate programs (33 Ph.D., 8 M.A., and 7 certificate; 4 students are enrolled in the Ph.D. and the certificate). Appendix E lists all graduate students by UID number, career status, class level, target degree (M.A., PhD, or graduate certificate), advisor name and department, and degree expected term.

After reviewing the curricular and administrative needs of the graduate programs, the Division and faculty recommend their discontinuation. In order to provide continuity in course offerings, advising, and administrative support, the Department of Linguistics has agreed to provide important resources during this transition. Jessika Herrera, the Applied Linguistics Student Affairs Officer, has recently transferred to the Linguistics department and will continue to advise graduate students across the graduate programs. Russell Schuh will serve as chair for the Department of Applied Linguistics during the 2013-14 academic year, and will continue to serve as the Director of Graduate Studies for 2014-15 and 2015-16. In both roles, he will supervise the discontinuation of the graduate programs and will work with the Dean and Graduate Division to ensure that appropriate TA-opportunities and fellowships are provided to continuing students. After 2015-16, the Dean of Humanities will select an appropriate faculty member to oversee the continued discontinuation of the graduate programs. In circumstances requiring exceptions to Graduate Division policies and procedures (e.g. constitution of doctoral committees), Russell Schuh (or his successor) and the Dean of Humanities will work closely with the Dean/Vice Provost of Graduate Division to ensure current students are not adversely impacted by the department’s disestablishment. In order to communicate these developments to the graduate students, the Dean, chair, and remaining faculty met with students in early October to explain the Appendix V process and outline the administrative, advising, and financial support opportunities for the future.

V. Staff, budget, and space

Staff

The Applied Linguistics department is supported by the Rolfe-Campbell administrative group and one Student Affairs Office (Jessika Herrera). In anticipation of this proposal, Jessika recently made a lateral move to the Department of Linguistics, where she will serve as the principal advisor for all undergraduate programs in the Department of Linguistics. In her new position, she will also continue to provide advising support to all Applied Linguistics graduate students and the remaining students in the Language Teaching minor. After disestablishment, the Applied Linguistics Chair/Director of Graduate Studies and students will continue to receive important budget, management, personnel, and operational support from the Rolfe-Campbell administrative group. The staff will also
coordinate any updates to the program web site and will work with the Registrar’s Office on facilitating timely catalog changes.

Budget
The Department of Applied Linguistics has a permanent budget of $629,589 that breaks down into $598,750 in ladder faculty salaries and $30,839 for operating costs. Additional annual resources are in the form of block grant allocations from the Graduate Division, fee remissions that are centrally provided, and temporary teaching resources and benefits that are funded by the Division of Humanities. The Division has been providing 2.34 TA FTE to Applied Linguistics as a combination of regular TA-ships (0.68 FTE) and Undergraduate Academic Incentive Funding support for added GE sections (1.66 TA FTE). The Division is committed to continuing to provide sufficient TA funds in proportion to the graduate student population from year-to-year to ensure that graduate students have continued access to TA opportunities. Potential TA opportunities are indicated in the three-year teaching plan located in Appendix H.

The staff funding that supports Applied Linguistics, to include the student affairs officer salary, resides within the Rolfe Campbell administrative group. As part of the proposed disestablishment, two faculty FTE will be shelved and two faculty lines will be transferred. Temporary teaching and TA funds used to hire adjunct faculty, lecturers, and graduate student apprentices will continue to be deployed over the next few years to mount both undergraduate and graduate courses as needed. Beyond the salary and benefits savings from the two shelved faculty positions, the Division is not expecting to save money on the closure of the department or its programs. Please see Appendix C for information about the budget realignment and transfers.

Space
At present, the department’s main office is on the third floor of Rolfe Hall, but the department also uses space on the first and second floors. Two small Teaching Assistant offices are located in the basement of Haines Hall. In total, the department occupies a little over 4000 square feet, which includes office, storage, and open spaces. During the period of transition, Applied Linguistics space will continue to be used by graduate students and temporary faculty. As the department’s programs begin to wind down, the Division will evaluate how the space is used and will make adjustments in the allocation as needed.
Appendix A: Letters

Charles Goodwin, Professor, Department of Applied Linguistics
John Schumann, Professor, Department of Applied Linguistics
Katrina Thompson, Professor, Department of Applied Linguistics
Olga Yokoyama, Professor, Department of Applied Linguistics
Bruce Hayes, Chair, Department of Linguistics
Tim Groeling, Chair, Department of Communication Studies
David Schaberg, Dean, Division of Humanities
Alessandro Duranti, Dean, Division of Social Sciences
Robin Garrell, Dean/Vice Provost, Graduate Division
Patricia Turner, Dean/Vice Provost, Division of Undergraduate Education
University Registrar
October 19, 2013

This is with reference the closing of the UCLA Department of Applied Linguistics. My primary goal for the future is ensuring that the graduate students I am working with successfully complete their degrees. I will continue to advise my students, chair dissertation committees as appropriate, serve on the dissertation committees that I have joined as a committee member, and teach appropriate graduate courses in Applied Linguistics over the next few years.

Sincerely,

Charles Goodwin

Professor of Applied Linguistics
October 23, 2013

To whom it may concern:

In retirement, I will continue to advise graduate students whom I have agreed to advise, and I will continue to chair dissertation committees and serve as a committee member for students for whom I have made this commitment. I will be available to teach on recall as per the agreement in the July 17, 2013 Pathways to Retirement letter I received from Dean David Schaberg.

Sincerely,

John H. Schumann
Professor of Applied Linguistics, UCLA
24 October 2013

To whom it may concern,

After resigning from UCLA, I am willing to continue working with the UCLA Applied Linguistics students on whose committees I currently serve. I will become an external member of their committees and/or co-chair with a UCLA faculty member.

Sincerely,

K. Thompson

Katrina Duly Thompson
Associate Professor, Department of African Languages & Literature
University of Wisconsin-Madison
(and Associate Professor of Applied Linguistics, UCLA, currently on leave)
October 30, 2013

TO: Jan Reiff, Chair, Academic Senate
FROM: Bruce Hayes, Chair, Department of Linguistics
RE: Disestablishment of Department of Applied Linguistics

Dear Chair Reiff:

I am writing to report two faculty votes in the Department of Linguistics that are related to the current proposal to disestablish the Applied Linguistics Department.

First, our faculty voted to adopt the Applied Linguistics major. Details:

- **Date:** late July 2013, via email
- **Senate:** 14 yes, 2 abstain
- **Emeritus:** 2 yes, 1 abstain
- **Grad student representatives:** 2 yes

For now, our plan is to maintain the course requirements for this major for those students already enrolled in it. In this task we will be assisted by former Applied Linguistics faculty, such as Prof. Yokoyama, who teach courses required for the major. In the medium future, we anticipate altering the major requirements in modest ways. This will be in part to reflect our own views about what such a major should be like, as well as making the major sustainable given the teaching resources that are likely to be available in the long term.

We feel that adopting the Applied major is a natural move for us. Even before the crisis in Applied Linguistics became apparent, we were already planning a new major within our department that would teach linguistics with an eye toward its real-world applications. Adopting/adapting the existing Applied major serves this end while providing continuity to the existing majors. In addition, we have recently adopted into our department the capable Student Affairs Officer who had been serving Applied Linguistics, Jessika Herrera; she is now the primary counselor for both majors. Jessika has a B.A. from our own department and is ideally suited to steer new students into whatever linguistics major suits them best.
The other faculty vote taken was to invite Prof. Olga Yokoyama of Applied Linguistics to join our department. We continue to participate in discussions with Prof. Yokoyama as she decides what she wants to do.

Sincerely,

Bruce Hayes
Distinguished Professor and Chair
October 19, 2013

To whom it may concern:

This is to confirm that I am prepared to continue supporting Applied Linguistics students over the next few years as needed. This will include teaching necessary graduate courses, serving on thesis, dissertation, or qualifying paper committees, and providing general advice to graduate students, should I be called upon to do so by the Chair cum DGS, Professor Russell Schuh.

Sincerely,

Olga T. Yokoyama
Distinguished Professor
October 25, 2013

TO: Jan Reiff, Chair, Academic Senate

FROM: David Schaberg, Dean of Humanities

RE: Disestablishment of the Department of Applied Linguistics

It is with mixed feelings that I write to endorse the proposal to disestablish the Department of Applied Linguistics effective July 1, 2014, as submitted by Professor Russell Schult, chair of the department.

As you know, the department has made important intellectual contributions to the field and to campus, but in recent years has struggled to maintain a share of faculty FTE that supported its graduate and undergraduate programs. If I exclude transfers of faculty positions from within the campus and conversions of appointments to a ladder rank from within the department, the last time Applied Linguistics hired a new faculty member was over 22 years ago, in 1992. For the past ten years the department has had between five and six ladder faculty members with salaried (100%-time) appointments in the department. At present there are four ladder faculty members left, one of whom is on leave and has accepted a tenured position at another university, and one of whom is retiring on November 1, 2013. The remaining two faculty members have been offered faculty appointments in other departments.

I cannot readily reconstruct the reasons why the five humanities deans and acting deans who preceded me over a 20+ year timespan did not authorize searches for Applied Linguistics, but I am sure they each had sound reasons for this. I can, however, speak to the reason I have not provided searches to Applied Linguistics since becoming dean two years ago. For the past two years the Division was authorized to search for 3 to 4 positions per year against roughly 10 to 12 faculty retirements/resignations per year. I do not need to expand on the severe financial shortfalls campus-wide that have led to this curtailment of searches that you are well aware of. For the Division to make a meaningful and lasting investment in Applied Linguistics, I would have needed to authorize at least four searches over two years given the age demographics of current faculty. With other departments with sizeable majors and service courses in dire need of searches, it was not possible to make this investment. I provide this context because I want to be clear that the decision to disestablish the department is not based on any negative judgment of quality of the program, its faculty or graduate students.

I did initially consider the conversion of the department to an interdepartmental program (IDP). The chief concern, however, was the department’s practice of concurrently listing their graduate and undergraduate courses, with a number of these courses being taught by non-ladder faculty. At the graduate level, with >0% faculty down to two faculty as of November 2013, and with 0% joint faculty appointments also being diminished through retirements, and with no indications of junior faculty interest in Applied Linguistics to provide continuity for joint appointments, my assessment is that the Division currently lacks the intellectual and resource capacity to sustain such an IDP over the long term.
My focus now is to ensure that the ladder faculty who remain are given the Division’s full support to transition to new home departments, that the undergraduate major successfully transitions to the department of Linguistics, and that we uphold all our commitments to the graduate students in the program to ensure that they complete their degrees as planned with the full support of the institution.

Professor Charles Goodwin will be transferring to the Department of Communication Studies effective July 1, 2014. Professor Olga Yokoyama is currently deciding between a 100% appointment in the Department of Linguistics and a split appointment of 50% 50% in Linguistics and Asian Languages and Cultures.

The Applied Linguistics undergraduate major will be transitioning to the Linguistics department, with all current undergraduate students grandfathered in so that they do not receive any new requirements for graduation and complete their degrees in a timely fashion. The student affairs officer for Applied Linguistics has moved to the Linguistics department and will continue to support the Applied Linguistics major there.

The department’s undergraduate minor in Language Teaching (which is coupled with a graduate certificate program) will be discontinued as it does not in current form have adequate ladder faculty involvement in teaching or sufficiently large enrollments. I am happy to consider proposals to resurrect the minor in a new home department if the minor can be largely self-supporting and has strong ladder faculty involvement.

I have appointed Russell Schuh, Professor in the department of Linguistics, as chair of Applied Linguistics for 2013-14. His main focus this year is to take stock of the graduate program and ensure continuity of academic oversight for the graduate students. He will continue in the role of Director of Graduate Studies for Applied Linguistics graduate students as of 2014-15. The student affairs officer for Applied Linguistics will continue to provide administrative support to the graduate students and all financial allocations for graduate support from the Division of Humanities and Graduate Division will continue to flow to the students, as in prior years, based on the number of eligible students.

Beyond the Applied Linguistics curriculum, the department also housed the African Languages B.A. This program has almost entirely been without any majors for many years, but students do take language courses, principally Swahili. With Professor Katrina Thompson’s departure to the University of Wisconsin, we have no ladder faculty member within the Humanities who can oversee this major or the language offerings. The funding for Katrina’s base FTE was shared among four divisions/schools, and this shared funding agreement has now expired. The Division does not have the resources to fund an African languages B.A., especially with almost complete absence of student interest in this major. I have already initiated conversations with faculty and administrators in the International Institute, School of Arts and Architecture, and Social Sciences division about how we might jointly fund African language instruction in the future and whether courses can perhaps be housed in the African Studies IDP in the International Institute, within Comparative Literature, or elsewhere.

I wish to express my deep gratitude to the faculty and students of the Department of Applied Linguistics for the open and reasoned conversations that have led up to this Appendix V action and for the general sentiment of understanding that I sensed at the October 2013 town hall meeting and in my conversations with individual faculty members and students.
October 21, 2013

David Schaberg  
Dean of Humanities  
Office of the Deans  
2300 Murphy Hall  
UCLA  

Dear David:

Thank you for your memorandum of October 18, 2013, confirming that the Humanities division will be providing the FTE for the transfer of Professor Charles Goodwin from Applied Linguistics to Communication Studies effective July 1, 2014. I am writing to confirm that this transfer has the full support of the Department of Communication Studies and the Division of Social Sciences. I understand that this FTE will revert to the Humanities once Professor Goodwin separates from the university.

Sincerely,

Alessandro Duranti  
Dean of Social Sciences  

CC: Tim Groeling, Chair, Communication Studies  
Reem Hanna-Harwell, Assistant Dean  
Russell Schuh, Chair, Applied Linguistics  
Amy Yip, Manager
Date: 29 October 2013

To: Kyle McJunkin, Director of Curriculum Coordination & Operations, UCLA College

From: Robin L. Garrell, Vice Provost for Graduate Education

Dean, Graduate Division

Re: Appendix V Proposal from the Department of Applied Linguistics

The Department of Applied Linguistics is seeking to disestablish the department; to transfer the BA degree program to the Department of Linguistics; to discontinue the undergraduate minor in Language Teaching; to discontinue the African Languages B.A. degree; to discontinue the M.A., C. Phil., and Ph.D. degrees in Applied Linguistics; and to discontinue the graduate certificate in TESOL. This memo is in response to your request to confirm the arrangements that I have made with Dean David Schaberg and Chair/Director of Graduate Studies Russell Schuh regarding Graduate Division support for continuing students in the department’s graduate degree programs. Separately, Dean Schaberg has provided information on future opportunities for students in those programs to hold teaching apprenticeship appointments.

As you know, the Graduate Council, in response to the Department’s request, suspended admissions to its graduate programs on 25 October 2013. A notice has already been posted on the Registrar’s website (http://www.registrar.ucla.edu/catalog/catalog13-14-85.htm). The Graduate Division will ensure that prospective and current applicants to the program are notified of the suspension of admissions, and of the potential fate of the department and its degree programs. Application fees for Fall 2014 admission will be refunded.

The Graduate Division will work with Schaberg, Schuh, and the SAO to ensure that all current graduate students are able to complete the degree and/or certificate program(s) in which they are currently enrolled, with the caveat that students in the certificate program must complete the program by Spring 2015, as stated in Appendix I of the proposal. Together, we will facilitate changing the majors of students who are interested in doing so.

The Graduate Division will ensure that block grant funds will continue to be made available to support graduate students in Applied Linguistics, consistent with the extant enrollment-based allocation methodology. Students will continue to be eligible to apply for graduate fellowships (e.g., Graduate Research Mentorship awards, Dissertation Year Fellowships, as applicable), as well as for conference travel and field research travel awards. All existing fellowship commitments will be honored. We will work with the Director of Graduate Studies and the SAO as needed to support disbursement of Graduate Division funds.

The current faculty are to be commended for their willingness to continue mentoring Applied Linguistics students and serving on their committees. Under the circumstances, I would recommend that students who have already constituted their master’s or doctoral committees be allowed to keep the membership intact, to the extent possible. Because Prof. Katrina Thompson will not hold a UCLA appointment after her
leave ends, she will not be eligible to chair committees, but may serve as an outside member (by
exception). Again, under the circumstances, the Graduate Council may wish to make a policy exception
that would enable her to co-chair committees on which she currently serves as chair.

Dean Schaberg and Professor Schuh have crafted a detailed plan for discontinuing the various degree
programs and disestablishing the department. If in the course of the Appendix V review the Academic
Senate identifies other issues that need to be addressed, my staff and I will be pleased to work with them
to resolve deficiencies and minimize any potential adverse impacts the proposed actions might have on
Applied Linguistics graduate students.

cc:    David Schaberg, Dean of Humanities
       Russell Schuh, Chair of Applied Linguistics
       Carlos Grijalva, Associate Dean in the Graduate Division
       Joseph Watson, Associate Dean in the Graduate Division
UCLA Vice Provost for Undergraduate Education

MEMORANDUM

October 28, 2013

To: Jan Reiff
   Chair, Academic Senate

From: Patricia Turner
       Dean/Vice Provost for Undergraduate Education

Re: Appendix V proposal for Applied Linguistics

I have had an opportunity to review the Appendix V proposal from the Department of Applied Linguistics, in which they are proposing to transfer, disestablish and discontinue their graduate and undergraduate programs. Understanding that undergraduates students enrolled in the Applied Linguistics B.A. and Language Teaching minor will be impacted by this action, I have asked the Division's academic counseling units (CAC, Honors, AAP, and Athletics) to work with the Applied Linguistics and Linguistics departments to facilitate any additional counseling resources needed to make this transition a smooth one for our undergraduates. In particular, we are prepared to work with students enrolled in the Language Teaching minor as they work to complete the program by Spring 2015.

As you know, the campus has seen several undergraduate programs undergo dramatic changes in the past few years, and in my capacity as Dean and Vice Provost of Undergraduate Education, my staff and I are committed to working closely with affected students.
MEMORANDUM
Division of Student Affairs Administration
Registrar’s Office
L42991

October 25, 2013

To: Christina Palmer, Chair College Faculty Advisory Committee
From: Frank Y. Wada, University Registrar

Subject: Applied Linguistics Appendix V Proposal

After reviewing a draft of the proposal, the Registrar’s Office is prepared to implement the
Appendix V action for the Department of Applied Linguistics as directed by the Academic
Senate. To initiate the steps needed to implement this action, we request that specific term dates
for suspension and disestablishment be provided for each major and the minor and certificate.
Also, please provide the “grandfathering” text that should be included in the catalog while
current students complete their programs.
Appendix B: Memoranda regarding transfer of faculty FTE

UNIVERSITY OF CALIFORNIA, LOS ANGELES

October 18, 2013

Alessandro Duranti
Dean of Social Sciences
Office of the Deans
2300 Murphy Hall

Dear Sandro:

I am writing to confirm that the Division of Humanities will provide Communication Studies with the full faculty FTE and related salary in support of the transfer of Professor Charles Goodwin’s appointment to the Department of Communication Studies in the Division of Social Sciences effective July 1, 2014. The FTE reverts to the Division of Humanities upon Professor Goodwin’s separation from the university.

I wish to thank you and the faculty in the Department of Communication Studies for supporting this transfer.

Sincerely,

David Schaberg
Dean of Humanities

cc: Russel Schuh, Chair, Applied Linguistics
    Tim Groeling, Chair, Communication Studies
    Reem Hanna-Harwell, Assistant Dean
    Amy Yip, Manager
Appendix C: Budget realignment and transfers

Permanent Budget

The Applied Linguistics department has a permanent budget of $611,817 on state (19900) funds that consist of the following components:

- An instructional budget of **$598,750** covering the four ladder faculty members (4.00 FTE) that have paid appointments within the department. The salary budgets/FTE of Professor Charles Goodwin and Professor Olga Yokoyama will be transferred to their respective new home departments will remain available to fund both faculty appointments. The base salary/FTE of Professor John Schumann will revert to the Division of Humanities upon his planned retirement of November 1, 2013. The base salary/FTE of Professor Katrina Thompson will revert to the Division of Humanities upon her separation on July 1, 2014. Professor Thompson has accepted a tenured position at the University of Wisconsin, Madison, and is currently on unpaid leave. The salary above the base for Professor Schumann and Professor Thompson will revert to the Chancellor’s turnover pool upon separation, per campus policy.

- A budget of **$13,067** for supplies and expenses. Since the Applied Linguistics undergraduate major is being transferred to Linguistics and since the Applied Linguistics graduate students will continue to receive administrative support from Linguistics SAO, $8,000 of these funds will be transferred on a permanent basis to Linguistics for ongoing operating costs & supplies related to the students. The remainder of $5,067 will revert to the Division of Humanities.

Summer Sessions Revenue Sharing

Applied Linguistics courses generated $55,344 in summer 2013. This pattern of earnings is consistent with earnings in prior years. The Department of Linguistics will need to determine which course offerings will continue to be offered as part of the transfer of the undergraduate major to Linguistics. Future revenue sharing will depend on course offerings for the major within Linguistics and future revenue sharing will accrue to the Linguistics department.

Temporary Instructional Resources

Applied Linguistics receives the following instructional allocation for lecturer and TA hires, based on the 2013-14 allocation level:

- **$10,100** recall funds for Lyle Bachman and **$10,100** recall funds for Professor John Schumann. 2013-14 is the final year of committed funding for Professor Bachman’s recall. The Division has a commitment to recall Professor Schumann to teach five more courses beyond the course already scheduled for 2013-14. The recall funding for the five courses will be provided as already committed, via advance consultation between Professor Schumann and the Linguistics chair (for undergraduate courses) and the Applied Linguistics Director of Graduate Studies (for graduate courses).

- **$20,317** for courses for the undergraduate major. These funds will be provided to Linguistics for teaching needs for the major as it continues under the auspices of the Linguistics department.
$20,094 in Undergraduate Academic Incentive Funding. These funds are being provided because Applied Linguistics is hiring lecturers to increase GE seats from a baseline of 175 in 2010-11 to 425 planned for 2013-14. This allocation will continue in proportion to the amount of GE seats offered above the baseline for courses offered as part of the undergraduate major under Linguistics.

$26,800 (0.68 TA FTE) for discussion sections for the undergraduate major. These funds will be provided to Linguistics for teaching needs for the major as it continues under the auspices of the Linguistics department.

$65,820 (1.67 TA FTE) in Undergraduate Academic Incentive Funding for GE discussion sections. These funds are being provided because Applied Linguistics hired TAs to increase GE seats from a baseline of 175 in 2010-11 to 425 planned for 2013-14. This allocation will continue in proportion to the amount of GE seats offered above the baseline for courses offered as part of the undergraduate major under Linguistics.

$20,100 (0.51 TA FTE) for Swahili instruction. These funds will be discontinued by the Division of Humanities, given that the African Languages B.A. will no longer be offered. If the campus is able to garner new funds to support an African literature & language curriculum in the future, the Division will revive this contribution accordingly.

Block Grant Allocation

Applied Linguistics received $218,769 from the regular block grant allocation from the Graduate Division for 2013-14 and an additional $23,028 as a supplemental allocation from the Graduate Division. The allocation from the Graduate Division will continue on an annual basis via the established formula where total block grant funds are distributed based on the total eligible graduate students. The Director of Graduate Studies will continue to provide academic oversight for the disbursement of these funds exclusively to Applied Linguistics graduate students and the Linguistics SAO will administer the funding.

Carry-forward Balances

All cash carry-forward balances at June 2014 (final ledger) will be pulled back to the Division of Humanities and will be applied toward ongoing needs of Applied Linguistics graduate students. We expect these balances to be minor given the small budget overall.
Appendix D: Faculty Roster, 2013-14

Professors
Charles Goodwin, Ph.D.
Marjorie Harness Goodwin, Ph.D.
Nina M. Hyams, Ph.D.
Olga Kagan, Ph.D.
Paul V. Kroskrity, Ph.D.
Reynaldo F. Macías, Ph.D.
Elinor Ochs, Ph.D.
Susan J. Plann, Ph.D.
Russell G. Schuh, Ph.D.
John H. Schumann, Ed.D.
Hongyin Tao, Ph.D.
Noreen M. Webb, Ph.D.
Olga T. Yokoyama, Ph.D.

Professors Emeriti
Lyle F. Bachman, Ph.D.
Marianne Celce-Murcia, Ph.D.
Susan R. Curtiss, Ph.D.
Frederick D. Erickson, Ph.D.
Evelyn R. Hatch, Ph.D.
Shoichi Iwasaki, Ph.D.
Edward L. Keenan, Ph.D.
Pamela L. Munro, Ph.D.
Earl J. Rand, Ph.D.
Emanuel A. Schegloff, Ph.D.

Associate Professor
Katrina D. Thompson, Ph.D.

Adjunct Assistant Professors
Nancy E. Jones, Ph.D.
Jisoo Kim, Ph.D.
Annelie M. Rugg, Ph.D.
Appendix E: Student rosters

List of undergraduates by program
List of graduate students by program
Undergraduate students enrolled in the Applied Linguistics B.A.

<table>
<thead>
<tr>
<th>UID</th>
<th>COLLEGE</th>
<th>DEG</th>
<th>DET</th>
<th>CLASSIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>003751494</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UJR</td>
</tr>
<tr>
<td>003837855</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>UJR</td>
</tr>
<tr>
<td>003923023</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UJR</td>
</tr>
<tr>
<td>003939967</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USR</td>
</tr>
<tr>
<td>004076637</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USR</td>
</tr>
<tr>
<td>004156115</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USO</td>
</tr>
<tr>
<td>004209091</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>USR</td>
</tr>
<tr>
<td>004338984</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UFR</td>
</tr>
<tr>
<td>104213747</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>USR</td>
</tr>
<tr>
<td>104346894</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UJR</td>
</tr>
<tr>
<td>204060678</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UJR</td>
</tr>
<tr>
<td>204142839</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USR</td>
</tr>
<tr>
<td>204210017</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USR</td>
</tr>
<tr>
<td>303934831</td>
<td>LS</td>
<td>AB</td>
<td>142</td>
<td>USR</td>
</tr>
<tr>
<td>304077503</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USR</td>
</tr>
<tr>
<td>304130063</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USR</td>
</tr>
<tr>
<td>304209264</td>
<td>LS</td>
<td>AB</td>
<td>142</td>
<td>USR</td>
</tr>
<tr>
<td>304211422</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UJR</td>
</tr>
<tr>
<td>403807984</td>
<td>LS</td>
<td>AB</td>
<td>13F</td>
<td>USR</td>
</tr>
<tr>
<td>403956554</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>USR</td>
</tr>
<tr>
<td>404016321</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USR</td>
</tr>
<tr>
<td>404080473</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>USR</td>
</tr>
<tr>
<td>404217112</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USR</td>
</tr>
<tr>
<td>404292408</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UJR</td>
</tr>
<tr>
<td>504208433</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USR</td>
</tr>
<tr>
<td>603905733</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>USR</td>
</tr>
<tr>
<td>604073136</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USR</td>
</tr>
<tr>
<td>604171306</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UJR</td>
</tr>
<tr>
<td>604173876</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UFR</td>
</tr>
<tr>
<td>604243030</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UJR</td>
</tr>
<tr>
<td>604348485</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UJR</td>
</tr>
<tr>
<td>604348956</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UJR</td>
</tr>
<tr>
<td>704028313</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>USR</td>
</tr>
<tr>
<td>704133093</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UJR</td>
</tr>
<tr>
<td>704210538</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UJR</td>
</tr>
<tr>
<td>803900230</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>USR</td>
</tr>
<tr>
<td>804083634</td>
<td>LS</td>
<td>AB</td>
<td>142</td>
<td>UJR</td>
</tr>
<tr>
<td>804207106</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USO</td>
</tr>
<tr>
<td>804212476</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USR</td>
</tr>
<tr>
<td>804305654</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>UFR</td>
</tr>
<tr>
<td>904164516</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>USR</td>
</tr>
<tr>
<td>904207752</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>USR</td>
</tr>
</tbody>
</table>

42
Undergraduate students enrolled in the Language Teaching minor

<table>
<thead>
<tr>
<th>UID</th>
<th>COLL</th>
<th>DEG</th>
<th>DET</th>
<th>MAJOR</th>
<th>CLASSIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>003899080</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>ENGLISH</td>
<td>USR</td>
</tr>
<tr>
<td>003939967</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>APP LING</td>
<td>USR</td>
</tr>
<tr>
<td>203998611</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>JAPANESE</td>
<td>UJR</td>
</tr>
<tr>
<td>303934831</td>
<td>LS</td>
<td>AB</td>
<td>142</td>
<td>APP LING</td>
<td>USR</td>
</tr>
<tr>
<td>303936439</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>CHINESE</td>
<td>USR</td>
</tr>
<tr>
<td>303939621</td>
<td>LS</td>
<td>AB</td>
<td>13F</td>
<td>LING&amp;ANT</td>
<td>USR</td>
</tr>
<tr>
<td>304077503</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>APP LING</td>
<td>USR</td>
</tr>
<tr>
<td>304209264</td>
<td>LS</td>
<td>AB</td>
<td>142</td>
<td>APP LING</td>
<td>USR</td>
</tr>
<tr>
<td>504082462</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>LING&amp;FR</td>
<td>USR</td>
</tr>
<tr>
<td>504208433</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>APP LING</td>
<td>USR</td>
</tr>
<tr>
<td>504213496</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>ENGLISH</td>
<td>USR</td>
</tr>
<tr>
<td>604106245</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>SPAN C&amp;C</td>
<td>USR</td>
</tr>
<tr>
<td>704028313</td>
<td>LS</td>
<td>AB</td>
<td>14S</td>
<td>APP LING</td>
<td>USR</td>
</tr>
<tr>
<td>803888370</td>
<td>LS</td>
<td>AB</td>
<td></td>
<td>JAPANESE</td>
<td>USR</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graduate students enrolled in the Applied Linguistics M.A.

<table>
<thead>
<tr>
<th>UID</th>
<th>START TERM</th>
<th>DEG</th>
<th>DET</th>
<th>ADVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>202632608</td>
<td>11F</td>
<td>MA</td>
<td>13F</td>
<td>Charles Goodwin</td>
</tr>
<tr>
<td>204359353</td>
<td>13F</td>
<td>MA</td>
<td>15S</td>
<td>Olga Yokoyama</td>
</tr>
<tr>
<td>404354000</td>
<td>13F</td>
<td>MA</td>
<td>15S</td>
<td>Olga Yokoyama</td>
</tr>
<tr>
<td>603916034</td>
<td>11F</td>
<td>MA</td>
<td>Unknown¹</td>
<td>Katrina Thompson</td>
</tr>
<tr>
<td>604359365</td>
<td>13F</td>
<td>MA</td>
<td>15S</td>
<td>John Heritage (Sociology)</td>
</tr>
<tr>
<td>604359817</td>
<td>13F</td>
<td>MA</td>
<td>15S</td>
<td>Olga Yokoyama</td>
</tr>
<tr>
<td>803675892</td>
<td>11F</td>
<td>MA</td>
<td>13F</td>
<td>Katrina Thompson</td>
</tr>
</tbody>
</table>

¹ Department has lost contact with student
Graduate students in the Applied Linguistics Ph.D.

<table>
<thead>
<tr>
<th>UID</th>
<th>START TERM</th>
<th>DEG</th>
<th>ACT?</th>
<th>EST. DET</th>
<th>ADVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>002911276</td>
<td>11F</td>
<td>PHD</td>
<td>N</td>
<td>2018-19</td>
<td>John Schumann</td>
</tr>
<tr>
<td>003257337</td>
<td>06W</td>
<td>PHD</td>
<td>Y</td>
<td>2013-14</td>
<td>Lyle Bachman</td>
</tr>
<tr>
<td>003541887</td>
<td>08F</td>
<td>PHD</td>
<td>Y</td>
<td>2015-16</td>
<td>John Schumann</td>
</tr>
<tr>
<td>003582217</td>
<td>07F</td>
<td>PHD</td>
<td>Y</td>
<td>2014-15</td>
<td>Shoichi Iwasaki / Olga Kagan</td>
</tr>
<tr>
<td>003912053</td>
<td>10F</td>
<td>PHD</td>
<td>Y</td>
<td>2017-18</td>
<td>Charles Goodwin / Marjorie Goodwin</td>
</tr>
<tr>
<td>103415478</td>
<td>11F</td>
<td>PHD</td>
<td>N</td>
<td>2018-19</td>
<td>Katrina Thompson / Reynaldo Macias</td>
</tr>
<tr>
<td>103643767</td>
<td>08F</td>
<td>PHD</td>
<td>Y</td>
<td>2015-16</td>
<td>Elinor Ochs</td>
</tr>
<tr>
<td>103659094</td>
<td>09F</td>
<td>PHD</td>
<td>Y</td>
<td>2016-17</td>
<td>Katrina Thompson</td>
</tr>
<tr>
<td>104308665</td>
<td>13F</td>
<td>PHD</td>
<td>N</td>
<td>2020-21</td>
<td>Reynaldo Macias</td>
</tr>
<tr>
<td>203476169</td>
<td>06F</td>
<td>PHD</td>
<td>Y</td>
<td>2013-14</td>
<td>Charles Goodwin / Sung-Ock Sohn</td>
</tr>
<tr>
<td>203545907</td>
<td>07F</td>
<td>PHD</td>
<td>Y</td>
<td>2014-15</td>
<td>Charles Goodwin / Hongyin Tao</td>
</tr>
<tr>
<td>203902840</td>
<td>10F</td>
<td>PHD</td>
<td>Y</td>
<td>2017-18</td>
<td>Katrina Thompson</td>
</tr>
<tr>
<td>303374151</td>
<td>09F</td>
<td>PHD</td>
<td>Y</td>
<td>2016-17</td>
<td>Charles Goodwin / Marjorie Goodwin</td>
</tr>
<tr>
<td>303805495</td>
<td>11F</td>
<td>PHD</td>
<td>N</td>
<td>2018-19</td>
<td>Katrina Thompson</td>
</tr>
<tr>
<td>402925196</td>
<td>10F</td>
<td>PHD</td>
<td>N</td>
<td>2017-18</td>
<td>John Schumann</td>
</tr>
<tr>
<td>403614867</td>
<td>08F</td>
<td>PHD</td>
<td>Y</td>
<td>2015-16</td>
<td>John Schumann</td>
</tr>
<tr>
<td>403676006</td>
<td>08F</td>
<td>PHD</td>
<td>Y</td>
<td>2015-16</td>
<td>Susan Plann</td>
</tr>
<tr>
<td>403679750</td>
<td>08F</td>
<td>PHD</td>
<td>Y</td>
<td>2015-16</td>
<td>John Schumann</td>
</tr>
<tr>
<td>603411576</td>
<td>10F</td>
<td>PHD</td>
<td>N</td>
<td>2017-18</td>
<td>John Schumann</td>
</tr>
<tr>
<td>603441333</td>
<td>08F</td>
<td>PHD</td>
<td>N</td>
<td>2015-16</td>
<td>Shoichi Iwasaki / Olga Yokoyama</td>
</tr>
<tr>
<td>603476228</td>
<td>06F</td>
<td>PHD</td>
<td>N</td>
<td>2013-14</td>
<td>Steven Clayman / Sung-Ock Sohn</td>
</tr>
<tr>
<td>603911814</td>
<td>10F</td>
<td>PHD</td>
<td>N</td>
<td>2017-18</td>
<td>Charles Goodwin</td>
</tr>
<tr>
<td>603916152</td>
<td>10F</td>
<td>PHD</td>
<td>N</td>
<td>2017-18</td>
<td>Hongyin Tao</td>
</tr>
<tr>
<td>604359921</td>
<td>13F</td>
<td>PHD</td>
<td>N</td>
<td>2020-21</td>
<td>Hongyin Tao</td>
</tr>
<tr>
<td>702942458</td>
<td>08F</td>
<td>PHD</td>
<td>N</td>
<td>2015-16</td>
<td>Charles Goodwin</td>
</tr>
<tr>
<td>703567001</td>
<td>09F</td>
<td>PHD</td>
<td>Y</td>
<td>2016-17</td>
<td>John Schumann</td>
</tr>
<tr>
<td>704359794</td>
<td>13F</td>
<td>PHD</td>
<td>N</td>
<td>2020-21</td>
<td>Charles Goodwin / John Heritage</td>
</tr>
<tr>
<td>803610872</td>
<td>09F</td>
<td>PHD</td>
<td>Y</td>
<td>2016-17</td>
<td>Susan Plann</td>
</tr>
<tr>
<td>903443873</td>
<td>11F</td>
<td>PHD</td>
<td>N</td>
<td>2018-19</td>
<td>Charles Goodwin</td>
</tr>
<tr>
<td>903574958</td>
<td>08F</td>
<td>PHD</td>
<td>N</td>
<td>2015-16</td>
<td>Charles Goodwin</td>
</tr>
<tr>
<td>903644310</td>
<td>10F</td>
<td>PHD</td>
<td>N</td>
<td>2017-18</td>
<td>Hongyin Tao</td>
</tr>
<tr>
<td>903645531</td>
<td>11F</td>
<td>PHD</td>
<td>Y</td>
<td>2018-19</td>
<td>Charles Goodwin</td>
</tr>
</tbody>
</table>
Graduate students in the Teaching English as a Second or Foreign Language certificate

<table>
<thead>
<tr>
<th>UID</th>
<th>DEG</th>
<th>HOME DEPT</th>
<th>REMAINING CRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>203476169</td>
<td>PHD</td>
<td>Applied Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>203806377</td>
<td>PHD</td>
<td>Asian Languages and Cultures</td>
<td>3</td>
</tr>
<tr>
<td>204118716</td>
<td>PHD</td>
<td>Asian Languages and Cultures</td>
<td>6</td>
</tr>
<tr>
<td>402925196</td>
<td>PHD</td>
<td>Applied Linguistics</td>
<td>1</td>
</tr>
<tr>
<td>603476228</td>
<td>PHD</td>
<td>Applied Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>603770833</td>
<td>PHD</td>
<td>Germanic Languages</td>
<td>3</td>
</tr>
<tr>
<td>903644310</td>
<td>PHD</td>
<td>Applied Linguistics</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F: African Languages and Applied Linguistics course descriptions

African Languages

Lower Division Courses

1A. Elementary Swahili (4)
Lecture, five hours. Course 1A is enforced requisite to 1B, which is enforced requisite to 1C. Major language of East Africa, particularly Tanzania. P/NP or letter grading.

1B. Elementary Swahili (4)
Lecture, five hours. Enforced requisite: course 1A. Major language of East Africa, particularly Tanzania. P/NP or letter grading.

1C. Elementary Swahili (4)
Lecture, five hours. Enforced requisite: course 1B. Major language of East Africa, particularly Tanzania. P/NP or letter grading.

2A. Intermediate Swahili (4)
Lecture, four hours. Enforced requisite: course 1C. Course 2A is enforced requisite to 2B, which is enforced requisite to 2C. P/NP or letter grading.

2B. Intermediate Swahili (4)
Lecture, four hours. Enforced requisite: course 2A. P/NP or letter grading.

2C. Intermediate Swahili (4)
Lecture, four hours. Enforced requisite: course 2B. P/NP or letter grading.

4. Conversational Swahili (1)
Seminar, one hour. Enforced requisites: courses 1A, 1B. Practice in Swahili conversation on topics of general interest, including east African current events, for Swahili students at intermediate level. May be repeated for credit. P/NP grading.

5. Building Careers through Knowledge of Africa (1)
Lecture, one hour. Guest lecturers, representing diverse careers such as academia, business, arts, nonprofits, and religious work, speak about study of Africa and careers they have pursued after studying about Africa in college and/or graduate school. P/NP grading.

7A. Elementary Zulu (4)
Lecture, five hours. Course 7A is enforced requisite to 7B, which is enforced requisite to 7C. Most widely spoken of the Nguni languages of South Africa, mutually intelligible with other members of this group. P/NP or letter grading.

7B. Elementary Zulu (4)
Lecture, five hours. Enforced requisite: course 7A. Most widely spoken of the Nguni languages of South Africa, mutually intelligible with other members of this group. P/NP or letter grading.

7C. Elementary Zulu (4)
Lecture, five hours. Enforced requisite: course 7B. Most widely spoken of the Nguni languages of South Africa, mutually intelligible with other members of this group. P/NP or letter grading.

8A. Intermediate Zulu (4)
Lecture, four hours. Enforced requisite: course 7C. Course 8A is enforced requisite to 8B, which is enforced requisite to 8C. P/NP or letter grading.

8B. Intermediate Zulu (4)
Lecture, four hours. Enforced requisite: course 8A. P/NP or letter grading.

8C. Intermediate Zulu (4)
Lecture, four hours. Enforced requisite: course 8B. P/NP or letter grading.
11A. Elementary Yoruba (4)
Lecture, five hours. Course 11A is enforced requisite to 11B, which is enforced requisite to 11C. Major language of western Nigeria. P/NP or letter grading.

11B. Elementary Yoruba (4)
Lecture, five hours. Enforced requisite: course 11A. Major language of western Nigeria. P/NP or letter grading.

11C. Elementary Yoruba (4)
Lecture, five hours. Enforced requisite: course 11B. Major language of western Nigeria. P/NP or letter grading.

12A. Intermediate Yoruba (4)
Lecture, four hours. Enforced requisite: course 11C. Course 12A is enforced requisite to 12B, which is enforced requisite to 12C. P/NP or letter grading.

12B. Intermediate Yoruba (4)
Lecture, four hours. Enforced requisite: course 12A. P/NP or letter grading.

12C. Intermediate Yoruba (4)
Lecture, four hours. Enforced requisite: course 12B. P/NP or letter grading.

14A. Intermediate Tigrinya (4)
Seminar, four hours. Enforced requisite: course 55. Course 14A is enforced requisite to 14B, which is enforced requisite to 14C. Major language of Eritrea and Tigray, province of Ethiopia. Reading, writing, oral, and aural skills at intermediate level. P/NP or letter grading.

14B. Intermediate Tigrinya (4)
Seminar, four hours. Enforced requisite: course 14A. Major language of Eritrea and Tigray, province of Ethiopia. Reading, writing, oral, and aural skills at intermediate level. P/NP or letter grading.

14C. Intermediate Tigrinya (4)
Seminar, four hours. Enforced requisite: course 14B. Major language of Eritrea and Tigray, province of Ethiopia. Reading, writing, oral, and aural skills at intermediate level. P/NP or letter grading.

15. Intensive Elementary Swahili (12)
Lecture, 20 hours (eight weeks). Intensive instruction (equivalent to courses 1A, 1B, 1C) in Swahili, major language of East Africa, particularly Tanzania. Letter grading.

16. Intensive Intermediate Swahili (12)
Lecture, 20 hours (eight weeks). Enforced requisite: course 1C or 15. Intensive instruction (equivalent to courses 2A, 2B, 2C) in Swahili, major language of East Africa, particularly Tanzania. Letter grading.

17. Intensive Elementary Zulu (12)
Lecture, 20 hours (eight weeks). Intensive instruction (equivalent to courses 7A, 7B, 7C) in Zulu, most widely spoken of the Nguni languages of South Africa, mutually intelligible with other members of this group. Letter grading.

18. Intensive Intermediate Zulu (12)
Lecture, 20 hours (eight weeks). Enforced requisite: course 7C or 17. Intensive instruction (equivalent to courses 8A, 8B, 8C) in Zulu, most widely spoken of the Nguni languages of South Africa, mutually intelligible with other members of this group. Letter grading.

19. Fiat Lux Freshman Seminars (1)
Seminar, one hour. Discussion of and critical thinking about topics of current intellectual importance, taught by faculty members in their areas of expertise and illuminating many paths of discovery at UCLA. P/NP grading.

25. Intensive Elementary Yoruba (12)
26. Intensive Intermediate Yoruba (12)

27. Intensive Elementary Xhosa (12)
Seminar, 20 hours. Basic communication skills and intensive instruction in Xhosa, with emphasis on listening and speaking. Use of various instructional media, including textbook, CD-ROMS, interactive Web-based materials, and videos. P/NP or letter grading.

29. Intensive Elementary Igbo (12)
Seminar, 20 hours. Basic communication skills and intensive instruction in Igbo, with emphasis on listening and speaking. Use of various instructional media, including textbook and audio/video materials. P/NP or letter grading.

31A. Elementary Bambara (4)
Lecture, five hours. Course 31A is enforced requisite to 31B, which is enforced requisite to 31C. Major language of Mali, also widely spoken in adjacent parts of West Africa; includes Maninka (Malinke), Dyula, and other mutually intelligible dialects. P/NP or letter grading.

31B. Elementary Bambara (4)
Lecture, five hours. Enforced requisite: course 31A. Major language of Mali, also widely spoken in adjacent parts of West Africa; includes Maninka (Malinke), Dyula, and other mutually intelligible dialects. P/NP or letter grading.

31C. Elementary Bambara (4)
Lecture, five hours. Enforced requisite: course 31B. Major language of Mali, also widely spoken in adjacent parts of West Africa; includes Maninka (Malinke), Dyula, and other mutually intelligible dialects. P/NP or letter grading.

32A. Intermediate Bambara (4)
Lecture, four hours. Enforced requisite: course 31C. Course 32A is enforced requisite to 32B, which is enforced requisite to 32C. P/NP or letter grading.

32B. Intermediate Bambara (4)
Lecture, four hours. Enforced requisite: course 32A. P/NP or letter grading.

32C. Intermediate Bambara (4)
Lecture, four hours. Enforced requisite: course 32B. P/NP or letter grading.

35. Intensive Elementary Bambara (12)
Lecture, 20 hours (eight weeks). Intensive instruction (equivalent to courses 31A, 31B, 31C) in Bambara, major language of Mali and contiguous areas. Letter grading.

36. Intensive Intermediate Bambara (12)
Lecture, 20 hours (eight weeks). Enforced requisite: course 31C or 35. Intensive instruction (equivalent to courses 32A, 32B, 32C) in Bambara, major language of Mali and contiguous areas. Letter grading.

41A. Elementary Hausa (4)
Lecture, five hours. Course 41A is enforced requisite to 41B, which is enforced requisite to 41C. Major language of northern Nigeria and adjacent areas. P/NP or letter grading.

41B. Elementary Hausa (4)
Lecture, five hours. Enforced requisite: course 41A. Major language of northern Nigeria and adjacent areas. P/NP or letter grading.

41C. Elementary Hausa (4)
Lecture, five hours. Enforced requisite: course 41B. Major language of northern Nigeria and adjacent areas. P/NP or letter grading.

42A. Intermediate Hausa (4)
Lecture, four hours. Enforced requisite: course 41C. Course 42A is enforced requisite to 42B, which is enforced requisite to 42C. P/NP or letter grading.
42B. Intermediate Hausa (4)  
Lecture, four hours. Enforced requisite: course 42A. P/NP or letter grading.

42C. Intermediate Hausa (4)  
Lecture, four hours. Enforced requisite: course 42B. P/NP or letter grading.

45. Intensive Elementary Hausa (12)  
Lecture, 20 hours (eight weeks). Intensive instruction (equivalent to courses 41A, 41B, 41C) in Hausa, major language of northern Nigeria and adjacent areas. Letter grading.

46. Intensive Intermediate Hausa (12)  
Lecture, 20 hours (eight weeks). Enforced requisite: course 41C or 45. Intensive instruction (equivalent to courses 42A, 42B, 42C) in Hausa, major language of northern Nigeria and adjacent areas. Letter grading.

51A. Elementary Amharic (4)  
Lecture, five hours (15 hours for intensive course). Course 51A is enforced requisite to 51B, which is enforced requisite to 51C. Major language of Ethiopia. P/NP (undergraduates), S/U (graduates), or letter grading.

51B. Elementary Amharic (4)  
Lecture, five hours (15 hours for intensive course). Enforced requisite: course 51A. Major language of Ethiopia. P/NP (undergraduates), S/U (graduates), or letter grading.

51C. Elementary Amharic (4)  
Lecture, five hours (15 hours for intensive course). Enforced requisite: course 51B. Major language of Ethiopia. P/NP (undergraduates), S/U (graduates), or letter grading.

52A. Intermediate Amharic (4)  
Lecture, five hours (15 hours for intensive course). Enforced requisite: course 51C. Course 52A is enforced requisite to 52B, which is enforced requisite to 52C. P/NP (undergraduates), S/U (graduates), or letter grading.

52B. Intermediate Amharic (4)  
Lecture, five hours (15 hours for intensive course). Enforced requisite: course 52A. P/NP (undergraduates), S/U (graduates), or letter grading.

52C. Intermediate Amharic (4)  
Lecture, five hours (15 hours for intensive course). Enforced requisite: course 52B. P/NP (undergraduates), S/U (graduates), or letter grading.

55. Intensive Elementary Tigrinya (12)  

56. Intensive Elementary Amharic (12)  
Lecture, 17 hours (eight weeks). Intensive instruction (equivalent to courses 51A, 51B, 51C) in Amharic, major language of Ethiopia. P/NP or letter grading.

61A. Elementary Wolof (4)  
Lecture, five hours. Course 61A is enforced requisite to 61B, which is enforced requisite to 61C. Major language of Senegambia. P/NP or letter grading.

61B. Elementary Wolof (4)  
Lecture, five hours. Enforced requisite: course 61A. Major language of Senegambia. P/NP or letter grading.

61C. Elementary Wolof (4)  
Lecture, five hours. Enforced requisite: course 61B. Major language of Senegambia. P/NP or letter grading.

62A. Intermediate Wolof (4)
Lecture, four hours. Enforced requisite: course 61C. Course 62A is enforced requisite to 62B, which is enforced requisite to 62C. P/NP or letter grading.


89. Honors Seminars (1) Seminar, three hours. Limited to 20 students. Designed as adjunct to lower division lecture course. Exploration of topics in greater depth through supplemental readings, papers, or other activities and led by lecture course instructor. May be applied toward honors credit for eligible students. Honors content noted on transcript. P/NP or letter grading.

89HC. Honors Contracts (1) Tutorial, three hours. Limited to students in College Honors Program. Designed as adjunct to lower division lecture course. Individual study with lecture course instructor to explore topics in greater depth through supplemental readings, papers, or other activities. May be repeated for maximum of 4 units. Individual honors contract required. Honors content noted on transcript. Letter grading.

96. Crash Course in Swahili for Volunteers (2) Seminar, two hours. Preparation for students about to travel to East Africa for volunteer or other work experience. Students learn to interact with speakers of Swahili in most predictable contexts by asking and answering questions. Reading of simple texts and understanding of short oral instructions and descriptions in standard Swahili. P/NP or letter grading.

97. Variable Topics in Elementary and Intermediate Studies in African Languages (1 to 6) Seminar, five hours. Instruction at elementary or intermediate level, based on needs of students, in any language for which appropriate facilities are available. Those taught in past included Akan, Efik, Ewe, Fula, Igbo, Lingala, Luganda, and Xhosa. May be repeated for credit. Letter grading.

99. Student Research Program (1 to 2) Tutorial (supervised research or other scholarly work), three hours per week per unit. Entry-level research for lower division students under guidance of faculty mentor. Students must be in good academic standing and enrolled in minimum of 12 units (excluding this course). Individual contract required; consult Undergraduate Research Center. May be repeated. P/NP grading.

Upper Division Courses

103A. Advanced Swahili (4) Lecture, four hours. Requisite: course 2C. Course 103A is requisite to 103B, which is requisite to 103C. Readings in Swahili literature and the contemporary press. Discussions mainly in Swahili. P/NP or letter grading.


109A. Advanced Zulu (4)
Lecture, five hours. Requisite: course 8C. Course 109A is requisite to 109B, which is requisite to 109C. Readings in Zulu literature and the contemporary press. Discussions mainly in Zulu. P/NP or letter grading.

109B. Advanced Zulu (4)

109C. Advanced Zulu (4)

123A. Advanced Yoruba (4)
Lecture, four hours. Requisite: course 12C. Course 123A is requisite to 123B, which is requisite to 123C. Readings in Yoruba literature and the contemporary press. Discussions mainly in Yoruba. P/NP or letter grading.

123B. Advanced Yoruba (4)

123C. Advanced Yoruba (4)

133A. Advanced Bambara (4)
Lecture, four hours. Requisite: course 32C. Course 133A is requisite to 133B, which is requisite to 133C. Readings in Bambara literature and the contemporary press. Discussions mainly in Bambara. P/NP or letter grading.

133B. Advanced Bambara (4)

133C. Advanced Bambara (4)

143A. Advanced Hausa (4)
Lecture, four hours. Requisite: course 42C. Course 143A is requisite to 143B, which is requisite to 143C. Readings in Hausa literature and the contemporary press. Discussions mainly in Hausa. P/NP or letter grading.

143B. Advanced Hausa (4)
Lecture, four hours. Requisite: course 143A. Readings in Hausa literature and the contemporary press. Discussions mainly in Hausa. P/NP or letter grading.

143C. Advanced Hausa (4)
Lecture, four hours. Requisite: course 143B. Readings in Hausa literature and the contemporary press. Discussions mainly in Hausa. P/NP or letter grading.

150A. African Literature in English Translation (4)
Lecture, four hours. Narrative and didactic prose and poetry of sub-Saharan Africa and written prose and poetry of South Africa. P/NP or letter grading.

150B. African Literature in English Translation (4)
Lecture, four hours. Narrative and didactic prose and poetry of sub-Saharan Africa and written prose and poetry of South Africa. P/NP or letter grading.

153A. Advanced Amharic (4)
Lecture, five hours (15 hours for intensive course). Requisite: course 52C. Course 153A is requisite to 153B, which is requisite to 153C. Readings in Amharic literature and the contemporary press. Discussions mainly in Amharic. P/NP (undergraduates), S/U (graduates), or letter grading.

153B. Advanced Amharic (4)
Lecture, five hours (15 hours for intensive course). Requisite: course 153A. Readings in Amharic literature and the contemporary press. Discussions mainly in Amharic. P/NP (undergraduates), S/U (graduates), or letter grading.

153C. Advanced Amharic (4)
Lecture, five hours (15 hours for intensive course). Requisite: course 153B. Readings in Amharic literature and the contemporary press. Discussions mainly in Amharic. P/NP (undergraduates), S/U (graduates), or letter grading.

170. South African Literatures and Cinema (4)
Lecture/screenings, six hours. South African apartheid and postapartheid written literatures and cinema, including lectures and discussion of written texts and films in English. P/NP or letter grading.

171. Language in South Africa: Histories, Cultures, Politics (4)
Lecture, three hours. Recommended requisite: course 7A. Knowledge of African languages not required. Introduction to South Africa centered around language, using variety of disciplinary perspectives as lenses to examine variegated landscape of South Africa’s languages. What does South Africa’s multilingual past and present tell us about culture and politics? To what extent does language inform volatile debates about race, sexuality, economics, and healthcare? Why does language of those debates matter? In keeping with multilingual dynamics of South African society, course is based on multiple forms of information and requires multiple levels of interaction. P/NP or letter grading.

172. Languages and Cultures of Nigeria (4)
Lecture, two hours; discussion, one hour. Recommended requisite: course 11A, 25, 29, or 41A. Knowledge of African languages not required. Introduction to Nigeria centered around language. How does language shape ethnic identities in Nigeria (one of Africa’s most multilingual nations) and Nigerian diaspora? Analysis of historical, cultural, political, and linguistic circumstances to allow students to assess different arenas of language interaction such as contemporary politics, religion, literature, and performing arts and to gain in-depth understanding of Nigeria’s diversity of languages and cultures, with focus on four major languages: Hausa, Igbo, Yoruba, and Nigerian Pidgin English. P/NP or letter grading.

173. Preparing to Study Abroad in Africa (4)
Lecture, three hours; discussion, one hour. Recommended preparation: one year of one African language. Development of skills, perspectives, and practical knowledge about living and studying abroad, with particular reference to Africa and greater emphasis on those African countries with existing Education Abroad and Summer Travel Study relationships with UCLA (e.g., Ghana, Egypt, Senegal, South Africa, and Tanzania). Exploration of other countries that may be of special interest to students. Readings, discussions, and written work on personal and national/cultural values and their role in how one views other cultures, culture shock and stages of cross-cultural adjustment, language-learning strategies, verbal and nonverbal patterns of communication, and African academic traditions, programs, and campus cultures. P/NP or letter grading.

M187. Survey of African Languages (4)
(Same as Linguistics M115.) Lecture, four hours. Requisite: Linguistics 20. Introduction to languages of Africa, their distribution and classification, and their phonological and grammatical structures; elementary practice in several languages. P/NP or letter grading.

189. Advanced Honors Seminars (1)
Seminar, three hours. Limited to 20 students. Designed as adjunct to undergraduate lecture course. Exploration of topics in greater depth through supplemental readings, papers, or other activities and led by lecture course instructor. May be applied toward honors credit for eligible students. Honors content noted on transcript. P/NP or letter grading.

189HC. Honors Contracts (1)
Tutorial, three hours. Limited to students in College Honors Program. Designed as adjunct to upper division lecture course. Individual study with lecture course instructor to explore topics in greater depth through supplemental readings, papers, or other activities. May be repeated for maximum of 4 units. Individual honors contract required. Honors content noted on transcript. Letter grading.
197. Individual Studies in African Languages (1 to 6)  
Tutorial, four hours. Limited to juniors/seniors. Individual intensive instruction at advanced level or supervised research, based on needs of individual students, in any language or group of languages for which appropriate facilities are available. Scheduled meetings to be arranged between faculty member and student. Assigned reading and tangible evidence of mastery of subject matter required. May be repeated for credit. Individual contract required. P/NP or letter grading.

**Graduate Courses**

202A. Comparative Bantu (4)  
Lecture, four hours. Requisites: Linguistics 110, 165A, 165B. Recommended: three quarter courses in one Bantu language selected from 1A through 8C, 197. Investigation of relationships among Bantu languages; extent and external relationships of Bantu. S/U or letter grading.

202B. Comparative Bantu (4)  
Lecture, four hours. Requisites: Linguistics 110, 165A, 165B. Recommended: three quarter courses in one Bantu language selected from 1A through 8C, 197. Investigation of relationships among Bantu languages; extent and external relationships of Bantu. S/U or letter grading.

202C. Comparative Bantu (4)  
Lecture, four hours. Requisites: Linguistics 110, 165A, 165B. Recommended: three quarter courses in one Bantu language selected from 1A through 8C, 197. Investigation of relationships among Bantu languages; extent and external relationships of Bantu. S/U or letter grading.

596. Directed Studies (1 to 8)  
Tutorial, to be arranged. Directed individual study or research. Four units may be applied toward M.A. course requirements. May be repeated for credit. S/U grading.
Applied Linguistics

Lower Division Courses

10. Language in Action: Perspectives from Applied Linguistics (5)
Lecture, three hours; discussion, two hours. Not open for credit to students with credit for course 10W. Introduction to rich variety of topics, approaches, research, and resources in interdisciplinary field of applied linguistics as it is practiced at UCLA. Series of presentations by various faculty members whose work is in those areas. Introduction to various ways language works in real life and how this can be described and studied in systematic ways; designed to teach students to write effectively. Letter grading.

10W. Language in Action: Perspectives from Applied Linguistics (5)
Lecture, three hours; discussion, two hours. Enforced requisite: English Composition 3 or 3H or English as a Second Language 36. Not open for credit to students with credit for course 10. Introduction to rich variety of topics, approaches, research, and resources in interdisciplinary field of applied linguistics as it is practiced at UCLA. Series of presentations by various faculty members whose work is in those areas. Introduction to various ways language works in real life and how this can be described and studied in systematic ways; designed to teach students to write effectively. Satisfies Writing II requirement. Letter grading.

19. Fiat Lux Freshman Seminars (1)
Seminar, one hour. Discussion of and critical thinking about topics of current intellectual importance, taught by faculty members in their areas of expertise and illuminating many paths of discovery at UCLA. P/NP grading.

Lecture, four hours; discussion, one hour. Uses of language tests in education and society. Language tests have become pervasive part of education systems and society, being used for wide variety of purposes such as identifying English language learners in schools, making admissions decisions to universities, placing students into language programs, screening potential citizens, and selecting employees. But how useful are language tests for making these high-stakes decisions? By what standards can usefulness of these tests and fairness of decisions that are made be evaluated? What are consequences, both beneficial and harmful, of using language tests for these purposes? Reading and discussion of selected articles that address these questions. Letter grading.

30. Language and Social Interaction (5)
Lecture, four hours. Not open for credit to students with credit for course 30W. Exploration of range of topics related to study of language and society, particularly how language affects social lives and how social organization affects use of language. Topics include different approaches to study of language in society (theories and research methodologies), issues regarding language and identity (such as socioeconomic status, race, gender, and situational identity), and issues concerning language and culture (such as cross-cultural misunderstanding and language socialization). Empirical and critical analysis of set of language data to be carried out as part of course project. Letter grading.

30W. Language and Social Interaction (5)
Lecture, three hours; discussion, two hours. Enforced requisite: English Composition 3 or 3H or English as a Second Language 36. Not open for credit to students with credit for course 30. Exploration of range of topics related to study of language and social interaction in both mundane and professional settings, particularly how language affects social lives and how social organization affects use of language. Topics include different approaches to study of language in social interaction (theories and research methodologies), issues regarding language and social identity (such as socioeconomic status, race, gender, and situational identity), and issues concerning language and culture (such as cross-cultural misunderstanding and language socialization). Satisfies Writing II requirement. Letter grading.

40. Language and Gender: Introduction to Gender Differences and Stereotypes (5)
Lecture, four hours; discussion, one hour. Not open for credit to students with credit for course 40W or former course M40 or M40W. Introduction to language from sociological perspective of gender. Use of research and examples in English and other languages to explore nature of male and female "genderlects" and gendered language, as reflected in lexicon, language behavior, phonetics and intonation, and language acquisition and linguistic change. Fieldwork to be carried out in language of student choice. Letter grading.

40W. Language and Gender: Introduction to Gender and Stereotypes (5)
Lecture, four hours; discussion, two hours. Enforced requisite: English Composition 3 or 3H or English as a Second Language 36. Not open for credit to students with credit for former course M40 or M40W. Prior knowledge of foreign
languages not required. Introduction to language from sociological perspective of gender. Use of research and examples in English and other languages to explore nature of male and female "genderlects" and gendered language, as reflected in lexicon, language behavior, phonetics and intonation, and language acquisition and linguistic change. Satisfies Writing II requirement. Letter grading.

80. Language in Globalizing World: Second Language Interaction in Everyday Life and Academia (4)
Lecture, four hours. Not open for credit to students with credit for course 80W. Introduction to language and social interaction, with specific emphasis on second language communication. Second or foreign language is considered highly important worldwide in personal, intellectual, and professional life. As important domain of research, second language interaction is widely studied by applied linguists, conversation analysts, and linguistic anthropologists with varying interests. Study of various interactional phenomena observed in second language communication. Discussion of relevant linguistic concepts such as turn-taking and overlap as resources for analyzing second language interaction. Examination of how culture, ethnicity, and ownership of language are made relevant in everyday life by looking at second language interaction on various social occasions. Discussion of second language interaction in various pedagogical settings. P/NP or letter grading.

80W. Language in Globalizing World: Second Language Interaction in Everyday Life and Academia (5)
Lecture, four hours; discussion, one hour. Enforced requisite: English Composition 3 or 3H or English as a Second Language 36. Not open for credit to students with credit for course 80. Introduction to language and social interaction, with specific emphasis on second language communication. Second or foreign language is considered highly important worldwide in personal, intellectual, and professional life. As important domain of research, second language interaction is widely studied by applied linguists, conversation analysts, and linguistic anthropologists with varying interests. Study of various interactional phenomena observed in second language communication. Discussion of relevant linguistic concepts such as turn-taking and repair as resources for analyzing second language interaction. Examination of how culture, ethnicity, and ownership of language are made relevant in everyday life. Discussion of second language interaction in wide range of pedagogical settings and examination of heritage language interaction when relevant. Letter grading.

88GE. Sophomore Seminar: Special Topics in Applied Linguistics (5)
Seminar, three hours. Enforced requisite: course 40 or 40W. Designed for sophomores/juniors. Exploration of aspects of lecture topic in critical areas of interest through readings, discussions, research, and fieldwork. P/NP or letter grading.

89. Honors Seminars (1)
Seminar, three hours. Limited to 20 students. Designed as adjunct to lower division lecture course. Exploration of topics in greater depth through supplemental readings, papers, or other activities and led by lecture course instructor. May be applied toward honors credit for eligible students. Honors content noted on transcript. P/NP or letter grading.

89HC. Honors Contracts (1)
Tutorial, three hours. Limited to students in College Honors Program. Designed as adjunct to lower division lecture course. Individual study with lecture course instructor to explore topics in greater depth through supplemental readings, papers, or other activities. May be repeated for maximum of 4 units. Individual honors contract required. Honors content noted on transcript. Letter grading.

99. Student Research Program (1 to 2)
Tutorial (supervised research or other scholarly work), three hours per week per unit. Entry-level research for lower division students under guidance of faculty mentor. Students must be in good academic standing and enrolled in minimum of 12 units (excluding this course). Individual contract required; consult Undergraduate Research Center. May be repeated. P/NP grading.

Upper Division Courses

100. Discourse and Society (4)
Lecture, four hours; discussion, two hours. Important contemporary perspectives for study of language in its social and cultural matrix. Topics include conversational organization, narrative, repair and grammatical organization, language in cultural settings, language socialization, and language impairment and institutional discourse. Focus on analysis of audio and video recordings of talk in variety of natural settings. P/NP or letter grading.

101. Introduction to Language Learning and Language Teaching (4)
Lecture, four hours. Not open for credit to students with credit for course 101W. Exploration of skills and conditions involved in successful second and foreign language learning; application of this knowledge in development of framework for teaching second and foreign languages. Letter grading.

101W. Introduction to Language Learning and Language Teaching (5)
Lecture, four hours; discussion, one hour. Enforced requisite: English Composition 3 or 3H or English as a Second Language 36. Not open for credit to students with credit for course 101. Exploration of skills and conditions involved in successful second and foreign language learning; application of this knowledge in development of framework for teaching second and foreign languages. Satisfies Writing II requirement. Letter grading.

102W. Nature of Learning (5)
Lecture, four hours; discussion, one hour. Enforced requisite: English Composition 3 or 3H or English as a Second Language 36. Exploration of learning via examination of second language acquisition. All normal children acquire language of their family and community (i.e., first language acquisition is ubiquitous). Success in second language acquisition is radically variable, and many learners, in spite of substantial opportunity and ability, achieve proficiencies that fall far below that of native speakers. Examination of interaction of emotion and cognition and nature of aptitude and motivation in learning. Primary vehicle for investigation to be autobiographies of second language learners. Satisfies Writing II requirement. Letter grading.

C110. Methodology for Second/Foreign/Heritage Language Education (4)
Lecture, four hours. Requisite: Linguistics 20. Survey of theory and practice in teaching second/foreign/heritage languages, including (1) past and present methods used to teach second/foreign/heritage languages, (2) current theory and practice underlying skills-based instruction and integrated approaches, (3) factors that affect second language acquisition and learning. Development of knowledge base in and rational basis for design, development, implementation, and evaluation of second/foreign/heritage language programs. Concurrently scheduled with course C210. P/NP or letter grading.

C111. Writing for Second/Foreign/Heritage Language Education (4)
Lecture, four hours. Requisite: course 101W or C110. Survey of theoretical and methodological issues related to second/heritage language written discourse and composition for second/heritage language writers, including critical examination of classroom research and overview of issues in evaluating and responding to written text. Concurrently scheduled with course C211. P/NP or letter grading.

C112. Reading for Second/Foreign/Heritage Language Education (4)
Lecture, four hours. Requisite: course 101W or C110. Survey of theoretical and methodological issues related to second/foreign/heritage language reading, including critical examination of reading research and evaluation of research paradigms and classroom materials. Concurrently scheduled with course C212. P/NP or letter grading.

112SL. Teaching Reading in Second/Foreign/Heritage Language through Service Learning (5)
Lecture, four hours; fieldwork, four hours. Designed for second/foreign/heritage language teachers and teachers-in-training, with focus on important theoretical and methodological issues related to teaching of second language reading. Survey of current research and theory, as well as evaluation of current reading textbooks and development of classroom materials. Students tutor foreign language and ESL students at selected service learning community partner sites and actively reflect on, analyze, and discuss ways in which they used skills and ideas presented in class and readings. They share observations with and make suggestions to one another regarding their service with goal of relating their experiences to course materials and ensuring mutually beneficial relationship between academic and community partners. P/NP or letter grading.

C113. Phonetics for Second/Foreign/Heritage Language Education (4)
Lecture, four hours. Requisite: Linguistics 20. Examination of phonological structure of contemporary American English, with emphasis on appropriate teaching techniques in ESL/EFL/heritage settings, including critical examination of classroom materials and overview of methods of evaluating student pronunciation. Concurrently scheduled with course C213. P/NP or letter grading.

113SL. Phonetics for Language Education and Service Learning (5)
Lecture, four hours; fieldwork, four hours. Designed to give overview of phonetic features of North American English (NAE) that relate to teaching of English as a second/foreign/heritage language. Examination of (1) segmental and suprasegmental elements of NAE, (2) how English sound system contrasts with sound systems of other languages, (3) activities for teaching pronunciation, and (4) current materials for teaching pronunciation (textbooks, videotapes,
computer software, Internet resources). Students gain experience in teaching pronunciation while providing valuable and meaningful service to community partners who want help with oral components of English as a second language. P/NP or letter grading.

C114. Listening and Speaking for Second/Foreign/Heritage Language Education (4)
Lecture, four hours. Requisite: course 101W or C110. Survey of theoretical and methodological issues related to second/foreign/heritage language spoken discourse, including critical examination of research paradigms and classroom materials. Concurrently scheduled with course C214. P/NP or letter grading.

C115A. Media for Second/Foreign/Heritage Language Education (4)
Lecture, four hours. Requisite: course 101W or C110. Rationale and pedagogical application for using media equipment and materials in second/foreign/heritage language classroom. Training in standard classroom media equipment operation, basic materials preparation, and production techniques, and review of published media materials, with focus on their application to second/foreign/heritage language instruction. Concurrently scheduled with course C215A. P/NP or letter grading.

C115B. Computer-Enhanced Language Teaching and Learning (4)
Seminar, four hours; fieldwork, four hours. Requisite: course 101W or C110. Designed for students interested in computer-enhanced language learning in second/foreign/heritage language environments. Web-based teaching (basics of creating and maintaining class websites), designing computer-enhanced teaching materials (e.g., PowerPoint presentations), managing classroom data (e.g., Excel grade calculation), and creating electronic teaching portfolios, with focus on pedagogical rationale for classroom instruction and on professionalizing current second/foreign/heritage language teaching methods through application of computer technology. Project-based seminar to encourage participants to develop materials, either individually or collaboratively, for their current or intended teaching settings/populations. Concurrently scheduled with course C215B. Letter grading.

C116. English Grammar for Second/Foreign/Heritage Language Education (4)

C117. Literature in Second/Foreign/Heritage Language Education (4)
Lecture, four hours. Requisite: course 101W or C110. Survey of theoretical and methodological issues related to teaching literature to students in ESL/EFL/heritage settings and examination of appropriate classroom materials. Strong emphasis on cultural basis for literature. Concurrently scheduled with course C217. P/NP or letter grading.

C117SL. Teaching Literature in Language Education through Service Learning (5)
Lecture, four hours; fieldwork, four hours. Development of rationale for selecting, evaluating, and using literary works in second language or ESL/EFL settings. Students tutor foreign language and ESL students at selected service learning community partner sites and actively reflect on, analyze, and discuss ways in which they used skills and ideas presented in class and readings. Students share observations with and make suggestions to one another regarding their service to relate their experiences to course material and ensure mutually beneficial relationship between academic and community partners. Design of integrated all-skills unit that draws on student background knowledge and specific issues raised during service. Course projects may focus on ESL/EFL or English as a foreign/heritage language instruction. P/NP or letter grading.

C118A. Fundamentals of Second/Foreign/Heritage Language Teaching (4)
Seminar, four hours. Requisite: course 101W or C110. Designed for students interested in microcomponents of effective second/foreign/heritage language teaching. In-depth examination of decision-making process underlying planning and implementation of lessons. Provides structured environment in which to hone fundamental teaching skills such as conducting warm-up activities, managing student dynamics, eliciting student contributions, correcting errors, sequencing lesson components, and transitioning between them. Concurrently scheduled with course C218A. P/NP or letter grading.

C118B. Second/Foreign/Heritage Language Teaching Practicum (4)
Seminar, three hours; fieldwork, four hours. Requisites: courses 101W or C110, C116. Theoretical and practical concerns regarding second/foreign/heritage language teaching, with emphasis on fieldwork experiences and grounding of solutions to problems faced in current research in language education and language pedagogy. Concurrently scheduled with course C218B. P/NP or letter grading.
C119A. Current Issues in Second/Foreign/Heritage Language Education (4)
Seminar, four hours. Requisite: course 101W or C110. Specialized topics in language education. Emphasis varies according to current topics of theoretical concern in field of second/foreign/heritage language education. May be repeated for credit with topic change. Concurrently scheduled with course C219A. P/NP or letter grading.

C119B. Current Issues in Second/Foreign/Heritage Language Education (2)
Seminar, two hours. Requisite: course 101W or C110. Specialized topics in language education. Emphasis varies according to current topics of theoretical concern in field of second/foreign/heritage language education. May be repeated for credit with topic change. Concurrently scheduled with course C219B. P/NP or letter grading.

M121SL. Oral History: Latino New Immigrant Youth (5)
(Formerly numbered 121SL.) (Same as Chicana and Chicano Studies M164SL.) Seminar, three hours; tutoring, two and one half hours. Theory, methodology, and practice of oral history, together with background information on Latino immigration to U.S. Readings include oral histories of Latino immigrants. Letter grading.

C122. Experiential Seminar: Second Language Learning (4)
Seminar, four hours. Enforced requisite: course C155. Limited to juniors/seniors. Students learn one uncommonly taught language with use of authentic language materials (video and audio recordings and print materials). Discussion of experience in terms of issues in language learning and language teaching. Concurrently scheduled with course C221. P/NP or letter grading.

M125. Language Socialization (4)
(Same as Anthropology M149E.) Seminar, four hours. Exploration of process of socialization through language, and socialization to use language across lifespan, across communities of practice within single society, and across different ethnic and socioeconomic groups. Examination of ways in which verbal interaction between novices and experts is structured linguistically and culturally. Letter grading.

CM127. Animal Communication (5)
(Same as Anthropology M127 and Communication Studies M127.) Lecture, four hours. Designed for Anthropology, Applied Linguistics, and Communication Studies majors. Evolution, functions, design, and diversity of animal communication systems such as bird song, dolphin calls, whale song, primate social signals, and human language. Concurrently scheduled with course C292. Letter grading.

CM128. Teaching and Learning of Heritage Languages (4)
(Same as Slavic CM114.) Lecture, three hours. Consideration of issues relevant to heritage language learners (HLL) and to heritage language (HL) instruction. Readings and discussion on such topics as definitions of HLs and HLLs; linguistic, demographic, sociolinguistic, and sociocultural profile of HLLs, particularly HL groups most represented among UCLA students; institutional and instructor attitudes toward HLLs; impact of student motivation and expectations on HL curriculum and teaching approaches; similarities and differences between HLLs and foreign language learners (FLLs) regarding teaching methods and materials; diagnostic testing and needs analysis; use of oral/aural proficiency as springboard for literacy instruction; optimization of instruction of mixed HL and FL classes. Action research component included. Concurrently scheduled with course CM228. P/NP or letter grading.

M131. Alternative Approaches to Language Acquisition (4)
(Same as Disability Studies M131.) Seminar, four hours. Examination of everyday experience of language delay, disorder, difference, and difficulty from disability studies perspective. Presentation of key concepts and terminology of culture, disability, and language use. Discussions and assignments critically evaluate findings on language acquisition by asking questions from disability studies about inclusion, individual- and socially constructed experience, and power. P/NP or letter grading.

C140. Design and Development of Language Assessment Procedures (4)

C141. Analysis and Use of Language Assessment Data (4)
Seminar, four hours. Enforced requisite: course C157. Collection, analysis, and use of data from language assessment procedures. Topics include collecting feedback, descriptive statistics, qualitative data reduction techniques, item analysis

C153. Functional Foundations of Language (4)
Seminar, four hours. Requisite: Linguistics 20. Introduction to analysis and description of form, meaning, and function of structures (morphological and syntactic), lexical items, and linguistic features of discourse. Exploration of variety of approaches integrating form, meaning, and function. Concurrently scheduled with course C201. Letter grading.

C155. Foundations of Language Acquisition (4)
Seminar, four hours. Requisite: Linguistics 20. Introduction to theoretical and empirical research in language acquisition and second language acquisition. Linguistic nature of learners, interlanguage systems, and underlying cognitive mechanisms posited to explain them, as well as various social, affective, cognitive, and neurobiological factors that affect ultimate success of learner. Concurrently scheduled with course C202. Letter grading.

C157. Foundations of Language Assessment (4)

M161W. Talk and Body (5)
(Same as Anthropology M148W and Communication Studies M123W.) Lecture, four hours; discussion, one hour. Enforced requisite: English Composition 3 or 3H or English as a Second Language 36. Relationship between language and human body raises host of interesting topics. New approaches to phenomena such as embodiment become possible when body is analyzed, not as isolated entity, but as visible agent whose talk and action are lodged within both processes of human interaction and rich settings where people pursue courses of action that count in their lives. Satisfies Writing II requirement. Letter grading.

M165SL. Taking It to Street: Spanish in Community (5)
(Same as Spanish M165SL.) Seminar, three hours; fieldwork, 10 hours. Requisite: Spanish 25 or 27. Service learning course to give students opportunity to use cultural and linguistic knowledge acquired in Spanish classes in real-world settings. Students required to spend minimum of eight to 10 hours per week at agreed on site in Latino community. P/NP or letter grading.

170. Field Methods in Discourse and Society (4)
Seminar, four hours. Ethnographic approaches to recording and analyzing communicative events and practices in their sociocultural context, involving student-initiated fieldwork in community settings. Emphasis on hands-on activities within theoretical frameworks that consider language as social and cultural practice. Letter grading.

M172SL. Latinos, Linguistics, and Literacy (5)
(Same as Chicana and Chicano Studies M170SL, Honors Collegium M128SL, and Spanish M172SL.) Seminar, four hours; field project, four to six hours. Recommended requisite: Spanish 100A. In-depth study of various topics related to literacy, including different definitions of literacy, programs for adult preliterates, literacy and gender, approaches to literacy (whole language, phonics, Freire’s liberation pedagogy), history of writing systems, phoneme as basis for alphabetic writing, and national literacy campaigns. Required field project involving Spanish-speaking adults in adult literacy programs. P/NP or letter grading.

C175. Critical Approaches to Multilingualism (5)
Seminar, four hours. Examination of how identities and social relationships are defined through language in multilingual societies, with focus on how they have been disrupted, modified, and/or (re)created in societies that have experienced colonialism. Assessment of effects of colonial and postcolonial language politics (policies and ideologies) in verbal arts, media, education, government, and everyday conversation. How might critical applied linguistics in general, and postcolonial theory in particular, help to better understand politics of language use in multilingual contexts? Concurrently scheduled with course C275. P/NP or letter grading.

M179. Language Politics and Policies in U.S.: Comparative History (4)
(Same as Chicana and Chicano Studies M179.) Lecture, four hours. Historical survey of language policies and language groups in U.S. as context to understanding social, legal, and political constraints on bilingualism. Review of federal, state, and institutional language policies and politics, with focus on schooling, administration of government, justice, and workplace. P/NP or letter grading.
189. Advanced Honors Seminars (1)
Seminar, three hours. Limited to 20 students. Designed as adjunct to undergraduate lecture course. Exploration of topics in greater depth through supplemental readings, papers, or other activities and led by lecture course instructor. May be applied toward honors credit for eligible students. Honors content noted on transcript. P/NP or letter grading.

189HC. Honors Contracts (1)
Tutorial, three hours. Limited to students in College Honors Program. Designed as adjunct to upper division lecture course. Individual study with lecture course instructor to explore topics in greater depth through supplemental readings, papers, or other activities. May be repeated for maximum of 4 units. Individual honors contract required. Honors content noted on transcript. Letter grading.

195. Community Internships in Applied Linguistics and TESL (5)
Tutorial, one hour; fieldwork, 10 hours. Limited to juniors/seniors. Internship in supervised setting in community agency or business. Students meet on regular basis with instructor and provide journal of their experience. Final research paper required. May be repeated for credit. Individual contract with supervising faculty member required. Letter grading.

197. Individual Studies in Applied Linguistics (2 to 4)
Tutorial, to be arranged. Limited to juniors/seniors. Individual intensive study for undergraduate students who desire more advanced or specialized treatment of issues in applied linguistics beyond those covered in current course offerings. Scheduled meetings to be arranged between faculty member and student. Assigned reading and tangible evidence of mastery of subject matter required. May be repeated for credit. Individual contract required; see undergraduate student adviser. Letter grading.

198. Honors Research in Applied Linguistics (2 to 4)
Tutorial, to be arranged. Limited to juniors/seniors. Development and completion of honors thesis or research project under direct supervision of faculty member. May be repeated for credit. Individual contract required. Letter grading.

199. Directed Research in Applied Linguistics (2 to 4)
Tutorial, to be arranged. Limited to juniors/seniors. Supervised individual research under guidance of faculty mentor. Culminating paper required. May be repeated for credit. Individual contract required. Letter grading.

Graduate Courses

200. Research in Applied Linguistics (4)
Seminar, four hours. Requisites: courses C201, C202, C204, and M206 or M207. Within context of one current research area in applied linguistics (language assessment, language acquisition, discourse/grammar analysis), all M.A. students prepare and submit viable research proposal for M.A. thesis. Letter grading.

C201. Functional Foundations of Language (4)

C202. Foundations of Language Acquisition (4)
Seminar, four hours. Requisite: Linguistics 20. Introduction to theoretical and empirical research in language acquisition and second language acquisition. Linguistic nature of learners, interlanguage systems, and underlying cognitive mechanisms posited to explain them, as well as various social, affective, cognitive, and neurobiological factors that affect ultimate success of learner. Concurrently scheduled with course C155. Letter grading.

C204. Foundations of Language Assessment (4)

M207. Ethnography of Communication (4)
(Same as Anthropology M242.) Lecture, three hours. Designed for graduate students. Seminar devoted to examining representative scholarship from fields of sociolinguistics and ethnography of communication. Particular attention to theoretical developments including relationship of ethnography of communication to such disciplines as anthropology,
linguistics, and sociology. Topical foci include style and strategy, speech variation, varieties of noncasual speech genres, languages and ethnicity, and nonverbal communication behavior. S/U or letter grading.

208. Foundations of Discourse Analysis (4)
Seminar, four hours. Survey course to introduce basic tenets of discourse analysis, including discourse analysis and syntax, planned and unplanned discourse, conversational analysis, analysis of speech events, unequal power discourse, and analysis of classroom discourse. Letter grading.

209. Introduction to Doctoral Studies in Applied Linguistics (4)
Seminar, four hours. Limited to Ph.D. students. Broad overview of fundamental and current philosophical issues in field of applied linguistics. Topics include epistemology for applied linguistics, nature of language, symbolic and physical worlds and causality in applied linguistics research, critical applied linguistics, and approaches and methodologies for research in applied linguistics. Discussion of illustrative research studies in applied linguistics. S/U grading.

C210. Methodology for Second/Foreign/Heritage Language Education (4)
Lecture, four hours. Requisites: course C202, Linguistics 20. Survey of theory and practice in teaching second/foreign/heritage languages, including (1) past and present methods used to teach second/foreign/heritage languages, (2) current theory and practice underlying skills-based instruction and integrated approaches, (3) factors that affect second language acquisition and learning. Development of knowledge base in and rational basis for design, development, implementation, and evaluation of second/foreign/heritage language programs. Concurrently scheduled with course C110. S/U or letter grading.

C211. Writing for Second/Foreign/Heritage Language Education (4)
Lecture, four hours. Requisite: course 101W or C110. Survey of theoretical and methodological issues related to second/heritage language written discourse and composition for second/heritage language writers, including critical examination of classroom research and overview of issues in evaluating and responding to written text. Concurrently scheduled with course C111. Additional assignments required of graduate students. S/U or letter grading.

C212. Reading for Second/Foreign/Heritage Language Education (4)
Lecture, four hours. Requisite: course C210. Survey of theoretical and methodological issues related to second/foreign/heritage language reading, including critical examination of reading research and evaluation of research paradigms and classroom materials. Concurrently scheduled with course C112. Additional assignments required of graduate students. S/U or letter grading.

C213. Phonetics for Second/Foreign/Heritage Language Education (4)
Lecture, four hours. Requisite: Linguistics 20. Examination of phonological structure of contemporary American English, with emphasis on appropriate teaching techniques in ESL/EFL/heritage settings, including critical examination of classroom materials and overview of methods of evaluating student pronunciation. Concurrently scheduled with course C113. Additional assignments required of graduate students. S/U or letter grading.

C214. Listening and Speaking for Second/Foreign/Heritage Language Education (4)

C215A. Media for Second/Foreign/Heritage Language Education (4)

C215B. Computer-Enhanced Language Teaching and Learning (4)
Seminar, four hours; fieldwork, four hours. Requisite: course C210. Designed for students interested in computer-enhanced language learning in second/foreign/heritage language environments. Web-based teaching (basics of creating and maintaining class websites), designing computer-enhanced teaching materials (e.g., PowerPoint presentations), managing classroom data (e.g., Excel grade calculation), and creating electronic teaching portfolios, with focus on pedagogical rationale for classroom instruction and on professionalizing current second/foreign/heritage language teaching methods through application of computer technology. Project-based seminar to encourage participants to
develop materials, either individually or collaboratively, for their current or intended teaching settings/populations.
Concurrently scheduled with course C115B. Letter grading.

C216. English Grammar for Second/Foreign/Heritage Language Education (4)

C217. Literature in Second/Foreign/Heritage Language Education (4)

C218A. Fundamentals of Second/Foreign/Heritage Language Teaching (4)
Seminar, four hours. Requisite: course C210. Designed for students interested in microcomponents of effective second/foreign/heritage language teaching. In-depth examination of decision-making process underlying planning and implementation of lessons. Provides structured environment in which to hone fundamental teaching skills such as conducting warm-up activities, managing student dynamics, eliciting student contributions, correcting errors, sequencing lesson components, and transitioning between them. Concurrently scheduled with course C118A. S/U or letter grading.

C218B. Second/Foreign/Heritage Language Teaching Practicum (4)
Seminar, three hours; fieldwork, four hours. Requisites: courses C210, C216. Theoretical and practical concerns regarding second/foreign/heritage language teaching, with emphasis on fieldwork experiences and grounding of solutions to problems faced in current research in language education and language pedagogy. Concurrently scheduled with course C118B. S/U or letter grading.

C219A. Current Issues in Second/Foreign/Heritage Language Education (4)
Seminar, four hours. Requisite: course C210. Specialized topics in language education. Emphasis varies according to current topics of theoretical concern in field of second/foreign/heritage language education. May be repeated for credit with topic change. Concurrently scheduled with course C119A. Additional assignments required of graduate students. S/U or letter grading.

C219B. Current Issues in Second/Foreign/Heritage Language Education (2)
Seminar, two hours. Requisite: course C210. Specialized topics in language education. Emphasis varies according to current topics of theoretical concern in field of second/foreign/heritage language education. May be repeated for credit with topic change. Concurrently scheduled with course C119B. Additional assignments required of graduate students. S/U or letter grading.

220. Second Language Acquisition Research (4)

C221. Experiential Seminar: Second Language Learning (4)
(Formerly numbered 221.) Seminar, four hours. Enforced requisite: course C202. Limited to graduate students. Students learn one uncommonly taught language with use of authentic language materials (video and audio recordings and print materials). Discussion of experience in terms of issues in language learning and language teaching. Concurrently scheduled with course C122. S/U or letter grading.

222. Discourse-Centered Language Learning (4)
Seminar, four hours. Requisite: course C202. Case-study and project-based research seminar on classroom language learning with authentic discourse input (usually in form of video and audio recordings of natural spoken discourse). Development of theoretical and technical tools for determining what can be learned from such recordings and how this learning might be facilitated, based on current second language acquisition research. Letter grading.

223. Topics in Psycholinguistics (4)
Seminar, four hours. Requisite: course C202. Detailed examination of specialized topics in psycholinguistics. Topics vary from year to year and may include language and cognitive science, types and theories of bilingualism, learning theories and their influence on language teaching. May be repeated for credit with topic change. Letter grading.
M224. Language Socialization (4)
(Same as Anthropology M248.) Seminar, four hours. Requisite: course M206. Exploration of process of socialization through language and socialization to use language across lifespan, across communities of practice within single society, and across different ethnic and socioeconomic groups. Ways in which verbal interaction between novices and experts is structured linguistically and culturally. S/U or letter grading.

M225A. Seminar: Corpus Linguistics (4)
(Same as Asian M222A.) Seminar, three hours. Construction and exploitation of computerized language corpora for studying issues in areas such as lexicology, discourse grammar, language change and variation, language learning and teaching. Discussion of special issues in working with East Asian language corpora. In Progress grading (credit to be given only on completion of course M225B).

M225B. Seminar: Corpus Linguistics (4)
(Same as Asian M222B.) Seminar, three hours. Construction and exploitation of computerized language corpora for studying issues in areas such as lexicology, discourse grammar, language change and variation, language learning and teaching. Discussion of special issues in working with East Asian language corpora. S/U or letter grading.

CM228. Teaching and Learning of Heritage Languages (4)
(Same as Slavic CM214.) Lecture, three hours. Consideration of issues relevant to heritage language learners (HLL) and to heritage language (HL) instruction. Readings and discussion on such topics as definitions of HLs and HLLs; linguistic, demographic, sociolinguistic, and sociocultural profile of HLs, particularly HL groups most represented among UCLA students; institutional and instructor attitudes toward HLLs; impact of student motivation and expectations on HL curriculum and teaching approaches; similarities and differences between HLLs and foreign language learners (FLLs) regarding teaching methods and materials; diagnostic testing and needs analysis; use of oral/aural proficiency as springboard for literacy instruction; optimization of instruction of mixed HL and FL classes. Action research component included. Concurrently scheduled with course CM128. S/U or letter grading.

229. Current Issues in Language Acquisition (4)
Seminar, four hours. Requisite: course C202. Designed to explore current issues in language acquisition from both theoretical and applied research perspectives and to provide actual experience in addressing current topic. Specific topics vary according to trends in field. May be repeated for credit with topic change. Letter grading.

230. Advanced Seminar: Interlanguage Analysis (4)
Seminar, four hours. Requisite: course 220. Analysis of interlanguage from various points of view (e.g., topic-comment structure, tense, aspect, modality, thematic structure of utterances), with aim of understanding how interlanguage is organized. Original research projects. May be repeated for credit with topic change. Letter grading.

231. Crosslinguistic Topics in Language Acquisition (4)
Seminar, four hours. Requisite: course 220. Advanced seminar on language acquisition in which one particular linguistics topic (e.g., development of tense/aspect, reference, subordination, agreement) is pursued from crosslinguistic and cross-disciplinary perspectives. Focus on language-specific versus universal (i.e., crosslinguistically valid) mechanisms of language development. May be repeated for credit with topic change. Letter grading.

M232. Culture, Brain, and Development Forum (1)
(Same as Anthropology M293, Education M285, Neuroscience M293, and Psychology M248.) Seminar, 90 minutes every other week. Interdisciplinary seminar series to provide students with exposure to current research in understanding complex relationship between culture, brain, and development. S/U grading.

M233. Culture, Brain, and Development (4)
(Same as Anthropology M293S, Education M286, Neuroscience M294, and Psychology M247.) Seminar, three hours. Designed for graduate students. Integration of knowledge across different disciplines to understand interrelations of culture, brain, and development, where development includes both human ontogeny and human phylogeny. S/U or letter grading.

238. Neurobiology of Language and Learning Research Laboratory (4)
Laboratory, four hours; fieldwork/research, eight hours. Research in neurobiology of language and learning, with focus on critical reading of relevant publications. Students must work toward specific program-relevant product, such as thesis,
dissertation proposal, qualifying paper, dissertation, research paper, or grant proposal. May be repeated for credit with topic change. S/U or letter grading.

C240. Design and Development of Language Assessment Procedures (4)
(Formerly numbered 240.) Seminar, four hours. Enforced requisite: course C204. Considerations in design and development of language assessment procedures and major types of assessment procedures for different language abilities. Practical experience in design and construction of assessment procedures. Project required. Concurrently scheduled with course C140. Letter grading.

C241. Analysis and Use of Language Assessment Data (4)
(Formerly numbered 241.) Seminar, four hours. Enforced requisite: course C204. Collection, analysis, and use of data from language assessment procedures. Topics include collecting feedback, descriptive statistics, qualitative data reduction techniques, item analysis and approaches to estimation of reliability and to validation of data-based interpretations. Project required. Concurrently scheduled with course C141. Letter grading.

Seminar, four hours. Requisite: course C204. Specialized topics of interest to graduate students in applied linguistics, with focus on design and interpretation of research projects in field. Exploration of issues in both qualitative and quantitative study design, interpretation of findings, and presentation of results. Emphasis varies according to current theoretical methodological trends in field. Project required. Letter grading.

249. Current Issues in Language Assessment (4)
Seminar, four hours. Requisite: course C204. Designed to explore current issues in language assessment from both theoretical and practical perspectives and to provide actual experience in addressing current issues. Specific topics vary according to trends in field. May be repeated for credit with topic change. S/U or letter grading.

250. Advanced Seminar: Language Assessment (4)
Seminar, four hours. Requisites: courses C204, C241. Designed to cover application of technical issues such as reliability, validation, criterion-referenced assessment, generalizability theory, item-response theory, or program evaluation to language assessment in depth. Specific topics vary. Project required. May be repeated for credit with topic change. S/U or letter grading.

258. Assessment Laboratory (4)
Laboratory, four hours. Collaborative coursework, with focus on specific theoretical and applied issues in development of innovative language assessment procedures for use in real-world settings. Specific projects determined by research being conducted by working group in language assessment. Activities include designing and developing measurement instruments, gathering and analyzing data, and interpreting and reporting results. May be repeated for credit. S/U or letter grading.

M262. Topics in Communicative, Cognitive, and Functional Approaches to Linguistic Analysis (4)
(Same as German M264.) Seminar, three hours. Requisite: German C142 or C238. Readings, discussion, analyses, and validation procedures within sign-based linguistics, cognitive grammar, and discourse-functional approaches to language. Consideration of impact of grammaticalization theory on various nonformal approaches to synchronic linguistics. Discussion of work by Contini-Morava, Diver, Garcia, Goldberg, Janssen, Lakoff, Langacker, and Verhagen, as well as Bybee, Traugott, Hopper, and others. S/U or letter grading.

263. Crosslinguistic Topics in Functional Grammar I: Typology (4)
Seminar, four hours. Survey of particular linguistic area from typological perspective within functional grammar framework. Topics include tense/mood/aspect, nominal reference, word order. May be repeated for credit with topic change. S/U or letter grading.

264. Crosslinguistic Topics in Functional Grammar II: Discourse (4)
Discussion, four hours. Requisite: course 263. Crosslinguistic study of discourse function of grammatical devices. Topics include tense/mood/aspect, nominal reference, word order. May be repeated for credit with topic change. S/U or letter grading.

265. Topics in Functional Grammar (4)
Seminar, four hours. Requisite: course C201. Specialized topics in functional grammar of interest to graduate students in applied linguistics. Emphasis varies according to current topics of theoretical import in field, such as voice, nominal reference, and word order. May be repeated for credit with topic change. Letter grading.

M266. Topics in Semantics and Pragmatics (4)
(Same as Anthropology M247.) Seminar, four hours. Requisite: course C201. Detailed examination of specialized topics in semantics and pragmatics. Topics vary from year to year and may include metaphor, theories of reference and denotation, honorific speech, evidentiality, reported speech, etc. May be repeated for credit with topic change. Letter grading.

267. Talk and Body (4)
Seminar, four hours. Requisite: course M206 or M207 or 208. Investigation of organization of language and embodied action within human interaction. Use of both audio and video recordings of human interaction in variety of natural settings to examine range of phenomena, including ways in which processes of interaction between speakers and hearers are consequential for detailed organization of emerging talk, projection, gaze, gesture, participation frameworks, narrative as embodied multiparty activity, integration of semiotic structure in environment within organization of talk-in-interaction, and organization of aphasia in discourse. Student presentation of relevant data in seminar format. Letter grading.

268. Crosslinguistic Research Laboratory (4)
Laboratory, four hours. Advanced procedures in data analysis in crosslinguistic research, including critical reading of relevant publications. Students must work toward specific program-relevant product, such as thesis, dissertation proposal, qualifying paper, dissertation research paper, or grant proposal. May be repeated for credit. S/U or letter grading.

269. Current Issues in Discourse Analysis (4)
Seminar, four hours. Requisite: course M206. Specialized topics in discourse analysis of interest to graduate students in applied linguistics. Emphasis varies according to current topics of theoretical and practical concern in field. May be repeated for credit with topic change. Letter grading.

M270A. Ethnographic Methods in Language, Interaction, and Culture I (4)
(Same as Anthropology M249A.) Seminar, three hours. Requisite: course M207 or Sociology 244A. Ethnographic approaches to recording and analyzing communicative events and practices in their sociocultural context, involving student-initiated fieldwork in community setting. Emphasis on hands-on activities within theoretical frameworks that consider language as social and cultural practice. Devoted to skills related to collecting socially and culturally meaningful data. Letter grading.

271. Advanced Seminar: Cohesion Analysis of English Structure (4)
Seminar, four hours. Requisite: course C216. Investigation in depth of selected linguistic features of oral and written texts that go beyond sentence level and thus signal cohesion. Study of structures to determine their function in variety of English texts representing several discourse types. Letter grading.

274. Advanced Seminar: Contextual Analysis of English Structure (4)
Seminar, four hours. Requisite: course C216. Examination of selected words and/or structures in oral and written texts to determine when and why they occur. Beginning with frequency and distribution of form(s), exploration of meaning and function of form(s). Letter grading.

C275. Critical Approaches to Multilingualism (5)
Seminar, four hours. Examination of how identities and social relationships are defined through language in multilingual societies, with focus on how they have been disrupted, modified, and/or (re)created in societies that have experienced colonialism. Assessment of effects of colonial and postcolonial language politics (policies and ideologies) in verbal arts, media, education, government, and everyday conversation. How might critical applied linguistics in general, and postcolonial theory in particular, help to better understand politics of language use in multilingual contexts? Concurrently scheduled with course C175. S/U or letter grading.

278. Discourse Laboratory (4)
Laboratory, four hours. Requisite: course M206. Designed for Applied Linguistics Ph.D. students. Advanced procedures in data analysis in field of discourse analysis, including development of large-scale research project and critical review of current research. May be repeated for credit. S/U grading.
281. Linguistics of Translation and Interpreting (4)  
Translation and interpretation are complex activities that occur at intersection of linguistic, cognitive, social, and cultural 
human activities and are becoming increasingly important in globalizing world in which they figure not only in traditional 
arena of literary translation, but in virtually all arenas of cultural, social, political, legal, and economic life. Examination of 
main applied linguistic aspects of translation and interpreting across wide range of theoretical, methodological, and 
practical perspectives. S/U or letter grading.

288. Functional Grammar Laboratory (4)  
Laboratory, four hours; fieldwork, eight hours. Critical discussion and analysis of data that is naturally occurring, made up 
by participants and/or their native informants, or attested in written texts. Students trained to build hypothesis based on 
observable data, test it by experimenting with sentences and using native input, and generalize from their conclusions. 
Students provide crosslinguistic correspondences of given phenomena and carry out contrastive research on discourse- 
pragmatic problems detected in one or another language. Emphasis on each student carrying out one particular portion of 
project in collaboration with and benefitting from critical feedback by fellow students. Hands-on analysis rather than 

291. Current Issues in Applied Linguistics (4)  
Seminar, four hours. Specialized topics in applied linguistics of current relevance. Emphasis varies according to current 
topics of theoretical concern in field. May be repeated for credit with topic change. S/U or letter grading.

C292. Animal Communication (5)  
Lecture, four hours. Designed for Anthropology, Applied Linguistics, and Communication Studies majors. Evolution, 
functions, design, and diversity of animal communication systems such as bird song, dolphin calls, whale song, primate 

298. Critical Applied Linguistics Working Group (1 to 4)  
Research group meeting, four hours. Requisite: course 208 or C275. Designed for Applied Linguistics M.A. and Ph.D. 
students. Collaborative exploration and discussion of current research and literature on critical approaches to applied 
linguistics, including critical discourse analysis. Development of large-scale research project (M.A. thesis, QP, or Ph.D. 
dissertation), conducting of review of current research, and presentation of work in progress to receive critical feedback 
from class participants. May be repeated for credit. S/U grading.

375. Teaching Apprentice Practicum (1 to 4)  
Seminar, to be arranged. Preparation: apprentice personnel employment as teaching assistant, associate, or fellow. 
Teaching apprenticeship under active guidance and supervision of regular faculty member responsible for curriculum 
and instruction at UCLA. May be repeated for credit. S/U grading.

400. Applied Linguistics M.A. Colloquium (4)  
Seminar/student presentations, to be arranged. M.A. candidates present and defend results of their thesis research. 
Required of all candidates but may not be applied toward M.A. degree requirements. Candidates for Ph.D. in Applied 
Linguistics may also use this course to report on their dissertations. S/U grading.

495. Training and Supervision of Teaching Assistants (2)  
Seminar, two or more hours. Required of all teaching assistants. Orientation, preparation, and supervision of teaching 
assistants. Various topics, including effective teaching methods and strategies. May not be applied toward any degree 
requirements. S/U grading.

501. Cooperative Program (2 to 8)  
Tutorial, to be arranged. Preparation: consent of UCLA program adviser and graduate dean, and host campus instructor, 
department chair, and graduate dean. Used to record enrollment of UCLA students in courses taken under cooperative 
arrangements with USC. S/U grading.

596. Directed Individual Study (2 to 12)  
Tutorial, to be arranged. Limited to M.A. and Ph.D. students. Independent study in one area of applied linguistics. May not 
be applied toward M.A. course requirements. Up to 8 units may be applied toward Ph.D. course requirements. May be 
repeated for credit. S/U or letter grading.

597. Preparation for Ph.D. Candidacy Examination (4 to 8)
Tutorial, to be arranged. Preparation: completion of at least six courses of 32-unit requirement for Ph.D. May not be applied toward 32-unit requirement. May be repeated for credit. S/U grading.

598. M.A. Research and Thesis Preparation (4 to 8)
Tutorial, to be arranged. Limited to graduate students. Survey of research needs and thesis preparation. Includes optional section on experimental design and statistical methods in Fall Quarter. Credit (4 units) toward degree is allowed only once, but all M.A. candidates must enroll in course each term they are registered and engaged in thesis preparation. S/U grading.

599. Research for and Preparation of Ph.D. Dissertation (4 to 16)
Tutorial, to be arranged. Preparation: advancement to Ph.D. candidacy. Required of all Ph.D. candidates each term they are registered and engaged in dissertation preparation. May be repeated for credit but may not be applied toward Ph.D. course requirements. S/U grading.
Appendix G: Program course requirements

The following informational text is excerpted from the UCLA General Catalog and the Graduate Division web site. For complete information, please see:

Undergraduate programs: [http://www.registrar.ucla.edu/catalog/catalog13-14-84.htm](http://www.registrar.ucla.edu/catalog/catalog13-14-84.htm)
Graduate programs: [http://grad.ucla.edu/gasaa/majors/apli.html](http://grad.ucla.edu/gasaa/majors/apli.html)

---

**African Languages B.A.**

**Preparation for the Major**

*Required:* Linguistics 20, nine courses from African Languages 1A through 42C and 197 (six in one language and three in another).

**The Major**

*Required:* A minimum of 13 upper division courses, including three courses in an African language; African Languages M187, Linguistics 103; two courses from Film and Television 106C, French 121, Theater 102E, World Arts and Cultures 134, or one or more special 4-unit African Languages 197 tutorials focusing on literature in an African language; three courses from Ethnomusicology 136A, C136B, History 121A, 121B, 121C, 122A, 122B, 123A, 123B, 124A, 124B, Linguistics 110, 120A, 120B or 127, C140, M146, 170, Political Science 151A, 151B, 151C. Linguistics 165A or 165B (or 200A or 200B with a grade of A in 120A or 120B respectively and consent of instructor) and completion of the sixth term in one of the following non-African languages are strongly recommended: Afrikaans, Arabic, Dutch, French, German, Portuguese.

**Applied Linguistics B.A.**

**Preparation for the Major**

*Required:* Applied Linguistics 10 or 10W; two courses from 20, 30 (or 30W), 40 (or 40W), Anthropology 33, and Psychology 10; Linguistics 20; and completion of the equivalent of the sixth term of one foreign language.

**The Major**


Applied Linguistics 121SL, M165SL, M172SL, and C175 serve as capstone courses. Courses designated as both service learning and capstone courses may be applied toward both the service learning and capstone requirements. Service learning and capstone courses may not
be taken during the freshman or sophomore year. No more than two courses from 195, 197, 198, and 199 may be applied toward the major.

Language Teaching Minor

Lower Division for the Minor
Required: Linguistics 20 with a grade of C or better.

Upper Division for the Minor
Required: Eight courses as follows: one from Applied Linguistics 101, 101W, or 102W; C110, C116, C118B; and a minimum of four elective courses from C111, C112, C113, C114, C115A, C117, C118A, C153, C155, C157, M161W, M165SL, English 113A, Indo-European Studies M150 (or Linguistics M150), Linguistics 130, C140, 175.

Applied Linguistics M.A.

Course Requirements
A total of 10 courses is required for the M.A. degree, including a minimum of seven 200-series courses. Nine of these courses are applied toward the University's nine-course minimum for the master's degree. A total of eight units of 500-series courses may be applied toward the 10 courses required by the department for the M.A. degree; however, only four of those units may be used to fulfill the University's nine-course minimum requirement for the degree.

Prerequisites: Introductory course in phonetics taught at UCLA (Linguistics 103); a minimum of two quarters of a foreign language.

First-Year Curriculum
The typical course of study for the first year of the M.A. program is as follows:

Fall Quarter: Applied Linguistics C201 and C204, one additional course.
Spring Quarter: Applied Linguistics 208, two additional courses.

Five foundation courses (Applied Linguistics 200, C201, C202, C204, and 208) are required. Choice of additional coursework in the first year is flexible and is to be determined in conjunction with the faculty mentor and graduate adviser. Those students who lack the prerequisite linguistics courses and foreign language background are expected to take these courses within their first two quarters.

Students who come to the program from fields other than linguistics may need to take additional courses in the nature of language and language analysis, in order to better prepare themselves for advanced study in one of the three areas of specialization offered in this program. Exceptions to the above requirements are made only after consultation with the faculty mentor and graduate adviser.

Second-Year Curriculum
The typical course of study for the second year of the M.A. program is as follows:
Fall Quarter: Applied Linguistics 200, two guided electives.
Winter Quarter: Applied Linguistics 598, two guided electives.
Spring Quarter: Applied Linguistics 400, 598.

During the second year, students complete their specialization and elective course requirements and work on their thesis. The four elective courses are to be chosen in consultation with the student’s faculty adviser/mentor from courses in the department. Two of these electives must be 200-series courses in the student’s area of specialization, beyond the foundation courses. In order to enhance an interdisciplinary perspective, students are also encouraged to take relevant electives in other departments and programs, such as Anthropology, Education, Linguistics, Neuroscience, Psychology, and Sociology.

At the beginning of the fourth quarter, each student must enroll in Applied Linguistics 200. By the end of the fourth quarter the thesis proposal must be approved by the thesis committee and submitted to the department chair. Once students complete the thesis proposal, they enroll in Applied Linguistics 598, which is conducted as an independent tutorial with the master’s thesis committee chair as mentor until the thesis is completed, typically the end of the second year. Students may only apply Applied Linguistics 598 once towards the 10-course requirement.

Applied Linguistics 400 is a seminar in which M.A. candidates present and defend the results of their thesis research. Enrollment is required in Spring Quarter but does not count as one of the 10 courses required for the M.A. degree.

**Applied Linguistics Ph.D.**

**Course Requirements**

**Basic Preparation**
Students must take Applied Linguistics 209 during their first quarter in the program.

**Units and Courses**

As a breadth requirement, students must take at least 32 units (eight courses) of graduate-level coursework (in the 200 or 500 series), determined in consultation with the student’s faculty mentor. These 32 units may not include Applied Linguistics 400, 597, or 599. No more than eight of the 32 units may be in 596 courses, and these should be in Applied Linguistics 596.

Appropriate graduate courses taken at UCLA after completion of an M.A. degree but before admission to the doctoral program may be applied toward the eight-course requirement for the Ph.D. degree. Credit may be transferred for up to two courses taken at another institution, but only for graduate-level courses taken after completion of an M.A. degree and preferably taken within the framework of Applied Linguistics 501.

Courses that may be taken on an S/U basis include undergraduate courses taken as prerequisites to required graduate courses, undergraduate courses not required, reading courses in a foreign language, graduate courses taken in addition to the required 32 units, Applied Linguistics 209, 501, 597, and 599. All other courses must be taken for letter grades.
Teaching English as a Second/Foreign Language Certificate

Course Requirements
Students must take Linguistics 20 and at least seven courses (28 units) of coursework in the 200 series. These seven courses must include Applied Linguistics C210, C216, and C218B, plus four of the following courses: Applied Linguistics C211, C212, C213, C214, C215A, C215B, C217, or C218A. Only prerequisites to required courses may be taken on a Satisfactory/Unsatisfactory basis; all other courses must be taken for letter grades.
**Appendix II: 3-year teaching plan**

**Tentative Teaching Plan, 2013-14**

<table>
<thead>
<tr>
<th>FALL 2013</th>
<th>WINTER 2014</th>
<th>SPRING 2014</th>
<th>SUMMER 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Language in Action&lt;sup&gt;1&lt;/sup&gt;</td>
<td>101W</td>
<td>Language Learning &amp; Language Teaching&lt;sup&gt;2,4&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Language &amp; Gender&lt;sup&gt;4&lt;/sup&gt;</td>
<td>113SL</td>
<td>Phonetics for Language Education &amp; Service Learning&lt;sup&gt;1,5&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C110 C210</td>
<td>Methodology for Second/Foreign/Heritage Language Education&lt;sup&gt;1,3,4,9&lt;/sup&gt;</td>
<td>C112 C212</td>
<td>Reading for Second/Foreign/Heritage Language Education&lt;sup&gt;4,5,6,9&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C111 C211</td>
<td>Writing for Second/Foreign/Heritage Language Teaching&lt;sup&gt;4,5,6,9&lt;/sup&gt;</td>
<td>C116 C216</td>
<td>Grammar for Second/Foreign/Heritage Language Education&lt;sup&gt;1,3,4,9&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M121SL</td>
<td>Oral History: New Latino Immigrant Youth&lt;sup&gt;1,5&lt;/sup&gt;</td>
<td>C117 C217</td>
<td>Literature for Second/Foreign/Heritage Language Education&lt;sup&gt;4,5,6,9&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C155 C202</td>
<td>Foundations of Language Acquisition&lt;sup&gt;1,5,7,9&lt;/sup&gt;</td>
<td>C119 C219</td>
<td>Current Issues in Second/Foreign/Heritage Language Education&lt;sup&gt;4,5,6,9&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>208</td>
<td>Foundations of Discourse Analysis&lt;sup&gt;7,9&lt;/sup&gt;</td>
<td>C157 C204</td>
<td>Foundations of Language Assessment&lt;sup&gt;1,5,7,9&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>278</td>
<td>Discourse Laboratory&lt;sup&gt;9&lt;/sup&gt;</td>
<td>M161W</td>
<td>Talk &amp; Body&lt;sup&gt;2,9&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>281</td>
<td>Linguistics of Translation and Interpretation&lt;sup&gt;9&lt;/sup&gt;</td>
<td>267</td>
<td>Talk &amp; Body&lt;sup&gt;2,9&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>375</td>
<td>Teaching Apprentice Practicum</td>
<td>278</td>
<td>Discourse Laboratory&lt;sup&gt;9&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>495</td>
<td>Training &amp; Supervision of Teaching Assistants</td>
<td>375</td>
<td>Teaching Apprentice Practicum</td>
</tr>
</tbody>
</table>

**LEGEND**

1<sup>Required for the undergraduate major in Applied Linguistics</sup>

2<sup>Required for the undergraduate minor in Language Teaching</sup>

3<sup>Required for the graduate Certificate in TESFL</sup>

4<sup>Elective for the undergraduate major in Applied Linguistics</sup>

5<sup>Elective for the undergraduate minor in Language Teaching</sup>

6<sup>Elective for the graduate Certificate in TESFL</sup>

7<sup>Required for the MA in Applied Linguistics</sup>

8<sup>Required for the PhD in Applied Linguistics</sup>

9<sup>Elective for the MA and/or PhD in Applied Linguistics</sup>
<table>
<thead>
<tr>
<th></th>
<th>FALL 2013</th>
<th>WINTER 2014</th>
<th>SPRING 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1A Elementary Swahili</td>
<td>1B Elementary Swahili</td>
<td>1C Elementary Swahili</td>
</tr>
</tbody>
</table>
### Tentative Teaching Plan, 2014-15

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 10</td>
<td>101W</td>
<td>***</td>
<td>30W</td>
</tr>
<tr>
<td><strong>Language in Action</strong>&lt;sup&gt;1&lt;/sup&gt; Would require 2 50% TAs if offered without Writing 2 credit</td>
<td><strong>Language Learning &amp; Language Teaching</strong>&lt;sup&gt;2,4&lt;/sup&gt;</td>
<td><strong>Lower Division Writing II Course</strong>&lt;sup&gt;1&lt;/sup&gt; Would require 3 50% TAs</td>
<td><strong>Language &amp; Interaction</strong>&lt;sup&gt;1&lt;/sup&gt; Would require 2 50% TAs</td>
</tr>
<tr>
<td>2. <strong>Lower Division Writing II Course</strong>&lt;sup&gt;1&lt;/sup&gt; Would require 3 50% TAs</td>
<td><strong>C116 C216</strong></td>
<td><strong>Concurrent-listed Language Teaching Elective Course</strong>&lt;sup&gt;4,5,6,9&lt;/sup&gt;</td>
<td>40W</td>
</tr>
<tr>
<td><strong>Methodology for Second/Foreign/Heritage Language Education</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>English Grammar for Second/Foreign/Heritage Language Education</strong>&lt;sup&gt;2,3,4,9&lt;/sup&gt;</td>
<td><strong>Concurrent-listed Language Teaching Elective Course</strong>&lt;sup&gt;4,5,6,9&lt;/sup&gt;</td>
<td><strong>C110</strong></td>
</tr>
<tr>
<td><strong>Concurrent-listed Language Teaching Elective Course</strong>&lt;sup&gt;4,5,6,9&lt;/sup&gt;</td>
<td><strong>Concurrent-listed Language Teaching Elective Course</strong>&lt;sup&gt;4,5,6,9&lt;/sup&gt;</td>
<td><strong>C118B C218B</strong></td>
<td><strong>C110</strong></td>
</tr>
<tr>
<td><strong>Service Learning Course</strong>&lt;sup&gt;1,5&lt;/sup&gt;</td>
<td><strong>C157</strong></td>
<td><strong>Foundations of Language Assessment</strong>&lt;sup&gt;1,9&lt;/sup&gt;</td>
<td><strong>C114</strong></td>
</tr>
<tr>
<td><strong>Service Learning Course</strong>&lt;sup&gt;1,5&lt;/sup&gt;</td>
<td><strong>Service Learning Course</strong>&lt;sup&gt;1,9&lt;/sup&gt;</td>
<td><strong>Service Learning Course</strong>&lt;sup&gt;1,5&lt;/sup&gt;</td>
<td><strong>C116</strong></td>
</tr>
<tr>
<td><strong>Foundations of Language Acquisition</strong>&lt;sup&gt;1,5&lt;/sup&gt;</td>
<td><strong>M161W</strong></td>
<td><strong>Talk and Body</strong>&lt;sup&gt;1,9&lt;/sup&gt; Would require 3 50% TAs</td>
<td><strong>209</strong></td>
</tr>
<tr>
<td><strong>Research in Applied Linguistics</strong>&lt;sup&gt;7&lt;/sup&gt;</td>
<td><strong>C201</strong></td>
<td><strong>Fundamental Foundations of Language</strong>&lt;sup&gt;7,9&lt;/sup&gt;</td>
<td><strong>Graduate Elective Course</strong>&lt;sup&gt;7&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Graduate Elective Course</strong>&lt;sup&gt;5&lt;/sup&gt;</td>
<td><strong>Graduate Elective Course</strong>&lt;sup&gt;7&lt;/sup&gt;</td>
<td><strong>Graduate Elective Course</strong>&lt;sup&gt;7&lt;/sup&gt;</td>
<td><strong>Graduate Elective Course</strong>&lt;sup&gt;9&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Discourse Laboratory</strong>&lt;sup&gt;7&lt;/sup&gt;</td>
<td><strong>Graduate Elective Course</strong>&lt;sup&gt;9&lt;/sup&gt;</td>
<td><strong>Graduate Elective Course</strong>&lt;sup&gt;9&lt;/sup&gt;</td>
<td><strong>278</strong></td>
</tr>
<tr>
<td><strong>Discourse Laboratory</strong>&lt;sup&gt;7&lt;/sup&gt;</td>
<td><strong>278</strong></td>
<td><strong>Discourse Laboratory</strong>&lt;sup&gt;7&lt;/sup&gt;</td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**LEGEND**
- **1** Required for the undergraduate major in Applied Linguistics
- **2** Required for the undergraduate minor in Language Teaching
- **3** Required for the graduate Certificate in TESFL
- **4** Elective for the graduate Certificate in TESFL
- **5** Required for the graduate Certificate in TESFL
- **6** Elective for the undergraduate major in Applied Linguistics
- **7** Elective for the undergraduate minor in Language Teaching
- **8** Elective for the graduate Certificate in TESFL
- **9** Elective for the MA in Applied Linguistics
- **10** Elective for the PhD in Applied Linguistics
- **11** Elective for the MA and/or PhD in Applied Linguistics

Page 61 of 63
## Tentative Teaching Plan, 2015-16

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ***</td>
<td>Lower Division Writing II Course(^1) Would require 3 50% TAs</td>
<td>101W Language Learning &amp; Language Teaching(^2,4) Would require 3 50% TAs</td>
<td>*** Lower Division Writing II Course(^1) Would require 3 50% TAs</td>
</tr>
<tr>
<td>2. C110 C210</td>
<td>Methodology for Second/Foreign/Heritage Language Education(^2,3,4,9)</td>
<td>C116 C216</td>
<td>English Grammar for Second/Foreign/Heritage Language Education(^2,3,4,9)</td>
</tr>
<tr>
<td>3. *** Concurrent-listed Language Teaching Elective Course(^4,5,6,9)</td>
<td>*** Concurrent-listed Language Teaching Elective Course(^4,5,6,9)</td>
<td>*** Concurrent-listed Language Teaching Elective Course(^4,5,6,9)</td>
<td>101W Language Learning &amp; Interaction(^1) Would require 2 50% TAs, depending on enrollment</td>
</tr>
<tr>
<td>4. *** Service Learning Course(^1,5)</td>
<td>*** Concurrent-listed Language Teaching Elective Course(^4,5,6,9)</td>
<td>C118B C218B</td>
<td>Second/Foreign/Heritage Language Teaching Practicum(^1,3,4,9)</td>
</tr>
<tr>
<td>5. *** Service Learning Course(^1,5)</td>
<td>*** Service Learning Course(^1,5)</td>
<td>*** Service Learning Course(^1,5)</td>
<td>114 Listening/Speaking for Second/Foreign/Heritage Language Education(^5,9)</td>
</tr>
<tr>
<td>6. C153 Functional Foundations of Language(^1)</td>
<td>M161W Talk and Body(^5) Would require 3 50% TAs</td>
<td>*** Service Learning Course(^1,5)</td>
<td>116 English Grammar for Second/Foreign/Heritage Language Education(^2,4)</td>
</tr>
<tr>
<td>7. *** Graduate Elective Course(^9)</td>
<td>*** Graduate Elective Course(^9)</td>
<td>*** Graduate Elective Course(^9)</td>
<td>78 Discourse Laboratory(^9)</td>
</tr>
<tr>
<td>8. *** Graduate Elective Course(^9)</td>
<td>*** Graduate Elective Course(^9)</td>
<td>*** Graduate Elective Course(^9)</td>
<td>78 Discourse Laboratory(^9)</td>
</tr>
<tr>
<td>9. 278 Discourse Laboratory(^9)</td>
<td>278 Discourse Laboratory(^9)</td>
<td>278 Discourse Laboratory(^9)</td>
<td></td>
</tr>
</tbody>
</table>

**LEGEND**

\(^1\) Required for the undergraduate major in Applied Linguistics  
\(^2\) Required for the undergraduate minor in Language Teaching  
\(^3\) Required for the graduate Certificate in TESFL  
\(^4\) Elective for the undergraduate major in Applied Linguistics  
\(^5\) Elective for the undergraduate minor in Language Teaching  
\(^6\) Elective for the graduate Certificate in TESFL  
\(^7\) Required for the MA in Applied Linguistics  
\(^8\) Required for the PhD in Applied Linguistics  
\(^9\) Elective for the MA and/or PhD in Applied Linguistics
## Appendix I: Implementation Summary

<table>
<thead>
<tr>
<th>Program</th>
<th>Suspension Term</th>
<th>Disestablishment / Discontinue Term</th>
<th>Transfer Term</th>
<th>Grandfather Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Language B.A. (Discontinued)</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td></td>
<td>There are no students currently enrolled in this program.</td>
</tr>
<tr>
<td>Applied Linguistics B.A. (Transferred to Linguistics Dept)</td>
<td>Fall 2013</td>
<td>NA</td>
<td>Winter 2014</td>
<td>Students currently enrolled in the Applied Linguistics B.A. may complete the major under current requirements.</td>
</tr>
<tr>
<td>Language Teaching Minor (Discontinued)</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td></td>
<td>Students currently enrolled in the Language Teaching minor may complete the minor under current requirements by Spring 2015. After this term, students will be dropped from the program.</td>
</tr>
<tr>
<td>Applied Linguistics M.A. (Discontinued)</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td></td>
<td>Students currently enrolled in the Applied Linguistics M.A. may complete the program under current requirements.</td>
</tr>
<tr>
<td>Applied Linguistic C.Phil. and Ph.D. (Discontinued)</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td></td>
<td>Students currently enrolled in the Applied Linguistics Ph.D. may complete the program under current requirements.</td>
</tr>
<tr>
<td>Teaching English as a Second or Foreign Language Certificate (Discontinued)</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td></td>
<td>Students currently enrolled in the Teaching English as a Second or Foreign Language Certificate may complete the program under current requirements by Spring 2015. After this term, students will be dropped from the program.</td>
</tr>
<tr>
<td>Applied Linguistics Department (Disestablished)</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>