College of Arts and Sciences

Master of Arts in

Linguistics:
English as a Second Language

Graduate Student Handbook

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Part 1

Where in the World?

University and program setting

The University of South Florida

The University of South Florida (USF) broke tradition when it was founded over six decades ago. The first major state university in America, planned and built entirely in the twentieth century, USF was Florida's first public metropolitan university - located purposely within commuting distance of one quarter of the State's population. The University was founded on December 18, 1956, and opened on September 26, 1960, when it welcomed its first students: 1,997 freshmen. Enrollment now exceeds 45,000, making it the second largest of Florida's ten state universities. The University of South Florida was officially designated as a State University System Research I institution in 1998-99. This recognition was based on factors such as the University's research productivity, graduate enrollment, number of graduate degrees awarded, endowment, and overall size of the University's undergraduate population. USF students come from every state in the nation and more than 100 countries. They represent all ages, cultures, and ethnic backgrounds. Nearly one quarter of the student population is African American, Hispanic, Asian American or Native American.

Colleges. The University consists of 14 colleges: Arts and Sciences, Behavioral and Community Sciences, Business, Education, Engineering, Global Sustainability, Graduate Studies, Marine Science, Medicine, Nursing, Pharmacy, Public Health, The Arts, and Innovative Education. Together, they offer many graduate degree programs and graduate certificates. The MA in Linguistics: English as a Second Language program is in the College of Arts and Sciences (CAS).

Accreditation. USF is fully accredited by the Southern Association of Colleges and Schools, the official accreditation accrediting agency for institutions in the South.

The Department of World Languages

The Department of World Languages at the University of South Florida consists of a number of programs in classical/modern languages, literatures, and applied linguistics. It offers courses of study for both undergraduate and graduate degree programs within the liberal arts tradition. Foreign language study is available in a wide variety of languages. The Bachelor's degree in World Languages and Cultures includes concentrations in Applied Linguistics, Chinese Language and Culture, Classics, East Asian Languages and Cultures, French, German, Italian, Russian, Spanish, or a combination of these. Minors are available in several foreign languages and in linguistics.

The MA Program

Applied Linguistics is an interdisciplinary field that is primarily studied at the upper-undergraduate or graduate level. Students interested in graduate study in applied linguistics are urged take undergraduate classes in language, linguistics, or applied linguistics, regardless of their major field of study. Our program offers a Master of Arts in Linguistics: English as a Second language (ESL, non-thesis). In addition to courses involving linguistic theory and practice, the program offers graduate coursework in language teaching methodology, curriculum and testing, second language acquisition, cross-cultural issues, sociolinguistics, etc. The MA Program includes the study of all major aspects of human communication. It is anticipated, therefore, that students may come to our program from a variety of disciplinary and professional backgrounds.

Part 2

How Do I Get Here?

What do I need to do to apply?

USF Admission Process

To apply to USF, go to the following link:

https://secure.vzcollegeapp.com/usf/default.aspx?cid=87&ltid=1 .

As stated on the admissions website: "Please set aside approximately 30 minutes to complete the application and attach supporting documents. You may save what you have entered and return to the application at any time in the future. After submitting the application you will be able to pay the $30 (USD) application fee by **credit card** (Discover, Visa, MasterCard) or **E-check**."

Application deadlines

- Fall deadline: February 15
- Spring deadline: October 15

International students may have earlier university-imposed deadlines. Please refer to the Office of Admissions for these deadlines.

Consult the current USF catalog (http://www.grad.usf.edu/catalog.php) for additional admission information. Students on an F-1 visa should obtain information about financial support requirements for university study in the US.

Admission Requirements for the MA Program

Admission requirements for degree-seeking students includes all University, College, and Program requirements. Candidates who meet these requirements will be admitted upon the action of the MA Program Director and the Dean of the College of Arts and Sciences.

The program admission requirements are as follows:

- **A completed bachelor's degree** from an accredited college or university
- **An updated curriculum vitae**
- **GPA of 3.0** or higher of undergraduate coursework
    - For applicants who have earned a master's degree or doctoral degree, we consider the applicant's graduate GPA.
- **GRE scores** (taken within the last five years) at or above 149 (430, prior scale) Verbal, and 4 or above on the Analytical Writing section are generally considered acceptable.
    - **Unofficial** GRE scores, the report received in the mail about 3 weeks after the test **may be used** to initiate the application. However, official scores will need to be provided to USF's office of admissions as soon as they become available.
    - Applicants who have earned a master's degree or doctoral degree should consult with the MA Program Director about the applicability of the 5-year requirement.

Note: GRE scores are optional for applications for the **Spring 2023** and **Fall 2023** semesters.

- **Three letters of recommendation**
  - It would be best if all letters were written by former professors, but at least one from a former professor is needed. Letters from supervisors or trainers can address the applicant's ability to learn. Employers can speak of the applicant's personal qualities that might contribute to success as a graduate student and one of the letters may come from these sources. Letters from family or friends are not acceptable.
- **A Statement of Purpose**, a two-page writing sample
  - This statement will introduce the applicant to the Applied Linguistics faculty. It should address topics such as academic background, interest in the field, reasons for selecting our program, aspirations for graduate studies, and professional goals.
  - If the applicant would like to be considered for funding (a TA position or a fellowship), please also indicate this in the statement of purpose so that the faculty can direct the applicant to the appropriate sources.

Additional Admissions Requirements for Non-Native Speakers of English

- TOEFL scores of
  - 95 or higher on the internet-based test or
  - 250 or higher on the computer-based test or
  - 600 or higher on the paper-and-pencil test

For admissions purposes, the TOEFL exam is not required if applicants have earned a college degree in an English-medium university in an English-speaking country. Please note that taking ESL courses does not exempt applicants from taking the TOEFL. While we accept the IELTS (minimum score of 7) for admission purposes (although the TOEFL is preferred), this test is not accepted by USF to be hired as a TA. Thus, before the TA position begins, English language mastery must be demonstrated through the TOEFL and/or TOEIC.

The TOEFL is not required for a TA position for international students who come from an English-speaking country. See the Office of Graduate Studies website for a list of these countries: http://www.grad.usf.edu/assistantships.php

Please note that TOEFL scores are valid for two years for admission, according to the ETS website: https://www.ets.org/toefl/ibt/faq/ (5 years for GA positions, per USF policy). If a TOEFL scores is more than two years old, the applicant will need to re-take the TOEFL or satisfy the English proficiency requirement in one of the other ways: https://www.usf.edu/admissions/graduate/admission-information/requirements-deadlines.aspx

In all cases, the Applied Linguistics faculty will be the sole arbiter in matters of admissibility.

Program Transfers from Other Institutions and from within USF

- Typically, coursework from other programs at USF and other institutions is not transferred to the MA in Linguistics: English as a Second Language. Each transfer request will be handled on a case-by-case basis by the MA Program Director.
- Prospective students wishing to transfer from another graduate program within USF must meet the minimum requirements for the MA Program. Having been admitted to a different program at USF does not guarantee admission to the MA Program in Linguistics: English as a Second Language. Program transfer requests will be evaluated following the same criteria used for all other applicants.
- Regardless of whether a student is transferring from another institution or from another program at USF, **it is the student's responsibility** to understand how the program transfer will affect his/her financial aid. http://www.usf.edu/financial-aid/

Non-Degree-Seeking Status

For a variety of reasons, students may choose to take courses before being admitted into the program. When a student changes from "non-degree-seeking" status to full admission, up to 12 credits of qualified coursework can be transferred to count towards the MA degree. It is the student's responsibility to contact WLE's academic specialist to complete the paperwork needed to have these courses transferred. This should be done immediately upon status change to full admission. **Failure to complete this paperwork in a timely manner could results in a delay in graduation.**

Time Limitations Related to Admission

Acceptance to graduate standing (i.e., acceptance to the program) is granted for the semester and the particular program specified in the official acceptance notification. Students must validate their acceptance by enrolling in **at least one course in the semester indicated in the official acceptance notification.** Failure to register for, and complete, at least one course during the admitted semester **invalidates** the student's admission. Deferral requests must be processed by the semester indicated in the graduate catalog.

Full-Time Enrollment

Graduate-level full-time enrollment is 9 credits for the fall and spring semesters and 6 credits for the summer. All students holding TA positions must be enrolled as a full-time student during the semester of the appointment. Domestic students with OPS (hourly) or adjunct appointments do not need to meet the full-time status requirements. International student visa requirements stipulate that international students must be enrolled full-time during the fall and spring semesters, regardless of TA appointments. Full-time enrollment is not required for international students during the summer. International students should contact International Services (http://global.usf.edu/is/) for questions and the most up-to-date information about visa requirements.

Part 3

I'm Here! Now What?

What to do after you have been accepted

Graduate Student Orientations

There are several orientations that students will potentially need to attend at USF:

MA Program orientation: This orientation is held once the fall semester has officially begun. It is required that **ALL students** (both new and returning) attend this meeting. At this orientation, students will receive information about the program's requirements and important procedures. The exact date will be announced in classes during the first or second week of the semester. **Status: Required**

New TA orientation: If students are first-time TAs in WLE, they will need to attend the departmental new TA orientation. The section supervisors will inform their TAs of the specific dates and times of this orientation, which typically takes place during the Monday, Tuesday, and Wednesday of the week before the fall semester starts. If a student has been hired to teach at WLE for the first time but has not heard anything about this orientation, please contact the MA Program Director. **Status: Required**

Graduate school orientation: This orientation offered by the graduate school will give new graduate students important information about graduate life at USF, and a chance to meet other graduate students. http://www.grad.usf.edu/orientation.php **Status: Highly recommended**

International student orientation: International students may have additional required orientations. Please contact USF World for additional information. http://global.usf.edu/is/

Note about mandatory TA training class: As of Fall 2014, all USF TAs must successfully pass a TA teaching course during their first semester of appointment. WLE has two department-specific courses that replace the course offered by the graduate school. One of these courses (TSL 5371) is part of the required core coursework for the MA Program; thus, all of our students will automatically have USF certification to be TAs upon successful completion of the course.

Check-Lists for Domestic and International Students

To help ensure that students have done everything needed to do before the beginning of the semester, please take a look at the following checklists. The first checklist is for both domestic and international students, and the second checklist includes additional items for international students.

Checklist for Both Domestic and International Students

1. Contact the MA Program Director to verify attendance.

2. Register for the courses indicated in the admission e-mail message via OASIS. Do NOT deviate from these courses.

3. Register for the TESLLING listserv.

4. Investigate and register for the appropriate orientations.

5. Contact the supervisor for TA position (if applicable).

6. Investigate health insurance options. If students are a TA with a .25 FTE appointment or higher, they have a different health insurance option than those students without a TA position: http://usfweb2.usf.edu/human-resources/benefits/graduate-assistant-insurance.asp. All international students are required to have health insurance at all times. http://www.usf.edu/student-affairs/student-health-services/insurance/inscompliance.aspx

7. Submit immunization information. Requirements for domestic and international students differ. For more information, see Student Health Services. http://www.usf.edu/student-affairs/student-health-services/

8. Get a student ID card from the USF card center in the Marshall Center. A USF ID card is required to activate the USF NetID, which allows students to access information online and to use the Campus recreation facilities. http://www.usf.edu/it/class-prep/usf-card.aspx

9. Activate the USF e-mail account and NetID. All official USF communications, including program information, will be disseminated via the USF e-mail. https://netid.usf.edu/una/

10. Find a place to live. There is limited graduate housing on campus (the Magnolia Apartments), as well as a wide selection of living spaces near campus and in the Tampa Bay in general. For information about on-campus housing, visit the Housing and Residential Education website: http://www.housing.usf.edu/options/

11. Open a local bank account. Tampa Bay is home to many national and regional banks, so students have a wide variety of choices. The bank located on campus is the USF credit union: https://usffcu.org/

Additional Checklist Items for International Students

1. Verify personal information with International Services upon receiving admission notification.

2. Check in with International Services.

3. Verify that English proficiency requirements for TA positions via the TOEFL or TOEIC have been met. Although supervisors/the MA Program Director will help remind students, **ensuring eligibility to teach is ultimately the responsibility of the student**.

Program listserv (TESLLING)

Our program has a listserv for both current students and alumni. It is **crucial** that students sign up as soon as a USF e-mail address is received, as all of the program's important announcements

are sent out via this listserv. Pay close attention to the messages sent via this listserv (i.e., read carefully before deleting). Not all will pertain to everyone, but sometimes information is requested of students via this listserv (e.g., internship requests, advising meetings), and failure to read and respond in a timely manner could delay time to graduation.

LINGO

LINGO is our LALS and Applied Linguistics graduate student organization. All students are encouraged to join, as it is a great way to get to know fellow students outside of the classroom. Some of the events planned by LINGO include practice talks for academic conferences, workshops on job searches, and social events. For more information, contact the current LINGO graduate student leadership.

Financial Assistance

Many, although not all, of our students are able to find funding to support their graduate education. Financial assistance is available from several sources at the University of South Florida, the most common being Graduate Teaching Assistantships (TA positions). Funding for MA students is typically coordinated by the MA Program Director to ensure that funding is allocated fairly among all students and that university regulations are met. Thus, even if a student is searching for funding outside of the department (and we encourage this!), students should keep the MA Program Director informed about applications for funding at the university. Funding can either be in the form of a TA position (teaching or tutoring), an RA position (research – this is not common among our students) or hourly (OPS). The TA positions of .25 FTE (about 10 hours/week) or greater come with a partial tuition waiver and health insurance. If students are unsure if the position is a TA position or OPS, get clarification! All information about graduate funding can be found in USF's Graduate Assistant handbook: https://www.usf.edu/graduate-studies/funding/graduate-assistantships-resource-center/graduate-assistant-handbook.aspx

The following are some of the funding opportunities that are available to our students:

- TA for a language or content course in WLE: These assignments depend on language abilities and academic background. Some of the positions have specific applications (e.g., TA for a Spanish language course), but some applications are more informal. If a student is interested in teaching in WLE, the student should contact the MA Program Director to express interest.
- WLE tutoring center: http://languages.usf.edu/tutoring/. Please e-mail the MA Program Director. Funding is provided contingent upon departmental needs, budgetary approval, and students' qualifications and relevant skills. Renewals of tutoring positions, when available, also depend on the students' successful academic and TA/tutoring performance in the program.
- INTO USF tutoring center: To apply for these positions, please e-mail the center director, Jordan Walters (jtwalters@usf.edu) with a statement of interest and CV. Also copy the MA Program Director on this initial e-mail.
- Library writing studio: http://www.lib.usf.edu/writing/
- Library tutoring: https://www.usf.edu/undergrad/academic-success-center/tutoring/
- Students interested in the College Work Study Program (for low income students) or student loan programs should contact University Scholarships & Financial Aid Services: http://www.usf.edu/financial-aid/.
- The Office of Graduate Studies website has a list of fellowships offered by USF. Students apply directly to many of these fellowships, although some require a departmental/program nomination.

Visit the following website to learn more about these fellowships:
http://www.grad.usf.edu/scholarships.php

- There are also a limited number of CAS fellowships, such as the University Graduate Fellowship. http://www.cas.usf.edu/
- Be sure to look in a variety of places for funding, internally and externally. For example, serving as a residence hall assistant for undergraduate dorms often comes with a tuition waiver and stipend. https://www.usf.edu/housing/about-us/resident-assistant/index.aspx
- Be creative in the search. Many offices on campus need student workers, so check the USF employment website for additional opportunities. http://www.usf.edu/administrative-services/human-resources/

Part 4

Rules to Remember

Additional administrative issues

Office of Graduate Studies Requirements

The Graduate School imposes certain general requirements upon all graduate programs at USF. These are outlined more completely in the USF Graduate Catalog. Although the MA Program provides advice via the MA Program Director, other faculty members, and this handbook, the ultimate responsibility for the satisfaction of requirements and compliance with all university policies and regulations rests solely with the individual student.

Among the requirements of the Office of Graduate Studies are the following:

1. Minimum enrollment for students who hold graduate assistantships is nine semester hours.
2. All students must be enrolled for a minimum of two semester hours during their final semester. Please be aware that this is even the case if all required coursework has been completed.

Advising and Student Responsibilities

Academic advising and scheduling will be done in coordination with the MA Program Director. It is the student's responsibility to meet with the MA Program Director one time every semester during the advising meeting time period (the middle of every semester – dates are announced via the TESLLING listserv). Failure to do so may result in registration delays as well as delays in graduation. Of course, students are encouraged to make appointments with the MA Program Director at other times as well. Students are reminded of University Policy Statement 415:

"Although the University provides advising services to assist students with academic planning, the responsibility for seeing that all requirements are met rests with the student."

Student Conduct

Members of the university community support high standards of individual conduct and human relations. Responsibility for one's own conduct and respect of the rights of others are essential conditions for academic and personal freedom at the university. USF reserves the right to deny admission of refuse enrollment to students whose actions are contrary to the purposes of the university, or impair the welfare of freedom of the members of the university community. Disciplinary procedures are followed when a student violates the code of conduct or commits an offence as outlined in the Student Conduct Code. These are described in detail on the Student Affairs Website: http://regulationspolicies.usf.edu/regulations/

Time Limits

Master's degrees must be completed within 5 years from the student's date of admission for graduate study. Courses taken prior to admission to the USF graduate program, for example as non-degree seeking or from other institutions that were transferred in, can be no older than seven years at the time of graduation. The form for a time extension (and all other graduate forms) is located on the Office of Graduate Studies website: http://www.grad.usf.edu/student-forms.php

Part 5

I'm In! How Do I Get Out?

Steps to ensure successful graduation

MA Program Policies and Requirements

The Master of Arts in Linguistics: English as a Second Language requires 36 semester hours total. The 36-credit-hour requirement applies to all students. A student pursuing the degree on a full-time basis is expected to enroll in 9 credit hours, or 3 classes, per semester.

Overview of Degree Requirements for the MA in Linguistics (ESL)

Coursework

LIN 6081	Introduction to Graduate Studies in Linguistics
LIN 5700	Applied Linguistics
TSL 5371	Methods of TESL
LIN 6675	Grammatical Structure of American English
TSL 5372	ESL Curriculum and Instruction
TSL 5525	Cross Cultural Issues in ESL
TSL 5440	Language Testing
LIN 6720	Second Language Acquisition
TSL 6945	Teaching Internship

Nine credits (three classes) of approved electives offered by the Applied Linguistics faculty

Other

1. Foreign/second language proficiency
2. A passing performance on the Pedagogical Theory (PT) and Classroom Practice and Reflection (CPR) Exit exams (to be submitted the semester of the teaching internship)
3. Completion of a final portfolio (to be submitted the graduating semester)

Elective Policy

Typically, students will take all elective courses from faculty members in the Applied Linguistics section. If a student finds a **graduate** (5000 level or above) elective outside the Applied Linguistic offerings that relates to his or her specific interests, one of the three electives may be taken from a different section in WLE or from a different department. In such a case, the student will be required to fill out the "outside elective form" found in the Appendix of this handbook and write a justification. The student should schedule a meeting with the MA Program Director to discuss if the proposed course would be a possibility. If the MA Program Director agrees, the student can use the outside elective to satisfy one of the elective requirements. **It is very important to note that the approval process needs to happen before the student takes the external elective. Requests made during the same semester, or after the fact, will be denied.**

Descriptions of Core Courses (each bearing 3 credit hours, unless otherwise stipulated)

- TSL 5371 *Methods of TESL* [generally offered in Fall] Prerequisite: none.
  Analysis of the methods of teaching English listening, speaking reading, and writing with attention to L2 culture and pragmatics.
- LIN 5700 *Applied Linguistics* [generally offered in Fall] Prerequisite: none.
  Analysis of the phonological, morphophonological, and syntactic features of English as a basis for linguistic application to problems of English language acquisition by non-native speakers.
- LIN 6081 *Introduction to Graduate Studies in Linguistics* [generally offered in Fall] Prerequisite: none. An introduction to the aims and methodologies of applied linguistics as a graduate discipline: the field of linguistics, its subdisciplines, and its relationship to adjacent arts and sciences; bibliographical resources; methods of research and research writing; and a brief survey of the historical development of applied linguistics and current issues in the field.
- LIN 6675 *Grammatical Structure of American English* [generally offered in Spring] Prerequisite: LIN 5700. Analysis and description of major morphological and syntactic structures of American English, with emphasis upon applied linguistics.
- LIN 6720 *Second Language Acquisition* [generally offered in Spring] Prerequisites: TSL 5371 and LIN 5700. An overview of major theories of Second Language Acquisition (i.e., Universal Grammar, cognitive, social interactionst, sociocultural), emphasizing seminal and current research studies.
- TSL 5372 *ESOL Curriculum and Instruction* [generally offered in Spring] Prerequisite: TSL 5371. Analysis of the methods of creating, modifying, sequencing, and assessing second/foreign language instructional programs. [This is a State of Florida ESOL Endorsement course.]
- TSL 5440 *Language Testing* [generally offered in Fall] Prerequisite: TSL 5372.
  Course on the theory and practice of second language testing for achievement, proficiency, placement, and diagnostic purposes. [This is a State of Florida ESOL Endorsement course.]
- TSL 5525 *Cross-Cultural Issues in ESL* [generally offered in Spring] Prerequisite: none.
  Exploration of issues related to culture and cultures, strategies for teaching and testing cultural knowledge and skills, development of cross-cultural awareness. [This is a State of Florida ESOL Endorsement course.]
- TSL 6945 *Internship* [offered in Fall and Spring] Prerequisite: TSL 5371 and TSL 5372. TSL 5440 also recommended. Required of all candidates for the MA degree in TESL.
  Supervised teaching of English as a second language to non-native speakers at appropriate levels and settings.

Descriptions of Elective Courses (offered in rotation on a 2-3 year schedule)

- LIN 6601 *Sociolinguistics* This course provides an overview of linguistic variation with emphasis on the research methodologies of sociolinguistics and the implications of its findings for current linguistic theory.
- LIN 6722 *Writing process in SLA* This course provides an overview of current theory and research in second language writing development and instruction, with emphasis in professional and disciplinary contexts.
- LIN 7638 *Qualitative Methods in Applied Linguistics* This course is a comprehensive overview of four common approaches to conducting qualitative research in applied linguistics. The course focuses on both theoretical foundations and methodology.
- LIN 7639 *Quantitative Methods in Applied Linguistics* This course helps students develop as applied linguistics scholars with regard to conducting quantitative analyses using SPSS. Students will gain practical experience with a variety of statistical tests as well as discuss issues regarding power and effect size.
- LIN 7885 *Discourse Analysis* This course provides a survey of four major approaches to the analysis of spoken interaction, focusing on both the theoretical and practical aspects of data collection, preparation, analysis and interpretation.
- Special topics courses (LIN 6932):
- *English for Academic Purposes/English for Specific Purposes* This course introduces students to the field of English for Academic/Specific Purposes. Students will gain an understanding of the theory, research and pedagogy in this area.
- *Pragmatics for Language Teaching* This course provides an introduction to intercultural communication, with a major emphasis on cross-cultural pragmatics, i.e., the study of meaning in context. Students will explore ways in which linguistic and cultural backgrounds influence how social functions are realized using language.
- *Bilingualism/Multilingualism* This course provides an overview of the current trends involving the cognitive and social implication of bilingualism and multilingualism.
- *Language & Technology* This course explores the linguistic and discourse-level variation that occurs in different registers, or genres, of online communication. Students will explore themes such as: identities and community, evaluation and stance, narratives, multilingualism and heteroglossia, politeness/impoliteness, metalinguistic practices, and intertextuality.
- *Language Learning in Study Abroad* This course introduces students to current issues in study abroad research including central questions, theories, methodologies, research findings, and unresolved debates in the field. Topics include measuring and predicting language gains, accounting for social contact abroad, the role of individual differences and agency, and sociopolitical and ideological factors.
- *Computer-Assisted Language Learning* This course provides an overview of issues involving the use of technology for language learning and teaching. Students will explore topics such as technology access and usage, along with connecting theory, research, and pedagogy for better understanding CALL technologies in the contexts of L2 reading, writing, speaking, and listening.

Typical Course Sequence for a Full-Time Fall Start Student

First Year		
Fall _____	Spring _____	Summer _____
1. LIN 6081 – Intro to GS	1. TSL 5372 – Curriculum	1.
2. LIN 5700 – Appl. Ling.	2. LIN 6675 – Grammar	2.
3. TSL 5371 – Methods	3. TSL 5525 – CC issues	3.
4.	4.	4.
Total credits – 9	Total credits – 9	Total credits
Second Year		
Fall _____	Spring _____	Summer _____
1. TSL 5440 – Testing	1. LIN 6720 – SLA	1.
2. TSL 6945 – Teach. Int.	2. elective	2.
3. elective	3. elective	3.
4.	4.	4.
Total credits – 9	Total credits – 9	Total credits

Typical Course Sequence for a Full-Time Spring Start Student

First Year		
Fall _____	Spring _____	Summer _____
1.	1. TSL 5525 – CC issues	1.
2.	2. LIN 6675 – Grammar	2.
3.	3. elective	3.
4.	4.	4.
Total credits	Total credits – 9	Total credits
Second Year		
Fall _____	Spring _____	Summer _____
1. LIN 6081 – Intro to GS	1. TSL 5372 – Curriculum	1.
2. LIN 5700 – Appl. Ling.	2. LIN 6720 – SLA	2.
3. TSL 5371 – Methods	3. elective	3.
4.	4.	4.
Total credits – 9	Total credits – 9	Total credits
Third Year		
Fall _____	Spring _____	Summer _____
1. TSL 5440 – Testing	1.	1.
2. TSL 6945 –Teach. Int.	2.	2.
3. Elective	3.	3.
4.	4.	4.
Total credits – 9	Total credits	Total credits

Grades and Grading

- Graduate students must attain an overall average of 3.0 ("B") in all courses. No grade below 2.0 ("C") will be acceptable toward a graduate degree, but all grades will be counted in computing the overall grade point ratio (GPR).
- S/U grades are generally not given in the MA program, except when courses are graded on a satisfactory or unsatisfactory basis (e.g., internship or directed study).
- Incomplete ("I" grades) may be used for an authorized failure to meet the requirements of the course. Until removed, the "I" is not computed in the GPA. "I" grades are exceptional, and given only if an emergency has prevented or will prevent a student from completing the work for the course, and when all other coursework has been successfully completed. The professor will submit a World Languages "Incomplete Grade Report" form whenever an "I" grade is given, which includes instructor and student signatures and an agreed upon date for turning in the work the following semester. If the student does not complete the work by this date in the following semester, the "I" will be removed and the grade calculated with the missing assignments will be given.
- Directed Research courses (LIN 6910) are permit-only and require the authorization of the MA Program Director and the Department Chair before a student can enroll. These courses cannot substitute for any of the required courses or electives and are quite rare at the MA level. In general, the purpose of directed research courses is to permit the student to explore topics or areas in the field for which no regular graduate courses may be available. These courses are taken on by faculty members over and above their normal teaching assignments, and the decision to offer such studies is entirely at the discretion of the faculty member. Therefore, the department cannot guarantee the availability of independent study options, regardless of merit, in any given semester.

Foreign Language Proficiency Requirement

To ensure that students have some firsthand appreciation of the second language acquisition process, the program has a foreign language proficiency requirement in at least one foreign language.

Native Speakers of English:

The student must demonstrate the "Novice-High" proficiency in an additional language, based on the ACTFL Proficiency Guidelines. This is roughly equivalent to three semesters of college-level study at USF. Students who may have met this criterion upon admission include:

- Students who have earned undergraduate or graduate degrees in foreign languages.
- Students who can document minors in foreign languages on their university transcript.
- Students who have resided, for a significant amount of time, in a country in which the language is spoken.
- Note: Students without majors or minors in foreign languages may request to have prior documented coursework in a foreign language (**minimally three semesters**) considered, provided that it meets the following requirements:

    1. There is no grade less than a "B" in any course and/or sequence.
    2. The most recent course and/or sequence can be determined to be at the Novice-High level.

Students who need to satisfy the foreign language proficiency requirement can satisfy this requirement in any one of the following ways:

- Place at the 4th level on the department's placement examination for the language.
- Complete coursework through the third semester of the language at USF (or equivalent at another institution) with no grade below a "B." Study abroad credits are acceptable and encouraged.
- Submit an equivalent score or better score on any standardized national competency examination (e.g., ETS), subject to approval.
- Provide ACTFL Oral Proficiency Interview (OPI) examination scores for a language at the level indicated at the beginning of this section.

Non-native Speakers of English:

Students whose first language is a language other than English, and who have submitted TOEFL scores to satisfy admission requirements, will have satisfied the foreign language proficiency requirement upon admission to the program.

The Teaching Internship

The teaching internship provides the student with the opportunity to gain hands-on experience in an ESL course while still a student in the MA program. Normally as part of the internship, the student works closely with a mentor at the site of internship while developing practical and professional expertise. At the same time, the student is enrolled in the teaching internship course taught by WLE faculty (TSL 6945) and is required to complete a number of reflective assignments that are closely connected to the internship experience as well as assignments that focus on job preparation and professional development.

For the teaching internship, students must register for the course TSL 6945, which is a permit-only course. Via the program listserv, the MA Program Director will send an e-mail out in the spring asking for a response for those who intend to do the teaching internship the following academic year (fall and spring semesters). It is **crucial** that students respond to this message by the stipulated deadline; otherwise, it might not be possible to complete the internship in the desired semester, thus delaying graduation.

Planning ahead: Points to remember regarding the teaching internship

1. The student must be in good academic standing to take the internship.
2. The student may take the internship in the 3rd or 4th semester of studies. LIN 5700, LIN 6675, TSL 5371, and TSL 5372 are prerequisites for the teaching internship. TSL 5440 and LIN 6720 are highly recommended pre- or co-requisites.

There are two main possibilities regarding where to do the internships:

1. On campus: Currently, students have the opportunity to do the teaching internships with USF's intensive English program: INTO USF. A mentor is assigned to each student.

2. An off-campus site

Regardless of where the internship takes place, all students will enroll in TSL 6945. For the off-campus internships, the student must find his or her own mentor.

There are several reasons why a student might complete an internship off-campus, including convenience of location, scheduling, already having been hired to teach somewhere, or unavailability of an internship at INTO USF. Note that the location of the off-campus internship **must be approved by the MA Program Director.**

The following are the regulations for doing internships at INTO USF:

- Once an internship is requested and arranged with INTO-USF, if the student drops the internship, another one cannot be requested from INTO-USF. In this case, off-campus arrangements will need to be made.
- If a student does not successfully complete the teaching internship with INTO-USF, the student will not be able to request an additional internship (i.e. the retake) with INTO-USF.
- An internship with INTO-USF is not guaranteed.

Additional details about the teaching internships are provided in the MA orientation and during the TSL 6945 course.

Exit Assessments

As part of the MA Program requirements, students must successfully complete three Exit Assessments: 1) the Pedagogical Theory (PT) and 2) Classroom Practice and Reflection (CPR) Exit Exams (to be submitted the semester of the teaching internship) and 3) the Final Portfolio (to be submitted the graduating semester). These exams are due on Friday by 5pm of the 11th week of the semester and are submitted electronically via the Teaching Internship Canvas site. **No late exams are accepted.** The Exit Exams are individual work; thus, **no outside help is permitted.** If a student does not successfully pass the PT and/or CPR Exit Assessment, a re-take of the exam can be done **once** (and only once) the following semester. To pass, an overall score of 70%, plus at least 50% on all individual sections must be obtained. All sections of each exam must be submitted in order to receive a passing score.

Pedagogical Theory (PT) and Classroom Practice and Reflection (CPR) Exit Exams

These two exit exams are in the form of a two-part paper (to be submitted as one document) based on a needs analysis and successful implementation of a teaching plan in the assigned class for the teaching internship. Rubrics describing the tasks in detail, as well as rubrics illustrating the grading procedures are provided in the appendices. Below is a summary of the PT and CPR:

<u>Part 1: Pedagogical Theory (PT)</u>

1. The student will choose an instructional context and a group of students, and then identify an area of language that the group needs instruction on and justify the choice in terms of student needs (see part three). Examples of areas of language could include: the present perfect; pronunciation of consonant clusters; using connectors and adverbs appropriately in compare/contrast essays; a semantic field such as vocabulary related to the economy; prepositions of movement; etc.
2. The student will analyze the area of language (e.g., cite descriptive grammars or other research in this area) and identify aspects that may cause particular problems to students. Reference should be made to all aspects of language where appropriate – phonology, morphology, syntax, semantics, discourse/pragmatics.
3. The student will design a needs analysis or some kind of diagnostic to assess learners' current knowledge/ability in this area, explain the design, and report the results of the needs analysis. Include the needs analysis/diagnostic instrument(s) and related materials as appendices.
4. The student will research various approaches, methodologies, and/or techniques that could be used to teach this particular aspect of language.

<u>Part 2: Classroom Practice and Reflection (CPR)</u>

1. Based on the Pedagogical Theory paper and the outcome of the needs analysis/diagnostic, the student will select (an) appropriate approach(es)/methodology(ies)/technique(s), materials, and assessment activity/ies for teaching this aspect of the language to this group of students. Justify choices with reference to the teaching context (e.g., student needs and interests, institutional requirements and resources) and the relevant literature.
2. Based on research, the student will plan a series of three lessons that address the language aspect with the students. Include in the lessons at least one assessment of learning activity.
3. The student will teach the lessons.

4. The student will evaluate the lessons. What did the language students learn? How is this shown? How did the materials/activities work? Consider how the decisions made at every stage impacted student learning.
5. The student will reflect on the whole experience – from the identification of the language aspect through the planning stage and the delivery of the lessons to the final feedback sessions.

Final Portfolio

One of the final requirements of the MA Program is the portfolio which is submitted during the same semester that the student plans to graduate. Portfolios are assembled from materials generated throughout a student's entire MA program, including projects submitted in individual courses and the internship (see detailed content description in the appendix). The contents are placed in a binder with dividers between sections and tabs to identify sections (or similarly organized electronically). Each item in the portfolio will be evaluated according to whether it is deemed *Outstanding*, *Satisfactory*, or *Unsatisfactory/Not Present.* Moreover, the same criteria are used to assess the overall appearance (neat, visually attractive), completeness, organization, and sum and substance (level of thought, interest, creativity, originality) of the portfolio.

Students who have not completed one or more of these course assignments (detailed below) prior to the portfolio due date should provide a written justification in its place explaining the circumstances (e.g., the class is still in progress). As instructors of the courses change, assignments sometimes change as well. If this is the case, please provide an equivalent "major assignment" completed for the specific course, along with a brief explanation. The MA Program Director can provide clarification if there are questions about this.

Application for Graduation

The Application for Graduation must be filed with the Registrar's Office within a few weeks into the term in which the student wishes to graduate. The Registrar's application deadline must be strictly adhered to, and appeals to waive that deadline are not granted. The responsibility for meeting applicable deadlines is entirely that of the student. http://www.usf.edu/registrar/resources/graduation.aspx

Part 6

Other Useful Tidbits

Faculty and Staff

Applied Linguistics Faculty

Judith Bridges, Ph.D. (University of South Florida). Assistant Professor of Instruction. *Digital communication, discourse analysis, pragmatics, sociolinguistics*. jcbridges@usf.edu

- Matt Kessler, Ph.D. (Michigan State University). Assistant Professor. *Second language literacy and writing development, Genre, Computer-assisted language learning*. kesslerm@usf.edu

- Brandon Tullock, Ph.D. (Georgetown University). Assistant Professor. *Second language acquisition (SLA), Study abroad, Bilingualism/multilingualism, Identity*. btullock@usf.edu

- Camilla Vásquez, Ph.D. (Northern Arizona University). Professor. *Online communication, Intercultural communication, Sociolinguistics, Discourse analysis, Second language pragmatics.* cvasquez@usf.edu

- Kate Yaw, Ph.D. (Northern Arizona University). Assistant Professor. *Perception/production of speech, Cognitive processing of L2-accented speech, Listener roles in oral communication, Quantitative research ethics*. kyaw@usf.edu

- Wei Zhu, Ph.D. (Northern Arizona University). Associate Professor. *Second language writing, Writing for academic/specific purposes, Computer-mediated collaborative writing.* wzhu@usf.edu

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Pedagogical Theory Paper Suggested Reading List
(also a good list for new and prospective students)

General

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy.* 3rd Ed. New York, NY: Pearson.

Celce-Murcia, M., Brinton, D., Snow, M. (Eds.) (2014). *Teaching English as a second or foreign language*, 4th edition. Boston: National Geographic Learning.

Ellis, R. & Shintani, N. (2013). *Exploring language pedagogy through second language acquisition research.* New York City: Routledge.

Farrell, T. S. C. & Jacobs, G. M. (2010). *Essentials for successful English language teaching.* London, UK: Continuum.

Gass, S. with Behney, J. & Plonsky, L. (2013). *Second language acquisition: An introductory course* (4th edition). New York: Routledge.

Lightbown, P. & Spada, N. (2013). *How Languages Are Learned*. 4th Edition. Oxford University Press.

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second Language Learning Theories.* New York: Routledge.

Swan, M., & Smith, B. (2002). *A teacher's guide to interference and other problems.* 2nd Ed. Cambridge: Cambridge University Press.

Phonology

Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). 2nd Ed. *Teaching pronunciation: A course book and reference guide.* Cambridge: Cambridge University Press.

Derwing, T. M., & Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research*. Amsterdam/Philadelphia: John Benjamins.

Morphology/Syntax

Biber, D., Conrad, S., & Leech, G. (2002). *Longman student grammar of spoken and written English*. (LSGSWE) Essex: Pearson Education.

Celce-Murcia, M., & Larsen-Freeman, D. (1999) 2nd ed. *The grammar book: An ESL/EFL teacher's course*. Boston, MA: Heinle & Heinle.

Yule, G. (1999). Explaining English grammar. Oxford, Oxford University Press.

Discourse/Pragmatics

Cutting, J. (2002). *Pragmatics and discourse*. London: Routledge.

Ishihara, N. & Cohen, A. (2010). *Teaching and learning pragmatics*. Harlow, UK: Pearson Longman.

LoCastro, V. (2003). *An introduction to pragmatics*. Ann Arbor, MI: University of Michigan Press.

Scollon, R., Scollon, S. W., & Jones, R. (2012). (3rd Edition). *Intercultural communication*: *A discourse approach*. Malden, MA: Blackwell Publishing.

Testing/Assessment

Carr, N. (2011). *Designing and analyzing language tests*. Oxford: Oxford University Press.
Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.
Hughes, A. (2003). *Testing for language teachers. Cambridge*, UK: Cambridge University Press.
Fulcher, G., Davidson, F. (2007). Language testing and assessment: An advanced resource book. London and New York: Routledge.

Useful Links

MA Program: http://languages.usf.edu/graduate/linguistics/

Linguistics and Applied Language Studies (LALS) Ph.D. program: http://languages.usf.edu/graduate/lals/

Department of World Languages (WLE): http://languages.usf.edu/

Office of Admissions: http://www.usf.edu/admissions/index.aspx

Office of Graduate Studies: https://www.usf.edu/graduate-studies/

Graduate student catalog: http://www.grad.usf.edu/catalog.php

Graduate student life guide: http://www.grad.usf.edu/inc/linked-files/USF-Graduate-Student-Life-Guide.pdf

INTO USF: http://www.intohigher.com/us/en-us/the-universities/into-university-of-south-florida.aspx

College of Arts and Sciences: http://www.cas.usf.edu/

Office of the Registrar: http://www.usf.edu/registrar/index.aspx

University Scholarships & Financial Aid Services: http://www.usf.edu/financial-aid/

USF World – International Services: http://global.usf.edu/is/

Student Health Services: http://www.usf.edu/student-affairs/student-health-services/
Appendix A – Advising form

Appendix A **Plan of Study**

MA in Linguistics: English as a Second Language

Name:	L2 requirement documentation:
U-number:	PT/CPR submitted:
Semester admitted:	Portfolio submitted:
Graduation semester:	Funding:

Dates of advising meetings and initials of the advisor

First Year		
Fall _____	Spring _____	Summer _____
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
Total credits	Total credits	Total credits

Second Year		
Fall _____	Spring _____	Summer _____
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
Total credits	Total credits	Total credits

Third Year		
Fall _____	Spring _____	Summer _____
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
Total credits	Total credits	Total credits

Appendix B

MA Linguistics (ESL)
Final Exit Assessment: Part 1
Pedagogical Theory (PT)
Goal Length: 17-20 pages

With guidance from the Course Instructor and the Mentor, the Intern will undertake the following. Be sure to label the sections of your paper with these headings: Identification of Student Population and Needs, Analysis of Language Area and Identification of Problematic Aspects for Students, Needs Analysis/Diagnostic, and Research into Teaching Methods, Approaches, and Techniques.

Task	Notes	Learning Outcomes	To be submitted
1. Choose an instructional context and a group of students. Identify an area of language that the group needs instruction on and justify the choice in terms of student needs (see part three). Examples of areas of language could include: the present perfect; pronunciation of consonant clusters; using connectors and adverbs appropriately in compare/contrast essays; a semantic field such as vocabulary related to the economy; prepositions of movement; etc.	The area of language can emerge from the syllabus or from the Intern's own observations. Choice of language area should fit in with the course being taught and **must** be approved by the Course Instructor.	• Ability to evaluate and assess students' language needs	1. An explicit discussion of the instructional context (program and course) and a brief description of the group of students, the area of language and a justification of the choice of language area.
2. Analyze the area of language (e.g., cite descriptive grammars or other research in this area). Identify aspects that may cause particular problems to students. Reference should be made to all aspects of language where appropriate – phonology, morphology, syntax, semantics, discourse/pragmatics.		• In-depth understanding of a specific area of language • Practice in the research and analysis of language to be taught	2. An analysis of the area of language citing research and descriptive grammars in the area. 3. Analysis of problematic aspects. Here the areas of phonology, morphology, etc. should be specifically addressed.
3. Design a needs analysis or some kind of diagnostic to assess learners' current knowledge/ability in this area, explain the design, and report the results of needs analysis. Include the needs analysis/ diagnostic instrument(s) and related materials as appendices.		• Ability to design appropriate needs analysis/diagnostic materials	4. An explanation of needs analysis/diagnostic procedures and instrument(s) and a specific discussion of the results of needs analysis. Also, a justification of the choice of the language area with reference to student needs and to the literature. Needs analysis instrument(s) and materials should be included as appendices.
4. Research various approaches, methodologies, and/or techniques that could be used to teach this particular aspect of language		• Ability to link theory and practice • Application of theory to a specific practical context • Practice in the research of teaching strategies • Awareness of a variety of teaching strategies	5. A discussion of the approaches, methodologies, and techniques for teaching the aspect of language. Reference should be made to the theoretical principles behind the practices.

Appendix C

MA Linguistics (ESL)
Final Exit Assessment: Part 1
Pedagogical Theory (PT)
Grade Sheet

Name: Semester:

Area	Grade	Comments
Identification of student population and needs	/6	
Analysis of language area and identification of problematic aspects for students	/8	
Needs analysis/diagnostic development and results	/6	
Research into teaching methods, approaches, techniques	/6	
Style and mechanics	/4	

Total**:** Recommended grade: S U

[Passing score: Out of 30; 21 = 70%, 50 % on each section, all sections submitted]

Final comments:

Appendix D

MA Linguistics (ESL)
Final Exit Assessment: Part 2
Classroom Practice and Reflection (CPR)
Goal Length: 10-15 pages

With guidance from the Course Instructor and the Mentor, the Intern will undertake the following. Clearly label the sections in your paper with these headings: Teaching Procedures, Justification of Choices, and Reflection.

Task	Notes	Learning Outcomes	To be submitted
1. Based on your Pedagogical Theory paper and the outcome of your needs analysis/diagnostic, select (an) appropriate approach(es) / methodology(ies)/ technique(s), materials, and assessment activity/ies for teaching this aspect of the language to this group of students.		• Ability to select appropriate teaching strategies based on contextual factors • Increased awareness of materials	1. An identification of the methods and teaching procedures chosen.
2. Justify your choices with reference to the teaching context (e.g., student needs and interests, institutional requirements and resources) and the relevant literature.		• Ability to determine the appropriateness of teaching strategies for a particular group of students	2. A justification for these choices with reference to student needs and to the literature. The lesson plans will also be referred to in this section.
3. Based on your research, plan and later teach a series of three lessons that address the language aspect with the students. Include in the lessons at least one assessment of learning activity.	It is not necessary that the whole lesson focus on the language area; it is expected that the language area will be addressed on three separate teaching occasions.	• Ability to plan lessons based on sound pedagogical principles and an awareness of students' needs and wants • Ability to design appropriate assessment activities • Application of theory to practice	3. The three lesson plans and related teaching materials should be included as appendices.
4. Reflect on the whole experience – from the identification of the language aspect through the planning stage and the delivery of the lessons to the final feedback sessions. Evaluate the lessons. What did the students learn? How do you know? How did the materials/activities work? Consider how the decisions you made at every stage impacted student learning.	Feedback from both the Mentor and the Course Instructor can be used to inform this reflection.	• Ability to evaluate the success or otherwise of classroom activities and materials • Ability to assess and evaluate student learning. • Greater self-awareness as a language teacher • Ability to reflect critically on own teaching performance • Ability to gain insights into own teaching performance from an outside source	4. A reflection on the whole process including the success of the overall lessons and their individual elements, easy and difficult aspects of the preparation and delivery of the lessons, insights gained, areas for future development, etc.

Appendix E

MA Linguistics (ESL)
Final Exit Assessment: Part 2
Classroom Practice and Reflection
Grade Sheet

Name: Semester:

Area	Grade	Comments
Teaching procedures	/6	
Justification of choices	/6	
Reflection	/8	
Lesson plans	/5	
Style and mechanics	/5	

Total**:** Recommended grade: S U

[Passing score: Out of 30; 21 = 70%, 50 % on each section, all sections submitted]

Final comments:

Appendix F

MA Linguistics (ESL)
Final Program Portfolio Evaluation Standards

Name: Semester:

Note: E = Excellent; S = Satisfactory; U = Unsatisfactory

Requirement	E	S	U	Comments
Table of Contents *(Traditional Roman numerals or schematic approach)*				
Portfolio Reflection ***1. Understanding of the field of ESL teaching prior to entry into the program*** ***2. Gains made from*** • ***Teaching*** *(this will refer directly to the Reflective Teaching Journal)* • ***The courses and assignments of the program*** *(this will refer to and highlight assignments included in the portfolio)* ***3. Orientation to teaching*** • ***Current*** *(this will reflect the essence of the Intern's Statement of Teaching Philosophy* • ***Future*** *(this will include the Intern's profession goals)*				
Curriculum Vitae				
Substantial Item of Student's Choice (Representing excellence in categories not otherwise specified, e.g., conference papers, published articles, contributions to TESOL)				
Overall Appearance *(Neat, visually attractive)*				
Completeness/Organization *(All items present, organized carefully)*				
Sum and Substance *(Reflects careful thought, interest, creativity)*				

Assignment		Present	Absent
Applied Linguistics Final Project	LIN 5700		
Methods Final Lesson Plan	TSL 5371		
Curriculum Curriculum Project	TSL 5372		
Testing Testing Project	TSL 5440		
Cross-cultural Issues Mini-Ethnography/Cultural Case Study	TSL 5525		
Introduction to Graduate Studies in Linguistics Research Proposal	LIN 6081		
Grammar of American English Error Analysis	LIN 6675		
Second Language Acquisition Course Project	LIN 6720		
Sample Paper from 1 Elective A final paper/project from 1 elective taken should be included.	Course # will vary		
Sample Lesson Plans A sample of at least three lesson plans should be included even if the Internship has not been completed.	TSL 6945		

*Candidates who have not completed one or more of these course assignments prior to the portfolio due date should provide a written justification in its place examining the circumstances.

Overall Grade:

Appendix G

External elective request form

Name:
Unumber:
Projected Date of graduation:
Course information
Course number and title:
*Important: You must include a **copy of the syllabus** with this request form.*
Course description (either from the online system or from the syllabus):

Please provide a 500-750 word justification of how this external elective will help meet your professional needs: