

Linguistics Program



Program Performance Review, 2012-2019
Department Self-Study
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PROGRAM PERFORMANCE REVIEW 2020

Linguistics Program

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I. Department/Program Mission, Goals and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.

The mission of the linguistics program has not changed appreciable since our last program performance review. In line with the University's Mission Statement, which seeks to "combine the best qualities of teaching and research universities" in an atmosphere where "learning is preeminent", the goal of the linguistics program is to expand the learning achieved by our faculty and students by actively engaging students and close cooperation between faculty and students. To make our specific goals explicit, we have developed statements of learning goals and student learning outcomes for both our undergraduate and graduate programs since our last program performance review. These learning goals and student learning outcomes statements are posted on the official university website at the following web addresses:

https://www.fullerton.edu/data/assessment/assessment_at_csuf/program_slos/hss_ba_ling.php

https://www.fullerton.edu/data/assessment/assessment_at_csuf/program_slos/hss_ma_ling.php

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program. (Community/regional needs, placement, and graduate/professional school).

Probably the most important trends in the field of linguistics in the recent past have been the move away from rule-based conceptions of language and the gradual convergence of formal and functional-typological approaches. The linguistics program has been responsive to these developments by hiring faculty who value and can integrate findings from different traditions, such as linguistic typology, formal syntax, various schools of phonology, and historical linguistics. This has allowed us to incorporate coverage of these varied traditions in our courses on the different subfields of linguistics, such as phonology, syntax, etc. An enduring strength of our program which sets us apart from other linguistics programs is our focus on historical linguistics, including required coursework at both the undergraduate and the graduate level. We have been fortunate to have recently been able to strengthen this focus with the tenure-track hiring of a specialist in historical linguistics, Dr. Kenneth Van Bik.

C. Identify the unit's priorities for the future.

Our priority is to build our enrollment by expanding our presence in the general education curriculum, rationalizing our degree programs guided by a strong assessment program, and supporting our extremely active Linguistics Student Association. In addition, we endeavor to increasingly involve our faculty in department, college, and university governance.

II. *Department/Program Description and Analysis*

A. Identify substantial curricular changes in existing programs and any new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

We are fortunate that we have been able to get two new concentrations in our graduate program approved since our last program performance review. These new MA concentrations in Language and Mind and in Language and Society join the existing options in Applied Linguistics, Anthropological Linguistics, etc. After the retirement of Dr. Angela Della Volpe and the hiring of our new assistant professor, Dr. Kenneth Van Bik, the program is now back to its long-term strength of three tenured or tenure-track faculty members. In addition, we have been able to count on the services of Dr. Timothy Henry who has been teaching a full-time set of courses as a lecturer for us. We have not discontinued any programs.

B. Structure of the Degree Programs

B.A. in Linguistics

The basic contours of the Bachelor's degree in Linguistics have remained unchanged since the last program performance review. The major requires 53 units, and although the department does not require the courses to be taken in a particular order—given CSUF's historical mission as a public, accessible institution, we have long maintained that requiring a particular curricular sequence would harm student success—we nonetheless encourage students to consult with an adviser to scaffold their classes appropriately.

The core of the major includes three components: A set of five required courses, six elective courses, and a language requirement. The foundational required courses are:

- LING 351 Introduction to Phonetics and Phonology
- LING 406 Descriptive Linguistics
- LING 408 Syntax
- LING 412 Sociolinguistics
- LING 430 Historical Linguistics

In addition, students choosing to combine the linguistics major with the certificate or SMPP in Teaching English to Speakers of Other Languages (TESOL) must take our introductory course, LING 106 Language and Linguistics. LING 106 simultaneously counts as a general education requirement for our majors, so we routinely advise new students to take it early in their studies. The elective component of the linguistics major comprises 6 courses. Two of these must be selected from upper-division linguistics courses while the remaining four can be chosen from courses in linguistics or related fields. This allows students to easily combine the linguistics major with studies in related fields, such as TESOL or foreign languages, which is especially useful for aspiring teacher candidates in a particular language or in TESOL.

For the foreign language requirement, we require 4 semesters of foreign language courses at the college level.

M.A. in Linguistics

The Master's in Linguistics comprises 30 units. The MA program in linguistics has four components: A set of six required courses, three courses in a concentration selected by the student, one elective courses, and a language requirement. The foundational required courses are:

- LING 501 Research Methods
- LING 505 Phonological Analysis
- LING 507 Grammatical Analysis
- LING 508 Theories of Syntax
- LING 530 Historical Linguistics Seminar
- LING 507 Project

Graduate students choose from the following available concentrations:

- Applied Linguistics
- Anthropological Linguistics
- Analysis of Specific Language Structures
- Communication and Semantics
- Disorders of Communication
- Language and Mind
- Language and Society

The third component of the MA program consists of an elective course in linguistics or a related field. This gives students the opportunity to include a course in their studies which does not otherwise fit in their chosen concentration.

In addition to the unit requirements listed above, students must also satisfy a foreign language requirement by passing a 300-level course in a foreign language or by demonstrating comparable competency in a language by examination.

C. Using data provided by the office of Analytic Studies/Institutional Research discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, time to degree. (See instructions, Appendix I)

As shown in Table 1-A in the appendix, the number of first time freshmen admitted as linguistics majors has been steadily increasing almost every year, from 33 in 2014 to 50 or more in 2017 and 2018. Looking further back historically, data from our previous program performance review show that the number had been consistently just above 20 since 2007 before reaching the mid-30s in 2011, so there has been a very welcome slow but steady long-term increase in the number of first-time freshman who declare linguistics as a major since the mid-2000s.

Still, we are actually enrolling roughly the same number of new linguistics majors from incoming upper-division transfer students as from first-time freshmen, as shown in Table 1-B. Many students also "discover" us, declaring a linguistics major or minor after taking one of our general education or service courses, such as LING 102 or LING 106. As a result, the program's

total undergraduate enrollment measured in FTES (Full-Time Equivalent Students) has held remarkably steady in the upper 60s between 2014 and 2019.

This steady overall undergraduate enrollment masks two opposing underlying trends when it is broken down into lower-division FTES and upper-division FTES: Lower-division enrollment in our classes has been increasing every year from 15.9 FTES in 2014-2015 to 32.0 FTES in 2018-2019. This increase reflects strong enrollment growth in our general education offerings, specifically our introductory course, LING 106 Language and Linguistics, which counts in the Introduction to the Humanities section of the GE program, and LING 102 Languages of the World, which counts in the Introduction to the Social Sciences GE section. Conversely, upper-division FTES has seen a corresponding decline from 50.5 FTES in 2014-2015 to 35.3 FTES in 2018-2019. Our goal should be to attract more linguistics majors and minors in order to reverse this decline in upper-division FTES.

Table 3 presents data on graduation rates for the degree program. Four-year graduation rates (Table 3-A) show apparent wide swings at 25% in the year 2011, rising to 42.9% in 2012 before falling back to 33.3% in 2015, etc. It should be kept in mind that these swings are based on a very small number of students in each cohort, so it is doubtful if these apparently unpredictable swings are statistically significant. More meaningfully, 100% of the 2013 cohort of first-time freshmen had graduated in 5 years, and 100% of the 2015 transfer cohort had graduated in 4 years, cf. Table 3-B.

The linguistics program awarded between 15-23 undergraduate degrees each year in the period under review (Table 4).

In marked contrast to the steady enrollment in our undergraduate program, the number of applications, admissions, and the total headcount in our graduate program in linguistics have all trended downwards in the period under review, as shown in Table 5. The number of applications went from 36 in 2014 to 21 in 2018; of these, the number of admits went from 27 to 13 and the number of students who actually enrolled declined from 21 in 2014 to only 8 in 2018. Consequently, many of our graduate seminars, all of which are offered on a bi-semesterly basis, have faced low enrollment in the last two years. In some cases, we have run seminars with only nine or ten students enrolled.

The reasons for this decline in our graduate enrollment are varied. For one thing, the earlier (2014-2016) numbers were artificially high because they represent the tail end of a five or six year period when the Saudi Arabian government sent us large number of fully state-funded graduate students. During that time, some of our graduate seminars swelled to upwards of 35 students. This large-scale Saudi enrollment came to an end when, according to students that I have talked with, their government decided not to fund graduate studies in linguistics any more. Another external factor that may have hurt our graduate enrollment was that our graduate program in linguistics did not show up in the list of available graduate programs on the university website for more than a year. As the case may be, Table 6 shows that the total headcount of enrollment in our graduate program went down from 60 in 2014-2015 to 28 in the 2018-2019 academic year.

The graduation rates of our MA students are greatly affected by the fact that many of our incoming graduate students are working and going to graduate school part-time; many also come to us with degrees in areas that are related to linguistics and so need several prerequisite courses. Consequently, 2-year graduation rates are uniformly low, as Table 7 shows. However, Table 7 also shows that after three to four years, the great majority of each cohort have successfully graduated. We view this flexibility – that we make it possible for students to graduate quickly or at a pace that suits their personal situation – as a great asset of our program and of Cal State Fullerton as a whole. We proudly allow our graduate students much flexibility as to how many courses they would like to take each semester. Some decide to take a full-time load of 3 to 4 3-unit courses per semester while others take just one course per semester. The maximum time period allowed for finishing the MA program is 5 years plus a possible 2-year extension.

The number of Master's degrees awarded by the linguistics program shown in Table 8 ranged from more than 20 in 2014-2016 to 15 in 2018-2019. Our MA graduates have been quite successful getting admitted into PhD programs. For example, two students in this year's cohort have just been accepted into PhD programs (at Cornell and at UC Santa Barbara) while a third has an invitation for an interview at Georgetown University.

D. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.

The hiring of Dr. Patricia Schneider-Zioga and Dr. Kenneth Van Bik as a new tenure-track faculty members in 2011 and in 2018, respectively, has brought our full-time tenure-track faculty back up to three, where it was prior to the retirement of our colleague, Dr. Angela Della Volpe and the loss of Dr. Natalie Operstein, who did not receive tenure. As a result, we have been able to implement a number of curricular changes that we had proposed in our previous program performance review. Specifically:

1. Dr. Franz Mueller proposed a new senior-level course on Child Language (LING 413), which has since been approved and is now scheduled regularly as part of a sequence of courses that also includes LING 417 Psycholinguistics and LING 469 Language, Sex Roles and the Brain.
2. Dr. Patricia Schneider-Zioga proposed and has had approved a lower-division course on Languages of the World (LING 102). This course is now approved as part of the university's general education program and offered every semester.

We have one new course proposal currently in process: Dr. Kenneth Van Bik is proposing a class on English as a Global Language (LING 414). We anticipate that, once approved, this course will attract students from a variety of majors, including English, geography, political science, and others in addition to linguistics majors.

In reviewing our degree programs and course offerings, we have come to the conclusion that both our MA program and our undergraduate curricula are now structurally well-balanced. We

see no need for any contractions or discontinuances but, if we had just one more full-time faculty member, would love to see expanded offerings in sub-areas of linguistics where we currently are unable to offer dedicated courses, most of all in the areas of computational linguistics and/or semantics and pragmatics.

Within our existing programs, we are exploring changing the elective part of the BA to require 9 units of upper-division classes from within LING as opposed to the current 6 units, plus another 9 units (down from the current 12 units) from upper-division courses from LING or related field. The current requirements allow students to take up to 12 units of their "LING" major from other departments' offerings. This made sense at a time when linguistics was an interdisciplinary major prior to becoming integrated into the English department and when our own offerings were severely limited due to staff shortages. Now that these conditions have disappeared, it makes sense for us to educate our own students. Already, we are now offering more of our electives on a regular basis, including our newly developed courses (specifically LING 413) and others that were resuscitated after not having been offered for a long time (such as LING 417 and LING 442.) At the same time, we do want to keep an appreciable number of units – nine would seem a suitable number – that linguistics majors can bring in from outside linguistics proper so that our major continues to mesh well with a minor or double major in a foreign language. The same holds true for the undergraduate certificate and the SMPP in TESOL.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

A. What direct strategies or systematic methods are utilized to measure student learning?

The assessment plan for both, the MA and BA programs in linguistics has changed significantly since the last PPR. Although we had Learning Goals and Outcomes for our undergraduate program prior to the last PPR, we now has Learning Outcomes for both, the BA program and the MA program in linguistics. Our assessment plan and schedule is now several years underway.

We use a model of direct assessment: individual students' work is evaluated according to a faculty-developed rubric designed to measure the Learning Outcome in question. To assess a particular Learning Outcome, the Assessment Coordinator of the larger English department coordinates data acquisition from appropriate classes. Instructors from these classes select students at random from the roster. Written essays, exams, or the equivalent are then scored according to the rubric designed to assess the Learning Outcome in question. The Assessment Coordinator tabulates the results, quantifying the percentage at which students exhibit a Highly Developed, Developed, or Undeveloped achievement of the outcome. The Assessment Coordinator then reports back to the program, which occasions a faculty-led conversation about student learning, the curriculum, and potential improvements to teaching and learning practices.

For all its degree programs, the English department has set a goal of 80% of students achieving the Learning Outcome at the level of "Highly Developed" or "Developed." It is (and we are) consistently meeting or exceeding that benchmark. Currently, one Learning Outcome is assessed in each program per year. Consequently, not all Learning Outcomes have been fully assessed yet, but the expressed understanding of the department is that assessment as an iterative and open-ended process designed to monitor and improve student learning.

B. Are the assessment strategies/measures of the program changing over time?

As outlined in section III.A, we conduct systematic assessment each year. While the assessment measures themselves have not changed over time, we have reformulated the wording of some of our learning goals to make them comparable with those of the other program in the English department.

At some point in the future, we hope to conduct an assessment alumni survey, as our sister programs in the Department of English, Comparative Literature and Linguistics have done in the past. We hope to be included in any future survey they do since the sizable fees charged by the university's Social Science Research Center preclude conducting a survey of our own.

The current Learning Goals for the degree programs in linguistics are published on the department website at <http://english.fullerton.edu/academics/>. They are:

Linguistics, B.A.

The following goals and learning outcomes have been established for students pursuing a degree in Linguistics:

Knowledge of language organization, usage, history and learning

- Understand how language is structured, particularly to what extent languages share a universal structural base and to what extent they differ from one another.
- Understand how language is used, and the factors accounting for variation in language use.
- Understand how language is learned by children in first language acquisition and by adults in second language acquisition.
- Understand how language changes over time and the principles of historical linguistics.

Think critically

- Demonstrate the ability to analyze problems, both linguistic and otherwise, and to find and critically evaluate alternative solutions.

Write effectively

- Demonstrate the ability to present ideas in effectively written form.

Research

- Demonstrate the ability to find in textbooks and research materials — paper and electronic — the kinds of information relevant to a given problem or issue, linguistic or otherwise, and to integrate that information into one's own written work to support one's argument while giving appropriate credit to the source of the information.

Knowledge of linguistics subdisciplines

- Have a working knowledge of the subdisciplines of linguistics dealing with the organization of language, i.e., phonetics, phonology, morphology, syntax and semantics.
- Have a working knowledge of the subdisciplines of linguistics dealing with language use, change and acquisition, especially sociolinguistics, historical linguistics and psycholinguistics.

Linguistics, M.A.

The following goals and learning outcomes have been established for students pursuing the MA degree in Linguistics:

Develop a rigorous concept of language in all its aspects, as well as an interdisciplinary sensibility demonstrating an advanced understanding of connections among the social sciences and the humanities.

- Develop an advanced interdisciplinary interpretive framework for studying language in ways that will enable students to solve practical and theoretical problems.
- Develop an advanced understanding of the nature of language structure, language use, language acquisition, and language change.
- Have an advanced knowledge of the history of the field of Linguistics—its theories, methods, and intellectual justifications.
- Develop an advanced understanding of the theoretical and methodological approaches used in Linguistics and interdisciplinary scholarship.

Gain a thorough understanding of linguistic diversity and commonalities by examining both, the internal variation in a given language, particularly in English, as well as cross-linguistic variation

- Identify a variety of examples of linguistic diversity and commonality in American English as well as in other languages, demonstrating an advanced understanding of the similarities, differences, and relationships among the multitude of language varieties.
- Explain how differences in language use among different language communities—including race, ethnicity, class, gender, and sexuality—are culturally constructed and vary according to historical, regional, and social contexts.
- Understand the shared genetic basis of all languages regardless of the socio-political status of their speakers.
- Articulate a critical awareness of the conceptual approaches to the study of linguistic diversity and universals.

Demonstrate advanced research, writing, and expressive skills to see connections among complex materials, and to clearly communicate an understanding of their underlying meanings.

- Design and carry out original research projects in Linguistics.
- Discover primary and secondary sources (hard copy as well as digital) using the library's resources, including inter-library loan.
- Analyze and synthesize material from primary and secondary sources in order to create a coherent argument based on evidence.
- Develop an original thesis and support that thesis through the thoughtful use of a variety of properly cited sources.
- Communicate research findings through clear, well-organized written and oral presentations.
- Develop advanced critical thinking, writing, and interpretive skills.

Develop the ability to adhere to scholarly conventions in research, writing and documentation.

C. What modifications should we make to the program to enhance student learning? (And after having made changes, how have these changes affected student learning and the quality of the department or program as a learning community?)

Please see sections I.B., II.A., and II.D.

D. Many department/programs are offering courses and programs via technology (on-line, video conferencing etc.) and at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

We strongly believe that in-person interaction between students and professors are the format most conducive to a first-rate learning environment. Online course offerings may be an acceptable substitute only when a special need arises. For instance, we offered LING 430 as an online course in Spring 2010 to prevent the course from being cancelled due to the lack of a qualified local instructor when the scheduled instructor had gone on maternity leave.

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure tract faculty lines (e.g. new hires, retirements, FERP's, resignations, and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor).

We are fortunate that we have been able to continue both, our undergraduate and our graduate programs in linguistics since our last program review despite major personnel changes, including the retirement of one of our professors, Dr. Angela Della Volpe, and the loss of another, Dr. Natalie Operstein, who was denied tenure. These events had temporarily left us with just one tenured faculty member, Dr. Franz Mueller, the author of the present report. Fortunately, we were able to recruit Dr. Patricia Schneider-Zioga, who is now Associate Professor, in 2011 and Dr. Kenneth Van Bik, who is now Assistant Professor, in 2018. We are also fortunate to count on the services of our lecturer, Dr. Timothy Henry who has been teaching a full-time set of classes for us.

B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.

We have prioritized hiring scholars who have a developed research agenda; are interested in and committed to student learning; provide research experience to train students, thereby enhancing the likelihood of professional employment as well as prepare students for advanced degrees; understand a diverse student body; demonstrate evidence of intradepartmental collegiality; possess the expertise to teach specific required courses; and develop unique courses specific to their training and expertise. Since we have just expanded to three full-time faculty members as a result of our two new hires in 2011 and 2018, it is premature to plan for additional hires in the near term. Longer term, one would hope to round out our coverage of the field through targeted additional hires in areas such as computational linguistics and/or semantics and pragmatics.

C. Describe the role of full-time or part time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

Almost all of the courses in our program are taught by full-time faculty assigned to the program. Though hired as a part-time lecturer, Dr. Timothy Henry has been teaching four to five courses for us each semester. Occasionally, we have had to hire an additional part-time lecturer to teach a lower-division GE course such as our introductory course, LING 106 Language and Linguistics, and LING 102 Languages of the World.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

Dr. Franz Mueller has offered a section of the cross-listed LING/ENG 305 English Language in America every summer since 2011.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students.

As the only continuing tenured faculty member assigned to teach in the linguistics program throughout the whole period under review, Dr. Franz Mueller has served as linguistics program coordinator and as undergraduate adviser. Our Associate Professor, Dr. Patricia Schneider-Zioga, is now graduate adviser in linguistics. Our new Assistant Professor, Dr. Kenneth Van Bik is soon to assume the role of undergraduate adviser from Dr. Mueller so that each of our three tenure-track faculty members performs one major administrative or advising function in the program.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

Students conduct research as part of many of our classes, especially at the graduate level. Occasionally this may develop into collaborative research between students and faculty, but this always happens in an ad hoc fashion and with no dedicated funding support whatsoever. Our field methods course (LING 492), which is taught annually in the fall, provides the only formalized ongoing opportunity for students to engage in collaborative research with the instructor of that course. Any funding to support teaching assistants and research assistants would be most welcome.

Dr. Franz Mueller has served as faculty adviser to our Linguistics Student Association (LSA) for several years now. The LSA has been one of the most active student organizations on campus and provides our students many opportunities for getting involved. Among its principal activities, the LSA organizes our Annual Fullerton Linguistics Symposium, which has been running annually for over 25 years now. Our faculty support the LSA in its efforts to obtain funding from the Associated Students and to contact potential speakers for the symposium.

VI. Resources and Facilities

A. Itemize the state support and non-state resources received by the program/ department during the last five years.

N/A

B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.

We do not currently have any special facilities or equipment of our own. A future priority is for us to get dedicated lab space for our students and faculty.

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

Librarian Barbara Miller, our principal contact in the library until last year, had been most supportive of the needs of our program over the years, for instance by conducting regular library sessions for our LING 501 Research Methods course. We fully expect likewise from her successor, Jie Tian. The Pollak Library has acquired a variety of resources in support of linguistics, including online databases such as JSTOR, Linguistics & Language Behavior Abstracts, MLA Bibliography, and more. Our program also depends on continued access to Interlibrary Loan.

VII. Long-term Plans

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity.

In the long term we plan to increase the number of faculty members assigned to our program so as to provide more detailed coverage of all subfields of our field. Our first priority will be hiring a colleague in the areas of computational linguistics and/or semantics and pragmatics. In order to do so, we plan to grow our enrollment, principally by increasing our presence in the general education curriculum. Our new course, LING 102 Languages of the World, which is now approved in the introduction to the social sciences section of the university's general education program, is the first step in this direction. We endeavor to assure quality by implementing explicit assessment strategies as outlined in section III.B.

B. Explain how long-term plan implements the University's mission, goals and strategies and the unit's goals.

The University's Mission and Goals statement emphasizes that "learning is preeminent" at Cal State Fullerton. By hiring more faculty, offering more courses, and attracting more students through these courses, we enable more learning by both faculty and students all around, thereby significantly moving the University forward in its continuing efforts to implement its stated Missions and Goals.

C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.

We will implement assessment programs, complemented if possible by alumni and stakeholder surveys as outlined above.

D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

As a state assisted institution, we are dependent upon state derived monies for faculty positions, clerical personnel, space, and O&E, all of which are directed through the Department of English, Comparative Literature and Linguistics. We supplement the department's O&E allocation through the adjunct monies that come from students taking our courses through open enrollment.

*VIII. Appendices Connected to the Self-Study***2019-2020 PPR Tables: Linguistics (BA & MA)**Office of Assessment & Institutional Effectiveness

APPENDIX A. UNDERGRADUATE DEGREE PROGRAMS

Table 1. Undergraduate Program Applications, Admissions, and Enrollments

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2014	64	33	7
2015	81	31	7
2016	93	46	8
2017	86	50	6
2018	112	57	8

Table 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2014	68	22	7
2015	94	27	7
2016	80	30	10
2017	66	20	5
2018	72	18	4

Table 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

Academic Year (Annualized)	Enrollment in FTES		
	Lower-Division FTES ¹	Upper-Division FTES ²	Total FTES
2014-2015	15.9	50.5	66.4
2015-2016	16.0	54.2	70.2
2016-2017	24.0	49.2	73.1
2017-2018	24.4	38.4	62.8
2018-2019	32.0	35.3	67.3

¹ All students' FTES enrolled in lower-division courses of the program, regardless of student major.

² All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES ³	Headcount	FTES ⁴	Headcount	FTES ⁵	FTES per Headcount
2014-2015	14	12.1	43	36.0	57	48.1	0.85
2015-2016	18	16.2	44	36.5	62	52.7	0.86
2016-2017	18	16.4	49	39.5	66	55.9	0.85
2017-2018	14	14.3	44	35.9	58	50.1	0.87
2018-2019	14	13.2	47	36.6	60	49.8	0.83

³ FTES of the lower division students who are majoring in the program.

⁴ FTES of the upper division students who are majoring in the program.

⁵ FTES of all students who are majoring in the program.

Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 4 Years	In 5 Years	In 6 Years	By Pell Status	By UR Status
2011	4	25.0	25.0	50.0	- **	0.0
2012	7	42.9	85.7	85.7	-20.0	-16.7
2013	3	33.3	100.0	100.0	0.0	0.0
2014	7	14.3	71.4	N/A	N/A	N/A
2015	7	28.6	N/A	N/A	N/A	N/A

*Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2011 non-UR six-year graduation rate – 2011 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.

**Note: All students in the 2011 Cohort were non-Pell recipients.

Table 3-B. Transfer Student Graduation Rates

Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2013	12	41.7	83.3	91.7
2014	7	42.9	71.4	85.7
2015	7	28.6	57.1	100.0
2016	10	30.0	70.0	N/A
2017	5	60.0	N/A	N/A

Table 4. Degrees Awarded

College Year	Degrees Awarded
2014-2015	18
2015-2016	19
2016-2017	17
2017-2018	15
2018-2019	23

APPENDIX B. GRADUATE DEGREE PROGRAMS

Table 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2014	36	27	21
2015	28	22	16
2016	21	15	10
2017	20	16	5
2018	21	13	8

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2014-2015	60	41.9	0.70
2015-2016	65	43.8	0.67
2016-2017	49	29.9	0.61
2017-2018	32	21.5	0.67
2018-2019	28	17.5	0.63

Table 7. Graduate Student Graduation Rates

Table 7-A. Graduation Rates for Master's Programs

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2012	16	12.5	56.3	56.3
2013	15	13.3	40.0	60.0
2014	21	33.3	61.9	76.2
2015	16	25.0	43.8	56.3
2016	10	10.0	60.0	N/A

Table 8. Master's Degrees Awarded

College Year	Degrees Awarded
2014-2015	20
2015-2016	21
2016-2017	18
2017-2018	12
2018-2019	15

APPENDIX C. FACULTY

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR*

Table 9. Faculty Composition

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	Actual FTEF
2014	21	5	1.0	1.0	5	30.5

2015	21	6	1.0	1.0	5	31.0
2016	21	5	0.5	1.0	3	28.5
2017	20	4	0.5	0.5	10	33.5
2018	19	4	0.5	0.5	8	31.0

**Data are for the whole Department of English, Comparative Literature and Linguistics*

APPENDIX D. CURRICULUM VITAE

Franz Mueller, Ph.D.
Associate Professor, Program Coordinator

Patricia Schneider-Zioga, Ph.D.
Associate Professor

Kenneth Van Bik, Ph.D.
Assistant Professor

Timothy Henry, Ph.D.
Lecturer

VITA INFORMATION

Franz Mueller, Ph.D.
(formerly Franz Müller-Gotama)

Professor
Linguistics Program Coordinator
Department of English, Comparative Literature and Linguistics
California State University
Fullerton, CA 92834-6848

(657) 278-7004 (office)
(657) 278-3163 (department)
fmuller@fullerton.edu

EDUCATION

1991 Ph.D. University of Southern California: Linguistics
1987 M.A. University of Southern California: Linguistics

TEACHING

1991-present California State University, Fullerton

I have taught a wide variety of linguistics classes, from introductory courses (LING 106) to graduate seminars (LING 501, 505, 507, 508) and related courses in English and German. LING 408 and LING 413 are new courses developed by me.

Courses taught:	LING 106	Language and Linguistics
	LING/ENG 206	Language Structure and Language Use
	LING 230	Word Origins and Semantics
	LING 251	Animal Communication and Language
	LING/ENG 305	English Language in America
	LING 351	Phonetics and Phonology
	LING/ANTH 406	Descriptive Linguistics
	LING 408	Syntax
	LING 412	Sociolinguistics
	LING 413	Child Language

LING 501	Research Methods and Bibliography
LING/ANTH 505	Phonology
LING 507	Grammatical Analysis
LING 508	Theories of Syntax
ENG 303	Structure of Modern English
GERMAN 399	German Phonetics
GERMAN 466	German Linguistics

SCHOLARSHIP/CREATIVE ACTIVITIES

My research focus is on the syntactic typology of languages. Within this area I specialize in Austronesian languages, specifically Indonesian and Sundanese. I have published various books and articles on these languages. During my sabbatical in spring 2011, I conducted research on the speech registers in Austronesian, resulting in the publication of Mueller 2013. My previous sabbatical in fall 2000 resulted in a book on the Sundanese language (Müller-Gotama 2001).

I have conducted archival research during various stays (2000, 2003, 2008, and 2010) at the Royal Institute of Linguistics and Anthropology (KITLV) in Leiden, The Netherlands, and linguistic field research in Indonesia in cooperation with my colleague, Prof. Dr. Djajasudarma Idat at Padjadjaran University, in Bandung, West Java.

Scholarly books

Mueller, Franz. In preparation. *Language Structure and Language Use*. [Textbook]

Müller-Gotama, Franz. 2001. *Sundanese*. (*Languages of the World* 369.) Munich: Lincom Europa.

Müller-Gotama, Franz. 1994. *Grammatical Relations: A Cross-Linguistic Perspective on Their Syntax and Semantics*. (*Empirical Approaches to Language Typology* 11.) Berlin: Mouton de Gruyter.

Book chapters

Mueller, Franz. 2007. "Indonesian Morphology." In: Alan S. Kaye (ed.). *Morphologies of Asia and Africa*, vol. 2. Winona Lake: Eisenbraun's, 1207-1230.

Müller-Gotama, Franz. 1992. "Towards a Semantic Typology of Language." In: Van der Auwera, Johan and Michel Kefer (eds). *Meaning and Grammar*. Berlin: Mouton de Gruyter, 137-178.

Articles

Mueller, Franz. In preparation. "A Whorfian Analysis of Secularism in the Muslim World."

Mueller, Franz. 2013. "Speech Levels and Language Shift." *Lacus Forum* 38.

Mueller, Franz. 2008. "Language Shift on Java." *Lacus Forum* 34: 179-185.

Müller-Gotama, Franz. 1999. "Topic Prominence and Grammatical Relations in Korean." *Lacus Forum* 25: 171-178.

Müller-Gotama, Franz. 1998. "Clause Structure in Classical Malay." *General Linguistics* 36:1: 89-99.

Müller-Gotama, Franz. 1996. "Topic and Focus in Sundanese." *Anthropological Linguistics* 38:1: 117-132.

Müller-Gotama, Franz. 1995. "The Syntax of Classical Malay Complementation." In: Mark Alves (ed.). *Proceedings of the Third Annual Meeting of the Southeast Asian Linguistics Society*. Tempe: Arizona State University.

Müller-Gotama, Franz. 1993. "Teaching Metaphor: The Teacher as Motivator/Teaching Strategies" In: Barnes, Carol P. and Kenneth Goodhue-McWilliams (eds). *Those Who Can, Teach*. Published on ERIC (ED 352352).

Müller-Gotama, Franz. 1986. "Indonesian Verb Affixation." In: Scott DeLancey and Russell S. Tomlin (eds). *Proceedings of the Second Annual Pacific Linguistics Conference*, 363-374. Eugene: University of Oregon.

Book reviews

Mueller, Franz. 2008. "Review of Fritz Schulze and Holger Warnk (eds). *Insular Southeast Asia: Linguistic and Cultural Studies in Honour of Bernd Nothofer*." *Oceanic Linguistics* 47:2, 253-255.

- Müller-Gotama, Franz. 2003. "Review of Thorsten Roelcke. *Sprachtypologie des Deutschen.*" *Linguistic Typology* 7-3, 417-419.
- Kaye, Alan S. and Franz Müller-Gotama. 2000. "Review of Spears, Arthur K. and Donald Winford (eds): *The Structure and Status of Pidgins and Creoles.*" *Journal of Pidgin and Creole Linguistics* 15:2 (2000), 401-407.
- Müller-Gotama, Franz. 1998. "Review of Lang, Ewald and Gisela Zifonun (eds). *Deutsch - typologisch.*" *Language Typology* 2:3, 404-410.
- Müller-Gotama, Franz. 1996. "Book Review of Moulin-Fankhänel, Claudine: *Bibliographie der deutschen Grammatiken und Orthographielehren.*" *General Linguistics* 34, 125.
- Müller-Gotama, Franz. 1994. "Book Review of Byrne, Francis and Donald Winford (eds.): *Focus and Grammatical Relations in Creole Languages.*" *Languages of the World* 9, 77-79.
- Müller-Gotama, Franz. 1994. "Book Notice of Beauquiaux, Luc and Jacqueline M. C. Thomas: *Studying and Describing Unwritten Languages.*" *Language: Journal of the Linguistic Society of America* 70:2, 380-381.
- Müller-Gotama, Franz. 1993. "Book Notice of Oppenrieder, Wilhelm: *Von Subjekten, Sätzen und Subjektsätzen.*" *Language: Journal of the Linguistic Society of America* 69:1, 215-216.
- Müller-Gotama, Franz. 1991. "Book Notice of Song, Seok C.: *Explorations in Korean Syntax and Semantics.*" *Language: Journal of the Linguistic Society of America* 67:3, 664.
- Müller-Gotama, Franz. 1990. "Review of Hammond, Michael, et al.: *Studies in Syntactic Typology.*" *California Linguistic Newsletter* 20:3, 32-33.
- Müller-Gotama, Franz. 1990. "Review of Van Driem, George: *A Grammar of Limbu.*" *Linguistics* 28:2, 175-178.
- Müller-Gotama, Franz. 1989. "Book Notice of Ramat, Paolo: *Linguistic Typology.*" *Language: Journal of the Linguistic Society of America* 65:2, 437.
- Kaye, Alan S. and Franz Müller-Gotama. 1988. "Review of Lehman, Winfred P. (ed.): *Language Typology 1985.*" *Canadian Journal of Linguistics* 34:1, 104-111.
- Kaye, Alan S. and Franz Müller-Gotama. 1988. "Review of Shopen, Timothy (ed.): *Language Typology and Syntactic Description.*" *Canadian Journal of Linguistics* 33:3, 267-275.

Kaye, Alan S. and Franz Müller-Gotama. 1988. "Review of Stassen, Leon: Comparison and Universal Grammar." *Studies in Language* 12:1, 186-192.

CONFERENCES AND INVITED LECTURES

- 2016 "Preserving Endangered Languages and Alphabets." (Invited Lecture) CSUF Endangered Alphabets Lecture Series, 9-12-2016, Fullerton, CA.
- 2013 "Social Stratification and Its Linguistic Correlates in Austronesian Languages." 22nd Annual Linguistics Symposium, Fullerton, CA.
- 2011 "Speech Levels and Language Shift." Toledo, OH: Linguistic Association of Canada and the United States Annual Meeting.
- 2009 "Sundanese". Fullerton, CA: Annual Linguistics Symposium.
- 2008 "A Whorfian Analysis of Secularism in the Muslim World." Quebec, Canada: Linguistic Association of Canada and the United States Annual Meeting.
- 2007 "Language Shift on Java." Richmond, Kentucky: Linguistic Association of Canada and the United States Annual Meeting.
- 2005 International Conference on Language Variation in Europe (IClaVE), Amsterdam.
- 2005 "Language Maintenance of Endangered Minority Languages." Hongbang University, Vietnam.
- 2002 "Nasal Substitution in Indonesian and Javanese." Pasadena, California: Linguistic Association of the Southwest Annual Meeting.
- 2001 "Language Skills Seminar." Eastern Pacific Language College, Vietnam.
- 2000 "Large Languages and the Notion of Language Endangerment." Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany.
- 1999 "Topic Prominence and Grammatical Relations in Korean." Claremont, California: Linguistic Association of Canada and the United States Annual Meeting.
- 1998 "Javanese - 70 Million Strong and Endangered?" Fullerton, California: Seventh Annual Symposium on Language Varieties.

- 1997 "Indonesian Word Classes Revisited." Universiti Sains Malaysia, Penang, Malaysia: Malay/Indonesian Symposium.
- 1996 "Language Shift on Java." San Diego, California: Linguistic Society of America Annual Meeting.
- 1994 "Functional Attrition: Another Type of Language Endangerment." Houston, Texas: Linguistic Association of the Southwest Conference.
- 1994 "Prototypical Organization in the Parts of Speech of Indonesian." New York City: International Linguistic Association Conference.
- 1993 "The Syntax of Classical Malay Complementation." Mānoa, Hawaii: Third Annual Meeting of the Southeast Asian Linguistics Society.
- 1993 "Word Classes as Prototype Categories: The Case of Indonesian Adjectives." Fullerton, California: Second Annual Symposium on Language Variety.
- 1992 "The Sundanese Particles *mah*, *teh*, and *tea*." Tempe, Arizona: Second Annual Meeting of the Southeast Asian Linguistics Society.
- 1992 "Subject and Topic in Korean: On the Consequences of Topic Prominence." Lexington, Kentucky: 45th Kentucky Foreign Language Conference.
- 1991 "The Structure of Indonesian and Its Implications for the Semantic Typology of Language." Bandung, Indonesia: Padjadjaran University.
- 1991 "Adjective as a Grammatical Category in Indonesian." Honolulu, Hawaii: Sixth International Conference on Austronesian Linguistics.
- 1990 "A Typological Approach to Subjecthood." Fullerton, California: California State University, Department of Linguistics.
- 1989 "The Semantic Transparency of Korean." Claremont, California: Philological Association of the Pacific Coast 87th Annual Meeting.
- 1989 "The Syntax of TOUGH-Sentences in Indonesian." Minneapolis, Minnesota: Fifteenth Minnesota Conference on Language and Linguistics.

- 1987 "Indonesian and the Accessibility Hierarchy: Filling the Gap." Seattle, Washington: Seventeenth Western Conference on Linguistics.
- 1987 "Extrametricity and Stress Shift in Manam." Minneapolis, Minnesota: Thirteenth Minnesota Conference on Language and Linguistics.
- 1986 "Indonesian Verb Affixation." Eugene, Oregon: Second Annual Pacific Linguistics Conference.
- 1986 "On the Question of Ergativity in Bahasa Indonesia." Southern Californian Circle on Austronesian and Papuan Languages, Los Angeles.

SERVICE TO THE UNIVERSITY

University service

1. Chair, Linguistics Program Restructuring Committee, 2009.
2. Member, Library Committee, 2008-2009.
3. Member, Faculty Research Committee, 2001-2005.
4. Peer reviewer for *Exchanges*, the journal of the CSU Institute for Teaching and Learning, 2004.
5. Chair, International Education Committee, 1999-2000.
6. Member, International Education Committee, 1997-2000.
7. Member, Academic Senate Elections Committee, 1995-1997.
8. Mentor, University Mentoring Program, 1990-present.

H&SS service

1. Outside Reviewer, PPR for the Department of Modern Languages, Spring 2018.
2. Member, H&SS Student Scholarships & Awards Committee, 2017-2019.
3. Chair, H&SS Curriculum Committee, 2013-2014.
4. Member, Research and Grants Committee, 2008-2010.
5. Member, Faculty Awards Committee, 2005-2007.
6. Member, Modern Languages Department Personnel Committee, 2007-2008.
7. Member, Committee on Committees, 1990-1993 and 1995-2001 (3 terms).
8. Member, Scholarships and Awards Committee, 1993-1995.
9. Member, American Language Program Ad Hoc Personnel Committee, 1997-1998.
10. Faculty marshal or platform party, H&SS Commencement Exercises, 1991-present.

English and Anthropology department service

1. Alternate Member, English Department Personnel Committee, 2019-2021.

2. Member, English Department Selection Committee, 2017-2018.
3. Chair, English Department Personnel Committee, 2014-2016.
4. Member, English Department Personnel Committee, 2014-2016.
5. Member, English Department Scholarship & Awards Committee, 2011-2014.
6. Chair, Anthropology Department Personnel Committee, 2009-2010.
7. Chair, English Department Linguistics Committee, 2003-2004 and often thereafter.
8. Member, English Department Linguistics Committee, 2002-2004 and often thereafter.
9. Member, English Department Personnel Committee, 1997-1999 and 2006-2008.
10. Secretary, English Department Council, 1995-1996 and 1999-2000.
11. Member, English Department Council, 1995-1998, 1999-2002, and 2005-2008.
12. Chair, English Department Composition Committee, 1999-2000.
13. Member, English Department Composition Committee, 1999-2001 and 2003-2005.
14. Chair, English Department Comparative Literature Committee, 1996-1997.
15. Member, English Department Comparative Literature Committee, 1996-1998.
16. Chair, English Department Research Assistance Committee, 1995-1996.

Linguistics program service

1. Linguistics Program Coordinator, 1999-present.
2. Graduate Adviser, Linguistics Program, 1991-1999, 2006-2013, and Fall 2015.
3. Undergraduate Adviser, Linguistics Program, 1999-2005, 2006-2013, and 2016-present.
4. Faculty Adviser, Linguistics Student Association, 2006-present.

Community service

1. Mentor, Mellon-Mays Fellowship for Ms. Danielle Narciso, 2018-present.
2. Acting Editor of *California Linguistic Notes*, Fall 2015.
3. Presented seminars at the XuZhou Normal University Research Seminar conducted by University Extended Education, August 2011 and 2013.
4. Peer Reviewer for *California Linguistic Notes*, 2007 and 2016-present.
5. Conducted a teacher training workshop at Oxford School, Rowland Heights, 2005.
6. Conducted a 5-day writing instruction workshop at Hue College of Teacher Education, 2005.
7. Organized visit of the president of Hongbang University in Vietnam to CSUF, including a meeting with President Milton Gordon, 2004.
8. Organized visit of a delegation of 3 deans from Padjadjaran University in Indonesia to CSUF, 2003.

PROFESSIONAL MEMBERSHIPS

Member, Linguistic Association of Canada and the United States

Member, Association for Linguistic Typology

LANGUAGE SKILLS

Fluent in English, German and Indonesian.

Read Dutch, French, Latin, Spanish, and Sundanese.

Curriculum Vitae: Patricia Schneider-Zioga

Department of English, Comparative Literature and Linguistics
 CSU, Fullerton
 Fullerton, CA 92834
pzioga@fullerton.edu
 +1 (657) 278-3479

Education

- 1994 Ph.D. Linguistics; University of Southern California (USC), Los Angeles
 Dissertation: *The Syntax of Clitic Doubling in Modern Greek*
 Chair: Dr. Joseph Aoun
- 1987 M.A. Linguistics; University of Southern California, Los Angeles
 MA exam: Distinction
- 1986 B.A. Linguistics, University of Minnesota, Minneapolis

Academic Appointments

- 2017-present Associate professor, Linguistics: Department of English, Comparative Literature and Linguistics, California State University, Fullerton
- 2011-2017 Assistant professor, Linguistics: Department of English, Comparative Literature and Linguistics, California State University, Fullerton
- Courses taught: Languages of the World (102); Language and Linguistics (106); Language Structure & Use (206); Introduction to Phonetics and Phonology (351); Child Language Acquisition (413); Psycholinguistics (417); Language, Sex Roles, and the Brain (469); Linguistic Field Methods (492); Research Methods & Bibliography (501); Grammatical Analysis (507).
- 2006-2011 Full-time Lecturer, Linguistics: Department of English, Comparative Literature and Linguistics (Department of Anthropology, during academic year F2009-S2010), California State University, Fullerton

- Courses taught: Structure of Language and Language Use (required for teacher candidates); Language and Linguistics; English Grammar (required for teacher candidates); Introduction to Phonetics and Phonology; Psycholinguistics; Linguistic Field Methods; Research Methods and Bibliography; graduate seminar in Phonology; graduate seminar in Morphology.

1995, 1998-2006 Part-time Lecturer, Department of Linguistics, USC, Los Angeles

- Courses taught: Linguistics and Education, Language Typology, Languages of the World, Introduction to Linguistics, Composition, Composition for Non-Native Speakers.

1998- 2011 Part-time Lecturer, Department of Linguistics UC, Irvine

- Courses taught: Languages of the World, Introduction to Linguistics, Child Language Acquisition, Second Language Acquisition, Morphology, Language Typology, Field Methods, Foundations of Sociolinguistics, Language and Gender, Structure of English.

1996-1999 Part-time Lecturer, Liberal Studies, CSU San Marcos

- Courses taught: Introduction to English Linguistics, Language Acquisition, Literacy from a Linguistic Perspective, Language and Culture, Language and Society.

1995 Part-time Lecturer, English and Foreign Languages, California State Polytechnic University, Pomona

- Course taught: Language Acquisition.

1995 Part-time Lecturer, English Department CSU San Bernardino

- Courses taught: Introduction to English Linguistics, Language Acquisition.

Peer reviewed publications

(2020) Differential object marking in Kinande. *under review*. with Monica Irimia (equal authorship).

- (2020) Partitives, Case and licensing in Kinande. *under review*. with Monica Irimia (Schneider-Zioga first author)
- (to appear 2020). Non-verbal predication in Bantu. In Jochen Zeller, Lutz Marten, Nancy Kula, & Ellen Hurst (eds.), *The Oxford guide to the Bantu languages*. Oxford University Press.
- (2019). On the licensing of nominals in Kinande. In Pius Akumbu, & Esther P. Chie (eds.), *Engagement with Africa: Linguistic Essays in Honor of Ngessimo Mutaka*. Rüdiger KöppeVerlag.
- (2019). On the syntax of pronominal clitics: A view from Greek. In Mónica Cabrera & José Camacho (eds.), *Exploring Interfaces*. Cambridge University Press.
- (2019). The syntax and semantics of helping: Sociative causation in Kinande. *The Journal of African Languages & Linguistics*. With Philip Ngessimo Mutaka.
- (2015). The linker in Kinande: a predication relation. *The Journal of West African Languages*, 42(2), 101-124. With Philip Ngessimo Mutaka.
- (2015). Small clauses & secondary predication in Kinande. *The Journal of West African Languages*, 42(2), 81-97. With Philip Ngessimo Mutaka.
- (2015). Copular clauses in Kinande. *The Journal of West African Languages*, 42(2), 57-79. With Philip Ngessimo Mutaka.
- (2015). The linker in Kinande re-examined. In One Boyer, Ruth Kramer, & Elizabeth Zsiga (Eds.), *Selected proceedings of the 44th Annual Conference of African Linguistics*. Cascadilla Proceedings Project, Somerville, MA, USA.
- (2015). Additive Focus in Kinande. In One Boyer, Ruth Kramer, & Elizabeth Zsiga (Eds.), *Selected proceedings of the 44th Annual Conference of African Linguistics*. Cascadilla Proceedings Project, Somerville, MA, USA.
- (2012). Phonological precedence in dyslexia: A case study. *Language Acquisition: A Journal of Developmental Linguistics*. 19(3), 183-222.

- (2009). Wh-agreement and bounded unbounded movement. In J. Brucart, A. Gavarro, and J. Sola (Eds.), *Merging Features* (pp. 46-59). Oxford University Press.
- (2007). Anti-agreement, anti-locality and minimality: the syntax of dislocated subjects. *Natural Language and Linguistic Theory*. 25(2), 403-446.

Publications based on peer-reviewed abstracts

- (2015). Linking, Predication, & Symmetry: On the Syntax of the Linker in Kinande. In Ulrike Steindl, Thomas Borer, Huilin Fang, Alfredo Garcia-Pardo, Peter Guekguezian, Brian Hsu, Charlie O'Hara, and Iris Chuoying Ouyang (Eds.), *Proceedings of the 32nd Annual West Coast Conference on Formal Linguistics*. Cascadilla Proceedings Project, Somerville, MA, USA. (two-page abstract peer-reviewed)
- (2013). Schneider-Zioga, P. & F. Katada. Phonological structure in syllabification: Evidence from dyslexia. In Thera Crane, Oana David, Donna Fenton, Hannah J. Haynie, Shira Katseff, Russell Lee-Goldman, Ruth Rouvier, & Dominic Yu (Eds.), *Proceedings of the Thirty-Third Annual Meeting of the Berkeley Linguistics Society*. (one-page abstract peer-reviewed)

Papers under peer review

- (under revision). That's not how you agree, either: A contribution to the discussion on directionality of agreement. submitted to *Syntax*.
- (under review). Predication and specification in Kinande: Evidence for the Inverse Analysis of Specificational Sentences. submitted to *Linguistic Inquiry*. With Nancy A. Hedberg.

Other publications

- (2014). Technical Report #12: Linkers & Relators in Kinande. *The Afranaph Project: An online resource for research on African languages*. An NSF funded project based at Rutgers, the State University of New Jersey; Ken Safir: primary investigator & project director. Retrieved from <http://www.africananaphora.rutgers.edu/technical-reports-mainmenu-199> with Philip Ngessimo Mutaka

- (ongoing). Schneider-Zioga, P. & P. Ngessimo Mutaka. Kinande. *Syntactic Structures of the World's Languages (database)*. Retrieved from <http://sswl.railsplayground.net/browse/languages/Kinande>
- (2010). Schneider-Zioga, P. & F. Katada. Spatial sequencing in prosodic development: The case of dyslexia. In M. Byram Washburn, S. Ouwayda, C. Ouyang, B. Yin, C. Ipek, L. Marston & A. Walker (Eds.), *WCCFL 28 West Coast Conference on Formal Linguistics*. Retrieved from: <https://sites.google.com/site/wccfl28pro/katada-schneider-zioga>
- (2004). Schneider-Zioga, P. & Katada, F. Strengthening mora as the universal phonemic frame: Evidence from atypical language. In D. Adgar & P. Svenonius (Eds.), *Generative Linguistics in the Old World (GLOW) Newsletter #52*, Tilburg: GLOW Bureau.
- (2002). The case of anti-agreement. In *Proceedings of AFLA 8: The eighth meeting of the Austronesian Formal Linguistics Association, MITWPL 44*. (Vol. 8, pp. 325-339). Department of Linguistics, MIT.
- (2000). Anti-agreement and the fine structure of the left periphery. In R. Ai, F. Del Gobbo, M. Irie & H. Ono (Eds.), *University of California Irvine Working Papers in Linguistics*, 6. UC, Irvine.
- (1998). A predication analysis of clitic pronouns in Greek. In P. Tamanji & K. Kusumoto (Eds.), *Proceedings from NELS 28* (Vol. 28, pp. 183-196). GLSA, Amherst, MA.
- (1996). An argument for agreement phrase. In V. Montapayne & A. D. Green (Eds.), *Proceeding from the Eastern States Conference on Linguistics*. Cornell University.
- (1996). The left edge: topic, focus, and CP. *Papers from the Second International Congress on Greek Linguistics*. John Benjamins Press.
- (1995). Specifier/head agreement in Kinande. *Cahiers Linguistiques d'Ottawa*, 23. 67-93.
- (1994). On the syntax of clitic doubling in Modern Greek. In *Proceedings of the Eighth Symposium on English and Greek*, Aristotle University of Thessaloniki, Greece.
- (1993). The structural representation of clitic-doubling constructions in Modern Greek. In A. Davison, et al. (Eds.), *Papers from the Fourth Meeting of the Formal Linguistics Society of Midamerica, FLSM 4*. Department of Linguistics, University of Iowa.

(1992). Relativized minimality and case in Modern Greek. In the *Proceedings of the Third Annual Meeting of the Formal Linguistics Society of Midamerica, FLSM 3*. Indiana Linguistics Club.

Conferences, Workshops, and Invited Talks

Dec 13, 2019 **The syntax of having: Proposed New Research Topic (NRT)**. Afranaph project development workshop. Georgetown University, Washington, D.C. with Philip Nguessimo Mutaka. <http://www.africananaphora.rutgers.edu/> (peer-reviewed)

Nov 8-9, 2019 **Nominal licensing, focus, & agreement in Kinande**. Invited talk and participant at BaSIS (Bantu Syntax & Information Structure) Brainstorm Workshop—Leiden University Centre for Linguistics. Project leader Dr. Jenneke van der Wal.

May 25, 2019 **Differential object marking in Kinande**. ACAL 50: 50th Annual Conference on African Linguistics. University of British Columbia, Vancouver, Canada. With Monica Alexandrina Irimia. (peer-reviewed)

May 7-9, 2019 **Partitive case and abstract licensing: Sociative causation in Kinande**. GLOW 42: 42nd annual meeting Generative Linguistics in the Old World. University of Oslo, Oslo, Norway. With Monica Alexandrina Irimia. (peer-reviewed)

May 4, 2019 **PredP & person in Kinande**. On person & perspective: A workshop in honor of Maria Luisa Zubizarreta. University of Southern California. (peer-reviewed)

Feb 15, 2019 **Sociative causatives and licensing in Kinande**. Incontro di Grammatica Generativa 45, Padua Italy. Università degli Studi di Padova. With Monica Alexandrina Irimia. (peer-reviewed)

Jan 6, 2019 **Partitive case and abstract licensing in Kinande**. 93rd Annual Meeting of the Linguistic Society of America. New York City, NY. With Monica Alexandrina Irimia. (peer-reviewed)

Oct 20, 2018 **On partitive case in Kinande: Evidence for inherent case licensing in Bantu**. On the place of Case in grammar workshop. Rethymnon, Crete. With Monica Alexandrina Irimia. (peer-reviewed)

Mar 22, 2018 **In support of PredP**. ACAL 49: 49th Annual Conference on African Linguistics. Michigan State University. (peer-reviewed)

- Jan 5, 2018 **On the universality of Case: Evidence from a Bantu language.** 92nd Annual Meeting of the Linguistic Society of America. Salt Lake City, UT. (peer-reviewed)
- Apr 1, 2017 **The syntax & semantics of helping in Kinande.** ACAL 48: 48th Annual Conference on African Linguistics. University of Indiana, Bloomington. With Philip Nguessimo Mutaka. (peer-reviewed)
- Apr 6, 2016 **There is not just one way to agree.** GLOW 39: 39th annual meeting Generative Linguistics in the Old World. University of Goettingen, Goettingen, Germany. (peer-reviewed, acceptance rate: 20.6% for posters, 11.3% for talks.)
- Mar 24, 2016 **Sociative Causation.** ACAL 47: 47th Annual Conference on African Linguistics. UC, Berkeley. With Philip Nguessimo Mutaka. (peer-reviewed)
- Apr 16, 2015 **Predication, specification and information structure in Kinande.** GLOW 38: 38th annual meeting Generative Linguistics in the Old World. INALCO/*Institut national des langues et civilisations orientales*, Paris. (peer-reviewed, acceptance rate: 272 abstracts received, 36 presenters selected: *top 13%*, including alternates)
- Mar 29, 2015 **Predication and specification in Kinande.** WCCFL 33: 33rd annual West Coast Conference in Formal Linguistics. Simon Frazer University, Vancouver. (peer-reviewed)
- Mar 26, 2015 **Agreement in Kinande: Evidence for downward AGREE.** ACAL 46: 46th Annual Conference on African Linguistics. University of Oregon. (peer-reviewed)
- Jan 9, 2015 **Equating copulas: Evidence from a Bantu language.** 89th Annual Meeting of the Linguistic Society of America. (peer-reviewed, acceptance rate: 491 abstracts received, 150 presenters selected: *top 30.55%*)
- Apr 11, 2014 **On the syntax of the linker in Kinande & dynamic labeling.** *USC, Syntax Plus.* (invited talk)
- Apr 2-5, 2014 **Linkers in Kinande: On the Labeling of Symmetric Projections.** GLOW 37: 37th annual meeting Generative Linguistics in the Old World. KU Leuven in Brussels, Belgium. (peer-reviewed, acceptance rate: *top 17.3%*)

- Mar 7, 2014 **Linking, Predication, & Symmetry: On The Syntax Of The Linker In Kinande.** WCCFL 32: 32nd annual West Coast Conference in Formal Linguistics. USC. (peer-reviewed, acceptance rate: 259 submissions reviewed, 33 accepted as talks: *top 12.7%*)
- Dec 15, 2013 **Linkers and other copulas in Kinande,** with Philip Ngessimo Mutaka, University of Yaounde 1, Cameroon. *The 2nd Afranaph Project Development Workshop*, Rutgers. (peer-reviewed)
- July 2013 **Breaking symmetry.** *African Linguistics Workshop*, Linguistic Society of America Summer Institute. University of Michigan, Ann Arbor. (peer-reviewed)
- April 2013 **The Syntax of the Linker in Kinande.** *Invited keynote speaker* at the 22nd Annual Linguistic Student Association Symposium. CSU, Fullerton. (invited talk)
- March 2013 **The linker in Kinande re-examined.** ACAL 44: 44th Annual Conference on African Linguistics. Georgetown University. (peer-reviewed)
- March 2013 **Additive Focus in Kinande.** Annual Conference on African Linguistics (ACAL) 44. Georgetown University. (peer-reviewed)
- June 2012 **Agreement in the verb phrase in Kinande.** *African Linguistics Workshop*. University of Missouri. (invited talk)
- May 2011 **Silent utterances and linearization: an evolutionary perspective.** Workshop *Parallel domains: locality in syntax/phonology and the representation of constituency*. USC. (peer-reviewed)
- Dec 2010 **Agreement and Focus: an exploration of the limits of an Agree/Move typology.** *The Afranaph Project Development Workshop*. Rutgers. (peer-reviewed)
- Feb 2010 **Temporal-spatial sequencing in prosodic development: the case of dyslexia.** *The 28th West Coast Conference on Formal Linguistics (WCCFL XXVIII)*. USC. (peer-reviewed)
- Oct 2009 **On the syntax of disjunction in Kinande.** *Mid-American Linguistic Conference*. University of Missouri. (invited talk)

- Jan 2009 **Feet and their combination.** with Jean-Roger Vergnaud. *City University New York Conference on the Foot (CUNY Phonology Forum.)* Podcast of talk and powerpoint available here: <http://www.cunyphonologyforum.net/foot.php> (peer-reviewed)
- Jan 2008 **The reconciliation of body and rhyme: bare syllable structure.** *City University New York (CUNY) Conference on the Syllable (CUNY Phonology Forum.)* Podcast of talk and powerpoint available here: <http://www.cunyphonologyforum.net/syllconf.php> (peer-reviewed)
- April 2007 **Anti-agreement in Kinande: a Minimalist perspective.** Keynote speaker at *16th Annual Linguistics Symposium*. CSU, Fullerton. (invited talk)
- Feb 2007 **Functional Structure in Syllabification: Evidence from Dyslexia.** *Berkeley Linguistics Society 33*, UC Berkeley. (peer-reviewed)
- Jan 2007 **Dyslexia: the temporal-spatial disordering hypothesis and its metrical reflex.** *City University New York (CUNY) Conference on Precedence Relations (CUNY Phonology Forum.)* Podcast of talk and powerpoint available here: <http://www.cunyphonologyforum.net/forum.php> (peer-reviewed)
- Jan 2007 **Wh-agreement reflects resumption, not movement.** *Annual Meeting of the Linguistics Society of America*, Anaheim. (peer-reviewed)
- April 2006 **Bounded unbounded movement.** *Generative Linguistics in the Old World (GLOW)*, Barcelona. (peer-reviewed)
- Jan 2006 **Moraic awareness before rime awareness: evidence from atypical reading.** *Annual Meeting of the Linguistics Society of America*, Albuquerque. (peer-reviewed)
- Feb 2005 **The left edge, not agreement, is responsible for partial configurationality.** *Berkeley Linguistics Society 31*, UC Berkeley. (peer-reviewed)
- Jan 2005 **Wh-agreement as an intervention effect.** Poster presented at *HOWL: Hopkins Workshop on Language (non-local dependencies)*. Johns Hopkins University. (peer-reviewed)

- Jan 2005 **Anti-agreement, shortest chain and minimality: the syntax of dislocated subjects.** *Annual Meeting of the Linguistic Society of America*, Oakland. (peer-reviewed)
- July 2004 **CV skeleton and mora as primitive and its manifestation in an atypical mental lexicon.** Poster presented at: *Fourth International Conference on the Mental Lexicon*, Windsor, Canada. With Katada, Fusa. (peer-reviewed)
- May 2004 **Anti-agreement and minimality.** Invited speaker at *IVth USC Student Workshop*, Los Angeles. (invited talk)
- Jan 2004 **Syllable as a locus of phonological deficit in atypical language.** *Annual Meeting of the Linguistic Society of America*, Boston. (peer-reviewed)
- May 2003 **Anti-Agreement: more on mechanisms of chain formation.** *UCI linguistics colloquium series*. Irvine. (invited talk)
- April 2001 **Relative phases.** *AFLA 8* (Austronesian Formal Linguistics Association), MIT. (peer-reviewed)
- April 1999 **Anti-agreement.** *TEAL Workshop*, Irvine. (invited talk)
- Jan 1999 **A successive cyclic account of anti-agreement in Kinande.** *Annual Meeting of the Linguistics Society of America*, Los Angeles. (peer-reviewed)
- 1997 **The structural representation of pronominal clitics in Modern Greek.** *NELS 28*, University of Toronto. (peer-reviewed)
- 1996 **In favor of AgrP(hrase).** *ESCOL (Eastern States Conference on Linguistics)*, University of New Brunswick - Saint John. (peer-reviewed)
- 1995 **The ordering of non L-related specifiers in Modern Greek.** *2nd International Congress on Greek Linguistics*, The University of Salzburg, Austria. (peer-reviewed)
- 1995 **The topic is raising in ECM in Modern Greek.** *Annual Meeting of the Linguistic Society of America*, New Orleans. (peer-reviewed)

- 1994 **The structural representation of pronominal clitics in Modern Greek.** *Byzantine and Modern Greek Studies: The Next Wave Conference*, The Ohio State University, Columbus, Ohio. (invited talk)
- 1994 **On the syntax of clitic doubling in Modern Greek.** *8th Symposium on English and Greek*, School of English, Aristotle University of Thessaloniki, Greece. (peer-reviewed)
- 1994 **Clitic doubling in Modern Greek.** *Georgetown University Round Table on Language and Linguistics (GURT) Pre-session on Greek Linguistics*, Georgetown University, Washington, D.C. (peer-reviewed)
- 1993 **The structural representation of clitic-doubling constructions in Modern Greek.** *The 4th Annual Meeting of the Formal Linguistics Society of Midamerica (FLSM)*, University of Iowa, Iowa City, Iowa. (peer-reviewed)
- 1992 **On the syntactic function of agreement in Modern Greek.** *Byzantine and Modern Greek Studies: The Next Wave Conference*, The Ohio State University, Columbus, Ohio.
- 1992 **Relativized Minimality and Case in Modern Greek.** *The 3rd Annual Meeting of the Formal Linguistics Society of Midamerica (FLSM)*, Northwestern University, Evanston, Illinois. (peer-reviewed)
- 1992 **Agr(eement) and phi-feature binding.** *UCLA/UCI/USC Formal Syntax Workshop*, UCLA, Los Angeles. (invited talk)
- 1991 **Topics in the syntax of Modern Greek.** *invited talk given at the University of Pennsylvania*, Philadelphia.
- 1988 **Specifier/Head agreement in Kinande.** *invited talk given at the Second Niger-Congo Syntax and Semantics Workshop*, M.I.T.
- 1987 **Wh-questions and agreement in Kinande.** *13th Annual Minnesota Conference on Language and Linguistics*, University of Minnesota, Minneapolis. (peer-reviewed)
- 1987 **Some aspects of the syntax of agreement in Kinande.** *18th African Linguistics Conference*, UQAM, Montreal, Canada. (peer-reviewed)

Grants and Awards

Nov 19, 2019 2019 Faculty Recognition in Teaching. *Awarded by the Faculty Development Center, CSUF.*

Summer 2016 A proposal for two writing projects that investigate the syntax of the Bantu language Kinande. *H&SS Summer 2016 Research and Writing Stipend.* Amount: \$5,000.

Summer 2015 A proposal for two writing projects that investigate the syntax of the Bantu language Kinande. *H&SS Summer 2015 Research and Writing Stipend.* Amount: \$5,000.

Professional development

Professional development-Teaching:

- Graduated from level one, two, & three of *SLATE (Student Learning and Teaching Excellence) Academy*. graduation from each level: Dec 2011, May 2012, Dec 2012.
 - This academy introduces the participants to cutting edge pedagogy, with an emphasis on active learning and innovative technologies. Successful completion requires active involvement in the academy.
- Participant in *Technology Awareness Resource Program*. CSU, Fullerton. May 2009.

Professional development-Research:

- Participant in *Faculty Research Community Learning Community* “From Start to Finish: Writing Your Journal Article in 15 Weeks!” CSU, Fullerton. Spring 2013.
- Participant in *Funding My Research* 2014-2015 cohort. Grant proposal development series. CSU, Fullerton. 2014-2015.

Supplementary teaching activities

Course Proposal:

- Successfully developed course proposal for a new GE course (category D1: introduction to the social sciences). The course was first offered in Spring 2014. Recertified 2016. Title of course: Ling 102 *Languages of the World*.

Academic Supervision

Dissertation Committee:

Omar Beas (USC). *The Syntax of Spanish Subjects*. Chair: Maria Luisa Zubizarreta, 2006-2007.

- outside committee member.

Masters Project Committee:

Completed master's projects (supervising project committee member):

- a) *Language contact in Taiwan*, Wei-Yang Tsai (2007)
- b) *How to ask why in Taiwanese Southern Min: The syntax and semantics of wh-adjuncts in Taiwanese indefinites*, Wen-Chi Chang (2008)
- c) *Kapampangan L1, English L2: Acquisition of second language phonology*, Trang Huynh (2008)
- d) *Valley Girl Talk and second language acquisition of Valley Girl Talk*, Melissa Martinez (2008)
- e) *Teaching orthographic accent marks to heritage language Spanish speakers*, Tom Beeman (2008)
- f) *A project analysis for the creation of Dual Immersion Content Standards*, Elvia Morales-Mandler (2008)
- g) *A stratal OT analysis of the Sanskrit nominal accent paradigm*, Lisa Marston (2009)
- h) *The status of the syllable in linguistic theory*. Akiko Shimada (2009)
- i) *Male-female negotiations over purchases: Gender construction in Taiwan*. Shu-wei Peng (2010)
- j) *On the Chumash language and sibilant harmony*. Deborah Walthert (2010)
- k) *Russian-English information structure and its ramification to translation*. Natalia Golovina (2010)
- l) *On the prosodic structure of words*. Christen Madsen II (2010)
- m) *The evolution of the language faculty: The language singularity*. Robert Johnson (2010)

- n) *Negation and negative polarity items in Jordanian and Syrian Arabic*. Reem Alostta (2011)
- o) *The first word spurt of toddlers: Analysis of thematic roles at the one-word stage in Chinese Mandarin*. Kate Huang (2011)
- p) *Attitude and language maintenance in the Chinese speaking community*. Joy Hsia-Hsuan Hu (2011)
- q) *The evolution of language*. Paul Vasquez (2011)
- r) *Information structure as the foremost strategy for English-Mandarin translation*. YuWen Tu (2011)
- s) *Talking Back: Child language acquisition at twenty months*. Ryan Jackson (2011)
- t) *Speech perception in second language learners*. Donovan Stites (2012)
- u) *Documentation of Maryamabadi: A Dialect of Dari, Zoroastrian*. Nahid Shirazi (2013)
- v) *Verbal morphology and Narrative Structure in Squliq Atayal*. Zih-Sian Jiang (2013)
- w) *The Difficulties that Arabic Speakers Face in Assigning the Primary Stress to English Words*. Ali Asiri (2013)
- x) *The integration of metaphor classifications and the conceptual blending theory in translation and second language comprehension*. Sattam Alyaesh (2013)
- y) *Syllable structure and sonority in Totontepec Mixe*. Allyson Walker (2013)
- z) *The effects of sign language input on early vocabulary acquisition: A case study*. Meagan Kelly (2013)
- aa) *An analysis of native Japanese speakers' pronunciation of English and its comprehensibility*. Josue Arceo (2014)
- ab) *Automated scoring of grammar questions*. David Kim (2014)
- ac) *A descriptive account of the phonology and morphology of modern Najdi Arabic*. Nasser Alajmi (2014)
- ad) *Loanword adaptation in Montreal French*. Fanny Perron (2014)
- ae) *The acquisition of pharyngeals by Arabic-English Bilingual children and Monolingual Arabic children: A Case Study*. Hakam Ghanim (F2014)
- af) *Perceiving more than polysemy: Issues categorizing Southern Bantu Verbs of perception in semantics*. Amber Clontz (F2014)
- ag) *Separation and crosslinguistic influence in bilingual first language acquisition: Arabic-English child*. Ahmed Alharby (2014)
- ah) *Mitigated speech*. JinHee Lee (S2015)
- ai) *Gender differences and sexism in the Chinese Language*. Feifan Zheng (S2015)

- aj) *Is L1 transfer of demonstratives to definite really happening?* Eric Cebreiro (S2015)
- ak) *Copula pronouns: Function and distribution in Najdi Arabic.* Nouf Alotaibi (S2015)
- al) *Same same but different: A review of current research and literature on the similarities and differences of language and music.* Garret Lyon (S2015)
- am) *Rohingya reference grammar: Basic word order, determiner phrase and grammatical categories.* Justin Alvey (S2015)
- an) *Phonological and morphological analysis of English loanwords in Hijazi dialect.* Nouha Alharbi (2016)
- ao) *Gulf Pidgin Arabic: An analysis of its properties and the simplified input register.* Haneen Aljuaid (2016)
- ap) *Language learning strategies in term of gender disparities.* Najla Alkhoushi (2016)
- aq) *Second Language Literacy Acquisition: A study of writing Proficiency of Saudi CSUF Students.* Halimah Alzahrani (2016)
- ar) *A study of the effects of cultural differences on Saudi students' writing of American English.* Alaa Alnemari (2016)

Independent Study

classes directed:

Spring 2016—

a) Study of extent to which Hmong language use is preserved in a small Hmong-American community. Student, a bilingual Hmong-English speaker, carried out original field work and reading of relevant literature.

b) Study investigates copular structures in Celtic languages. A 3 unit course with 2 units devoted to the study of Celtic language syntax and 1 unit to the study of copula structures. Outcome was 2 research papers on relevant topics.

Spring 2015—

a) Study of critical period literature concerning the critical period in second language learning. Student read primary research articles to gain additional background in the subject area and based on her readings designed a questionnaire which she administered to non-native speakers who met a certain criterion level. She then evaluated the data she uncovered through her questionnaires and wrote a research paper based on that.

b) Study of the foundational research concerning the syntax and semantics of copular sentences. Student produced a 70-page annotated bibliography that encompassed 34 works, many of them dissertations. The works to be annotated were stored in a professional Dropbox account, where the student also had access to questions and comments of an international group of scholars working on copular constructions. He shared his annotations to the Dropbox.

Spring 2014—*Evolution of human language*: weekly one hour, in-person discussions in response to student presentations based on assigned readings. Student produced handouts each week. Midterm, final paper.

Spring 2012—*Theoretical foundations of second language phonology*: weekly one hour, in-person discussions in response to student presentations based on assigned readings. Student produced handouts each week. Midterm, final paper.

Spring 2008—The interlanguage grammar of a native speaker of Korean acquiring English as a second language.

Fall 2007—a) The acquisition of prosody and its relation to parent input; b) Review of Classical Greek; c) The syntax of Mandarin Chinese.

Spring 2007—a) Adult acquisition of Arabic as a foreign language; b) An optimality theoretic approach to historical linguistics; c) Kapampangan second language phonology.

Professional & University Service

Professional Service:

Referee

journal and proposal reviewer:

- *ACAL: Proceedings of the Annual conference on African Linguistics* 2007, 2011
- *Acta Linguistica-Hungaria* 2016
- *California Linguistic Notes* 2012, 2013, 2014, 2015
- *Glossa* 2018, 2019
- *Journal of West African Languages* 2015
- *Lingua* 2014
- *Natural Language and Linguistic Theory (NLLT)*. 2006, 2007, 2008, 2013, 2014

- *NSF: National Science Foundation*. Linguistics proposals, 2004, 2005, 2006
- *Syntax* 2016

abstract reviewer for international academic conferences:

- Annual meeting of the *Northeastern Linguistic Society (NELS)* 2012-present
- *West Coast Conference in Formal Linguistics (WCCFL)* 1999-present
- Annual Meeting of the *Linguistics Society of America (LSA)* 2012, 2014, 2015, 2018
- *Western Conference on Linguistics (WECOL)* 2007, 2008
- *AFLA, Austronesian Formal Linguistics Association*. 2009-2012, 2015, 2016
- *Generative Linguistics in the Old World*. 2016-2019

Chair conference session

- Chaired session at 32nd *West Coast Conference in Formal Linguistics*, Los Angeles, 2014
- Chaired session at 37th Meeting of Generative Linguists in the Old World, Brussels, Belgium, 2014
- Chaired session at Annual meeting of the Linguistic Society of America, Portland, 2015, 2018, 2019

Editor

CALIFORNIA LINGUISTIC NOTES (October 2012-fall 2016)

<http://english.fullerton.edu/publications/clncurrentissue.aspx>

- Mission statement: This journal aims to present articles primarily on lesser-researched languages to the broader academic community. It also endeavors to provide a forum in which scholars in developing countries and scholars in developed countries exchange ideas through the peer review process. One purpose of this exchange is to help bridge the disparity in access to information and cutting edge research that exists for scholars engaged in research in developing nations.

- Issues published under my editorship:

<http://english.fullerton.edu/publications/clncurrentissue.aspx>

Vol 40(2) 2016

Vol 40(1) 2015-2016

Vol 39(1) 2014

Vol 38(1) 2013

Membership *Linguistic Society of America (LSA)*

Generative Linguists in the Old World (GLOW)

Association of Contemporary African Linguistics (ACAL)

University Service

- **Award**

Faculty Recognition for Service. April, 2012. CSU, Fullerton

University & college level service

- **Committees & Boards**

Board member, *Faculty Development Center Board.* California State University, Fullerton. Fall 2012-2018 (service includes FDC grant reviews)

Academic Standards Committee. California State University, Fullerton. Committee Secretary. 2007-2008

HSS Technology Committee. California State University, Fullerton. Committee member. 2018-2019

- **Panel** *Faculty Hearing Panel.* Member. 2007-2008

- **Chair conference session**

Chaired session at *CSU Social Science Research and Instructional Council's (SSRIC) 38th Annual Student Research Conference,* CSUF. May 2014

- **Presentation to the university community**

My experience solving teaching problems interactively and with technology. [Presentation]. Talk presented at the Faculty Development Center sponsored Teaching and Technology Day, CSUF. (April 2012).

Language endangerment and diversity. [Presentation]. Talk presented in conjunction with the exhibit *Endangered Alphabets,* special collections Pollak Library, (September 12, 2016).

Department level service

- **Committee membership**

Curriculum Committee. Department of English, Comparative Literature, and Linguistics. CSU, Fullerton. fall 2012-spring 2014

Scholarships and Awards Committee. Department of English, Comparative Literature, and Linguistics. CSU, Fullerton. 2011-2012; 2014-2016

Linguistics Committee. Department of English, Comparative Literature, and Linguistics. CSU, Fullerton. 2007-now ▶ chair of committee 2008-2009, 2015, 2016, 2018-2019

- **Service as mentor to new faculty member**

Official mentor (per department constitution) to new faculty member. Provide support for professional development, including feedback on abstracts, prospectus, grant application, etc.

- **Service as adviser to students**

Linguistics Graduate Adviser. August 2013-present; acting graduate adviser Jan-June 2011

Faculty adviser for the *Linguistics Student Association (LSA)*. CSU, Fullerton. Sept. 2007-May 2013

- **Organized presentations by outside speakers**

Aspects of Arabic Clause Structure. Invited talk by *Dr. Abbas Benmamoun*, Professor, University of Illinois at Urbana, an internationally recognized specialist in Arabic Linguistics: (March 7, 2014)

Co-organized a series of talks by *Dr. Nora Binghamdeer*, Associate Professor of Acoustic Phonetics and Language Learning, Department of English Language, College of Languages and Translation, Princess Nourah University, Riyadh (Sept. 26 & 29, 2014)

Secrets that agreement and interpretation can tell us about how noun phrases are built. Invited talk by *Dr. Sarah Ouwayda*, Post-doctoral researcher, University of Geneva. (January 26, 2015)

Possessives and other construct state nominals in Arabic. Invited talk by *Dr. Sara Ouwayda*, Linguist, Google, Los Angeles. (May 13, 2016)

- **Letters of recommendation**

Have provided many letters of recommendation for students and alumnae in support of their applications to graduate school, for employment, and for documentation of their progress in their studies (2007-present)

Service outside Academia

- **expert witness (2007-2011)**

- Expert witness at school board hearings on behalf of plaintiffs. At the request of the Law Offices of Maureen Graves, (949) 856-0128, maureen@maureengraves.com; Testified about characteristics of student's language, typical and atypical language acquisition (especially where autism and dyslexia is concerned), what research-based policies look like from the perspective of the researcher, reading and atypical language. Both pro bono and paid testimonies.

- **adult leader in anti-hunger project with youth (April 2012, 2013, 2015-2018)**

- Assisted as adult facilitator at Saint Paul's Greek Orthodox church in a hunger awareness project where the youth learned about local and world hunger and community-based remedies therefore. Helped youth collect food for local homeless project in Santa Ana.

- **cooked & help bring to children's cancer ward, home-style meal for families whose children are battling cancer (October 2013, 2014, 2019)**

- Participated in the charity organization "Hannah's Gift." This organization organizes volunteers to cook and deliver home-cooked food to the children's oncology ward at CHOC (Children's Hospital of Orange County). The food is for families so they can have relatively nutritious and comforting food while they are focusing their energies on helping their young children fight cancer.

- **served food to the homeless in Garden Grove (June 2016), helped with cleanup afterward**

- Helped serve midday meal to the homeless in Garden Grove, Orange County, California. Service was at St. Anslem's Episcopal Church. The people served were welcome to have as many servings as they wanted and they could take an extra meal "to go," as well. Also helped with the cleanup afterward.

Faculty Letters of Recommendation:

Joseph Aoun (dissertation committee chair)

President, Northeastern University

Office of the President Northeastern University

110 Churchill Hall

360 Huntington Ave.

Boston, MA 02115

president@neu.edu

Yen-Hui Audrey Li

Professor of Linguistics and East Asian Languages and Culture

USC

audreyli@usc.edu

Jean-Roger Vergnaud (Deceased : January 31, 2011)

Professor of Linguistics

USC

vergnaud@usc.edu

Maria Luisa Zubizarreta

Professor of Linguistics

USC

zubizarr@usc.edu

Curriculum Vitae: Kenneth Van Bik

Department of English, Comparative Literature, and Linguistics
 CSU, Fullerton
 Fullerton, CA 92834

kvanbik@fullerton.edu
 (657) 278-4884

Education

- 2006 Ph.D. Linguistics; University of California, Berkeley, Berkeley, CA
 Dissertation: *Proto-Kuki-Chin: A Reconstructed Ancestor of the Kuki-Chin Languages*
 Chair: Dr. James A. Matisoff
- 2000 M.A. Linguistics; University of California, Berkeley, Berkeley, CA
- 1993 M.A. Religion; American Baptist Seminary of the West, Berkeley, CA
- 1985 B.S. Physics, University of Yangon, Yangon, Myanmar

Academic Appointments

- Fall 2018-Present Assistant Professor, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, CA
- Courses taught: Graduate Seminar: Historical Linguistics (LING 530); Historical Linguistics (LING 430); Language and Linguistics (LING 106).
- 2007-Spring 2018 Lecturer, Linguistics and Language Development, San Jose State University, San Jose, CA
- Courses taught: Theories and Methods in Second Language Acquisition (LING 270); Culture, Language, and Ethnicity in the U.S. (LING 129: GE in social science); Introduction to Historical Linguistics (LING 125); Sound and Communication (LING 123: GE in natural science);

English As A World Language (LING 122: GE in social science); Introduction to Syntax (112); Patterns of English (LING 107); Introduction to Linguistics (LING 101); Language Variation in Time, Space, and Culture (LING 24: GE in behavioral science); Language across Lifespan (LING 22, GE in behavioral science); Language and Critical Thinking (LING 21, GE in behavioral science); The Nature of Language (LING 20: GE in behavioral science).

2017-Summer 2018 Adjunct Faculty, School of Education, University of San Francisco, Orange County Campus, Orange, CA

- Courses taught: MA TESOL Field Project/Thesis (LING 638); Assessment and Testing of Second Language Proficiency (LING 634); Research in First and Second Language Acquisition (LING 631); Sociology of Language (630); Language and Culture (LING 611); Applied Linguistics (LING 603).

Publications

Books

(2020). In Progress. *Lai Lessons for Practical Use (Vol.1:1-10 Lessons)*. Book Contract by Chin Association for Christian Communication, Hakha, Chin State, Myanmar. With Stephen Nikio.

(2015). (Ed.) *Continuum of the Richness of Languages and Dialects in Myanmar*. Yangon (Myanmar), Chin Human Rights Organization's Publication.

(2009). *Proto-Kuki-Chin: A Reconstructed Ancestor of the Kuki-Chin Languages*. University of California, Berkeley, STEDT Monograph Series.

Peer reviewed publications

(2019). The Origin and Spread of Mizo Gender Suffixes *-a and *-i on Personal Names. *Linguistics of the Tibeto-Burman Area, Vol. 42.1*.

(2019). Building a Common Voice Corpus for Laiholh (Hakha Chin). *Proceedings of the Workshop on Computational Methods for Endangered Languages: Vol. 2*. With Kelly Berkson et al.

- (2017). Directional Pre-verbal Particles in Hakha Lai. *Himalayan Linguistics* 16.1. With Thlasui Tluangneh. (<http://escholarship.org/uc/item/26d535zr>).
- (2010). The Syntax of Psycho-collocation in Hakha Lai. *Linguistics of the Tibeto-Burman Area*, Vol. 33.2.
- (2007). The Chin. In Donald A. Ranard and Sandy Barron (eds.), *Refugees From Burma, Their Backgrounds and Refugee Experiences*. Washington D.C., Center for Applied Linguistics.
- (2004). Directional Rule Application and Output Problems in Hakha Lai Tone. *Language and Linguistics* 5.4. With Larry M. Hyman.
- (2004). Coordination in Hakha Lai. In Martin Haspelmath (ed.), *Coordinating Constructions*. Typological Studies in Language Series: John Benjamins. With David A. Peterson.
- (2003). Three Types of Causative Constructions in Hakha Lai. *Linguistics of the Tibeto-Burman Area*, Vol. 25.2.
- (2002). Tone and Stem-2 Formation in Hakha Lai. *Linguistics of the Tibeto-Burman Area*, Vol. 25.1. With Larry M. Hyman.
- (1998). Lai Psycho-collocation. *Linguistics of the Tibeto-Burman Area*, Vol. 21.1.
- (2002). Notes on Lai Chin Personal Pronouns and Overt Case Marking. *Studies in the Linguistic Sciences* 27.2. With F.K. Lehman.

Papers under peer review

- (2020). (Under review). Kuki-Chin Languages. In Mathias Jenny and Paul Sidwell (Eds.), *Languages and Linguistics of Mainland Southeast Asia*. Mouton De Gruyter. (Book chapter).
- (2020). (Under revision). The Origin of Causative and Pretensive Suffix *ter* in Hakha Lai and Falam Chin. *Linguistics of the Tibeto-Burman Area*.
- (2020). (In Press). Syllable in Kuki-Chin. *Journal of South Asian Languages and Linguistics*. With Samson Lotven et al.

(2018). (Under revision). Grammaticalization in Kuki-Chin Languages. *Himalayan Linguistics*.

Other publications

(2015). Kuki-Chin languages: An overview. In Kenneth Van Bik (ed.), *Continuum of the richness of languages and dialects in Myanmar*. Yangon: Chin Human Rights Organization. With David A. Peterson.

(2004). Apical and laminal articulation in Hakha Lai. *Proceedings of the 30th Annual Meeting of the Berkeley Linguistic Society*. With Ian Maddieson.

(2002). Junctural and parasitic voicing in Burmese. *Proceedings of the 29th Annual Meeting of the Berkeley Linguistic Society*.

(2000). Lexical and syntactic causatives in Lai. *Papers from the Ninth Annual Meeting of the Southeast Asian Linguistics Society*. With George Bedell.

(2000). Morphology-syntax interface in Lai relative clauses. *Proceedings of the 29th Annual Meeting of the North Eastern Linguistic Society*. With Andreas Kathol.

Conferences, Workshops, and Invited Talks

Jan. 11, 2020 **Processes of Standardization**. Seminar on Lai Linguistics. Sponsored by Chin Association of Christian Communication, Hakha, Chin State, Myanmar (Invited Public Talk).

July 5, 2019 **The Origin of the Simulative Suffix TER in H. Lai**. International Conference on Historical Linguistics (ICHL 24), July 1-5, 2019, Australia National University, Canberra, Australia.

May 27, 2019 **The Origin of Voiced Consonants in Burmese**. The 29th Meeting of South East Asia Linguistics Society (SEALS 29), May 26-29, 2019, Tokyo, Japan.

Feb 25, 2019 **Building a common voice corpus for Laiholh (Hakha Chin)**. ComputEL-3 Workshop, University of Hawai'i, HI, February 25-26, 2019. With colleagues from Indian University, Bloomington, IN.

- Mar 28, 2017 **Semantic change and grammaticalization; Writing a reference grammar: The Hakha Lai experience.** PALEEP Islamabad Workshops, sponsored by Bureau of Educational and Cultural Affairs, Department of State, United States of America, March 27-31, 2017.
- Aug 22, 2015 **Directional pre-verbal particles in Hakha Lai.** 48th International Conference on Sino-Tibetan Languages and Linguistics, University of California, Santa Barbara, CA, August 21-23, 2015. With Thlasui Tluangneh.
- Aug 12, 2015 **The connectivity of the Chin People: Linguistic perspective.** Chin History Seminar, sponsored by Gender Development Initiative on behalf of Chin National Action Committee on Census, Taw Win Garden Hotel, Yangon, Myanmar, August 12-13, 2015.
- Aug 8, 2015 **Topics in Historical Linguistics.** Seminar on Historical Linguistics, sponsored by Department of Linguistics, Yangon University of Foreign Languages, August 7-9, 2015.
- Mar 25, 2015 **Kuki-Chin languages: An overview.** Seminar on the richness of the continuum of dialects and languages in Myanmar, sponsored by Chin Human Right Organization, Summit Park View Hotel, Yangon, Myanmar, March 25-26, 2015. With David A. Peterson.
- Aug 7, 2013 **Issues of lexicon in Kuki-Chin languages.** 46th International Conference on Sino-Tibetan Languages and Linguistics, Dartmouth College, August 7-10, 2013.
- Aug 9, 2013 **Grammaticalization in Kuki-Chin languages.** 46th International Conference on Sino-Tibetan Languages and Linguistics, Dartmouth College, August 7-10, 2013.
- Oct 26, 2012 **A comparative study of Proto-Kuki-Chin and Old Burmese.** 45th International Conference on Sino-Tibetan Languages and Linguistics, Nanyang Technological University, Singapore, October 25-28, 2012.
- Feb 17, 2005 **The syntax of psycho-collocation in Hakha Lai.** Linguistics Colloquium, Department of Linguistics, University of California, Santa Barbara, CA.
- Feb 14, 2004 **Apical and laminal articulation in Hakha Lai.** Berkeley Linguistic Society 30, University of California, Berkeley, February 13-15

- Feb 16, 2002 **Junctural and parasitic voicing in Burmese.** Berkeley Linguistic Society 28, February 15-18, 2002.
- July 14, 2001 **Interclausal ergativity in Hakha Lai.** Workshop on Tibeto-Burman Languages, University of California, Santa Barbara, July 14, 2001. With David A. Peterson.
- Oct 16, 1999 **Sandhi voicing in Burmese.** 32nd International Conference on Sino-Tibetan Languages and Linguistics, University of Illinois, Urbana-Champaign. October 15-18, 1999.
- Oct 17, 1998 **Morphology-syntax interface in Lai relative clauses.** North Eastern Linguistic Society 29, University of Delaware, October 16-18, 1998. With Andreas Kathol.

Grants and Awards

- Spring 2020 2020 Alumni of the Year Award. American Baptist Seminary of the West, Berkeley, CA.
- Fall 2019 National Science Foundation (NSF)-Documentation of Endangered Languages (DEL): *Collaborative Research: Using the structure of verbal complexes to assess linguistic relationships.* (Grant Period: September 1, 2019 - February 28, 2023). Amount Awarded to CSUF (August 14, 2019): \$164,724.00. With David A. Peterson, Dartmouth College, NH.
- Fall 2018 Research, Scholarship, and Creative Activity (RSCA): *Documentation of an endangered language, Lamtuk.* Amount Awarded (December 14, 2018): \$14,983.00.
- Spring 2017 Teaching with Affordable Materials (TEAM) Grant, San Jose State University, CA.
- Summer 2006 Linguistics Society of America Summer Grant Award, Harvard University/MIT, MA
- 2004-2005 University of California Dissertation-Year Fellowship

Professional development

Professional development-Teaching:

- Earned Online Education and Training and the Pollak Library Certificate: *Lunch and Learn: How Open Access Benefits Faculty Teaching and Publishing*.
- Participant in *Teaching with Affordable Materials (TEAM)*. San Jose State University, Spring 2017.

Professional development-Research:

- Completed *CITI Program: Social and Behavior Research*. CSUF, January 10, 2019.
- Completed *CITI Program: RCR Basic Course*. CSUF, October 14, 2018.
- Attended a workshop for Research, Scholarship, and Creative Activity (RSCA): October 12, 2018.

Supplementary teaching activities

Course Proposal:

- 2019 Developed a new course, LING414: English as a World Language (submitted in Curriculog for review)
- 2018 Successfully Developed A General Education Course: LING25-Languages of the World (San Jose State University, CA). With Dr. Chris Donlay.

Academic Supervision:

Dissertation Committee:

- Lotven, Samson (Indiana University, Bloomington, IN). *The Sound System of Zophei*.
Chair: Dr. Kelley Berkson, 2018-Present.
- Outside committee member.

Masters Project Committee:

Completed master's projects (supervising project committee member):

- a) Yip, Nicole. A Discourse Analysis on Chinese-English Bilingual Discourse and the Expression of Emotion (Fall 2019).
- b) Albassam, Layla Y. *Semantic Change In Arabic Aphorisms* (SP 2019).
- c) Marialaki, Iris. *Grammaticalization in Romanian* (Fall 2019).

Independent Study

- a) Mr. Khen Chum. *A Study of the gospel of Luke in a cross-cultural linguistic perspective (Myanmar context)*. Garrett Evangelical-Theological Seminary, Evanston, IL (Spring 2019).
- b) Joshua Agee. *Methods of investigating language relationship: Tree vs. Wave Models*. San Jose State University, Spring 2016.

Professional & University Service

Professional Service:

Member Editorial Advisory Committee

- *JSEALS: Journal of Southeast Asia Linguistics Society, 2018-Present*

Chair conference session

- Chaired a session at The 29th Meeting of South East Asia Linguistics Society (SEALS 29), May 26-29, 2019, Tokyo, Japan.
- Chaired a session at Seminar on the richness of the continuum of dialects and languages in Myanmar, sponsored by Chin Human Right Organization, Summit Park View Hotel, Yangon, Myanmar, March 25-26, 2015.
- Chaired session at 46th International Conference on Sino-Tibetan Languages and Linguistics, Dartmouth College, August 7-10, 2013.

Membership *Linguistic Society of America (LSA)*

University Service

- **Award**
 - Fall 2018 Application for the Outstanding Student Scholarly and Creative Activities Award (SCAR): Brenda G. Garcia-Ortega. Garcia-Ortega's project investigate language contact between Purépecha (language isolate, Mexico) and Spanish and their grammatical influences on each other, focusing on the grammatical systems Purépecha.

- Fall 2018 Application for the Outstanding Student Scholarly and Creative Activities Award (SCAR): Nicole Yap. This project investigates language contact between Cantonese and English, focusing on loanword tones in Cantonese, describing the synchronic and diachronic account of tonal innovation.

University level service

- **Presentations to the university community**
 - *The relation between naming system and group identity: An investigation of the naming systems of Burmese and Chin in Myanmar* [Presentation]. Talk presented on HSS Lecture Series, CSUF (Spring 2019).
 - *Diachronic origin of causative constructions in Kuki-Chin languages* [Presentation]. Linguistic Symposium, Department of English, Comparative Literature, and Linguistics, CSUF, April 4, 2018.

Department level service

- **Committee membership**
 - Linguistics Committee, Chair.* Department of English, Comparative Literature and Linguistics. CSU, Fullerton. 2020.
- **Letters of recommendation**
 - Have provided many letters of recommendation for students of CSUF (2018-Present) and San Jose State University (2009-Present) in support of their applications to graduate school, for employment, and for documentation of their progress in their studies.

Service outside Academia

- **Examiner of language proficiency test, Burmese and Hakha Lai (2018-Present)**
 - Alice Mawi (Burmese), Agnest Scott College, Atlanta, GA (November, 2018)
 - Mr. Khen Chum (Burmese), Garrett Evangelical Theological Seminary, Evanston, IL (May 2018)

- **Volunteer pastor (2007-2018)**
 - Served as a volunteer pastor of San Francisco Bay Area Chin Christian Fellowship, a Chin refugee community in the Bay Area.

References

Larry Hyman

University of California, Berkeley, Berkeley, CA
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James A. Matisoff (dissertation committee chair)

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Franz Mueller

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University of California, Berkeley, Berkeley, CA
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Patricia Schneider-Zioga

Cal State Fullerton
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Roula Srovou

San Jose State University, San Jose, CA
Roula.Svorou@sjsu.edu

Curriculum Vitae

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Department of English, Comparative Literature, and Linguistics
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Fullerton, CA 92831, USA

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site: www.timothyhenry.org

Current Positions

Lecturer of Linguistics: California State University, Fullerton
Adjunct Research Associate: James Cook University, Language and Culture Research Centre

Education

- 2012 Ph.D. in Linguistics, University of California, Santa Barbara Additional
emphasis: Applied linguistics
- Dissertation: “A Pedagogical Grammar of Mitsqanaqa’n (Ventureño) Chumash:
Implementing Grammatical Theory in Grammar Writing” Chair: Marianne
Mithun, Ph.D.
- 2008 M.A., Linguistics: Department of Linguistics, University of California, Santa
Barbara

Professional Background

As instructor, California State University, Fullerton

Employed: 2012-present
Courses taught: Changing words: history, semantics, and translation; Field methods; World
languages; Language structure and language use; Language and linguistics; Sociolinguistics,
Psycholinguistics; Descriptive linguistics; Introduction to phonetics and phonology; Advanced
phonological analysis; Research methods

As instructor, Rice University, Houston, Texas

Employed: 2016, Spring

Courses taught: Introduction to the study of language, Phonology, Corpus linguistics

As instructor, California State University, Long Beach

Employed: 2014-2015

Courses taught: Corpus linguistics, Phonology, Advanced phonetics and phonology

As instructor, University of California, Los Angeles

Employed: 2014, Spring

Courses taught: General Phonetics, Morphology

As instructor, University of California, Santa Barbara

Employed 2010, Winter

Courses taught: History of English

Publications

in revision “The possessive classification of nouns in Ventureño.” (returned for revision by the *International Journal of American Linguistics*).

2019 “A Mitsqanaqa’n Ventureño – English, English – Mitsqanaqa’n Ventureño Dictionary.” Funded by NEH-DEL fellowship FN-260670-18.

Contributions

in revision “Chumashan,” in *The languages and linguistics of North America: A comprehensive guide*. The world of Linguistics Series, vol. 13. (book chapter)

2017 “Chumashan Languages.” In *Oxford Bibliographies in Linguistics*. Ed. Mark Aronoff. New York: Oxford University Press.

2016 “Synchronic and diachronic accounts of phonological features in Proto-Central Chumash,” in *Language Contact and Change in the Americas*, John Benjamins. (book chapter)

Manuscripts

2019 *Purisimeño Dictionary, First Edition*. Western Institute for Endangered Language Documentation.

Proceedings

- 2010 “Dictionary making: Forcing the hand,” in *Proceedings of the 6th Annual Conference on Endangered Languages and Cultures of Native America*, eds. K. Matsumoto-Gray, N. A. Walker, Salt Lake, UT: Center for American Indian Languages (CAIL).

Publication minor contributions*Refereed Journals*

- 2013 Lanman, Christopher et al. “The historical range of *castor canadensis* in coastal California: An updated review of evidence,” *California Fish and Game*, 99.4.193-221.
- 2009 Saint-Onge Sr., Rex W., John Johnson and Joseph R. Talaugon. 2009. Archaeoastronomical implications of a Northern Chumash arborglyph. *Journal of California and Great Basin Anthropology*, 29.1, 29-57.

Presentations and Guest Lectures

- 2019 ‘Acoustic measurements of Advanced Tongue Root distinctions,’ Fullerton, California at a field methods course on Yorubua (a language of West Africa), December 2.
- 2018 ‘Number systems in Ventureño,’ Cairns, Australia at the Language and Culture Research Centre, James Cook University, July 18.
- 2017a ‘Making a dictionary of Ventureño,’ Ventura, California at the Chumash Cultural Center, August 10.
- 2017b ‘A typology of Ventureño Chumash possessive constructions,’ Austin, Texas at the annual meeting of the Society for the Study of Indigenous Languages of America (SSILA), January 5.
- 2015 ‘A typology of Ventureño Chumash possessive constructions,’ California State University, Long Beach, February 2.
- 2014 ‘Synchronic and diachronic accounts of phonological features in Proto- Central Chumash,’ University of California, Santa Barbara, May 3

- 2013 'The reality of advanced tongue root contrasts in Xalxa Mongolian,' presented at California State University, Fullerton, April 15.
- 2011 'A Perfect Find: Semantic Reconstruction in Mitsqanaqa'n (Ventureño) Chumash,' presented at the University of California, Santa Barbara May 19
- 2009a 'Areal linguistics and pidgins and creoles,' guest lecture given to a course in historical linguistics, University of California, Santa Barbara May 26
- 2009b 'From inalienable to indefinite in Mitsqanaqa'n (Ventureño) Chumash,' presented at the Society for the Study of Indigenous Languages of America (SSILA) in conjunction with the Linguistics Society of America (LSA) Annual Meeting, January
- 2007 'Negation in Xalxa Mongolian,' presented at the 16th Annual Linguistics Symposium, California State University, Fullerton, April

Funding, Awards, Grants

- 2018-2019 National Endowment for the Humanities — Documenting Endangered Languages Fellowship (Summer 2018, Summer 2019) FN-260670-18
- 2017 Outstanding Mentor Award, University Honors Program, California State University, Fullerton.
- 2007 Heritage language teaching grant: Chumash Barbareño/Ventureño Band of Mission Indians

Professional Affiliations

Western Institute for Endangered Language Documentation, Treasurer Chumash Barbareño/Ventureño Band of Mission Indians
 Linguistics Society of America
 Society for the Study of the Indigenous Languages of the Americas American Center for Mongolian Studies

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