

# GRADUATE CURRICULUM CHANGE MEMO

**Date:** 10/23/2023

**From:** Natalia Mazzaro, Department of Latin US and Linguistics



**Through:** Annie Tremblay, Department of Latin-US and Linguistics



**Through:** Anadeli Becomo, College of Liberal Arts

**Through:** Selfa A. Chew-Melendez, Chair, College of Liberal Arts Curriculum Committee

**To:** Methaq Abed, Chair of the Undergraduate Curriculum Committee

**Proposal Title:** M.A. in Bilingualism and Applied Linguistics

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## **Degree Title change:**

The program has undergone several changes related to faculty retirement and hire of new faculty. With all current TT professors in the department specializing in different aspects of bilingualism, a title change needs to be implemented to show the greater focus on bilingualism and a lesser focus on theoretical linguistics. This refocusing will better reflect the expertise of the current Linguistics faculty, address the needs of UTEP students (thus increasing enrollment), and meet the strategic goal of the University to be one of the leading American institutions in research on bilingualism. This shift will also alleviate difficulties in finding instructors who can teach theoretical core linguistics courses (such as phonology and syntax).

## **Rationale for adding the course:**

The course 'Research Methods in Linguistics' has already been offered as a Special Topics course (see syllabus example attached). The course has been popular, and it will be available to Linguistics students as a required option. A research methods course is critical for students to be able to conduct empirical studies in bilingualism and applied linguistics.

## **Change in the core courses:**

Between 2017-2021, three of five Linguistics faculty members retired. Two of them taught the core courses in the original MA program. Since 2017, visiting assistant professors have been teaching these courses on a two-year basis. This situation brought problems of continuity for students doing research with them, and added strain to the two TT faculty that had to do a new search every two years. In 2022, two new T and TT professors were hired as part of a strategic hire promoted by the Office of the Provost, both specializing on language acquisition and bilingualism. With all four T and TT professors in the department specializing on different aspects of bilingualism, and none specializing in theoretical linguistics, curricular changes have to be made to increase the focus on bilingualism and to reflect the specialties of the current faculty. The following are the changes proposed to the core courses:

**Core courses:**

Core Courses in the Original MA in Linguistics: 9 hours

LING 5301 Principles of Linguistic Analysis

LING 5309 Generative Syntax

LING 5320 Phonology

Core courses of the proposed MA in Bilingualism and Applied Linguistics: 12 hours:

\_\_\_\_\_ LING 5301 Principles of Linguistic Analysis

\_\_\_\_\_ LING 5348 Second Language Acquisition

\_\_\_\_\_ LING 5388 Bilingualism

\_\_\_\_\_ LING XXXX Research Methods in Linguistics

As shown above, LING 5309 Generative Syntax and LING 5309 Generative Syntax will be moved to electives and LING 5348 Second Language Acquisition and LING 5388 Bilingualism will instead be required. We added another core course to the list: LING XXXX Research Methods in Linguistics. This course will strengthen students' research capabilities to conduct empirical research. This course was optional in the past because, as explained earlier, the emphasis of the MA program was on theoretical linguistics. With the new emphasis on bilingualism and applied linguistics, students will need more background knowledge in conducting data collection and analysis, which will be the focus of the new course LING XXXX Research Methods in Linguistics.

**Reducing the track options to complete the MA**

In the original MA in Linguistics, there are three track options: one thesis and two non-thesis. These options require an additional course or two depending on the option: (1) a Thesis option; (1) a Research Paper (instead of a Thesis), plus one additional course; or (2) an Oral Exam (instead of the previous two options) plus two additional courses. That is, an M.A. degree in this program takes different number of courses, depending on the final project.

These different track options were sometimes confusing for students, since there was no clear difference between a thesis and an extended paper. To simplify the process and to support students' path to degree completion, the faculty decided to eliminate the 'thesis' option and retain the 'extended paper' option. Thus, students will have the option to write a research paper that involves empirical or experimental work, collecting data and analyzing it. For those who prefer an option that does not involve research experience, they can take an exit exam at the end of the program.

Each student must pursue one of these tracks. The extended paper track requires LING 5397, in addition to the requirements of 12 core hours and 15 elective hours. Students will be allowed to take the LING 5397 up to three times, starting on the second semester. Taking LING 5397 more than once will guarantee flexibility to students who require more than one semester to complete the research project. The extended paper/project will be presented in an open defense. The exit exam involves extended course work, requiring 12 core hours and 18 elective hours. Under this track, there will be a final written examination in the chosen primary area of study.

### **Reducing the number of concentrations**

Currently, the MA in Linguistics offers three concentrations: in general/theoretical linguistics, in Applied Linguistics, and in Hispanic Linguistics. Theoretical (or general) linguistics concerns the core structural elements of language, namely phonetics, phonology, morphology, syntax, semantics, and pragmatics. With the curriculum changes proposed, we will not be offering two of the core areas (phonology and syntax). This will eliminate the theoretical concentration. In addition, with the retirement of Dr. Charles Elerick, there is currently only one faculty member who offers courses in Hispanic Linguistics (Dr. Mazzaro). This makes it difficult to offer such concentration, because Dr. Mazzaro can only teach graduate courses in Spring (her teaching load includes all undergraduate courses in Fall). Thus, we will be eliminating the Hispanic concentration.

Students in the MA program will have the possibility to focus either on bilingualism and or applied linguistics. Students will have more flexibility than in the past when choosing elective courses, which will allow them to develop their personal interests in the two subjects.

### **Fast track changes**

The changes to the MA core courses also imply changes to the course options for the 'Fast Track' MA (FTMA). The FTMA is a program that allows undergraduate students to utilize 15 hours of selected MA courses toward both the undergraduate Linguistics major and the MA in Linguistics.

In the original FTMA, the courses that can be used for the 15 hours of dual credit include:

1. LING 5309-Generative Syntax
2. LING 5310-Pedagogical Issues in English Structure
3. LING 5319-Historical English Linguistics
4. LING 5320-Phonology
5. LING 5348-Second Language Acquisition
6. LING 5388-Bilingualism

With the faculty retirements mentioned above, we are no longer offering courses 1), 3), and 4). Thus, we incorporated other course options for the FTMA:

- 1) LING 5301 Principles of Linguistic Analysis
- 2) LING 5310-Pedagogical Issues in English Structure
- 3) LING 5331-Second Language Teaching
- 4) LING 5370-Study in Language

- 5) LING 5348-Second Language Acquisition
- 6) LING 5388-Bilingualism

## Texas Higher Education Coordinating Board

### Existing Degree Program Title Change Request

**Directions:** Complete this form to request a change to the title (name) of an existing degree program. The degree program must already be on an institution's program inventory. A degree program title consists of the following two parts:

- 1) degree designation, such as Bachelor of Science (BS), Master of Arts (MA), or Doctor of Philosophy (PhD); and,
- 2) name of the discipline, such as History, Mechanical Engineering, or Zoology.

*NOTE: This form requires the signature of the Provost or Chief Academic Officer.*

Submit the *Degree Program Title Change Request* via the Online Submission Portal:

<https://www1.thecb.state.tx.us/apps/proposals/>

**Information:** Contact the Division of Academic Quality and Workforce at 512/427-6200.

#### Administrative Information

1. **Institution:** The University of Texas at El Paso
2. **Current Degree Program Title** – *Show how the program appears on the Coordinating Board's approval letter (e.g., Bachelor of Business Administration degree with a major in Accounting):*

MA in Linguistics

3. **Degree Program CIP Code:** 160102

4. **Contact Person:** *Provide contact information for the person who can answer specific questions about the degree program.*

Name: Annie Tremblay  
Title: Professor, Chair  
E-mail: [actremblay@utep.edu](mailto:actremblay@utep.edu)  
Phone: 915-747-6803

Request for Change in Degree Program Designation (e.g., Bachelor of Science (BS), Master of Arts (MA), or Doctor of Philosophy (PhD))

Current Degree Program Designation: Master of Arts (MA)  
Proposed Degree Program Designation: N/A  
Implementation Date (MM/DD/YYYY): N/A

Reason for Change:

*Describe why this change would be beneficial to students and/or the degree program.*

N/A

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Request Change in Name of Discipline (e.g., History, Mechanical Engineering, or Zoology)

Current Name: MA in Linguistics

Proposed Name: MA in Bilingualism and Applied Linguistics

Implementation Date (MM/DD/YYYY): 09/01/2024

Reason for Change:

*Describe why this change would be beneficial to students and/or the program.*

The program has undergone several changes related to faculty retirements and the hire of two new faculty. With all four TT professors in the department specializing in different aspects of bilingualism, important curricular changes will be made to the Linguistics program, with a greater focus on bilingualism and a lesser focus on theoretical linguistics. This refocusing will better reflect the expertise of the current Linguistics faculty, address the needs of UTEP students (thus increasing enrollment), and meet the strategic goal of the University to be one of the leading American institutions in research on bilingualism. This shift will also alleviate difficulties in finding instructors who can teach theoretical linguistics courses (such as phonology and syntax).

**Signature of Compliance**

I hereby certify that all of the above changes have been approved in accordance with the procedures required by my institution, system office, and Board of Regents, as applicable.

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Provost/Chief Academic Officer

Date

## MA in Bilingualism and Applied Linguistics

Code	Title	Hours
LING 5301	Principles of Linguistic Analysis	3
<del>LING 5309</del>	<del>Generative Syntax</del>	
<del>LING 5320</del>	<del>Phonology</del>	
<del>LING 5348</del>	<del>Second Language Acquisition</del>	3
<del>LING 5388</del>	<del>Bilingualism</del>	3
<del>LING XXXX</del>	<del>Research Methods in Linguistics</del>	3
<b>Research Project Track</b>		
LING 5397	Extended Research Project	3
21 additional hours of graduate linguistics courses		21
<b>Exam Track</b>		
24 additional hours of graduate linguistics courses		24
<b>Total Hours</b>		<b>36</b>

## Fast-Track Courses

Code	Title	Hours
<del>LING 5301</del>	<del>Principles of Linguistic Analysis</del>	<del>3</del>
<del>LING 5309</del>	<del>Generative Syntax</del>	<del>3</del>
LING 5310	Pedagogical Issues in Engl Str	3
<del>LING 5319</del>	<del>English Historical Linguistics</del>	<del>3</del>
<del>LING 5320</del>	<del>Phonology</del>	<del>3</del>
<del>LING 5331</del>	<del>Second Language Teaching</del>	<del>3</del>
LING 5348	Second Language Acquisition	3
<del>LING 5370</del>	<del>Study in Language</del>	<del>3</del>
LING 5388	Bilingualism	3

## Changes to an Existing Fast-Track Program

College: Liberal Arts

Graduate Degree: M.A. in Linguistics

Undergraduate Degree: B.A. in Linguistics

\*\*\*\*\*Maximum Number of Graduate Credit Hours Allowed (up to 15 hours)\*\*\*\*\*

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### Graduate Course Inventory Changes

#### Additions

Course Prefix & No. LING 5301

Title: Principles of Linguistic Analysis

Course Prefix & No. LING 5331

Title: Second Language Teaching

Course Prefix & No. LING 5370

Title: Study in Language

Course Prefix & No. \_\_\_\_\_

Title: \_\_\_\_\_

Course Prefix & No. \_\_\_\_\_

Title: \_\_\_\_\_

#### Deletions

Course Prefix & No. LING 5309

Title: Generative Syntax

Course Prefix & No. LING 5319

Title: English Historical Linguistics

Course Prefix & No. LING 5320

Title: Phonology

Course Prefix & No. \_\_\_\_\_

Title: \_\_\_\_\_

Course Prefix & No. \_\_\_\_\_

Title: \_\_\_\_\_



## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Latin-US and Linguistics

Effective Term: Fall 2024

Rationale for adding the course:

This course has already been offered as a Special Topics course and has been popular, and it will be available to Linguistics' students as a required course. This course will strengthen students' research capabilities to conduct empirical research. This course was optional in the past because, as explained earlier, the emphasis of the MA program was on theoretical linguistics. With the new emphasis on bilingualism and applied linguistics, students will need more background knowledge in conducting data collection and analysis, which will be the focus of the new course LING XXXX Research Methods in Linguistics.

All fields below are required

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Subject Prefix: LING

Title (29 characters or fewer): Research Methods in Linguistics

Dept. Administrative Code : 1711

CIP Code 160102

Departmental Approval Required ☐ Yes ☒ No

Course Level ☐ UG ☒ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade C

- How many times may course be repeated to satisfy minimum grade requirement? 2

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

In this course students will be introduced to the fundamentals of research design and the basic statistical analyses commonly used in social science research. Students will obtain hands-on experience in conducting research on language learning and teaching from a linguistic perspective as they collaborate on one or more research projects.

**Types of Instruction (Schedule Type):** Select all that apply

- ### Fields below if applicable

**TCCN (Use for lower division courses) :**

[illegible]

<b>Corequisite Course(s):</b>
<b>Equivalent Course(s):</b>

<b>Restrictions:</b>	
<b>Classification</b>	
<b>Major</b>	

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

**LING 53XX**  
**Research Methods in Linguistics**  
Department of Languages and Linguistics, UTEP

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Professor: Natalia Mazzaro

Office: LART 217

Class: Wed 3 – 5:50 pm at the lab (LART 305)

Office hours: Mon & Wed 1pm – 2:30pm; or by appointment.

E-mail: [nmazzaro@utep.edu](mailto:nmazzaro@utep.edu)

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**Course Description:**

This course presents an overview of research methodology and design employed in linguistic investigations. We will review different experimental methodologies, as well as natural recorded speech derived from already conducted experiments and interviews. We will work on research design, data collection, transcription, and (acoustic) analysis. Students will also present a proposal of a study they want to conduct, including details of the experiments to collect their data. The actual data collection will not be performed in this class, only the theoretical background, research questions and design of the experiments for future data collection. This course should therefore serve as a foundation for future research in several areas of linguistics.

The course includes a hands-on component. The students will collaborate in one of the lab's projects, which will be decided based on the students' interest and available research projects at the lab.

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**Required text:**

Although there is no single book that exhaustively covers all the areas of linguistic research, the following textbook includes chapters of all the majors research methods, and it also guides the readers through the steps involved in collecting and processing data.

Podesva, R. J. & Sharma D. 2013. *Research Methods in Linguistics*. U.K.: Cambridge University Press.

NOTE: Additional material will be available through Blackboard or at the UTEP library.

**Course Policies:**

- Since we meet only once a week, you are allowed up to two absences (excused or unexcused). Additional absences will represent a five-point reduction of your final grade. Four or more excuses may result in failure of the course.
- An incomplete will not be accepted for this course.

- You will be responsible for turning work in on time. Your work will be returned to you with comments.
- Late work will not be accepted and the student will receive a grade of zero for any missed work.
- E-mail communication with the instructor will be for administrative purposes only. If you missed a class, you should check the syllabus for information or contact a classmate to ask for an update.

## **Evaluation:**

### **1. Class participation 15%**

You are expected to contribute to our in class discussions, drawing on your own interests, background and experience. Active discussion is a key to the success of the course. The outcome of the seminar will be excellent if everyone is involved and engaged in the classroom activities; of course, this also entails completing and reflecting on the required readings before each class session.

### **2. Presentation 2 10%**

You will be assigned two chapters of the textbook to present in class. You can use Power Point for the presentation or you can use a handout. In any case, email this material to the instructor one day before the presentation for posting on BlackBoard.

### **3. LAR lab project 35%**

As stated before, you will be given different tasks to perform throughout the semester. Your evaluation will be based on how well the task was performed and whether it was completed on time. Not completing tasks on time or handing incomplete work will result in a lower grade.

### **4. Final Project TOTAL: 40%**

Based on your needs and your interests, you will design a project addressing a particular issue or question you wish to investigate. Possible topics include:

Bilingualism in El Paso, the Spanish of Chihuahua, aspects of first or second language acquisition, language contact, language variation or change, linguistic attitudes towards certain linguistic varieties, etc. There are other possibilities! Above all, you are required to discuss your choice of project by the first week of March at the latest.

The work will be done in three parts:

**(a) Selection of the topic and bibliographic search: 10%.** From the very beginning, students will be encouraged to use library resources to find high quality and reliable information for their projects. On the date shown in the syllabus, students will submit a written proposal that will include: the goal of the work, a summary of the background literature related to the topic in question, the research question or hypothesis to be tested. The bibliography should include at least 7 references: 5 books

and journal articles and 2 online articles (found on the internet). The proposal should not exceed 3 pages of length.

**(b) Oral presentation: 10%.** Presentation will last 20 min, with 5 minutes for questions. This will be done using Power Point. Students will explain the topic chosen, the goal of the research and the hypothesis. Students will discuss their experience in using the resources from the library and the search strategy used to obtain valuable information.

**(c) Written proposal: 20%.** This will include the goal of the work, a review of the previous literature on the topic investigated, the research question or hypothesis to be tested, and the experiments that will be used to collect the data. Extension of the work: 10-15 pages. More detailed guidelines will be given later.

**Preliminary Calendar** (subject to change)

Date	Topic
Jan. 22	Syllabus and projects Ethical Issues & Ethnography (chpt. 2)
Jan. 29	Judgment data (chpt. 3)
Feb. 5	Surveys and Interviews (chpt. 6) Campbell-Kibler (2013) Language Attitude Surveys
Feb. 12	Erik Thomas (2002) Sociophonetic applications of perception studies Chappell (2019) The sociophonetic perception of heritage Spanish
Feb. 19	No class Each student picks up one article to read. Write a summary of the article and present it next class. You will submit the summary on Feb 26. Walker et. by <a href="#">Gema Salazar</a> (2014); Barnes (2015) by <a href="#">Octavio Yañez</a> ; Chappell (2016) by <a href="#">Maria Wood</a> ; Regan (2019) by <a href="#">Jacqueline Frank</a> ; Barnes (2019) by <a href="#">Jose Villegas</a> ; Hay & Drager (2011) by <a href="#">Sandra Baro</a>
Feb. 26	Participant sampling (chpt. 5) Students discuss different articles methodologies.
Mar. 4	Experiments (chpt. 7 & 8) Students for the Chihuahua project read Mazzaro & González and Students for the English accent project read Aguilar's study
March 11	Recordings (Chpt. 9 pp. 169-180) by <a href="#">Sandra Baro</a> Students provide concrete plans of methodology for the project (e.g. include details of the stimuli, who will read the stimuli, who will be the listeners - participants) <b>Hand in Selection of Topic and Bibliographic search</b>
<b>Mar. 18</b>	<b>Spring Break – no classes</b> Students work on the survey using Question Pro. Start looking for potential participants for your research.
Mar. 25	Using historical texts (Chpt 11) by <a href="#">Maria Wood</a> Students get the stimuli ready (passages written) and show the tasks that listeners will perform to professor. They will start thinking about possible readers. They will let professor know if they need help getting participants for the study.
Apr. 1	Studying Language over time (Chpt 22) by <a href="#">Jose Villegas</a>
Apr. 8	Creating and using corpora (Chp 13) by <a href="#">Gema Salazar</a>
Apr. 15	Constructing a linguistic analysis (Chapter 18) by <a href="#">Octavio Yañez</a>
Apr. 22	Variation Analysis (Chpt 20) by <a href="#">Jacqueline Frank</a>

April 29	Provide guide for oral presentations Students discuss their advancements on their research topics
May 6	<b>Oral presentation of final projects – last day of classes</b>

# CURRICULUM PROPOSAL

## APPROVAL PAGE

Proposal Title: M.A. in Bilingualism and Applied Linguistics

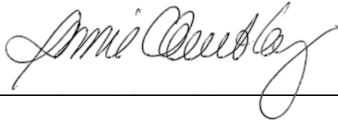
College: Liberal Arts

Department: Latin-US and Linguistics

**DEPARTMENT CHAIR- Dr. Annie Tremblay**

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I have read the enclosed proposal and approve this proposal on behalf of the department.



10/23/2023

Signature

Date

**COLLEGE CURRICULUM COMMITTEE CHAIR – Dr. Selfa Chew-Melendez**

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I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

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Signature

Date

**COLLEGE DEAN – Dr. Anadeli Bencomo**

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I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

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Signature

Date