

**Eight-year Program Review at the University of Connecticut**

**SELF-STUDY DOCUMENT**  
*Department of Linguistics*

*January 22, 2016*

*Period of Review: 2007-2015*

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## **Executive Summary**

*Highlight the most salient points of this self-study. Place particular emphasis on new directions and remediation of existing problems.*

The UConn Department of Linguistics constitutes a vibrant intellectual center with a leading place in the field and a prominent role in the broader integrated community of Language and other Cognitive Scientists at UConn. Recent expansion in the Department has begun a process (outlined in our 2012 Cluster Hires proposal) to build on our existing internationally recognized strengths in traditional areas of linguistic theory and language acquisition to grow into one of the foremost centers for research, training, and teaching in the fundamental science of language, encompassing the widening array of methods and approaches being brought to bear on the investigation of language and its cognitive basis.

UConn Linguistics ranks extremely highly within the areas represented in the department, including a #1 ranking nationally in the 2011 Academic Analytics exercise. Our faculty are internationally prominent leaders in their areas of expertise as reflected in publications, presentations, invitations, and awards. Our graduate students are highly visible nationally and internationally and we have a strong track record of success in job placement post PhD.

Despite modest growth (from 8 regular faculty in 2002 to 11 currently), we remain a small department in our field and among our peers and aspirants (average size of P&A: 16, median 17), yet we consistently punch well above our weight. In our competition for PhD students for example, we are situated firmly among the top programs nationally (and internationally), and have a strong track record of maintaining a high stature despite limited resources, including perennially inadequate resources for graduate support (stipends, fellowships, and research support).

In the course of this self-study we have identified four areas where modest investments would enable us to gain even greater prominence in the rapidly changing landscape of linguistics:

**1. Expansion / New Areas:** UConn is uniquely positioned to take a leadership role in the science of human language. The UConn Linguistics program is among the best in the nation, and UConn is one of the only research centers (anywhere) in which scientists who investigate language from entirely different perspectives (theoretical, developmental, experimental, neurological, computational, clinical), and who belong to entirely different departments and disciplines, are actually coming together to collaborate. This may seem like a small matter, but in practice it has been extraordinarily difficult to achieve at other research centers.

Now is the time for UConn to build on this remarkable strength by making faculty hires in the following three areas: neurolinguistics, linguistic diversity, and computational modeling. The benefits will include (i) important new avenues of groundbreaking interdisciplinary research, (ii) new training opportunities for doctoral students, and (iii) new contributions to the University's teaching mission at the undergraduate level. These initiatives directly contribute to objectives laid out in the CLAS Academic Plan and *UConn's Path to Excellence*.

**2. PhD support/Recruitment:** While we compete at the highest level, our ability to recruit top PhD students falls short of where we would like to be. We have made significant advances in our PhD student support levels in recent years (with the generous support of CLAS). However, we are the only department among our peers with no semesters of work-free fellowship funding: all of our competitors offer at least 2 semesters of fellowship support (many more – up to 10) while our students must work as RAs or TAs throughout their career. We also need to be able to offer summer support packages that would allow students to at least cover living expenses so that they can remain over the summer (most are international and not allowed to work off campus) and make progress on their research projects. We would like to see growth in our PhD student cohort, and have the capacity to accommodate more students outside of syntax. Theoretical syntax was identified in 2002 – and remains – a core strength of the department. As the department expands, we aim to create more of a balance in the graduate student body among syntax and other disciplinary areas, as well as providing more opportunities for theoretical syntacticians to gain competencies in related areas. Expanding our research and training offerings, as well as improving our financial support package, will place us in a better position to see further improvements in our PhD applicant pool, and recruitment success, in a wider variety of areas.

**3. Staff support:** Our 2002 self study identified staff support as insufficient. At that time, one full-time staff member supported 8 full-time faculty, 37 graduate students, and 987 undergraduates. Now, our single full-time staff member supports 14 full-time faculty (including 3 in ASL), 33 graduate students, and over 2000 undergraduates, plus the American Sign Language program, the Japanese program, significant aspects of the Cognitive Science program, and has an expanded remit of duties (notably grant administration). Our current program assistant is extremely talented, but we require additional support. A perennial related issue is inadequate support for grant administration within the college, which has led prominent faculty to pursue grants through Haskins Laboratories, giving up much needed indirect cost returns to UConn.

**4. Faculty Resources:** As an increasing administrative burden is offloaded onto faculty, we continue to have among the highest teaching load among our peers, and faculty compensation levels well below average, even among our 5 public peer/aspirant departments. While we continue to perform well above benchmarks per faculty, our ability to sustain the level of productivity we have historically shown, and to retain our outstanding faculty, remains a perennial concern. Since the last review, we lost three faculty members (Lasnik to U Maryland, Beck to Tübingen, and Sharvit to UCLA) and have made various retention offers to fend off the poachers. That our prominent faculty have resisted external courtship is something we take as a positive indicator of the strength of the department, while at the same time cautioning against complacency.

## **A. Unit Description, Mission, Goals, and Recent History**

The UConn Department of Linguistics was established in 1967, with a primary emphasis in Phonetics. Since then, it has evolved into a leading center for theoretical linguistics and experimental research on child language acquisition. The program has had a heavy emphasis on syntax over much of its recent history and has established and growing strengths in acquisition, morphology, phonology, and semantics. UConn Linguistics plays a central role in Cognitive Science at UConn, administers the American Sign Language program, and participates in other interdisciplinary endeavors described below. The department's first (and only other) self study was conducted in 2002, however, the document that follows will in general use the past 7 years (fall 2007 - spring 2015) as its frame of reference. Since the 2002 study, the department has grown from 8 to 11 full-time faculty, with 6 of the current faculty members having joined since 2002. Recent hires have expanded the department's research profile and enhanced interdisciplinary links.

Research in the Department of Linguistics at UConn seeks to describe and explain the nature of language—we investigate the grammatical structures of specific languages and search for the general principles governing those structures, as they are revealed across phonology, morphology, syntax, and semantics, and in the acquisition of language. One distinctive feature of the UConn department is a sizeable community of researchers investigating language across modalities (oral and sign languages). Collectively, our research seeks explanations of why the principles of language are the way they are, notably including questions of the mental representation of language as a cognitive system. Research methodologies in the department include a wide variety of approaches running from neural imaging through fieldwork based language description.

Note: the Department of Linguistics also administers the American Sign Language and Japanese instruction, which are taught by arrangement with the Department of Literatures, Cultures, and Languages. The ASL faculty and offerings are not included in the review of our Linguistics program (except where specifically indicated); the ASL program is described in an appendix to this document.

### **1) Describe briefly**

- a. the profile of full-time and part-time faculty, including adjuncts and graduate assistants in the teaching programs of the unit. Clarify the primary campus appointment of each instructor.**

The Department of Linguistics has 11 regular faculty members, all based at the Storrs campus:

- 1 Board of Trustees Distinguished Professor** (Lillo-Martin),
- 6 Professors** (Bobaljik, Bošković, Calabrese, van der Hulst, Snyder, Wurmbrand),
- 3 Associate Professors** (Gajewski, S. Kaufmann, Sprouse), and
- 1 Assistant Professor** (M.Kaufmann).

There is also **1 Assistant Professor in Psychological Sciences (Marie Coppola)** with a **joint appointment** in Linguistics. In addition, a tenure-track line in Sign Linguistics was committed to the department. This line has been temporarily converted to a post-doctoral position, to be reconsidered in the future. Our 2 most recent hires resulted from a **hiring initiative in 2012-2013**. Linguistics proposed a plan to hire 5 new faculty members, and was authorized to search for 2. Those searches resulted in the hires of Stefan

Kaufmann and Jon Sprouse away from tenured/tenure-track positions at Northwestern and the University of California, Irvine, respectively.

The department has also benefited from visiting professors in various roles. Professor **Ian Roberts** of Cambridge University is currently a visiting professor in our department, and will return next academic year, providing sabbatical coverage in graduate syntax teaching and advising. In a similar vein, the department has benefited from long-standing relationships with two distinguished international scholars, each of whom is available to serve on advisory committees for our Ph.D. students, and each of whom offers an intensive Ph.D.-level mini-course in our department once every year or two: Professor **Mamoru Saito** of Nanzan University in Japan, and Professor **Jairo Nunes** of the University of São Paulo in Brazil.

Linguistics currently has **1 Visiting Assistant Professor** (Klecha), **4 post-doctoral** scholars (3 of whom do some amount of teaching), **2 active emeritus** Professors (Abramson, Michaels), and **3 long-term adjunct** Assistant Professors (Anderson, Bar-Shalom, Ritter), of whom one (Ritter) is based on the Greater Hartford campus. In addition, every semester roughly **20** of our Ph.D. students serve as **Teaching Assistants** in undergraduate courses, either as a leader of discussion sections in one of our largest courses, or as the instructor of record in a smaller course.

**b. the instructional offerings associated with the unit, including graduate and undergraduate degrees and certificates.**

Our unit is primarily a doctoral program, though we also make extensive contributions to undergraduate education especially through large general education courses, and courses that satisfy various distribution requirements. We offer, or actively participate in offering, the following degrees and certificates:

- **Ph.D. in Linguistics**
- **Graduate Certificate in Cognitive Science**
  
- **B.A. in Linguistics and Psychology**
- **B.A. in Linguistics and Philosophy**
- **B.S./B.A. in Cognitive Science**
- **Minor in Linguistics**
- **Minor in Cognitive Science**

We also plan to participate in a new **Graduate Certificate Program** in the **Neurobiology of Language**, which is currently under development.

One of our major contributions to undergraduate education is that every year we offer more than **2,000 seats** in general-education (or "**content area**") **courses** for students in the College of Liberal Arts and Sciences, as follows:

- **LING 1010 'Language and Mind'** (circa 1,500 students per year)
- **LING 1020 'Language and Environment'** (up to 210 students per year)
- **LING 1030 'The Diversity of Languages'** (up to 210 students per year)

- **LING 2010Q 'The Science of Linguistics** (circa 250 students per year)
- **LING 2850. 'Introduction to Sociolinguistics of the Deaf Community'** (up to 70 students)
- **LING 3610W 'Language and Culture'** (circa 60 students per year)

**c. the areas of scholarly productivity and creative performance associated with the unit.**

Linguistics investigates the structure and acquisition of language. In our unit we work within the tradition of **Generative Grammar**, which studies language as a biological characteristic of the human species. Our faculty includes specialists in five of the major areas of this discipline: syntax, semantics, phonology, morphology, and acquisition; our department is distinguished by a focus on language across both signed and spoken modalities.

- **Syntax (Bobaljik, Bošković, Sprouse, Wurmbrand)** is concerned with universal structural properties of sentences in human language, language-specific properties, and the interaction between the two. Much of our work is directed at such questions as how information about grammaticality and sentence relatedness is represented in the mind/brain, and how innate constraints on human language make it possible for a child to acquire this information.
- **Semantics (Gajewski, M.Kaufmann, S.Kaufmann)** is concerned with giving a systematic description of the interpretation of natural language expressions on the basis of their syntactic structure. The goal is to account for native speakers' intuitions about the meanings of particular expressions in their language, the truth conditions of sentences, and the relations (such as entailment and presupposition) between these sentences.
- **Phonology (Calabrese, van der Hulst)** is concerned with the knowledge that permits language users to produce and understand the perceptible form of language. The goal is to reach an understanding of the representations and the processes underlying this knowledge.
- **Morphology (Bobaljik, Calabrese)** studies the internal composition of words: the laws governing how the pieces of words (morphemes) may be combined, and how particular combinations relate to syntactic context. A central question is the degree to which the principles of morphology are shared with those of syntax, semantics, and/or phonology.
- **Acquisition (Lillo-Martin, Snyder)** seeks to explain children's remarkable success at identifying the grammar of their target language. Generative linguists argue that certain principles of linguistic structure, and parameters of permitted variation, must be present in the child's brain at birth. Acquisitionists conduct experimental research to test the resulting predictions for child language development.

Across these areas, our faculty pursue a variety of theoretical, experimental, and computational approaches.

**d. the outreach, service, public engagement, and clinical activities of the unit.**

Our unit is quite active in service and outreach. Over the past 8 years this has meant a heavy commitment to service activities within the broader field of linguistics, and a sizable contribution to



service to the University, as well as involvement in community outreach. Individual faculty contributions to service and outreach are detailed in Section B7. At the departmental level, we highlight here senior editorial positions that are housed in the department and conferences that have been hosted at UConn. See also **Section G1.1** 'Participation of Linguistics in interdepartmental programs, for the faculty's numerous service roles in UConn's **Brain Imaging Research Center**, the **Cognitive Science Program**, the **Cognitive Science Shared ERP Resource Lab**, the **Connecticut Institute of Brain and Cognitive Sciences**, the **Logic Group**, the **Graduate Training Program in Neurobiology of Language**, and the **Language and Cognition Ph.D. Program** (in Psychological Sciences). Community outreach efforts are described in section F.

***Editorial positions housed in the department:***

- ***Journal of Comparative Germanic Linguistics, Editor-in-Chief:*** Wurmbbrand, 2004-Present.
- ***The Linguistic Review, Editor-in-Chief:*** van der Hulst, 1990-Present.
- ***Language Acquisition, Editor-in-Chief:*** Lillo-Martin, 2003-2012; ***Editor:*** Snyder, 2003-2012.
- ***Journal of Deaf Studies and Deaf Education, Associate Editor:*** Lillo-Martin, 2015-Present.
- ***Linguistics and Philosophy, Associate Editor:*** S. Kaufmann, 2013 - present.
- ***Semantics & Pragmatics, Associate Editor:*** M. Kaufmann, 2010-Present.
- ***Open Generative Syntax*** (Book Series, Language Science Press), ***Co-Editor:*** Wurmbbrand, 2015-Present.

UConn linguists also host and/or organize regional and international conferences, both one-time events and rotating annual events. A list is provided in section B7.

**2) Describe the process for reviewing the unit's strategic plan and assessing its achievements and goals.**

Our department's regular faculty meet roughly weekly during the semester, and routinely discuss matters relating to our goals and objectives. In addition, for more than a decade we have also had an annual faculty all-day 'retreat' in the late or early summer, at which agenda items include the long-term strategizing for the department.

To date, our main effort at the **assessment** of our achievements and goals has been our program's **first self-study**, completed in **2002**.

Our unit's **primary objectives** are to:

- Conduct ground-breaking **scientific research** into the human capacity for language; and
- Train **Ph.D. students** who will compete for top academic positions in linguistics.

An **additional** objective is to:

- Play a central role in the University's **Cognitive Science** community, especially for research on language. This includes active involvement in the Connecticut **Institute of Brain and Cognitive Sciences**, the **Brain Imaging Research Center**, the NSF-funded graduate training program in the **Neurobiology of Language**, and **Haskins Laboratories**.

Our objectives directly support the University's most recent vision statement, *Creating Our Future: UConn's Path to Excellence*, which identifies 'Brain, Mind, and Cognition' as one of the University's seven "highest-ranked areas of strategic investment" (p.23). Our objectives likewise support the *Academic Plan for the College of Liberal Arts and Sciences* (2014), where one of the "Six Areas of Emphasis for Future Growth" is language and cognition, "the basic science of human language" (p.10).

### 3) What peer units at other universities provide targets of aspiration for this unit?

We have identified the following Linguistics departments as peer/aspirant departments:

- Harvard University
- Massachusetts Institute of Technology (MIT)
- New York University (NYU)
- Rutgers University
- University of California, Santa Cruz (UCSC)
- University of California, Los Angeles (UCLA)
- University of Maryland (UMD)
- University of Massachusetts, Amherst (UMass)
- University of Pennsylvania (Penn)

In addition to general reputation, these were identified as the 9 departments with whom we share a similar overall profile and from whom we face the strongest competition in PhD recruitment. Over the period of this self study, 72% of prospective students who declined admissions offers accepted a competing offer from one of these 9 institutions, with more than half of those going to our three strongest competitors: MIT, UMD, and NYU. Appendix P (Tables P1-P6) provides a summary of information collected from these departments for the purposes of this self study, and referenced below (with the exception of Rutgers, which did not provide information in time to be included).<sup>1</sup>

Table P1 in the appendix provides a comparison of the number of faculty in each of these departments, broken down by rank and gender. With the exception of Harvard, all of these programs have more permanent faculty than we do, most substantially so. On average, our P&A departments other than Harvard have 16.8 regular faculty members, as compared to our 11.

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<sup>1</sup> We chose to use competition for PhD students as a measure of peer and aspirant standing, rather than external rankings, in part since rankings lump together programs with such diverse profiles that there is no reasonable basis for drawing conclusions from numerical comparisons, and in part since many recent rankings have been notoriously flawed. For example, the most recent NRC rankings for Linguistics omitted numerous journals, including the two most prestigious general theoretical journals, thus rendering faculty productivity counts woefully inaccurate.

## B. Scholarly Productivity and Creative Performance

- 1) Include a list of intellectual contributions in an Appendix, covering the period of the self-study. Also present a summary table of intellectual contributions by individual faculty (e.g., columns with faculty names, and rows of counts of papers, patents, grants, etc., as appropriate – this can be created using HuskyDM taking the important items from PAR for the self-study duration).

Table B1: Faculty Output Summary, 2007-2015

	Bobaljik	Boskovic	Calabrese	Gajewski	van der Hulst	Kaufmann, M.	Kaufmann, S.	Lillo-Martin	Snyder	Sprouse	Wurmbrand
<b>Mono-graphs</b>	1					1			1		
<b>Edited volumes</b>	2	1	2		5	1					1
<b>Journal articles</b>	7	9	6	8	6	3	9	17	7	15	8
<b>Book chapters</b>	6	22	6	3	23	4	5	12	6	7	7
<b>Conference proceedings</b>	1	11	8	6	1	11	15	13	8	3	8
<b>Talks – invited / keynotes</b>	11	30	3	3	11	1	4	17	8	7	10
<b>Talks – colloquia</b>	28	28	9	10	5	29	43	23	11	29	24
<b>Talks – contributed</b>	6	12	12	8	9	22	27	58	10	8	17
<b>Grants active<sup>c</sup></b>	23	6		4	10	10	1	24	7	4	
<b>Grants applied</b>	6	2		1	7	1	5	8	3	3	1

Notes to Table:

\* This table includes faculty output for current UConn faculty over the review period, including contributions prior to joining UConn.

<sup>c</sup> – This row reports grant-years, i.e., years of grant funding.

**2) Evaluate the level of scholarly activity in the unit. Address the quality and quantity of the unit's publications, keynote addresses and presentations at academic and/or professional forums, and performances, as appropriate.**

- Our faculty are extremely active and publish regularly in top tier venues. For example, of 33 journal articles reported in department annual reports 2007-2015, 30 were in journals in the top quartile in the SciMagO ranking, and of those, half were in journals ranked as with the top 10% of the 584 journals ranked.<sup>2</sup> Note that these rankings are incomplete: the top journals in various subfields are entirely missing from the ranking.<sup>3</sup> In addition, faculty publish in important specialized journals in specific areas.
- Two faculty publications have received prestigious awards from the Linguistic Society of America within the reporting period: Sprouse – Best paper in *Language* award (2012) Bobaljik –Leonard Bloomfield Book Award (2014).
- Book chapters and conference proceedings are included in our table as they are considered important publications in our discipline. Book chapters are often peer-reviewed just as journal articles are, and generally an invitation to submit a chapter is an indication of high scholarly reputation. Some conferences are extremely competitive and hence prestigious, with acceptance rates below 10% (GLOW, SALT, NELS) — rates that are more competitive than some of the top journals.
- UConn faculty are prominent speakers internationally, including numerous invited/keynote/plenary lectures. The large number of invitations speaks to the reputation of faculty members in their respective fields.

Since 2011, UConn has subscribed to *Academic Analytics* for comparative metrics across departments. We note that in the 2011 Academic Analytics ranking of faculty productivity, the UConn Linguistics program ranked #1 nationally. In subsequent analyses, we ranked well within our peer group: in 2012 we were tied with MIT and NYU, ranking below UMd, UMass, UPenn and above UCLA, UCSC, Rutgers, and Harvard. Nevertheless, we are deeply skeptical of the value of this metrics exercise, for reasons we have documented elsewhere, and will not include analysis of figures here.

**3) Evaluate the level of internal and external (including collaborative) funding for research, performance, or creative activity in the unit. Is the unit competing effectively for external support?**

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<sup>2</sup> SciMagO Journal rankings: <http://www.scimagojr.com/>. These rankings include journals in a wide range of language-related disciplines and omit several important and extremely prestigious journals within Linguistics, but to a rough approximation the relative rankings among journals in our areas are more or less consistent with their reputation in the field. The following journals count among the top 10% and are relevant to work performed at UConn: *Cognition*, *Linguistic Inquiry*, *Syntax*, *Brain and Language*, *Natural Language and Linguistic Theory*, *Cognitive Science*, *Language*, *Iberica*, *Linguistic Analysis*.

<sup>3</sup> For example, none of the top journals in formal semantics (*Linguistics and Philosophy*, *Journal of Semantics*, *Natural Language Semantics*, *Linguistics and Philosophy*) are included in this ranking.

- UConn Linguistics has been quite strong in attracting external and internal research support, especially considering that Linguistics is a field that generally has a moderate level of funding, with many subfields only having an overall low level. According to the 2013 Academic Analytics report, our average \$121,430 per faculty member (2009-2013) in external funding ranks us 5<sup>th</sup> of 71 departments nationwide, placing us in the 94<sup>th</sup> percentile.

Table B1 above presents grant-years by faculty. The following table presents a summary of Direct External Grant Expenditures (not including F&A/indirect costs) over the self-study period as provided by the Office of the Provost.<sup>4</sup>

Table B3: Direct expenditures

07-08	08-09	09-10	10-11	11-12	12-13	13-14
\$78,684	\$91,106	\$635,217	\$899,949	\$987,556	\$779,892	\$480,601

Note that these expenditures only represent grants administered by the UConn Office for Sponsored Programs, for which the PI is in Linguistics. In addition, department faculty hold grants outside of this framework, notably:

William Snyder is co-PI on a prestigious NSF Integrative Graduate Education and Research Traineeship (IGERT) grant: *Language Plasticity – Genes, Brain, Cognition & Computation* (awarded 2012, PI: J. Magnuson, Psychology). This large interdisciplinary project includes faculty and graduate students from four departments and is further described in section G., below. See also: [igert.cogsci.uconn.edu](http://igert.cogsci.uconn.edu). In terms of funding, this grant provides a significant amount of external and internal support for a number of graduate students.

Diane Lillo-Martin holds grants via Haskins Laboratories (not reported in Table B3), which support research activities in the UConn department. As a structural comment, we note that external grants do not provide indirect costs (F&A) to UConn; at the same time, the level of professional/staff support for the administration of grants via Haskins is far superior to the staff support available with UConn CLAS and the department. See section I.

While some faculty have received internal funding (see list in Appendix), opportunities have become scarcer and anecdotally, internal funding seems to be harder to obtain with the reorganization of the Faculty Large and Small (Internal) Grants programs in the office of the Vice President for Research.

**4) Describe any significant research interactions with external entities (public or private) developed by the unit. What have been the benefits of these interactions and the drawbacks, if any? How do they contribute to the unit's research goals?**

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<sup>4</sup> The data source for Direct External Grant Expenditures is the Annual Report of Research Expenditure by Department from Office of the Vice President for Research.

Current:

The Department of Linguistics is one of five universities (the University of Cambridge, England; the University of Hyderabad, India; Nanzan University, Japan; the University of Siena, Italy; Tsing Hua University, Taiwan; and UConn) participating in the Nanzan Consortium, funded by the Japanese government during the self-study period. The consortium funded research collaborations and professional development for graduate students, including workshops and multilateral exchanges. Although the funding period has ended, members of the consortium continue to participate in research visits: Prof. Mamoru Saito (Nanzan) teaches a short course at UConn every year and sits on student advisory committees; Prof. Ian Roberts (Cambridge) spent the fall semester 2015 at UConn and will teach here for the 2016-2017 year; Prof. Luigi Rizzi (Siena) gave our inaugural May post-semester lecture series in 2014.

UConn also has a formal relationship with Haskins Laboratories, in New Haven, CT, which provides intellectual and grant support for some areas (Lillo-Martin, Snyder).

In the works:

Under an agreement between Connecticut and the German state of Baden-Württemberg, we are developing a bilateral exchange agreement with Linguistics departments at the University of Tübingen, one of the leading centers for theoretical and experimental linguistics in Europe. A visit by representatives of the Tübingen department is anticipated in 2016.

UConn is a member of Universitas 21, an international consortium of universities. UConn's Vice Provost for Global Affairs has encouraged our participation in the development of a Language Sciences research initiative within the Universitas 21 framework, spearheaded by Prof. Colin Phillips, University of Maryland.

In addition, individual faculty have a number of established external international research collaborations, summarized in appendix, Table B4.

A primary benefit of the department-level research (Nanzan) consortium is that it provides institutional support for extended and/or repeated visits and workshops, allowing for an in-depth level of intellectual exchange that extends beyond what is generally available in the profession through conferences and other venues. For our graduate program, the ability to bring in prominent external faculty for longer lecture series (rather than one-time colloquia) supplements the intellectual offerings of our small department, providing our graduate students with additional perspectives, feedback from outside the department faculty, and important networking opportunities. Funding for these important opportunities is, however, not routine, and the department would benefit from more stable funding to support these endeavours.

### **5) To the extent data is available, briefly describe how the research, performance, or creative activity in your unit compares nationally with respect to these activities.**

Since 2012, UConn has subscribed to Academic Analytics, and the Provost's Office has provided us with metrics from this database, under various rubrics. We have chosen to omit presentation of this information in this self-study report, as we have serious concerns with both the accuracy and the

interpretation of the data presented in that database. We note that this is not a matter of our being disappointed by our standing, as reflected in that database: we ranked first nationally in the 2011 exercise, and well within our peer and aspirant group on all metrics in the subsequent years. Department Head Bobaljik has conveyed to the Provost’s Office (and to Academic Analytics directly) on multiple occasions significant omissions in the database – with a small department, a few key omissions skew the ranking substantially: 3 omitted articles corresponds to a difference of seven places (out of 71 ranked departments) in the most recent (2013) ranking of per faculty journal articles. In addition to omissions, the database is constructed in a manner that hinders meaningful comparison in many instances: the Linguistics heading includes departments of Cognitive Science, Applied Linguistics, and in one case Philosophy, which have substantially different publication and grant profiles. Even among Linguistics departments, counting “journal” articles fails to consider significant differences among subfields in both quantity and venue of publication, with some journals and some important publication types (book chapters, conference proceedings) entirely absent from the database. As an illustration, we report here numbers from the 2013 AA exercise for UConn and our peer/aspirant departments. We might tout, for example, the fact that we outperform all of our competitors in grant funding, (we outperform Harvard by a factor of 20!), but again, we feel that the figures are misleading. Note that figures for MIT represent totals for the combined Department of Linguistics and Philosophy, rendering meaningful comparison on the numbers close to pointless.

Table B5: Faculty Productivity Comparison, Academic Analytics

	UConn	UMaA	UMd	MIT	UCLA	UCSC	NYU	Penn	Harv
number of faculty <sup>a</sup>	11	17	14	28	18	15	19	11	8
articles per faculty	3.1	3.4	5.2	2.4	3.4	2.9	4.8	3.1	2.5
citations per faculty	14.6	16.1	32	11.6	9.2	9.5	20.4	7.1	6.1
grant \$000 per faculty	121	48	113	22	17	7	48	116	6
books per faculty	1.2	0.8	1.0	3.4	1.1	0.3	0.6	1.1	0.9

<sup>a</sup> The number of faculty reported in this table is from Academic Analytics and differs slightly from the self-reported numbers provided by the individual departments, as in Table P1 in the appendix. The MIT figure is especially misleading as it includes faculty in Philosophy (which is jointly administered with Linguistics).

**6) Indicate what the unit does to encourage and develop research, performance, or creative activity?**

Our department has numerous venues to encourage and develop research. We encourage co-teaching of graduate seminars, especially across sub-disciplines, in order to foster collaborations and intellectual exchanges. In addition to formal situations (graduate seminars, research assistantships, and advisee-advisor interactions), undertakings to encourage research include:

Reading and study groups: numerous reading groups meet regularly to discuss current research and foster collaborations among faculty and graduate students. Standing reading groups that meet over multiple semesters include: Acquisition Lab; Sign Language Research and Discussion Group; Morphology Reading Group; and the meetings organized by the UConn Logic Group [with Philosophy and Mathematics]. Additional reading groups have been organized on topics in phonology, meaning, syntax, the evolution of language, and an interdisciplinary study group on sequential graphic narratives [with Asian and American Studies], funded by the UConn Humanities Institute.

Speaker series: the department supports three speaker series for discussion of current research. Our colloquium series brings 8 or 9 prominent external speakers to campus every year from around the world. Since 2014, we have hosted a prominent linguist in May of each year (2014: Luigi Rizzi, U Geneva/U Siena; 2015: Barbara Partee, U Mass (Amherst); 2016: Alec Marantz, NYU) to present a week of in-depth lectures and to meet with department faculty and students. We also have a weekly LingLunch which provides a venue primarily for department members and visitors to present current research in a less formal setting. Some of the reading groups also host external speakers.

One point where improvement is needed is in the funding available for the **support of graduate student research**. During the self-study period, the university ended its program to provide meager (maximum \$500) research support for graduate students. There is no longer any source for graduate student research costs (research travel, field work, subject fees, equipment) other than faculty grants and startup. It is typical in Linguistics for successful graduate students to pursue research independent of the projects of their advisor, and these thus often fall outside the scope of their advisors' funding. For conference travel, the Graduate School nominally provides one-time support of up to \$1000 for doctoral students to attend one conference over the course of their PhD (however, like faculty travel support, these funds are often exhausted early in a given cycle—funds for 2015-2016 travel were exhausted in late fall). Since conference participation is vital for graduate students, the department has offered support from our budget: over the last few years, we have substantially increased student travel support to \$500 / year for five years (\$2500) per student, but even the combined internal and external amount falls well short of student needs, given that many of our students present at multiple conferences annually.

### 7) Describe and evaluate the unit's participation, leadership, and influence in the academic profession through such avenues as professional associations, review panels, advisory groups, and service to the University (at all levels).

Our faculty are heavily involved in service and editorial positions. Seven of our 11 faculty members serve or served as editor-in-chief (**Lillo-Martin, Van der Hulst, Wurmbrand**) or editor/associate editor (**Gajewski, M. Kaufmann, S. Kaufmann, Lillo-Martin, Snyder**) of important journals during the reporting period (see section A1d, above). Most of our faculty hold positions on multiple editorial boards. As one further indicator of the reputation of our faculty members: five of our 11 faculty members (**Bobaljik, Bošković, Calabrese, Gajewski and Wurmbrand**) sit on the associate editorial board of *Linguistic Inquiry* (one of the two most prestigious general theoretical journals) making UConn the second-most prominently represented department on that board (after MIT, where the journal is housed).

Many of our faculty are highly involved in service to the profession in a wide variety of capacities, including through committee service in professional organizations and grant review panels. Two of our current faculty (**Bobaljik, Lillo-Martin**) have been elected as fellows of the Linguistic Society of America, and **Lillo-Martin** was named a Board of Trustees Distinguished Professor in 2009 in recognition of contributions to service as well as scholarship and teaching. **Bobaljik, Lillo-Martin, and Snyder** have served on review panels for the National Science Foundation, and our faculty take an active role in the peer-review process at numerous levels (publications, conferences, grants, program reviews, PTR reviews, and external dissertation reviews).



UConn linguists, both faculty and graduate students, play an active role in conference and workshop organization in the field, convening events at UConn and off-campus. Conferences and workshops convened by UConn faculty members during the reporting period include:

### ***Running Conferences and Workshops:***

- **'Going Heim. Linguistic Meaning between Structure and Use'**. Workshop co-organized (at UConn) by Gajewski, S. Kaufmann, M. Kaufmann, and the UConn Logic Group, 2015.
- **Special Session on Presupposition**, co-organized (at SALT 26, UT-Austin) by S. Kaufmann, 2015.
- **Sign Fest**, Organizing Committee, co-chaired by Lillo-Martin, 2014-15.
- **Models in Formal Semantics and Pragmatics**, workshop co-organized (at ESSLI 26, U.Tübingen) by M. Kaufmann and S. Kaufmann, 2014.
- **Stress/Accent Conference**, Leiden, co-organized by Van der Hulst, 2014.
- **NELS 44 (North East Linguistics Society)**, international conference hosted by UConn Linguistics, 2013.
- **Modality as a Window on Cognition**, workshop co-organized (at CIL in Geneva) by M. Kaufmann and S. Kaufmann, 2013.
- **Input and Syntactic Acquisition**, Annual Meeting of the Linguistic Society of America, NSF-funded workshop hosted by Sprouse, 2012.
- Conference in word stress and accent. Delaware, co-organized by Van der Hulst, 2012.
- **'Alternatives and Modality'** and **'Relating particles to evidence and inference'**, workshops co-organized (at U.Göttingen) by M. Kaufmann, 2012.
- **27th Comparative Germanic Syntax Workshop**, co-organized (at Yale) by Bobaljik, Wurmbbrand, and others, 2012.
- **Context, Content, and Conversation**, workshop co-organized (at U.Göttingen) by M. Kaufmann, 2011.
- **On the grammatical realization of attitude contents** (Zur grammatischen Realisierung von Einstellungsinhalten), Annual Meeting of DGfS, workshop co-organized by M. Kaufmann, 2011.
- **Speaking of Possibility and Time, I and II**, workshops co-organized (at Göttingen University) by M. Kaufmann and S. Kaufmann, 2010, 2011.
- **A Matter of Attitudes**, workshop co-organized (at Göttingen University) by M. Kaufmann, 2010.
- **Conference on Typological and theoretical issues in Stress**, organized by Van der Hulst, 2010.
- **Verb Agreement in Spoken and Signed Languages**, Annual Meeting of the Linguistic Society of America, symposium co-organized by Lillo-Martin, 2009.
- **'Speech Acts'** and **'Frequently Asked Concealed Questions'**, workshops co-organized (at U.Göttingen) by M. Kaufmann, 2009.
- **Generative Approaches to Language Acquisition - North America (GALANA 3)**, international conference hosted at UConn by Snyder, Lillo-Martin, and UConn Linguistics, 2008.
- **Formal Approaches to the Relation of Tense, Aspect and Modality**, workshop co-organized (at CIL in Seoul) by S. Kaufmann, 2008.
- **Markedness and Underspecification in the Morphology and Semantics of Agreement**, workshop co-organized (at Harvard) by Bobaljik, 2008.
- **SignTyp Workshop** and **First SignTyp Conference**, organized by Van der Hulst 2007, 2008.

UConn Linguistics also hosts and/or participates in a number of annual events, including:

- **UConn Language Fest:** An annual interdisciplinary gathering of Language scientists at UConn
- **UConn, UMass, Smith-College Language Acquisition Workshop,** held twice per year rotating among venues, but normally once per year at UConn by Lillo-Martin and Snyder, 1997-Present.
- **ECO-5 Graduate Student Workshop (UMD, UConn, UMass, Harvard, MIT)**

A selection of CLAS and University service of our faculty is provided here. Among the commitments to university service, we note some particularly significant contributions, including:

- **Chair, CLAS Committee on Courses and Curricula:** Gajewski, 2013-Present.
- **Director, Cognitive Science Program:** Lillo-Martin, 2011-2015.
- **Director of Undergraduate Studies, Cognitive Sciences:** Gajewski, 2012-2014; Snyder, 2014-present.

### ***Other Service to College of Liberal Arts and Sciences (CLAS) and University:***

- **Academic Plan Pre-proposal Review Committee,** Member: Lillo-Martin, 2014-2015.
- **Board of Trustees Distinguished Professor Selection Committee,** Member: Lillo-Martin, 2012-2015.
- **CLAS Academic Advisory Board,** Elected Member: Lillo-Martin, 2013, 2014.
- **CLAS Dean's PTR (Promotion/Tenure Review) Advisory Council,** Member: Bobaljik, 2011-2012.
- **CLAS Grade Appeals Panels (ad hoc),** Member: Wurmbrand, 2007; Bobaljik, 2008.
- **CLAS Working Group on Journal Support,** Member: Snyder, 2010
- **Committee on Student Evaluations of Teaching,** Co-chair: Lillo-Martin, 2007-2008.
- **Dean's Academic Advisory Committee,** Member: Lillo-Martin, 2007-2009.
- **Dean's Committee on Committees,** Elected Member: Wurmbrand, 2011-2014.
- **Dean's Information Technology Advisory Committee,** Member: Wurmbrand, 2007-2008.
- **Dean's Task Force on Revenue Generating Master's Degrees,** Member: Snyder, 2008.
- **Faculty Standards Committee,** Member: Lillo-Martin, 2010-2012. Lillo-Martin, 2013-2015.
- **Fusco Lecture Series Steering Committee,** Member: Lillo-Martin, 2012-2013.
- **General Education Oversight Committee (GEOC), Content Area 2 (social sciences),** Member: Wurmbrand, 2006-2012.
- **Graduate Faculty Council,** Member: Bobaljik, 2007-2009; Calabrese, 2010-2013.
- **Interpreter Coordinator Search Committee,** Member: Lillo-Martin, 2015.
- **Large Grant Social Sciences Review Panel,** Member: Bošković, 2008.
- **Liaison to the Directors of the Regional Campuses:** Snyder, 2007-2012.
- **Odyssey Day,** Presenter: Lillo-Martin, 2008.
- **Psychology Department Head Search Committee,** Outside Member: Lillo-Martin, 2011.
- **Research Compliance Advisory Committee,** Member: Snyder, 2014.
- **Senate Scholastic Standards Committee,** Chair: Lillo-Martin, Fall 2008.
- **Senate Diversity Committee,** Member: Lillo-Martin, 2013-2016.
- **Speech, Language, and Hearing Sciences - Head Search:** Bobaljik, 2013.
- **Teaching, Learning & Assessment Oversight Committee,** Member: Lillo-Martin, 2007-2009.

- **University Senate**, Elected Member: Lillo-Martin, 2007-2009; Lillo-Martin, 2010-2012; Lillo-Martin, 2013-2016.

See also **Section G1.1** 'Participation of Linguistics in interdepartmental programs, for the faculty's numerous service roles in UConn's **Brain Imaging Research Center**, the **Cognitive Science Program**, the **Cognitive Science Shared ERP Resource Lab**, the **Connecticut Institute of Brain and Cognitive Sciences**, the **Logic Group**, the **Graduate Training Program in Neurobiology of Language**, and the **Language and Cognition Ph.D. Program** (in Psychological Sciences).

### 8) Describe the unit's potential for responding to changing directions and new external opportunities. What indicators show the level of morale, commitment, and sense of continuing self-improvement of the unit?

The department continues to aim to take a leadership role in the evolution of the field and to respond to opportunities as they arise. In 2012, we responded to UConn's Cluster Hiring initiative with a proposal for five new faculty lines that would allow the department to expand the diversity of its offerings beyond our historical core, to make us more competitive with our peer and aspirant departments. We were awarded two lines and hired Associate Professors Stefan Kaufmann and Jon Sprouse, thereby adding new dimensions to our semantics and syntax offerings, adding computational linguistics and experimental syntax to our profile, and strengthening interdisciplinary ties with Philosophy and with the Cognitive Science / Language Sciences community.

Faculty members have been active and successful in pursuing opportunities to further research and teaching in Linguistics within the broader Cognitive Sciences. Our leadership in the Cognitive Science program at UConn, the IGERT grant, and our role in the developing Institute for Brain and Cognitive Science and related projects (including NIH T32 training grant applications) are documented elsewhere in this report, and attest to the ongoing commitment of our faculty to continuing to advance our field.

See also discussion of the development of exchanges and international research initiatives under point B4, above.

## C. Undergraduate Programs

### 1) Show summary table of enrollments and credit hours by major, campus, etc. over the course of the self-study, as appropriate.

UConn offers two joint majors, Linguistics/Psychology and Linguistics/Philosophy. There is no Linguistics major as such. Both majors comprise 4 linguistics courses (with 2 obligatory choices and two electives) 4 psychology or philosophy courses (idem) and 4 related courses, totaling 36 credits.

The major focus of UConn Linguistics' contribution to undergraduate education is via 4 general education courses, 3 in large lecture+discussion format, and one via multiple sections (currently 5 sections per semester @ 25 students). UConn faculty teach more undergraduate student credit hours than any of our P&A departments (almost all of whom have substantially more faculty) with the exception of UCLA. Our undergraduate enrollments have more than doubled since the previous self-study, largely through growth in LING 1010 enrollments (a GenEd course reaching almost 1500 students

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per year) and expansion in our “Q” designated (quantitative reasoning) courses. We provide slightly above the average per faculty FTEs in undergraduate offerings within CLAS.<sup>5</sup>

Over the course of the self-study period, we have increased Intersession (Winter, May, Summer) offerings. Of note among these are very successful online versions of LING 1010, introduced in summer 2013, which fill immediately to capacity (25), and which we now offer three times per year.

Some courses are also offered by adjunct faculty at regional campuses: Hartford (4 courses per year), Stamford (2 courses per year), Waterbury (occasional offerings).<sup>6</sup>

Tables C1.a and C1.b in the appendix provide additional information. Table C1.a reports on undergraduate enrollment and majors, and Table C1.b (UG Course enrollment 2007-2015) shows actual enrollments for all undergraduate offerings at the Storrs campus for the self-study period.

Table C1.c, here, provides a comparison of our undergraduate enrollment with those of our peer and aspirant departments (5 year averages).

	UConn	UMaA	UMd	MIT	UCLA	UCSC	NYU	Penn	Harv
# of majors	31	150	97	10	470	220	90	30	34
yearly undergraduate student enrollment	2192	1580	682	250	3600	1600	500	1033	
Full time faculty	11	19	18	16	18	13	16	18	7.5
UG students per faculty	199	83	38	16	200	123	31	57	

### 2) What proportion of these courses are taught by full-time faculty, part-time faculty, and graduate students?

More than half of our undergraduate courses (including most of the large lecture courses) at Storrs are taught by regular faculty (exact proportions vary due to changes in offerings, sabbaticals, etc.). Other courses are taught by adjunct or visiting faculty or graduate students (on Ling 2010Q – see 3a. below). Non-Storrs courses are normally offered by adjunct faculty.

### 3) How is the quality of general education instruction assessed?

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<sup>5</sup> Information provided by CLAS in annual staffing meeting, January 2015.

<sup>6</sup> Stamford and Waterbury courses are often taught by Storrs-based adjuncts or GAs. The university has recently mandated a change in scheduling (ending the practice of teaching these in once/week 3-hour blocks), with the result that courses at these regional campuses will likely no longer be offered.

Quality is assessed through student evaluations. Student feedback is taken seriously and, where pointing to a structural problem, leads to appropriate changes in the course.

**a. Where graduate assistants have a primary instructional role, how are they supervised?**

The practice for lecture courses with sections (taught by TA's) is that the professor who teaches the lectures meets weekly with the TAs to discuss what material will be covered in the sections. Ling 2010Q is taught in multiple sections per semester (currently 4 regular sections, capped at 25 each, though this does not meet demand, plus an independent honors section). A regular faculty member teaches one section and coordinates the remaining sections, which are taught by graduate students, providing oversight for the course, and mentoring for the graduate student instructors. When graduate students offer courses outside of the above frameworks, they present the syllabus in advance to a professor who also teaches or has taught the course. The professor provides guidance and support before and during the course. Since 2012, one faculty member takes on the role of Graduate Teaching Coordinator, and provides mentoring and supervision, including a mid-semester in-class observation, for GA instructors who are not otherwise under the supervision of a faculty member.

**4) With respect to the undergraduate major(s) curriculum and courses:**

**a. How does the undergraduate major reflect the goals of the academic program?**

The majors reflect the goals of the academic program, providing access both to the foundations and the latest results in the field of linguistics and as interdisciplinary endeavor, and a firm grasp of the scientific method as an aspect of rational inquiry.

**b. What evidence is available to compare the curriculum with that of similar programs nationally?**

Compared to other programs, what stands out is that UConn does not have a separate linguistic major. The number and subjects of undergraduate courses that are offered in programs depends to some extent on the size and expertise of the faculty. However, in all such programs, including the two majors of UConn, programs include a core of courses that introduce the major components of grammar. A special feature of UConn, given that the department hosts a program on ASL, are two undergraduate courses that specifically deal with Deaf communities.

In 2012, we compared our offerings to the undergraduate majors of 5 of our peer/aspirant departments in exploring what additional resources we would need to be able to offer a competitive Linguistics major. Although we serve significantly more students than almost any of our peers in terms of credit hours taught, we offer substantially fewer courses at the undergraduate level. In addition, linguistic majors elsewhere typically have two-semester sequences in topic areas (syntax, phonology, semantics) to provide students in the major with instruction beyond the introductory level – providing a basis for advanced work in graduate school or related fields. We do not have the resources (faculty, support staff) to offer a second semester in any of the core areas of Linguistics (except syntax). The level of our first year PhD courses is high, which means it is not feasible except for the most advanced undergraduate students to use the first year PhD level courses as the second semester of a course sequence.

**c. Does an accrediting body prescribe any portion of the curriculum? If so, how?**

N/A

**d. How are courses in the undergraduate major(s) coordinated?**

The faculty as a committee of the whole determines the complete undergraduate curriculum. The undergraduate director compares syllabi of different courses to avoid overlap and guarantee overall coverage, while allowing for individual freedom for instructors to focus on certain areas more than on others (where such choices are possible given the broad range of a certain field).

In 2010 the UG director wrote a document that compares all undergraduate courses in terms of their content. At that time some adjustments were made in the course descriptions as listed in the undergraduate catalogue.

**e. How do the courses in the major contribute to its student learning outcomes?**

The courses that are offered form a coherent whole, with different courses for the various aspects of linguistics. The learning outcome reflects the course offerings which guarantee a basic introduction to the core areas of linguistics, providing access to additional specialized fields, depending on the expertise of available faculty.

**f. What specific efforts are made to incorporate new knowledge and perspectives into the curriculum?**

All courses are continuously updated.

**What efforts are made to involve students actively in their learning through internships, research projects, seminars, independent study, studio courses, etc.?**

Internships are not typical in our field. Students have been offered independent studies which offer ways to satisfy specific needs or specializations that cannot be dealt with through regular courses. Where possible students are put in direct contact with research activities. Some professors have had undergraduates working with them on research projects in their labs. For example, Profs. Snyder and Lillo-Martin have had students - sometimes as recipients of a SURF award - doing research projects on children's acquisition of English or Spanish (Snyder) or ASL (Lillo-Martin). In one recent case, the student's work led to a co-authored publication in a leading journal (Hanink & Snyder 2014, in *Language Acquisition*).

**Describe any innovations added to instructional programs since the last review.**

There are now separate courses in syntax and semantics. A course on computational linguistics has been added, as well as an intermediate level course in syntax. Also two courses have been added that deal with specific issues of Deaf culture and communities.

**5) Concerning the undergraduate major cohort:**

- a. Explain any significant changes in the undergraduate major enrollment and in degrees granted since the last review.**

Significant changes: There has been a significant increase in interest in the linguistic GenEd courses which are very popular. An increase in certain higher level courses has resulted from the start of a cognitive science major within which the study of language plays a pivotal role.

**What are the implications of the average lengths of time required for degree completion?**

There are no implications. The department has kept up with the increasing demand for courses, especially LING 2010Q by adding extra sections.

**What are the retention rates for the undergraduate majors?**

Since May 2007 graduation, there are a total of 69 who have graduated in Ling/Psyc and Ling/Phil. This is the total of 57 as their first major and 12 who graduated with either as a second major. In addition 16 students enrolled in one of our two majors have left UConn before graduating. An additional 60 students switched from a linguistic major into another major.

**What efforts are underway to improve performance in these areas?**

All major students are carefully monitored in terms of their progress. No students can enroll for courses before having met with his/her advisor to discuss progress and planning.

- b. What indicators does the unit utilize to monitor the success of its graduates?**

Uconn does not have a system in place to record where undergraduate students end up. The department has kept an informal record that is based on Linked-In, as well as personal contacts with alumni. See Appendix Table C5: Job Placement undergraduate alumni.

- c. How does the quality of these graduates compare with student quality in this field nationwide?**

We do not have sufficient data to offer a comparison, but our impression is that students do well to judge by graduate school acceptances and career paths. See Appendix Table C5: Job Placement undergraduate alumni.

- d. Describe any honors or awards received by the unit's graduates.**

We do not track this information. Cynthia Luo (Ling/Psych), was recently named a University Scholar (which is rare - there are maybe a dozen of these in any given graduating class). She was also selected and served as the undergraduate speaker at the CLAS Commencement Ceremony. Current status: J.D. Candidate at Columbia Law School, Class of 2017. Other Ling/X majors have been named New England Scholars, received Honors Medals and the like.

- e. Comment on the quality of the unit's efforts to attract, support, and graduate traditionally underrepresented groups.**

The department fully complies with general UConn policies, but does not in addition perform extra activities to achieve these goals.

- f. How does the proportion of degrees granted to underrepresented gender and minorities compare to the university as a whole and to the field nationwide?**

No information available

- g. What specific plans and programs does the unit have in place for increasing the proportion of graduates from traditionally underrepresented groups? Include measures taken to provide special advice and support for such students while enrolled.**

N/A

- h. What is the unit doing to serve nontraditional and part-time undergraduate students?**

The faculty is highly accessible to students, providing, where necessary, ad hoc services to help students who study on certain individual restrictions.

- i. Describe the process and structure of the undergraduate advising in the unit.**

Each student is assigned at least one advisor (or one for each 'part' of the major). Each student is compelled to meet with an advisor at least once per semester (specifically before registration time for the next semester). Additionally, students meet with their advisors as often as is deemed necessary. At the beginning and/or end of the semester a general meeting is called for all undergraduate majors to discuss and compare experiences and to foster a group identity.

- j. What is the quality of advising for undergraduate majors?**

The quality is good. They can generally reach their advisors or other professors at short notice to discuss progress and/or problems.

- k. How has the advising process been evaluated?**

N/A

## **6) Where are program graduates placed, or what do they do after graduation?**

Students pursue a very diverse number of areas (see appendix table C5). Among those, a minority continue their studies in a graduate program in linguistics or cognitive science. Students who have adopted a linguistic major as their second major, sometimes pursue either the above or the field of their other major (which can be psychology, speech and hearing sciences, for example)

- a. How do graduates of the program view their experience, and how are their views solicited?**



There is no system in place, nor does the department keep track of graduates. Based on the fact that faculty members act as advisors until the very last moment, we know that students like the programs because there is a constant process of feedback. Faculty members are frequently asked to write recommendation letters for students who apply for graduate programs.

### b. What program modifications do these views suggest?

A system for tracking students after graduation should be in place, but it would be useful if this were coordinated with such efforts already in place at the college level or via the Alumni Association.

### Undergraduate Program: Final thoughts

The department's primary contribution to undergraduate education is via general education and other service courses, through which we teach some 3000 credit hours per semester, more than almost any of our P&A departments, and significantly so on a per faculty basis). Demand for these courses (notably LING 1010, which fills to capacity at 700 students per semester; and LING 2010Q which fills at 100 non-honors seats per semester) consistently exceeds supply.

The department has periodically explored replacing the two joint majors (Ling/Psych, Ling/Phil) with a Linguistics major, most recently in a study in 2012 looking at select peer and aspirant undergraduate majors (see 4.b. above). The conclusion of that study was that to guarantee a stable and sufficiently diverse course menu,<sup>7</sup> without diverting resources from the PhD program, the COGS program (in which our faculty participate actively) or our GenEd and service contributions, the department would need **three additional faculty lines** as well as additional administrative support.

Demand is high (the number of BAs awarded in Linguistics in the US more than tripled from 716 in 2000 to 2,200 in 2012).<sup>8</sup> We would be much better able to serve this interested population with a dedicated major. With additional faculty and other support resources, we would be able to:

- provide more coherent oversight of the major, which is currently divided between linguistics and another department (Phil, Psych), an arrangement which (anecdotally) leaves many students between departments;
- provide more distinctness for the major (there is overlap between the Ling-Psych and CogSci majors; having a LING major rather than a joint major would make double-majors with Phil or Psych simpler to administer (avoiding problems, for example, for students wanting to double major in Psych and LING/Psych).

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<sup>7</sup> Some of our undergraduate courses are narrowly specialized and/or dependent on particular faculty members (Computational Linguistics, Sociolinguistics if the Deaf Community, Cultural and Linguistic Variation in the Deaf Community). Additional courses (and thus additional faculty) are needed in order to guarantee year-to-year coverage of a sufficient number of courses for a major.

<sup>8</sup> Linguistic Society of America, Annual Report 2013, *The state of Linguistics in higher education*, p.10.  
[http://www.linguisticsociety.org/sites/default/files/Annual\\_Report\\_2013.pdf](http://www.linguisticsociety.org/sites/default/files/Annual_Report_2013.pdf)

- provide a departmental ‘home’ for undergraduate majors through a sense of shared community and more common course offerings

## **D. Graduate Programs**

Address each of the following topics for both the master's and doctoral levels, as appropriate for the graduate degrees offered.

### **1) Show summary table of enrollments by specialization, campus, etc., as appropriate.**

**Table D.1.a: Enrollment in Linguistics PhD**

Year	Enrollment <sup>1</sup>	
	Total	New <sup>2</sup>
2015	32	5
2014	35	7
2013	36	6
2012	36	5
2011	37	5
2010	38	5
2009	38	6 <sup>3</sup>
2008	34	5
2007	31	5
2006	34	6 <sup>3</sup>
2005	31	5
2004	32	4
2003	31	8 <sup>3</sup>

<sup>1</sup>Enrollment count at fall census snapshot.

<sup>2</sup>New students at time of census snapshot includes those who began in spring, summer, or fall of the census snapshot.

<sup>3</sup>Includes 1 each (2006, 2009) and 2 (2003) accepted without funding. Since 2010, all offers of admission include full funding.

Table D.1.b

Current PhD students, by area of (primary) specialization:<sup>9</sup>

Acquisition	4
Morphology	2
Phonology	3
Semantics	1
Syntax	23
<b>Total</b>	<b>33</b>

Table D.1.c in the appendix reports the number of students by major advisor over the reporting period (2008-2015).

**2) Overview of the graduate program(s):**

- a. Describe, in general terms, the graduate program(s) offered by the unit. How do the graduate programs reflect the basic goals of the academic program?**

The department of Linguistics offers a Ph.D. in linguistics with a focus on theoretical and experimental research.<sup>10</sup> As of fall 2015, the doctoral program requires 40 credits of course work, two general examination papers in different subfields, and a doctoral dissertation. The coursework requirements are as follows:

Students must complete all of the courses in group A, at least two course in group B, and an additional 22 credits determined in consultation with their advisory committee:

- a. [12 cr] All of:
  - 5110 The Acquisition of Syntax
  - 5310 Phonology I
  - 5410 Semantics I
  - 5510 Syntax I
- b. [6 cr] At least two of:
  - 5120 Readings and Research in Acquisition
  - 5320 Phonology II
  - 5420 Semantics II
  - 5520 Syntax II
  - 6210 Morphology I

Students are expected to take at least 3 courses per semester in the first year, including at least 3 of the 5X10 courses (in a. above) in the fall, and to complete the two-semester sequence in at least two areas.

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<sup>9</sup> The imbalance between syntax and other areas is a matter of concern in the department (see below). We note, though, that sub-discipline boundaries are fluid and to some degree arbitrary; thus there is in actual practice more diversity within syntax than this table indicates.

<sup>10</sup> The department does not admit students into an MA program, but may award an MA to students enrolled in the PhD program on completion of the General Examination, or to students who do not complete the PhD program but have completed sufficient work to receive an MA.

The combination of Syntax 1 or Phonology 1 and Morphology 1 may constitute a two-semester sequence, but no course may count towards two separate sequences for an individual student. All core course requirements should be completed by the end of the second year.

The two general examination papers are normally in distinct sub-fields of linguistics, in order to achieve a measure of breadth and some original research experience in an area outside of the student's primary research area. Due dates for the generals papers are in the fall and spring of the third year. In practice, students frequently do not meet these due dates. By department policy, students whose general examination papers are significantly late lose their guarantee of financial support from the department until such time as they complete the paper.<sup>11</sup> In practice, as long as there is a need to staff graduate assistantships, students who are beyond deadlines may continue to receive assistantships. While our time-to-completion rates are comparable to our peer departments' and well within the norms for the field, **our program is unique among our peer/aspirants in requiring students to take on paid graduate assistantships from the first semester of study, a factor which we believe contributes to delays in meeting academic milestones in the program.**

- b. What evidence is available concerning the quality of the unit's graduate program(s)? How is this information used to strengthen the graduate program(s)? Describe, in particular, extramural awards and grants for the purpose of graduate education, either to individual students or to the program.**

Linguistics graduate students are successful in presenting and publishing papers, including papers in selective international conferences and peer-reviewed proceedings and journals, see Table D2. On average, two students per year bring some external funding to their graduate education, including Fulbright, "La Caixa" and SSHRC doctoral fellowships. In addition, on average, one student per year receives an internal OSP or OMSP award, as indicated in the Table. Multiple students have been awarded fellowships to attend the bi-annual Linguistics Society of America summer institutes, and in 2013 one student was awarded the LSA Bloch Fellowship, the most prestigious student award from the society, which includes a 2-year appointment on the national association's executive committee, representing all linguistics graduate students in the U.S. Finally, the Linguistics Department is involved in the Language Plasticity IGERT and two students are currently fully funded as a part of that project.

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<sup>11</sup> Specific deadlines are established in the Department's Graduate Handbook, roughly 6 (1<sup>st</sup> paper) and 9 (2<sup>nd</sup> paper) months after the due dates.

Table D2 Graduate Student Productivity 2008-2015

Element	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Publications and Papers Accepted for Publication</b>	18	23	28	15	21	23	33	27
<b>Conference Presentations and Papers accepted for Presentations</b>	33	43	51	50	34	50	52	60
<b>Invited Talks</b>	2	7	3	3	9	7	11	11
<b>Awards and Grants - (OSP, OMSP, NextGenCT, IGERT)</b>	2	2	2	2	1	2	3	7
<b>External Fellowships/Grants</b>	1	3	3	1	2	2	3	1

An additional indication of the quality of the program is the placement of students in academic jobs. The department has been successful in placing graduates in academic positions. Among the students that graduated with a PhD from 2007 to 2012, 60% are now in tenure-track or equivalent positions. These included signature placements in tenure-track positions at both Research I universities (Cornell) and top Liberal Arts Colleges (Villanova), joining UConn alumni in a wide range of top universities nationally (Harvard, U Maryland, U Michigan) and internationally (Argentina, Australia, Brazil, Canada, France, Germany, Japan, Korea, Peru, Slovenia, Spain, Taiwan, Turkey, UK). An additional 15% are in lecturer/adjunct positions and 5% are post-docs. These placement rates are comparable to those of the majority of our P&A programs.

**c. What changes in the program(s) have occurred since the last review? What changes (especially innovations) are now underway?**

The curriculum of the department has changed significantly since 2007 in order to offer students a broader, more flexible course of study, as well as additional time for research.<sup>12</sup> The main change has come in the course requirements for the PhD. In 2007, students were required to complete 51 credits of coursework. Now they are required to complete 40, freeing them up for independent research activities. In 2007, all students were required to complete 8 core courses in the areas of Language Acquisition, Phonology, Semantics and Syntax. Now students are required to take 6 core courses in those four areas or in Morphology. Furthermore we have added advanced courses in experimental and computational linguistics, and field methods.

<sup>12</sup> 2007 is identified here as the starting period for this review. Curriculum change was already underway, including a significant change in 2006 that allowed acquisition to be pursued from the first semester of study. Prior to 2006, the first semester consisted of Phonology, Semantics, and a 5-credit Syntax course.

The department is also now a participant in the Language Plasticity IGERT. This has created many new educational opportunities for our students, including new courses, tutorials, and colloquia. Currently, eight linguistics students formally participate in the IGERT.<sup>13</sup> Two new interdisciplinary certificate programs are now offered to our graduate students: Cognitive Science, and Neurobiology of Language. As the Institute for Brain and Cognitive Science at UConn takes shape, with Linguistics as a central participant, we hope to provide expanded offerings in these areas.

The department's senior syntactician (Lasnik) left at the end of the last review (2002), and was replaced by Bobaljik and Wurmbrand. A senior faculty member in semantics left in 2011 and was replaced in 2012 by another semanticist, Assistant Professor Magdalena Kaufmann. In 2013, the department expanded with two additional faculty members, Associate Professors Stefan Kaufmann and Jon Sprouse. Kaufmann brings additional semantics expertise as well as knowledge of computational linguistics, a new area for our department. Sprouse is an expert in syntactic theory and experimental methods. Both have created successful new graduate courses in their areas of expertise. We see these hires as part of a larger plan to expand and to compete for top graduate students with departments that have larger faculty and more areas of specialization. See section I below.

### 3) With respect to the graduate curriculum and courses:

- a. **What evidence is there of sufficient offerings and balance among the unit's various specialties? Is there sufficient breadth of course offerings and sufficient depth for specialization? How are the courses in the graduate program coordinated? What plans are underway to modify the graduate curriculum in light of available information?**

Largely due to the faculty expansion in 2013, we have been able to significantly increase course offerings at the graduate level. Courses in the following new areas have been added:

- Field Methods\*
- Experimental Syntax\*
- Neurolinguistics\*
- Computational Linguistics (taught jointly as graduate/undergraduate)
- Pragmatics (planned)\*
- IGERT Foundations 2: Language Structure and Psycholinguistics<sup>14</sup>
- Modality Issues in Language and Development (PSYC, cross-listed)

Courses marked \* are offered in alternating years. In addition, we have increased Morphology offerings, such that it will now be offered every year, rather than in alternating years, allowing for further depth in this area. We have also added a Syntax course at a transitional level, aimed at undergraduates wanting advanced study and graduate students in other departments who lack sufficient preparation for our

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<sup>13</sup> Due to NSF regulations, only US citizens receive full funding from IGERT. An unfortunate result that we lack the resources to successfully offset is that foreign students participating as IGERT associates must take the additional coursework required of IGERT and must work a full TA or RA-ship, while receiving overall less funding than their US counterparts in the same program.

<sup>14</sup> This is now taught under a Cognitive Science course number, but by Linguistics faculty.

graduate Syntax 1. As noted above, in addition to increasing the range of our offerings, we have increased flexibility for students allowing for more variety in specialization.

Table D3 in the appendix gives a breakdown by course of enrollments in graduate courses over the study period.

We note, though, that our recruitment efforts lag somewhat behind our faculty expansions, and we have not yet established critical mass in the graduate cohort in many of these areas. Our program has historically had a skew towards syntax, and this remains true in our current student body (see table D1.b. above, D.1.c appendix). This skew reflects our applicant pool, and also the area within the pool in which we have the most success in recruitment. Candidates who have declined our offers of admission have cited critical mass in areas outside of syntax, and the limited range of offerings in these areas compared to our peers with larger faculties, as factors in their decisions. Our proposal for completing the Cluster Hire process will be an important step in addressing this.

### b. What evidence is there of whether the courses meet student needs?

The success of our students in finding employment is an indication that students' needs are being met. See Table D5 in the appendix.

### c. In what ways besides individual thesis or dissertation research are students involved actively in their learning; for example, through internships, practica, and/or graduate assistantships?

Through graduate assistantships, students have valuable opportunities to teach linguistics to undergraduates as TAs or to gain research experience with faculty as RAs. Graduate students work under the close supervision of faculty members on independent research projects (notably the general examination papers in the 2nd and 3rd years) which are expected to be presentable at major conferences. A breadth requirement on the two papers is intended to ensure that students gain valuable research experience in an area outside their dissertation research. In addition, the graduate students organize the department's colloquia which bring 8-10 external speakers to the department each year.

### d. Do students have adequate resources to carry out their studies (e.g., library, office and lab space, supplies, equipment, travel, photocopying, etc.)?

There is a **lack of research support** for graduate student initiated projects. For example, students who wish to engage in projects that involve fieldwork or experiments have few places to turn for funding. In some cases, support may be obtained from faculty grants, but not in all cases. A program of research seed money for graduate students like the Scholarship Facilitation Fund for faculty would be a great help to our graduate students. We have recently increased the amount of funding we offer to graduate students to support travel (esp. conferences) to \$500 per year (= \$2500 over five years). This is an improvement, but still woefully inadequate in light of the international presence of our department in the field. Successful graduate students present at multiple conferences per year, nationally and internationally.

**Office space** is limited for graduate students with some students occupying unorthodox spaces. The department archives, which houses a valuable and frequently consulted collection of grammars,

awkwardly shares space with an office for adjunct faculty, visitors and post-docs. Students could better pursue their academic tasks if each were afforded some additional space.

On a practical level, an obstacle many students face is **transportation**. It is essential that the university work with regional transit authorities to guarantee that students have access to inexpensive, safe, reliable transportation to affordable housing in the area, as well as options for transportation to airports and train stations.

#### 4) Concerning the graduate student cohort:

- a. **Assess the quality of the graduate student cohort, based on collective GRE/GMAT or other test scores, collective grade point averages, or other admissions criteria. How does the quality of students in the graduate program compare with student quality in other similar programs? How does the quality of current students compare to the students in the program since the last review? Base the answer on objective and anecdotal data.**

The quality of our graduate student cohort is excellent. We do not require students to submit GRE scores for admission. In recent years, few students have. Over the last eight years, the average undergraduate GPA of an entering student is 3.7 (most of our students are foreign, so this includes scores from a wide range of grading traditions). As noted above in item 2b, our students compete well with students from other programs in getting into selective conferences and peer-reviewed publications. While the total number of graduate students has fallen since the last review, productivity remains high.

**What is the current gender and race/ethnicity composition of the graduate student cohort? How do these figures compare with those for undergraduates within the unit and for similar graduate programs at other peer and aspirational schools? What efforts are underway to attract and retain well qualified students from underrepresented groups? What mechanisms are used to support these students?**

Among the currently enrolled graduate students, 20 are male and 13 are female; 18 are white (American/European), 12 Asian and 3 originate from South America (2 identify as white). Partial data for our peer and aspirant programs is provided in Table P4 in the appendix. We are broadly comparable to our peer/aspirant departments, but stand out to some extent in the ratio of male:female students (in most programs, female students slightly outnumber male) and notably in the high proportion of foreign students in our doctoral program, and the resultingly multicultural environment.<sup>15</sup> In the admissions process, we attempt to identify and nominate candidates for the Outstanding Multicultural Scholars Program to promote (and provide incentives to attract) students from underrepresented groups (we have had two students awarded, and recruited one successfully). However, that program has recently been redesigned and excludes international students; thus further limiting the few tools available to recruit from underrepresented groups.

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<sup>15</sup> Our current gender imbalance is somewhat of an anomaly due to the 2015-2016 admissions cycle in which 11 of 18 offers extended were to women, but all 5 accepted offers were men; over 7 admissions cycles, 52% of the offers we made are to women, while 42% of matriculated students are women.



**b. What is the current composition of the graduate student cohort with respect to geographic origin? How do these figures compare with figures for similar graduate programs at other peer and aspirational schools?**

Our graduate student cohort is overwhelmingly international. 13 students are from Europe, 11 are from Asia, 6 students are from the U.S and 3 are from South America. UConn has a much higher proportion of international doctoral students than many of our competitors.

**c. What mechanisms are used to recruit students? Is the program competing well for top students?**

For the last four years, the department has hosted an Open House on campus for recruitment. Top applicants are invited to visit the department together on one weekend in the spring. The department provides lodging and (partial) travel support for the invited applicants. We have succeeded in getting some of the most sought after candidates to attend the open house. From year to year there have been mixed results in getting open house attendees to accept offers of admission.

In addition to the open house, faculty members, current graduate students, and alumni engage in grass roots recruiting through their presence in the field and visibility at conferences and institutes. One of the more effective means of identifying promising undergraduates and MA students and encouraging them to apply is through teaching at summer schools. Several faculty do this on a regular basis, recent and upcoming examples include: the Linguistic Society of America Summer Institute (Snyder); the NY-St. Petersburg Institute for Linguistics, Cognition, and Culture (Wurmbrand, Bobaljik); the Linguistic Summer School in the Indian Mountains (Bošković, Bobaljik); the Netherlands National Graduate School of Linguistics (Lillo-Martin, Snyder, Wurmbrand); ESSL (Kaufmann), Eastern European Generative Grammar (Wurmbrand, Bobaljik), Conférence Universitaire de Suisse Occidentale (Calabrese); as well as numerous mini-courses and lecture series nationally and internationally (see faculty productivity).

In general, the program is competing well. In recent years, students have chosen UConn linguistics over UPenn, McGill, UCLA, Maryland, and Rutgers, in some cases despite higher financial offers from our competitors. On the other hand, we have lost many students to MIT, NYU and Maryland. The departments we lose the most top applicants to have better funding packages, more faculty, and more integrated experimental work in the program – all factors (along with the Storrs location) that are mentioned by students who decline our offers for these programs.

The following table provides five-year averages for our department and the peer/aspirant programs with which we most closely compete for PhD students.<sup>16</sup>

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<sup>16</sup> These figures were reported by department heads and in some cases represent estimates. On UMd, see the next note.

**Table D4a Graduate Admissions, Peer and Aspirant Comparison**

	UConn	UMaA	MIT	UCLA	UCSC	NYU	Penn	Harv	UMd
# applicants	75	132	172	164		120	136	85	147
offers	14.2	16.8	12.8	19	10	12	12	5.5	6.8 <sup>17</sup>
selectivity	19%	13%	7%	12%		10%	9%	6%	5%
matriculated	5.6	6	8.8	8	5	6	6	4	5.6
recruitment	39%	36%	69%	42%	50%	50%	50%	73%	82%

The number of applicants is notably lower than for most of our peer and aspirant departments. To some extent, we believe that this has traditionally reflected a self-selection in favor of our department: as noted in our prior review “students are relatively unlikely to have heard of our department unless they have already made a serious commitment to generative linguistics, and have decided to focus on one of the areas in which we specialize.” Nevertheless, we have seen a significant rise in applications, and are not aware of a comparable rise in our peer & aspirant departments.<sup>18</sup>

The following table presents the number of applicants to the PhD program, the number of offers extended, and the number of funded doctoral students matriculated. We provide the number from the previous review (five year average as at 2001) in the leftmost column, for comparison.

**Table D4b Graduate Applications, 2009-2015**

	last review	2009	2010	2011	2012	2013	2014	2015
# applicants	39	62	66	51	70	75	86	95
offers	16 (40%)	9 (15%)	13 (20%)	13 (25%)	14 (20%)	13 (17%)	18 (21%)	
matriculated	6 (38%)	5 (56%)	5 (36%)	5 (36%)	6 (43%)	7 (54%)	5 (29%)	

As these tables show, we have greatly increased our selectivity since the last review. Our success rate in recruitment is comparable to U Mass Amherst and UCLA, but lower than our other peer and aspirant departments. That is, we lose more of our top choices each year than our peer departments do. We interpret this as a sign that we are competing well at the highest level, since the students we lose are by and large those that are accepting offers with far superior funding packages at these peer and aspirant

<sup>17</sup> We have grayed out the UMD figures in this table, since they are calculated differently and thus misleading. The offer figure for the University of Maryland reports only official offers, and does not include offers which were made informally but declined prior to the issuance of an official offer, or students who withdrew in favour of a competitor before a UMD offer was extended. This figure (and derived percentages) are thus incommensurate to UConn figures, which report actual offers in practice, rather than official offers. UConn would have a 7% selectivity rate and a 100% recruitment rate if we used the same reporting method as UMD. Harvard’s comparatively low offer rate suggests it may report in the same manner as Maryland.

<sup>18</sup> We do not have any indications that there is a comparable rise in applications across the board; though we have incomplete information from other departments, none of the information we have indicates a rise in applications comparable to UConn’s.

departments. While we would like to improve our rate in recruitment among offers extended, we are clearly competing for the top students in the country.

We believe we have the capacity to do better, both in terms of increasing the applicant pool and in terms of our success rate, but to a significant extent, we are hampered by our funding package (see below), notably by the overall **lack of fellowship funds to support multiple semesters of work without TA-ships**. This is exacerbated by the location factor: merely being comparable to our competitors is rarely sufficient to offset the Storrs factor—as the majority of those we seek to recruit have multiple offers from other top programs, we need to exceed what our competitors offer in order to be successful.

- d. Are stipend levels adequate? Is stipend availability adequate? In addressing this, consider how many of the total number of graduate students have a teaching or research assistantship (both full and half). Also address other forms of support available to graduate students (i.e., pre-doctoral fellowships). What sources and amount of funding is available for summer support?**

Overall, stipend levels are now adequate, after years of work to increase them, but not sufficient for successful recruitment. All students in good standing in the first five years of the program are assigned a teaching or research assistantship, with the exception of students that have full department-external support. In addition, through support from CLAS and the graduate school, we supplement all GAships in the first 5 years with pre-doctoral fellowships, bringing a nominal 75% GA-ship (= 3 discussion sections or 1 instructor of record, or 15 hours/week of RA work) to nearly the financial level of a 100% GA-ship. The CLAS support also allows us to provide additional fellowship incentives to select students in recruitment, (e.g., as guaranteed summer support). Although this is useful in (partially) offsetting competing offers these students have, it creates funding inequalities among the students.

Even with the additional CLAS support, our stipend levels are problematic in ways that negatively affect recruitment (and student progress). The department competes with programs that are able to offer significantly higher stipends, and in all cases for which we have data, less teaching. Increased opportunities for summer funding could help on this front. Currently, the department receives approximately \$6500 from the Graduate School for summer fellowships. In addition, the department offers a small number (2-3) of summer courses that graduate students can teach for additional funding. Finally, on an ad hoc basis the department has been able to offer approximately \$20,000 from CLAS support for summer research assistantships to help support students in the summer. A consistent source of summer funding would raise our compensation levels, offer students dependable support throughout the year and bolster recruitment efforts.

- e. What is the nature and quality of the advising for graduate students and how has advising been assessed? What is the average ratio of student/faculty during thesis and/or dissertation supervision?**

In our recently changed advising process, in the first year, students select or are assigned a temporary faculty advisor. At the end of the first year this arrangement expires and the student selects an advisor and advisory committee that oversees the General Examination. When the General Examination is complete, this arrangement expires and the student selects an advisor and committee (typically 3

faculty members, but up to 5) that oversees the completion of the Ph.D. thesis. See Table D.1.c in the appendix for a table of students per (major) advisor.

**f. What are the retention rates in the graduate program for both master’s and doctoral students? What is the average time to degree completion? How do these figures compare with those from the last review?**

In the five years from 2003 to 2007, 29 students entered our program. 18 of those students (62%) have received Ph.D. degrees. This is a slight improvement over the previous review (56%). An additional 6 students (20%) stopped after receiving an M.A. 1 student who entered in 2007 is still active. The median time to PhD for the 51 degree completions between 2003 and 2015 was 6 years.

TABLE D.1.d. Graduate Student Retention

Entering Year	# new PhD students	Program Status/Achievement			
		# awarded PhD	# stopped after MA	# stopped w/o a degree	# still active
2015	5				5
2014	7				7
2013	6				6
2012	5		1		4
2011	5		1		4
2010	5		1	1	3
2009	6	2	1	2	1
2008	5	3			2
2007	5	3	1		1
2006	6	6			0
2005	5	3	1	1	0
2004	5	2	2	1	0
2003	8	4	2	2	0
<b>Total</b>	<b>73</b>	<b>23</b>	<b>10</b>	<b>7</b>	<b>33</b>

**g. Explain any significant changes in graduate student enrollment and in degrees granted since the last review. How do these figures compare to peer programs? What efforts are underway to improve performance in these areas?**

Since the last review, the department has awarded an average of 3.7 Ph.D.s per year. This is comparable to the rate of 3.6 reported in the last review. In the last eight years, however, the department has awarded an average of 4.9 PhDs.

In the last three years, we have made an average of 6 funded admissions offers per year, an increase over the previous level of 5 funded offers per year. With the increase in faculty, this represents a concerted attempt to increase the size of our graduate program, in part to build critical mass across a broader spectrum of areas.

- 5) Describe the extent to which this unit interacts programmatically with other units (both within and without the university) at the graduate level. Cite other units where students frequently take coursework or other program options in your unit. List courses in your unit that are frequently taken by students within other graduate degree programs.

See item 2c above for discussion of the department's involvement in the Language Plasticity IGERT. In addition, the Linguistics Department is a core part of the Cognitive Science Program at UConn. The program offers a graduate certificate in Cognitive Science that 4 Linguistics students have completed, with one more in progress, and facilitates students taking courses in other related departments such as Psychology, Speech Language and Hearing Sciences. Students from these departments take course in our department as well. Linguistics played a central role in establishing the new Connecticut Institute for the Brain and Cognitive Sciences. We anticipate that this connection will create educational opportunities for our students and greater potential for collaboration with other units on campus. Finally, since 2006 our department has been involved in the organization of the interdisciplinary Logic Group along with Math and Philosophy. This connection has led to a regular stream of philosophy graduate students into our introductory graduate courses, especially LING 5410 Semantics I and LING 5510 Syntax I.

- 6) Provide a list of all graduate students from the last three to eight years and indicate to the extent possible where they have been placed. How do graduates of the program view their experience, and how are their views solicited? What program modifications do these views suggest?

See TABLE D5 in Appendix.

## **F. Outreach and Public Service**

- 1) Describe the nature of academic outreach and public service activities in the unit (specifically referring to educational efforts, leadership, and sharing of knowledge off-campus, for example in the local community and throughout the state and beyond.)
- 2) How do these activities reflect the goals of the university Academic Plan, and the particular needs of the state and region? What evidence is available to document the quality and effects of these activities?
- 3) Are students involved in activities that are outreach related, and are these activities aligned with the Academic Plan?

Community outreach activities are undertaken by individual faculty, in some cases in collaboration with graduate students. Examples from the reporting period include:

- Bobaljik: Interview for *The Colin McEnroe Show, WNPR (Hartford)*, 12 October 2011, on **Itelmen/Dying Languages**.
- Bobaljik: Podcast for *Academic Minute, WAMC (Albany)*, 22 November 2011, on **Itelmen/Endangered Languages**.
- Bobaljik: Interview in *The Moscow Times*, 28 May 2012, for **Lessons in Itelmen**.
- Lillo-Martin: **Board of Corporators, American School for the Deaf**, 2008-Present.
- Lillo-Martin: **Education Committee, American School for the Deaf**, 2008-Present.

- Snyder with Ph.D. student Emma Nguyen: **Regional Parents' Night**, Discovery Zone Learning Center, Columbia, CT, 6 May 2015 - Presentation for parents and teachers on children's "Developmental Milestones in Language."
- Snyder with Ph.D. student Emma Nguyen are featured in a **UConn Today YouTube** video: *A child and a Puppet: How Children Learn Language*. 4 Dec 2015: <http://www.youtube.com/watch?v=9cTE86ZNs1c>
- Snyder: Interviewed on '**Mornings with Ray Dunaway**', **WTIC NewsTalk 1080 (Hartford)**, 25 August 2010, on **Dialects of Connecticut**.

## **G. Collaboration with Other Units**

- 1) **What are the other departments, schools/colleges, and centers with which the members of the unit collaborate most frequently? Describe the nature of those efforts and an assessment of successes and disappointments.**
- 2) **In what ways (if any) do disciplinary or unit boundaries inhibit or enhance the ability of the unit to develop new approaches to research, grant competitions, teaching, or service?**
- 3) **Under ideal circumstances, what kinds of collaborations (e.g., research and teaching, grants, alumni programs) with other units would be desirable?**
- 4) **What opportunities are there for conducting interdisciplinary research projects with other units on campus or with other universities or agencies? How successful is the unit in accommodating these needs? How desirable are these kinds of interdisciplinary relationships?**
- 5) **Does the unit have any interdisciplinary academic programs? How are these aligned with the goals of the university's Academic Plan?**

The University's current vision statement, *Creating Our Future: UConn's Path to Excellence*, states that "the University Academic Vision Committee worked with colleagues throughout UConn to prioritize our interdisciplinary opportunities, and we are proud to highlight [seven] exciting and bold interdisciplinary research areas that emerged as our highest-ranked areas of strategic investment." (p.23) Among the seven is 'Brain, Mind, and Cognition': "UConn has the potential to lead in developing new innovations in science, education, and community outreach in the neurobiology of communication, which includes the cognitive, neural, and genetic bases of communicative development, function, and disorder." (p.24)

The key role of Linguistics in this initiative is clarified in the *Academic Plan for the College of Liberal Arts and Sciences* (2014), where one of "Six Areas of Emphasis for Future Growth" is language and cognition, "the basic science of human language on multiple levels, from neurobiology through behavior":

The cognitive science group at UConn has the personnel, expertise, and theoretical vision to tackle these exciting challenges. The interdisciplinary team includes faculty from seven Ph.D. programs (linguistics; speech, language, and hearing sciences; physiology and neurobiology; and four programs in psychology: behavioral neuroscience, clinical psychology, developmental psychology and perception---action--- cognition) and from [...] Haskins Laboratories [...] That this group has attracted, to date, over \$6 million in federal funding (including an IGERT graduate training program from NSF and ARRA funding from NIH) is evidence of the productive and pioneering nature of the collaboration. (pp.9-10)

The faculty and Ph.D. students in Linguistics are proud to play a pivotal role in these interdepartmental and interdisciplinary collaborations. Below are some specific examples of our contributions.

**G1.1 Participation of Linguistics in interdepartmental programs:**

**Brain Imaging Research Center**

- **MRI Steering Committee:** Sprouse (2014-Present)

**Cognitive Science Program**

- **Director of Program:** Lillo-Martin (2011-2015).
- **Director of Undergraduate Studies:** Gajewski (2012-2014), Snyder (2014-Present).
- **Steering Committee:** Snyder (2005-Present), Gajewski (2010-2014), Sprouse (2015-Present).
- **Co-instructor, COGS 2201 'Foundations of Cognitive Science':** Gajewski (2011, 2012), Sprouse (2014), Snyder (2015).
- **Co-instructor, COGS 5001 'Pro-seminar in Cognitive Science':** Snyder (2012, 2013).
- **Faculty Search Committee:** Chair: Lillo-Martin (2012-2013); Member: Snyder (2012-2013).
- **Recruitment Coordinator Search Committee,** Member: Lillo-Martin, 2014; Snyder, 2014.
- **Recruitment Coordinator Steering Committee,** Member: Lillo-Martin, 2014-Present.
- **Affiliated Faculty:** Bobaljik, Bošković, Calabrese, Gajewski, M. Kaufmann, S. Kaufmann, Lillo-Martin, Snyder, Sprouse, Wurmbrand.

**Connecticut Institute of Brain and Cognitive Sciences**

- **Executive Committee:** Snyder (2015-Present).
- **Faculty Affiliates:** Lillo-Martin, Sprouse, van der Hulst.

**CSSERL (Cognitive Science Shared ERP Resource Lab)**

- **Co-director:** Sprouse.

**Graduate Training Program in the Neurobiology of Language (NSF-IGERT Program)**

- Snyder: **Co-Investigator**, NSF training grant (2012-2017); Co-developer and **Co-instructor**, COGS 5120 'Structure, Acquisition, and Processing of Language', (2013, 2014, 2016); **Director of Academics** (2012-Present); **Executive Committee** (2012-Present).
- **IGERT Diversity Committee**, Chair: Lillo-Martin (2014-2016).
- **Core Faculty:** Bobaljik, Bošković, Calabrese, Gajewski, S. Kaufmann, Lillo-Martin, Snyder, Sprouse, Wurmbrand.
- **Graduate Trainees from Linguistics:** Karina Bertolino, Pietro Cerrone, Pavel Koval, Gabriel Martinez Vera, Emma Nguyen, Roberto Petrosino, Laura Snider.

**Humanities Institute**

- **Fellows:** Bobaljik (2008-2009), Lillo-Martin (2015-16).

**Language and Cognition Ph.D. Program, Department of Psychological Sciences**

- **Affiliated Faculty:** Lillo-Martin, Snyder.

**Logic Group (Philosophy, Mathematics, Linguistics, Psychological Sciences)**

- **Faculty Participants:** Gajewski, M. Kaufmann, S. Kaufmann, Snyder.

- Linguistics Graduate Students (2007-Present): I-Ta Chris Hsieh, Lyn Tieu, Ting Xu.

**G1.2 Participation of Linguistics in interdepartmental research:**

*Department of Psychological Sciences*

- *Research with Prof. Letitia Naigles:* Lillo-Martin, Snyder.  
[A joint grant application is currently under development.]
- *Research with Prof. Whit Tabor:* Snyder.

*Department of Speech, Language, and Hearing Sciences:*

- *Research with Prof. Bernard Grela:* Snyder.

**Question: In what ways (if any) do disciplinary or unit boundaries inhibit or enhance the ability of the unit to develop new approaches to research, grant competitions, teaching, or service?**

When **co-teaching** interdepartmental courses (COGS 2201 'Foundations of Cognitive Science', COGS 5120 'Structure, Acquisition and Processing of Language'), faculty members in Linguistics have been permitted to count the courses as part of their departmental teaching load. This has greatly enhanced the ability of Linguistics faculty to contribute to these important interdisciplinary initiatives.

As indicated in the *Academic Plan for the College of Liberal Arts and Sciences* (2014, p.10), future faculty growth to support the initiative in language and cognition should include "the core areas of speech and hearing sciences, cognitive psychology, and linguistics." Indeed, the contributions of Linguistics to interdisciplinary research, while already considerable, could be substantially increased if the Linguistics Program were permitted to make additional hires in areas such as neurolinguistics and psycholinguistics, where there is great potential for collaboration.

## **I. Conclusions and Future Directions**

### **1) Summarize the major strengths and weaknesses of the unit and the problems it faces in the foreseeable future.**

UConn Linguistics remains a top doctoral program by many measures, with internationally noted strengths in theoretical and experimental generative linguistics. We rank consistently highly in measures of faculty productivity as well as the visibility and productivity of our doctoral students. We compete highly in these measures despite being among the smallest of our peer and aspirant departments in terms of faculty numbers.

The problems we face currently were identified at the outset of this report: growth, graduate recruitment, support, and faculty retention. In addition, though the department has grown, in our move to a much improved new building (2012), our space resources have shrunk. We face significant challenges providing office space for post-docs, adjuncts, visiting faculty and graduate students. Lillo-Martin has significantly less lab space than is needed, and we now control scheduling in only one seminar room (compared to two previously), leading to numerous scheduling conflicts.



**Growth:** We are a small department in a rapidly expanding discipline and need to expand the areas of expertise represented in our department. Maintaining the status quo is not sufficient to retain a position at the vanguard of the field.

**Recruitment:** Section D has laid out our concerns and needs in this area. A priority is being able to offer work-free semesters to our graduate students. Even though our graduate program is roughly the same size as many of our competitors, we teach far more large undergraduate courses, requiring many more of our graduate students to spend more time TAing than our competitors do. Expanding the graduate program, with additional resources for fellowships, would allow us to distribute the TA load more effectively, and provide a more competitive recruitment package.

**Support and retention:** see next question.

- 2) The quality of an academic unit can be assessed in many ways. In terms of the three criteria below, describe the overall quality of the unit.
- Resource criteria (e.g., student selectivity or demand; faculty prestige, training, and teaching loads; grants and contracts; library; equipment; and support staff).
  - Reputational criteria (e.g., national or international ranking, or other judgments of the program's students, faculty, resources, and productivity).
  - Outcomes criteria (e.g., faculty scholarly productivity, awards and honors, research contributions, teaching performance, service to state and nation; student gains in knowledge, students' professional achievements, personal placement/or career development, program alumni opinion).

By reputational and outcomes criteria, our program ranks among the best in the nation and internationally, as we have documented above, in the areas we represent. As regards resource criteria, there are three ways in which our department's resources do not match our standing in the field and which impinge on our ability to effectively leverage on our existing resources to their fullest:

**1) Support staff:** a lack of sufficient support staff was identified as an issue in 2002. At that time, one full-time program assistant provided support to the department which consisted of 8 full-time faculty members, 37 PhD students, and served 985 undergraduate students per year. We also used to receive \$10,000 per year to hire student labor for clerical front-office tasks, an arrangement described in the 2002 report as less than optimal. As of 2015, we still have only a single staff member (and our funding for student labor has been cut in half), who now supports a nearly doubled workload compared to 2002: 14 full-time faculty (11 in Linguistics, plus 3 full-time faculty in American Sign Language), 33 PhD students and 2100 undergraduate students per year. In addition, she provides support for the American Sign Language Program, the Japanese instruction, the Cognitive Science Program (until recently, directed by Diane Lillo-Martin in our department with no additional administrative support). Numerous responsibilities such as faculty grant support (purchasing, reimbursements etc.) and department budgeting have also been added to her mandate. While our current program assistant (Tamara Cohen, hired in 2012) is exceptionally capable, there are limits to what one person can do, and faculty must perform numerous administrative functions, taking valuable time away from other activities. Even a half-time additional support person would ease the enormous burden.

**2) Faculty compensation:** on average, our salaries lag behind those of our peer and aspirant departments. In 2014 and 2015, as part of the annual merit exercise, Department Head Bobaljik

conducted a review of salaries of Linguistics departments at our 5 public peer/aspirant departments (U Mass Amherst, U Maryland, UC Santa Cruz, UCLA, and Rutgers) using publically available sources. In the 2015 version of this exercise, we identified the following as the 2014 median salaries by rank and seniority across the five peer and aspirant Linguistics departments:<sup>19</sup>

Assistant Professor:	\$80,018
Associate Professor:	\$96,812
Full Professor (PhD 1990 or later):	\$128,147
Full Professor (PhD prior to 1990):	\$155,931
Distinguished Professor:	\$182,490

In the aggregate, faculty compensation at UConn in the 2015 exercise stands at an average of \$20,000 per faculty member below the estimated 2015 median compensation of Linguistics faculty of comparable rank at these peer and aspirant departments at public universities, despite our high standing in measures of faculty productivity and prestige. Awards in 2014 and 2015 from the Dean’s and Provost’s 2014 and 2015 merit/equity pool have gone a small way to addressing this gap, but a significant gap remains for many faculty. The structure of the UConn merit pool renders this systemic gap difficult to address.

**3) Faculty teaching load:**

The faculty teaching load of 4 x 3-credit courses per year (2 per 14-week semester), is relatively high among our peer and aspirant departments in our field, both in nominal terms and in practice. (See Table Px in appendix). The high teaching load, combined with high administrative burden (see above), reduces time for research, mentoring, and activities such as grant application and administration. Even a **modest reduction**, for example **to a 3.5 average load** (one course reduction every second year, on the model of U Mass, Amherst) would be a major boost to our faculty’s ability to devote additional energies to scholarship, grantsmanship, mentoring, and advising. As noted elsewhere in this document, in part because our faculty is significantly smaller than most of our peers, many of our faculty devote significant additional time to independent studies, directed readings, and reading groups (all uncounted in workload metrics) in order to provide additional opportunities for our students.

The trend in our discipline is towards a lower load, recognizing the significant amount of time that faculty devote to graduate student mentoring and research activities, including lab and grant administration. Among our peer and aspirant departments, MIT has a load of 3, U Mass Amherst has a load of 3.5/year (faculty teach 4 in one year and 3 the next), and UPenn will move to a 3 course per year nominal load starting Fall 2016. Other peer and comparable departments (UCSC, UCLA, U Chicago, Stanford) teach on 10-week quarters, and are thus often able to confine their teaching to 20 weeks of the year as compared to our 28.

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<sup>19</sup> This exercise is imperfect in many ways, but every reasonable attempt was made to exclude administrative stipends, summer salaries from grants, and the like, and to normalize to a common 2015 annualized basis. Sources: <http://data.baltimoresun.com/salaries/state/cy2014/>, <https://ucannualwage.ucop.edu/wage/>, [http://www.masslive.com/politics/index.ssf/2015/03/massachusetts\\_state\\_employee\\_salary\\_database\\_2015.htm](http://www.masslive.com/politics/index.ssf/2015/03/massachusetts_state_employee_salary_database_2015.html) l, <http://archive.mycentraljersey.com/section/DATAUNIVERSE12/Datauniverse-Rutgers-University-employees>.

Our current actual load averages on paper to 3.3 per year, but this includes releases negotiated as part of startup packages and other ad hoc arrangements. In actual practice, faculty assume numerous additional administrative duties with no release to compensate: among the numerous service assignments in the department (admissions, director of graduate and undergraduate studies, financial aid, etc.), only the department head receives course load reductions, in contrast to many of our peer and aspirant departments; similarly, no reductions are granted for significantly time-consuming administrative tasks such as lab/grant management, or teaching high enrollment undergraduate courses (teaching 2 sections of Ling 1010 involves teaching to 700 students per semester and mentoring and supervising a team of 12 teaching assistants, yet ‘counts’ for course load equivalently to any other 2 courses).

**3) Describe new directions in curriculum, resources, research, reorganization, staffing or student clientele planned for the next few years aimed at strengthening the unit, in conjunction with your strategic plan.**

The UConn Department of Linguistics constitutes a vibrant intellectual center with a leading place in our field and a prominent role in the broader community of Language and other Cognitive Scientists at UConn. Our department combines exceptional strengths in linguistic theory and language acquisition, encompassing a wide array of linguistic diversity and spanning oral and sign modalities. Recent expansion in the Department has begun a process (outlined in our 2012 Cluster Hires proposal) to build on our existing strengths, encompassing the widening array of methods and approaches being brought to bear on the investigation of language and its cognitive basis, to ensure that we remain one of the foremost centers for research, training, and teaching in the fundamental science of language.

The field of Linguistics is concerned with the structure of language - a fundamental cognitive system - both in describing this system in its intricate complexity, and in asking why Language as a system has the properties it has. Interdisciplinary approaches to the latter question are dependent on the quality of our understanding of the former, and thus the most successful programs are those that incorporate a strong and substantial Linguistics program. As UConn plans for significant investments in the Brain and Cognitive Sciences, now is the time to make further investments in UConn Linguistics – with our established collaborations and infrastructure, we are uniquely positioned to take a leadership role nationally and internationally, not only keeping pace with other centers of (inter)national prominence, such as MIT, NYU, and the University of Maryland, but placing us in a position to eclipse rival programs in our peer and aspirant group, including those such as Harvard and UCLA.

## **APPENDIX ASL: American Sign Language**

The Department of Linguistics administers undergraduate courses in American Sign Language (ASL) and related Deaf Studies courses, unofficially known as the ASL program. Language courses with the prefix ASLN are under the Department of Literatures, Cultures and Languages, but by an agreement administered by Linguistics, due to the fact that several Linguistics faculty have a research specialization in ASL.

The current faculty are as follows:

Joan Hanna, MA – full-time (non-tenure-track) instructor (hired full-time in Storrs for Fall 2014)

Sherry Powell, MA – full-time (non-tenure-track) instructor (Storrs)

Doreen Simons, MA – full-time (non-tenure-track) instructor (Storrs)

Linda Pelletier, Ph.D. – part-time adjunct (Storrs)

Steven Simmons, MA – part-time adjunct (Waterbury)

Diane Lillo-Martin, Ph.D. – Linguistics faculty member, coordinator

Because the faculty members are not tenure-track, their primary focus is on undergraduate instruction, along with outreach and service (such as serving on committees of the American School for the Deaf in West Hartford). They also engage in some research activities along with faculty members of the department of Linguistics. The faculty members meet regularly to discuss issues of curriculum and other programmatic matters.

While currently there is no ASL major, there is a minor in ASL and Deaf Culture, and a proposal for a minor in Interpreting ASL and English has been submitted. Other students interested in ASL form an Individualized major using ASL studies courses as well as courses from other programs.

The number of courses in ASL has increased gradually over the (approx. 20) years since the first offerings were made. In 2014-15, there were 8 sections of 1101 (Elementary ASL I), 6 of 1102, and 2 each of 1103 and 1104 offered in Storrs during the academic year, with one section of each level offered at Waterbury, and one section of each level offered in the summers at Storrs. Language courses are capped at 20 and the first-semester courses usually fill (close) to capacity. In addition, there are four courses related to Deaf Studies offered regularly (2 under the ASLN prefix and 2 in Linguistics); two Interpreting courses (this area expanding in 2016); and several special topics, independent studies, etc. Total enrollment in ASL language (ASLN) and Deaf studies (ASLS) courses has risen steadily over the years of this study, as indicated in Figure A1. (In the first year after hiring Ms. Hanna, enrollments did not increase greatly because (a) new courses were added late, and (b) summer enrollment declined dramatically. However, enrollment for Fall 2015 increased sharply, as have preliminary enrollment figures for Spring 2016. For this reason, the figure includes 2015-16.)

To supplement in-class instruction, students may receive tutoring and additional support in the ASL Resource Center (Oak 357). The tutors are almost always fellow undergraduate students who have gone through the ASL courses before; they receive course credit or in some cases student labor payment for their services. The ARC also contains videos and print resources (e.g., magazines for the Deaf community) that students may peruse. Many students also take part in independent studies and internships that permit them to interact with the Deaf community in various ways. For example, students may volunteer in the classroom or dorm at the American School for the Deaf (one student, with an individualized major connecting ASL and arts, volunteered in the school's museum). Others participate in linguistic research projects by working in the Sign Linguistics & Language Acquisition Laboratory.

Annually, the students in ASLN 1104 (Intermediate ASL II) produce a Deaf Awareness event that brings together students and the community via an outside entertainer (such as a Deaf comedian), and includes a skit in ASL put on by the students.

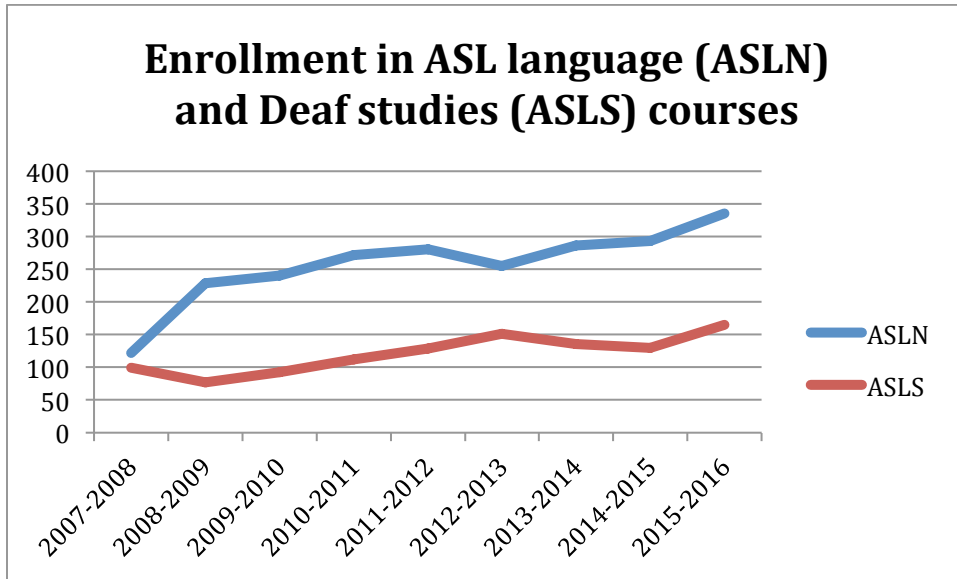
The primary goal of the ASL program is to offer instruction in ASL language and Deaf studies for students who may use these courses as electives, to meet language requirements, or in pursuit of career goals including Deaf education, speech therapy, interpreting, etc. Graduates have gone on to further education at institutions offering greater specialization, including M.A. programs at Gallaudet University, and the University of Southern Maine (with an Interpreting major). We have received feedback that students who complete our program display very advanced signing skills.

Because of the increasing student interest in ASL, and the imminent closure of the only interpreting program in the state, we are currently proposing an expansion of courses in interpreting along with a minor. There is an increasing need for interpreters as well as increasing requirements for certification. We are in such a position that we can readily develop a minor that will enable more students to begin the processes required to prepare for such a field. Certification requires students to gain more experience after completion of a degree, but they will be well prepared for this stage if our minor program is approved.

There are several additional ways in which the program can meet growing demand. One possibility is to develop a major in ASLS. With our existing courses and the variable topics courses that have been offered recently, we could make such a proposal. In our recent expansions, our focus has been on increasing the number of seats for first-year language courses, since they feed the upper-division courses. As with other languages, the number of students who continue to the second year and beyond is much smaller than the number of first-year students, so we need to have a solid base in the first year. With some additional growth in instructors, a solid base and expansion in upper-level courses will be possible. Another potential development involves collaborating with faculty in the School of Education to develop a program aimed at (K-12) ASL teachers. The state has recently recognized ASL as a World Language for schools, so there is increasing demand for trained ASL teachers. We are currently investigating this option.

Some challenges that the program has been addressing have included difficulty obtaining access for various events due to a lack of clarity regarding provision of interpreting services. For example, on several occasions when one of the Deaf instructors has been invited to give a guest presentation in another class on campus, this presentation has had to be cancelled due to lack of interpreters. After numerous meetings with different campus agencies, this problem has now attracted sufficient attention that a suitable solution seems to be in the works.

Figure A1. Enrollment in ASL language (ASLN) and Deaf studies (ASLS) courses



**Appendices: (Following Tables referenced in above document)**

**Provided by OIR:**

- 1) Program Review Baseline Data

**Provided by Program/Department:**

- 2) List the names and titles of the faculty and professional staff of the unit.
- 3) External Grants and Awards and Intramural Support
- 4) Awards and recognitions to faculty
- ) Peers/Aspirants: [See Tables P1-P6 in Tables above]
- 5) Online SET Department Summary Reports
- 6) Department CVs, including publications

UConn Linguistics International Collaborations

Oct-15

Faculty member	Country	Institution	Collaborator	Funding Source	Project Title
Dept level	Japan	Nanzan University	Saito, M	misc.	Nanzan Consortium
Dept level	UK	Cambridge University	Roberts, I	misc.	Nanzan Consortium
Dept level	Italy	Università di Siena	Rizzi, L	misc.	Nanzan Consortium
Dept level	Taiwan	National Tsing Hua University	Tsai, W.T.D.	misc.	Nanzan Consortium
Dept level	Brazil	Universidade de São Paulo	Nunes, J.		Regular Visiting Professor UConn; exchanges
Bobaljik	Russia	Institute of Linguistics ( St. Petersburg), Russian Academy of Sciences	Volodin, A.P.	NSF	(i) Comprehensive Itelmen Dictionary; (ii) Audio-Video Documentation of Itelmen
Bobaljik	Russia	Ethno-Ecological Information Center Lach, Kamchatka	Degai, T.A.	NSF	(i) Comprehensive Itelmen Dictionary; (ii) Audio-Video Documentation of Itelmen
Bobaljik	Japan	Chiba University	Ono, C.	NSF	(i) Comprehensive Itelmen Dictionary; (ii) Audio-Video Documentation of Itelmen
Bobaljik	Germany	Zentrum für allgemeine Sprachwissenschaft	Sauerland, U	Humboldt Fo	Syncretism Distribution Modeling
Bobaljik	Germany	Humboldt University	Yatsushiro, K	n/a	Case Attraction
Bobaljik	Canada	McGill University	Travis, L. et al	FQRSC	MOTréalistes
Bobaljik, Wurmbraun	Russia	St. Petersburg State University	Bailyn, J.	misc	New York - St. Petersburg Institute of Language, Culture and Cognition
Bobaljik	Germany	Goethe Universität Frankfurt	Moskal, Smit	n/a	Pronominal Suppletion
Boskovic	France	University of Paris 7 and Centre National de la Recherche Scientifique (CNRS), Paris			Visiting professorship
Boskovic	Taiwan	Tsinghua	Hsieh, I-T C		Syntax and semantics of NPs
Calabrese	Mirko Grima	Centro Ricerca interdisciplinare sul Linguaggio; Universita' del Salento	Italy		(i) Auditory aspects of phonological processes: An ERP study; (ii) Vowel Harmony processes in Salentino dialects
Calabrese	Diego Pescar	University of Zürich	Switzerland		The morphosyntax of Friulan clitics
Coppola	Nicaragua			NSF, NIH	A Typological Analysis of Handshape: Gesture, Homesign and Sign Language, NSF; From Spontaneous Sign Systems to Sign Language, NIH
Gajewski	Japan	Keio University	Matsuoka, Kazumi		Sign Language Semantics
M. Kaufmann, S. Kaufmann	Japan	Kyoto University	Takubo, Y.	JSPS	Evidence and Inference: Toward a New Paradigm
S. Kaufmann	Japan	Department of Linguistics, Kyoto University	Takubo, Y.	Kyoto Univer	Modality and Temporality in Japanese and Across Languages
M. Kaufmann, S. Kaufmann	Japan	Tokyo University of Foreign Studies	McCready, E	International	Semantics of Discourse Particles in East and Southeast Asian Languages
M. Kaufmann	Japan	Kyoto University	Takubo, Y.	JSPS	Formal Semantic Approach to Performative Modality
Lillo-Martin	Brazil	Universidade Federal de Santa Catarina	Quadros, Rui	NIH	Development of Bimodal Bilingualism
Lillo-Martin	Netherlands	Radboud University	Crasborn, On	NIH	Sign Language Acquisition, Annotating, Archiving, and Sharing
Lillo-Martin	Japan	Keio University	Matsuoka, Kazumi	none	Japanese Sign Language acquisition
Lillo-Martin	France	CNRS, Ecole Normale Supérieure	Tieu, Lyn	NIH	Contrastive Focus
Lillo-Martin	Israel	Haifa University	Sandler, Werner	none	Sign Language Structure
Snyder	Norway	UiT - The Arctic University of Norway (Tromsø)	Westergaard, Marit		Particle Verbs in Norwegian Child Language
Snyder	Kuwait	Kuwait University	Aljenaie, Khawla		Acquisition of 'Construct States' in Kuwaiti Arabic
Snyder	Japan	Tokyo University of the Arts	Isobe, Miwa		Nominal Compounding in Children's Japanese
Snyder	Japan	Meikai University (Chiba)	Otsu, Yukio		Acquisitional Tests of Linguistic Theory
Sprouse	UAE	New York University - Abu Dhabi	Almeida, Diogo		Several: MEG and QPs in Serbia; MMN and non-linguistic stimuli; Island effects in Arabic
Sprouse	Canada	McMaster	Kucerova, Ivona		EEG and the passive in Icelandic
Sprouse	France	Ecole Normale Supérieure	Chemla, Emmanuelle		Power of non-numeric judgment tasks
Sprouse	Norway	Norwegian University of Science and Technology	Lohndal, Terje		Island effects in Scandinavian



Sprouse	Japan	Tsuda College	Ono, Hajime		Gradient unaccusatives in Japanese
van der Hulst	France	CNRS	Wauquier, S.	CNRS	GDRI "Phonological Theory Agora"
van der Hulst	Italy		van Riemsdijk		Towards an element theory for syntax
Wurmbrand, Bobaljik	Austria	Universität Wien	multiple	multiple	Visiting professorships (multiple)
Wurmbrand	Germany	Humboldt Universität zu Berlin	Alexiadou, A.		Raising, control
Wurmbrand	Greece	University of Crete	Anagnostopoulou, E.		Raising, control
Wurmbrand	Germany	University of Stuttgart	Pitteroff, M.		Restructuring, infinitives
Wurmbrand	Slovenia	University of Nova Gorica	Marušič, L.		Infinitives
Wurmbrand	Belgium	KU Leuven	van Craenenbroek, J.		Verb clusters

## Program Review Baseline Data (Effective Fall 2015) - Linguistics

Element	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Enrollment, Undergraduate<sup>3</sup></b>								
<b>Storrs Campus - Primary Major</b>								
Full-time	25	30	27	32	36	27	20	14
Part-time	0	0	0	0	1	0	2	1
FTE	25.0	30.0	27.0	32.0	36.3	27.0	20.7	14.3
<b>Storrs Campus - Dual Major</b>								
Full-time	1	0	0	1	0	0	0	0
Part-time	0	0	0	0	0	0	0	0
FTE	1.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0
<b>Storrs Campus - Double Major</b>								
Full-time	3	2	1	4	4	3	5	10
Part-time	0	0	0	0	0	0	0	0
FTE	1.5	1.0	0.5	2.0	2.0	1.5	2.5	5.0
<b>Storrs Campus - Minor</b>								
Full-time	2	2	2	2	3	2	2	6
Part-time	0	0	0	0	0	0	0	0
FTE	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.6
<b>Storrs Campus Total FTE</b>	<b>27.7</b>	<b>31.2</b>	<b>27.7</b>	<b>35.2</b>	<b>38.6</b>	<b>28.7</b>	<b>23.4</b>	<b>19.9</b>
<b>Regional Campuses - Primary Major</b>								
Full-time	4	7	6	8	3	5	2	7
Part-time	0	0	0	0	0	1	0	0
FTE	4.0	7.0	6.0	8.0	3.0	5.3	2.0	7.0
<b>Regional Campuses - Dual Major</b>								
Full-time	0	0	0	0	0	0	0	0
Part-time	0	0	0	0	0	0	0	0
FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Regional Campuses - Double Major</b>								
Full-time	0	0	0	0	0	0	0	0
Part-time	0	0	0	0	0	0	0	0
FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Regional Campuses - Minor</b>								
Full-time	0	0	0	0	0	0	0	1
Part-time	0	0	0	0	0	0	0	0
FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Regional Campuses Total FTE</b>	<b>4.0</b>	<b>7.0</b>	<b>6.0</b>	<b>8.0</b>	<b>3.0</b>	<b>5.3</b>	<b>2.0</b>	<b>7.0</b>

<sup>1</sup> Faculty FTE is calculated using full-time plus 1/3 of part-time headcount.

<sup>2</sup> Graduate Assistant FTE is calculated using 1/4 of actual FTE.

<sup>3</sup> Undergraduate FTE is calculated for primary and dual majors using full-time plus 1/3 of part-time headcount. For double majors, the FTE is calculated using (full-time headcount \* 0.5) plus ((1/2 part-time)/3). The FTE for minors is calculated using (full-time headcount \* 0.1) plus ((part-time\*0.1)/3).

## Program Review Baseline Data (Effective Fall 2015) - Linguistics

Element	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Enrollment, Graduate/Professional<sup>4</sup></b>								
Master's								
Full-time	0	0	0	0	0	0	0	0
Part-time	0	0	0	0	0	0	0	0
FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Doctoral								
Full-time	28	29	30	27	28	28	30	30
Part-time	3	5	8	11	9	8	6	5
FTE	29.0	30.7	32.7	30.7	31.0	30.7	32.0	31.7
<b>Student Credit Hours<sup>5</sup></b>								
Undergraduate								
Storrs Majors	75	63	72	127	121	102	57	47
Storrs Non-Majors	2,985	2,961	3,105	3,208	3,132	3,075	3,068	3,505
Regionals Majors	3	0	0	0	0	6	3	9
Regionals Non-Majors	81	81	144	126	330	237	267	195
Graduate/Professional								
Storrs Majors	237	245	258	230	239	234	254	253
Storrs Non-Majors	21	12	11	32	10	20	31	19
Regionals Majors	0	0	0	0	0	0	0	0
Regionals Non-Majors	0	0	0	0	0	0	0	0
<b>Retention and Graduation Rates (Storrs Campus)<sup>6</sup></b>								
<b>Entering Fall Term</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
One Year Retention (LING to LING)	33%	83%	50%	50%	50%	25%	0%	50%
Six Year Graduation (LING to LING)	0%	50%	25%					

<sup>4</sup> Graduate/Professional FTE is calculated using full-time plus 1/3 of part-time headcount.

<sup>5</sup> Student Credit Hours calculation is based upon the reporting standard of New England Association of Schools and Colleges (NEASC).

<sup>6</sup> Retention and Graduation rates are calculated using first-time full-time freshmen at Storrs Campus entering with Linguistics as a major, who are retained after one year in Linguistics, and graduated in six years in Linguistics.

**Department of Linguistics  
Undergraduate Programs  
Course Enrollment 2008-2015**

Course	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
LING 1010 - Language and Mind	1384	1413	1371	1367	1404	1384	1391	1389
LING 1010 - Language and Mind - Honors		23				26	15	29
LING 1010 - Language and Mind - Online						25	46	40
LING 1020 - Language and Environment	143	144	208	201	199	142	170	210
LING 1030 - The Diversity of Languages	86	78	181	207	204	183	123	202
LING 2010Q - The Science of Linguistics	144	159	124	130	150	164	157	180
LING 2010Q - The Science of Linguistics Honors							16	28
LING 2850 - Intro to Socioling of the Deaf Community	47	53	67	59	71	59	59	50
LING 3000 Computational Linguistics								3
LING 3110 - Experimental Linguistics	12	13	10	23	22	17	17	15
LING 3310Q - Phonology	11	10	18	23	19	19	34	14
LING 3410Q - Semantics							15	26
LING 3510Q - Syntax/Semantics	16	20	10	27	19	20		
LING 3511Q - Syntax							17	11
LING 3610W - Language and Culture	42	40	22	53	56	18	16	54
LING 3610W - Language and Culture - Honors						6		
LING 3850 - Culture and Linguistics Varis Deaf Community	22	17	12	6	12	11	11	9
LING 4500 - Introduction to Syntax								3
LING 4510 - Advanced intro to Syntax								
LING 202 Principles of Linguistics	63							
<b>Total</b>	<b>1970</b>	<b>1970</b>	<b>2023</b>	<b>2096</b>	<b>2156</b>	<b>2074</b>	<b>2087</b>	<b>2263</b>

## **Appendix Table C5: Job placements of a number of our graduates**

**Christa Galitello** (Pharmacy Technician at Walgreens); **Drew Hund** (Master's Degree in Forensic Linguistics from Hofstra University, current: Associate at Amazon); **Emily Hanink** (ph.D student at the University of Chicago/Philosophy); **Michael Jacques** (PhD program at the Massachusetts Institute of Technology (MIT)); **Olivia Whitney** (California State University, Fresno); **Stephen Graham** (Child Language Laboratory, Spoken Language Processing Laboratory, The University of Connecticut); **Maho Kobayashi** (Events and Communications Coordinator National Cricket Association, Japan); **Ashley Waldstein** (B.A.Communication Disorders and Psycholinguistics Graduate: Southern Connecticut State University/M.S. Communication Disorders Staffmember of the KidSense Therapy group); **Brittany Ciullo** (Research Assistant at Brown University); **Chris Brozdowski** (Graduate Student in Language and Cognition, Greater San Diego Area Research); **Christine Butler** (Westborough, Massachusetts Individual & Family Services; Peace Corps, Camp Starfish, Community Outreach); **Christopher Bolduc** (International Director for Global Leadership Adventures, Los Santos Region of Costa Rica, **Elizabeth Sawyer** (Placement Services Coordinator at AIFS Stamford, Connecticut International Affairs); **Emilie Meguid** (MA Candidate at the University of Chicago Chicago); Jennifer Erickson (Transportation Services Representative at Iroquois Pipeline Operating Company Shelton, Connecticut Oil & Energy); **Jessica Parker** (Owner of private company); **Jordan Bean** (Volunteer Spanish Translator Westbrook, Connecticut Legal Services); **Joshua Kanter** (Corps Member at City Year Greater Los Angeles Area Nonprofit Organization Management); **Julianne Ceruti** (Army Audiologist, Windham, Connecticut Medical Practice); **Kelcie Reid** (Legal Intern at Law Offices of John Q. Gale, LLC Southington, Connecticut Legal Services); **Kelly Kiernan** (Special Education Teacher (ABA), Hicksville, New York Education Management); **Lauren Barnes** (Substitute Teacher at Current Griswold Elementary School, Creative Potential LLC); **Lawrence Bierce** (English Teacher at Agnes English Kindergarten Hong Kong Education Management); **Lee Prunier** (Aspiring Logistics Coordinator Greater Boston Area Logistics and Supply Chain); **Leslie Wetmore** (Primary one assistant at Montessori School of greater Hartford); **Rachel Emanuelson** (Master of Social Work (MSW), Piscataway, New Jersey Higher Education); **Christopher Andrade** (Greater New York City Area Computer Hardware); **Francesca Crivello** (Program Assistant at University of Connecticut, Ellington, Connecticut Higher Education); **John Tyczkowski** (Public Information/Communications Specialist at East Hampton Public Schools); **Kirsten Crowley** (Speech Language Pathologist (CFYSLP), Stamford, Connecticut Hospital & Health Care); **My Nguyen** (Management Information Consultant at Travelers); **Samuel Thomas** (Graduate of The University of Connecticut School of Law); **Steven Eicher** (Cyber Security Analyst at Massachusetts Center for Health Information & Analysis (CHIA), Walpole, Massachusetts Computer & Network Security); **Wendy Chiou** (Sales Support Coordinator at Indeed.com, Greater New York City Area Internet)

**Graduate Programs**  
**FY 2008-2015**

**Summary of Enrollment by Major Advisor ( Storrs Campus)**

<b>Advisor</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	<b>FY 09-10</b>	<b>FY 10-11</b>	<b>FY 11-12</b>	<b>FY 12-13</b>	<b>FY 13-14</b>	<b>FY 14-15</b>
Jonathan Bobaljik	0.5	2	2	3.5	3.5	2.5	3	5
Željko Bošković	20.5	17.5	19.5	20	21	19	15.5	14.5
Andrea Calabrese	1	1	1	1	1	1	2	2
Jon Gajewski							0.5	0.5
Magdalena Kaufmann								
Stefan Kaufmann								
Diane Lillo-Martin	5.5	4.5	5.5	4.5	3	2	3.5	3.5
Yael Sharvit	4	4	4					
William Snyder	3.5	4	4	5	3	3	3.5	1.5
Jon Sprouse								
Harry van der Hulst		3	3	2	2	2	1.5	2.5
Susanne Wurmbrand				1	2.5	2.5	2.5	3.5
Director of Graduate Studies								
<b>TOTAL</b>	<b>35</b>	<b>36</b>	<b>39</b>	<b>37</b>	<b>36</b>	<b>32</b>	<b>32</b>	<b>33</b>

NB: co-advising is indicates as 0.5 for each co-major-advisor

TABLE D.1.d. Graduate Student Retention

Entering Year	# new PhD students	Program Status/Achievement			
		# awarded PhD	# stopped after MA	# stopped w/o a degree	# still active <sup>1</sup>
2015	5				5
2014	7				7
2013	6				6
2012	5		1		4
2011	5		1		4
2010	5		1	1	3
2009	6	2	1	2	1
2008	5	3			2
2007	5	3	1		1
2006	6	6			0
2005	5	3	1	1	0
2004	5	2	2	1	0
2003	8	4	2	2	0
Total	73	23	10	7	33

<sup>1</sup>One more than counted in census, because student has applied to graduate; is not currently enrolled, is in degree audit

**Graduate Course Enrollments (excluding auditors and visitors)  
FY 2008-2015**

Course	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16
LING 5000 - Intro. to Computational Linguistics **								3	
LING 5010 - Research Sem. in Lang and Psych (Fall)	3	3	2	2	1	2	1	2	7
LING 5010 - Research Sem. in Lang and Psych (Spring)	1		1	2	2	5	2	17	3
LING 5110 - The Acquisition of Syntax	5	6	6	7	7	6	6	7	5
LING 5120 - Readings and Research in Acquisition	4	8	5	6	5	3	6	3	1
LING 5310 - Phonology 1	6	4	6	6	5	6	7	8	6
LING 5320 - Phonology II	12 <sup>a</sup>	5	5	5	4	3	3	4	2
LING 5410 - Semantics I	8	5	10	7	6	8	7	8	7
LING 5420 - Semantics II	5	6	8	6	5	7	5	7	5
LING 5500 - Advanced Introduction to Syntax **							3	1	1
LING 5510 - Syntax I	6	6	6	5	5	5	6	7	6
LING 5520 - Syntax II	4	6	7	6	5	4	6	6	5
LING 6010 - General Exam Workshop (Fall)	4	6	3	6	5				
LING 6010 - General Exam Workshop (Spring)	6	3	6	5					
LING 6020 - Professional Methods	4	9		6	5	4	3	5	5
LING 6040 Structure of a Selected Language		6	3			2	1		
LING 6050 - Field Methods							7		8
LING 6110 - Methods in Acquisition **	4	1	4	6	3	2	5	4	7
LING 6120 - Topics in Acquisition	6		3	2		2	4	3	1
LING 6210 - Morphology		6		3		5		8	1
LING 6310 - Problems in Phonology		3	7 <sup>b</sup>	4	2	4		2	2
LING 6410 - Semantics Seminar	5	4	5	7		4	3	2	3
LING 6420 - Topics in Semantics	3	3		2	1	2			
LING 6510 - Reading and Research in Syntax	6	4	5	3	5	5	5	3	7
LING 6520 - Problems in Syntax	5	4	2	4	5	6	4		5
LING 6530 - Comparative Syntax	9	9	7	7	11	7	5	7	9
LING 6610 (6798) - Methods in Experimental Syntax							10		4
LING 6798 - Special Topics in Linguistics -Modality Issues/Lang/Develop					3		1		
LING 6798 - Special Topics in LING - Syntax - Semantics	5							3	
LING 6798 - Special Topics in LING - Neurolinguistics Seminar								4	

Notes to Table

\*\* These courses are taught concurrently with an undergraduate course under a different number.

<sup>a</sup> Taught twice: 6 each in fall and spring

<sup>b</sup> Taught twice, 3 in fall, 4 in spring



Table D5: Placement of PhD Recipients 2007-2015

Name	PhD	Initial Placement	Type*	Current Position	Type
Inkie Chung	2007	Sogang U.	A	Sogang U.	T
Duk-Ho An	2007	University of Toronto	L	Konkuk Univ	T
Natasha Rakhlin	2007	UConn	A	Wayne State U	T
Miguel Rodríguez-Mondoñedo	2007	Indiana U.(Spanish)	T	Pontificia Universidad Católica del Perú	T
Simona Herdan	2008	University of Toronto	L	Oracle	O
Toshiko Oda	2008	Tokyo Keizai Univ.	T	Tokyo Keizai University	T
Pei-Jung Kuo	2009	National Chiayi Univ.	T	National Chiayi University	T
Nina Radkevich	2010	Harvard	P	U York	P
Serkan Sener	2010	UConn	L	Yeditepe U (Turkey)	T
Oksana Tarasenkova	2010	Kostroma	T	Private English Tutor	O
Natalia Fitzgibbons	2010	Concordia	L	Left academia	O
Nilüfer Sener	2011	Turkey	A	Kültür University, Istanbul	T
Miloje Despic	2011	Cornell	P	Cornell	T
Masahiko Takahashi	2011	Maryland	P	Mie	L
Cynthia Levart Zocca	2011	Cornell, ITA	L	UConn CETL	A
Ana Bastos-Gee	2011	UConn (Portuguese)	A	UConn	A
Jean Crawford	2011	Industry	O	Industry	O
Helen Koulidobrova	2012	CCSU	T	CCSU	T
Julio Villa García	2012	Villanova	T	Manchester	T
I-Ta Chris Hsieh	2012	Rutgers	L	Nt'l Tsing Hua	T
Hsu-Te Johnny Cheng	2013	UConn (Chinese)	A	UConn (Chinese)	L
Sandra Wood	2013	McDaniel College	T	McDaniel College	T
José Riqueros Morante	2013	Lima, Peru	T	Lima, Peru	T
Zhanna Glushan	2013	West Virginia U	L	further study	O
Lyn Shan Tieu	2013	ENS Paris	P	ENS Paris	P
Jelena Runić	2014	U Mass Lowell	L	Johns Hopkins	L
Jungmin Kang	2014	Washington U St Louis	L	Washington U St Louis	L
Koichi Ohtaki	2014	Kanazawa	T	Kanazawa Gakuin	T
Shigeki Taguchi	2015	Shinshu	T	Shinshu	T
Yoshi Shibata	2015	Mie University	L	<i>Deceased</i>	
Irina Monich	2015	U Surrey	P	U Surrey	P
Tsuyoshi Sawada	2015		O		O
Beata Moskal	2015	Frankfurt	P	Frankfurt	P
Peter Smith	2015	Frankfurt	P	Frankfurt	P
Koji Shimamura		Mie University	L	Mie University	L

\*T = Tenure track or equivalent, P = Post-doc, L = lecturer/visiting position, A = adjunct, O = other

**Table P1 - Faculty profile, P&A department**

Department:		UCONN	UCLA	UCSC	UMD	UMA Amh	Harvard	Penn	NYU	MIT
TOTAL REGULAR FACULTY:		11	18	13 <sup>a</sup>	18	19	7.5	18	16	16
	Female	3	11	3	8	10	3	8	7	4
	Male	8	7	10	10	9	4.5	10	9	12
By Rank:	Full Professor	7	11	8	10	12	4.5	6	7	13
	Female	2	5	3	2	6	1	1	1	4
	Male	5	6	5	8	6	3.5	5	6	9
	Assoc Prof.	3	4	4	2	2	1	3	4	3
	Female		3		1	1		0	4	0
	Male	3	1	4	1	1	1	3	0	3
	Asst Prof.	1	3	1	3	4	2	4	3	0
	Female	1	3		2	3	2	2	1	
	Male			1	1	1		2	2	
	Other	0	0	0	3	1	0	5	2	0
	Female				3			5	1	
	Male					1			1	
OTHER FACULTY		6 <sup>b</sup>	9	0.66 <sup>c</sup>	2 <sup>d</sup>	0	0	0	4	0
	Female	5	5		1					
	Male	1	4		1					

**Notes to table:**

<sup>a</sup> includes 2 full professors with 100% administrative appointments

<sup>b</sup> 3 ASL instructors; 1 joint; faculty 2 adjuncts

<sup>c</sup> teaching fellow

<sup>d</sup> cross-appointments

**Table P2 - Faculty course loads P&A departr**

Department:	UCONN	UCLA	UCSC	UMD	UMA Amh	Harvard	Penn	NYU	MIT
Nominal Load <sup>a</sup>	4	4	4	4	3.5	4	4 <sup>b</sup>	4	3
Actual Average, curent year	3.3 <sup>c</sup>	4	3.5	3.2	3	3	4	3.5	3
Value of team-taught course	1	1	0.5	0.5	1	1	0.5	1	1

**Notes to table:**

<sup>a</sup> Nominal Load is regularized to a course with approximately 40 contact hours per semester. For UConn, this is 3 "hours" (@50 min) x 14 week semesters; comparable to a 4-hour course in a 10-week quarter.

<sup>b</sup> The UPenn Linguistics nominal load will change to 3 per year as of Fall 2016.

<sup>c</sup> The UConn average takes into account releases for administration, student adviosry load, and startup, but not leaves. We have not attempted to verify that all departments have reported numbers in the same way.

**Table P3 - Undergraduate teaching P&A dep**

Department:	UCONN	UCLA	UCSC	UMD	UMA Amh	Harvard	Penn	NYU	MIT
Average number of majors:	31	470	220	96.8	150	8.5 per year	30	90	10
Avg annual enrollment:	2192	3600	1600	682.4	1580		1033	500	250

**Notes to table:**

Some departments reported estimates, some current year figures, and some averages over a longer period.

Table P4 - Grad Demographics P&A depart

Department:		UCONN	UCLA	UCSC	UMD	UMA Amh	Harvard	Penn	NYU	MIT
No. current PhD students		33	35	24	25	34	23	37	35	48
Gender	Female	13	20	12	15	16	17	22	20	21
	Male	20	15	12	10	18	6	15	15	27
Geographic Origin	US	6	18	21	10	17	12	20	16	17
	N. Am. (oth)		2		3		1		3	4
	S&C Amer.	3		1	2				0	1
	Europe	13	10	0	5	9	6		8	15
	Asia/Pacific	11	5	2	5	8	4		8	10
	Africa			0					0	1
Race/ Ethnicity	Hisp/Latino					0			0	
	Am. Ind./Alask					1			0	
	Black / Afr. Am.		1		1	1			1	
	Nat. Hawaii / Oth Pac. Isl.					0			0	
	White	18	15		9	23	16		26	
	Asian	12	2			9	7		8	

**Table P5 - Grad Admissions and Support P&A departments**

Department:		UConn	UCLA	UCSC	UMD	UMA Amh	Harvard	Penn	NYU	MIT
Graduate (PhD) Admissions (per year; 5-year average,										
1.a	Applicants per year	75	164		146.6	132	85	136	120	171.6
1.a	# of offers of admission (with support) <sup>a</sup>	14.2	19	10	6.8	16.8	5.5	12	12	12.8
	Selectivity <sup>b</sup>	19%	12%		5%	13%	6%	9%	10%	7%
1.b	# Matriculated	5.6	8	5	5.6	6	4	6	6	8.8
	Recruiting Success	39%	42%	50%	82%	36%	73%	50%	50%	69%
Financial Support										
2.a	# years of support (Avg)	6 <sup>c</sup>	5	5	5	5	5	5	5	5
	range	5-6	5		5	5-6	5			
2.b	\$ amount of annual support	23000	23700	19000	24000	21758	32160 <sup>d</sup>	28000	26000	27710
	range	22-25K	22-25K	18-20K	21-30K	21758	32160			27710
3.a	Typical package includes fellowship support?	Y		Y	Y	Y	Y		Y	Y
3.b	Semesters at 100% fellowship:	0		2	4	2	6		10	10 <sup>e</sup>

**Notes to table:**

<sup>a</sup> All departments in this survey report that all admissions offers include full financial support.

<sup>b</sup> UConn figures include all offers of admission, including those that were declined prior to issuing official offer letters. The figure reported for UMD includes only official offers of admission and does not include offers that were declined before official offers were made. Thus UConn and UMD numbers are incommensurate.

<sup>c</sup> Support beyond the 5th year is not guaranteed.

<sup>d</sup> Stipend: \$28,600 + summer support \$5,360.

<sup>e</sup> Some TAing is part of the graduate program, but is not tied to support.

**Table P6 - Degrees and Placement P&A departments**

Department:		UCONN	UCLA	UCSC	UMD	UMA Amh	Harvard	Penn	NYU	MIT	
Degrees granted last 5 years		BA	42	N/A	500	114	216	43	53		
		MA	4 <sup>b</sup>	N/A	19	2	11	N/A	5	2	
		PhD	24	28	14	31	26	19	18	17	
PhD placement, last 5 years, on graduation											
5.a	tenure-track or equivalent		6	7	6	6	9		6	6	6
5.b	post-doctoral		6	4	1	22	7		5	5	16
5.c	adjunct, or other term-limited		10	1	1	1	26			5	4
5.d	outside of academia		2	4	5	1	4		6	2	5
5.e	other			3	1	1			1	1	
PhD placement, last 5 years, current position											
5.a	tenure-track or equivalent		9			11		10			15
5.b	post-doctoral		4			12		2			4
5.c	adjunct, or other term-limited		5			4		6			6
5.d	outside of academia		2			3					6
5.e	other		3			1		1			
PhD placement 5 years after completion <sup>a</sup>											
		2006-2010			2006-2015			2005-2010			
5.a	tenure-track or equivalent		7	5		12			10	29	
5.b	post-doctoral		1	2					0		
5.c	adjunct, or other term-limited		1			3			0		
5.d	outside of academia		3			4			6	8	
5.e	other								3		

**Notes to table:**

<sup>a</sup> Not all departments responded in the same way with regards to placement rates. Where years are given, this represents where students are 5 years after PhD completion.

<sup>b</sup> Terminal Mas An additional 17 MA degrees were awarded to students who continued in the PhD program.

## NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

## Linguistics

## LING LEVEL 100 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	7	8.3	8.4	0.5	4	1	3	4	16	25	49	110	112	85
2. ORGANIZATION	7	8.5	8.6	0.6	3		1	3	18	19	51	75	128	112
3. CLEAR OBJECTIVES	7	8.5	8.4	0.5	5	1	1	4	16	20	47	85	122	109
4. FULFILL OBJECTIVES	7	8.6	8.5	0.5	4		1	1	20	14	49	72	131	115
5. CLEAR ASSIGNMENTS	7	8.7	8.7	0.5	4	3		6	13	18	37	67	133	127
6. STIMULATED INTEREST	7	7.8	7.9	0.7	10	11	9	11	39	36	59	78	83	73
7. FAIR GRADING	7	8.9	8.8	0.5	3	1	1	6	17	17	34	53	116	159
8. APPROPRIATE EXAM	7	8.5	8.6	0.6	6	1	3	10	17	23	35	73	124	117
9. ACCESSIBILITY	7	8.8	8.8	0.5	3	1		2	11	17	44	73	121	136
10. INTEREST, CONCERN	7	8.8	8.7	0.6	3		3	6	16	17	49	66	125	125
11. PREPARATION	7	9.0	8.9	0.4	3	1		1	17	9	27	53	131	167
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION	2	9.2	9.2	0.4						2		3	6	10
19. USE OF PROBLEM	2	9.1	9.1	0.3						1	3	1	5	11
20. ENHANCED SKILLS	2	8.2	8.2	0.8	1		1	1		1	1	6	5	7

MEAN OF THE FIRST ELEVEN ITEMS:

8.6

BRANCH HARTFORD STORRS



NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 200 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	4	7.9	8.0	1.4	2		1		1	8	5	7	7	15
2. ORGANIZATION	4	7.8	8.0	1.5	1		2		5	5	3	9	9	12
3. CLEAR OBJECTIVES	4	8.0	8.4	1.5	1		1	4	1	4	4	6	10	15
4. FULFILL OBJECTIVES	4	8.3	8.6	1.3	1			1	3	5	2	8	10	16
5. CLEAR ASSIGNMENTS	4	8.1	8.7	1.6	2		1	1	5		2	8	10	16
6. STIMULATED INTEREST	4	7.6	7.8	1.1	1	1	2		3	7	5	9	6	11
7. FAIR GRADING	4	9.0	9.3	0.9	1				1	2	1	7	12	22
8. APPROPRIATE EXAM	4	8.5	8.9	1.2	1	1		2		1	3	6	15	16
9. ACCESSIBILITY	4	8.9	9.1	0.7	1			1		1	1	8	9	23
10. INTEREST, CONCERN	4	8.5	9.1	1.4	1	1	2		1		5	3	10	21
11. PREPARATION	4	8.5	8.6	1.2	1		1		1	1	7	5	10	18
12. USE OF COMMENTS	1	7.0	7.0	0.0		2						1	3	1
13. WRITING ASSIGNMENTS	1	7.7	7.7	0.0		1						2	4	
14. IMPROVED WRITING	1	7.0	7.0	0.0	1				1		1	1	2	1
15. COMPUTER ACCESS	1	9.8	9.8	0.0									1	3
16. COMPUTER LINKAGE	1	9.5	9.5	0.0								1		3
17. IMPROVED SKILLS	1	9.3	9.3	0.0								1	1	2
18. EXPLANATION	1	7.7	7.7	0.0					1		3	3	1	1
19. USE OF PROBLEM	1	8.1	8.1	0.0						1	3	1	2	2
20. ENHANCED SKILLS	1	7.1	7.1	0.0				1	1	1	2	2	1	1
MEAN OF THE FIRST ELEVEN ITEMS:		8.3												

BRANCH STORRS



SPECIAL SYSTEM FOR TEAM TAUGHT CLASSES  
 NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 100 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	1	7.6	7.6	0.0	1	2	5	4	14	21	36	51	39	27
2. ORGANIZATION	1	8.1	8.1	0.0		2	3	1	9	9	42	44	45	44
3. CLEAR OBJECTIVES	1	7.9	7.9	0.0	3		1	8	7	13	36	53	44	35
FULFILL OBJECTIVES	1	8.1	8.1	0.0	3		2	1	9	9	29	55	49	42
5. CLEAR ASSIGNMENTS	1	8.1	8.1	0.0	3	2	2	1	7	8	34	44	52	47
6. STIMULATED INTEREST	1	6.9	6.9	0.0	9	8	6	11	15	17	37	32	41	22
7. FAIR GRADING	1	8.7	8.7	0.0	2		1	1	6	8	17	31	47	87
8. APPROPRIATE EXAM	1	8.7	8.7	0.0	3	3	4	6	11	12	31	52	41	36
9. ACCESSIBILITY	1	7.7	7.7	0.0	1	2		5	13	11	32	46	46	39
10. INTEREST, CONCERN	1	8.0	8.0	0.0	1	1	3	2	18	9	24	50	50	48
11. PREPARATION	1	8.2	8.2	0.0	1	1		1	9	5	22	40	58	64
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION														
19. USE OF PROBLEM														
20. ENHANCED SKILLS														

MEAN OF THE FIRST ELEVEN ITEMS: 8.0

BRANCH STORRS

NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 200 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	4	8.1	8.2	1.3		1	3	1	2	3	9	10	10	20
2. ORGANIZATION	4	7.9	8.1	1.5	2	1		1	3	6	8	8	12	18
3. CLEAR OBJECTIVES	4	8.0	8.4	1.6	1	1	3		3	5	3	11	13	19
4. FULFILL OBJECTIVES	4	8.6	8.6	0.9	1	1		2	1	2	2	9	18	23
5. CLEAR ASSIGNMENTS	4	8.4	8.4	1.1	1	1	2			2	10	9	12	22
6. STIMULATED INTEREST	4	8.3	8.2	0.8	1	1		1	2	2	6	16	10	20
7. FAIR GRADING	4	8.6	8.7	1.0		2		1	4	2	2	6	14	28
8. APPROPRIATE EXAM	4	8.4	8.6	1.2	2	2		1	1	1	6	5	19	22
9. ACCESSIBILITY	4	8.5	8.6	0.9	1	1	1	1	2	2	3	11	12	25
10. INTEREST, CONCERN	4	8.8	8.8	0.6			1		2	4	3	8	14	27
11. PREPARATION	4	8.6	8.7	0.9	1		1		1	2	5	13	13	23
12. USE OF COMMENTS	1	7.7	7.7	0.0					1	1	4		4	1
13. WRITING ASSIGNMENTS	1	7.8	7.8	0.0			1			1	2		7	
14. IMPROVED WRITING	1	6.6	6.6	0.0				1	2	1	4	2	1	
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS												1	1	3
18. EXPLANATION	1	9.4	9.4	0.0									1	4
19. STATE OF PROBLEM	1	9.8	9.8	0.0								1	1	3
20. ENHANCED SKILLS	1	9.4	9.4	0.0										

MEAN OF THE FIRST ELEVEN ITEMS: 8.4

LANCH STORRS

SPECIAL SYSTEM FOR TEAM TAUGHT CLASSES  
 NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 300 OR GREATER COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY															
					1	2	3	4	5	6	7	8	9	10						
1. PRESENT MATERIAL	1	10	10	0.0																5
2. ORGANIZATION	1	10	10	0.0																5
3. CLEAR OBJECTIVES	1	10	10	0.0																5
ULFILL OBJECTIVES	1	10	10	0.0																5
5. CLEAR ASSIGNMENTS	1	10	10	0.0															1	4
6. STIMULATED INTEREST	1	9.8	9.8	0.0																5
7. FAIR GRADING	1	10	10	0.0															1	4
8. APPROPRIATE EXAM	1	9.8	9.8	0.0																5
9. ACCESSIBILITY	1	10	10	0.0																5
10. INTEREST, CONCERN	1	10	10	0.0																5
11. PREPARATION	1	10	10	0.0																5
12. USE OF COMMENTS																				
13. WRITING ASSIGNMENTS																				
14. IMPROVED WRITING																				
15. COMPUTER ACCESS																				
16. COMPUTER LINKAGE																				
17. IMPROVED SKILLS																				
18. EXPLANATION																				
19. USE OF PROBLEM																				
20. ENHANCED SKILLS																				

MEAN OF THE FIRST ELEVEN ITEMS: 10

BRANCH STORRS



NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Japanese

JAPN LEVEL 100 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	2	9.7	9.7	0.1									2	2	14
2. ORGANIZATION	2	9.9	9.9	0.1								1	1		16
3. CLEAR OBJECTIVES	2	9.8	9.8	0.2									2		16
4. FULFILL OBJECTIVES	2	9.8	9.8	0.2									2	3	13
5. CLEAR ASSIGNMENTS	2	9.7	9.7	0.1									1	4	13
6. STIMULATED INTEREST	2	9.7	9.7	0.1								1	1	2	14
7. FAIR GRADING	2	9.7	9.7	0.1										4	14
8. APPROPRIATE EXAM	2	9.8	9.8	0.0								3	1	2	12
9. ACCESSIBILITY	2	9.4	9.4	0.2										5	13
10. INTEREST, CONCERN	2	9.7	9.7	0.1									1	1	16
11. PREPARATION	2	9.9	9.9	0.1											
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION															
19. USE OF PROBLEM															
20. ENHANCED SKILLS															

MEAN OF THE FIRST ELEVEN ITEMS: 9.7

BRANCH STORRS

NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 1000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	3	7.1	7.4	1.2	11	6	9	10	20	13	25	20	22	7
2. ORGANIZATION	3	7.8	8.1	0.8	2	6	7	7	14	7	25	28	31	16
3. CLEAR OBJECTIVES	3	7.5	8.1	1.3	8	7	9	12	11	13	31	19	17	16
4. FULFILL OBJECTIVES	3	7.7	8.3	1.1	5	6	9	8	15	8	18	28	29	15
5. CLEAR ASSIGNMENTS	3	7.8	8.0	1.2	6	11	6	7	14	6	27	19	24	22
6. STIMULATED INTEREST	3	6.0	5.9	1.2	22	16	11	13	14	12	20	19	11	5
7. FAIR GRADING	3	8.0	8.5	1.3	6	9	5	10	16	12	19	15	24	29
8. APPROPRIATE EXAM	3	7.6	8.3	1.8	15	14	9	9	13	10	15	15	19	21
9. ACCESSIBILITY	3	8.0	8.5	1.2	4	5	7	8	15	12	20	20	28	20
10. INTEREST, CONCERN	3	7.5	8.1	1.7	10	13	13	10	11	16	16	18	19	17
11. PREPARATION	3	8.0	8.1	0.5		3	4	7	12	9	17	35	35	21
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION														
19. USE OF PROBLEM														
20. ENHANCED SKILLS														
MEAN OF THE FIRST ELEVEN ITEMS:		7.5												

BRANCH HARTFORD STORRS



Linguistics  
 LING LEVEL 2000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	4	8.4	8.3	0.3		1	1	1	2	5	9	16	15	27
2. ORGANIZATION	4	8.9	9.0	0.3		1		1		4	4	11	28	28
3. CLEAR OBJECTIVES	4	8.6	8.6	0.3		2			2	3	6	19	18	26
4. FULFILL OBJECTIVES	4	8.9	8.8	0.3		1	1			3	5	14	21	31
5. CLEAR ASSIGNMENTS	4	9.0	9.0	0.4			1			4	7	12	20	33
6. STIMULATED INTEREST	4	8.0	8.1	0.4	1	1	2	4	3	2	7	16	14	27
7. FAIR GRADING	4	8.8	8.8	0.5	1			3	3	3	2	12	14	38
8. APPROPRIATE EXAM	4	8.8	8.9	0.5	1				3	5	7	10	21	30
9. ACCESSIBILITY	4	8.5	8.5	0.3		2		2	3	2	5	14	24	24
10. INTEREST, CONCERN	4	8.8	8.8	0.1		1	1	1	1	2	5	7	25	33
11. PREPARATION	4	9.1	9.2	0.2	1				1	2	4	7	24	37
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS										3	4	8	7	14
18. EXPLANATION	3	8.7	8.5	0.3						1	9	8	10	8
19. USE OF PROBLEM	3	8.4	8.5	0.3										
20. ENHANCED SKILLS	3	7.3	7.5	0.9	2		2	2	1	3	5	6	7	8
MEAN OF THE FIRST ELEVEN ITEMS:		8.7												

BRANCH STORRS

NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 3000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	3	7.9	7.5	1.2			1		1	5	5	8	1	9
2. ORGANIZATION	3	7.9	7.6	1.2		1			2	5	1	10	1	10
3. CLEAR OBJECTIVES	3	8.4	8.0	0.8				1	1	2	5	5	4	12
4. FULFILL OBJECTIVES	3	8.5	8.0	0.9				1	1	3	4	5	2	14
5. CLEAR ASSIGNMENTS	3	8.5	8.0	0.8					3	1	5	2	8	11
6. STIMULATED INTEREST	3	7.9	7.5	1.1				1	5	1	7	5		11
7. FAIR GRADING	3	9.1	8.8	0.6						1	2	5	7	15
8. APPROPRIATE EXAM	3	8.9	8.8	0.6					1	1		8	7	13
9. ACCESSIBILITY	3	9.0	9.1	0.6						1	2	1	4	6
10. INTEREST, CONCERN	3	8.9	8.8	0.5					1	1	1	3	3	7
11. PREPARATION	3	8.8	8.6	0.7				1	1	1	3	3	5	14
12. USE OF COMMENTS	1	8.5	8.5	0.0								2	3	5
13. WRITING ASSIGNMENTS	1	8.6	8.6	0.0							3	1	4	3
14. IMPROVED WRITING	1	7.0	7.0	0.0			1			1	2	3	1	2
15. COMPUTER ACCESS	1	9.6	9.6	0.0									1	2
16. COMPUTER LINKAGE	1	9.2	9.2	0.0									1	1
17. IMPROVED SKILLS	1	8.6	8.6	0.0						1	1		1	1
18. EXPLANATION	1	7.6	7.6	0.0						1	1		1	2
19. USE OF PROBLEM	1	8.4	8.4	0.0							1		1	1
20. ENHANCED SKILLS	1	8.3	8.3	0.0							1		1	1

MEAN OF THE FIRST ELEVEN ITEMS: 8.5

BRANCH STORRS

NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 5000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY											
					1	2	3	4	5	6	7	8	9	10		
1. PRESENT MATERIAL	3	9.7	9.7	0.2										5	14	
2. ORGANIZATION	3	9.7	9.7	0.2									1	3	15	
3. CLEAR OBJECTIVES	3	9.8	9.9	0.2										4	15	
4. FULFILL OBJECTIVES	3	9.7	9.8	0.2									1	4	14	
5. CLEAR ASSIGNMENTS	3	9.7	9.7	0.1										5	14	
6. STIMULATED INTEREST	3	9.6	9.6	0.1									1	6	12	
7. FAIR GRADING	3	9.8	9.7	0.1										4	15	
8. APPROPRIATE EXAM	3	9.6	9.6	0.3									1	1	2	14
9. ACCESSIBILITY	3	9.6	9.6	0.3									1	2	1	15
10. INTEREST, CONCERN	3	9.6	9.6	0.3									1		4	14
11. PREPARATION	3	9.7	9.9	0.4									1	1	1	16
12. USE OF COMMENTS																
13. WRITING ASSIGNMENTS																
14. IMPROVED WRITING																
15. COMPUTER ACCESS																
16. COMPUTER LINKAGE																
17. IMPROVED SKILLS																
18. EXPLANATION																
19. USE OF PROBLEM																
20. ENHANCED SKILLS																

MEAN OF THE FIRST ELEVEN ITEMS: 9.7

BRANCH STORRS

NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 6000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	2	9.8	9.8	0.1									1	1	10
2. ORGANIZATION	2	9.8	9.8	0.0									1	1	10
3. CLEAR OBJECTIVES	2	9.8	9.8	0.1										1	11
4. FULFILL OBJECTIVES	2	9.9	9.9	0.1									1		11
5. CLEAR ASSIGNMENTS	2	9.8	9.8	0.2										1	11
6. STIMULATED INTEREST	2	9.9	9.9	0.1											12
7. FAIR GRADING	2	10	10	0.0											12
8. APPROPRIATE EXAM	2	10	10	0.0										1	11
9. ACCESSIBILITY	2	9.9	9.9	0.1									1		11
10. INTEREST, CONCERN	2	9.8	9.8	0.2											12
11. PREPARATION	2	10	10	0.0											
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION															
19. USE OF PROBLEM															
20. ENHANCED SKILLS															

MEAN OF THE FIRST ELEVEN ITEMS: 9.9

BRANCH STORRS

NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT  
 American Sign Language  
 ASLN LEVEL 1000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	5	9.0	9.0	0.2		1			1	2	1	2	11	18	39
2. ORGANIZATION	5	9.0	8.9	0.2					1	2	2	3	12	26	31
3. CLEAR OBJECTIVES	5	9.0	8.9	0.2			1			2		3	7	16	47
4. FULFILL OBJECTIVES	5	9.3	9.3	0.2					1	2	3	8	23	37	
5. CLEAR ASSIGNMENTS	5	9.1	9.3	0.4			1			2		3	14	17	55
6. STIMULATED INTEREST	5	9.5	9.5	0.1						3	1	2	17	17	52
7. FAIR GRADING	5	9.5	9.4	0.2			1				1	6	16	49	
8. APPROPRIATE EXAM	5	9.4	9.5	0.2					1			2	8	26	37
9. ACCESSIBILITY	5	9.3	9.3	0.3								2	2	14	57
10. INTEREST, CONCERN	5	9.7	9.7	0.1						1	1	1	5	20	47
11. PREPARATION	5	9.4	9.4	0.2											
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION															
19. USE OF PROBLEM															
20. ENHANCED SKILLS															

MEAN OF THE FIRST ELEVEN ITEMS: 9.3

BRANCH STORRS

## NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Japanese

## JAPN LEVEL 1000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	2	9.4	9.4	0.1								1	3	7	16
2. ORGANIZATION	2	9.4	9.4	0.3					1			1	1	8	16
3. CLEAR OBJECTIVES	2	9.3	9.3	0.0						1		2		9	15
4. FULFILL OBJECTIVES	2	9.3	9.3	0.1					1			2	1	7	16
5. CLEAR ASSIGNMENTS	2	9.3	9.3	0.1				1				2	2	4	18
6. STIMULATED INTEREST	2	9.1	9.1	0.2					1			3	1	7	15
7. FAIR GRADING	2	9.4	9.4	0.1			1					1	2	3	20
8. APPROPRIATE EXAM	2	9.3	9.3	0.1					1			2	2	4	18
9. ACCESSIBILITY	2	9.2	9.2	0.1							1	1	5	4	16
10. INTEREST, CONCERN	2	9.2	9.2	0.0					1			2	3	5	16
11. PREPARATION	2	9.4	9.4	0.1							1	1	2	7	16
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION															
19. USE OF PROBLEM															
20. ENHANCED SKILLS															

MEAN OF THE FIRST ELEVEN ITEMS:

9.3

BRANCH STORRS

NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 1000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	3	8.1	8.3	0.8	2	4	6	9	5	18	33	59	52	66
2. ORGANIZATION	3	8.4	8.8	0.8	1	1	1	7	13	9	26	50	63	83
3. CLEAR OBJECTIVES	3	8.4	8.7	0.7	2	2	5	9	5	10	25	46	62	87
4. FULFILL OBJECTIVES	3	8.6	8.7	0.6	1	2	1	6	7	11	23	54	55	94
5. CLEAR ASSIGNMENTS	3	8.5	8.7	0.6	2	1	4	7	7	9	23	40	69	90
6. STIMULATED INTEREST	3	7.1	7.4	0.6	22	7	5	11	7	23	30	60	37	51
7. FAIR GRADING	3	9.0	9.1	0.1			1	1	9	3	18	33	60	127
8. APPROPRIATE EXAM	3	8.6	8.5	0.3	4	3	2	3	8	8	25	55	57	87
9. ACCESSIBILITY	3	8.4	8.3	0.5	4		2	5	8	13	35	55	50	73
10. INTEREST, CONCERN	3	8.4	8.4	0.5	4	1	3	6	8	10	31	38	70	76
11. PREPARATION	3	8.6	9.1	0.8	1	3	1	3	7	7	24	42	59	105
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION														
19. USE OF PROBLEM														
20. ENHANCED SKILLS														

MEAN OF THE FIRST ELEVEN ITEMS: 8.4

BRANCH HARTFORD STORRS

NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 2000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	4	8.5	8.3	0.6			3		1	5	4	19	20	22
2. ORGANIZATION	4	8.9	8.9	0.4				1	3	1	4	14	20	31
3. CLEAR OBJECTIVES	4	8.9	8.7	0.3			1		1	3	4	15	24	28
4. FULFILL OBJECTIVES	4	9.0	8.9	0.4					3	1	4	11	24	31
5. CLEAR ASSIGNMENTS	4	8.9	8.8	0.4		1			1	3	4	11	21	32
6. STIMULATED INTEREST	4	7.8	7.6	1.1	2	3	1	2	4	5	7	14	15	20
7. FAIR GRADING	4	9.0	8.8	0.4			1		3	3	4	7	17	38
8. APPROPRIATE EXAM	4	9.0	8.9	0.3			1		1	2	7	9	17	36
9. ACCESSIBILITY	4	9.0	9.2	0.5			1	1			6	12	16	37
10. INTEREST, CONCERN	4	8.8	8.8	0.8	1		3	1		2	2	10	21	33
11. PREPARATION	4	9.2	9.2	0.3					1	2	2	10	19	39
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION	4	8.4	8.2	0.6		1	1	1	2	1	6	10	17	18
19. USE OF PROBLEM	4	8.4	8.2	0.7		1	1	1	2	3	4	10	15	20
20. ENHANCED SKILLS	4	7.4	7.2	0.7	4	1	2	2	3	1	9	10	11	14
MEAN OF THE FIRST ELEVEN ITEMS:		8.8												

BRANCH HARTFORD STORRS



NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 3000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	3	9.0	8.8	0.5						1	2	12	14	16
2. ORGANIZATION	3	8.9	8.7	0.4						2	5	7	15	16
3. CLEAR OBJECTIVES	3	8.8	8.7	0.4					1	1	2	10	17	13
4. FULFILL OBJECTIVES	3	8.9	8.9	0.4				1		2	2	8	16	16
5. CLEAR ASSIGNMENTS	3	8.9	9.1	0.5				1		2	4	4	14	20
6. STIMULATED INTEREST	3	8.7	8.7	0.1				1	1	4	4	6	5	23
7. FAIR GRADING	3	9.1	9.2	0.5				1		1	2	7	8	23
8. APPROPRIATE EXAM	3	8.8	9.1	0.6				1	1	1	4	5	15	17
9. ACCESSIBILITY	3	8.8	8.6	0.3				1	1	2	5	3	14	17
10. INTEREST, CONCERN	3	9.1	9.2	0.2				1		1	3	3	16	20
11. PREPARATION	3	9.1	8.9	0.3				1		1	4	4	12	22
12. USE OF COMMENTS	1	8.8	8.8	0.0							3	2	5	5
13. WRITING ASSIGNMENTS	1	9.1	9.1	0.0							1	2	6	6
14. IMPROVED WRITING	1	8.4	8.4	0.0						1	4	2	4	4
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION	1	9.3	9.3	0.0						1				5
19. USE OF PROBLEM	1	9.0	9.0	0.0						1			1	4
20. ENHANCED SKILLS	1	7.3	7.3	0.0			1	1				1	1	2
MEAN OF THE FIRST ELEVEN ITEMS:		8.9												

BRANCH STORRS

NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 5000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	4	9.6	9.5	0.3									2	6	16
2. ORGANIZATION	4	9.5	9.4	0.3									4	4	16
3. CLEAR OBJECTIVES	4	9.6	9.5	0.3									2	6	16
4. FULFILL OBJECTIVES	4	9.7	9.6	0.2									3	1	20
5. CLEAR ASSIGNMENTS	4	9.7	9.7	0.2								1	1	2	20
6. STIMULATED INTEREST	4	9.6	9.5	0.2									4	2	18
7. FAIR GRADING	4	9.8	9.8	0.2									1	3	20
8. APPROPRIATE EXAM	4	9.6	9.5	0.2									3	2	15
9. ACCESSIBILITY	4	9.7	9.6	0.2								1	2	1	20
10. INTEREST, CONCERN	4	9.7	9.6	0.2									3	1	20
11. PREPARATION	4	9.6	9.7	0.3									3	2	19
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION															
19. USE OF PROBLEM															
20. ENHANCED SKILLS															
MEAN OF THE FIRST ELEVEN ITEMS:		9.6													

BRANCH STORRS

Linguistics

LING LEVEL 6000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD.	RESPONSE FREQUENCY															
					1	2	3	4	5	6	7	8	9	10						
1. PRESENT MATERIAL	2	10	10	0.0																15
2. ORGANIZATION	2	9.8	9.8	0.2								1								14
3. CLEAR OBJECTIVES	2	10	10	0.0																15
4. FULFILL OBJECTIVES	2	9.8	9.8	0.3										2						13
5. CLEAR ASSIGNMENTS	2	9.9	9.9	0.1															2	13
6. STIMULATED INTEREST	2	9.9	9.9	0.1															1	14
7. FAIR GRADING	2	9.9	9.9	0.1															1	12
8. APPROPRIATE EXAM	2	9.9	9.9	0.1															1	12
9. ACCESSIBILITY	2	10	10	0.0																15
10. INTEREST, CONCERN	2	10	10	0.0																15
11. PREPARATION	2	9.9	9.9	0.1															1	14
12. USE OF COMMENTS																				
13. WRITING ASSIGNMENTS																				
14. IMPROVED WRITING																				
15. COMPUTER ACCESS																				
16. COMPUTER LINKAGE																				
17. IMPROVED SKILLS																				
18. EXPLANATION																				
19. USE OF PROBLEM																				
20. ENHANCED SKILLS																				

MEAN OF THE FIRST ELEVEN ITEMS: 9.9

BRANCH STORRS

NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

LING LEVEL 1000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	4	7.7	7.5	0.8	2	3	6	14	12	19	64	105	89	87
2. ORGANIZATION	4	8.0	8.1	1.0	5	2	5	9	15	20	38	88	100	119
3. CLEAR OBJECTIVES	4	7.9	7.9	0.7	3	5	6	8	17	21	53	79	105	103
4. FULFILL OBJECTIVES	4	8.2	8.2	0.6	2		4	8	15	22	31	85	109	122
5. CLEAR ASSIGNMENTS	4	8.2	8.1	0.5	4	4	3	4	21	11	34	81	108	127
6. STIMULATED INTEREST	4	7.5	7.2	0.7	12	6	14	12	28	35	46	72	80	95
7. FAIR GRADING	4	8.7	9.0	0.7		1		2	7	7	32	55	100	190
8. APPROPRIATE EXAM	4	8.4	8.5	0.5	4	1	1	6	9	13	34	71	132	127
9. ACCESSIBILITY	4	8.4	8.4	0.3		4	2	6	18	16	46	76	118	112
10. INTEREST, CONCERN	4	8.5	8.5	0.4	2	2	5	7	17	17	38	84	99	128
11. PREPARATION	4	8.6	8.7	0.7		3	4	4	11	9	30	71	108	161
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION														
19. USE OF PROBLEM														
20. ENHANCED SKILLS														
MEAN OF THE FIRST ELEVEN ITEMS:		8.2												

BRANCH HARTFORD STORRS

Linguistics

LING LEVEL 2000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	1	2	3	RESPONSE FREQUENCY									
								4	5	6	7	8	9	10			
1. PRESENT MATERIAL	4	8.3	8.3	0.2		1	3			5	13	29	23	22			
2. ORGANIZATION	4	8.5	8.5	0.3				2	2	4	15	23	30	20			
3. CLEAR OBJECTIVES	4	8.4	8.4	0.3		1		2	1	6	14	21	28	22			
4. FULFILL OBJECTIVES	4	8.6	8.5	0.3		1		2	1	4	9	27	23	28			
5. CLEAR ASSIGNMENTS	4	8.6	8.6	0.5	1		2	1	4	5	11	13	29	28			
6. STIMULATED INTEREST	4	8.0	8.2	0.5	2	1	2	2	2	11	11	11	24	30			
7. FAIR GRADING	4	9.0	9.1	0.3			2	2	2	2	6	12	26	44			
8. APPROPRIATE EXAM	4	8.6	8.7	0.4		3	1		1	5	9	17	19	39			
9. ACCESSIBILITY	4	8.7	8.7	0.4	2	1	1		2	3	6	16	26	35			
10. INTEREST, CONCERN	4	8.8	8.8	0.2		2	2		1	3	7	13	31	37			
11. PREPARATION	4	9.1	9.2	0.3				1	1	1	2	19	24	47			
12. USE OF COMMENTS																	
13. WRITING ASSIGNMENTS																	
14. IMPROVED WRITING																	
15. COMPUTER ACCESS																	
16. COMPUTER LINKAGE																	
17. IMPROVED SKILLS										1	7	4	11	8			
18. EXPLANATION	3	8.3	8.5	0.5		1	1				3	6	11	11			
19. USE OF PROBLEM	3	8.7	9.0	0.5			1	1									
20. ENHANCED SKILLS	3	7.2	7.1	0.2	1	2	2	2	2	2	3	4	8	7			

MEAN OF THE FIRST ELEVEN ITEMS: 8.6

BRANCH HARTFORD STORRS

Linguistics

LING LEVEL 3000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	2	7.9	7.9	1.9	1	2	1					3	3	3	4
2. ORGANIZATION	2	7.9	7.9	1.5	1	1		1	1			3	4	2	4
3. CLEAR OBJECTIVES	2	8.4	8.4	1.6	1	2					1	1	1	4	7
4. FULFILL OBJECTIVES	2	8.9	8.9	1.1	1				1	1			2	5	7
5. CLEAR ASSIGNMENTS	2	8.9	8.9	1.1			1			1			6	2	6
6. STIMULATED INTEREST	2	9.0	9.0	1.0	1				1				2	3	9
7. FAIR GRADING	2	9.5	9.5	0.5			1							4	12
8. APPROPRIATE EXAM	2	9.1	9.1	0.9	1							1		7	7
9. ACCESSIBILITY	2	9.7	9.7	0.3								1	1	2	13
10. INTEREST, CONCERN	2	9.4	9.4	0.4								2	1	4	10
11. PREPARATION	2	9.1	9.1	0.9		1			1				2	4	9
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION	1	7.1	7.1	0.0		1		1	1	1	1	1	2	2	2
19. USE OF PROBLEM	1	7.9	7.9	0.0				1	1				5	2	2
20. ENHANCED SKILLS	1	6.0	6.0	0.0		1	2	1	1	2			1	1	2
MEAN OF THE FIRST ELEVEN ITEMS:		8.9													

RANCH STORRS







NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Japanese

JAPN LEVEL 1000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	2	9.4	9.4	0.1								1	3	9	14
2. ORGANIZATION	2	9.1	9.1	0.1									7	10	10
3. CLEAR OBJECTIVES	2	9.1	9.1	0.4								1	6	5	15
4. FULFILL OBJECTIVES	2	9.4	9.4	0.4									2	8	17
5. CLEAR ASSIGNMENTS	2	9.5	9.5	0.1									1	9	17
6. STIMULATED INTEREST	2	9.7	9.7	0.0									2	4	21
7. FAIR GRADING	2	9.5	9.5	0.1									4	4	19
8. APPROPRIATE EXAM	2	9.5	9.5	0.0									3	8	16
9. ACCESSIBILITY	2	9.3	9.3	0.1						1			4	6	16
10. INTEREST, CONCERN	2	9.4	9.4	0.2									2	9	16
11. PREPARATION	2	9.5	9.5	0.2									2	6	19
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION															
19. USE OF PROBLEM															
20. ENHANCED SKILLS															

MEAN OF THE FIRST ELEVEN ITEMS: 9.4

BRANCH STORRS

Linguistics

LING LEVEL 2000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	3	8.8	9.0	0.6				1	1			7	7	15	18
2. ORGANIZATION	3	9.0	9.4	0.6					3			2	8	13	23
3. CLEAR OBJECTIVES	3	9.0	9.0	0.4				1				4	7	16	21
4. FULFILL OBJECTIVES	3	9.2	9.2	0.3			1					1	5	20	22
5. CLEAR ASSIGNMENTS	3	9.0	9.3	0.5				1	1	1		2	6	16	22
6. STIMULATED INTEREST	3	7.7	7.8	0.1	1		1	3	4	3		5	10	10	12
7. FAIR GRADING	3	9.4	9.6	0.3				1				1	2	15	30
8. APPROPRIATE EXAM	3	9.2	9.4	0.3				1		1		2	5	14	26
9. ACCESSIBILITY	3	9.1	9.1	0.1						1		2	8	19	19
10. INTEREST, CONCERN	3	8.9	9.0	0.2				2		2		3	5	16	21
11. PREPARATION	3	9.3	9.6	0.4						1	1	2	2	15	28
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION	3	8.6	8.9	0.7			1			1		5	4	13	10
19. USE OF PROBLEM	3	8.8	9.2	0.9			1			1		4	3	9	16
20. ENHANCED SKILLS	3	7.8	7.9	0.6		1		1	1	5		5	4	10	7
MEAN OF THE FIRST ELEVEN ITEMS:		9.0													

BRANCH HARTFORD STORRS

Linguistics

LING LEVEL 3000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	3	7.9	7.9	0.1				2	1	1	8	9	7	5
2. ORGANIZATION	3	7.9	8.0	0.5				1	1	3	8	5	12	3
3. CLEAR OBJECTIVES	3	7.8	7.8	0.1				1	2	2	6	13	4	5
4. FULFILL OBJECTIVES	3	8.3	8.2	0.2					2	1	7	7	8	8
5. CLEAR ASSIGNMENTS	3	7.9	8.2	0.6				1	2	3	5	10	6	6
6. STIMULATED INTEREST	3	7.3	6.8	1.2	1	1		3	4	2	3	7	4	8
7. FAIR GRADING	3	8.4	8.7	0.6	1				1	1	5	5	11	9
8. APPROPRIATE EXAM	3	8.3	8.1	0.3				1	1	2	6	5	11	7
9. ACCESSIBILITY	3	8.5	8.5	0.0			1		1	1	5	6	7	12
10. INTEREST, CONCERN	3	8.8	8.8	0.2					2		3	5	10	13
11. PREPARATION	3	8.5	8.5	0.4					1	2	4	8	8	10
12. USE OF COMMENTS	1	8.2	8.2	0.0					2				3	3
13. WRITING ASSIGNMENTS	1	8.0	8.0	0.0				1			3	1	1	3
14. IMPROVED WRITING	1	7.1	7.1	0.0				1	1	2	2		1	2
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION	1	8.3	8.3	0.0							3	2	2	2
19. USE OF PROBLEM	1	8.4	8.4	0.0					1		1	2	2	3
20. ENHANCED SKILLS	1	6.3	6.3	0.0			2	1			1	5		

MEAN OF THE FIRST ELEVEN ITEMS: 8.1

BRANCH STORRS

Linguistics

LING LEVEL 5000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	3	9.3	9.3	0.2								1	2	6	9
2. ORGANIZATION	3	9.6	9.4	0.2									1	6	11
3. CLEAR OBJECTIVES	3	9.6	9.6	0.2									2	3	13
4. FULFILL OBJECTIVES	3	9.7	9.7	0.1									1	3	14
5. CLEAR ASSIGNMENTS	3	9.7	9.6	0.3									1	4	13
6. STIMULATED INTEREST	3	9.5	9.6	0.3									3	3	12
7. FAIR GRADING	3	9.7	9.6	0.2									2	1	15
8. APPROPRIATE EXAM	3	9.2	9.2	0.6			1						2	4	10
9. ACCESSIBILITY	3	9.7	9.6	0.2									1	4	13
10. INTEREST, CONCERN	3	9.7	9.6	0.2									1	4	13
11. PREPARATION	3	9.6	9.9	0.4									2	2	14
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION															
19. USE OF PROBLEM															
20. ENHANCED SKILLS															
MEAN OF THE FIRST ELEVEN ITEMS:		9.6													

BRANCH STORRS

Linguistics

LING LEVEL 6000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	1	9.8	9.8	0.0										1	4
2. ORGANIZATION	1	9.8	9.8	0.0										1	4
3. CLEAR OBJECTIVES	1	9.8	9.8	0.0										1	4
4. FULFILL OBJECTIVES	1	9.6	9.6	0.0										2	3
5. CLEAR ASSIGNMENTS	1	9.6	9.6	0.0										2	3
6. STIMULATED INTEREST	1	9.6	9.6	0.0										2	3
7. FAIR GRADING	1	9.8	9.8	0.0										1	4
8. APPROPRIATE EXAM	1	9.8	9.8	0.0										1	3
9. ACCESSIBILITY	1	9.8	9.8	0.0										1	4
10. INTEREST, CONCERN	1	9.8	9.8	0.0										1	4
11. PREPARATION	1	9.6	9.6	0.0										2	3
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION															
19. USE OF PROBLEM															
20. ENHANCED SKILLS															

MEAN OF THE FIRST ELEVEN ITEMS: 9.7

BRANCH STORRS

American Sign Language

ASLN LEVEL 1000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	5	9.2	9.3	0.5						1	4	11	9	27
2. ORGANIZATION	5	8.9	8.9	0.7					4	2	4	7	11	24
3. CLEAR OBJECTIVES	5	9.2	9.3	0.5					1		7	6	12	26
4. FULFILL OBJECTIVES	5	9.2	9.4	0.6			1				4	9	9	28
5. CLEAR ASSIGNMENTS	5	8.9	9.0	0.8			1		2	2	3	8	12	24
6. STIMULATED INTEREST	5	9.4	9.5	0.4				1		1	1	7	8	34
7. FAIR GRADING	5	9.4	9.3	0.4							1	9	13	29
8. APPROPRIATE EXAM	5	9.2	9.2	0.7					1	1	3	5	13	29
9. ACCESSIBILITY	5	9.3	9.1	0.4						2	6	4	10	30
10. INTEREST, CONCERN	5	9.6	9.7	0.4			1				1	3	10	37
11. PREPARATION	5	9.2	9.3	0.5				1		2	4	5	11	29
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION														
19. USE OF PROBLEM														
20. ENHANCED SKILLS														

MEAN OF THE FIRST ELEVEN ITEMS: 9.2

BRANCH STORRS WATERBURY

American Sign Language

ASLN LEVEL 3000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	1	8.9	8.9	0.0									3	2	2
2. ORGANIZATION	1	8.4	8.4	0.0						1			3	2	1
3. CLEAR OBJECTIVES	1	8.7	8.7	0.0						1			2	2	2
4. FULFILL OBJECTIVES	1	9.4	9.4	0.0										4	3
5. CLEAR ASSIGNMENTS	1	9.1	9.1	0.0									2	2	3
6. STIMULATED INTEREST	1	9.3	9.3	0.0									1	3	3
7. FAIR GRADING	1	9.6	9.6	0.0						1					6
8. APPROPRIATE EXAM	1	9.0	9.0	0.0						1			1	1	3
9. ACCESSIBILITY	1	9.4	9.4	0.0										4	3
10. INTEREST, CONCERN	1	9.6	9.6	0.0										3	4
11. PREPARATION	1	9.1	9.1	0.0									2	2	3
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION															
19. USE OF PROBLEM															
20. ENHANCED SKILLS															

MEAN OF THE FIRST ELEVEN ITEMS: 9.1

BRANCH STORRS

Japanese

JAPN LEVEL 1000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	2	9.4	9.4	0.3								1	4	9	11
2. ORGANIZATION	2	9.5	9.5	0.2									4	8	13
3. CLEAR OBJECTIVES	2	9.4	9.4	0.4								2	3	7	13
4. FULFILL OBJECTIVES	2	9.6	9.6	0.2									3	6	16
5. CLEAR ASSIGNMENTS	2	9.4	9.4	0.2									5	7	13
6. STIMULATED INTEREST	2	9.6	9.6	0.2									4	4	16
7. FAIR GRADING	2	9.5	9.5	0.2									4	7	14
8. APPROPRIATE EXAM	2	9.2	9.2	0.5				1		1	1	1	4	6	12
9. ACCESSIBILITY	2	9.6	9.6	0.4								1	1	10	13
10. INTEREST, CONCERN	2	9.5	9.5	0.5		1							2	7	15
11. PREPARATION	2	9.5	9.5	0.0									2	10	13
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION															
19. USE OF PROBLEM															
20. ENHANCED SKILLS															

MEAN OF THE FIRST ELEVEN ITEMS: 9.5

BRANCH STORRS



Linguistics

LING LEVEL 1000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	4	7.6	7.7	0.7	1	4	4	6	25	26	69	108	75	73
2. ORGANIZATION	4	8.0	8.3	0.8	1	3	4	2	13	23	64	77	106	97
3. CLEAR OBJECTIVES	4	8.0	8.4	0.8	1	5	3	7	14	20	56	89	96	95
4. FULFILL OBJECTIVES	4	8.3	8.7	0.7	1	2	1	6	10	17	43	96	118	93
5. CLEAR ASSIGNMENTS	4	8.1	8.6	0.9	1	4	9	6	10	17	61	92	90	99
6. STIMULATED INTEREST	4	6.7	7.0	0.6	8	11	16	16	35	47	76	83	49	45
7. FAIR GRADING	4	8.9	9.1	0.3				3	7	7	20	71	103	175
8. APPROPRIATE EXAM	4	8.5	8.6	0.4	1		1	6	8	11	44	84	122	111
9. ACCESSIBILITY	4	8.0	8.2	0.5		1	5	9	18	25	48	104	107	67
10. INTEREST, CONCERN	4	8.1	8.2	0.4	3	1	2	7	19	24	58	103	87	81
11. PREPARATION	4	8.6	9.0	0.8	1	2	2	4	13	13	30	72	109	142
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION														
19. USE OF PROBLEM														
20. ENHANCED SKILLS														

MEAN OF THE FIRST ELEVEN ITEMS: 8.1

BRANCH HARTFORD STORRS

Linguistics

LING LEVEL 2000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	5	8.6	8.2	0.7		1	1		1	8	14	22	29	41	
2. ORGANIZATION	5	8.9	8.8	0.7		1	2		2	3	12	16	28	52	
3. CLEAR OBJECTIVES	5	8.9	8.8	0.7		1	1		1	7	9	21	30	47	
4. FULFILL OBJECTIVES	5	9.1	9.1	0.5				1	2	5	8	10	36	55	
5. CLEAR ASSIGNMENTS	5	8.9	8.9	0.8			2	1	3	5	16	12	25	52	
6. STIMULATED INTEREST	5	8.7	8.5	0.6				1	4	9	9	16	22	55	
7. FAIR GRADING	5	9.1	9.4	0.8		1		2	3	6	8	8	36	53	
8. APPROPRIATE EXAM	5	8.8	9.0	0.8			1	2	2	3	5	10	15	33	46
9. ACCESSIBILITY	5	9.1	9.2	0.5	1					4	10	15	32	54	
10. INTEREST, CONCERN	5	9.2	9.1	0.5			1		2	4	4	19	25	62	
11. PREPARATION	5	9.2	9.4	0.5			1	1		2	7	15	26	65	
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION	4	9.0	9.2	0.6			1			1	4	10	9	34	
19. USE OF PROBLEM	4	8.8	8.9	0.7			1		2	2	4	9	9	32	
20. ENHANCED SKILLS	4	8.1	8.2	0.6		1		1	6	4	5	10	11	21	

MEAN OF THE FIRST ELEVEN ITEMS: 9.0

BRANCH HARTFORD STORRS

Linguistics

LING LEVEL 3000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	3	8.5	8.7	0.9		2		1		4	2	11	10	19
2. ORGANIZATION	3	8.3	8.5	1.1		1	1	2	2	3	3	9	10	18
3. CLEAR OBJECTIVES	3	8.7	9.0	0.8	1	1		1		2	2	7	12	23
4. FULFILL OBJECTIVES	3	8.8	9.2	1.0		1		1	1	3	2	8	8	25
5. CLEAR ASSIGNMENTS	3	8.5	8.7	0.7	1		1		2		7	8	11	19
6. STIMULATED INTEREST	3	8.9	9.2	0.6		1			1	1	3	8	13	22
7. FAIR GRADING	3	9.3	9.1	0.4		1			1			4	11	32
8. APPROPRIATE EXAM	3	9.1	9.0	0.6				1	1	3	1	2	14	27
9. ACCESSIBILITY	3	9.2	9.3	0.6			1				5	3	13	27
10. INTEREST, CONCERN	3	9.4	9.4	0.4			1					5	10	33
11. PREPARATION	3	9.1	9.2	0.5						3	3	6	11	26
12. USE OF COMMENTS	1	8.4	8.4	0.0	1							4	2	5
13. WRITING ASSIGNMENTS	1	9.4	9.4	0.0							1		4	7
14. IMPROVED WRITING	1	8.3	8.3	0.0						2	2	1	5	2
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION	1	8.2	8.2	0.0					1	1	2	6	3	4
19. USE OF PROBLEM	1	8.9	8.9	0.0						1	1	4	3	8
20. ENHANCED SKILLS	1	7.8	7.8	0.0				2	1	1	3	1	5	4

MEAN OF THE FIRST ELEVEN ITEMS: 8.9

BRANCH STORRS

## Linguistics

## LING LEVEL 5000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	4	9.4	9.5	0.2									4	5	14
2. ORGANIZATION	4	9.0	9.4	1.0		1						2	2	6	12
3. CLEAR OBJECTIVES	4	9.4	9.4	0.3								3	1	3	16
4. FULFILL OBJECTIVES	4	9.1	9.5	0.9		1						1	3	5	13
5. CLEAR ASSIGNMENTS	4	9.4	9.4	0.1								1	3	4	15
6. STIMULATED INTEREST	4	8.9	9.0	0.9	1					1	2	2	2	3	14
7. FAIR GRADING	4	9.9	9.9	0.1										2	21
8. APPROPRIATE EXAM	4	9.3	9.7	0.8			1					1		4	15
9. ACCESSIBILITY	4	9.5	9.8	0.6					1			1	1	1	18
10. INTEREST, CONCERN	4	9.0	9.3	0.7	1					1	2	2	2	1	16
11. PREPARATION	4	9.3	9.7	0.9	1								3	3	16
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION															
19. USE OF PROBLEM															
20. ENHANCED SKILLS															

MEAN OF THE FIRST ELEVEN ITEMS: 9.3

BRANCH STORRS

## Linguistics

## LING LEVEL 6000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	3	9.8	9.8	0.1								1	3	16
2. ORGANIZATION	3	9.8	9.9	0.2								2	1	17
3. CLEAR OBJECTIVES	3	9.7	9.7	0.2								2	3	15
4. FULFILL OBJECTIVES	3	9.8	9.9	0.2								1	2	17
5. CLEAR ASSIGNMENTS	3	9.8	9.9	0.2								1	2	17
6. STIMULATED INTEREST	3	9.7	10	0.5				1					1	18
7. FAIR GRADING	3	9.9	10	0.2								1	1	16
8. APPROPRIATE EXAM	3	9.8	10	0.3								2		16
9. ACCESSIBILITY	3	10	10	0.1									1	19
10. INTEREST, CONCERN	3	9.8	9.9	0.2								1	2	17
11. PREPARATION	3	9.9	10	0.2								1	1	18
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION														
19. USE OF PROBLEM														
20. ENHANCED SKILLS														

MEAN OF THE FIRST ELEVEN ITEMS: 9.8

BRANCH STORRS

American Sign Language

ASLN LEVEL 1000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	7	8.8	9.0	0.7				2		3	13	21	25	42
2. ORGANIZATION	7	8.8	8.8	0.7				1	1	2	14	22	26	40
3. CLEAR OBJECTIVES	7	9.0	9.2	0.7					2	6	9	17	20	52
4. FULFILL OBJECTIVES	7	9.1	9.3	0.5						3	9	20	22	52
5. CLEAR ASSIGNMENTS	7	8.7	8.9	1.0				2	2	6	15	17	18	46
6. STIMULATED INTEREST	7	9.3	9.5	0.5					1	3	4	8	24	66
7. FAIR GRADING	7	9.2	9.5	0.6					2	3	2	17	20	61
8. APPROPRIATE EXAM	7	9.1	9.2	0.5						3	6	16	28	52
9. ACCESSIBILITY	7	9.2	9.3	0.3			1		2	1	5	12	28	55
10. INTEREST, CONCERN	7	9.1	9.4	0.9		1		1	3	2	3	13	21	62
11. PREPARATION	7	9.3	9.3	0.4							4	18	27	56
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION														
19. USE OF PROBLEM														
20. ENHANCED SKILLS														

MEAN OF THE FIRST ELEVEN ITEMS: 9.1

BRANCH STORRS WATERBURY

NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

American Sign Language

ASLN LEVEL 3000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY											
					1	2	3	4	5	6	7	8	9	10		
1. PRESENT MATERIAL	1	9.7	9.7	0.0											3	6
2. ORGANIZATION	1	9.9	9.9	0.0											1	8
3. CLEAR OBJECTIVES	1	9.9	9.9	0.0											1	8
4. FULFILL OBJECTIVES	1	9.9	9.9	0.0											1	8
5. CLEAR ASSIGNMENTS	1	10	10	0.0												8
6. STIMULATED INTEREST	1	9.8	9.8	0.0											2	7
7. FAIR GRADING	1	10	10	0.0												9
8. APPROPRIATE EXAM	1	10	10	0.0												9
9. ACCESSIBILITY	1	9.6	9.6	0.0							1				1	7
10. INTEREST, CONCERN	1	9.9	9.9	0.0											1	8
11. PREPARATION	1	10	10	0.0												9
12. USE OF COMMENTS																
13. WRITING ASSIGNMENTS																
14. IMPROVED WRITING																
15. COMPUTER ACCESS																
16. COMPUTER LINKAGE																
17. IMPROVED SKILLS																
18. EXPLANATION																
19. USE OF PROBLEM																
20. ENHANCED SKILLS																

MEAN OF THE FIRST ELEVEN ITEMS: 9.9

BRANCH STORRS

Japanese  
 JAPN LEVEL 1000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY												
					1	2	3	4	5	6	7	8	9	10			
1. PRESENT MATERIAL	2	9.5	9.5	0.1										3	9	17	
2. ORGANIZATION	2	9.6	9.6	0.1										2	9	18	
3. CLEAR OBJECTIVES	2	9.5	9.5	0.2										4	6	19	
4. FULFILL OBJECTIVES	2	9.7	9.7	0.1										1	7	21	
5. CLEAR ASSIGNMENTS	2	9.7	9.7	0.0										1	6	22	
6. STIMULATED INTEREST	2	9.7	9.7	0.2										1	6	22	
7. FAIR GRADING	2	9.8	9.8	0.1										1	5	23	
8. APPROPRIATE EXAM	2	9.6	9.6	0.1										2	7	20	
9. ACCESSIBILITY	2	9.5	9.5	0.2										5	6	18	
10. INTEREST, CONCERN	2	9.5	9.5	0.1								1		2	8	18	
11. PREPARATION	2	9.6	9.6	0.3										3	5	21	
12. USE OF COMMENTS																	
13. WRITING ASSIGNMENTS																	
14. IMPROVED WRITING																	
15. COMPUTER ACCESS																	
16. COMPUTER LINKAGE																	
17. IMPROVED SKILLS																	
18. EXPLANATION																	
19. USE OF PROBLEM																	
20. ENHANCED SKILLS																	

MEAN OF THE FIRST ELEVEN ITEMS: 9.6

BRANCH STORRS



## Linguistics

## LING LEVEL 1000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	6	7.6	7.8	1.1	7	6	12	20	29	43	75	91	67	74
2. ORGANIZATION	6	8.0	8.2	0.8	4	7	11	9	19	38	50	96	96	94
3. CLEAR OBJECTIVES	6	8.0	8.2	0.9	5	9	7	12	27	36	49	93	90	97
4. FULFILL OBJECTIVES	6	8.2	8.5	0.7	2	7	4	9	20	29	61	89	83	119
5. CLEAR ASSIGNMENTS	6	8.2	8.6	1.0	6	6	12	11	20	20	55	84	80	129
6. STIMULATED INTEREST	6	6.9	6.6	1.1	25	17	17	27	45	53	52	68	59	61
7. FAIR GRADING	6	8.8	8.7	0.5	2	4	1	5	13	15	29	66	91	194
8. APPROPRIATE EXAM	6	8.3	8.4	0.5	5	4	6	4	17	23	46	82	102	133
9. ACCESSIBILITY	6	8.2	8.4	0.7	4	8	6	5	20	23	61	77	101	112
10. INTEREST, CONCERN	6	8.2	8.2	0.7	7	4	9	7	20	30	51	90	72	131
11. PREPARATION	6	8.5	8.6	0.7	5	6	3	6	16	19	47	74	94	155
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION														
19. USE OF PROBLEM														
20. ENHANCED SKILLS														

MEAN OF THE FIRST ELEVEN ITEMS: 8.1

BRANCH HARTFORD STAMFORD STORRS

Linguistics

LING LEVEL 2000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	5	8.0	8.0	0.8	1	1	1	3	7	11	22	21	16	30
2. ORGANIZATION	5	8.4	8.8	1.1	1		3	1	8	8	14	23	15	40
3. CLEAR OBJECTIVES	5	8.2	8.5	1.1	2	1	3		7	10	18	20	15	36
4. FULFILL OBJECTIVES	5	8.5	8.8	0.8		3		2	6	8	12	19	23	40
5. CLEAR ASSIGNMENTS	5	8.4	8.9	1.1	2		1	2	8	10	14	15	22	38
6. STIMULATED INTEREST	5	7.7	7.3	0.9	5	2		10	6	7	15	16	20	32
7. FAIR GRADING	5	8.7	9.0	1.1	2	1		5	7	5	11	8	28	46
8. APPROPRIATE EXAM	5	8.4	8.7	1.1	1		4	5	5	5	15	15	27	35
9. ACCESSIBILITY	5	8.6	8.9	1.0	3		2	3	6	2	13	18	18	48
10. INTEREST, CONCERN	5	8.6	8.5	1.0	2	1	2	3	7	5	11	13	21	48
11. PREPARATION	5	9.0	9.2	0.7		1		3	1	6	7	18	25	52
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION	4	8.3	8.3	0.2		1		1	1	3	13	14	7	20
19. USE OF PROBLEM	4	8.1	8.1	0.3	2	1				5	11	10	11	20
20. ENHANCED SKILLS	4	7.0	7.1	0.3	3	1	2	4	4	10	8	5	10	12

MEAN OF THE FIRST ELEVEN ITEMS: 8.4

BRANCH HARTFORD STORRS

## NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

## Linguistics

## LING LEVEL 3000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	2	7.9	7.9	1.5			2	1	1	2	4	3	2	12
2. ORGANIZATION	2	8.0	8.0	1.6			1	2		4	2	2	4	12
3. CLEAR OBJECTIVES	2	8.1	8.1	1.5		1	2			1	3	4	3	13
4. FULFILL OBJECTIVES	2	8.4	8.4	1.1				1	1	1	4	2	8	10
5. CLEAR ASSIGNMENTS	2	8.9	8.9	0.6					1	1	1	3	10	11
6. STIMULATED INTEREST	2	8.0	8.0	1.1		1		1	1	1	4	4	4	10
7. FAIR GRADING	2	8.8	8.8	0.8		1			1	1		3	6	15
8. APPROPRIATE EXAM	2	8.7	8.7	0.7					1	2	1	3	7	11
9. ACCESSIBILITY	2	9.1	9.1	0.4					1		2	3	6	15
10. INTEREST, CONCERN	2	9.1	9.1	0.7					1		1	4	7	14
11. PREPARATION	2	8.7	8.7	1.0				1	1		2	5	5	13
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION	1	7.0	7.0	0.0						1	3	1		
19. USE OF PROBLEM	1	7.2	7.2	0.0					1		2	1	1	
20. ENHANCED SKILLS	1	5.0	5.0	0.0		1	1			2		1		

MEAN OF THE FIRST ELEVEN ITEMS: 8.5

BRANCH STORRS

Linguistics

LING LEVEL 5000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY									
					1	2	3	4	5	6	7	8	9	10
1. PRESENT MATERIAL	4	8.9	9.6	1.5					1	1	3	1	3	14
2. ORGANIZATION	4	9.1	9.8	1.3						2	3	1		17
3. CLEAR OBJECTIVES	4	9.0	9.6	1.2						2	3		4	14
4. FULFILL OBJECTIVES	4	9.1	9.7	1.2						1	4		3	15
5. CLEAR ASSIGNMENTS	4	9.1	9.6	1.0						2	1	3	2	15
6. STIMULATED INTEREST	4	9.3	9.4	0.6						1		4	4	14
7. FAIR GRADING	4	9.8	9.9	0.2								1	2	18
8. APPROPRIATE EXAM	4	9.4	9.5	0.4							1	2	4	14
9. ACCESSIBILITY	4	9.2	9.2	0.2						2		3	4	14
10. INTEREST, CONCERN	4	9.3	9.2	0.3							3	3	2	15
11. PREPARATION	4	9.3	9.7	0.9						1		4	3	15
12. USE OF COMMENTS														
13. WRITING ASSIGNMENTS														
14. IMPROVED WRITING														
15. COMPUTER ACCESS														
16. COMPUTER LINKAGE														
17. IMPROVED SKILLS														
18. EXPLANATION														
19. USE OF PROBLEM														
20. ENHANCED SKILLS														

MEAN OF THE FIRST ELEVEN ITEMS: 9.2

BRANCH STORRS

## NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

## Linguistics

## LING LEVEL 6000 COURSES SUMMARY

	# CLASSES	MEAN	MEDIAN	STD	RESPONSE FREQUENCY										
					1	2	3	4	5	6	7	8	9	10	
1. PRESENT MATERIAL	2	9.8	9.8	0.2									1		10
2. ORGANIZATION	2	9.8	9.8	0.2									1		10
3. CLEAR OBJECTIVES	2	9.7	9.7	0.1									1	1	9
4. FULFILL OBJECTIVES	2	9.8	9.8	0.2									1		10
5. CLEAR ASSIGNMENTS	2	9.8	9.8	0.2									1		10
6. STIMULATED INTEREST	2	10	10	0.0											11
7. FAIR GRADING	2	10	10	0.0											11
8. APPROPRIATE EXAM	2	10	10	0.0											11
9. ACCESSIBILITY	2	10	10	0.0											11
10. INTEREST, CONCERN	2	10	10	0.0											11
11. PREPARATION	2	10	10	0.0											11
12. USE OF COMMENTS															
13. WRITING ASSIGNMENTS															
14. IMPROVED WRITING															
15. COMPUTER ACCESS															
16. COMPUTER LINKAGE															
17. IMPROVED SKILLS															
18. EXPLANATION															
19. USE OF PROBLEM															
20. ENHANCED SKILLS															

MEAN OF THE FIRST ELEVEN ITEMS: 9.9

BRANCH STORRS









Faculty Name	#Courses	Avg Enrolment	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	6.0	83 %	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	4.0	5.0	4.0	4.5
<b>Total, Department</b>	<b>4</b>	<b>6.5</b>	<b>66 %</b>	<b>4.3</b>	<b>4.0</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.1</b>	<b>4.3</b>	<b>4.3</b>	<b>4.0</b>	<b>4.0</b>	<b>4.8</b>	<b>4.3</b>	<b>4.3</b>	<b>3.9</b>	<b>4.1</b>	<b>4.3</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.4</b>	<b>4.0</b>	<b>3.5</b>
<b>Total, School</b>	<b>226</b>	<b>12.7</b>	<b>47 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.4</b>	<b>4.8</b>	<b>4.6</b>	<b>4.4</b>	<b>4.2</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.1</b>	<b>4.5</b>	<b>4.3</b>	<b>4.0</b>
<b>Total, University</b>	<b>628</b>	<b>16.9</b>	<b>45 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.7</b>	<b>4.4</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.4</b>	<b>4.8</b>	<b>4.7</b>	<b>4.4</b>	<b>4.2</b>	<b>4.4</b>	<b>4.4</b>	<b>4.5</b>	<b>4.4</b>	<b>4.1</b>	<b>4.4</b>	<b>4.4</b>	<b>3.9</b>

## Course Level 6000

Faculty Name	#Courses	Avg Enrolment	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	5.0	100 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	1	5.0	80 %	5.0	5.0	4.5	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
<b>Total, Department</b>	<b>2</b>	<b>5.0</b>	<b>90 %</b>	<b>5.0</b>	<b>5.0</b>	<b>4.8</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	
<b>Total, School</b>	<b>42</b>	<b>11.0</b>	<b>42 %</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.7</b>	<b>4.4</b>	<b>4.6</b>	<b>4.6</b>	<b>4.7</b>	<b>4.7</b>	<b>4.5</b>	<b>4.2</b>	<b>4.6</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.6</b>	<b>4.7</b>	<b>4.6</b>	<b>4.2</b>
<b>Total, University</b>	<b>105</b>	<b>11.1</b>	<b>49 %</b>	<b>4.6</b>	<b>4.7</b>	<b>4.6</b>	<b>4.6</b>	<b>4.7</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.7</b>	<b>4.6</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.5</b>	<b>4.7</b>	<b>4.6</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.2</b>

## Course Level 7000

Faculty Name	#Courses	Avg Enrolment	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, School</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, University</b>	<b>9</b>	<b>21.4</b>	<b>0 %</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
- 6 - The instructor gave clear assignments.
- 7 - The instructor was accessible to students.
- 8 - The instructor gave useful feedback on my performance.
- 9 - The instructor returned graded work in a reasonable amount of time.
- 10 - The instructor used class time effectively.
- 11 - The instructor treated all students with respect.
- 12 - The instructor graded fairly.
- 13 - The instructor's teaching methods promoted student learning.
- 14 - What is your overall rating of the instructor's teaching?

- 15 - The methods of evaluating student learning seemed appropriate.
- 16 - The course content was well organized.
- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?



University of Connecticut

### C. Department Summary Report

### Linguistics-SET Secondary Instructor

#### Overall

Faculty Name	#Courses	Avg Enrolment	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses													
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
	1	345.0	23 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	1	340.0	17 %	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	5.0	5.0	5.0	5.0	4.0	4.0	4.0	5.0	4.5	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
Total, Department	2	342.5	20 %	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	5.0	5.0	5.0	5.0	4.5	4.5	4.5	5.0	4.8	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	
Total, School	79	50.5	23 %	4.2	4.5	4.3	4.2	4.5	4.3	4.3	4.0	4.3	4.3	4.6	4.3	4.3	3.8	4.1	4.2	4.3	4.2	3.6	4.3	3.9	3.4	3.4	3.4	3.4	3.4	3.4	
Total, University	348	36.6	28 %	4.3	4.5	4.4	4.3	4.5	4.3	4.5	4.3	4.4	4.4	4.6	4.5	4.4	4.0	4.3	4.3	4.4	4.4	3.9	4.3	4.2	3.7	3.7	3.7	3.7	3.7	3.7	

#### Course Level 0000

Faculty Name	#Courses	Avg Enrolment	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses												
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, School	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, University	4	12.3	39 %	4.3	4.4	4.4	4.1	4.4	4.1	4.4	4.4	4.1	4.4	4.4	4.4	4.0	4.4	4.4	4.3	4.4	3.6	4.3	4.4	4.0	4.0	4.0	4.0	4.0	4.0	

#### Course Level 1000

				Instructor, average of median ratings across courses														Course, average of median ratings across courses							
--	--	--	--	------------------------------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--------------------------------------------------	--	--	--	--	--	--	--

Faculty Name	#Courses	Avg Enrolment	Avg Resp Rate	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
	1	345.0	23 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0
	1	340.0	17 %	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	5.0	5.0	5.0	5.0	4.0	4.0	4.0	5.0	4.5	4.0	4.0	4.0	4.0	4.0	4.0
Total, Department	2	342.5	20 %	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	5.0	5.0	5.0	5.0	4.5	4.5	4.5	5.0	4.8	4.5	4.5	4.5	4.5	4.5	4.0
Total, School	10	110.9	28 %	4.4	4.7	4.3	4.4	4.2	4.4	4.2	4.1	4.7	4.7	4.8	4.5	4.3	3.8	4.2	4.4	4.7	4.4	4.1	4.3	4.0	3.4	3.4
Total, University	11	110.8	32 %	4.4	4.6	4.3	4.3	4.2	4.3	4.2	4.0	4.5	4.6	4.8	4.4	4.2	3.7	4.1	4.3	4.6	4.3	4.0	4.2	4.0	3.3	3.3

## Course Level 2000

Faculty Name	#Courses	Avg Enrolment	Avg Resp Rate	Instructor, average of median ratings across courses													Course, average of median ratings across courses									
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, School	37	64.4	15 %	4.0	4.4	4.1	3.8	4.3	4.2	4.4	4.0	4.4	4.1	4.5	4.2	4.1	3.5	3.8	4.2	4.2	4.2	3.3	4.2	3.6	3.3	3.3
Total, University	37	64.4	15 %	4.0	4.4	4.1	3.8	4.3	4.2	4.4	4.0	4.4	4.1	4.5	4.2	4.1	3.5	3.8	4.2	4.2	4.2	3.3	4.2	3.6	3.3	3.3

## Course Level 3000

Faculty Name	#Courses	Avg Enrolment	Avg Resp Rate	Instructor, average of median ratings across courses													Course, average of median ratings across courses									
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, School	13	17.6	28 %	4.3	4.5	4.5	4.4	4.7	4.3	4.0	3.8	4.1	4.5	4.5	4.3	4.4	4.0	4.5	4.3	4.1	4.0	4.1	4.4	4.2	3.5	3.5
Total, University	100	29.6	44 %	4.3	4.5	4.4	4.3	4.5	4.3	4.4	4.2	4.4	4.3	4.5	4.4	4.3	3.9	4.3	4.3	4.3	4.3	3.8	4.2	4.3	3.7	3.7

## Course Level 4000

Faculty Name	#Courses	Avg Enrolment	Avg Resp Rate	Instructor, average of median ratings across courses													Course, average of median ratings across courses									
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, School	4	23.5	24 %	4.5	4.5	4.0	4.0	4.5	4.5	4.3	4.1	3.4	4.3	4.4	4.4	4.3	3.8	4.1	4.3	4.1	4.3	3.5	4.1	3.9	3.6	3.6
Total, University	85	37.4	27 %	4.6	4.6	4.6	4.6	4.6	4.5	4.6	4.5	4.4	4.6	4.7	4.6	4.6	4.2	4.4	4.4	4.4	4.5	4.1	4.5	4.4	3.9	3.9

## Course Level 5000

				Instructor, average of median ratings across courses													Course, average of median ratings across courses									
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Faculty Name	#Courses	Avg Enrolment	Avg Resp Rate	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, School</b>	<b>8</b>	<b>11.8</b>	<b>51 %</b>	<b>4.4</b>	<b>4.7</b>	<b>4.6</b>	<b>4.7</b>	<b>4.9</b>	<b>4.7</b>	<b>4.4</b>	<b>4.5</b>	<b>4.6</b>	<b>4.5</b>	<b>5.0</b>	<b>4.8</b>	<b>4.6</b>	<b>4.4</b>	<b>4.3</b>	<b>4.1</b>	<b>4.4</b>	<b>4.6</b>	<b>4.0</b>	<b>4.6</b>	<b>4.3</b>	<b>4.0</b>
<b>Total, University</b>	<b>58</b>	<b>36.9</b>	<b>24 %</b>	<b>4.2</b>	<b>4.4</b>	<b>4.5</b>	<b>4.3</b>	<b>4.6</b>	<b>4.3</b>	<b>4.5</b>	<b>4.4</b>	<b>4.3</b>	<b>4.3</b>	<b>4.6</b>	<b>4.6</b>	<b>4.4</b>	<b>3.9</b>	<b>4.3</b>	<b>4.2</b>	<b>4.4</b>	<b>4.3</b>	<b>4.1</b>	<b>4.4</b>	<b>4.2</b>	<b>3.8</b>

## Course Level 6000

Faculty Name	#Courses	Avg Enrolment	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, School</b>	<b>7</b>	<b>11.3</b>	<b>10 %</b>	<b>4.5</b>	<b>4.8</b>	<b>4.8</b>	<b>4.8</b>	<b>5.0</b>	<b>4.7</b>	<b>4.4</b>	<b>4.4</b>	<b>4.7</b>	<b>4.5</b>	<b>5.0</b>	<b>4.8</b>	<b>4.8</b>	<b>4.4</b>	<b>4.2</b>	<b>3.9</b>	<b>4.1</b>	<b>4.1</b>	<b>3.0</b>	<b>4.6</b>	<b>4.5</b>	<b>3.6</b>
<b>Total, University</b>	<b>10</b>	<b>10.3</b>	<b>17 %</b>	<b>4.5</b>	<b>4.7</b>	<b>4.7</b>	<b>4.5</b>	<b>4.7</b>	<b>4.4</b>	<b>4.6</b>	<b>4.4</b>	<b>4.6</b>	<b>4.3</b>	<b>4.7</b>	<b>4.7</b>	<b>4.7</b>	<b>4.1</b>	<b>4.3</b>	<b>3.9</b>	<b>4.1</b>	<b>4.1</b>	<b>3.3</b>	<b>4.4</b>	<b>4.3</b>	<b>3.8</b>

## Course Level 7000

Faculty Name	#Courses	Avg Enrolment	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, School</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, University</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
- 6 - The instructor gave clear assignments.
- 7 - The instructor was accessible to students.
- 8 - The instructor gave useful feedback on my performance.
- 9 - The instructor returned graded work in a reasonable amount of time.
- 10 - The instructor used class time effectively.
- 11 - The instructor treated all students with respect.
- 12 - The instructor graded fairly.
- 13 - The instructor's teaching methods promoted student learning.
- 14 - What is your overall rating of the instructor's teaching?
- 15 - The methods of evaluating student learning seemed appropriate.
- 16 - The course content was well organized.

- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?



University of Connecticut

C. Department Summary Report-Spring 2014

Linguistics-SET Primary Instructor

Overall

Faculty Name	#Courses	Avg Enrollment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses									
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
	1	7.0	6.0	86 %	5.0	5.0	4.5	5.0	5.0	5.0	4.5	5.0	4.5	5.0	4.5	4.5	5.0	5.0	5.0	5.0	5.0	-	5.0	4.0	5.0			
	2	14.0	8.0	73 %	4.0	4.8	4.5	4.5	4.5	5.0	5.0	4.3	5.0	4.5	4.5	4.5	4.5	4.0	4.0	4.5	4.5	4.5	3.8	4.3	4.5	4.0		
	1	24.0	4.0	17 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	1	171.0	58.0	34 %	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	5.0	4.0	3.5	3.0	4.0	4.0	4.0	4.0	2.0	4.0	4.0	3.0		
	1	27.0	15.0	56 %	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	5.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0		
	2	10.5	7.5	81 %	3.8	5.0	4.3	4.3	5.0	4.0	5.0	5.0	5.0	5.0	4.5	5.0	4.5	4.0	3.5	4.0	4.0	3.8	3.5	3.5	4.0	4.0	3.3	
	1	350.0	49.0	14 %	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0		
	1	25.0	20.0	80 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.5	4.5	4.5	4.0	5.0	4.5	4.0
	1	18.0	5.0	28 %	4.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	4.0	5.0	5.0	4.0	4.0	4.0	4.0	4.0	
	1	7.0	2.0	29 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	1	11.0	6.0	55 %	3.5	4.0	4.0	4.0	4.0	2.0	4.0	3.0	4.0	4.0	3.5	2.5	4.0	3.0	3.0	4.0	3.5	4.0	3.0	4.0	4.0	3.0	3.0	
	1	17.0	15.0	88 %	4.0	4.0	4.0	4.0	5.0	4.0	4.0	4.0	4.0	4.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	3.0	
	2	177.5	43.0	53 %	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.5	4.0	4.0	3.5	4.0	4.0	4.0	4.0	3.5	4.5	4.0	3.8	
	1	10.0	9.0	90 %	5.0	5.0	5.0	5.0	5.0	4.5	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.5	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	
	1	26.0	20.0	77 %	4.0	5.0	5.0	4.0	5.0	5.0	5.0	4.5	5.0	4.5	5.0	5.0	4.5	4.0	4.0	4.5	4.0	4.0	3.0	4.0	4.0	3.5	3.5	
	1	17.0	12.0	71 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	4.0	
<b>Total, Department</b>	<b>19</b>	<b>58.6</b>	<b>17.8</b>	<b>60 %</b>	<b>4.1</b>	<b>4.5</b>	<b>4.3</b>	<b>4.2</b>	<b>4.5</b>	<b>4.2</b>	<b>4.5</b>	<b>4.2</b>	<b>4.6</b>	<b>4.4</b>	<b>4.6</b>	<b>4.2</b>	<b>4.1</b>	<b>3.8</b>	<b>4.1</b>	<b>4.2</b>	<b>4.2</b>	<b>4.2</b>	<b>3.5</b>	<b>4.3</b>	<b>4.2</b>	<b>3.5</b>		

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Total, School	1878	37.2	15.1	45 %	4.4	4.6	4.5	4.4	4.6	4.4	4.5	4.3	4.5	4.5	4.7	4.5	4.4	4.0	4.3	4.3	4.4	4.4	4.0	4.3	4.3	3.8
Total, University	3228	32.7	14.1	47 %	4.4	4.6	4.5	4.4	4.6	4.4	4.5	4.4	4.5	4.5	4.7	4.6	4.4	4.1	4.4	4.4	4.4	4.4	4.0	4.3	4.3	3.8

### Course Level 0000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, School	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, University	6	14.8	6.5	55 %	4.3	4.4	4.4	4.4	4.4	4.3	4.0	4.2	4.1	4.4	4.4	4.3	4.3	3.7	4.1	3.9	4.1	4.1	3.5	4.3	4.1	3.5

### Course Level 1000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	171.0	58.0	34 %	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	5.0	4.0	3.5	3.0	4.0	4.0	4.0	4.0	2.0	4.0	4.0	3.0
	1	350.0	49.0	14 %	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0
	1	18.0	5.0	28 %	4.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	4.0	5.0	5.0	4.0	4.0	4.0	4.0	4.0
	1	349.0	81.0	23 %	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	3.0
Total, Department	4	222.0	48.3	25 %	3.8	4.3	4.3	4.0	4.3	4.0	4.3	4.0	4.3	4.3	4.5	4.3	3.9	3.3	4.3	4.0	4.3	4.3	3.3	4.0	4.0	3.3
Total, School	726	48.8	18.7	42 %	4.3	4.5	4.4	4.3	4.5	4.4	4.4	4.2	4.5	4.4	4.7	4.5	4.3	3.9	4.2	4.2	4.3	4.3	3.8	4.2	4.2	3.6
Total, University	939	45.1	17.4	42 %	4.3	4.5	4.4	4.4	4.5	4.4	4.4	4.3	4.5	4.4	4.7	4.5	4.3	3.9	4.3	4.3	4.3	4.3	3.9	4.2	4.2	3.7

### Course Level 2000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	22.0	10.0	45 %	3.0	4.5	4.0	4.0	4.0	5.0	5.0	4.0	5.0	4.5	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	2.5	4.0	4.0	3.0
	1	24.0	4.0	17 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1	27.0	15.0	56 %	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	5.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0
	1	25.0	20.0	80 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.5	4.5	4.5	4.0	5.0	4.5	4.0
	1	7.0	2.0	29 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1	26.0	20.0	77 %	4.0	5.0	5.0	4.0	5.0	5.0	5.0	4.5	5.0	4.5	5.0	5.0	4.5	4.0	4.0	4.5	4.0	3.0	4.0	4.0	4.0	3.5
Total, Department	6	21.8	11.8	51 %	3.8	4.5	4.0	4.0	4.3	4.3	4.5	3.8	4.7	4.3	4.3	4.1	3.7	3.5	3.9	4.0	4.1	4.0	3.2	4.1	4.0	3.2



Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Total, School	325	48.2	19.4	45 %	4.4	4.6	4.5	4.4	4.5	4.5	4.5	4.2	4.5	4.5	4.7	4.5	4.3	4.0	4.3	4.3	4.3	4.3	4.0	4.3	4.2	3.7
Total, University	424	46.5	19.2	46 %	4.4	4.6	4.5	4.4	4.6	4.5	4.5	4.3	4.5	4.5	4.7	4.5	4.4	4.0	4.3	4.3	4.4	4.4	4.0	4.3	4.3	

**Course Level 3000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	16.0	10.0	63 %	3.5	5.0	4.5	3.5	5.0	4.0	5.0	5.0	5.0	5.0	5.0	4.0	4.0	3.0	4.0	4.0	3.5	3.0	3.0	4.0	4.0	3.0
	1	11.0	6.0	55 %	3.5	4.0	4.0	4.0	4.0	2.0	4.0	3.0	4.0	4.0	3.5	2.5	4.0	3.0	3.0	4.0	3.5	4.0	3.0	4.0	4.0	3.0
	1	17.0	15.0	88 %	4.0	4.0	4.0	4.0	5.0	4.0	4.0	4.0	4.0	4.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	3.0
	1	17.0	12.0	71 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	4.0
Total, Department	4	15.3	10.8	69 %	4.0	4.5	4.4	4.1	4.8	3.8	4.5	4.3	4.5	4.5	4.6	3.9	4.3	3.8	4.0	4.3	4.0	4.0	3.3	4.3	4.3	3.3
Total, School	532	27.3	11.5	44 %	4.5	4.6	4.6	4.5	4.7	4.5	4.6	4.4	4.5	4.5	4.8	4.6	4.5	4.2	4.4	4.5	4.5	4.5	4.2	4.4	4.4	3.9
Total, University	906	28.4	13.1	47 %	4.4	4.6	4.6	4.4	4.6	4.4	4.5	4.4	4.5	4.5	4.8	4.6	4.5	4.1	4.4	4.4	4.5	4.5	4.1	4.4	4.4	3.9

**Course Level 4000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, School	70	21.0	9.1	42 %	4.3	4.6	4.5	4.3	4.6	4.3	4.5	4.4	4.5	4.4	4.6	4.6	4.2	3.9	4.3	4.3	4.3	4.3	3.9	4.2	4.2	3.8
Total, University	284	24.7	11.5	47 %	4.4	4.6	4.5	4.4	4.6	4.4	4.6	4.4	4.5	4.5	4.7	4.6	4.4	4.1	4.4	4.4	4.4	4.4	4.1	4.4	4.4	3.8

**Course Level 5000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses								
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
	1	6.0	6.0	100 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.5	5.0	4.5	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	4.5	5.0	5.0	
	1	5.0	5.0	100 %	4.0	5.0	4.0	5.0	5.0	4.0	5.0	5.0	5.0	4.0	5.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.5	
	1	6.0	5.0	83 %	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	5.0	4.0	4.5
Total, Department	3	5.7	5.3	94 %	4.3	4.7	4.3	4.7	4.7	4.3	4.7	4.5	4.7	4.2	5.0	4.7	4.3	4.3	4.0	4.3	4.3	4.3	4.3	4.3	4.5	4.3	4.3
Total, School	188	12.6	7.7	62 %	4.5	4.6	4.6	4.5	4.7	4.5	4.6	4.4	4.4	4.5	4.8	4.6	4.5	4.3	4.4	4.5	4.6	4.5	4.2	4.5	4.4	4.1	
Total, University	575	16.7	9.1	57 %	4.5	4.6	4.6	4.5	4.7	4.5	4.6	4.4	4.5	4.5	4.8	4.6	4.5	4.2	4.5	4.5	4.5	4.5	4.2	4.5	4.4	4.0	

**Course Level 6000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	7.0	6.0	86 %	5.0	5.0	4.5	5.0	5.0	5.0	4.5	5.0	4.5	5.0	4.5	4.5	5.0	5.0	5.0	5.0	5.0	-	5.0	4.0	5.0	
	1	10.0	9.0	90 %	5.0	5.0	5.0	5.0	5.0	4.5	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.5	5.0	5.0	5.0	5.0	5.0	5.0	4.0	
<b>Total, Department</b>	<b>2</b>	<b>8.5</b>	<b>7.5</b>	<b>88 %</b>	<b>5.0</b>	<b>5.0</b>	<b>4.8</b>	<b>5.0</b>	<b>5.0</b>	<b>4.8</b>	<b>4.8</b>	<b>5.0</b>	<b>4.8</b>	<b>5.0</b>	<b>4.8</b>	<b>4.8</b>	<b>5.0</b>	<b>4.8</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>4.5</b>	<b>4.5</b>	
<b>Total, School</b>	<b>37</b>	<b>10.9</b>	<b>5.6</b>	<b>53 %</b>	<b>4.4</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.7</b>	<b>4.5</b>	<b>4.7</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.9</b>	<b>4.6</b>	<b>4.5</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>4.5</b>	<b>4.5</b>	<b>4.3</b>	<b>4.4</b>	<b>4.2</b>	
<b>Total, University</b>	<b>94</b>	<b>12.1</b>	<b>6.2</b>	<b>59 %</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.7</b>	<b>4.4</b>	<b>4.4</b>	<b>4.5</b>	<b>4.8</b>	<b>4.6</b>	<b>4.5</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>	<b>4.1</b>	

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
- 6 - The instructor gave clear assignments.
- 7 - The instructor was accessible to students.
- 8 - The instructor gave useful feedback on my performance.
- 9 - The instructor returned graded work in a reasonable amount of time.
- 10 - The instructor used class time effectively.
- 11 - The instructor treated all students with respect.
- 12 - The instructor graded fairly.
- 13 - The instructor's teaching methods promoted student learning.
- 14 - What is your overall rating of the instructor's teaching?
- 15 - The methods of evaluating student learning seemed appropriate.
- 16 - The course content was well organized.
- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?



Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Total, University	6	14.8	6.5	55 %	4.3	4.4	4.4	4.4	4.4	4.3	4.0	4.2	4.1	4.4	4.4	4.3	4.3	3.7	4.1	3.9	4.1	4.1	3.5	4.3	4.1	3.5

**Course Level 1000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	19.0	7.0	37 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	
	1	8.0	4.0	50 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	3	16.7	9.7	58 %	4.0	4.2	4.3	4.5	4.8	4.0	4.2	4.0	4.3	4.0	5.0	3.8	4.2	3.8	4.2	3.5	3.8	3.8	5.0	4.3	4.3	
	1	9.0	4.0	44 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	1	16.0	5.0	31 %	4.0	4.0	4.0	5.0	5.0	4.0	4.0	5.0	4.0	5.0	4.0	3.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
Total, Department	7	14.6	7.0	48 %	4.1	4.1	4.4	4.6	4.8	4.1	4.3	4.4	4.1	4.1	4.7	3.9	4.5	4.1	4.4	3.8	4.1	4.0	4.7	4.4	4.0	
Total, School	726	48.8	18.7	42 %	4.3	4.5	4.4	4.3	4.5	4.4	4.4	4.2	4.5	4.4	4.7	4.5	4.3	3.9	4.2	4.2	4.3	4.3	3.8	4.2	4.2	
Total, University	939	45.1	17.4	42 %	4.3	4.5	4.4	4.4	4.5	4.4	4.4	4.3	4.5	4.4	4.7	4.5	4.3	3.9	4.3	4.3	4.3	4.3	3.9	4.2	4.2	

**Course Level 2000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total, School	325	48.2	19.4	45 %	4.4	4.6	4.5	4.4	4.5	4.5	4.5	4.2	4.5	4.5	4.7	4.5	4.3	4.0	4.3	4.3	4.3	4.3	4.0	4.3	3.7	
Total, University	424	46.5	19.2	46 %	4.4	4.6	4.5	4.4	4.6	4.5	4.5	4.3	4.5	4.5	4.7	4.5	4.4	4.0	4.3	4.3	4.4	4.4	4.0	4.3	3.7	

**Course Level 3000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	9.0	9.0	100 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0		
Total, Department	1	9.0	9.0	100 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0		
Total, School	532	27.3	11.5	44 %	4.5	4.6	4.6	4.5	4.7	4.5	4.6	4.4	4.5	4.5	4.8	4.6	4.5	4.2	4.4	4.5	4.5	4.5	4.2	4.4	3.9	
Total, University	906	28.4	13.1	47 %	4.4	4.6	4.6	4.4	4.6	4.4	4.5	4.4	4.5	4.5	4.8	4.6	4.5	4.1	4.4	4.4	4.5	4.5	4.1	4.4	3.9	

**Course Level 4000**

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Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses									
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total, School	70	21.0	9.1	42 %	4.3	4.6	4.5	4.3	4.6	4.3	4.5	4.4	4.5	4.4	4.6	4.6	4.2	3.9	4.3	4.3	4.3	4.3	3.9	4.2	4.2	3.8		
Total, University	284	24.7	11.5	47 %	4.4	4.6	4.5	4.4	4.6	4.4	4.6	4.4	4.5	4.5	4.7	4.6	4.4	4.1	4.4	4.4	4.4	4.4	4.1	4.4	4.4	3.8		

### Course Level 5000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses									
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total, School	188	12.6	7.7	62 %	4.5	4.6	4.6	4.5	4.7	4.5	4.6	4.4	4.4	4.5	4.8	4.6	4.5	4.3	4.4	4.5	4.6	4.5	4.2	4.5	4.4	4.1		
Total, University	575	16.7	9.1	57 %	4.5	4.6	4.6	4.5	4.7	4.5	4.6	4.4	4.5	4.5	4.8	4.6	4.5	4.2	4.5	4.5	4.5	4.5	4.2	4.5	4.4	4.0		

### Course Level 6000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses									
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total, School	37	10.9	5.6	53 %	4.4	4.5	4.6	4.6	4.7	4.5	4.7	4.4	4.4	4.4	4.9	4.6	4.5	4.3	4.3	4.3	4.5	4.5	4.3	4.4	4.2	4.0		
Total, University	94	12.1	6.2	59 %	4.5	4.5	4.6	4.5	4.7	4.5	4.7	4.4	4.4	4.5	4.8	4.6	4.5	4.3	4.4	4.4	4.5	4.5	4.4	4.5	4.4	4.1		

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
- 6 - The instructor gave clear assignments.
- 7 - The instructor was accessible to students.
- 8 - The instructor gave useful feedback on my performance.
- 9 - The instructor returned graded work in a reasonable amount of time.
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- 12 - The instructor graded fairly.
- 13 - The instructor's teaching methods promoted student learning.
- 14 - What is your overall rating of the instructor's teaching?
- 15 - The methods of evaluating student learning seemed appropriate.

- 16 - The course content was well organized.
- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?



University of Connecticut

### C. Department Summary Report-Spring 2014

#### Japanese-SET Primary Instructor

##### Overall

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	2	14.0	13.5	98 %	4.5	5.0	5.0	4.5	5.0	5.0	4.5	4.8	5.0	4.8	5.0	5.0	4.5	4.0	4.0	5.0	5.0	4.8	5.0	5.0	4.3	4.0
Total, Department	2	14.0	13.5	98 %	4.5	5.0	5.0	4.5	5.0	5.0	4.5	4.8	5.0	4.8	5.0	5.0	4.5	4.0	4.0	5.0	5.0	4.8	5.0	5.0	4.3	4.0
Total, School	1878	37.2	15.1	45 %	4.4	4.6	4.5	4.4	4.6	4.4	4.5	4.3	4.5	4.5	4.7	4.5	4.4	4.0	4.3	4.3	4.4	4.4	4.0	4.3	4.3	3.8
Total, University	3228	32.7	14.1	47 %	4.4	4.6	4.5	4.4	4.6	4.4	4.5	4.4	4.5	4.5	4.7	4.6	4.4	4.1	4.4	4.4	4.4	4.4	4.0	4.3	4.3	3.8

##### Course Level 0000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, School	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, University	6	14.8	6.5	55 %	4.3	4.4	4.4	4.4	4.4	4.3	4.0	4.2	4.1	4.4	4.4	4.3	4.3	3.7	4.1	3.9	4.1	4.1	3.5	4.3	4.1	3.5

##### Course Level 1000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22





Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, School	188	12.6	7.7	62 %	4.5	4.6	4.6	4.5	4.7	4.5	4.6	4.4	4.4	4.5	4.8	4.6	4.5	4.3	4.4	4.5	4.6	4.5	4.2	4.5	4.4	4.1
Total, University	575	16.7	9.1	57 %	4.5	4.6	4.6	4.5	4.7	4.5	4.6	4.4	4.5	4.5	4.8	4.6	4.5	4.2	4.5	4.5	4.5	4.5	4.2	4.5	4.4	4.0

**Course Level 6000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, School	37	10.9	5.6	53 %	4.4	4.5	4.6	4.6	4.7	4.5	4.7	4.4	4.4	4.4	4.9	4.6	4.5	4.3	4.3	4.3	4.5	4.5	4.3	4.4	4.2	4.0
Total, University	94	12.1	6.2	59 %	4.5	4.5	4.6	4.5	4.7	4.5	4.7	4.4	4.4	4.5	4.8	4.6	4.5	4.3	4.4	4.4	4.5	4.5	4.4	4.5	4.4	4.1

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
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- 18 - The course objectives were met.
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- 20 - The other course materials made a valuable contribution.
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Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	50.0	19.0	38.0 %	4.0	4.0	3.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	3.0	3.0	3.0	3.5	3.0	4.0	4.0	4.0	2.0	
	1	19.0	6.0	31.6 %	4.0	4.5	4.5	4.0	4.5	4.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	3.5	4.0	4.0	4.0	4.0	3.5	4.0	4.0	3.5
	2	348.0	95.5	27.4 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	1	24.0	10.0	41.7 %	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	4.0	4.5	5.0	5.0	4.5	4.0	5.0	5.0	4.0
	1	8.0	4.0	50.0 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2	9.5	6.0	67.9 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.8	5.0
<b>Total, Department</b>	<b>26</b>	<b>49.7</b>	<b>18.3</b>	<b>50.8 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.3</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.4</b>	<b>4.3</b>	<b>4.4</b>	<b>4.8</b>	<b>4.6</b>	<b>4.3</b>	<b>4.0</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>3.9</b>	<b>4.4</b>	<b>4.2</b>	<b>3.8</b>
<b>Total, School</b>	<b>1968</b>	<b>37.6</b>	<b>16.4</b>	<b>47.5 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.5</b>	<b>4.7</b>	<b>4.6</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.3</b>	<b>3.8</b>
<b>Total, University</b>	<b>3507</b>	<b>33.3</b>	<b>15.0</b>	<b>48.3 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.4</b>	<b>4.4</b>	<b>4.5</b>	<b>4.7</b>	<b>4.6</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.3</b>	<b>3.8</b>

**Course Level 0000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, School</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, University</b>	<b>11</b>	<b>14.1</b>	<b>6.5</b>	<b>51.1 %</b>	<b>4.5</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>4.3</b>	<b>4.3</b>	<b>4.1</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>4.2</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>3.6</b>	<b>4.3</b>	<b>4.5</b>	<b>3.8</b>

**Course Level 1000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	24.0	8.0	33.3 %	4.0	5.0	4.0	3.5	3.5	4.0	4.0	4.0	4.0	4.5	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0
	1	207.0	101.0	48.8 %	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	2.0	4.0	4.0	3.0
	1	17.0	10.0	58.8 %	4.0	4.0	4.0	3.5	4.0	4.0	4.0	4.0	4.0	3.5	5.0	4.5	3.0	3.0	4.0	4.0	4.0	4.0	2.5	4.0	4.0	3.0
	1	29.0	20.0	69.0 %	4.5	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	-	4.0	5.0	5.0
	1	20.0	4.0	20.0 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2	348.0	95.5	27.4 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
<b>Total, Department</b>	<b>7</b>	<b>141.9</b>	<b>47.7</b>	<b>40.7 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.2</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.4</b>	<b>4.6</b>	<b>4.6</b>	<b>4.3</b>	<b>4.0</b>	<b>4.5</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>	<b>3.9</b>	<b>4.4</b>	<b>4.4</b>	<b>3.9</b>
<b>Total, School</b>	<b>815</b>	<b>51.7</b>	<b>21.8</b>	<b>45.9 %</b>	<b>4.3</b>	<b>4.6</b>	<b>4.4</b>	<b>4.4</b>	<b>4.6</b>	<b>4.4</b>	<b>4.4</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.7</b>	<b>4.5</b>	<b>4.3</b>	<b>3.9</b>	<b>4.2</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>3.9</b>	<b>4.2</b>	<b>4.3</b>	<b>3.6</b>
<b>Total, University</b>	<b>1202</b>	<b>43.9</b>	<b>18.4</b>	<b>44.5 %</b>	<b>4.3</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.4</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.7</b>	<b>4.5</b>	<b>4.3</b>	<b>4.0</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>4.0</b>	<b>4.2</b>	<b>4.3</b>	<b>3.7</b>

### Course Level 2000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	24.0	9.0	37.5 %	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	2.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	2.0	4.0	4.0	3.0
	1	15.0	12.0	80.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0
	1	25.0	12.0	48.0 %	4.0	4.0	4.0	3.0	4.0	4.0	4.0	3.0	4.0	4.0	5.0	4.0	3.5	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.5	3.0
	1	7.0	3.0	42.9 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1	26.0	19.0	73.1 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	4.0	4.0	5.0	4.0	4.0
	1	50.0	19.0	38.0 %	4.0	4.0	3.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	3.0	3.0	3.0	3.5	3.0	4.0	4.0	4.0	4.0	2.0
	1	24.0	10.0	41.7 %	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	4.0	4.5	5.0	5.0	4.5	4.0	5.0	5.0	4.0
<b>Total, Department</b>	<b>7</b>	<b>24.4</b>	<b>12.0</b>	<b>51.6 %</b>	<b>4.3</b>	<b>4.4</b>	<b>4.3</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.3</b>	<b>4.0</b>	<b>4.0</b>	<b>4.4</b>	<b>4.6</b>	<b>4.4</b>	<b>4.1</b>	<b>3.9</b>	<b>4.1</b>	<b>4.3</b>	<b>4.4</b>	<b>4.1</b>	<b>3.4</b>	<b>4.1</b>	<b>4.2</b>	<b>3.4</b>
<b>Total, School</b>	<b>359</b>	<b>44.2</b>	<b>19.4</b>	<b>44.2 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.4</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.3</b>	<b>4.4</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.4</b>	<b>4.0</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.3</b>	<b>3.7</b>
<b>Total, University</b>	<b>462</b>	<b>44.8</b>	<b>19.9</b>	<b>44.7 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.4</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.3</b>	<b>4.4</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.4</b>	<b>4.0</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.3</b>	<b>3.7</b>

### Course Level 3000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	14.0	3.0	21.4 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1	16.0	2.0	12.5 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1	4.0	4.0	100.0 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1	7.0	6.0	85.7 %	4.0	4.0	4.0	5.0	5.0	4.0	5.0	3.5	3.0	4.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.5	5.0	3.5	4.0
	1	18.0	4.0	22.2 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1	19.0	6.0	31.6 %	4.0	4.5	4.5	4.0	4.5	4.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	3.5	4.0	4.0	4.0	4.0	3.5	4.0	4.0	3.5
	1	12.0	6.0	50.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.5	5.0
<b>Total, Department</b>	<b>7</b>	<b>12.9</b>	<b>4.4</b>	<b>46.2 %</b>	<b>3.9</b>	<b>4.4</b>	<b>4.4</b>	<b>4.0</b>	<b>4.5</b>	<b>4.2</b>	<b>4.5</b>	<b>4.5</b>	<b>4.1</b>	<b>4.1</b>	<b>4.9</b>	<b>4.5</b>	<b>4.1</b>	<b>3.9</b>	<b>4.1</b>	<b>4.1</b>	<b>3.9</b>	<b>4.1</b>	<b>3.6</b>	<b>4.4</b>	<b>4.0</b>	<b>3.9</b>
<b>Total, School</b>	<b>467</b>	<b>24.1</b>	<b>10.8</b>	<b>47.6 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.7</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.8</b>	<b>4.6</b>	<b>4.5</b>	<b>4.2</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.5</b>	<b>4.2</b>	<b>4.4</b>	<b>4.4</b>	<b>4.0</b>
<b>Total, University</b>	<b>843</b>	<b>28.6</b>	<b>13.4</b>	<b>48.3 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.4</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.4</b>	<b>4.4</b>	<b>4.5</b>	<b>4.8</b>	<b>4.6</b>	<b>4.4</b>	<b>4.1</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.1</b>	<b>4.4</b>	<b>4.3</b>	<b>3.9</b>

### Course Level 4000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, School</b>	<b>67</b>	<b>23.7</b>	<b>11.2</b>	<b>50.0 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.7</b>	<b>4.4</b>	<b>4.7</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.8</b>	<b>4.7</b>	<b>4.5</b>	<b>4.1</b>	<b>4.4</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.1</b>	<b>4.5</b>	<b>4.3</b>	<b>3.9</b>

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Total, University	259	25.5	12.1	48.6 %	4.4	4.6	4.5	4.4	4.7	4.4	4.6	4.4	4.5	4.5	4.8	4.6	4.5	4.1	4.4	4.4	4.4	4.5	4.0	4.4	4.4	3.9

**Course Level 5000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	8.0	7.0	87.5 %	5.0	5.0	5.0	5.0	5.0	5.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0
	1	7.0	4.0	57.1 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1	8.0	4.0	50.0 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1	7.0	6.0	85.7 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	
Total, Department	4	7.5	5.3	70.1 %	5.0	5.0	5.0	5.0	5.0	5.0	4.8	4.8	4.6	5.0	5.0	5.0	4.8	4.3	4.8	4.8	4.8	4.9	4.8	4.8	4.4	
Total, School	214	12.4	7.2	56.6 %	4.5	4.6	4.6	4.6	4.7	4.5	4.7	4.5	4.5	4.5	4.8	4.7	4.5	4.2	4.5	4.5	4.6	4.5	4.3	4.5	4.4	
Total, University	634	18.0	9.7	55.6 %	4.5	4.6	4.6	4.6	4.7	4.5	4.7	4.5	4.5	4.5	4.8	4.7	4.5	4.2	4.4	4.4	4.5	4.5	4.2	4.5	4.4	

**Course Level 6000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	7.0	5.0	71.4 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	4.5	4.0	5.0	5.0	5.0	5.0	4.0	
Total, Department	1	7.0	5.0	71.4 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	4.5	4.0	5.0	5.0	5.0	5.0	4.0	
Total, School	46	9.3	5.2	53.8 %	4.8	4.9	4.9	4.8	4.8	4.8	4.8	4.6	4.6	4.7	4.9	4.8	4.8	4.6	4.7	4.7	4.6	4.7	4.7	4.7	4.6	
Total, University	95	11.8	7.2	63.1 %	4.7	4.8	4.8	4.7	4.8	4.6	4.7	4.6	4.6	4.7	4.9	4.7	4.7	4.5	4.6	4.6	4.6	4.6	4.5	4.6	4.3	

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
- 6 - The instructor gave clear assignments.
- 7 - The instructor was accessible to students.
- 8 - The instructor gave useful feedback on my performance.
- 9 - The instructor returned graded work in a reasonable amount of time.
- 10 - The instructor used class time effectively.
- 11 - The instructor treated all students with respect.
- 12 - The instructor graded fairly.
- 13 - The instructor's teaching methods promoted student learning.
- 14 - What is your overall rating of the instructor's teaching?
- 15 - The methods of evaluating student learning seemed appropriate.

- 16 - The course content was well organized.
- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?



Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses									
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, School	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, University	11	14.1	6.5	51.1 %	4.5	4.5	4.4	4.5	4.5	4.5	4.3	4.3	4.1	4.5	4.5	4.5	4.5	4.2	4.4	4.5	4.5	4.5	3.6	4.3	4.5	3.8		

**Course Level 1000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses									
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
[REDACTED]	2	12.0	8.5	70.7 %	5.0	5.0	5.0	5.0	5.0	5.0	4.5	4.5	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
[REDACTED]	1	8.0	4.0	50.0 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
[REDACTED]	3	19.7	9.0	45.8 %	4.7	4.7	4.7	5.0	5.0	3.7	3.8	4.2	4.5	4.7	5.0	4.7	4.7	4.7	4.7	4.7	4.3	4.3	4.3	4.7	4.7	4.3	4.3	
[REDACTED]	1	20.0	9.0	45.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
[REDACTED]	1	8.0	4.0	50.0 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
[REDACTED]	3	12.7	5.7	50.7 %	4.8	4.8	4.0	5.0	5.0	4.0	4.5	4.5	4.7	5.0	4.5	4.3	4.7	4.5	4.2	4.3	4.3	4.3	5.0	4.8	4.5	4.5	4.5	
Total, Department	11	14.3	7.1	52.3 %	4.9	4.9	4.6	5.0	5.0	4.4	4.5	4.4	4.7	4.8	4.9	4.7	4.8	4.7	4.6	4.5	4.6	4.6	4.9	4.9	4.5	4.5	4.5	
Total, School	815	51.7	21.8	45.9 %	4.3	4.6	4.4	4.4	4.6	4.4	4.4	4.3	4.4	4.4	4.7	4.5	4.3	3.9	4.2	4.3	4.3	4.3	3.9	4.2	4.3	3.6	3.6	
Total, University	1202	43.9	18.4	44.5 %	4.3	4.6	4.5	4.5	4.6	4.4	4.4	4.3	4.4	4.4	4.7	4.5	4.3	4.0	4.3	4.3	4.3	4.3	4.0	4.2	4.3	3.7		

**Course Level 2000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses								
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
[REDACTED]	1	5.0	5.0	100.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0
Total, Department	1	5.0	5.0	100.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0
Total, School	359	44.2	19.4	44.2 %	4.4	4.6	4.5	4.4	4.6	4.4	4.5	4.3	4.4	4.5	4.7	4.5	4.4	4.0	4.3	4.4	4.4	4.4	4.1	4.3	4.3	3.7	3.7
Total, University	462	44.8	19.9	44.7 %	4.4	4.6	4.5	4.4	4.6	4.4	4.5	4.3	4.4	4.5	4.7	4.5	4.4	4.0	4.3	4.4	4.4	4.4	4.1	4.3	4.3	3.7	3.7

**Course Level 3000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses								
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
[REDACTED]	1	5.0	4.0	80.0 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
[REDACTED]	1	11.0	7.0	63.6 %	4.0	5.0	4.0	5.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Total, Department	2	8.0	5.5	71.8 %	4.5	5.0	4.5	5.0	4.5	4.3	4.5	4.0	4.3	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
Total, School	467	24.1	10.8	47.6 %	4.4	4.6	4.6	4.6	4.7	4.5	4.6	4.4	4.5	4.5	4.8	4.6	4.5	4.2	4.4	4.4	4.4	4.5	4.2	4.4	4.4	4.0	4.0



Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Total, University	843	28.6	13.4	48.3 %	4.4	4.6	4.5	4.4	4.6	4.4	4.5	4.4	4.4	4.5	4.8	4.6	4.4	4.1	4.4	4.4	4.4	4.4	4.1	4.4	4.3	3.9

**Course Level 4000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, School	67	23.7	11.2	50.0 %	4.4	4.6	4.5	4.5	4.7	4.4	4.7	4.5	4.5	4.6	4.8	4.7	4.5	4.1	4.4	4.4	4.5	4.5	4.1	4.5	4.3	3.9
Total, University	259	25.5	12.1	48.6 %	4.4	4.6	4.5	4.4	4.7	4.4	4.6	4.4	4.5	4.5	4.8	4.6	4.5	4.1	4.4	4.4	4.4	4.5	4.0	4.4	4.4	3.9

**Course Level 5000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, School	214	12.4	7.2	56.6 %	4.5	4.6	4.6	4.6	4.7	4.5	4.7	4.5	4.5	4.5	4.8	4.7	4.5	4.2	4.5	4.5	4.6	4.5	4.3	4.5	4.4	4.0
Total, University	634	18.0	9.7	55.6 %	4.5	4.6	4.6	4.6	4.7	4.5	4.7	4.5	4.5	4.5	4.8	4.7	4.5	4.2	4.4	4.4	4.5	4.5	4.2	4.5	4.4	4.0

**Course Level 6000**

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, School	46	9.3	5.2	53.8 %	4.8	4.9	4.9	4.8	4.8	4.8	4.8	4.6	4.6	4.7	4.9	4.8	4.8	4.6	4.7	4.7	4.6	4.7	4.7	4.7	4.6	4.4
Total, University	95	11.8	7.2	63.1 %	4.7	4.8	4.8	4.7	4.8	4.6	4.7	4.6	4.6	4.7	4.9	4.7	4.7	4.5	4.6	4.6	4.6	4.6	4.5	4.6	4.6	4.3

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
- 6 - The instructor gave clear assignments.
- 7 - The instructor was accessible to students.

- 8 - The instructor gave useful feedback on my performance.
- 9 - The instructor returned graded work in a reasonable amount of time.
- 10 - The instructor used class time effectively.
- 11 - The instructor treated all students with respect.
- 12 - The instructor graded fairly.
- 13 - The instructor's teaching methods promoted student learning.
- 14 - What is your overall rating of the instructor's teaching?
- 15 - The methods of evaluating student learning seemed appropriate.
- 16 - The course content was well organized.
- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?





Faculty Name	#Courses	Avg Enrollment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses										Course, average of median ratings across courses									
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, School	214	12.4	7.2	56.6 %	4.5	4.6	4.6	4.6	4.7	4.5	4.5	4.5	4.8	4.7	4.5	4.2	4.5	4.6	4.5	4.3	4.5	4.4	4.0	
Total, University	634	18.0	9.7	55.6 %	4.5	4.6	4.6	4.7	4.5	4.5	4.7	4.5	4.8	4.7	4.5	4.2	4.4	4.5	4.5	4.2	4.5	4.4	4.0	

## Course Level 6000

Faculty Name	#Courses	Avg Enrollment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses										Course, average of median ratings across courses									
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, School	46	9.3	5.2	53.8 %	4.8	4.9	4.9	4.8	4.8	4.8	4.8	4.8	4.9	4.8	4.8	4.6	4.7	4.6	4.7	4.7	4.7	4.6	4.4	
Total, University	95	11.8	7.2	63.1 %	4.7	4.8	4.8	4.7	4.8	4.6	4.7	4.6	4.9	4.7	4.7	4.5	4.6	4.6	4.6	4.5	4.6	4.6	4.3	

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
- 6 - The instructor gave clear assignments.
- 7 - The instructor was accessible to students.
- 8 - The instructor gave useful feedback on my performance.
- 9 - The instructor returned graded work in a reasonable amount of time.
- 10 - The instructor used class time effectively.
- 11 - The instructor treated all students with respect.
- 12 - The instructor graded fairly.
- 13 - The instructor's teaching methods promoted student learning.
- 14 - What is your overall rating of the instructor's teaching?
- 15 - The methods of evaluating student learning seemed appropriate.
- 16 - The course content was well organized.
- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?



Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Total, School	1841	36.3	14.8	44.7 %	4.4	4.6	4.6	4.5	4.6	4.5	4.6	4.4	4.5	4.5	4.8	4.6	4.4	4.1	4.4	4.4	4.4	4.4	4.1	4.4	4.3	3.8
Total, University	3228	32.4	14.0	46.8 %	4.4	4.6	4.5	4.5	4.6	4.4	4.6	4.4	4.5	4.5	4.8	4.6	4.4	4.1	4.4	4.4	4.4	4.4	4.1	4.4	4.4	3.9

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
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- 14 - What is your overall rating of the instructor's teaching?
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- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?



# University of Connecticut

## Department Summary Report -- Spring 2015

### Linguistics-SET Secondary Instructor

#### Overall

Faculty Name	#Courses	Avg Enrollment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses										
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
	1	8.0	7.0	87.5 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	4.0	4.0	-	4.5	4.0	4.0		
<b>Total, Department</b>	<b>1</b>	<b>8.0</b>	<b>7.0</b>	<b>87.5 %</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>-</b>	<b>4.5</b>	<b>4.0</b>	<b>4.0</b>
<b>Total, School</b>	<b>65</b>	<b>47.9</b>	<b>14.3</b>	<b>33.5 %</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>	<b>4.3</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.4</b>	<b>4.6</b>	<b>4.3</b>	<b>4.3</b>	<b>3.9</b>	<b>4.2</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>3.7</b>	<b>4.3</b>	<b>4.2</b>	<b>3.6</b>			
<b>Total, University</b>	<b>313</b>	<b>34.6</b>	<b>9.0</b>	<b>36.6 %</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>	<b>4.3</b>	<b>4.4</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.4</b>	<b>4.0</b>	<b>4.3</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.3</b>	<b>3.9</b>			

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
- 6 - The instructor gave clear assignments.
- 7 - The instructor was accessible to students.
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- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?



**Department Summary Report -- Spring 2015**  
**American Sign Language-SET Primary Instructor**

**Overall**

Faculty Name	#Courses	Avg Enrollment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses										Course, average of median ratings across courses											
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	3	11.3	8.0	72.5 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	1	8.0	6.0	75.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	3	14.3	3.3	22.8 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1	19.0	11.0	57.9 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	1	5.0	3.0	60.0 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1	12.0	6.0	50.0 %	4.0	4.0	4.0	4.5	4.5	4.0	5.0	4.0	4.0	4.0	4.5	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
	1	21.0	4.0	19.0 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	11	12.9	5.8	49.8 %	4.8	4.9	4.9	4.9	4.9	4.8	4.8	4.8	4.7	4.9	4.9	4.9	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.7	4.8
<b>Total, School</b>	1841	36.3	14.8	44.7 %	4.4	4.6	4.6	4.5	4.6	4.5	4.6	4.4	4.5	4.5	4.8	4.6	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.3
<b>Total, University</b>	3228	32.4	14.0	46.8 %	4.4	4.6	4.5	4.5	4.6	4.4	4.4	4.4	4.5	4.5	4.8	4.6	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
- 6 - The instructor gave clear assignments.
- 7 - The instructor was accessible to students.

- 8 - The instructor gave useful feedback on my performance.
- 9 - The instructor returned graded work in a reasonable amount of time.
- 10 - The instructor used class time effectively.
- 11 - The instructor treated all students with respect.
- 12 - The instructor graded fairly.
- 13 - The instructor's teaching methods promoted student learning.
- 14 - What is your overall rating of the instructor's teaching?
- 15 - The methods of evaluating student learning seemed appropriate.
- 16 - The course content was well organized.
- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?



- 15 - The methods of evaluating student learning seemed appropriate.
- 16 - The course content was well organized.
- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?



University of Connecticut

### Department Summary Report

### Linguistics-SET Primary Instructor

#### Overall

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	33.0	25.0	75.8 %	4.0	5.0	5.0	4.0	5.0	5.0	4.0	4.0	4.0	5.0	5.0	4.0	<b>4.0</b>	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>4.0</b>	
	1	7.0	6.0	85.7 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	5.0	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	
	2	113.5	45.5	43.5 %	4.0	4.0	4.5	4.0	4.5	4.0	4.3	4.0	4.5	4.0	4.5	4.5	4.0	<b>3.5</b>	4.0	4.0	4.0	4.0	3.0	4.0	<b>3.0</b>	
	1	7.0	7.0	100.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	5.0	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	
	1	22.0	20.0	90.9 %	4.0	5.0	4.0	4.0	4.0	4.0	5.0	4.5	5.0	4.0	5.0	5.0	4.0	<b>3.5</b>	4.0	4.0	4.0	4.0	3.0	4.0	<b>3.0</b>	
	1	12.0	11.0	91.7 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	5.0	5.0	4.0	5.0	5.0	4.0	5.0	<b>4.0</b>	
	1	29.0	9.0	31.0 %	2.0	4.0	4.0	4.0	4.0	3.0	4.0	3.0	2.0	4.0	4.0	4.0	<b>3.0</b>	4.0	4.0	3.0	3.0	2.5	3.5	4.0	<b>2.0</b>	
	1	5.0	5.0	100.0 %	5.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	5.0	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	
	1	22.0	13.0	59.1 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	4.0	5.0	5.0	5.0	4.0	5.0	4.0	<b>4.0</b>	
	1	15.0	7.0	46.7 %	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>3.0</b>	4.0	4.0	4.0	4.0	3.0	4.0	4.0	<b>3.0</b>	
	1	6.0	1.0	16.7 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	1	9.0	7.0	77.8 %	4.0	5.0	5.0	4.0	5.0	4.0	5.0	5.0	4.0	4.0	5.0	5.0	4.0	<b>4.0</b>	4.0	5.0	5.0	4.0	4.0	5.0	5.0	<b>4.0</b>
	1	23.0	16.0	69.6 %	4.0	5.0	4.0	4.0	4.5	4.0	4.0	4.0	4.5	4.5	4.0	4.5	4.0	<b>3.0</b>	4.0	4.0	4.0	4.0	3.0	4.0	4.0	<b>3.0</b>
	1	59.0	29.0	49.2 %	4.0	4.0	4.0	4.0	4.0	2.0	4.0	3.0	4.0	4.0	4.0	4.0	<b>3.0</b>	4.0	4.0	4.0	4.0	3.0	4.0	4.0	<b>3.0</b>	
	1	20.0	13.0	65.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	<b>4.0</b>	5.0	5.0	5.0	5.0	4.0	5.0	5.0	<b>4.0</b>	
	2	346.0	108.0	31.2 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	5.0	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	
	1	19.0	15.0	78.9 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	<b>5.0</b>	5.0	5.0	5.0	5.0	5.0	4.0	4.0	<b>4.0</b>	

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses								
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
██████████	1	19.0	10.0	52.6 %	4.0	5.0	4.5	4.0	5.0	4.0	4.5	4.5	4.5	4.0	5.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.5
██████████	1	6.0	5.0	83.3 %	4.0	4.0	4.0	3.0	5.0	5.0	5.0	4.0	5.0	3.0	5.0	5.0	3.0	3.0	4.0	3.0	4.0	3.0	5.0	5.0	4.0	3.0	
██████████	2	15.0	5.5	60.4 %	4.5	5.0	4.5	4.5	5.0	4.5	4.5	4.5	5.0	4.5	5.0	4.5	4.5	4.0	5.0	4.5	4.5	4.5	5.0	4.5	4.5	4.0	
<b>Total, Department</b>	<b>23</b>	<b>54.9</b>	<b>22.5</b>	<b>62.8 %</b>	<b>4.3</b>	<b>4.7</b>	<b>4.6</b>	<b>4.4</b>	<b>4.8</b>	<b>4.3</b>	<b>4.6</b>	<b>4.5</b>	<b>4.6</b>	<b>4.5</b>	<b>4.7</b>	<b>4.8</b>	<b>4.3</b>	<b>4.0</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.3</b>	<b>4.0</b>	<b>4.4</b>	<b>4.3</b>		
<b>Total, School</b>	<b>2004</b>	<b>36.5</b>	<b>16.5</b>	<b>47.9 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.8</b>	<b>4.6</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.0</b>	<b>4.3</b>	<b>4.3</b>		
<b>Total, University</b>	<b>3600</b>	<b>32.6</b>	<b>15.2</b>	<b>49.3 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.8</b>	<b>4.6</b>	<b>4.4</b>	<b>4.1</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.0</b>	<b>4.4</b>	<b>4.4</b>		

### Course Level 0000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Total, School</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Total, University</b>	<b>10</b>	<b>14.1</b>	<b>7.8</b>	<b>61.0 %</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>4.4</b>	<b>4.2</b>	<b>4.5</b>	<b>4.2</b>	<b>4.4</b>	<b>4.3</b>	<b>4.3</b>	<b>4.2</b>	<b>4.1</b>	<b>4.1</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>3.8</b>	<b>4.1</b>	<b>4.2</b>	

### Course Level 1000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
██████████	1	33.0	25.0	75.8 %	4.0	5.0	5.0	4.0	5.0	5.0	4.0	4.0	4.0	4.0	5.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
██████████	1	204.0	80.0	39.2 %	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	3.0
██████████	1	29.0	9.0	31.0 %	2.0	4.0	4.0	4.0	4.0	3.0	4.0	3.0	2.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	3.0	3.0	2.5	3.5	4.0	2.0
██████████	1	15.0	7.0	46.7 %	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	3.0
██████████	2	346.0	108.0	31.2 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
<b>Total, Department</b>	<b>6</b>	<b>162.2</b>	<b>56.2</b>	<b>42.5 %</b>	<b>4.0</b>	<b>4.5</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.3</b>	<b>4.3</b>	<b>4.2</b>	<b>4.0</b>	<b>4.3</b>	<b>4.5</b>	<b>4.5</b>	<b>4.3</b>	<b>3.8</b>	<b>4.3</b>	<b>4.3</b>	<b>4.2</b>	<b>4.2</b>	<b>3.8</b>	<b>4.3</b>	<b>4.3</b>	
<b>Total, School</b>	<b>847</b>	<b>49.0</b>	<b>22.1</b>	<b>48.7 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.4</b>	<b>4.0</b>	<b>4.2</b>	<b>4.4</b>	<b>4.3</b>	<b>4.3</b>	<b>3.9</b>	<b>4.2</b>	<b>4.3</b>	
<b>Total, University</b>	<b>1264</b>	<b>41.5</b>	<b>18.7</b>	<b>47.8 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.7</b>	<b>4.6</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.0</b>	<b>4.3</b>	<b>4.4</b>	

### Course Level 2000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
██████████	1	22.0	20.0	90.9 %	4.0	5.0	4.0	4.0	4.0	4.0	5.0	4.5	5.0	4.0	5.0	5.0	4.0	3.5	4.0	4.0	4.0	4.0	3.0	4.0	4.0	3.0
Kalin, Laura	1	12.0	11.0	91.7 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	4.0





Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses											
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
	1	5.0	5.0	100.0 %	5.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	1	6.0	5.0	83.3 %	4.0	4.0	4.0	3.0	5.0	5.0	5.0	4.0	5.0	3.0	5.0	5.0	3.0	3.0	4.0	3.0	4.0	3.0	5.0	5.0	4.0	3.0	4.0	3.0	5.0	5.0
	1	6.0	6.0	100.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
<b>Total, Department</b>	<b>4</b>	<b>6.0</b>	<b>5.8</b>	<b>95.8 %</b>	<b>4.8</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>4.8</b>	<b>5.0</b>	<b>4.5</b>	<b>5.0</b>	<b>5.0</b>	<b>4.5</b>	<b>4.5</b>	<b>4.8</b>	<b>4.5</b>	<b>4.8</b>	<b>4.5</b>	<b>5.0</b>	<b>5.0</b>	<b>4.8</b>	<b>4.5</b>	<b>5.0</b>	<b>5.0</b>	<b>4.8</b>	<b>4.5</b>
<b>Total, School</b>	<b>227</b>	<b>12.5</b>	<b>6.9</b>	<b>53.7 %</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.7</b>	<b>4.4</b>	<b>4.5</b>	<b>4.6</b>	<b>4.8</b>	<b>4.7</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>	<b>4.4</b>	<b>4.0</b>	<b>4.0</b>	
<b>Total, University</b>	<b>656</b>	<b>18.8</b>	<b>10.1</b>	<b>54.7 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.8</b>	<b>4.7</b>	<b>4.5</b>	<b>4.2</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>4.2</b>	<b>4.5</b>	<b>4.4</b>	<b>4.4</b>	<b>3.9</b>	<b>3.9</b>	<b>3.9</b>	

### Course Level 6000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses											
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
	1	7.0	6.0	85.7 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	
	1	9.0	7.0	77.8 %	4.0	5.0	5.0	4.0	5.0	4.0	5.0	5.0	4.0	4.0	5.0	5.0	4.0	4.0	4.0	5.0	5.0	4.0	4.0	5.0	5.0	4.0	4.0	5.0	5.0	4.0
<b>Total, Department</b>	<b>2</b>	<b>8.0</b>	<b>6.5</b>	<b>81.7 %</b>	<b>4.5</b>	<b>5.0</b>	<b>5.0</b>	<b>4.5</b>	<b>5.0</b>	<b>4.5</b>	<b>5.0</b>	<b>5.0</b>	<b>4.5</b>	<b>4.5</b>	<b>5.0</b>	<b>5.0</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>5.0</b>	<b>5.0</b>	<b>4.5</b>	<b>4.5</b>	<b>5.0</b>	<b>5.0</b>	<b>4.5</b>	<b>4.5</b>	<b>5.0</b>	<b>5.0</b>	<b>4.5</b>
<b>Total, School</b>	<b>39</b>	<b>11.4</b>	<b>5.6</b>	<b>51.4 %</b>	<b>4.5</b>	<b>4.6</b>	<b>4.7</b>	<b>4.6</b>	<b>4.7</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.8</b>	<b>4.7</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.2</b>	<b>4.2</b>	
<b>Total, University</b>	<b>97</b>	<b>12.6</b>	<b>6.8</b>	<b>58.9 %</b>	<b>4.6</b>	<b>4.7</b>	<b>4.7</b>	<b>4.7</b>	<b>4.8</b>	<b>4.6</b>	<b>4.7</b>	<b>4.6</b>	<b>4.7</b>	<b>4.7</b>	<b>4.8</b>	<b>4.8</b>	<b>4.6</b>	<b>4.3</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
- 6 - The instructor gave clear assignments.
- 7 - The instructor was accessible to students.
- 8 - The instructor gave useful feedback on my performance.
- 9 - The instructor returned graded work in a reasonable amount of time.
- 10 - The instructor used class time effectively.
- 11 - The instructor treated all students with respect.
- 12 - The instructor graded fairly.
- 13 - The instructor's teaching methods promoted student learning.
- 14 - What is your overall rating of the instructor's teaching?
- 15 - The methods of evaluating student learning seemed appropriate.
- 16 - The course content was well organized.
- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?





Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Total, University	10	14.1	7.8	61.0 %	4.3	4.3	4.3	4.3	4.4	4.2	4.5	4.2	4.4	4.3	4.3	4.2	4.1	4.1	4.3	4.3	4.3	4.3	3.8	4.1	4.2	3.9

### Course Level 1000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses								
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
	4	18.3	12.0	64.5 %	5.0	5.0	5.0	5.0	5.0	4.9	5.0	4.9	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.8	4.5	4.6	5.0	4.8	4.6	4.9	5.0
	3	17.7	6.3	36.8 %	4.3	4.3	4.3	4.7	5.0	4.3	4.3	4.3	4.3	4.3	4.7	4.3	4.3	4.3	4.3	4.3	4.0	4.3	4.3	4.7	4.7	4.0	4.3
	1	17.0	13.0	76.5 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	1	6.0	4.0	66.7 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	3	16.3	12.7	76.9 %	4.0	4.5	4.0	4.3	4.3	4.0	4.0	4.0	4.2	4.0	3.8	3.7	3.5	3.3	4.0	4.0	4.0	4.0	4.2	4.7	3.7	4.0	3.7
Total, Department	12	16.5	10.2	61.8 %	4.6	4.7	4.6	4.8	4.8	4.5	4.6	4.5	4.6	4.5	4.6	4.5	4.4	4.4	4.5	4.3	4.4	4.6	4.8	4.5	4.4	4.5	
Total, School	847	49.0	22.1	48.7 %	4.4	4.6	4.5	4.5	4.6	4.4	4.5	4.3	4.5	4.5	4.7	4.5	4.4	4.0	4.2	4.4	4.3	4.3	3.9	4.2	4.3	3.7	
Total, University	1264	41.5	18.7	47.8 %	4.4	4.6	4.5	4.6	4.6	4.5	4.5	4.4	4.5	4.5	4.7	4.6	4.4	4.1	4.3	4.4	4.4	4.4	4.0	4.3	4.4	3.8	

### Course Level 2000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses								
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
	1	7.0	6.0	85.7 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Total, Department	1	7.0	6.0	85.7 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	
Total, School	355	44.1	19.5	44.5 %	4.4	4.6	4.5	4.4	4.6	4.4	4.5	4.3	4.5	4.5	4.8	4.6	4.4	4.0	4.3	4.4	4.4	4.3	4.0	4.3	4.2	3.7	
Total, University	460	44.6	19.7	45.2 %	4.3	4.6	4.5	4.4	4.6	4.4	4.5	4.3	4.5	4.5	4.8	4.5	4.3	4.0	4.3	4.3	4.4	4.3	4.0	4.3	4.2	3.7	

### Course Level 3000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses								
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
	1	12.0	8.0	66.7 %	4.0	5.0	3.5	4.0	4.5	4.5	4.5	4.0	4.5	5.0	5.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0
Total, Department	1	12.0	8.0	66.7 %	4.0	5.0	3.5	4.0	4.5	4.5	4.5	4.0	4.5	5.0	5.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	
Total, School	473	24.2	10.9	46.8 %	4.5	4.6	4.6	4.6	4.7	4.5	4.5	4.4	4.5	4.5	4.8	4.6	4.5	4.2	4.4	4.4	4.4	4.5	4.1	4.4	4.4	4.0	
Total, University	848	28.4	13.8	49.3 %	4.4	4.6	4.6	4.5	4.6	4.5	4.6	4.4	4.5	4.5	4.8	4.6	4.4	4.1	4.4	4.4	4.4	4.5	4.0	4.4	4.4	3.9	

### Course Level 4000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, School	63	20.4	8.1	40.4 %	4.4	4.6	4.6	4.5	4.7	4.5	4.6	4.4	4.4	4.5	4.8	4.6	4.5	4.2	4.4	4.4	4.4	4.4	3.9	4.3	4.4	4.0
Total, University	265	25.4	11.6	46.3 %	4.4	4.6	4.5	4.5	4.7	4.4	4.6	4.4	4.4	4.4	4.8	4.6	4.5	4.2	4.4	4.4	4.4	4.4	3.9	4.4	4.4	3.9

## Course Level 5000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, School	227	12.5	6.9	53.7 %	4.5	4.6	4.6	4.5	4.7	4.5	4.7	4.4	4.5	4.6	4.8	4.7	4.5	4.3	4.5	4.5	4.6	4.5	4.3	4.5	4.4	4.0
Total, University	656	18.8	10.1	54.7 %	4.4	4.6	4.6	4.5	4.7	4.5	4.6	4.4	4.5	4.5	4.8	4.7	4.5	4.2	4.4	4.5	4.5	4.5	4.2	4.5	4.4	3.9

## Course Level 6000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, Department	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, School	39	11.4	5.6	51.4 %	4.5	4.6	4.7	4.6	4.7	4.5	4.7	4.5	4.6	4.6	4.8	4.7	4.5	4.3	4.5	4.5	4.5	4.5	4.5	4.6	4.6	4.2
Total, University	97	12.6	6.8	58.9 %	4.6	4.7	4.7	4.7	4.8	4.6	4.7	4.6	4.7	4.7	4.8	4.8	4.6	4.3	4.6	4.6	4.6	4.6	4.5	4.6	4.6	4.3

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
- 6 - The instructor gave clear assignments.
- 7 - The instructor was accessible to students.
- 8 - The instructor gave useful feedback on my performance.
- 9 - The instructor returned graded work in a reasonable amount of time.
- 10 - The instructor used class time effectively.
- 11 - The instructor treated all students with respect.
- 12 - The instructor graded fairly.
- 13 - The instructor's teaching methods promoted student learning.
- 14 - What is your overall rating of the instructor's teaching?
- 15 - The methods of evaluating student learning seemed appropriate.

- 16 - The course content was well organized.
- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?



# University of Connecticut

## Department Summary Report

### Japanese-SET Primary Instructor

#### Overall

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses								
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
	1	10.0	9.0	90.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	1	21.0	17.0	81.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
<b>Total, Department</b>	<b>2</b>	<b>15.5</b>	<b>13.0</b>	<b>85.5 %</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	
<b>Total, School</b>	<b>2004</b>	<b>36.5</b>	<b>16.5</b>	<b>47.9 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.8</b>	<b>4.6</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.0</b>	<b>4.3</b>	<b>4.3</b>	<b>3.8</b>	
<b>Total, University</b>	<b>3600</b>	<b>32.6</b>	<b>15.2</b>	<b>49.3 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.8</b>	<b>4.6</b>	<b>4.4</b>	<b>4.1</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.0</b>	<b>4.4</b>	<b>4.4</b>	<b>3.9</b>	

#### Course Level 0000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Total, School</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Total, University</b>	<b>10</b>	<b>14.1</b>	<b>7.8</b>	<b>61.0 %</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>4.4</b>	<b>4.2</b>	<b>4.5</b>	<b>4.2</b>	<b>4.4</b>	<b>4.3</b>	<b>4.3</b>	<b>4.2</b>	<b>4.1</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>3.8</b>	<b>4.1</b>	<b>4.2</b>	<b>3.9</b>	

#### Course Level 1000

					Instructor, average of median ratings across courses														Course, average of median ratings across courses							
--	--	--	--	--	------------------------------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--------------------------------------------------	--	--	--	--	--	--	--

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	1	10.0	9.0	90.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	1	21.0	17.0	81.0 %	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
<b>Total, Department</b>	<b>2</b>	<b>15.5</b>	<b>13.0</b>	<b>85.5 %</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>
<b>Total, School</b>	<b>847</b>	<b>49.0</b>	<b>22.1</b>	<b>48.7 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.4</b>	<b>4.0</b>	<b>4.2</b>	<b>4.4</b>	<b>4.3</b>	<b>4.3</b>	<b>3.9</b>	<b>4.2</b>	<b>4.3</b>	<b>3.7</b>
<b>Total, University</b>	<b>1264</b>	<b>41.5</b>	<b>18.7</b>	<b>47.8 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.7</b>	<b>4.6</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.0</b>	<b>4.3</b>	<b>4.4</b>	<b>3.8</b>

## Course Level 2000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, School</b>	<b>355</b>	<b>44.1</b>	<b>19.5</b>	<b>44.5 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.4</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.5</b>	<b>4.8</b>	<b>4.6</b>	<b>4.4</b>	<b>4.0</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.3</b>	<b>4.0</b>	<b>4.3</b>	<b>4.2</b>	<b>3.7</b>
<b>Total, University</b>	<b>460</b>	<b>44.6</b>	<b>19.7</b>	<b>45.2 %</b>	<b>4.3</b>	<b>4.6</b>	<b>4.5</b>	<b>4.4</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.5</b>	<b>4.8</b>	<b>4.5</b>	<b>4.3</b>	<b>4.0</b>	<b>4.3</b>	<b>4.3</b>	<b>4.4</b>	<b>4.3</b>	<b>4.0</b>	<b>4.3</b>	<b>4.2</b>	<b>3.7</b>

## Course Level 3000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, School</b>	<b>473</b>	<b>24.2</b>	<b>10.9</b>	<b>46.8 %</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.7</b>	<b>4.5</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.8</b>	<b>4.6</b>	<b>4.5</b>	<b>4.2</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.5</b>	<b>4.1</b>	<b>4.4</b>	<b>4.4</b>	<b>4.0</b>
<b>Total, University</b>	<b>848</b>	<b>28.4</b>	<b>13.8</b>	<b>49.3 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.6</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.8</b>	<b>4.6</b>	<b>4.4</b>	<b>4.1</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.5</b>	<b>4.0</b>	<b>4.4</b>	<b>4.4</b>	<b>3.9</b>

## Course Level 4000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, School</b>	<b>63</b>	<b>20.4</b>	<b>8.1</b>	<b>40.4 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.4</b>	<b>4.5</b>	<b>4.8</b>	<b>4.6</b>	<b>4.5</b>	<b>4.2</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>3.9</b>	<b>4.3</b>	<b>4.4</b>	<b>4.0</b>
<b>Total, University</b>	<b>265</b>	<b>25.4</b>	<b>11.6</b>	<b>46.3 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.7</b>	<b>4.4</b>	<b>4.6</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.8</b>	<b>4.6</b>	<b>4.5</b>	<b>4.2</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>3.9</b>	<b>4.4</b>	<b>4.4</b>	<b>3.9</b>

## Course Level 5000

					Instructor, average of median ratings across courses														Course, average of median ratings across courses							
--	--	--	--	--	------------------------------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--------------------------------------------------	--	--	--	--	--	--	--



Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, School</b>	<b>227</b>	<b>12.5</b>	<b>6.9</b>	<b>53.7 %</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.7</b>	<b>4.4</b>	<b>4.5</b>	<b>4.6</b>	<b>4.8</b>	<b>4.7</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.4</b>	<b>4.0</b>
<b>Total, University</b>	<b>656</b>	<b>18.8</b>	<b>10.1</b>	<b>54.7 %</b>	<b>4.4</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.6</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.8</b>	<b>4.7</b>	<b>4.5</b>	<b>4.2</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>4.2</b>	<b>4.5</b>	<b>4.4</b>	<b>3.9</b>

## Course Level 6000

Faculty Name	#Courses	Avg Enrolment	Avg Respondent	Avg Resp Rate	Instructor, average of median ratings across courses														Course, average of median ratings across courses							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total, Department</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total, School</b>	<b>39</b>	<b>11.4</b>	<b>5.6</b>	<b>51.4 %</b>	<b>4.5</b>	<b>4.6</b>	<b>4.7</b>	<b>4.6</b>	<b>4.7</b>	<b>4.5</b>	<b>4.7</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.8</b>	<b>4.7</b>	<b>4.5</b>	<b>4.3</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.2</b>
<b>Total, University</b>	<b>97</b>	<b>12.6</b>	<b>6.8</b>	<b>58.9 %</b>	<b>4.6</b>	<b>4.7</b>	<b>4.7</b>	<b>4.7</b>	<b>4.8</b>	<b>4.6</b>	<b>4.7</b>	<b>4.6</b>	<b>4.7</b>	<b>4.7</b>	<b>4.8</b>	<b>4.8</b>	<b>4.6</b>	<b>4.3</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.3</b>

- 1 - The instructor presented the course material clearly.
- 2 - The instructor was well prepared for class.
- 3 - The instructor responded to questions adequately.
- 4 - The instructor stimulated interest in the subject.
- 5 - The instructor showed interest in helping students learn.
- 6 - The instructor gave clear assignments.
- 7 - The instructor was accessible to students.
- 8 - The instructor gave useful feedback on my performance.
- 9 - The instructor returned graded work in a reasonable amount of time.
- 10 - The instructor used class time effectively.
- 11 - The instructor treated all students with respect.
- 12 - The instructor graded fairly.
- 13 - The instructor's teaching methods promoted student learning.
- 14 - What is your overall rating of the instructor's teaching?
- 15 - The methods of evaluating student learning seemed appropriate.
- 16 - The course content was well organized.
- 17 - The course objectives were clear.
- 18 - The course objectives were met.
- 19 - The textbook made a valuable contribution.
- 20 - The other course materials made a valuable contribution.
- 21 - The pace of the course seemed appropriate.
- 22 - What is your overall rating of the course?

**Program Review Baseline Data (Effective Fall 2015) - Linguistics**

Element	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Faculty<sup>1</sup></b>								
Storrs Campus								
Tenured and Tenure Track								
Full-time	9	9	9	9	8	9	11	11
Part-time	0	0	0	0	0	0	0	0
FTE	9.0	9.0	9.0	9.0	9.0	9.0	11.0	11.0
Non Tenure Track Faculty								
Full-time	1	2	3	2	3	2	2	4
Part-time	0	0	0	0	0	1	0	0
FTE	1.0	2.0	3.0	2.0	3.0	2.3	2.0	4.0
Adjuncts								
FTE	n/a	0.7	0.3	0.0	0.3	0.7	0.7	1.0
Regional Campuses								
Tenured and Tenure Track								
Full-time	0	0	0	0	0	0	0	0
Part-time	0	0	0	0	0	0	0	0
FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non Tenure Track Faculty								
Full-time	0	0	0	0	0	0	0	0
Part-time	0	0	0	0	0	0	0	0
FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Adjuncts								
FTE	n/a	0.3	0.3	0.3	0.7	0.7	1.0	0.3
<b>Graduate Assistants (All Campuses)<sup>2</sup></b>								
Teaching	22	25	16	22	22	24	26	23
Research and Others	1	1	13	5	6	4	1	5
FTE	3.9	4.5	5.3	5.1	5.3	5.1	5.0	5.3
<b>Enrollment, Undergraduate<sup>3</sup></b>								
Storrs Campus - Primary Major								
Full-time	25	30	27	32	36	27	20	14
Part-time	0	0	0	0	1	0	2	1
FTE	25.0	30.0	27.0	32.0	36.3	27.0	20.7	14.3
Storrs Campus - Dual Major								
Full-time	1	0	0	1	0	0	0	0
Part-time	0	0	0	0	0	0	0	0
FTE	1.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0
Storrs Campus - Double Major								
Full-time	3	2	1	4	4	3	5	10
Part-time	0	0	0	0	0	0	0	0
FTE	1.5	1.0	0.5	2.0	2.0	1.5	2.5	5.0
Storrs Campus - Minor								
Full-time	2	2	2	2	3	2	2	6
Part-time	0	0	0	0	0	0	0	0
FTE	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.6
<b>Storrs Campus Total FTE</b>	<b>27.7</b>	<b>31.2</b>	<b>27.7</b>	<b>35.2</b>	<b>38.6</b>	<b>28.7</b>	<b>23.4</b>	<b>19.9</b>
Regional Campuses - Primary Major								
Full-time	4	7	6	8	3	5	2	7
Part-time	0	0	0	0	0	1	0	0
FTE	4.0	7.0	6.0	8.0	3.0	5.3	2.0	7.0
Regional Campuses - Dual Major								
Full-time	0	0	0	0	0	0	0	0
Part-time	0	0	0	0	0	0	0	0
FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Regional Campuses - Double Major								
Full-time	0	0	0	0	0	0	0	0
Part-time	0	0	0	0	0	0	0	0
FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Regional Campuses - Minor								
Full-time	0	0	0	0	0	0	0	1
Part-time	0	0	0	0	0	0	0	0
FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Regional Campuses Total FTE</b>	<b>4.0</b>	<b>7.0</b>	<b>6.0</b>	<b>8.0</b>	<b>3.0</b>	<b>5.3</b>	<b>2.0</b>	<b>7.0</b>

<sup>1</sup> Faculty FTE is calculated using full-time plus 1/3 of part-time headcount.

<sup>2</sup> Graduate Assistant FTE is calculated using 1/4 of actual FTE.

<sup>3</sup> Undergraduate FTE is calculated for primary and dual majors using full-time plus 1/3 of part-time headcount. For double majors, the FTE is calculated using (full-time headcount \* 0.5) plus ((1/2 part-time)/3). The FTE for minors is calculated using (full-time headcount \* 0.1) plus ((part-time\*0.1)/3).

## Program Review Baseline Data (Effective Fall 2015) - Linguistics

Element	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Enrollment, Graduate/Professional<sup>4</sup></b>								
Master's								
Full-time	0	0	0	0	0	0	0	0
Part-time	0	0	0	0	0	0	0	0
FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Doctoral								
Full-time	28	29	30	27	28	28	30	30
Part-time	3	5	8	11	9	8	6	5
FTE	29.0	30.7	32.7	30.7	31.0	30.7	32.0	31.7
<b>Student Credit Hours<sup>5</sup></b>								
Undergraduate								
Storrs Majors	75	63	72	127	121	102	57	47
Storrs Non-Majors	2,985	2,961	3,105	3,208	3,132	3,075	3,068	3,505
Regionals Majors	3	0	0	0	0	6	3	9
Regionals Non-Majors	81	81	144	126	330	237	267	195
Graduate/Professional								
Storrs Majors	237	245	258	230	239	234	254	253
Storrs Non-Majors	21	12	11	32	10	20	31	19
Regionals Majors	0	0	0	0	0	0	0	0
Regionals Non-Majors	0	0	0	0	0	0	0	0
<b>Retention and Graduation Rates (Storrs Campus)<sup>6</sup></b>								
<b>Entering Fall Term</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
One Year Retention (LING to LING)	33%	83%	50%	50%	50%	25%	0%	50%
Six Year Graduation (LING to LING)	0%	50%	25%					

<sup>4</sup> Graduate/Professional FTE is calculated using full-time plus 1/3 of part-time headcount.

<sup>5</sup> Student Credit Hours calculation is based upon the reporting standard of New England Association of Schools and Colleges (NEASC).

<sup>6</sup> Retention and Graduation rates are calculated using first-time full-time freshmen at Storrs Campus entering with Linguistics as a major, who are retained after one year in Linguistics, and graduated in six years in Linguistics.

## Program Review Baseline Data (Effective Fall 2015) - Linguistics

Element	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Degrees Awarded</b>								
Bachelor's (1st Major only)	3	5	5	12	6	11	8	n/a
Master's	10	3	5	3	5	3	4	n/a
Doctoral	2	3	0	4	6	5	3	n/a
<b>Average Time to Degree</b>								
Bachelor's (1st Major only) <sup>7</sup>	4.0	4.5	n/a	4.0	4.0	4.0	4.0	n/a
Master's <sup>8</sup>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Doctoral <sup>9</sup>	6.5	7.7	n/a	7.8	7.8	8.0	6.7	n/a
<b>Future Plans of Graduates<sup>10</sup></b>								
Employed	1	2	2	5	1	n/a	n/a	n/a
Seeking Employment	n/a	n/a	0	2	1	n/a	n/a	n/a
In Graduate School	0	0	0	0	2	n/a	n/a	n/a
Seeking Graduate School	n/a	n/a	0	2	1	n/a	n/a	n/a
All Others	n/a	n/a	0	0	1	n/a	n/a	n/a
<b>Scholarly Productivity<sup>11</sup></b>								
Journal Article Publications	4	8	4	4	10	10	10	n/a
Book Publications	1	2	1	3	1	1	0	n/a
Conference Proceedings	0	0	0	0	1	0	0	n/a
Awards	0	0	2	0	1	0	1	n/a
<b>Budget and Grants</b>								
Direct Instructional Expenditures <sup>12</sup>	\$1,695,520	\$1,806,338	\$1,718,522	\$1,887,449	\$2,035,871	\$2,048,104	\$2,507,303	n/a
Direct External Grant Expenditures <sup>13</sup>	\$78,684	\$91,106	\$635,217	\$899,949	\$987,556	\$779,892	\$480,601	n/a

<sup>7</sup>Average Time to Degree (Bachelor's): The Average Time to Degree was calculated using first-time full-time freshmen Cohort at Storrs. There are 3 terms in each fiscal year. For example, FY 07-08 includes Summer 2007, Fall 2007, and Spring 2008. In the calculation, only the undergraduate students persisting in the same academic plan were chosen.

<sup>8&9</sup> Average Time to Degree (Master's and Doctoral) : There are 3 terms in each fiscal year. For example, FY 07-08 includes Summer 2007, Fall 2007, and Spring 2008. In the calculation, only the graduate students persisting in the same academic plan were chosen.

<sup>10</sup> Source: The University of Connecticut Recent Alumni Survey.

<sup>11</sup> Source: Academic Analytics.

<sup>12</sup> Direct Instructional Expenditures calculation is based on the reporting standard of Delaware Cost Study.

<sup>13</sup> The data source of Direct External Grant Expenditures is the Annual Report of Research Expenditure by Department from Office of the Vice President for Research.

## Department of Linguistics

### Self - Study 2007-2015

#### Faculty and Professional Staff

<b>Name</b>	<b>Title</b>
<b>Regular Faculty</b>	
Jonathan Bobaljik	Professor and Department Head
Željko Bošković	Professor
Andrea Calabrese	Professor
Jon Gajewski	Associate Professor
Harry van der Hulst	Professor
Magdalena Kaufmann	Assistant Professor
Stefan Kaufmann	Associate Professor
Diane Lillo-Martin	Board of Trustees Distinguished Professor
William Snyder	Professor
Jon Sprouse	Associate Professor
Susanne Wurmbrand	Professor
<b>Faculty in Other Departments with Joint Appointment in Linguistics</b>	
Marie Coppola	Assistant Professor of Psychology and Linguistics (joint appointment)
<b>Regular Faculty (ASL)</b>	
Joan Hanna	Lecturer - American Sign Language
Sherry Powell	Lecturer - American Sign Language
Doreen Simons	Lecturer - American Sign Language

**Emeriti, Instructors, Post-Doctoral Fellows, Adjunct and Visiting Faculty**

Arthur Abramson	Professor Emeritus
Mona Anderson	Adjunct Assistant Professor
Eva Bar-Shalom	Adjunct Assistant Professor
Ana Bastos-Gee	Adjunct Assistant Professor (Stamford)
Cynthia DeRoma	Adjunct Assistant Professor
Kadir Gökgöz	Post-Doctoral Fellow
Matthew Hall	Post-Doctoral Fellow
Laura Kalin	Post-Doctoral Fellow
Peter Klecha	Visiting Assistant Professor
Howard Lasnik	Professor Emeritus
David Michaels	Professor Emeritus
Keiko Murasugi	Research Scholar
Linda Pelletier	Adjunct Assistant Professor -American Sign Language
Nancy Ritter	Adjunct Assistant Professor (Hartford)
Ian Roberts	Distinguished Visiting Professor
Mamoru Saito	Distinguished Adjunct Professor
Steve Simmon	Adjunct Lecturer - American Sign Language (Waterbury)
Philipp Weisser	Post-Doctoral Fellow

**Department of Linguistics**  
**Self-Study Review 2007-2015**  
 Grant Funding List

**External Funding**

Name	Amount	Title
<b>2015</b>		
Bobaljik, J. (2015-2016)	\$34,600	National Science Foundation. Lynen Fellow: Case and Coordination
Lillo-Martin, D. (2015-2019)	\$1.5M	Principal Investigator, National Institutes of Health Grant; 'Sign Language Acquisition, Annotation, Archiving and Sharing'
<b>2014</b>		
Sprouse, J.(2014-2017)	\$231,102	National Science Foundation: <i>Anintegrated theory of syntactic acquisition - Realistic input, quantitatively defined target states, and computational models of the learning strategy.</i>
<b>2013</b>		
Bobaljik, J. (2013-2017)	\$185,371	National Science Foundation (Documenting Endangered Languages & Arctic Social Sciences). <i>Collaborative: Comprehensive Itelmen [itl] Dictionary</i> with D. Koester, M. Kraus (U. Alaska)
<b>2012</b>		
Bobaljik, J.	€ 45,000	Alexander von Humboldt Foundation. Friedrich-Wilhelm-Bessel Research Prize.
<b>2011</b>		
Bobaljik, J. (2011-2015)	\$191,639	National Science Foundation (Documenting Endangered Languages & Arctic Social Sciences). <i>Collaborative: Integrated Audio-Visual Documentaion of Itelmen [itl] with D. Koester (U. Alaska)</i>
van der Hulst, H. (2011-2013)	\$300,000	NSF Grant: StressTyp2; Collaborative; <i>A Database for Word Accentual Patterns in the World's Languages</i>
<b>2010</b>		
Bobaljik, J	\$40,000	American Philosophical Society. Universals in Comparative Morphology
Bobaljik, J (2010-2011)	\$3,100	Endangered Language Fund. <i>Itelmen Language Ausio Recordings,I with D. Koester (U. Alaska) and T. Degai (Lach/Raipon, Kamchatka).</i>
<b>2009</b>		
Boskovic, Z. (2009-2015)		NSF Grant (PI): <i>On the Traditional Noun Phrase: Comparing Languages With and Without Articles</i>
Gajewski, J. (2009-2012)		NSF Grant; Co-PI: <i>On the traditional Noun Phrase: Comparing languages With and Without articles</i>

Lillo-Martin, D. (2009-2015) \$2.3M NIH 'Development of Bimodal Bilingualism'  
 Lillo-Martin, D. (2009-2011) \$70,000 NIH 'Development of an ID-Gloss Database for ASL Signs'

Lillo-Martin, D. (2009-2011) \$1.4M NIH 'Emergence, Structure and Neurobiological Basis of Typical and Atypical Language'

## 2007

Bobaljik, J (2006-2010) \$156,459 National Science Foundation. *An Integrated Morphosemantics of Agreement*

Bobaljik, J (2006-2010) € 30,000 Alexander von Humboldt Transcoop Grant, with Uli Sauerland (ZAS, Berlin) *An Integrated Morphosemantics of Agreement*

Lillo-Martin, D (2006-2011) \$1.1M NIH 'The Acquisition of Language in Deaf Children'  
 van der Hulst, H. (2006-2008) \$200,000 NSF Grant: SignTyp. Development of a cross-linguistic database of signs.

\*\*\* Does not include grants received at other institutions

## Internal Funding

### 2015

Gajewski, J. \$1,841 Scholarship Facilitation Fund Grant: University of Connecticut Office of Research *Representation of degree in American Sign Language*

Lillo-Martin, D \$1,200 Scholarship Facilitation Fund Award, UConn; 'SignFest'  
 van der Hulst, H.( 2015-2016) \$1,000 Small grant from Uconn's Humanities Institute for UConn Graphic Narrative Initiative (reading/study group)

### 2014

Lillo-Martin, D (2014-2015) \$8,000 UConn, Communication Disorders  
 Lillo-Martin, D (2014-2016) \$12,000 VPR and CLAS Funding, ASL Acquisition Video Archive  
 van der Hulst, H.( 2014-2015) \$1,000 Small grant from Uconn's Humanities Institute for UConn Graphic Narrative Initiative (reading/study group)

### 2013

Bobaljik, J Faculty Small Research Grants: Syncretism Distribution Modeling (2013) with U. Sauerland, T. Green

### 2011

Boskovic, Z. UConn Research Foundation Faculty Research Grant, Project: On rescue by PF deletion

### 2010

Bobaljik, J Faculty Small Research Grant: Sabbatical Research: Morphological Universals (2010)  
 van der Hulst, H. (2010-2011) \$1,500 Small Faculty Grant for editing work on Word Accent book

### 2009



Bobaljik, J		Faculty Large Research Grant: <i>Cross-Linguistic Grammar Survey Resource (2009)</i>
Lillo-Martin	\$15,000	"Parameter Setting: A Traiing Study' (co-PI)
van der Hulst, H. (2009-2010)	\$16,000	Large Faculty Grant

**2008**

Boskovic, Z.		UConn Research Foundation Faculty Research Grant, Project: Crosslinguistic investigation of the structure, extractability, and agreement properties of Noun Phrases
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Gajewski, J.	\$30,000	Faculty Large Grant. University of connecticut Office of Research. <i>Negative Polarity Items and the Varieties of Entailment</i>
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van der Hulst, H.		Provost Award for teaching relief (2 courses)
van der Hulst, H.	\$750	Small grant from the UC Research Foundation for the First SignTyp Conference

van der Hulst, H. (2008-2010)	\$10,000	GEOC award for course development
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**2007**

Boskovic, Z.		UConn Provost's Scholarhip Development Program Award, Project: Noun Phrase or Determinter Phrase?
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# Department of Linguistics

## Self Study 2007-2015

### List of Awards

Year	Name	Award Title
<b>2015-2016</b>		
	Bobaljik, J.	Fellow (elected), Linguistic Society of America
	Kaufmann, M.	JSPS invitation fellowship for research in Japan, \$1.985M
	Kaufmann, S.	Guest Professor, Department of Linguistics, Kyoto University, Japan Fall 2015
	Lillo-Martin, D	Fellow, University of Connecticut Humanities Institute
<b>2014-2015</b>		
	Bobaljik, J.	Leonard Bloomfield Book Award, Linguistic Society of America
	Bobaljik, Boskovic, Gajewski, Sprouse, Wurmbrand	Provost's Commendation for Teaching Excellence
<b>2013-2014</b>		
	Bobaljik, Boskovic, Sprouse, Wurmbrand	Provost's Commendation for Teaching Excellence
	Sprouse, J	Early Career Award for outstanding contributions to the field. Awarded by the Linguistic Society of America
<b>2012-2013</b>		
	Sprouse, J	Best paper in <i>Language</i> 2011 for <i>A test of the cognitive assumptions of magnitude estimation</i> . Awarded by the Linguistic Society of America
<b>2011-2012</b>		
	Bobaljik, J.	Friedrich Wilhelm Bessel-Forschungspreis A. von Humboldt Foundation (Germany)
	Lillo-Martin, D	Elected as a Fellow, Linguistics Society of America
<b>2009-2010</b>		
	Bobaljik, J	Sabbatical Fellow, <i>American Philosophical Society</i>
	Kaufmann, S.	American Council of Learned Societies (ACLS) Fellowship: <i>Speaking of Possibility and Time</i> .
	Kaufmann, S.	Resident Fellow, Lichtenber-Kolleg, Georg-August-Universität Göttingen, Germany
	Lillo-Martin, D	Provost's Research Development Award, UConn
	Lillo-Martin, D	Elected, Connecticut Academy of Arts & Sciences
<b>2008-2009</b>		
	Bobaljik, J	Fellow, <i>University of Connecticut Humanities Institute</i>

# JONATHAN DAVID BOBALJIK

1/2016

## *Curriculum Vitae*

**CURRENT POSITION** Professor and Department Head

**ADDRESS** Department of Linguistics  
University of Connecticut - Oak Hall  
365 Fairfield Way, U-1145  
Storrs CT 06269 USA

**TELEPHONE** (860) 486-0153, (fax) 486-0197

**E-MAIL** *jonathan.bobaljik@uconn.edu*

## EDUCATION

Ph.D., Linguistics, Massachusetts Institute of Technology 1995  
Dissertation: *Morphosyntax: the syntax of verbal inflection*  
Chairs: Noam Chomsky and David Pesetsky; cttee: K. Hale, A. Marantz, H. Lasnik  
B.A. (Honours), Russian and Slavic Studies, McGill University 1990  
(one semester at Leningrad State University, USSR, 1990)

## ACADEMIC HONOURS AND FELLOWSHIPS

Fellow (elected), Linguistic Society of America 2016  
Leonard Bloomfield Book Award, Linguistic Society of America 2014  
Friedrich Wilhelm Bessel-Forschungspreis *A.von Humboldt Foundation* (Germany) 2012  
Sabbatical Fellow, *American Philosophical Society* 2010  
Fellow, *University of Connecticut Humanities Institute* 2008-2009  
William Dawson Scholar, *McGill University* 2001-2005  
Junior Fellow, *Harvard University, Society of Fellows* 1995-1998  
Mellon Graduate Fellowships 1990-92, 94-95  
SSHRC Doctoral Fellowship 1992-1994

## PREVIOUS ACADEMIC APPOINTMENTS

University of Connecticut, Associate Professor 2003-2008  
McGill University, Assistant / Associate Professor (tenured 2002) 1998-2003  
Society of Fellows, Harvard University, Junior Fellow 1995-1998

## VISITING AND ADJUNCT PROFESSORSHIPS

Adjunct Professor, McGill University 2003-2006  
McGill University, Assistant Professor (special category) 1995-1998

Visiting Positions/Summer Schools:

*EGG (East European Summer School in Generative Grammar) Brno* 2015  
*NY-St. Petersburg Institute of Linguistics, Cognition and Culture, St-P. Russia.* 2014-15  
*Linguistics Summer School in the Indian Mountains, Kangra, India* 2012  
Visitor (Sabbatical), Institut für Sprachwissenschaft der Universität Wien 2010

<i>Linguistic Society of America, Linguistic Institute, MIT &amp; Harvard</i>	2005
Universität Potsdam, <i>Center of Excellence: Formal Models of Cognitive Complexity</i>	1999
LOT Summer School Potsdam, Germany	1999
<i>Linguistic Society of America, Linguistic Institute, Cornell</i>	1997

### OTHER AFFILIATIONS

UConn IGERT: Language Plasticity – Genes, Brain, Cognition & Computation.	2015-
Member, Wissenschaftliches Netzwerk <i>Grundmechanismen der morphologischen Exponenz</i> (Core Mechanisms of Morphological Exponence). (DFG, Leipzig)	2007-2010
Assoc. Member, <i>Centre for Research on Language, Mind and Brain (Montréal)</i>	2001-2003
Collaborator, <i>Northern People's Academy, Kamchatka State Pedagogical University</i>	2001
Research Assistant, <i>Kamchatka Ethnographic-Ecological Expedition</i> (National Council for Soviet and East European Research & Kamchatka Institute of Ecology and Nature Management; PI D. Koester, Columbia U.)	1993-1994

## RESEARCH GRANTS

### EXTERNAL GRANTS

- 2015-2016 National Science Foundation. *Case and Coordination* [postdoctoral support]
- 2013-2017 National Science Foundation (Documenting Endangered Languages & Arctic Social Sciences). *Collaborative: Comprehensive Itelmen [itl] Dictionary* with D. Koester, M. Krauss (U. Alaska)
- 2011-2015 National Science Foundation (Documenting Endangered Languages & Arctic Social Sciences). *Collaborative: Integrated Audio-Visual Documentation of Itelmen [itl]* with D. Koester (U. Alaska)
- 2010-2011 Endangered Language Fund. *Itelmen Language Audio Recordings*, with D. Koester (U. Alaska) and T. Degai (Lach/Raipon, Kamchatka).
- 2006-2010 National Science Foundation. *An Integrated Morphosemantics of Agreement*.
- 2006-2010 Alexander von Humboldt Transcoop Grant, with Uli Sauerland (ZAS, Berlin) *An Integrated Morphosemantics of Agreement*.
- 2002-2005 SSHRC Standard research Grant: *A morphosyntactic theory of complex agreement systems*.
- 2002-2004 FQRSC New Researchers Team Grant with S. Wurmbrand: *Investigating the invisible: Towards an explanatory characterization of covert movement*.
- 2001-2004 FCAR Team Grant. PI = L. Travis (McGill). with S. Wurmbrand (McGill); C. Lefebvre (UQàM). *Syntactic Categories*
- 1999-2002 SSHRC Standard research Grant: *A morphosyntactic theory of complex agreement systems*.
- 1998-1999 FCAR New Researchers Grant: *The Itelmen verb: implications and applications*
- 1998-1999 UNESCO & CIPSH Endangered Languages Maintenance Grant: *Itelmen* (awarded patronage of UNESCO/CIPSH, program terminated without funding).

### INTERNAL GRANTS

- UConn: Faculty Large Research Grant: *Cross-Linguistic Grammar Survey Resource* (2009)  
Faculty Small Research Grants:  
    *Syncretism Distribution Modeling* (2013) with U. Sauerland, T. Green  
    *Sabbatical Research: Morphological Universals* (2010)  
    *Kamchatka Project: Itelmen/Russian Transcription* (2005).
- McGill: Annual Seminar Grants (w/ L. Travis): *Current Issues in Linguistics* (1999-2003)

Conference Grant (w/ S. Wurmbrand): *16<sup>th</sup> Comparative Germanic Syntax Workshop* (2001)  
 SSHRC Special Competition: *A-Chains: Towards a theory of agreement* (2000-2001)  
 Competitive Travel Grant (1999)  
 SSHR Internal Grant: *Asymmetries in Itelmen agreement* (1999)  
 Research Development Fund / Computer Loan (1998)  
 Harvard: William F. Milton Fund / Harvard Medical School, Research Grant: *The Itelmen language and its relevance to history, identity, and indigenous rights.* (1995-1996)

## SERVICE

### PROFESSIONAL SERVICE

Committees:	MIT Corporation Visiting Committee Linguistics and Philosophy	2013-2017
	<i>Linguistic Society of America</i>	
	Bloomfield Book Award Cttee (Chair 2016)	2015-2017
	Cttee on Honorary Members (Chair 2012)	2010-2012
	Cttee on Endangered Languages and Their Preservation	1999-2002
	(also Curator, CELP web page on Funding Opportunities)	2000-2002
Editor:	<i>Glott International</i> , Squibs Editor	2000-2003
	(co-editor with S. Wurmbrand)	
Editorial Boards:	<i>Natural Language and Linguistic Theory</i>	1996-present
	<i>Linguistic Inquiry</i>	1997-present
	<i>The Linguistic Review</i>	2000-present
	<i>Journal of Linguistics</i>	2007-present
	<i>Iberia: An international Journal of Theoretical Linguistics</i>	2009-present
	<i>Oxford Studies of Endangered Languages (book series)</i>	2009-present
	<i>Versita/de Gruyter Open Linguistics Advisory Board</i>	2010-present
	<i>English Linguistics (English Linguistic Soc. of Japan)</i>	2015-present
	<i>Canadian Journal of Linguistics</i>	2016-present
	<i>Open Generative Syntax (book series)</i>	2016-present
	<i>Lingua</i>	1999-2013
	<i>Syntax</i>	2003-2007
	<i>MIT Working Papers in Linguistics</i>	1990-1993
Grant Panels:	<i>National Science Foundation, Linguistics Panels</i>	2009-11, 2013-14

### REFEREEING/REVIEWING

Journals: *Acta Linguistica Hungarica, Bilingualism: Language and Cognition, Brain and Language, Canadian Journal of Linguistics, Glossa, Iberia, International Journal of American Linguistics, Journal of Comparative Germanic Linguistics, Journal of Linguistics, Journal of Semantics, Language, Language Acquisition, Lingua, Linguistic Inquiry, The Linguistic Review, Linguistic Typology, Linguistic Variation Yearbook, Morphology / Yearbook of Morphology, Natural Language and Linguistic Theory, Phonology, Sibirica, Studia Linguistica, Southwest Journal of Linguistics, Syntax, (Working Papers: McGill, UConn)*

Conferences: *American International Morphology Meeting (AIMM), Brussels Conference on Generative Linguistics, Chicago Linguistics Society (CLS), Comparative Germanic Syntax Workshop (CGSW), ConSole, Deutsche Gesellschaft für Sprachwissenschaft (DGfS), Formal Approaches to Japanese Linguistics*

(FAJL), *Formal Approaches to Morphosyntactic Variation (FAMV)*, *Generative Linguistics in Poland (GLiP)*, *Generative Linguistics of the Old World (GLOW)*, *Ghent (GIST)*, *International Morphology Meeting (IMM)*, *Linguistic Society of America (LSA)*, *Moscow Syntax/Semantics Conferences (MOSS)*, *North Eastern Linguistic Society (NELS)*, *Penn Linguistics Colloquium (PLC)*, *Poznań Linguistics Meeting*, *Semantics and Linguistic Theory (SALT)*, *The Semantics of African, Asian and Austronesian Languages (AAA)*, *SinFonJA*, *Tools in Linguistic Theory (TiLT)*, *West Coast Conference on Formal Linguistics (WCCFL)*, *Western Conference of Linguists (WECOL)*, *Is the Best Good Enough? (MIT)*, *Bilbao Workshop on Ergativity*

Other: (Fellowships, awards, etc) *Queens College Cambridge*, *Linguistic Association of Great Britain*  
 (Grant Proposals) *National Science Foundation USA*, *Social Sciences and Humanities Research Council Canada*, *Calgary Institute for the Humanities*, *Israeli Science Foundation*, *Netherlands Organisation for Scientific Research (NWO)*, *Oesterreichischer Wissenschaftsfonds (FWF)*  
 (Book Proposals, Manuscripts, Chapters) *Benjamins*, *(Wiley)-Blackwell*, *Cambridge University Press*, *Elsevier*, *Oxford University Press*, *MIT Press*.  
 (Journal Proposals) *Blackwell*, *Springer*  
 (Tenure / Promotion Reviews) *various*

#### CONFERENCE AND WORKSHOP ORGANIZATION

Organizer:	<i>27<sup>th</sup> Comparative Germanic Syntax Workshop</i> Yale; (with R. Frank, S. Wurmbrand, R. Zanuttini)	May-June 2012
	<i>Workshop on Markedness and Underspecification in the Morphology and Semantics of Agreement (Harvard)</i> (with A. Nevins & U. Sauerland)	Feb-Mar 2008
	<i>16<sup>th</sup> Comparative Germanic Syntax Workshop</i> McGill; (with S. Wurmbrand)	May 2001
	<i>Workshop on Language Endangerment and Preservation</i> M.I.T. (with R. Pensalfini)	Jan 1995
Committee:	<i>NELS, UConn (Faculty Advisor)</i>	Nov 2004
	<i>Formal Approaches to Slavic Linguistics, MIT.</i>	May 1993

#### UNIVERSITY SERVICE

UConn:	CLAS Dean's PTR Advisory Council	2011-2012
	Graduate Faculty Council	2007-2009
	CLAS Courses and Curriculum Committee	2003-2004
	Arjona/Monteith Replacement Building Committee	2004-2005
	CLAS Grade Appeals Panel (ad hoc)	2008
	Speech, Language, and Hearing Sciences Head Search	2013
McGill:	New Faculty Issues Working Group	1998-1999
	Committee on Research, Faculty of Arts	2000-2002
	SSHR (Internal) Grants Committee (Chair from 1/02)	2000-2003
	Faculty of Graduate Studies and Research / OVPR	

Seminar and Outreach Committee,	2002
McGill Centre for Research on Language, Mind and Brain	
McLennan Library Advisory Committee (Arts)	2002
Committee on Graduate Studies (Faculty of Arts)	2002-2003
Council of Graduate and Postdoctoral Studies	2002-2003
(Faculty of Arts Representative, elected)	

## DEPARTMENTAL SERVICE

UConn:	Department Head	2012-2016
	Chair, Linguistics Search Committees (2)	2012-2013
	Co-chair, Graduate Admissions Cttee	2010-2012
	Director of Graduate Studies	2007-2009
	Departmental Hearing Officer	2004-2009
	Publicity	2004-2007
	Department Head Search Committee	2007
	Committees of the whole, and misc. ad hoc cttees	
	Admissions, Curriculum, Searches, PTR etc.	
McGill:	(Cttees of whole) Admissions, Fellowship, Curriculum, etc.	1998-2003
	Seminar Series Coordinator	1998-2003
	Ph.D. Evaluation Committees	1998-2003
	Department Webmaster	1999-2001
	Department Listserv Owner	1999-2003
	Sociolinguistics Search Committee	1999
	Generalist/Syntax Search Committee	2000
	Neurolinguistics Search Committee (Chair)	2001
Harvard:	Department Computer Liaison	1995-1998

## MEMBERSHIPS

Linguistic Society of America  
 Canadian Linguistic Association  
 Association for Linguistic Typology  
 Generative Linguistics in the Old World  
 Society for the Study of the Indigenous Languages of the Americas  
 American Association of University Professors  
 American Association for the Advancement of Science

## LANGUAGES

English (native)  
 German, Russian, French, Itelmen

## COURSES TAUGHT

<i>UConn: undergrad:</i>	Language and Mind
	The Science of Linguistics
	Syntax and Semantics
<i>graduate:</i>	Syntax I, Syntax II
	Readings and Research in Syntax

Problems in Syntax  
 (Agreement; Spell-Out; Word-Order and Scope)  
 Morphology  
 Special Topics: Comparatives / Degree Constructions  
 Structure of a Specific Language: Itelmen  
 Generals Workshop  
 Professional Methods  
 Field Methods  
 Independent Studies

*McGill: undergrad* Morphology  
 Structure of a Specific Language (Itelmen)  
 Field Methods  
 Independent Study

*graduate:* Syntax III, Syntax IV  
 Morphological Theory and Analysis  
 Advanced Seminars in Morphology  
 Individual Directed Reading

*Elsewhere:* Harvard University (1997): Directed Reading, graduate

#### **STUDENT SUPERVISION**

*Post-doctoral:* Philipp Weisser (F. Lynen Fellow, 2015-2016)  
 Laura Kalin (2014-2016)  
 Susana Béjar (2003-2005) current affiliation: University of Toronto

*Ph.D.:* Paula Fenger  
 Christos Christopoulos  
 Abigail Thornton  
 Koji Shimamura (co-advisor S. Wurmbrand)  
 Gísli Rúnar Harðarson (co-advisor S. Wurmbrand)  
 Peter Smith (2015, co-advisor S. Wurmbrand), to: U. Frankfurt  
 Beata Moskal (2015 co-advisor H. van der Hulst), to: U. Frankfurt  
 Zhanna Glushan (2013) to: West Virginia U.  
 Hsu-Te Johnny Cheng (2013, co-advisor Ž. Bošković) current: UConn  
 Nina Radkevich (2010, co-advisor Ž. Bošković) current: University of York  
 Masashi Nomura (2005, co-advisor H. Lasnik) current: Chukyo University

*M.A.:* Lora Bolton (2004, McGill, co-supervised with J. Nissenbaum)  
 R. Julian Inglis (2001 McGill)  
 Alan C. Bale (2001, McGill; co-supervised with B. Gillon)  
 Janet J.-W. Choy (2000; McGill),  
 Lara Riente (2000; McGill)

*B.A. (hon):* Gabriel Poliquin (2001 McGill)  
 Brian Young (2000 McGill),  
 Isabelle Duquennois (2000, McGill Dep't of Russian and Slavic Studies,  
 co-supervised with T. A. Patera),

#### **As Committee member / External reader**

*In progress* Akihiko Arano, Ksnia Bogomolets, Marcin Dadan, Ryosuke Hattori,  
 Jungmin Kang, Troy Messick, Irina Monich, Jayeon Park, Hiroaki Saito,



Yuta Sakamoto, Zheng Shen, Adrian Stegovec, Aida Talić, Neda Todorović, YongSuk Yoo.

*Completed*

Ting Xu (2016)  
Tsuyoshi Sawada (2015)  
Yoshiyuki Shibata (2015, posthumous)  
Irina Monich (2015)  
Shigeki Taguchi (2015)  
Koichi Otaki (2014)  
Jelena Runić (2014)  
William Oxford (2014 U. Toronto)  
José Riqueros Morante (2013)  
I-Ta Chris Hsieh (2012)  
Carlo Linares (2012, Rutgers)  
Julio Villa García (2012)  
Ana Bastos-Gee (2011)  
Miloje Despić (2011)  
Masahiko Takahashi (2011)  
Oksana Tarasenkova (2010)  
Natalia Fitzgibbons (2010)  
Serkan Şener (2010)  
Cynthia Levart Zocca (2010)  
Pavel Caha (2009 CASTL / Tromsø)  
Pei-Jung Kuo (2009)  
Miguel Rodríguez-Mondoñedo (2007)  
Duk-Ho An (2007)  
Inkie Chung (2007)  
Stacy Dickerman (B.A., 2006, Marlboro College)  
Mario van de Visser (Utrecht, 2006)  
Marjo van Koppen (Leiden, 2005, *cum laude*)  
Simone Conradie, (McGill, 2005)  
Hela ben Ayed (McGill 2003)  
Evan Mellander (McGill, 2002)  
Ayşe Gürel (McGill, 2002)  
Asya Pereltsvaig (McGill, 2001)  
Mikinari Matsuoka (McGill, 2001)  
Ileana Paul (McGill, 2000)  
Nicholas Adamson (McGill Philosophy, 2000)  
C.-Y. Tony Pi (McGill, 1999)  
Takako Kawasaki (McGill, 1999)  
Mika Kizu (McGill, 1999)  
Hidekazu Tanaka (McGill, 1998)  
Douglas Wharram (MA, 1996, Memorial University Newfoundland)  
Samuel Brown (B.A. honors 1996, Harvard)

## RESEARCH

### MAIN RESEARCH INTERESTS

Morphology, Syntax, Morphology-Syntax Interface;  
Linguistic Universals  
Endangered Languages and their Preservation

Arctic Languages, Germanic and Slavic Languages

### PRIMARY FIELDWORK SITE

Tigil and Kovran, Kamchatka, Russia

### PUBLICATIONS:

#### Book

2012 *Universals in Comparative Morphology: Suppletion, Superlatives, and the Structure of Words*. MIT Press, Cambridge, MA.

#### Edited volumes

2013 (with Robert Frank and Susanne Wurmbrand) *Papers from the 27<sup>th</sup> Comparative Germanic Syntax Workshop*. Special double-issue of *Journal of Comparative Germanic Linguistics*, vol. 16, 2-3, Springer.

2011 Bobaljik, Jonathan David, Andrew Nevins and Uli Sauerland, eds. *Markedness and Underspecification in the Morphology and Semantics of Agreement*. Special volume of *Morphology*: vol. 21.2. Springer.

2002 (with Susi Wurmbrand) *Papers from the 16<sup>th</sup> Comparative Germanic Syntax Workshop*. Special volume of *Journal of Comparative Germanic Linguistics*, vol. 5, 1-3. Kluwer.

#### Journal Articles

To appear The Chukotkan “inverse” from an Itelmen perspective. *Acta Linguistica Petropolitana – Special volume: Сборник статей в честь 80-летия А.П.Володина 13* (2017).

2015 Suppletion: some theoretical implications. *Annual Review of Linguistics* 1: 1-18.

2012 (with Susi Wurmbrand) Word Order and Scope: Transparent interfaces and the  $\frac{3}{4}$  signature. *Linguistic Inquiry* 43.3: 371-421.

2011 Bobaljik, Jonathan David and Cynthia Levart Zocca. Gender markedness: the anatomy of a counter-example. *Morphology* 21.2: 141-166.

2009 (with Idan Landau) Icelandic Control is not A-Movement: The Case from Case. *Linguistic Inquiry*. 40.1:113-132.

2008 Missing Persons: A case study in morphological universals. *The Linguistic Review*, special theme issue *Examples of Linguistic Universals* 25.1-2:203-230.

2007 (with Susi Wurmbrand) “Complex predicates, aspect and anti-reconstruction”. *Journal of East Asian Linguistics* 16:27-42.

2006 (with Kazuko Yatsushiro) “Problems with Honorification-As-Agreement in Japanese: A reply to Boeckx & Niinuma.” *Natural Language and Linguistic Theory*, 24:355-384.

2006 “Itelmen Reduplication: Edge-In Association and Lexical Stratification” *Journal of Linguistics*, 42:1-23.

2005 (with Susi Wurmbrand) “The Domain of Agreement” *Natural Language and Linguistic Theory* 23:809-865.

- 2005 "Re: CycLin and the role of PF in Object Shift." *Theoretical Linguistics* 31: 111-125
- 2005 "Itelmen Diminutives: A belated reply to Perlmutter 1988." In Geert Booij and Jaap van Marle, eds., *Yearbook of Morphology 2004*, Dordrecht: Springer, 317-319.
- 2002 "Realizing Germanic Inflection: Why Morphology Does Not Drive Syntax". *Journal of Comparative Germanic Linguistics*, special issue on Lexical Integrity [eds. Peter Ackema and Ad Neeleman], vol. 6.2/3, 129-167.
- 2002 "A-Chains at the PF Interface: Copies and Covert Movement." *Natural Language and Linguistic Theory*, 20.2, 197-267.
- 2002 (with Susi Wurmbrand) "Notes on Itelmen Agreement" *Linguistic Discovery*, vol 1.1. <http://linguistic-discovery.dartmouth.edu/WebObjects/Linguistics>
- 2002 "Syncretism without paradigms: Remarks on Williams 1981, 1994". In Geert Booij and Jaap van Marle, eds., *Yearbook of Morphology 2001*, Dordrecht: Kluwer, pp. 53-85.
- 1999 "Adverbs: The Hierarchy Paradox." *Glott International* 4.9/10, 27a-28c.
- 1998 "Pseudo-Ergativity in Chukotko-Kamchatkan Agreement Systems." In L. Nash (ed.) *Recherches Linguistiques de Vincennes*, vol 27: Ergativity. Pp. 21-44.
- 1998 "Floating Quantifiers: Handle With Care," (State-of-the-Article) *Glott International* 3.6: 3a-10c.
- 1998 (with Höskuldur Thráinsson) "Two Heads Aren't Always Better Than One." *Syntax* 1.1: 37-71.
- 1997 "If the Head Fits...: The Morphological Grounding of Syntactic Parameters." *Linguistics* 35: 1029-1055.
- 1997 (with Samuel Brown) "Inter-Arboreal Operations: Head Movement and The Extension Requirement." *Linguistic Inquiry* 28.2:345-356.  
[Reprinted 2007 in Robert Freidin and Howard Lasnik eds. *Syntax: Critical Concepts in Linguistics*, vol. 3, London: Routledge, 172-184.]
- 1996 "Regressive Assimilation in Inuit: The place of the uvular nasal." *International Journal of American Linguistics*, vol. 62.4: 323-350.
- 1996 (with Dianne Jonas) "Subject Positions and the Roles of TP." *Linguistic Inquiry*, 27.2: 195-236.
- 1992 "Why *Saali* Can Be an *Umilik* and I Can't: A new look at 'Nominal Sentences' in Inuktitut." *The Musk Ox*. 39: 318-325.

### **Book Chapters**

Submitted On a make-believe argument for Case Theory.

Submitted Distributed Morphology. *Oxford Research Encyclopedia of Linguistics*.

Submitted (with Tatiana Degai, David Koester and Chikako Ono) Documenting Itelmen: Fieldwork in Kamchatka. for volume on fieldwork in Russia, ed. A. D. Nakhimovsky.

To appear (with Mark Baker) On Inherent and Dependent Theories of Ergative Case. Jessica Coon, Diane Massam, and Lisa Travis, eds, *Handbook of Ergativity* volume, Oxford University Press.

- To appear (with Heidi Harley) Suppletion is Local: Evidence from Hiaki. Heather Newell, Máire Noonan and Lisa Travis, eds, *The Structure of Words at the Interfaces*, Oxford University Press.
- 2013 (with Susi Wurmbrand) Suspension Across Domains. In Alec Marantz and Ora Matushansky, eds. *Distributed Morphology Today: Morphemes for Morris Halle*. Cambridge: MIT Press, 185-198.
- 2008 (with Susi Wurmbrand) Case in GB / Minimalism. In Andrej Malchukov and Andrew Spencer, eds. *Handbook of Case*. Oxford: Oxford University Press, 44-58.
- 2008 Where's phi? Agreement as a post-syntactic operation. In Daniel Harbour, David Adger, and Susana Béjar eds. *Phi-Theory: Phi features across interfaces and modules*, Oxford University Press, 295-328.
- 2008 Paradigms (Optimal and Otherwise): A case for skepticism. In Asaf Bachrach and Andrew Ira Nevins, eds. *Inflectional Identity*. Oxford University Press, 29-54.
- 2007 Limits on deponency: a Chukotko-centric perspective. In Matthew Baerman, Greville G. Corbett, Dunstan Brown & Andrew Hippisley, eds., *Deponency and morpho-syntactic mismatches*. London, The British Academy/Oxford University Press, 175-201.
- 2006 J.D. Bobaljik & P. Branigan. "Eccentric Agreement and Multiple Case Checking" In Alana Johns, Diane Massam, and Juvenal Ndayiragije, eds., *Ergativity: Emerging Issues*. Springer, Dordrecht. 47-77.
- 2005 Wurmbrand, S. & J.D. Bobaljik "Adjacency, PF and Extraposition" in Hans Broekhuis, Norbert Corver, Jan Koster, Riny Huybregts and Ursula Kleinhenz (eds.), *Organizing Grammar: Linguistic Studies in Honor of Henk van Riemsdijk*, Berlin/New York, Mouton de Gruyter. 679-688.
- 2004 "Clustering theories". In Katalin É. Kiss and Henk van Riemsdijk, eds. *Verb clusters: A study of Hungarian, German and Dutch*. John Benjamins, Amsterdam, pp. 121-145.
- 2003 "Floating Quantifiers: Handle With Care" (revised version). In Lisa Cheng and Rint Sybesma, eds., *The Second Glot International State-of-The-Article Book*, Mouton de Gruyter, Berlin, pp. 107-148.
- 2000 "Autonomy and Adjacency: Holmberg's Generalization Revisited." In Guðrún Þórhallsdóttir, ed., *The Nordic Languages and Modern Linguistics, vol 10*. Institute of Linguistics, University of Iceland, Reykjavik, 51-59.
- 1998 "Visions & Realities: Researcher-Activist-Indigenous Collaborations in Indigenous Language Maintenance." In Erich Kasten (ed.) *Bicultural Education in the North: Ways of Preserving and Enhancing Indigenous Languages and Traditional Knowledge*, Waxman Verlag, Berlin, 13-28.
- 1996 (with Andrew Carnie) "A Minimalist Approach to Some Problems of Irish Word Order." In R. Borsley and I. Roberts, eds., *The syntax of the Celtic languages: A comparative perspective*. Cambridge, Cambridge University Press. Pp. 223-240.

### **Working Papers and Conference Proceedings**

Submitted Knocking twice intentionally.

- 2015 Peter W. Smith, Beata Moskal, Ting Xu, Jungmin Kang, and Jonathan Bobaljik. Pronominal Suppletion: Case and Number. In Thuy Bui, Deniz Özyıldız, eds., *Proceedings of NELS 45*, vol. 3, 69-78.

- 2015 (with Susi Wurmbrand) "Questions with Declarative Syntax tell us what about selection?" In Ángel J. Gallego and Dennis Ott, eds. *50 Years Later: Reflections on Chomsky's Aspects. MIT Working Papers in Linguistics*, vol. 77, pp. 13-31.
- 2013 (with Uli Sauerland) "Syncretism Distribution Modeling: Accidental Homophony as a Random Event" In Nobu Goto, Koichi Otaki, Atsushi Sato, and Kensuke Takita, eds, *Proceedings of GLOW Asia IX 2012*, 31-53.
- 2006 (with Susi Wurmbrand) "Complex predicates, aspect and anti-reconstruction" In Simona Herdan and Miguel Rodríguez-Mondoñedo, eds., *UConn Working Papers in Linguistics*, vol 14, 57-76.
- 2006 "Where's phi? Agreement as a post-syntactic operation." In Marjo van Koppen, Pepijn Hendriks, Frank Landsbergen, Mika Poss & Jenneke van der Wal (eds.), Special Issue of *Leiden Papers in Linguistics* 3.2 (2006), 1-23.
- 2004 (with Susi Wurmbrand) "Anti-reconstruction effects are anti-reconstruction effects". In Sophie Burelle and Stanca Somesfalean, eds, *Proceedings of the 2003 Annual Meeting of the Canadian Linguistic Association*, pp. 13-24.
- 2003 "What's in a paradigm?" In Geert Booij, Janet DeCesaris, Angela Ralli, and Sergio Scalise, eds., *Topics in Morphology: Selected Papers from the Third Mediterranean Morphology Meeting*. Institut Universitari de Lingüística Aplicada (Universitat Pompeu Fabra), Barcelona, 91-108.
- 2003 (with Susi Wurmbrand) "Long distance object agreement, restructuring and anti-reconstruction". In Makoto Kadowaki and Shigeto Kawahara, eds., *Proceedings of NELS 33*, GLSA, Amherst, pp. 67-86.
- 2003 "Auspicious Compounds". In Theres Grüter and Tomokazu Takehisa, eds. *Papers in Memory of Lara Riente, McGill Working Papers in Linguistics* vol 17.2, 65-71.
- 2002 The Rich Agreement Hypothesis in Review. In Yasuaki Abe, ed. *Complex predicates and argument structure*. Research Report for the Ministry of Education Grant-in-Aid for Scientific Research. Nanzan University, Nagoya, Japan, pp. 63-109.
- 2001 (with Susi Wurmbrand) "Seven Prefix-Suffix Asymmetries in Itelmen." In Mary Andronis, Christopher Ball, Heidi Elston and Sylvain Neuvel eds. *CLS 37: The Panels. Papers from the 37th Meeting of the Chicago Linguistic Society. Vol. 2*. Chicago: Chicago Linguistic Society, pp.205-219.
- 2001 "Rich Agreement: On the morphological consequences of syntactic variation." In Mary Andronis, Christopher Ball, Heidi Elston and Sylvain Neuvel eds. *CLS 37: The Panels. Papers from the 37th Meeting of the Chicago Linguistic Society. Vol. 2*. Chicago: Chicago Linguistic Society, pp. 339-351.
- [Also published 2002 as "The implications of rich agreement: why morphology does not drive syntax." In Karine Megerdooimian and Leora Anne Bar-el (eds.) *WCCFL 20 Proceedings*, Somerville, MA: Cascadilla Press. pp. 82-95.]
- 2000 "The Ins and Outs of Contextual Allomorphy", In K.K. Grohmann and C. Struijke, eds., *University of Maryland Working Papers in Linguistics*, volume 10, 35-71.
- 2000 "Implications of Itelmen Agreement Asymmetries." In S. S. Chang, L. Liaw, & J. Ruppenhofer, eds., *Proceedings of the Berkeley Linguistics Society Annual Meeting 25* (1999), pp. 299-310.

- 1998 "Mostly Predictable: Cyclicity and the distribution of schwa in Itelmen." Vida Samiian, ed. *Proceedings of Western Conference on Linguistics (WECOL) 16*, Santa Cruz, (1996):14-28. [Also: Rutgers Optimality Archive # 208-0797].
- 1997 (with Susi Wurmbrand) "Preliminary Notes on Itelmen Agreement." In B. Bruening, Y-J. Kang, and M. McGinnis, eds. *MIT Working Papers in Linguistics 30: PF Papers at the Interface*, 395-423.
- 1996 (with Rob Pensalfini) "Introduction." In J.D. Bobaljik, R. Pensalfini, & L. Storto, eds. *MIT Working Papers in Linguistics vol. 28: Papers on Language Endangerment and the Maintenance of Linguistic Diversity*, Pp. 1-24.
- 1996 (with Andrew Carnie) "Shifting Objects and Procrastinating Subjects." In J. Bailey, A. Pasquini, L. Smith & L. Rowsell (eds.) *Calgary Working Papers in Linguistics 18*: 23-30.
- 1995 "Merge, Move and the Extension Requirement." In R. Pensalfini & H. Ura, eds., *MIT Working Papers in Linguistics vol. 27: Papers in Minimalist Syntax.*, Pp. 41-64.
- 1994 "What Does Adjacency Do ?" In H. Harley & C. Phillips, eds., *MIT Working Papers in Linguistics vol. 22: The Morphology-Syntax Connection*, pp. 1-32.
- 1994 "Ительменский язык и экология." [The Itel'men Language and Ecology]. In S.T. Balesta, ed., *Актуальные вопросы природопользования и экологической культуры на Камчатке. Дальневосточное книжное издательство*, pp.68-69.
- 1994 (with David Koester) *Minority Language, Cultural Revival and Native Rights in Russia: The Itel'men Language as a Case Study*. Washington, National Council for Soviet and East European Research, Working Papers. October 18, 1994.
- 1993 "Nominally Absolutive is Not Absolutely Nominative." In J. Mead, ed., *Proceedings of the Eleventh West Coast Conference on Formal Linguistics (WCCFL)*: 44-60.
- 1993 "Ergativity and Ergative Unergatives." In C. Phillips, ed., *MIT Working Papers in Linguistics vol. 19: Papers on Case and Agreement II*, pp. 45-88.
- 1993 (with Dianne Jonas) "Specs for Subjects: The Role of TP in Icelandic." In J.D. Bobaljik & C. Phillips, eds., *MIT Working Papers in Linguistics vol. 18: Papers on Case and Agreement I*: 59-98.
- 1992 (with Andrew Carnie) "A Minimalist Approach to Some Problems of Irish Word Order." In B. Hillers & J. Hunter (eds), *Proceedings of the Harvard Celtic Colloquium*, XII: 110-134.
- 1991 "Political Correctness versus Freedom of Speech" [Summary of discussion group]. In J.S. Mathews (ed.) *Proceedings of the 1991 Mellon Fellows' Conference on Scholarship and Society*, pp. 131-2.
- 1990 (with Stephanie Downey) "Selected Stories of Isaak Babel." [translations from Russian] *McGill Journal of Russian and Slavic Studies*, v2(1).

### **Book Reviews, Scholarly Notes, Other**

- 2011 Bobaljik, Jonathan David, Andrew Nevins and Uli Sauerland. Preface: on the Morphosemantics of agreement. *Morphology* 21.2: 131-140.

- 2010 О значении ительменского языка для науки [Some Scientific Contributions of the Itelmen Language] In Vladimir S. Volkov, ed., *Проблемы социального развития, образования, традиционного природопользования и сохранения языков коренных народов камчатского края*. Kamchatka State Technical University, Petropavlovsk-Kamchatskij. 72-76.
- 2007 [Book review] 'Review of M. Kurebito, ed. (2001) *Comparative Basic Vocabulary of the Chukchee-Kamchatkan Language Family*, A. Zhukova & T. Kurbito, (2004) *A Basic Topical Dictionary of the Koryak-Chukchi Languages*, and M. Fortescue (2005) *Comparative Chukotko-Kamchatkan Dictionary*." *Sibirica*, 6.1, 110-114.
- 2002 [Book Notice] V. van Geenhoven (1998) *Semantic Incorporation and Indefinite Descriptions: Semantic and Syntactic Aspects of Noun Incorporation in West Greenlandic*. *Language*, 78.1, 190-191.
- 2001 [Book review] "Review of S. Georg & A.P. Volodin (1999) *Die Itelmenische Sprache*" *Anthropological Linguistics*, 43.2, 229-234.
- 2001 [annotated translation] "How Kutq made Miti Hard-Working" [Itel'men traditional narrative; transcribed, edited and translated into English]. In M. Dürr, E. Kasten & K. Khaloimova, eds. *Itelmen Language and Culture. Ethnographic Library on CD. Volume 3*. Waxmann Münster/New York [revised version of 1999 translation] [corresponds to 11 manuscript pages]
- 2000 [Book Review] "Review of J. Black & V. Montapanyane, eds., *Microparametric Syntax and Dialect Variation*," *International Journal of American Linguistics* 66.1, 140-143.
- 2000 [Book Notice] C. Laenzlinger *Comparative studies in word order variation: Adverbs, pronouns and clause structure in Romance and Germanic*. *Language* 76.1, 228-229.
- 1999 [annotated translation] "How Kutq made Miti Hard-Working" [Itel'men traditional narrative; transcribed, edited and translated into English]. In E. Kasten & M. Dürr, *Spirit of the North: Shamanistic Traditions of Kamchatka in Dance and Music* [CD-ROM], Waxman Verlag, Münster/New York.
- 1999 [Scholarly Note] (with D. Koester) "The First Itelmen Author?" *Newsletter of the Society for the Study of the Indigenous Languages of the Americas*. XVII:4, 5-6.
- 1998 [Book review] "Review of M. Fortescue, S. Jacobson, & L. Kaplan, eds. *Comparative Eskimo Dictionary*." *Anthropological Linguistics* 40.3, 514-518.
- 1997 [Book Review] "Review of E. Bach, et al. *Quantification in Natural Language*." *International Journal of American Linguistics*, 63.2: 265-269.
- 1996 [Dissertation Summary] "Morphosyntax" *Glott International* 2.5, May 1996, pp. 11-12.
- 1996 [Bibliography] (with R. Pensalfini & L. Storto) "A preliminary bibliography on language endangerment and preservation." In J.D. Bobaljik, R. Pensalfini, & L. Storto, eds. *MIT Working Papers in Linguistics vol. 28: Papers on Language Endangerment and the Maintenance of Linguistic Diversity*, Pp. 183-238. [Republished 1997 on the *Terralingua* website: <http://www.terralingua.org/Bibliographies/BiblioMIT.htm>]
- 1995 [Book Review] "Review of W. de Reuse *Siberian Yupik Eskimo: The language and its contacts with Chukchi*." *International Journal of American Linguistics*. 61.4, pp. 423-426.

**Edited working papers**

- 1996 (with R. Pensalfini & L. Storto) *MIT Working Papers in Linguistics v. 30: Papers on Linguistic Diversity and Language Preservation*.
- 1993 (with C. Phillips) *MIT Working Papers in Linguistics v. 18: Papers on Case and Agreement I*.
- 1991 (with A. Bures) *MIT Working Papers in Linguistics v. 14: Papers From the Third Student Conference in Linguistics, MIT*.
- 1990 (with S. Downey) *McGill Journal of Russian and Slavic Studies, v. 2(1)*

**Reviews of my work**

- Forthcoming. Thomas Stewart. Review of Universals in Comparative Morphology: Suppletion, Superlatives, and the Structure of Words. *Linguistic Analysis* 40(1-2).
- 2015 Tagawa, Takumi. Review of Bobaljik 2012. *English Linguistics* 32(1): 185-197.
- 2014 Bochnak, Ryan. Review of Bobaljik 2012. *LinguistList*. 25.2129 <http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=22748791>
- 1996 Shlonsky, Ur. [review of my dissertation] *Glott International* 2.5, May 1996, pp. 12-14.

**Newspaper, popular articles / Interviews:**

- 2015 Distributed Morphology: an interview with Jonathan Bobaljik. *Revista Virtual de Estudos da Linguagem ReVEL*, vol. 13, n. 24. [[www.revel.inf.br](http://www.revel.inf.br)], and with Portuguese translation.
- 2013 [Interview] Universals in Comparative Morphology. *New Books in Language*. <http://newbooksinlanguage.com/2013/05/06/jonathan-bobaljik-universals-of-comparative-morphology-mit-press-2012/>
- 2012 [Interview] with Julia Phillips for Lessons in Itelmen. *The Moscow Times* 28 May 2012. <http://massivearticles.com/news/Itelmen-language.html>
- 2011 [Interview] Topic: Itelmen/Dying Languages. *The Colin McEnroe Show*, WNPR (Hartford), 12 October 2011.
- 2011 [Podcast] Topic: Itelmen/Endangered Languages. *Academic Minute*, WAMC (Albany), 22 November 2011.
- 2001 [Journal Article] "Language Shift on the Kamchatka Peninsula" *Cultural Survival Quarterly*, 25.2, summer 2001, 32-33.
- 2001 [Interview] "Жизнь тяжелая, а они возраждают языки" [Life is difficult, but they are reviving their languages]. *Абориген Камчатки*, [The Kamchatkan Aborginal]. 24 Jul. 2001 p.1].
- 1998 [Newspaper Article] (with David Koester) "Первый ительменский писатель" [The first Itelmen writer]. *Абориген Камчатки*, [The Kamchatkan Aborginal]. 9 Aug. 1998 p.4a-b.



**Unpublished Itelmen Educational Material (Kamchatka):**

- 2001 *12 уроков ительменского языка [12 lessons of Itelmen]*. Pedagogical materials for Itelmen grammar. 26 pages.
- 1996 *Мэзин Әмжә'л [Our stories]*. Collection of Itelmen texts with interlinear Russian translation.
- 1994 (in part in collaboration with Nadezhda Velichko, David Koester, Ingrid Summers) "Материалы для изучения ительменского языка." [Material for the Study of the Itel'men Language]. (Grammatical information, topical mini-dictionaries).

**Unfinished projects / in preparation:**

(with Mark C. Baker) *Generative Morphology: an Introduction*. [draft: 457 ms pp.]

*Itelmen* (Grammar and Texts).

(with Peter W. Smith, Beata Moskal, Ting Xu, and Jungmin Kang) Pronominal Suppletion: Case and Number.

**PRESENTATIONS:**

**Lecture Series / Mini-Courses / Summer-Schools:**

2015. Dependent Case and Case-Dependent Agreement. *East European Summer School in Generative Grammar* Brno. July/August 2015.
2015. Agreement. NY-St. Petersburg Institute of Linguistics, Cognition and Culture, St. Petersburg, Russia. July 2015. (with L. Kalin, S. Wurmbrand)
2015. Morphology: The Syntactic Structure of Words. NY-St. Petersburg Institute of Linguistics, Cognition and Culture, St. Petersburg, Russia. July 2015. (with L. Kalin)
- 2014 Morphology: The Syntactic Structure of Words. NY-St. Petersburg Institute of Linguistics, Cognition and Culture, St. Petersburg, Russia. July 2014. (with S. Wurmbrand)
- 2014 Distributed Morphology. UCLA. May 2014.
- 2014 Features, Structure, and Locality in Words. CRISSP Brussels. March 19-21, 2014.
- 2012 (Im)possible Morphemes. Linguistics Summer School in the Indian Mountains, Kangra, India.
- 2006 On Comparative Suppletion. Colloquium & Lecture Series. Rutgers University. September 22-29, 2006.
- 2005 Introduction to Morphology. *LSA Summer Institute*. MIT/Harvard. (With G. L. Piggott)
- 1999 Topics in Morphology. *LOT Summer School*. Potsdam, Germany.
- 1999 "A-Chains at the Interfaces" Lecture Series (4-day seminar), Katholieke Universiteit Brabant, Tilburg, The Netherlands, October.
- 1997 Field Methods. *LSA Summer Institute*. Cornell.

**Invited Presentations**

- 2016 committed. Keynote. SinFoniJa. Brno, Czech Republic. September 2016
- 2016 committed [tentative]. Workshop on Agreement. Frankfurt, Germany. July 2016.
- 2016 committed. Colloquium. Stony Brook University. April 2016.
- 2015 On agreement and case, redux. *Theoretical and Experimental Approaches to Agreement*. U Mass, Amherst. October 2015.
- 2015 Agreement and case dependencies, revisited. *Smircle*, Stanford University, October 2015.
- 2015 Morphological Universals: Suppletion and Structure. Colloquium, U California, Berkeley. October 2015.
- 2015 Some differences between case and agreement. *Workshop: Replicative processes in grammar: Harmony, copying, doubling, and repetition*. Leipzig, Germany. October 2015.
- 2015 Locality below X°. *Roots IV Workshop*. New York University. July 2015.
- 2015 Dependent case and case-dependent agreement. *Rethinking Comparative Syntax*. Arezzo. Italy. June 2015.
- 2015 Panelist. *Generative Syntax in the Twenty-First Century: The Road Ahead*. Athens. May 2015.
- 2015 Cyclic Spell-Out in Words. *Morphest*. University of Maryland. May 2015.
- 2015 Morphological Universals: Comparatives and Beyond. 10th Annual Whatmough Lecture. Harvard. April 2015.
- 2015 (Im)possible suppletive patterns. Colloquium. Concordia University. Montreal. January 2015.
- 2015 Dependent case and case-dependent agreement. Invited talk. McGill University. Montreal. January 2015.
- 2014 Comparative Morphology: Structure, Suppletion, and Universals. General Lecture; NY-St. Petersburg Institute of Linguistics, Cognition and Culture, St. Petersburg, Russia. July 2014.
- 2014 Morpholocality. Colloquium. UCLA. May 2014.
- 2014 Morpholocality: Structural Locality in Words. *Chicago Linguistic Society*. April 2014.
- 2013 Suppletion: Morphological Structure and Universals. Universität Tübingen. September 2013.
- 2013 Morphological Universals and the Hidden Structure of Words. Linguistics Association Lecture, *LAGB* August 2013.
- 2013 Beyond *best*: Suppletion, Structure, and Language Universals. Colloquium. Princeton University. April 2013.
- 2013 Syncretism, Person, and a Chukotkan Inverse? \**næ*-. Colloquium. Georgetown University. March 2013.
- 2013 (with Susi Wurmbrand) Syntax all the way down: comparative evidence. (Forum: Distributed Morphology) *LSA Annual Meeting*, Boston, January.
- 2012 Suppletion Beyond Superlatives. Colloquium. University of Massachusetts, Amherst. December.

- 2012 Beyond Superlatives. Colloquium. Yale. November.
- 2012 Locality in Words — Suppletive Evidence. *Workshop on Syntactic Interfaces*. McGill. May.
- 2011 Bundling revisited: some comparative evidence. *Comparative Germanic Syntax Workshop*. Amsterdam. June.
- 2011 Root Suppletion - A Comparative Study. *Approaches to the Lexicon (Roots III)*. Jerusalem, June.
- 2011 (Anti-)identity effects with(out) (anti-)identity constraints. Invited lecture, *GLOW 34*. Vienna. May.
- 2010 Comparative Universals: Suppletion and (Im)possible Morphemes. Colloquium, University of Pennsylvania. October.
- 2010 Universals in Comparative Morphology. Colloquium, New York University. September.
- 2010 Idiosyncratic Syncretic Patterns: Some Chukotko-Kamchatkan Evidence. Universität Wien. May.
- 2010 Gut, besser, ... Colloquium, Wiener Sprachgesellschaft. Universität Wien. May.
- 2010 Gut, besser, ... Invited lecture, Universität Stuttgart. May.
- 2009 Idiosyncratic Syncretic Patterns: Some Chukotko-Kamchatkan Evidence. Colloquium. MIT. November.
- 2009 Spell-Out: Some Chukchi Evidence. *Spell-Out Workshop*. Tromsø. October.
- 2009 Conspiracies in Chukotko-Kamchatkan Agreement. Plenary Lecture. *Morphology of the World's Languages*. Leipzig. June.
- 2009 Word Order, Economy, Scope: Implications of the  $\frac{3}{4}$  signature. Colloquium. Harvard University. March.
- 2009 Disharmony and Decay: Itelmen Vowel Harmony in the Soviet Period. *Workshop on the Division of Labour between Morphology and Phonology & 4th Network on Exponence Meeting*. Meertens Institut, Amsterdam. January.
- 2008 Getting 'Better': On Comparative Suppletion and Related Topics. Colloquium. Cornell University. September.
- 2008 Getting 'Better': On Comparative Suppletion and Related Topics. Colloquium. University of Chicago. May.
- 2008 From Syntax to Exponence: Some Chukchi Evidence. *2<sup>nd</sup> Network on Exponence Meeting*, Leipzig. January.
- 2007 Ergative Agreement Puzzles. *Ergativity Research Seminar*, MIT, October.
- 2007 Comparative Suppletion: *least* has MORE. Plenary Address. *Georgetown University Round Table on Language and Linguistics (GURT)*. March.
- 2006 The ABCs of Comparative Suppletion. Invited lecture, Syntax Reading Group, Amherst. November.
- 2006 Functional Categories: Formal Perspectives. Invited panel talk, *GALANA-2*, McGill, August.
- 2006 On Comparative Suppletion. Invited talk, *Workshop on Theoretical Morphology*, Leipzig. June.

- 2006 Comparative Suppletion: Generalizations and Implications. Colloquium, CASTL, Tromsø. May.
- 2006 The ABCs of Comparative Suppletion. Invited lecture, Jersey Syntax Circle, Princeton. April.
- 2006 The limits of deponence, a Chukotko-centric perspective. Workshop on Deponency and Morphosyntactic Mismatches. London. January.
- 2005 After syntax: Agreement and morphological case. Invited colloquium. Nijmegen. December.
- 2005 Agreement as a post-syntactic operation. Invited colloquium, Johns Hopkins. November.
- 2005 Agreement after syntax. Invited colloquium, UCLA. October.
- 2005 Where's phi? Agreement as a post-syntactic operation. Invited lecture, Workshop on Agreement. Leiden University. April.
- 2005 Where's phi? Agreement as a post-syntactic operation. Invited Colloquium. Yale. January.
- 2004 Towards a phi-free syntax? *Phi Workshop* McGill University, August.
- 2004 Paradigms (Optimal and Otherwise): A case for Skepticism. Workshop on (Non)identity within a paradigm. MIT January.
- 2003 "VP: The Forgotten Phase" Colloquium. University of Massachusetts, Amherst. October. [Collaborative work with Susi Wurmbrand]
- 2003 "Predictably Eccentric: The Morphosyntax of the Chukchi Spurious Antipassive" Invited talk, University of Connecticut, Storrs. February. [Collaborative work with Phil Branigan].
- 2002 "Relativized Phases, Restructuring and Long-Distance Object Agreement", Colloquium. SUNY Stony Brook. November. [Collaborative work with Susi Wurmbrand]
- 2002 "Relativized Phases, Restructuring and Long-Distance Object Agreement", Colloquium. New York University. October. [Collaborative work with Susi Wurmbrand].
- 2002 "Eccentric agreement and multiple case checking" Invited presentation, Workshop on Ergativity. University of Toronto. October. [Collaborative work with Phil Branigan].
- 2002 "Relativized Phases, Phase II: The locality of Long Distance Agreement" Colloquium, Universität Tübingen, Germany. June.
- 2002 "Paradigmaticity without paradigms: Rich Agreement" Colloquium. University of Maryland. April.
- 2002 "Paradigmaticity without paradigms" Colloquium. Rutgers University. March.
- 2001 "Agreement Domains" Invited Speaker. *ConSole X*, Leiden University, Netherlands. December.
- 2001 "Paradigmatic Effects Without Paradigms." Workshop on Morphology, University of Wisconsin at Madison, March.
- 2000 "Paradox Lost: Underspecification, (Anti-)Lexicalism and the Rich Agreement Hypothesis." Nanzan University Research Group on Argument Structure. Nagoya, Japan. December.
- 2000 "The Rich Agreement Hypothesis in Review." Université du Québec à Montréal, November.

- 2000 "Dissertation Avoidance Strategies I: Reflections on Field Work in Kamchatka." Concordia University, Montréal, March.
- 2000 "Heads or Tails: On the Pronunciation of A-Chains." Invited Lecture, Northwestern University, February.
- 2000 "Heads or Tails: On the Realization of A-Chains." Invited Lecture, University of Pennsylvania, February.
- 1999 "Contextual Allomorphy in Context." University of Vienna, Austria, December.
- 1999 (with Susi Wurmbrand) "Modals, Raising and A-Reconstruction" Invited Seminar, University of Salzburg, Austria, December.
- 1999 (with Susi Wurmbrand) "Modals, Raising and A-Reconstruction" Invited Seminar, Leiden University, The Netherlands, October.
- 1999 "The Ins and Outs of Contextual Allomorphy" Maryland Morphology Mayfest, May.
- 1999 "Itelmen in Context and Context in Itelmen" Keynote Address, SCIL 11, University of Texas, Austin, May.
- 1999 "Implications of Adjacency: On the typology of covert movement" Colloquium, University of Ottawa, March.
- 1998 "Allomorphy and Agreement." Colloquium presentation, University of Toronto. November.
- 1998 "The Political Consequences of 'How do you say "salmon?"'" Symposium: Practical Fieldwork: Conflicting Constraints on the Ethical Researcher, at LSA Annual Meeting, New York, January.
- 1997 "One Implication of PF-Adjacency: Two Kinds of 'LF' Movement." Colloquium presentation, University of Connecticut, Storrs, October.
- 1997 "Two Heads Aren't Always Better Than One." Colloquium presentation, University of Maryland, College Park. April. [Collaborative work with H. Thráinsson.]
- 1997 "Two Heads Aren't Always Better Than One." Colloquium presentation, City University of New York Graduate Center. April. [Collaborative work with H. Thráinsson.]
- 1995 "Free Agr! Morphology Mirrors Syntax." Invited Lecture, CNRS & Université de Paris VIII, Paris, France, November.
- 1995 "Free Agr! NP Positions, Inflectional Morphology, and Verb Raising in Germanic." Johann Wolfgang Goethe-Universität, Frankfurt am Main, Germany. June.
- 1995 "The Morphological Determination of Germanic Syntax." Invited Presentation, McGill University, Montréal, February.
- 1995 "Itelmen (Kamchadal): A case study in language death." Invited Lecture, University of California at Berkeley, January.
- 1995 "The Morpho-Syntax Interface." Invited Presentation, University of California at Berkeley, January 1995.
- 1995 "How Morphology Constrains Syntax: Verbal inflection and NP positions in Germanic." Invited colloquium presentation, University of Durham, England, UK, January.
- 1992 "Icelandic: The Role of TP." Workshop on Functional Categories and Argument Structure, University of Massachusetts at Amherst, December [Collaborative work with Dianne Jonas].

- 1992 “Current Trends in Linguistics at MIT.” Invited talk, Second English Department / Institute for Linguistics, Beijing Foreign Studies University, Beijing, China, June.

**Invited Discussant:**

- 2008 Decomposing Person: A Formalist’s Perspective. Workshop on Markedness and Underspecification in the Morphology and Semantics of Agreement. Harvard. March 2008.
- 2007 Comments on the paper by Tsakali. Workshop on Greek Syntax and Semantics. MIT May 2007.
- 2004 Comments on the paper by Cable. Workshop on (Non)identity within a paradigm. MIT January 2004.
- 2000 Dutch-Hungarian Study Group on Verb-Clusters. Hungarian Institute for Advanced Study (Collegium Budapest), Budapest, Hungary, June.
- 1999 Dutch-Hungarian Study Group Workshop on Verb-Clusters, Öttevény, Hungary, October.

**Conference Presentations (by refereed abstract):**

- 2015 Beata Moskal, Peter Smith, Ting Xu, Jungmin Kang and Jonathan Bobaljik. A number of cases of pronominal suppletion. Presented at *GLOW 38*, Paris. [presented by co-authors]
- 2014 Peter Smith, Beata Moskal, Ting Xu, Jungmin Kang and Jonathan Bobaljik. Pronominal Suppletion: Case and Number. *NELS 45*, MIT. Cambridge, MA. Nov 2014. [poster]
- 2012 (with Uli Sauerland) Syncretism Distribution Modeling and Person Paradigms. *GLOW 35*, Potsdam, Germany, March 2012. [presented by co-author]
- 2008 (with Susi Wurmbrand) Word Order and Scope: Transparent Interfaces and the  $\frac{3}{4}$  Signature. *GLOW 31*, Newcastle upon Tyne. March 2008. [presented by co-author]
- 2004 (with Susi Wurmbrand) Complex predicates, aspect and anti-reconstruction. *Japanese/Korean Workshop 14*, Arizona, November 2004.
- 2004 On  $\Phi$ : Agreement, Case and Licensing. *CGSW 19*, CUNY. June 2004.
- 2003 (with Susi Wurmbrand) Anti-reconstruction effects are anti-reconstruction effects. *CLA*, Halifax. June 2003.
- 2003 (with Susi Wurmbrand) When is a phase not a phase? *GLOW*, Lund, Sweden. April 2003.
- 2003 (with Phil Branigan) On the Morphosyntax of Eccentric Agreement. *GLOW*, Lund, Sweden. April 2003.
- 2002 (with Susi Wurmbrand) Long Distance Object Agreement, Restructuring and Anti-Reconstruction. *NELS*, MIT. November 2002.
- 2002 Itelmen Reduplication: Left-to-Right Association and/or Loanword Phonology. *Montreal-Ottawa-Toronto Phonology Workshop, McGill*. February 2002.
- 2001 “What’s in a paradigm?” Third Mediterranean Meeting on Morphology, Barcelona, Spain, September.
- 2001 “On what it means to be rich.” Workshop on the Role of Agreement in Argument Structure. Utrecht, the Netherlands, August.

- 2001 (with Susi Wurmbrand) "Seven Prefix-Suffix Asymmetries in Itelmen" 37th Chicago Linguistics Society, Chicago, April.
- 2001 "Rich Agreement: On the morphological consequences of syntactic variation." 37th Chicago Linguistics Society, Chicago, April.
- 2001 "The implications of rich agreement: why morphology does not drive syntax." GLOW 24, Braga, Portugal, April.
- 2001 "The implications of rich agreement: why morphology does not drive syntax." WCCFL 20, USC, Los Angeles, February.
- 1999 "Contextual Allomorphy and the Difference Between –nin and –nen" GLOW 22, Berlin, Germany, March.
- 1999 "Implications of Itelmen Agreement Asymmetries", Berkeley Linguistics Society 25, February.
- 1998 "Adjacency and the Autonomy of Syntax: Holmberg's Generalization Revisited". Conference of Nordic and General Linguistics, Reykjavík, June.
- 1998 "The Autonomy of Syntax and the Typology of Movement," GLOW 21, Tilburg, the Netherlands, April.
- 1997 "Pseudo-Ergativity in Chukotko-Kamchatkan Agreement Systems." *Langues et Grammaires III*, Paris, May.
- 1996 "Mostly Predictable: Cyclicity and the distribution of schwa in Itelmen." Western Conference on Linguistics (WECOL). Santa Cruz. November.
- 1996 "Once Upon a Time... There Was Vowel Harmony in Itelmen." Linguistic Society of America, Annual Meeting, San Diego. January.
- 1995 "Free Agr! Morphology Mirrors Syntax." International Conference on Interfaces, Oporto, Portugal, November.
- 1995 "Free Agr! Parametrization in Germanic Morphosyntax." XI Comparative Germanic Syntax Workshop, Rutgers University, N.J., November.
- 1995 "Language Endangerment and Preservation in the North." Presentation at Workshop on Linguistic Diversity and Language Preservation, MIT, February.
- 1995 "Itel'men (Kamchadal): Collectivisation and Language Death and Preservation on Kamchatka." Endangered Languages / Field Reports Session, LSA Annual Meeting, New Orleans, January.
- 1995 "The Morphological Determination of Germanic Syntax." X Comparative Germanic Syntax Workshop, K.U. Brussels, January.
- 1994 "What Does Adjacency Do?" The Morphology-Syntax Connection, MIT, Cambridge, MA, January.
- 1993 (with Dianne Jonas) "Subject Positions and the Role of TP." Generative Linguists of the Old World (GLOW) Conference, Lund, Sweden, April.
- 1992 "On Ergative Unergatives." Australian Linguistic Society, Annual Meeting, University of Sydney, June.
- 1992 (with Andrew Carnie) "A Minimalist Approach to Some Problems of Irish Word Order." Twelfth Annual Harvard Celtic Colloquium, Cambridge, Massachusetts, May.

- 1992 “Nominally Absolutive is Not Absolutely Nominative.” Eleventh West Coast Conference on Formal Linguistics (WCCFL), Los Angeles, February.
- 1991 “Why Saali Can Be an Umilik and I Can’t: A new look at ‘Nominal Sentences’ in Inuktitut” (poster presentation). Association of Canadian Universities for Northern Studies Third Student Conference, Ottawa, October.

**Presentations on Language Endangerment and Preservation (to non-Linguists):**

- 2013 D. Koester, T. Degai, C. Ono & J. D. Bobaljik. Gathering the Speakers of Itelmen – Report from a Lingua-Cultural Community Event in Kamchatka. *43<sup>rd</sup> Alaska Anthropological Association*
- 2009 Itelmen: A Language on the Brink. University of Connecticut Humanities Institute. April.
- 1997 “Visions and Realities: Researcher-Activist-Indigenous Collaborations in Indigenous Language Maintenance.” Read [in English and Russian] at *International Symposium on Bicultural Education in the North*, Halle, Germany. December.
- 1997 “The Politics of Endangered Language Maintenance.” *Workshop on Interdisciplinary Collaboration and Cooperation on Kamchatka*, Harriman Institute, Columbia University, New York. June.
- 1996 Untitled public lecture organized by Kamchatka Ètnos (non-profit association of indigenous peoples). Writer’s association. Petropavlovsk-Kamchatskij, Russia. February.

**OTHER**

**EMPLOYMENT (NON-ACADEMIC)**

Adventure Travel Guide (Russia / Central Asia)	
REI Adventure Travel:	1991-1996
Mountain-Travel Sobek:	1998
Translator     Snow Leopard, other Adventure Travel, Russia	1993-1994

**SERVICE (NON-ACADEMIC)**

Board of Directors, Our Children’s Center (West Hartford) (Secretary, 2006-2007; President, 2007-2008)	2006-2008
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## Curriculum Vitae

### Željko Bošković

Department of Linguistics  
University of Connecticut, U-1145  
Storrs, CT 06269  
zeljko.boskovic@uconn.edu  
(860) 486-0156

#### Education

B.A. 1988 Sarajevo University  
(Department of English)  
M.A. 1991 West Virginia University  
(Department of Foreign Languages)  
M.A. 1993 University of Connecticut  
(Department of Linguistics)  
Ph.D. 1995 University of Connecticut  
(Department of Linguistics)  
Dissertation title: Principles of Economy in Nonfinite Complementation

#### Academic Appointments

1995-2000 Assistant Professor of Linguistics, University of Connecticut.  
2000-2004 Associate Professor of Linguistics, University of Connecticut.  
2004- Professor of Linguistics, University of Connecticut.

#### Visiting Positions

1998 University of Novi Sad, Serbia and Montenegro.  
1998 XVII Summer Courses of the University of the Basque Country in San Sebastián, Spain/X  
European Courses.  
1998 5<sup>th</sup> Central European Summer School in Generative Grammar, Debrecen, Hungary.  
(Organized by GLOW and GLEE.)  
2001 Centre National de la Recherche Scientifique (CNRS), Paris, France.  
2002 Universidade Estadual de Campinas, Brazil.  
2002 University of the Basque Country in Vitoria, Spain.  
2002 University of Leipzig, Germany.  
2003 Linguistic Society of America Summer Institute, Michigan State University.  
2004 Indiana University, Bloomington.  
2006 University of Belgrade, Serbia and Montenegro.  
2008 Universidade de São Paulo, Brazil.  
2008 University of Nova Gorica, Slovenia.  
2010 Indiana University, Bloomington.

2010 University of Novi Sad, Serbia.  
2011 5<sup>th</sup> Linguistic Summer School in the Indian Mountains, Kangra, India (organized by the Formal Studies in the Syntax and Semantics of Indian Languages Society)  
2013 Nanzan University, Japan.  
2015 University of Paris 7 and Centre National de la Recherche Scientifique (CNRS), Paris, France.  
2015 Beihang University, Beijing, China.

## **Field of Specialization**

Linguistics

## **Research Interests**

Syntactic Theory; Comparative Syntax; Slavic Linguistics; Balkan Linguistics.

## **Honors and awards**

Hasan Brkić Award for academic achievements, Sarajevo University 1987, 1988.  
Roman Jacobson Fellowship, University of Connecticut, 1991-1993.  
Doctoral Dissertation Fellowship, University of Connecticut, 1995.  
IREX short-term travel grant, 1999.  
NSF grant SBR-951088 (Co-PI): Abstract Case, Morphological Case, and the Minimalist Program, 1995-1996.  
NSF grant BCS-0920888 (PI): On the Traditional Noun Phrase: Comparing Languages With and Without Articles, 2009-2015.  
University of Connecticut Research Foundation Junior Faculty Summer Fellowship, Project: Case Theory and the Minimalist program: Exceptional and Inherent Case-Licensing, 1996.  
University of Connecticut Research Foundation Faculty Research Grant, Project: 6th Annual Workshop on Formal Approaches to Slavic Linguistics, 1997.  
University of Connecticut Research Foundation Faculty Research Grant, Project: The Syntax of Nonfinite Complementation: An Economy Approach, 1997.  
University of Connecticut Research Foundation Faculty Research Grant, Project: Eastern States Conference on Linguistics, 1999.  
University of Connecticut Research Foundation Faculty Research Grant, Project: On the Nature of the Syntax-Phonology Interface, 2000.  
University of Connecticut Research Foundation Faculty Research Grant, Project: Studies in Minimalist Syntax, 2001.  
University of Connecticut Research Foundation Faculty Research Grant, Project: Structure of the Traditional Noun Phrase, 2006.  
University of Connecticut Provost's Scholarship Development Program Award, Project: Noun Phrase or Determiner Phrase?, 2007.  
University of Connecticut Research Foundation Faculty Research Grant, Project: Crosslinguistic

investigation of the structure, extractability, and agreement properties of Noun Phrases, 2008.

University of Connecticut Research Foundation Faculty Research Grant, Project: On rescue by PF deletion, 2011.

### **Professional activities**

Reviewer, West Coast Conference on Formal Linguistics, 1996, 1997, 1998, 1999, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2014, 2015.

Reviewer, Eastern States Conference on Linguistics, 1997, 1999.

Reviewer, Formal Approaches to Slavic Linguistics, 1996, 1998, 1999, 2000, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2011, 2012.

Reviewer, Formal Approaches to Japanese Linguistics, 2001.

Reviewer, Formal Description of Slavic Languages, 2007, 2011, 2013.

Reviewer, North East Linguistic Society, 2001, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2012, 2013, 2014, 2015.

Reviewer, Chicago Linguistic Society, 2006, 2007, 2008, 2013, 2014, 2015.

Reviewer, West Coast Conference on Linguistics, 2004.

Reviewer, Japanese/Korean Linguistics Conference, 2008.

Reviewer, GLOW 2002, 2006, 2007, 2008, 2010, 2011, 2012, 2013, 2014, 2015, 2016.

Reviewer, GLOW in Asia 2002, 2003, 2014.

Reviewer, ConSole 2007.

Reviewer, Brussels Conference on Generative Linguistics 2010.

Reviewer, The Georgetown University Round Table on Languages and Linguistics 2004.

Reviewer, University of Pennsylvania Linguistics Colloquium, 1995, 1996, 1997, 1998, 2014, 2015, 2016.

Reviewer, Open Linguistics Forum: Challenges of Minimalism, University of Ottawa, 1997.

Reviewer, Sarajevo Linguistic Gathering, 2009.

Reviewer, Poznan Linguistic Meeting, 2013.

Reviewer, Workshop on Altaic Formal Linguistics, 2014.

Reviewer, Specificity in the Grammar: Form and Interpretation, University of Trento 2014.

Reviewer, What Drives Syntactic Computation? Alternatives to Formal Features Workshop, University of Leipzig, 2015.

Reviewer, Agreement across Borders, University of Zadar, 2015.

Reviewer, Formal Approaches to Morphosyntactic Variation, University of the Basque Country at Vitoria-Gasteiz, 2015.

Reviewer, SinFonIJA 8, University of Ljubljana, 2015.

Reviewer for Biolinguistics, Canadian Journal of Linguistics, English Language and Linguistics, Journal of East Asian Linguistics, Journal of Germanic Linguistics, Journal of Linguistics, Journal of Slavic Linguistics, Language, Language Acquisition, Lingua, Linguistic Analysis, Linguistic Inquiry, Linguistic Review, Linguistic Variation Yearbook, Natural Language and Linguistic Theory, Probus, Poznan Studies in Contemporary Linguistics, Studies in Language Sciences, Studia Linguistica, Syntax, Studies in Polish Linguistics (journals).

Reviewer for MIT Press (Linguistic Inquiry Monographs, Current Studies in Linguistics book series), Cambridge University Press (Cambridge Studies in Linguistics book series), Oxford University Press (Oxford Studies in Theoretical Linguistics book series, book series proposal), John Benjamins (Linguistik Aktuell book series), Elsevier (North-Holland Linguistic Series), Emerald Group Publishing (Syntax and Semantics book series), Sager Publications (journal proposal), Palgrave Macmillan, Cascadia Press, Blackwell, Mouton de Gruyter, Slavica Publishers, SynCom, Thomson/Wadsworth, Filozofski fakultet u Novom Sadu, Versita de Gruyter, Wiley Blackwell.

Reviewer for NSF (grant proposals).

Reviewer for the Israel Science Foundation (grant proposals).

Reviewer for the Canada Council for the Arts (grant proposals).

Reviewer for Fonds Québécois de la Recherche sur la Société et la Culture (grant proposals).

Reviewer for the Social Sciences and Humanities Research Council of Canada (grant proposals)

Reviewer for the Ministry of Education, Taiwan: National Professorship Award.

Reviewer for the Research Foundation - Flanders (FWO), (Fonds Wetenschappelijk Onderzoek - Vlaanderen, FWO (grant proposal)

Reviewer for the University of Connecticut Research Foundation (grant proposals).

Conference organizer, Formal Approaches to Slavic Linguistics 6, University of Connecticut, 1997.

Eastern States Conference on Linguistics 16, University of Connecticut, 1999.

Editorial Board Member, Linguistic Inquiry; Syntax, Iberia: An International Journal of Theoretical Linguistics; Acta Linguistica Hungarica, Studies in Polish Linguistics, Studies in Generative Grammar; The Journal of Studies in Language (Journal of the Modern Linguistics Society of Korea), Open Journal of Modern Linguistics, Versita de Gruyter (book series).

Academic Council Member, Banja Luka College of Communications, Bosnia and Herzegovina, 2001.

Area Review Committee Member (social sciences), University of Connecticut, 1995-1996.

Graduate Faculty Council Member, University of Connecticut, 2000.

Large Grant Social Sciences Review Panel, University Connecticut, 2008.

## **Publications**

### **Books:**

Bošković, Ž. 1997. The Syntax of Nonfinite Complementation: An Economy Approach. MIT Press, Cambridge, Mass. (Linguistic Inquiry Monograph 32).

Bošković, Ž., S. Franks, and W. Snyder (eds.) 1998. Formal Approaches to Slavic Linguistics: The Connecticut Meeting, 1997. Michigan Slavic Publications, Ann Arbor.

Bošković, Ž. 2001. On the Nature of the Syntax-Phonology Interface: Cliticization and Related Phenomena. Elsevier Science, Amsterdam.

Bošković, Ž. and H. Lasnik (eds.) 2007. Minimalist Syntax: The Essential Readings. Blackwell, Oxford.

## Refereed Journal Articles:

- Bošković, Ž. 1994. 'Categorial Status of Null Operator Relatives and Finite Declarative Complements', Language Research 30, 387-417.
- Bošković, Ž. 1994. 'D-Structure,  $\Theta$ -Criterion, and Movement into  $\Theta$ -Positions', Linguistic Analysis 24, 247-286.
- Bošković, Ž. 1995. 'Case Properties of Clauses and the Greed Principle', Studia Linguistica 49, 32-53.
- Milekić, S., Ž. Bošković, S. Crain, and D. Shankweiler. 1995. 'Comprehension of Non-Lexical Categories in Agrammatism', Journal of Psycholinguistic Research 24, 299-311.
- Bošković, Ž. 1995. 'Participle Movement and Second Position Cliticization in Serbo-Croatian', Lingua 96, 245-266.
- Bošković, Ž. 1996. 'Selection and the Categorial Status of Infinitival Complements', Natural Language and Linguistic Theory 14, 269-304.
- Bošković, Ž. 1997. 'Coordination, Object Shift, and V-movement', Linguistic Inquiry 28, 357-365.
- Bošković, Ž. 1997. 'Superiority Effects with Multiple Wh-Fronting in Serbo-Croatian', Lingua 102, 1-20
- Bošković, Ž. 1997. 'On Certain Violations of the Superiority Condition, Agro, and Economy of Derivation', Journal of Linguistics 33, 227-254.
- Bošković, Ž. 1997. 'Pseudoclefts', Studia Linguistica 51, 235-277.
- Bošković, Ž. and D. Takahashi. 1998. 'Scrambling and Last Resort', Linguistic Inquiry 29, 347-366.
- Bošković, Ž. and H. Lasnik. 1999. 'How strict is the cycle?', Linguistic Inquiry 30, 691-703.
- Bošković, Ž. and S. Franks. 2000. 'Across-the-board movement and LF', Syntax 3, 107-128.
- Franks, S. and Ž. Bošković. 2001. 'An argument for multiple spell-out', Linguistic Inquiry 32, 174-183.
- Bošković, Ž. 2002. 'Clitics as non-branching elements and the Linear Correspondence Axiom', Linguistic Inquiry 33, 329-340.
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#### **Conference and Colloquium Presentations:**

- 1990, 'Practical Problems in Foreign Language Acquisition', Fifth Annual International Conference of the Hawaii Association of Language Teachers, University of Hawaii.
- 1991, 'On the Null Subject Parameter', 44<sup>th</sup> Annual Kentucky Foreign Language Conference, University of Kentucky, Lexington.
- 1993, 'ECP, Superiority, and Multiple Wh-Movement in Overt Syntax', Formal Approaches to Slavic Linguistics 2, MIT.
- 1993, S. Milekić, Z. Bošković, S. Crain, and D. Shankweiler, 'Comprehension of Non-Lexical Categories in Agrammatism', 31<sup>st</sup> Annual Meeting of the Academy of Aphasia, Tucson.
- 1994, 'On the Categorical Status of Null Operator Relatives and its Theoretical Implications', 68<sup>th</sup> Annual Meeting of the Linguistic Society of America, Boston.
- 1994, 'Selection and the Categorical Status of Infinitival Complements', The Washington Area Generative Society Second Minimalist Fest, University of Maryland, College Park (by invitation).
- 1994, 'Participle Movement in Serbo-Croatian and Related Issues', Formal Approaches to Slavic Linguistics 3, University of Maryland, College Park.
- 1995, 'Participle Movement and Second Position Cliticization in Serbo-Croatian', 69<sup>th</sup> Annual Meeting of the Linguistic Society of America, New Orleans.
- 1995, 'Infinitival Complementation in the Minimalist Program', presented at the Jersey Syntax Circle, Princeton University (by invitation).
- 1995, 'Participle Movement and Second Position Cliticization', presented at the University of Connecticut (by invitation).

- 1995, 'Infinitival Complements in English and French', presented at the City University of New York (by invitation).
- 1995, 'Null Case and Certain Differences between French and English', 13<sup>th</sup> Eastern States Conference on Linguistics, Dartmouth College.
- 1996, 'Scrambling and Last Resort', presented at University of Pennsylvania (by invitation).
- 1996, 'On the Order of Fronted Wh-Phrases in Serbo-Croatian', Formal Approaches to Slavic Linguistics 5, Indiana University and Wabash College.
- 1997, 'Sometimes in SpecCP, sometimes in-situ', presented at Kanda University of International Studies, Japan (by invitation).
- 1997, 'Superiority and Economy of Derivation: Multiple Wh-Fronting' presented at Kanda University of International Studies, Japan (by invitation).
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- 1997, 'Sometimes in SpecCP, sometimes in-situ', Linguistic Symposium on Romance Linguistics 27, University of California, Irvine.
- 1997, 'Multiple Wh-Fronting and Economy of Derivation', West Coast Conference on Formal Linguistics 16, University of Washington, Seattle.
- 1997, 'Second Position Cliticization: Syntax and/or Phonology?', 4<sup>th</sup> Annual Meeting of the European Society for the Study of English, Debrecen, Hungary (by invitation).
- 1997, 'LF Movement and the Minimalist Program' Colloquium in Honor of Howard Lasnik, University of Connecticut (by invitation).
- 1997, 'LF Movement and the Minimalist Program', 28<sup>th</sup> Conference of the North East Linguistic Society, University of Toronto, Canada.
- 1997, 'LF Movement and the Minimalist Program', presented at SUNY at Stony Brook (by invitation).
- 1998, 'Sintaksičke i fonološke karakteristike enklitika u srpskom jeziku', presented at University of Novi Sad, Yugoslavia (by invitation).
- 1998, 'Multiple Wh-Movement, Focus-Movement, and Economy', presented at New York University (by invitation).
- 1998, 'LF Movement and the Minimalist Program', presented at Indiana University (by invitation).
- 1998, 'Wh-Movement and Wh-Phrases in Slavic', Comparative Slavic Morphosyntax Workshop, Indiana University (by invitation).
- 1998, 'Moving Wh-Phrases', presented at XVII Summer Courses of the University of the Basque Country in San Sebastián, Spain/X European Courses (by invitation).
- 1998, 'Multiple Wh-Movement, Focus-Movement, and Economy', 1<sup>st</sup> Generative Grammar Workshop of the Basque Center for Language Research, the University of the Basque Country in Vitoria, Spain (by invitation).
- 1998, 'Multiple Wh-Movement, Focus-Movement, and Economy', Harvard University (by invitation).
- 1998, 'Multiple Wh-Movement, Focus-Movement, and Economy', Princeton University (by invitation).

- 1999, 'What is special about multiple wh-fronting?', University of Toronto, Canada (by invitation).
- 1999, 'Syntax, semantics, and phonology of questions in Slavic and Balkan languages', 3<sup>rd</sup> Conference on Formal Approaches to South Slavic and Balkan Languages, University of Plovdiv, Bulgaria (by invitation).
- 1999, Ž. Bošković and S. Franks, 'Phonology-syntax interactions in South Slavic' 3<sup>rd</sup> Conference on Formal Approaches to South Slavic and Balkan Languages, University of Plovdiv, Bulgaria (by invitation).
- 1999, 'What is special about multiple wh-fronting?', Cornell University (by invitation).
- 1999, 'Cliticization and the syntax-phonology interface', Cornell University (by invitation).
- 1999, 'What is special about multiple wh-fronting?' 30<sup>th</sup> Conference of the North East Linguistic Society, Rutgers University.
- 2000, 'Li without PF movement', Formal Approaches to Slavic Linguistics 9, Indiana University.
- 2000, 'Cliticization and the syntax-phonology interface', City University of New York (by invitation).
- 2000, 'LF movement and the Minimalist Program', Université de Paris 8, France (by invitation).
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- 2000, 'Syntax, semantics, and phonology of multiple wh-fronting', Université de Paris 8, France (by invitation).
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- 2000, 'Comments on Cynthia Allen: Case and Middle English genitive noun phrase', 6<sup>th</sup> Diachronic Generative Syntax Conference, University of Maryland, College Park (by invitation).
- 2000, 'Floating quantifiers and  $\theta$ -role assignment', 31<sup>st</sup> Conference of the North East Linguistic Society, Georgetown University.
- 2000, 'On multiple wh-fronting', University of Maryland, College Park (by invitation).
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- 2001, 'Clitic placement in South Slavic', Workshop on Slavic Pronominal Clitics, ZAS, Berlin, Germany (by invitation).
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- 2001, 'On clausal clitics in South Slavic', Acme Balkanica Conference, Concordia University, Canada (by invitation).
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- 2001, 'Expletives don't move', 32<sup>nd</sup> Conference of the North East Linguistic Society, CUNY and New York University.

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- 2001, 'On left branch extraction', 4<sup>th</sup> European Conference on Formal Description of Slavic Languages, University of Potsdam, Germany (by invitation).
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- 2002, 'A-movement and the EPP', Wayne State University (by invitation).
- 2002, 'On the syntax-phonology interface: Cliticization, object shift, and imperatives', University of Rio de Janeiro, Brazil (by invitation).
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- 2002, 'A-movement and the EPP', University of the Basque Country in Vitoria, Spain (by invitation).
- 2002, 'On left branch extraction and the structure of NP', University of the Basque Country in Vitoria, Spain (by invitation).
- 2002, Ž. Bošković and J. Nunes, 'The copy theory of movement: A view from PF', Mayfest 2002: The Minimalist Fact, University of Maryland, College Park (by invitation).
- 2002, 'A-movement and the EPP', University of Leipzig, Germany (by invitation).
- 2002, 'On left branch extraction and the structure of NP', University of Leipzig, Germany (by invitation).
- 2002, 'Multiple wh-fronting in Universal Grammar', ZAS, Berlin, Germany (by invitation).
- 2002, 'On the syntax-phonology interface: Cliticization', Lund University, Sweden (by invitation).
- 2002, 'A-movement and the EPP', Lund University, Sweden (by invitation).
- 2002, 'Floating quantifiers and restrictions on  $\theta$ -role assignment', Yokohama National University, Japan (by invitation).
- 2002, 'Scrambling and left branch extraction', Nanzan Workshop on Scrambling, Nanzan University, Japan (by invitation).
- 2002, 'A-movement and the EPP', Kanda University of International Studies, Japan (by invitation).
- 2002, 'Intermediate SpecIPs', Yale University (by invitation).
- 2002, 'Intermediate SpecIPs', Harvard University (by invitation).

- 2002, 'Clitics, prepositions, and floating quantifiers in Germanic', University of the Basque Country in Vitoria, Spain ([by invitation](#)).
- 2002, 'Second position cliticization in South Slavic: Serbo-Croatian and Slovenian', University of the Basque Country in Vitoria, Spain ([by invitation](#)).
- 2002, 'Verbal cliticization in South Slavic', University of the Basque Country in Vitoria, Spain ([by invitation](#)).
- 2002, 'On adjacency relations', University of the Basque Country in Vitoria, Spain ([by invitation](#)).
- 2003, 'A minimalist account of genitive of quantification', 5<sup>th</sup> European Conference on Formal Description of Slavic Languages, University of Leipzig, Germany.
- 2003, 'Floating quantifiers, economy, and the clause/PP parallelism hypothesis' University of Michigan, Ann Arbor ([by invitation](#)).
- 2003, 'Multiple wh-fronting', Universität Frankfurt/Main, Germany ([by invitation](#)).
- 2004, 'Object shift and the clause/PP parallelism hypothesis', West Coast Conference on Formal Linguistics 23, University of California, Davis.
- 2004, 'On PPs', University of Maryland, College Park ([by invitation](#)).
- 2004, 'Multiple wh-fronting', 6<sup>th</sup> Seoul International Conference on Generative Grammar ([by invitation](#)).
- 2004, 'Multiple wh-fronting and wh-in-situ', 6<sup>th</sup> Seoul International Conference on Generative Grammar ([by invitation](#)).
- 2004, 'EPP and successive cyclic A-movement', 6<sup>th</sup> Seoul International Conference on Generative Grammar ([by invitation](#)).
- 2004, 'Floating quantifiers', 6<sup>th</sup> Seoul International Conference on Generative Grammar ([by invitation](#)).
- 2004, 'Floating quantifiers, object shift, and PPs', 6<sup>th</sup> Seoul International Conference on Generative Grammar ([by invitation](#)).
- 2004, 'Adjacency relations', 6<sup>th</sup> Seoul International Conference on Generative Grammar ([by invitation](#)).
- 2004, 'Left branch extraction, locality, and the structure of NP', 6<sup>th</sup> Seoul International Conference on Generative Grammar ([by invitation](#)).
- 2004, 'Left branch extraction and scrambling', 6<sup>th</sup> Seoul International Conference on Generative Grammar ([by invitation](#)).
- 2004, 'On PPs', Cornell University ([by invitation](#)).
- 2004, 'On lower copy pronunciation and the syntax-phonology interface', Workshop on the Copy Theory of Movement on the PF Side, Utrecht University, The Netherlands ([by invitation](#)).
- 2005, 'On the locality and driving force of wh-movement', Mayfest 2005: Wh-Fest, University of Maryland ([by invitation](#)).
- 2005, 'On the locality of Move and Agree', Harvard University ([by invitation](#)).
- 2005, 'On the locality of Move and Agree', Princeton University ([by invitation](#)).
- 2005, 'Generativni pristup izučavanju jezika', Colloquium Contemporary Linguistic Prospects: On the occasion of the 70<sup>th</sup> birthday of Prof. Midhat Ridjanović, Sarajevo University, Bosnia and Herzegovina ([by invitation](#)).
- 2005, 'On minimalism,' Sarajevo University, Bosnia and Herzegovina ([by invitation](#)).

- 2005, 'On null elements in syntax' Workshop Sounds of Silence: Empty elements in syntax and phonology, Tilburg University, The Netherlands (by invitation).
- 2005, 'On successive cyclic movement and intermediate traces/copies', Workshop Sounds of Silence: Empty elements in syntax and phonology, Tilburg University, The Netherlands (by invitation).
- 2005, 'On the operator freezing effect', 6<sup>th</sup> European Conference on Formal Description of Slavic Languages, University of Potsdam, Germany.
- 2006, 'The basic design of the grammar, University of Belgrade, Serbia and Montenegro (by invitation).
- 2006, 'Phrase structure and lexical insertion', University of Belgrade, Serbia and Montenegro (by invitation).
- 2006, 'On successive cyclic movement', University of Belgrade, Serbia and Montenegro (by invitation).
- 2006, 'DP in Serbo-Croatian?', University of Belgrade, Serbia and Montenegro (by invitation).
- 2006, 'Movement cannot be too short', Anti-Locality Workshop, Harvard University (by invitation).
- 2006, 'On the clausal and NP structure of Serbo-Croatian and its place in the broader Slavic context', Formal Approaches to Slavic Linguistics 15, University of Toronto, Canada (by invitation).
- 2006, 'What will you have, DP or NP?', 37<sup>th</sup> Conference of the North East Linguistic Society, University of Illinois, Urbana-Champaign.
- 2006, 'On two types of negative constituents and negative concord', Formal Description of Slavic Languages 6.5, University of Nova Gorica, Slovenia (by invitation).
- 2006, 'DP ili NP: o strukturi tradicionalne imeničke sintagme', International Linguistic Colloquium on Contemporary Linguistics 2', University of Sarajevo, Bosnia and Herzegovina (by invitation).
- 2007, 'NP or DP?', The First Annual Workshop on Generative Syntax, University of Novi Sad, Serbia (by invitation).
- 2007, 'Move vs Agree', 2007 International Conference on Linguistics in Korea (Linguistic Society of Korea), Seoul, Korea (by invitation).
- 2007, 'Move vs Agree', Nanzan University, Japan (by invitation).
- 2007, 'NP or DP', Nanzan University, Japan (by invitation).
- 2007, 'NP or DP', Universität Frankfurt/Main, Germany (by invitation).
- 2007, 'Move vs Agree', University of Stony Brook (by invitation).
- 2007, 'Licensing negative constituents and negative concord', 38<sup>th</sup> Conference of the North East Linguistic Society, University of Ottawa, Canada.
- 2007, 'On relativization strategies', Formal Description of Slavic Languages 7, University of Leipzig, Germany.
- 2008, 'Affixal articles and the selective wh-island effect', GLOW Workshop on DP Types and Feature Syntax, Newcastle University, England.
- 2008, 'On the selective wh-island effect', Formal Approaches to Slavic Linguistics 17, Yale.
- 2008, 'Move vs Agree', Universidade de São Paulo, Brazil (by invitation).
- 2008, 'Driving force and freezing effects', Universidade de São Paulo, Brazil (by invitation).



- 2008, 'On negative constituents, negative concord, and negative imperatives', Universidade de São Paulo, Brazil ([by invitation](#)).
- 2008, 'Comparing languages with and languages without articles', Universidade de São Paulo, Brazil ([by invitation](#)).
- 2008, 'First and last conjunct agreement', Universidade de São Paulo, Brazil ([by invitation](#)).
- 2008, 'On three structures of Leo Tolstoy', Formal Approaches to South Slavic and Balkan Languages 6, Dubrovnik, Croatia ([by invitation](#)).
- 2008, 'On Leo Tolstoy', Sarajevo Linguistic Gathering 3, University of Sarajevo, Bosnia and Herzegovina ([by invitation](#)).
- 2008, 'Move vs Agree', University of Nova Gorica, Slovenia ([by invitation](#)).
- 2008, 'Clitics', University of Nova Gorica, Slovenia ([by invitation](#)).
- 2008, 'Multiple wh-fronting', University of Nova Gorica, Slovenia ([by invitation](#)).
- 2008, 'Comparing languages with and languages without articles', University of Nova Gorica, Slovenia ([by invitation](#)).
- 2008, 'First and last conjunct agreement', SinFonIJA 1, University of Nova Gorica, Slovenia ([by invitation](#)).
- 2008, 'To have or not have articles', University of Venice, Italy ([by invitation](#)).
- 2008, 'To have or not have articles', University of Leiden, The Netherlands ([by invitation](#)).
- 2008, Ž. Bošković and J. Gajewski. 'Semantic correlates of the NP/DP parameter', 39<sup>th</sup> Conference of the North East Linguistic Society, Cornell University.
- 2009, 'On NPs and clauses,' International Conference on Sentence Types: Ten Years After, Goethe Universität, Frankfurt, Germany ([by invitation](#)).
- 2009, 'Good monsters are back, now we need to name them,' Atoms and laws of the Noun Phrase: A comparative perspective, Utrecht University, The Netherlands ([by invitation](#)).
- 2009, 'To have and have not: Articles and DP,' Research Institute for Linguistics of the Hungarian Academy of Sciences, Budapest, Hungary ([by invitation](#)).
- 2009, 'On Agree and feature valuation/interpretability,' Research Institute for Linguistics of the Hungarian Academy of Sciences, Budapest, Hungary ([by invitation](#)).
- 2009, 'Imperatives can do strange things, but are they really that strange?,' Sarajevo Linguistic Gathering 4/SinFonIja 2, Sarajevo, Bosnia and Herzegovina ([by invitation](#)).
- 2009, 'More on the NP/DP analysis,' Formal Description of Slavic Languages 8, University of Potsdam, Germany ([by invitation](#)).
- 2010, 'On structural properties of weakly referential nominals and related constructions,' Exploring weak indefinites across languages, Netherlands Institute for Advanced Study, Wassenaar, The Netherlands ([by invitation](#)).
- 2010, 'On Agree and feature valuation/interpretability,' Utrecht University, The Netherlands ([by invitation](#)).
- 2010, 'Phases and left-branch extraction,' 5th Annual Moscow Student Conference on Linguistics, Independent University of Moscow, Russia ([by invitation](#)).
- 2010, 'Phases beyond clauses,' GLOW 33, University of Wrocław, Poland ([by invitation](#)).
- 2010, 'Another monster,' MayFest 2010: Bridging typology and acquisition, University of Maryland ([by invitation](#)).
- 2010, 'Issues in locality, agreement, and the structure of NP', SyntaxFest 2010, Indiana University ([by invitation](#)).

- 2010, ‘Rescue by PF deletion, intervention effects, and the *that*-trace effect,’ SinFonIJA 3, University of Novi Sad, Serbia.
- 2010, ‘Crosslinguistic studies in minimalist syntax and generative typology,’ University of Novi Sad, Serbia (by invitation).
- 2010, ‘Rescue effects by PF deletion,’ Minimalism and Interfaces, Universidade de São Paulo, Brazil (by invitation).
- 2011, ‘More on the DP/NP analysis of languages with and without articles,’ Workshop on languages with and without articles, Université de Paris 8, France.
- 2011, ‘On NPs, clauses, phases, everything...’ University of Michigan, Ann Arbor (by invitation).
- 2011, ‘Rescue by PF deletion, intervention effects, and head movement,’ GLOW 34, University of Vienna, Austria.
- 2011, ‘Clausal and NP structure, locality of movement, and phases,’ Linguistic Summer School in the Indian Mountains 5, Kangra, India (by invitation).
- 2011, ‘On the Variability of Phases: Now I’m a Phase, Now I’m Not a Phase,’ GLOW in Asia: Workshop for Young Scholars, Mie University, Tsu City, Japan (by invitation).
- 2011, ‘On NPs, Clauses, Ellipsis, and the Variability of Phases,’ Harvard University (by invitation).
- 2012, ‘On clitic doubling and second position cliticization: How much does D matter?’, Clitics and Beyond, University of Göttingen, Germany (by invitation).
- 2012, ‘Adjectival escapades’, Formal Approaches to Slavic Linguistics 21, Indiana University (by invitation).
- 2012, ‘On the NP/DP parameter, word order, binding relations, and plurality within Chinese NPs’, 13th International Symposium on Chinese Languages and Linguistics, National Taiwan Normal University and Linguistic Society of Taiwan (by invitation).
- 2012, ‘21st century minimalist syntax: the main issues,’ National Taiwan Normal University, Taiwan (by invitation).
- 2012, ‘On NP Structure,’ 14th Seoul International Conference on Generative Grammar, Dongguk University, South Korea (by invitation).
- 2012, ‘Phases with extraction and ellipsis,’ 14th Seoul International Conference on Generative Grammar, Dongguk University, South Korea (by invitation).
- 2012, ‘On clausal and VP structure,’ 14th Seoul International Conference on Generative Grammar, Dongguk University, South Korea (by invitation).
- 2012, ‘On rescue by PF deletion,’ 14th Seoul International Conference on Generative Grammar, Dongguk University, South Korea (by invitation).
- 2012, ‘Now I’m a phase, now I’m not a phase,’ Indiana University (by invitation).
- 2012, ‘On the variability of phases,’ Workshop on Verbal Periphrases, CNRS, Paris (by invitation).
- 2013, ‘On the edge,’ Formal Approaches to Slavic Linguistics 22, MacMaster University, Canada.
- 2013, ‘On locality domains in terms of phases and structural/semantic variation,’ University of Novi Sad, Serbia (by invitation).
- 2013, ‘On the syntax and semantics of multiple edges’, Comparative Syntax and Language Acquisition Workshop 2, Nanzan University, Japan (by invitation).

- 2013, 'On phasal locality domains', Nanzan University, Japan (by invitation).
- 2013, 'On the contextuality of phases,' University of Maryland (by invitation).
- 2013, 'On deep extractions,' Formal Description of Slavic Languages 10, University of Leipzig, Germany.
- 2014, 'From the Complex NP Constraint to everything,' Ohio State University, Columbus.
- 2014, 'From the Complex NP Constraint to everything,' GLOW 37, CRISSP, KU Leuven, Brussels, Belgium.
- 2014, 'Multiple left-branch extraction as scattered deletion and familiar demonstratives,' Formal Approaches to Slavic Linguistics 23, University of California Berkeley.
- 2014, 'On the Complex NP Constraint and locality of movement,' International Conference on Generative Linguistics and Philosophy, Goethe Universität, Frankfurt, Germany (by invitation).
- 2014, 'On the locality of movement: Starting from the Complex NP Constraint', University of Kansas (by invitation).
- 2014, 'Deducing the Subject Condition, the Adjunct Condition, the that-trace effect and tucking in from labelling', International Workshop in Linguistics, Dokkyo University, Tokyo, Japan (by invitation).
- 2014, 'On extraction from clausal and other complements functioning as phases', English Linguistic Society of Japan 32, Gakushuin University, Tokyo, Japan (by invitation).
- 2015, 'It's important when you label', Workshop: Syntax, Relative Clauses, and Slavic Languages, University of Utrecht, The Netherlands (by invitation).
- 2015, 'On clitics, ellipsis, and nominal structure very broadly and crosslinguistically', Gender, Class, and Determination: A Conference on the Nominal Spine, University of Ottawa, Canada (by invitation).
- 2015, 'On the locality of movement and phases', SinFonIJA 8, University of Ljubljana, Slovenia (by invitation).
- 2015, 'On clitics, ellipsis, and nominal structure crosslinguistically', University of Paris 7, France (by invitation).
- 2015, 'On the NP/DP parameter', Beihang University, Beijing, China (by invitation).
- 2015, 'More on the NP/DP parameter and Chinese', Beihang University, Beijing, China (by invitation).
- 2015, 'On phasal locality domains', Beihang University, Beijing, China (by invitation).
- 2015, 'On parameters', Beijing Institute of Technology, Beijing, China (by invitation).
- 2015, 'On the locality of movement, phases, and labeling', Tsinghua University, Beijing, China (by invitation).
- 2015, 'On the locality of movement: Be careful when you label', Center for Research in Syntax, Semantics, and Phonology, KU Leuven, Brussels, Belgium (by invitation).
- 2015, 'If you are moving, it's important when you label', University of Geneva, Switzerland (by invitation).
- 2015, 'On extraction from complements of lexical heads: Intermediate adjunction or unlabeled categories, University of Paris 7, France (by invitation).
- 2015, 'On the locality of movement: It's important when you label', University of Paris 8, France (by invitation).
- 2015, 'Getting edgy,' Humboldt University, Berlin, Germany (by invitation).

- 2015, ‘On the ban on movement out of moved elements with remarks on adjuncts and case,’ Formal Description of Slavic Languages 11, University of Potsdam, Germany (by invitation).
- 2015, ‘On the locality of movement dependencies: Phasal spell-out’, University of Sarajevo, Bosnia and Herzegovina (by invitation).
- 2015, ‘On the locality of movement with phases and labels’, Workshop on Syntax with a Focus on Slavic, University College London, United Kingdom (by invitation).

### **M.A. advising**

Safet Beriša (2014)

### **Ph.D advising**

#### **Major advisor (43):**

- Cedric Boeckx (2001) Mechanisms of chain formation.
- Penka Stateva (2002) How different are different degree constructions?
- Emma Ticio (2003) On the structure of DPs.
- Klaus Abels (2003) Successive cyclicity, anti-locality, and adposition stranding.
- Fumikazu Niinuma (2003) The syntax of honorification.
- Mariana Lambova (2004) On information structure and clausal architecture: Evidence from Bulgarian.
- Lara Reglero (2004) On A’ dependencies in Spanish and Basque.
- Duk-Ho An (2007) Syntax at the PF interface.
- Miguel Rodríguez-Mondoñedo (2007) The syntax of objects: Agree and differential object marking.
- Simona Herdan (2008) Degrees and amounts in relative clauses.
- Pei-Jung Kuo (2009) IP internal movement and topicalization.
- Natalia Fitzgibbons (2010) Licensers and meanings: Structural properties of dependent indefinites.
- Nina Radkevich (2010) On location: The structure of case and adpositions.
- Serkan Sener (2010) (Non-)peripheral matters in Turkish syntax.
- Miloje Despić (2011) Syntax in the absence of Determiner Phrase.
- Masahiko Takahashi (2011) Some theoretical consequences of case-marking in Japanese.
- Cynthia Zocca DeRoma (2011) Divide et impera - separating operators from their variables.
- Ana Claudia Bastos-Gee (2011) Information structure within the traditional nominal phrase: The case of Brazilian Portuguese.
- Helen Koulidobrova (2012) Why choose a language and what happens if you don’t: Evidence from bimodal bilinguals.
- Julio Villa García (2012) The Spanish complementizer system.
- Hsu-Te Cheng (2013) Argument Ellipsis, Classifier Phrases, and the DP Parameter.
- José Riqueros Morante (2013) Spanish nominal(ization) patterns

Jelena Runić (2014) A new look at clitics, clitic doubling, and argument ellipsis: Evidence from Slavic  
 Jungmin Kang (2014) On the absence of TP and its consequences: Evidence from Korean  
 Shigeki Taguchi (2015) Syntactic operations on heads and their theoretical implications  
 Tsuyoshi Sawada (2015) Pleonastic merger  
 Yoshiyuki Shibata (2015) Exploring syntax from the interfaces  
 Marcin Dadan (in progress)  
 Renato Lacerda (in progress)  
 Troy Messick (in progress)  
 Vanessa Petroj (in progress)  
 Yuta Sakamoto (in progress)  
 Aida Talić (in progress)  
 Neda Todorović (in progress)  
 Yong Suk Yoo (in progress)  
 Ja Yeon Park (in progress)  
 Ryosuke Hattori (in progress)  
 Adrian Stegovec (in progress)  
 Akihiko Arano (in progress)  
 Laura Snider (in progress)  
 Hiroaki Saito (in progress)  
 Hiromune Oda (in progress)  
 Yuta Tatsumi (in progress)

**Associate advisor (27):**

Jeong-Seok Kim (1997) Syntactic focus movement and ellipsis: A minimalist approach.  
 Satoshi Oku (1998) A theory of selection and reconstruction in the minimalist perspective.  
 Ayumi Matsuo (1998) A comparative study of tense and ellipsis.  
 Sandra Stjepanović (1999) What do scrambling, second position cliticization and multiple wh-fronting have in common?  
 Masao Ochi (1999) Constraints on feature checking.  
 Marcela Depiante (2000) The syntax of deep and surface anaphora: A study of null complement anaphora and stripping/bare argument ellipsis.  
 Adolfo Ausín (2001) On A-movement.  
 Arthur Stepanov (2001) Cyclic domains: A minimalist study on adjunction and extraction.  
 Acrisio Pires (2001) The syntax of gerunds and infinitives: Subjects, Case, and control. [University of Maryland]  
 Saša Vukić (2003) On Features and the MLC.  
 Masashi Nomura (2005) Nominative Case and AGREE(ment).  
 Bosook Kang (2005) Acquisition of language particular properties under impoverished input.  
 Bum-Sik Park (2005) Identity and locality in ellipsis.  
 Sei-Rang Oh (2005) Plurality markers across languages.  
 Dorian Roehrs (2006) The morpho-syntax of the Germanic Noun Phrase: Determiners move into the Determiner Phrase. [Indiana University]

Lydia Grebenyova (2006) Multiple interrogatives: Syntax, semantics, and learnability.  
[University of Maryland]

David Hron (2011) Arity operations: Domain of application. A comparative study of Slavic Languages [external reader, Tel Aviv University]

Feras Saleh Ali Saeed (2012) The syntax of verbal agreement in minimalism: Formal feature valuation in English and Standard Arabic. [external examiner, The English and Foreign Languages University, Hyderabad, India]

Zhanna Glushan (2013) On the role of animacy in Russian morphosyntax.

Will Harwood (2013) Being progressive is just a phase: Dividing the functional hierarchy. [Ghent University]

Marko Hladnik (2015) Mind the gap: Resumption in Slavic relative clauses [Utrecht University]

Lena Ibnbari (2015) Right node raising structures in Russian: an analysis in terms of multidominance [Ben-Gurion University of the Negev]

Peter Smith (2015) Feature Mismatches: Consequences for Syntax, Morphology and Semantics

Sabine Laszakovits (in progress)

Gísli Harðarson (in progress)

Koji Shimamura (in progress)

Shen Zheng (in progress)

December 2015



Fall 1984	<b>Wellesley College</b> Instructor Department of Italian	Wellesley, MA
September 1988- June 1989	<b>The Johns Hopkins University</b> Post-Doctoral Fellow in Cognitive Neuro-Psychology Department of Psychology	Baltimore, MD
July 1989- July 1994	<b>Harvard University</b> Assistant Professor of Linguistics Department of Linguistics	Cambridge, MA
July 1994- December 1996	<b>Harvard University</b> Associate Professor of Linguistics Department of Linguistics	Cambridge, MA
June -July 1996	<b>Universita' di Padova</b> Visiting Professor Department of Linguistics (Taught two one-month courses: 1.Morphological theory 2. Syllable structure in Vedic Sanskrit)	Padova Italy
November 1996	<b>University of Budapest</b> Visiting Professor Department of Romance Languages (taught a two week-course on Romance phonology)	Budapest, Hungary
October 1997	"Lecturer on "Phonological and Prosodic Aspects of Language " <u>The Third Course on Speech Processing, Recognition and Artificial Neural Networks</u> ", at the International Summer School "Neural Nets E.R. Caianello", IIASS, Salerno, Italy. October 6-14, 1998.	
March-May 1999	<b>Universita di Siena</b> Visiting Professor for a series of classes on Phonological Theory, Facolta di Lettere, University of Siena, Italy. March 16-25, April 12-28, May 12-28	Siena, Italy
May 2001.	<b>Universita' di Padova</b> "Introduction to Dynamic Phonology." Seminar, Department of Linguistics, University of Padova, Padova, Italy, May 16-17.	Padova Italy
June 2002.	<b>Universita' di Padova</b> "New Theoretical Perspectives in Indo-European Linguistics" Seminar, Department of Linguistics, University of Padova, Padova, Italy, June 26- July 1.	Padova Italy



May 2003.	<b>Universita' di Padova</b> “Distributed Morphology” Seminar, Department of Linguistics, University of Padova, Padova, Italy, May 26-27.	Padova Italy
April 28- October 2003	<b>Universita di Siena</b> Visiting Professor. Program "Il Rientro dei Cervelli", Facolta' di Lettere, University of Siena, Italy.	Siena, Italy
February 2004- July 2004	<b>Universita di Siena</b> Visiting Professor. Program "Il Rientro dei Cervelli", Facolta' di Lettere, University of Siena, Italy.	Siena, Italy
May 2005- June 2005	<b>Universita di Siena</b> Visiting Professor. Program "Il Rientro dei Cervelli", Facolta' di Lettere, University of Siena, Italy.	Siena, Italy
January 2006	<b>Universita di Siena</b> Visiting Professor. Program "Il Rientro dei Cervelli", Facolta' di Lettere, University of Siena, Italy.	Siena, Italy
May 2006 June 2006	<b>Universita di Siena</b> Visiting Professor. Facolta' di Lettere, University of Siena, Italy.	Siena, Italy
May 2007 June 2007	<b>Universita di Siena</b> Visiting Professor. Facolta' di Lettere, University of Siena, Italy.	Siena, Italy
May 2008 June 2008	<b>Universita di Siena</b> Visiting Professor. Facolta' di Lettere, University of Siena, Italy.	Siena, Italy
May 2009 June 2009	<b>Universita di Siena</b> Visiting Professor. Facolta' di Lettere, University of Siena, Italy.	Siena, Italy
May 2010	<b>Universita di Siena</b> Visiting Professor. Facolta' di Lettere, University of Siena, Italy.	Siena, Italy
May 2011	<b>Universita di Siena</b> Visiting Professor. Facolta' di Lettere, University of Siena, Italy.	Siena, Italy
June 2011	<b>Universita' di Padova</b> Visiting Professor Department of Linguistics	Padova Italy

Seminar: new perspectives on Sanskrit syllabification

January 1997- July 2007	<b>University of Connecticut</b> Associate Professor Department of Linguistics	Storrs, CT
July 2007- Present	<b>University of Connecticut</b> Full Professor Department of Linguistics	Storrs, CT

**PUBLICATIONS**

1. "Alcune considerazioni sul rapporto teoria della Grammatica-ideologia" in Scienze Umane, vol. 5, 1980, pp. 78-84.
2. "La linguistica generativa ed il problema della forma logica" in Quaderni del Circolo semiologico Siciliano, vol. 7, 1980, pp. 115 -126.
3. "Sui pronomi atoni e tonici dell'italiano" in Rivista di Grammatica Generativa, vol. 5, 1980, pp. 65 -116.
4. "Review of H. C. Van Riemsdijk, A case study in Syntactic Markedness, Lisse, The Peter de Ridder Press, 1978" in Lingua e Stile, vol. XIII, 1981, pp. 663-666.
5. "Alcune ipotesi sul rapporto tra struttura informazionale e struttura fonologica nella frase italiana" in Rivista di Grammatica Generativa, vol. 7, 1982, pp. 3-78.
6. "Some Remarks on Grammar and Ideology" in T. Borbe, ed., Semiotics Unfolding vol. II, Mouton Publishers, Berlin, 1983, pp. 1083-1090.
7. "Una differenza sintattica fra il salentino e l'italiano: la complementazione frasale" in Rivista Italiana di Dialettologia: Scuola, Società, Territorio, a. VIII, 1984, pp. 195-203.
8. "Multiple Questions and Focus in Italian" in W. de Geest and Y. Putseys, eds., "Sentential Complementation," Foris, Dordrecht, 1984, pp. 67-74.
9. "Sintassi dei pronomi atoni dell'italiano" in C. Schwarze, Hrsg., Bausteine für eine italienische Grammatik, Band II, G. Narr Verlag, Tübingen, 1985, pp.117-179.
10. "Comunicazione" in Gli strumenti del Sapere contemporaneo, UTET, Torino, 1985, pp. 136-138.

11. "Formalizzazione" in Gli strumenti del Sapere contemporaneo, UTET, Torino, 1985, pp. 326-328.
12. "Pronomina" in N. Fukui, T.R. Rapoport and B. Sagey, eds., Papers in Theoretical Linguistics, MIT Working Papers in Linguistics, 1986, pp. 1-46.
13. "Some properties of the Italian Pronominal System" in H. Stammerjohann, ed., Theme/Rheme in Italian, G. Narr Verlag, Tübingen, 1985, pp. 25-36.
14. "Metaphony in Salentino" in Rivista di Grammatica Generativa, vol. IX-X, 1984, pp. 3-140.
15. Andrea Calabrese, Lorenzo Renzi, Laura Vanelli, "Linguistica" in Gli strumenti del sapere contemporaneo. UTET, Torino, 1985, pp. 426-439.
16. "Focus Structure in Berber: A Comparative Analysis with Italian" in M. Guerssel and K. Hale, eds., Studies in Berber Syntax, Lexicon Project Working Papers, n.14, Center for Cognitive Sciences, MIT, Cambridge, MA, 1987, pp. 103-121.
17. "The Interaction of Phonological Rules and Filters in Salentino" in Proceedings of NELS XVII, GSLA, Amherst, MA, 1986, pp. 79-88.
18. "Il sistema pronominale italiano: i pronomi complemento" in L. Renzi, La grande grammatica di consultazione dell'italiano, Il Mulino, Bologna, 1988, pp. 549-592.
19. "I Dimostrativi in italiano" in L. Renzi, La grande grammatica di consultazione dell'italiano, Il Mulino, Bologna, 1988, pp. 619-635.
20. "Consonantal Alternations in Salentino" in P.M. Bertinetto and M. Loporcaro, eds., Certamen Phonologicum, Rosenberg and Selliers, Torino, 1988, pp. 253-299.
21. "Phonological Variations" in P. Benincá, ed., Dialectal Variation and Theory of Grammar, Foris, Dordrecht, 1989, pp 9-39.
22. Andrea Calabrese and Cristina Romani "Syllable Structure in Aphasia: A Case Study", in P.M. Bertinetto and M. Loporcaro, eds., Certamen Phonologicum II, Torino: Rosenberg & Selliers, 1991.
23. "Some Remarks on Focus and Logical Structures in Italian" in S. Kuno and H. Thráinsson (eds.) Harvard Working Papers in Linguistics. 1. 1992, pp. 91-127
24. "The Lack of Infinitival Clauses in Salentino: a Synchronic Analysis" in C. Laeufer and T. A. Morgan (eds.) Theoretical Analyses in Romance Linguistics Amsterdam: Benjamin. 1992.

25. "Review of M. Maiden, Interactive Morphophonology , London Routledge, 1990." In Studies in Language 16.2, 1992, pp. 478-485.
26. "Palatalization Processes in the Romance Languages: A Theoretical Study" in W. J. Ashby, G. Perissinotto and E. Raposo (eds.) Linguistic Perspectives on the Romance Languages, Amsterdam: Benjamin. 1993, pp. 65-83.
27. "The Notion of Complexity in Phonological Theory" in H. Thráinsson et alii (eds.) Harvard Working Papers in Linguistics 2, 1993 pp. 3-75.
28. "Sentential Complementation in a Language without Infinitival Clauses: The Case of Salentino" in A. Belletti, (ed.), Syntactic Theory and the Dialects of Italy, Torino: Rosenberg & Selliers, 1993, pp. 28-98.
29. "Sievers' Law in Gothic: a Synchronic Analysis and Some Speculations on its Historical Development" in The Linguistic Review 11, 1994, pp. 149-194.
30. "A Constraint-based Theory of Phonological Markedness and Simplification Procedures" Linguistic Inquiry 2.26, 1995, pp. 373-463.
31. "A Constraint-based Theory of Phonological Inventories" in J. Rennison, ed., Phonologica 1992, Rosenberg and Sellier, 1994, Torino, pp. 35-54.
32. "Syncretism Phenomena in the Clitic Systems of Italian and Sardinian Dialects and the Notion of Morphological Change" in J. Beckman, ed., Proceedings of NELS 25 , 1995, pp. 151-173.
33. "Introduction to Phonological Theory" in A. Calabrese (ed.) A Romance Phonology Reader, Doctoral Program in Romance Philology, L. Eötvös University, Budapest, 1996.
34. " Distributed Morphology and the Sentential Complementation of the Salentino Dialect of Italian " in S. Kuno and B.Vaux (eds.), Harvard Working Papers in Linguistics, Vol.6, 1997, p. 47-85.
35. "I sincretismi fra pronominali clitici nei dialetti italiani e sardi e la teoria della morfologia distribuita" Atti del XXI Congresso Internazionale di Linguistica e Filologia Romanza, Palermo, 1997, pp. 31-48
36. Cristina Romani and Andrea Calabrese  
"On the Representation of Geminate Consonants:Evidence from the Phonological Errors of an Aphasic Patient" in Journal of Neuro-Linguistics. 9.3, 1997, pp. 219-235.

37. Andrea Calabrese and Morris Halle "Grimm's and Verner's Law: A new perspective" in C. Melchert, J. Jasanof and L. Oliver (eds.) Mir Curad. A Festschrift in honor of Calvert Watkins. 1998, pp. 47-62.
38. "On Coronalization and Affrication in Palatalization Processes: An Inquiry into the Nature of a Sound Change" in T.Hsin and E. Shortt, Papers in Phonology, University of Connecticut Working Papers in Linguistics 9, 1998, pp. 1-71
39. Andrea Calabrese and Cristina Romani "Palatalizations in an Aphasic Patient: Theoretical Consequences of Phonological Disturbances in Aphasia" in T.Hsin and E. Shortt, Papers in Phonology, University of Connecticut Working Papers in Linguistics 9, 1998, pp. 73-103.
40. "Some Remarks on the Latin Case system and its development in Romance" in J. Lema and E. Trevino, eds., Theoretical Advances on Romance Languages, Amsterdam: John Benjamins, 1998, pp. 71-126.
41. Cristina Romani and Andrea Calabrese (1998) "Syllabic Constraints in the Phonological Errors of an Aphasic patient" in Brain and language 64, 1998, pp.83-121.
42. "Metaphony Revisited" in Rivista di Linguistica 11, 1999, pp. 7-69
43. "Sievers' Law in Vedic" in H. van der Hulst and N. A. Ritter, eds., The Syllable: View and Facts, Berlin: Mouton de Gruyter, 1999, pp. 673-751.
44. "'Herr Müller vivra' a Taranto con i suoi amici austriaci" Phonological Investigations on a Fragment of Italian Phonology" in G. Chollet et alii, eds., Speech Processing, Recognition and Artificial Neural Networks London: Springer , 1999, pp. 21-53.
45. The fronting of ū and the status of the feature ATR in Romance. In Phonological Theory and the Dialects of Italy, ed. Lori Repetti. Amsterdam: John Benjamins. 2001. 59-88
46. "On Fission and Impoverishment in the verbal morphology of the dialect of Livinallongo" (in Christina Tortora (ed.) Studies on Italian Dialects. Oxford: Oxford University Press. 2002, pp.3-33.
47. "On the evolution of the short high vowel of Latin into Romance" in A. Perez-Leroux & Y. Roberge (eds.) Romance Linguistics. Theory and Acquisition. Amsterdam: John Benjamins, 2003 , pp. 63-94.
48. "On the Feature [ATR] and the Evolution of the Short High Vowels of Latin into Romance" in A View from Arjona. University of Connecticut Working Papers in Linguistics, Vol. 13, 2005. Pp. 33-78.
49. Markedness and Economy in a Derivational Model of Phonology. De Gruyter-Mouton., 2005.

50. Andrea Calabrese and Samuel Jay Keyser (2005) "On the peripatetic behavior of aspiration in Sanskrit roots", (Eric Bakovic, Junko Ito, John McCarthy, eds., *Wondering at the natural Fecundity of Things: Essays in Honoro of Alan Prince*. BookSurge, 71-94.
51. "On the Feature [ATR] (and [Tense]) in the Romance languages", (N. Pennello et alii, eds.) *Miscellanea in onore di Laura Vanelli*, Forum, Editrice Universitaria Udinese, 2008, 103-115.
52. "On Absolute and Contextual Syncretism. Remarks on the Structure of Paradigms and on how to derive it" Andrew Nevins & Asef Bachrach (eds.) *The bases of Inflectional Identity*, Oxford University Press, 2008, 156-205.
53. "Markedness Theory vs. Phonological Idiosyncracies in a Realistic Model of Language" in C. Cairns and E. Raimy (eds.) *Contemporary Views on Architecture and Representations in Phonological Theory*. The MIT Press, 2009, 261-304.
54. Andrea Calabrese & Leo Wetzels (eds.) *Loan Phonology*. Amsterdam: John Benjamins, 2009.
55. "Perception, production and acoustic inputs in loanword phonology" in Andrea Calabrese & Leo Wetzels (eds.) *Studies in Loan Phonology*. Amsterdam: John Benjamins, 2009, 59-115
56. Cluster syllabification, Gemination and Syllabic Repairs in Sanskrit, in Rajat Mohanty and Mythili Menon (eds.) *Universals and Variation*, Hyderabad, 2009
57. Grimaldi M., Calabrese A., Sigona F., Garrapa L., Sisinni B. "Articulatory Grounding of Southern Salentino Harmony Processes", in *11th Annual Conference of the International Speech Communication Association (ISCA), Interspeech, Spoken Language Processing for All*, Japan, Makurai, 26-30 September 2010: 1561-1564.
58. Sisinni B., Grimaldi M., Tundo E., Calabrese A. "Visual attention during L1 and L2 sounds perception: an eye-tracking study", in A. Botinis (ed.), *Proceedings of the second ISCA Tutorial and Research Workshop on Experimental Linguistics ExLing 2010*, 25-27 August 2010, Athens, Greece, ISCA and the University of Athens: 169-172.
59. Grimaldi M., Calabrese A., Sigona F., Garrapa L., Sisinni B. "La variazione micro-parametrica nei processi di armonizzazione del Salento meridionale. Studio articolatorio tramite Articolografo Elettromagnetico 3D ed Ultrasuoni", in *Atti del VI Congresso Nazionale AISV "Parlare con le persone, parlare alla macchine/Talking to people, talking to machines"*. 2010.
60. "Investigations on Markedness, Syncretism and Zero Exponence in Morphology." *Morphology*. 2011, 21.2, 283-325.

61. "Metaphony in Romance" in C. Ewen, M. van Oostendorp, B. Hume (eds.) *The Blackwell Companion to Phonology*, Vol.V: 2631-2762 2011, Wiley-Blackwell.
62. "Auditory representations and phonological illusions: A linguist's perspective on the neuropsychological bases of speech perception." *Journal of Neurolinguistics*. 2012. 25. 355-381.
63. Allomorphy in the Italian Passato Remoto: A Distributed Morphology Analysis. *Language and Information Society*. Language and Information Institute, Sogang University, Korea.1-75.
64. The irregular forms of the Italian "Passato Remoto": A synchronic and diachronic analysis. in S. Bauuw. F. Drijkoningen, Luisa Meroni and Manuela Pinto(eds.) *Romance Languages and Linguistic Theory 2011. Selected Papers from "Going Romance" Utrecht 2011*, Amsterdam: John Benjamins, 2013. 17-58.
65. Garrapa, L., D. Bottari, M. Grimaldi, F. Pavani, A. Calabrese, M. De Benedetto & S. Vitale, "Processing of /i/ and /u/ in Italian cochlear-implant children: a behavioral and neurophysiologic study", *14th Annual Conference of the International Speech Communication Association (ISCA), Interspeech, "Speech in Life Sciences and Human Societies"*, Lyon (France), 25-29 August 2013: 2272-2276.
66. Miglietta, S., Grimaldi, M., Calabrese, A., "Conditioned allophony in speech perception: an ERPs study", *Brain & Language*, 126 (2013): 285-290
67. Glushan, Zhanna, and Andrea Calabrese "Context Sensitive Unaccusativity in Russian and Italian" *Proceedings of West Coast Conference on Formal Linguistics 31 (WCCFL 31)*, Arizona State University, Tempe, AZ.
68. "L'interfaccia fonetica e fonologia nella fonologia del salentino meridionale" in M. Spedicato and Antonio Romano (eds.) Sub voce Sallentinitas. Studi in onore di p. Giovan Battista Mancarella. Lecce: Edizioni Grifo
69. Roberto Petrosino, Mirko Grimaldi, Sandra Miglietta e Andrea Calabrese "Rappresentazioni uditive e (sotto)specificazione fonologica nella percezione del parlato: uno studio elettrofisiologico". , in Galatà, V, P. Cosi & R. Delmonte (eds.), *Multimodalità e multilinguallità: La sfida più avanzata della comunicazione orale. Atti del 9 Convegno Nazionale dell'Associazione Italiana di Scienze della Voce [AISV], Italy, Venice, January 2013. Roma, Bulzoni.*
70. Garrapa, L., D. Bottari, M. Grimaldi, A. Calabrese, F. Pavani, M. De Benedetto, S. Vitale, P. Monastero & M. Greco, "La percezione delle vocali alte in bambini italiani ipoacusici con impianto cocleare: uno studio comportamentale ed elettrofisiologico" , in Galatà, V, P. Cosi & R. Delmonte (eds.), *Multimodalità e multilinguallità: La sfida più avanzata della comunicazione orale. Atti del 9 Convegno Nazionale dell'Associazione Italiana di Scienze della Voce [AISV], Italy, Venice, January 2013. Roma, Bulzoni.*

71. Sisinni, Bianca, Mirko Grimaldi, Barbara Gili Fivela, Francesco Sigona e Andrea Calabrese. "Percezione e produzione di vocali non native da parte di parlanti adulti" in *Galatà, V, P. Cosi & R. Delmonte (eds.), Multimodalità e multilingualità: La sfida più avanzata della comunicazione orale. Atti del 9 Convegno Nazionale dell'Associazione Italiana di Scienze della Voce [AISV], Italy, Venice, January 2013. Roma, Bulzoni.*
72. Andrea Calabrese and Diego Pescarini "Clitic metathesis in the Friulian dialect of Forni" *Probus*, *Probus* 26.2: 275-308.
73. Andrea Calabrese and Diego Pescarini (eds.) 'Paths in the evolution of (Italo)Romance pronominal systems' Special issue of *Probus* 26.2.
74. Andrea Calabrese (2015) Locality effects in Italian Verbal Morphology. In Di Domenico, E., Hamann, C. & Matteini, S. (eds.), *Structures, Strategies and Beyond: Studies in honor of Adriana Belletti*. Amsterdam: John Benjamins, 97-132.

### **IN PRESS.**

75. Andrea Calabrese (2014) On the morphophonology of Metaphonic Alternations in Altamurano. Francesc Torres-Tamarit, Kathrin Linke and Marc van Oostendorp (eds.) *Approaches to Metaphony in the Languages of Italy*. De Gruyter Mouton
76. Mirko Grimaldi, Sandra Miglietta and Andrea Calabrese "On integrating different methodologies in phonological research: acoustic, articulatory, behavioral and neurophysiological evidence in the study of a metaphony system" Francesc Torres-Tamarit, Kathrin Linke and Marc van Oostendorp (eds.) *Approaches to Metaphony in the Languages of Italy*. De Gruyter Mouton
77. Markedness Effects in the Gallo-Romance Vowel System. To appear in *Diachronique*.
78. Irregular Morphology and Athematic Verbs in Italo-Romance. To Appear in *Isogloss. A Journal on Variation of Romance and Iberian languages*

### **WORKS IN PROGRESS:**

79. Andrea Calabrese, Bianca Sisinni, Mirko Grimaldi, Barbara Gili Fivela, Francesco Sigona. Perception and Production of Non-Native Vowels by Adult Speakers
80. Sisinni, B., Grimaldi, M., Calabrese, A., Pellegrino, S., "Measuring visual attention during audiovisual speech perception".
81. *Luigia Garrapa, Davide Bottari, Mirko Grimaldi, Francesco Pavani, Andrea Calabrese, Michele De Benedetto, Silvano Vitale*. High vowel processing in early-implemented deaf children: behavioral and neurophysiological measures
82. Andrea Calabrese and Zhanna Glushan



" Ne-cliticization and auxiliary selection: agentivity effects in Italian."

83. Andrea Calabrese  
Essays in Morpho-Phonology  
Aspects of Sanskrit Morpho-honology (Book in progress: almost completed)  
The morpho-phonology of the Italian verbs.
84. Giuliano Bocci and Andrea Calabrese  
Givenness, Focus and Pitch-accenting: The Case of Tuscan Italian

### **SYMPOSIA AND CONFERENCES**

- July 1979 "Some Remarks on Grammar and Ideology" presented at the 2nd Congress of IASS (International Association of Semiotic Studies), Vienna, Austria.
- October 1980 "Sui pronomi atoni e tonici dell'italiano" presented at the 7th Meeting of the Rivista di Grammatica Generativa, Amelia, Italy.
- December 1980 "La grammatica generativa ed il problema della forma logica" presented at the Meeting of the AISS (Associazione Italiana di Studi Semiotici), Palermo, Italy.
- February 1983 "Interrogazione multipla, focus ed emarginazione in Italiano" presented at the 9th Meeting of the Rivista di Grammatica Generativa, Venice, Italy.
- June 1983 "Multiple Questions, Focus and some correlated phenomena in Italian" presented at the Conference "On Sentential Complementation," Brussels, Belgium.
- April 1985 "Some properties of the Italian Pronominal System" presented at the Symposium "Tema-Rema in Italiano/Theme-Rheme in Italian," Frankfurt am Main, Germany.
- November 1986 "The Interaction of Phonological Rules and Filters in Salentino" presented at the 17th Meeting of the NELS, MIT, Cambridge, MA.
- April 1987 "Phonological Variations" presented at the Workshop: "Dialectal Variation and Theory of Grammar," XI Annual Colloquium of the International Society for Linguistics (GLOW), Venice, 29 March - 2 April, 1987.
- April 1987 "Consonantal Alternations in Salentino" presented at the Cortona Phonology Meeting, Cortona, Italy, 6-7 April 1987.

- April 1989 "The Lack of Infinitival Clauses in Salentino: a Synchronic Analysis" presented at the LSRL XIX, Columbus, Ohio.
- April 1990 (in collaboration with Cristina Romani) "Syllable Structure in Aphasia: A Case Study", Cortona Phonology Meeting II, Cortona, Italy
- May 1990 (in collaboration with Cristina Romani) "The Representation of from an Aphasic Patient", I Annual Meeting of TENNET (Theoretical and Experimental Neuropsychology - Neuropsychologie Expérimentale et Théorique), Montreal, Canada.
- February 1991 "Palatalization Processes in the Romance Languages: A Theoretical Symposium on Romance Languages XXI,
- June 1991 Week-long seminar (5 lectures) presenting my theory of phonological markedness and palatalization, University of Padova, Italy.
- October 1991 (in collaboration with Cristina Romani) "Deletion Errors: Evidence for a hierarchy of syllabic configurations" presented at the XXIX Meeting of the Academy of Aphasia, Rome, Italy
- July 1992 "The Notion of Complexity in Phonological Theory" presented at the Seventh International Phonological Meeting, 4-7 July 1992, Krems, Austria.
- October 1992 "Theoretical Consequences of Phonological Disturbances in Aphasia: A Linguistic Point of View". Poster presented at Faculty of Arts and Sciences Neuro-Science Fair, Harvard University, Cambridge, MA.
- November 1992 "A Synchronic and Diachronic Analysis of Sievers' Law in Gothic" presented at the Parasession on Comparative Germanic Phonology of the 8th Workshop on Comparative Germanic Syntax, University of Tromsø, Tromsø, Norway, November 20-22, 1992 .
- June 1993 (In collaboration with Cristina Romani) "Linguistic Constraints in the Phonological Errors of an Aphasic Patient" paper presented at the meeting of the International Neuro-Psychological Society, Colliure, France, June 22-26, 1993.
- May 1994: "Sievers' Law and syllabification in Proto-Indo-European" Paper presented at the UCLA Indo-European Conference, UCLA, Los Angeles. CA, May 23.
- June 1994 "The morphology of Italian clitic systems and Distributed Morphology" lecture given at the University of Padova, Padova, Italy, June 28.

- April 1994 "The Latin nominal morphology and its development in Romance"  
Lecture given at the Department of Linguistics at MIT.
- October 1994 "Syncretism Phenomena in the Clitic Systems of Italian and Sardinian  
Dialects and the Notion of Morphological Change" paper presented at  
NELS 25, University of Pennsylvania, Philadelphia, October 13-16.
- June 1995 "Word-medial consonant+glide clusters in Vedic" paper presented at the  
East Coast Indo-European Conference, Harvard University, Cambridge,  
MA, June 28-30 1995.
- September 1995 "I sincretismi fra pronominali clitici nei dialetti italiani e sardi e la teoria  
della morfologia distribuita" paper presented at the XXI Congresso  
Internazionale di Linguistica e Filologia Romanza, Palermo, 18/24  
September 1995.
- March 1996 "Some Remarks on the Latin Case system and its development in  
Romance" paper presented at the XXVI Linguistic Symposium on  
Romance Languages, Mexico City, 27-30 March 1996)
- June 1996 'Sievers' Law in Vedic" paper presented at The Phonology of the  
World's Languages: The Syllable (OUP - Pezenas '96), Pezenas, France  
June 22-26, 1996.
- October 1996 "Messapica" Invited lecture given at the Ford Foundation, Harvard  
University, October 27, 1996
- March 1997 'Sievers' Law in Vedic" invited lecture given at Department of Linguistics,  
Yale University, March 24, 1997.
- December 1997 "Palatalizations in an aphasic patient: Theoretical consequences of  
phonological disturbances in aphasia, Department of Psychology,  
University of Connecticut, December, 8 1997.
- April 1999 "Geminatio, Glide Formation and Sievers' Law in Vedic  
Sanskrit" Invited talk at the Phonology in the year 2000 Symposium,  
Cambridge, Mass., Harvard University-MIT, April 30, 1999.
- May 1999 "Aspetti morfologici e fonologici della Palatalizzazione in  
Italiano" Invited talk at the Scuola Normale Superiore, Pisa, Italy, May  
11, 1999.
- April 2000 "Markedness and Economy in a Derivational Model of Phonology." "  
Invited talk at the Department of Linguistics, University of Pennsylvania,  
Philadelphia, April 6, 2000.

- December 2000 “Bulgarian Liquid Metathesis and Dynamic Phonology” (together with Mariana Lambova) Invited talk at the Department of Linguistics, Massachusetts Institute of Technology, Cambridge, MA, December 2, 2000.
- May 2001 “OT Failures and Dynamic Phonology.” Invited talk at the Department of Linguistics, University of Siena, Siena, Italy, May 19.
- May 2001 “Beyond OT: Dynamic Phonology.” Paper presented The 9th Manchester Phonology Meeting, University of Manchester, Manchester (UK), May 24-26.
- November 2001 "On the Convergence between Some Phonological Disturbances in Aphasia and Historical Sound Changes: A Dynamic Phonology Perspective" Invited Lecture presented at the Colloque International: Représentations, Contraintes et Stratégies de Réparation" University of Toulouse, Toulouse, France, November 15-18.
- March 2002 "On the Diachronic Phonology of the Romance Vowel System, the Feature [ATR] and the Negation of Incompatible Feature Specifications" Lecture presented at the XXVII Incontro di Grammatica Generativa, University of Lecce, Lecce, February 28-March 2.
- April 2002 "On the Feature [ATR] and the Evolution of the Short High Vowels of Latin into Romance. Key-Note Lecture of 32nd Linguistic Symposium on Romance Languages, University of Toronto, April 19-21.
- May, 2003 “A Survey of Distributed Morphology” Seminar, Department of Linguistics, University of Padova, Padova, Italy, May 27-28, 2003.
- October 2003 “A New Theory of Repair Strategies” Seminar, Centro Interdipartimentale di Studi Cognitivi sul Linguaggio, Università di Siena, Siena, Italy, October 14-17, 2003.
- November 2003 "Speedy Repairs. A Time-efficient Model of Phonology" CUNY Graduate Center, New York, NY. November 20, 2003.
- January 2004 “On Absolute and Contextual Syncretism. Remarks on the Structure of Paradigms and on how to derive it” Invited lecture, Symposium on Morphological Paradigms, MIT, Cambridge, MA, January 7, 2004.
- February 2004 “Prolegomena to a Realistic Theory of Phonology” Invited lecture, CUNY Symposium on Phonological Theory: Representations and Architecture, CUNY Graduate Center, New York City - February 20-21, 2004.

- November 2004 “Historical Linguistics and Linguistic Theory: On the Reconstructed Laryngeals of Proto-Indo-European” ” Invited plenary lecture to University, Facolta’ di Lettere, Universita’ di Siena, Siena, Italy, November 20, 2005.
- October 2005 (with Samuel Jay Keyser) ”On the peripatetic behavior of aspiration in Sanskrit roots, 5<sup>th</sup> Asian GLOW, October 5-8, Jawaharlal Nehru University, New Delhi, India.
- November 2006 “In viaggio con...la parola”, Invited Talk, Fiera del Libro, Campi Salentina, Italy. November 27, 2006.
- December 2006 “An Analysis-by-Synthesis Theory of Loanword Phonology” Keynote speaker. *Going Romance XX*, December 8, 2006, Vrije Universiteit, Amsterdam.
- May 2007 “What happens when we learn a new sound? Remarks on the Relationship between Grammar and Speech Perception.” Invited Talk, *Workshop on Romance-Japanese: Comparative Syntax and Language Acquisition.*, May 5, Siena, Italy.
- June 2007 "Words in action. A commentary of Luciano Fadiga's paper", International Workshop: *Is a neural theory of language possible. Development of unified representations in natural and artificial systems*, Universita’ del Salento, Lecce.
- October 2007 An analysis-by-synthesis model of loanword phonology Dipartimento di scienze del linguaggio, Universita’ di Sassari Ottobre 22-23, 2007
- February 2008 Perception, production and acoustic inputs in loanword phonology. Key Note Speaker, Incontro di Grammatica Generativa, Padova February 21-23, 2008
- March 2008 On the shyness of the first person: Investigations on markedness and underspecification in morphology., MUMSA Conference, Harvard University, March 1-3, 2008.
- March 2008 Morphological Markedness and the Subject clitic systems of Northern Italian Dialect, Invited Talk, University of Padova, March 11, 2008
- February 2009 Cluster syllabification, Gemination and Syllabic Repairs in Sanskrit. Seventh GLOW in Asia 2009, Hyderabad, February 25-28, 2009.
- February 2010 Andrea, Calabrese, Francesco Sigona, Luigina Carrappa, Bianca Sisinni, Mirko Grimaldi, "L’armonia vocalica nel dialetto di

- Tricase(Salento meridionale):studio articolatorio tramite ultrasuoni",  
Associazione Italiana Studio della Voce, Napoli, 2-4 Febbraio 2010.
- March 2010      Andrea, Calabrese, Francesco Sigona, Luigina Carrappa, Bianca  
Sisinni, Mirko Grimaldi , "A Ultra-sound investigation of Southern  
Salento Harmony Processes", Fifth Ultrafest Conference, Haskins  
Laboratories, New Haven, CT 19 March - 21 March 2010
- April 2010      Andrea, Calabrese, Francesco Sigona, Luigina Carrappa, Bianca  
Sisinni, Mirko Grimaldi, "Articulatory Grounding of Southern Salento  
Harmony Processes", UConn Language Fest, April 23, 2010
- May 2010        Riflessioni sulla morfologia dei sistemi di Caso, University of Florence,  
May 13, 2010
- September 2010      Morphological markedness effects in the subject clitic systems of Italian  
dialects. Keynote Speaker, X Incontro di dialettologia italiana, University  
of Bristol, UK. September 22-24.
- September 2010      Grimaldi M., Calabrese A., Sigona F., Garrapa L., Sisinni B.  
"Articulatory Grounding of Southern Salentino Harmony Processes", in  
*11th Annual Conference of the International Speech  
Communication Association (ISCA), Interspeech, Spoken Language  
Processing for All*, Japan, Makurai, 26-30 September 2010.
- March 2011        Gemination in Sanskrit and Middle Indic languages, March 11,Invited  
presentation, Jawaharlal Nehru University, New Delhi, India.
- November 2011.      (With Giuliano Bocci (University of Geneva))  
*Givenness, Focus and Pitch-accenting: The Case of Tuscan Italian*,  
International Seminar on Prosodic Interfaces, 25-27 November, 2011.  
Centre for Linguistics, School of Language, Literature and Culture Studies,  
Jawaharlal Nehru University, New Delhi
- December 2011      Some argument for a classical generative analysis of an old problem:  
the irregular forms of the italian *passato remoto*. Keynote speaker, Going  
Romance 2011, Utrecht University, December 8, 2011.
- January 2013        Sandra Miglietta, Mirko Grimaldi, Andrea Calabrese "La percezione di  
varianti allofoniche condizionate: uno studio neurofisiologico" 9<sup>th</sup>  
*Convegno Nazionale dell'Associazione Italiana di Scienze della Voce  
[AISV], Italy, Venice, January 2013. Roma,*
- January 2013        Roberto Petrosino, Mirko Grimaldi, Sandra Miglietta e Andrea Calabrese  
"Rappresentazioni uditive e (sotto)specificazione fonologica nella  
percezione del parlato: uno studio elettrofisiologico". 9<sup>th</sup> *Convegno*

*Nazionale dell'Associazione Italiana di Scienze della Voce [AISV], Italy, Venice, January 2013. Roma,*

- January 2013 Garrapa, L., D. Bottari, M. Grimaldi, A. Calabrese, F. Pavani, M. De Benedetto, S. Vitale, P. Monastero & M. Greco, "La percezione delle vocali alte in bambini italiani ipoacusici con impianto cocleare: uno studio comportamentale ed elettrofisiologico" , *9<sup>th</sup> Convegno Nazionale dell'Associazione Italiana di Scienze della Voce [AISV], Italy, Venice, January 2013. Roma, Bulzoni*
- January 2013 Sisinni, Bianca, Mirko Grimaldi, Barbara Gili Fivela, Francesco Sigona e Andrea Calabrese. "Percezione e produzione di vocali non native da parte di parlanti adulti" *9<sup>th</sup> Convegno Nazionale dell'Associazione Italiana di Scienze della Voce [AISV], Italy, Venice, January 2013. Roma,*
- February 2013 Glushan, Zhanna, and Andrea Calabrese "Context Sensitive Unaccusativity in Russian and Italian" WCCFL 31, 8-10 February 201, Arizona State University
- January 2014 Glushan, Zhanna, and Andrea Calabrese "Unaccusative Unergatives: Russian and Italian Parallels" The 88<sup>th</sup> Annual Meeting of the Linguistic Society of America, January 2-5, 2014, Minneapolis, MN
- February 2014 Roberto Petrosino, Sandra Miglietta, Mirko Grimaldi and Andrea Calabrese "(A)symmetries and phonological (under)specification in speech perception: a MMN study" The 40<sup>th</sup> Incontro di Grammatica Generativa, Trento, Italy, February 13-15.
- June 2014 "Irregular Morphology and Athematic Verbs in Italo-Romance" 8th Cambridge Italian Dialect Syntax and Morphology Meeting, 20-22 June University of Padova-University of Venice
- October 2014 On the morphophonology of metaphonic alternations in some Italian dialects. What do they tell us about the organization of the grammar? Ferrara International Phonology Meeting, Phonological Questions for the Next Decade. October 9-10, Ferrara, Italy.
- November 2014 "Morphophonology and the Architecture of Grammar". UPenn Linguistics Speaker Series, University of Pennsylvania, Philadelphia November 20, 2014.
- January 2015 "Metaphony in Altamurano" Invited Speaker, Department of Linguistics, University of Padova, Italy.





## MARIE COPPOLA

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**2010-present**     **Assistant Professor**, Department of Psychological Sciences (Developmental Division) and Department of Linguistics, University of Connecticut, Storrs, CT  
**Director**, Language Creation Laboratory

**Education**     **University of Rochester**, Rochester, NY.  
Ph.D., Brain and Cognitive Sciences, 2002; M.A., Brain and Cognitive Sciences, 2000  
**Linguistic Society of America Summer Institute**, University of New Mexico, 1995  
**Massachusetts Institute of Technology**, Cambridge, MA.  
S. B., Cognitive Science, 1991; Minor in Spanish Language, Literature, & Culture

**Research Areas:** Language emergence and change; Homesign; Language acquisition; Language and cognition; Cognitive development; Sign language, gesture, and modality issues

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### Competitive Grant Awards

- *NSF* (Education and Human Resources) “*CAREER: The impact of language experience on the development of number representations in deaf, hard of hearing, and hearing children*” Recommended for funding 2016-2020
- *NSF* (Linguistics) “*A typological analysis of handshape: Gesture, homesign, and sign language*” 2012-2017 (Coppola, Co-PI; Brentari, PI)
- *NIH* (NIDCD) R01 DC00491 “*From spontaneous sign systems to sign language*” 2011-2016 (Goldin-Meadow, PI; Coppola, Consultant)
- *Small Grant Fund*, University of Connecticut Dept. of Speech, Language, & Hearing Sciences “*Number language and numerical cognition in deaf children*” 2012-2013 (Coppola, PI)
- *NIH* (NIDCD) P30 DC010751 “*Emergence, structure, and neurological basis of typical and atypical language*” 2010-2012 (Coppola, Co-I; Lillo-Martin, PI)
- *NIH* Loan Repayment Program, 2007-2009 (Coppola, PI)
- *Psychonomic Society*, Women in Cognitive Science Travel Award, 2006 (Coppola, PI)
- *NIH National Research Service Award* (NIDCD), Postdoctoral, 2004-2005 (Coppola, PI)
- *National Academy of Education/Spencer Foundation* Postdoctoral Fellowship, 2004-2005 (Coppola, PI)
- *National Science Foundation Graduate Research Fellowship*, 1996-1999
- *National Defense Science and Engineering Grant*, Honorable Mention, 1996
- *McGill University*, Max Stern Recruitment Fellowship, 1995 (declined)

### Awards and Honors

- *National Institutes of Health* Training Grant (postdoctoral), University of Chicago, 2002-2004
- *National Institutes of Health* Training Grant (predoctoral), University of Rochester, 1999-2002; 1995-6
- *Massachusetts Institute of Technology*, Special Commendation for Teaching, 1992

**Languages**     Native: English and American Sign Language; proficient in written and spoken Spanish; conversational in Nicaraguan Sign Language and various homesign gesture systems; consummate gesturer.



- Brentari, D., M. Coppola, L. Mazzoni, and S. Goldin-Meadow. (2012). When does a system become phonological? Handshape production in gesturers, signers, and homesigners. *Natural Language and Linguistic Theory*, **30**(1): 1-31. [doi: 10.1007/s11049-011-9145-1](https://doi.org/10.1007/s11049-011-9145-1)
- Senghas, A. and M. Coppola. (2011). Getting to the point: How a simple gesture became a linguistic element in Nicaraguan signing. In *Deaf Around the World: The Impact of Language*, 127-143. D. Napoli and G. Mathur, eds. Oxford: Oxford University Press.
- Spaepen, E., M. Coppola, E. Spelke, S. Carey, and S. Goldin-Meadow. (2011). Number without a language model. *Proceedings of the National Academy of Sciences*, **108**(8): 3163-3168. [doi: 10.1073/pnas.1015975108](https://doi.org/10.1073/pnas.1015975108)
- Coppola, M. and A. Senghas. (2010). Deixis in an emerging sign language. In *Sign Languages: A Cambridge Language Survey*, 543-569. D. Brentari, ed. Cambridge, UK: Cambridge University Press.
- Coppola, M. (2006). Las semillas del idioma: sistemas de señas caseras de niños, niñas y adultos en Nicaragua. [The seeds of language: Child and adult homesign systems in Nicaragua]. In *Simplymente único: Lo que la comunidad sorda de Nicaragua le puede enseñar al mundo*, 43-47. [Simply unique: What the Nicaraguan Deaf community can teach the world]. A. Senghas, D. Roman, and S. Mavillapalli, eds. London/Managua: Leonard Cheshire International.
- Coppola, M. and E. L. Newport. (2005). Grammatical Subjects in home sign: Abstract linguistic structure in adult primary gesture systems without linguistic input. *Proceedings of the National Academy of Sciences* **102**(52): 19249-19253. [doi: 10.1073/pnas.0509306102](https://doi.org/10.1073/pnas.0509306102)
- So, W. C., M. Coppola, V. Licciardello, and S. Goldin-Meadow. (2005). The seeds of spatial grammar in the manual modality. *Cognitive Science* **29**: 23-37. [doi: 10.1207/s15516709cog0000\\_38](https://doi.org/10.1207/s15516709cog0000_38)
- Senghas, A., and M. Coppola. (2001). Children creating language: How Nicaraguan Sign Language acquired a spatial grammar. *Psychological Science*, **12**(4): 323-328. [doi: 10.1111/1467-9280.00359](https://doi.org/10.1111/1467-9280.00359)
- Kegl, J., A. Senghas, and M. Coppola. (1999). Creation through contact: Sign language emergence and sign language change in Nicaragua. In *Language creation and language change: Creolization, diachrony, and development*, M. DeGraff, ed. Cambridge: MIT Press, 179-237.
- Ullman, M., S. Corkin, M. Coppola, G. Hickok, J. H. Growdon, W. J. Koroshetz, and S. Pinker. (1997). A neural dissociation within language: Evidence that the mental dictionary is part of declarative memory, and that grammatical rules are processed by the procedural system. *Journal of Cognitive Neuroscience*, **9**: 266-276. [doi: 10.1162/jocn.1997.9.2.266](https://doi.org/10.1162/jocn.1997.9.2.266)
- Kim, J., G. Marcus, S. Pinker, M. Hollander, and M. Coppola. (1994). Sensitivity of children's inflection to grammatical structure. *Journal of Child Language*, **21**: 173-209. [doi: 10.1017/S0305000900008710](https://doi.org/10.1017/S0305000900008710)

#### **MANUSCRIPTS SUBMITTED AND IN PREPARATION**

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- Jenkins, T., C. Coehlo, and M. Coppola. (submitted). The interaction of gestures and narrative structure in persons with aphasia. *Gesture*.
- Carrigan, E. and M. Coppola. (invited resubmission). Successful communication does not drive language development: Evidence from adult homesign. *Cognition*.
- Coppola, M., M. Hall, N. Caselli, and K. Gökgöz. (in preparation). Unconfounding deafness and language deprivation: A critical review of recent research with deaf children.
- Coppola, M. (in preparation). The origins of words in sign languages.
- Gagne, D. and M. Coppola. (in preparation). The role of language and education experience in False Belief understanding.
- Richie, R. and M. Coppola. (in preparation). Language development, change, and emergence: Integrating computational, experimental, and naturalistic evidence.

- Coppola, M., E. Spaepen, A. Shusterman, and S. Goldin-Meadow. (in preparation). Number without a language model: Going beyond nonlinguistic representations.
- Coppola, M. and J. Henner. (in preparation). Language is good for non-verbal reasoning, but not enough: Homesigners and unschooled Spanish speakers on the Raven's Progressive Matrices.
- Coppola, M., D. Gagne, and E. Miranda. (in preparation). The development of narrative structure in an emerging sign language: An episode analysis.
- Coppola, M., Z. Chen, A. Özyürek, and C. Brozdowski. (in progress). The roles of maturation and experience in segmentation abilities: Evidence from adult homesigners in Nicaragua and their hearing communication partners.

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#### **PUBLISHED CONFERENCE PROCEEDINGS**

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- Hall, M., R. Richie, and M. Coppola. (to appear). The impact of communicative network structure on the conventionalization of referring expressions in gesture. In *The Evolution of Language: Proceedings of the 11th International Conference (EVOLANG11)*.
- Gagne, D. and M. Coppola. (2014). Disentangling language and education effects on False Belief understanding: Evidence From Homesigners, Signers, and Unschooled Spanish Speakers. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (pp. 2246-2251). Austin, TX: Cognitive Science Society. <https://mindmodeling.org/cogsci2014/papers/391/paper391.pdf>
- Richie, R., M. Coppola, and C. Yang. (2014). Emergence of natural language lexicons: Empirical and modeling evidence from Homesign and Nicaraguan Sign Language. In W. Orman and M. J. Valteau, (Eds.), *Proceedings of the 38th Annual Boston University Conference on Language Development*, pp. 355-367.
- Richie, R., C. Yang, and M. Coppola. (2013). Modeling the emergence of lexicons in homesign systems. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Cognitive Science Society Conference*, Berlin, Germany: Cognitive Science Society. <http://mindmodeling.org/cogsci2013/papers/0235/paper0235.pdf>
- Coppola, M., D. Gagne, and A. Senghas. (2013). *WHO* chased the bird? Narrative cohesion in Nicaraguan signing. Linguistic Society of America Extended Abstracts. Published online at eLanguage.net. <http://www.linguisticsociety.org/content/lisa-2013-annual-meeting-extended-abstracts>
- Richie, R., J. Fanghella, and M. Coppola. (2013). Emergence of lexicons in family-based homesign systems in Nicaragua. In L. Geer (Ed.), *Proceedings of the 13th Annual Texas Linguistics Society Meeting*, Austin, TX. [http://uts.cc.utexas.edu/~tls/2012tls/abstracts/tls13\\_submission\\_richie.pdf](http://uts.cc.utexas.edu/~tls/2012tls/abstracts/tls13_submission_richie.pdf)
- Carrigan, E. and M. Coppola. (2012). Mothers do not drive structure in adult homesign systems: Evidence from comprehension. In N. Miyake, D. Peebles, & R. P. Cooper, eds. *Proceedings of the 34th Annual Conference of the Cognitive Science Society*, 1398-1403. Sapporo, Japan: Cognitive Science Society. <http://mindmodeling.org/cogsci2012/papers/0249/paper0249.pdf>
- Coppola, M. and A. Senghas. (2010). The path from Point A to Point B: How gestures became language in Nicaraguan signing. In *The Evolution of Language: Proceedings of the 8th International Conference (EVOLANG8)*, 385-386. A. Smith, M. Schouwstra, B. de Boer, and K. Smith, eds. Singapore: World Scientific Publishing. <http://www.worldscientific.com/worldscibooks/10.1142/7624>
- Coppola, M. and W. C. So. (2006). The seeds of spatial grammar: Spatial modulation and coreference in homesigning and hearing adults. *Proceedings of the Boston University Conference on Language Development*, **30**: 119-130. D. Bamman, T. Magnitskaia, and C. Zaller, eds. Boston: Cascadilla Press.
- Coppola, M. and W. C. So. (2005). Abstract and Object-Anchored Deixis: Pointing and spatial layout in adult homesign systems in Nicaragua. *Proceedings of the Boston University Conference on Language Development*, **29**: 144-155. A. Brugos, M. R. Clark-Cotton, and S. Ha, eds. Boston: Cascadilla Press.

Senghas, A., M. Coppola, E. L. Newport, and T. Supalla. (1997). Argument structure in Nicaraguan Sign Language: The emergence of grammatical devices. *Proceedings of the Boston University Conference on Language Development*, **21**: 550-561. Boston: Cascadilla Press.

#### **BOOK SERIES**

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Sign Language Typology Book Series, Editors: Coppola, M., Crasborn, O., and U. Zeshan, Berlin: DeGruyter Mouton. <http://www.degruyter.com/view/serial/179904>

*Vol. 5: The use of signing space in a shared sign language of Australia.* (2014). Editors: M. Coppola and R. Pfau.

*Vol. 4: Sign Languages in village communities: Anthropological and linguistic insights.* (2012). Editors: U. Zeshan and C. de Vos.

*Vol. 3: Formational units in sign languages.* (2011). Editors: H. van der Hulst and R. Channon.

#### **INVITED TALKS: SCHOLARLY**

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Coppola, M. (2015). The effects of language experience on number representations: Explaining (and improving) deaf and hard of hearing children's poor mathematical performance. Sign Language Colloquium, Radboud University, Nijmegen, The Netherlands.

Coppola, M. (2015). Language access, cognitive development, and education: Challenges facing deaf children in Nicaragua. Global Summit: Early Development, Health, and Learning Among At-Risk Children: Seeing a Global Perspective, Haskins Laboratories, Yale University and University of Connecticut, New Haven, CT.

Coppola, M. (2015). Where do words come from?: Social interactions and conventionalization of the lexicon in an emerging sign language in Nicaragua. [*presented in Spanish: ¿De donde vienen las palabras?: Interacciones sociales y convencionalización del léxico en una lengua de señas emergente de Nicaragua.*] First International Workshop on Emerging Sign Languages in the Americas, Center for Advanced Studies in Social Anthropology (CIESAS), Mexico City, Mexico.

Coppola, M. (2015). Expressing meaning in emerging languages: Evidence from homesign and Nicaraguan Sign Language. Workshop on Sign Language Meaning and Cognition. European Research Council and New York University, New York, NY.

Coppola, M. (2015). Unexpected routes to language: Evidence from child and adult homesigners. Workshop on Emerging Languages and the Big Picture. Center for Cognitive Studies, Tufts University, Medford, MA.

Coppola, M. (2014). Language access, cognitive development, and education: Challenges facing deaf children in Nicaragua. Linguistics Colloquium, Central Connecticut State Univ., New Britain, CT.

Coppola, M. (2014). Which aspects of language and cognition depend on linguistic input? Insights from homesign gesture systems. Cognitive Science Colloquium, State University of New York-New Paltz, New Paltz, NY.

Coppola, M. and D. Brentari. (2014). From gestures to grammar in a child homesigner: Looking at handshape. Linguistics Colloquium, Gallaudet University, Washington, DC.

Coppola, M. (2014). Homesign research in Nicaragua: Linguistic and ethical aspects. The VL2 Meeting (Visual Language and Visual Learning). Hosted online by Rochester Institute of Technology and attended by 15 students and junior faculty nationally who are associated with this NSF-funded, multi-center project based at Gallaudet University in Washington, DC.

Coppola, M. (2014). What emerging languages tell us about language evolution. Workshop on the evolution of syntax, University of Connecticut, Storrs, CT. *Sponsored by the Department of Philosophy.*

Coppola, M. (2014). Language, input, and cognition: Insights from homesign gesture systems. Linguistics Colloquium, University of Pennsylvania, Philadelphia, PA.

- Coppola, M. (2014). Homesign research in Nicaragua: Linguistic and ethical aspects. Swarthmore College, Swarthmore, PA.
- Coppola, M. (2013). Which aspects of language and cognition depend on linguistic input? Insights from homesign gesture systems. Cognitive Science Colloquium, Univ. of Maryland, College Park, MD.
- Coppola, M. (2013). Language creation: What homesign systems reveal about input, cognition, and representations. Old World Archaeology Lecture Series, Department of Anthropology, University of Connecticut, Storrs, CT.
- Coppola, M. (2012). *WHO* chased the bird? Narrative cohesion in an emerging language. Colloquium, Linguistics Research Symposium, University of Central Lancashire, Preston, United Kingdom.
- Coppola, M. (2012). Number without a language model: What homesigners tell us about number representations. Language and Cognition Colloquium Series, Northeastern University, Boston, MA.
- Coppola, M. (2012). Homesigners reveal core knowledge: Number language is robust but numerical cognition is not. Workshop on Core Knowledge, Language, and Culture, Lorentz Center, Leiden University, The Netherlands.
- Coppola, M. (2012). *WHO* chased the bird? Narrative development in an emerging language. Centre for Language Studies, Max Planck Institute, Nijmegen, The Netherlands.
- Coppola, M. (2010). Why study homesign? What language creation can tell us about language acquisition, language genesis, and cognitive development. Communication Sciences and Disorders, University of Connecticut, Storrs, CT.
- Coppola, M. (2010). Number without a language model: Language is easy, cognition is hard. Second Nijmegen Gesture Center Spring Workshop: Language Evolution in our Hand, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.
- Coppola, M. (2009). Insights from language creation: What homesign systems tell us about language acquisition, genesis, and representations. University of Illinois, Urbana-Champaign, IL.
- Coppola, M. and A. Senghas. (2008). How space becomes language: The evolution of the point in Nicaraguan signing. INS and OUTS of Spatial Language Conference, Spatial Language and Intelligence Center, Chicago, IL.
- Senghas, A. and M. Coppola. (2008). Getting to the point: Development of a linguistic device in Nicaraguan signing. Deaf Around the World Conference, Swarthmore College, Swarthmore, PA.
- Coppola, M. (2007). Gestures to signs: The origins of words in Nicaraguan Sign Language. Current Issues in Sign Language Research, University of Köln, Köln, Germany.
- Coppola, M. (2006). 'Subjects' in home sign: Abstract linguistic structure in adult primary gesture systems without linguistic input. Cognitive Psychology Brown Bag Series, Univ. of Wisconsin-Madison.
- Coppola, M. (2005). How do parents communicate with deaf children? A comparison across five cultures. Annual Meeting of the National Academy of Education, Teachers College of Columbia University, New York, NY.
- Coppola, M. (2005). From homesign to Nicaraguan Sign Language: Language genesis at the individual, family, and community levels. Program in Language and Cognition, Northwestern University, Evanston, IL.
- Coppola, M. (2005). What's a clause? Non-manual and prosodic features in created gesture systems. Linguistics Program, Purdue University, West Lafayette, IN.
- Coppola, M. (2005). How does gesture become sign language? Univ. of Illinois, Urbana-Champaign, IL.
- Coppola, M. (2005). The seeds of language: Child and adult homesign systems in Nicaragua. La Pérégola Roundtable: An interdisciplinary workshop for research related to deafness in Nicaragua, Granada, Nicaragua.
- Coppola, M. (2005). Comparing parents' interactions with deaf children across cultures. Culture, Life Course and Mental Health Workshop, Committee on Human Development, University of Chicago, IL.

- Coppola, M. (2004). Cross-cultural and maturational influences on the development of homesign systems: Building individual and community languages. Institute for Human Development and Developmental Psychology Colloquium Series, University of California – Berkeley.
- Coppola, M. (2004). The seeds of language: Child and adult homesign systems in Nicaragua. Nijmegen Gesture Center Workshop: From homesign to sign language, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.
- Coppola, M. (2004). Methodological issues in homesign and emerging sign language research. University of Düsseldorf, Germany.
- Coppola, M. (2003). Building a grammar: Linguistic structure in adult Nicaraguan home signers' communication. Culture & Mental Health Workshop, Committee on Human Development, University of Chicago, Chicago, IL.
- Coppola, M. (2003). Children creating language: How Nicaraguan Sign Language acquired a spatial grammar. Department of Linguistics, University of Chicago, Chicago, IL.
- Coppola, M. (2003). The emergence of grammatical categories in home sign: Evidence from family-based gesture systems in Nicaragua. Nijmegen Gesture Center Lecture Series, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.
- Coppola, M. (2003). Creation of a community and a language: The birth of Nicaraguan Sign Language. Culture, Life Course and Mental Health Workshop, Committee on Human Development, University of Chicago, Chicago, IL.

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**INVITED TALKS: PUBLIC ENGAGEMENT**

- Coppola, M. and D. Gagne. (2015). Early language: Creating an optimal foundation for deaf children's development. Rhode Island Commission on the Deaf and Hard of Hearing Annual Coffee Hour, State House, Providence, RI.
- Coppola, M. and D. Gagne. (2015). Rhode Island Commission on the Deaf and Hard of Hearing, Rhode Island School for the Deaf, Providence, RI.
- Coppola, M. (2014). Manos Unidas: Facing challenges to language access and education for deaf Nicaraguans. Be The Change Service Day of Awareness, Beta Chi Theta Psi Colony, University of Connecticut, Storrs, CT.
- Coppola, M. (2014). Language access, cognitive development, and education: Challenges facing deaf children in Nicaragua. Pomfret School, Pomfret, CT.
- Coppola, M. (2014). Manos Unidas: Facing challenges to language access and education for deaf Nicaraguans. Continuing Education seminar, Children of Deaf Adults International Conference, Tempe, AZ.
- Coppola, M. and D. Gagne. (2013). Manos Unidas: Facing challenges to language access and education for deaf Nicaraguans. Graduate seminar in Program Evaluation, Gallaudet Univ., Washington, DC.
- Coppola, M. (2013). Deafness, language access, and education in Nicaragua. Disabilities Roundtable of the Policy Section, Embassy of the United States of America, Managua, Nicaragua.
- Coppola, M. (2013). Homesign is like language, except when it isn't: How do language and cognition depend on linguistic input? IGERT Dinner Talk, University of Connecticut, Storrs, CT.
- Coppola, M. (2012). Manos Unidas Nicaragua: Connecting deaf children with language. Mansfield Lions Club, Nathan Hale Inn, Storrs Mansfield, CT.
- Coppola, M. (2012). Deafness and language access in Nicaragua: Theoretical and practical perspectives. Casa Ben Linder, Managua, Nicaragua.
- Senghas, A., M. Coppola, M. Flaherty, J. Kegl, L. Polich, J. Pyers, and R. J. Senghas. (2005). The Nicaraguan Deaf community and its language: a history for educators, policymakers, and providers of public services. Centro Cultural Nicaragüense-Norteamericano, Managua, Nicaragua.

Senghas, A., M. Coppola, M. Flaherty, J. Kegl, L. Polich, J. Pyers, and R. J. Senghas. (2005). *The world is watching: History of the Deaf community and Deaf education in Nicaragua. 1946-present.* Biblioteca Roberto Incer Barquero del Banco Central de Nicaragua, Managua, Nicaragua.

#### PRESENTATIONS AT CONFERENCES

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##### Papers:

- Gagne, D., A. Shusterman, and M. Coppola. (January, 2016). Disentangling language and education effects on false belief understanding: Evidence from homesigners, signers, and unschooled Spanish speakers. *Theoretical Issues in Sign Language Research*, LaTrobe University, Melbourne, Australia.
- Pyers, J., D. Gagne, A. Senghas, and M. Coppola. (January, 2016). Leveraging first-hand experience to assess theory of mind development in Deaf populations with limited sign language ability. *Theoretical Issues in Sign Language Research*, LaTrobe University, Melbourne, Australia.
- Coppola, M., D. Gagne, and E. Miranda. (2015). The development of narrative structure in an emerging sign language: An episode analysis. *Boston University Conference on Language Development*, Boston, MA.
- Brentari, D. and M. Coppola. (2014). Levels of redundancy in silent gesture, homesign systems, and sign languages. In the symposium *Beyond perfection: Co-variation in language and communicative efficiency*. American Anthropological Association, Washington, DC.
- Flaherty, M., A. Senghas, M. Coppola, and S. Goldin-Meadow. (2014). The emergence of redundancy in a new language. *11th High Desert Linguistics Society Conference*, Albuquerque, NM.
- Gagne, D. and M. Coppola. (2014). Numerical cognition with inadequate linguistic input: Explaining (and improving) deaf children's poor mathematical performance. In the symposium *The role of culture and language for numerical cognition*. Cognitive Science Society, Quebec City, Canada.
- Carrigan, E., W. Tabor, and M. Coppola. (2014). The emergence of linguistic use of space in an interactive experimental gesture communication study. *Int'l. Soc. for Gesture Studies*, San Diego, CA.
- Richie, R., M. Coppola, and C. Yang. (2013). Modeling the emergence of lexicons. *Boston University Conference on Language Development*, Boston, MA.
- \*Richie, R., C. Yang, and M. Coppola. (2013). Modeling the emergence of lexicons in homesign systems. *Cognitive Science Society*, Berlin, Germany.
- \*Awarded the Cognitive Science Society Computational Modeling Prize*
- Coppola, M. and D. Gagne. (2013). Explaining (and improving!) deaf children's poor mathematical performance: Combining perspectives from cognitive psychology, language, and education research. *Society for Research in Child Language Preconference: Development of Deaf and Hard-of-Hearing Children*, Seattle, WA.
- Coppola, M., D. Gagne, and A. Senghas. (2013). *WHO* chased the bird? Narrative cohesion in Nicaraguan signing. *Linguistic Society of America*, Boston, MA.
- Coppola, M., D. Gagne, and A. Senghas. (2012). *WHO* chased the bird? Narrative cohesion in an emerging language. *Boston University Conference on Language Development*, Boston, MA.
- Richie, D. R., J. Fanghella, and M. Coppola. (2012). Emergence of lexicons in family-based homesign systems in Nicaragua. *Texas Linguistics Society*, Austin, TX.
- Brentari, D., M. Coppola, and A. Senghas. (2011). Handshape complexity in sign languages: Its relevance for historical development, typology, and acquisition. *Formal and Experimental Advances in Sign Language Theory (FEAST)*, Venice, Italy.
- Spaepen, E., M. Flaherty, M. Coppola, E. Spelke, and S. Goldin-Meadow. (2011). The origin of numbers as summary symbols: Evidence from homesign and Nicaraguan Sign Language. *Cognitive Science Society*, Boston, MA.



- Spaepen, E., M. Coppola, and S. Goldin-Meadow. (2011). What counts as counting? Is one-to-one correspondence enough? Society for Research on Child Development Pre-conference: Development of Deaf and Hard-of-Hearing Children, Montréal, Canada.
- Coppola, M. and A. Senghas. (2010). Grammaticalization of points in Nicaraguan signing. *Theoretical Issues in Sign Language Research*, West Lafayette, IN.
- Coppola, M., E. Spaepen, and S. Goldin-Meadow. (2010). Communicating about number without a language model: The robustness of the plural. International Society for Gesture Studies, Frankfurt am Oder, Germany.
- Coppola, M. and A. Senghas. (2010). When space is not spatial: Emergence of nominal deixis in a new language. International Society for Gesture Studies, Frankfurt am Oder, Germany.
- Coppola, M. and A. Senghas. (2010). The path from Point A to Point B: How gestures became language in Nicaraguan signing. *Evolution of Language*, Utrecht, The Netherlands.
- Coppola, M., S. Goldin-Meadow, and C. Mylander. (2010). Multi-Modal input to language learning: Gesture and speech to children across cultures. In *Language Learning in Deaf Children: Integrating Research on Speech, Gesture, and Sign* (symposium), American Association for the Advancement of Science, San Diego, CA.
- Coppola, M., E. Spaepen, and S. Goldin-Meadow. (2009). Communicating about number without a language model: The robustness of the plural. Boston University Conference on Language Development, Boston, MA.
- Spaepen, E., M. Coppola, E. Spelke, S. Carey, and S. Goldin-Meadow. (2009). Number without Language: The limits of numerical cognition without a language model. Cognitive Science Society, Amsterdam, The Netherlands.
- Spaepen, E., M. Coppola, E. Spelke, S. Carey, and S. Goldin-Meadow. (2009). Number without language: Why homesigners don't (and can't) count. Cognitive Development Society, Denver, CO.
- Coppola, M. (2009). The gesture systems of linguistic isolates (homesigns): Raw material for a new sign language. In *Languages without ancestors* (symposium), American Association for the Advancement of Science, Chicago, IL.
- Spaepen, E., M. Coppola, E. Spelke, S. Carey, and S. Goldin-Meadow. (2008). Language and numerical cognition: The case of Nicaraguan homesigners. American Association for the Advancement of Science, Boston, MA.
- Spaepen, E., M. Coppola, E. Spelke, S. Carey, and S. Goldin-Meadow. (2008). The relationship between language and numerical cognition: The case of Nicaraguan homesigners. Psychonomics Society, Chicago, IL.
- Spaepen, E., M. Coppola, E. Spelke, S. Carey, and S. Goldin-Meadow. (2007). The relationship between language and numerical cognition: The case of Nicaraguan homesigners. The Second European Cognitive Science Conference, Delphi, Greece.
- Franklin, A. and M. Coppola. (2006). Parsing complex sentences on form and meaning: Nonmanual features and syntactic structure in children's homesign systems. *Theoretical Issues in Sign Language Research*, Florianópolis, Brazil.
- Coppola, M., W. C. So, and S. Goldin-Meadow. (2005). The seeds of spatial grammar in the manual modality. Boston University Conference on Language Development, Boston, MA.
- Coppola, M. (2005). Coreference devices in adult primary gesture systems: A longitudinal study of three Nicaraguan homesigners. International Association for the Study of Child Language, Berlin, Germany.
- Franklin, A. and M. Coppola. (2005). Parsing complex sentences on form and meaning: Prosodic features and proposition units in American children's homesign systems. International Association for the Study of Child Language, Berlin, Germany.
- Coppola, M. (2005). Conventionalized gestures of hearing Nicaraguans. International Society for Gesture Studies, Lyon, France.

- Coppola, M. and W. C. So. (2004). Abstract vs. Object-Anchored Deixis: Competing pressures in adult homesign systems. Boston University Conference on Language Development, Boston, MA.
- Coppola, M. and E. L. Newport. (2003). The emergence of the grammatical category of Subject in home sign: Evidence from family-based gesture systems in Nicaragua. Boston University Conference on Language Development, Boston, MA.
- Coppola, M., E. L. Newport, A. Senghas, and T. Supalla. (1998). The emergence of grammar: The stability of family-based sign systems in Nicaragua. Theoretical Issues in Sign Language Research, Gallaudet University, Washington, DC.
- Coppola, M., A. Senghas, E. L. Newport, and T. Supalla. (1997). The emergence of grammar: Evidence from family-based sign systems in Nicaragua. Boston University Conference on Language Development, Boston, MA.
- Senghas, A., M. Coppola, E. L. Newport, and T. Supalla. (1996). Argument structure in Nicaraguan Sign Language: The emergence of grammatical devices. Boston University Conference on Language Development, Boston, MA.

**Posters (refereed):**

- Gagne, D., A. Senghas, and M. Coppola. (2015). A language model is not sufficient to promote conventionalization of space in an emerging sign language. Boston University Conference on Language Development, Boston, MA.
- Jenkins, T., C. Coehlo, and M. Coppola. (2015). The interaction of gestures and narrative structure in persons with aphasia. Clinical Aphasiology Conference, Monterey, CA.
- Pyers, J., D. Gagne, A. Senghas, and M. Coppola. (2014). A novel, minimally-verbal, reliable method for Investigating Theory of Mind: An experiential false-belief task. Boston University Conference on Language Development, Boston, MA.
- Gagne, D. and M. Coppola. (2014). Disentangling language and education effects on False Belief understanding: Evidence from homesigners, signers, and unschooled Spanish speakers. Cognitive Science Society, Quebec City, Canada.
- Jenkins, T., C. Coehlo, and M. Coppola. (2014). Effects of gesture restriction on quality of narrative discourse. International Society for Gesture Studies, San Diego, CA.
- Jenkins, T., C. Coehlo, and M. Coppola. (2014). Effects of gesture restriction on quality of narrative discourse. Cognitive Neuroscience Society, Boston, MA.
- Gagne, D. and M. Coppola. (2013). Modality Effects in Developmental Psychology: An interdisciplinary approach yields new integrative insights. New England Conference for Teachers of Psychology Annual Meeting, Bridgeport, CT.
- Coppola, M. and D. Gagne. (2013). Narrative coherence in an emerging language. Theoretical Issues in Sign Language Research Conference, London, England.
- Flaherty, M., S. Goldin-Meadow, A. Senghas, and M. Coppola. (2013). Growing a spatial grammar: The emergence of verb agreement in Nicaraguan Sign Language. Theoretical Issues in Sign Language Research Conference, London, England.
- Coppola, M., D. Gagne, and A. Senghas. (2013). *WHO* chased the bird? Narrative cohesion emerges with language complexity. Society for Research in Child Language, Seattle, WA.
- Carrigan, E. and M. Coppola. (2013). Communication partners' comprehension of family-based homesign gesture systems in Nicaragua. Linguistic Society of America, Boston, MA.
- Flaherty, M., S. Goldin-Meadow, A. Senghas, and M. Coppola. (2013). Watching Minds Shape Language: The emergence of spatial verb agreement in Nicaraguan Sign Language. Budapest CEU Conference on Cognitive Development, Budapest, Hungary.
- Flaherty, M., S. Goldin-Meadow, A. Senghas, M. Coppola, & L. Gleitman. (2013). Animacy and verb

- classes in Nicaraguan Sign Language. Boston University Conference on Language Development, Boston, MA.
- Carrigan, E. and M. Coppola. (2012). Communication partners' comprehension of family-based homesign gesture systems in Nicaragua. Cognitive Science Society, Sapporo, Japan.
- Coppola M., D. Brentari, A. Jung, and S. Goldin-Meadow. (2011). Acquiring handshape distinctions in nouns and classifier predicates in American Sign Language. Boston University Conference on Language Development, Boston, MA.
- Carrigan, E. and Coppola M. (2011). Communication partners' comprehension of family-based homesign gesture systems in Nicaragua. Boston Univ. Conference on Language Development, Boston, MA.
- Coppola, M., E. Spaepen and N. Kontovas. (2006). Number signs in adult homesign gesture systems. Theoretical Issues in Sign Language Research, Florianópolis, Brazil.
- Coppola, M., S. Goldin-Meadow, and C. Mylander. (2006). How do hearing parents communicate with deaf children? Comparing parents' speech and gesture across five cultures. Society for Research on Child Language Disorders, Madison, WI.
- Coppola, M. (2004). Between sign language and a concrete place: The use of Object-Anchored space by an adult Nicaraguan homesigner. American Psychological Society, Chicago, IL.
- Senghas, A., J. Kegl, R. J. Senghas, and M. Coppola. (1994). Sign language emergence and sign language change: Children's contribution to the birth of a language. Linguistic Society of America, Boston, MA.

**Posters (non-refereed):**

Spring Frontiers in Undergraduate Research, Storrs, CT, April 2015:

- Gerrity, J., R. Richie, M. Coppola, N. Landi, K. Jasinska, S. Wood, D. Lillo-Martin, and D. Brentari. EEG/ERP investigations of spoken and signed languages' prosody and syntax.
- Svelnys, C. and M. Coppola. Learning a count list supports exact representation of quantity: Evidence from a deaf child before and after exposure to sign language.

UConn Language Fest, Storrs, CT, April 2015:

- Gerrity, J., R. Richie, M. Coppola, N. Landi, K. Jasinska, S. Wood, D. Lillo-Martin, and D. Brentari. EEG/ERP investigations of spoken and signed languages' prosody and syntax.
- Svelnys, C. and M. Coppola. Learning a count list supports exact representation of quantity: Evidence from a deaf child before and after exposure to sign language.
- Jenkins, T., M. Coppola, and C. Coelho. Gesture frequency and discourse quality in aphasia.

Fall Frontiers in Undergraduate Research, Storrs, CT, October 2014:

- Prasad, D. and M. Coppola. Counting strategies in deaf Nicaraguan homesigners: Can fingers help?

Finding Common Ground: Social, Ecological, and Cognitive Perspectives on Language Use, Storrs, CT, May 2014:

- Carrigan, E. and M. Coppola. Communication partners' comprehension of family-based homesign gesture systems.
- Gagne, D. and M. Coppola. Disentangling language and education effects on False Belief understanding: Evidence from homesigners, signers, and unschooled Spanish speakers.
- Richie, R., C. Yang, and M. Coppola. Modeling emergence of natural language lexicons.

University of Connecticut Language Fest, Storrs, CT, April 2014:

- Gagne, D. and M. Coppola. Disentangling language and education effects on False Belief understanding: Evidence from homesigners, signers, and unschooled Spanish speakers.
- Jenkins, T., C. Coehlo, and M. Coppola. Effective quality of gestures in narrative production in aphasia.
- Miranda, E., D. Gagne, and M. Coppola. Developing narrative structure in an emerging sign language: An episode analysis.
- Richie, R., M. Coppola, S. Wood, K. Jasinska, R. Powers, N. Landi, D. Lillo-Martin, and D. Brentari. Are prosodic representations amodal?: An ERP investigation of signed and spoken prosody.

University of Connecticut Language Fest, Storrs, CT, April 2013:

- Brozdowski, C. R., A. Ozyürek, and M. Coppola. Path and manner in Nicaraguan homesign.
- Carrigan, E. and M. Coppola. Communication partners' comprehension of family-based homesign gesture systems in Nicaragua.
- Coppola, M. and D. Gagne. Stories don't get better with age: Maturation and life experience do not drive narrative structure in emerging languages.
- Coppola, M., D. Gagne, and A. Senghas. *WHO* chased the bird? Narrative cohesion emerges with language complexity.
- Jenkins, T., C. Coehlo, and M. Coppola. The effects of gesture and gesture restriction on discourse quality: Pilot study proposal.
- Richie, D. R., C. Yang, and M. Coppola. Elicitation and analytic methods for documenting the lexicons of emerging signed languages.
- Richie, D. R., C. Yang, and M. Coppola. Modeling emergence of natural language lexicons.

University of Connecticut Language Fest, Storrs, CT, April 2012:

- Carrigan, E. and M. Coppola. Communication partners' comprehension of family-based homesign gesture systems in Nicaragua.
- Coppola, M., D. Gagne, and A. Senghas. *WHO* chased the bird? Narrative cohesion in an emerging language.
- Richie, D. R., J. Fanghella, and M. Coppola. Emergence of lexicons in family-based homesign systems in Nicaragua.

Other venues:

- Jenkins, T., C. Coehlo, and M. Coppola. (2014). Effects of gesture restriction on quality of narrative discourse. Neuroscience Storrs, University of Connecticut.
- Miranda, E., D. Gagne, and M. Coppola. (2014). The development of narrative structure in an emerging sign language: An episode analysis. *Frontiers in Undergraduate Research*, University of Connecticut.
- Carrigan, E. and M. Coppola. (2011). Communication partners' comprehension of family-based homesign gesture systems in Nicaragua. University of Connecticut Language Fest, Storrs, CT.
- Carrigan, E. and M. Coppola. (2011). Communication partners' comprehension of family-based homesign gesture systems in Nicaragua. First Annual Center for Behavioral Education & Research Symposium, University of Connecticut, Storrs, CT.
- Spaepen, E., M. Flaherty, M. Coppola, E. Spelke, and S. Goldin-Meadow. (2011). Fingers as Spatial Representations of Number. Spatial Intelligence and Learning Center Site Visit, Chicago, IL.
- Coppola, M. and W. Tabor. (2010). Grammaticalization and the theory of grammar. University of Connecticut Language Fest, Storrs, CT.

**TEACHING: UNIVERSITY OF CONNECTICUT**

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- Spring 2016      PSYC 2400 Developmental Psychology (undergraduate)
- Fall 2015        PSYC 2400 Developmental Psychology (undergraduate)

Spring 2015	PSYC 5470/LING 6798 Modality Issues in Development (graduate) PSYC 3470 Modality Issues in Development (advanced undergraduate) PSYC 5420 Cognitive Development (graduate)
Fall 2014	PSYC 2400 Developmental Psychology (undergraduate)
Spring 2014	PSYC 2400 Developmental Psychology (undergraduate) PSYC 5470/LING 6798 Modality Issues in Development (graduate)
Fall 2013	PSYC 2400 Developmental Psychology (undergraduate)
Spring 2013	PSYC 2400 Developmental Psychology (undergraduate)
Fall 2012	PSYC 5420 Cognitive Development (graduate) PSYC 3470 Modality Issues in Development (advanced undergraduate)
Spring 2012	PSYC 5470/LING 6798 Modality Issues in Development (graduate); taught jointly with Dr. Diane Lillo-Martin, Linguistics

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### TEACHING: OTHER INSTITUTIONS

#### University of Chicago, Departments of Psychology & Comparative Human Development

Winter 2008-09	Designed and taught <i>How Children Develop</i> in the Urban Teacher Education Program.
2006	<i>Seminar on Syllabus &amp; Course Design</i> , Center for Teaching & Learning, Univ. of Chicago.
Spring 2004	Co-led <i>Evolution &amp; Development of Language</i> (Graduate seminar).
Spring 2003	Designed and taught <i>Human Language Creation</i> (Graduate seminar).
2003-2005	Initiated and led <i>Gesture Reading Group</i> .

#### University of Rochester and MIT, Departments of Brain and Cognitive Sciences

**Teaching Assistant** *Language and Psycholinguistics* 2001; *Foundations of Cognitive Science* 1999; *Neural Foundations of Behavior* 1996; *Developmental Psychology* 1996; *Laboratory in Cognitive Science* 1995; *Introduction to Psychology* 1994, 1992.

**Guest lectures** UConn: *Language and Environment* 2015; *Acquisition of Meaning* 2013; *Language and Mind*, 2011-14; *Cognitive Science Proseminar*, 2011-12; *Seminar on Language and Thought* (Wesleyan Univ.) 2014; *Language Development* (Grinnell) 2014; *Cognition* (Gallaudet Univ.) 2013; *Issues in Deaf Education* (Wesleyan Univ.) 2013; *Anthropology of Disability* (Univ. of Chicago) 2006; *Language and Thought* (Univ. of Chicago) 2005; *Seminar in Psychology* (Univ. of Wisconsin) 2005; *Psycholinguistics* (Univ. of Köln) 2005; *Basic Issues in Cognitive Science* (Univ. of California – Berkeley) 2004; *Language Development and Usage* (Northwestern) 2004; *Language Acquisition* (Rutgers Univ.) 1998; Univ. of Rochester: *Psychology of Language* 1996-2000; *International Signed Languages* 1998-2001; *Structure of Sign Languages* 2000-2002; *Foundations of Cognitive Science* 1999; *Developmental Psychology* 1996.

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### SUPERVISING & MENTORING

#### University of Connecticut, Departments of Psychology and Linguistics

##### Graduate Mentoring

2010-2015	<b>Psychology</b> , Ph.D. Major Advisor Emily Carrigan (origins of spatial grammar in Nicaraguan Sign Language (NSL)) Deanna Gagne (development of structure in NSL) Russell Richie (development and structure of lexicon) <b>Psychology</b> , Ph.D. Associate Advisor Jason Anastas (multi-scale measures of executive function) Rebecca Boncoddò (dynamics of counting) Ashley De Marchena (gesture and Autism Spectrum Disorder (ASD)) Kaitlin Flannery (friendship dissolution in adolescence)
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Christina Irvine (socio-pragmatic development and ASD)  
Emma Kelty-Stephen (lexical and grammatical development in autism)  
Jessica Mayo (pragmatics in autism)  
Jinhee Park (language in Korean children with ASD)  
Saime Tek (joint attention and ASD)  
Ya-Ching (Maggie) Yeh (acquisition of Mandarin)

**Psychology, Ph.D. Reader**

Jennifer Bisson, Laura Brennan, Nicole Depowski, Anthony Goodwin, Pamela Whitney

**Psychology, M.A. Major Advisor**

Emily Carrigan, Deanna Gagne, Erica Israel, Russell Richie

**Psychology, M.A. Associate Advisor**

Developmental: Jason Anastas, Iris Chin, Lauren Gindin, Anthony Goodwin, Emma Kelty, Molly Nowels, Sarah Sanborn; Clinical: Kathryn Bradbury, Alexander Hinnebusch

**Linguistics, Ph.D. Associate Advisor**

Corina Goodwin (acquisition of morphology in bimodal bilinguals)  
Sandra K. Wood (homesign and Universal Grammar)

- 2010-present Prior to and during annual field trips to Nicaragua, trained four graduate students in sign language fieldwork techniques in developing countries.  
Supervised 12 undergraduate students on various research projects related to homesign, emerging languages, sign language linguistics, and language and cognition.
- 2010-present Nationally competitive fellowships awarded to mentees  
Deanna Gagne, *National Science Foundation Graduate Research Fellowship*  
Christopher Brozdowski, *NSF Graduate Research Fellowship Honorable Mention*  
Emily Carrigan, *NSF Graduate Research Fellowship Honorable Mention*

**Undergraduate Mentoring and Awards**

Office of Undergraduate Research

**Summer Undergraduate Research Fund (SURF) Award**

Keesha Miller	2015	Named award: Robert and Elizabeth Subkowsky Award
Eli Miranda	2013	

**Social Sciences, Humanities, and Arts Research Experience (SHARE) Award**

Devika Prasad	Spring 2014: "Counting strategies in deaf homesigners in Nicaragua: Can fingers help?"
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Psychology Undergraduate Research Award

Spring 2015	Sarah Lodge, Keesha Miller
Fall 2014	John Gerrity, Jessica Hazel
Fall 2013	Eli Miranda

**Psychology, Undergraduate thesis advisor: Jeannette DeFrino**

**University of Chicago, Department of Psychology**

2009	Supervised Honors B.A. thesis on Deaf identity and AIDS education in Uganda.
2006-2008	Co-supervised Ph.D. on numerical cognition in Nicaraguan homesigners (E. Spaepen).
Spring 2007	Supervised M.A. thesis on prosodic features in child homesign (L. Applebaum).

- Designed and conducted independent reading and research course on the ethics of social science research in developing countries.
- 2003-present Supervised seventeen undergraduate research assistants in coding data from child and adult homesigners, hearing family members, and other hearing adults in Nicaragua.
- Winter 2005 Supervised M.A. paper on language development in children with cochlear implants.

**University of Rochester, Department of Brain and Cognitive Sciences**

- 2002-2003 Supervised full-time research assistant on all aspects of experimental field work in Nicaragua: stimulus creation and design, data coding and analysis; fieldwork techniques.
- Spring 1999 Supervised independent study project on morphology in homesign systems.

**Massachusetts Institute of Technology, Dept. of Brain & Cognitive Sciences, Clinical Research Center**

- 1992-1995 Supervised several undergraduate research assistants on data collection, coding, and analysis of language data from patients with neurodegenerative diseases and brain injury.

**PROFESSIONAL ACTIVITIES (*Ad hoc* Reviewer):**

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Journals

Cognition	Journal of Experimental Psychology: Learning, Memory and Cognition
Cognitive Development	
Cognitive Science	Journal of Linguistics
Developmental Psychology	Journal of Nonverbal Behavior
Developmental Science	Language
Erkenntnis	Language Acquisition
Frontiers in Psychology: Language Sciences	Language, Interaction, and Acquisition
Infancy	Language Learning and Development
International Journal of Psychology	Learning Communities (special issue on sign languages)
Journal of the American Philosophical Association	Learning and Individual Differences
Journal of Autism and Developmental Disorders	Lingua
Journal of Child Language	Psychological Science
Journal of Cognitive Neuroscience	Sign Language and Linguistics
Journal of Experimental Child Psychology	Society for Caribbean Linguistics

Granting Agencies

- Endangered Languages Documentation Programme
- Israel Science Foundation
- National Science Foundation, Linguistics Program
- Netherlands Organisation for Scientific Research

Professional Societies

- Boston University Conference on Language Development
- Evolution of Language Conference
- International Society for the Study of Gesture
- Israel Association for Theoretical Linguistics
- Society for Research in Child Development

Memberships:

- Cognitive Science Society
- International Society for the Study of Gesture
- Linguistic Society of America
- Sign Language & Linguistics Society
- Society for Language Development
- Society for Research in Child Development

**PUBLIC ENGAGEMENT**

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2005-present **Executive Director and Founder, Manos Unidas (Hands Together)**<http://www.manos-unidas.org>

**Mission Statement:** Ensuring equal access to educational and vocational opportunities for deaf children and young deaf adults in Nicaragua by providing access to sign language, Spanish literacy, numeracy, and real-life job skills so they can become contributing members of society and the Deaf community.

With two students at the University of Chicago, founded a non-profit organization to promote educational and vocational opportunities for Nicaraguan deaf people. After relocating to Connecticut, in 2012 reconstituted the board of directors, built the organization's infrastructure, hired a National Director to represent the organization in Nicaragua, created a website, established a donor database, and initiated a major fundraising campaign. Planned programs, hired staff, and oversaw staff training and curriculum development for our current projects. These include 1) establishing weekly sign language classes in two rural areas of Nicaragua without any other special education and 2) increasing the number of Deaf-accessible (interpreted into sign language) secondary education programs nationally from 2 to 3. Received 501(c)3 status in 2007. In 2013 was invited to participate in a Disabilities Roundtable at the United States Embassy in Managua, Nicaragua. Annual budget ~\$30,000.

**INTERDISCIPLINARY EFFORTS AND CONFERENCE ORGANIZING**

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- 2015 **UConn Sign Fest** (Co-Organizer, Dr. Diane Lillo-Martin, Linguistics)  
Organized a one-day mini-conference highlighting a range of research with sign languages. Half of the presentations were given by Deaf scholars. Attendance 50.
- 2014-2015 Participating faculty, **Expression, Communication, and the Origins of Meaning** Research Group (Dr. Dorit Bar-On and Dr. Mitchell Green (Philosophy), Directors)
- 2013-2014 **Language Evolution and Emergence Reading Group** (with Russell Richie, graduate student)  
Established reading group focused on issues of language evolution and emergence; participants include faculty and students from Psychology, Linguistics, and Philosophy.
- 2011-2015 **UConn Language Fest** (Co-Organizer, Dr. Emily Myers)  
Organized a plenary session on campus (Oak Hall) featuring three speakers and two poster sessions with 45-64 posters presented by UConn faculty, graduate students, and affiliates to catalyze new collaborations in the study of language across disciplinary and departmental boundaries. Attendance 140.
- 2010-2011 **Language Plasticity Reading Group** (Co-Organizer, Dr. Emily Myers)

**UNIVERSITY AND DEPARTMENT SERVICE**

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- 2013 College of Liberal Arts and Sciences Focus Group on communication
- 2012 College of Liberal Arts and Sciences Grade Appeal Committee

**University of Connecticut, Department of Psychology**

- 2014 **Deaf Awareness.** With Erica Israel, a Deaf graduate student, offered a department colloquium providing orientation to Deaf culture and offering strategies for interacting with Deaf colleagues.
- 2013 **Cognitive Science Search Committee.** Represented the Developmental Division in an interdisciplinary search, which resulted in 3 Psychology hires (one in Developmental) and one in Speech, Language, and Hearing Science.
- 2012-2015 **Integrative Graduate Education and Research Training Grant (IGERT)**



*Executive Committee (2015-)*

*Courses and Curriculum Committee; Events Committee (2012-2014)*

*Diversity Committee (2012-2015):* Discuss ways to recruit and retain students from underrepresented groups, including ethnic groups as well as disability groups (in particular, Deaf scholars).

- 2013-present **Faculty Advisor, *Language For All*.** Encouraged students to form a new student organization on campus dedicated to promoting access to rich language input for all children, especially those at risk (e.g., deaf children in the US and in developing countries; children in families of low socioeconomic status; bilingual children)
- 2013 **Audio-visual consulting** for Psychology Annex flex-space research rooms
- 2011 **Husky Ally Safe Zone Workshop**, University of Connecticut Rainbow Center
- 2011 **Psychology Club lecture**, Starting from Scratch: Language creation and language genesis in Nicaragua.
- 2010-present Coordinate graduate admissions procedures and recruitment efforts for the Developmental Division

**University of Connecticut**, Department of Linguistics

- 2011 **Search Committee, Sign Language Linguist**

**University of Chicago**, Department of Psychology

- 2006 **Postdoctoral Fellow Professional Development Series**  
Initiated meetings addressing professional development for 10 postdoctoral fellows.
- 2003-2008 **Psychology Graduate Student Organization**  
Participated in panels on postdoctoral positions and applying to jobs for graduate students.

**University of Rochester**, Department of Brain and Cognitive Sciences

- 1997-2001 Participated in undergraduate panels on graduate and post-graduate careers for students in the Department of Brain and Cognitive Sciences and American Sign Language Program.
- 1995-1997, **Brain & Cognitive Sciences Colloquia and Center for the Sciences of Language Series**  
2000 Scheduled speakers, arranged meetings, and coordinated social events.
- 1995-1996 **Brain and Cognitive Sciences Lunch Series**  
Co-founded, with two other first-year graduate students, a weekly interdisciplinary departmental seminar series, which solidified connections in the newly-formed department.

**Other Service**

- 2008-2010 **Reviewer, Children of Deaf Adults (CODA) Scholarship**  
Evaluated essays and application materials from students with Deaf parents and recommended recipients of college scholarships.
- 1999-2002 **Educational Counselor, Massachusetts Institute of Technology**, Rochester, NY  
Interviewed undergraduate applicants and wrote evaluations for the Admissions Committee. Shared information and experiences about undergraduate life at MIT.

**MEDIA APPEARANCES**

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- 2007, 2014 **Chicago Public Radio (WBEZ), Worldview, Global Activism Series**  
Invited to discuss the current projects of Manos Unidas in Nicaragua; current students participated in both interviews to share how their activities in the organization enhanced their educational experiences. 2014 interview available at: <http://www.wbez.org/episode-segments/global-activism-helping-deaf-nicaragua>
- 2014 **Connecticut Public Radio, Colin McEnroe Show.**  
<http://wnpr.org/post/sumptuous-silence>

## Curriculum Vitae

### Jon Gajewski

University of Connecticut  
Department of Linguistics  
365 Fairfield Way, U-1145  
Storrs Mansfield, 06269

T 860.486.1584  
F 860.486.0190  
jon.gajewski@uconn.edu  
<http://gajewski.uconn.edu>

### Employment

2005-2011 Assistant Professor, University of Connecticut

2011- Associate Professor, University of Connecticut

### Education

2005 Ph.D. in Linguistics  
Massachusetts Institute of Technology  
Thesis: Neg-Raising: Presupposition and Polarity  
Chair: Irene Heim

2000 B.A. in Linguistics  
University of Michigan  
Summa cum laude

1997 Summer Greek Institute  
City University of New York

### External Grants

Co-PI. National Science Foundation. *On the traditional Noun Phrase: Comparing languages with and without articles*. 9/09-6/12. (Grant#: 0920888 PI: Željko Bošković)

### Internal Grants

Faculty Large Grant. University of Connecticut Office of Research. *Negative Polarity Items and the Varieties of Entailment*. 9/07-8/08. \$3000

Scholarship Facilitation Fund grant. University of Connecticut Office of Research. *Representation of degree in American Sign Language*. 1/15 - 6/15. \$1841

### Peer-Reviewed Journal Articles and Book Chapters

Selected papers available for download at <http://gajewski.uconn.edu>

Gajewski, Jon. To appear. Foundation of Formal Semantics. In: *Handbook of Semantics*. Nick Reimer (ed). Routledge.

Gajewski, Jon. To appear. The name and nature of neg-raising. In: *Companion to semantics*. Matthewson, Rullmann, Zeijlstra (eds.), Wiley. Invited contribution.

Gajewski, Jon. 2015. Another look at NPIs in definite descriptions. In: Negation and negative polarity: Cognitive and experimental perspectives. Pierre Larrivee (ed.). Springer.

Gajewski, Jon. 2014. NPIs in definite descriptions. In: The Art and craft of semantics. Luka Crnic and Uli Sauerland (eds.), MITWPL.

Lillo-Martin, Diane and Jon Gajewski. 2014. One grammar or two? Sign languages and the nature of human language. WIREs: Cognitive Science.

Gajewski, Jon. 2013. An analogy a connected exceptive phrase and polarity items. Beyond *any* and *ever*. Regine Eckhardt and Manfred Sailer (eds). Mouton de Gruyter.

Matsuoka, Kazumi and Gajewski, Jon. 2013. Polarity Sensitive Degree adverbial mouth gestures in Japanese Sign Language. Journal of Japanese Linguistics. Invited submission.

Gajewski, Jon and Yael Sharvit. 2011. In defense of the grammatical approach to local implicatures. Natural Language Semantics.

Gajewski, Jon. 2010. Licensing strong NPIs. Natural Language Semantics.

Gajewski, Jon. 2010. Superlatives, NPIs and *most*. Journal of Semantics 27:125-137.

Gajewski, Jon. 2008. NPI *any* and connected exceptive phrases. Natural Language Semantics 16:69-110.

Gajewski, Jon. 2008. On the semantics of Hindi-Urdu multiple correlatives. Linguistic Inquiry 39: 327-334

Gajewski, Jon. 2007. Neg-raising and polarity. Linguistics and Philosophy 30:289-328.

Gajewski, Jon. 2000. Noncyclic Operations and the LCA in a Derivational Theory. Linguistic Inquiry 31:722-731.

## Manuscripts in Preparation

Gajewski, Jon. In preparation. F-redundancy and unacceptability. To be submitted to Linguistics and Philosophy.

## Current Service

Director of Graduate Studies, Department of Linguistics  
Chair, College of Liberal Arts and Sciences, Committee on  
Curricula and Courses.

## Other Publications

Bošković, Željko and Jon Gajewski. 2010. Semantic Correlates of the DP/NP Parameter. Proceedings of NELS 39. GLSA.

Gajewski, Jon. 2009. Implicature Projection: Comments on Chierchia. in UConn Working Papers in Linguistics, 15, Nilüfer Ener, Tsuyoshi Sawada and Carlos Buesa García (eds). Cambridge Mass.:MITWPL.

Gajewski, Jon. 2009. More on quantifiers in comparative clauses. In Proceedings of SALT XVIII. T. Friedman & S.Ito (eds.) CLC, Ithaca.

Fitzgibbons, Natalia, Yael Sharvit and Jon Gajewski. 2009. Plural superlatives and distributivity. In Proceedings of SALT XVIII. T. Friedman & S.Ito (eds.) CLC, Ithaca.

Gajewski, Jon. 2008. Licensing Strong NPIs. In Papers from PLC 31, ed. Josh Tauberer, Aviad Eliam, and Laurel MacKenzie, 163-176. Philadelphia, PA: UPenn Working Papers.

Sharvit, Yael and Jon Gajewski. 2008. On the Calculation of Local Implicatures. In Proceedings of the 26<sup>th</sup> West Coast Conference on Formal Linguistics, ed. Charles B. Chang and Hannah J. Haynie, 411-419. Somerville, MA:Cascadilla Proceedings Project.

Gajewski, Jon. 2006. On the Excluded Middle. In the Proceedings of Northeastern Linguistics Society (NELS) 36. C. Davis, A. R. Deal and Y. Zabbal (eds.) GLSA

Gajewski, Jon; Valentine Hacquard, Bernhard Nickel and Seth Yalcin, eds. 2005. New Work on Modality. MITWPL 51.

Gajewski, Jon. 2004. Raising Exceptions. In the Proceedings of West Coast Conference on Formal Linguistics 23. V. Chand, A. Kelleher, A. Rodriguez and B. Schmeiser (eds.) Cascadilla Press.

Gajewski, Jon. 2003. Evidentials in Zazaki. In Studies in Zazaki Grammar. Michael Kenstowicz (ed.). MIT Working Papers in Linguistics.

## **Presentations**

Gajewski, Jon. 2015. Representation of degree in American Sign Language. Invited talk. Stony Brook. October.

Gajewski, Jon. 2015. Representation of degree in American Sign Language. Invited talk. NYU. Sign language meaning and cognition workshop. May.

Gajewski, Jon. 2015. Representation of degree in American Sign Language. Invited talk. Harvard. March.

Gajewski, Jon. 2013. NPIs in definite descriptions. Invited talk.

University of Massachusetts. November.

Gajewski, Jon. 2013. Revisiting NPIs in definite descriptions. International Congress of Linguists. Invited talk. Geneva. July 22-23.

Matsuoka, Kazumi and Jon Gajewski. 2013. Polarity sensitive mouth gestures in Japanese Sign Language. Theoretical Issues in Sign Language Research. London. July 11-14.

Gajewski, Jon. 2012. Polarity and truth conditions. CRISSP, HU Brussels. Invited annual series of lectures.

Gajewski, Jon. 2011. More on superlatives in language without articles: the case of Turkish. City University of New York, Graduate Center. Invited Talk.

Gajewski, Jon. 2011. Connected Exceptives as Polarity Items. Beyond *any* and *ever*. Workshop on Negative Polarity. Göttingen. January 14-15. Invited Plenary Talk.

Gajewski, Jon. 2010. F-Redundancy and Acceptability. University of Southern California. Invited Talk. March 26.

Gajewski, Jon. 2009. L-triviality and Grammar. University of Connecticut: Logic Group.

Gajewski, Jon. 2009. *Most* at the interface cross-linguistically. Harvard University. Invited Talk. February 25.

Gajewski, Jon. 2009. Quantifiers in Comparatives. University of Michigan. Invited Talk. February 16.

Gajewski, Jon and Yael Sharvit. 2009. Implicatures and Grammar. Discourse Workshop. University of Connecticut: Cognitive Science Program.

Gajewski, Jon. 2009. L-Triviality and Grammar. University of Maryland. Invited Talk. January 26.

Bošković, Željko and Jon Gajewski. 2008. Semantic Correlates of the DP/NP Parameter. NELS 39: Cornell, Ithaca. November 16.

Gajewski, Jon. 2008 More on quantifiers in comparative clauses. SALT 18: UMass, Amherst. March 21.

Fitzgibbons, Natalia, Yael Sharvit and Jon Gajewski. 2008. Plural superlatives and distributivity. SALT 18: UMass, Amherst. March 21.

Sharvit, Yael and Jon Gajewski. 2007. On the calculation of implicatures. West Coast Conference on Formal Linguistics (WCCFL) 26. April 27-29.

Gajewski, Jon and Yael Sharvit. 2007. Presuppositions as blockers of implicature cancellation. Workshop on Negation and Polarity. Tübingen, March 8-10.

Gajewski, Jon and Yael Sharvit. 2007. Presuppositions as blockers of implicature cancellation. Penn Linguistics Colloquium. February 25.

Gajewski, Jon. 2007. NPI Licensing: the view from strong NPIs. Penn Linguistics Colloquium. February 25.

Gajewski, Jon. 2007. Licensing Strong NPIs. Invited talk presented at New York University. February 12.  
Gajewski, Jon. 2005. On the licensing of strict NPIs. Invited talk presented at McGill University. Montréal, Canada. November 18.

Gajewski, Jon. 2005. A general theory of the excluded middle. Poster presented at the 36th meeting of the Northeast Linguistics Society (NELS). Amherst, MA. October 28-30.

Gajewski, Jon. 2005. Exceptives and NPIs. Poster presented at the Workshop on Polarity. New York, NY. March 25-27.

Gajewski, Jon. 2005. Neg-raising predicates denote definite plural worlds. The 79th meeting of the Linguistic Society of America. San Francisco, CA. January 6-9.

Gajewski, Jon. 2004. An argument for a presuppositional analysis of Neg-raising. Western Conference on Linguistics (WECOL). University of Southern California. November 12-14.

Gajewski, Jon. 2004. Neg-raising predicates are definite plural worlds. *Sinn und Bedeutung* 9. Nijmegen, The Netherlands. November 1-3.

Gajewski, Jon. 2004. Raising Exceptions. West Coast Conference on Linguistics (WCCFL) 23. University of California at Davis. April 23-25.

Gajewski, Jon. 2002. Connected Exceptives and NPI any. Presented at UMass-UConn-MIT Workshop in Semantics. MIT.

Gajewski, Jon. 2000. Deriving Asymmetries in Cyclic Merge. Alternate Paper for Student Conference in Linguistics (SCIL) 12. University of Arizona.

### **Ph.D Theses Supervised**

•ener, Nilüfer. 2011. Semantics and Pragmatics of Evidentials in Turkish. (Co-advised with Yael Sharvit)

Xu, Ting. 2015. *Almost again*: On the semantics and acquisition of decomposition adverbs. (Co-advised with William Snyder)

### **Undergraduate Theses Advised**

Herrera, Gabriel. 2010. Language Shift in the Kamchatka

Peninsula: An historical examination into the regional Slavic influences and modern progressions in the case of Itelmen.  
 -Named an Outstanding Capstone Project by the Individualized Major Program at the University of Connecticut.

Jacques, Michael. 2013. Coordination: collectivity and type-shifting. Summer undergraduate research fund (SURF) award.

## Teaching Experience

University of Connecticut

COGS 2201	Introduction to Cognitive Science	Sp11, Sp12
LING 1010(101)	Language and Mind	F05, F06, F08, F10, F12
LING 2010Q	The Science of Linguistics	Sp10x2, F13, S16x2
LING 202	Principles of Linguistics	F07
LING 3510Q(206)	Syntax and Semantics	Sp08, Sp09
LING 5410(301)	Semantics I	F05, F06, F08, F09, F10, F12, F15
LING 5420(370)	Semantics II	Sp08, Sp12
LING 6010	General Exam Workshop	07, 09
LING 6040	Structure of (A)SL	S14
LING 6410(373)	Semantics Seminar	F07
LING 6420(372)	Topics in Semantics	Sp05, Sp06, Sp09, Sp11, Sp13

## Service

2015- **Chair**, University Task Force on General Education  
 2013- Member, Curricular Action Workflow Committee  
 2013- Member, Disability Studies Advisory Committee  
 2013 Member, UConn Strategic Area Advisory Team: Brain, Mind and Cognition  
 2013 Member, CLAS Academic Vision Faculty Advisory Committee  
 2013- **Chair**, CLAS Committee on Curricula and Courses  
 2012-14 Director of Undergraduate Studies, Cognitive Science program.  
 2011- Associate Editor, Journal of Semantics  
 2010- Member, Associate Editorial Board, Linguistic Inquiry  
 2010-14 Member Cognitive Science Steering Committee, UConn.  
 2010 Co-Chair of Admissions, UConn Linguistics.  
 2007-2010 Co-Director of Undergraduate Studies, UConn Linguistics.  
 2007-2010 Undergraduate Council, UConn College of Liberal Arts and Science.  
 2007 Co-organizer of Semantics and Linguistic Theory; May 11-13; Storrs, CT.  
 2005- Member, Committee on Courses and Curricula, UConn CLAS.  
 2004- Ad hoc Reviewer  
 ■ Journals: Journal of Semantics, Lingua, Linguistic Inquiry, the Linguistic Review, Linguistics and Philosophy, Natural Language Semantics, Language, Natural Language and Linguistic Theory, Semantics and Pragmatics.  
 ■ Conferences: NELS, WCCFL, SALT, Sinn und Bedeutung, GLOW, LSA

▪ National Science Foundation, Israeli Science Foundation,  
Social Sciences and Humanities Research Council (Canada)

2001-3 Organizer: Syntax/Semantics Reading Group, MIT.



# Curriculum Vitae: Magdalena Kaufmann

*office:* Department of Linguistics, Unit 1145  
365 Fairfield Way, Room 353  
Storrs, CT 06269-1145  
+1-860-486-5769

*home:* 110 Summit Rd.  
Storrs, CT 06268  
+1-847-440-9319

*email:* [magdalena.kaufmann@uconn.edu](mailto:magdalena.kaufmann@uconn.edu)  
*web page:* <http://homepages.uconn.edu/~mak12019/>

*maiden name:* Johanna Magdalena Scheiner  
*previous name:* Johanna Magdalena Schwager  
*date of birth:* February 2, 1978  
*citizenship:* Austrian

## Education:

2006 Dr. phil., general linguistics, University of Frankfurt, *summa cum laude*  
*advisors:* Thomas Ede Zimmermann, Günther Grewendorf,  
Arnim von Stechow (external)

2002 - 2005 PhD student, University of Frankfurt/Main,  
Graduiertenkolleg *Satzarten: Variation und Interpretation*.

2002 Mag. phil. in general linguistics/German philology,  
University of Vienna, *summa cum laude*  
*advisors:* Wolfgang U. Dressler, Martin Prinzhorn, Arnim von Stechow (external)

1999 - 2002 Courses in computer science, Technical University of Vienna

1999 - 2002 Courses in philosophy, University of Vienna

1998 - 1999 Visiting student (ERASMUS), University Rome III,  
general linguistics and Italian philology.

1996 - 2002 General linguistics and German philology, University of Vienna

1996 final examination (*summa cum laude*)

1988 - 1996 Gymnasium (classical languages)

**Employment:**

2012–present	Assistant Professor, University of Connecticut
2008–2012	Junior Professor (W1, tenure track) and research group leader for group <i>Noun phrases in intensional contexts</i> , University of Göttingen (reappointment: 2011)
2010–2012	Visiting Researcher, Northwestern University, Evanston, IL
winter term 07/08,	
winter term 08/09,	Guest lecturer (MA program), University of Vienna
summer term 10	
2006–2008	Instructor (MA program), University of Frankfurt
2005–2008	Postdoctoral researcher, University of Frankfurt (part of DFG-Forschergruppe <i>Funktionalbegriffe &amp; Frames</i> )
2000–2002	Teaching assistant for <i>Grundfragen der Sprachwissenschaft</i> (Introduction to linguistics), Wolfgang U. Dressler
2000–2001	Temporary staff at the Department of General Linguistics, Vienna (3 months)
1998–2000	Coach at <i>International Language Services</i> (1030 Vienna) [German, Latin]

**Academic Services:**

## Editorial Work:

2010–present	Associate editor for journal <i>Semantics and Pragmatics</i>
2009–present	Reviewer for book proposals with Cambridge University Press
2006–present	Reviewer for: <i>Linguistics and Philosophy</i> , <i>Natural Language Semantics</i> , <i>Journal of Comparative Germanic Linguistics</i> , <i>Journal of Semantics</i> , <i>Studia Logica</i> , <i>Lingua</i> , <i>Mind</i> , <i>Linguistic Review</i> , <i>Review of Symbolic Logic</i>
2012–2014	[with C. Beyer and M. Steinbach] Guest editor of special issue of <i>Philosophical Studies</i> : ‘Content, Context, and Conversation’

## Conference and Workshop Organization:

2015	Co-organizer of the Annual Workshop of the UConn Logic Group ‘Going Heim’
08/2014–present	Area representative for linguistics at UConn Logic Group
2014	Co-organizer of workshop ‘Models in Formal Semantics and Pragmatics’ 26th ESSLLI, Tübingen (Germany).
2013	Co-organizer of workshop ‘Modality as a window on cognition’ <i>International Congress of Linguists</i> , Geneva (Switzerland).
2011	Co-organizer of workshop ‘Zur grammatischen Realisierung von Einstellungsinhalten’, <i>DGfS Jahrestagung 2011</i> , University of Göttingen
2010–2011	Member of organizing committee for <i>DGfS Jahrestagung 2011</i>
2010	Member of program committee for <i>Sinn und Bedeutung 15</i>
2010	Member of organizing committee for <i>Semantik und Pragmatik des Südwestens 2</i>
2009	Member of program committee for <i>Sinn und Bedeutung 14</i>
2008–2012	(Co)-Organizer of the following workshops at the University of Göttingen ‘Frequently Asked Concealed Questions’, ‘Speech Acts’, ‘Flavoured Utterances -

- Particles in Sentences', 'A Matter of Attitude', 'Speaking of Possibility and Time I (The 7th Workshop on Inferential Mechanisms and their Linguistic Manifestation)', 'Context, Content, and Conversation', 'Speaking of Possibility and Time II', 'Relating particles to evidence and inference', 'Alternatives and Modality'
- 2006–present Referee for international conferences and workshops (e.g. *SALT*, *Sinn und Bedeutung*, *Amsterdam Colloquium*, *GLOW*)
- 2000 Member of organizing committee for *9th International Morphology Meeting*

#### Academic administration:

- 08/2014-07/2015 Webmaster & Publicity, Dept. of Linguistics, University of Connecticut
- 2013 Co-chair of graduate admissions, Dept. of Linguistics, University of Connecticut
- 2010-2012 Member of search committee for W2, English Language, University of Göttingen
- 2009 Chair of search committee for W1, Romance Linguistics, University of Göttingen

#### Grants and Collaborations:

- 08/2015-01/2016 *JSPS invitation fellowship for research in Japan (long term)*
- 04/2015-03/2018 Joint researcher in *ILCAA joint research project 'Semantics of Discourse Particles in East and Southeast Asian Languages'*
- 2011–2018 Collaborator in JSPS Grant *Evidence and Inference: Toward a New Paradigm* (chairs: Yukinori Takubo and Yasuo Deguchi, Kyoto University), <http://ling.bun.kyoto-u.ac.jp/~ytp/bc/index.en.html>
- 2011–2012 PI in DFG Research Group *Relative Clauses*, University of Frankfurt/Göttingen [1 PhD position (for 3 years: 132,600.00 Euros out of 2,488,927.00 Euros for entire group)]
- 2010–2012 DAAD cooperation Germany-Hongkong *Cross-linguistic investigation into the interaction between speech acts and particles* (with Yurie Hara) [2 years; 9,420 Euros for travel]
- 2009–2012 PI in Courant Centre *The Multi-Layered Text Protocol*, University of Göttingen
- 2008–2012 Free Floater Group *Noun Phrases in Intensional Contexts*, University of Göttingen [own position + 1.5PhD + discretionary funds of 39.800 Euros/a.]
- 2005 Collaboration in development of research proposal DFG-Forschergruppe *Funktionalbegriffe & Frames*, University of Düsseldorf/University of Frankfurt/Main.

#### Awards and Scholarships:

- 2005 ESSLLI Student Session Best Paper Award
- 2004 - 2007 Invited to meetings III, V, VI, VII, VIII and IX of the international research group *Semantiknetzwerk*
- 2004 Invitations as visiting scholar, ZAS Berlin (5 and 10 days)
- 2002 - 2006 Graduate School Fellowship, DFG
- 1996 Winner of Austrian Olympics in Classical Greek

**Languages:**

<i>German</i>	native
<i>English, Italian</i>	excellent
<i>French</i>	reading, basic speaking
<i>Tagalog, Hungarian, Japanese</i>	basic
<i>Latin, Classical Greek</i>	reading

## Publications and Presentations

Note: published/presented under the name of ‘Schwager’ unless indicated otherwise.

### **Books:**

- 2012 [as M. Kaufmann] *Interpreting Imperatives*  
Springer (series: *Studies in Linguistics and Philosophy*, Vol. 88). [revision of dissertation (2006)]

### **Journal Articles:**

- in prep. [as M. Kaufmann; with C. Poschmann] Questioning imperatives.  
cond. acc. [as M. Kaufmann] Fine-tuning natural language imperatives.  
Conditionally accepted for publication in *Journal of Logic and Computation*.  
acc. [as M. Kaufmann] Free choice is a form of dependence.  
Accepted for publication in *Natural Language Semantics*.  
2013 [as M. Kaufmann; with F. Cariani & S. Kaufmann] Deliberative Modality under  
Epistemic Uncertainty. *Linguistics & Philosophy* 36, 225-259.  
2013 [as M. Kaufmann; with C. Poschmann] Embedded Imperatives in Colloquial German.  
*Language* 89:3, 619-637.  
2001 [as M. Scheiner] Development of the German Future Periphrasis  
In: *Wiener Linguistische Gazette*, 67-69, pp. 119-142.

### **Papers in Peer Reviewed Collections:**

- 2011 Imperatives and tense  
In: R. Musan & M. Rathert (eds) *Tense Across Languages*. Niemeyer.  
2010 Modality and speech acts: troubled by German *ruhig*  
In: M. Aloni & K. Schulz (eds) *Proceedings of the 17th Amsterdam Colloquium*. ILLC.

### **Papers in Collections:**

- in prep. [as M. Kaufmann; with S. Tamura] Possibility and necessity: deontic and epistemic  
In Takubo, Yukinori and Wesley Jacobsen. *Handbook of Japanese Semantics and Pragmatics* (Mouton Handbooks on Japanese Language and Linguistics).  
t.a. [as M. Kaufmann; with S. Kaufmann] Mood and Modality  
In: J. Nuyts & J. van der Auwera (eds) *The Oxford Handbook of Mood and Modality*.  
t.a. [as M. Kaufmann; with S. Kaufmann] Modality and Conditionals  
In: C. Fox & S. Lapin (eds) *Handbook Semantics*. Blackwell–Wiley.  
2013 [as M. Kaufmann] Satztyp und Semantik  
In: H. Altmann, J. Meibauer & M. Steinbach (eds) *Handbuch Satzarten*.  
Berlin: de Gruyter.  
2010 On what has been said in Tagalog: Reportative *daw*  
In: T. Peterson & U. Sauerland (eds.) *Evidence from Evidentials*. University of  
British Columbia Working Papers in Linguistics, vol. 28. Vancouver, Canada.

***Proceedings Papers of Refereed Conferences:***

- 2015 [with A. Steogovec] Slovenian imperatives: you can't always embed what you want. *Proceedings of SuB 19*.
- 2015 [with T. Xu] Almost or almost not? The interaction between *chadian* 'almost' and negation in Mandarin Chinese. *Proceedings of CLS 49*.
- 2012 [with S. Kaufmann] Epistemic Particles and Performativity  
In: *Proceedings of SALT 22*. CLC.
- 2011 Speaking of qualities  
In: *Proceedings of SALT 19*. CLC.
- 2011 [with S. Kaufmann] A Unified Analysis of Conditional Imperatives  
In: *Proceedings of SALT 19*. CLC.
- 2009 [with E. Castroviejo-Miro] Amazing DPs  
In: T. Friedman & S. Ito (eds.): *Proceedings of SALT 18*. CLC.
- 2009 What is amazement all about?  
In: A. Riester (ed.) *Proceedings of Sinn und Bedeutung 13*, OPUS.
- 2008 Keeping Prices Low: an Answer to a Concealed Question  
In: A. Grønn (ed) *Proceedings of Sinn und Bedeutung 12*. ILOS.
- 2007 Bodyguards under Cover  
In: T. Friedman & M. Gibson (eds.): *Proceedings of SALT 17*. CLC.
- 2007 Conditionalized Imperatives  
In: M. Gibson & J. Howell (eds.): *Proceedings of SALT 16*. CLC.
- 2005 Exhaustive Imperatives  
In P. Dekker & M. Franke (eds.): *Proceedings of the 15th Amsterdam Colloquium*. ILLC Amsterdam.
- 2005 Permitting Permissions  
In: J. Gervain (ed.) *Proceedings of the 10th ESSLLI Student Session*.
- 2004 Negating and Conjoining Imperatives  
In S. Blaho, L. Vicente, & M. de Vos (eds.) *Proceedings of Console XII*.
- 2003 Temporal Anchoring of Habituals  
In M. von Koppen, J. Sio, & M. de Vos (eds.) *Proceedings of Console XI*.

***Reviews:***

- 2008 Book review of 'Wim van der Wurff (ed.) *Imperative clauses in generative grammar: studies in honor of Frits Beukema*. Amsterdam & Philadelphia: John Benjamins 2007'.  
*Journal of Linguistics* 44, 552-558.

**Invited Talks:**

- 2016 t.b.a., *Japanese/Korean Linguistics*, NINJL, Tokyo.
- 2016 t.b.a., Workshop *Imperatives: Worlds and Beyond*. Hamburg University.
- 2016 t.b.a., Invited talk at Annual Symposium of Logic. University of Connecticut.
- 2016 t.b.a., Colloquium, Harvard University.
- 2015 Presupposing - expressive - speech acts, CREST international workshop on formal and computational semantics, Kyoto University (November).
- 2015 It depends on 'It depends on', Invited talk at LENLS 12, Nov 15-17.
- 2015 Imperatives embedded in discourse, Kyoto Workshop on *Linguistics and Philosophy: Evidence and Inference*, Kyoto University, Oct 31 - Nov 1.
- 2015 Imperative semantics, Tutorial for ILCAA Joint Research Project *Semantics of Discourse Particles in East and Southeast Asian Languages*, Meeting 2, TUFS University, Tokyo, (October).
- 2015 Locating events in time and across worlds: the case of *tokoro da*, Meikai University, Tokyo (September).
- 2015 Talk about embedding, ZAS Berlin (June).
- 2015 Embedded imperatives across languages, Colloquium, UMass at Amherst (April).
- 2015 Free choice as a form of dependence, Brown bag, Brown University (April).
- 2014 Embedded imperatives across languages, Colloquium, Rutgers University, (November).
- 2014 Look for a sweater or find the missing screw, Mr. X! *Carpentry*, Workshop in honor of Ede Zimmermann's 60th birthday. Frankfurt University, September 29.
- 2014 Fine-tuning natural language imperatives: between logic and linguistics  
Keynote speaker, DEON 2014, Universiteit Gent, July 12-15.
- 2014 Embedded imperatives across languages  
Colloquium, Department of Linguistics, SUNY Stony Brook (April).
- 2013 Imperatives, disjunction, free choice, and what it all depends on  
Colloquium, Cornell University (November).
- 2013 Discourse particle *ruhig*: discourse effects, desires, and modality  
*3rd Cornell Workshop in Linguistics and Philosophy Modal Talk and Reasoning* (November).
- 2013 Embedded Imperatives across Languages: too rare to expect, too frequent to ban  
*Mini-Workshop on Syntax and Semantics: Imperatives, Embeddability, and Politeness*, Yale University (October).
- 2013 Imperatives and (Im)perfect Information  
Eberhard Karls University Tübingen (May).
- 2013 Imperatives and (Im)perfect Information  
Goethe University Frankfurt (May).
- 2012 The modal operator theory of imperatives: Revisiting assets and drawbacks  
MIT (November).
- 2012 Make Me Modal  
University of Chicago (May).
- 2012 Questioning Imperatives  
University of Connecticut (February).
- 2011 Questioning Imperatives  
Workshop *Formal Semantics*, Kyoto University (February).

- 2011 [with S. Kaufmann] Particles and Performativity  
Workshop *Formal Semantics*, Kyoto University (February).
- 2011 Particles and Performativity  
Workshop *Particle Day*, Hongkong City University, Hongkong (November).
- 2011 Imperatives: Between Form and Funktion  
*PhLing*-Talk, Northwestern University (February).
- 2010 [with S. Kaufmann] Awareness, Information, and Action  
Workshop *Flavoured Utterances: Particles and Sentences*, Göttingen (March).
- 2010 Imperatives as Moody Modals  
University of Chicago (February).
- 2010 Speaking of Qualities  
University of Tübingen (February).
- 2009 Be *ruhig* Intrigued.  
Workshop *Modalpartikeln und Satztypen im Sprachvergleich Deutsch-Ungarisch*, Budapest (August).
- 2009 Imperatives as Moody Modals  
Workshop *10 years after*, University of Frankfurt (June).
- 2009 Definitiv Bairisch  
*Festkolloquium f. S. Löbner*, University of Düsseldorf (March).
- 2009 [with E. Zimmermann] Definitely Possessed  
Workshop 'Verbal and Nominal Possession', University of Düsseldorf (January).
- 2008 Tagalog 'daw' and its cognates: A crosslinguistic view on reportative markers  
University of Tübingen (July).
- 2007 Possession und Definitheit  
LAK, University of Cologne (July).
- 2007 Change under cover: the status of individual concepts  
University of Stuttgart (January).
- 2007 Definitheitsmarkierer im Bairischen.  
University of Stuttgart (January).
- 2006 What Mayors, Strikers, and Bodyguards might tell us about individual concepts  
DIP-colloquium, ILLC Amsterdam (December).
- 2006 Relativ Definit  
University of Vienna (November).
- 2006 Conditionalized Imperatives  
Szklarska Poręba Workshop in Formal Semantics and Pragmatics, Poland (March).
- 2006 Living on the Addressee  
Workshop 'How to refer to one's own words', in honour of A. Mittwoch, HU Berlin (July).
- 2004 [with Hans-Martin Gärtner] Pseudo-Coordination meets the type-force square  
Workshop 'Mood and (In-)Subordination, ZAS Berlin (November).
- 2004 Satztyp und oder - Zu nicht-kanonischen Imperativen  
LAK IDSL Universität Köln (June).
- 2004 Conditional Imperatives  
Semantikzirkel ZAS Berlin (February).



**Refereed Conference Talks and Posters Without Proceedings:**

- 2010 [with S. Kaufmann] Respecting Rights  
11th WS *On the Roots of Pragmasemantics*, Szklarska Poreba (March).
- 2009 Modality and speech acts: troubled by German modal particle 'ruhig'  
*LENLS VI*, Tokyo (November).
- 2009 [with E. McCready] Intensifiers  
Workshop *Expressive Meaning*, DGfS (March).
- 2008 What is Amazement All About?  
*Österreichische Linguistiktagung*, University of Vienna (December).
- 2008 [with C. Poschmann] (Un)Quoted Imperatives  
*ICQM2*, Berlin (October).
- 2005 Conditionalized Imperatives  
Accepted for Colloque de Syntaxe et Semantique a Paris (September/October).
- 2004 Why imperatives can(not) embed  
Poster at Georgetown University Round Table, Washington (March).
- 2004 Don't be late or you'll miss the first slot  
Talk at NASSLLI 2004 Student Session, UCLA (July).

**Further Conference and Workshop Talks:**

- 2013 [with S. Kaufmann] Information dependence in conditionalized prioritizing modality  
*Modality as a window on cognition*, International Congress of Linguists, Geneva.
- 2013 [with S. Kaufmann, Y. Takubo] The Japanese marker *tokoro da*: A case study in time and modality  
*Modality as a window on cognition*, International Congress of Linguists, Geneva.
- 2012 Questioning Imperatives  
Workshop *Alternatives and Modality*, University of Göttingen (July).
- 2012 Imperatives and Imperfect Information  
Workshop *Relating Particles to Evidence and Inference*, University of Göttingen (July).
- 2009 Why imperatives work  
*Speech Act Workshop*, University of Göttingen (February).
- 2007 Reconsidering Individual Concepts  
CSF07, University of Düsseldorf (August).
- 2007 How definite are prenominal genitives  
Workshop Thomasberg, Austria (June).
- 2006 Imperative Subjects at the Syntax-Semantics Interface  
*Österreichische Linguistiktagung*, University of Klagenfurt (December).
- 2006 The Topic Has Changed: On Functional Concepts  
*Semantiknetzwerktreffen VI*, Barcelona (September)
- 2004 Right-Node Raising und Boolesche Algebra  
*Österreichische Linguistiktagung*, University of Salzburg (November).
- 2004 Wie pseudo sind Pseudo-Imperative  
GGs, IDS Mannheim (May).
- 2003 [as M. Scheiner] Fragt und kritisiert nicht!  
GGs, University of Cologne (May/June).
- 2003 [as M. Scheiner] Fragt und kritisiert nicht,  
DGFS, University of Munich (February).

- 2002 [as M. Scheiner] Habitualität und Ereignisquantifikation  
Österreichische Linguistiktagung, University of Innsbruck (December).
- 2002 [as M. Scheiner] Habituelle Sätze und Ereignisquantifikation  
GGS, University of Frankfurt (May).

## Teaching Experience

Taught during one academic semester (14 weeks à 2 hours; WS - winter or fall semester, SS - summer semester; C - University of Connecticut, G - University of Göttingen, F - Frankfurt University, V - University of Vienna, K - Kyoto University):

- WS 15, K [with Y. Takubo, Y. Deguchi] *Semantics of necessity and possibility*  
 SS 15, C [with S. Wurmbrand] *Special Topics in Linguistics: The features and monsters of binding*  
 SS 15, C *Semantics II*  
 SS 14, C *Semantics II*  
 Introduction to intensional semantics (graduate/undergraduate, enrolment: 5)  
 SS 14, C *3410Q Semantics*  
 Mathematical background, introduction to semantics (undergraduate, enrolment: 15)  
 WS 13, C [with J. Sprouse] *Language and Mind*  
 Introduction to the discipline of linguistics (undergraduate, enrolment: 696)  
 WS 13, C Seminar in Semantics *Indexicality and speech reports*  
 (graduate, enrolment: 3).  
 SS 13, C *Semantics II*  
 Introduction to intensional semantics (graduate/undergraduate, enrolment: 8)  
 SS 13, C *Language and Culture*  
 Writing course, honors section (undergraduate, enrolment: 6)  
 WS 12, C [with J. Gajewski] *Language and Mind*  
 Introduction to the discipline of linguistics (undergraduate, enrolment: 696)  
 WS 12, C Seminar in Semantics *Prioritizing Modality*  
 Linguistic expressions that relate to preferences, rules, and goals  
 SS 12, G [with I. Frana] *Semantik II*  
 (Semantics II); topic: tense, aspect, and modality  
 WS 11/12, G *Semantik III*  
 (Semantics III); topic: modality  
 SS 11, G *Formale Ansätze zur Syntax-Semantik Schnittstelle*  
 (Formal Methods for the Syntax-Semantics Interface)  
 SS 10, G *Semantik and Pragmatik III* (Semantics and Pragmatics III)  
 topic: realization, interpretation, and use of focus  
 WS 09/10, G *Semantics Tea Reading Group*  
 reading group with advanced graduate students, lecturers, and faculty  
 SS 09, G *Semantik und Pragmatik II* (Semantics and pragmatics II)  
 introduction to possible worlds semantics, intensional semantics  
 WS 08/09, G *Semantik und Pragmatik I* (Semantics and pragmatics I)  
 introduction to extensional semantics  
 SS 08, F *Einführung in die Sprachwissenschaft II* (Intro to general linguistics II)  
 semantics, pragmatics  
 WS 07/98, F *Einführung in die Sprachwissenschaft I* (Intro to general linguistics I)  
 phonetics, phonology, morphology, and syntax  
 SS 07, F *Einführung in die Computerlinguistik* (Intro to computational linguistics)  
 automata theory, formal languages  
 WS 06/07, F *Semantik der Nominalklassen* (The semantics of noun classes)  
 sortal, functional, and relational nouns; mass and count nouns

Taught as block seminars:

ESLLI 2009	Speech acts [with Regine Eckardt]
ESLLI 2008	Optimizing the future
WS 07/08, WS 08/09, SS 10, V	<i>Einführung in die Semantik</i> (Intro to semantics) extensional semantics

## Advising

<i>school</i>	<i>degree</i>	<i>main advisor?</i>	<i>name</i>	<i>status/date completed</i>
UConn	Ph.D.	no	Sabine Laszakovits	in prep.
UConn	Ph.D.	no	Troy Messick	in prep.
UConn	Ph.D.	no	Emma Nguyen	in prep.
UConn	Ph.D.	no	Ting Xu	May X, 2015
UConn	MA	no	Jing (Emma) Yang	Spring, 2015
Oslo	Ph.D.	no	Silje Alvestad	Nov 15, 2013
Göttingen	Dr. phil.	yes	Sarah Zobel	Oct 29, 2012
Göttingen	Mag. phil.	no	Christopher Götze	2011
Göttingen	BA	yes	Swantje Tönnis	2012
Göttingen	BA	yes	Stefanie Wolff	2012
Göttingen	BA	yes	Elisabeth Ahrends	2010
Göttingen	BA	no	Katharina Fuhrmann	2008

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## ***Research areas***

Natural Language Semantics and Pragmatics; Japanese Linguistics; Computational Linguistics

## ***Employment***

Associate Professor, Department of Linguistics, University of Connecticut. Since 2013.  
Lecturer, Department of Linguistics, University of Connecticut. 2012-2013.  
Associate Professor, Department of Linguistics, Northwestern University. 2008-2013.  
Assistant Professor, Department of Linguistics, Northwestern University. 2002-2008.  
Postdoctoral Researcher, Kyoto University, Japan. 2001-2002.

## ***Education***

Ph.D., Stanford University, Stanford, CA. Major: Linguistics, Minor: Asian Languages (Japanese).  
Research Assistant at the Center for the Study of Language and Information (CSLI). 1996-2001.  
M.S., Georgetown University, Washington, DC. Major: Linguistics. 1994-1996.  
Eberhard-Karls-Universität, Tübingen, Germany: Department of Japanese Studies and Department of Slavic Languages. 1990-1994.  
Visiting Student, St. Petersburg State University, Russia. Fall 1993/94.  
Visiting Student, Sophia University, Tokyo, Japan. 1992-1993.

## **Grants and awards**

### **External**

- [A1] Guest Professor, [Department of Linguistics](#), Kyoto University, Japan. Fall, 2015.
- [A2] [American Council of Learned Societies \(ACLS\)](#) Fellowship: *Speaking of Possibility and Time*. September 2009 - August 2010. \$40,000.
- [A3] Resident Fellow, [Lichtenberg-Kolleg](#), [Georg-August-Universität Göttingen](#), Germany. October 2009 - July 2010.

### **Internal**

- [B1] Hewlett Foundation: Server and backup service for data storage and analysis to be used in computational linguistics courses. 2009 - 2010. \$5,000.
- [B2] Northwestern University Research Grant, *Linguistic perspectives on word similarity*. 2004 - 2006. \$5,000.
- [B3] Hewlett Foundation: Grant to improve the computational facilities for teaching Computational Linguistics and Natural Language Processing at Northwestern University. 2002 - 2003. \$4,800.

### **Pre- and postdoctoral**

- [C1] Japan Society for the Promotion of Science (JSPS): Postdoctoral Fellowship. 2001-2002.
- [C2] Graduate Fellowship, Stanford University. 1996-2001.
- [C3] Graduate Fellowship, Georgetown University. 1995-1996.
- [C4] Deutscher Akademischer Austauschdienst (DAAD): Exchange Scholarship, Japan. 1992-1993.

## **Publications**

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### **Journal articles**

- [D1] Kaufmann, Stefan. 2013. *Causal Premise Semantics*. *Cognitive Science* 37:1136-1170.
- [D2] Cariani, Fabrizio, Magdalena Kaufmann, and Stefan Kaufmann. 2013. *Deliberative modality under epistemic uncertainty*. *Linguistics and Philosophy* 36(3):225-259.
- [D3] Sagi, Eyal, Daniel Diermeier, and Stefan Kaufmann. 2013. *Identifying issue frames in text*. *PLoS ONE* 8(7):e69185.
- [D4] Dehghani, Morteza, Rumen Iliev, and Stefan Kaufmann. 2012. *Causal explanation and fact mutability in counterfactual reasoning*. *Mind & Language* 27(1):55-85.
- [D5] Diermeier, Daniel, Jean-François Godbout, Bei Yu, and Stefan Kaufmann. 2011. *Language and Ideology in Congress*. *British Journal of Political Science* 42(1):31-55.
- [D6] Kaufmann, Stefan and Misa Miyachi. 2011. *On the temporal interpretation of Japanese temporal clauses*. *Journal of East Asian Linguistics* 20:33-76.

- [D7] Kaufmann, Stefan. 2009. Conditionals right and left: Probabilities for the whole family. *Journal of Philosophical Logic* 38(1):1-53.
- [D8] Yu, Bei, Daniel Diermeier, and Stefan Kaufmann. 2008. Classifying party affiliation from political speech. *Journal of Information Technology & Politics* 5(1):33-48.
- [D9] Dam, Gregory and Stefan Kaufmann. 2008. Computer assessment of interview data using Latent Semantic Analysis. *Behavior Research Methods* 40(1):8-20.
- [D10] German, James B., Janet Pierrehumbert, and Stefan Kaufmann. 2006. Evidence for phonological constraints on nuclear accent placement. *Language* 82(1):151-168.
- [D11] Kaufmann, Stefan. 2005. Conditional truth and future reference. *Journal of Semantics* 22(3):231-280.
- [D12] Kaufmann, Stefan. 2005. Conditional predictions: A probabilistic account. *Linguistics and Philosophy* 28(2):181-231.
- [D13] Kanazawa, Makoto, Stefan Kaufmann, and Stanley Peters. 2005. On the lumping semantics of counterfactuals. *Journal of Semantics* 22(2):129-151.
- [D14] Kaufmann, Stefan. 2004. Conditioning against the grain: Abduction and indicative conditionals. *Journal of Philosophical Logic* 33(6):583-606.
- [D15] Kaufmann, Stefan. 2000. Second-order cohesion. *Computational Intelligence* 16(4):511-524.

#### **Other journal publications**

- [E1] Gunji, Takao, Stefan Kaufmann, and Yukinori Takubo. 2008. Modality and evidentiality. *Journal of Semantics* 25(3):221-227. Introduction to a special issue on modality and evidentiality.
- [E2] Condoravdi, Cleo and Stefan Kaufmann. 2005. Modality and temporality. *Journal of Semantics* 22(2):119-128. Introduction to a special issue on modality and temporality.

#### **Book chapters**

- [F1] Kaufmann, Magdalena and Stefan Kaufmann. To appear. Modality and mood in formal semantics. In Nuyts, Jan and Johan van der Auwera, editors, *Oxford Handbook of Modality and Mood*. Oxford University Press.
- [F2] Kaufmann, Magdalena and Stefan Kaufmann. 2015. Conditionals and Modality. In Lappin, Shalom and Chris Fox, editors, *Handbook of Contemporary Semantic Theory*, 2nd edition, pages 237-270. Wiley-Blackwell.
- [F3] Kaufmann, Stefan. 2015. Conditionals, conditional probabilities, and conditionalization. In Schmitz, Hans-Christian and Henk Zeevat, editors, *Bayesian Natural Language Semantics and Pragmatics*, pages 71-94. Springer.
- [F4] Sagi, Eyal, Stefan Kaufmann, and Brady Clark. 2011. Tracing semantic change with Latent Semantic Analysis. In Allen, Kathryn and Justyna Robinson, editors, *Current Methods in Historical Semantics*, pages 161-183. De Gruyter Mouton.
- [F5] German, James, Eyal Sagi, Stefan Kaufmann, and Brady Clark. 2011. The role of speaker beliefs in determining accent placement. In Benz, Anton, Christian Ebert, Gerhard Jäger, and Robert van Rooij, editors, *Language, Games, and Evolution*, pages 92-116. Springer.
- [F6] Kaufmann, Stefan, Cleo Condoravdi, and Valentina Harizanov. 2006. Formal approaches to modality. In Frawley, William, editor, *The Expression of Modality*, pages 71-106. Mouton de Gruyter.

- [F7] Kaufmann, Stefan. 2005. *Conditionals*. In Brown, Keith, editor-in-chief, *Encyclopedia of Language and Linguistics*, 2nd edition, Volume 3, pages 6-9. Elsevier.
- [F8] Kaufmann, Stefan. 2000. *Dynamic context management*. In Faller, Martina, Stefan Kaufmann, and Marc Pauly, editors, *Formalizing the Dynamics of Information*, pages 171-188. CSLI Publications, Stanford, CA.

### **Under review**

- [G1] Yu, Bei, Daniel Diermeier, and Stefan Kaufmann. *The Wal-Mart Corpus: A multi-granularity corporate opinion corpus for opinion retrieval, classification and aggregation*.

### **In preparation**

- [H1] Kaufmann, Stefan. *Strong and weak presupposition: German ja under quantifiers*.
- [H2] Kaufmann, Stefan and Yukinori Takubo. *Modal implicatures of temporal connectives: Japanese expressions of temporal precedence*.
- [H3] Kaufmann, Stefan and Setsuko Arita. *Conditional uses of the connective tara: Temporal and modal dimensions*.
- [H4] Kaufmann, Stefan and Min-Joo Kim. *Extensional and intensional free-choice items: Korean Indet+na*.

### **Dissertation**

- [I1] Kaufmann, Stefan. 2001. *Aspects of the Meaning and Use of Conditionals*. Stanford University, Stanford, CA.

### **Technical reports**

- [J1] Kaufmann, Stefan and Stanley Peters, editors. 2001. *State of the Art in Cross-lingual Information Access for Medical Information*. Deliverable of the project "Multilingual Concept Hierarchies for Medical Information Organization and Retrieval (MUCHMORE)." Chapter 8 (*Word Sense Disambiguation*) is co-authored by Paul Buitelaar and Stefan Kaufmann.
- [J2] Takayama, Yasuhiro, Raymond Flournoy, and Stefan Kaufmann. 1998. *Information Mapping: Concept-Based Information Retrieval Based on Word Associations*. CSLI, Stanford University.

### **Software**

- [K1] Infomap LSA package. Written in 2000-2001 by Stefan Kaufmann, based on ideas and algorithms by Hinrich Schütze and Mike Berry's SVDPACKC library. Expanded and released in 2004 by Scott Cederberg, Beate Dorow and Dominic Widdows. Available at <http://infomap-nlp.sourceforge.net/>.

### **Conferences**

- [L1] Richie, Russell, Stefan Kaufmann, and Whitney Tabor. 2014. *An LSA-based Method for Estimating Words' Location and Breadth in Semantic Space*. Poster presented at the *Ninth International Conference on the mental Lexicon*, Niagara-on-the-Lake, ON, Canada.



- [L2] Baumann, Peter, Brady Clark, and Stefan Kaufmann. 2014. [Overspecification and the cost of pragmatic reasoning](#). In *Proceedings of the 33rd Annual Meeting of the Cognitive Science Society*.
- [L3] Rohde, Hannah, Scott Seyfarth, Brady Clark, Gerhard Jäger, and Stefan Kaufmann. 2012. [Communicating with Cost-based Implicature: A Game-Theoretic Approach to Ambiguity](#). In Brown-Schmidt, Sarah, Jonathan Ginzburg, and Staffan Larsson, editors, *The 16th Workshop on the Semantics and Pragmatics of Dialogue (SEINEDIAL)*, pages 107-116. Paris, France, September 2012.
- [L4] Kaufmann, Magdalena and Stefan Kaufmann. 2012. [Epistemic particles and performativity](#). In Chereches, Anca, editor, *Proceedings of Semantics and Linguistic Theory (SALT 22)*, pages 208-225. Chicago, IL, May 2012.
- [L5] Rohde, Hannah, Scott Seyfarth, Brady Clark, Gerhard Jäger, and Stefan Kaufmann. 2012. [Cost and implicature in word use: Testing predictions of a game-theoretical model of alignment](#). *25th Annual CUNY Conference on Human Sentence Processing*, The City University of New York, New York, NY, March 2012.
- [L6] Kaufmann, Stefan and Magdalena Schwager. 2011. [A unified analysis of conditional imperatives](#). In Cormany, Ed and Satoshi Ito, editors, *Proceedings of Semantics and Linguistic Theory (SALT) 19*, pages 223-238. Columbus, OH, April 2009.
- [L7] Diermeier, Daniel, Stefan Kaufmann, and Eyal Sagi. 2011. [A Quantitative Approach to Framing in Political Speech](#). 2nd Annual Text As Data Conference, Northwestern University, Evanston, IL.
- [L8] Thompson, Will and Stefan Kaufmann. 2010. [Signaling games with partially observable actions as a model of conversational grounding](#). *Interactive Decision Theory and Game Theory Workshop, Twenty-Fourth Conference on Artificial Intelligence (AAAI-10)*, Atlanta, GA.
- [L9] Kaufmann, Stefan and Magdalena Schwager. 2010. [Respecting Rights](#). *Logic: Meaning and Inference in Theory and Practice*, 11th Szklarska Poręba Workshop, Szklarska Poręba, Poland.
- [L10] Liu, Jiayi and Stefan Kaufmann. 2009. [Comparing the perception of meaningful discourse structure in music and language](#). *17th Annual Meeting of the European Society for Philosophy and Psychology (ESPP)*, Budapest, Hungary.
- [L11] Arita, Setsuko and Stefan Kaufmann. 2009. [The Japanese unconditional operator \*doose\*](#). In *Proceedings of the Tenth Symposium on Logic and Language (LoLa 10)*, pages 89-97. Balatonszemes, Hungary.
- [L12] Djalali, Alex and Stefan Kaufmann. 2009. [Probabilistic inferences in dynamic semantics](#). In *Proceedings of the Tenth Symposium on Logic and Language (LoLa 10)*, pages 99-107. Balatonszemes, Hungary.
- [L13] Dehghani, Morteza, Rumen Iliev, and Stefan Kaufmann. 2009. [Causal explanations in counterfactual reasoning](#). In Taatgen, Niels and Hedderik van Rijn, editors, *Proceedings of the 31st Annual Meeting of the Cognitive Science Society*, held at VU Amsterdam, The Netherlands, pages 2608-2613.
- [L14] Sagi, Eyal, Stefan Kaufmann, and Brady Clark. 2009. [Culture in the mirror of language: A Latent Semantic Analysis approach to culture](#). In Taatgen, Niels and Hedderik van Rijn, editors, *Proceedings of the 31st Annual Meeting of the Cognitive Science Society*, held at VU Amsterdam, The Netherlands, pages 637-642.
- [L15] Sagi, Eyal, Stefan Kaufmann, and Brady Clark. 2009. [Semantic Density Analysis: Comparing word meaning across time and phonetic space](#). In Basili, Roberto and Marco Pennacchiotti,

- editors, *Proceedings of the Workshop on Geometrical Models of Natural Language Semantics (GEMS)*, pages 104-111. Athens, Greece: The Association for Computational Linguistics (ACL).
- [L16] Condoravdi, Cleo and Stefan Kaufmann. 2009. Holding on and letting go: Facts, counterfactuals, and *before*. Tenth annual Semantics Fest, Semantics and Pragmatics Workshop “The Construction of Meaning,” Stanford University, Stanford, CA.
- [L17] Kaufmann, Stefan. 2009. On the projection of expressive presuppositions. Workshop on Expressives and other kinds of non-truth-conditional meaning, held at the 31. Jahrestagung der Deutschen Gesellschaft für Sprachwissenschaft (31st Annual Meeting of the German Society for Linguistics), University of Osnabrück, Germany.
- [L18] Sagi, Eyal, Brady Clark, and Stefan Kaufmann. 2009. Tracing semantic change with Latent Semantic Analysis. *Annual Meeting of the Linguistic Society of America (LSA)*, San Francisco, CA.
- [L19] Berends, Matthew and Stefan Kaufmann. 2009. *Only* and monotonicity in conditionals. In Riester, Arndt and Torgrim Solstad, editors, *Proceedings of Sinn und Bedeutung 13*, pages 63-76, University of Stuttgart, Germany.
- [L20] Sagi, Eyal, Stefan Kaufmann, and Brady Clark. 2008. Tracing semantic change with Latent Semantic Analysis. Workshop on Current Methods in Historical Semantics, held at the *Fifteenth International Conference on English Historical Linguistics (ICEHL 15)*, Munich, Germany.
- [L21] Dehghani, Morteza, Rumen Iliev, and Stefan Kaufmann. 2008. Causal explanations and backward counterfactuals. Member abstract in *Proceedings of the Thirtieth Annual Conference of the Cognitive Science Society*, Washington, DC.
- [L22] Yu, Bei, Stefan Kaufmann, and Daniel Diermeier. 2008. Exploring the characteristics of opinion expressions for political opinion classification. In Chun, Soon Ae, Marijn Janssen, and Ramon Gil-Garcia, editors, *Proceedings of the Ninth Annual International Conference on Digital Government Research (dg.o 2008)*, pages 82-91. Montreal, Canada. [Slides]
- [L23] Berends, Matthew and Stefan Kaufmann. 2008. The interpretation of *only* in conditional antecedents. Annual Meeting of the Linguistic Society of America (LSA), Chicago, IL.
- [L24] Dehghani, Morteza, Rumen Iliev, and Stefan Kaufmann. 2007. Effects of fact mutability in the interpretation of counterfactuals. In *Proceedings of the Twenty-Ninth Annual Conference of the Cognitive Science Society*, Nashville, TN.
- [L25] German, James, Eyal Sagi, Stefan Kaufmann, Brady Clark, and Min-Joo Kim. 2007. The effect of the speaker’s motivation on the interpretation of logical connectives. In *Proceedings of the Twenty-Ninth Annual Conference of the Cognitive Science Society*, Nashville, TN.
- [L26] Diermeier, Daniel, Jean-François Godbout, Stefan Kaufmann, and Bei Yu. 2007. Automated Text Classification of Senatorial Speech in the 101st-109th Congresses for Ideological Vocabulary Extraction and Position Prediction. Annual Meeting of the *Midwest Political Science Association (MPSA)*, Chicago, IL.
- [L27] Kaufmann, Stefan and Yukinori Takubo. 2007. Non-veridical uses of Japanese expressions of temporal precedence. In McGloin, Naomi H. and Junko Mori, editors, *Proceedings of the Fifteenth Conference in Japanese/Korean Linguistics (JK 15)*, pages 358-369. Stanford, CA: CSLI Publications.
- [L28] Kim, Min-Joo and Stefan Kaufmann. 2006. Domain restriction in freedom of choice: A view from Korean *indet+na* items. In Puig-Waldmüller, Estela, editor, *Proceedings of Sinn und Bedeutung 11*, pages 375-389, Universitat Pompeu Fabra, Barcelona, Spain.

- [L29] Baker, H. Ross and Stefan Kaufmann. 2006. Morphological complexity and similarity: Arguments from Latent Semantic Analysis. Poster presented at the Summer Meeting of the Linguistic Society of America, Michigan State University, East Lansing, MI.
- [L30] Dam, Gregory and Stefan Kaufmann. 2006. Using Latent Semantic Analysis for interpreting clinical interview data. [Annual meeting of the American Educational Research Association \(AERA\)](#), San Francisco, CA.
- [L31] Kaufmann, Stefan and Misa Miyachi. 2006. [Pragmatic transitivity: The Case of tokoro-wo](#). Poster presented at the [Fifth Biennial International Conference on Practical Linguistics of Japanese \(ICPJL 5\)](#), San Francisco State University, San Francisco, CA.
- [L32] German, James B., Eyal Sagi, Brady Clark, Stefan Kaufmann, and Min-Joo Kim. 2006. [The role of hearers' beliefs in the interpretation of logical connectives](#). [Second Conference on Games and Decisions in Pragmatics \(GDP II\)](#), Zentrum für Allgemeine Sprachwissenschaft, Berlin, Germany.
- [L33] Kaufmann, Stefan, Erica Winston, and Deborah Zutty. 2004. [Local and global interpretations of conditionals](#). [Eighth Symposium on Logic and Language \(LOLA 8\)](#), Debrecen, Hungary.
- [L34] Kaufmann, Stefan. 2004. [A modal analysis of expressive meaning: German ja under quantifiers](#). Workshop on Implicature and Conversational Meaning, Sixteenth European Summer School in Logic, Language and Information (ESSLLI 16), Nancy, France. [\[slides\]](#)
- [L35] Kaufmann, Stefan. 2003. [Abduction in Indicative Conditionals](#). In *Proceedings of the Fifth International Workshop on Computational Semantics (IWCS 5)*, pages 464-467, Tilburg, The Netherlands.
- [L36] Kaufmann, Stefan. 2002. [The presumption of settledness](#). In Andronis, M., E. Debenport, A. Pycha and K. Yoshimura, editors, *Proceedings of the Thirty-Eighth Annual Meeting of the Chicago Linguistic Society (CLS 38)*, pages 313-328, Chicago, IL.
- [L37] Kaufmann, Stefan and Misa Miyachi. 2002. [Case marking in desiderative constructions](#). Poster presented at the Third International Conference on Practical Linguistics of Japanese (ICPLJ 3), San Francisco State University, San Francisco, CA.
- [L38] Kaufmann, Stefan. 2001. [Probabilities of conditionals](#). In Hastings, R., B. Jackson, and Z. Zvolenszky, editors, *Proceedings of Semantics and Linguistic Theory XI (SALT XI)*, New York University, pages 248-267. CLC Publications, Ithaca, NY.
- [L39] Kaufmann, Stefan. 2001. [Tense probabilism properly conceived](#). In van Rooy, R. and M. Stokhof, editors, *Proceedings of the Thirteenth Amsterdam Colloquium*, pages 132-137, Amsterdam, The Netherlands. ILLC.
- [L40] Masuichi, Hiroshi, Raymond Flournoy, Stefan Kaufmann, and Stanley Peters. 2000. [A bootstrapping method for extracting bilingual text pairs](#). In *Proceedings of the 18th International Conference on Computational Linguistics (COLING 18)*, pages 1066-1070, Saarbrücken, Germany.
- [L41] Kaufmann, Stefan. 1999. [Second order cohesion](#). In Cercone, N. and K. Naruedomkul, editors, *Proceedings of the Pacific Association for Computational Linguistics (PACLING '99)*, pages 209-222, Waterloo, Canada.
- [L42] Takayama, Yasuhiro, Raymond Flournoy, Stefan Kaufmann, and Stanley Peters. 1999. [Information retrieval based on domain-specific word associations](#). In Cercone, N. and K. Naruedomkul, editors, *Proceedings of the Pacific Association for Computational Linguistics (PACLING '99)*, pages 155-161, Waterloo, Canada.
- [L43] Kaufmann, Stefan. 1999. [Cohesion and collocation: Using context vectors in text segmentation](#). In *Proceedings of the Thirty-Seventh Annual Meeting of the Association for Computational Linguistics (ACL 37, Student Session)*, pages 591-595, University of Maryland, MD.

- [L44] Masuichi, Hiroshi, Raymond Flournoy, Stefan Kaufmann, and Stanley Peters. 1999. [A query translation method for cross language information retrieval](#). In *Proceedings of the Workshop on Machine Translation for Cross Language Information Retrieval (MT Summit VII)*, pages 30-34, Singapore.
- [L45] Kaufmann, Stefan. 1998. 情報構造と文法『秋のプログラミング. シンポジウム「日本のプログラミング」報告集』情報処理学会。 [=Information Structure and Grammar. In *Proceedings of the Autumn Programming Symposium on Japanese Programming*, Japanese Association for Information Processing, pages 97-103, Tokyo, Japan]
- [L46] Kaufmann, Stefan. 1998. Context inheritance in discourse processing. Annual Meeting of the Linguistic Society of America (LSA), New York, NY.
- [L47] Fry, John and Stefan Kaufmann. 1998. [Information packaging in Japanese](#). In Bouma, G., G.-J. M. Kruijff, and R. T. Oehle, editors, *Proceedings of the Joint Conference on Formal Grammar, Head-Driven Phrase Structure Grammar, and Categorical Grammar (FHCG 98)*, pages 55-65, Saarbrücken, Germany.
- [L48] Flournoy, Raymond, Ryan Ginstrom, Kenichi Imai, Stefan Kaufmann, Genichiro Kikui, Stanley Peters, Hinrich Schütze, and Yasuhiro Takayama. 1998. Personalization and users' semantic expectations. In *Proceedings of the CM SIGIR 98 Post Conference Workshop on Query Input and User Expectations*, Melbourne, Australia.
- [L49] Kaufmann, Stefan. 1997. [What's at stack in discourse](#). In *Proceedings of the Eleventh Amsterdam Colloquium*, pages 187-192, Amsterdam, The Netherlands. ILLC.
- [L50] Peters, Stanley, John Fry, and Stefan Kaufmann. 1996. Communication strategies for cooperative behavior. In *Proceedings of the International Symposium on New Models for Software Architecture*, pages 27-36, Tokyo, Japan.
- [L51] Kaufmann, Stefan and Elizabeth Zsiga. 1996. Palatalization in Russian and English. Poster presented at the Fifth Conference on Laboratory Phonology, Northwestern University, Evanston, IL.

### **Invited talks**

- [M1] 3rd Workshop on [Semantics of Discourse Particles in East and Southeast Asian Languages](#), Tokyo University of Foreign Studies, Japan. January, 2016.
- [M2] Semantics Colloquium, Ritsumeikan University, Kyoto, Japan. December, 2015.
- [M3] Tokyo Semantics Research Group, Keio University, Tokyo, Japan. December, 2015.
- [M4] CREST Workshop on Formal and Computational Semantics, Kyoto University, Japan. November, 2015.
- [M5] [Logic and Engineering of Natural Language Semantics \(LENLS 12\)](#), Keio University, Kanagawa, Japan. November, 2015.
- [M6] Workshop [Evidence and Inference: The Foundation of Linguistics and Philosophy](#), Kyoto University, Japan. October, 2015.
- [M7] 2nd Workshop on [Semantics of Discourse Particles in East and Southeast Asian Languages](#), Tokyo University of Foreign Studies, Japan. October, 2015.
- [M8] Workshop on [The Science of Mental Time](#), Tamachi, Japan. September, 2015.
- [M9] [Work in Progress Seminar](#), Department of Linguistics and Philosophy, Massachusetts Institute of Technology. March, 2015.
- [M10] Symposium [New Work on Counterfactuals](#), Annual Meeting of the American Philosophical Association Central Division, St. Louis. February, 2015.

- [M11] [University of Connecticut Group in Philosophical and Mathematical Logic](#). March, 2014.
- [M12] Workshop *Interfaces: How information in syntax, pragmatics and discourse is (or is not) represented in semantics*, Kyoto University, Japan. February, 2014.
- [M13] [3rd Cornell Workshop in Linguistics and Philosophy](#), Cornell University, Ithaca, NY. November, 2013.
- [M14] Workshop *Conditionals: Compositional and Epistemological Issues*, Universität Konstanz, Germany. October, 2013.
- [M15] [Workshop on Bayesian Natural Language Semantics and Pragmatics](#), European Summer School in Logic, Language and Information (ESSLLI), Heinrich-Heine-Universität Düsseldorf, Germany. August, 2013.
- [M16] [Linguistics and Philosophy Workshop](#), Johann Wolfgang Goethe-Universität Frankfurt, Germany. May, 2013.
- [M17] Workshop *Perspectives on Modality*, Stanford University, Stanford, CA. April, 2013.
- [M18] Linguistics Colloquium, University of Connecticut, Storrs, CT. January, 2013.
- [M19] [University of Connecticut Group in Philosophical and Mathematical Logic](#). November, 2012.
- [M20] [Ling Lang Lunch](#), Brown University, Providence, RI. November, 2012.
- [M21] Linguistics Colloquium, Cornell University, Ithaca, NY. November, 2012.
- [M22] Workshop *Relating Particles to Evidence and Inference*, Georg-August-Universität Göttingen, Germany. July, 2012.
- [M23] Workshop *Presuppositions in Context*, Lichtenberg-Kolleg, Georg-August-Universität Göttingen, Germany. July, 2012.
- [M24] *Workshop on Formal Semantics*, Kyoto University, Kyoto, Japan. March, 2012. With Magdalena Kaufmann.
- [M25] [Rumelhart Symposium in Honor of Judea Pearl, 33rd Annual Meeting of the Cognitive Science Society](#), Boston, MA. July, 2011.
- [M26] Workshop on *Text as Data*, University of Chicago, Chicago, IL. March, 2011. Presented by E. Sagi.
- [M27] [Workshop on Language, Cognition, and Computation](#), University of Chicago, Chicago, IL. January, 2011.
- [M28] Sprachwissenschaftliches Seminar, Georg-August-Universität Göttingen, Germany. December, 2010.
- [M29] [Philosophy and Linguistics Workgroup](#), Northwestern University, Evanston, IL. November, 2010.
- [M30] [Institut für Maschinelle Sprachverarbeitung](#), Universität Stuttgart, Germany. June, 2010.
- [M31] [Institut für Sprachwissenschaft](#), Universität Wien, Austria. May, 2010.
- [M32] [Tilburg Center for Logic and Philosophy of Science \(TiLPS\)](#), Tilburg University, The Netherlands. May, 2010.
- [M33] Colloquium, [Lichtenberg-Kolleg](#), Georg-August-Universität Göttingen, Germany. April, 2010.
- [M34] [DIP Colloquium](#), Institute for Logic, Language and Computation, University of Amsterdam, The Netherlands. April, 2010.
- [M35] [Zentrum für Allgemeine Sprachwissenschaft](#), Berlin, Germany. April, 2010.
- [M36] Workshop *Flavoured Utterances: Particles in Sentences*, Georg-August-Universität Göttingen, Germany. March, 2010.

- [M37] Workshop *A Matter of Attitude: The Semantics of Attitude Ascriptions From the Perspectives of Linguistics and of Philosophy*, Georg-August-Universität Göttingen, Germany. February, 2010. [Cancelled due to illness]
- [M38] *Fachbereich Sprachwissenschaft*, Universität Konstanz, Germany. January, 2010.
- [M39] *Seminar für Sprachwissenschaft*, Eberhard-Karls-Universität Tübingen, Germany. January, 2010.
- [M40] *Logic and Engineering of Natural Language Semantics 6 (LENLS VI)*, Tokyo Institute of Technology, Japan. November, 2009.
- [M41] Sixth Workshop on *Inferential Mechanisms and their Linguistic Manifestation*, Kyoto University, Japan. September, 2009.
- [M42] *Tenth Symposium on Logic and Language (LoLa 10)*, Balatonszemes, Hungary. August, 2009.
- [M43] Workshop *Modalpartikeln und Satztypen im Sprachvergleich Deutsch-Ungarisch*, *Research Institute for Linguistics*, Hungarian Academy of Sciences, Budapest, Hungary. August, 2009.
- [M44] Northwestern Institute on Complex Systems (NICO) weekly seminar series, Evanston, IL. February, 2009. With Eyal Sagi and Brady Clark (Northwestern University). Presented by E. Sagi.
- [M45] Workshop on Semantics and Philosophy of Language, University of Chicago. January, 2009.
- [M46] Sprachwissenschaftliches Seminar, Georg-August-Universität Göttingen, Germany. December, 2008.
- [M47] Fourth Workshop on *Inferential Mechanisms and their Linguistic Manifestation*, Kyoto University, Japan. July, 2008.
- [M48] Third Workshop on *Inferential Mechanisms and their Linguistic Manifestation*, Otsu, Japan. February, 2008.
- [M49] Workshop *Recent Developments in the Semantics of Conditional Sentences*, Institute for Logic, Language and Computation, University of Amsterdam, The Netherlands. November, 2007.
- [M50] Workshop on Conditionals, University of Tokyo, Japan. October, 2007. With Setsuko Arita (Osaka Shoin, Japan). Presented by S. Arita.
- [M51] Workshop on *The Logic of Everyday Inference and Its Linguistic Forms*, Awajishima, Japan. February, 2007.
- [M52] Northwestern Institute on Complex Systems (NICO) weekly seminar series, Evanston, IL. February, 2007. With Daniel Diermeier and Bei Yu (Northwestern University). Presented by D. Diermeier and B. Yu.
- [M53] Department of Linguistics, Eberhard-Karls-Universität, Tübingen, Germany. December, 2006.
- [M54] Department of Philosophy, Carnegie Mellon University, Pittsburgh, PA. November, 2006.
- [M55] Institute for Cognitive Linguistics, Johann Wolfgang Goethe-Universität, Frankfurt, Germany. November, 2006.
- [M56] Department of Computer Science, Trinity College, Dublin, Ireland. September, 2006.
- [M57] *The London Reasoning Workshop: Festschrift for David Over's 60th Birthday*, Birkbeck College, University of London, London, UK. September, 2006.
- [M58] Cognitive Science Seminar, Kobe College, Kobe, Japan. August, 2006.
- [M59] Pragmatics Colloquium, University of Bielefeld, Germany. June, 2006.
- [M60] *Chicago Syntax/Semantics Circle*, Chicago, IL. June, 2006.
- [M61] Game Theory Lunch, Department of Managerial Economics and Decision Sciences, Kellogg School of Management, Northwestern University. May, 2006.
- [M62] Linguistics Colloquium, Michigan State University, East Lansing, MI. April, 2006.

- [M63] *What 'if'?: Perspectives on the Conditional*. University of Connecticut Conditionals Conference, Storrs, CT. April, 2006.
- [M64] *Michigan Linguistics and Philosophy Workshop*, University of Michigan, Ann Arbor, MI. October, 2005.
- [M65] *Annual Meeting of the European Society for Philosophy and Psychology*, Lund, Sweden. August, 2005.
- [M66] Annual Undergraduate Lecture, Department of Linguistics, Northwestern University, Evanston, IL. May, 2005.
- [M67] Linguistics Colloquium, University of Chicago, Chicago, IL. February, 2005.
- [M68] Semantics Research Group, University of Tokyo, Japan. January, 2005.
- [M69] Palo Alto Research Center, Palo Alto, CA. August, 2004.
- [M70] Language and Cognition Series, Northwestern University, Evanston, IL. May, 2004.
- [M71] Kobe Shoin Graduate School, Kobe, Japan. February, 2004.
- [M72] *ESSLLI 15 Workshop on Conditional and Unconditional Modality*, Vienna, Austria. August, 2003.
- [M73] *Stanford Workshop on Mood and Modality*, Stanford, CA. June, 2002.
- [M74] Semantics Group, Kyoto University, Kyoto, Japan. June, 2002.
- [M75] NTT Communication Science Laboratory, Keihanna, Japan. June, 2002.
- [M76] Semantics Research Group, University of Tokyo, Japan. May, 2002.
- [M77] Tsujii Laboratory, University of Tokyo, Japan. May, 2002.
- [M78] Linguistics Colloquium, Kyoto University, Kyoto, Japan. November, 2001.
- [M79] Language Media Laboratory, Kyoto University, Kyoto, Japan. October, 2001.
- [M80] 10th Workshop on Logic, Language and Computation, CSLI, Stanford University, CA. May, 2001.
- [M81] Linguistics Colloquium, Northwestern University, Evanston, IL. February, 2001.

### ***Professional activities***

#### ***Projects***

- Joint Researcher, *Semantics of Discourse Particles in East and Southeast Asian Languages*. Funded by the [International Research Center for Languages and Cultures of Asia and Africa](#), Tokyo University of Foreign Studies. With Eric McCready (Coordinator), Christopher Davis, Yurie Hara, Satomi Ito, Magdalena Kaufmann, Hiroki Nomoto, David Oshima, Ling Soh, Kiyoko Takahashi, Christopher Tancredi, Jozina Vander Klok, Yukinori Takubo, Gregoire Winterstein, Masahiro Yamada, Malte Zimmermann. 2015-2018.
- Co-investigator, *Language and Political Behavior*. With Daniel Diermeier (Northwestern University). 2006-2011.
- Co-investigator, 推論機構の言語的実現とその解釈メカニズムに関する研究。 [*Inferential mechanisms and their linguistic manifestations*.] Funded by the Japan Society for the Promotion of Science (JSPS). With Yukinori Takubo (PI, Kyoto University), Setsuko Arita (Osaka Shoin), Yoshihiko Asao (Kyoto University), Cleo Condoravdi (PARC, Stanford University), Barbara Dancygier (University of British Columbia), Szymon Grzelak (University of Tokyo), Takao Gunji (Kobe Shoin), Yuka Hayashi (Kyoto University), Ikumi Imani (Nagoya Gakuin), Shoichi Iwasaki (UCLA), Satoshi Kinsui (Osaka University), Tomohide Kinuhata (Kyoto University), Chigusa Kurumada (University of Tokyo), Michinao Matsui (Kobe Shoin), Hiroshi Mito (Osaka University), Tsuyoshi Ono (University of Al-

- berta), Orin Percus (University of Nantes), Shigeru Sakahara (University of Tokyo), Hiroshi Yama (Kobe College). 2007-2011.
- Co-investigator, *Game Theory and Meaning*. With Brady Clark, James German, and Eyal Sagi (Northwestern University). 2005-2010.
- Co-investigator, 日常的推論の理論と言語形式: 量化表現、条件文、モーダル表現を中心として。 [The Logic of Everyday Inference and Its Linguistic Forms: With Special Reference to Quantificational Expressions, Conditionals, and Modal Expressions.] Funded by the Japan Society for the Promotion of Science (JSPS). With Takao Gunji (PI, Kobe Shoin), Setsuko Arita (Osaka Shoin), Kai von Fintel (MIT), Ikumi Imani (Nagoya Gakuin), Yasuhiro Katagiri (Advanced Telecommunications Research), Chungmin Lee (Seoul National University), Hiroshi Mito (Osaka University), Shigeru Sakahara (University of Tokyo), Peter Sells (Stanford University), Yukinori Takubo (Kyoto University), Jae-Il Yeom (Hongik University). 2003-2007.
- External member, Group 36 in the project *Towards a Center of Excellence in the Study of Humanities in the Age of Globalization*, Kyoto University, Japan. Project leader: Yukinori Takubo. 2003-2006.

### **Workshops and conferences**

- Co-organizer, Special session on Presupposition, *Semantics and Linguistic Theory (SALT 26)*, May, 2015, Austin, TX. With Cleo Condoravdi (Stanford University).
- Co-organizer, Workshop *Going Heim. Linguistic Meaning Between Structure and Use*, held under the auspices of the *UConn Logic Group*, April, 2015. With Jon Gajewski and Magdalena Kaufmann.
- Co-organizer, Workshop on *Models in Formal Semantics and Pragmatics*, held at the 26th European Summer School in Logic, Language and Information (*ESSLLI*) in Tübingen, Germany. August, 2014. With Magdalena Kaufmann (University of Connecticut).
- Co-organizer, Workshop on *Modality as a Window on Cognition*, held in conjunction with the Nineteenth International Congress of Linguists (*CIL 19*) in Geneva, Switzerland. July, 2013. With Magdalena Kaufmann (University of Connecticut) and Yukinori Takubo (Kyoto University).
- Co-organizer, *Speaking of Possibility and Time II*. First Workshop on Evidence and Inference, held in Göttingen, Germany. June, 2011. With Nicholas Asher (CNRS Toulouse), Julie Hunter (UT Austin), Magdalena Schwager (Göttingen University) and Yukinori Takubo (Kyoto University).
- Co-organizer, *Speaking of Possibility and Time*. Seventh Workshop on Inferential Mechanisms and Their Linguistic Manifestation, held in Göttingen, Germany. June, 2010. With Magdalena Schwager (Göttingen University) and Yukinori Takubo (Kyoto University).
- Program Committee, *1st International CIKM Workshop on Topic-Sentiment Analysis for Mass Opinion Measurement (TSA 09)*, Hong Kong, November 6, 2009. Organized by Maojin Jiang, Illinois Institute of Technology) and Bei Yu (Northwestern University).
- Co-organizer, Workshop on *Formal Approaches to the Relation of Tense, Aspect and Modality*, held in conjunction with the Eighteenth International Congress of Linguists (*CIL 18*) in Seoul, Korea. July, 2008. With Yukinori Takubo (Kyoto University).
- Co-organizer, *Chicago Syn/Sem Circle*. Since Spring, 2005.
- Organizer, *Language and Cognition* Colloquium Series, Northwestern University. Fall, 2005.
- Program committee, *Language under Uncertainty: Modals, Evidentials, and Conditionals*, conference held at Kyoto University. January, 2005. Organized by Takao Gunji (Kobe Shoin) and Yukinori Takubo (Kyoto University).



Co-organizer, *Semantics and Linguistic Theory XIV* (SALT XIV), held at Northwestern University. May, 2004. With Chris Kennedy (Northwestern University).

Co-organizer, Workshop on *Conditional and Unconditional Modality*, held as part of the 15th European Summer School in Logic, Language and Information (ESLLI 15), Vienna, August, 2003. With Cleo Condoravdi (PARC and Stanford University), Jan Nuyts (University of Antwerp), and Frank Veltman (University of Amsterdam).

Co-organizer, *Stanford Workshop on Mood and Modality*. June, 2002. With Cleo Condoravdi (PARC and Stanford University).

### **Editing**

Associate editor, *Linguistics and Philosophy*. Since 2012.

Editorial board member, *Semantics & Pragmatics*. Since 2007.

International editorial board, *Gengo Kenkyu*, journal of the *Linguistic Society of Japan*. 2009-2012.

Special issue on Modality and Evidentiality, *Journal of Semantics*, Volume 25, Number 3 (August, 2008). With Takao Gunji (Kobe Shoin) and Yukinori Takubo (Kyoto University).

Special issue on Modality and Temporality. *Journal of Semantics*, Volume 22, Numbers 2 (May, 2005) and 3 (August, 2005). With Cleo Condoravdi (PARC and Stanford University).

Beaver, David, Louis Casillas, Brady Clark, and Stefan Kaufmann, editors. 2002. *The Construction of Meaning*. CSLI Publications, Stanford, CA.

Faller, Martina, Stefan Kaufmann, and Marc Pauly, editors. 2000. *Formalizing the Dynamics of Information*. CSLI Publications, Stanford, CA.

### **Reviewing**

Journals: *Australian Journal of Linguistics*; *Cognitive Science*; *Cognition*; *Journal of Logic, Language and Information*; *Journal of Philosophical Logic*; *Journal of Semantics*; *Journal of Symbolic Logic*; *Journal of Slavic Linguistics*; *Language*; *Language Acquisition*; *Lingua*; *Linguistics and Philosophy*; *Mind*; *Natural Language and Linguistic Theory*; *Semantics & Pragmatics*; *Speech Communication*; *Studia Logica*; *Studies in Language Sciences*.

Conferences: Amsterdam Colloquium (AC); Chicago Linguistic Society (CLS); Colloque de Syntaxe et Sémantique à Paris (CSSP); International Conference on Deontic Logic and Normative Systems (DEON); Generative Linguistics in the Old World (GLOW); Japanese/Korean Linguistics (J/K); Semantics and Linguistic Theory (SALT); Sinn und Bedeutung (SuB).

Funding Agencies: National Science Foundation (NSF); Alexander-von-Humboldt-Stiftung; Deutsche Forschungsgemeinschaft (DFG).

Miscellaneous book manuscripts and chapters, book proposals, workshop and conference papers.

### **Professional organizations**

Membership:

Association for Computational Linguistics (ACL).

Linguistic Society of America (LSA).

Deutscher Hochschulverband (DHV).

Service:

Technology Advisory Committee (formerly Web Committee), Linguistic Society of America. 2004-2007.

## ***Teaching and advising***

### ***Courses at UConn***

LING 1010, *Language and Mind*. Spring, 2014. With William Snyder.

COGSC 2201, *Foundations of Cognitive Science*. Spring 2013. With Emily Myers.

LING 3798 (2013); LING 3000/5000, *Introduction to Computational Linguistics*. Fall 2013, 2014.

LING 5410, *Semantics I*. Fall 2013.

LING 6040, *Structure of Japanese: Tense and Aspect*. Spring 2013.

LING 6410, *Semantics Seminar*.

Fall 2014: Conditionals.

### ***Courses elsewhere***

#### *Northwestern*

##### *Ling 270, Meaning*

Fall 2003, 2004; Spring 2006 (with Gregory Ward); Winter, Spring 2007; Winter, Spring, Fall 2008; Winter 2009; Winter, Fall 2011.

##### *Ling 331, Formal Foundations of Linguistic Theory*

Spring 2004.

##### *Ling 334, Introduction to Computational Linguistics*

Spring 2003; Fall 2010, 2011.

##### *Ling 370, Fundamentals of Meaning*

Fall 2002 (with Gregory Ward), 2003.

##### *Ling 400, Seminar in Linguistics*

Spring 2006: *Reasoning* (with Lance Rips, Dept. of Psychology).

Spring 2012: *Modality and Conditionals*

##### *Ling 470-1, Semantic Analysis I*

Winter 2006 (with Brady Clark), 2008, 2009, 2011; Spring 2012.

##### *Ling 470-2, Semantic Analysis II*

Spring 2003, 2004, 2005, 2006, 2007.

##### *Ling 471, Proseminar in Semantics*

Spring 2009 (with Bei Yu).

##### *Ling 472, Seminar in Semantics.*

Spring 2008: *Rational Communication*

Fall 2004: *Questions and Answers*

Fall 2002: *Conditionals*

##### *Ling 598, Summer Research Seminar.*

Summer 2003 (with Jeff Lidz), 2004 (with Matt Goldrick).

#### *Kyoto University*

*Tutorial on Questions and Inquisitive Semantics*. September, 2009.

*Tutorial on Dynamic Semantics*. July, 2008.

*Tutorial on Modality*. Kyoto University, Japan. August, 2005.

### *ESLLI*

*Temporal and modal dimensions of modal and temporal expressions*. 19th European Summer School in Logic, Language and Information (ESLLI 19), Dublin, Ireland. August, 2007. With Cleo Condoravdi (PARC and Stanford University).

### **Independent study**

#### *UConn*

Spring 2014: Emma Yang (Grad., Linguistics).

Fall 2013: Abigail Thornton (Grad., Linguistics).  
Emma Yang.

#### *Northwestern*

Fall 2011: David Potter (Grad., Linguistics).

Winter 2011: Debbie Kim (Grad., Learning Sciences).

Spring 2009: Xiaoju Zheng (Grad., Linguistics).

Winter 2009: Xiaoju Zheng.

Fall 2008: Seungki Kim (Ugrad., Linguistics).

Jiaxi Liu (Ugrad., Linguistics).

Xiaoju Zheng (Grad., Linguistics).

Spring 2008: Alex Djalali (Ugrad., Linguistics).

Spring 2007: Matthew Berends (Grad., Linguistics).  
Morteza Dehghani (Grad., Computer Science).  
Jiaxi Liu.

Winter 2007: Matthew Berends.

Jiaxi Liu.

Spring 2006: Jessica Gayda (Ugrad., Mathematics), David Huffaker, (Grad., Communication Studies), Francisco Iacobelli (Grad., Computer Science), Reuven Lerner (Grad., Learning Sciences).

Fall 2005: Matthew Berends.

Anne Gooch (Ugrad., Linguistics).

Spring 2005: Ross Baker (Grad., Linguistics).

Gregory Dam (Grad., Learning Sciences).

Paul Tepper (Grad., Communication Studies).

Winter 2005: Ross Baker.

Paul Tepper.

Spring 2004: Lewis Gebhardt, James German (Grad., Linguistics).

Erica Winston, Deborah Zutty (Ugrad., Linguistics).

Winter 2004: Lewis Gebhardt, James German.

Erica Winston, Deborah Zutty.

Winter 2003: James German.

Rhiannon Stevens (Grad., History; with Rae Moses).

### **Advising**

#### Dissertations

Main adviser: Will Thompson (Northwestern, 2009); Ralph Rose (Northwestern, 2005).

Member of committee: Peter Baumann (Northwestern, exp. 2016); Neda Todorović (UConn, exp. 2015); Julie Matsubara (Northwestern, exp. 2015); Ezra Cook (Northwestern Philosophy, exp. 2015).

Carl Ehrett (Northwestern Philosophy, 2010); Lewis Gebhardt, James German (Northwestern, 2008); Elisa Sneed German, Kristen Syrett, Joshua Viau (Northwestern, 2007).

External examiner: Menxi Yuan (City University of Hong Kong, exp. 2015).

#### Ph.D. Milestones

UConn Linguistics Generals Papers

Overseer: YongSuk Yoo (2014-2015).

Committee member: Yuta Sakamoto; Koji Shimamura; Abigail Thornton (2015).

Northwestern Linguistics Qualifying Papers

Xiaoju Zheng (2008-2009); Matthew Berends (2005-2006); Ross Baker (2004-2005); James German (2003-2004).

Northwestern Technology and Social Behavior Qualifying Exams

Francisco Iacobelli (2008); Paul Tepper (2005).

#### Faculty mentor on summer research projects

2008: Jiayi Liu, University Research Grant Committee (URGC) award. With Richard Ashley (Music) and Brady Clark (Linguistics).

2006: Jessica Gayda, University Research Grant Committee (URGC) award.

2004: Erica Winston, Summer Research Opportunity Program (SROP).

### *Service*

#### **UConn**

Director of Financial Aid, Department of Linguistics. Since 2013.

#### **Northwestern**

Director of Undergraduate Studies, Department of Linguistics. Winter-Summer 2004; Fall 2005-Summer 2006; Spring 2007-Summer 2009; 2010-2012.

Member, Office for Research Ad-hoc Limited Submission Panel. Summer 2012.

Member, Weinberg College of Arts and Science committee on Asian Languages, Literatures and Cultures. 2011-2012.

Member, Weinberg College of Arts and Sciences curriculum committee. 2008-2009; since 2010-2012.

Member, Linguistics Department ad-hoc committee on promotion and tenure. 2008-2009; 2010-2011.

Faculty Mentor, Fellow Program of the Searle Center for Teaching Excellence. 2010-2011.

Library Acquisitions Liaison, Department of Linguistics. Fall 2004-Summer 2009; 2010-2012.

Member, Weinberg College of Arts and Sciences ad-hoc committee on promotion and tenure. 2008-2009.

Linguistics representative, Weinberg College of Arts and Sciences inter-departmental search committee in Middle Eastern Studies. 2008-2009.

Chair, Linguistics Department search committee in Middle Eastern Studies. 2008-2009.

External member, Philosophy Department search committee in Metaphysics and Epistemology. 2008-2009.

Computer and Web Coordinator, Department of Linguistics. Fall 2002-Summer 2006; Winter 2007-Summer 2009.

Chair, Linguistics Department search committee in Syntax and Semantics. 2005-2006.

## Curriculum Vitae Diane C. Lillo-Martin

### Office Address

University of Connecticut  
Department of Linguistics  
365 Fairfield Way, Unit-1145  
Storrs, CT 06269-1145  
Phone: 860-486-0155  
Fax: 860-486-0197  
Email: [diane.lillo-martin@uconn.edu](mailto:diane.lillo-martin@uconn.edu)  
Webpage: <http://linguistics.uconn.edu/profile/lillo-martin.html>

### Home Address

1057 Storrs Road  
Storrs, CT 06268  
Phone: 860-429-4212  
Cell: 860-455-5174

### Education

1981	BA, California State University, Northridge Major: Linguistics; Minor: Anthropology
1983	MA, Linguistics, University of California, San Diego
1983	Student, Linguistic Society of America Summer Institute, UCLA
1985	Visitor, Massachusetts Institute of Technology
1986	Ph.D., Linguistics, University of California, San Diego <u>Dissertation</u> : Parameter Setting: Evidence from Use, Acquisition, and Breakdown in American Sign Language Supervisor: Edward S. Klima

### Professional Experience

1980-1981	Tutor, Linguistics Program; California State University, Northridge
1983-1985	Teaching Assistant, Department of Linguistics; University of California, San Diego
1982-1986	Research Assistant, Laboratory for Language and Cognitive Studies; The Salk Institute; La Jolla, CA
1986-1993	Assistant Professor, Linguistics Department; University of Connecticut
1986-present	Research Associate; Senior Research Scientist; Haskins Laboratories, New Haven, CT
1993-1998	Associate Professor, Linguistics Department; University of Connecticut
1995-2007	Department Head, Linguistics Department; University of Connecticut
1998-2009	Professor, Linguistics Department; University of Connecticut
2007-present	Coordinator, American Sign Language Studies University of Connecticut
2009-present	Board of Trustees Distinguished Professor, Linguistics Department; University of Connecticut
2011 (summer)	Instructor, Linguistic Society of America Summer Institute University of Colorado

2011-2015	Director, Cognitive Science Program University of Connecticut
2014 (summer)	Instructor, Netherlands Graduate School in Linguistics (LOT) Summerschool, Nijmegen
2015-	Affiliated faculty, CT Institute for Brain and Cognitive Sciences

### **Fields of Specialization**

American Sign Language  
Theoretical/Experimental Language Acquisition; Bilingualism; Syntax;  
Psycholinguistics; Reading

### **Professional Organizations**

Linguistic Society of America  
Generative Linguists of the Old World  
Sign Language and Linguistics Society  
International Society for Gesture Studies  
International Association for the Study of Child Language

### **Honors and Awards**

1977-1981	Aid Association for Lutherans All College Scholarship
1981	Summa Cum Laude, California State University, Northridge
1981-1982	Regents Fellowship, University of California, San Diego
1983	Linguistic Society of America Summer Institute Fellowship
1984	Travel Grant, Office of Graduate Studies and Research, UCSD
1984-1985	Humanities Graduate Student Research Grant, Office of Graduate Studies and Research, UCSD
1985-1986	Research Grant, Office of Graduate Studies and Research, UCSD
1986	Dissertation Fellowship, Department of Linguistics, UCSD
1986-1997	Small Research Grants, Research Foundation, UConn 1986-87, 1987-88, 1991-92 (with Stephen Crain), 1995-96, 1996-97
1987	Faculty Major Research Grant, Research Foundation, University of Connecticut (with Stephen Crain)
1987	Summer Faculty Fellowship, UConn
1987	Equipment Grant, Research Foundation, UConn (with Stephen Crain)
1988	Equipment Grant, Research Foundation, UConn (with Stephen Crain)
1988-1992	Principal Investigator, National Institutes of Health Grant; 'The Acquisition of Literacy by Deaf Children and Adults'
1992-1993	Shannon Award, National Institutes of Health
1993-1997	Principal Investigator, National Institutes of Health Grant; 'The Acquisition of Language and Literacy by the Deaf'
1994	Faculty Major Research Grant, Research Foundation, UConn
1996	Faculty Major Research Grant, Research Foundation, UConn
1997-1998	Principal Investigator, National Institutes of Health Grant; 'The Acquisition of Language in Deaf Children'
1998	Faculty Major Research Grant, Research Foundation, UConn (with William Snyder)

1998	Phi Kappa Phi
1998-2003	Principal Investigator, National Institutes of Health Grant; 'The Acquisition of Language in Deaf Children'
1999	Chancellor's Information Technology Award, UConn
2000	Faculty Major Research Grant, Research Foundation, UConn
2001-2004	Principal Investigator, National Science Foundation Grant; 'The Acquisition of ASL by Deaf Children with Delayed Input'
2003	Faculty Major Research Grant, Research Foundation, UConn
2004-2005	Principal Investigator, National Science Foundation Conference Grant; 'NELS 35 with Special Session on Sign Linguistics'
2004-2006	Shannon Award, National Institutes of Health
2006-2009	Principal Investigator, National Institutes of Health Grant; 'The Acquisition of Language in Deaf Children'
2009	Provost's Research Development Award, UConn
2009	Faculty Major Research Grant, Research Foundation, UConn (with William Snyder and Letitia Naigles)
2009	Elected to membership, Connecticut Academy of Arts & Sciences
2009-2015	Principal Investigator, National Institutes of Health Grant; 'Development of Bimodal Bilingualism'
2009-2011	Principal Investigator, National Institutes of Health Grant; (Competitive revision supplement to Dev. of Bimodal Bilingualism) 'Development of an ID-Gloss Database for ASL Signs'
2009-2011	Principal Investigator, National Institutes of Health Grant; 'Emergence, Structure and Neurobiological Basis of Typical and Atypical Language'
2011	Elected as a Fellow, Linguistic Society of America
2014-2015	Communication Disorders Grant, UConn; 'Executive Function and Implicit Learning in Children Using Cochlear Implants'
2014-2016	VPR and CLAS Funding, ASL Acquisition Video Archive
2015	Scholarship Facilitation Fund Award, UConn; 'SignFest'
2015-2016	Fellow, University of Connecticut Humanities Institute
2015-2019	Principal Investigator, National Institutes of Health Grant; 'Sign Language Acquisition, Annotation, Archiving and Sharing'

### **Professional Activities**

(appointments are for academic year unless otherwise noted; list excludes department-internal committee memberships at UConn)

1980-1981	Student Representative to the Linguistics department, CSUN
1981-1983	Student Representative to the Linguistics department, UCSD
1984-1985	Linguistics Colloquium Committee, UCSD
1984-1985	Organization Committee, Review Committee, Southern California Conference on General Linguistics
1985-1986	Student Representative to the Linguistics department, UCSD
1985-1986	Chair, Organization Committee, Southern California Conference on General Linguistics
1987-1990	Chair, Admissions Committee, Linguistics Department, UConn



1988-1991	Curriculum and Courses Committee, College of Liberal Arts and Sciences, UConn
1989-1993	Social and Behavioral Sciences, Area Review Committee, UConn
1990	Presenter at NIDCD Research and Training Meeting on Perspectives of the Deaf Community
1991-1993	Chair, Admissions Committee, Linguistics Department, UConn
1994	NIDCD Expert Panel on Language and Language Impairments
1994-1995	Steering Committee, Haskins Laboratories
1994-1996	Chair, Search Committees, Linguistics Department, UConn
1994-1996	Search Committee, Dean, College of Liberal Arts & Sciences, UConn
1997	Chair, Search Committee, ITAP Manager, UConn
1997-2010	ITAP Advisory Committee, UConn
1998-present	Editorial Board, <i>Sign Language &amp; Linguistics</i>
2001-2003	BBBP-3 Study Section, National Institutes of Health
2003-2005	Chair, BBBP-3/LCOM Study Section, National Institutes of Health
2003	Search Committee, Associate Dean, CLAS, UConn
2003	Terascale Initiative Working Group
2003-2006	University Senate, UConn (elected)
2003-2006	Graduate Faculty Council and Executive Committee, UConn
2004	Executive Committee on External Access to University Data
2004	Presenter, Odyssey Day, UConn
2004-2008	Scholastic Standards Committee, UConn
2004-2011	Editor-in-Chief, <i>Language Acquisition</i>
2005-2008 (calendar years)	Executive Committee, Linguistic Society of America (elected)
2005	Co-organizer and Discussant, Workshop on Verb Agreement in Sign Languages, LSA Summer Institute, Harvard
2006	Provost's Task Force on Teaching, Learning & Assessment; Chair, Sub-committee on Evaluation of Teaching, UConn
2006-2007	Facilitator, Participation of UConn Dept. of Linguistics in International linguistics consortium (with the universities of Nanzan, Siena, Cambridge, Hyderabad, and Tsing-Hua)
2006-2011	NSF Linguistics review panel (meeting once per year)
2007-2009	Teaching, Learning & Assessment Oversight Committee, UConn
2007-2008	Co-chair, Committee on Student Evaluations of Teaching, UConn
2007-2008	Organizing Committee, GALANA 3 Conference (held at UConn Sept. 2008)
2007-2009	Dean's Academic Advisory Committee, College of Liberal Arts & Sciences, UConn
2007-2009	University Senate, UConn (elected)
2008	Presenter, Odyssey Day, UConn
2008	Chair, Senate Scholastic Standards Committee, UConn (Fall 2008)
2008-present	Board of Corporators, American School for the Deaf; Education Committee, American School for the Deaf
2009	Co-organizer (with Richard Meier) Symposium: Verb Agreement in Spoken and Signed Languages

	LSA Annual Meeting; San Francisco
2009	Ad hoc member, LCOM Scientific Review Committee, NIH
2010-2011	LSA Social and Political Policy Committee (calendar years)
2010-2011	Chair, Search Committee, Linguistics Department, UConn
2010-2012	University Senate, UConn (elected)
2010-2012	Faculty Standards Committee, UConn
2010-2013	Editorial Board, <i>Journal of Deaf Studies and Deaf Education</i>
2011	Outside member, Psychology Dept. Head Search Committee, UConn
2011	Chair, LSA Social and Political Policy Committee (calendar year)
2012	Chair, Linguistics Department Head Search Committee, UConn
2012-2013	Fusco Lecture Series Steering Committee, UConn
2012-2013	Chair, Search Committee, Cognitive Science Program, UConn
2012-2015	Board of Trustees Distinguished Prof. Selection Committee, UConn
2012-2015	Editorial Board – International Editors, <i>Gengo Kenkyu</i> (Journal of the Linguistic Society of Japan)
2013-2014	CLAS Academic Advisory Board, UConn (elected) (calendar years)
2013-2015	Faculty Standards Committee, UConn
2013-2016	University Senate, UConn (elected)
2013-2016	Senate Diversity Committee, UConn
2013-2016	Board Chair, Sign Language Linguistics Society (elected)
2014	Search Committee, Cog Science Recruitment Coordinator (3 mths)
2014-2015	Academic Plan Pre-proposal review committee
2014-2015	Co-chair, Sign Fest Organizing Committee
2014-2016	Chair, IGERT Diversity Committee, UConn
2014-present	Steering Committee, Cog Science Recruitment Coordinator
2015	Interpreter Coordinator Search Committee (3 mths)
2015-present	Associate Editor, <i>Journal of Deaf Studies and Deaf Education</i>

#### Ad hoc Reviews:

##### Journals

*Applied Psycholinguistics; Bilingualism: Language and Cognition; Brain and Language; Cognition; Cognitive Neuropsychology; Frontiers in Psychology; Infancy; International Journal/Review of Sign Linguistics; Journal of Child Language; Journal of Cognition and Development; Journal of Deaf Studies and Deaf Education; Journal of Experimental Psychology; Journal of Memory & Language; Journal of Pragmatics; Journal of Speech and Hearing Research; Language; Language Acquisition; Language and Cognitive Processes; Language and Speech; Lingua; Linguistic Approaches to Bilingualism; Linguistic Inquiry; The Linguistic Review; Linguistic Variation; Linguistics & Philosophy; Memory and Cognition; Natural Language and Linguistic Theory; Neuropsychologia; Open Linguistics; Perception & Psychophysics; PLOS-One; Psychological Science; Sign Language & Linguistics; Studia Linguistica*

##### Book publishers

Blackwell Press; Cambridge University Press; Chicago University Press; D. Reidel Press; Oxford University Press

## Grant agencies

European Research Council; German Research Foundation; Icelandic Research Fund; Israel Science Foundation; Leverhulme Trust; National Science Foundation Linguistics Program; National Science Foundation Developmental & Learning Sciences Program; National Institutes of Health – NIDCD; National Institutes of Health – Sensory Disorders and Language Study Section; National Institutes of Health – Fellowships; National Institutes of Health – Special Emphasis Panels; National Institutes of Health – Small Business Awards; National Institutes of Health – Loan Repayment Program; National Institutes of Health – NIMH; Netherlands Organisation for Scientific Research (NWO); Research Grant Council of Hong Kong; Rockefeller Foundation; Social Sciences and Humanities Research Council of Canada

Various book chapters

Various national and international linguistics conferences

Various (confidential) university promotion and tenure cases and departmental reviews

**Dissertations supervised (17 at UConn; 2 at other universities)**

Keiko Murasugi (1991). *Noun Phrases in Japanese and English: A Study in Syntax, Learnability and Acquisition*. University of Connecticut.

Carole Boster (1997). *Processing and Parameter Setting in Language Acquisition: A Computational Approach*. University of Connecticut.

Kazumi Matsuoka (1998). *The Acquisition of Japanese Case Particles and the Theory of Case Checking*. University of Connecticut.

Ronice Quadros (1999). *Phrase Structure of Brazilian Sign Language*. Pontifícia Universidade Católica do Rio Grande do Sul. (co-supervisor)

Kazuko Hiramatsu (2000). *Assessing Linguistic Competence: Evidence from Children's and Adults' Acceptability Judgments*. University of Connecticut. (co-supervisor)

Gaurav Mathur (2000). *Verb Agreement as Alignment in Signed Languages*. Massachusetts Institute of Technology. (co-supervisor)

Laurel LaPorte-Grimes (2001). *The Syntax and Acquisition of Verbal Inflection*. University of Connecticut.

Deborah Chen Pichler (2001). *Word Order Variability and Acquisition in American Sign Language*. University of Connecticut.

Forrest David Braze (2002). *Grammaticality, Acceptability, and Sentence Processing: A Psycholinguistic Study*. University of Connecticut.

Maki Yamane (2003). *On Interaction of First-Language Transfer and Universal Grammar in adult Second Language Acquisition: Wh-Movement in L1-Japanese/L2-English Interlanguage*. University of Connecticut. (co-supervisor)

Stephanie Berk (2003). *Sensitive Period Effects on the Acquisition of Language: A Study of Language Development*. University of Connecticut.

Sarah Felber (2004). *Isolating the Grammar: Removing Extra-grammatical Effects from the Theory of Grammar Through Investigation of Grammatical Viruses*. University of Connecticut.

Elaine Grolla (2005). *Pronouns as Elsewhere Elements: Implications for Language Acquisition*. University of Connecticut.

Bosook Kang (2005). *Acquisition of Language Particular Properties under Impoverished Input*. University of Connecticut. (co-supervisor)

Natasha Rakhlin (2007). *Semantic Manifestations of the Developing Theory of Mind*. University of Connecticut. (co-supervisor)

Oksana Tarasenkova (2010). *Acquisition of Agreement and Morphological Features Within the Noun Phrase in Russian*. University of Connecticut.

Elena Koulidobrova (2012). *When the Quiet Surfaces: 'Transfer' of Argument Omission in the Speech of ASL-English Bilinguals*. University of Connecticut. (co-supervisor)

Sandra Wood (2013). *Degrees of Rootedness in Acquisition of Language: A Look at Universal Grammar in Homesigners and Late Learners of Libras*. University of Connecticut.

Lyn Tieu (2013). *Logic and Grammar in Child Language: How Children Acquire the Semantics of Polarity Sensitivity*. University of Connecticut.

Associate advisor for 33 completed Ph.D. dissertations in Linguistics at the University of Connecticut; 3 in other fields at the University of Connecticut; and 5 at other universities.

Currently serving as supervisor or co-supervisor for 4 Ph.D. students at the University of Connecticut; associate advisor for 2 at the University of Connecticut; and 2 at other universities.

Additional Master's-level advising not reported here.

**Pre-doctoral, post-doctoral, and visiting scholar mentoring**

Karen Petronio; Ph.D. 1993, University of Washington. Pre-doctoral visiting student at UConn 1990-1991.

Ronice Quadros; Ph.D. 1999, Pontifícia Universidade Católica do Rio Grande do Sul. Pre-doctoral visiting student at UConn 1997-1998 (16 months); Visiting Scholar 2009-2010.

Gaurav Mathur; Ph.D. 2000, Massachusetts Institute of Technology. Pre-doctoral visiting student (part-time) at UConn 1997-2000.

Stephanie Berk; Ph.D. 2003, University of Connecticut. Post-doc at Haskins Labs and UConn 2005-2007.

Kathryn Davidson; Ph.D. 2011, University of California, San Diego. Post-doc at UConn 2012-2013 (19 months).

Kazumi Matsuoka; Ph.D. 1998, University of Connecticut. Visiting Scholar at UConn 2012-2013 (12 months).

Vadim Kimmelman; Ph.D. 2014, University of Amsterdam. Pre-doctoral visiting student at UConn 2013 (2 months).

Matthew Hall; Ph.D. 2012, University of California, San Diego. Post-doc at UConn 2013-2016 (3 year NRSA award).

Kadir Gökğöz; Ph.D. 2013, Purdue University. Post-doc at UConn 2013-2016 (30 months).

Valentina Aristodemo; Ph.D. in progress, CNRS. Pre-doctoral visiting student at UConn 2014 (1 semester).

Mirko Santoro; Ph.D. in progress, CNRS. Pre-doctoral visiting student at UConn 2014 (1 semester).

**Publications**

(Note on authorship: As an interdisciplinary scholar, my publications follow a variety of authorship standards, but for the most part they follow the linguistics tradition where authorship is reserved for substantial participation in the project and the write-up, with order reflecting (a) order of effort, or (b) alphabetical ordering, or (c) varied ordering across multiple outputs for a group collaborating intensively. In relevant recent cases I adopt PI-last ordering.)

*Books*

Lillo-Martin, Diane (1991). *Universal Grammar and American Sign Language: Setting the Null Argument Parameters*. Dordrecht: Kluwer Academic Publishers.

[Reviewed in *Language* (1993), *Linguistische Berichte* (1993), *Journal of Pidgin and Creole Languages* (1994)]

Marschark, Marc, Siple, Patricia, Lillo-Martin, Diane, Campbell, Ruth, & Everhart, Victoria S. (1997). *Relations of Language and Thought: The View from Sign Language and Deaf Children*. New York: Oxford University Press.

Crain, Stephen, & Lillo-Martin, Diane (1999). *Linguistic Theory and Language Acquisition*. Oxford: Blackwell.

[Reviewed in *Studies in Second Language Acquisition* (2001)]

Sandler, Wendy & Lillo-Martin, Diane (2006). *Sign Language and Linguistic Universals*. Cambridge: Cambridge University Press.  
[Reviewed in the *Journal of Linguistics* (2006); *Natural Language and Linguistic Theory* (2008); *Language* (2010)]

Chen Pichler, Deborah, Kuntze, Marlon, Lillo-Martin, Diane, Quadros, Ronice Müller de & Stumpf, Marianne Rossi (to appear). *Sign Language Acquisition by Deaf and Hearing Children: A Bilingual Introductory Digital Course*. Gallaudet University Press.

#### *Articles and Chapters*

Lillo-Martin, Diane (1984). The Acquisition of Task-Specific Word Formation Devices in American Sign Language. *Papers and Reports on Child Language Development* 23, 74-81.

Lillo-Martin, Diane (1985). Null Pronouns and Verb Agreement in American Sign Language. In S. Berman, J.-W. Choe, & J. McDonough (Eds.), *Proceedings of NELS 15*, 302-318. Amherst: GLSA.

Lillo-Martin, Diane, Bellugi, Ursula, Struxness, Lucinda, & O'Grady, Maureen (1985). The Acquisition of Spatially Organized Syntax. *Papers and Reports on Child Language Development* 24, 70-78.

Fok, Angela K., Bellugi, Ursula, & Lillo-Martin, Diane (1986). Remembering in Chinese Signs and Characters. In H. Kao & R. Hoosain (Eds.), *Linguistics, Psychology, and the Chinese Language*, 177-202. Hong Kong: University of Hong Kong Press.

Hamilton, Harley & Lillo-Martin, Diane (1986). Imitative Production of Verbs of Movement and Location: A Comparative Study. *Sign Language Studies* 50, 29-57.

Lillo-Martin, Diane (1986a). Effects of the Acquisition of Morphology on Syntactic Parameter Setting. In S. Berman, J.-W. Choe, & J. McDonough (Eds.), *Proceedings of NELS 16*, 305-321. Amherst: GLSA.

Lillo-Martin, Diane (1986b). Two Kinds of Null Arguments in American Sign Language. *Natural Language and Linguistic Theory* 4, 415-444.

Lillo-Martin, Diane (1988). Children's New Sign Creations. In M. Strong (Ed.), *Language Learning and Deafness*, 162-183. Cambridge: Cambridge University Press.

Lillo-Martin, Diane & Tallal, Paula (1988). Effects of Different Early Experiences. In J. Stiles-Davis, M. Kritchevsky, & U. Bellugi (Eds.), *Spatial Cognition: Brain Bases and Development*, 433-441. Hillsdale, NJ: Lawrence Erlbaum Associates.

- Bellugi, Ursula, Lillo-Martin, Diane, O'Grady, Lucinda, & vanHoek, Karen (1990). The Development of Spatialized Syntactic Mechanisms in American Sign Language. In W. H. Edmondson & F. Karlsson (Eds.), *SLR '87: Papers from the Fourth International Symposium on Sign Language Research*, 183-189. Hamburg: Signum-Verlag.
- Bellugi, Ursula, O'Grady, Lucinda, Lillo-Martin, Diane, O'Grady, Maureen, vanHoek, Karen, & Corina, David (1990). Enhancement of Spatial Cognition in Deaf Children. In Virginia Volterra & Carol Erting (Eds.), *From Gesture to Language in Hearing and Deaf Children*, 278-298. New York: Springer Verlag.
- Fischer, Susan D., & Lillo-Martin, Diane (1990). UNDERSTANDING Conjunctions. *International Journal of Sign Linguistics* 1, 71-80.
- Lillo-Martin, Diane (1990a). Parameters for Questions: Evidence from WH-Movement in American Sign Language. In Ceil Lucas (Ed.), *Sign Language Research: Theoretical Issues*, 211-222. Washington, DC: Gallaudet University Press.
- Lillo-Martin, Diane (1990b). Studies of American Sign Language Syntax and the Principles and Parameters of Universal Grammar. In W. Edmondson & F. Karlsson (Eds.), *SLR '87: Papers from the Fourth International Symposium on Sign Language Research*, 86-93. Hamburg: Signum-Verlag.
- Lillo-Martin, Diane & Klima, Edward S. (1990). Pointing out Differences: ASL Pronouns in Syntactic Theory. In Susan D. Fischer & Patricia Siple (Eds.), *Theoretical Issues in Sign Language Research, Volume 1: Linguistics*, 191-210. Chicago: University of Chicago Press.
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- Lillo-Martin, Diane (1992). Sentences as Islands: On the Boundedness of A'-Movement in American Sign Language. In Helen Goodluck & M. Rochemont (Eds.), *Island Constraints*, 259-274. Dordrecht: Kluwer Academic Publishers.
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- Wang, Qi, Lillo-Martin, Diane, Best, Catherine T., & Levitt, Andrea (1992). Null Subject Versus Null Object: Some Evidence from the Acquisition of Chinese and English. *Language Acquisition* 2, 221-254.
- Bellugi, Ursula, vanHoek, Karen, Lillo-Martin, Diane, & O'Grady, Lucinda (1993). The Acquisition of Syntax and Space in Young Deaf Signers. In Dorothy Bishop & Kay Mogford (Eds.), *Language Development in Exceptional Circumstances*, 132-149. Edinburgh: Churchill Livingstone.
- Lillo-Martin, Diane (1993). Deaf Readers and Universal Grammar. In Marc Marschark & Dianne Clark (Eds.), *Psychological Perspectives on Deafness*, 311-337. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Lillo-Martin, Diane (1994). Setting the Null Argument Parameters: Evidence from American Sign Language and Other Languages. In Barbara Lust, M. Suñer, & Gabrielle Hermon (Eds.), *Syntactic Theory and First Language Acquisition: Cross Linguistic Perspectives, Volume 2: Anaphora*, 301-318. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Emmorey, Karen & Lillo-Martin, Diane (1995). Processing Spatial Anaphora: Referent Reactivation with Overt and Null Pronouns in American Sign Language. *Language and Cognitive Processes* 10, 631-664.
- Lillo-Martin, Diane (1995). The Point of View Predicate in American Sign Language. In Karen Emmorey & Judy Reilly (Eds.), *Language, Gesture, and Space*, 155-170. Hillsdale, NJ: Lawrence Erlbaum Associates.
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- Lillo-Martin, Diane (1997). The Modular Effects of Sign Language Acquisition. In Support of the Language Acquisition Device. In Marc Marschark, Patricia Siple, Diane Lillo-Martin, Ruth Campbell, & Victoria S. Everhart, *Relations of Language and Thought: The View from Sign Language and Deaf Children*, 62-109, 153-162. New York: Oxford University Press.
- Petronio, Karen & Lillo-Martin, Diane (1997). Wh-Movement and the Position of Spec CP: Evidence from American Sign Language. *Language* 73, 18-57.
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- Lillo-Martin, Diane (2005). Syntactic Categories in Signed versus Spoken Languages. In Henry Cohen & Claire Lefebvre (Eds.), *Handbook of Categorization in Cognitive Science*. Oxford: Elsevier.
- Lillo-Martin, Diane & Quadros, Ronice Müller de (2005). The Acquisition of Focus Constructions in American Sign Language and Língua de Sinais Brasileira. In A. Burgos, M.R. Clark-Cotton, & S. Ha (Eds.), *Proceedings of the 29<sup>th</sup> Annual Boston University Conference on Language Development*, 365-375. Somerville, MA: Cascadilla Press.
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- Lillo-Martin, Diane (2006). Sign Linguistics and the Interfaces. In Leah Bateman & C. Ussery (Eds.), *Proceedings of the 35<sup>th</sup> Annual Meeting of the North East Linguistic Society*, 43-61. Charleston, SC: Booksurge.
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- Lillo-Martin, Diane & Chen Picher, Deborah (2008). Development of Sign Language Acquisition Corpora. In Onno Crasborn, Eleni Efthimiou, Thomas Hanke, Ernst D. Thoutenhoofd, & Inge Zwitterlood, (Eds.), *Proceedings of the 3<sup>rd</sup> Workshop on the Representation and Processing of Sign Languages: Construction and Exploitation of Sign Language Corpora; 6<sup>th</sup> Language Resources and Evaluation Conference*, 129-133. [http://www.lrec-conf.org/proceedings/lrec2008/workshops/W25\\_Proceedings.pdf](http://www.lrec-conf.org/proceedings/lrec2008/workshops/W25_Proceedings.pdf).
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- Lillo-Martin, Diane & Quadros, Ronice Müller de (2009). Two in One: Evidence for Imperatives as the Analogue to RI’s from ASL and LSB. In Jane Chandlee, Michelle Franchini, Sandy Lord, & Gudrun-Marion Rheiner, (Eds.), *Proceedings of the 33<sup>rd</sup> Annual Boston University Conference on Language Development*, 302-312. Somerville, MA: Cascadilla Press. [Publication in Portuguese, in *Cadernos de Saúde*, cited below]

- Lillo-Martin, Diane & Quadros, Ronice Müller de (2009). Imperativos Análogos a Raízes Infinitivas: Evidência das Línguas de Sinais Americana e Brasileira. (Imperatives function as analogues to root infinitives: Evidence from ASL and LSB). *Cadernos de Saúde, Numero Especial de Línguas Gestuais*, 29-35.
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- Chen Pichler, Deborah, Hochgesang, Julie, Lillo-Martin, Diane & Quadros, Ronice Müller de (2010). Conventions for Sign and Speech Transcription in Child Bimodal Bilingual Corpora in ELAN. *Language, Interaction and Acquisition / Langage, Interaction et Acquisition* 1(1), 11-40. (PMCID: PMC3102315)
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- Gökgöz, Kadir, Quadros, Ronice Müller de, Oliveira, Janine & Lillo-Martin, Diane (in press). Pointing and Eyegaze in Bimodal Bilingual Language Development. *Proceedings of Boston University Conference on Language Development (BUCLD) 39.*
- Koulidobrova, Elena & Lillo-Martin Diane (in press). A ‘point’ of inquiry: The case of the (non-) pronominal IX in ASL. In Patrick Grosz & Pritty Patel-Grosz (Eds.), *The Impact of Pronominal Form on Interpretation* [Studies in Generative Grammar]. Berlin: Mouton de Gruyter.
- Lillo-Martin, Diane (submitted). The development of bimodal bilingualism: Implications for linguistic theory. Invited keynote paper for epistemological issue, *Linguistic Approaches to Bilingualism.*
- Matsuoka, Kazumi & Lillo-Martin, Diane (in press). Interpretation of Bound Pronouns by Learners of Japanese Sign Language. In Mineharu Nakayama and Yi-ching Su (Eds.), *Studies in Chinese and Japanese Language Acquisition: In Honor of Stephen Crain.*
- Quadros, Ronice Müller de, Lillo-Martin, Diane & Chen Pichler, Deborah (in press). Bimodal Bilingualism: Sign Language and Spoken Language. In Marc Marschark & Patricia Elizabeth Spencer (Eds.), *The Oxford Handbook of Deaf Studies in Language: Research, Policy, and Practice.* Oxford, UK: Oxford University Press.
- Sandler, Wendy & Lillo-Martin, Diane (in press). Natural Sign Languages. In Mark Aronoff & Janie Rees-Miller (Eds.), *The Handbook of Linguistics*, 2<sup>nd</sup> Edition. Hoboken, NJ: Wiley-Blackwell.

*Selected works in progress*

- Gökgöz, Kadir, Quadros, Ronice Müller de, Oliveira, Janine & Lillo-Martin, Diane (in preparation). Eyegaze in Bimodal Bilingual Children and Their Interlocutors.
- Gökgöz, Kadir, Quadros, Ronice Müller de, Chen Pichler, Deborah & Lillo-Martin, Diane (in preparation). Syntactic Constraints on Code-Blending: Evidence from Distributions of Subject Points and Object Points.
- Hall, Matthew L., Eigsti, Inge-Marie, Bortfeld, Heather & Lillo-Martin, Diane (submitted). Auditory Deprivation, Language Deprivation, and Executive Function: Evidence from a Parent-Report Measure in Native Signing Children.
- Hall, Matthew L., Eigsti, Inge-Marie, Bortfeld, Heather & Lillo-Martin, Diane (submitted). Language may Matter More than Sound for Implicit Sequence Learning in Deaf Children.



Lillo-Martin, Diane (in preparation). Null Arguments – Experimental Perspectives. Invited chapter. In Josep Quer, Roland Pfau & Annika Herrmann (Eds.), *The Routledge Handbook of Theoretical and Experimental Sign Language Research*.

Lillo-Martin, Diane, Koulidobrova, Helen, Quadros, Ronice Müller de, & Chen Pichler, Deborah (in preparation). Bilingual Language Synthesis: Evidence from WH-Questions in Bimodal Bilinguals. [expanded version of BUCLD 2011 paper with additional data and theoretical development]

Lillo-Martin, Diane, Chen Pichler, Deborah, & Quadros, Ronice Müller de (in preparation). Invited chapter on bimodal bilingual code-blending (title and order of authors TBA). In Ulrike Zeshan, Jennifer Webster & Anastasia Bradford (Eds.), *Sign Multilingualism*. DeGruyter Mouton & Ishara Press.

Quadros, Ronice Müller de & Lillo-Martin, Diane (in preparation). Acquisition of Verb Agreement in Sign Languages.

Snyder, William B., Lillo-Martin, Diane & Naigles, Letitia. (under revision). The Compounding Parameter: New Evidence from IPL.

### *Working Papers*

Lillo-Martin, Diane (1987). Studies of American Sign Language and the Principles and Parameters of Universal Grammar. In Y. Ishii, R. Thornton, H.-H. Ahn, & E. Bar-Shalom (Eds.), *University of Connecticut Working Papers in Linguistics* 27-38.

Lillo-Martin, Diane, Hanson, Vicki L., & Smith, Suzanne (1988). Prospects for Examining deaf Readers' Comprehension of Complex Syntactic Structures. In Javier Ormazabal & Jaya Sarma (Eds.), *University of Connecticut Working Papers in Linguistics Volume 2*, 30-39.

Lillo-Martin, Diane (1989). Raising in Niuean. In P. Farrell, K. Kellogg, S. Poteet, J. Rubba, & A. Thyme (Eds.), *Linguistic Notes from La Jolla* 15, 41-61.

Lillo-Martin, Diane (1996). In Support of the Language Acquisition Device. In Kazumi Matsuoka & Anne Halbert (Eds.), *University of Connecticut Working Papers in Linguistics 6: Papers in Honor of Stephen Crain: Language Acquisition and Processing*, 83-90.

Lillo-Martin, Diane, Boster, Carole T., Matsuoka, Kazumi, & Nohara, Michiko (1996). Early and Late in Language Acquisition. In Kazumi Matsuoka & Anne Halbert (Eds.), *University of Connecticut Working Papers in Linguistics 6: Papers in Honor of Stephen Crain: Language Acquisition and Processing*, 13-24. [Translated to Portuguese in Lillo-Martin et al. 1999.]

**Presentations at Professional Conferences, Mini-Courses, and Workshops**

*All are oral presentations selected by competitive review of abstracts unless otherwise indicated.*

- Lillo-Martin, Diane (1984). The Acquisition of Task-Specific Word Formation Devices in American Sign Language. Stanford Child Language Research Forum (SCLRF); Palo Alto, CA; March 1984.
- Lillo-Martin, Diane (1984). Null Pronouns and Verb Agreement in American Sign Language. North Eastern Linguistic Society (NELS); Brown University, Providence, RI; November 1984.
- Lillo-Martin, Diane (1984). Is ASL an NSL? Linguistic Society of America (LSA) Annual Meeting; Baltimore, MD; December 1984.
- Lillo-Martin, Diane, Bellugi, Ursula, Struxness, Lucinda, O'Grady, Maureen (1985). The Acquisition of Spatially Organized Syntax. Stanford Child Language Research Forum (SCLRF); Palo Alto, CA; March 1985.
- Lillo-Martin, Diane (1985). Effects of the Acquisition of Morphology on Syntactic Parameter Setting. North Eastern Linguistic Society (NELS); McGill University, Montreal, Quebec, Canada; November 1985.
- Lillo-Martin, Diane (1985). Agreement, Inflection, and Cliticization. Linguistic Society of America (LSA) Annual Meeting; Seattle, WA; December 1985.
- Lillo-Martin, Diane & Klima, Edward S. (1986). Pointing out Differences: ASL Pronouns in Syntactic Theory. Theoretical Issues in Sign Language Research (TISLR) 1; University of Rochester, Rochester, NY; June 1986.
- Bellugi, Ursula, Klima, Edward S., O'Grady, Lucinda, Vaid, Jyotsna, & Lillo-Martin, Diane (1986). Examining Language Dominance Through Hand Dominance. Boston University Conference on Language Development (BUCLD); Boston, MA; October 1986.
- Lillo-Martin, Diane (1986). Bounded A'-Movement in American Sign Language. Linguistic Society of America (LSA) Annual Meeting; New York, NY; December 1986.
- Lillo-Martin, Diane (1987). Patterns of Syntactic Acquisition in American Sign Language. Language Acquisition and Language Impairment in Children; Parma, Italy; June 1987.
- Lillo-Martin, Diane (1987). Studies of American Sign Language Syntax and the Principles and Parameters of Universal Grammar. Fourth International Symposium on Sign Language Research; Lappeenranta, Finland; July 1987.

- Bellugi, Ursula, Lillo-Martin, Diane, O'Grady, Lucinda & vanHoek, Karen (1987). The Development of Spatialized Syntactic Mechanisms in American Sign Language. Fourth International Symposium on Sign Language Research; Lappeenranta, Finland; July 1987.
- Lillo-Martin, Diane (1987). The Acquisition of Null Arguments in American Sign Language. Fourth International Congress for the Study of Child Language; Lund, Sweden; July 1987.
- Lillo-Martin, Diane (1987). Parameter Setting in the Acquisition of American Sign Language. Boston University Conference on Language Development (BUCLD); Boston, MA; October 1987.
- Lillo-Martin, Diane (1988). Parameters for Questions: Evidence from Wh-Movement in American Sign Language. Theoretical Issues in Sign Language Research (TISLR) II; Gallaudet University, Washington DC; May 1988.
- Murasugi, Keiko, Crain, Stephen, & Lillo-Martin, Diane (1988). The Acquisition of Structural and Pragmatic Constraints on Pronominal Reference. Linguistic Society of America (LSA) Annual Meeting; New Orleans, LA; December 1988.
- Lillo-Martin, Diane, Hanson, Vicki L., & Smith, Suzanne T. (1989). Deaf Readers' Comprehension of Complex Syntactic Structure. Cognition, Education, and Deafness; Gallaudet University, Washington DC; July 1989.
- Lillo-Martin, Diane (1989). Sentences as Islands: On the Boundedness of A'-Movement in American Sign Language. Psycholinguistics of Island Constraints; University of Ottawa, Ottawa, Ontario, Canada; September 1989.
- Fischer, Susan D. & Lillo-Martin, Diane (1989). UNDERSTANDING Conjunctions. Linguistic Society of America (LSA) Annual Meeting; Washington, DC; December 1989.
- Lillo-Martin, Diane (1990). Research on Complex Syntax in ASL and English: Reading and Acquisition. Invited presentation, workshop on NIDCD Research and Training: Perspectives of the Deaf Community; Bethesda, MD; September 1990.
- Wang, Qi, Lillo-Martin, Diane & Levitt, Andrea (1991). Use of Null Arguments by Chinese- and English-speaking Children. Poster presentation, Linguistic Society of America (LSA) Annual Meeting; Chicago, IL; January 1991.
- Lillo-Martin, Diane (1991). The Acquisition of English and American Sign Language. Invited presentation, Connecticut Academy of Arts and Science; Storrs, CT; April 1991.
- Emmorey, Karen & Lillo-Martin, Diane (1991). Processing Spatial Anaphora: Referent Activation with Overt and Null Pronouns in American Sign Language. CUNY Sentence Processing Conference; University of Rochester, Rochester, NY; May 1991.

- Lillo-Martin, Diane (1992). Setting the Null Argument Parameters: Evidence from American Sign Language and Other Languages. Invited paper, Syntactic Theory and First Language Acquisition: Cross Linguistic Perspectives; Cornell University, Ithaca, NY; April 1992.
- Lillo-Martin, Diane & Fischer, Susan D. (1992). Overt and Covert Wh-Questions in American Sign Language. Fifth International Symposium on Sign Language Research; Salamanca, Spain; May 1992.
- Lillo-Martin, Diane (1992). Adherence to Cross-Linguistic Constraints in American Sign Language and English. Fifth International Symposium on Sign Language Research; Salamanca, Spain; May 1992.
- Lillo-Martin, Diane (1992). Bilingual, Bicultural Education and Theoretical Linguistics. Invited discussion, Round Table on Bilingual and Bicultural Approaches to Deaf Education and Language Policy; Fourth International Conference on Theoretical Issues in Sign Language Research (TISLR); University of California, San Diego, CA; August 1992.
- Lillo-Martin, Diane (1992). The Point of View Predicate in American Sign Language. Fourth International Conference on Theoretical Issues in Sign Language Research (TISLR); University of California, San Diego, CA; August 1992.
- Lillo-Martin, Diane (1993). The Acquisition of English by Deaf Signers: Is Universal Grammar Involved? Workshop on Recent Advances in Second Language Acquisition; MIT, Cambridge, MA; January 1993.
- Petronio, Karen & Lillo-Martin, Diane (1995). On the Direction of Wh-Movement in American Sign Language. Linguistic Society of America (LSA) Annual Meeting; New Orleans, LA; January 1995.
- Lillo-Martin, Diane (1995). The Acquisition of American Sign Language Syntax. Invited presentation, Deutsche Gesellschaft für Sprachwissenschaft; Goettingen, Germany; March 1995.
- Lillo-Martin, Diane (1995). Mastering ASL Syntax. American Educational Research Association (AERA); San Francisco, CA; April 1995.
- Lillo-Martin, Diane, Nohara, Michiko, Matsuoka, Kazumi & Boster, Carole T. (1995). Language Acquisition in Deaf Children with Early ASL Input. Conference on Issues in Language and Deafness; Nebraska City, NE; October 1995.
- Lillo-Martin, Diane, Boster, Carole T., Matsuoka, Kazumi & Nohara, Michiko (1996). Early and Late in Language Acquisition. Linguistic Society of America (LSA) Annual Meeting; San Diego, CA; January 1996.

- Lillo-Martin, Diane, Boster, Carole T., Halbert, Anne, Matsuoka, Kazumi, Nohara, Michiko, Schley, Sara & Simons-Marques, Doreen (1996). Effects of Different Early Input on the Acquisition of ASL Syntax by Deaf Children. Poster presentation, Fifth International Conference on Theoretical Issues in Sign Language Research (TISLR); Université du Québec à Montréal, Quebec, Canada; September 1996.
- Lillo-Martin, Diane (1997). Some Syntactic Grounds for Intonation in American Sign Language. Invited talk, Workshop on Intonation in Oral and Sign Languages; Haifa, Israel; June 1997.
- Hiramatsu, Kazuko & Lillo-Martin, Diane (1997). Children who Judge Ungrammatical what they Produce. Boston University Conference on Language Development (BUCLD) 22; Boston, MA; November 1997.
- Lillo-Martin, Diane, Quadros, Ronice Müller de, & Mathur, Gaurav (1998). Acquisition of Verb Agreement in ASL and LIBRAS: A Cross-Linguistic Study. Poster presentation, Sixth International Conference on Theoretical Issues in Sign Language Research (TISLR); Gallaudet University, Washington, DC; November 1998. [Also presented at the UMass-UConn Language Acquisition Workshop, October 1998.]
- Lillo-Martin, Diane (1999). Syntactic Aspects of Intonation. Linguistic Society of America (LSA) Annual Meeting; Los Angeles, CA; January 1999.
- Lillo-Martin, Diane (1999). How Early Exposure to ASL Affects Syntax Acquisition. Invited presentation, Vth Latin-American Congress on Bilingual Education of the Deaf; Porto Alegre, Brazil; April 1999.
- Lillo-Martin, Diane (1999). Language and Modality. Volunteered presentation, UConn Cognitive Science Conference; Storrs, CT; May 1999.
- Lillo-Martin, Diane (2000). Modality and Modularity: Where are the Effects? Invited keynote presentation, Texas Linguistic Society meeting on The Effects of Modality on Language and Linguistic Theory; Austin, TX; February 2000.
- Quadros, Ronice Müller de, Lillo-Martin, Diane & Chen, Deborah (2000). A Little Change Goes a Long Way: Capturing Structural Differences Between Brazilian Sign Language and American Sign Language. Seventh International Conference on Theoretical Issues in Sign Language Research (TISLR); Amsterdam, Netherlands; July 2000.
- Berk, Stephanie & Lillo-Martin, Diane (2000). Effects of Delayed ASL Input on Children's Narratives. Poster presentation, Seventh International Conference on Theoretical Issues in Sign Language Research (TISLR); Amsterdam, Netherlands; July 2000.
- Lillo-Martin, Diane (2000). Modality and Linguistics: On the Structure and Acquisition of Sign Languages. Invited Mini-Course, Keio University, Tokyo, Japan; September 2000.

- Lillo-Martin, Diane (2000). The ASL Lexicon. Invited participation in the Language, Mind, and Brain Seminar, SUNY, Stony Brook, NY; December 2000.
- Lillo-Martin, Diane (2001). Modality and Modularity: Where are the Effects? Annual Meeting of the American Association for the Advancement of Science; San Francisco, CA; February 2001.
- Snyder, William & Lillo-Martin, Diane (2001). On the Acquisition of Spanish Goal PPs. 4<sup>th</sup> Conference on the Acquisition of Spanish and Portuguese as First and Second Languages; Urbana-Champaign, IL; October 2001.
- Snyder, William, Felber, Sarah, Kang, Bo-Sook & Lillo-Martin, Diane (2001). Path PPs and Root Compounding in the Acquisition of English. Boston University Conference on Language Development (BUCLD); Boston, MA; November 2001.
- Lillo-Martin, Diane (2001). Cross-Linguistic Language Acquisition. Invited presentation, IV Congresso Internacional de Língua e Literatura do Mercosul; Canoas, Brazil; November 2001.
- Lillo-Martin, Diane (2001). Language Acquisition. Invited Mini-Course, IV Congresso Internacional de Língua e Literatura do Mercosul; Canoas, Brazil; November 2001.
- Snyder, William & Lillo-Martin, Diane (2002). Talmy's Verb/Satellite Typology and the Compounding Parameter. Poster presentation, Stanford Child Language Research Forum (SCLRF); Stanford, CA; April 2002.
- Berk, Stephanie & Lillo-Martin, Diane (2002). Delayed Language Exposure and the Two-Word Stage in American Sign Language. International Association for the Study of Child Language; Madison, WI; July 2002.
- Lillo-Martin, Diane (2002). Verb Agreement. Invited lecture series in course on Structure of Signed Languages, University of North Dakota/SIL; Grand Forks, ND; July 2002.
- Lillo-Martin, Diane & Berk, Stephanie (2002). Acquisition of Constituent Order Under Delayed Linguistic Input. Boston University Conference on Language Development (BUCLD); Boston, MA; November 2002.
- Lillo-Martin, Diane (2003). Prosody and Sentence Structure in American Sign Language. Invited presentation, Jornadas del Comahue de Lingüística de Lenguas de Señas; San Martín de los Andes, Neuquén, Argentina; March 2003.
- Lillo-Martin, Diane (2003). Morphology and Syntax of Verb Agreement in Sign Language. Invited mini-course, Universidad Nacional del Comahue, Argentina; March 2003.
- Lillo-Martin, Diane (2003). What is Linguistic in Sign Language Directionality? Invited round table, III Congresso Internacional da Abralin; Rio de Janeiro, Brazil; March 2003.

Lillo-Martin, Diane (2003). Gramática das línguas de sinais. Invited workshop, Universidade Federal de Santa Catarina, Florianópolis, Brazil; March 2003.

Lillo-Martin, Diane (2003). Syntactic Categories in Signed versus Spoken Languages. Invited presentation, UQÀM Summer Institute in Cognitive Sciences, Université du Québec à Montréal, Quebec, Canada; July 2003.

Lillo-Martin, Diane, Snyder, William B., Felber, Sarah, Kang, Bo-Sook, Reglero, Lara, & Ticio Emma (2003). Classifying Verbs of Motion by the Compounding Parameter. Volunteered presentation, UConn/ UMass / Smith Language Acquisition Workshop; December 2003.

Lillo-Martin, Diane (2004). Data and Tools for Language Acquisition Research. Invited presentation, Terascale Initiative Town Hall Meeting; Linguistic Society of America Annual Meeting; Boston, MA; January 2004.

Quadros, Ronice Müller de, Lillo-Martin, Diane & Chen Pichler, Deborah (2004). Clause Structure in ASL and LSB. 26th Annual Conference of the German Linguistics Association (DGfS); Mainz, Germany; February 2004.

Lillo-Martin, Diane (2004). Reading and Deafness. Invited mini-course, Universidade Federal de Santa Catarina, Florianópolis, Brazil; August 2004.

Lillo-Martin, Diane & Quadros, Ronice Müller de (2004). Structure and Acquisition of Focus in ASL and LSB. Theoretical Issues in Sign Language Research (TISLR) 8; Barcelona; October 2004.

Berk, Stephanie & Lillo-Martin, Diane (2004). Some Sensitive Period Effects on First Language Acquisition. Poster presentation, Theoretical Issues in Sign Language Research (TISLR) 8; Barcelona; October 2004.

Lillo-Martin, Diane (2004). Sign Linguistics and the Interfaces. Invited keynote presentation, NELS 35; Storrs, CT; October 2004.

Lillo-Martin, Diane & Quadros, Ronice Müller de (2004). The Acquisition of Focus Constructions in American Sign Language and Língua de Sinais Brasileira. Boston University Conference on Language Development (BUCLD) 29, Boston, MA; November 2004.

Lillo-Martin, Diane & Quadros, Ronice Müller de (2004). The Position of Early WH-Elements in American Sign Language and Brazilian Sign Language. Conference on Generative Approaches to Language Acquisition – North America (GALANA); Honolulu, HI; December 2004.

- Lillo-Martin, Diane (2005). Acquisition of Language and Literacy by Deaf Children with Different Early Experiences. Invited presentation, Rhode Island School for the Deaf, Providence, RI; March 2005.
- Quadros, Ronice Müller de & Lillo-Martin, Diane (2005). What Sign Language Acquisition Data Have to Tell us about Verb Agreement in ASL and LSB. LSA Summer Institute Workshop on Verb Agreement in Sign Languages; Harvard University, Cambridge, MA; August 2005.
- Lillo-Martin, Diane (2005). Grammatical Structure. Volunteered Discussant, LSA Summer Institute Workshop on Verb Agreement in Sign Languages; Harvard University, Cambridge, MA; August 2005.
- O'Brien, Karen, Grolla, Elaine, & Lillo-Martin, Diane (2005). Long Non-Actional Passives are Understood by Young Children. Boston University Conference on Language Development (BUCLD) 30; Boston, MA; November 2005.
- Lillo-Martin, Diane (2006). Gesture and the Acquisition of Verbs in ASL. Invited presentation, Revolutions in Sign Language; Gallaudet University, Washington, DC; March 2006.
- Quadros, Ronice Müller de & Lillo-Martin, Diane (2006). Gesture and the Acquisition of Verb Agreement in Sign Languages. Boston University Conference on Language Development (BUCLD) 31; Boston, MA; November 2006.
- Lillo-Martin, Diane (2006). Sign Language Acquisition Studies: Past, Present and Future. Invited keynote presentation, Theoretical Issues in Sign Language Research (TISLR) 9; Florianópolis, Brazil; December 2006.
- Lillo-Martin, Diane (2007). Language Acquisition. Invited mini-course; Nanzan University; Nagoya, Japan. February 2007.
- Lillo-Martin, Diane (2007). Sign Language and Modularity. Invited keynote presentation, CUNY Sentence Processing Conference; La Jolla, CA; March 2007.
- Lillo-Martin, Diane & Quadros, Ronice Müller de (2007). Optionality of Verb Agreement in Sign Languages: The View from Acquisition Data. Invited presentation, International Conference on Current Issues in Sign Language Research; Cologne Germany; July 2007.
- Berk, Stephanie, & Lillo-Martin, Diane (2007). Specifically Linguistic Processing Limitations and the Two-Word Stage. Generative Approaches to Language Acquisition (GALA); Barcelona, Spain; September 2007.
- Quadros, Ronice Müller de & Lillo-Martin, Diane (2007). Aquisição de Línguas de Sinais: Impacto na Morfologia Verbal. 8th International Congress of the International Society of Applied Psycholinguistics; Porto Alegre, Brazil; November 2007.



- Lillo-Martin, Diane & Chen Pichler, Deborah (2008). Development of Sign Language Acquisition Corpora. 6<sup>th</sup> edition of the Language Resources and Evaluation Conference; 3<sup>rd</sup> workshop on the Representation and Processing of Sign Languages: Construction and Exploitation of Sign Language Corpora; Marrakech, Morocco; June 2008.
- Lillo-Martin, Diane & Quadros, Ronice Müller de (2008). Two in One: Evidence for Imperatives as the Analogue to RI's from ASL and LSB. Boston University Conference on Language Development (BUCLD) 33, Boston, MA; November 2008.
- Lillo-Martin, Diane & Chen Pichler, Deborah (2008). The Acquisition of Sign Languages. Invited mini-course, Universidade Federal de Santa Catarina, Florianópolis, Brazil; November 2008.
- Lillo-Martin, Diane (2008). Sign Bilingualism in the Americas. Invited Keynote Presentation, Workshop on Sign Bilingualism in the Asia-Pacific Region; Hong Kong; December 2008.
- Lillo-Martin, Diane & Meier, Richard (2009). Verb Agreement in Spoken and Signed Languages: Similarities and Differences. Linguistic Society of America (LSA) Annual Meeting; San Francisco, CA; January 2009.
- Lillo-Martin, Diane & Quadros, Ronice Müller de (2009). Acquisition of the Syntax-Discourse Interface: The Expression of Point-of-View. Mind-Context Divide Workshop; University of Iowa, IA; May 2009.
- Lillo-Martin, Diane, Chen Pichler, Deborah & Quadros, Ronice Müller de (2009). Best Practices for Building a Bi-modal Bi-lingual Bi-national Corpus of Child Language. Workshop on Sign Language Corpora: Linguistic Issues; University College London, UK; July 2009.
- Lillo-Martin, Diane (2009). Indexing and Indexicals in American Sign Language. Invited talk, Workshop on Formal Approaches to Sign Languages; European Summer School on Logic, Language and Information; Université Bordeaux, France; July 2009.
- Lillo-Martin, Diane, Quadros, Ronice Müller de, Koulidobrova, Helen & Chen Pichler, Deborah (2009). Bimodal Bilingual Cross-Language Influence In Unexpected Domains. Generative Approaches to Language Acquisition (GALA); Lisbon, Portugal; September 2009.
- Lillo-Martin, Diane & Quadros, Ronice Müller de (2009). Constructed Action: Acquisition in ASL and LSB. Invited talk, workshop on Sign Languages Around The World; Portuguese Catholic University, Lisbon, Portugal; September 2009.
- Quadros, Ronice Müller de & Lillo-Martin, Diane (2009). Verbal Morphology in Sign Languages and Sign Language Acquisition: The Imperative Case. Societas Linguistica Europaea 2009; Universidade de Lisboa; Lisbon, Portugal; September 2009.

- Chen Pichler, Deborah, Quadros, Ronice Müller de, & Lillo-Martin, Diane (2009). Effects of Bimodal Production on Multi-Cyclicity in Early ASL and LSB. Poster presentation, Boston University Conference on Language Development (BUCLD) 34, Boston, MA; November 2009.
- Lillo-Martin, Diane & Quadros, Ronice Müller de (2010). Interfaces and WH-Questions in Sign Languages. 20<sup>th</sup> Colloquium on Generative Grammar; Barcelona; March 2010.
- Lillo-Martin, Diane, Goodwin, Corina, Koulidobrova, Helen, & Tieu, Lyn (2010). Linguistic Studies of Bilingualism. Volunteered poster presented at the University of Connecticut Language Fest; April 2010.
- Toohy, Erin & Lillo-Martin, Diane (2010). Phonological Development of Hearing Children of Deaf Parents. Poster presented at Frontiers in Undergraduate Research; University of Connecticut; April 2010. [Faculty advisor on undergraduate research project.]
- Hochgesang, Julie, Pascual Villanueva, Pedro, Mathur, Gaurav, & Lillo-Martin, Diane (2010). Building a Database While Considering *Research Ethics in Sign Language Communities*. Poster presented at the 4<sup>th</sup> Workshop on the Representation and Processing of Sign Languages: Corpora and Sign Language Technologies; 7<sup>th</sup> Language Resources and Evaluation Conference; Malta; May 2010.
- Lillo-Martin, Diane & Chen Pichler, Deborah (2010). Annotation of Child Language Corpora: A comparison of two methods with special emphasis on bimodal bilingual data. Sign Linguistics Corpora Network Workshop 3: Annotation; Stockholm, Sweden; June 2010.
- Chen Pichler, Deborah, Quadros, Ronice Müller de, Lillo-Martin, Diane & Koulidobrova, Helen (2010). Koda Bilingual Language Development: Experiences and Research. National KODA Family Conference; Old Forge, NY; June 2010.
- Lillo-Martin, Diane & Quadros, Ronice Müller de (2010). Does Prosody Make Sign Language Syntax Different? Theoretical Issues in Sign Language Research (TISLR) 10; Purdue University, IN; October 2010.
- Quadros, Ronice Müller de, Lillo-Martin, Diane, & Chen Pichler, Deborah (2010). Two Languages but One Computation: Code-Blending in Bimodal Bilingual Development. Theoretical Issues in Sign Language Research (TISLR) 10; Purdue University, IN; October 2010.
- Lillo-Martin, Diane & Chen Pichler, Deborah (2010). The Development of Bimodal Bilingualism. Invited Keynote Presentation, Michigan Linguistics Society; University of Michigan, Flint, MI; October 2010.
- Lillo-Martin, Diane, Quadros, Ronice Müller de, & Chen Pichler, Deborah (2011). Desenvolvimento Bilíngüe Bimodal / Development of Bimodal Bilingualism. Invited

- presentation, Workshop em Línguas de Sinais e Bilinguismo dos Surdos; Universidade de Brasília, Brazil; March 2011.
- Crawford, Jean, Goodwin, Corina, Koulidobrova, Helen, Riqueros Morante, José, Tieu, Lyn, Lillo-Martin, Diane, Naigles, Letitia, & Snyder, William (2011). Do Particles Give you Compounds? Volunteered poster presented at the University of Connecticut Language Fest; April 2011.
- Lillo-Martin, Diane, Koulidobrova, Helen, Quadros, Ronice Müller de, & Chen Pichler, Deborah (2011). Constraints on Cross-Language Influence, Code-Switching, and Code-Blending. UIC Bilingualism Forum; Chicago, IL; April 2011.
- Lillo-Martin, Diane (2011). Building a Collaborative ID-Gloss Database for ASL. Invited presentation, Workshop on Building Sign Language Corpora in North America; Gallaudet University; Washington, DC; May 2011.
- Koulidobrova, Helen, Quadros, Ronice Müller de, Chen Pichler, Deborah, & Lillo-Martin, Diane (2011). Cross-Language Influence, Code-Switching, and Code-Blending. International Symposium on Bilingualism 8; Oslo, Norway; June 2011.
- Chen Pichler, Deborah, Quadros, Ronice Müller de, & Lillo-Martin, Diane (2011). Sign Language Development by Deaf and Hearing Children. Course, Linguistic Society of America Summer Institute; University of Colorado, Boulder, CO; July 2011.
- Quadros, Ronice Müller de, Lillo-Martin, Diane & Chen Pichler, Deborah (2011). Early Effects of Bilingualism on WH-Question Structures: Insight from Sign-Speech Bilingualism. Generative Approaches to Language Acquisition (GALA); Thessaloniki, Greece; September 2011.
- Lillo-Martin, Diane (2011). On Direct and Indirect Quotation in ASL. Invited presentation, Symposium on Complex Sentences and Beyond in Sign and Spoken Languages; Lichtenberg-Kolleg, Georg-August-Universität Göttingen, Germany; October 2011.
- Lillo-Martin, Diane, Koulidobrova, Helen, Quadros, Ronice Müller de, & Chen Pichler, Deborah (2011). Bilingual Language Synthesis: Evidence from WH-Questions in Bimodal Bilinguals. Boston University Conference on Language Development (BUCLD) 36; Boston, MA, November 2011.
- Lillo-Martin, Diane, Koulidobrova, Helen, Quadros, Ronice Müller de, & Chen Pichler, Deborah (2011). Bilingual Language Synthesis: Evidence from WH-Questions in Bimodal Bilinguals. Volunteered presentation, UConn/ UMass / Smith Language Acquisition Workshop; December 2011.
- Lillo-Martin, Diane, Berk, Stephanie, & Quadros, Ronice Müller de (2012). Calculating MLU in Sign Languages. Linguistic Society of America (LSA) Annual Meeting; Portland, OR; January 2012.

- Quadros, Ronice Müller de, Lillo-Martin, Diane & Chen Pichler, Deborah. Bi-National Bi-modal Bi-Lingual Corpora of Child Language. GSCP 2012; Belo Horizonte, Brazil; February-March, 2012.
- Chen Pichler, Deborah, Quadros, Ronice Müller de & Lillo-Martin, Diane (2012). Adaptability and Cross-Modal Comparability in Experimental Methodology. Deutsche Gesellschaft für Sprachwissenschaft; Frankfurt, Germany; March 2012.
- Lillo-Martin, Diane (2012). The Development of Bimodal Bilingualism. Invited presentation, UConn Language Fest; Storrs, CT; April 2012.
- Fanghella, Julia, Geer, Leah, Henner, Jonathan, Hochgesang, Julie, Lillo-Martin, Diane, Mathur, Gaurav, Mirus, Gene, & Pascual-Villanueva, Pedro (2012). Linking an ID-gloss database of ASL with child language corpora. LREC Workshop on the Representation and Processing of Sign Languages (Interactions between Corpus and Lexicon); Istanbul, Turkey; May 2012.
- Lillo-Martin, Diane, Quadros, Ronice Müller de, Chen Pichler, Deborah, Koulidobrova, Elena (2012). WH-questions in bimodal bilinguals — Evidence for language synthesis. Formal and Experimental Advances in Sign Language Theory (FEAST) 2012; Warsaw, Poland; June 2012.
- Goodwin, Corina & Lillo-Martin, Diane (2012). Vocabulary composition in a bimodal bilingual child: Are all signers verb attenders? Poster presented at the conference on Generative Approaches to Language Acquisition – North America (GALANA) 5; Lawrence, KS; October 2012.
- Quadros, Ronice Müller de, Lillo-Martin, Diane, Koulidobrova, Helen, & Chen Pichler, Deborah (2012). Noun Phrases in Bimodal Bilingual Acquisition. Generative Approaches to Language Acquisition – North America (GALANA) 5; Lawrence, KS; October 2012.
- Davidson, Kathryn, Goodwin, Corina & Lillo-Martin, Diane (2012). Language Transfer in ASL/English Bimodal Bilingual Children with CI's. Volunteered presentation, UConn/UMass / Smith Language Acquisition Workshop; Northampton, MA; November 2012.
- Lillo-Martin, Diane (2012). Sign Lexicons: USA. Invited presentation, Expert Workshop: A shared LMF Core for Sign Language Lexicons. Nijmegen, Netherlands; November 2012.
- Henner, Jonathan, Geer, Leah & Lillo-Martin, Diane (2013). Calculating Frequency of Occurrence of ASL handshapes. Poster presentation, Linguistic Society of America (LSA) Annual Meeting; Boston, MA; January 2013.
- Kozak, L. Viola, Quadros, Ronice Müller de, Cruz, Carina Rebello, Pizzio Lemos, Aline, Chen Pichler, Deborah & Lillo-Martin, Diane (2013). Phonological development in bimodal

- bilingual children: Pseudoword repetition. Poster presentation, Linguistic Society of America (LSA) Annual Meeting; Boston, MA; January 2013.
- Naigles, Letitia, Snyder, William, Lillo-Martin, Diane & Petroj, Vanessa (2013). The Compounding Parameter: New Evidence from IPL. Linguistic Society of America (LSA) Annual Meeting; Boston, MA; January 2013.
- Lillo-Martin, Diane (2013). Sign Language Acquisition by Deaf and Hearing Children. Invited Presentation, Conference Inaugurating the Center for Gesture, Sign, and Language at the University of Chicago; Chicago, IL; March 2013.
- Lillo-Martin, Diane (2013). More than the sum of the parts: Bimodal bilingual language acquisition – syntactic aspects. Invited keynote, 1<sup>st</sup> Symposium on Sign Language Acquisition; Universidade Católica Portuguesa, Lisboa, Portugal; March 2013.
- Lillo-Martin, Diane (2013). Invited panelist, Jam Session 1: Cognitive and Language Development in Deaf Children. 1<sup>st</sup> Symposium on Sign Language Acquisition; Universidade Católica Portuguesa, Lisboa, Portugal; March 2013.
- Davidson, Kathryn, Goodwin, Corina & Lillo-Martin, Diane (2013). Language Transfer in ASL/English Bimodal Bilingual Children with CIs. Theoretical Issues in Sign Language Research (TISLR) 11; London, UK; July 2013.
- Quadros, Ronice Müller de, Lillo-Martin, Diane, Koulidobrova, Helen & Chen Pichler, Deborah (2013). Noun Phrases in Koda Bimodal Bilingual Acquisition. Theoretical Issues in Sign Language Research (TISLR) 11; London, UK; July 2013.
- Davidson, Kathryn, Lillo-Martin, Diane & Chen Pichler (2013). Spoken language development in native signing children with cochlear implants. Boston University Conference on Language Development (BUCLD) 38; Boston, MA; November 2013.
- Naigles, Letitia, Guerrero, Katelyn, Petroj, Vanessa, Riqueros Morantes, José, Lillo-Martin, Diane & Snyder, William (2013). The Compounding Parameter: New Evidence from IPL. Boston University Conference on Language Development (BUCLD) 38; Boston, MA; November 2013.
- Koulidobrova, Elena & Lillo-Martin Diane (2013). A ‘point’ of inquiry: The case of the (non-) pronominal IX in ASL. Pronouns @ Tübingen: The Impact of Pronominal Form on Interpretation; Tübingen, Germany; November 2013.
- Lillo-Martin, Diane, Quadros, Ronice, Chen Pichler, Deborah & Fieldsteel, Zoe (2014). Language Choice in Bimodal Bilingual Development. Linguistic Society of America (LSA) Annual Meeting; Minneapolis, MN; January 2014.

Johnson, Kyle, Lillo-Martin, Diane & Nevins, Andrew (2014). I suoni, i segni e le forme del linguaggio (Sounds, signs, and structures of languages). Invited presentation, Rome's International Science Festival; Rome; January 2014.

Chen Pichler, Deborah, Quadros, Ronice Müller de & Lillo-Martin, Diane (2014). Constraints on Code-Blending in Bimodal Bilingual Development. Formal and Experimental Advances in Sign Language Theory (FEAST) 2014; Venice; June 2014.

Lillo-Martin, Diane (2014). Development of Bimodal Bilingualism. Invited Summer Course, LOT School; Nijmegen; June 2014.

Davidson, Kathryn, Lillo-Martin, Diane & Chen Pichler, Deborah (2014). Spoken language development in native signing children with cochlear implants. Poster presentation, session on Diversity and Multifaceted Language Abilities of Dual Language Learners: Implications for Assessment and Policies. Head Start Workshop; Washington DC; July 2014.

Quadros, Ronice Müller de, Chen Pichler, Deborah & Lillo-Martin, Diane (2014). Code-Blending in Bimodal Bilingual Development. 6<sup>th</sup> Conference of the International Society for Gesture Studies (ISGS); San Diego, CA; July 2014.

Koulidobrova, Elena & Lillo-Martin Diane (2014). When there is nowhere to point yet: The case of (non-)pronominal IX in ASL. (Accepted but withdrawn) Sinn & Bedeutung; Göttingen; September 2014.

Lillo-Martin, Diane (2014). Bimodal Bilingual Language Acquisition and Theories of Bilingualism. Invited keynote; UIC BilForum; Chicago; October 2014.

Chen Pichler, Deborah, Quadros, Ronice Müller de & Lillo-Martin, Diane (2014). Code-Blending in Bimodal Bilingual Development is Constrained. Poster presented at Boston University Conference on Language Development (BUCLD) 39; Boston, MA; November 2014.

Gökgöz, Kadir, Quadros, Ronice Müller de, Oliveira, Janine & Lillo-Martin, Diane (2014). Pointing and Eyegaze in Bimodal Bilingual Language Development. Boston University Conference on Language Development (BUCLD) 39; Boston, MA; November 2014.

Lillo-Martin, Diane, Davidson, Kathryn & Chen Pichler, Deborah (2014). Deaf Native Signing Children with Cochlear Implants Display Age-Appropriate Spoken English Development. 14<sup>th</sup> Symposium on Cochlear Implants in Children; Nashville, TN; December 2014.

Gökgöz, Kadir, Lillo-Martin, Diane & Quadros, Ronice Müller de (2015). Function, Distribution and Duration of Pointing in Bimodal Bilingual Language Development. Poster presented at Linguistic Society of America (LSA) Annual Meeting; Portland, OR; January 2015.

- Quadros, Ronice Müller de, Chen Pichler, Deborah & Lillo-Martin, Diane (2015). Linguistic features of code-blending in bimodal bilingual development. Linguistic Society of America (LSA) Annual Meeting; Portland, OR; January 2015.
- Gökgöz, Kadir, Bogomolets, Ksenia, Tieu, Lyn, Palmer, Jeffrey Levi, & Lillo-Martin, Diane. (2015). Contrastive Focus in Children Acquiring English and ASL: Cues of Prominence. Generative Approaches to Language Acquisition - North America (GALANA) 6; College Park, MD; February 2015.
- Snyder, William, Lillo-Martin, Diane & Naigles, Letitia (2015). How to Set the Compounding Parameter: New Evidence from IPL. Generative Approaches to Language Acquisition - North America (GALANA) 6, Special session on “Learning in generative grammar: 50 years since the Evaluation Metric”; College Park, MD; February 2015.
- Hall, Matthew, Bortfeld, Heather, Eigsti, Inge-Marie & Lillo-Martin, Diane (2015). Executive Function in Deaf Children: Is Sign Language a Protective Factor? Poster presented at the 2015 Society for Research on Child Development Biennial Meeting; Philadelphia, PA; March 2015.
- Hall, Matthew, Eigsti, Inge-Marie, Bortfeld, Heather & Lillo-Martin, Diane (2015). Auditory Deprivation Doesn't Impair Executive Function, but Language Deprivation Might: Evidence from a Parent-Report Measure. Poster presented at the 2015 Society for Research on Child Development Biennial Meeting; Philadelphia, PA; March 2015.
- Gökgöz, Kadir, Quadros, Ronice Müller de, Oliveira, Janine & Lillo-Martin, Diane (2015). Development of Person Distinctions in the Pointing of Bimodal Bilingual Children. Poster presented at the 3<sup>rd</sup> ANPOLL International Psycholinguistics Congress. Rio de Janeiro, Brazil; March 2015.
- Kozak, Laura V., Cruz, Carina, Lemos, Aline, Quadros, Ronice Müller de, Chen Pichler, Deborah & Lillo-Martin, Diane (2015). Phoneme discrimination in Libras/Portuguese and ASL/English by bimodal bilingual children and deaf child users of cochlear implants. Poster presented at the 3<sup>rd</sup> ANPOLL International Psycholinguistics Congress. Rio de Janeiro, Brazil; March 2015.
- Chen Pichler, Deborah, Hochgesang, Julie & Lillo-Martin, Diane (2015). American Sign Language (ASL) Bibibi project. Poster presented at the Digging into Signs Workshop: Developing Annotation Standards for Sign Language Corpora; London; March 2015.
- Lillo-Martin, Diane (2015). Bimodal bilingual language acquisition and language synthesis. Invited keynote presentation. Formal and Experimental Advances in Sign Language Theory (FEAST) 2015; Barcelona; May 2015.
- Lillo-Martin, Diane (2015). The impact of sign language acquisition research for sign language communities. Formal and Experimental Advances in Sign Language Theory (FEAST)

- 2015 – COST SignGram Outreach session: Sign Grammars for Deaf Rights; Barcelona; May 2015.
- Lillo-Martin, Diane, Chen Pichler, Deborah & Quadros, Ronice Müller de (2015). Bimodal bilingual code-blending characteristics. 10<sup>th</sup> International Symposium on Bilingualism (ISB 10); New Brunswick, NJ; May 2015.
- Lillo-Martin, Diane (2015). Pointing In Bimodal Bilingual Language Development: Connections Between Distribution and Meaning. Invited presentation, NYU Workshop on Sign Language Meaning and Cognition; New York; May 2015.
- Lindsey, André, Bertolino, Karina, Lillo-Martin, Diane & Coelho, Carl (2015). Pronoun misinterpretation in individuals with Broca's aphasia. Poster presentation, Clinical Aphasiology Conference; Monterey, CA; May 2015.
- Gökgöz, Kadir, Palmer, Jeffrey & Lillo-Martin, Diane (2015). Contrastive Focus in Children Acquiring ASL. 2<sup>nd</sup> International Conference on Sign Language Acquisition; Amsterdam; July 2015.
- Gökgöz, Kadir, Quadros, Ronice Müller de, Oliveira, Janine & Lillo-Martin, Diane (2015). Eyegaze accompanying pointing in bimodal bilingual language development. Poster presented at the 2<sup>nd</sup> International Conference on Sign Language Acquisition; Amsterdam; July 2015.
- Lillo-Martin, Diane, Berk, Stephanie, Hopewell-Albert, Christina & Quadros, Ronice Müller de (2015). MLU and Sign Language Development. 2<sup>nd</sup> International Conference on Sign Language Acquisition; Amsterdam; July 2015.
- Matsuoka, Kazumi & Lillo-Martin, Diane (2015). Interpretation of Bound Pronouns by Hearing Learners of Japanese Sign Language. Poster presented at the 2<sup>nd</sup> International Conference on Sign Language Acquisition; Amsterdam; July 2015.
- Nguyen, Emma, Lillo-Martin, Diane & Snyder, William (2015). Actionality Speaks Louder than Felicity: Children's Comprehension of Long Passives. Generative Approaches to Language Acquisition (GALA); Nantes, France; Sept. 2015.
- Reynolds, Wanette, Palmer, Jeffrey Levi, Chen Pichler, Deborah, Quadros, Ronice Müller de, Kozak, Viola Laura & Lillo-Martin, Diane (2015). Heritage signers: Bimodal bilingual children from deaf families. Generative Approaches to Language Acquisition (GALA); Nantes, France; Sept. 2015.
- Fieldsteel, Zoe & Lillo-Martin, Diane (2015). Development of Headshake in Sign and Speech. Poster (to be) presented at Boston University Conference on Language Development (BUCLD) 40; Boston, MA; November 2015.



Gökgöz, Kadir, Palmer, Jeffrey Levi & Lillo-Martin, Diane (2015). Contrastive Focus in Children Learning ASL. Poster (to be) presented at Boston University Conference on Language Development (BUCLD) 40; Boston, MA; November 2015.

Lillo-Martin, Diane, Gökgöz, Kadir, Quadros, Ronice Müller de & Chen Pichler, Deborah (2015). Code-Blending of IX Arguments Reveals Structural Asymmetries. Poster (to be) presented at Boston University Conference on Language Development (BUCLD) 40; Boston, MA; November 2015.

Chen Pichler, Deborah, Hochgesang, Julie, Simons, Doreen & Lillo-Martin Diane (2016). Reconsenting for Data Sharing. Poster presented at Theoretical Issues in Sign Language Research 12; Melbourne, Australia; January 2016.

Hall, Matthew, Eigsti, Inge-Marie, Bortfeld, Heather & Lillo-Martin Diane (2016). No Cognitive Problems in Deaf Children with Native Access to Sign Language. Theoretical Issues in Sign Language Research 12; Melbourne, Australia; January 2016.

Lillo-Martin, Diane, Quadros, Ronice Müller de & Chen Pichler, Deborah (2016). Linguistic Features of Code-Blending and Code-Switching in Bimodal Bilinguals. Poster presented at Theoretical Issues in Sign Language Research 12; Melbourne, Australia; January 2016.

Lillo-Martin, Diane, Gökgöz, Kadir, Quadros, Ronice Müller de & Chen Pichler, Deborah (2016). Structural Asymmetries in the Distribution of IX-arguments in the Code-blending of Bimodal-Bilingual Children. Linguistic Society of America Annual Meeting; Washington, DC; January 2016.

Lillo-Martin, Diane (2016). Sign and Speech Development in Native Deaf Signers with CIs. Invited presentation, U.S.-Swedish Workshop on Assessment of Multimodal Multilingual Outcomes in DHH Children; Stockholm; June 2016.

**Invited Colloquia/Presentations not listed above**

Northeastern University; May 1985  
 McGill University; November 1985  
 University of California, San Diego; January 1986  
 University of Iowa; January 1986  
 University of California, Irvine; March 1986  
 University of Connecticut; October 1986  
 Northeastern University; February 1987  
 University of Mass., Amherst; March 1987  
 National Technical Institute for the Deaf; March 1988  
 Princeton University; March 1989  
 Massachusetts Institute of Technology; April 1989  
 University of Maryland; April 1989  
 Haskins Laboratories; May 1989  
 Boston University; February 1990

University of Mass., Amherst; November 1991  
Brandeis University; February 1992  
University of Maryland; March 1992  
University of Chicago; May 1992  
CUNY Graduate Center; September 1992  
Harvard University; April 1994  
Cornell University; September 1995  
Salk Institute; January 1996  
University of Maryland; April 1996  
Five College Cognitive Science Community; University of Mass.; December 1997  
CUNY Graduate Center; April 1998  
Pontifícia Universidade Católica do Rio Grande do Sul; April 1999  
University of Delaware; April 2000  
Nanzan University; September 2000  
Pontifícia Universidade Católica do Rio Grande do Sul; November 2001  
Universidade Estadual de Campinas; November 2001 (two talks)  
Purdue University; March 2002  
Max Planck Institute for Psycholinguistics, Nijmegen; March 2002  
University of North Dakota; July 2002  
University of California, San Diego; October 2002  
University of Connecticut, Dept. of Communication; November 2003  
Universidade Federal de Santa Catarina; August 2004  
Nanzan University; March 2005  
Haskins Laboratories; May 2005  
Yale University; September 2005  
Gallaudet University; October 2005  
CUNY Graduate Center; November 2006  
Universidade Federal de Santa Catarina; November 2007  
Universidade de São Paulo; November 2008  
Chinese University of Hong Kong; December 2008  
Gallaudet University; April 2010  
University of Maryland; April 2010  
Nanzan University; Sept.-Oct. 2011 (two talks)  
Universidade Federal de Santa Catarina; May 2012  
University of Iceland; April 2013 (two talks)  
Smith College; November 2013  
Central Connecticut State University; December 2013  
State Institute for the Deaf, Rome (ISSR); January 2014  
VL2 (eMeeting); January 2014  
University of Illinois at Chicago; February 2014  
Yale University (guest lecture); March 2014  
Massachusetts Institute of Technology (guest lecture); May 2014  
Max-Planck Institute; June 2014  
Massachusetts Institute of Technology (guest lecture); April 2015  
Universidade Federal de Santa Catarina (guest lecture); June 2015  
University of Pennsylvania; Jan. 2016

*Presentations to Psychology/Linguistics Group at the University of Connecticut:*

April 1987; May 1988; February 1990; April 1991; November 1991; February 1992; October 1994; May 1995; March 1996; September 1996; November 1997; November 1998; November 1999; April 2002; September 2003; February 2005; October 2006; February 2008; October 2012; March 2014; March 2015.

# WILLIAM SNYDER

## Personal Information

Address: Linguistics, Unit 1145  
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## Education

Ph.D. Massachusetts Institute of Technology, August 1995  
*Department of Brain and Cognitive Sciences,  
Joint Doctoral Program in Linguistics & Cognitive Science.*  
  
*Committee: Kenneth Wexler [Advisor], Noam Chomsky,  
David Pesetsky, Steven Pinker.*

Research Internship Massachusetts General Hospital, 1989-1990  
*Pre-doctoral Internship in Cognitive Neuroscience.*

S.B. Massachusetts Institute of Technology, June 1989  
*Computer Science & Engineering; Brain & Cognitive Sciences.*

## Academic Appointments

Professor University of Connecticut, Department of Linguistics,  
August 2012 – Present

Senior Scientist / Affiliate Haskins Laboratories, New Haven, Connecticut,  
September 1998 - Present

Affiliated Faculty University of Connecticut, Department of Psychology,  
Program in Language and Cognition, 1998-Present

Head of Department University of Connecticut, Department of Linguistics,  
July 2007 – June 2012

Associate Professor University of Connecticut, Department of Linguistics,  
September 2002 – August 2012

Assistant Professor University of Connecticut, Department of Linguistics,  
September 1995 - August 2002

Invited Visiting Faculty LSA Summer Linguistic Institute, University of Michigan,  
Summer 2013

Invited Visiting Faculty	LOT Winter School, Vrije Universiteit, Amsterdam, January 2010
Invited Visiting Faculty	LSA Summer Linguistic Institute, Stanford University, Summer 2007
Invited Visiting Faculty	Department of Linguistics, University of Massachusetts, Amherst, Spring 2004
Visiting Scholar	Department of Linguistics and Philosophy, MIT, January - August 2003
Invited Visiting Faculty	Institute of Cultural and Linguistic Studies, Keio University, Tokyo, Summer 2003

### Teaching Interests

Language Acquisition	Comparative Syntax
Experimental Methods	Syntax-Semantics Interface
Psycholinguistics	

### Teaching Experience

#### *University of Connecticut: Undergraduate Courses Taught Regularly*

LING 1010	<i>Language and Mind</i>
COGS 2201	<i>Foundations of Cognitive Science</i>
LING 3110	<i>Experimental Linguistics</i>

#### *University of Connecticut: Graduate Courses Taught Regularly*

LING 5110	<i>Acquisition of Syntax</i>
LING 5120	<i>Readings and Research in Acquisition</i>
COGS 5120	<i>Structure, Acquisition and Processing of Language</i>
LING 6110	<i>Methods in Acquisition</i>
LING 6120	<i>Topics in Acquisition</i>

#### *LSA Summer Linguistic Institute, University of Michigan, 2013*

*Language Acquisition and Grammatical Variability*

#### *LOT Winter School, Vrije Universiteit Amsterdam, January 2010*

*Language Acquisition and Grammatical Variation*

#### *LSA Summer Linguistic Institute, Stanford University, 2007*

LSA 116P	<i>Using CHILDES</i>
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LSA 359      *The Parametric Approach to Child Language*

*University of Massachusetts at Amherst, Department of Linguistics, Spring 2004*

LING 611      *Language Acquisition and Processing*. (Series of guest lectures)

*Keio University, Institute of Cultural and Linguistic Studies, Tokyo, Summer 2003*

*Parameters: Connecting Language Acquisition to Language Variation* (Mini-course)

### **Doctoral Advising**

Major advisor to Emma Nguyen (Ph.D. expected 2018).

Co-advisor, with Prof. Jon Gajewski, to Ting Xu (Ph.D. 2016). Dissertation: *Almost Again: On the Semantics and Acquisition of Decomposition Adverbs*.

Major advisor to Koichi Otaki (Ph.D. 2014) Dissertation: *Ellipsis of Arguments: Its Acquisition and Theoretical Implications*. [Tenure-track Assistant Professor, Kanazawa Gakuin University, Japan]

Major advisor to Jean Crawford (Ph.D. 2012) Dissertation: *Developmental Perspectives on the Acquisition of the Passive*. [Intel Corporation]

Co-advisor, with Prof. Diane Lillo-Martin, to Natalia Rakhlin (Ph.D. 2007). Dissertation: *Semantic Manifestations of the Developing Theory of Mind*. [Post-doctoral researcher, Yale University (School of Medicine); now tenure-track assistant professor, Wayne State University]

Co-advisor, with Prof. Diane Lillo-Martin, to Bosook Kang (Ph.D. 2005). Dissertation: *The Nature of Morphological Case in Korean from an Acquisitional Perspective*. [Sookmyung Women's University, Korea]

Major advisor to Koji Sugisaki (Ph.D. 2003). Dissertation: *Innate Constraints on Language Variation: Evidence from Child Language*. [Tenure-track assistant professor, and now professor, at Mie University, Japan]

Co-advisor, with Prof. Diane Lillo-Martin, to Maki Yamane (Ph.D. 2003). Dissertation: *On Interaction of First-Language Transfer and Universal Grammar in Adult Second Language Acquisition: Wh-Movement in L1-Japanese/L2-English Interlanguage*. [Kanagawa University, Japan]

Co-advisor, with Prof. Diane Lillo-Martin, to Kazuko Hiramatsu (Ph.D. 1999). Dissertation: *Assessing Linguistic Competence: Evidence from Children's and Adults' Acceptability Judgments*. [Tenure-track assistant professor, and now associate professor, at the University of Michigan (Flint Campus)]

Associate advisor to numerous current or past Ph.D. students in linguistics, psychology, communication disorders, and bilingual education at the University of Connecticut.

Fulbright supervisor for Evrin Önem, doctoral candidate at Ankara University (Turkey), 2008-09 Fulbright Fellow in the University of Connecticut Department of Linguistics.

External member of dissertation committee, Institute of Cultural and Linguistic Studies, Keio University, Tokyo, 2004-2005 (Miwa Isobe: *Language Variation and Child Language Acquisition: Laying Ground for Evaluating Parametric Proposals*).

External dissertation reader for the Department of Communication Sciences, University of Connecticut, 2002 (Alan Smith: *Acoustic Characteristics of Lexical Stress: A Study of Normally Speaking and Speech Delayed Children*).

External dissertation reader for the Department of Linguistics, McGill University, Montreal, 1997 (Roumyana Slabakova: *Zero Acquisition: Second Language Acquisition of the Parameter of Aspect*).

### **Research Interests**

Language Acquisition (Syntax, Morphology, Semantics)  
Comparative and Theoretical Syntax  
Syntax-Semantics Interface  
Experimental Psycholinguistics

### **Grants and Fellowships**

National Science Foundation Grant, *IGERT: Language Plasticity - Genes, Brain, Cognition and Computation*, to (PI) Dr. James Magnuson and (Co-PIs) Drs. C. Coelho, R.H. Fitch, K. Pugh, and W. Snyder, 2012-2017.

University of Connecticut Research Foundation Grant, *Parameter Setting in Language Acquisition: A Training Study* (Faculty Large Grant), to (PI) Dr. Diane Lillo-Martin and (Co-Investigators) Drs. Letitia Naigles and W. Snyder, 2009-2010.

National Science Foundation Grant, *GALANA Conference*, to (PI) W. Snyder and (Co-Investigator) Dr. Diane Lillo-Martin, 2008-2011.

University of Connecticut Research Foundation Grant, *Indexing and Copy-editing of Book Manuscript ('Child Language: The Parametric Approach')* (Faculty Small Grant), to W. Snyder, 2007.

University of Connecticut Research Foundation Grant, *The Acquisition of Japanese Morphosyntax* (Faculty Large Grant), to W. Snyder, 2002-2006.

University of Connecticut Research Foundation Grant, *Children's Acquisition of Russian: Longitudinal Transcription* (Faculty Small Grant), to W. Snyder, 2000-2001.

National Institutes of Health (National Institute for Deafness and Communication Disorders) Grant, *The Acquisition of Language by Deaf Children* (Research Grant #DCD00183), to (PI) Dr. Diane Lillo-Martin and (Co-Investigator) W. Snyder, 1998-2002.

University of Connecticut Research Foundation Grant, *Russian Child Language Development: Videotaping* (Faculty Small Grant), to W. Snyder, 1998-1999.

University of Connecticut Research Foundation Grant, *Cross Linguistic Early Syntax Study* (Faculty Large Grant), to (PI) Dr. Diane Lillo-Martin and (Co-PI) W. Snyder, 1998.

University of Connecticut Research Foundation Grant, *Acquisitional and Comparative Approaches to Parametric Models of Syntax* (Faculty Large Grant), to W. Snyder, 1996-1998.

University of Connecticut Research Foundation Grant, *Acquisitional and Comparative Approaches to Parametric Models of Syntax* (Faculty Small Grant), to W. Snyder, 1995-1996.

Funding from Italian government to participate in the Workshop on Language Acquisition Research, International Institute for Advanced Scientific Studies, Trieste, Italy, July 1993.

NSF-funded Research Travel Grant for visitorship at UQAM (Université du Québec à Montréal), Canada, 1993.

NSF Research Traineeship in Linguistics and Cognitive Science (*Language Acquisition and Computation*), MIT, 1993-95.

Chiang Ching Kuo Foundation Grant in Chinese Linguistics, to study Chinese syntax at the LSA Summer Linguistic Institute, University of California at Santa Cruz, 1991.

NSF Graduate Fellowship in Linguistics, 1990-1993.

### **Academic Service**

#### *Expertise-related Service (Selected)*

Editor, *Language Acquisition*, 2003-2012.

Member of Editorial Advisory Board, *English Linguistics*, 2010-Present.

Member of Review Board, *Snippets*, 2000-Present.

Member of Advisory Board, Tokyo Conference on Psycholinguistics, 2004-Present.

Member of Editorial Board, *Annual Review of Language Acquisition*, 2000-2004.

Reviewer:        Agence Nationale de la Recherche (ANR), France  
                      European Science Foundation  
                      National Science Foundation, United States  
                      NWO (Dutch Research Council), The Netherlands  
                      Research Grants Council, Hong Kong

*Annual Review of Language Acquisition*  
*Behavioral and Brain Sciences*  
*Cognition*  
*Cognitive Science*  
*Language Acquisition*  
*Language and Linguistics*  
*Language Learning*  
*Lingua*  
*Linguistic Approaches to Bilingualism*  
*Linguistic Inquiry*  
*Linguistics & Philosophy*  
*Natural Language & Linguistic Theory*  
*Natural Language Semantics*  
*Snippets*  
*Southwest Journal of Linguistics*  
*Syntax*



Boston University Conference on Language Development (BUCLD)  
Formal Approaches to Japanese Linguistics (FAJL)  
Generative Approaches to Language Acquisition (GALA)  
Generative Approaches to Language Acquisition - North America (GALANA)  
Generative Linguists of the Old World (GLOW)  
GLOW (Generative Linguists of the Old World) in Asia  
Hispanic Linguistics Society - Acquisition of Spanish and Portuguese  
Japanese/Korean Linguistics  
Eastern States Conference on Linguistics (ESCOL)  
North East Linguistic Society (NELS)  
Semantics and Linguistic Theory (SALT)  
Tokyo Conference on Psycholinguistics (TCP)  
University of Pennsylvania Linguistics Colloquium  
West Coast Conference on Formal Linguistics (WCCFL)

John Benjamins book series, *Language Acquisition and Language Disorders*  
MIT Press Linguistics Monographs  
Cambridge University Press Linguistics Textbooks  
Springer Verlag  
Wiley-Blackwell

Co-organizer, *Generative Approaches to Language Acquisition - North America (GALANA 3)*, University of Connecticut, September 2008.

Co-organizer, *Semantics and Linguistic Theory (SALT 17)*, University of Connecticut, May 2007.

Co-organizer, *Formal Approaches to Slavic Linguistics (FASL 6)*, University of Connecticut, May 1997.

Administrative Service (Selected)

Chair of Academics Committee / Director of Academics, Neurobiology of Language Program (IGERT), University of Connecticut, 2012-Present.

Director of Undergraduate Studies in Cognitive Science, University of Connecticut, 2014-Present.

Member of Executive Committee, Connecticut Institute of Brain and Cognitive Sciences, 2015-Present.

Member of Executive Committee, Neurobiology of Language Program (IGERT), University of Connecticut, 2012-Present.

Member of Steering Committee, Cognitive Science Program, University of Connecticut, 2005-Present.

Graduate Student Teaching Coordinator, Department of Linguistics, University of Connecticut, 2012-Present.  
Head of Linguistics Department, University of Connecticut, 2007-2012.

Director of Graduate Studies, Department of Linguistics, University of Connecticut, 2002-2007.

Chair, Communications Committee, Department of Linguistics, University of Connecticut, 1995-2002.

Director of Undergraduate Studies, Department of Linguistics, University of Connecticut, 1998-1999.

## Publications

Lidz, J., Snyder, W., and Pater, J. (eds.) (in press) *The Oxford Handbook of Developmental Linguistics*. Oxford: Oxford University Press.

Snyder, W. (in press) Compound word formation. In *The Oxford Handbook of Developmental Linguistics*.

Snyder, W. (in press) "On the Child's Role in Syntactic Change." In *Festschrift for Raghavachari Amritavalli*.

Snyder, W., Lillo-Martin, D., and Naigles, L. (in press) "How to set the Compounding Parameter." In *Proceedings of GALANA 6*.

Snyder, W. and Hyams, N. (2015) Minimality effects in children's passives. In E. Di Domenico, C. Hamann & S. Matteini (eds.) *Structures, Strategies and Beyond* (Linguistik Aktuell/Linguistics Today). Amsterdam: John Benjamins.

Snyder, W. (2014) "Universal Grammar and language development." In P. Brooks and V. Kempe (eds.) *The Encyclopedia of Language Development*. SAGE Reference.

Hanink, E. and Snyder, W. (2014) "Particles and compounds in German: Evidence for the Compounding Parameter." *Language Acquisition*.

Snyder, W. (2013) "On the relationship between syntactic competence and language processing." *Linguistic Approaches to Bilingualism*. 3(3):345-349.

Goodrich, M. and Snyder, W. (2013) "Atelic paths and the Compounding Parameter: Evidence from Acquisition." In N. Goto, K. Otaki, A. Sato, and K. Takita (eds.) *Proceedings of GLOW in Asia IX 2012*, 19-30. Mie, Japan: Mie University.

Sugisaki, K. and Snyder, W. (2013) "Children's Grammatical Conservatism: New evidence." In M. Becker, J. Grinstead, and J. Rothman (eds.) *Generative Linguistics and Acquisition: Studies in Honor of Nina M. Hyams*, 291-308.

Snyder, W. (2012) "[Parameter theory and motion predicates](#)." In V. Demonte and L. McNally (eds.) *Telicity, Change, and State: A Cross-categorical View of Event Structure*. Oxford: Oxford University Press.

Eom, S. and Snyder, W. (2012) "Children's acquisition of English datives: Competing parametric accounts. In Y. Otsu (ed.) *Proceedings of the 2012 Tokyo Conference on Psycholinguistics*, 41-59. Tokyo: Hituzi Shobo.

Snyder, W. (2011) "[Children's Grammatical Conservatism: Implications for syntactic theory](#)" [Plenary Address]. In N. Danis, K. Mesh, and H. Sung (eds.) *BUCLD 35: Proceedings of the 35th annual Boston University Conference on Language Development, Volume I*, 1-20. Somerville, MA: Cascadilla Press.

Snyder, W. and Lillo-Martin, D. (2011) "[Principles and Parameters Theory and language acquisition](#)." In P. Hogan (ed.) *The Cambridge Encyclopedia of the Language Sciences*. Cambridge, UK: Cambridge University Press.

Xu, T. and Snyder, W. (2011) "[Children's 2Aux negative questions: Elicited production versus spontaneous speech](#)." In M. Pirvulescu, M.C. Cuervo, A.T. Pérez-Leroux, J. Steele, and N. Strik (eds.) *Selected Proceedings*

- of the 4th Conference on Generative Approaches to Language Acquisition North America (GALANA 2010), 277-285. Somerville, MA: Cascadilla Press
- Lillo-Martin, D. and Snyder, W. (2010) Commentary on "Syntax at age two." *Language Acquisition* 17:66-69.
- Sugisaki, K. and Snyder, W. (2010) "Fragments in child English and Spanish." In Y. Otsu (ed.) *Proceedings of the Eleventh Tokyo Conference on Psycholinguistics*. Tokyo: Hituzi Shobo.
- Villa-García, J. and Snyder, W. (2010) "On the acquisition of overt subjects, topic, and *wh*-questions in Spanish." In A. Castro, M. Lobo, and F. Pratas (eds.) *Proceedings of Generative Approaches to Language Acquisition 2009 (GALA 2009)*. Cambridge, MA: Cambridge Scholars Publishing.
- Villa-García, Julio, Snyder, W. and Riqueros-Morante, J. (2010) "On the analysis of lexical subjects in Caribbean and Mainland Spanish: Evidence from L1 Acquisition." In K. Franich, K.M. Iserman, and L.L. Keil (eds.) *Proceedings of the 34th Annual Boston University Conference on Language Development (BUCLD 34)*. Somerville, MA: Cascadilla Press.
- Lillo-Martin, D. and Snyder, W. (2009) "Commentary on 'Capturing the evasive passive'." *Language Acquisition* 16:118-122.
- Snyder, W. (2008) "Children's Grammatical Conservatism: Implications for linguistic theory." In T. Sano, M. Endo, M. Isobe, K. Otaki, K. Sugisaki, and T. Suzuki (eds.) *An Enterprise in the Cognitive Science of Language: A Festschrift for Yukio Otsu*, 41-51. Tokyo: Hituzi Syobo.
- Isobe, M. and Snyder, W. (2008) "Child language acquisition as a source of evidence for parameters." *Poetica (Special Issue: Current Issues in Generative Grammar and Language Acquisition)* 70:1-19.
- Lillo-Martin, D. and Snyder, W. (2008) "Commentary on 'The acquisition of inflection: A parameter setting approach'." *Language Acquisition* 15:210-215.
- Snyder, W. (2007) *Child Language: The Parametric Approach*. Oxford, UK: Oxford University Press.
- Sugisaki, K. and Snyder, W. (2006) "[The parameter of preposition stranding: A view from child English](#)." *Language Acquisition* 13:349-361.
- Sugisaki, K. and Snyder, W. (2006) "[Evaluating the variational model of language acquisition](#)." In K.U. Deen, J. Nomura, B. Schulz and B.D.Schwartz (eds.) *The Proceedings of the Inaugural Conference on Generative Approaches to Language Acquisition–North America, Honolulu, HI*. University of Connecticut Occasional Papers in Linguistics, 4, pp. 345-352.
- Rodríguez-Mondoñedo, M., Snyder, W., and Sugisaki, K. (2006) "The parameter of clitic-climbing: The view from child Spanish." In K.U. Deen, J. Nomura, B. Schulz and B.D. Schwartz (eds.) *The Proceedings of the Inaugural Conference on Generative Approaches to Language Acquisition–North America, Honolulu, HI*. University of Connecticut Occasional Papers in Linguistics, 4, pp. 241-248.
- Roeper, T. and Snyder, W. (2005) "[Language learnability and the forms of recursion](#)." In A.M. Di Sciullo and R. Delmonte (eds.) *UG and External Systems: Language, Brain and Computation*, 155-169. Amsterdam: John Benjamins.

Snyder, W. (with D. Lillo-Martin) (2005) "[Motion predicates and the Compounding Parameter.](#)" *Nanzan Linguistics No.2, March 2005: Research Results and Activities 2004*, pp. 103-105. Nagoya, Japan: Center for Linguistics, Nanzan University.

Grela, B., Snyder, W. and Hiramatsu, K. (2005) "The production of novel root compounds in children with Specific Language Impairment." *Clinical Linguistics & Phonetics* 19:701-715.

Pan, N. and Snyder, W. (2005) "Acquisition of phonological empty categories: A case study of early child Dutch." In A.M. Di Sciullo and R.Delmonte (eds.) *UG and External Systems: Language, Brain and Computation*. Amsterdam: John Benjamins.

Rodríguez, M., Sugisaki, K. and Snyder, W. (2005) "[Clitic-climbing in child Spanish and the theory of parameters.](#)" In A. Brugos, M.R. Clark-Cotton, and S. Ha (eds.) *A Supplement to the Proceedings of the 29th Boston University Conference on Language Development*.

Snyder, W. and Roeper, T. (2004) "Learnability and recursion across categories." In *Proceedings of the 28th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Pan, N. and Snyder, W. (2004) "Acquisition of /s/-initial clusters: A parametric approach." In *Proceedings of the 28th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Roeper, T. and Snyder, W. (2004) "Recursion as an analytic device in acquisition." In *Proceedings of GALA 2003 (Generative Approaches to Language Acquisition)*. LOT Publications, Utrecht, The Netherlands.

Pan, N. and Snyder, W. (2003) "[Setting the parameters of syllable structure in early child Dutch.](#)" In B. Beachley, A. Brown, and F. Conlin(eds.) *Proceedings of the 27th Boston University Conference on Language Development*, 615-625. Somerville, MA: Cascadilla Press.

Sugisaki, K. and Snyder, W. (2003) "[Do parameters have default values? Evidence from the acquisition of English and Spanish.](#)" In *Proceedings of the Fourth Tokyo Conference on Psycholinguistics*. Tokyo: Hituzi Shobo.

Snyder, W. (2002) *Language and Mind: A Study Guide*. Dubuque, IA: Kendall/Hunt Publishing.

Snyder, W. (2002) "[Parameters: The view from child language.](#)" In *Proceedings of the Third Tokyo Conference on Psycholinguistics*. Tokyo: Hituzi Shobo.

Roeper, T., Snyder, W., and Hiramatsu, K. (2002) "Learnability in a Minimalist framework: Root compounds, merger, and the syntax-morphology interface." In I. Lasser (ed.) *The Process of Language Acquisition*. Frankfurt: Peter Lang Verlag.

Sugisaki, K. and Snyder, W. (2002a) "Preposition stranding and the Compounding Parameter: A developmental perspective." In B. Skarabela, S. Fish, and A.H.-J. Do (eds.) *Proceedings of the 26th Boston University Conference on Language Development*, 677-688. Somerville, MA: Cascadilla Press.

Sugisaki, K. and Snyder, W. (2002b) "The acquisition of preposition stranding and the Compounding Parameter." *English Linguistics* 19:291-307.

Snyder, W. (2001) "[On the nature of syntactic variation: Evidence from complex predicates and complex word-formation.](#)" *Language* 77:324-342.

Snyder, W., Senghas, A., and Inman, K. (2001) "Agreement morphology and the acquisition of noun-drop in Spanish." *Language Acquisition* 9:157-173.

Bar-Shalom, E. and Snyder, W. (2001) "Descriptive imperatives in early child Russian and early correct use of verbal morphology." In A. H.-J. Do, L. Dominguez, and A. Johansen (eds.) *Proceedings of the 25th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Beck, S. and Snyder, W. (2001a) "[Complex predicates and goal PP's: Evidence for a semantic parameter.](#)" In A. H.-J. Do, L. Dominguez, and A. Johansen (eds.) *Proceedings of the 25th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Beck, S. and Snyder, W. (2001b) "The resultative parameter and restitutive *again*." In C. Fery and W. Sternefeld (eds.) *Audiatur Vox Sapientiae: A Festschrift for Arnim von Stechow*. Berlin: Akademie Verlag.

Sugisaki, K. and Snyder, W. (2001) "Preposition stranding and the double-accusative construction in the acquisition of English." In Y. Otsu (ed.) *Proceedings of the Second Tokyo Conference on Psycholinguistics*, 209-225. Tokyo: Hituzi Shobo.

Snyder, W. (2000) "An experimental investigation of syntactic satiation effects." *Linguistic Inquiry* 31:575-582.

Hiramatsu, K., Snyder, W., Roeper, T., Storrs, S., and Saccoman, M. (2000) "[Of musical hand chairs and linguistic swing.](#)" In S.C. Howell, S.A. Fish, and T. Keith-Lucas (eds.) *Proceedings of the 24th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Sugisaki, K., Snyder, W., and Yaffee, D. (2000) "Preposition stranding and prepositional complementizers in the acquisition of English." In Y. Otsu and Y. Furukawa (eds.) *Proceedings of the First Tokyo Conference on Psycholinguistics*, 154-170. Tokyo: Hituzi Shobo.

Snyder, W., Chen, D., Yamane, M., Conway, L., and Hiramatsu, K. (1999) "On the nature of children's left-branch violations." In B. Hollebrandse (ed.) *Proceedings of the Workshop on New Perspectives on Language Acquisition*. Amherst, MA: GLSA.

Bar-Shalom, E. and Snyder, W. (1999) "On the relationship between root infinitives and imperatives in early Child Russian." In A. Greenhill, H. Littlefield, and C. Tano (eds.) *Proceedings of the 23rd Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Yamane, M., Chen Pichler, D., and Snyder, W. (1999) "Subject-object asymmetries and children's left-branch violations." In A. Greenhill, H. Littlefield, and C. Tano (eds.) *Proceedings of the 23rd Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Snyder, W. (1998) "[On the aspectual properties of English derived nominals.](#)" In U. Sauerland and O. Percus (eds.) *The Interpretive Tract: Working Papers in Syntax and Semantics (MITWPL Volume 25)*, pp.125-139. Cambridge, MA: MIT Working Papers in Linguistics.

Snyder, W. and Bar-Shalom, E. (1998) "Word order, finiteness, and negation in early child Russian." In A. Greenhill, M. Hughes, H. Littlefield, and H. Walsh (eds.) *Proceedings of the 22nd Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Bar-Shalom, E. and Snyder, W. (1998) "Root infinitives in child Russian: A comparison with Italian and Polish." In R. Shillcock, A. Sorace, and C. Heycock (eds.) *Language Acquisition: Knowledge Representation and Processing. Proceedings of GALA '97*. Edinburgh, UK: The University of Edinburgh.

Boskovic, Z., Franks, S., and Snyder, W. (eds.) (1998) *Formal Approaches to Slavic Linguistics: The Connecticut Meeting 1997*. Ann Arbor: Michigan Slavic Publications.

Chen, D., Yamane, M., and Snyder, W. (1998) "Children's left-branch violations: Evidence for a non-parametric account." In A. Greenhill, M. Hughes, H. Littlefield, and H. Walsh (eds.) *Proceedings of the 22nd Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Snyder, W. and Chen, D. (1997) "The syntax-morphology interface in the acquisition of French and English." In K. Kusumoto (ed.) *Proceedings of NELS 27 (North East Linguistic Society)*. Amherst, MA: GLSA.

Snyder, W. and Senghas, A. (1997) "Agreement morphology and the acquisition of Noun-drop in Spanish." In *Proceedings of the 21st Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Snyder, W. and K. Stromswold (1997) "The structure and acquisition of English dative constructions." *Linguistic Inquiry* 28:281-317.

Bar-Shalom, E. and Snyder, W. (1997) "[Optional infinitives in child Russian and their implications for the pro-drop debate.](#)" In M. Lindseth and S. Franks (eds.) *Formal Approaches to Slavic Linguistics: The Indiana Meeting 1996*. Ann Arbor: Michigan Slavic Publications.

Pica, P. and Snyder, W. (1997) "On the syntax and semantics of local anaphors." In A.-M. Di Sciullo (ed.) *Projections and Interface Conditions*. Oxford, UK: Oxford University Press.

Snyder, W. (1996) "[The acquisitional role of the syntax-morphology interface: Morphological compounds and syntactic complex predicates.](#)" In A. Stringfellow et al. (eds.) *Proceedings of the 20th Annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Bar-Shalom, E., Snyder, W., and Boro, J. (1996) "Evidence for the optional infinitive stage in Russian." In A. Halbert & K. Matsuoka (eds.) *Papers on Acquisition and Processing*. Storrs, CT: University of Connecticut Working Papers in Linguistics.

Snyder, W. (1995) "A neo-Davidsonian approach to resultatives, particles, and datives." In J. Beckman (ed.) *Proceedings of NELS 25 (North East Linguistic Society)*. Amherst, MA: GLSA.

Snyder, W. and Das, D. (1995) "[The syntactic representation of degree and number in children's English: Evidence for delayed parametric learning.](#)" In D. MacLaughlin and S. McEwen (eds.) *Proceedings of the 19th Annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Snyder, W., N. Hyams, and P. Crisma (1995) "[Romance auxiliary selection with reflexive clitics: Evidence for early knowledge of unaccusativity.](#)" In E. Clark (ed.) *Proceedings of the Twenty-sixth Annual Child Language Research Forum*. Stanford, CA: CSLI.

Snyder, W., K. Wexler, and D. Das (1995) "[The syntactic representation of degree and quantity: Perspectives from Japanese and child English.](#)" In R. Aranovich et al. (eds.) *Proceedings of the West Coast Conference on Formal Linguistics XIII*. Stanford, CA: CSLI.

Pica, P. and Snyder, W. (1995) "Weak crossover, scope, and agreement in a minimalist framework." In R. Aranovich et al. (eds.) *Proceedings of the West Coast Conference on Formal Linguistics XIII*. Stanford, CA: CSLI.

Stromswold, K. and Snyder, W. (1995) "Acquisition of datives, particles, and related constructions: Evidence for a parametric account." In D. MacLaughlin and S. McEwen (eds.) *Proceedings of the 19th Annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Snyder, W. (1995) *Language Acquisition and Language Variation: The Role of Morphology*. Doctoral dissertation, MIT. Distributed by MIT Working Papers in Linguistics.

Snyder, W. (1992) "The Chain Condition and double object constructions in Albanian." In S. Barbiers, M. den Dikken, and C. Levelt (eds.) *LCJL3 Proceedings*. The Netherlands: Leiden University.

Snyder, W. and Rothstein, S. (1992) "A note on contraction, case, and complementizers." *The Linguistic Review* 9:251-266.

### **Unpublished Conference Presentations**

Nguyen, E., Lillo-Martin, D. and Snyder, W. (2015) "Actionality speaks louder than felicity: Children's comprehension of long passives." Paper at GALA (Generative Approaches to Language Acquisition), Université de Nantes, France, 12 September 2015.

Naigles, L., Guerrero, K., Petroj, V., Riqueros Morante, J, Lillo-Martin, D., and Snyder, W. (2013) "The Compounding Parameter: New Evidence from IPL." Paper at BUCLD (Boston University Conference on Language Development), 1 November 2013.

Naigles, L., Snyder, W., Lillo-Martin, D., Petroj, V. (2013) "The Compounding Parameter: New Evidence from IPL." Paper presented at the Linguistic Society of America Annual Meeting, Boston, MA, 4 January 2013.

Hyams, N. and Snyder, W. (2005) "[Young children never smuggle: Reflexive clitics and the Universal Freezing Hypothesis.](#)" Paper at BUCLD (Boston University Conference on Language Development), 5 November 2005.

Pan, N. and Snyder, W. (2004) "The acquisition of Dutch syllable structure." Paper at GALANA (Generative Approaches to Language Acquisition - North America), University of Hawai'i at Manoa, December 2004.

Snyder, W. and Lillo-Martin, D. (2002) "Talmy's verb/satellite typology and the Compounding Parameter." Poster at the Child Language Research Forum, Stanford University, 13 April 2002.

Grela, B., Snyder, W., and Hiramatsu, K. (2002) "The production of compounds in children with SLI." Paper at IASCL/SRCLD (International Association for the Study of Child Language / Symposium on Research in Child Language Disorders), Waisman Center, Madison, Wisconsin, 19 July 2002.

Snyder, W., Felber, S., Kang, B., and Lillo-Martin, D. (2001) "[Path phrases and compounds in the acquisition of English.](#)" Paper at the 26th Boston University Conference on Language Development, Boston, 2 November 2001.

Snyder, W. and Lillo-Martin, D. (2001) "On the acquisition of Spanish goal PP's." Paper at the 4th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages, University of Illinois at Urbana-Champaign, 14 October 2001.

Snyder, W. (1999) "Compounds and complex predicates in English, Basque, and Romance." Poster at the biannual meeting of the International Association for the Study of Child Language, San Sebastian, Spain, 16 July 1999.

Llinas-Grau, M., Snyder, W., Bar-Shalom, E., and Coll-Alfonso, M. (1999) "Telicity, word order, and tense in early Russian and Catalan." Paper GALA '99, University of Potsdam, 10 September 1999.

Snyder, W. (1994) "[A psycholinguistic investigation of weak crossover, islands, and syntactic satiation effects: Implications for distinguishing competence from performance.](#)" Poster presentation at the CUNY Human Sentence Processing Conference, Graduate Center, City University of New York, 17 March 1994.

Snyder, W. (1994) "Resultatives, particles, and datives: An approach to semantic interpretation and parametric variation." Paper presented at the Third Conference of the Student Organization of Linguistics in Europe, University of Venice, Italy, November 1994.

Pica, P. and Snyder, W. (1994) "On the syntax and semantics of French *se*." Paper presented at the Linguistic Symposium on Romance Languages 24, University of Southern California, Los Angeles, 11 March 1994.

Smith, S., Snyder, W., and Meeks, L. (1991) "Agraphia in Alzheimer's Disease." Paper presented at the International Neuropsychological Society, Nineteenth Annual Meeting, San Antonio, Texas, 13-16 February 1991.

Prasada, S., Pinker, S., and Snyder, W. (1990) "Some evidence that irregular forms are retrieved from memory but regular forms are rule generated." Paper presented at the 31st Annual Meeting of the Psychonomic Society, New Orleans, 16-18 November 1990. [Findings summarized in Pinker, S. (1991) "Rules of language." *Science* 253: 530-534.]

Smith, S., Snyder, W., and Meeks, L. (1990) "Agraphia in Alzheimer's Disease." Paper presented at the 1990 Academy of Aphasia, Baltimore, Maryland.

Smith, S., Snyder, W., and Meeks, L. (1990) "Agraphia in Alzheimer's Disease." Poster presentation at the Massachusetts Alzheimer's Disease Research Center, Fifth Annual Scientific Poster Session, Massachusetts General Hospital, Boston, Massachusetts, 9 November 1990.



## Circulated Manuscripts

Hyams, N. and Snyder, W. (2006) "[Young children are frozen: Reflexive clitics and the Universal Freezing Hypothesis](#)." UCLA/University of Connecticut manuscript, 8 June 2006.

Snyder, W. (1992) "[Wh-extraction and the lexical representation of verbs](#)." MIT manuscript, 6 May 1992.

Snyder, W. (1992) "[Chain-formation and crossover](#)." MIT manuscript (syntax generals paper), 11 February 1992.

## Selected Talks

Snyder, W. (2014) "The language of time, space, and events – A tutorial on tense and aspect." Invited speaker, 'Tutorials on the Philosophy and Linguistics of Time', Meikai University, Urayasu, Japan, 27 September 2014.

Snyder, W. (2014) "Parameters: The view from child language." SFB Kolloquium, Eberhard Karls Universität Tübingen, Germany, 6 June 2014.

Snyder, W. (2014) "The Compounding Parameter: New evidence from IPL." Colloquium, Clinical Language Sciences, University of Reading, Great Britain, 9 June 2014.

Snyder, W. (2014) "Parametric variation in syntax: An acquisitional perspective." Linguistics colloquium, CASTL, University of Tromsø, Norway, 20 March 2014.

Snyder, W. (2014) "The Compounding Parameter: New evidence from IPL." Invited talk, CASTL, University of Tromsø, Norway, 19 March 2014.

Snyder, W. (2012) "Children's Grammatical Conservatism, and the nature of syntactic knowledge." Plenary address, GLOW in Asia, Mie University, Japan, 6 September 2012.

Snyder, W. (2011) "[On language acquisition and syntactic theory](#)." Invited speaker, 'Fifty Years of Linguistics at MIT: A Scientific Reunion'. MIT, Cambridge, 10 December 2011.

Snyder, W. (2011) "Children as deterministic learners: Evidence from Romance." Plenary address, LSRL 41: The 41st Annual Linguistic Symposium on Romance Languages, University of Ottawa, 7 May 2011.

Snyder, W. (2010) "Language acquisition and grammatical variation." Plenary address, 2010 Applied Linguistics Seminar, Meikai University, Urayasu, Japan, 11 December 2010.

Snyder, W. (2010) "Children's Grammatical Conservatism: Implications for syntactic theory." Plenary address, Boston University Conference on Language Development, 6 November 2010.

Snyder, W. (2010) "The parametric approach to children's syntax." Invited paper, 'Mayfest 2010: Bridging Typology and Acquisition', University of Maryland, College Park, 9 May 2010.

Snyder, W. (2009) "Motion predicates and the Compounding Parameter: Evidence from child language acquisition." Invited paper, international workshop on 'Events across categories: Theoretical and experimental approaches to event structure', Center for Social Sciences and Humanities, Consejo Superior de Investigaciones Científicas (CSIC), Madrid, 28 May 2009.

- Snyder, W. (2009) "Motion predicates and the compounding parameter: Evidence from child language acquisition." Invited talk, Department of Linguistics, UCLA, 13 May 2009.
- Snyder, W. (2010) "Children's Grammatical Conservatism: Evidence and implications." Invited talk, TCP Seminar, Keio University, Tokyo, 14 March 2009.
- Snyder, W. (2009) "The puzzle of Grammatical Conservatism." Invited paper, 'International Workshop on Theoretical Understanding of Language Acquisition' (following 'GLOW in Asia'), English and Foreign Languages University, Hyderabad, India, 28 February 2009.
- Snyder, W. (2008) "Relating language variation to language acquisition." Invited paper, CSAAL Workshop on Locating Variability, University of Massachusetts, Amherst, 25 April 2008.
- Snyder, W. and Hyams, N. (2008) "[Children's passives: The role of discourse features.](#)" Paper presented in the Psycholinguistics Brownbag Series, University of Connecticut, Storrs, 6 September 2008.
- Snyder, W. (2007) "Children's passives: The role of minimality." Paper presented to the 'Consortium for Linguistics', National Tsing Hua University, Taiwan, 17 December 2007.
- Snyder, W. (2007) "Children's Grammatical Conservatism: Implications for linguistic theory." Invited paper, 'Nanzan Linguistics Consortium Workshop', Nanzan University, Nagoya, Japan, 20 February 2007.
- Snyder, W. (2005) "[Motion predicates and the Compounding Parameter: A new approach.](#)" Linguistics Colloquium, University of Maryland, College Park, 15 April 2005.
- Snyder, W. (2004) "Parameters: Connecting language acquisition to language variation." Invited lecture for the 'Language, Mind, and Brain Seminar', SUNY-Stony Brook, New York, 11 April 2005.
- Snyder, W. (2005) "Motion predicates and the Compounding Parameter: A new approach." Linguistics Colloquium, McGill University, Montreal, 31 March 2005.
- Snyder, W. (2004) "Relating language acquisition to language variation." Linguistics colloquium, Northwestern University, Evanston, Illinois, 1 October 2004.
- Snyder, W. (2004) "Motion predicates and the Compounding Parameter." Linguistics Colloquium, University of Chicago, 30 September 2004.
- Snyder, W. (2004) "Motion predicates and the Compounding Parameter." Invited paper at the 'Language Acquisition Workshop', Nanzan University, Nagoya, Japan, 13 July 2004.
- Snyder, W. (2004) "Verbs of motion and the Compounding Parameter." Invited paper at the '2nd Lisbon Meeting on Language Acquisition', Lisbon, Portugal, 4 June 2004.
- Snyder, W. (2004) "Complex predicates and empty categories." Invited lecture, University of Massachusetts at Amherst, 8 April 2004.
- Snyder, W. (2004) "Relating language acquisition to language variation." Invited lecture, University of Massachusetts at Amherst, 1 April 2004.

- Snyder, W. (2003) "Parameters: Connecting language acquisition to language variation." Invited, intensive lecture series at Keio University, Tokyo, 22-24 July 2003.
- Snyder, W. (2003) "Inflectional morphology and syntactic variation." Invited lecture at the 'Workshop on Finiteness', Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands, 24 March 2003.
- Snyder, W. (2003) "On the nature of syntactic variation: Evidence from child language acquisition." Invited lecture at Nanzan University, Nagoya, Japan, 13 March 2003.
- Snyder, W. (2002) "Syntactic parameters: An acquisitional perspective." Linguistics Colloquium, CUNY Graduate Center, New York, 12 September 2002.
- Snyder, W. (2002) "On the nature of the Compounding Parameter." Invited lecture, TCP Symposium, Keio University, Tokyo, 18 March 2002.
- Snyder, W. (2002) "Parameters: The view from child language." Keynote address, Tokyo Conference on Psycholinguistics, Tokyo, 15 March 2002.
- Beck, S. and Snyder, W. (2001) "Complex predicates and restitutive *again*: Evidence for a semantic parameter." Invited paper at 'SULA: The Semantics of Under-represented Languages of the Americas', Northampton, Massachusetts, 20 April 2001.
- Snyder, W. (2001) "Language acquisition and linguistic theory." Invited lecture, The TCP Symposium, Keio University, Tokyo, 18 March 2001.
- Snyder, W. (1999) "Knowledge of Language." Invited lecture, University of Connecticut Conference on Cognitive Science, Thomas J. Dodd Research Center, Storrs, 30 April 1999.
- Snyder, W. (1998) "On the relationship between syntax and word formation." Invited lecture, Graduate Seminar on Language Acquisition, Department of Linguistics, University of Massachusetts at Amherst, 4 March 1998.
- Snyder, W. (1997) "[Complex predicates, complex words, and the Morphological Parameterization Hypothesis](#)." Linguistics Colloquium (co-hosted by the Institute for Research in Cognitive Science), University of Pennsylvania, Philadelphia, 4 December 1997.
- Snyder, W. (1997) "Word order and finiteness in early Child Russian." Psycholinguistics Colloquium, MIT, Cambridge, 21 November 1997.
- Snyder, W. (1997) "Complex predicates and complex word formation: Perspectives from language acquisition." Linguistics Colloquium, SUNY-Stony Brook, New York, 10 October 1997.
- Snyder, W. (1997) "Parameters of argument structure and word formation: Evidence from child language acquisition." Linguistics Colloquium, CUNY Graduate Center, New York City, 17 April 1997.
- Snyder, W. (1997) "Acquisition of the syntax of quantity and degree: Complex comparatives and *wh*-questions." Paper presented to the Language Acquisition Research Group, Department of Linguistics, University of Massachusetts at Amherst, 10 March 1997.

Snyder, W. (1997) "On the relationship between syntax and word-formation: Evidence from language acquisition." Linguistics Colloquium, McGill University, Montreal, 6 March 1997.

Snyder, W. (1996) "What child language can tell us about the syntax-morphology interface." Keynote address, 'Meiji Gakuin Workshop on Language Acquisition', Institute of Linguistics and Cultural Studies, Meiji Gakuin University, Tokyo, 12 October 1996.

Snyder, W. (1996) "Binding and events: Remarks on the interaction of binding theory with event structure." Keynote address, 'HIL/Leiden University Workshop on Atomism and Binding', Leiden University, the Netherlands, 15 February 1996.

Snyder, W. (1995) "On the relationship of syntactic parameters to morphology: Perspectives from child language acquisition." Linguistics Colloquium, University of Massachusetts at Amherst, 1 December 1995.

Snyder, W. (1994) "On the nature of parametric variation: Evidence from the syntax of quantity and degree." Linguistics Colloquium, University of Potsdam, Germany, November 1994.

Snyder, W. and Stromswold, K. (1993) "The structure and acquisition of English dative constructions." Cognitive Science and Linguistics Colloquium, Rutgers University, New Brunswick, New Jersey, 11 February 1993.

*21 January 2016*

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<http://www.sprouse.uconn.edu>

# Jon Sprouse

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## Education

- 2007 **Ph.D., Linguistics.**  
University of Maryland
- 2003 **A.B., Linguistics, *summa cum laude.***  
Princeton University

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## Academic Positions

- 2013-present **Associate Professor, Department of Linguistics.**  
University of Connecticut
- 2007-2013 **Assistant Professor, Department of Cognitive Sciences.**  
University of California, Irvine

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## Visiting Positions

- 2012-2013 Assistant Professor, Program in Linguistics. Princeton University

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## Awards

- 2013 Jon Sprouse. Early Career Award for outstanding contributions to the field. Awarded by the Linguistic Society of America.
- 2012 Jon Sprouse. Best paper in *Language* 2011 for *A test of the cognitive assumptions of magnitude estimation*. Awarded by the Linguistic Society of America.

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## Grants

- 2014-2017 Sprouse, Jon. An integrated theory of syntactic acquisition - Realistic input, quantitatively defined target states, and computational models of the learning strategy.  
National Science Foundation BCS-1347115. \$231,102.
- 2009-2013 Pearl, Lisa and Jon Sprouse. Testing the Universal Grammar Hypothesis.  
National Science Foundation BCS-0843896. \$176,713.
- 2011-2012 Sprouse, Jon. The human-specific cognitive component of language: Separating linguistic and non-linguistic processes in the brain.  
UCI Single Investigator Grant 22-2010-2011. \$5,000.

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## Journal Articles

- in press Rogalsky, Corianne, Diogo Almeida, Jon Sprouse, and Greg Hickok. Sentence processing selectivity in Broca's area: evident for structure but not syntactic movement. *Language, Cognition, and Neuroscience*.
- in press Sprouse, Jon, Ivano Caponigro, Ciro Greco, and Carlo Cecchetto. Experimental syntax and the variation of island effects in English and Italian. *Natural Language and Linguistic Theory*.

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## Journal Articles (continued)

- 2015 Pearl, Lisa, and Jon Sprouse. Computational modeling for language acquisition: A tutorial with syntactic islands. *Journal of Speech, Language, and Hearing Research* 58: 740-753.
- 2015 Schütze, Carson T., Jon Sprouse, and Ivano Caponigro. Challenges for a theory of islands: A broader perspective on Ambridge, Pine, and Lieven. *Language: Perspectives* 91: e31-e39.
- 2015 Sprouse, Jon. Three open questions in experimental syntax. *Linguistics Vanguard* DOI: 10.1515/lingvan-2014-1012.
- 2014 Matchin, William, Jon Sprouse, and Greg Hickok. A structural distance effect for backward anaphora in Broca's area: an fMRI study. *Brain and Language* 138: 1-11.
- 2013 Sprouse, Jon, Carson T. Schütze, and Diogo Almeida. A comparison of informal and formal acceptability judgments using a random sample from Linguistic Inquiry 2001-2010. *Lingua* 134: 219-248.
- 2013 Pearl, Lisa, and Jon Sprouse. Syntactic islands and learning biases: Combining experimental syntax and computational modeling to investigate the language acquisition problem. *Language Acquisition* 20: 23-68.
- 2013 Sprouse, Jon, and Diogo Almeida. The empirical status of data in syntax: A reply to Gibson and Fedorenko. *Language and Cognitive Processes* 28: 222-228.
- 2012 Sprouse, Jon, and Diogo Almeida. Assessing the reliability of textbook data in syntax: Adger's Core Syntax. *Journal of Linguistics* 48: 609-652.
- 2012 Sprouse, Jon, Matt Wagers, and Colin Phillips. Working memory capacity and island effects: A reminder of the issues and the facts. *Language* 88(2): 401-407.
- 2012 Sprouse, Jon, Matt Wagers, and Colin Phillips. A test of the relation between working memory capacity and island constraints. *Language* 88(1): 82-123.
- 2011 Sprouse, Jon. A test of the cognitive assumptions of magnitude estimation: Commutativity does not hold for acceptability judgments. *Language* 87(2): 274-288.
- 2011 Sprouse, Jon. A validation of Amazon Mechanical Turk for the collection of acceptability judgments in linguistic theory. *Behavior Research Methods* 43(1): 155-167.
- 2011 Sprouse, Jon, Shin Fukuda, Hajime Ono, and Robert Kluender. Reverse island effects and the backward search for a licenser in multiple wh-questions. *Syntax* 14(2): 179-203.
- 2009 Sprouse, Jon. Revisiting Satiation: Evidence for an equalization response strategy. *Linguistic Inquiry* 40(2): 329-341.
- 2008 Sprouse, Jon. The differential sensitivity of acceptability judgments to processing effects. *Linguistic Inquiry* 39(4): 686-694.
- 2007 Sprouse, Jon. Continuous Acceptability, Categorical Grammaticality, and Experimental Syntax. *Biolinguistics* 1: 118-129.
- 2007 Sprouse, Jon. Rhetorical Questions and WH-Movement. *Linguistic Inquiry* 38(3): 572-580.
- 2005 Sprouse, Jon. After all, what doesn't *because* select? *Snippets* 10.

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## Books

- 2013 Sprouse, Jon, and Norbert Hornstein (eds). *Experimental Syntax and Island Effects*. Cambridge University Press.

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## Book Chapters

- 2015 Sprouse, Jon, and Norbert Hornstein. Syntax and the cognitive neuroscience of syntactic structure building. In *Neurobiology of Language*, edited by Greg Hickok and Steve Small. Elsevier.

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## Book Chapters (continued)

- 2014 Schutze, Carson and Jon Sprouse. Judgment Data. In *Research Methods in Linguistics*, edited by Devyani Sharma and Rob Podesva. Cambridge University Press.
- 2013 Sprouse, Jon. Acceptability Judgments. In *Oxford Bibliographies Online*, edited by Mark Aronoff. Oxford University Press.
- 2013 Sprouse, Jon, Matt Wagers, and Colin Phillips. Deriving competing predictions from grammatical approaches and reductionist approaches to island effects. In *Experimental Syntax and Island Effects*, edited by Jon Sprouse and Norbert Hornstein. Cambridge University Press.
- t2013 Pearl, Lisa and Jon Sprouse. Computational models of acquisition for islands. In *Experimental Syntax and Island Effects*, edited by Jon Sprouse and Norbert Hornstein. Cambridge University Press.
- 2013 Sprouse, Jon, and Diogo Almeida. The role of experimental syntax in an integrated cognitive science of language. In *The Cambridge Handbook of Bilingualism*, edited by Kleantes Grohmann and Cedric Boeckx. Cambridge University Press.
- t2013 Sprouse, Jon and Ellen F. Lau. Syntax and the brain. In *The Cambridge Handbook of Generative Grammar*, edited by Marcel den Dikken. Cambridge University Press.

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## Conference Proceedings

- 2009 Sprouse, Jon. Magnitude Estimation and the non-linearity of acceptability judgments. *Proceedings of WCCFL 27* UCLA.
- 2007 Caponigro, Ivano and Jon Sprouse. Rhetorical questions as questions. *Proceedings of Sinn und Bedeutung 11*. Barcelona.
- 2007 Sprouse, Jon. ACD and Movement Reconsidered. *Proceedings of NELS 36*. UMass.
- 2006 Sprouse, Jon. The Accent Projection Principle: Why the hell not? *Proceedings of the 29th Penn Linguistics Colloquium*, edited by Aviad Eilam, Tatjana Scheffler, and Joshua Tauberer. Penn Working Papers in Linguistics 12.1: 349-359.

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## Invited Presentations

- 2015 Island effects, gradience, and the role of formal experiments in theoretical syntax. University of Maryland, May 8.
- 2015 Neuronal oscillations and syntactic structure-building. McMaster University, April 1.
- 2015 Experimental syntax and three debates in linguistics. McMaster University, April 1.
- 2015 A program for experimental syntax: data, theory, and biology. CRISP lecture series, KU Leuven - Brussels, March 16-19.
- 2015 It's time to get serious about gradience. Invited speaker at Florida Linguistics Yearly Meeting 2, Eckerd College, March 8.
- 2014 A conversation about acceptability judgments. University of Massachusetts, Amherst, October 16.
- 2014 Three big questions in experimental syntax. Lecture series given at XPrag methods workshop, ZAS Berlin, July 23-25.
- 2014 Experimental syntax: Chasing Monsters. Invited speaker at WCCFL 32, University of Southern California, March 8.
- 2013 The next phase of experimental syntax. University of Illinois Chicago, October 4.
- 2013 The next phase of experimental syntax. Yale University, October 1.
- 2013 Experimental Syntax in 2013: Triumphs and Challenges. Workshop: Understanding Acceptability Judgments. University of Potsdam, September 9.
- 2013 Island effects: domain-general or domain-specific. Pomona College, February 13.

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## Invited Presentations (continued)

- 2013 Experimental syntax, linguistic theory, and the cognitive neuroscience of language. University Connecticut, February 1.
- 2012 Experimental syntax, theoretical syntax, and the cognitive neuroscience of language. Princeton University, December 13.
- 2012 Experimental syntax and the cognitive neuroscience of language. Johns Hopkins University, October 25.
- 2012 Experimental syntax and the cognitive neuroscience of language. Harvard University, October 19.
- 2012 Syntactic islands and learning biases. Princeton University, October 8th.
- 2012 Assessing the role of experimental syntax in linguistic theory. Keynote speaker at TEAL 7, Hiroshima University, February 18.
- 2011 Making sense of the experimental syntax landscape. University of Michigan, October 28.
- 2011 Making sense of the experimental syntax landscape. Michigan State University, October 27.
- 2011 The cognitive neuroscience of sentence processing. California State University, Fullerton, October 10.
- 2011 Experimental syntax and island effects. Ecole Normale Superieure, Paris, June 29.
- 2011 Assessing the reliability of data in syntactic theory. Ecole Normale Superieure, Paris, June 28.
- 2011 The role of experimental syntax in an integrated cognitive science of language. New York University, March 21.
- 2010 The theoretical side of experimental syntax. Keynote Speaker at WECOL 2010. California State University, Fresno, November 12-14.
- 2010 The theoretical side of experimental syntax. Invited speaker at NELS 41. University of Pennsylvania, October 22-24.
- 2010 The quantitative syntax debate. University of California, Santa Cruz, May 28.
- 2010 The experimental syntax debate. Keynote speaker at the 19th annual Linguistics Symposium. California State University, Fullerton, April 12.
- 2010 A program for experimental syntax. University of Chicago, February 18.
- 2009 Wh-dependencies in English and Japanese: A case study for experimental syntax. University of California, Los Angeles, October 28.
- 2009 Looking for evidence in the islands debate. University of California, San Diego, May 4.
- 2009 Looking for evidence in the islands debate. University of Maryland, College Park, May 1.
- 2008 Islands and the role of working memory in acceptability judgments. University of California, Los Angeles, October 15.
- 2008 Moving beyond experiments. University of Tuebingen, Germany, May 6.
- 2007 Acceptability, Grammaticality, and the Role of Experimental Syntax. University of California, Santa Cruz, November 2.
- 2007 Acceptability, Grammaticality, and the Role of Experimental Syntax. University of Southern California, October 29.
- 2007 Engaging the debate. Guest Lecture, Harvard University, May 3.
- 2007 The new power of acceptability judgments. Harvard University, May 1.
- 2007 Subject Islands, Grammar, and Parser. Harvard University, April 30.
- 2007 A program for Experimental Syntax. University of California, Irvine, March 22.
- 2007 A program for Experimental Syntax. Princeton University, March 13.



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## Invited Presentations (continued)

- 2006 Experimental Syntax. University of California, San Diego, November 30.

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## Conference Presentations

- 2015 Sprouse, Jon, Sagar Indurkha, Sandiway Fong, and Robert C. Berwick. 2015. Colorless green ideas do sleep furiously: the necessity of grammar. Talk presented at NELS 46. Concordia University. October 18.
- 2015 Sprouse, Jon, and Troy Messick. 2015. How gradient are island effects?. Poster presented at NELS 46. Concordia University. October 17.
- 2015 Tucker, Matt, Ali Idrissi, Jon Sprouse, and Diogo Almeida. 2015. Grammaticalized Resumption Helps a Little with Islands and d-Linking Helps a Lot: Evidence from Modern Standard Arabic Acceptability. Poster Presented at the 2015 Architectures and Mechanisms for Language Processing (AMLaP) Conference. Valletta, Malta. September 5.
- 2015 Tucker, Matt, Ali Idrissi, Jon Sprouse, and Diogo Almeida. 2015. Resumption ameliorates but does not repair island violations: Evidence from Modern Standard Arabic acceptability. Poster presented at the 18th CUNY Conference on Human Sentence Processing. University of Southern California. March 21.
- 2015 Kush, Dave, Terje Lohndal, and Jon Sprouse. 2015. Experimental syntax and the linguistic variation of island effects in Norwegian and Swedish. Poster presented at the Annual Meeting of the Linguistic Society of America. Portland, Oregon. January 8-11.
- 2013 Matchin, William, Jon Sprouse, and Greg Hickok. 2013. A Syntactic Distance Effect for Backwards Anaphora in Broca's area: an fMRI study. Poster presented at the 2013 annual meeting of the Society for the Neurobiology of Language. San Diego. November 6-8.
- 2012 Matchin, William, Jon Sprouse, and Greg Hickok. Broca's area shows a distance effect for both syntactic movement and backwards anaphora in fMRI. Poster presented at the 25th CUNY Human Sentence Processing Conference (CUNY 2012). CUNY Graduate Center. March 14-26.
- 2010 Sprouse, Jon, Matt Wagers, and Colin Phillips. The islands debate: processing costs versus grammatical constraints. Talk presented at the 28th West Coast Conference for Formal Linguistics (WCCFL 28). University of Southern California, February 19-21.
- 2009 Sprouse, Jon, Matt Wagers, and Colin Phillips. Island effects and the role of working memory in acceptability judgments. Talk presented at the 32nd Annual Colloquium of Generative Linguistics in the Old World (GLOW 32). Nantes, France, April 16-18.
- 2008 Sprouse, Jon. Magnitude Estimation and the non-linearity of acceptability judgments. Talk presented at the West Coast Conference on Formal Linguistics 27. University of California, Los Angeles, May 16-18.
- 2007 Almeida, Diogo, Joseph Hill, Jon Sprouse, Deborah Chen Pichler, and David Poeppel. Lexical access in signers: MEG evidence. Poster presentation. Cognitive Neuroscience Society Annual Meeting. New York, May 5-8, 2007.
- 2007 Sprouse, Jon. Syntactic Satiation: Toward an etiology of linguist's disease. Talk presented at the 30th Annual Colloquium of Generative Linguistics in the Old World (GLOW 30). University of Tromsø, Norway, April 12-14.
- 2007 Sprouse, Jon. The effect of temporary representations on acceptability. Talk presented at the 30th Annual Colloquium of Generative Linguistics in the Old World (GLOW 30). University of Tromsø, Norway, April 12-14.
- 2007 Sprouse, Jon. Experimental Syntax: What does it get you? Talk presented at the 20th Annual CUNY Conference on Human Sentence Processing, San Diego, CA, March 29-31.
- 2007 Omaki, Akira, Chris Dyer, Shiti Molhatra, Jon Sprouse, Colin Phillips, and Jeff Lidz. The time-course of anaphoric processing and syntactic reconstruction. Talk presented at the 20th Annual CUNY Conference on Human Sentence Processing, San Diego, CA, March 29-31.

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## Conference Presentations (continued)

- 2007 Almeida, Diogo, Joseph Hill, Jon Sprouse, Deborah Chen Pichler, and David Poeppel. MEG evidence of lexical access in signers. Poster presentation at the 20th Annual CUNY Conference on Human Sentence Processing, San Diego, CA, March 29-31.
- 2006 Caponigro, Ivano and Jon Sprouse. Rhetorical questions as questions. *Sinn und Bedeutung* 11. Barcelona, September 21-23.
- 2006 Caponigro, Ivano and Jon Sprouse. The questionable nature of rhetorical questions. The 2006 Milan Meeting, Gargnano, Italy, June 15-17.
- 2005 Sprouse, Jon. ACD and Movement Reconsidered, NELS 36, University of Massachusetts Amherst, October.
- 2005 Sprouse, Jon. The Accent Projection Principle: Why the hell not?, Penn Linguistics Colloquium 29, University of Pennsylvania, February.

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## Service to the field

- 2013-present Member of the Program Committee, Linguistic Society of America.
- 2007-present Reviewer for *Behavior Research Methods*, *Biolinguistics*, *Cambridge University Press*, *Canadian Journal of Linguistics*, *Cognition*, *Cognitive Science*, *Frontiers in Psychology*, *GLOW*, *Journal of East Asian Linguistics*, *Journal of Linguistics*, *Language*, *Language and Cognition*, *Language and Linguistics*, *Language and Linguistics Compass*, *Language and Speech*, *Lingua*, *Linguistic Inquiry*, *Linguistics*, *Linguistic Society of America*, *National Science Foundation*, *Natural Language and Linguistic Theory*, *NELS*, *Nordic Journal of Linguistics*, *Oxford University Press*, *Syntax*, *The Linguistic Review*, *WCCFL*, *WECOL*.

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## Service at the University of Connecticut

- 2014-present Member of the Steering Committee for the Brain Imaging Research Center (BIRC), University of Connecticut.
- 2013-present Co-director of Graduate Admissions, Department of Linguistics.
- 2013-present Co-director of Cognitive Science Shared Electrophysiology Resource Laboratory (CSSERL), College of Liberal Arts and Sciences.

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## Service at the University of California, Irvine

- 2011-2013 Associate Director, Center for Language Science, School of Social Sciences
- 2011-2012 Search Committee, Department of Cognitive Sciences
- 2011, 2012 Alumni Excellence Scholarship Award Committee, School of Social Sciences
- 2011, 2012 Alice B. Macy Award Committee, School of Social Sciences
- 2011 Order of Merit Award Committee, School of Social Sciences
- 2010-2012 Undergraduate Director, Department of Cognitive Sciences
- 2009, 2010, 2011 Outstanding Honors Thesis Award Committee, School of Social Sciences
- 2009 Merit Review for Faculty Member, School of Social Sciences
- 2007-2013 Director, Syntax Lab, Department of Cognitive Sciences

**Curriculum Vitae of Harry van der Hulst**

**(updated January 2015)**

Harry van der Hulst  
Department of Linguistics,  
University of Connecticut  
Oak Hall, Room 362, U-1145  
365 Fairfield Way  
Storrs CT 06269  
USA

[harry.van.der.hulst@uconn.edu](mailto:harry.van.der.hulst@uconn.edu)

**1. Education**

- 1971-1977 University of Leiden  
Major: Dutch Language and Literature  
Minors: General Linguistics, Philosophy of Language, Logic
- 1977 Master's degree (cum laude)
- 1977-1985 Full researcher at the Dutch Lexicological Institute (INL, Leiden)
- 1984 PhD at Leiden University: *Syllable structure and stress in Dutch*
- 1976-1982 Lecturer at the COCMA (Utrecht) in (historical) linguistics and Gothic
- 1985-1986 Assistant professor in the Dutch Department, Leiden University
- 1986-1994 Assistant professor in the Department for General Linguistics, Leiden University
- 1994-1999 Associate professor in the Department for General Linguistics, Leiden University
- 1994-1999 Associate professor at the Holland Institute of Generative Linguistics (HIL), a Graduate Program in linguistics
- 1996-1999 Director of the Holland Institute of Generative Linguistics (HIL)
- 1998-1999 Member of the Scientific Council of the National Research Center (LOT)
- 1999-2000 Distinguished Visiting Fellow in the Arts and Sciences (Full Professor Rank, supported by the Luce Foundation) at Skidmore College, Saratoga Springs
- 1999-2000 Part-time Visiting Scholar at the Department of Linguistics, NYU
- 2000-present Professor of Linguistics (Department of Linguistics, University of Connecticut (Storrs))

**Research areas:** phonology, morphology, in particular segmental structure, syllabic structure, stress, compounding, sign language, gesturing, language change & evolution, language acquisition, and the interplay between phonetics, phonology and human cognition.

**Short Bio:** Harry van der Hulst (PhD 1984, University of Leiden) specializes in the phonology (the sound structure of languages) and has done research in *feature systems and segmental structure, syllable structure, word accent systems, vowel harmony, sign language phonology, the phonology-phonetic interface, historical phonology and child phonology*. His theoretical orientation is that of Dependency Phonology and Government Phonology, his own model being called 'Radical CV Phonology'. In addition, he has developed interests in language evolution and

cognitive science. He has published 4 books, 2 textbooks, over 150 articles; he has edited 24 books and 6 journal theme issues in the above mentioned areas. He has held guest positions at the University of Salzburg, the University of Girona, Skidmore College and New York University, and taught at the LSA summer Institute in 1997 (Cornell University). He co-founded the Dutch linguistic journal GLOT which was published from 1980 to 1990. He has been EDITOR-IN-CHIEF of the international linguistic journal *The Linguistic Review* since 1990 and he is co-editor of the series 'Studies in generative grammar' (Mouton de Gruyter). Currently he is a member of the Editorial board of *Sign Language and Linguistics*. In addition, he has served on the boards of linguistic journals such as *Phonology*, *Lingua*, *Linguistics and Acta Linguistica Hungarica*. He is a member of the board of GLOW (Generative Linguistics of the Old World). He is currently (since 2000) professor of linguistics at the University of Connecticut. He is married to Nancy Ritter (also a linguist) and has 7 children. He plays percussion, likes to construct artful objects, perform in musicals and collects books (among others).

## **2. Publications**

### **2.1. Books**

#### **1976**

1. Hulst, H.G. van der (1976). *Geschiedenis van het Nederlandse vocalisme*. Publikaties van de Vakgroep Nederlandse Taal- & Letterkunde. No 3. Leiden. (with F. Jansen & J. Nijhof)

#### **1984**

2. Hulst, H.G. van der (1984). *Syllable structure and stress in Dutch*. Dordrecht: Foris Publications.

#### **2001**

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94. Hulst, H.G. van der (2000). Issues in foot typology. In: M. Davenport & S.J. Hannahs (eds.). *Issues in phonological structure*. Amsterdam: John Benjamins Publishing Company, 95-127 [Also appeared in Toronto Working Papers in linguistics, vol. 16/1, 1997, 77-102]
95. Hulst, H.G. van der (2000). Features, segments and syllables in Radical CV Phonology. In: J. Rennison (ed.). *Phonologica 1996: Syllables!?* The Hague: Holland Academic Graphics, 89-111
96. H.G. van der Hulst (2000). No sympathy for opacity. In: S. Billings & A. Griffith (eds.). *The main session [CLS 35]*. Chicago: Chicago Linguistics Society, 153-173. (with N. Ritter)
97. H.G. van der Hulst (2000). Modularity and modality in phonology. In: N. Burton-Roberts, P. Carr & G. Docherty (eds.). *Phonological knowledge: its nature*. Oxford: OUP, 207-244
- \*98. H.G. van der Hulst (2000). The SPE-heritage of OT. *The Linguistic Review* 17/2-4, 259-290 (with N. Ritter)
99. Hulst, H.G. (2000). Metrical phonology. In: L. Cheng & R. Sybesma (eds.). *The GLOT International state-of-the-article book*. Berlin: Mouton de Gruyter. 307-326

## 2001

- \*100. Hulst, H.G. van der (2001). SignPhon: a phonological database for sign language. *Sign language and linguistics* 4, 1/2, 215-228 (with O. Crasborn, E. van der Kooij)

## 2002

101. Hulst, H.G. van der (2002). Complex segments in Radical CV Phonology. In: *Korean linguistics today and tomorrow. 2002 International Conference on Korean Linguistics*, 171-191.
102. Hulst, H.G. van der (2002). Licensing in phonology. In: *Korean linguistics today and tomorrow. 2002 International Conference on Korean Linguistics*, 107-130.
103. Hulst, H.G. van der (2002). Stress. In: Nadel, L. (ed.). *Encyclopedia of Cognitive Science*. Vol. 4, 4. London: Nature Publishing Group, 246 – 254.
104. Hulst, H.G. van der (2002). Levels, constraints and heads. In: A.M. di Sciullo (ed.) *Asymmetry in grammar*. Volume II. Amsterdam: Benjamins Publishing Company, 147-188 (with N. Ritter).

## 2003

105. Hulst, H.G. van der (2003). Sign language structures. In: *Handbook of deaf studies, language and education* (Oxford University Press) (with Susan Fisher), 319-331.
106. Hulst, H.G. van der (2003). Dutch syllable structure meets Government Phonology. In: Takeru Honma, Masao Okazaki, Toshiyuki Tabata and Shin-ichi Tanaka (eds.). *A new century of phonology and phonological theory: A festschrift for professor Shosuke Haraguchi on the occasion of his sixtieth birthday*. Tokyo, Japan: Kaitakusha, 313-343.
107. Hulst, H.G. van der (2003). Structure paradoxes in phonology. In Stefan Ploch (ed.). *Living on the edge. A festschrift for Jonathan Kaye*. Berlin: Mouton de Gruyter, 75-94.
108. Hulst, H.G. van der (2003). Cognitive phonology. In *Germania at alia. A linguistic webschrift for Hans den Besten on the occasion of his 55<sup>th</sup> birthday*. [ISBN: 90-9017951-8]

#### 2004

109. Hulst, H.G. (2004). Phonological dialectics: A short history of generative phonology. In P.G.J. van Sterkenburg (ed.). *Linguistics today – Facing a greater challenge*. Amsterdam: John Benjamins Publishing Company, 217-243.

#### 2005

110. Goedemans, R and H.G. van der Hulst (2005). Fixed stress locations. In: Martin Haspelmath, Matthew Dryer, David Gil and Bernard Comrie (eds). *The world atlas of linguistic structures*, 62-65
111. Goedemans, R and H.G. van der Hulst (2005). Weight-sensitive stress. In: Martin Haspelmath, Matthew Dryer, David Gil and Bernard Comrie (eds). *The world atlas of linguistic structures*, 66-69
112. Goedemans, R and H.G. van der Hulst (2005). Weight factors in weight-sensitive stress systems. In: Martin Haspelmath, Matthew Dryer, David Gil and Bernard Comrie (eds). *The world atlas of linguistic structures*, 70-73
113. Goedemans, R and H.G. van der Hulst (2005). Rhythm types. In: Martin Haspelmath, Matthew Dryer, David Gil and Bernard Comrie (eds). *The world atlas of linguistic structures*, 74-77

110-113 also in:

In: Haspelmath, Martin & Dryer, Matthew S. & Gil, David & Comrie, Bernard (eds.) *The World Atlas of Language Structures Online*. Munich: Max Planck Digital Library, chapter 39. Available online at <http://wals.info/feature/39>. Accessed on <access date>.

114. Hulst, H.G. van der (2005). On the internal and external organization of sign segments: some modality specific property of sign segments in NGT. In: M. van Oostendorp and J. van de Weijer (eds.). *The internal organization of phonological segments*. Studies in Generative Grammar 77. Berlin/New York: Mouton de Gruyter, 153-180. (with Els van der Kooij).
115. Hulst, H.G. van der (2005). The molecular structure of phonological segments. In: P. Carr, J. Durand & C. Ewen (eds.). *Headhood, elements, specification and contrastivity*. Amsterdam: John Benjamins Publishing Company, 193-234.
- \*116. Hulst, H.G. van der (2005). De vorm van taal. *Nederlandse Taalkunde* 10, 3 / 4, 262-282.

117. Hulst, H.G. van der (2005). Why phonology is the same. In: H. Broekhuis Norbert Corver, Riny Huybregts, Ursula Kleinhenz and J. Koster (eds.). *The organization of grammar. Studies in Honor of Henk van Riemsdijk*. Berlin/New York: Mouton de Gruyter, 252-262.

**2006**

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119. Hulst, H.G. van der (2006). Word stress. In: Keith Brown (ed.). *The encyclopedia of language and linguistics. 2<sup>nd</sup> edition. Volume 13*. Oxford: Elsevier, 655-665.
- \*120. Hulst, H.G. van der (2006). On the parallel organization of linguistic components. In: R. Bermudez-Otero & P. Honeybone (eds.). *Phonology and syntax- the same or different*. Special issue of the journal *Lingua* Volume 116, Issue 5, 657-688.
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- \*122. Hulst, H.G. van der (2006). Licensing in phonology. *The Linguistic Review* 23/4, 383-428.

**2007**

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**2008**

- \*123. Hulst, H.G. van der (2008). On the question of universals. In H. van der Hulst (2008) (ed.). Examples of Linguistic Universals. Special theme issue of *The Linguistic Review* 25/1, 1-35.
- \*124. Hulst, H.G. van der (2008). The Dutch diminutive. In: C. Ewen, H. van der Hulst & N. Kula (eds.). *Trends in prosodic phonology. Lingua* volume 118, issue 9, 1288-1306.

**2009**

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127. Hulst, H. van der (2009). Two phonologies. In: Janet Grijzenhout and Baris Kabak (eds.). *Phonological domains: universals and deviations*. Berlin: mouton de Gruyter, 315-352

**2010**

128. Hulst, H. van der (2010). Re Recursion. In: Harry van der Hulst (ed.). *Recursion and Human Language*. Berlin: Mouton de Gruyter, xv-liii.
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130. Hulst, H.G. van der (2011). Constraint-based phonologies. In: *Mirror Lake Papers*. University of Connecticut Working Papers #15, edited by Nilufer Sener, Carlos Buesa García and Tsuyoshi Sawada. Distributed by *MIT Working Papers in Linguistics*.
131. Hulst, H.G. van der (2010). Notation systems. In: Diane Brentari (ed.). *Cambridge Survey of Sign Linguistics and Sign Languages*. (with Rachel Channon)
132. Hulst, H.G. van der (2010). Accentual systems in the languages of Europe. In: H.G. van der Hulst, R. Goedemans, & E. van Zanten (eds.). *Stress patterns of the world. Part II: the data*. Berlin: Mouton de Gruyter. 429-508.
133. Hulst, H.G. van der and Sam Hellmuth (2010). Accentual systems in the languages of the Middle East. In: H.G. van der Hulst, R. Goedemans, & E. van Zanten (eds.). *Stress patterns of the world. Part II: the data*. Berlin: Mouton de Gruyter. 615-646.
134. Schiering, René and Harry van der Hulst (2010). Accentual systems in the languages of Asia. In: H. van der Hulst, R. Goedemans, & E. van Zanten (eds.). *Stress patterns of the world. Part II: the data*. Berlin: Mouton de Gruyter. 509-614.
135. Hulst, H.G. van der (2010). Word Accent: Terms, Typologies and Theories. In: H.G. van der Hulst, R. Goedemans, & E. van Zanten (eds.). *Stress patterns of the world. Part II: the data*. Berlin: Mouton de Gruyter. 3-54.
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139. Hulst, H.G. van der (2011). Pitch Accent Systems. In: Marc van Oostendorp, Colin Ewen and Keren Rice. *The Blackwell Companion to Phonology*. Blackwell, Volume II, 1003-27
140. Channon, Rachel and Harry van der (2011). Introduction: Phonetics, Phonology, Iconicity and Innateness. In: Channon, Rachel and Harry van der Hulst (eds.) (2011). *Formational units in sign languages*. Berlin: Mouton de Gruyter, 1-18. [AR 2012]
141. Channon, Rachel and Harry van der Hulst (2011). Are dynamic features required in signs? In: Channon, Rachel and Harry van der Hulst (eds.) (2011). *Formational units in sign languages*. Berlin: Mouton de Gruyter, 229-260. [AR 2012]

## 2012

142. Hulst, H.G. van der (2012). A framework for vowel harmony. In: Botma, Bert & Roland Noske (eds.), *Phonological Explorations: Empirical, Theoretical and Diachronic Issues*. Berlin: Mouton de Gruyter. [*Linguistische Arbeiten* series] 155-190 [AR 2012]
143. Hulst, H.G. van der (2012). Yoruba vowel harmony. In Eugeniuc. Cyran, Henryk Kardela and Bogdan Szymanek (eds.). *Sound, Structure and Sense. Studies in memory of Edmund Gussman*. Lublin: Wydawnictwo KUL, 263-288. [AR 2012]
144. Hulst, H.G. van der (2012). Vowel harmony in Turkish and Hungarian. In McGill Working Papers VOLUME 22(1). A. McKillen & J. Loughran (eds.) (Winter 2012). The Proceedings from MOT 2011 *Phonology in the 21st Century: In Honour of Glyne Piggott*. [AR 2012]



145. Hulst, Harry van der. 2012. Deconstructing stress. *Lingua* 122, 1494-1521. [AR 2013]

## 2013

146. Hulst, H.G. van der (2013). The discoverers of the phoneme. In: Keith Allen (eds.), *Oxford Handbook of the History of Linguistics*. Oxford: Oxford University Press, 167-191. [AR 2013]
147. Hulst, H.G. van der and Beata Moskal (2013). Pattern of defective labial harmony in Turkic languages. In: *Dilbilim Araştırmaları Dergisi I (Linguistic Investigations. Theme Issue: Updates to Turkish Phonology)*, 17-52

## 2014

148. Hulst, H.G. van der (2014). Word Stress: past, present and future. In: Hulst, H.G. van der (2014) (ed.). *Word Stress: Theoretical and typological issues*. Cambridge: Cambridge University Press, 3-55.
149. Hulst, H.G. van der and Rob Goedemans (2014). The separation of accent and rhythm: Evidence from StressTyp In: Hulst, H.G. van der (2014) (ed.). *Word Stress: Theoretical and typological issues*. Cambridge: Cambridge University Press, 119-148.
150. Hulst, H.G. van der (2014). Representing rhythm. In: Hulst, H.G. van der (2014) (ed.). *Word Stress: Theoretical and typological issues*. Cambridge: Cambridge University Press, 325-365.
151. Hulst, H.G. van der (2014). The non-linguistic status of the Symmetry Condition in signed language: Evidence from a comparison of signs and spontaneous co-speech gesture (with S. Kita & I. van Gijn). *Sign language and linguistics* 7:2, 215-238

## 2015

152. Hulst, H.G. van der (2015). Lowering Harmony in Bantu. In Sabrina Bendjaballah, Noam Faust, Mohamed Lahrouchi, Nicola Lampitelli (eds.). *The form of structure, the structure of forms: Essays on the realization of linguistic structures*. Amsterdam: Benjamins Publishing Company, 13-36.
153. Hulst, H.G. van der (2015). The Opponent Principle in RcvP: Binariness in a Unary System. In: Eric Raimy and Charles Cairns (eds.). *The Segment in Phonetics and Phonology*. Wiley-Blackwell, 149-179.
154. Hulst, H.G. van der (2015). Phonological systems. In Keith Allen (ed.). *The Routledge Handbook of Linguistics*.
155. Hulst, H.G. van der (to appear), Rob Goedemans and Keren Rice (to appear). Areal aspect of word stress. In: Raymond Hickey (ed.). *Handbook of Areal Linguistics*. Cambridge: Cambridge University Press.
156. Hulst, H.G. van der (2015). *Phonological features: the work of G.N. Clements*. In: Annie Riailand and Rachid Ridouane, Harry van der Hulst (in prep.). *Features in phonology and phonetics", subtitle: Posthumous writings of Nick Clements with coauthors*. Berlin: Mouton de Gruyter, 3-16.

157. Hulst, H.G. van der (2015). The laryngeal class in RcvP and voice phenomena in Dutch. In: Johanneke Caspers, Yija Chen, Willemijn Heeren, Jos Pacilly, Niels Schiller and Ellen van Zanten (eds.). *Above and beyond the segments*. Amsterdam: John Benjamins Publishing Company, 323-349

### Submitted

158. Hulst, H. G. van der (in press). Phonological typology. In: Alexandra Y. Aikhenvald and Robert Dixon (eds.). *The Cambridge Handbook of Typological Linguistics*. Cambridge: Cambridge University Press.
159. Hulst, H. G. van der (2016). Vowel harmony. *Oxford Research Encyclopedia of Linguistics* (OnLine).
160. Hulst, H. G. van der (subm.). Phonological elements. *Language and Linguistics Compass*
161. Hulst, H. G. van der (subm.). Ambiguity in Phonology. *Theoretical Linguistics*.

### In preparation

- 162 Hulst, H.G van der and Els van der Kooij (in prep.) Phonological structure of signs – theoretical perspectives. Josep Quer Villanueva, Roland Pfau and Annika Herrmann (eds.). *The Routledge Handbook of Theoretical and Experimental Sign Language Research*. Routledge.
163. Hulst, H.G. (in prep.). Where are we with Hungarian vowel harmony. In: Hulst, H.G. and Aniko Liptak (eds.). *The structure of Hungarian*. Proceedings of *the 12th International Conference on the Structure of Hungarian*. Amsterdam: John Benjamins Publishing

### 3.3. Web publications

Oxford Bibliographies Online: Vowel Harmony

[http://www.oxfordbibliographies.com/browse?jumpTo=vowel+harmony&letter=v&module\\_0=obo-9780199772810&page=3&pageSize=20&sort=title](http://www.oxfordbibliographies.com/browse?jumpTo=vowel+harmony&letter=v&module_0=obo-9780199772810&page=3&pageSize=20&sort=title)

### 5. Reviews

#### 1977

Hulst, H.G. van der (1977). Bespreking van "J. van Bakel, *Fonologie van het Nederlands*". *Forum der Letteren* 18, 23-38

#### 1979

Hulst, H.G. van der (1979). Bespreking van "G. Koefoed & J. van Marle (red.). *Aspecten van taalverandering*". *Forum der Letteren* 20, 177-195

#### 1984

Hulst, H.G. van der (1984). Bespreking van "M. Trommelen, The syllable in Dutch. With special reference to diminutive formation". *Forum der Letteren* 25

## 6. Reviews of my scholarly work [needs updating]

I have no systematic record of reviews. I looked at two journals so far. These are all reviews of the books that I have edited:

Journal of Linguistics 20/2 (1984), 365-373 (Structure of Phonological Representations)

Journal of Linguistics 23/2 (1987), 466-468 (Advances in Phonology)

Journal of Linguistics 27/1 (1991), 277-282 (Studies in Pitch Accent)

Language 59/2 (1983), 402-405 (Lexical Grammar)

Language 59/4 (1983), 905-907 (Scope of Lexical rules)

Language 67/2 (1991), 356-362 (Studies in Pitch Accent )

Language 72/4 (1996), 847-851 (Tone)

Language 78/3 (2002), 606-607 (The Syllable)

## 7. Lectures and papers presented (since 1982)

*-Invited lectures are marked by \**

*-Papers accepted for refereed conferences are marked by \*\**

### 1982

23 January: Taalkunde In Nederland (Amsterdam): Een lexicaal-prosodische analyse van klemtoon in het Nederlands

13 - 15 Augustus: Salzburg Summer Festival in Linguistics: Autosegmental association in metrical domains

### 1983

\*\*22 January: Taalkunde In Nederland (Amsterdam): Metrische roosters and grids

\*\*1-3 March: 5e Jahrestagung DGFS (Passau): Lexical phonology

20 July: Linguistic Symposion (UCLA): Metrical grids and trees

20 July: Linguistic Symposion (UCLA): The treatment of pitch-accent

10 Augustus: NWO-workshop Nonlinear Phonology (Amsterdam): Vowel harmony. Rules or representations?

5 October: Institut fur Sprachwissenschaft (Salzburg): Phonological constituent structure

### 1984

\*\*28 January: Taalkunde In Nederland (Amsterdam): Het verkleiningsuffix en de structuur van de Nederlandse lettergreep

17 February: GPW Winter meeting (Amsterdam): Syllable structure: flat, metrical or what?

11 May: GPW Spring meeting (Amsterdam): Harmony and disharmony in Nyangumarda (with N. Smith)

\*\*25 - 28 June: 5e Phonologietagung (Eisenstadt): Hungarian vowel harmony

31 Augustus: GWP Summer meeting (Amsterdam): Ambisyllabicity and the structure of Dutch syllables

16 November: GPW Fall meeting: A metrical analysis of Dutch word stress

### **1985**

15 January: Department ATW/RUG: Universele en taalspecifieke aspecten van lettergreepstructuur

\*\*19 January: Taalkunde In Nederland (Amsterdam): Het klemtoonpatroon van samenstellende afleidingen in het Nederlands

\*\*19 January: Taalkunde In Nederland (Amsterdam): Underspecification (with C. Ewen)

1 February: GPW Winter meeting (Tilburg): A classification of pitch accent systems (with N. Smith)

\*\*28 February: 6e Jahrestagung der DGFS (Hamburg): The stress pattern of complex words

15 March: Fridayclub (Amsterdam): Het klemtoonpatroon van het Nederlands

3 April: NWO-workshop over Morfologie (Leiden): The structure of synthetic compounds in the light of their stress pattern

\*\*18 April: GLOW phonology workshop (Brussel): The internal structure of segments

\*\*18 April: GLOW phonology workshop (Brussel): Single-valued features and neutral vowels in Hungarian

\*19 June: Conferentie on non-linear phonology (Lyon): Aspects of Dutch syllable structure and stress

16 July: GWP Summer meeting: Underspecification theory and so-called non-harmonic segments

\*3 September: Workshop on lexical phonology (Tromsø/Noorwegen): Neutral vowels

17 October: Colloquium Afrikaanse taalkunde (Leiden): Opaque and neutral vowels in Turkana and Bari (with N. Smith)

### **1986**

\*\*23 January: Taalkunde In Nederland (Leiden): Vocaalharmonie in Tunen (with M. Mous)

\*\*23 January: Taalkunde In Nederland (Leiden): Synchronische consequenties van merger voor vocaalharmoniesystemen (with N. Smith)

\*\*8 April: GLOW (Barcelona): The autosegmental representation of neutral segments (with N. Smith)

20 April: Nomen (Leiden): De autosegmentale analyse van klinkerharmonie

2 June: Workshop Phonological Features (Wassenaar): The autosegmental representation of neutral vowels (with N. Smith)

1 September: Colloquium Afrikaanse taalkunde (Leiden): Y-prosodie in Ga'anda (with N. Smith)

1 September: Colloquium Afrikaanse taalkunde (Leiden): Vowel harmony in Lelemi (Togo-Remnant) (with M. Mous)

\*5 September: Max Planck Instituut (Nijmegen): On skipping

\*24 September: Henry Sweet lecture for the Linguistic Association of Great Britain, Edinburgh: Vowel harmony and the structure of phonological representations

\*26 September: University College/SOAS (Londen): Trends in non-linear phonology

**1987**

- 12 January: GPW Winter meeting (Amsterdam): Segmentstructuur en lettergreepstructuur with J. van Lit)
- \*\*24 January: Taalkunde In Nederland (Amsterdam): Vowel harmony in Khalkha and Buriat (East Mongolian) (with N. Smith)
- \*\*24 January: Taalkunde In Nederland (Amsterdam): Single-valued features and the distinction between [-F] and [0F] (with C. Ewen)
- \*\*6 March: 9e Jahrestagung DGFS (Augsburg): Symmetry and single-valued features (with C. Ewen)
- \*\*6 March: 9e Jahrestagung DGFS (Augsburg): ATR and rounding harmony (with N. Smith)
- \*26 March: University of Essex: Vocalic features and vowel harmony
- \*26 March: University of Essex: Two lectures in a Workshop on phonology
- \*10 April: Vrijdagclub (Amsterdam): Vocaalkenmerken en vocaalharmonie
- 8 May: GPW Summer meeting (Leiden): Metrische parameters
- 9 September: Colloquium Afrikaanse taalkunde (Leiden): The representation of vowel height (with N. Smith)
- \*\*11 September: Morfologiedag (Gent): Structuurparadoxen (with T. Hoekstra en F. van der Putten)
- \*\*6 November: NELS (Toronto): The geometry of vocalic features
- \*\*8 November: NELS (Toronto): On foot typology (with A. Lahiri)
- \*10 November: MIT (Boston): The dual interpretation of |i|, |u| and |a|
- 19 November: Department ATW/RUG: De geometrie van vocalische kenmerken
- 17 December: Department Nederlands/RUG: Autosegmentele fonologie en kindertaal (with C. Levelt)

**1988**

- 23 January: Taalkunde in Nederland (Leiden): Tungusic and Mongolian vowel harmony: a minimal pair (with N. Smith)
- \*\*23 January: Taalkunde In Nederland (Leiden): [high], [low] and [back] or [I], [A] and [U] (with C. Ewen)
- 12 February: OTS (Utrecht): Klinkerkenmerken
- \*17 February: SOAS (Londen): The geometry of vocalic features
- 20 February: GPW Winter meeting (Essex): Syllable structure and syllabification
- \*\*31 March: GLOW workshop (Budapest): The convergence of phonological theories
- \*12 April: Max Planck Instituut (Nijmegen): The internal structure of phonological segments
- 15 April: TABU-dag (Groningen): Nederlandse klemtoon: "versie 5.0" (with J. van Lit)
- \*1 July: 6e Phonologietagung (Krems): The phonological and phonetic basis of the simplex feature hypothesis
- 2 July: Phonologietagung/workshop (Krems): Segmental hierarchitectuur
- 2 July: Phonologietagung/workshop (Krems): Underspecification in child phonology
- 9 November: Brandeis University: Dutch stress: mora, syllable, foot
- 10 November: MIT (Boston): Features and Dependency
- 15 November: Umass (Amherst): Features and Dependency
- 18 November: OTS (Utrecht): De fonologie van kindertaal (with R. van Zonneveld)

**1989**

- 10 June: Coordination Phonologie (Paris): A dependency view on segmental structure
- 5 July: SOAS (London): Atoms of segmental structure
- \*9 oktober: MIT (Boston): On the structure of complex consonants (with N. Smith)
- 13 October: Dpt. of Linguistics (University of Toronto): Why unary features?
- 17 October: Dpt. of Linguistics (University of Ottawa): Vocalic components
- 19 October: Dpt. of Linguistics (McGill): What is good about mora theory?
- 20 October: Dpt. of Linguistics (UQAM): Consonantal components

**1990**

- 8 June: TABU-dag (Groningen): De architectuur van het segment
- 13-15 June: ESF-workshop (Leiden): Edge-in stress systems and main stress first
- 24 October: Dpt. of Linguistics (University of Toronto): The molecular structure of phonological segments
- \*13 December: LCJL conference (Leiden): The molecular structure of phonological segments

**1991**

- 18 March: Dpt. of Linguistics (University of Edinburgh): Intrasegmental dependency structures
- \*24 March: GLOW Acquisition workshop (Leiden): Global determinacy and phonological acquisition (with E. Dresher)
- 28 March: GLOW Acquisition workshop (Leiden): Remarks on phonological development
- 22 June: Acquisition workshop (Max Planck Institute/Nijmegen): The role of heads in phonological acquisition (with E. Dresher)
- 10 July: University of California at Santa Cruz: Dependency structures in phonology
- \*20 July: Conference on Phonological Feature Organization (Santa Cruz): On the nature of phonological primes

**1992**

- 13 January: Soas (London): Extrasyllabicity and empty nuclei
- \*\*18 January: Taalkunde In Nederland (Utrecht): Iambic lengthening in Carib (met. E. Visch)
- 18 January: Taalkunde In Nederland (Utrecht): Transparent consonants (with M. Mous)
- 9 April: University College London: Phonological primes and segmental structure
- \*23 May: Canadian Linguistic Association: Heads (with E. Dresher)
- 11-14 June: Engeland (London): The cold vowel and the spine
- \*\*4 July: 7e Phonologietagung (Krems): Main stress and rhythm (with J. Kooij)
- 5 July: 7e Phonologietagung (Krems): On the independence of stress and rhythm
- 6 July: 7e Phonologietagung (Krems): On sign language phonology
- 4 September: ESF workshop (San Sebastian): Stress retraction
- \*18 September: Opening lecture CLS year (Nijmegen) Units in the analysis of signs

**1993**

- 16 January: HILP (Leiden): Metathesis effects in Leti (with A. van Engelenhoven)
- 19 January: University College London: Units in the analysis of signs

- 20 January: University of Durham: Units in the analysis of signs  
21 January: University of Newcastle: Radical CV phonology  
9 February: SCHIL (Leiden): On the Phonology of Sign Language  
\*\*5 April: GLOW conference (Lund, Sweden) Dependency relations in the representation of signs  
5 June: International workshop on the phonology and morphology of sign language (Amsterdam, Leiden): Dependency relations in the representation of signs.  
14 June: Paris VIII: Metathesis effects in Leti  
\*12-14 August: Laboratory Phonology 4 (Oxford, England) How abstract are the elements?

## **1994**

- \*\*6 April: Spring meeting of the LAGB (Salford): Head-dependent relations in the phonological representation of signs.  
27 April: Departmental talk (Tilburg): A radical CV theory of the syllable  
19-20 May: Phonology workshop (Manchester): The segment - syllable connection  
9 June: NIAS (Wassenaar): Gebarentaalkunde  
\*\*22-27 August: 7th International conference on Austronesian linguistics (Leiden): The structure of Kambera roots (with M. Klamer)  
  
\*\*1-3 September: 4th European Sign Linguistics conference (Munich): Head-dependent relations in the phonological representation of signs.  
\*16-17 September: International workshop on phonological structure (Durham): The relation between primary and secondary accent: 10 years after.  
24 November: Trondheim: Principles of Radical CV phonology.  
27 November: Trondheim: The composition of handshapes.

## **1995**

- 25-27 January: Universiteit van Amsterdam, HILP2: The Uneven Trochee (with M. Klamer)  
8 March: xxxx: The phonological organization of signs  
\*24 March: Amsterdam, Fridayclub: Fonologie en gebarentaal  
\*19-21 June: Royaumont (France), Conference on Trends in Phonological models and methods: Principles of Radical CV Phonology  
\*1-3 September: University of Essex, workshop on derivations and constraints: Weight-by-position by position (with S. Rosenthal)  
\*7-9 September: University of Groningen, Gala Conferentie: The acquisition of handshape  
29 September: University of Leiden, VTW-Fridayclub: De structuur van gebarentalen  
\*14 December: University of Essex: Primary accent is non-metrical  
\*14 December: University of Essex: Acquisitional evidence for the composition of handshape  
\*18 December: Max Planck Institute, Nijmegen: Remarks on Optimality Theory.

## **1996**

- \*\*20 January: Reduplication in Leti (TIN-day, Utrecht) (with M. Klamer)

- \*\*April: Leti metathesis and reduplication (3rd meeting of the Austronesian Formal linguistics association, UCLA) (with M. Klamer)
- \*\*17 May: Phonological categorization and phonetic exponents (at Phonology Conference, Manchester)
- 6 June: Phonological categorization and phonetic exponents (at University of Toronto)
- \*17 June: Dutch stress (at workshop on Stress at the Max Planck Institute)
- 19-18 September: two poster presentations (at Sign Linguistics Conference in Montreal)
- \*\*xx November: Radical CV phonology (at Phonologica Conference, Vienna)
- 9 December: Structure paradoxes in phonology (at OT on the HIL, Leiden)

### **1997**

- \*\*10 January: On some parallels between empty nuclei and unstressed syllables (HILP III, Amsterdam (with G. Rowicka)
- \*\*8 February: Structure paradoxes in phonology (MOT, Toronto)
- 11 February: Primary accent is non-metrical (University of Toronto)
- 13 March: Issues in Government Phonology (SOAS, London) (with G. Rowicka)
- \*April: Two lectures at the University of Kentucky
- \*5 May: Phonological structure in sign language (Ohio State University)
- \*\*28 August: Prosodic choices in Dutch plural formation (Marburg) (with Jan Kooij)
- \*\*18 September: Syntagmatic organization of movement phases in signs and co-speech gestures (Hamburg) (with I. Kita & I. van der Gijn).

### **1998**

- 6 February: The structure of SignPhon. Max Planck Institute Worskop on Multimedia Databases (Nijmegen)
- 27 March: Gebarenfonologie in Leiden. Dutch Sign Day (Leiden)
- 18 May: The internal and external syntax of segments: Reduction to CV (New York University/USA)
- 19 May: Modality-free phonology (StonyBrook/USA)
- 21 May: Syllable structure and segmental structure are one (CUNY/USA)
- 26 May: Syllable structure and segmental structure are one (UCLA/USA)
- \*22 June: Head-driven Phonology. Royaumont II (Paris) (with N. Ritter)
- 26 October: On the lexical - postlexical distinction (Manchester)
- \*\*13 November: The phonetic and phonology of place (Gallaudet, Washington/USA) (with E. van der Kooij)
- 20 November: Modality-free phonology (University of Rochester)

### **1999**

- \*\*29 January: The symmetry condition in sign language and gesture (with S. Kita & I. van Gijn). HILP IV conference (Leiden)
- xx February: the study of language. Skidmore College (Saratoga Springs)
- \*\*22 April: No Sympathy for Opacity. CLS #35 (Chicago) (with N. Ritter)
- 28 September: Creative hands – On the nature of sign Language. Skidmore College (Saratoga Springs)



- 19 October: So how did languages emerge? – On the creation of the form of language. Skidmore College (Saratoga Springs)
- 9 November: The diversity of languages – On the creation of confusion. Skidmore College (Saratoga Springs)
- \*12 November: On the notions ‘segment and syllable’ in sign language (NYU, Linguistic Department)
- \*19 November: Modalities of Language (NYU, Psychology Department)
- 7 December: The creation of new languages, both natural and artificial. Skidmore College (Saratoga Springs)

## **2000**

- 11 April: “Leonardo da Vinci: Why I’m so creative”. Skidmore College (Saratoga Springs)
- \*\*26 April: Head-driven Phonology. First North American Phonology Conference (Montreal) (with Nancy Ritter)

## **2001**

- 29 November: Levels, Constraints and Heads. Talk at Haskins Laboratories (New Haven) (with Nancy Ritter)

## **2002**

- \*\*27-30 June: Phonetic implementation and phonetic pre-specification in sign language phonology (Laboratory Phonology Conference, Yale) (with Els van der Kooij)
- \*1-3 August, Invited speaker at the 2002 International Conference on Korean Linguistics (Korea, August 1-3): Licensing in Phonology
- \*1-3 August, Key note speaker at the 2002 International Conference on Korean Linguistics (Korea, August 1-3): Complex segment in Radical CV Phonology
- \*\*1-3 November, Ninth International Phonology Meeting (Vienna): No stricture, just structure.
- \*1-3 November Ninth International Phonology Meeting (Vienna): Invited moderator and speaker for a workshop on phonological licensing
- 6 December, Cognitive Phonology. Talk for the Cognitive Science Faculty at UConn.

## **2003**

- \*\*9-11 January, Old World Conference on Phonology (OCP) (Leiden, The Netherlands): On the internal and external organization of sign segments: some modality specific property of sign segments in NGT (with Els van der Kooij)
- \*25 April. Invited talk: Dutch syllable structure meets Government Phonology. McGill University
- \*24-29 July, 17th International Congress of Linguists, Charles University in Prague, Czech Republic: Phonological dialectics. A short history of generative phonology. (Member of the Scientific committee)

## **2004**

- X February. Brackets and grid marks, or theories of primary accent and rhythm. CUNY conference on phonological representations.

\*\*10-13 July. The representation of stress. Connected Sign Workshop. Nijmegen, The Netherlands

## 2005

\*3 April. How and why did language evolve? Connecticut Archeology Center, University of Connecticut.

26 April. *Patterns in vowel harmony*. UCLA Linguistic Department, Weekly Colloquium.

\*8 July. Between Stress and Tone conference. Invited speaker (Member of the Scientific committee)

9 September. Dependency in phonology. Stony Brook linguistic colloquium (by invitation)

## 2006

\* 10 January. The evolution of language. Peabody Museum, New Haven.

\*\* 30 November. The meaningless side of language. Connecticut College (New London)

## 2007

\*\* 26 January. The phonological mobile. Cuny Conference on Precedence Relations.

\*\*28 February. On the notion Dual Articulation. Jahrestagung of the Deutsche Gesellschaft für Sprachwissenschaft. Siegen (Germany).

## 2008

\*17 January: The Syllable in RcvP. Cuny Conference on Precedence Relations. NYC.

\*13 March. Principle of RcvP. Near Certainties and doubts. Linguistic Colloquium, Harvard University.

\*5 September. Final Devoicing: Tertium Datur. Workshop on final devoicing, Amsterdam/Meertens Institute.

## 2009

\*\*18 January: Primary accent and rhythm. Cuny Conference on the foot. NYC

\*\*21 January: Monovalent features. OCP preworkshop. Edinburgh [With Norval Smith]

\*2 April: Theories of Stress. Leiden, The Netherlands

\*April 23, Annual UConn LanguageFest: StressTyp: a database of word accentual system (Poster presentation).

\*27 August. Accentual cues. Kobe University/Japan.

## 2010

30 April. In defense of accent Stresstyp conference, University of Connecticut

\*18 December. A typology of pitch accent systems. Tokyo/Japan

April 14. A Minimal Framework for vowel Harmony. University of Leiden, The Netherlands

\*May 15. Vowel harmony and locality. McGill, Canada

## 2011

July/August - Three public lectures onboard the MS Maasdam:

What are sign languages? (July 31)

The origin of language (August 7)

Is language hard-wired? (August 24)

December 3 - Separating primary stress from rhythm: evidence from StressTyp1. University of Connecticut (with Rob Goedemans, Leiden U.)

## 2012

January 12 – On the nature of phonological primes. Cuny Conference on the Segment. NYC.

\*December 2 – Representing Rhythm. Delaware Conference on Word Stress and Accent.

## 2013

January 16-18, 2013 - Attended CUNY Forum conference in NYC (no talk, chaired session and contributed to tribute to Morris Halle)

\*February 8 – Sign language phonology. UQAM workshop on Complexity.

March 27 – Language and identity. Hall High School, West Hartford. Organized by ‘Hello West Hartford’

\*July 25 - The study of word accent and stress: past, present and future Geneva, ICL19.

09/20&21/13 M90 conference at MIT Poster presentation about ST2

November 15 Delaware lecture; vowel harmony

## 2014

Jan 6-8 Conference in Paris on the work of Tobias Scheer; The opponent principle in RcvP

March 28-29 Conference on the Evolution of language: what do syntax and phonology have in common? Storrs.

August 12-22 Organizer of conference on stress and accent; Leiden, The Netherlands

## 2015

\* January 15-17: But Mr. Lowenstamm, it's CVs all the way down. Talk presented at *The form of structure, the structure of form - Three days of linguistics for Jean Lowenstamm*, 2015, University Paris Diderot – Paris 7

\*May 22-23: Neutral vowels in vowel harmony (with special reference to Hungarian) 12th International Conference on the Structure of Hungarian, Leiden.

## 8. Invited Courses abroad (i.e. outside the Netherlands)

- 1984, May: Course on Tone systems at the university of Salzburg (1 week)
- 1985, July/August: Salzburg Summer school: Course on Tone systems (6 weeks)
- 1991, 12-16 August: Course on Non-linear Phonology at Saarbrücken Summer school in Computational Linguistics (1 week)
- 1991, 30 September - 4 October: Course on Metrical Phonology at the University of Salzburg (1 week)
- 1991, 7-11 October: Course on Dependency Phonology at the University of Salzburg, (1 week)
- 1992, 11-15 May: Course on Non-linear Phonology at the University of Novisad, Yugoslavia (1 week)
- 1993, 3-8 May: Course on Stress in Gran (Conference center, Norway) (1 week)
- 23-27, August: Course on Non-linear Phonology at the University of Helsinki (Finland) (1 week)
- 1994, 4-29 July: two courses, on Introduction to Nonlinear Phonology, and on Metrical phonology (4 weeks) at the Girona Summer school in Linguistics:
- 1995, 17-22 May: Course on Stress at the university of Umea (Sweden) (1 week)
- 1997, April/May: 8 lectures on Phonology at the university of Kentucky (Lexington) (1 week)
- 1997, August: Course Dutch Phonology at the LSA Linguistic Institute (Cornell University, 4 weeks)
- 1999, April: 3 lectures on Sign Language, and Stress at New York University
- 1999 (Sept. – Dec.): 4 part lecture series at Skidmore College, NY on Creativity and Language
- 1999 (Nov.-Dec.): Several lectures on Phonology in the department of linguistics, and the department of psychology of NYU
- 2000. Visual languages (a one semester course). Skidmore College

## **9. Invited courses in the Netherlands**

- May 1986, October 1988, May 1989: Graduate Courses on Phonology for the National Research School in Linguistics (LOT, the Netherlands)
- June 1990: AVT-summer school on Segmental structure
- 28 May 1994: one day course (two lectures) on Nonlinear Phonology for the Dutch Phonetic Society (Leiden)
- 6-10 June 1994: LOT-course on Sign Phonology (with L. Uyechi)
- 22 September & 6 October 1994: two lectures on Sign Phonology (ATW/UvA).
- June 1996: LOT course on Theories of Word Accent

## **10/11. Scientific organizational work**

### ***11.1. Phd and postdoc grants***

- During the 1990s: from the *Netherlands Organization for Scientific Research (NWO)* I received four grants for phd-student projects (V. Lit, Levelt, Fikkert, Polgárdi), and three post-doc positions (Visch, v. Oostendorp, Rowicka).

## 11.2. Projects

- During the years 1990-1994, I have been Theme-coordinator of an international research group consisting of approximately 20 linguists working on “word prosodic systems of European languages” as part of a large 5-year project financed by the European Science Foundation (project name: *EUROTYP*). This project involved organizing 10 workshops (1990 Leiden (2x), 1991 Pisa, Salzburg, 1992 Essex, San Sebastian, 1993 Konstanz, Lund, 1994 Strassbourg, Utrecht) and editing of a book (approximately 1000 pp.) which appeared in 1999 (Mouton de Gruyter).
- In the course of the ESF project I received various small grants to work on a database *StressTyp* which aims at storing information on word prosodic systems of the world’s languages. We also started work on a related database system with a component on phonotactic/syllable structure, called *SylTyp*. *StressTyp* was also part of a joint project (which started in the fall of 1997) of Dutch and Indonesian linguists which aimed at a description of word prosodic systems of *Indonesian languages*. *StressTyp* has also been made part of other projects (*World Atlas of Language Structures*, WALSL, directed by Bernard Comrie) and the Dutch Taal DataBank project (TDB, ongoing). Currently, *StressTyp* is being further developed with a grant from the NSF (2011-2013/4); see below.
- I was a member of the coordinating committee of a *European Science foundation (ESF)* network (called *INTERSIGN*) in the area of sign language (1997-2000). This project involved 8 researchers and approximately 30 guest participants.
- Together with Teun Hoekstra I planned, organized and coordinated an international theme group on the logical problem of language acquisition during the academic year 1990-1991 at the *Netherlands Institute for Advanced Study in the Humanities and the Social Sciences (NIAS)*. This group consisted of appr. 10 researchers from the Netherlands and the US.
- In the mid nineties I started a project called *SignPhon*. This project (involving two phd-students and several research assistants) aims at establishing a lexical database of sign from Sign Language of the Netherlands (SLN). Signs are stored and provided with phonetic and phonological coding. We have acquired two grants from *NWO (Netherlands Organization for Scientific Research)* and a grant from the *Gratama Foundation* and the *Faculty of Arts* in Leiden.
- In 1998, I organized a conference, bringing together all sign language researchers in the Netherlands and Belgium, attempting to establish an overview of current research and stimulating more collaboration. We published some preliminary results in 1999.
- 2006 – 2008 *SignTyp*, a project that aims to establish a cross-linguistic sign language database (with Rachel Channon, University of Maryland/Gallaudet University). This project was made possible by a \$200,000 grant from the National Science Foundation (NSF)
- 2011 – 2013/4 *StressTyp2*, extending the *StressTyp* database and developing a web interface.
- 2011 – 2013/4 *SignTyp* continuation, developing a collection of 15 sign language lexicon each containing 1000 signs, all signs being encoded for phonetic and phonological properties.

## 11.3. Conference organization

1983 (Non-linear phonology; Amsterdam), 1986 (Features; Wassenaar), 1988 (Government & dependency phonology; Leiden), 1989 (Non-concatenative morphology; Amsterdam), 1991 (GLOW, Leiden), 1992 HILP-I (Leiden), 1993 (Sign language; Leiden/Amsterdam), 1994 (Prosodic Morphology, Utrecht), 1998 (Sign Day, Leiden), 1999 (HILP-IV, Leiden). 2008 – June (First SignTyp conference, Storrs). 2010 – May (Conference on Typological and theoretical issues in Stress). 2012 – December (Conference in word stress and accent, Delaware). 2014 (August 15-17, 2014) Stress/Accent Conference, Leiden.

#### **11.4. Workshop organization**

Quarterly Generative Phonology Workshop (1984 - 1988), Salzburg (1982), Eisenstadt (1984), Brussels (1985), London (1986), Essex (1987), Budapest (1988), Krems (1988, 1992), Utrecht (1989, 1994), London (1990), 1990-1994 (10 ESF-workshop on Word prosodic systems), Leiden (1991), Santa Cruz (1991), Leiden (1994), Montreal (1996), Washington (1998), INTERSIGN workshop on sign phonology/ESF, Leiden (December 1998). SignTyp workshop (December 2007).

For many of these organizational events, grants were obtained from NWO (*Netherlands Organization for Scientific Research*), KNAW (*The Royal Academy for Sciences in the Netherlands*) or other organizations.

#### **11.5. Grants in the USA**

External:

- 2006-2008 NSF grant SignTyp (\$200,000). Development of a cross-linguistic database of signs.
- 2011-2013 NSF grant: StressTyp2 (\$300,000). NSF Proposal No: 1123661 Collaborative Proposal: StressTyp2: A Database for Word Accentual Patterns in the World's Languages
- 2011-2013/4 NSF grant: "SignTyp Continuation: A cross-linguistic database of signs," Proposal number 1049510 (\$300,000).

Internal:

- Spring 2008 Provost Award for teaching relief (2 courses)
- 2008 Small grant from the UC Research Foundation for the First SignTyp conference (\$750)
- 2008 - 2010 GEOC award for course development (\$10,000)
- 2009 – 2010 Large Faculty Grant (\$16,000)
- 2010-2011 Small Faculty grant (\$1,500) for editing work on Word Accent book
- 2014-2015 Small grant from UConn's Humanities Institute (\$1,000) for UConn Graphic Narrative Initiative
- 2015-2016 Small grant from UConn's Humanities Institute (\$1,000) for UConn Graphic Narrative Initiative

## 12. Editorial work

- Since 1990 I have been the EDITOR-IN-CHIEF of the international linguistic journal *The Linguistic Review* (since 1990). Since 1997 TLR has been associated with the GLOW society.
- Editor of 24 books on various aspects of grammar (mostly on phonology or morphology) and 6 special issues of linguistic journals.
- Co-founder (with T. Hoekstra) and editor of the (Dutch) linguistic journal GLOT (which existed from 1979 until 1988, i.e. 10 years).
- Series editor of “Linguistic Models” (Mouton de Gruyter), and “Studies in Generative Grammar” (Mouton de Gruyter).
- Member of the Editorial or Consulting board of the journals:
  - Phonology* (Cambridge University Press, 1988 - 1993)
  - Linguistics* (Mouton de Gruyter, 1986 - 1992)
  - Acta Linguistica Hungarica* (1998 - 2009)
  - Lingua* (2000 - 2003)
  - Sign Language Linguistics* (Benjamins Publishing Company 1998 - )
  - Japanese Linguistics* (2009-)

## 13. Sabbaticals

*The Netherlands Institute for Advanced Study in the Humanities and Social Sciences (NIAS)*

- 1 September 1990 - 1 July 1991: Language acquisition
- 1 January - 1 July 1994: Word prosodic systems (ESF-project)

*Skidmore College, NY (funded by the Luce Foundation)*

- 1999-2000: Distinguished visiting Fellow in the Arts & Sciences. The funding for this position was part of a three-year grant (obtained by Skidmore College) on the subject of Human Creativity in the Arts and Sciences.

*Uconn*

- Fall 2006 – Regular one semester Sabbatical (after 6 years of teaching)
- Spring 2007 – One semester teaching relief (Provost Grant)
- Spring 2014

## 14. Administrative organizational work

### 14.1. At Leiden University and internationally

-Director of the Holland Institute of Generative Linguistics (HIL) (1996-1999)

HIL was a graduate institute, based on a collaboration of the University of Amsterdam, The Free University (of Amsterdam) and Leiden University. (The name has now changed into Leiden University Centre for Linguistics, LUCL. HIL/LUCL is part of the National Graduate School in Linguistics, LOT). I was actively involved in founding this institute in 1992 and have been director for three years. The task of the director combined the roles of both a managing and scientific director. The faculty of HIL consisted of approximately 50 faculty members and 40 PhD students. In 1998 we started an “Advanced Masters Program”, a one-year curriculum.

- Director of undergraduate studies in the department of linguistics (1986-1996)
- Member of the LOT board
- Member of the LOT Scientific Council. This council is “a body of prominent and experienced researchers who are actively involved with the research of the National Research Centre [i.e. LOT]”.
- Permanent board member of the GLOW Society (as Editor of *The Linguistic Review*)

#### **14.2. At Uconn**

- Member of the Courses and Curriculum Committee (2000 - 2002)
- Member of Admission committee (2000 - present)
- Chair of Graduate Admissions (2001-2002)
- Member of Cognitive Science Steering committee (2002 - 2009)
- Undergraduate Director (2002 – 2007, 2011 - present)
- Overseer Departmental Website (2007 - 2009)

### **15. Teaching**

#### **15.1. Courses abroad**

- 1984, May: Course on Tone systems at the University of Salzburg (1 week)
- 1985, July/August: Salzburg Summer School: Course on Tone systems (6 weeks)
- 1991, 12-16 August: Course on Non-linear Phonology at Saarbrücken Summer school in Computational Linguistics (1 week)
- 1991, 30 September - 4 October: Course on Metrical Phonology at the University of Salzburg (1 week)
- 1991, 7-11 October: Course on Dependency Phonology at the University of Salzburg, (1 week).
- 1992, 11-15 May: Course on Non-linear Phonology at the University of Novisad (1 week)
- 1993, 3-8 May: Course on Stress in Gran (Conference center, Norway) (1 week)
- 23-27, August: Course on Non-linear Phonology at the University of Helsinki (Finland) (1 week)
- 1994, 4-29 July: two courses, on Introduction to Nonlinear Phonology, and on Metrical phonology (4 weeks) at the Girona Summer school in Linguistics:
- 1995, 17-22 May: Course on Stress at the university of Umea (Sweden) (1 week)
- 1997, April/May: 8 lectures on Phonology at the university of Kentucky (Lexington) (1 week)
- 1997, August: Course Dutch Phonology at the LSA Linguistic Institute (4 weeks)
- 1999, April: 3 lectures on sign language, and Stress at New York University
- 1999 (Sept. – Dec.): 4 part lecture series at Skidmore College, NY on Creativity and Language
- 1999 (Nov.-Dec.): Several lectures on Phonology in the department of linguistics, and the department of psychology
- 2000 (Spring). A course called Visual languages. Skidmore College.



## **15.2. Courses in the Netherlands**

- May 1986, October 1988, May 1989: Graduate Courses on Phonology for the National Research School in Linguistics (LOT, the Netherlands)
- June 1990: AVT-summarschool on Segmental structure
- 28 May 1994: one day course (two lectures) on Nonlinear Phonology for the Dutch Phonetic Society (Leiden)
- 6-10 June 1994: LOT-course on Sign Phonology (with L. Uyechi)
- 22 September & 6 October 1994: two lectures on Sign Phonology (ATW/UvA).
- June 1996: LOT course on Theories of Word Accent

## **15.3. At Leiden University**

### **15.3.1. Undergraduate level**

- Introduction general linguistics, phonology, morphology, language acquisition, sign linguistics
- Seminars phonology, sign linguistics
- Topic courses in phonology, sign linguistics

### **15.3.2. Graduate level (HIL)**

Advanced and Topic courses in the HIL graduate program in the areas of phonology and sign linguistics.

### **15.3 At Skidmore College (Undergraduate level)**

- Summer 2000: Visual Languages
- Long distance course (UWW, 2007): A Capacity for Language
- Long distance course (UWW, 2008): The Evolution of Language
- Long distance course (UWW), 2009): A Mind for Language

## **15.3. At Uconn**

### **15.3.1. Undergraduate level**

- Ling 1010 (Language and Mind)
  - Fall 2000, Fall 2001, Spring 2002 (with WS), Winter 2003, Spring 2003 (twice), Fall 2004, Spring 2005, Spring 2006 (twice), May term 2006, Winter 2006, May term 2007, Winter 2007, Spring 2008 (twice), May term 2008, Winter 2009, Spring 2009 (twice), May term 2009, Spring 2010, (twice), Winter 2010, May 2011, Spring 2012 (twice), Winter 2012, Spring 2013 (twice), Winter 2014 (online), May 2014 (online), Winter 2015 (online), Spring 2015 (twice), May 2015 (online)

- Ling 1030 (The Diversity of Languages)  
Spring 2004, Spring 2011
- Ling 202 (Principles of Linguistics):  
Spring 2001
- Ling 3310Q (Phonology)  
Fall 2013
- Ling 3610W (Language and Culture)  
Summer 2001 (not recorded in PeopleSoft), Summer 2002, Summer 2003, Winter 2004, Summer 2004, Winter 2005 (twice), Summer 2005, Summer 2007, Summer 2009
- Ling 3799 (Independent Study)
  - Fall 2002 (3 credits): Frank Macchi (undergraduate student Anthropology)
  - Spring 2004 (3 credits): Victoria Camporeale
  - Spring 2005 (3 credits): Michael Kuo (undergraduate student Family Studies)
  - Spring 2007 (6 credits): Diana Jacobs (Political Science)
  - Spring 2009 (3 credits): Giedre Kovaliovaite, Krista Rogers, Leslie Wetmore (all in the area of language acquisition)
  - Spring 2011 (Alex Vaxman)
  - Spring 2012 (3 credits) CogSci 3599 (Michael Donovan)
  - Fall 2012 (3 credits) CogSci 3599 (Larry Bierce)
  - Spring 2015 (3 credits) Ling 3xxx Taryn Kalagher
- INTD 1820 First Year Experience Course  
Fall 2007 (The Evolution of Language), Fall 2008 (The Evolution of Language)

### **15.3.2. Graduate level**

- Ling 5310 (Phonology I)  
Fall 2000, Fall 2001 (with AC) (not recorded in PeopleSoft), Fall 2002 (with AC), Fall 2003, Fall 2004, Fall 2005, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2013, Fall 2014
- Ling 5320 (Phonology II)  
Spring 2002 (with AC), Spring 2003 (with AC) (not recorded in PeopleSoft), Spring 2004, Spring 2005, Fall 2007, Spring 2008, Spring 2011, Spring 2013,
- Ling 6310 (Problems/Seminar in Phonology):
  - Fall 2002 (“Dependency and Government Phonology”)
  - Fall 2003 (“Sentence Prosody”)
  - Fall 2004 (“Dependency and RCVP Phonology”)
  - Spring 2006 (“Word Accentual Systems of the World”)
  - Fall 2008 (“Sentence Phonology”)
  - Fall 2009 (“Word Accent”)
  - Spring 2010 (“Word Accentual Systems of the World”)

- Fall 2010 (“Vowel Harmony”)
- Fall 2011 (“Vowel Harmony”)
- Fall 2012 (“Accent and morphology”)
- (No seminar in Fall 212 because of course relief)
- Fall 2014 (Radical CV Phonology)
- Ling 6010 (General Examination Workshop)  
Fall 2005
- Ling 6798 (Seminar in General Linguistics)  
Spring 2001 (“Segmental inventories”)
- Ling 6799 (Investigation of Special Topic)
  - Spring 2002 (Sandra Wood, Inkie Chung; “Sign language phonology”)
  - Spring 2003: (Irena Vincent, Graduate student in Communication Sciences)
  - Fall 2005 Oksana Transenkova (graduate student linguistics)
  - Fall 2005 Shigeki Taguchi (graduate student linguistics)

## 16. Supervision

### 16.1. *PhD-supervision (major supervisor)*

Netherlands:

1. K. Snider (RUL,SIL) (1987 - 1990)
2. C. Levelt (HIL,NWO) (1991 - 1994)
3. P. Fikkert (HIL,NWO) (1991 - 1994)
4. J. van de Weijer (HIL,RUL) (1991 - 1994)
5. H. Humbert (HIL,UVA) (1993 - 1995)
6. M. van Oostendorp (CLS,KUB) (1994 - 1995)
7. R. van den Vijver (HIL,VU) (1993 - 1998)
8. R. Goedemans (HIL,RUL) (1994 - 1998)
9. K. Polgárdi (HIL,NWO) (1993 - 1998)
10. A. Revithiadou (HIL,RUL) (1994 - 1999)
11. G. Rowicka (HIL,RUL) (1993 - 1999)
12. B. Bachra (ATW,RUL) (1994 - 1999)
13. L. Karnopp (PUC,Brazil) (1996 - 1999)
14. O. Crasborn (HIL,RUL) (1995 - 2001)
15. E. van der Kooij (HIL,RUL) (1994 - 2002)
16. M. Butskhrikidze (HIL,RUL) (1997 - 2002)

UConn:

- Alex Vaxman (ongoing)
- Irina Monich (ongoing, co-supervisor/committee)
- Beate Moskal (ongoing)

### 16.2. *PhD-supervision (external supervisor) - The Netherlands*

J. Baart, Focus, syntax and accent placement (RUL, 1987)

S. Langeweg, The stress system of Dutch (RUL, 1988)  
D. Gilbers, Digital Phonology (RUG, 1992)

**16.3. PhD-supervision (external supervisor) - USA**

A. Delilkan (NYU, 2002), M. Hiller, Vowel Harmony (Rutgers, 2005), Inkie Chung (UConn, Linguistics, 2007), Irena Vincent (UConn, Communication Disorders, 2008)

**16.4. PhD committee**

M. Klamer (HIL,VU, 1994), A. van Engelenhoven (CNWS,RUL, 1995), K. Helsloot (HIL,UVA, 1995), L. Bing (HIL,UVA, 1996), F. van der Leeuw (HIL,UVA, 1997), S. Peperkamp (HIL,UVA, 1997), R. Bolognesi (HIL,UVA, 1998), N. Elenbaas (UiL-OTS, 1998), Sang Jik Rhee (HIL, RUL) (2002)

**16.5. External examiner abroad**

-J. Scobbie, Attribute value phonology (Edinburgh, 1991)  
-Th. da Silva, Nuclear phenomena in Brazilian Portuguese (SOAS, London, 1992)  
-Hussein M. Al-Ageli, Syllabic and metrical structure in Tripolitanian Arabic  
University of Essex, 1995)  
-P. Avery, The representation of voicing contrast (University of Toronto, June 1996)  
-M. Cobb, ATR- and Height harmony (SOAS, London, March 1997)  
-P. Backley, Tier-Geometry (University College, London, July 1998)

**16.6. PostDoc supervision**

E. Visch (HIL,NWO) (1992 - 1995)  
M. Oostendorp (HIL,NWO) (1997 - 1999)  
G. Rowicka (HIL, NOW) (1999 - 2001)

**16.7 Supervision of Generals Paper (UConn)  
Overseer**

Taguchi Shigeki (2005), Oksana Taransenkova (2006), Irina Monich (2011), Alex Vaxman (2011), Aida Talic (2014)

**Committee-member**

Natasha Rachlin (2002), Inkie Chung (2003), Simona Herdan (2003), Duk-Ho An (2004). Serkan Sener (2004), Sandra Wood (2004), Sawada Tsuyoshi (2007), Jeff Bernath (2009), Zhanna Glushan (2011), Mary Goodwin (2011)

**17. Media appearances [some details missing]**

- 1993: 15 Minutes appearance in a documentary on communication on Dutch TV (VPRO) as expert on Sign Language.
- 1994: 30 minute appearance on Dutch radio as project leader of a Language Acquisition Project
- 1999: Interview in Alumni Magazine (Skidmore College)
- 1994: Half page interview in Dutch Newspaper as project leader of a Language Acquisition Project
- March 30, 2005: Two hour interview on linguistics on WILI Radio Show Talk Show (Host: Wayne Norman)
- March 28, 2005. Five Minute interview on evolution of language. WTIC (Hartford) Radio Show (Host: Diane Smith)
- 2008: Article in Advance (UConn weekly) on SignTyp
- May 3rd, 2012: Carol Vassar-Pettit and I spoke for 25 minutes about the evolution of language and about endangered languages. The show is entitled “Rich Answers,” and is a cooperative public service program between the Conference of Churches and Lite 100.5 WRCH radio in Farmington, a CBS radio station. The program airs each Sunday morning from 5:30 AM ~ 6:30 AM and has approximately 50K listeners. They also post the show to the Internet as a podcast.

## 18. Art exhibits

- *Changing the Object*. An overview exhibit overview of my artwork at Skidmore College (November 17 – December 17 1999)
- Two selected art works at Annual Exhibit of the Saratoga Arts Council (February 2000)

## 19. Musicals

- 2009** *Sound of Music* – role of the butler (Franz) and Admiral von Schreiber (Broad Brook Opera house Players)
- 2010** *Brigadoon* – role of McGregor (West Hartford Community Theater).
- 2011** *Annie* – 5 different small roles (Manchester Musical Players).
- 2011** *Tribute to Gershwin* (cabaret performance sponsored by West Hartford Community Theater) – “Let’s call the whole thing off”.
- 2011** *Sound of Music* – role of Admiral von Schreiber (West Hartford Community Theater)
- 2012** *Secret Garden* – role of Ben, the gardener
- 2012** *My Fair Lady* – roles of Quartet member, Ascott singer and Zoltán Karpathy (West Hartford Community Theater)
- 2013** *Les Misérables* – 5 different smaller roles (West Hartford Community Theater)
- 2014** *Mikado* – Gentleman from Japan (Simsbury Light Opera Company)
- 2014** *The producers* - 5 different smaller roles (West Hartford Community Theater)

# Susanne Wurmbrand

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Phone: +860-486-9025 [Office], +860-561-4995 [Home] • Fax: +860-486-0197 • E-Mail: [susi@alum.mit.edu](mailto:susi@alum.mit.edu)

## Curriculum Vitae

### Education

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- |           |                                                                                                                                                                                                                                                                                                                                                             |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1994-1998 | Massachusetts Institute of Technology, Linguistics<br>Ph.D., September 1998<br>Doctoral Dissertation: <i>Infinitives</i><br>Dissertation Committee: Noam Chomsky, Alec Marantz, David Pesetsky                                                                                                                                                              |
| 1988-1993 | University of Wien, General Linguistics and German Language and Literature<br>Masters degree (Magistra der Philosophie) with distinction, November 1993<br>MA thesis: <i>Extraktion aus Adjektivphrasen im Deutschen</i> [Extraction from adjectival phrases in German]<br>Thesis Committee: Prof. U. Dressler, Prof. M. Prinzhorn, Prof. C. Schaner-Wolles |

### Academic Appointments

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- |                |                                                                                                                                                                                                                                                                               |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2015-          | University of Connecticut, Department of Linguistics, Storrs, Full professor                                                                                                                                                                                                  |
| 2009-2015      | University of Connecticut, Department of Linguistics, Storrs, Associate professor                                                                                                                                                                                             |
| 2003-2009      | University of Connecticut, Department of Linguistics, Storrs, Assistant professor                                                                                                                                                                                             |
| 1998-2006      | McGill University, Department of Linguistics, Montréal, Canada<br>2003-2006: Adjunct professor<br>2001-2003: Assistant professor, tenure-track<br>2000-2001: Postdoctoral researcher (SSHRC)<br>Spring 2001: Lecturer<br>Spring 2000: Lecturer<br>1998-1999: Visiting scholar |
| Spring 2000    | Concordia University, Department of Linguistics, Montréal, Canada, Lecturer                                                                                                                                                                                                   |
| Fall 1999/2000 | Universität Wien, Department of General Linguistics, Vienna, Austria, Lecturer                                                                                                                                                                                                |
| 1998-1999      | Université du Québec à Montréal (UQàM), Department of Linguistics<br>Postdoctoral researcher, Groupe de recherche sur l'asymétrie (Principal investigator: Anna Maria diSciullo)                                                                                              |

### Research Interests

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Theoretical syntax; Syntax and its interfaces; Germanic linguistics

Home page: <http://wurmbrand.uconn.edu>

Languages: German (native); English (near native); working knowledge of French, Italian, Latin, Dutch; field experience in Itelmen

October 2015

## Field Work and Other Studies

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June - July 2001	Field work on Itelmen language; Petropavlovsk Kamchatskii, Tighil, Kamchatka, Russia
1999-2001	Invited member of the research group on <i>verb clusters</i> funded by the Dutch Ministry of Education under the Third Memorandum of Understanding
June - August 1997	LSA Summer Linguistic Institute; Cornell University, Ithaca, New York
July - Sept. 1996	Field work on Itelmen language; Kamchatka, Russia Research Assistant on the project <i>The Itelmen language and its relevance to history, identity, and indigenous rights</i> ; William F. Milton Fund, Harvard University
June - July 1992	International Summer School in Linguistics; Girona, Spain.

## Grants and Fellowships

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2002	Social Sciences and Humanities Research Council of Canada Standard research grant; Principal investigator: <i>The nature of case and agreement licensing</i> Amount: \$160,180 (for 3 years)
2002	Fond Québécois de la recherche sur la société et la culture Research grant (Nouveaux Chercheurs); Principal investigator: <i>West Germanic multi-verb constructions: Implications for the theory of movement</i> Amount: \$54,466 (for 3 years)
2002	Fond Québécois de la recherche sur la société et la culture Team research grant (Nouveaux Chercheurs; Principal investigator J.D. Bobaljik): <i>Investigating the invisible: Towards an explanatory characterization of covert movement</i> Amount: \$101,217 (for 3 years)
2002	McGill University, Travel grant
2001	Arts Undergraduate Society, Grant for research assistant positions; Amount: \$3,500
2001	Social Sciences and Humanities Research Grants, McGill University Internal research grant for the project <i>Syntactic variation in Germanic multiple verb constructions</i> ; Amount: \$4,400
2001	Research Development Fund, McGill University Internal research grant for the project <i>Syntactic variation in West Germanic multi-verb constructions</i> ; Amount: \$4,000
2001	(with Jonathan Bobaljik) McGill University Conference grant: <i>16th Comparative Germanic Syntax Workshop</i>
2000-2002	Social Sciences and Humanities Research Council of Canada Postdoctoral Fellowship (“Clausal categories: a comparative study”)
1997	Linguistic Society of America, Fellowship for the 1997 Linguistic Institute at Cornell
1994-1998	Massachusetts Institute of Technology & Department of Linguistics MIT Graduate Tuition Awards, Fellowship
1994-1996	Bundesministerium für Wissenschaft und Forschung, Austria [Austrian Federal Ministry of Science]; Fellowship for graduate studies abroad
1993	Bundesministerium für Wissenschaft und Forschung, Austria [Austrian Federal Ministry of Science]; Leistungsstipendium (Performance-based Award)

## Teaching Experience

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### Award

2014, Spring	Provost letter of recognition for teaching excellence, University of Connecticut
2014, Fall	Provost letter of recognition for teaching excellence, University of Connecticut

### University of Connecticut (Undergraduate courses)

Language and mind	Fall 2003, Spring 2007, Fall 2009
The science of linguistics	Fall 2007, Spring 2008, Spring 2009, Fall 2010, Spring 2011, Fall 2011, Fall 2012, Fall 2015
Syntax and semantics	Spring 2008, Spring 2012, Spring 2013
Syntax	Spring 2014, Fall 2014
Advanced introduction to syntax	Fall 2013 (both graduate and undergraduate), Spring 2015, Spring 2016

### University of Connecticut (Graduate courses)

Syntax I	Fall 2004 (5 hours), Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015
Syntax II	Spring 2009
Readings and research in syntax	Fall 2003, Fall 2006, Fall 2008
Generals workshop	Spring 2004, Spring 2006
Professional methods	Fall 2004
Advanced seminars	Spring 2004: Syntax and semantics of infinitives (with Y. Sharvit) Spring 2006: Topics in Germanic syntax Spring 2007: Word order and scope (with J. Bobaljik) Spring 2009: Economy in Syntax Spring 2011: Syntactic dependencies Spring 2012: Agree, Merge, and Phasehood Spring 2013: Phases and features Spring 2014: Syntactic domains, transparency phenomena, and some locality Spring 2015: Binding (with M. Kaufmann) Spring 2016: TBD

### McGill University (Undergraduate courses)

Introduction to Linguistics	Spring 2002
Structure of English	Spring 2002, Spring 2003
Structure of a specific language	Spring 2000 (German)

### McGill University (Graduate courses)

Syntax III	Fall 2001, Fall 2002
Advanced seminars	Spring 2001: Anaphoric relations Spring 2003: Infinitives



**Other teaching positions**

- July-August 2015     EGG Summer School, Brno, Czech Republic
- July 2015             Institute of Linguistics, Cognition and Culture (NYI), St. Petersburg, Russia
- June-July 2015      Universität Wien, Department of General Linguistics, Vienna, Austria  
Seminar aus Grammatiktheorie und kognitiver Sprachwissenschaft (Locality domains of variable binding and quantifier raising; semester course; lecture block)
- July-August 2014    Institute of Linguistics, Cognition and Culture (NYI), St. Petersburg, Russia  
Morphology: the syntactic structure of words (with J. Bobaljik); Syntax 2 (with J. Bailyn);  
Puzzles in syntax and semantics
- August 2013         Department of Linguistics, University of São Paulo  
Mini course: Move, Agree, and phasehood in raising constructions—a typology  
Participation in the meeting of the *National Association of Graduate Studies in Linguistics*
- June 2013            Universität Wien, Department of General Linguistics, Vienna, Austria  
Proseminar: Phasensyntax und syntaktische Abhängigkeiten (Syntax of phases and syntactic dependencies; semester course; lecture block)
- June 2007            Nanzan University, Nagoya, Japan  
Lecture series: Scope and word order
- Spring 2000         Concordia University, Department of Linguistics, Montréal  
Generative Syntax II (undergraduate syntax introduction)
- Fall 1999             University of Vienna, Department of General Linguistics  
Proseminar: Verbsyntax der germanischen Sprachen (Verb syntax of the Germanic languages)
- Fall 1996             MIT, Department of Linguistics, Cambridge, Mass;  
Teaching assistant for Prof. Janis Melvold (Introduction to Linguistics)

**Non-Academic Teaching Experience**

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- Assistant primary school teacher     1993-1994     City of Vienna; teaching German to foreign children
- Private German instructor             1992-1994

## Publications

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### Monograph

Wurmbrand, Susanne. 2001/2003. *Infinitives: Restructuring and clause structure*. Berlin/New York: Mouton de Gruyter. [2<sup>nd</sup> paperback edition 2003]

### Edited volumes

Bobaljik, Jonathan D. and Susi Wurmbrand, eds. 2002. *Journal of Comparative Germanic Linguistics: Selected papers from the 16th Comparative Germanic Syntax Workshop* (2001).

Bobaljik, Jonathan D., Robert Frank, and Susi Wurmbrand, eds. 2013. *Journal of Comparative Germanic Linguistics: Selected papers from the 27<sup>th</sup> Comparative Germanic Syntax Workshop* (2012).

### Journal articles

Wurmbrand, Susi. The cost of raising quantifiers. Submitted for a special volume on quantifier scope, *Lingua*.

Wurmbrand, Susi. Stripping and topless complements. Conditionally accepted for *Linguistic Inquiry*.

Wurmbrand, Susi. 2015. Does gender depend on number? *Snippets* 30: 14-16.

Wurmbrand, Susi. 2014. Tense and aspect in English infinitives. *Linguistic Inquiry* 45.3: 403-447.

Wurmbrand, Susi. 2012. Parasitic participles in Germanic: Evidence for the theory of verb clusters. *Taal en Tongval* 64.1: 129-156. [<https://aupjournals.nl/index.php/TenT/article/view/401/353>]

Bobaljik, Jonathan David and Susi Wurmbrand. 2012. Word order and scope: Transparent interfaces and the 3/4 signature. *Linguistic Inquiry* 43.3: 371-421.

Wurmbrand, Susi. 2008. *Nor*: Neither disjunction nor paradox. *Linguistic Inquiry* 39.3: 511-522.

Wurmbrand, Susi. 2007. How complex are complex predicates? *Syntax* 10.3: 243-288.

Wurmbrand, Susi. 2007. Back to the future—Part 2. *Snippets* 14: 12-13.

Bobaljik, Jonathan David and Susi Wurmbrand. 2007. Complex predicates, aspect, and anti-reconstruction. *Journal of East Asian Linguistics* 16: 27-42.

Wurmbrand, Susi. 2006. Licensing Case. *Journal of Germanic Linguistics* 18.3: 175-236.

Bobaljik, Jonathan David and Susi Wurmbrand. 2005. The domain of agreement. *Natural Language and Linguistic Theory* 23.4: 809-865.

Wurmbrand, Susi. 2004. Two types of restructuring—lexical vs. functional. *Lingua* 114.8: 991-1014.

Bobaljik, Jonathan David and Susi Wurmbrand. 2002. Notes on agreement in Itelmen. *Linguistic Discovery* 1. [<http://linguistic-discovery.dartmouth.edu/WebObjects/Linguistics.>]

Wurmbrand, Susi. 2001. Back to the future. *Snippets* 3: 15-16.

Wurmbrand, Susi. 1999. Review article of *German: Syntactic problems—problematic syntax*, 1997, ed. Werner Abraham and Elly van Gelderen, Tübingen: Niemeyer Verlag. *American Journal of Germanic Linguistics and Literatures* 11.1: 111-119.

## Book chapters (\* = refereed)

- Wurmbrand, Susi. To appear. *The domain of quantifier raising*. In *Webfestschrift for Josef Bayer*, ed. by Andreas Trotzke and Ellen Brandner. Department of Linguistics, University of Konstanz, Germany.
- \*Wurmbrand, Susi and Koji Shimamura. Submitted. The features of the voice domain: actives, passives, and restructuring. Submitted to Roberta D'Alessandro, Irene Franco and Ángel Gallego, *The verbal domain*. Oxford University Press.
- \*Wurmbrand, Susi. To appear. Verb clusters, verb raising, and restructuring. Significantly revised version of Wurmbrand (2006). In *The Blackwell Companion to Syntax*, 2<sup>nd</sup> edition, ed. by Everaert, Martin and Henk van Riemsdijk. Oxford: Wiley-Blackwell.
- \*Wurmbrand, Susi. To appear. Complex predicate formation via voice incorporation. In *Complex Predicates (Syntax and Semantics series)*, ed. by Léa Nash and Pollet Samvelian. Leiden: Brill. [Pending final approval by publisher]
- \*Wurmbrand, Susi and Youssef A. Haddad. To appear. Cyclic Spell-Out Derived Agreement in Arabic Raising Constructions. *Perspectives on Arabic Linguistics: Papers from the annual symposium on Arabic linguistics*. Amsterdam: John Benjamins.
- \*Wurmbrand, Susi. 2014. Restructuring across the world. In *Complex Visible Out There. Proceedings of the Olomouc Linguistics Colloquium 2014: Language Use and Linguistic Structure*, ed. by Ludmila Veselovská and Markéta Janebová, 275-294. Olomouc: Palacký University.
- \*Wurmbrand, Susi. 2014. The Merge Condition: A syntactic approach to selection. To appear in *Minimalism and Beyond: Radicalizing the interfaces*, ed. by Peter Kosta, Lilia Schürcks, Steven Franks, and Teodora Radev-Bork, 139-177. Amsterdam: John Benjamins.
- \*Bobaljik, Jonathan David and Susi Wurmbrand. 2013. Suspension across domains. In *Distributed Morphology Today: Morphemes for Morris Halle*, ed. by Matushansky, Ora and Alec Marantz, 185-198. Cambridge, MA: MIT Press.
- \*Bobaljik, Jonathan David and Susi Wurmbrand. 2008. Case in GB / Minimalism. In *Handbook of Case*, ed. by Andrej Malchukov and Andrew Spencer, 44-58. Oxford: Oxford University Press.
- \*Wurmbrand, Susi. 2005. Verb clusters, verb raising, and restructuring. In *The Blackwell Companion to Syntax*, ed. by Martin Everaert and Henk van Riemsdijk, 227-341. Oxford: Blackwell.
- Wurmbrand, Susi and Jonathan David Bobaljik. 2005. Adjacency, PF, and extraposition. In *Organizing Grammar: Linguistic Studies in Honor of Henk van Riemsdijk*, ed. by Hans Broekhuis, Norbert Corver, Riny Huybregts, Ursula Kleinhenz, Jan Koster, 679-688. Berlin: Mouton de Gruyter.
- \*Wurmbrand, Susi. 2004. Verb clusters: The empirical domain. In *Verb clusters: A study of Hungarian, German, and Dutch*, ed. by Katalin É. Kiss and Henk van Riemsdijk, 43-85. Amsterdam: John Benjamins.
- Wurmbrand, Susi. 2002. Syntactic vs. semantic control. In *Studies in comparative Germanic syntax*, ed. by Jan-Wouter Zwart and Werner Abraham, 95-129. Amsterdam: John Benjamins.
- \*Wurmbrand, Susi. 1998. Heads or phrases? Particles in particular. In *Phonology and morphology of the Germanic languages*, ed. by Richard Wiese and Wolfgang Kehrein, 267-296. Tübingen: Max Niemeyer Verlag.

## Conference proceedings

- Wurmbrand, Susi. To appear. Restructuring cross-linguistically. In *Proceedings of the North Eastern Linguistics Society Annual Meeting 45 (NELS 45)*, ed. by Thuy Bui and Deniz Özyıldız. Amherst: University of Massachusetts, GLSA.

- Wurmbrand, Susi. 2015. On forward and backward raising. In *Proceedings of the 32nd West Coast Conference on Formal Linguistics* (WCCFL 32), ed. by Ulrike Steindl et al., 342-351. Somerville, Mass: Cascadilla Proceedings Project.
- Shimamura, Koji and Susi Wurmbrand. 2014. Two types of restructuring in Japanese—Evidence from scope and binding. In *Formal Approaches to Japanese Linguistics: Proceedings of FAJL 7*, 203-214. MIT Working Papers in Linguistics, MIT, Cambridge, Mass.
- Alexiadou, Artemis, Elena Anagnostopoulou, and Susi Wurmbrand. 2014. Movement vs. long distance Agree in raising: Disappearing phases and feature valuation. In *Proceedings of the North Eastern Linguistics Society Annual Meeting 43* (NELS 43), ed. by Hsin-Lun Huang, Ethan Poole and Amanda Rysling, 1-12. Amherst: University of Massachusetts, GLSA. [<http://wurmbrand.uconn.edu/Papers/NELS43.pdf>]
- Wurmbrand, Susi. 2013. QR and selection: Covert evidence for phasehood. In *Proceedings of the North Eastern Linguistics Society Annual Meeting 42* (NELS 42), ed. by Stefan Keine and Shayne Sloggett, 277-290. Amherst: University of Massachusetts, GLSA. [<http://wurmbrand.uconn.edu/Papers/NELS42.pdf>]
- Wurmbrand, Susi. 2012. The syntax of valuation in auxiliary–participle constructions. In *Coyote Working Papers: Proceedings of the poster sessions of the 29th West Coast Conference on Formal Linguistics* (WCCFL 29), ed. by Jaehoon Choi et al., 154-162. University of Arizona: Tucson. [<http://hdl.handle.net/10150/253431>].
- Wurmbrand, Susi. 2010. Reconstructing the A/A'-distinction in Reconstruction. In *Penn Working Papers in Linguistics 16.1: Proceedings of the 33rd annual Penn Linguistics Colloquium*, ed. by Jon Scott Stevens, Article 27, 245-254. University of Pennsylvania, Philadelphia. [<http://repository.upenn.edu/pwpl/vol16/iss1/27>].
- Wurmbrand, Susi. 2008. *WollP*: Where syntax and semantics meet. In *Proceedings of the North Eastern Linguistics Society Annual Meeting* (NELS 37), ed. by Emily Elfner and Martin Walkow, 267-280. Graduate Linguistic Student Association, Amherst, Mass.
- Wurmbrand, Susi. 2007. Infinitives are tenseless. In *Penn Working Papers in Linguistics 13.1: Proceedings of the 30th annual Penn Linguistics Colloquium* (PLC 30), ed. by Tatjana Scheffler, Joshua Tauberer, Aviad Eilam, and Laia Mayol, 407-420. University of Pennsylvania, Philadelphia.
- Wurmbrand, Susi. 2004. Syntactic vs. post-syntactic movement. In *Proceedings of the 2003 Annual Conference of the Canadian Linguistic Association* (CLA), ed. by Sophie Burelle and Stanca Somesfalean, 284-295. [<http://wurmbrand.uconn.edu/Papers/CLA-SW.pdf>]
- Bobaljik, Jonathan David and Susi Wurmbrand. 2004. Anti-reconstruction effects are anti-reconstruction effects. In *Proceedings of the 2003 Annual Conference of the Canadian Linguistic Association* (CLA), ed. by Sophie Burelle and Stanca Somesfalean, 13-24.
- Bobaljik, Jonathan David and Susi Wurmbrand. 2003. Long distance object agreement, restructuring and anti-reconstruction. In *Proceedings of the North Eastern Linguistics Society Annual Meeting* (NELS 33), ed. by Makoto Kadowaki and Shigeto Kawahara, 67-86. Graduate Linguistic Student Association, Amherst, Mass.
- Wurmbrand, Susi. 2003. A-movement to the point of no return. In *Proceedings of the North Eastern Linguistics Society Annual Meeting* (NELS 33), ed. by Makoto Kadowaki and Shigeto Kawahara, 463-474. Graduate Linguistic Student Association, Amherst, Mass.
- Wurmbrand, Susi. 2003. AGREE: The other VP-internal subject hypothesis. In *Penn Working Papers in Linguistics 8.1: Proceedings of the 25th annual Penn Linguistics Colloquium* (PLC 25), ed. by Sudah Arunachalam, Elsie Kaiser, Alexander Williams, 229-243. University of Pennsylvania, Philadelphia.
- Bobaljik, Jonathan David and Susi Wurmbrand. 2002. Seven prefix-suffix asymmetries in Itel'men. In *Papers from the 37th Regional Meeting of the Chicago Linguistic Society* (CLS 37), ed. by Mary Andronis, Christopher Ball, Heidi Elston, and Sylvain Neuvel, 202-220. Chicago Linguistic Society, Chicago, Ill.
- Wurmbrand, Susi. 2001. AGREE: The other VP-internal subject hypothesis. In *Proceedings of the 20th West Coast Conference on Formal Linguistics* (WCCFL 20), ed. by Karine Megerdooimian and Leora A. Bar-el, 635-648. Somerville, Mass: Cascadilla Press.

- Wurmbrand, Susi. 2000. The size of infinitives. In *Proceedings of the 1998 Annual Conference of the Canadian Linguistic Association (CLA)*, ed. by John Jensen and Gerard Van Herk, 443-454. Cahiers Linguistiques d'Ottawa, Ottawa, Ontario.
- Wurmbrand, Susi. 1999. Modal verbs must be raising verbs. In *Proceedings of the 18th West Coast Conference on Formal Linguistics (WCCFL 18)*, ed. by Sonya Bird, Andrew Carnie, Jason D. Haugen, and Peter Norquest, 599-612. Somerville, Mass: Cascadilla Press. [<http://wurmbrand.uconn.edu/Papers/WCCFL18.pdf>]
- Wurmbrand, Susi. 1998. Restructuring control. In *Penn Working Papers in Linguistics 5.1: Proceedings of the 22nd annual Penn Linguistics Colloquium (PLC 22)*, ed. by Alexis Dimitriadis, Hikyoung Lee, Christine Moisset, and Alexander Williams, 175-188. University of Pennsylvania, Philadelphia.
- Wurmbrand, Susi. 1998. Deconstructing restructuring. In *Document de travail langues et grammaire 7: Langues et grammaire III - syntaxe; Communications présentées aux Colloques Langues et Grammaire III*, ed. by Patrick Sauzet, 195-215. Paris 8.
- Wurmbrand, Susi. 1997. Restructuring infinitives. In *Proceedings of ConSOLE 5*, ed. by Tina Cambier-Langeveld, João Costa, Rob Goedemans, and Ruben van de Vijver, 277-292. SOLE, Leiden.

### Working papers

- Bobaljik, Jonathan David and Susi Wurmbrand. 2015. Questions with declarative syntax tell us what about selection? In: *50 Years Later: Reflections on Chomsky's Aspects*, ed. by Ángel J. Gallego and Dennis Ott, 13-32. MITWPL.
- Wurmbrand, Susi. 2008. Word order and scope in German. In *Groninger Arbeiten zur Germanistischen Linguistik (GAGL) 46*, 89-110. [<http://gagl.eldoc.ub.rug.nl/FILES/root/Volume46/2008-46-05/2008-46-05.pdf>]
- Bobaljik, Jonathan David and Susi Wurmbrand. 2006. Complex predicates, aspect, and anti-reconstruction. In *Linguistics in Storrs: UConn Working Papers in Linguistics 14*, ed. by Simona Herdan and Miguel Rodríguez-Mondoñedo. University of Connecticut, Storrs.
- Wurmbrand, Susi. 1998. Downsizing Infinitives. In *MIT Working Papers in Linguistics 25: The interpretive tract*, ed. by Uli Sauerland and Orin Percus, 141-175. MIT, Cambridge, Mass.
- Bobaljik, Jonathan David and Susi Wurmbrand. 1997. Preliminary notes on agreement in Itelmen. In *MIT Working Papers in Linguistics 30: PF: Papers at the interface*, ed. by Benjamin Bruening, Yoonjung Kang, and Martha McGinnis, 395-423. MIT, Cambridge, Mass.
- Wurmbrand, Susi. 1994. The German *leicht* construction. In *Wiener Linguistische Gazette* 48-50, 87-100.

### Reviews of my work

- Asya Pereltsvaig. 2004. Review of Wurmbrand, Susanne (2001), *Infinitives: Restructuring and clause structure*. *Canadian Journal of Linguistics* 49.1:125-127.
- Reis, Marga and Wolfgang Sternefeld. 2004. Review article of Wurmbrand, Susanne (2001), *Infinitives: Restructuring and clause structure*. *Linguistics* 42.2:469-508.
- Te Velde, John R. 2003. Review of Wurmbrand, Susanne (2001), *Infinitives: Restructuring and clause structure*. *Journal of Germanic Linguistics* 15.1:65-85.
- Vanden Wyngaerd, Guido. 2001. Review of Wurmbrand, Susi. 2001, *Infinitives*, PhD Dissertation, MIT. *Glott International* 5.7:253-258, Oxford: Blackwell.

**Manuscripts and lecture notes**

- Wurmbrand, Susi. 2013. Tagalog infinitives: Consequences for the theory of phases, voice marking and extraction. Ms. University of Connecticut, 79 pages. [<http://ling.auf.net/lingbuzz/001898>]
- Wurmbrand, Susi. 2011. On Agree and Merge. Lecture notes of Seminar “Syntactic dependencies”, 81 pages. [<http://wurmbrand.uconn.edu/Papers/Agree-and-Merge.pdf>]
- Wurmbrand, Susi. 2010. Parasitic morphology in Germanic: Consequences for the theory of feature checking. Lecture notes, 39 pages. [<http://wurmbrand.uconn.edu/Papers/ParPar.pdf>]
- Wurmbrand, Susi. 2004. No TP-fronting meets Nearly Headless Nick. Ms. University of Connecticut. Conditionally accepted to *Linguistic Inquiry* in 2004. [<http://ling.auf.net/lingbuzz/000146>]
- Wurmbrand Susi. 2000. The structure(s) of particle verbs. Ms., McGill University. [<http://wurmbrand.uconn.edu/Papers/structure-particles.pdf>]

**Presentations****Conference presentations (by refereed abstracts)**

- 2015 (with Neda Todorović). Finiteness across domains. *Formal Description of Slavic Languages 11* (FDSL 11). Potsdam, Germany (December).
- 2015 Crossing clauses covertly—difficult but not impossible. *46<sup>th</sup> North Eastern Linguistic Society Annual Meeting* (NELS 46), Concordia University, Montréal, Canada (October)
- 2014 Restructuring cross-linguistically. *45<sup>th</sup> North Eastern Linguistic Society Annual Meeting* (NELS 45), MIT, Cambridge, Mass. (October-November).
- 2014 Restructuring in a comparative perspective. *Workshop on the State of the Art in Comparative Syntax*. York, UK (September).
- 2014 (with Koji Shimamura). Two types of restructuring in Japanese—Evidence from scope and binding. *7<sup>th</sup> Formal Approaches to Japanese Linguistics* (FAJL 7; alternate/poster), Tokyo, Japan (June).
- 2014 Restructuring across the world. *Olomouc Linguistics Colloquium* (Olinco 2014), Olomouc, Czech Republic (June).
- 2014 (with Youssef Haddad). Cyclic Spell-Out derived agreement in Arabic raising constructions. *28<sup>th</sup> Annual Symposium on Arabic Linguistics* (ALS28), Gainesville, Florida (March).
- 2014 On forward and backward raising. *32<sup>nd</sup> West Coast Conference on Formal Linguistics* (WCCFL 32), Los Angeles, California (March).
- 2013 The features of voice. *Little v Workshop*, Leiden (October).
- 2013 (with Youssef Haddad). Cyclic Spell-Out and Agreement Options in Raising. *Workshop on Opacity in Grammar* (WOPiG), Leipzig (October).
- 2013 Complex predicate formation via voice incorporation. *Approaches to Complex Predicates*, Paris, France (May).
- 2013 Scandalous orders in German verb clusters: A corpus view. *Germanic Linguistics Annual Conference 19* (GLAC19), Buffalo, New York (April).

- 2012 (with Artemis Alexiadou & Elena Anagnostopoulou). Movement vs. long distance Agree in raising: Disappearing phases and feature valuation. *43<sup>rd</sup> North Eastern Linguistic Society Annual Meeting* (NELS 43; poster presentation), CUNY, New York (October).
- 2012 (with Artemis Alexiadou and Elena Anagnostopoulou) Disappearing phases: Evidence from raising constructions cross-linguistically. *5<sup>th</sup> Conference on Syntax, Phonology and Language Analysis* (SinFonIJA), Vienna (September).
- 2012 The timing of Merge: Deriving certain clause-linking mismatches. Workshop (*Mis*)*matches in clause linkage*, ZAS, Berlin (April).
- 2011 QR and selection: Covert evidence for phasehood. *42<sup>nd</sup> North Eastern Linguistic Society Annual Meeting* (NELS 42), Toronto, Canada (November).
- 2011 The Merge Condition: A syntactic approach to selection. *The Minimalist Program: Quo Vadis?* Potsdam University (October).
- 2009 Reconstructing the A/A'-distinction in reconstruction. *33<sup>rd</sup> Annual Penn Linguistics Colloquium* (PLC 33), Philadelphia, Pennsylvania (March).
- 2008 (with Jonathan Bobaljik) Word order and scope: Transparent interfaces and the  $\frac{3}{4}$  signature. *31<sup>st</sup> GLOW Colloquium*, Newcastle upon Tyne, UK (March).
- 2006 *WolP*: Where syntax and semantics meet. *37<sup>th</sup> North Eastern Linguistic Society Annual Meeting* (NELS 37), Urbana-Champaign, Ill. (October).
- 2006 Infinitives are tenseless. *25th West Coast Conference on Formal Linguistics* (WCCFL 25), Seattle, Washington (April).
- 2006 Infinitives are tenseless. *30<sup>th</sup> Annual Penn Linguistics Colloquium* (PLC 30), Philadelphia, Pennsylvania (February).
- 2004 (with Jonathan Bobaljik) Complex Predicates, Aspect, and Anti-reconstruction. *14<sup>th</sup> Japanese/Korean Linguistics Conference* (J/K14). Tucson, Arizona (November).
- 2003 Syntactic vs. post-syntactic movement. *Annual Meeting of the Canadian Linguistic Association* (CLA), Halifax, Canada (June).
- 2003 (with Jonathan Bobaljik) Anti-reconstruction effects are anti-reconstruction effects. *Annual Meeting of the Canadian Linguistic Association* (CLA), Halifax, Canada (June).
- 2003 (with Jonathan Bobaljik) When is a phase not a phase?. *26th GLOW Colloquium*, Lund, Sweden (April).
- 2003 Verb clusters—An overview. Joint conference of the *Forum of Germanic Language studies* and the *Society for Germanic Linguistics*. London (January).
- 2002 (with Jonathan Bobaljik) Long distance object agreement, restructuring, and anti-reconstruction. *33<sup>rd</sup> North Eastern Linguistic Society Annual Meeting* (NELS 33), Cambridge, Mass. (November).
- 2002 A-movement to the point of no return. *33<sup>rd</sup> North Eastern Linguistic Society Annual Meeting* (NELS 33; poster presentation), Cambridge, Mass. (November).
- 2002 Lexical vs. functional restructuring. *28th Incontro di grammatica generativa* (IGG 28), Lecce, Italy (February).
- 2001 (with Jonathan Bobaljik) Seven Prefix-Suffix Asymmetries in Itel'men *37th Chicago Linguistic Society* (CLS 37), Chicago, Illinois (April).
- 2001 How far can AGREE see? *24th GLOW Colloquium*, Braga, Portugal (April).
- 2001 AGREE—The other VP-internal subject hypothesis. *20th West Coast Conference on Formal Linguistics* (WCCFL 20), Los Angeles, California (February).

- 2001 AGREE—The other VP-internal subject hypothesis. *25th Annual Penn Linguistics Colloquium* (PLC 25), Philadelphia, Pennsylvania (February).
- 2000 Syntactic vs. semantic control. *15th Comparative Germanic Syntax Workshop* (CGSW 15), Groningen, The Netherlands (May).
- 2000 The structure(s) of particle verbs. Workshop on *The Argument Structure of Semantically Complex Verbs*, Annual Conference of the German Linguistics Society (DGfS), Marburg, Germany (March).
- 1999 Modal verbs must be raising verbs. *18th West Coast Conference on Formal Linguistics* (WCCFL 18), Tucson, Arizona (April).
- 1999 Modal verbs must be raising verbs. *Workshop on Move and Interpret Alpha*, Kanda University, Japan (March).
- 1998 Is Phrase Structure Universal?. *10th Conference of Nordic and General Linguistics*, Reykjavik, Iceland (June).
- 1998 The Size Of Infinitives. *Annual Meeting of the Canadian Linguistic Association* (CLA), Ottawa, Canada (June).
- 1998 Restructuring Control. *8th Colloquium on Generative Grammar*, Palmela, Portugal (April).
- 1998 Heads or phrases? Particles in particular. *Germanic Linguistics Annual Conference 4* (GLAC4), Ohio State University, Columbus, Ohio (April).
- 1998 Restructuring Control. *22nd Annual Penn Linguistics Colloquium* (PLC 22), Philadelphia, Pennsylvania (February).
- 1998 Deconstructing Restructuring. *LSA Meeting*, New York (January).
- 1997 Minimal and maximal heads—particles in particular. *Phonology and Morphology of the Germanic Languages*, Marburg, Germany (August).
- 1997 Deconstructing Restructuring. *Troisième Colloque International ‘Langues et Grammaire’*, Formation des Sciences du langage de l’Université de Paris 8 and Ecole Normale Supérieure, Paris, France (June).
- 1996 Restructuring Infinitives. *ConSOLE 5*, UCL and SOAS, London, UK (December).

**Plenary talks, invited workshop presentations**

- 2015 Bound to (Dis)Agree—The features of binding. Plenary speaker at the *30th Comparative Germanic Syntax Workshop*, Chicago, Illinois (May).
- 2015 (with Neda Todorović) (In)Finite possibilities of ‘da’—Restructuring the tense and aspect domains. Plenary speaker at the *Workshop on aspect in embedded clauses*. ZAS, Berlin (May).
- 2014 Voice restructuring—From Formosan to restructuring cross-linguistically. Invited talk at *A Minimalist workshop on Formosan infinitives*, Academia Sinica, Taipei, Taiwan (December).
- 2014 Thoughts on the syntactic domain of QR. Invited plenary talk at the workshop *Quantifier Scope: Syntactic, Semantic, and Experimental Approaches*, Bayonne, Basque Country, France (June).
- 2013 (with Jonathan Bobaljik) Syntax all the way down: Comparative evidence. Panel presentation at the organized panel *Distributed Morphology: 20 Years Later*, LSA Annual Meeting, Boston (January).
- 2011 Reverse Agree: A unified view of syntactic dependencies. Invited plenary talk at the *Cornell is Gorges Linguistics Workshop* (CiGLW), Ithaca (April).
- 2010 Parasitic participles in Germanic: Consequences for the theory of verb clusters. Plenary speaker at the workshop *Dutch verb order variation in a broader perspective*, Ghent, Belgium (November).



- 2008 Word order and scope in German. Plenary speaker at the *23rd Comparative Germanic Syntax Workshop*, Edinburgh, UK (June).
- 2007 Invited commentator on Christina Sevdali's paper Control Into CPs: When Finiteness Doesn't Matter, *Workshop on Greek Syntax and Semantics*, MIT, Cambridge, Mass. (May).
- 2006 Infinitives: A future without tense. Invited talk at the Jersey Syntax Circle. Princeton (April).
- 2005 A note on adjacency. Invited talk at the workshop for Henk van Riemsdijk, Tilburg (December).
- 2005 Against lexical or syntactic complex head formation. Invited talk at the workshop on *Complex Predications*, LSA Summer Institute 2005 (July).
- 2005 Tense in infinitives. Plenary speaker at the workshop on *New Horizons in the Grammar of Raising and Control*, LSA Summer Institute 2005 (July).
- 2004 Verbal complexes: Regular syntax, complex PF. Invited talk at the workshop on *Infinitives* (Sonderforschungsbereich 471 *Variation and Evolution in the Lexicon*), University of Konstanz (September).
- 2003 How complex are complex predicates?. Plenary speaker at the *18th Comparative Germanic Syntax Workshop*, Durham, UK (September).
- 2002 Anti-Rekonstruktionseffekte in Restrukturierungskontexten: Evidenz für Relativierte Phasen [Anti-reconstruction effects in restructuring contexts: Evidence for Relativized Phases]. Invited talk at the Workshop *Syntax-Semantics Interface, Österreichische Linguistiktagung* [Meeting of the Austrian Linguistic Society], Innsbruck, Austria (December).
- 2000 Verb clusters—The empirical domain. Plenary talk at the general meeting of the *Dutch-Hungarian Study Center on Language Contact*, the Netherlands Institute for Advanced Study, Wassenaar, The Netherlands (November).
- 2000 Verb clusters: variation at the right periphery. Invited talk at the workshop on *Syntactic Microvariation*, organized by the *SAND project* (Syntactic Atlas of the Dutch Dialects), Meertens Instituut, Amsterdam (August).
- 2000 Verb cluster phenomena in German—results and interpretation of a questionnaire based study. Invited talk at the second workshop on *Verb Clusters*, (subgroup of the *Dutch-Hungarian Study Center on Language Contact*), the Netherlands Institute for Advanced Study, Budapest, Hungary (June).
- 1999 Infinitival subjects: an aspect of meaning. Invited talk at the workshop *Subjekte* [Subjects], Österreichische Linguistiktagung (Annual Austrian Linguistics Meeting), Vienna, Austria (October).
- 1999 Where do verbs cluster: West Germanic perspectives. Invited talk at the workshop on *Verb Clusters* (subgroup of the *Dutch-Hungarian Study Center on Language Contact*), the Netherlands Institute for Advanced Study, Öttevény, Hungary (October).
- 1993 The adjectival phrase in German. *III Giornata di Grammatica Tedesca del Centro Linguistico Interfacoltà*, University of Venice, Italy (January).

## Colloquia

- 2015 TBD. Colloquium, University College London (November).
- 2015 TBD. Colloquium, MIT, Cambridge, Mass. (November).
- 2015 (with Neda Todorović) *Da, da, da*—(In)Finite possibilities. Colloquium, University of Göttingen (May).
- 2015 Crossing domains—Restructuring and QR. Colloquium, University of Maryland (March).

- 2014 Structure building by domains—evidence from size restructuring. Colloquium, Tsinghua University, Taiwan (December).
- 2014 Restructuring cross-linguistically: Evidence for three clausal domains. Colloquium, University of Toronto (November).
- 2014 The domain(s) of restructuring. Colloquium, University of Pennsylvania (October).
- 2013 Forward and backward raising. Colloquium, University of Göttingen (July).
- 2010 Reverse *Agree*: Evidence from parasitic participles in Germanic. Colloquium, Stony Brook, New York (December).
- 2010 Parasitic participles: Evidence for how to *Agree*. Colloquium, Yale University (October).
- 2008 Thoughts on the syntax and semantics of infinitival tense. Colloquium, UMass, Amherst (April).
- 2007 Thoughts on the syntax and semantics of infinitival tense. Colloquium, NYU, New York (November).
- 2006 Tense topics: The future of infinitives. Colloquium, MIT, Cambridge, Mass. (December).
- 2005 Infinitives are tenseless. Colloquium, Georgetown University (November).
- 2004 Anti-reconstruction effects: How complex are complex predicates? Colloquium, Yale University (February).
- 2003 On *Agree* and *Move*. Colloquium, Graduate Center, City University of New York (October).
- 2002 The ordering of verb clusters: An argument for PF-movement. Colloquium, Concordia University, Montréal, Canada (March).
- 2000 A-movement in German: *AGREE* and *ATTRACT*. Colloquium, Harvard University, Cambridge, Mass. (May).
- 2000 Particularly complex heads and small clauses. Colloquium, Concordia University, Montréal, Canada (April).

#### Other invited talks and lectures

- 2015 TBD. Invited lecture, SOAS, London (November).
- 2015 Bound pronouns in four Germanic languages: Consequences for *Agree* and *Spell-Out*. Workshop organized by the research group *Rethinking Comparative Syntax* (ReCoS) at the University of Cambridge; workshop held in Arezzo, Italy (June).
- 2014 Crossing phases—The cost of QR. Invited lecture, University of Toronto (November).
- 2014 The cost of raising quantifiers. Invited talk, University of Stuttgart (September).
- 2012 Skandal oder Illusion? Verbkomplexe in der Grammatiktheorie. Invited talk, University of Stuttgart (July).
- 2012 *Agree(ment)*: Looking up or looking down? Invited lecture in seminar on Agreement, MIT (March). [<http://wurmbrand.uconn.edu/Papers/MIT-2012.pdf>]
- 2011 On Merge and feature licensing. Invited talk, University of Leipzig (July).
- 2011 On *Agree* and feature licensing. Invited talk, University of Potsdam (June).
- 2011 Reverse *Agree*: Consequences for the domain of QR. Invited talk, ZAS, Berlin (June).
- 2010 Parasitic participles in Germanic: Consequences for syntactic theories. Invited talk, University of Vienna (June).

- 2010 Valuation from the top: Evidence from parasitic participles in Germanic. Invited talk, University of Nova Gorica (May).
- 2010 Parasitic morphology in Germanic: Consequences for the theory of feature checking. Invited talk, University of Stuttgart (May).
- 2003 Beyond the phase: Moving to agree. Invited talk, University of Connecticut, Storrs (February).
- 2002 Relativized phases: Phase 1—Case and agreement domains. Invited talk, University of Tübingen, Germany (June).
- 2002 Empirische Dialektstudien [Empirical dialect studies]. Invited talk, University of Vienna, Austria (June).
- 2001 MOVE vs. AGREE: On the licensing of case and agreement. Invited talk, McGill University, Montréal, Canada (February).
- 2000 A-movement, AGREE, and reconstruction. Invited lecture, Nanzan University, Nagoya, Japan (December).
- 1999 (with J. Bobaljik) Modals, raising, and A-reconstruction. Invited lecture, University of Salzburg, Austria (December).
- 1999 (with J. Bobaljik) Modals, raising, and A-reconstruction. Invited lecture, Leiden University, The Netherlands (October).
- 1999 Lexical vs. functional: The case of modals. Invited lecture, Tilburg University, The Netherlands (October).
- 1999 Control? Invited lecture, University of Potsdam, Germany (August).

## Editing and Reviewing

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### Editorial duties

Since 2015	Co-Editor	Language Science Press Series, Generative Syntax
Since 2004	Editor-in-chief	Journal of Comparative Germanic Linguistics (Kluwer/Springer)
2000-2004	Co-editor	Glott International Squibs
2001, 2013	Guest editor	Journal of Comparative Germanic Linguistics
Since 2013	Editorial board	Jahrbuch des Phonogrammarchivs (Yearbook of the Austrian Audiovisual Research Archive), Austrian Academy of Sciences
Since 2013	Editorial board	Empirically Oriented Theoretical Morphology and Syntax (Open Access in Linguistics; FU Berlin)
Since 2013	Editorial board	Studies in Germanic Linguistics (book series, Ohio State University Press; since 2015 John Benjamins Publishing Company)
Since 2012	Editorial board	Linguistic Inquiry
Since 2009	Editorial board	Iberia: An International Journal of Theoretical Linguistics
Since 2007	Editorial board	Edinburgh Advanced Textbooks in Linguistics series
2001-2003	Editorial board	Journal of Comparative Germanic Linguistics (Kluwer)

### Reviews for tenure and promotion

2015	Tenure review for promotion to Associate Professor, McMaster University, Canada
2014	Tenure review for promotion to Associate Professor, University of Georgia
2013	Tenure review for promotion to Associate Professor, Pennsylvania State University
2010	Review for promotion to Associate Professor, Ben-Gurion University of the Negev

### Reviewing for granting agencies

2015	Slovenian Research Agency (ARRS)
2015	Deutsche Forschungsgemeinschaft (German Research Foundation, DFG)
2014	Research Foundation Flanders (Fonds Wetenschappelijk Onderzoek Vlaanderen, FWO)
2009	Netherlands Organization for Scientific Research
2001, 2004, 2006	National Science Foundation USA

### Reviewing of journal articles and book proposals

Reviewing requests accepted per year: 8-10 (book chapter reviews not included)

Reviewing requests turned down per year: 10-15

Canadian Journal of Linguistics	Nordic Journal of Linguistics
Folia Linguistica	Oceanic Linguistics
Journal of Comparative Germanic Linguistics	Olomouc Modern Language Series
Journal of Germanic Linguistics	Probus
Journal of Historical Linguistics	Studia Linguistica
Journal of Linguistics	Syntax
Journal of Semantics	The Linguistic Review
Language	UConn Working Papers in Linguistics
Lingua	
Linguistic Inquiry	<b>Book proposals:</b> Cambridge University Press
Linguistics in the Netherlands	Elsevier
Linguistic Variation Yearbook	John Benjamins
Linguistic Variation	Mouton de Gruyter
Linguistische Berichte	Niemeyer Verlag
Natural Language and Linguistic Theory	Oxford University Press

### Reviewing for conferences

Since 2013	Incontro di Grammatica Generativa (IGG40, 41)
Since 2013	Semantics and Linguistic Theory (SALT 24, 25)
Since 2012	Annual Penn Linguistics Colloquium (PLC37-39)
Since 2012	Syntax, Phonology and Language Analysis conference (SinFonIJA 5, 7)
Since 2006	Conference of the Student Organization in Linguistics in Europe (ConSOLE15, 16, 20, 21)
Since 2005	Chicago Linguistic Society Annual Meeting (CLS42-45, 49-51)
Since 2002	North Eastern Linguistic Society (since NELS33)
Since 2001	Comparative Germanic Syntax Workshop (since CGSW16)
Since 2001	Generative Linguistics of the Old World (since GLOW25)
Since 2001	West Coast Conference on Formal Linguistics (WCCFL20, 22, 24-27, 29-33)
2015	Sinn und Bedeutung 20
2015	Formal Approaches to Morphosyntactic Variation
2011	Generative Linguistics in Poland (GLiP)
2010	Antilocality and Snowballing workshop GIST1
2009, 2010, 2011	Linguistic Society of America Annual Meeting (LSA)
2007	Forces in Grammatical Structures (FiGS)
2006	Formal Approaches to Japanese Linguistics (FAJL4)
2004, 2007, 2008	Western Conference on Linguistics (WECOL)

## Departmental Service and University Committees

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### University of Connecticut, Department of Linguistics

2013, 2014, 2015	Organizer of Open House and recruitment weekend; Chair
2007-2010, 2014-current	Admissions; Chair
2010-2014; 2015	Publicity; Chair
2003-2007	Financial aid coordinator; Chair
2014	Promotion, Tenure, Reappointment Committee; Member
2013	Promotion, Tenure, Reappointment Committee; Member
2013	Promotion, Tenure, Reappointment Committee; Member
2012-2013	Search committee for two positions in Linguistics; Member
2011-2012	Search committee for tenure-track assistant professorship in semantics; Member
2011	Search committee for tenure-track assistant professorship in sign linguistics; Member
2011, 2013, 2015	Intersession student instructor selection committee; Member
2011	Student summer job selection committee; Member
2007-2011, 2013-2015	<i>David Michaels Teaching Assistant Award</i> selection committee; Member
2007-2009	Visiting scholar liaison
2007	Coordinator for UConn student workshop series at Nanzan University
2004-2005	Search committee for tenure-track assistant professorship in semantics; Member
2004-2005	New building committee; Member
2003-2007	Committee on graduate admissions; Member
2003-2007	Ling lunch coordinator
Since 2003	Committees on undergraduate and graduate curriculum; Member
Since 2003	Committee on general exam proposals; Member
Since 2003	Departmental list manager

### University of Connecticut, College of Liberal Arts and Sciences

2011-2014	Dean's Committee on Committees; Elected member
2007-2008	Dean's Information Technology Advisory Committee; Member
2007	Grade appeal panel; Member
2006-2012	General Education Oversight Committee (GEOC), Content Area 2 (social sciences) subcommittee; Member

### McGill University, Department of Linguistics

2002-2003	Graduate recruitment/admissions/funding committee; Chair
2002-2003	Graduate admissions committee; Member
2002	Merit exercise subcommittee; Member
2001-2003	Graduate fellowships committee; Member
2001-2003	Departmental webmaster and web page designer
2001-2002	Curriculum and program revisions committee; Member
2000-2001	Post doctoral research guidelines committee; Member

### McGill University, Faculty of Arts

2003	Scholarships committee; Member
2002-2003	Curriculum committee; Member

**MIT Linguistics**

1995-1998 Editorial staff; MIT Working Papers in Linguistics  
 1995-1997 Coordinator of weekly linguistics talk series “Ling-lunch”

**Outreach**

2000-2006 Ask-A-Linguist consultant

**Conference Organization**

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2012 Comparative Germanic Syntax Workshop 27 (CGSW27), Yale University  
 (Organizer; with Jonathan Bobaljik, Bob Frank, Raffaella Zanuttini)  
 2001 Comparative Germanic Syntax Workshop 16 (CGSW16), McGill University, Montréal  
 (Organizer; with Jonathan Bobaljik)  
 2012-2013 NELS 44; Faculty advisor of the organizing committee, UConn, Storrs  
 2004 NELS 35; Faculty advisor of the organizing committee, UConn, Storrs  
 1995 Is the Best Good Enough, MIT, Cambridge, Mass.; Committee member  
 1995 NELS 26, MIT & Harvard, Cambridge, Mass.; Committee member  
 1994 17th GLOW Colloquium, Wien, Austria; Committee member  
 1992 7th International Phonology Meeting, Krems, Austria; Committee member

**Student Supervision and Advising**

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**B.A. Senior theses advisor**

2011 Emily Hanink (UConn; double major in Linguistics/Philosophy & German, with a concentration in German Studies)

**M.A. advisor**

2008 Benjamin Girard-Bond, UConn Linguistics

**M.A. advisory committee**

2014 Safet Beriša, UConn Linguistics  
 2006 Karen O’Brien, UConn Linguistics

**Ph.D. theses main advisor**

Current Pavel Koval  
 Current Sabine Laszakovits  
 Current Gísli Rúnar Harðarson  
 Current Zheng Shen  
 Current Koji Shimamura  
 Current Peter Smith  
 2009 Pei-Jung Kuo, UConn Linguistics; Thesis: *IP internal movement and topicalization*

**Ph.D. theses committee member**

2015	Yoshiyuki Shibata <sup>‡</sup> , UConn Linguistics (posthumous degree)
2015	Tsuyoshi Sawada, UConn Linguistics
2015	Shigeki Taguchi, UConn Linguistics
2014	Marcel Pitteroff, Department of Linguistics, Stuttgart University
2014	Jungmin Kang, UConn Linguistics
2013	Zhanna Glushan, UConn Linguistics
2013	José Riqueros, UConn Linguistics
2013	Hsu-Te Cheng, UConn Linguistics
2012	Nilanjan Bhowmick, UConn Philosophy
2011	Ana Bastos, UConn Linguistics
2011	Masahiko Takahashi, UConn Linguistics
2011	Miloje Despić, UConn Linguistics
2010	Natasha Fitzgibbons, UConn Linguistics
2010	Nina Radkevich, UConn Linguistics
2010	Serkan Şener, UConn Linguistics
2007	Duk-Ho An, UConn Linguistics
2005	Masashi Nomura, UConn Linguistics
2005	Simone Conradie, McGill Linguistics

**Current**

UConn Linguistics:	Karina Bertolino	Hiroaki Saito
	Christos Christopoulos	Snider Laura
	Marcin Dadan	Adrian Stegovec
	Paula Fenger	Aida Talić
	Ryosuke Hattori	Abigail Thornton
	Renato Lacerda	Neda Todorović
	Troy Messick	Yong-Suk Yoo
	Jayeon Park	

**General exam overseer**

2015	Zheng Shen, UConn Linguistics
2014	Gísli Rúnar Harðarson, UConn Linguistics
2014	Koji Shimamura, UConn Linguistics
2014	Peter Smith, UConn Linguistics
2013	Corina Goodwin, UConn Linguistics
2012	Neda Todorović, UConn Linguistics
2010	Helen Koulidobrova, UConn Linguistics
2010	Koichi Ohtaki, UConn Linguistics)

**Short-time supervision**

Spring 2014	Suzana Fong, University of São Paulo Visiting student, University of Connecticut
Fall 2002	Jozefien Akkermans, Plusprogramma Linguistiek, Utrecht University Visiting student, McGill University
Spring 2002	Eva Dobler, Department of Linguistics, University of Vienna Visiting student, McGill University

## Examination

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### External Reader

2007 Kristine Bentzen, Dissertation, Tromsø University

### McGill University

2003 Tohru Uchiumi, Evaluation paper  
 2003 Yuhko Kayama, Evaluation paper  
 2002 Monica Ungureanu, Evaluation paper  
 2002 Teresa Wu, Evaluation paper  
 2002 Ingrid Leung, Ph.D. thesis  
 2002 Simone Conradie, Evaluation paper  
 2001 Mikinari Matsuoka, Ph.D. thesis  
 2001 Tomokazu Takehisa, Evaluation paper

### University of Connecticut

2015 General examination committee: Marcin Dadan  
 2015 General examination committee: Renato Lacerda  
 2014 General examination committee: Troy Messick  
 2013 General examination committees: Aida Talić, Beata Moskal, Neda Todorović  
 2012 General examination committee: Yoshiyuki Shibata  
 2011 General examination committees: Jungmin Kang, Jelena Runić  
 2010 General examination committee: Julio Villa-García  
 2009 General examination committees: Masahiko Takahashi, I-Ta Hsieh, Zhanna Glushan,  
 Hsu-Te Cheng  
 2008 General examination committees: Miloje Despić, Masahiko Aihara, Carlos Buesa  
 2007 General examination committees: Natasha Fitzgibbons, Nina Radkevich, Pei-Jung Kuo  
 2006 General examination committees: Shigeki Taguchi, Takuro Tanaka, Ana Bastos  
 2005 General examination committees: Tsuyoshi Sawada, Serkan Şener, Duk-Ho An  
 2004 Language exam: Sarah Felber  
 General examination committees: Simona Herdan, Inkie Chung