

SDSU

College of Arts and Letters

**Spanish and Portuguese
Languages and Literatures**

GUIDE TO THE SPANISH MASTER'S PROGRAM

2024-2025

Welcome to the Department of Spanish and Portuguese!!

We are very pleased you have joined our vibrant learning and collegial community. In order to guide you through the program and successfully complete it, we have created this guide. We hope that it will be useful.

Additionally, it is important to remember that the faculty and staff will also be happy to answer any questions you may have. It is of utmost importance that from the beginning of your graduate career in the department you get to know and consult with the Graduate Advisor, Dr. Lauren Schmidt (lschmidt@sdsu.edu). Students are advised to meet with the Graduate Advisor early in their studies in order to match their interests with the best possible set of electives. Note that as Dr. Schmidt will be on Sabbatical during Fall 2024, Dr. Mario Martín-Flores (jmartinf@sdsu.edu) will serve as your interim Graduate Advisor during your first semester, and you are encouraged to reach out to him throughout Fall 2024 for mentorship and guidance in the program.

Nancy Gutiérrez (negutierrez@sdsu.edu), the department's Administrative Support Assistant assists the Graduate Advisor. Please communicate with her if you have any questions regarding graduation requirements, your Degree Evaluation / Program of Study (POS), or any other queries you may have. Welcome to the program!

I. THE PROGRAM

The M.A. Program in the Department of Spanish and Portuguese is designed for students who wish to pursue a career in teaching Spanish or further studies in a Ph.D. program. This MA program is designed for students who wish to increase their knowledge, skills, and abilities in order to achieve the following program degree learning outcomes:

Goal 1. To demonstrate broad and deep understanding of Spanish linguistics

DLO 1 Evaluate central concepts, issues, and debates in the field of Spanish linguistics.

DLO 2 Develop knowledge and skills necessary to teach Spanish courses using up-to-date approaches, techniques, and technologies.

DLO 3 Apply knowledge and skills in linguistics to critically analyze bilingual/bicultural situations and contexts.

Goal 2. To demonstrate broad and deep understanding of Spanish and Spanish American literature

DLO 4: Evaluate Spanish and Spanish American literary texts in their historical and social contexts.

DLO 5: Apply theoretical and methodological approaches to the analysis of Spanish and Spanish American literary texts.

The minimum number of credits that must be taken to complete the Master's program is 30.

You are required to take the following core courses: 601, 602, 661, 770, and 6 credits from 603/604/606 (18 units).

The remaining units are electives and can be fulfilled by taking at least 12 units (4 classes) in 500*, 600, or 700** level classes.

Notes:

*MA students are required to get approval from the graduate advisor to enroll in 500-level elective courses. A maximum of six units of 500-level electives can be counted towards the degree. SPAN 561/594A/594B are not acceptable as electives towards the degree.

**799A counts as three units of electives for those students writing the MA thesis.

In addition, all candidates must demonstrate knowledge of Portuguese by completing any Portuguese language course at any level (3 units or more). [Note: UCSD Extension coursework is not acceptable for meeting the language requirement.] Students may demonstrate knowledge of Portuguese by completing PORT 110 (3 units, Beginning Portuguese for Spanish Speakers, offered each Spring), or one of the graduate-level Portuguese literature courses (PORT 520/530/535/540*, often offered in the Fall).

*Note: If Portuguese is taken at the 500-level (Portuguese literature course), the course will count both: (a) to fulfill the language requirement, and (b) as an eligible graduate elective towards the MA degree.

In order to complete the Master's program students may elect to write a thesis (Plan A, Spanish 799A) or take an exit exam (Plan B). Please consult with the Graduate Advisor regarding these options.

CORE (REQUIRED) Classes for M.A. in Spanish

- SPAN 601 Seminar in Hispanic Literary Theory (offered in the Fall)
- SPAN 602 Foundations / Research Methods in Hispanic Linguistics (offered Spring)
- 6 units from among the following courses (offered Spring, rotating basis):
 - SPAN 603 (Early Modern Hispanic Literature);
 - SPAN 604 (18th– 20th Century Spanish Literature);
 - SPAN 606 (Spanish American Literature: Independence to the Present)
- SPAN 661 Issues in the Study of Spanish Bilingualism (offered Spring)
- SPAN 770 Applied Spanish Linguistics for Teachers (offered Fall)

The remaining units will be fulfilled through electives.

ROAD MAP FOR THE MA

- If you follow this road map, you will be able to finish your studies in 4 semesters.
- The classes for the MA program will be scheduled according to the following two-year cycle. Please be aware that 603, 604 and 606 are taught in the spring semester on a rotating basis.
- If you are a TA during your first year (Fall or Spring) in the program, you must take Spanish 770 in your first semester.

The following two years will be scheduled as follows:

Year I (2024-2025)

Fall (2024)

601*
770*
elective literature
elective linguistics
elective PORT literature

Spring (2025)

602*
604*
661*
elective literature
elective linguistics

Year II (2025-2026)

Fall (2025)

601*
770*
elective literature
elective linguistics

Spring (2026)

602*
606*
661*
elective literature
elective linguistics

II. Master's Degree Procedural Steps

Each of the following steps are sequential and mandatory:

1. Apply for admission.

For information regarding admission to San Diego State University, first read instructions on the program's web page and contact the program's Graduate Advisor. After that, review specific departmental admission requirements and deadlines on the Graduate Admissions web site.

2. Meet with your Graduate Advisor in the first semester about ...

2a. If admitted "Conditionally", attain "Classified" standing

Students admitted with Classified standing have met all university and department requirements for admission. Classified students are fully eligible to proceed with courses for their graduate program of study and should not be required to take any prerequisites or meet any additional requirements beyond those listed in the Graduate Bulletin for all students in the program.

* If you were given Classified status at the time of your admission, skip to next step.

Students admitted Conditionally have not met all program requirements for admission. Conditionally admitted students are typically required to take prerequisite courses or maintain a minimum GPA during their first 1-2 semesters of attendance. The specific conditions are set by the student's department and approved by Graduate Affairs. If you have been admitted conditionally, your graduate advisor should inform you of your specific conditions and when they must be completed. Additionally, information can be found in the "Milestones" tab within your my.SDSU account (<https://my.sdsu.edu/>). Students who do not meet their admissions conditions may be dismissed from their graduate program.

* If you were admitted Conditionally, discuss your requirements for the first year with your graduate advisor.

2b. Do I have a Degree Evaluation?

Incoming Master's students have access to a Degree Evaluation (also called the degree audit report). This is a resource for students and advisors to track requirements for graduation. The report includes your Program of Study, GPA and Advancement to Candidacy requirements. You will find this feature via the 'Graduate' tab in your my.SDSU account, where a 'Degree Evaluation' menu item is available.

2c. Will my advisor need to file a Program of Study (POS)?

Graduate degrees often have more flexibility in specific coursework requirements than undergraduate degrees. This allows the Graduate Advisor to customize courses based on each student's needs. The Program of Study (POS) is essentially a contract between the student, the program, and the university. The POS is a list of the specific courses a student will take in order to satisfy the requirements for the degree (as printed in the Graduate Bulletin). Discuss with your advisor what specific courses will be on your POS.

If you have access to a Degree Evaluation, many POS features are automated for you. Courses in an approved POS may not be deleted or substituted after they have been completed, regardless of the final grade.

3. Attain Advancement to Candidacy

Within your my.SDSU record (<https://my.sdsu.edu/>), your “Student Status” must change from Classified to Advanced to Candidacy before you can complete your degree. A student who has been advanced to candidacy is officially recognized by the university as a candidate for the degree. In order to be advanced to candidacy, a student must have completed a minimum number of POS units and meet minimum grade requirements. Students are typically nominated for advancement by their department and reviewed for advancement by Graduate Affairs. Your advisor must submit the Advancement to Candidacy e-form on the Graduate Affairs website.

You must be advanced to candidacy before you can officially appoint your thesis committee or sit for the comprehensive examination (that is, participation in fulfilling the department’s culminating experience).

4. Submit an Appointment of Thesis/Project Committee Form (Plan A thesis students only)

After advancement to candidacy, Master's students may choose their thesis committees and must then request the Graduate Advisor to file the Appointment of Thesis/Project Committee Packet. A very specific set of rules restricts who may (and may not) serve on your committee. A full set of guidelines is provided on the Graduate Studies Webpage for Master’s Thesis Committee Information (<https://grad.sdsu.edu/current-students/thesis>). Refer to your program's Graduate Advisor with questions, and to find out about program-specific guidelines. Also, note the following:

- The Graduate Advisor must also submit a Data Rights Agreement signed by the thesis chair if the data rights do not exclusively belong to the student (provided to Graduate Studies as a supporting document to the thesis committee packet.)
- Students should contact the Office of the IRB (Human Research Protection Program) (https://research.sdsu.edu/research_affairs/human_subjects) to obtain verification if their research involves testing on human subjects. This verification must be provided to Graduate Studies as a supporting document to the thesis committee pack.
- A very specific set of rules restricts who may (and may not) serve on your committee. Consult with your program’s Graduate Advisor to find out about program-specific guidelines or if you have any questions.

At the beginning of the semester that you will complete your thesis and submit it to the university, you must request a schedule number for Thesis 799A from Graduate Affairs by contacting them via email (gra@sdsu.edu). You must be registered in Thesis 799A through SDSU main campus (or Thesis Extension 799B either through SDSU main campus or SDSU Global Campus) the semester in which your thesis is submitted. [Note: Global Campus registration may be ineligible for Financial Aid.]

The thesis must be formatted according to the regulations of Montezuma Publishing, see: <https://www.montezumapublishing.com/sdsuthesisdissertation>

Thesis submission deadlines for each semester are posted on the Graduate Studies Deadlines page (<https://grad.sdsu.edu/announcements-and-deadlines>). Note that thesis submission deadlines usually fall around the mid-point of the semester in which the student would graduate, to allow time for the processing of the thesis by Montezuma Publishing (for example, a mid-October deadline for a Fall graduation, or a mid-March deadline for a Spring graduation). You must submit the thesis signature page, electronic copy of the appropriately formatted thesis, and \$60 thesis review fee by this date.

5. Pass your culminating experience (Plan A or Plan B culminating experiences)

All Master's students complete a "culminating experience" at the end of their program. This final step is satisfied through either the Plan A or Plan B option.

Plan A (Thesis)

Plan A is completed with a thesis that will be published in the San Diego State Library. A thesis is the written product of a systematic study of a significant problem; it states the major assumptions, explains the significance of the undertaking, sets forth the sources for and the methods of gathering information, and analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization, language, and format, high level of writing competency, and thorough documentation.

Your thesis will be supervised by a faculty committee consisting of two members from your department, and one from another SDSU department. It is never too early to start thinking about your thesis committee! Identify faculty members you work well with, and that specialize in your area of interest.

Plan B (Comprehensive Examination)

Students pursuing Plan B will complete a comprehensive written examination in lieu of the thesis. The comprehensive examination is an assessment of your ability to integrate knowledge of your subject area, show critical and independent thinking, and demonstrate mastery of the subject matter. Your department will administer your comprehensive examination. Examination procedures, dates, and guidelines vary, so consult with your graduate advisor early and often regarding how to prepare.

6. Apply to Graduate

Graduation is **not** automatic upon completion of degree requirements. You must apply for graduation must be via your my.SDSU account (<https://my.sdsu.edu/>). If your account does not allow you to apply for graduation, please contact Graduate Affairs: gra@sdsu.edu. Deadlines associated with graduation are summarized on the Graduate Affairs page (<https://grad.sdsu.edu/announcements-and-deadlines>).

You must declare your intention to graduate by filing an Application for Graduation with an Advanced Degree. The application is due 3-6 months before the official diploma date. Application deadlines are posted in the Graduate Affairs office and on the web page: <https://grad.sdsu.edu/>

Applications are submitted through your my.SDSU account (<https://my.sdsu.edu/>), and a \$103 fee is required (subject to changes). If you do not graduate in the term that you applied for, your application will automatically be rolled over to the following term; no action needs to be taken. If you have missed the deadline for graduation applications, contact Graduate Affairs as soon as possible (gra@sdsu.edu) to determine whether it is possible to petition for a late application.

III. Useful FAQs

What is the contact information for Graduate and Research Affairs (GRA)?

E-mail - gra@sdsu.edu

Website - <https://grad.sdsu.edu/>

Location - Student Services East 1410

Phone - 619-594-5213

What's the most important thing a graduate student can do to be successful?

- Read! Read the Orientation and Handbook for New Graduate Students: <https://grad.sdsu.edu/current-students/grad-resources>
- Understand your degree requirements. Read through your degree requirements in the Graduate Bulletin and confirm them with your Graduate Advisor. The Graduate Bulletin is available online at <https://catalog.sdsu.edu/>.
- Forge a positive and collegial relationship with at least one faculty member (usually your thesis advisor or the program's Graduate Advisor), who can act as your mentor.

How do I register for classes?

Registration for classes is completed online through your my.SDSU account (<https://my.sdsu.edu/>). You will also pay tuition and fees in your same my.SDSU account after you have enrolled in classes for a given term (see <https://student-accounts.sdsu.edu/tuition/how-to-pay>). Each semester students will be assigned a registration window to sign up for the upcoming semester's courses. Students can view their registration window through my.SDSU. For additional information regarding registration, contact the Office of the Registrar at 619-594-6871 or registrar@sdsu.edu

What is an EmplID Number?

The Empl ID Number (an identification number beginning with the number "1") is the reference number used to identify you and your student record. If you do not have this number, or have misplaced it, you can look up your number following the guide published here: <https://my.sdsu.edu/guides/locating-identification-number>

What is Classified Admission?

Students admitted with classified standing have met all university and department requirements for admission. Classified students are fully eligible to proceed with courses for their graduate program of study and should not be required to take any prerequisites or meet any additional requirements beyond those listed in the Graduate Bulletin for all students.

What if I have been admitted Conditionally?

Students admitted conditionally have not met all university or department requirements for admission. Conditionally admitted students are typically required to take prerequisite courses or maintain a minimum GPA during their first several semesters of attendance. The specific conditions, and the allotted time period for completing them, are set by the student's department. If you have been admitted conditionally, please contact your Graduate Advisor for specific information regarding your conditions.

When the conditions of admission have been met, how do I request classified standing?

Adequate completion of a student's conditions is determined by the department. If you believe that you have satisfied your conditions or would like to request more time to meet them, download the Change of Status form at <https://grad.sdsu.edu/current-students/forms> . Once this form has been signed by the Graduate Advisor, it should be returned to Graduate Affairs for final evaluation.

What is a Program of Study (POS)?

The Program of Study (POS) is essentially a contract between the student, the program, and the university. The POS is a list of the specific courses a student will take in order to satisfy the requirements for the degree (as printed in the Graduate Bulletin). It includes both required coursework and electives. Each graduate program permits a limited number of transfer units toward the POS (up to 9 units are allowed for Spanish). These include graduate courses from other accredited universities, as well as SDSU courses taken through Open University before the student started his or her program.

The Degree Evaluation online system, which is accessed initially through the “Degree Evaluation” tile on your my.SDSU home page, provides you with an individualized report of progress towards degree. Students should regularly run an “audit” of their program of study (POS) to ensure they are on track to completing degree requirements.

How many units of transfer, extension, or foreign university credit may be used on a Program of Study (POS)?

All transfer credit must have been taken at an appropriately accredited university and approved by the Graduate Advisor and the Graduate Dean.

What does it mean to be Advanced to Candidacy?

Within your my.SDSU record (<https://my.sdsu.edu/>), your “Student Status” must change from Classified to Advanced to Candidacy before you can complete your degree. A student who has been advanced to candidacy is officially recognized by the university as a candidate for the degree. In order to be advanced to candidacy, a student must have completed a minimum number of POS units and meet minimum grade requirements (see Grade Requirements below). Students are then approved for advancement by their program’s graduate advisor.

After advancement to candidacy, the student becomes eligible to file the Appointment of Thesis/Project Committee Packet in preparation for enrollment in thesis (Plan A), or to sit for the comprehensive examination (Plan B). Refer to the Graduate Bulletin for a list of advancement requirements, and exceptions to the rules listed above.

How soon should I think about the thesis?

It is never too early to start thinking about the thesis. Preparing a dissertation or thesis (from the proposal development stage to the final manuscript) requires advance planning. Beyond the research and writing of the thesis, a student is required to efficiently manage a wide array of resources. As you progress through the Program of Study, a topic of interest will develop. Seek out the advice and counsel of faculty members within your academic department and determine their willingness to chair your thesis committee. Two additional members (one within your department, one from outside your department) must also be secured in order to complete the thesis committee. If the research involves human subjects, prior approval must be obtained from the appropriate university office, i.e., the Institutional Review Board (https://research.sdsu.edu/research_affairs/human_subjects). Once a student has been advanced to candidacy, the Thesis Committee Approval form may be filed, and the final step in the culminating experience (writing and publication of the thesis) can officially begin. You can find formatting information on the Montezuma Publishing website and also sign up for and attend a Thesis Q&A and Survival Guide Information Session, information found here: Montezuma Publishing (<https://www.montezumapublishing.com/sdsuthesisdissertation>).

What GPA conditions are needed for graduation?

There are five sets of grade requirements for graduate students. All five sets must be met in order to advance to candidacy and to graduate:

1. A minimum grade of C for every course used towards the degree. Some degree programs require higher grades for some or all courses (see the degree requirements in the Catalog (<https://catalog.sdsu.edu/>)).
2. The post-baccalaureate SDSU cumulative GPA must be 3.00 or higher.
3. The post-baccalaureate overall cumulative GPA must be 3.00 or higher.
4. The SDSU Program of Study (POS) GPA must be 3.00 or higher.
5. The overall Program of Study GPA must 3.00 or higher.

Credit/No Credit (CR/NC) Grading

A grade of Credit does not fulfill graduation requirements if the course has a letter grade option.

Grade requirements for “Good Standing”

Graduate students are considered to be in Good Standing with the College of Graduate Studies if they:

- Maintain good academic standing with the university (based on cumulative GPA: requirements 2 and 3 above),
- Are in good judicial standing (as defined by the Center for Student Rights and Responsibilities),
- Make continued good progress toward the degree each semester,
- Maintain matriculation (enroll in classes or file Leave of Absence, each Fall and Spring semester).

Failure to maintain good academic standing will result in academic probation, and possible disqualification.

Course repeats

Ordinarily, a graduate student may not repeat courses. However, with prior permission of Graduate Studies, a student may repeat one course on the office Program of Study in which a grade of C or lower has been earned. Both grades will remain on the student’s permanent record and both grades will be calculated in all grade point averages. There is no “course forgiveness” policy for graduate students, with one rare exception. Upon appeal to the College of Graduate Studies, the first grade for a repeated course may be omitted from all GPA calculations if the first grade was withdrawal unauthorized (WU).

Grade requirements for graduation

To graduate, all five grade requirements must be met.

What options for financial support for graduate students are available?

*Students must be enrolled in at least 5 units per semester in order to be eligible for financial aid.

There are various scholarships and financial aid opportunities available for SDSU graduate students. Contact the Office of Financial Aid and Scholarships or visit <https://catalog.sdsu.edu/content.php?catoid=9&navoid=782>

For additional information on scholarships available for SDSU graduate students, visit: <https://grad.sdsu.edu/financial-support>

What other services are available for graduate students?

Student Health Services

All regularly enrolled students prepay a health fee that is included in their registration fees. This entitles you to basic medical services through Student Health Services. For

information on available services, see the Student Health Services Website at:
<http://shs.sdsu.edu/index.asp>

Counseling and Psychological Services (non-emergency)

Students may obtain services from Counseling and Psychological Service, located in Calpulli Center 4401 (619-594-5220). For more information, visit their website:
<https://sacd.sdsu.edu/cps>

Emergency Health Services

Students who require immediate psychological help should call 619-594-5200 during business hours. After hours, students can call San Diego Access and Crisis 24-hour Hotline at 800-479-3339, or the Student Health Services Nurse Advisory Line at 888-594-5281. For all other medical emergencies, call 911 from a campus phone.

Health Insurance

Student Health Services is a primary care medical center but does not provide any inpatient services or other specialty services. The Student Health Services fee on your bill each semester does not provide health insurance. If you are employed on campus, your position might include health insurance and other benefits. Otherwise, please review the currently available options for SDSU domestic graduate students at <https://grad.sdsu.edu/current-students/insurance>. International students coordinate their health insurance through the International Student Center (<https://www.sdsu.edu/international-student-center>).

Student Disability Services

Student Disability Services (SDS) is the campus office responsible for determining and providing appropriate academic accommodations for students with disabilities. For more detailed information, please view <https://sds.sdsu.edu/> or contact SDS at 619-549-6473.

Housing Administration and Residential Education

SDSU on-campus housing options generally cater to undergraduates, although some graduate student housing is available. Contact the Office of Housing Administration and Residential Education to find out about the current availability at 619-594-5742 or oha@sdsu.edu, or visit their website at: <https://housing.sdsu.edu/>

Economic Crisis Response Team (ECRT)

The Economic Crisis Response Team connects students with resources, both on and off campus for access to immediate food, housing, or financial resources during a time of crisis. Students can request assistance from ECRT using the form on their website: <https://sacd.sdsu.edu/ecrt> or by emailing ecrt@sdsu.edu

Other important links

For more information, please consult the Graduate Bulletin: <https://catalog.sdsu.edu/>

See also the College of Graduate Studies' Master's Student Handbook:

<https://grad.sdsu.edu/current-students/grad-resources>

To access your records, go to your my.SDSU account: <https://my.sdsu.edu/>

To access services available through Graduate & Research Affairs: <https://grad.sdsu.edu/>

For thesis: Dissertation and Thesis Review,

<https://www.montezumapublishing.com/sdsuthesisdissertation>

Institutional Review Board (research involving human subjects):

https://research.sdsu.edu/research_affairs/human_subjects

For Financial Aid & Scholarships: <https://grad.sdsu.edu/financial-support>

For Graduate Student Employment: <https://grad.sdsu.edu/current-students/graduate-student-employment>

For professional, financial and social resources and programming for graduate students (the Office for Graduate Life and Diversity): <https://sacd.sdsu.edu/gradlife>

For information about...

Career Services: <https://sacd.sdsu.edu/career>

Pride Center: <https://sacd.sdsu.edu/pride>

International Student Center: <https://www.sdsu.edu/international-student-center>

Undocumented Resource Center: <https://sacd.sdsu.edu/undocumented-resource>

Veterans Center: http://arweb.sdsu.edu/es/veterans/resources_campus.html

IV. Teaching Associate/Graduate Assistant FAQs

Review the Information for TAs and GAs: <https://grad.sdsu.edu/current-students/graduate-student-employment>

How do I get an appointment as a TA or GA?

The number of Teaching Associate (TA) and Graduate Assistant (GA) appointments available is determined primarily by the department's budget. Students who wish to be considered for a TA and/or GA position are required to fill out an application and return it to the Administrative Coordinator for the department. The application form can be found on the Department's web page (<https://spanish.sdsu.edu/graduate/handbooks>).

To be eligible for a TA or GA appointment, the student must be admitted to a graduate program, not on probation or disqualified, has not graduated, and is enrolled in at least one class per semester of the appointment.

How much can I work?

The number of hours is determined partially on the position and partially by the individual student's course load.

Concurrent Appointment

Per CSU coded memo 2005-29, TAs or GAs appointed for less than half-time may be appointed concurrently in another student classification, up to a combined total of 50% (half time) or 20 hours per week while enrolled in classes. In other words, a student may have 2 appointments, but the combined hours worked cannot exceed 20 hours per week or 50% time.

International students note: under Federal Regulation Code (Title 8) section 214.2 (f), the maximum number of hours a foreign student with an F-1 Visa may work is twenty (20) hours/week while the university is in regular session. International students may work up to 40 hours/week when the university is not in session or during annual vacation periods or summer.

GPA Requirements:

TAs, GAs, and ISAs must maintain a 3.00 or higher post-baccalaureate cumulative GPA. If this GPA drops below 3.00, students have one semester to bring it to 3.00 or higher. If the post-baccalaureate cumulative GPA drops below 2.85, the student is placed on academic probation and is subject to dismissal from the appointment.

What if my department does not have a position available?

You may only TA in the department/school for which you are pursuing your degree. For example, if you have a Bachelor's degree in English but are currently pursuing a Master's

degree in Chemistry, you are not eligible to TA an English course. GAs may work in a program or field that is closely related to their degree program. For interdisciplinary programs without a home department, the GA may be eligible to work in departments/schools related to their field of study. The hiring department may petition for exceptions to these rules.

What does a TA or GA do?

According to the Classification and Qualification Standards of the CSU:

“A Teaching Associate classification is distinguished from the Graduate Assistant and Student Assistant classifications by assignments that primarily involve classroom and laboratory instruction. Responsibility for a course may be vested in the Teaching Associate under the direct supervision of an appropriate faculty member.”

Detailed information regarding the TA classification can be found at:

https://www.calstate.edu/csu-system/careers/compensation/Documents/Teaching_Associate.pdf

According to the Classification and Qualification Standards of the CSU:

"The Graduate Assistant is distinguished from those classes used for undergraduate student help in the instructional program who perform clerical or other routine tasks such as grading examinations, recording grades, etc., by the following:

- Graduate Assistants are provided part-time employment and practical experience in fields related to their advanced study.
- Graduate Assistants provide professional non-teaching assistance to faculty members.”

In short, what distinguishes GAs from TAs is that they have no responsibility for "the instructional content of a course, for selection of student assignments, for planning of examinations, or for determining the term grades for students."

Detailed information regarding the GA classification can be found at:

https://www.calstate.edu/csu-system/careers/compensation/Documents/Graduate_Assistant.pdf

For more information on employment for graduate students, see:

<https://grad.sdsu.edu/current-students/graduate-student-employment>

What would I be responsible/accountable for as a TA or GA?

Teaching Associates are expected to be responsible members of the university community by meeting classes as scheduled; being prompt; keeping good records; holding examinations at officially announced times; giving suitable assignments; teaching classes in multiple-section courses in consonance with other sections; and providing the substance and method that the course requires. Teaching Associates are subject to such direction as the senior faculty imposes regarding selection of textual material, grading practices, course content, and other

instructional matters. For a more complete discussion of professional responsibilities of faculty, please refer to the University Policy File.

Graduate Assistants' responsibilities vary with the assignment given. Both TAs and GAs are expected to adhere to the highest standards of ethics in their professional relationships with students. For a complete statement of university policy on the issue of sexual harassment, see Appendix in the TA/GA Handbook.

V. Hiring Criteria for TAs

1. First-year students in the MA program will be offered one one-year appointment, contingent upon the recommendation of the Admissions Committee and on budgetary or enrollment considerations.
2. Second-year students in the MA program will be offered one one-year appointment, contingent upon the recommendation of the TA Review Committee and on budgetary or enrollment considerations.
3. The department cannot guarantee any TAs or GAs beyond the second year of study in the Master's program.

VI. Comprehensive MA Exam Procedure

1. Exit exams will be offered twice a year, approximately three weeks before final-exams week in the fall and spring. The exact dates will be announced before the end of the third week of class each semester by the Department Chair. Exams will not be given on any other day.
2. Each semester the Graduate Studies Committee will provide the Graduate Advisor with the exam to be administered that term. The Graduate Advisor will be in charge of exam logistics and inform students of exam details.
3. Exam Security: access to the exam-question database and exams will be restricted to the Graduate Committee, the Graduate Advisor, and the Department Chair. Under no circumstances shall any student have access to exam documents prior to exam day.
4. Exams will be administered over two days. Each day shall consist of 2 three-hour blocks with an hour lunch break in between. The first daily session will begin at 9:00 and last until noon. The second daily session will last from 1:00 to 4:00pm. Students may leave the exam room once they have finished. No extra time will be given to complete the exam. Students with disabilities must consult the Graduate Advisor and ensure that appropriate accommodations are made in advance.
5. The exam will be divided into four sections: A) Linguistics and Research Methods; B) Language Teaching and Bilingualism; C) Peninsular Literature; D) Spanish American

Literature. **Day 1** will be devoted to testing A and B (Linguistics) and **Day 2** will test C and D (Literature).

6. For each exam, **two** readers from linguistics and **four** from literature will be chosen on a rotating basis. The identities of readers and candidates will not be disclosed.

7. Grading of the exam:

- Each section will be graded on a pass/not pass basis.
- Passing of all four sections is required to pass the exam.
- Failure of one section requires retaking of that section for passing.
- Failure of two sections within the same Broad Area (i.e., Linguistics Sections A & B, or Literature Sections C & D) requires the retaking of that Broad Area only (Linguistics A & B, or Literature C & D).
- Failure of two or more sections across more than one Broad Area (e.g., one section from Linguistics (A or B) and another from Literature (C or D)) requires the retaking of the exam in its entirety.

8. Exam results shall be communicated to students exclusively by the Graduate Advisor within two weeks of the exam sitting.

9. Students will have a maximum of 3 opportunities to pass the Comprehensive MA exam.

10. Completed exams will be archived in the Graduate Advisor's office and not returned to students.

VII. MA READING LISTS

The comprehensive MA exams will be based on the following reading lists. Many pdfs of the readings are available for you in a Google Drive folder that will be shared with you.

A. Spanish Linguistics and Research Methods

Spanish Linguistics

Diaz-Campos, M., Geeslin, K. L, & Gurzynski-Weiss, L. (2018). Capítulo 1: Comunicación animal y lenguaje humano. *Introducción y aplicaciones contextualizadas a la lingüística hispánica*, pp. 1-23. Oxford: Wiley-Blackwell.

Edstrom, A., & García Vizcaíno, M. J. (2008). Capítulo 1: Me dicen que tengo que tomar una clase de lingüística. Se trata de la gramática y la conversación, ¿no? In J. D. Ewald and A. Edstrom (Eds.), *El español a través de la lingüística*, pp. 1-13. Somerville, MA: Cascadilla Press.

Hualde, J.I., Olarrea, A., Escobar, A.M., & Travis, C.E. (2010). *Introducción a la Lingüística Hispánica* (2nd ed.). New York, NY; Cambridge University Press.

McGregor, W. (2009). Chapter 1: Introduction. *Linguistics: An introduction*, pp. 1-21. London/New York: Continuum International Publishing Group.

Nor, N. M., & Rashid, R. A. (2018). A review of theoretical perspectives on language learning and acquisition. *Kasetsart Journal of Social Sciences*, 39, 161-167.

Silva-Corvalán, S. & Enrique-Arias, A. (2017). Capítulo 1: Lengua, variación y dialectos. *Sociolingüística y pragmática del español* (2nd ed.), pp. 1-36. Washington, D.C.: Georgetown University Press.

Research Methods

Creswell, J.W. (2012). Chapter 1: The process of conducting research using quantitative and qualitative approaches. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.), pp. 2-28. Upper Saddle River, NJ: Pearson.

Creswell, J.W. (2012). Chapter 10: Experimental designs. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.), pp. 294-306 & 322-325. Upper Saddle River, NJ: Pearson.

Díaz-Campos, M. (2014). Capítulo 1: Aspectos fundamentales para entender la sociolingüística. *Introducción a la sociolingüística hispánica*, pp. 1-17. Malden, MA: Wiley Blackwell.

Garcia, P. & Asención, Y. (2001). Interlanguage development of Spanish learners: Comprehension, production, and interaction. *The Canadian Modern Language Review*, 57(3), 377-401.

Mackey, A., & Gass, S. M. (2016). Chapter 7: Qualitative research. *Second Language Research: Methodology and Design* (2nd ed.), pp. 215-236. New York, NY: Routledge.

Potowski, K. (2004). Student Spanish use and investment in a dual immersion classroom: Implications for second language acquisition and heritage language maintenance. *The Modern Language Journal*, 88(1), 75-101.

B. Language Teaching and Bilingualism

Language Teaching

Antón, M. (2011). A review of recent research (2000-2008) on applied linguistics and language teaching with specific reference to L2 Spanish. *Language Teaching*, 44(1), 78-112.

Brown, H.D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Pearson Education.

Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning*, 53(1), 3-32.

- Ellis, R. (2005). Principles of instructed language learning. *System*, 33, 209-224.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40, 97-118.
- Glisan, E.W., & Donato, R. (2017). *Enacting the work of language instruction: High-leverage teaching practices*. Alexandria, VA: American Council on the Teaching of Foreign Languages.
- Kumaravadivelu, B. (2001). Facilitating negotiated interaction. *Beyond methods: Macrostrategies for language teaching*, pp. 101-130. New Haven, CT: Yale University Press.
- Leeman, J. (2018). Critical language awareness and Spanish as a heritage language. In K. Potowski (Ed.), *The Routledge handbook of Spanish as a Heritage language*, pp. 345-358. New York: Routledge.
- Lightbown, P. & Spada, N. (2013). Chapter 3: Individual differences in second language learning. *How languages are learned* (4th ed.), pp. 75-102. Oxford, UK: Oxford University Press.
- Miller, L., & Gutiérrez, C. (2019). Los hablantes de herencia y la norma lingüística del español estadounidense. *GLOSAS Academia Norteamericana de la Lengua Española*, 9(6).
- Montrul, S. (2011). Heritage language programs. In M.H. Long and C.J. Doughty (Eds.), *The handbook of language teaching*, pp. 182-200. Malden, MA: Wiley-Blackwell.
- Savignon, S.J. (2002). Communicative language teaching: Linguistic theory and classroom practice. *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education*, pp. 1-27. New Haven, CT: Yale University Press.

Bilingualism

- Beardmore, H. B. (2003). Who's afraid of bilingualism? In Dewaele, J. Housen, A., & Wei, L. (Eds.), *Bilingualism: Beyond basic principles*, pp. 10-27. Clevedon, UK: Multilingual Matters.
- Benmamoun, E., Montrul, S., & Polinsky, M. (2013). Heritage languages and their speakers: Opportunities and challenges for linguistics. *Theoretical Linguistics* 39(3-4), 129-181.
- Cummins, J. (2011). Bilingual and immersion programs. In M.H. Long and C.J. Doughty (Eds.), *The handbook of language teaching*, pp. 161-181. Malden, MA: Wiley-Blackwell.
- Edwards, J. (2013). Bilingualism and multilingualism: Some central concepts. In T.K. Bhatia and W.C. Ritchie (Eds.), *The handbook of bilingualism and multilingualism*, pp. 5-25. Malden, MA: Blackwell.

Field, F. (2011). Chapter 1: Bilingualism as a worldwide phenomenon. *Bilingualism in the USA: The Case of the Chicano-Latino Community*, pp. 1-23. Amsterdam: John Benjamins.

García Garrido, M.I., & Fernández Alvares, M. (2011). Una perspectiva histórica de la educación bilingüe en Estados Unidos. *Teoría de la Educación / Sociedad de la Información (TESI)*, 12(3), 41-55.

Lynch, A., & Klee, C. (2005). Estudio comparativo de actitudes hacia el español en los Estados Unidos: Educación, política y entorno social. *Lingüística Española Actual*, 27(2), 273-300.

Montrul, S. (2013). *El bilingüismo en el mundo hispanohablante*. Malden, MA: Wiley-Blackwell.

Toribio, A. J. (2002). Spanish-English code-switching among US Latinos. *International Journal of the Sociology of Language*, 158, 89-119.

Valdés, G. (2005). Bilingualism, heritage language learners, and SLA research: Opportunities lost or seized? *Modern Language Journal*, 89(3), 410-426.

Valdés, G., Fishman, J.A., Chávez, R., & Pérez, W. (2008). Maintaining Spanish in the United States: Steps toward the effective practice of heritage language re-acquisition/development. *Hispania*, 91(1), 4-24.

C. Literatura peninsular

Modernidad temprana/Siglos de Oro (Humanismo/Renacimiento/Barroco)

Poesía

Garcilaso de la Vega, “En tanto que de rosa y azucena”

Luis de León, “¡Qué descansada vida!”

Juan de la Cruz, “La noche oscura”

Luis de Góngora, “Mientras por competir con tu cabello”

Francisco de Quevedo, “Miré los muros de la patria mía”, “Cerrar podrá mis ojos la postrera”

Narrativa

Anónimo, *La vida de Lazarillo de Tormes y de sus fortunas y adversidades* (1554)

Miguel de Cervantes Saavedra, *Novelas ejemplares* (1613): “Rinconete y Cortadillo”; “La Gitanilla”; “La fuerza de la sangre.”

María de Zayas y Sotomayor: *Novelas ejemplares y amorosas* (1637): “La fuerza del amor.”
Desengaños amorosos (1649): “Desengaño Primero. La esclava de su amante”;

Teatro/“Comedia”

Lope de Vega, *Fuenteovejuna* (1619)

Tirso de Molina, *El burlador de Sevilla* (1630)

Siglo XVIII

José de Cadalso, *Cartas marruecas* (1789): Cartas II, IV, VII

Siglo XIX

Poesía del Romanticismo y Posromanticismo

José de Espronceda, *Poesías* (1840): “A la muerte de Torrijos y sus compañeros”; “El verdugo”

Carolina Coronado, *Poesías* (1843): “Libertad”; “El marido verdugo”

Gustavo Adolfo Bécquer, *Rimas* (1871): II, XVII, LIII

Rosalía de Castro, *Follas novas* (1880, ed. bilingüe) “¡Pra A Habana!”, “Negra sombra”; *En las orillas del Sar* (1880): “¡Jamás lo olvidaré!... De asombro llena...”

Costumbrismo/prosa periodística

Mariano José Larra, *Artículos*: “Vuelva Ud. mañana”, “En este país”, “Nochebuena del ‘36”

Narrativa del Realismo

Benito Pérez Galdós, *La desheredada* (1881)

Emilia Pardo Bazán, *Insolación* (1889)

Fin de siècle y Siglo XX

Poesía y prosa modernista y simbolista

Antonio Machado, *Soledades, galerías y otros poemas* (1907): “Yo voy soñando caminos”;

Campos de Castilla (1912): “VI. ¡Soria fría, Soria pura” (de la sección “Campos de Soria”), “XXIX. Caminante no hay camino” (de la sección “Proverbios y cantares”),

Juan Ramón Jiménez, *Eternidades* (1918): “Vino, primero, pura”; *Platero y yo* (1917):

“Advertencia”, “I. Platero”, “III. Alegría”, “VII. El loco”, “XV. Amistad”, “XVII. Perro sarnoso”, “XLIX. Los gorriones”, “LX La muerte”, “XCV. El río”

Gabriel Miró. *Corpus y otros cuentos*: “Las águilas”

Carmen de Burgos. *El perseguidor* (1917)

Narrativa vanguardista

Miguel de Unamuno, *Niebla* (1914)

Teatro vanguardista

Ramón del Valle-Inclán, *Luces de bohemia* (1920)

Federico García Lorca, *La casa de Bernarda Alba* (1945 [escrita en 1936])

Poesía vanguardista y neo-popularista

Jorge Guillén (1928, 1936), *Cántico*: “Las doce en el reloj”; “Perfección”

Vicente Aleixandre, *La destrucción o el amor* (1935): “Unidad en ella”

Luis Cernuda, *La realidad o el deseo* (1936): “Diré como nacisteis...”; “Si el hombre pudiera decir...”; “Los marineros son las alas del amor”

Federico García Lorca, *Romancero Gitano* (1928): “Muerte de Antoñito el Camborio”; *Poeta en Nueva York* (1940 [escrito en 1930]): “Vuelta de paseo”; “La aurora”

Miguel Hernández, *El rayo que no cesa* (1936): “Elegía a Ramón Sijé”; *Viento del pueblo* (1937): “El niño yuntero”; “Aceituneros”; *Cancionero y romancero de ausencias* (1958 [escrito en 1938-41]): “Nanas de la Cebolla”

Narrativa de la posguerra, el Franquismo y el exilio

Ana María Matute, *Primera Memoria* (1959)

Mercé Rodoreda, *La plaza del diamante* (1962)

Teatro del Franquismo y el exilio

Fernando Arrabal, *Picnic* (1961)

Poesía de la posguerra y el Franquismo

Dámaso Alonso, *Hijos de la ira* (1944): “Insomnio”

Blas de Otero, *Pido la paz y la palabra* (1955): “A la inmensa mayoría”; “Pido la paz y la palabra”

Gloria Fuertes, *Antología y poemas del suburbio* (1954): “Autobiografía”

Gabriel Aresti, “La casa de mi padre” (original en lengua vasca: “Nire aitaren etxea”, 1963)

Jaime Gil de Biedma, *Moralidades* (1966): “Apología y petición”; “Barcelona ja no es bona”; *Poemas póstumos* (1968): “Contra Jaime Gil de Biedma”

Narrativa contemporánea (desde 1975)

Rafael Chirbes, *La buena letra* (1992)

Cristina Morales, *Lectura fácil* (2018)

Poesía contemporánea (desde 1975)

Jose Ángel Valente: “Muerte y resurrección”

Joan Margarit, *El primer frío* (1995, original en catalán): “La libertad”

Jaime Siles, *Música de agua* (1983): “Música de agua”; *Himnos tardíos* (1999): “Pasos en el papel”

Ana Rossetti, *Indicios vehementes* (1985): “Chico Wrangler”; “Calvin Klein, Underdrawers”

Luis García Montero, *Completamente viernes* (1998): “Merece la pena (un jueves telefónico)”

Ada Salas, *La sed* (1997): “Hay libros que se escriben sobre la carne misma”, “Aquí”; *Lugar de la derrota* (2003): “Y para qué esta herida”

Jorge Riechmann, “Pablo Neruda y una familia de lobos” (2007)

Raquel Lanseros, “Invocación” (2006)

Teatro contemporáneo (desde 1975)

Juan Mayorga, *La paz perpetua* (2007)

D. Literatura hispanoamericana

Periodo colonial

Crónicas

Cristóbal Colón, *Diario del primer viaje* (10 de octubre de 1492 hasta 15 de marzo de 1493)
y “Carta a Luis de Santángel”

Fray Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias*

Hernán Cortés, *Segunda carta de relación*

Bernal Díaz del Castillo, *Verdadera historia de la conquista de Nueva España*,
(Prólogo; Cap. I, XVIII-XXX, XLII-XLVIII, LII, LVIII-LIX, LXXXV-XCII, XCV)

Álvar Núñez Cabeza de Vaca, *Naufragios*

Inca Garcilazo de la Vega, *Comentarios reales: Libro I, Libro II*

Ensayo

Sor Juana Inés de la Cruz, *Respuesta a Sor Filotea*

Teatro

Sor Juana Inés de la Cruz, *Los empeños de una casa*

Poesía

Sor Juana Inés de la Cruz, “Hombres necios que acusáis” “Este, que ves, engaño colorido”
“Detente, sombra de mi bien esquivo” “Rosa divina que en gentil cultura”

Siglo XIX

Romanticismo

Domingo Sarmiento, *Facundo*

Gertrudis Gómez de Avellaneda, *Sab*

Esteban Echeverría, *El matadero*

Jorge Isaacs, *María*

Realismo

Tomás Carrasquilla, “San Antoñito”

Vicente Riva Palacio, “La máquina de coser”

Naturalismo

Horacio Quiroga, “El almohadón de plumas” “La gallina degollada” “A la deriva”

“El hombre muerto” “El conductor del rápido” “Insolación” “Los mensú”

Baldomero Lillo, “Compuerta número doce” “El chiflón del diablo”

Javier de Viana, “La tísica”

Modernismo

Antología digital

Ensayo

Simón Bolívar, *Carta de Jamaica*

José Martí, *Nuestra América*

Vanguardias

Antología digital

Macedonio Fernández, *El zapallo que se hizo cosmos*

Novela de la Revolución Mexicana

Mariano Azuela, *Los de abajo*

Siglo XX

Ensayo

José Vasconcelos (selección de *La raza cósmica*)

Eduardo Galeano, *Las venas abiertas de América Latina*, “La estructura contemporánea del despojo”

Octavio Paz, *El laberinto de la soledad*, “Máscaras mexicanas”

Fernando Ortiz Fernández, *Contrapunteo cubano del tabaco y el azúcar*

José Carlos Mariátegui, *El problema del indio*

Rita Segato, *Pedagogía de la crueldad*

Nueva narrativa

Alejo Carpentier, *Los pasos perdidos* o *El reino de este mundo*, “El viaje a la semilla”

Adolfo Bioy Casares, *La invención de Morel*

Jorge Luis Borges, *Ficciones*, “El aleph” “Emma Zunz” “El Zahir”

Juan Rulfo, *Pedro Páramo*, “Diles que no me maten” “¿No oyes ladrar los perros?” “Talpa”

María Luisa Bombal, *La última niebla*

Julio Cortázar “Casa tomada” “Las babas del diablo” “La salud de los enfermos” “Cartas de mamá” “El perseguidor” “Carta a una señorita de París” “Las armas secretas” “Axolotl” “La noche boca arriba” “La continuidad de los parques”

Juan José Arreola “El prodigioso miligramo” “El guarda agujas”

José Emilio Pacheco, *Las batallas en el desierto*, “El rey de los asirios”

Augusto Roa Bastos, *Hijo de hombre*

Carlos Fuentes, *Aura*

José Revueltas, *El Apando*

Sergio Ramírez, *Tongolele no sabía bailar*

Ricardo Piglia, *Respiración Artificial*

Hernán Valdéz, *Tejas Verdes*

Gabriel García Márquez, *Cien años de soledad*, “El ahogado más hermoso del mundo”

“La mujer que llegaba a las seis” “Un hombre muy viejo con unas alas muy largas”

Mario Vargas Llosa, *La fiesta del chivo*

Roberto Bolaño, *Estrella distante* o *Nocturno de Chile*

Rodolfo Walsh, *Esa mujer*

Cuentística feminista

Silvina Ocampo, “La casita de azúcar”

María Luisa Bombal, “El árbol”
Rosario Castellanos, “Lección de cocina”
Ana Lidia Vega, “Encancaranublado” “Pollito chicken”
Rosario Ferré, “La muñeca menor”
Elena Poniatowska, “Cine Prado” “Esperanza, número equivocado”
Luisa Valenzuela, “Aquí pasan cosas raras”

Post Boom

Elena Poniatowska, *Hasta no verte, Jesús mío*
Luisa Valenzuela, *Cuentos de Hades*
Samantha Schweblin, *Distancia de rescate*
Elizabeth Burgos y Rigoberta Menchú, *Me llamo Rigoberta Menchú y así nació mi conciencia*
Roberto Bolaño, *La estrella distante o Nocturno de Chile*
Manuel Puig, *Boquitas pintadas*
Cristina Rivera Garza, *El invencible verano de Liliana*

VIII. Master's Thesis Procedure

What is a Master's thesis?

A Master's thesis is a graduate research project, which, once approved, typically is developed during a full academic year. The objective of writing a MA thesis is the development of skills of academic research and writing. Even though the initial inspiration for a Master's thesis research project is often found in the writing of a term paper for a graduate course, the two types of academic writing are very different. Faculty's expectations when reading a MA Thesis are much higher, not only in terms of length (a MA thesis is substantially longer than a term paper) but also in terms of the quality and thoroughness of the research and writing of a MA thesis.

A Master's thesis is a graduate research project with the following key characteristics:

First, the thesis is developed through the various distinct stages of academic research and writing:

- a) Preliminary research for the proposal
- b) Writing of the proposal (which includes the statement of a research question or preliminary argument, the statement of a theoretical framework and methodology, and a proposed bibliography)
- c) Research for the Thesis (Note: in the case of a linguistics study, this may include seeking IRB approval)
- d) Writing of the Thesis
- e) Thesis edits and revisions

The option of completing a Master's thesis may require a 5th semester. Establishing deadlines for each stage with your thesis advisor and keeping them rigorously is fundamental to complete a MA thesis timely and successfully.

Guidelines for writing the thesis

1. When a student decides to write a thesis, s/he should define a specific research topic in consultation with a faculty member prior to the end of the **second semester** or completion of 12 units. The student will then work with a faculty member to develop a proposal of the thesis.
2. While the length of the thesis proposal may vary, a typical proposal is 5 to 10 pages in length. The proposal should contain the following components:
 - a. Clearly stated research question or argument
 - b. Theoretical framework of the proposed study
 - c. Literature review and / or bibliography
 - d. Methodology and research design, where applicable.

3. Early in the **Fall semester of the 2nd year**, the student will request a Thesis Proposal Approval Meeting to discuss the feasibility of the project with three prospective committee members. The faculty members will evaluate the proposal. *If the proposal is not accepted, an exit exam will be recommended as an alternative to writing the thesis.*
4. If the thesis proposal is approved, the student shall form a thesis committee consisting of three faculty members (which may or may not include the original faculty of the proposal): a thesis chair (tenured or tenure-track faculty from within the department), a second reader (from within the department), and a third reader (from outside the department).
5. The thesis may be written in Spanish or English as decided in consultation with the thesis chair. (Theses written in Spanish must include an abstract in English.)
6. Completion of the thesis, from the thesis proposal approval meeting to the final revision and approval from SDSU's Dissertation and Thesis Review Service is expected to take one year.
7. Recommended thesis length varies according to topic; the student should discuss appropriate length with the thesis chair.
8. It is the candidate's responsibility to follow the guidelines for formatting and procedures for filing as established by the Office of Graduate and Research Affairs.
9. The Graduate Studies Advisor should be consulted for clarification of these guidelines or further guidance.
10. Refer to Montezuma Publishing (<https://montezumapublishing.com/>) for formatting and template information.

Addendum: Guidelines for Writing a Master's Thesis: Outline

1. Purpose: clearly stated research question or argument
2. Theoretical framework and proposed literature
3. Methodology
4. Design and population*
5. Methods of data interpretation*
6. Potential impact
7. Preliminary references

*Note: #4 and #5 above apply only to field study observations and/or experimental studies.

IX.

POLICY/PROCEDURES FOR TEACHING ASSOCIATES

These policies are based on and conform to the *Teaching Associate and Graduate Assistant Handbook* published annually by the Graduate Division of San Diego State University. However, the *Handbook* includes much more detailed explanations of the policies. The Department of Spanish and Portuguese, thus, highly recommends that you familiarize yourselves with the *Handbook*.

1. TEACHING ASSOCIATE (TA) APPLICATION PROCESS AND MATERIALS.

1.1 Applicants to the MA Spanish Master's program may concurrently apply for a Teaching Associate position in the department. TAs are required to teach in the academic department in which they are seeking their degree.

1.2 Application Form. All applicants for a Teaching Associate position are required to complete the departmental application form available online on the departmental website.

1.3 Applications for TAships will be reviewed by the ***Graduate Admission and TA Selection Committee***, which includes the Graduate Advisor, Director of the Language Program, the Coordinator of the Program and elected faculty members. This committee will recommend the granting of TA positions for qualified students entering the Master's program based on the following:

- **Interview.** All qualified candidates are required to meet with the **Graduate Admission and TA Selection Committee** for an interview to be conducted in **Spanish and English**. Candidates should check with the Department office to schedule their interview. (Note: Other arrangements, e.g. a Zoom interview, may be made for those qualified candidates who are unable to travel to SDSU for a personal interview.) [See Appendix I for details]
- **Letters of recommendation** included in applicant's file to the Master's degree.

2. CRITERIA FOR TA (AND GA POSITIONS)

2.1 (For new students) Admission to the university.

2.2 (For continuing students) Continuation as a regularly matriculating student.

2.3 Enrolled in a minimum of one course in the term of appointment.

2.4 Maintenance of good academic standing and a minimum of 3.0 GPA in all program-related course work and making good progress towards the degree as verified by the graduate advisor.

2.5. Assignment of no more than 20 hours (50%) of work hours per week.

2.6 In the interest of fostering and maintaining excellence in the instructional program of the Department, the usual initial appointment shall be for 1 or 2 sections of lower division Spanish depending on class availability and budget constraints.

2.7 Scheduling, course to be taught, and unit load will be determined by the Chair in consultation with the Director of Language Program.

3. TRAINING

3.1 Teaching Associates are required to participate in orientation and ongoing training activities. Such activities will include, but are not limited to: 1) Orientation held during the week prior to the beginning of classes each semester; 2) Periodic meetings and workshops during the semester; and 3) Enrollment during the first semester of teaching in SPAN 770.

3.2 It is the policy of the Department that because the position of Teaching Associate is a training or apprenticeship opportunity, the Department will make a conscientious effort to help TAs in need of improvement of their teaching effectiveness and performance.

3.3 All required training and orientation shall be considered part of the workload for the term with the exception of pedagogy courses required as a condition of employment for Teaching Associates and other training for bargaining unit employees required as a condition of employment.

4. REAPPOINTMENT PROCEDURES.

4.1 **Application.** Any TA who wishes to have his/ her appointment continued the following year must submit an application by the department deadline set by the Chair in a timely manner.

4.2 Reappointment for continuing Teaching Associates is based on a comprehensive evaluation of teaching effectiveness/performance produced annually in the spring semester by the **TA Review Committee** according to the following criteria.

- Classroom observations by the Director of the Language Program, Coordinator and other faculty.
- Student evaluations.
- Attendance to required training workshops, meetings, and exam preparation.
- Response to requests for copies of specified materials such as copies of the grade book or grades, and grade breakdown for each student, as well as other instructional material used in their classroom and/or quizzes, and, under special circumstances, daily lesson plans.
- Active involvement in the undergraduate language program.
- GPA and progress toward graduation in the TA's graduate studies will be considered in the reappointment process. All candidates for reappointment must meet academic standards as specified by university policy. [See *TA/GA Handbook* as stipulated in section "Criteria for the Position"].

4.3 **TA Review Committee** will also rank TAs based on this evaluation.

4.4 Reappointment will only be granted if the TA has received a satisfactory evaluation.

4.5 Leaving the TAship or GAship assignment once the semester has begun will be prejudicial towards future assignments.

5. TERMINATION OF APPOINTMENT

- 5.1 According to the CSU/UAW contract, if a student fails to remain academically eligible, the university has five weeks to terminate the TA/GA appointment. Students must also demonstrate satisfactory academic progress and perform assigned duties satisfactorily, or they may be reassigned to other work or denied reappointment. Reappointment may also be denied for budgetary or enrollment considerations. [see *TA/GA Handbook*]
- 5.2 Conditions of appointment are specifically outlined on the Statement of Terms and Conditions, which must be read and signed by the student in order for the appointment to be valid. Departments may recommend termination to the Dean of their college, but removal from an assignment for academic reasons requires the concurrence of the Graduate Dean. The Dean of Graduate Affairs also may initiate the termination of an appointment if the Dean determines that a student's academic progress is unsatisfactory. Only the president of the university or the president's designee may terminate an appointment. In all cases, the student shall be given appropriate notification.

6. DOCUMENTS TO BE MAINTAINED IN DEPARTMENTAL STUDENT FILE.

- Master copy of Application Form
- Master copy of Faculty Recommendations
- Sample copy of interview format and sample of interview questions (Appendix I)
- Sample copy of outline detailing TA training (Appendix II)

Appendix I

SAN DIEGO STATE UNIVERSITY DEPARTMENT OF SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES

GENERAL INTERVIEW FORMAT FOR THE TEACHING ASSOCIATE

All applicants for a Teaching Associate position in the Department of Spanish and Portuguese Languages and Literatures are required to meet with the Teaching Associate Selection Committee for an interview to be conducted in Spanish and English. Interviews will be scheduled through the departmental office. The interview will assess relative strengths and weaknesses in the following areas: oral proficiency in Spanish and English, motivation for the position applied for, general knowledge of the structure and usage of the Spanish and English languages, and overall common sense, as applied to the classroom situation. The purpose of the interview is to assess the potential of the candidate to become an effective language instructor in the Department. (*NOTE: arrangements may be made for those qualified candidates who are unable to travel to San Diego State University for a personal interview.*)

EXAMPLES OF TYPES OF GENERAL QUESTIONS THAT MAY BE ASKED

- A. ¿Qué cualidades debe tener un buen profesor de español?
- B. ¿Qué experiencias has tenido impartiendo clases, dando tutoría o incluso tomando clases de algún idioma que crees que puedan ayudarte si fueras un instructor de español en el departamento?
- C. ¿Qué importancia se debe dar a la incorporación de elementos culturales en la enseñanza del español? ¿Qué papel le da a la gramática?
- D. Why are you interested in a position as a TA (Teaching Association) (or as a GA (Graduate Assistant))?
- E. What are your short-term and long-term professional goals? How do these align with a position as a TA or as a GA in the department?

Appendix II

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TEACHING ASSOCIATE TRAINING FORMAT

A. INITIAL ORIENTATION

A week-long training orientation will be offered for Teaching Associates during the week before classes in the Fall semester: **August 19-23, 2024, from 9 am-5pm each day**. In addition, there will be general Professional Development Workshops and biweekly meetings scheduled for Teaching Associates. Attendance is required of all new and continuing Teaching Associates as scheduled as a condition to their teaching contract with the department. The orientation will include but not be limited to:

1. Introduction to philosophy of text and method.
2. Practicum (demonstrations of sample lessons).
3. General resources (LARC, Instructional Technology Services, etc.)
4. Departmental resources (AV equipment, copy machines, etc.)
5. Experience sharing (by experienced Teaching Associates and/or Lecturers)
6. Organizational tasks (syllabi, daily lesson planning, etc.)
7. Policy questions: grading, significance of grades, arranging substitutes, add/drop procedures, control of the classroom environment (disruptive students, etc.), office hours, class visitations (by Lower-Division Director, Coordinator, Chair of the Department).

B. ONGOING TRAINING

1. Each semester the Director of the Language Program, the Coordinator, or other designated faculty members will make visitations to classes being taught by Teaching Associates.
2. Individual conferences will be scheduled after classroom visits to discuss the TA's teaching performance as part of his/her ongoing training.
3. Each semester there will be professional development workshops meant to assist all TA in the ongoing training process. **Attendance to these workshops is mandatory.**
4. Teaching Associates will be informed of new resources and developments in the field of Second Language Acquisition in order to further their familiarity with pedagogical methodologies.