College: CLAS
Department: Applied Linguistics
Degree: B.A.

Introduction
The Department of Applied Linguistics is home to PSU's Intensive English Language Program (IELP) as well as several degree programs. IELP provides English language instruction for Non-Native speakers or writers of English who wish to improve their skills in the language for academic, professional, or personal reasons. For questions about English-language instruction for Non-Native speakers or writers at any level, please contact the IELP directly. For information about degree programs, please contact Applied Linguistics.

At the undergraduate level the Department of Applied Linguistics offers a B.A. and a minor, as well as a certificate in teaching English as a second language. The major would serve either as preparation for graduate study or as an organizing theme for a rich undergraduate education.

Curricular Goals – B.A. in Applied Linguistics

1. **Knowledge of the Field:** Students will exit the program with a thorough understanding of the field of Applied Linguistics including
    a. the ability to understand and use the technical vocabulary of the field of Applied Linguistics
    b. an understanding of subfields of Applied Linguistics and their relationship to each other
    c. an understanding of the interdisciplinary nature of the field and how Applied Linguistics connects to other fields, including those in the Liberal Arts and the Social Sciences
    d. the ability to talk in some detail about one area of the field.

2. **Analysis Skills:** Students will exit the program with skills in analyzing language data and building arguments around/with language data or issues, including
    a. basic skills for analyzing language data
    b. an ability to understand and use analysis techniques from one or two different traditions of linguistic analysis, such as linguistic theory, psycholinguistics and sociolinguistic modeling
    c. an ability to understand and interpret linguistic data for a variety of purposes, e.g. educational, socio-political, clinical, language description, and theory building
    d. skills for developing, supporting and presenting written and spoken arguments about language issues or involving language data.

3. **Understanding of Theories:** Students will exit the program with a solid understanding of the role and nature of theories in the field of Applied Linguistics, including
    a. an awareness of a range of linguistic and applied linguistic theory and approaches, including those that are most common in the US and elsewhere in the world
    b. the ability to describe the major theoretical issues in applied linguistics, including the status of linguistic and applied linguistic theory
    c. the ability to compare and contrast the purposes and methods of several different theoretical approaches to linguistic phenomena, such as a structural approach, a functional approach, and a critical approach
    d. skills for systematic, theory-drive analysis of language data and skills for systematic data-driven analyses that advance theories of language or applied

linguistics
   e. the ability to apply theories to investigations of language-related problems and their solutions

4. **Application of Knowledge to the World:** Students will exit the program with the ability to apply their linguistic knowledge and analytical skills to a variety of language-related problems in the world, including
   a. the ability to articulate their positions on controversial language issues: theoretical, social, and applied
   b. the ability to speak and write about language data or language issues for a variety of audiences
   c. the ability to understand and use multiple perspectives when observing, analyzing, synthesizing, and problem-solving language-related situations in society
   d. the ability to identify societal issues where knowledge of and training in applied linguistics would be helpful and appropriate.

5. **Understanding of the Affective Nature of Language:** Students will exit the program with a conscious awareness of their own and other people's emotional reactions to language, language issues, and linguistic diversity, including
   a. the ability to describe the role of language in creating individual and group identities
   b. the ability to compare and contrast language communities
   c. the ability to situate themselves as members of a particular language community and identify features of that community
   d. the ability to understand the behavioral and affective learning that occurs as students explore the interaction between culture and language.

6. **Academic and Professional Skills:** Students will exit the program with a skill set that enhances their ability to gain employment or continue on to graduate school, including
   a. Technology:
      i. the effective use of visual support (including Powerpoint) for a professional presentation
      ii. the use of Excel to create tables and figures and the ability to insert them into a text document or Powerpoint file
      iii. the ability to critically assess electronic information (e.g., Wikipedia).
   b. Communication:
      i. the ability to write a professional CV or resumé
      ii. the ability to follow the style conventions for technical writing in this field
      iii. the ability to express language-related ideas to a variety of audiences, including general audiences and those trained in linguistics
      iv. the ability to give an effective presentation (e.g., organization of information, presentation style, interaction with the audience).
   c. Collaboration and Intercultural Skills:
      i. an understanding of cultural and individual differences in communication and work styles
      ii. the ability to promote successful collaboration and resolve conflict within a group
      iii. the ability to interact effectively with speakers from a variety of backgrounds and with a variety of interactional styles.

7. **Linking the Program to Future Goals:** Students will exit the program with an understanding of the scope and sequence of their course of study and how that course of study can apply to their future goals, including
    a. the ability to articulate how their courses form a coherent program and how that program prepares them for employment, graduate school, or other future goals
    b. the experience of reflecting throughout program on knowledge and skills that have been most useful/important to them
    c. a basic understanding of expectations in graduate school and the application process
    d. familiarity with typical employment opportunities for individuals with a BA in applied linguistics.