

Jori Lindley, PhD

Curriculum Vitae

Department of English
California State University, Stanislaus
One University Circle, Turlock, CA, 95382

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Demergasso-Bava Hall 273

EDUCATION

- 2015 **PhD Applied Linguistics**, University of California, Los Angeles
Dissertation: A corpus-based functional study of the meaning and use of *always & never* and related phenomena in American English
- 2013 **Certificate in TESFL (Teaching English as a Second/Foreign Language)**
UCLA Department of Applied Linguistics. 32 units of graduate coursework (exclusive of MA and PhD work) in pedagogical theory and practice, including a practicum.
- 2010 **MA Applied Linguistics**, University of California, Los Angeles
Thesis: *I broke a finger*: A salience-based cognitive model for selecting *a* or *my* with inalienable possessions
- 2006 **BA Linguistics, Russian** (double major), University of Michigan, Ann Arbor
Highest Distinction (BA) & Highest Honors (Linguistics)
Thesis: Linguistic motivations behind “incorrect” pronoun forms in conjoined NPs

EMPLOYMENT

Fall 2020–current

California State University, Stanislaus
Department of English
Assistant Professor of English

Fall 2016–Spring 2020

Purdue University Fort Wayne
Department of English & Linguistics
Visiting Assistant Professor of Applied Linguistics

PUBLICATIONS

- 2022 Lindley, Jori. Connecting grammatical person, humanness, and discourse functions: *Always* progressives as a case study. *Corpus Pragmatics*, 6, 39-62. doi.org/10.1007/s41701-021-00114-3

- 2018 Lindley, Jori. Beyond complaining: Discourse functions of *always* progressives. *Corpus Linguistics & Linguistic Theory*, 16(2), 333-361. doi.org/10.1515/clt-2016-0028
- 2016 Lindley, Jori. Literal versus exaggerated *always* and *never*: A cross-genre corpus study. *International Journal of Corpus Linguistics*, 21(2), 219-249. doi.org/10.1075/ijcl.21.2.04lin
- 2015 Lindley, Jori. *I broke a finger*: A salience-based cognitive model for selecting *a* or *my* with inalienable possessions. *Intercultural Pragmatics*, 12(2), 219-247. <https://doi.org/10.1515/ip-2015-0011>

PROFESSIONAL DEVELOPMENT

FCETL = CSUS Faculty Center for Excellence in Teaching and Learning; RIS = remote instructional support (conducted via Zoom); ACUE = Association of College and University Educators; OAT = CSUS Office of Academic Technology. CSUS = California State University, Stanislaus.

- 2021 **Diversity Crash Course: Inclusive Language.** Workshop, Warrior Cross Cultural Center. Presenter: Miguel Jimenez. Oct. 5.
- 2021 **ACUE Certificate in Effective Online Teaching Practices.** 25-week online course in which participants learn about, discuss, implement and submit reflections regarding over a dozen online teaching practices. Endorsed by ACUE and the American Council on Education (ACE). Completed April 7.
- 2020 **Virtual Summer Institute.** Ten-day online institute run by OAT and focused on course design. Completed Jul. 17.
- 2020 **ACUE Online Teaching Toolkit** Completed Jul. 3.
- 2020 FCETL RIS: **Synchronous Online Teaching.** Presenter: D. Soodjinda. Jun. 20.
- 2020 FCETL RIS: **Academic Integrity** (in the context of online teaching). Presenters: D. Soodjinda, P. Li, D. Zhu, K. Zendarski, and S. Tibrewal. Jun. 17.
- 2020 **Fundamentals of Online Teaching.** Self-directed online course. Completed Jun. 12
- 2020 FCETL RIS: **Google and Google Docs.** Presenter: D. Soodjinda. Jun. 12.
- 2020 FCETL RIS: **Interaction and Engagement** (in the context of online teaching). Presenter: K. Zendarski. Jun. 11.
- 2020 FCETL RIS: **Groups.** (Groupwork in online classes.) Presenters: D. Vargas and K. Zendarski. Jun. 10.
- 2020 **Self-Paced Canvas 101.** Self-directed online course. Completed Jun. 6

AWARDS/FELLOWSHIPS (UCLA)

- 2014 **Dissertation Year Fellowship** (Graduate Division) \$20,000 + one year of tuition
- 2014 **Mangasar M. Mangasarian Scholarship** (privately endowed) \$7,000
- 2013 **Graduate Summer Research Mentorship** (Graduate Division) \$6,000
- 2013 **Mangasar M. Mangasarian Scholarship** (privately endowed) \$10,000

- 2012 **Marianne Celce-Murcia Outstanding Student Teaching Award** (Applied Linguistics Department)
- 2010 **Chancellor Prize** (Graduate Division) \$10,000

CONFERENCE ACTIVITY

Conferences Organized

- 2014 2nd International Conference of the American Pragmatics Association (AMPRA 2), UCLA, Oct. 19-21

Presentations

- 2022 A summary and critical discussion of the research on the relative merits of subtitling and dubbing. Meaning in Translation: Illusion of Precision – the 4th International Scientific Conference of the Riga Technical University Faculty of E-Learning Technologies and Humanities (MTIP 2020), Riga, May 24-26.
- 2020 [Accepted. Conference cancelled due to COVID.] Asking the crowd: Exploring ELLs' use of Q&A websites instead of or alongside traditional resources. American Association of Applied Linguistics (AAAL) Conference, Denver, Mar. 27-31
- 2019 Reasons English Language Learners turn to Stack Exchange. 2019 Indiana TESOL Conference (INTESOL): Teachers as Leaders for Change. Indianapolis, Nov. 2
- 2019 The semantics of propositions and commitments: Does *belief in* signal commitment while *belief that* expresses propositions? Annual Meeting of the Society for the Scientific Study of Religion (SSSR), St. Louis, Oct. 25-27
- 2018 Does *believe in* signal a coalitionary stance? 4th International Conference of the American Pragmatics Association (AMPRA 4), University at Albany, SUNY, Nov. 1-3
- 2018 How grammatical subjects' features (1st/2nd/3rd person and human/non-human) affect the usage of constructions containing them: Two studies. 14th Conference of the American Association of Corpus Linguistics (AACL 14), Georgia State University, Sep. 20-22
- 2016 (Accepted) *Always* progressives are not always complaints: The role of linguistic and extra-linguistic context. 3rd International Conference of the American Pragmatics Association (AMPRA 3), Indiana University, Bloomington, Nov. 4-6
- 2016 Discourse functions of *always V-ing*: Intuition vs. evidence. 13th Conference of the American Association of Corpus Linguistics (AACL 13)/14th Annual Technology for Second Language Learning Conference (TSL 14), University of Iowa, Sep. 16-18
- 2015 (Accepted) A corpus-based study of the functions of "*always + progressive*" constructions. 6th International Conference of the French Association for Cognitive Linguistics (AFLiCo 6), Stendhal University, Grenoble, May 26-28
- 2013 A corpus-based investigation of *always & never*: Tense-aspect preferences and semantic prosody. 11th Conference of the American Association of Corpus Linguistics (AACL 11), San Diego State University, Jan. 19-20

- 2012 Social considerations in dubbing & subtitling. Department of Applied Linguistics 3rd Annual Public Conference: Multilingualism in Institutional Contexts, UCLA, Nov. 2-3
- 2012 *I broke a finger: A salience-based cognitive model for selecting *a* or *my* with inalienable possessions.* 1st International Conference of the American Pragmatics Association (AMPRA 1)/5th International Conference on Intercultural Pragmatics (ICUP 5), University of North Carolina, Charlotte, Oct. 19-21

POSTERS

- 2014 Literal and exaggerated *always* & *never* across genres. 12th Conference of the American Association of Corpus Linguistics (AACL 12), Northern Arizona University, Sep. 26-29
- 2010 A salience-based cognitive model for selecting *a* or *my* with inalienable possessions. 9th Conference of the High Desert Linguistics Society (HDLS 9), University of New Mexico, Nov. 4-6

TEACHING

F, S, W, SUM = fall, winter, spring, summer; GRAD, UG = graduate, undergrad; wr = upper-level writing course; IS = independent study; x 3 = total number of sections taught

California State University, Stanislaus: Assistant Professor

I teach TESOL courses in the English department that serve English and Liberal Studies majors.

TESOL Methods (UG) x2	F22, F20
Second Lang. Acquisition (UG) x 8	F22 (x2), 22-21AY (x3), 20-21 (x3)
English Grammar (UG) x 4	F22, F21, F20
Pedagogical Grammar (GRAD)	S22
Intro. to Language (UG)	S21

Purdue University, Fort Wayne: Visiting Assistant Professor

I taught four courses per semester, for a total of 32 courses, as well as one independent study.

Intro. Linguistics (UG) x 18	19-20AY (x6), 18-19 (x4), 17-18 (x5), 16-17 (x3)
Intro. English Grammar (UG) x 5	S20; F19, 18, 17, 16
Sociolinguistics (GRAD/UG) x 4	S19, 18, 17; F16
TESOL Practicum (GRAD/UG)	F16
Second Lang. Acquisition (GRAD/UG)	S17
Cognitive Linguistics (GRAD/UG)	S19
Historical Linguistics (GRAD/UG)	F18
Intro. to Ling. Theory (GRAD/UG)	F17
Corpus Linguistics (GRAD/UG)	S20

UCLA: Applied Linguistics Teaching Assistants Coordinator (2013-2014 AY)

I led a practicum for entering graduate students, observed those students in their first teaching positions, and held office hours all year for new and continuing instructors.

Teaching Apprentice Practicum (GRAD)	F13
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UCLA: Teaching Assistant/Associate/Fellow – Sole instructor

I held nine positions in which I was the sole instructor. Summer courses met 6-9 hours/week.

Intro. to TESOL (wr) x 2	SUM12, 11
ESL: Adv. Academic Writing x 2	W14, SUM14
ESL: Public Academic Speaking	SUM14
Language & Gender (wr) x 3	SUM10 (x 2), 09
ESL: English & Film	SUM09

UCLA: Teaching Assistant/Associate/Fellow – Discussion sections

Intro. Applied Linguistics (wr)	F12
Intro. to Linguistics	S10
Grammar for TESOL	W10
Intro. to TESOL (wr) x 2	W12, S11
Second Lang. Acquisition (wr) x 3	S14, 13, 12
Language & Gender (wr) x 2	W11, 09

Teaching Abroad: Instructor of English as a Foreign Language

Full-time positions as instructor of record teaching multiple student groups in a school (or two, simultaneously) for approximately 22 hours/week. At three of the schools, I designed my own curriculum and created my own materials.

Základní Škola #2 Public middle school.	Sokolov, Czechia	NOV 2007–JUN 2008
American English Center Private language school. Adults.	Kyiv, Ukraine	SEP–OCT 2007
St. Imre Catholic High School Kossuth Lajos High School Private religious high schools.	Nyíregyháza, Hungary	JAN–JUN 2007
Belvárosi Tagiskola Public elementary school.	Kalocsa, Hungary	SEP–DEC 2006

STUDENT RESEARCH PROJECTS

- 2021 **Faculty Mentor**, Senior Capstone Project
Malika Shoker (English Department, CSUS): “The role of trust and rapport in teaching.”
- 2017 **Outside panel member**, Junior Year Independent Research Project
Ash Shukla (Canterbury High School [private college preparatory school], Fort Wayne): “The mother tongue & the *other* tongue: Non-native English speakers’ ownership of English and changing English language pedagogy in an increasingly English-speaking world.” May 16

WORKSHOPS LED

2014 Corpus linguistics for language instructors. Access Program (U.S. State Department EFL Teacher Workshop), hosted by UCLA Center for World Languages. Mar. 16-24

SERVICE TO PROFESSION

Copy Editor, *Crossroads of Language, Interaction, and Culture (CLIC)*, 2011, vol. 8.

SERVICE TO UNIVERSITY, COLLEGE, AND DEPARTMENT

California State University, Stanislaus

Academic Senate Fall 22-current

Faculty Development Committee Fall 22-current

Curriculum Committee member (College) Fall 22-current

Curriculum Committee at-large member (English Dept.) Fall 21-current

Coordinator of Library Acquisitions (English Dept.) Fall 21-current

Undergraduate advisor for TESOL program (English Dept.) Fall 20-current

RPT (Retention, Promotion, & Tenure) Elaborations Ad Hoc Committee member (English Dept.) Task: Recommend a revision to the elaborations that specifies minimum expectations for early promotion to Associate and full Professor. Fall 21

Purdue University, Fort Wayne

Chair, Grade Appeals Committee, English & Linguistics Dept. 2017-20 AYs

University of California, Los Angeles

Member, Elections Committee, Grad. Student Association (GSA) Winter 2014

Representative (Applied Linguistics Dept.), GSA Humanities Council 2012-14 AYs

Representative (Masters Students), Dept. of Applied Linguistics Fall 2010

COMMUNITY INVOLVEMENT

Committee Member, Fort Wayne–Mawlamyine Exchange Program, 2017-2018.

OTHER WORK EXPERIENCE

Copy-editor of Iwasaki, I. (2013), *Japanese* (Revised edition). Amsterdam, The Netherlands/ Philadelphia, PA. John Benjamins.

Transcribed audio into computer-processable format, to be used in the International Corpus of English (ICE) - Santa Barbara Corpus. 2012.

Copy-editor Yokoyama, O. (2010), *Russian peasant letters: Life & times of a 19th century family*. Wiesbaden, Germany: Harassowitz Verlag.

LANGUAGES STUDIED

English Native speaker.

Russian Three years. BA in Russian Language & Literature, University of Michigan (UM).

German Six years. (One year at UM and five pre-college.)

Hungarian Ten months of immersion & one academic quarter at UCLA.

Middle Egyptian 1.5 years (at UM).

American Sign Language One year (in high school).

Middle English One semester (at UM).

Old English One semester (at UM).

AFFILIATIONS

2019-current Member, CATESOL: California Teachers of English to Speakers of Other Languages

2017-current Member, AAAL: American Association for Applied Linguistics

2019-20 Member, INTESOL: Indiana Teachers of English to Speakers of Other Languages

2017-19 Member, ICLA: International Cognitive Linguistics Association

2015-19 Member, AMPRA: American Pragmatics Association