

**Sherman Wilcox
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University of New Mexico
Albuquerque, NM 87131**

Educational History

1. Ph.D., May 1988. University of New Mexico, Albuquerque, NM. Educational Linguistics. Dissertation: "The Phonetics of Fingerspelling: Kinematic, Temporal, and Dynamic Aspects of Fingerspelling Production."
2. Comprehensive examination paper: "The Thinking Interpreter: Explorations of Expectancy in Sign Language Interpreting" (passed with distinction, October 1986).
3. M.A., July 1976. University of New Mexico, Albuquerque, NM. Special Education.
4. Bachelor of University Studies, December 1974. University of New Mexico, Albuquerque, NM.
5. Indiana University, 1967–1969, music major (oboe).
6. University of Michigan, 1965–1967, music major (oboe).

Employment History: principal positions

1. Chair, 2002-current, Department of Linguistics, University of New Mexico.
2. Associate Professor, 1995–current, Department of Linguistics, University of New Mexico.
3. Assistant Professor, 1988–1995, Department of Linguistics, University of New Mexico.
4. Teaching Associate, Spring 1987, Department of Linguistics, University of New Mexico.
5. Part-time instructor, Summer 1986, University of New Mexico
6. Teaching Assistant, 1985–1986, Department of Linguistics, University of New Mexico.
7. Part-time instructor, 1985–1986, Seminar in Sign Language Interpreting Research (Communicative Disorders 416).
8. Part-time instructor, 1982–1987, University of New Mexico. American Deaf Culture (American Studies 310).
9. Teacher of the hearing-impaired, 1983–1985, Albuquerque Public Schools.
10. Technical editor, 1982–1983, Sperry Flight Systems, Albuquerque, NM.
11. State Coordinator of Services for the Deaf, 1978–1982, New Mexico Division of Vocational Rehabilitation.
12. Assistant Director/Teacher, 1977–1978, Preschool Education Program, Saint Margaret's Center for Children, El Paso, TX.
13. Oboist, 505th Air Force Band, 1969-1973.

Employment History: consultancies

1. Consultant and expert witness, American Sign Language, involving medical malpractice suit in Phoenix, AZ, 1999.
2. Primary consultant, "Prolarti: The Origins of Speech and Gesture: An Interdisciplinary, Multimedia Project." Dr. Liza Bakewell, PI (Brown University). NSF Funded project (\$100,000), 1996-97.

3. Consultant on “Signed language lexicography and multimedia dictionary construction.” University of Barcelona and the Catalan Federation of the Deaf. Sept, 1995, Barcelona, Spain.
4. Consultant on acceptance of American Sign Language as a foreign language, College of Charleston, SC, Nov. 11–12, 1994. Presentation: “What is ASL? The History and Study of American Sign Language.” Council of Exceptional Children, SC.
5. Outside evaluator and consultant, March 1994, University of New Hampshire-Manchester. Responsibilities included review and evaluation of the university’s four-year interpreter training program; meeting with program faculty; consulting with university administration and deaf community representatives.
6. Consultant on acceptance of American Sign Language as a foreign language, Weber State University, Ogden UT, March 1994.
7. Consultant on Acceptance of American Sign Language as a Foreign Language, Georgia State University, Atlanta GA, January 1994.
8. Outside evaluator and consultant, Regional Interpreter Training Grant (California State University Northridge), 1991-1995.
9. Outside evaluator and consultant, 1990, Northeastern University. Responsibilities included review and evaluation of the university’s interpreter education program.
10. Outside evaluator and consultant, 1990, University of New Hampshire. Responsibilities included review and evaluation of the university’s proposal to establish a four-year interpreter training program; meeting with program faculty; consulting with university administration and faculty from foreign language, linguistics, and communicative disorders departments concerning acceptance of ASL as a foreign language.
11. Consultant to Public Defender, January–May 1988, State of New Mexico, on deafness, signed language, and competency of deaf defendant to stand trial.
12. Consultant on American Sign Language bilingual proficiency evaluations, July 1986, City of Albuquerque.
13. Expert witness on interpreting, June 1983, Roswell Public Defenders Office and District Court, Roswell, NM.

Professional recognitions, honors

1. Legislatively Endowed Fellowship (\$2000), Graduate School, University of New Mexico, 1986–87.
2. Certificate of Appreciation, New Mexico Secretary of State, 1980, for work in connection with the New Mexico Deaf Interpreter Act.

Narrative description of research, teaching and service interests**Research**

My scholarly interests are broadly focused on the study of signed language and deafness. This leads to several lines of theoretical and applied research, including the linguistic description of signed languages; the evolution of language; the anthropological description of the deaf community and Deaf culture; the study of the process of simultaneous interpreting; and the interaction of language, culture, and education in the deaf community, including such topics as application of bilingual educational models to deaf education and literacy in American Sign Language (ASL).

Since my doctoral background was in educational linguistics, my initial research was applied in its orientation and focussed on three major areas: theory of deaf education, interpreting, and the teaching of ASL. A major thrust of this early work in deaf education was to bring to bear a cultural understanding of the Deaf community, and the recognition of ASL as a full-fledged but oppressed language, to a new framework for deaf education. Previously, deaf education was almost entirely based on a conception of deaf students as “broken” hearing students — as hearing-impaired. The new understanding that I promote in my work regards deaf students as members of a linguistic and cultural minority. This work was informed by educational theorists such as Paolo Freire, Ira Shor, Henry Giroux, and Vera John-Steiner. Much of this framework appears in my chapter entitled “Struggling for a Voice: An Interactionist Approach to Literacy in Deaf Education,” which appeared in V. John-Steiner, C. Panofsky, & L. Smith (Eds.), *Interactionist approaches to language and literacy*. This chapter was also recently reprinted in B. Brueggemann (Ed.), *Literacy and deaf people*, at Dr. Brueggemann’s request.

In addition to my work on deaf education theory, my work during this period also focussed on the cognitive foundations of simultaneous interpreting, specifically in the signed language context. I attempted to address how a better understanding of how language works and how people produce and comprehend language could inform a model of interpreting that would move it beyond a view that interpreters merely serve as conduits for messages. I have recently returned to this work in a chapter written with my colleague, Barbara Shaffer, which will appear in an edited volume on signed language interpreting.

My work on teaching signed languages at this time focussed primarily on the development of an educational tool that is available to most language students: a bilingual dictionary. Although dictionaries of ASL existed, they were based on print media and suffered several limitations: they could not depict the movement of signs in an effective way (typically, movement was depicted by superimposing arrows, circles, and such on still images of signs); they rarely presented definitions; and, because ASL has no standardized writing system, searching ASL dictionaries was artificially constrained (with one exception, lexical entries in ASL dictionaries are arranged in alphabetical order by their primary translation into English; searching directly for an ASL term would require the dictionary user to search each picture in the entire dictionary).

The one exception was the *Dictionary of ASL on Linguistic Principles* (often called the DASL) compiled by William C. Stokoe, an early pioneer of linguistic research on ASL, and his deaf colleagues at Gallaudet University in Washington, DC. I had become one of Stokoe's colleagues, and proposed to him that we attempt to computerize the DASL, to construct a multimedia DASL that we called the MM-DASL. In 1990 we received a Small Business Innovation Research (SBIR) grant from National Institutes of Health to study the feasibility of such a project. Upon the completion of the feasibility phase of this grant, we subsequently wrote and received a development grant of \$500,000 to construct a prototype MM-DASL. This second phase grant was under the auspices of a small business operated by a video production company based in Burtonsville, MD. While the development efforts were quite successful, resulting in a working dictionary which was bilingually searchable (that is, the user could search for an ASL term by entering its English translation, or could search directly for the ASL entry by specifying its 'pronunciation' — the formational parameters of the ASL word), the prototype unfortunately never became a marketable product due to financial difficulties within the video production company. Nevertheless, the MM-DASL development had an impact on many other dictionary development efforts both nationally and internationally. During and after the MM-DASL project, I presented at a number of European and U.S. conference on computer-based dictionary development, including invited papers at a NATO-sponsored conference in Holland and an international workshop on "The Future of the Dictionary" in Grenoble, France. Over a period of several years after the MM-DASL project, I was often asked to consult on other projects, for example in Britain, the Netherlands, and Spain. In 2001 I was invited to present a paper documenting the MM-DASL development at the International Conference on Dictionaries and the Standardization of Language held at Gallaudet University.

My research in linguistics is primarily directed at the description and analysis of signed languages. This research started with my work on American Sign Language but now has extended to a cross-linguistic scope that includes collaborations with colleagues working on Italian Sign Language (in Rome), Catalan Sign Language (in Barcelona), and Tunisian Sign Language (in Tunis). Much of this work has been influenced by the work of Joan Bybee, in our department, and has focused on the expression of modality (how languages express concepts such as necessity, permission, obligation, and so forth).

My theoretical framework is predominantly based on the cognitive linguistic approach to language as developed by the UCSD linguist Ronald Langacker and cognitive scientists such as Peter Gärdenfors, which examines how language is based on cognitive processes such as categorization, abstraction, and generalization, as well as how these cognitive processes are embodied in perceptual and motoric abilities. The application of this approach has led me to examine in a new light aspects of signed languages that were previously either neglected or actively ignored, such as iconicity (resemblance between form and meaning) and the interface of language and gesture. I have proposed a new approach to understanding iconicity informed by cognitive linguistics which I have called cognitive iconicity. Previous approaches often have assumed that iconicity is a relation between a linguistic form and something in the real world. Cognitive linguistics claims that both meanings and forms are conceptual. In my work I propose

that iconicity is a distance relation in conceptual space: when one's conception of linguistic form and of linguistic meaning are relatively close in conceptual space the relation is seen as iconic, when the two are distant in conceptual space the relation is seen as arbitrary. This approach requires that we describe the nature of conceptual spaces and determine some metric for measuring distance between these spaces.

My work on language and gesture has focussed on the interface between these two systems. It often comes as a surprise to those not familiar with signed language research to find that linguists typically reject any link between signed languages and gestures. This is understandable when one considers that for centuries signed languages were not regarded as true human languages, but were seen instead as 'merely' gesture, lacking any grammar and not suitable for full and complete communication. Early signed language linguists were strongly motivated to refute this conception of signed languages and to demonstrate that they were in fact full human languages with sophisticated lexicons and complex grammars.

I, along with some of my students and colleagues, believe it is time to move beyond this position. While it is certainly true that signed languages are full and complete human languages, it is also true, I believe, that gesture can become incorporated into signed languages. Over the past several years, I have been developing a model, again informed by cognitive linguistics but extended to include data from gesture, that demonstrates how two broad types of gesture may be incorporated into signed languages. The first type consists of manual gestures which become incorporated into signed languages as lexical signs. A well-known linguistic process called grammaticization, by which grammatical elements of language develop from lexical sources, then acts on these lexical signs, producing signs with grammatical function. The second type consists of a more abstract type of gesture, including facial gestures and changes to the way the movement of a gesture is made (called manner of movement). My proposal is that these gestures also become incorporated into signed languages, first as prosodic devices (analogous to intonation in spoken languages). These prosodic elements then also codify as purely linguistic elements. In this case, however, they move directly to grammatical function, bypassing the lexical stage seen for the first type of gesture.

A preliminary version of this model is presented in my articles in *Gesture* (using data from ASL, Italian Sign Language, and Catalan Sign Language) and *Cognitive Linguistics* (both appeared in 2004). I am currently working on applying this model to an analysis of data from the study of modality in ASL in my forthcoming chapter in the volume edited by William Frawley.

Another way to state this position is that this line of research examines how something which is not language (i.e., gesture) becomes language. This developmental view is fully compatible with and informed by historical views of language change such as grammaticization theory. It also can be extended to the realm of language origins and the evolution of language, motivating the study of how language emerged in our species.

My work on the evolution of language has extended through a long period of my academic life, beginning with the publication in 1995 of *Gesture and the Nature of Language* (GNL), written with my colleagues David Armstrong and William C. Stokoe, and continuing through several other publications and conference papers. My work in this area represents an attempt to explore the integration of several theoretical streams, including the application of cognitive and functional linguistic theories to language evolution, a re-examination of gestural theories, and an examination role of visual perception and manual motor activities on those cognitive abilities that underlie language. With David Armstrong, I am currently working on a manuscript (we have a contract and have received an advance on royalties from Oxford University Press) which updates and extends the work that originally appeared in GNL. This volume, in addition to exploring the role of gesture in non-human primates more thoroughly than did GNL, incorporates my recent work described above on the two routes by which gesture becomes codified as (signed) language.

Teaching

I must say that of all the responsibilities I face as a university professor, teaching is the most challenging — at times the most rewarding, but also, in all honesty, sometimes the most discouraging. After many years of writing research papers I fairly competent in my abilities as a scholar. After two years as a chair, I feel that I am on my way to becoming a competent administrator. But after nearly 30 years teaching in various settings — in a private psychiatric treatment facility working with emotionally disturbed children, in public school classrooms teaching deaf adolescents, and now as a professor in a university working with undergraduate and graduate students — I often feel that I am no closer to knowing how to be a teacher than when I started.

My teaching duties have focussed on two areas in our department: the undergraduate program in signed language interpreting, and linguistics at the undergraduate and graduate level. In the signed language interpreting program, my primary responsibilities are in the more theoretical courses, including a seminar on interpreting theory, a course on language and culture in the deaf community, and a signed language linguistics seminar. In linguistics, I have taught Linguistics 101 and found it to be a challenging but quite satisfying experience, finding methods to introduce students to linguistic concepts in a way that connects with their experience. At the graduate level I have taught core courses in our MA and Ph.D. programs such as Functional Syntax as well as seminars on topics such as linguistic motivation and the evolution of communication. My experience mentoring students has included working with undergraduate students in the McNair program, with undergraduate honors students, and with graduate students in linguistics and educational linguistics.

I have in recent years become deeply involved in learning and applying ways to improve undergraduate education. I was selected to teach in the first group of Freshmen Learning Community courses and continued for an additional year. I currently serve on the FLC advisory committee. I also participated in the Hewlett Cluster Course project, teaching Linguistics 101 in a course designed to explore persuasion in language and music with colleagues Dr. Karl

Hinterbichler in music and Dr. Charles Paine in English. I try to apply what I have learned in these experiences to my own courses, as well as share with my colleagues both the benefits and potential problems that I have discovered.

In my role as chair over the past two years, I have made improving the undergraduate experience a high priority. In 2002 I wrote and received a Teaching Allocation Subcommittee grant to begin revising the Linguistics 101 curriculum to incorporate a more experiential, student-centered approach. One goal of that project was to discover ways to introduce students to ways in which linguistic study are critical to New Mexico and its people — Native Americans, Spanish speakers, deaf people, and so forth — and to introduce students to UNM faculty working on these issues. Although that project has ended, the work of the project continues in the revitalized support that we provide to our Linguistics 101 Teaching Assistants, primarily under the supervision of the department's Linguistics 101 coordinator.

My years of experience in the Signed Language Interpreting Program taught me that one key to success in undergraduate education is fostering a sense of community among students. The two years that I taught in the Freshman Learning Community program strengthened this belief. As chair, I have attempted to apply this lesson to our undergraduate program in linguistics. The result was the implementation of two new programs: a new student (undergraduate and graduate) orientation held at the beginning of each academic year during which students and faculty become acquainted with each other and our department; and an undergraduate student "get together" held each spring. Although these programs have only taken place twice, reports from students and faculty alike indicate that they are well-received and appreciated.

One other area that I have tried to foster is undergraduate honors. Historically, the department had seen only a few students seek undergraduate honors. With the support of key faculty in linguistics and the signed language program, I implemented a program to strengthen interest in honors, make available support to students for conducting honors research projects, and recognize student excellence at a public event — this year this recognition took place during the 2004 Sign Fest performance held in Popejoy Theater, but we plan to incorporate this as a regular part of our spring departmental graduation convocation.

If there is an overarching philosophy in all of this, it is summed up in a passage by John Dewey that has had a powerful influence on my thinking about teaching and learning. Dewey wrote that "Knowledge is not just something which we are now conscious of, but consists of the dispositions we consciously use in understanding what now happens. Knowledge as an act is bringing some of our dispositions to consciousness with a view to straightening out a perplexity, by conceiving the connection between ourselves and the world in which we live." As a teacher, I believe that my role is to pose perplexities from the world around us, perhaps where none would seem to be found, to model curiosity and wonder in the face of these perplexities so that students will feel open to their own sense of discovery, and to bring to bear the knowledge and skills of a community of scholars and learners who will guide and assist students as they begin to construct their own knowledge.

Service

I have a deep commitment to service to the department, the university, my community, and my profession. Over the course of my professional life, I have maintained a high level of service on departmental and university committees. I participate in departmental service in three major areas: on committees related to the department as a whole, on committees related to the signed language interpreting program, and on the interdisciplinary Educational Linguistics Doctoral program committee which is administered jointly by the Department of Linguistics and the College of Education's Department of Language, Literacy, and Sociocultural Studies.

Starting in 2002, I began a four-year term as chair of the Department of Linguistics. During my term as chair I have also actively sought to serve on several college and university level committees, including the Arts and Sciences Tenure and Promotion Committee and the Joint BS-MD program with the School of Medicine. I have also worked extensively with the College of Education, the New Mexico School for the Deaf, and the Department of Linguistics over several years in an ongoing effort to design and implement a masters degree in deaf education.

My service to the community primarily is focused on improving interpreting services to our state's deaf citizens. I worked with the legislature to mandate the use of interpreters in legal and administrative settings. For many years I served as a community interpreter for theatrical, community service (medical, educational, and so forth), and public events. Even though I no longer find the time to serve my community as an interpreter, I continue to maintain my Registry of Interpreters for the Deaf (RID) professional interpreting certificate, which requires that I participate in an ongoing certificate maintenance program and earn continuing education units. I do this because I strongly believe that it sets a model for our undergraduate students in signed language interpreting, and because it shows the community that UNM's signed language interpreting program is committed to professional standards.

I have served the interpreting profession in a number of other ways over the years, including serving on the board of the local RID; maintaining national membership in the national RID; and serving on a national committee of the Conference of Interpreters Trainers mandated to design a program evaluation system.

In addition to my service to the field of interpreting, I have been actively involved in serving my other profession, the field of linguistics. In 1995 I was the local organizer for the conference of the International Cognitive Linguistic Association (ICLA). I have continued to serve on organizing committees of ICLA up to and including the next conference, to be held in July, 2005 in Seoul, Korea. In addition, since 1995 I have taken on the responsibility of assisting ICLA in providing signed language interpreter services at their international conferences so that deaf graduate students and scholars can participate.

My service to the profession also includes serving on editorial boards of national and international journals, including *Sign Language Studies*, *Gesture*, and the newly formed *Annual*

Review of Cognitive Linguistics. I served as editor in chief of RID's *Journal of Interpretation* and was the first editor of the journal *Evolution of Communication* for several years.

I routinely review manuscripts for a number of publishers, including Harvard University Press, Cambridge University Press, University of Chicago Press, Oxford University Press, Gallaudet University Press, and several others. I am often asked to review grant proposals by agencies such as the National Science Foundation, National Institutes of Health, European Science Foundation, and Israel Science Foundation. I am frequently requested to serve in various consulting capacities, including expert testimony in legal cases involved interpreters or deaf clients, and test item construction in the area of signed language and deafness.

I believe one area of service deserves special mention. I have become recognized as somewhat of an expert in the area of acceptance of American Sign Language in fulfillment of foreign language requirements in universities and high schools. My work in this area, which has extended over a period of almost 20 years, includes maintaining a website clearinghouse on the topic; consulting with universities, including making presentations to university committees and public lectures on this topic; and making numerous appearances in local and national newspaper stories. I have been told by many people that my work in this area has had a profound impact on university and legislative policy in a number of states. A search on google for “‘Sherman Wilcox’ ASL foreign language’ will demonstrate the widespread impact that my service in this area has had.

Scholarly achievements

Books authored or co-authored

1. *Gesture and the Nature of Language*. David Armstrong, William C. Stokoe, and Sherman Wilcox. Cambridge University Press, 1995.
[Korean translation published by Hankookmunhwasa, Seoul, Korea, 2003.]
2. *Learning to See: American Sign Language as a Second Language*. Sherman Wilcox and Phyllis Wilcox. Second edition, Gallaudet University Press, 1997.
[Portuguese translation published by Editora Arara Azul, Brazil, 2005.]
3. *The Phonetics of Fingerspelling*. Sherman Wilcox. John Benjamins, Amsterdam, 1992.

Books edited or co-edited

1. *Cognitive approaches to signed language research*. Special issue of *Cognitive Linguistics* 15-2. Janzen, T. and S. Wilcox (eds.). 2004. Berlin: Mouton de Gruyter.
2. Hiraga, M., Sinha, C., and S. Wilcox (eds.). 1999. *Cultural, psychological and typological issues in cognitive linguistics*. Amsterdam: John Benjamins
3. *Academic Acceptance of American Sign Language*. Sherman Wilcox, editor. Linstok Press, Silver Spring, MD, 1992.
4. *American Deaf Culture: An Anthology*. Sherman Wilcox, editor. Linstok Press, Silver Spring, MD, 1989.
[Japanese translation published by Akashi Shoten Co., Ltd., Japan, 2001.]
5. *New Dimensions in Interpreter Education: Evaluation and Critique*. (Proceedings of the 6th Annual Convention). Sherman Wilcox, editor. Conference of Interpreter Trainers, 1989.

Articles in refereed journals

1. "Conceptual spaces and embodied actions: Cognitive iconicity and signed languages." *Cognitive Linguistics*, 15:2, 119-147, 2004.
2. "Introduction: Cognitive dimensions of signed languages" (with Terry Janzen). *Cognitive Linguistics*, 15:2, 113-117, 2004.
3. "Gesture and language: Cross-linguistic and historical data from signed languages." *Gesture*, 4:1, 43-75, 2004.
4. "Mappings in conceptual space: Metonymy, metaphor, and iconicity in two signed languages" (with Phyllis Perrin Wilcox and Maria Josep Jarque). In special issue of *Jezikoslovlje* (edited by K. Panther and L. Thornburg), 4.1, 139-156, 2003.
5. "The Multimedia Dictionary of American Sign Language: Learning lessons about language, technology, and business." *Sign Language Studies*, 3(4), 379-392, 2003.
6. "Making meaning" (with Gabriel Waters). Commentary on Stuart Shanker and Barbara King, "The emergence of a new paradigm in ape language research." *Behavioral and Brain Sciences*, 25, 644-45, 2002.
7. "Commemorative: William C. Stokoe." (Invited by editor Thomas Sebeok) *Semiotica*, 133 (1), 1-14, 2001.
8. "Searching for language: Process not product." *Sign Language Studies*, 1(4), 333-343, 2001.

9. "Structural generativity, meaning generation, and the origins of language." Commentary on T. Crow, "Sexual selection, timing and the descent of man: A theory of the genetic origins of language." *Cahiers de Psychologie Cognitive/Current Psychology of Cognition*, 17(6), 1215-1220, 1998.
10. Review article, "Not from Jove's brow." Review of *The Information Continuum: Social Information Transfer in Monkeys, Apes, and Hominids* (Barbara King). *Language and Communication*, 16(2), 179-192, 1996.
11. "Representation of the dynamic elements of signs: Issues in the development of the Multimedia Dictionary of American Sign Language." (with Joanne Scheibman). *Journal of Contemporary Legal Issues* (6), 463-479, 1995.
12. "Signs of the origins of syntax." (with David Armstrong and William C. Stokoe). *Current Anthropology*, Fall 1994.
13. Comment on Robbins Burling, "Primate Calls, Human Language, and Nonverbal Communication." *Current Anthropology*, February, 1993.
14. "The Structure of Signed and Spoken Languages." *Sign Language Studies*, 67, 141-151, 1990.
15. "The Enculturation of BoMee: Looking at the World through Deaf Eyes." (with Joanne Corwin). *Journal of Childhood Communicative Disorders*, 13(1), 63-71, 1990.
16. Preparing the Educational Interpreter: A Survey of Sign Language Interpreter Training Programs. (with Christine Dahl). *American Annals of the Deaf*, 135(4), 275-279, 1990.
17. Introduction: Academic Acceptance of American Sign Language. *Sign Language Studies*, 59, 101-108, 1988.
18. Commentary on Third Culture. *Journal of Interpretation*, 4, 47-48, 1987.
19. Breaking Through the Culture of Silence. *Sign Language Studies*, 55, 163-174, 1987.
20. Meeting Students Affective Needs: Personality Types and Learning Preferences. (with Karen Doerfert). *Journal of Interpretation*, 3, 35-45, 1986.
21. Review of Everyone Here Spoke Sign Language by Nora Ellen Groce. (with Ilene Weiss). *Sign Language Studies*, 51, 185-188, 1986.
22. The Search for the Empty Cup Continues. (with Kim Corwin). *Sign Language Studies*, 48, 249-268, 1985.
23. Schema Theory and Language Interpretation: A Study of Sign Language Interpreters. (with Phyllis Wilcox). *Journal of Interpretation*, 2, 84-93, 1985.
24. STUCK in School: A Study of Semantics and Culture in a Deaf Education Class. *Sign Language Studies*, 43, 141-164, 1984.
25. Schema Theory and Language Interpretation: A Study of Sign Language Interpreters. (with Phyllis Wilcox). *Journal of the Linguistic Association of the Southwest*, 6(1), 56-63, 1983.
26. The Myers-Briggs Type Indicator: Personality Types of Sign Language Students. *RID Interpreting Journal*, 1(1), 39-50, 1981.

Chapters appearing in edited volumes

1. "Struggling for a voice: An interactionist approach to literacy in deaf education." In B. Brueggemann (Ed.), *Literacy and deaf people*, pp. 157-191. Washington, DC: Gallaudet University Press, 2004. [Invited reprint of chapter previously published in V. John-Steiner, C.

- Panofsky, & L. Smith (Eds.), *Interactionist Approaches to Language and Literacy*, Cambridge University Press, 1994.]
2. "Hands and bodies, minds and souls: What can signed languages tell us about the origin of signs?" In M. Alac & Violi (Eds.), *In the beginning: Origins of semiosis*, pp. 137-167. Turnhout: Brepols, 2004.
 3. "Origins of signed languages." In M. Marschark and P. Spencer (Eds.), *Oxford Handbook of Deaf Studies, Language, and Education*, pp. 305-318.. Oxford University Press, 2003.
 4. "American Sign Language." In W. Bright (Ed.), *Oxford International Encyclopedia of Linguistics* (second edition). Oxford University Press, 2003.
 5. "The Iconic Mapping of Space and Time in Signed Languages." In L. Albertazzi (ed.), *Unfolding Perceptual Continua*, pp. 255-281. Amsterdam: John Benjamins Publishing Company, 2002.
 6. "The Gesture-Language Interface: Evidence from Signed Languages." In R. Schulmeister and H. Reinitzer (Eds.), *Progress in sign language research: In honor of Siegmund Prillwitz*, pp. 63-81. Hamburg: Signum Press, 2002.
 7. "William C. Stokoe and the Gestural Theory of Language Origins." In D. Armstrong (ed.), *William C. Stokoe and the study of signed languages*, pp. 118-130. Washington, DC, Gallaudet University Press, 2001.
 8. "Sign Language Pragmatics." *Handbook of pragmatics*. Amsterdam: J. Benjamins, 1-20, 2000.
 9. "The Ritualization and Invention of Language." In B. King (ed.), *Evolution of language: The evidence from nonhuman primates*, pp. 351-384. Santa Fe: School of American Research Press, 2000.
 10. "Teaching ASL in the Undergraduate Program" (with Phyllis Perrin Wilcox). In J. Rosenthal (ed.), *Handbook of Undergraduate Second Language Education*, pp. 115-137. Erlbaum, 2000.
 11. "Deafness and Sign Language Instruction." In B. Spolsky (ed.), *Concise encyclopedia of educational linguistics*. London: Elsevier, 1999.
 12. "The Gestural Expression of Modals in American Sign Language." In S. Fleischman & J. Bybee (Eds.), *Mood and modality*, pp. 135-162. Amsterdam: John Benjamins, 1995.
 13. "The Deaf Community and Culture." Entry in R.E. Asher and J.M.Y. Simpson (Eds.), *Encyclopedia of language and linguistics*. Pergamon Press and Aberdeen University Press, 1993.
 14. "Struggling for a Voice: An Interactionist Approach to Literacy in Deaf Education." In V. John-Steiner, C. Panofsky, and L. Smith (Eds.), *Interactionist approaches to language and literacy*, pp. 109-138. Cambridge University Press, 1994.
 15. "The Multimedia Dictionary of American Sign Language." Proceedings of ASSETS Conference, Association of Computing Machinists, 1994.
 16. "Multimedia Dictionary of American Sign Language." (with William C. Stokoe). In F. Coninx and B.A.G. Elsendoorn (Eds.), *Interactive technologies for the deaf*, Berlin: Springer Verlag, 1994.

17. Deaf Culture, American Sign Language, and the Training of Sign Language Interpreters. (with Phyllis Wilcox). Proceedings of the 25th Annual Meeting of the American Translators Association, P. Newman (Ed.), Learned Information, 459–465, Medford, NJ, 1984.

Other writings

1. “Rethinking classifiers” (with Sarah Hafer). Book review of K. Emmorey (Editor), *Perspectives on classifier constructions in sign languages*. *Journal of Deaf Studies and Deaf Education*, 9(3), 362-3, 2004.
2. American Sign Language as a Foreign Language. (with Joy Peyton). *ERIC Digest*, Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, Washington, DC, 1999.
3. “Sign languages.” Entry in Microsoft Encarta 1997 CD-ROM Encyclopedia.
4. University of New Mexico Survey Summary. (with Phyllis Wilcox). *RID Views*, 8(3), July-August, 1991.
5. Teaching ASL as a Second Language. (with Phyllis Wilcox). *ERIC Digest*, Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, Washington, DC, 1991.
6. Designing Curricula to Teach American Sign Language as a Second Language. (with Phyllis Wilcox). *ERIC Digest*, Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, Washington, DC, 1990.
7. Foreign Language Requirement? Why not American Sign Language? *ERIC Digest*, Educational Resource Information Center (ERIC), Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, Washington, DC. August 1989.
8. The Case for Academic Acceptance of American Sign Language. (with Stephen Wilbers). *The Chronicle of Higher Education*, July 1, 1987: 30.
9. Bibliography on Deaf Culture, American Sign Language, and the Training of Sign Language Interpreters. In Background Report #18, The Consumers Perspective: A Survey of the Perceptions of Deaf and Hearing Impaired Persons Who Have Been to Court. (with Phyllis Wilcox). *The New Jersey Supreme Court Task Force on Interpreter and Translation Services*, December 1984.

Works in Progress

Accepted for publication

1. *Vision to Voice* (tentative title, with D. F. Armstrong). Oxford University Press (contract in hand, advance on royalties paid).
2. “Signed languages.” In D. Geeraerts and H. Cuykens (Eds.), *Handbook of cognitive linguistics*. Oxford University Press, forthcoming 2005.
3. “Towards a cognitive model of interpreting” (with Barbara Shaffer). In T. Janzen (ed.), *Fundamentals of signed language interpretation: Theory and practice*. Amsterdam: John Benjamins, forthcoming.
4. “Language from gesture.” Commentary on Dean Falk, “Prelinguistic evolution in early hominins: Whence motherese?” *Behavioral and Brain Sciences*, 27:4, forthcoming 2004.

Submitted for publication***In preparation***

1. Cognitive Approaches to Signed Language Research (tentative title). T.J. Janzen and Sherman Wilcox, (editors). Mouton de Gruyter. 15 chapters by international researchers.
2. "Making meaning in American Sign Language." Invited chapter in festschrift for Klaus-Uwe Panther, to be published May 2006.
3. "Feeling Metonymy and Metaphor: Evidence from American Sign Language Morphology." (with Phyllis Perrin Wilcox). In K. Panther and L. Thornburg (eds.), *Metonymy and Metaphor in Grammar*. Berlin: Mouton de Gruyter.
4. "Hands and faces: How properties of language emerge from properties of gesture." (with Gabriel Waters). Invited chapter in volume on gesture to be published by the American Society of Primatologists in their Book Series "Special Topics in Primatology" (J. Wallis, editor).
5. "Iconicity in Signed Languages." Invited 2000 word essay in *Encyclopedia of language and linguistics* (Keith Brown, editor-in-chief). Oxford: Elsevier, in preparation.
6. "Empirical methods in signed language research" (with Jill Morford). Invited chapter in *Empirical Methods in Cognitive Linguistics*. Amsterdam: John Benjamins, in preparation.
7. "Modality in ASL" (with Barbara Shaffer). In W. Frawley (ed.), *Modality*. Berlin: Mouton de Gruyter.
8. Modality and subjectivity in Catalan Sign Language (with Maria Josep Jarque, planned for submission to *Annual Review of Cognitive Linguistics*).

Invited or refereed presentations; summer teaching; workshops

1. "Language and Gesture." Invited one-week course, ABRALIN (Linguistic Association of Brazil) Conference, Brasilia, Brazil, February 21-25, 2005.
2. "Routes from Gesture to Language." Plenary address, ABRALIN (Linguistic Association of Brazil) Conference, Brasilia, Brazil, February 19, 2005.
3. "Gesture, Prosody, and the Rise of Linguistic Structure: Evidence for a Gesture-Language Interface in Three Signed Languages." Invited paper, International Colloquium, Verbal and Signed Languages: Comparing Structures, Constructs and Methodologies, October 4-5, 2004, Università Roma Tre, Rome, Italy.
4. "Overcoming 'Disability': Diversity and the Deaf Community." Invited paper presented at the National Symposium on Multicontextuality, Unity and Diversity in a Pluralistic Society, September 17-19, Albuquerque, NM.
5. "Fictive Motion, Manner of Motion, and Cognitive Iconicity: Data from American Sign Language." International Cognitive Linguistics Conference, Logroño, Spain, July 2003.
6. "Feeling Metonymy and Metaphor: Evidence from American Sign Language Derivational Morphology." International Cognitive Linguistics Conference, Logroño, Spain, July 2003.

7. "Gesture, intonation, and morphology in signed languages: From how to what." Invited seminar, Institute for Theoretical Linguistics, Ludwig-Maximilians-University of Munich, July 2003.
8. "The gesture-language interface: Evidence from signed languages." Invited public lecture, Ludwig-Maximilians-University of Munich, July 2003.
9. "Language and gesture: Cross-linguistic and historical data." Invited presentation at the conference on Linguistic Theories and Language Diversity, University of Colorado Boulder, Boulder, May 2003.
10. "Feeling Metonymy and Metaphor: Evidence from American Sign Language Derivational Morphology." Georgetown University Roundtable, Washington, DC, February 2003
11. "The Iconic Mapping of Autonomous-Dependent Structures in Signed Languages." Georgetown University Roundtable, Washington, DC, February 2003
12. "The Multimedia Dictionary of American Sign Language: Learning Lessons about Language, Technology, and Business." Invited presentation, International Conference on Dictionaries and the Standardization of Language (Gallaudet University Press Institute), November 7-8, 2001, Gallaudet University, Washington DC.
13. "Cognitive linguistics, gesture, and signed languages." Invited workshop, Cognitive science lecture series, University of Turku, Finland, October 2001.
14. "Conceptual spaces and bodily actions: Cognitive linguistics and signed languages." Invited plenary presentation, 7th International Cognitive Linguistic Conference, July 22-27, 2001, Santa Barbara, CA.
15. "The interplay of subjectivity, gesture, and prosody: POSSIBLE and IMPOSSIBLE in Italian Sign Language." Presentation to National Research Council, Rome, July 16, 2001.
16. "What can signed languages tell us about the origins of semiosis?" Invited presentation at conference on the Origins of Semiosis, University of San Marino, San Marino, Italy, May 2000.
17. "Gesture, icon, and symbol: The expression of modality in signed languages." Invited keynote presentation at the Berkeley Linguistics Society, Berkeley, Calif, Feb. 2000.
18. "Gesture, icon, and symbol: What signed languages can tell us about the emergence of grammar." Invited keynote presentation at the Linguistic Association of Canada and the United States (LACUS), Rice University, Houston, TX, July 2000.
19. "The emergence of grammar from word and gesture: A cross-linguistic study of modal verbs in three signed languages." Wilcox, S., Shaffer, B., Jarque, M. J., Valenti, J. M., Pizzuto, E., & Rossini, P. (2000). Paper presented at the 7th International Conference on Theoretical Issues in Sign Language Research, Amsterdam, July 2000.
20. "William C. Stokoe and the gestural theory of language origins." Invited speaker at the conference William C. Stokoe and the Study of Signed Languages (Conference to honor the life and work of William C. Stokoe). October 15-17, 1999, Gallaudet University, Washington, D.C.
21. Invited workshop on sign language lexicography, University of Barcelona and Center for Catalan Sign Language Studies, Barcelona, Spain, July 17-23, 1999.

22. "Cognitive linguistic approaches to signed language research." Organized this Theme Session for the 1997 International Cognitive Linguistic Association, July 13–19, 1997, Amsterdam.
23. "Cognitive Models of Interpreting." Workshop for Heilpädagogisches Seminar Zürich. July 13, 1997.
24. "The Lesson of the Day: History, Language, and Culture in Deaf Education." Keynote address for the South Carolina School for the Deaf and Blind Summer ASL Workshop, June 24, 1997.
25. "Intertwining Dimensions of Simultaneity in the Evolution of Language." Paper presented at Panel on "Simultaneity: Merging Messages, Identities, and Interpretations." Organizer: Alessandro Duranti and Charles Goodwin. American Anthropological Association, November 20–23, 1996, San Francisco.
26. "The Invention and Ritualization of Language." Invited paper, Advanced Seminar on "Language Origins: Assessing the Evidence from Nonhuman Primates." School for American Research, October 12–17, 1996, Santa Fe.
27. "Hands and Bodies, Minds and Souls: Or, How a Sign Linguist Learned to Stop Worrying and Love Gesture." Keynote presentation, Workshop on the Integration of Gesture, Language, and Speech. October 6–8, 1996, Wilmington, DE.
28. Conference on "The Role of Communication in Human Development." Invited participant, Institute for Human Communication Research, Durham, NC, April 29–May 4, 1995.
29. Workshops, "Introduction to ASL linguistics for interpreters," and "A cognitive model of interpreting." Georgia RID, Atlanta, GA, March 18–19, 1995.
30. "Hands and Bodies, Minds and Souls" Invited presentation, Brown University Dept. of Anthropology, Feb. 6, 1995.
31. "Multimedia Dictionary of American Sign Language." Invited demonstration at international workshop, "The Future of the Dictionary," co-sponsored by Rank Xerox European Research Centre (Grenoble) and ESPRIT BR Project Acquilex-II. Grenoble, France, October 17–19, 1994.
32. "Multimedia Dictionary of American Sign Language." Invited presentation, ASSETS '94, First Annual International ACM/SIGCAPH Conference on Assistive Technologies. Marina Del Rey, CA, Oct. 31–Nov. 1, 1994.
33. "Language from the Body: Iconicity in Signed Languages." Conference of the International Cognitive Linguistics Association. Leuven, Belgium, July, 1993.
34. "Applied Research." Summer course, Western Maryland College, June–July, 1993.
35. "Sign Language Interfaces." InterCHI 1993 Conference. Amsterdam, The Netherlands, April 24–29, 1993.
36. "Language in Deaf Education." Centre on Deafness, Durham University, England, April 23–26, 1993.
37. "ASL Linguistics." Dept. of Linguistics, Brigham Young University, Provo, UT, November 13–14, 1992.
38. "Why ASL?: American Sign Language as a Truly Foreign Language." Invited keynote presentation, 3rd Annual Statewide Conference for Sign Language Instructors. Rochester, NY, October 8–11, 1992.

39. "Signed Language Interpreting." Invited presentation, 6th Annual Conference, Intermountain Chapter of the American Translators Association. Albuquerque, NM, May 22–23, 1992.
40. "ASL Linguistics." Summer short course, University of Southern Maine, Augusta, ME, June 19–28, 1992.
41. "The Gestural Expression of Modals in American Sign Language." Invited presentation, International Symposium on Mood and Modality. Albuquerque, NM, May 4–6, 1992.
42. "Multimedia Dictionary of American Sign Language." Presentation at the 17th International Association for Literary and Linguistic Computing Conference/12th International Conference on Computers and the Humanities (ALLC/ACH). Oxford, England, April 5–9, 1992.
43. "Multimedia Dictionary of American Sign Language," and "The Status of Signed Language Interpreting in the U.S." Institute for Interpretation and Translation Studies, University of Stockholm, Sweden, April 8, 1992.
44. "Conduit versus Cognitive Models of Interpreting" and "Hard Words, Easy Words: Message Analysis for Interpreters." Centre on Deafness, Bristol University, England, April 2–4, 1992.
45. "Multimedia Dictionary of American Sign Language." Presentation at California State University Northridge. Sept. 1991.
46. "The Phonetics of Fingerspelling." Invited presentation, A. I. duPont Laboratory, Wilmington, DE, August 5, 1991.
47. "Multimedia Dictionary of American Sign Language." Invited presentation, NATO Advanced Research Workshop on Interactive Technologies for the Deaf. Sint-Michielsgestel, The Netherlands, June 4–7, 1991.
48. "The Phonetics of Fingerspelling." Invited presentation, Instituut voor Doven, Sint-Michielsgestel, The Netherlands, June 3, 1991.
49. "The Phonetics of Fingerspelling." Invited presentation, Purdue University, West Lafayette, IN, April 5, 1991.
50. "American Sign Language as a Foreign Language." Invited presentation, Fourth in a series of colloquia on ASL and Deaf culture, Goshen College, Goshen, IN, April 1991.
51. "The Status of American Sign Language in Schools." Invited presentation, Sign Instructors Guidance Network (SIGN) Forum, 40th Biennial Convention of the National Association of the Deaf, Indianapolis, IN, July 25, 1990.
52. 52. "Acceptance of American Sign Language as a Foreign Language in High Schools and Universities." Invited presentation, ASL Lecture Series, National Technical Institute for the Deaf, Rochester NY, January 1990.
53. "The Hypermedia American Sign Language Dictionary." Presentation for the Interactive Multimedia Project Seminar, IBM Corporation, Yorktown, NY, May 1990.
54. "The Linguistics of American Sign Language." Workshop for Eastern New Mexico University-Roswell, April 1990 (with Dr. Betsy McDonald, NTID).
55. "Recent Developments in Acceptance of American Sign Language as a Foreign Language." Colloquium, University of New Hampshire at Manchester, March 1990.
56. "Struggling for a Voice: An Interactionist's View of Language and Literacy in the Deaf Community." Paper presented as part of a symposium, "An Interactionist Theory for Literacy: Research and Practice from the Perspectives of Vygotsky and Freire," at the

- American Educational Research Association Annual Convention, March 27–31, 1989, San Francisco, CA.
57. “Communicating with Deaf People: American Sign Language and Deaf Culture.” Invited presentation, Special Libraries Association, Albuquerque, NM, February, 1989.
 58. “An Outsider in a Deaf World.” Invited presentation, National Consortium of Programs for the Training of Sign Language Interpreters, California State University at Northridge, Center on Deafness, January, 1988.
 59. “Spatial Interpreting.” Tenth National Convention of the Registry of Interpreters for the Deaf, St. Paul, MN, August 28, 1987.
 60. “Iconicity in American Sign Language: A View from Cognitive Grammar.” Invited presentation, Conference on Cognitive Semantics, sponsored by the Linguistics Department and the Center for Research in Language, University of California San Diego, La Jolla, CA, May 21–24, 1987.
 61. “An Interactionist Approach to Second Language Acquisition” (with Vera John-Steiner and Henry Shonerd). Rocky Mountain Regional TESOL IV, Albuquerque, New Mexico, October 16–18, 1986.
 62. “Breaking through the Culture of Silence.” Paper presented as part of a workshop on Interactionist Approaches to Language and Literacy at the International Conference on Language and Adult Literacy (in conjunction with the 1986 Linguistic Society of America Summer Institute), Graduate Center of the City University of New York, July 18–19, 1986.
 63. “Deaf Culture, American Sign Language, and Public Law 94-142.” Annual Meeting of the New Mexico Council of Exceptional Children, Albuquerque, NM, October 27, 1984.
 64. “Deaf Culture, American Sign Language, and the Training of Sign Language Interpreters.”
 65. 1984 International Meeting of the American Translators Association, New York, NY, September 19–23, 1984.
 66. “Schema Theory and Language Interpretation: A Study of Sign Language Interpreters.” 1982 Meeting of the Linguistic Association of the Southwest, Albuquerque, NM, October 14–16, 1982.
 67. “Speaking a Visual Language: A Discourse Analysis of American Sign Language.” 1982 Meeting of the Linguistic Association of the Southwest, Albuquerque NM, October 14–16, 1982.
 68. “Oral/Literate Strategies in Deaf Children’s Signed and Written Language.” 3rd Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA, March 18–21, 1982.
 69. “The Myers-Briggs Type Indicator: Personality Types of Sign Language Students.” 6th National Convention, Registry of Interpreters for the Deaf, Cincinnati, OH, July 59, 1980.
 70. “The Myers-Briggs Type Indicator: Personality Types of Interpreters.” 1st Annual Regional Conference on Deafness, Little Rock, AK, March 1980.

Contributed abstracts and/or oral presentations at professional meetings

1. “Gesture, Icon, and Symbol: What Can Signed Languages Tell Us About Language?” Invited plenary, High Desert Linguistics Society, March 2001.

2. "Language from the Body." Invited presentation, UNM Undergraduate Anthropology Society and Maxwell Museum of Anthropology, April 21, 1993.
3. "The Phonetics of Fingerspelling." Colloquium presentation, UNM Department of Linguistics, November 1989.
4. "Special Interest Forum on Academic Acceptance of American Sign Language" (Co-Chaired with Stephen Wilbers, University of Minnesota). Tenth National Convention of the Registry of Interpreters for the Deaf, St. Paul, MN, August 38, 1987.
5. "Deaf Culture." Duke City Linguistics Circle Roundtable on Deafness, Deaf Culture, and Sign Language, Albuquerque, NM, March 22, 1985.
6. "Orientation to Deafness and American Sign Language." State Convention of the New Mexico Rehabilitation Association, Albuquerque, NM, October 15–16, 1981.

Research funding

1. The Expression of Modality in Tunisian Sign Language. UNM Research Allocation Committee, 2001. Approximately \$2500.
2. Short-Term Mobility Grant from the Italian National Research Council (CNR) to participate in 10-day Research Stay at the Institute of Psychology, Division of Neuropsychology of Language and Deafness, Rome, Italy, July, 2001.
3. Short-Term Mobility Grant from the Italian National Research Council (CNR) to participate in 21-Day Research Stay at the Institute of Psychology, Division of Neuropsychology of Language and Deafness, Rome, Italy, Nov-Dec, 1999.
4. A Cross-linguistic Study of the Grammar of Signed Languages: A Pilot Study of Catalan Sign Language. UNM Research Allocation Committee, 1999. \$2950.
5. Preparation of Linguistic Interpreters, NSF grant, \$110,000. Co-PI (Phyllis Wilcox, PI; Joan Bybee, Co-PI), 1994.
6. Coarticulation in a Visual Language. Sherman Wilcox, PI. UNM Research Allocations Committee, 1993, \$2400.
7. Multimedia Dictionary of ASL. William C. Stokoe, PI; Sherman Wilcox, Project Manager and grant author. National Institutes of Health, Institute on Deafness and Other Communicative Disorders (Small Business Innovation Research Program). Washington, DC, Phase II proposal submitted Dec. 15, 1991, \$500,000. Project funded 1992–94.
8. The Gestural Basis of Signed Language Phonetics: Evidence from Production and Perception Sherman Wilcox, P.I. UNM Research Allocation Committee, 1990, \$3400.
9. American Sign Language Hypermedia Dictionary. William C. Stokoe, P.I; Sherman Wilcox, Project Manager and grant author. National Institutes of Health, Institute on Deafness and Other Communicative Disorders (Small Business Innovation Research Program). Washington, DC, August 1990 – January 1991, \$38,000.

Teaching

Doctoral Advisement

1. Dissertation director (Linguistics): Nathan Bush, in progress (topic is grammatical structure and complex systems).

2. Dissertation director (Linguistics): Danial Parvaz, in progress (topic is gestural phonology of ASL).
3. Dissertation director (Linguistics): Gabriel Waters, in progress (topic is gestural communication in non-human primates).
4. Dissertation director (Educational Linguistics): Barbara O'Dea, "Bilingual-Bicultural Education at One School for the Deaf in Canada: A Case Study," in progress.
5. Dissertation committee member (Linguistics): Elisa Maroney, "Aspect in American Sign Language: A Typological-Functional Analysis," in progress. Currently employed at Western Oregon University.
6. Dissertation committee member (Linguistics): Christopher Shank, "Categorization and Cognitive Conceptualization in Verbs of Tactile Perception," in progress.
7. Dissertation committee member (Linguistics): James MacFarlane, "The representation and processing of classifier constructions in the ASL mental lexicon," in progress.
8. Dissertation committee member (Linguistics): Jordan Lachler, "A Basic Descriptive Grammar of Laguna Keres," in progress.
9. Dissertation committee member (Anthropology): Lisa Hogan, "Maturing Temporal Bones as Non-Neural Sites for Transforming the Speech Signal during Language Development," in progress.
10. Dissertation committee member (Linguistics): Kazuyuki Yamaguchi, "A Comparative and Historical Analysis of the Semantics of Case-marking," 2004 (with distinction).
11. Dissertation committee member (Linguistics): Angus Grieve-Smith, "The Role of Choices in Measuring Register and Genre Variation," in progress.
12. Dissertation committee member (Linguistics): K. Aaron Smith, "Dilemma of the English progressive: Evaluating its historical sources in a universal context," 2003 (with distinction). Currently employed as Assistant Professor, Department of English, Illinois State University.
13. Dissertation committee member (Educational Linguistics): Li-Hsiang Chang, "Linguistic subjectivity and the use of the Mandarin Le in conversation," 2003. Currently employed as Assistant Professor, Graduate Institute of Linguistics, National Chung Cheng University, Taiwan.
14. Dissertation director (Educational Linguistics): Cecilia Mary Flood, "How do deaf and hard of hearing students experience learning to write using signwriting, a way to read and write signs?" 2002. Currently employed in Albuquerque Public Schools.
15. Dissertation committee member (Educational Linguistics): Paula Bramante, "Image-based reasoning as one source lexical category structure and sense extension in verbs of physical movement," 2002.
16. Dissertation director (Linguistics): Karen Naughton, "Linguistic description and analysis of verbs of visual perception in American Sign Language (ASL)," 2001. Currently employed as Lecturer, Department of Linguistics, University of New Mexico.
17. Dissertation director (Educational Linguistics): Barbara Shaffer, "A syntactic, pragmatic analysis of the expression of necessity and possibility in American Sign Language," 2000. Currently employed as Assistant Professor, Department of Linguistics, University of New Mexico.

18. Dissertation committee member (Linguistics): Joanne Scheibman, "Structural patterns of subjectivity in American English conversation," 2000 (with distinction). Currently employed as Assistant Professor, Department of English, Old Dominion University.
19. Dissertation committee member (Educational Linguistics): Teresa Meehan, "Prenatal substance exposure effects on dyadic interaction," 1999. Currently employed as Assistant Professor of Psychology and Education, New Mexico State University-Grants.
20. Dissertation committee member (Educational Linguistics): Holly Wilson, "The overlapping distributive model for the bilingual lexicon: Some evidence from Spanish-English form priming," 1999.
21. Dissertation committee member (Educational Linguistics): Anne Wiltshire, "Synchrony of body motion with speech: Language embodied," 1999.
22. Dissertation committee member (Linguistics): Terrence D. Janzen, "Topicality in ASL: Information ordering, constituent structure, and the function of topic marking," 1998 (with distinction). Currently employed as Associate Professor, Department of Linguistics, University of Manitoba, Canada.

Doctoral Program of Studies

1. Linguistics: Dawn Nordquist, Nathan Bush, Elisa Maroney, Karen Naughton, Danial Parvaz, Angus Grieve-Smith, James MacFarlane, Jordan Lachler, Terry Janzen, Joanne Scheibman,
2. Educational Linguistics: Mami McCraw, Laurel Standley, Kazuyuki Yamaguchi, Teresa Meehan, Anne Wiltshire, Barbara Shaffer,

Other Graduate Teaching

1. Supervised visiting Research Scholar, Paola Pietrandrea (Rome, Italy) for one year.
2. Graduate Independent Study courses taught: Grieve-Smith (sign synthesis), MacFarlane (ASL linguistics), Parvaz (internet-based ASL database).
3. Graduate supervision during the 1995 Linguistic Institute: Alex Bonucci (France); Daniel Holzinger (Austria).

Masters Advisement

1. Thesis committees (Linguistics): Candace Maher, Nathan Bush, James MacFarlane
2. Numerous program of studies committees

Bachelor's Honors Advisement

1. Supervised undergraduate honors students Severns, Page (2003-2004); Y. Chino (1996).

Undergraduate Student Mentoring

1. Participated in the McNair Scholarship Program, 2000-2001.

Classroom Teaching

1. Linguistics courses: LING 101 "Introduction to the Study of Language"; LING 523 "Functional Syntax"; LING 554 "Seminar: Linguistic Motivation"; LING 554 "Seminar: Evolution of Communication."

2. Signed language interpreting program courses: SIGN 202 "Orientation to Deafness" (no longer offered); SIGN 211 "American Sign Language II"; SIGN 212 "Fingerspelling"; SIGN 352 "Language and Culture in the Deaf Community"; SIGN 418 "Seminar in Signed Language Interpreting"; SIGN 303 "Signed Language Linguistics."

Curriculum Development or Teaching Administrative Positions

1. Teaching Allocation Subcommittee grant (\$2200) to improve the teaching of Linguistics 101 by developing a more experiential-based curriculum, 2002-2003.
2. Freshman Seminar/Freshman Learning Community. I have participated in this project since 2000, teaching courses in the fall of 2000 (as part of the first series of courses offered in this program) and 2001, and currently I serve on the Freshman Learning Community Advisory Committee.
3. Hewlett Cluster Course. I was selected to participate in this program to teach Linguistics 101, along with music appreciation and English 102, during the Spring of 2002.
4. Worked with Prof. Hernandez-Chavez to develop a module on signed language linguistics (multimedia and WWW-based materials) for Linguistics 101, under a Teaching Enhancement Grant, 1997.
5. Sign language interpreter program and ASL courses: worked on curriculum revisions, as part of ongoing revision to the program, and as part of Linguistics Dept. Unit Review, 1997.
6. Worked with program faculty to upgrade the interpreting program curriculum, develop funding sources and locate facilities for a sign language learning lab, and develop 5-year plan for the interpreting program, Fall 1993.
7. Developed curricula for SIGN 352 "Language and Culture in the Deaf Community", "Orientation to Deafness" (no longer offered), 1987-1989.
8. Developed proposal and curriculum for Masters of Arts in Signed Language Interpreting, 1989-ongoing.

Service

Department

1. Chair, Department of Linguistics, 2002-2006
2. Maintain department website, 2002-current
3. Linguistics Department Personnel Committee
4. Sign Language Interpreter Program Committee
5. Sign Language Interpreter Program Undergraduate Advisor
6. Linguistics Department Executive Committee
7. Linguistics Department Personnel and Graduate Committees
8. Numerous departmental search committees (linguistics and signed language)
9. Instrumental in making arrangements for several Fulbright and other visiting scholars from Tunisia, Italy, Spain, Russia, Norway, Switzerland, Germany, Argentina.

University

1. Committee member, Joint BA-MD degree, College of Arts and Sciences and School of Medicine, UNM.
2. College of Arts and Sciences Junior Tenure and Promotion Committee, 2003-2004.
3. Actively involved with College of Education, College of Arts and Sciences, New Mexico School for the Deaf in establishing a Masters Degree in Deaf Education.
4. External member of the Department of Speech and Hearing Sciences Personnel Committee, 2003-2004.
5. Faculty Senate Computer Use Committee (CIRT), 1994-1996
6. Arts & Sciences Graduate Committee, 1991-1993.
7. Faculty Senator, 1995-96
8. Faculty Member, Educational Linguistics Doctoral Concentration, 1988-ongoing.
9. Arts & Sciences Undergraduate Committee
10. Arts & Sciences Graduate Committee, 1989-1990.
11. Reviewer, A&S Dean's Research Allocation (Fall 1995)

Professional

1. Editorial Board, *Sign Language Studies*, *Gesture*, *Annual Review of Cognitive Linguistics*.
2. General Editor, *Journal of the Evolution of Communication* (John Benjamins Publishing, Amsterdam/Philadelphia), 1995-2001.
3. Associate Editor, *Sign Language Studies*, 1988-2000.
4. Editor-in-Chief, *Journal of Interpretation*, 1991-1996.
5. Book Editor, Linstok Press, Inc., 1989-1995.
6. Numerous proposal reviews: National Institutes of Health, National Science Foundation, European Science Foundation, Social Sciences Research Council of Canada, Israel Science Foundation.
7. Numerous manuscript reviews: Academic Press, Cambridge University Press, Harvard University Press, University of Chicago Press, Edinburgh University Press, and many others.
8. Member of the Organizing Committee, International Cognitive Linguistics Conference 6 (Stockholm, Sweden, 1999), ICLC 7 (Santa Barbara, CA, 2001), and ICLC 9 (Seoul, Korea, 2005).
9. Scientific Committee, First Congress of the International Society for Gesture Studies, conference to take place at the University of Texas-Austin, June 5-8, 2002.
10. Tenure review, Dr. Barbara King, Department of Anthropology, College of William & Mary, Williamsburg, VA, October 1995.
11. Conference Chair, International Cognitive Linguistics Conference 4 (July 1995, Albuquerque, NM).
12. Organizer, Symposium on "Language and Gesture: Unity or Duality?" Held in conjunction with the the 1995 Linguistic Institute, UNM.
13. Chair, Sign Instructors Guidance Network (National Association of the Deaf), National Committee on the Status of ASL in Schools, 1988-1990, 1990-1992.
14. Guest Editor, *Sign Language Studies* (volume 59, June 1988), Special Issue on Academic Acceptance of American Sign Language as a Foreign Language.

15. Member, Educational Standards Committee, Conference of Interpreter Trainers (1–2 meetings per year, typically in Washington DC), 1996–97.
16. Chair, Registry of Interpreters for the Deaf, Publications Committee, (responsible for soliciting and reviewing book and monograph manuscripts on interpreting; establishing Journal of Interpretation editorial board; restructuring RID editorial policy), 1987–89, 1989–91, 1991–1993.
17. Rater, Conference of Interpreter Trainers/Registry of Interpreters for the Deaf, Committee on Educational Standards (a project funded by FIPSE to assess and endorse interpreter education programs in the United States), 1990–1991.
18. Chair, Conference of Interpreter Trainers, National Convention Program Committee, 6th Annual Convention, Cedar, Michigan, July 13–17, 1988.

Community

1. Numerous consultancies with universities and high schools, interviews with newspapers and magazines (CNN, AP, New York Times, etc.), radio interviews and talk shows (both local and regional) concerning academic acceptance of American Sign Language as a foreign language.
2. Member, Senate Joint Memorial 13 Committee. (Committee is charged with identifying cultural and linguistic issues relating to health care coverage and access barriers, clinical trials and research projects involving human subjects and the curricula in health care education and training), 2004.
3. Cyberfest 1996. University of New Mexico, Sept. 25, 1996. Demonstration of multimedia and World Wide Web applications in the Dept. of Linguistics.
4. Multimedia Dictionary of ASL, Albuquerque Macintosh Users Group, Sept. 1991.
5. Multimedia Dictionary of ASL, NM Registry of Interpreters for the Deaf, Nov. 1991.
6. Workshop on Beginning Sign Language, Zuni Rehabilitation Project, Zuni, NM, March 1989.
7. Workshop on Communicating with Deaf People, Albuquerque Police Department, September 1988.
8. Affirmative Action/Equal Employment Opportunity Workshop on Enhancing Job Opportunities for Deaf Employees, United States Post Office, June 1988.
9. Presentation on Deaf Culture, Evening Optimist Club (UNM Speakers Bureau), May 1988.
10. Communicating with Deaf People on the Job, Exchange Club of Albuquerque (UNM Speakers Bureau), March 1988.
11. Presentation on Deaf Culture, Kiwanis Club (UNM Speakers Bureau). October 1987.
12. Presentation on American Sign Language, United States District Court (UNM Speakers Bureau). September 1987.
13. Workshop for Albuquerque Psychological Associates on the linguistic implications on psychological and neuropsychological testing of deaf adults. February 1987.
14. New Mexico Supreme Court, Court Interpreters Advisory Committee. Assisted in developing sign language and deafness related portions of the Court Interpreters Handbook; developed the signed language interpreter version of the Court Interpreter Written Examination; worked with the Testing Division, UNM, to implement testing of court interpreters for the deaf. May–Sept. 1986.

15. The Deaf Employee: Communicating on the Job. Workshop for Los Lunas Hospital and Training Center staff. November 1986.
16. The Deaf Employee: Communicating on the Job. Workshop for Social Security Administration staff, Albuquerque, NM. July 1986.
17. The Deaf Employee: Communicating on the Job. Workshop for Kirtland Air Force Base, Office of Civilian Personnel. January 1986.
18. The Silent Suspect: Communication Needs of Deaf People. Workshop for Alamogordo, NM Police Department and District Attorneys Office; U.S. Border Patrol; and National Park Service (White Sands). January 1986.
19. Deafness, Deaf Culture, and American Sign Language. Workshop for Santa Fe Community College, Santa Fe, NM. October 1985.
20. Editor, Duke City Linguistics Circle Occasional Papers in Linguistics, 1985 – 1986.
21. Expert testimony on communication needs of deaf students, Office of Civil Rights, Dallas, TX. June 1984
22. The Deaf Employee: Communicating on the Job. Workshop for White Sands Missile Range, NM. October 1982, July 1983.
23. Communication Needs of Deaf Health Care Patients. Workshop for Los Alamos Medical Center, NM. March 1982.
24. Sign Language and the Education of Deaf Children. Workshop for Farmington Public Schools, NM. March 1981.
25. Communication Needs of Deaf Employees. Workshop for the United States Geological Survey, Albuquerque, NM. March 1981.
26. American Sign Language. Workshop for Albuquerque Public Schools, NM. April 1981.
27. Sign Language and the Education of Deaf Children. Workshop for Roswell Public Schools, NM. May 1981.
28. Sign Language and the Education of Deaf Children. Workshop for Las Cruces Public Schools, NM. May 1981.
29. Communication Needs of Deaf Employees. Workshop for Disability Determination Unit, Division of Vocational Rehabilitation, Albuquerque, NM. June 1981.
30. Deafness and American Sign Language. Workshop for Albuquerque Association of Retarded Citizens, Albuquerque, NM. September 1981.
31. Involved in establishing the Victory Hills Neighborhood Association and various projects related to the well being of the neighborhood.
32. Host Parent, New Mexico Junior Miss Pageant, 1983 and 1986.
33. SignFest 1979–1994. Sound technician, helped to organize, worked backstage, and performed in these annual sign language performances sponsored by the Interpreter Training Program, UNM.
34. Signed language interpreter for the Albuquerque Civic Light Opera: My Fair Lady, Finian's Rainbow, The King and I, South Pacific, The Student Prince, The Fantastiks, The Music Man, They're Playing our Song, The Best Little Whorehouse in Texas, Camelot, Kiss Me Kate, and Sweet Charity.