

# C. Elizabeth Goodin-Mayeda

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## Education:

**University of California at Los Angeles (UCLA)**, Los Angeles, CA  
Ph.D. Hispanic Languages and Literature 2009  
C.Phil. Hispanic Languages and Literature 2007  
M.A. Spanish 2005

**Western Washington University**, Bellingham, WA  
B.A. Linguistics and Spanish with minor in Chinese, cum laude 2001

## Teaching Experience:

**University of Houston**, Houston, TX  
*Assistant Professor 2009-present*

Undergraduate courses taught:  
Spanish 3305 *Spanish Grammar Review*  
Spanish 3303 *Spanish Phonetics*

**Western Washington University**, Bellingham, WA  
*Instructor 2008-2009*

Undergraduate courses taught:  
Linguistics 302 *Morphology*  
Spanish 202 *Intermediate Spanish*  
Spanish 301 *Advanced Grammar and Composition*  
Spanish 102 *Beginning Spanish*  
Linguistics 314 *Phonetics*

**University of California at Los Angeles (UCLA)**, L.A., CA

*Teaching Assistant Consultant AY 2007*

Responsibilities include assisting Lower Division Coordinator (LDC) with planning and implementation of TA orientation, assisting LDC with Spanish 495 course (Teaching College Level Spanish), observing new teaching assistants and providing feedback, presenting department wide TA workshops and training in conjunction with LDC, providing guidance and support to department TAs in their responsibilities as TAs and graduate students.

**University of California at Los Angeles (UCLA)**, L.A., CA

*Teaching Associate 2005-2007*

*Teaching Assistant 2003-2005*

Courses:

Spanish 1-6: Beginning and intermediate levels. Responsibilities include all the daily functions of classes including all lesson planning, test preparation, and grading.

Spanish 2/3 in Puebla, Mexico (summer 2008): Responsibilities include all the daily functions of classes including all lesson planning, test preparation, and grading. Special focus on incorporating cultural content into course through cultural activities as well as integration of excursions and other experiences into oral activities, compositions and presentations.

Spanish 10 *Intensive Spanish* (summer 2005 & 2007): This eight-week summer course covers a full academic year of beginning Spanish language instruction. Responsibilities include designing course syllabus and calendar as well as all daily functions of classes including all lesson planning, test preparation and grading.

Spanish M35 *The Nature of Language*. Introduction to linguistics. Responsibilities include leading two discussion sections and grading homework and exams.

AP&TESL M40 *Language and Gender*: Responsibilities include leading two discussion sections and grading reading questions, fieldwork reports and exams.

**Japanese Exchange Teaching (JET) Programme, Ano-cho, Japan**  
*Assistant Language Teacher June 2001-August 2003*

Taught English in a team-teaching arrangement at one middle school (grades 7-9) and four elementary schools (grades 1-6). Responsibilities included planning lessons that incorporated cultural content and opportunities for conversation.

**Professional Activities:**

Coordinator of Spanish Level 5, UCLA	Fall 2006
Coordinator of Spanish Level 2, UCLA	Winter 2003
Poetry Declamation Contest Committee	2003
Oral Exam Committee	2003

**Research Fellowships, Honors, & Grants:**

Dissertation Year Fellowship	AY 2008
Foreign Language and Area Studies summer fellowship	Summer 2006
UCLA New T.A. of the year	June 2004
WWU Linguistics Dept.'s Graduating Senior of the Year	June 2001
WWU Graduation Student Keynote Speaker	June 2001

**Relevant Graduate Courses:**

Generative Spanish Syntax I & II  
 Generative Spanish Phonology I & II  
 Spanish Dialectology  
 Generative Portuguese Syntax I & II  
 Generative Portuguese Phonology  
 Historical Phonology of Spanish and Portuguese  
 Historical Morphology and Syntax of Spanish and Portuguese  
 Teaching College Level Spanish  
 Second Language Acquisition Seminar  
 Fossilization in L2 Acquisition Seminar  
 Language and Gender  
 Language Development  
 Language Processing in Children Seminar

Phonological Theory I  
Linguistics Methods Lab

**Guest Lectures:**

**Western Washington University**, Bellingham, WA May 13, 2009  
Invited by Linguistics Program to give a lecture on The Roles of Coarticulation and Linguistic Experience in Speech Perception

**University of California, Los Angeles**, Los Angeles, CA September 2007  
Invited to be a panelist in Language TA Panel at UCLA's general TA Orientation

**University of California, Los Angeles**, Los Angeles, CA September 2004, 2005, 2006  
Invited to present a yearly workshop on teaching methodologies for incoming TAs in Department of Spanish and Portuguese

**University of California, Los Angeles** September 2005  
Presented a workshop on T.A. preparedness at UCLA's general TA Orientation

**Pepperdine University**, Los Angeles, CA Oct. 15, 2004  
Invited as a guest speaker to undergraduate Spanish phonology course

**Papers Presented/  
Conferences:**

**Acoustical Society of America Cross Language Speech Perception Workshop**,  
Portland, OR May 23, 2009  
Title: Coarticulatory Influences on the Perception of Nasal Vowel Height and the Role of Language Experience.

**Going Romance** December 2005  
Title: *The Acquisition of (+/-) Perfective Aspect by English L2 Learners of Spanish and Portuguese: Initial Simplification Affecting Performance through the Steady-state*  
Co-presenter Jason Rothman

**PAMLA, Pacific Ancient and Modern Language Association** November 2005  
Title: *On the Acquisition of Preterit and Imperfect Contrast by L2 Adult Learners: Examining Implications of Methods of Instruction*  
Co-presenter Jason Rothman

**AATSP, American Association of Teachers of Spanish and Portuguese** July 2005  
Title: *On the Non-native Acquisition of Spanish Aspectual Morphology in Tutored Second Language Learners*  
Co-presenter Jason Rothman

**28<sup>th</sup> Symposium on Portuguese Traditions** April 17<sup>th</sup>, 2005  
Title: *On Diglossia in Japan: A Study of Language Behavior and Implications for Brazilian Dekasegi*

**LSA, Linguistic Society of America** Jan. 6<sup>th</sup>, 2005  
Title: *On L1 & L2 Particular Language Pairings and Ultimate Attainment: Testing the Subset Hypothesis vs. the Transfer Hypothesis.*  
Co-presenter Jason Rothman

**GALANA, Generative Approaches to Language Acquisition North America**

Dec. 17<sup>th</sup>, 2004

Title: *On L1↔L2 Particular Language Pairings and Ultimate Attainment: Directionality of Subset/Superset Relations.*

Co-presenter Jason Rothman

**Published  
Papers/  
Manuscripts**

Goodin-Mayeda, C. E. & J. Rothman (2007). The acquisition of aspect in L2 Portuguese & Spanish: Exploring native/non-native performance differences. In S. Baauw, F. Drijkoningen & M. Pinto (Eds.), *Romance Languages and Linguistic Theory 2005*. Amsterdam/Philadelphia: Benjamins Publications.

**Professional  
Organization  
Membership**

**AATSP** (The American Association of Teachers of Spanish and Portuguese)

**LSA** (Linguistic Society of America)

**MLA** (Modern Language Association)

**Languages:**

Spanish: Near native

Portuguese: Advanced proficiency (could teach intro courses)

Japanese: Intermediate proficiency

Chinese: Low intermediate proficiency

**References:**

Available upon request