



JOSEPH VINCENT CASILLAS, Ph.D.

Rutgers University
Academic Building-CAC
15 Seminary place
New Brunswick, NJ 08901

 Faculty page
 (848) 932-6930
 joseph.casillas@rutgers.edu
 www.jvcasillas.com

Google scholar: 
ResearchGate: R⁶
@jvcasillas 
@jvcasill 

Appointments

{Assistant Professor} {Rutgers University, New Brunswick} {} {} {Bilingualism & Second Language Acquisition,
Department of Spanish and Portuguese} 2013 – Present{, V, i, s

i
Faculty Member} {Middlebury College} {} {} {Language Schools – School of Spanish} 2010 – 2016{, G, r, a
d

Associate} {University of Arizona} {} {} {Teaching – Department of Spanish and Portuguese \ Instructional Tech-
nology – College of Humanities Instructional Computing}

Education

{Ph.D, Hispanic Linguistics} {} {University of Arizona} {Tucson, AZ} {Minor: Second Language Acquisition and
Teaching \ Dissertation: *Longitudinal development of fine-phonetic detail in late learners of Spanish* \ Director:
Dr. Miquel Simonet} 2012{, M, ., A

.
{Hispanic Linguistics} {University of Arizona} {Tucson, AZ} {Thesis: *Production, perception and processing of
English-specific vowel contrasts by early
Spanish-English bilinguals* \ Director: Dr. Miquel Simonet} 2009{, M, ., A

.
{Spanish Philology} {Middlebury College} {Middlebury, VT} {Area: Linguistics} 2006{, B, ., A

.
{Psychology} {Western Washington University} {Bellingham, WA} {}

Publications

Journal Articles

- Casillas, J. V. and Simonet, M. (2018). Perceptual categorization and bilingual language modes: Assessing the double phonemic boundary in early and late bilinguals. *Journal of Phonetics*, 71:51–64.
- Sagarra, N. and Casillas, J. V. (2018b). Suprasegmental information cues morphological anticipation during L1/L2 lexical access. *Journal of Second Language Studies*, 1(1):31–59.
- Bessett, R. M., Casillas, J. V., and Ramírez Martínez, M. (2017). Language choice and accommodation: Casual encounters in San Ysidro and Nogales. *Spanish in Context*, 14(1):78–98.
- Llompert, M. and Casillas, J. V. (2016). Lexically driven selective adaptation by ambiguous auditory stimuli occurs after limited exposure to adaptors. *Journal of the Acoustical Society of America*, 139(5):EL172–EL177.
- Casillas, J. V. and Simonet, M. (2016). Production and perception of the English /æ/-/ɑ/ contrast in switched-dominance speakers. *Second Language Research*, 32(2):171–195.
- Casillas, J. V. (2015c). Production and perception of the /i/-/ɪ/ vowel contrast: The case of L2-dominant early learners of English. *Phonetica*, 72(2-3):182–205.

Selected Proceedings and Electronic Publications

- Casillas, J. V., Díaz, Y., and Simonet, M. (2015b). Acoustics of Spanish and English coronal stops. In Proceedings of the 18th International Congress of Phonetic Sciences, University of Glasgow: Glasgow. <http://www.icphs2015.info>, ISSN: 241-0669.
- Simonet, M., Casillas, J. V., and Díaz, Y. (2014b). The effects of stress/accent on VOT depend on language (English

Manuscripts Under Review

- Casillas, J. V. (submitted, under second review). Phonetic category formation is perceptually driven during the early stages of adult L2 development. *Language and Speech*.
- Sagarra, N., Lozano-Argüelles, C., and Casillas, J. V. (submitted). Practice makes perfect: Interpreting facilitates L2 morphological anticipation. *Bilingualism: Language and Cognition*.
- Casillas, J. V. (submitted). The longitudinal development of fine-phonetic detail: Stop production in a domestic immersion program.

Manuscripts in Preparation

- Casillas, J. V. (in preparation c). Semantic processing affects L2 stop production in late learners.
- Casillas, J. V. (in preparation b). L1/L2 cue-weighting strategies in the perception of lexical stress.
- Sagarra, N. and Casillas, J. V. (in preparation a). The use of lexical stress and vowel duration for morphological anticipation in L2 learners of Spanish.
- Sagarra, N. and Casillas, J. V. (in preparation b). The use of stress in lexical access in early and late bilinguals.
- Casillas, J. V. (in preparation a). Community approaches to translating specialized terminology in linguistics: lingreference.org.

Software

- Casillas, J. V. (2018a). academicWriteR: Helper functions for academic writing/organization.
R package: jvcasillas.com/academicWriteR
- Casillas, J. V. (2018j). untidydata: Untidy datasets for teaching the tidyverse.
R package: jvcasillas.com/untidydata
- Casillas, J. V. (2018f). Data science for linguists: R tutorial.
Shiny app: jvcasillas.shinyapps.io/r_for_linguists/
- Casillas, J. V. (2018c). Data science for linguists: Central Limit Theorem.
Shiny app: jvcasillas.shinyapps.io/shiny_clt/
- Casillas, J. V. (2018b). Data science for linguists: Bivariate linear regression.
Shiny app: jvcasillas.shinyapps.io/shiny_bivariate_regression
- Casillas, J. V. (2018g). Data science for linguists: The generalized linear model.
Shiny app: jvcasillas.shinyapps.io/shiny_glm
- Casillas, J. V. (2018d). Data science for linguists: Perceptual boundary crossover calculator.
Shiny app: jvcasillas.shinyapps.io/shiny_crossOver
- Casillas, J. V. (2018e). Data science for linguists: Power and sample size calculator.
Shiny app: jvcasillas.shinyapps.io/shiny_power
- Casillas, J. V. (2017e). Distinctive features: Allophones of Spanish.
Shiny app: jvcasillas.shinyapps.io/shiny_distinctiveFeatures/
- Casillas, J. V. (2017g). lingStuff: Tools and gems for linguistics related research.
R package: jvcasillas.com/lingStuff
- Casillas, J. V. (2017i). R-snippets: Sublime text snippets to facilitate programming in R.
App plugin: <https://packagecontrol.io/packages/R-snippets>
- Casillas, J. V. (2017a). L^AT_EX-IPA: Sublimetext snippets for typesetting IPA characters.
App plugin: <https://packagecontrol.io/packages/LaTeX-IPA>

Presentations

Conference Presentations

- Colina, S., Casillas, J. V., and Díaz, Y. (2018). Syllabic affiliation of prevocalic glides in Sonoran Spanish: Dialectal variation in syllabic affiliation. Hispanic Linguistics Symposium. University of Texas at Austin, Austin, TX.

- Lozano-Argüelles, C., Sagarra, N., and Casillas, J. V. (2018c). The use of lexical stress and vowel duration for morphological anticipation in L2 learners of Spanish. *Hispanic Linguistics Symposium*. University of Texas at Austin, Austin, TX.
- Lozano-Argüelles, C., Sagarra, N., and Casillas, J. V. (2018b). The time-course of verbal morphology anticipation: When interpreting experience makes a difference. *International Symposium on Bilingual and L2 Processing in Adults and Children (ISBPAC)*. Universität Branschweig, Germany.
- Lozano-Argüelles, C., Sagarra, N., and Casillas, J. V. (2017b). Practice makes perfect. L2 morphological anticipation in simultaneous interpreters. *International Symposium on Bilingualism*. University of Limerick, Ireland.
- Lozano-Argüelles, C., Sagarra, N., and Casillas, J. V. (2017c). The role of stress in morphological anticipation: Evidence from interpreters. *Hispanic Linguistics Symposium*. Texas Tech University, Lubbock, TX.
- Sagarra, N., Casillas, J. V., and Rodríguez, N. (2017c). The use of stress in lexical access in early and late bilinguals. *Hispanic Linguistics Symposium*. Texas Tech University, Lubbock, TX.
- Lozano-Argüelles, C., Sagarra, N., and Casillas, J. V. (2017a). Anticipatory eye-movements in morphological prediction: Evidence from interpreters and bilinguals. *Second Language Research Forum*. The Ohio State University.
- Sagarra, N. and Casillas, J. V. (2017). Lexical stress predicts L1 and L2 morphosyntactic processing. *47th Linguistics Symposium on Romance Languages*. University of Delaware, Newark, DE.
- Casillas, J. V. (2017h). The longitudinal development of fine-phonetic detail: Production and perception of spanish stops in a stateside immersion context. *47th Linguistics Symposium on Romance Languages*. University of Delaware, Newark, DE.
- Casillas, J. V. (2017c). Coronal stop production in Spanish heritage speakers. *4th National Symposium on Spanish as a Heritage Language*. University of California at Irvine, Irvine, CA.
- Casillas, J. V. (2016). Learning to hear fine-phonetic detail: Longitudinal development of language-specific speech perception in adults. *Hispanic Linguistic Symposium*. Georgetown University, Washington D.C.
- Simonet, M., Casillas, J. V., and Osborne, D. (2016a). Second language acquisition and the double perceptual boundary effect. *Sound to Word in Bilingual and Second Language Speech Perception*. University of Iowa, Iowa City, Iowa.
- Simonet, M., Casillas, J. V., and Osborne, D. (2016b). Second language acquisition and the double perceptual boundary effect. *Colloquium of the Institute for Phonetics and Speech Processing*. Ludwig-Maximilian University of Munich, Munich, Germany.
- Simonet, M., Casillas, J. V., and Osborne, D. (2016c). Second language acquisition and the double perceptual boundary effect. *Colloquium of the Second Language Acquisition and Teaching Program*. University of Arizona, Tucson, Arizona.
- Casillas, J. V., Díaz, Y., and Simonet, M. (2015a). Acoustics of coronal stops in Spanish-English bilingual speech. *Hispanic Linguistics Symposium*. University of Illinois at Urbana-Champaign, Urbana, IL.
- Bessett, R. M., Casillas, J. V., and Ramírez Martínez, M. (2014). Language choice and accommodation: Casual encounters along the U.S. border. *7th Workshop on Spanish Sociolinguistics*. University of Wisconsin-Madison, Madison, WI.
- Casillas, J. V. (2013c). Perception of English /i/-/ɪ/ tense/lax vowel contrast by early learners of English. *Second Language Research Forum*. Brigham Young University. Provo, Utah.
- Casillas, J. V. (2013a). English-dominant early Spanish-English bilinguals production and perception of English tense lax vowel contrasts. *Phonetics and Phonology in Iberia*. Universidade de Lisboa, Lisbon. Portugal.
- Casillas, J. V. (2013b). La fricativización del africado /tʃ/: actitudes lingüísticas cerca de la frontera. In *Selected Proceedings of the 6th Workshop on Spanish Sociolinguistics*, ed. Ana M. Carvalho and Sara Beaudrie, 177-188, Somerville, MA: Cascadilla Proceedings Project. www.lingref.com, document #2867.
- Casillas, J. V. (2012b). Los piojos, las pulgas y el canto... ¡oh my! una segunda mirada a la teoría de dunbar,

el cotilleo y el papel de la música en la evolución del lenguaje. 22nd Annual Symposium on Hispanic and Luso-Brazilian Literature, Language and Culture.

Casillas, J. V. (2011a). Going mental with vocabulary: the use of idevice applications in the classroom. Spanish Heritage Language Program Share Day.

Casillas, J. V. (2011b). La fricativización del africado /tʃ/ en el habla de las mujeres del sur de arizona. 21st Annual Symposium on Hispanic and Luso-Brazilian Literature.

Poster Presentations

Lozano, C., Sagarra, N., and Casillas, J. V. (2018). Anticipación de morfología en hablantes de español como L2. II Congreso para profesionales de la educación bilingüe. Madrid, Spain.

Sagarra, N. and Casillas, J. V. (2018a). Prosodic cues facilitate morphological anticipation in monolinguals and bilinguals. International Symposium on Bilingual and L2 Processing in Adults and Children. Universität Braunschweig, Germany.

Lozano-Argüelles, C., Sagarra, N., and Casillas, J. V. (2018a). Anticipation in professional interpreters: Predicting Morphology. Bridging Attention and Prediction. Universitat de Barcelona, Spain.

Ramírez Martínez, M. and Casillas, J. V. (2016). La producción de la vibrante múltiple en los estudiantes de español como lengua heredada y en los estudiantes de español como lengua extranjera. 8th Workshop on Spanish Sociolinguistics. University of Puerto Rico, Río Piedras, PR.

Casillas, J. V., Díaz, Y., and Simonet, M. (2015c). Acoustics of Spanish and English coronal stops. The 18th International Congress of Phonetic Sciences (ICPhS). University of Glasgow, Glasgow, Scotland.

Simonet, M., Casillas, J. V., and Díaz, Y. (2014a). A contrastive acoustic analysis of dental and alveolar stops in Spanish and English. Hispanic Linguistics Symposium. Purdue University, West Lafayette, IN.

Simonet, M., Casillas, J. V., and Díaz, Y. (2014c). The effects of stress/accent on vot depend on language (English, Spanish), consonant (/d/, /t/) and linguistic experience (monolinguals, bilinguals). Speech Prosody 7: Social and Linguistic Speech Prosody. Trinity College, Dublin.

Casillas, J. V. and Simonet, M. (2013). English-dominant early Spanish/English bilinguals perception of English tense-lax vowel contrasts. PPLC 13: Phonetics, phonology and languages in contact: Contact varieties, multi-lingualism, and second language learning. Paris, Délégation Générale Wallonie-Bruxelles.

Unrefereed Presentations

Casillas, J. V. (2017d). Crossing borders? The status and future of Spanish in the U.S. School of Spanish Round Table. Middlebury College, Middlebury, VT.

Sagarra, N., Casillas, J. V., Lozano, C., and Rodríguez, N. (2017b). Eye-tracking reveals bilinguals use stress to predict morphology. 11th annual Perceptual and Cognitive Science Forum. Rutgers University, New Brunswick.

Sagarra, N., Casillas, J. V., Lozano, C., Eriksson, F., Uscamayta, J., and Overton, J. (2017a). Using lexical stress to predict inflectional morphology. Aresty Undergraduate Research Symposium. Rutgers University, New Brunswick.

Invited Talks/Workshops

Casillas, J. V. (2018i). Technology for teaching: Using praat to teach L2 pronunciation. Middlebury College Language Schools (Invited talk). Middlebury College. Middlebury, Vermont.

Casillas, J. V. (2018h). Inter-cultural development through text mining. Middlebury College Language Schools (Invited talk). Middlebury College. Middlebury, Vermont.

Casillas, J. V. (2018k). Using phonetics exercises to improve L2 pronunciation. Middlebury College Language Schools (Workshop). Middlebury College. Middlebury, Vermont.

Casillas, J. V. (2017k). Second language pronunciation and variation in the spanish-speaking world. Department of Modern Languages (Invited talk). Washington College. Chestertown, Maryland.

Casillas, J. V. (2017b). Best practices and tools for psycholinguistic research with bilinguals: A gentle introduction

to PsychoPy2. Hispanic Linguistics Symposium (Workshop). Texas Tech University. Lubbock, Texas.

Casillas, J. V. (2017f). From code-mixing to mixed methods: Strategies for teaching heritage language learners in the ‘L2 classroom’. The Language Center Workshop Series in Collaboration with the World Language Classroom (Workshop). Rutgers University. New Brunswick, New Jersey.

Casillas, J. V. (2015a). Alternative forms of presentation: Introduction to RMarkdown. College of Humanities Instructional Computing (Workshop). University of Arizona. Tucson, Arizona.

Casillas, J. V. (2015b). Introduction to qualtrics. College of Humanities Instructional Computing (Workshop). University of Arizona. Tucson, Arizona.

Casillas, J. V. (2014b). An overview of the acquisition of L2 phonetics and phonology. Second Language Acquisition and Teaching (SLAT) PhD Proseminar (co-instructor). University of Arizona. Tucson, Arizona.

Casillas, J. V. (2014c). Using PsychoPy2 for linguistic research. Second Language Acquisition and Teaching (SLAT) PhD Proseminar (Workshop). University of Arizona. Tucson, Arizona.

Casillas, J. V. (2014a). L^AT_EX for linguists. College of Humanities Instructional Computing (Workshop). University of Arizona. Tucson, Arizona.

Research Experience

{Principle Investigator} {Rutgers Applied Phonetics Group: } {} {} {Rutgers University, New Brunswick, NJ} 2016 – present{, M, e, m b e r}

{Bilingualism and Second Language Acquisition Group} {} {} {Rutgers University, New Brunswick, NJ} 2016 – present{, A, f, f i c e}

member} {Phonology and Field Research lab} {} {} {Rutgers University, New Brunswick, NJ} 2015 – present{, C, o, - p r i n c i p l e}

Investigator} {Program Articulation and Language Acquisition Research (PARLAR)} {} {} {Middlebury College, Middlebury, VT} 2011 – 2016{, R, e, s e a r c h}

Assistant} {Arizona Applied Phonetics Laboratory} {} {} {University of Arizona, Tucson, AZ, Lab director: Dr. Miquel Simonet} Spring 2012{, R, e, s e a r c h}

Assistant} {Spanish Heritage Language Program} {} {} {University of Arizona. Tucson, AZ, Director: Dr. Sara Beaudrie} Fall 2011{, A, s, s i s t a n t}

to the Director} {Spanish Heritage Language Program} {} {} {University of Arizona, Tucson, AZ, Director: Dr. Sara Beaudrie} 2010{, P, h, o n e t i c s}

Lab Assistant} {Spanish High Council of Scientific Investigation (CSIC)} {} {} {Center of Social and Human Sciences, Madrid, Spain, Director: Mar'ia Juana Gil Fern'andez}

Academic Accolades

Grants and Scholarships

{Comanche Nation Department of Higher Education Scholarship} {} {} {} {} {} 2015{, K, a, r e n a t e}

Smith Endowment Scholarship} {} {} {} {University of Arizona, Tucson, AZ} 2015{, G, r, a d u a t e}

and Professional Student Council Research and Project Grant} {
 Awarded \$1,666.00 for professional recording equipment} {} {} {University of Arizona, Tucson, AZ} 2014{, G, r, a
 d uate
 and Professional Student Council Travel Grant} {
 Awarded for travel to the Hispanic Linguistics Symposium (HLS)} {} {} {University of Arizona, Tucson, AZ} 2014{,
 S, e, c nd
 o
 Language Acquisition and Teaching Travel Grant} {
 Awarded for travel to the Hispanic Linguistics Symposium (HLS)} {} {} {University of Arizona, Tucson, AZ} 2013{,
 S, e, c nd
 o
 Language Acquisition and Teaching Travel Grant} {
 Awarded for travel to the Second Language Research Forum (SLRF)} {} {} {University of Arizona, Tucson, AZ}
 2009{, B, e, t y
 t
 Jones Scholarship, \$7,260.00} {} {} {} {School of French, Middlebury College} 2006 – 2008{, N, o, r h
 t
 American Language and Culture Scholarship} {} {} {} {Spanish Ministry of Education and Science} 2004 – 2006{,
 E, u, n ce
 i
 D. Faber Scholarship} {} {} {} {Western Washington University, Bellingham, WA}

Awards and Honors

{College of Humanities Fellowship} {} {} {} {University of Arizona, Tucson, AZ} 2013{, C, o, l ege
 l
 of Humanities Fellowship} {} {} {} {University of Arizona, Tucson, AZ} 2010 – 2011{, C, o, l ege
 l
 of Humanities Fellowship} {} {} {} {University of Arizona, Tucson, AZ} 2010 – 2011{, G, r, a uate
 d
 College Fellowship} {} {} {} {University of Arizona, Tucson, AZ} 2009{, O, u, t tanding
 s
 Graduate Student} {Middlebury College} {Middlebury, VT} {} {} {} 2006{, O, u, t tanding
 s
 Graduating Senior Nominee} {Western Washington University} {Bellingham, WA} {Department of Psychology}
 {} {} 2006{, O, u, t tanding
 s
 Graduating Senior Nominee} {Western Washington University} {Bellingham, WA} {Department of Modern and
 Classical Languages} {} {}

Teaching Experience

{Assistant Professor} {Rutgers University} {New Brunswick, NJ} {} {} { Undergraduate:
Spanish Culture and Composition for Heritage Learners
Introduction to the Study of Language
Introduction to Spanish Phonetics/Phonology
Current Issues in Second Language Acquisition

Graduate:

Spanish Phonology/Phonetics

Data Science for Linguists

Research Methods: Open Science and Reproducible Research in Linguistics

} 2014 – present{, I, n, s

t

ructor}

{Middlebury College} {Middlebury, VT} {} {Courses taught (in Spanish):

High Beginner Spanish in Context.

Spanish Pronunciation Clinic for Beginners.

} 2010 – 2016{, G, r, a

d

uate

Associate in Teaching} {University of Arizona} {Tucson, AZ} {} {Courses taught (in Spanish):

Elementary 1st semester Spanish.

Elementary 2nd semester Spanish.

Intermediate 5th semester Spanish.

Introduction to Spanish Phonetics.

Spanish Phonetics for the Heritage Speaker.

Introduction to Hispanic Linguistics.

History of the Spanish Language.

Applied Linguistics.

} {} Fall 2015{, I, n, s

t

ructor}

{Franklin Institute, University of Alcalá} {Alcalá de Henares, Spain} {} {Course taught (in Spanish):

Phonetics and oral Spanish.

} 2009 – 2010{, E, n, g

l

ish

Teacher} {C.E.I.P Carmen Iglesias} {Madrid, Spain} {} {Courses taught (in English):

Kindergarten English.

3rd grade English.

} 2006 – 2008{, T, e, a

c

hing

Assistant} {Escuela Oficial de Idiomas} {Cádiz, Spain} {} {Courses taught (in English):

Beginning conversation.

Intermediate conversation.

Advanced conversation.

}

Service and Outreach

Mentoring of doctoral students

2019 Tadjou-N'Dine Mamadou Yacoubou, Member of PhD qualifying paper committee

Linguistics, Rutgers University

Nathan Koser, Member of PhD qualifying paper committee

Linguistics, Rutgers University

Laura Fernández Arroyo, Member of PhD qualifying paper committee
 Spanish and Portuguese, Rutgers University
 Nicole Rodríguez, Member of PhD qualifying paper committee
 Spanish and Portuguese, Rutgers University
 2018Cristina Lozano Argüelles, Member of Dissertation committee
 Spanish and Portuguese, Rutgers University
 Michele Goldin, Member of Dissertation committee
 Spanish and Portuguese, Rutgers University
 Julio César López Otero, Member of Dissertation committee
 Spanish and Portuguese, Rutgers University
 Esther Hur, Member of Dissertation committee
 Spanish and Portuguese, Rutgers University
 Julio César López Otero, Member of PhD qualifying paper committee
 Spanish and Portuguese, Rutgers University
 Michele Goldin, Member of PhD qualifying paper committee
 Spanish and Portuguese, Rutgers University
 Esther Hur, Member of PhD qualifying paper committee
 Spanish and Portuguese, Rutgers University
 2017Cristina Lozano, Member of PhD qualifying paper committee
 Spanish and Portuguese, Rutgers University
 Eileen Blum, Member of PhD qualifying paper committee
 Linguistics, Rutgers University
 Gwendolyn Rehrig, Member of Dissertation committee
 Psychology, Rutgers University

Mentoring of undergraduate students

2018 – 2019Maxine Ellicott, School of Arts and Sciences Honors Program Faculty Mentoring
 Pre-med, Rutgers University
 Hamail Iqbal, School of Arts and Sciences Honors Program Faculty Mentoring
 Rutgers University
 Jessica Philip, School of Arts and Sciences Honors Program Faculty Mentoring
 Statistics, Rutgers University
 2017 – 2018Jessyca Campos, Independent Study
 How syllable weight influences the perception of stress in second language learners of Spanish
 Linguistics, Rutgers University
 Tiffany Calvache, School of Arts and Sciences Honors Program Faculty Mentoring
 Molecular Biology and Biochemistry, Rutgers University
 Shuxiang Michelle Fan, School of Arts and Sciences Honors Program Faculty Mentoring
 Linguistic Anthropology, Rutgers University

Manuscript Reviewer

2019Language and Speech. Studies in Hispanic and Lusophone Linguistics. Journal of Phonetics. Linguistic Approaches to Bilingualism. Journal of the Acoustical Society of America. Languages. Language Learning. 2018Language and Speech. Bilingualism: Language and Cognition. Languages. Routledge Edited Volume: El español como lengua de herencia. 2017Hispanic Studies Review. Language and Speech. Bilingualism: Language and Cognition. Heritage Language Journal. Languages. 2016Second Language Research. Journal of Second Language Pronunciation. Hispanic Studies Review. 2015Journal of Second Language Pronunciation.

{Proceedings of the 6th International Workshop on Spanish Sociolinguistics} {} {} {} {University of Arizona, Tucson, AZ.} 2012{, E, d, i
t or}
{Divergencias: Revista de estudios lingüísticos y literarios, Vol. 10, 1.} {} {} {} 2011{, A, s, s
i stant
Editor} {Arizona Journal of Hispanic Cultural Studies, Vol. 15.} {} {} {} 2010{, E, d, i
t or}
{Divergencias: Revista de estudios lingüísticos y literarios, Vol. 8, 2.} {} {} {} 2010{, A, s, s
i stant
Editor} {Arizona Journal of Hispanic Cultural Studies, Vol. 14.} {} {} {}

Abstract Reviewer

{Speech Prosody 7: Social and Linguistic Speech Prosody.} {} {} {} {Trinity College, Dublin.} 2014{, T, r, a
v el
Grant Judge} {Graduate and Professional Student Council (GPSC).} {} {} {} {University of Arizona, Tucson, AZ.}

Departmental Committees and Administrative Assignments

{Graduate Admissions Committee} {} {} {} {Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ} 2018 – ongoing{, L, a, n
g uage
Engagement Research Advisory Group} {} {} {} {Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ} 2017 – 2018{, A, d, -
h oc
Committee on Graduate Student Grants and Proposals} {} {} {} {Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ} 2017 – 2018{, D, e, p
a rtment
Website Improvement Committee} {} {} {} {Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ} 2016 – 2017{, U, n, d
e rgraduate
Curriculum Committee} {} {} {} {Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ} 2016 – present{, S, c, h
o ol
of Arts and Sciences Honors Program} {} {} {} {Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ} 2014 – 2015{, D, e, s
i re
to Learn (D2L) Liaison} {} {} {} {Department of Spanish and Portuguese, University of Arizona, Tucson, AZ} 2014 – 2015{, W, e, b
m aster}
{Department of Spanish and Portuguese, University of Arizona, Tucson, AZ} 2011 – 2014{, C, o, -
t echnology
Director} {} {} {} {Department of Spanish and Portuguese Film Festival, University of Arizona, Tucson, AZ.} 2011 – 2012{, W, e, b
m aster}
{Divergencias: Revista de estudios lingüísticos y literarios} {} {} {}

Organizations and Committees

{Chair, Phonetics/Phonology} {Hispanic Linguistics Symposium} {} {} {Texas Tech University, Lubbock, TX} 2012{, C, h, a
i
Perception and Production of Phonological Variables} {6th International Workshop on Spanish Sociolinguistics} {} {} {University of Arizona, Tucson, AZ} 2011 – 2012{, O, r, g
a
Committee} {6th International Workshop on Spanish Sociolinguistics} {} {} {University of Arizona, Tucson, AZ} 2010 – 2012{, T, e, c
h
Director} {Department of Spanish and Portuguese Graduate Symposium} {} {} {University of Arizona, Tucson, AZ} nology

Professional Development

{Study Abroad Program Director} {University of Alcalá (Franklin Institute)} {} {} {Alcalá de Henares, Spain} {} 2014 – 2015{, D, a, t
a
Science Specialization} {Johns Hopkins University} {coursera.org} {} {} {Instructors: Jeff Leek, PhD, Roger D. Peng, PhD & Brian Caffo, PhD} Courses completed (with distinction):
The Data Scientist's Toolbox.
R Programming.
Getting and Cleaning Data.
Exploratory Data Analysis.
Reproducible Research.
Statistical Inference.
Regression Models.
Practical Machine Learning.
Developing Data Products.
{} {} 2013 – 2016{, I, n, s
t
Technology Graduate Liaison} {University of Arizona}{Tucson, AZ} {} {} {College of Humanities Instructional Computing} {} {} Summer 2013{, B, i, l
i
Assistant} {Middlebury College} {Middlebury, VT} {} {} {Pronunciation Clinic (co-teaching undergraduate workshop) \ Assistant to Dr. Armin Schwegler} Summer 2012{, B, i, l
i
Assistant} {Middlebury College} {Middlebury, VT} {} {} {Introduction to Spanish Phonetics (graduate course)\ Pronunciation Clinic (undergraduate workshop), Assistant to Dr. Luis Ortiz López} 2008{, D, i, p
l
of Spanish as a Foreign Language (DELE)} {Instituto Cervantes} {Spain} {} {} {Level Superior (C2) in accordance with the Common European Framework of Reference for Languages (CEFR)} 2006{, W, a, s
h
Association of Foreign Language Teachers regional conference} {Bellingham, WA} {} {} {} {Representative for Foreign Language Associates Northwest (FLAN)} {} ructional
ngual
ngual
oma
ington

Professional memberships

Modern Language Association Sigma Delta Pi National Hispanic Honor Society, Chapter MU The American Council on the Teaching of Foreign Languages
{Western Washington University}{ }{ }{ }

Additional Interests

Languages	English	Portuguese
	Spanish	Italian
	French	Latin

Programing Languages	R	ŁTŁX
	Python	PHP
	HTML/CSS	

Technology	Mac OS X	SPSS	Praat
	Windows	R/RStudio	PsychoPy
	Linux	Jasp	Adobe Creative Suite

Last updated: August 15, 2019
www.jvcasillas.com