

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
«САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

Кафедра английской филологии

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HIGHER EDUCATION IN THE USA

*Утверждено редакционно-издательским советом университета
в качестве учебного пособия*

Самара
Издательство «Самарский университет»
2009

УДК 42/48
ББК 81.2 Анг
Г 95

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Г 95 **Higher Education in the USA** : учебное пособие / Т. А. Гуральник. – Самара: Изд-во «Самарский университет», 2009. – 60 с.

Настоящее учебное пособие представляет собой комплект учебных материалов по теме «Высшее образование в США».

Пособие состоит из четырех разделов, каждый из которых содержит базовый текст с разработанными на его основе упражнениями, серию заданий на формирование межкультурной компетенции (в рамках темы «Образование в США»), а также упражнения на совершенствование навыков академического письма, инференции и референции, перевода с русского языка на английский и т. п. Здесь также предусмотрены задания по поиску информации в сети Интернет. Рекомендуется начинать изучение каждого раздела с ключевых слов, представленных в Глоссарии по высшему образованию США. Пособие рассчитано на 10 часов аудиторной и 10 часов самостоятельной работы.

Предназначено для совершенствования языковых умений и навыков студентов IV курса на базе языкового материала, отобранного из аутентичных американских источников.

УДК 42/48
ББК 81.2 Анг

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Unit 1

The American University: Selectivity and Admission

Pre-reading. Anticipation exercise

1. Do you think that the structure of higher education in the USA is similar to or different from that of West-European countries? Russia?
2. Is higher education available to all Americans or to only those who can afford it?

Key vocabulary: college, public school, private school, grant, scholarship, employment, transcript, SAT, ACT, TOEFL, undergraduate, graduate, liberal arts

Text 1. Higher Education in the USA: The General Overview

The structure of education in the United States differs notably from that in most other countries. While educational systems in many areas of the world are national in character and centralized in control, education in the US is decentralized and diversified. Under the principle of federal government, education is a responsibility of each of the 50 states, the District of Columbia and the territories. Each state has developed a system of public schools and a system of chartering and regulating private schools.

Higher education is the term used in the United States for formal education beyond the 12 years of elementary and secondary school and includes the instruction offered at two-year community and junior colleges, four-year colleges, universities that award graduate degrees, and various technical and professional schools.

The financial support for U.S. higher education derives from a number of different sources. Public colleges and universities are financed primarily by state, county, or city governments or by a combination of several levels, and they are subject of governmental authority. Public institutions make up 45% of the total number of higher education institutions in the U.S. Private institutions, which include 46 % of the total, are governed by their own boards of trustees and are supported largely by private individuals or groups or religious organizations. The third type of schools are the profit-making or proprietary institutions which comprise 9 % of all higher education institutions.

In everyday speech, the terms "college" and "university" are used interchangeably. However, there is a distinction. The US college has no counterpart in the educational system of any other country. It is the nucleus from which all institutions of higher learning have developed in the U.S. The university is the outgrowth and expansion of the college. A university is made up of a group of schools that include a 4-year undergraduate liberal arts college, graduate schools. Some technological and professional programs, such as those in agriculture, nursing, and teaching, are offered at both the undergraduate and

graduate levels. Other professions, such as medicine, dentistry, and law, are studied only at the graduate level.

U.S. institutions of higher education are controlled by governing boards of trustees or regents and headed by a president or chancellor, who is assisted by deans. The dean of academic affairs in a small institution, or the dean of the college or school in a multi-unit university, in cooperation with the teachers of the institution (known as the members of the faculty), has general authority over matters of policy, such as curriculum and degree requirements. The dean of students is responsible for the personal and social aspects of student life. Colleges and schools are organized into different departments for each field of study: an English department, a history department, and so on, and each such unit is headed by a chairperson who is a senior member of the teaching staff.

Admission to a college or university in the United States is considered a privilege and not a right. Each institution establishes admissions policies consistent with its level and mission. Some are highly competitive; others less so, but admission in all cases is based on an appraisal of the applicant's past grades, scores on entrance exams that measure both aptitude and achievement, and other personal factors. Letters of reference from past teachers play an important role.

Undergraduate admission is usually centralized, while graduate students are admitted only with the consent of the discipline department in which they will study.

In contrast to public education at the elementary and secondary levels, higher education in the United States is not free of charge. The student must pay tuition, fees, room and board (if living away from home), books and materials, and research and thesis expenses.

Tuition is the basic charge for instruction. As a rule, tuition rates are higher in private colleges and universities than in public institutions. In the latter, the rate for residents of the state, county, or city is less than the rate for non residents.

College and University education is more accessible in the United States today than it was prior to the 1950s. Until that time, a college education was the prerogative of the elite who could afford it. Other than competitive academic scholarships, there was little financial assistance available.

After World War II, Congress passed the G.I. Bill, which subsidized the higher education of returning veterans and opened the door for further legislation aimed at providing financial assistance to any qualified student who wanted a college degree. Grants, loans, and other financial aid are today provided by the federal and state governments, as well as by other independent agencies and by the colleges themselves. The majority of American students entering college apply for some form of financial assistance.

As a result of this increased accessibility, the profile of college and university students has undergone a radical change over the past 25 years. It includes the

economically disadvantaged as well as affluent, and women now outnumber men at the undergraduate level.

The traditional age of U.S. undergraduate students, 18 to 22, is also changing rapidly as a result of many factors: the number of persons in that age group has levelled off; many students do not enter college directly from secondary schools but wait a year or two; and other students “stopout” or pause in the middle of their college experience to join the work force for a few years before returning to complete their degree requirements. Perhaps the greatest factor in changing the traditional age for undergraduates is the increasing number of adults who return to college or even begin their studies after the age of 25. As a result of today’s opportunities for a college education, the typical college student may represent any economic, cultural, or age group from young adult to senior citizen.

Culture Notes:

Public – relating to or involving the state and governmental agencies rather than private institutions

Undergraduate – of or relating to the program at college or university leading to a bachelor’s degree (e.g. ~ course, ~ students, ~ curriculum etc.)

G.I. Bill – bill passed by US Congress in 1944 guaranteeing various benefits, including education allowances and home, farm, and business loans, for military service veterans. The abbreviation G.I. stands for G(overnment) I(ssue), which is stamped on military uniforms and supplies, therefore, G.I. in everyday speech is associated with US military personnel

Exercise 1. Find in the text the equivalents of the following terms. Expand on each of the terms.

Муниципальная школа, частная школа, местный (общинный) колледж, колледж нижней ступени, “младший специалист”, частное (коммерческое) учебное заведение, 4-х годичный колледж, бакалавриат, декан по учебной работе, заведующий кафедрой, декан по студенческому контингенту, оценки, баллы, характеристики, плата за обучение, взносы, полный пансион, академотпуск.

Exercise 2. Answer the following questions:

1. What is peculiar about the system of higher education in the USA? What makes it different from the system of higher education in other countries?
2. What is understood by the system of public and private schools?
3. What types of institutions belong to the system of higher education in the USA?
4. What are the sources of funding higher education?
5. How are the terms “College” and “University” discriminated? What makes an institution “a university”?

6. What can be inferred about the structure of the university?
7. What does the admission procedure involve?
8. Why is college and university education more accessible today than it was before the 1950s?
9. What factors influenced the changes in the profile of American students?

Viewing. *You are going to view the infomercial (documentary) “The Judgment day”*

Pre-viewing: What are the admission requirements in American colleges and universities?

Key vocabulary: GPA, SAT’s, applicant, interview, Dean of Admissions, counselor, extracurricular activities, recommendations.

Viewing: Take notes while viewing on:

- Kenyan College (type of college, location, average score for admissions, freshman enrollment, competition);
- profiles of three American applicants seeking admission to Kenyan College (residence/educational background, GPA’s, SAT’s scores, their concerns);
- Admissions Committee (dean of admissions’ functions, number of counselors, their qualifications and duties);
- The procedure of decision-making (admission requirements, factors affecting admission);
- How the applicants are informed about the Admissions Committee’s decision

After Viewing: *Do you find the admission procedure to Kenyan College fair and objective?*

Imagine that you are one of the applicants from this video (Josh, Jason or Nina). Share your experience of applying to Kenyan College.

Exercise 1. *Say whether or not the following statements are true or false?*

1. Kenyan College is one of the colleges of Ohio State University _____
2. The competition is as high as 2200 applicants for 400 places _____
3. The verbal ability is very strong with Josh _____
4. Interview was the most critical point for Nina. _____
5. The divorce of Jasons’ parents played a role in the Admissions Committee’s decision-making. _____

Exercise 2. *Paraphrase the following sentences.*

1. The discussions maybe painfully blunt.
2. Ranked 12 in his class, he is not worried about his grade average.

3. It was yesterday, but today her interview is 40 paces away.
4. Like Nina and Jason, Josh is no sure bet.
5. Together with strong interview he'll still be in the game.
6. Extracurricular activities can polish an otherwise dull academic record.
7. While teachers' and personal recommendations are a dime a dozen, the extraordinary one can be solid gold.
8. Your grades are often weighed against the reputation of your high school.
9. For Josh, Jason and Nina, it is a chance to attach their personalities to all their paperwork.
10. As the review proceeds, Jason's fate seems suddenly tied to another candidate from his school.

Exercise 3. Tick the following admission requirements as C (compulsory) or O (optional)

- transcript
- interview
- videotape
- SAT score
- proficiency in foreign languages
- athletics
- recommendations

Follow-up: Can you recall your "judgment day" and say if it was as stressful and nerve-breaking as it was for the three applicants in the video.

Writing 1. Describe the admissions procedure to your university.

Writing 2. Study Text 1 in the Appendix "The Mission Statements of Three American Universities". a) Copy out from the texts verbs, nouns and adjectives relating to mission statements; b) Make an outline of the mission statement; c) Consider the values that each university puts forward as their guiding principles; d) Discuss in small groups the values of your university as you see them and write a mission statement of Samara state university.

Text 2. Academic Year

Insert prepositions. Give your opinion of the academic calendar in the US university. Would you prefer to have longer or shorter terms during the academic year?

The academic year in US universities ranges ___32 to 36 weeks ___ length. It usually begins ___ August or September and ends ___ early or late May. Some colleges and universities divide the academic year ___ two terms ___ about 15

__ 18 weeks each, called *semesters*. Other schools divide the year __ periods __ 12 weeks each, called *quarters*. Students must be ____ during the three quarters that fall ____ August/September and May/June; the fourth quarter is the summer vacation. Still other institutions divide the academic year __ three equal *trimesters*. At all colleges and universities, there is a two-to-four week holiday beginning in mid-December, and many schools separate their terms with this holiday. Other institutions hold special short courses __ the month of January and begin a new academic term in February. Most schools also have a one-week spring holiday __ March or April and some have a one-week break __ the fall as well.

Internet activities. 1) Find the information about SAT and ACT College admission exams (www.ets.org/sat & www.act.org). Make a presentation about a) the format b) the aims c) scores
2) Choose a university website and study a) the academic calendar; b) tuition and fees; c) financial aid information. In groups of 3 students share your findings with your partners.

Render the following text

Я учусь в колледже

Андрей Артемов, студент шестого курса 2-го медицинского института им.Пирогова, учится в американском колледже «Сэр Лоренс». Андрей рассказывает корреспонденту АПН Э. Чопорову о «своей» Америке, о том, что увидел своими глазами.

Часть 1

Э.Ч. Кто идет учиться в колледж? Какова система платы за обучение?

А.А. Чтобы стать студентом колледжа, нужно, во-первых, желание, во-вторых, деньги. Обычный колледж – это четыре года учебы. За это время, изучая различные предметы, выбирая их по вкусу, студент старается получить не только образование, но и понять самого себя, свои склонности к той или иной области знаний. Образование в колледже – дело для среднего американца обычное. С дипломом бакалавра можно найти работу, получать приличные деньги. Средняя плата за обучение в частных колледжах – 14-15 тысяч долларов в год. Существуют различного рода программы, предназначенные для поддержки студентов из семей малоимущих или с малым достатком. Наиболее распространенные формы вспомоществования – «по необходимости» и «по способностям». Студент может занять деньги у государства, потом выплатит. Колледж, исходя из своих финансовых

возможностей, погашает часть стоимости обучения. Как государство, так и колледж имеют различные денежные фонды поддержки выходцев из афро-американских семей, латино-американцев, матерей-одиночек. Эти фонды могут покрывать от 30 до 60 процентов всей стоимости обучения.

После окончания колледжа есть два пути продолжения обучения. Первый – одно-двухгодичная учеба по специальной программе с целью совершенствования знаний в одной из областей. Второй – пойти в «профессиональную школу», например в школу бизнеса или юридическую. Срок обучения четыре года. Это очень дорогое удовольствие. Но те, кто окончил эти школы, становятся самой привилегированной частью профессионалов. Первый–второй курс в наших институтах соответствует четвертому году колледжа, последние курсы наших вузов – это уровень профессиональной школы.

Э. Ч. Каковы, на твой взгляд, достоинства обучения в колледже?

А. А. Прежде всего в большей вероятности верного выбора профессии. Затем – в возможности получить всестороннее образование. Далее – в чрезвычайной демократичности в отношениях студентов с преподавателями. И, наконец, в возможности выбирать предметы по вкусу, брать «независимые» предметы. Упор здесь делается на индивидуальную работу педагога с каждым студентом. В профессиональных школах и в программах продолжения образования подобной свободы уже нет. Они очень похожи на нашу систему – такая же строгая регламентация дисциплин.

(to be continued)

Unit 2

University Curriculum

Pre-reading. Anticipation exercise

1. How can knowledge and skills received at school be measured?
2. What do you think “grade inflation” means?

Key vocabulary: the Ivy League, tenure, promotion, transcript, grade point average, part-timer, adjunct, scholarship

Text 1. Why Colleges Shower Their Students with A’s

The economist Milton Friedman taught that superior products flourished and shabby ones died out when consumers voted emphatically with their dollars. But the truth of the marketplace is that shabby products can do just fine if they sustain the veneer of quality while slipping downhill, as has much of the higher education. Faced with demanding consumers and stiff competition, colleges have simply issued more and more A’s, stoking grade inflation and devaluing degrees.

Grade inflation is in full gallop at every level, from struggling community institutions to the elites of the Ivy League. In some cases, campus-wide averages have crept up from a C just 10 years ago to B-plus today.

Some departments shower students with A’s to fill poorly attended courses that might otherwise be canceled. Individual professors inflate grades after consumer-conscious administrators hound them into it. Professors at every level inflate to escape negative evaluations by students, whose opinions now figure in tenure and promotion decisions.

The most vulnerable teachers are the part-timers who have no job security and who now teach more than half of all college courses. Writing in the last issue of the journal *Academe*, two part-timers suggest that students routinely corner adjuncts, threatening to complain if they do not turn C’s into A’s. An Ivy League professor said recently that if tenure disappeared, universities would be “free to sell diplomas outright”.

The consumer appetite for less rigorous education is nowhere more evident than in the University of Phoenix, a profit-making school that shuns traditional scholarship and offers a curriculum so superficial that critics compare it to a drive-through restaurant. Two hundred colleges have closed since a businessman dreamed up Phoenix 20 years ago. Meanwhile, the university has expanded to 60 sites spread around the country, and more than 40,000 students, making it the country’s largest private university. Phoenix competes directly, with the big state universities and lesser-known small colleges, all of which fear a student drain. But the elite schools fear each other and their customers, the students,

who are becoming increasingly restive about the cost of a first-tier diploma, which now exceeds \$ 120,000. Faced with the prospect of crushing debt, students are treating grades as a matter of life and death – occasionally even suing to have grades revised upward.

Twenty years ago students grumbled, then lived the grades they were given. Today, colleges of every stature permit them to appeal low grades through deans or permanent boards of inquiry. In the *Chronicle of Higher Education*, Prof. Paul Korshin of the University of Pennsylvania recently described his grievance panel as the “rhinoplasty committee”, because it does “cosmetic surgery” on up to 500 transcripts a year.

The argument that grades are rising because students are better prepared is simply not convincing. The evidence suggests that students and parents are demanding – and demanding – what they think of as their money’s worth.

One way to stanch inflation is to change the way the grade point average is calculated. Under most formulas, all courses are given equal weight, so math, science and less-challenging courses have equal impact on the averages. This arrangement rewards students who gravitate to courses where high marks are generously given and punishes those who seek out math and science courses, where far fewer students get the top grade.

Valen Johnson, a Duke University statistics professor, came under heavy fire from both students and faculty when he proposed recalculating the grade point average to give rigorously graded courses greater weight. The student government beat back the plan with the help of teachers in the humanities, who worried that students might abandon them for other courses that they currently avoided. Other universities have expressed interest in adopting the Johnson plan, but want their names kept secret to avoid a backlash.

Addicted to counterfeit excellence, colleges, parents and students are unlikely to give it up. As a consequence, diplomas will become weaker and more ornamental as the years go by.

*(Brent Staples, Editorial Observer,
New York Times, March 8, 1998)*

Exercise 1. Study the definitions of the following words used metaphorically. Suggest a synonymic word or phrase to convey the idea of the sentence.

stoke	to fill an enclosed fire with fuel to give heat or power
devalue	to reduce the exchange value of money
inflate	to cause to fill until swelled with air, gas, etc.
shower	to rain or fall in or as if in a shower
shun	to keep away from
stanch	to check or stop the flow of (blood, tears etc.)
hound	to pursue with or as if with hounds
corner	to drive into a corner

backlash
drain

a sudden violent backward movement or reaction
channel that carries water or sewage away from a place

Exercise 2. Give Russian equivalents of the following idioms. Make up sentences with these idioms.

sustain the veneer of quality, in full gallop, under heavy fire, a matter of life or death

Exercise 3. Find paragraphs in which the author uses these metaphoric comparisons. Explain the underlying implications.

grade inflation, drive through restaurant, rhinoplasty committee

Exercise 4. Divide the text into logical parts and suggest a heading for each part.

Exercise 5. Based on the directly and indirectly stated information, answer the inference questions

Note: Inference is a conclusion drawn from facts or reasoning; it is also an implication i.e the information that is not directly stated but implied by the author.

What can be inferred about

- grade inflation;
- tenure and promotion
- grading in American colleges;
- the University of Phoenix
- grade point average

What is the main point the author is making in the article?

Follow-up discussion: What is the relationship between grades and the quality of education? Do you think grade inflation is a culture specific problem or a universal one?

Grammar. Participial Clauses

Exercise 6.

a) Translate into Russian the sentences from the text with participial clauses

1. Faced with demanding consumers and stiff competition, colleges have simply issued more and more A's, stoking grade inflation and devaluing degrees.

2. Writing in the last issue of the journal *Academe*, two part-timers suggest that students routinely corner adjuncts, threatening to complain if they do not turn C's into A's.

3. Meanwhile, the university has expanded to 60 sites spread around the country, and more than 40,000 students, making it the country's largest private university.

4. Faced with the prospect of crushing debt, students are treating grades as a matter of life and death – occasionally even suing to have grades revised upward.
5. Addicted to counterfeit excellence, colleges, parents and students are unlikely to give it up.

b) Combine two sentences using a participial clause.

e.g. *In 1971, Indira Ghandi and her supporters won a huge victory. They took two thirds of the legislative seats.* → *In 1971 Indira Ghandi and her supporters won a huge victory, **taking** two thirds of the legislative seats.*
The book was first published in 1915. It was described by Maugham as autobiographical novel. → *First **published** in 1915, the book was described by Maugham as autobiographical novel*

1. The Russian Revolution divided the world into two ideological camps. It influenced nations even in distant parts of Asia, Africa and Latin America.
2. The passengers were informed of the change in flight times. They grumbled and sat down for a long wait.
3. San Marcos University in Lima was founded in 1551. It is one of the oldest universities in the Western hemisphere.
4. On December 21, 1988, Pan Am flight 103 from London to New York exploded above the small Scottish town of Lockerbie. All 259 people on board and 11 people on the ground were killed.
5. She was dressed in her smartest clothes. She arrived early for the interview.

Exercise 7. Read the conversations below. Act out each conversation. Make inferences about students' academic life in an American university in the form of propositions.

- e.g. 1. According to this dialogue, in an American university grades are lettered (A, B, C, D, F)
2. A final grade in the course is a cumulative grade etc.

Dialogue A

- Rick:* Thank you for seeing me today, Dr Wilson. I want to talk with you about my final grade.
- Dr. Wilson:* Yes?
- Rick:* Well, I was surprised to get a B after doing so well on the midterm.
- Dr Wilson:* Let's see. I'll just check my grade book here.
- Rick:* I got a B, Dr Wilson. I brought my test with me.
- Dr. Wilson:* Yes, you did. I have it recorded here. And you passed the final with a C.
- Rick:* Then I should have got a C+ or a B-.

- Dr. Wilson:* Yes, you should have, but the problem was your attendance. Twenty-five percent of your grade was calculated on the basis of class participation, and Rick, you just didn't participate.
- Rick:* But I passed the exams.
- Dr. Wilson:* Yes, I know you did. And you passed the course. B is a passing grade.
- Rick:* But...
- Dr. Wilson:* I'm sorry, Rick. I gave you a syllabus on the first day of class and the grading system was outlined in it. You received an F in class participation because you missed so many days, and that brought your grade down.

Dialogue B

- Woman:* You're going to take the econometrics course next semester, aren't you? Do you know which section you're going to take?
- Man:* I do need to take the econometrics course. How many different sections are there?
- Woman:* There are two sections, and each meets for three hours per week. One of the sections is from eight to nine o'clock in the morning three times a week, on Mondays, Wednesdays, and Fridays, and the other section is once a week from seven to ten o'clock on Tuesday evenings.
- Man:* Oh, I know which section I'm going to take; that's an easy decision for me. I'm not a morning person, so eight o'clock in the morning sounds awful. It'll be the evening course for me.
- Woman:* But evening course only meets once a week for three hours straight. Don't you think that three hours in a row of this course will be difficult to handle?
- Man:* It's better to have three hours in a row in the evening than to have to get up early in the morning three times a week!

Dialogue C

- Woman:* Look at the syllabus! It's really jam-packed.
- Man:* It lists several chapters per week in the text that we have to get through. Each week, there are two chapters and sometimes three.
- Woman:* And look. Sometimes, there are also supplementary readings in addition to the textbook chapters.
- Man:* I don't know how I'm going to get through all this reading and prepare for the exams, too.

Woman: My goodness, there are three unit exams spread throughout the course and then an overall final exam.

Man: This course is going to take up an awful lot of time.

Exercise 8. *Read Text 2 in the Appendix “Grading and Assessment”. Summarize it.*

Internet activities. Find the information on a university website about the English/Modern Languages/Russian Department. Study it carefully (major and minor requirements, electives, course descriptions), then make your own student’s curriculum leading to a BA in English/Modern languages/Russian. Share it with class. Say whether it was easy/difficult to do it. What are the challenges of making your own curriculum. What is your freedom of choosing the subjects to your liking limited to?

Exercise 9. *Study Text 3 in the Appendix “The Master’s Program in Linguistics at the University of North Dakota”. Are there any common features between the MA program in Linguistics and the philology curriculum at Samara state university? What do you find difficult to understand?*

Exercise 10. *Discuss your university curriculum by following these steps.*

Step 1. Group the subjects you study at the university into 3 categories: GE subjects, Educational subjects, Specialty subjects.

Step 2. Get together in small groups. Rate the following subjects in the order of importance to you (1-most important, 5 – least important)

Step 3. Consider your utmost career goals and discuss the priorities among these subjects. If you were given the right to make your own curriculum, which of these subjects would be

- Worth including into the curriculum;
- Worth extending in terms of time and scope;
- Worth studying as majors, minors, electives.

Step 4. In groups discuss the essence of university education. What academic disciplines should make the basis of university education? Which skills are required from the future leaders of society?

Follow-up: *What major revision would you introduce into the curriculum of the English Department? Expand on the following:*

1. When is the time to choose a major – before entering the university or at some point during studies (What point?)
2. What are the strong and weak points of a fixed curriculum?
3. Is there any direct relationship between what a student specializes in and his/her ultimate job?

Writing. Write an essay on the following topic:

Some educators believe that to graduate from a university a student should study courses from a wide variety of subjects. Other educators believe that it is better for a university graduate to have strong specialization. Discuss the advantages of each position. Then indicate which position you think is better and justify your response.

Render the following text into Russian

Я учусь в колледже

Часть 2

Э.Ч. Как строится процесс обучения? Поясни, что ты подразумеваешь под «демократичностью» отношений студентов с преподавателями.

А.А. Колледж «Сэр Лоренс» совсем небольшой – 800 студентов. Основные направления обучения – различные виды искусств, литература, история, кинематография.... Каждый студент должен набрать 30 «кредитов» за год. Каждый предмет – это 5 «кредитов». Можно изучать все, что хочешь, но в определенных границах. Чтобы получить степень бакалавра по истории, ты должен иметь более 50 «кредитов» по истории. Многие стараются получить степень бакалавра по определенной специальности, но некоторые становятся просто бакалаврами «общей подготовки»^{*}.

Демократизм всей обстановки просто поражает. Студенты называют преподавателей просто по имени, ходят к ним в гости, обедают вместе. На занятиях прежде всего выслушивается мнение студента, а уж потом мнение преподавателя. Перед преподавателем можно сидеть, задрать ноги на стол, есть бутерброд. Это, конечно, экстравагантно, но приемлемо. Кроме того, существуют так называемые «конференции» - раз в неделю в течение 45 минут ты встречаешься с преподавателем один на один. Обсуждать можно все, что хочешь, но не исключено, что получишь нагоняй за нерадивость. Созданы все возможности, чтобы студент «нашел себя», развил заложенные природой способности, самовыразился. Если ты действительно хочешь что-то делать, то условия у тебя есть. Экзамены, в нашем понимании, отсутствуют. Пишут как бы курсовую работу, на которую преподаватель дает отзыв.

(to be continued)

^{*} BA in Liberal Arts

Unit 3

Academic Dishonesty – How Common is Cheating

Pre-reading. Anticipation exercise

1. How common is cheating in secondary schools? In colleges and universities?
2. What are some methods that students use?
3. Is it permissible to copy another writer's words exactly without identifying the writer and without using quotation marks? Explain.

Key vocabulary: study-abroad, junior, senior, graduate (students), sophomore, student union, major, off campus, on campus, master's thesis, fraternity house, cheat sheet, crib note, PhD, transcript, stipend, bachelor's degree, master's degree, registrar, enroll, dean of graduate study, dissertation

Text 1. No, But I Bought the Notes

On page 32 of the Stanford University directory, alongside information on tutoring and study-abroad programs, an equally matter-of-fact listing offers students a scholarly shortcut that makes academic pursuits cringe. Undergraduates “stuck in large classes” who want “to ease the boring lecture burden” can – for a modest price – hire an expert to go to class, take notes and type them up neatly for delivery within days.

Many students at Stanford and elsewhere are nonchalant about the practice, calling professional notes a harmless supplement to their own efforts. Even some professors have no objections.

But critics say that students who hire note-takers are, in effect, paying others to do their intellectual heavy lifting. Ultimately, the critics charge, buying class notes erodes the foundation of higher education. “If you cruise through college just buying the notes and not going to class ... it doesn't even begin to be a poor substitute for the intellectual engagement” that should be part of campus life, said Ann Franke, counsel to the American Associate of University Professors.

Paid note-takers are hardly recent visitors to college lecture halls. One of the first note-taking services was founded in the 1930s to serve students at the University of California at Berkeley. Most other note-taking businesses opened over the past 25 years.

What has changed is the popularity of the services. They are now a fixture at many of the nation's large universities from several UC campuses to Ohio State and Cornell. In some classes, a majority of students buy the notes.

Note-taking services typically hire juniors, seniors or graduate students and charge from \$17 to \$25 for a semester's worth of notes. Often printed on hard-to-photocopy red or green paper, the notes include disclaimers warning students not to skip class.

Many undergraduates insist that they really do use commercial notes as a backup, particularly in science and math courses where it can be hard to absorb the torrent of technical information delivered by some fast-talking professors. Other students concede that buying notes allows them to miss lectures, but say that is not necessarily a problem.

One recent morning in the UC Berkley student union, sophomore Nikey Desai joined a steady stream of students picking up Black Lightning lecture notes. "This summarizes it pretty well", he said, holding the latest installment of notes for his molecular cell biology class. "If I miss class, I don't feel bad or anything – I'm still studying the material."

Another customer, social-welfare major Nancy Gee, said it is common for students to share their class notes, even without a formal note-taking business. "They might as well make money out of it", she said. "It's a little bit of capitalism... Ethically, well, you become accustomed to certain things."

Most note-taking services are nonprofits run by students, but some are private businesses operated off campus.

Copyright Lawsuit

Officials at the University of Florida sued an off-campus service called "A Plus Notes" for copyright violation because it does not obtain professors' permission before taking and selling notes. The university lost in December, and an appeal is pending.

Most services do ask instructors' permission. Some even offer to pay professors royalties – 50 cents for each subscriber in a class is the going rate at UC Berkley. Still, a number of scholars refuse to give the go-ahead. US Berkley plant biologist Richard Malkin, irked that students were skipping his 8 a.m. lectures, stopped allowing note-takers into his large introductory biology class several years ago. The quality of the Black Lightning notes also bothered him.

"There were just a lot of gaps", he said.

Stanford political scientist David Abernethy also keeps paid note-takers out of his classroom, saying students learn more actively when they take their own notes. "The more I'm engaged in interpreting things that I'm hearing using my own words and activating my brain to put them in those words, the more I'm likely to retain what goes on in class", he said.

Laissez-Faire

Other professors take a more laissez-faire approach.

"Whatever way they can learn the material is fine with me", said Berkley chemistry professor Peter Vollhardt, whose organic chemistry class included about 400 Black Lightning subscribers in the past semester. "They're adults".

Vollhardt speaks more highly than Malkin of the quality of the commercial notes. But Black Lightning takes no chances. It includes a line in each subscription contract saying it takes no responsibility for inaccuracies.

An entire body of research on student note-taking has been published in educational journals. Kristin King reviewed it for her University of Oregon master's thesis and found that calling in professionals can be beneficial.

King is hardly a disinterested party – she runs Footnotes, the campus note-taking service. She found that students' own notes often fail to record the most important parts of a lecture.

As for the class attendance, King surveyed 637 students and found that three-quarters said they used Footnotes to supplement their own notes.

Even students who defend note-takers admit to some qualms.

Mike Payne, a 20 year-old Stanford sophomore from Los Altos who earns \$14 per lecture as a note-taker in a human biology course, said some students have legitimate reasons for buying notes. But, he added, college is so expensive these days that skipping class just seems foolish.

*By Ben Wildavsky
San Francisco Chronicle*

Exercise 1. Find English equivalents in the text:

свести на «нет» все старания в учебе, безобидное дополнение к собственным попыткам учиться, выполнять длительную умственную работу, подрывать основы высшего образования, слабая замена интеллектуальному труду, они с таким же успехом могли зарабатывать на этом деньги, некоммерческое предприятие, частный бизнес, нарушение авторских прав, апелляция находится в процессе рассмотрения, одобрить, дать согласие на что-л.

Exercise 2. Match the following words with their explanations, then translate them into Russian.

cringe	to annoy somebody slightly, especially by being tedious
disclaimer	any person or thing that has remained in a situation or place so long as to seem fixed there
qualm	a substitute or reserve
laissez- faire	percentage of an income paid for to the owner of the right (for the permission to use smth)
royalty	a statement warning against smth
irk	to move back suddenly
backup	the practice of letting people do as they wish
fixtue	a sudden feeling of uncertainty or apprehension, especially a misgiving about an action or conduct
installment	a part in series

Exercise 3. Find references to the people mentioned in the article. Fill out the table

Person	For or Against buying lecture notes	Reason
Nikey Desai		
Richard Malkin		
Mike Payne		
Peter Vollhardt		
David Abernethy		
Kristin King		

Writing: Write an essay on the following topic

Do you agree or disagree with the following statement "Buying class notes erodes the foundations of higher education"? Give reasons and examples to support your position.

Follow-up: Discuss these issues:

1. Is it better to do the right thing and fail, or do the wrong thing and succeed?
2. Undeserved success gives no satisfaction.
3. Most everybody cheats some time or other.

Exercise 4. Read Text 5 "Trust, Honesty and the Honor Code" in the Appendix. Summarize it. Are the acts of academic dishonesty described in the text considered dishonest in Russia? What are the consequences of breaking these rules in a Russian university?

Exercise 5. Read the conversation between the dean and the student. Act it out. Make inferences about Student's honor code.

Dean: You are here because you are accused of plagiarism. That is one of the most serious kinds of misconducts at the university. It is intellectual theft.

Student: But I didn't mean to steal.

Dean: Maybe not, but copying is stealing.

Student: I didn't copy.

Dean: Yes, you did. In this case, you copied from a book instead of from a friend. It's still copying. Look, if you want to use someone else's words, you must put them in quotation marks, and you must cite the source. You know that, don't you?

Student: Yes, but....

Dean: Even if you don't copy for words, but you use someone else's ideas, if those ideas are not widely published, it can still be plagiarism to use them without citation.

Student: That's what I don't understand, Dean Connors.

Dean: Mr. Farr, your professor already gave you a failing grade for the course, and in this case I feel that is punishment enough. I'm going to give you a warning this time. But if you ever come back to my office for a similar offence, I'll have you expelled. In the meantime, if you really don't know how to write a research paper, I suggest that you go over to the Learning Resources Center for some tutoring.

Exercise 6. Read the instances from a Summary of Cases Heard by the 1996-97 Yale College Executive Committee.

1. A sophomore, with no previous disciplinary history, admitted to plagiarizing and was suspended for one term.
2. A sophomore, with no previous disciplinary history, admitted to possessing marijuana and was reprimanded.
3. A junior, with no previous disciplinary history, admitted to cheating and was placed on probation for the remainder of time at Yale.
4. A junior, with no previous disciplinary history but with documented medical problems, admitted to taking another student's homework assignment and submitting it as her own and was placed on probation for the remainder of time at Yale.
5. A sophomore, with a previous disciplinary history, deliberately plagiarized and was suspended for three terms.
6. A junior, with no previous disciplinary history, was placed on probation for using sources without proper citation.
7. A senior, with no previous disciplinary history, was reprimanded for pirating a copy of a computer program licensed to a University Department.
8. Freshman, with no previous disciplinary history, was reprimanded for stealing a chair from a residential college's common room.
9. A sophomore, with no previous disciplinary history, deliberately submitted the same paper as another student and was suspended for one term.
10. A senior was reprimanded for sending an electronic message to a large number of e-mail accounts and giving the false impression that the message was sent by the President of the University.

What do you think of the offences committed by the students? What do you think of the punishment that the students received? Does the "crime fit the punishment"?

Exercise 7. Read the following authentic letter written to a teacher by a student in a grammar class.

Dear Teacher,

I study very hard every day and well into the night before exams. I do this so I can achieve a good grade I can be proud of. During EVERY test this year some students have been using cheat sheets, then allowing other students at the table to read their tests. They do this while you are in the room. I don't know what to do. I cannot tell on them by name but they are wrong and make my grade look bad. I don't know what you are doing when they pass around their tests, because I am afraid to look up and be accused of cheating. Please stop the cheating during tests. More and more of the other students are using cheat notes under their tests and showing them to their friends. My grades are important to me and to have all this cheating around me while I work so hard is very depressing.

Sincerely,
A Concerned Student.

*If you were the teacher who received this letter, what would you do? Read the following excerpt from a review of the book **Cheating 101**. This book is a "how-to-cheat" guide written by Rutgers University senior, Michael Moore.*

Text 2. Student Markets Primer on the Art of Cheating

One of the hottest books on college campuses isn't the latest collection of Calvin and Hobbes – it is a book about cheating.

Cheating 101 is a how-to-guide on shortcuts to a degree – effective places to hide crib sheets, systems of foot signals for sharing multiple-choice answers, places to buy term papers, and dozens of other tips.

Michael Moore, 24, a Rutgers University senior and author of the book, has sold 5,000 copies, mostly at Rutgers, Ohio State, and the University of Maryland. He recently returned from a marketing road trip to Penn State. And he plans to go to Boston, home to 11 colleges and universities, to hawk the \$7 book around spring break.

"We're going to hit Boston right after we hit Daytona Beach in March".

Moore, a journalism major, contracts with a printer to reproduce the 86-page book and sells it mostly out of his home in Hopewell, N.J. But because of the book's popularity, he takes sales operations on the road from time to time. Sometimes aided by a pre-visit article in a student newspaper, he sets up a table in a fraternity house or a room on campus and watches the money roll in.

By Anthony Flint
Boston Globe, Feb 3, 1992.

Follow-up. Perform the following role-plays.

a) You are a student who wrote the letter to the grammar teacher. But you decided not to send the letter to the teacher. Instead, you are going to the teacher's office to talk in person about what's going on.

Suggested first line: "Excuse me. May I come in?"

b) Three people are on TV talk show. One is an interviewer who has invited Michael Moore, the author of *Cheating 101*, along with a college teacher who is upset that someone is selling a book that teaches students how to cheat. The interviewer asks questions; Moore and the teacher argue.

Suggested first lines: "Good afternoon, ladies and gentlemen. Today we have an exciting show. My guests are ..."

Read the following excerpt from a newspaper article about a school district superintendent who falsely wrote on his resume that he had received a doctorate (PhD) from Stanford University.

**Text 3. School chief resigns –
lied about degree San Jose official claimed he had doctorate**

The trustees of the San Jose Unified School District accepted the resignation yesterday of the district's popular superintendent* for faking his resume and planned to turn the matter to police for possible prosecution.

James Baughman, superintendent of the district since 1989, confessed to the board Wednesday that he had lied about receiving a doctorate from Stanford University. Baughman, 39, who had raced^u up the ladder in the district, told the board he had a friend fabricate the Stanford transcripts.

"There were several times he wanted to come forward and say something but you dig yourself in a hole and you can't get out", said board member Carol Myers.

Richard Couser, board president, said the board decided to file a police report because Baughman had been paid an additional stipend for four years based on the false credential. Baughman actually received bachelor's and master's degrees from Santa Clara University.

The board wrestled with its decision for eight hours yesterday because Baughman was credited with helping turn the troubled district around in the past three years. Couser said he "felt sick" when he learned about the faked resume. "I feel like one of my kids fell off the face of the earth", he said.

Jack Farrel, acting registrar at Stanford, said Baughman was never enrolled there.

* **superintendent** – supervisor of a school district

“Because this is a matter of public record, I don’t understand why a search committee did not call, said Cecilia Burciaga, a development officer with Stanford’s Office of Student Affairs. “This could have been found out at any time by anyone”.

Burciaga said she was working as associate dean of graduate studies last summer when a student called asking to see Baughman’s doctoral dissertation in the psychology department. Burciaga said she checked with the registrar and discovered there was no record that he had received a degree.

*By David Sylvester and Dan Turner
San Francisco Chronicle*

Exercise 1: Give English equivalents from the text.

принять отставку (должностного лица), подделать резюме, быстро продвигаться по служебной лестнице, сделать фальшивую выписку к диплому, заявить в полицию, фальшивые документы, ставить в заслугу, изменить ситуацию в проблемном округе к лучшему, заместитель декана факультета послевузовского образования

Exercise 2. Answer these questions.

1. According to the article, James Baughman was very good at his job. Do you think he should have been fired? Why or why not?
2. If you think he should be punished, what kind of punishment would you recommend?
3. Do you know anyone who lied about qualifications in order to get a job? If yes, please explain what happened?
4. Is lying about your qualifications ever justifiable?

Follow-up: Discuss the following

АКЦИЯ!!!
С 16 по 26 февраля
при заказе любой
студенческой работы в
Интернет-центре «Визит»
всем мужчинам скидка
10%

Рефераты, курсовые,
дипломы.
Быстро. Качественно.
Недорого

How often do you see such ads? Do you think that these services are legitimate? Speak on the ethical and legal points of buying diplomas and certificates.

Choose one of the statements below and expand on it.

1. People always bend the rules if they think they can get away with it.
2. Cheating does not hurt anyone.

3. In the real world, people care about success, not principles.

Writing. Write a cause and effect essay on the following topic:

Why students cheat in the classrooms? Give reasons and specific examples to support your position.

Render the following text into Russian

Я учусь в колледже

Часть 3

Э.Ч. Расскажи, каков стиль жизни в «кампусе» – студенческом городке?

А.А. Большинство американских колледжей располагаются вдали от больших городов и тяготеют к маленьким – 10-15 тысяч. Студенческий «кампус» – это в среднем 1,5-3 тысячи студентов и преподавателей. Своя библиотека, свой спортивный комплекс, своя столовая, магазины, службы быта. Обслуги как таковой практически нет. Везде подрабатывают студенты.

У нас «общага» – это огромное здание в 9-12 этажей, длинные коридоры, постоянное мелькание лиц – знакомых, незнакомых. Я москвич, живу дома, и чувство «казенности» никогда не покидало меня, когда я бывал у своих друзей в общежитии. В Америке над этим думали. Здесь маленькие уютные домики. Когда-то в них жили американские семьи, колледж купил их. Не выше двух этажей, приятных цветов, разбросаны по всей территории городка. Каждый домик имеет не номер, а имя – в честь людей, которые или построили его, или имеют отношение к истории колледжа. Так создается атмосфера. После занятий идешь «домой», у тебя собственный ключ от входной двери, заходишь – знакомые лица. Обычно в одном домике живут не более 12 человек. Перед тобой прихожая – холл с телевизором и телефоном, столик, кресла. Обычно здесь устраиваются вечеринки, можно посидеть, поболтать. Если вы студент первого года, то живешь с таким же «салагой». Если старше, то у тебя отдельная комната. Ванной и туалетом пользуются 3-4 человека.

Быт американских студентов поначалу кажется несколько странным. Практически отсутствует мебель. Кровать – это двух-трехспальный матрас на полу. Рядом – стереосистема. На столе компьютер. На стене – 2-3 полки для кассет, плакаты. В углу – грудa книг, шкаф для одежды. Чаще всего комната выглядит так, словно всю ночь здесь была и только что закончилась пирушка.

Питаемся обычно в столовой. Там что-то типа «шведского стола» - бери сколько хочешь. У каждого студента есть свое удостоверение личности, вроде нашего студенческого билета. На нем закодирован твой

персональный номер для столовых и библиотек. Входишь в столовую, вставляешь удостоверение в устройство, подключенное к компьютеру. Если обедаешь в первый раз – добро пожаловать, второй раз – плати. Если ты проспал положенные часы приема пищи в столовой, то можешь перекусить в кафетерии. Там та же система, но уже лимит на количество пищи. Если взял больше положенного – плати. Кафетерий работает с 7 утра до 12 ночи без перерывов. Вообще на территории колледжа все услуги и продукты дороже, чем в городе, в среднем на 20-30 %. Почему? Нет конкуренции, нет такого же магазина, но принадлежащего другой фирме.

Студент все свое время проводит в городке – в библиотеке, на занятиях. В спорткомплексе, кафетерии в библиотеке можно сидеть до часу ночи, а в период экзаменов – до трех. Общественная жизнь в колледже кипит. Каждый понедельник все получают два-три листка – программу предстоящих на неделе событий. Существует масса всевозможных организаций, клубов, секций – от клуба гомосексуалистов до желающих заниматься вышивкой по шелку.

Э.Ч. Какие отношения сложились у тебя с американскими сверстниками?

А.А. Выяснилось, что они мало знают о России, о наших людях, нравах, обычаях. Вопросы задают самые разные – от неимоверно глупых до продуманных и вполне обоснованных. Потом наступает пора дискуссий на самые различные темы – политика, торговля, секс, развлечения. Те, кто прошел через все эти этапы, становятся близкими знакомыми, иной раз друзьями.

Существующая общественно-политическая система в США, ценности, которые она провозглашает и которыми гордится, наложила неизгладимый отпечаток на отношения между людьми. Культ индивидуализма существует и торжествует везде, в том числе и в учебных заведениях. Здесь никогда студент по парте не подскажет на уроке или на экзамене, не передаст шпаргалку, не даст посмотреть курсовую. Дух жестокого соревнования, как и в реальной, взрослой жизни, – норма. Если сказать преподавателю, что кто-то списывает, то это не только будет поощрено администрацией, но не вызовет и негативной реакции студентов.

Общий язык с американцами, честно говоря, не всегда удастся найти. Слишком разные интересы. Звучит странно – одного и того же возраста, а интересы не совпадают. Причины разнообразные, но одна из них в том, что американские студенты взрослеют поздно. Колледж – это как бы продолжение школы, но на более высоком уровне обучения.

(Комсомольская правда, 1991г)

Unit 4

Extracurricular Life at the University

Pre-reading. Anticipation exercise

1. What do you think a student government is? What is its function?
2. What is understood by extracurricular activities? Do you think that American students are more socially and politically active than Russian students?

Key vocabulary: extracurricular activities, campus, student government, intercollegiate and intramural sports, “Greek (letter) organization, fraternity, sorority, dormitory, major, minor, senior, junior

Text 1. “Unconventional candidates join presidential campaign race”

James Carr and Line Jacobsen are the most unconventional candidates for student body president you’ll probably find this year – and they like it that way.

Presidential candidate Carr, a senior in Aviation from Los Angeles, and his running mate Jacobsen, a senior Marketing major from Norway, are the members of the latest ticket to hop into the race to lead the students.

Only they’re a little different than the rest. They have no political affiliation. They have no political experience. They have no campaign money. They have a simple platform – make things happen. They don’t represent any groups or organizations.

But Carr said this is their strong point. “We feel that one of our strengths is that we’re not representing any special interest groups,” he said.

So who do they represent?

“We want to represent the ordinary students”, Jacobsen said. “A lot of the other people running ... are affiliated with a lot of groups”, Carr said. “We’re the common students.”

Hearing Students

They both said they have genuine concerns for the students, and if elected, they want to make sure those common students get heard.

“There’s no contact between the student government and the actual students”, Jacobsen said.

“Student government has always said ‘you come to us’. Well, we want to bring the student government to the students”, Carr said. One way of finding out about student needs would be with weekly polls, Carr said.

What seemed to be of most concern for Carr and Jacobsen was the lack of places for on-campus students to just hang out.

“Where are you to go if you are not in a sorority or fraternity?” Jacobsen said.

They were both adamant in expressing their feelings on the need for commercialization on campus.

“I’d really like to get rid of the food court”, Carr said. “I’d like to bring more commercial properties to the university”.

That, of course, means one project they hope to push heavily is the University Village, which would bring commercial properties to the Bronson Property on the north end of campus. It also means they are in favor of moving commercial properties into the bottom floor of the Memorial Union, an idea that has also been discussed in recent months.

Non-conventional

Carr admits their ticket definitely doesn’t compare to the norm.

“We’re not your conventional candidates for president and vice president and we don’t want to be,” he said.

Between the two, Carr has the most leadership experience. He ran his own skate park in East Grand Forks, and he helped open the Spot, a new skate park in Grand Forks.

Line said simply, “I have no real experience”.

The duo plans on using what Carr calls “creative campaigning”. Leaving out most of the details, he said this will be videos and “stuff to catch the eye”.

All of the work on their campaign is coming free of charge from friends who want to help them, Jacobsen said.

“It’s not about the money or the means to go there,” she said. “Just go with what you have”.

And to them, getting there doesn’t necessarily mean winning the campaign.

“We’re not really counting on winning”, Jacobsen said.

“We probably won’t win”, Carr added. “But, if we enlighten the students that things can happen, then we think we’ve won.”

Carr and Jacobsen would like interested students to contact them with their questions.

(from Dakota Student, 1997)

Culture notes:

Ticket – in the election campaign a group of candidates running together

Food court – the part of a shopping mall where snacks and light meals can be bought from a number of different outlets, often with a communal eating area

Exercise 1: Make a list of “election vocabulary” from the text? Describe the election campaign at the UND using this vocabulary.

Exercise 2. Answer the questions.

1. What is the topic of the text?
2. What are James Carr and Line Jacobsen?

3. What issues do the presidential and vice-presidential candidates address?
4. What are their chances to win election?
5. What can be inferred about a university student government? How strong is the students' voice on campus?

Text 2. Eat, Drink and Be Merry* in the Elm City

By Soraya Victory

Contrary to popular belief, the weekend of the Game is not just about drinking lots of beer and ragging on Harvard. It's about taking a break from work for a couple of days and doing things that you don't usually have time for: going to a show, watching some football, and hanging out with old friends from that other school. Okay, and drinking lots of beer and ragging on Harvard.

The Cantabs will have plenty of catching up to do when they arrive on Fri., Nov.21. The fun will have already begun, and due to our lush nine-day Thanksgiving break, it will be no-holds barred. The usual Thursday night debauchery will be in full swing at **Naples**, where you can imbibe their homemade brew and devour some quality pizza while shaking your booty on the dance floor. Room parties will be in full swing, so keep your eyes and ears open for lights and music as you stumble around campus.

Weekends always feature a host of dramatic productions, and with several shows opening on Thurs., Nov.20, this weekend is no exception. You can catch the modern dance troupe *Philobolus* at the **Shubert Theater** for slightly more refined and graceful athleticism than you might find at the Bowl (Thurs. at 7 p.m., Fri. 8 p.m., Sat. at 2 and 8 p.m., and Sun. at 2 p.m., tickets \$ 15 to \$30). At the **Yale Cabaret**, you can dine while taking in the musical production put on by the School of Drama (Thurs. to Sat. at 8.30 and 11 p.m., tickets \$6 with food and drink minimums). Additionally, the **Yale Dramat's** mainstage, Steven Soundheim's *Into the Woods*, brings a unique assortment of fairy tale adventures (Wed. to Sat. at 8 p.m., tickets \$6-8). You can also take advantage of the downtime to stop by the **Yale University Art Gallery** and the **British Art Center**, before the latter closes next semester for renovations.

And as any Yalie knows, there is no end to singing at Yale. The evenings bring a deluge of concerts, including the **Glee Club** (Woolsey Hall at 8 p.m.) on Friday. Various singing groups will perform with their Crimson counterparts: Redhot & Blue hosts the all-female Harvard Pitches on Friday night (Berkley dining hall at 7.45 p.m., tickets \$5) and the Duke's Men and Shades will shake

* allusion to the Bible "Then I commended mirth, because a man hath no better thing under the sun, than to eat, and to drink, and to be merry: for that shall abide with him of his labour the days of his life, which God giveth him under the sun" (King James Bible. Ecclesiastes 8:15).

the walls of Sprague Hall with the aid of the Harvard Din and Tonics on Saturday night at 8 p.m. (tickets \$3 students, \$5 adults).

When you've had your fill of culture and would do anything to get the *capella* rendition of "Carolina on My Mind" out of your head, you can make your way over to **Toad's Place**. Saturday brings Yale/Harvard night, where three Yale bands will match up against three from Harvard in a "Battle of the Bands" (doors open at 5 p.m.) For post game entertainment you can try the weekly Saturday Night Dance Party – free with any college ID ... and a note from you mother if you come from Cambridge. Another *après-football* option is **Fire and Ice**, where live DJs run the festivities at the YMCA (52 Howe St., 9 p.m. to 3 a.m., \$15 tickets can be purchased at Cobden's).

And now let's get back to the aforementioned beer: you really couldn't miss it if you tried. Unlike another academic institution on the weekend before Thanksgiving, our campus will be lively and full of people, so grab your roommates and hit the streets. **Lake Place** will undoubtedly resemble a brewery for the entire weekend and will be worth the trek. If fraternities aren't your thing, then wander into any residential college and follow your nose. You could also try Old Campus, where the no-keg rule will make for interesting alternatives to the traditional ale.

Despite all the hullabaloo, the main attraction of the weekend is still **the Game** on Saturday at 12.30 p.m. Don't let the cold slow you down in the morning, however. Drag yourself out of bed, get on the first bus in front of Payne Whitney Gymnasium, head out to the fields, and behold a plethora of tailgates*. Virtually every college hosts one, as well as certain organizations and even some families. The Yale University Dining Hall will have an extravaganza set up, complete with the treats which we are all accustomed. Stuff your face, and avoid freezing with some hot chocolate and our other favorite beverage.

When you're finally feeling warm and tingly, and the strains of the Bulldog fight song start to waft over from the Bowl, get on your Boola sweatshirt and find your college in the stands. Protect your Moose, spell out Pierson College, chant JE Sux, and take your Sabrugian clothes off. More importantly, no matter what happens on the field, remember that your Cantab friends will be in class on Monday morning while you're cozily tucked in bed.

(The Yale Herald, November 1997)

Culture Note:

**Tailgate:* a social gathering before a sports event held in a parking lot outside the stadium with vehicles and the adjoining space used for picnicking, barbecuing, and other activities

Exercise 1. Match the idioms from the text with their definitions:

1. No-holds barred	a) in vigorous progress
2. Have one's fill of smth	b) eat excessively
3. Stuff your face	c) worthwhile doing a long difficult journey
4. Worth the trek	e) to act in accordance with your instincts or intuition
5. In full swing	f) completely unrestrained
6. Follow your nose	g) drinking keg beer is not allowed
7. No-keg rule	h) have plenty of smth.

Find the sentences with the above idioms in the text and translate them into Russian. Use the appropriate (informal) register.

Exercise 2. Find synonyms of the following words and phrases in the text using the context clues. Look up the words in the dictionary. Translate them. teasing and taunting, self-indulgence, time for relaxation, vast quantity, drink alcohol, eat quickly and hungrily, to float, spectacular display, noisy excitement or fuss

Internet Activities. The text is abundant in references to cultural places and events connected with Yale and Harvard. Search the Internet for the following references:

the Game, the Bowl, the Cantabs, YMCA, Glee club, Yale Dramat, Moose, JE Sux, Boola sweatshirt, Toad's Place. Choose a couple of concepts from this list and make a short speech on it.

Tips for searching: look for the words on www.yale.edu and in reference libraries (www.encarta.msn.com., en.wikipedia.org)

Exercise 3. Read Text 6 in the Appendix. Which aspects of students' extracurricular life are described in Unit 4.

Exercise 4. Read Text 7 in the Appendix. Comment on the extracurricular life at Columbia University.

Follow-up: In groups of 3-4 students brainstorm the topic "Extracurricular life in Russian universities", then choose a speaker and make a poster presentation.

Writing 1. Explore the announcements at the SSU venue and ads in the university newspaper "Samarsky universitet". Write an article to the university newspaper about students' life "off campus" in SSU. (300 words)

Writing 2. Write a 10 paragraph essay on the following topic:

Compare and contrast American and Russian universities in a) admissions b) academic calendar c) tuition and financial aid d) curriculum and courses e) students' extracurricular life

Appendix

Text 1. Mission of the University

A. The University of North Dakota serves the state, the country and the world community through teaching, research, creative activities, and service. State-assisted, the University's work depends also on federal, private, and corporate sources. With other research universities, the University shares a distinctive responsibility for the discovery, development, preservation and dissemination of knowledge. Through its sponsorship and encouragement of basic and applied research, scholarship, and creative endeavor, the University contributes to the public well-being.

The University maintains its legislatively enacted missions in liberal arts, business, education, law, medicine, engineering and mines; and has also developed special missions in nursing, fine arts, aerospace, energy, human resources and international studies. It provides a wide range of challenging academic programs for undergraduate, professional, and graduate students through the doctoral level. The University encourages students to make informed choices, to communicate effectively, to be intellectually curious and creative, to commit themselves to lifelong learning and the service of others, and to share responsibility both for their own communities and for the world. The University promotes cultural diversity among its students, staff, and faculty.

In addition to its on-campus instructional and research programs and its branch campuses, the University of North Dakota separately and cooperatively provides extensive continuing education and public service programs for all areas of the state and region.

B. The University of North Carolina at Chapel Hill has been built by the people of the state and has existed for two centuries as the nation's first state university. Through its excellent undergraduate programs, it has provided higher education to ten generations of students, many of whom have become leaders of the state and the nation. Since the nineteenth century, it has offered distinguished graduate and professional programs.

The mission of the University is to serve all the people of the state, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to expand the body of knowledge; to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to improve the condition of human life through service and publication; and enrich our culture.

To fulfill this mission, the University must:

- Acquire, discover, preserve, synthesize, and transmit knowledge;
- Provide high quality undergraduate instruction to students within a community engaged in original inquiry and creative expression, while

committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the state and the nation;

- Provide graduate and professional programs of national distinction at the doctoral and other advanced levels to future generations of research scholars, educators, professionals, and informed citizens;
- Extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the state; and
- Address, as appropriate, regional, national, and international needs.

This mission imposes special responsibilities upon the faculty, students, staff, administration, trustees, and other governance structures and constituencies of the University in their service and decision-making on behalf of the University.

C. University of Massachusetts Boston's commitment to public higher education and its aspirations for future progress are reflected officially in the University's Mission Statement

The University of Massachusetts Boston, one of the five campuses of the University of Massachusetts, is nationally recognized as a model of excellence for urban universities. A comprehensive, doctoral granting campus, we provide challenging teaching, distinguished research and extensive service which particularly respond to the academic and economic needs of the state's urban areas and their diverse populations.

The mission and goals of the campus derive from and reflect the six components of the Vision Statement of the University system:

- *Access*: The University of Massachusetts Boston offers liberal arts and professional programs on the graduate and undergraduate levels, with doctoral programs addressing issues of particular importance to urban environments and people. Our curricula, the way we teach, and our financial and academic support services address the needs both for traditional and non-traditional students, who come to the university from varied social, cultural, and ethnic backgrounds, who may have a variety of previous educational experiences, and who characteristically combine University education with work and family responsibilities.

- *Excellence*: The Umass Boston addresses the intellectual and professional needs of individual students through class and other educational experiences that encourage dialogue with faculty who are active scholars, performers, and/or practitioners. Our programs reflect contemporary thinking about the disciplines and professions, while honoring the disciplines' and professions' historical contexts. Students benefit from rigorous, specially tailored approaches to fostering gains in abilities and understanding. We seek to distinguish ourselves in four areas of inquiry: the physical environment; critical social and public

policy issues; leadership in health, education, and human services; and high technology manpower needs.

- *Public Service*: Extending the land grant tradition, the Umass Boston forges linkages between research and service, and is forming partnerships with communities, the private sector, government, other colleges and universities, and other sectors of public education. These linkages bring intellectual, technical and human resources of the University community to bear on the economic and social needs of metropolitan regions – for example, through public policy analysis and applied problem solving in areas such as environmental quality, city planning, tax policy, the schools, and economic development especially in ethnic and minority communities.

- *Innovation*: The Umass Boston pursues research and offers programs serving current and emerging needs of urban populations, institutions, and environments, for example, in gerontology, public policy and environmental sciences. Programs incorporate new knowledge developed through research, new methods yielded by emerging technologies, and insights and opportunities afforded by interdisciplinary, cross-disciplinary and other collaborative enterprises.

- *Economic Development*: The Umass Boston works cooperatively with metropolitan businesses, major public and private sector employers, representatives of state and local governments, neighborhoods and communities around the world. We offer professional education in areas critical to regional employers, assist state executives in policy analysis and development, and work to strengthen all businesses and local governments through the application of knowledge and expertise and by providing an effectively educated workforce. We conduct research on critical economic issues, e.g., the environment, especially but not solely harbor and coastal aspects thereof; social, public, and fiscal policy. And we offer programs to enhance Massachusetts' participation in the global economic community.

- *Quality of Life*: The UMass Boston sponsors and supports cultural diversity by helping ethnic and international communities to articulate and celebrate their cultural values and identities, and by recognizing the contributions and achievements of members of these communities. We educate artists, writers, archivists, teachers, environmentalists and others whose lifelong contributions will enrich the culture and environment of the urban populace. By the nature of our enterprise and through our normal activity, we contribute to the rich and diverse cultural life of a major American city.

Text 2. Assessment and Grading

At most colleges and universities in the United States, students' academic work is assessed with a letter grade. The A is considered superior; B, above average; C, average; D, below average; F, failure. Many institutions also employ the use of pluses and minuses to distinguish between a higher letter grade (B+) and a lower one (B-). The undergraduate student is expected to maintain a C average or better to remain in good academic standing. A student whose average drops below C will be placed on *probation* usually for one term. A student whose grades do not improve in that time could receive either a temporary *academic suspension* or a permanent *academic dismissal*. Graduate students are expected to maintain a B average or better to remain in good academic standing. Some institutions use the letter "I" to denote incomplete work and allow the student an additional period of time (usually a semester or a year) to complete the course requirements before a final grade is entered. A few institutions use percentages rather than letter grades; under this system 90-100 is usually equal to A; 80-89, to B; 70-79, to C; 60-69, to D; below 60, to F. Many schools also make use of a *pass-fail system*, either for all courses or for elective courses only. The student who completes a course satisfactorily receives a grade "pass"; the student who does not, receives a grade "fail".

Assignment of a grade for a student's work in a course is entirely the prerogative of the instructor, and it cannot be changed by anyone of higher authority in the institution. Some instructors prefer to grade students against an absolute standard that they alone have determined. Others choose to measure students against one another in a system known as "*grading on the curve*". This assumes that most students in a class would work at an average level of C, that there would be several B's and D's and a very few A's and F's to reflect the normal achievement curve. The system is thought to reduce the element of subjectivity in measurement. If a test or assignment is so difficult that most students do poorly – or, alternatively, so easy that almost everyone completes it without error – the best will receive an A and the poorest an F regardless of the absolute scores.

Grade Point Average (GPA) Overall academic achievement is measured by grade points. On the common four-point scale, each credit with a grade A earns four grade or quality points, B earns three, C earns two, D earns one, and no grade points are assigned to F. A student's GPA is computed by dividing the total number of grade points by the total number of credit hours of enrollment. For example:

Grade	Units	Grade Points	GPA
A=4	3	12	
B=3	4	12	
	7	24 (divided by 7)	3.4

Colleges and universities regularly record the progress of each student, and in most institutions the grades that indicate the quality of classroom are the most important part of the record. Other records cover observations of the student's character, health, and extracurricular activities. Access to student's records is limited, and there are federal laws to protect the student's privacy. Records are maintained in the office of the institution's *registrar*.

(from The American University)

Text 3. Harvard University

Harvard University is the oldest institution of higher learning in the United States and one of the nation's most prestigious. The main university campus lies along the Charles River a few miles west of Boston.

Harvard's history began when a college was established at New Towne in 1636. Some 130 alumni of the universities of Oxford and Cambridge emigrated to New England before 1646. These men wanted the same advantages for their children as they themselves had enjoyed in England, but as Puritans were then not allowed to English universities, they decided to set up a college of their own in the New World. Without waiting for a wealthy benefactor, they went ahead and founded one through a grant of \$400 by the assembly of the Bay Colony in 1636. The place where the college was established was later renamed Cambridge. Classes began in the summer of 1638 with one master and nine students in a single frame house and a "college yard", previously used for cows. The college was named **Harvard** for a Puritan minister, John Harvard, who left the college his books and half of his estate. In the early 19th century, the schools of divinity, law, and medicine were begun.

The first president, 30-year old Henry Dunster, set up such high standards in the liberal arts as to attract students from Bermuda, Virginia, and England as well as the New England colonies. Through the 1640s the college flourished, students paying term bills with farm produce, clothing, and cattle. Scholarships were provided by voluntary contributions of a shilling or a peck of wheat from each family. Dormitories were provided for the students. Students dined in the hall with their tutors.

At its inception Harvard was under church sponsorship. More than half of the Harvard graduates in the 17th century became Puritan ministers. But during its first two centuries, the college was gradually liberated, first from clerical and later from political control, until in 1865 the university alumni began electing members of the governing board. During his long tenure as Harvard's president (1869-1909), Charles W. Eliot made Harvard into an institution with national influence.

The next Harvard President A. Lawrence Lowell (1909-33) also contributed a lot to the development of the University curriculum.

Recent presidents James Bryant Conant, Nathan M. Pusey, Derek Bok, and Neil L. Rudenstine each made significant contributions toward strengthening the quality of undergraduate and graduate education at Harvard while, at the same time, maintaining the University's role as a preeminent research institution. Conant (1933-53) introduced a system of ad hoc committees from outside the University to evaluate tenure candidates being considered for faculty positions. Conant also initiated the General Education Program to give undergraduates breadth in fields outside their major study. And it was under Conant, in 1943, that Harvard and Radcliffe signed an agreement allowing women students into Harvard classrooms for the first time.

Under Pusey (1953-71), Harvard undertook what was then the largest fundraising campaign in the history of American higher education, the \$82.5 million Program for Harvard College.

The Program strengthened faculty salaries, broadened student aid, created new professorships, and expanded Harvard's physical facilities. A similar but greatly expanded fundraising effort, the Harvard Campaign (1979-84), was conducted under the leadership of Derek Bok (1971-91) and raised \$356 million by the end of 1984.

Some of the important educational initiatives Bok undertook include: reform of the undergraduate course of study through the innovative Core Curriculum, the introduction of graduate programs crossing traditional borders of professional disciplines, new approaches to the training of lawyers and doctors, and a renewed emphasis on the quality of teaching and learning at all levels. A 1977 agreement delegated responsibility for the education of undergraduate women to the College.

Neil L. Rudenstine, Harvard's 26th president, served from 1991-2001. As part of an overall effort to achieve greater coordination among the University's schools and faculties, Rudenstine set in motion an intensive process of University-wide academic planning, intended to identify some of Harvard's main intellectual and programmatic priorities.

In 1999, he announced the launch of a major new venture in interdisciplinary learning, the Radcliffe Institute of Advanced Study, created through the merger of Radcliffe College with Harvard.

During his tenure Rudenstine worked to sustain and build federal support for university-based research. Under his leadership, Harvard's federally sponsored research grew to a projected \$320 million in 2000, up from \$200 million in 1991.

Rudenstine also stressed the University's commitment to excellence in undergraduate education, the importance of keeping Harvard's doors open to students from across the economic spectrum, the task of adapting the research university to an era of rapid information growth, and the challenge of living together in a diverse community committed to freedom of expression.

The University's recent successful capital campaign, which raised \$2.6 billion, has allowed the University to take meaningful steps toward those goals, such as increasing both undergraduate and graduate student financial aid, embarking on new construction projects to provide cutting-edge facilities for study and research, and endowing new chairs and professorships to ensure Harvard continues to attract top faculty.

The alumni and faculty of Harvard have been closely associated with many areas of American intellectual and political development. By the 1960s Harvard had educated six U.S. presidents – John Adams, John Quincy Adams, Rutherford B. Hayes, Theodore Roosevelt, Franklin D. Roosevelt, and John F. Kennedy – and a number of justices, cabinet officers, and congressional leaders. Literary figures among Harvard graduates have included Ralph Waldo Emerson, Oliver Wendell Holmes, Henry David Thoreau, James Russell Lowell, Henry James, Henry Adams, Robert Frost, T.S. Eliot, John Dos Passos, E.E. Cummings, Walter Lippmann, Robert Lowell, and Norman Mailer. Other notable intellectual figures who either graduated from or taught at Harvard include the historians Francis Parkman, W.E.B. Du Bois, and Samuel Eliot Morison; the astronomer Benjamin Pierce; the chemist Wolcott Gibbs; and the naturalist Louis Agassiz. William James introduced the experimental study of psychology into the United States at Harvard in the 1870s.

Harvard's undergraduate schools – Harvard College and Radcliffe College – contain about one-third of the total student body. The core of the university's teaching staff consists of the faculty of arts and sciences, which includes the graduate faculty of arts and sciences. The university has graduate or first-professional schools of medicine, law, business, divinity, education, government, dental medicine, design, and public health. The schools of law, medicine, and business are particularly prestigious. Among the advanced research institutions affiliated with Harvard are the Museum of Comparative Zoology, the Gray Herbarium, the Peabody Museum of Archaeology and Ethnology, the Arnold Arboretum, and the William Hayes Fogg Art Museum. Also associated with the university are an astronomical observatory in Harvard, Mass.; the Dumbarton Oaks Research Library and Collection in Washington, D.C., a centre for the study of Byzantine and medieval humanities; and the Harvard-Yenching Institute in Cambridge for research on the Far East. Harvard has one of the largest and most important university libraries in the world.

Statistics

Founded 16 years after the arrival of the Pilgrims at Plymouth, the University has grown from **nine** students with a single master to an enrollment of more than **18,000** degree candidates, including undergraduates and students in **10** graduate and professional schools. An additional **13,000** students are enrolled in one or more courses in the Harvard Extension School. Over **14,000** people work at Harvard, including more than **2,000** faculty. There are also **7,000** faculty appointments in affiliated teaching hospitals.

Seven presidents of the United States – John Adams, John Quincy Adams, Theodore and Franklin Delano Roosevelt, Rutherford B. Hayes, John Fitzgerald Kennedy and George W. Bush – were graduates of Harvard. Its faculty has produced nearly **40 Nobel laureates**.

(from HELLO!online No.2 2003
URL:www.hello-online.ru)

Text 4. The Master's Program in Linguistics at the University of North Dakota

Linguistics at UND is a cooperative program between the university and the Summer Institute of Linguistics (SIL), which offers linguistics courses on campus every summer. SIL is responsible for teaching and supervising UND's M.A. program in linguistics under the supervision of the UND Graduate school.

Purpose of the Master's degree in Linguistics

The primary purpose of the M.A. program is to prepare students to do field linguistic research, especially in languages that have received relatively little study previously. Courses taught by SIL all carry this emphasis, focusing on phonetics, field methods, analytical skills, and theoretical frameworks which are useful in the initial description of lesser-known languages. The SIL faculty members have substantial fieldwork experience, and spend most of the year doing linguistic research, promoting vernacular literacy, and performing related humanitarian service. The thesis (required) is normally based on field data collected by the student. The degree is designed so that students can combine graduate study at UND with pursuit of linguistic fieldwork or other linguistic career in another country.

Secondary purposes of the program include preparing students for doctoral work in linguistics at other institutions, for teaching linguistics at universities outside the U.S., and for applied linguistic tasks such as teaching English as a second language, bilingual/bicultural education, literacy, and translation

The University of North Dakota

The University of North Dakota, located in Grand Forks, offers 169 major fields of study and a variety of degrees at the bachelor, master, specialist, and doctoral levels, and a century-long tradition of teaching and research. Besides the Graduate school, the University includes such units as the School of Medicine and Health Sciences, the School of Law, the Energy and Environmental Research Center, and the Center for Aerospace Sciences. Facilities include a computer center with internet access and the Chester Fritz library with about two million volumes

Admissions requirements

General requirements for admission to the graduate school include

- completion of a bachelor's degree
- a cumulative minimum GPA of 2.75 for all undergraduate work and 3.00 for the last two years
- ability to pursue academic work in English (as evidenced by a score of 550 or higher on the TOEFL exam for students whose native language is not English).

Specific requirements for the M.A. in linguistics are

- 20 semester credits of work in foreign languages or linguistics
- of these, at least 10 must be in linguistics

GRE scores are *not* required.

Applicants who do not meet one or more requirements are sometimes admitted on a trial basis if they have compensating strengths.

All persons have equal opportunity to graduate study, regardless of race, color, national origin, religion, age, sex, sexual orientation, marital status, or disability.

Application

To make application to the M.A. program, the student files an application form with the UND Graduate School, together with an application fee, a statement of purpose, transcripts of all undergraduate and graduate work, and three letters of recommendation. Special requirements apply to students from other countries, such as translations in English of all materials (e.g. transcripts) not in English.

Applications for the M.A. in linguistics are accepted year-round, and are acted upon whenever the application is complete. We recommend, however, that students plan to begin their graduate studies during the summer session when the program is most active. You may take up to 9 graduate credits before entering the degree program and use them later for the degree. Thus, many students postpone applying to the UND Graduate School until after spending a summer taking classes from SIL. If you have questions, consult with the MA advisor or SIL director before applying.

Requirements for the M.A. degree

The following are summarized from the Graduate Bulletin, including both general requirements for the M.A., and the specific requirements for the M.A. in Linguistics.

- 32 graduate credits are required for the degree, including the thesis.
- At least 20 credits must be in linguistics courses which are listed in the Graduate Bulletin (see Courses below).
- At least 26 credits (including thesis) must be at the 500-level or above.

- The degree may include a minor (at least 9 credits in a single related graduate field; approval from the minor department is required) or cognate courses (9 credits in related fields at the 300 level or higher).
- A maximum of 8 graduate credits may be transferred from another institution. Transfer credits must be at the graduate level (500 level or equivalent) and the school at which the credits were earned must offer a graduate degree in that field. Transfer credits may not have been used for another degree, and must not be more than 7 years old.
- A minimum of two summers, or one regular semester, must be spent in residence (full-time study in Grand Forks). Students are normally expected to spend at least two summers in residence.
- Coursework must not be more than 7 years old at time of graduation. (Older courses taken at UND can sometimes be revalidated by demonstrating continuing competence in the subject matter of the course.)

Courses that can be used as part of the M.A. in linguistics

Courses available for a major in Linguistics are listed under Linguistics and English in the Graduate Bulletin. Students normally complete their degree using regular courses from Linguistics supplemented by courses from English, transfer courses, or independent study (Directed Studies and Research).

The courses listed in the Graduate Bulletin under Linguistics are taught in the summers and form the core of the program. Students are normally expected to take Ling 450, 451, 503, 504, 506 and 510. Ling 998 (Thesis) is required.

Ling 450	Articulatory Phonetics	2 credits
Ling 451	Phonology I	3 credits
Ling 503	Phonology II	3 credits
Ling 504	Grammatical Analysis II ('Syntax II')	3 credits
Ling 506	Field Methods	4 credits
Ling 507	Special Topics in Linguistics (may be repeated for different topics)	1-4 credits
Ling 510	Semantics and Pragmatics	3 credits
Ling 590	Directed Studies in Linguistics (may be repeated up to 8 credits total)	1-4 credits
Ling 594	Research in Linguistics	1-6 credits
Ling 998	Thesis	4 credits

SIL occasionally offers other courses, some of which may be available for graduate credit.

Courses listed in the Graduate Bulletin under English Language and Literature which have linguistic content may also be used for the M.A. in Linguistics. These are mostly taught during the fall and spring.

Engl 361	American Indian Languages I	3 credits
Engl 362	American Indian Languages II	3 credits
Engl 370	Language and Culture (also listed as Anth 370)	3 credits
Engl 417	Special Topics in Language (when the topic is in linguistics; may be repeated for different topics)	3 credits
Engl 419	Teaching English as a Second Language I and II	3 credits per semester
Engl 442	History of the English Language	3 credits
Engl 590L	Readings in Language (when the topic is in linguistics)	1-4 credits

Courses that can be used for prerequisites to the M.A. in linguistics

Many courses listed under English, Languages, Linguistics and other headings in the Undergraduate Bulletins can be used to satisfy the prerequisites for the degree but cannot be used as part of the degree program itself. (This, of course, is also true of many courses available at other institutions.) Both courses in foreign languages and linguistics can be used as prerequisites for the degree; those taught at UND with linguistics content include the following:

Ling 452	Syntax and Morphology I (formerly Grammatical Analysis I)	4 credits
Ling 470	Introduction to Sociolinguistics	1 credit
Ling 480	Second Language Acquisition: Theory and Practice	3 credits
Engl 207	Introduction to Linguistics	3 credits
Engl 309	Modern Grammar	3 credits
Engl 499	Senior Honors thesis (if done in linguistics)	1-15 credits
Lang 401	German Linguistics	2 credits
Lang 402	German Linguistics	2 credits
Cdis 323	Phonetics	2 credits

Faculty

Most of the faculty members for the UND linguistics program are SIL faculty who have been appointed as Summer Adjunct faculty members in the UND Graduate School. The rest are members of UND's department of English Language and Literature. The SIL faculty members are on campus only during the summers, but special arrangements can be made for them to offer certain courses (esp. Thesis) at other times. Not all of them are available each summer.

(from University of North Dakota website URL: www.und.edu)

Text 5. Trust, Honesty, and the Honor System

Trust is an important expectation in American education. "The honor system", imposed by the teacher and the school, demands that the student be honest in all areas of schoolwork. Violation of the honor system can result in failing a course, having a permanent record of the violation in the student's files, and even being suspended or expelled from the university. Many students are also aware that they can jeopardize their rapport with fellow students if they are dishonest. Students who cheat may lose the respect of other students, particularly those who study for exams and work independently. Some instructors leave their classrooms when students are taking an exam. They may or may not say, "I expect you all to abide by the honor system" (which means, "Don't cheat") Even if the words are not stated, the student is expected to work alone and not share answers.

In one Midwestern university handbook, the following behaviors are listed as examples of academic dishonesty:

- *Plagiarism* – using other people's work and submitting it as your own without citing the source.
- *Cheating* – this includes tests, take-home exams, and papers submitted for credit.
- *Fabrication* – reporting false or inaccurate data.
- *Aiding... dishonesty* – knowingly providing information to another student that would be used dishonestly.
- *Falsification* of records and official documents – this includes forging signatures or falsifying information on academic records.

College officials take these rules seriously and punish accordingly. (Although some American students do try to cheat, they know what the consequences are). Plagiarism as a concept tied to cultural beliefs. Americans believe in respect for other people's property, and this includes their ideas as well as their research. The words and ideas of academicians, scholars, and researchers are considered private property. If others' research and ideas are to be used in someone else's work, they must be acknowledged by a citation.

Sometimes, it is necessary to obtain written permission to use an extended piece of information (ideas) in a book or article to be published.

Students from countries where “beating the system” is a survival technique have to adjust to the fact that in the United States any kind of falsification of official school documents is considered dishonest and is punishable. In an attempt to “beat the system”, several Eastern European students were expelled from their college after it was discovered that they had given false information about their prior schooling on their application for admission. Their attempt to take advantage of the system in order to better themselves may have been a natural response to having struggled in a society with many bureaucratic barriers. Nevertheless, the American university administrators could not excuse this kind of dishonest behavior, despite the students’ cultural background.

(from Beyond Language. Cross-Cultural Communication)

Text 6. Extracurricular Life

With the exception of those urban institutions that cater largely to part-time, older students, American campuses, whether in the city or in rural areas, resemble small, independent communities. The formal coursework is only one part of the college experience; extracurricular life is equally significant. In addition to the university authority structure, there is usually a student government that monitors student concerns and oversees a full range of activities. Sports, both intercollegiate and intramural, have major importance, and there are student associations focusing on everything from poetry to politics, a campus newspaper published by students, and concerts and theatrical events featuring students and outside artists. Many campuses have “Greek” organizations, known as fraternities and sororities, which are usually segregated by gender. Most of these organizations serve social functions; some have a service or an academic orientation. Membership in these organizations is usually selective based on criteria that vary by organization. Students also involve themselves in concerns of the broader community through service to the needy, the hospitalized, preschoolers, youth groups, and the elderly. Finally, much of the students’ social life revolves around the campus, with formal dances, parties organized by the various clubs, and spontaneous gatherings in the dormitories.

(from The American University)

Text 7. Columbia University Extracurricular Life

Columbia Students take part in extracurricular groups of all kinds: artistic (e.g., many theater groups, musical groups, and dance groups), athletic (twenty-two varsity sports and dozens of club and intramural sports), communications

(the *Columbia Daily Spectator* and many other publications, the *Columbian* year book, WKCR-FM, a campus television station, and other groups), community service (e.g., Amnesty International, Big Brother/Big Sister programs*, tutoring programs, a volunteer ambulance squad, service-to-the elderly programs, and work in soup kitchens** and homeless shelters), and professional (e.g., the Charles Hamilton Pre-Law Association and the National Society of Black Engineers). Other groups represent students' ethnic religious, political, and sexual identities. There are twelve men's fraternities, five coed fraternities, and seven sororities.

(from Peterson's Guide to Four-Year Colleges 1997)

Text 8. Volunteering in Higher Education

Juanita, a sophomore at a major university, volunteers four hours a week in a homeless shelter. Introduced to the shelter and its services through a sociology course, Juanita learned about the diverse causes of homelessness, and was amazed at the number of children that had no place to call home. After completing a research assignment on homelessness and children, and sharing her findings with a community coalition, she signed up to tutor children in a school for students from homeless families.

Colleges and universities in the United States have a healthy tradition of student volunteering, from ad hoc emergency services to long-term commitments. Student organizations, honor societies, fraternities and sororities, residence units and other campus groups encourage or require young men and women to return something to the community in which the school is situated.

In 1985, a small group of college and university presidents formed the national Campus Compact, an association committed to campus-based service and service learning. Today, this group, with about 600 members, convenes colloquia and national and state faculty development institutes to encourage and support community involvement and service learning. Campus Compact also initiates projects that address specific service activities – such as mentoring, or developing campus-community collaborations – and produces and distributes resource materials.

* **Big Brothers/Big Sisters** of America, organization in the United States of volunteer men and women, also known as Big Brothers and Big Sisters, who serve as mentors and role models for children between the ages of 7 and 17. Trained social workers employed by the organization investigate the cases of children who have been referred by schools or other social organizations, and by parents who recognize the need for a strong role model in their children's lives. The child is then introduced to a Big Brother or Big Sister, who takes a continuing personal interest in the child's welfare. All volunteers are screened before being accepted into the program. The social worker continues to work with the child's family. (Microsoft® Encarta® 2006)

** **soup kitchen** – emergency food service: a place that serves free meals to people of a lower income group

The 1997-98 statistics for students at Campus Compact schools are impressive. For example:

- Undergraduate students contributed 29 million hours of service.
- 284,000 undergraduates participated in ongoing community service activities, and 316,000 were involved in one-event projects.
- Nearly 11,000 faculty members were active in service learning, and nearly 12,000 service-learning courses were available to undergraduates.

The parallel to this organization of presidents is the Campus Outreach Opportunity League (COOL), linking college students engaged in service projects. COOL, founded in 1984, is devoted to educating, empowering and mobilizing men and women on campus with respect to community service – to increase participation and to promote unflagging activism. COOL achieves its goals, typically, through a national conference featuring workshops and networking sessions, publications, regional programs and a leadership program to train and maintain campus coordinators.

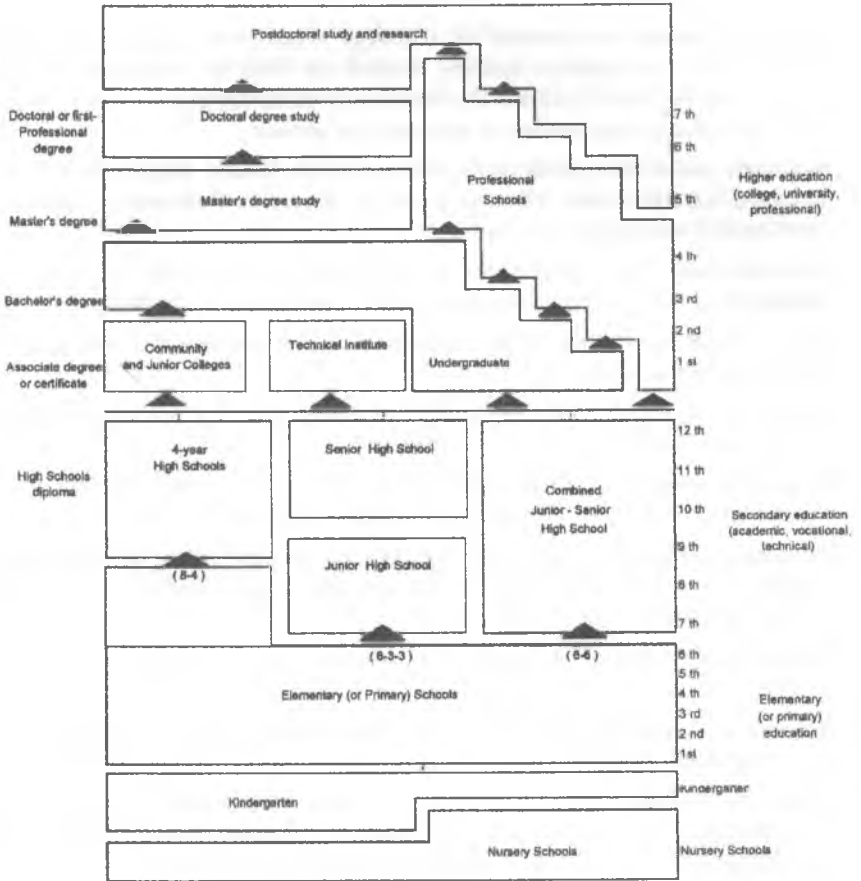
The success and sustained interest in service learning on college campuses is directly related to the institutions' missions, to the role assumed by faculty members, to effective teaching and learning, and to the priorities the institutions have established. A mission might cite a citizenship quotient. Faculty members are encouraged by a sense of responsibility and possible rewards – including promotion and tenure. The more that service learning is aligned with institutional priorities, the more likely it will be embraced by students, faculty and staff.

(abridged from SCHOOLS, UNIVERSITIES AND VOLUNTEERING By

Terry Pickeral [from InfoUSA server] URL:

<http://usinfo.org/enus/life/people/ijse0998/educate.htm>

The Structure of Education in the United States



Glossary

Academic (n): a person who teaches or does research or academic administration at university level

Admissions: the name of the office which formally admits students to the university programs

Academic adviser: A member of a college faculty who helps and advises students solely on academic matters, whether the Dean of Freshmen, a regular faculty member, the Graduate Advisor, or thesis/dissertation advisor; in the American system every student is entitled to an advisor

Academic year: The period of formal instruction, usually September to May; may be divided into terms of varying lengths: semesters (two terms), trimesters (three terms), or quarters (four terms).

Accreditation: The formal approval of a department, college, or university teaching program by an outside agency, either regional or professional

ACT: American College Test a standardized test required for admission to some American colleges

Add/Drop: A process at the beginning of the term whereby students can delete or add classes with an instructor's permission.

Adjunct Professor: A faculty member who teaches part time for a department without appointments in that department's regular faculty

Adjustment Period: A period just before or just after the beginning of an academic term when students may change their class schedules; also called "Add-Drop Period", "Drop-Add Period"

Advance registration: A process of choosing classes in advance of other students.

Alumnus: A graduate of the university. **Alumna** (fem. sing.), **Alumni** (masc. pl.), **Alumnae** (fem.pl.)

Assistant Professor: A tenure track position, an introductory rank. Most assistant professors have a doctorate. Generally 5-7 years must be spent at this rank before a faculty member may apply for promotion or tenure

Assistantship: A study grant of financial assistance to a graduate student that is offered in return for certain services in teaching or laboratory supervision as a teaching assistant, or for services in research as a research assistant, involves 10-20 hours of work per week and part-time graduate study.

Associate's Degree: A degree awarded upon completion of a 2-year *community college*: **AA** – associate of arts, **AAS** – associate of applied science (a commercial or technical program) **AS** – associate of science (natural sciences)

Associate Professor: This rank implies that the faculty member has had broad and successful experience in a college or university, has made scholarly contributions to his discipline, and has been actively involved in the overall life of the institution. After a specified number of years in this rank the faculty member may apply for promotion to the rank of professor.

Audit (v): To take a class without receiving credit toward a degree.

Baccalaureate: The degree of “bachelor” conferred upon graduates of most U.S. colleges and universities. Also, a ceremony (historically, a Christian service) honoring students who are about to graduate with bachelor’s degrees from the university

Bachelor’s degree: Degree awarded upon completion of approximately four years of full-time study in the liberal arts and sciences or professional subjects. It is a prerequisite to study in a graduate program. **BA** – bachelor of arts; **BSc** – bachelor of science

Board of Trustees: the governing body of a university, composed of prominent citizens; occasionally known as Board of Regents

Bulletin: A publication created each year by a university or college that contains the details of academic majors offered and the requirements for completing them. Usually includes a listing and description of every class the institution offers.

Campus: the college/university grounds, usually characterized by park-like green spaces

Chair: Also **chairperson** – a professor who administers an academic department (also **Department Head**)

Class rank: A number or ratio indicating a student’s academic standing in his or her graduating class. A student who ranks first in a class of 100 students would report his or her class rank as 1/100, while a student ranking last would report 100/100. Class rank may also be expressed in percentiles (for example, the top 25 percent, the lower 50 percent).

Coed: A college or university that admits both men and women; also refers to a dormitory that houses both men and women.

College: A postsecondary institution that provides undergraduate education and, in some cases, master’s level degrees. College, in a separate sense, is a division of a university; for example, College of Business.

College catalog: An official publication giving information about a university’s academic programs, facilities, entrance requirements, and student life.

Commencement: The graduation ceremony; the event at which degrees are awarded

Community college: A 2-year post-secondary institution supported by the local community (usually a school district or several consolidated school districts)

Continuing Education – an extension of educational activities by and for people who have completed their formal schooling; the reference is usually to non-credit course-work

Cooperative Education – an educational plan which requires the student to alternate periods of full-time study with periods of full-time work, usually in his or her own major field

Core requirements: Mandatory courses required for completion of a degree.

Course: Regularly scheduled class sessions of one to five hours (or more) per week during a term. A degree program is made up of a specified number of required and elective courses and varies from institution to institution; the term is not used by Americans as a synonym of curriculum or program

Course load: The number of courses or credits taken in a specific term.

Credits: Units institutions use to record the completion of courses (with passing grades) that are required for an academic degree. The catalog of a college or university defines the number and kinds of credits that are required for the university's degrees and states the value of each course offered in terms of "credit hours" or "units."

Curriculum: The set of subjects taught at an educational institution

Dean: Director or highest authority within a certain professional school or college of a university.

Dean's List: A list, often published each term, of those of those students in the college who have achieved a high grade-point average

Degree: Diploma or title conferred by a college, university, or professional school upon completion of a prescribed program of studies.

Degree/non degree student – a student who is (not) enrolled as a candidate for a degree

Distribution requirement – predetermined number of courses in specific subject areas required of students for completion of a degree program

Drop out: A student who has withdrawn from all study

Department: Administrative subdivision of a school, college, or university through which instruction in a certain field of study is given (such as English department or history department).

Dissertation: The formal writing requirement – traditionally, an original contribution to knowledge – for an advanced degree, usually the Ph.D.

Doctorate (Ph.D.): The highest academic degree conferred by a university to students who have completed at least three years of graduate study beyond the bachelor's and/or master's degree and who have demonstrated their academic ability in oral and written examinations and through original research presented in the form of a dissertation.

Dormitories: Housing facilities on the campus of a college or university reserved for students. A typical dormitory would include student rooms, bathrooms, common rooms, and possibly a cafeteria.

Drop: See "Withdrawal."

Endowment: A fund invested by the university and meant to preserve its financial stability

Electives: Courses that students may choose to take for credit toward their intended degree, as distinguished from courses that they are required to take.

English as a Second Language (ESL): A course used to teach English to students whose first language is not English.

Enrollment: 1) the process of enrolling or registering for classes; 2) the total number of students at the university – e.g. an enrollment of 10,000

Extracurricular activities: Nonacademic activities undertaken outside university courses.

Faculty: The members of the teaching staff, and occasionally the administrative staff, of an educational institution. The faculty is responsible for designing the plans of study offered by the institution.

Fees: An amount charged by universities, in addition to tuition, to cover costs of institutional services.

Fellow: An undergraduate or graduate student or research specialist honored for intellectual promise or research ability; often supported by a "fellowship"

Fellowship: A form of financial assistance, usually awarded to a graduate student, which provides for tuition and living expenses for full-time study. Generally, no service is required of the student in return.

Financial aid: A general term that includes all types of money, loans, and work-study programs offered to a student to help pay tuition, fees, and living expenses.

Foreign Student Advisor: The university administrator charged with meeting various needs of international faculty, fellows, and students

Fraternity: A social society for men who are students at a college or university, with a name consisting of individually pronounced Greek letters

Freshman: A first-year student at a secondary school, college, or university.

Full Professor: A person who made an outstanding contribution to scholarship as well as to the development of the institution in which he/she is employed; the professorship is the highest academic rank awarded to an individual by a college/university. The number of full professors is limited, but there are several in a given department.

Full-time student: A student who is carrying a normal load of courses. Undergraduate students must take at least 12 credit hours per term and graduate students – nine credit hours at most colleges and universities to be considered full-time.

GE: Courses requiring broad areas of the liberal arts (shortening for **General Education**)

Grade Point Average (GPA): A system of recording achievement based on a numerical average of the grades attained in each course.

Graduate: 1) n. A student who has completed a course of study, either at the secondary or university level. A graduate program at a university is a study course for students who already hold a bachelor's degree. 2) adj. "post-graduate" or "post-baccalaureate". Also **grads** (pl.)

Graduate Advisor – the faculty member who serves as a general advisor to all graduate students in the department.

Graduate School – the office within the university which administers graduate education

GTA: Graduate Teaching Assistant, graduate student in a college or university who teaches, especially undergraduates, in return for tuition and usually a small stipend. (See **assistantship** herein)

Grant: A form of financial aid, a sum of money given by the government or some other organization to fund such things as education or research

Honors program: An unusually challenging program for superior students with high grade achievement

Incomplete: A designation given in lieu of a grade for a course that has not been completed (with permission). The student will be given a specified period for completion of the coursework, after which an "F" (a failing grade) will result.

Independent study: Official coursework which allows students to pursue independent research or undertake a creative project outside the classroom, usually with minimal faculty supervision. When offered, such study is usually assigned in the third or fourth year of study

Instructor: An introductory rank for a member of the full-time faculty. It is usually assigned to persons of limited or no college experience. The time spent in the rank of instructor is often considered a probationary period. Instructors

receive one year contracts of three or four years, after which they may be eligible to apply for promotion to the rank of assistant professor.

Intercollegiate Athletics – sports events occurring among, or involving members of different schools, colleges or institutions

International student adviser (ISA): The person at a university who is in charge of providing information and guidance to international students in such areas as government regulations, visas, academic regulations, social customs, language, financial or housing problems, travel plans, insurance, and legal matters.

Internship: Placement of a student in a work environment in order to acquire professional experience.

Intramural: Occurring within, or involving members of, a single school, college, or institution

Ivy League: The association of the oldest American colleges and universities, along the Eastern seaboard; the “Ivy League” is thought to represent the best of American higher education.

Junior: A third-year student at a secondary school, college, or university.

Junior college – a 2-year college; the term is usually applied to private institutions, to distinguish them from the (two-year) *community colleges*

Language requirement: A requirement of some graduate programs that students must show basic reading and writing proficiency in one other language besides their own to receive their degree.

Lecture: Common method of instruction in college and university courses; a professor lectures in classes of 20 to several hundred students. Lectures may be supplemented with regular small group discussions led by teaching assistants.

Lecturer: Usually a faculty member who is appointed for a limited term to teach a specific set of courses. (See **faculty** herein)

Liberal Arts: Also known as **liberal arts and sciences**, this term refers to academic work in the humanities (languages, music, art, etc.) social sciences (economics, history, sociology, etc.), and natural sciences (mathematics, chemistry, physics, etc.), as opposed to technical or professional subjects. Many colleges have requirements that ensure students’ exposure to a wide variety of liberal arts courses.

Loan: A sum of money lent to an individual (or organization) with an agreement to repay the money, possibly with interest. Loans are generally awarded as part of a financial aid package and range from \$100 to \$2500. Some colleges offer emergency loans, of small amounts, to meet unexpected expenses.

Lower Division: Freshman – sophomore classes and courses

Maintenance: Refers to the expenses of attending a university, including room (living quarters) and board (meals), books, clothing, laundry, local transportation, and incidentals.

Major: (n) 1) the subject in which a student wishes to concentrate; 2) a student studying a particular academic specialty, e.g. a math major; (v) to make a particular subject the main field of study in a college or university, e.g. *She majored in economics.*

Major professor/thesis adviser: For research degrees, the professor who works closely with a student in planning and choosing a research plan, in conducting the research, and in presenting the results. The major professor serves as the head of a committee of faculty members who review progress and results.

Master's degree: Degree awarded upon completion of academic requirements that usually include a minimum of one year's study beyond the bachelor's degree. **MA** – master of arts, **MSc** – master of sciences

MBA: Master of Business (and) Administration

Midterm exam: An exam administered after half the academic term has passed that covers all class material studied until that point.

Minor: (n) 1) a subject in which the student takes the second greatest concentration of courses; 2) a student who takes a secondary program of study; (v) to have a second specialization in higher education, in addition to a major specialization, e.g. *She minors in Spanish.*

Nonresident: A student who does not meet the residence requirements of the state. Tuition fees and admission policies may differ for residents and nonresidents. International students are usually classified as nonresidents, and there is little possibility of changing to resident status at a later date for tuition purposes.

Part-time student: A student who is enrolled at a university but is not taking the minimum number of credits (often 12) to meet the university's requirement for a full course load.

Participation: The student's contribution to class discussion, considered a valid criterion in grading

Pass-fail: A system of grading which distinguishes only those who pass the course from those who fail

PhD: Doctor of Philosophy; the highest academic degree, generally research oriented.

Placement test: An examination used to test a student's academic ability in a certain field so that he or she may be placed in the appropriate courses in that field. In some cases, a student may be given academic credit based on the results of a placement test.

Plagiarism: The use of another person's words or ideas as your own.

Postdoctoral fellow: A person recently awarded a Ph.D. appointment to assist the university in its research and teaching functions. Also called **postdoc**.

Postdoctorate: Studies designed for those who have completed a doctoral degree (Ph.D.).

Prerequisite: Program or course that a student is required to complete before being permitted to enroll in a more advanced program or course.

President: The highest-ranking executive officer of some universities, colleges

Probation: A status imposed on students who are doing unsatisfactory work, and maintained until they either achieve a satisfactory grade-point average or are dropped from the university or from the degree program

Proctor: 1) a person who supervises examinations; 2) a peer tutor in self-placed instruction. Also used as a verb

Professional School: A post-baccalaureate institution (usually, within the university) which trains students in the traditional professions, e.g., law or medicine)

Provost: Also vice president for academic affairs

Quiz: A test of knowledge in the form of a short or rapid series of questions

Registrar: The college or university official who keeps records of enrollment or students' academic information, such as courses taken and grades received

Registration: Process through which students select courses to be taken during a quarter, semester, or trimester.

Remedial: A noncredit course to help the student with a weak background in a particular area to prepare himself for a credit course in that area.

Research Assistant: An advanced graduate student who assists a professor on a research project. Research assistants may receive payment for their services in addition to a waiver of tuition charges

Research fellow: An accomplished researcher hired temporarily to assist the university in its research effort

Resident assistant (RA): A person who assists the residence hall director in campus dormitories and is usually the first point of contact for students with problems or queries regarding dorm life. Ras are usually students at the college who receive free accommodation and other benefits in return for their services.

Sabbatical: year of leave accorded to a faculty member, usually at the end of 6 years' work

SAT: Scholastic Aptitude Test a standardized test required for admission to many American colleges

Scholarship: 1) formal study, academic learning; 2) a body of learning on an academic subject; 3) a form of financial aid for a student, i.e. a sum of money awarded to a student to help with living expenses, study, or travel

Semester: Period of study lasting approximately 15 to 16 weeks or one-half the academic year.

Seminar: A course of specialized graduate or undergraduate study under faculty supervision, in which ideas, approaches, and advances are regularly shared among participants

Senior: A fourth-year student at a secondary school, college, or university.

Sophomore: A second-year student at a secondary school, college, or university.

Sorority: A Greek-named association of female college students (See **fraternity** herein).

Special student: A student at a college or university who is not enrolled as a candidate for a degree. Also may be referred to as a nondegree, nonmatriculating, or visiting student.

Student government – a representative assembly of college or university students with consultative powers

Student Union: A building devoted to students' social and recreational activities.

Summer School: formal, but reduced, course offerings during the long academic vacation.

Syllabus: Outline of a course.

Teaching Assistant (TA): A graduate student who acts as instructor for an undergraduate course in his or her field, in return for some form of financial aid from the university. (See **GTA** herein)

Tenure: The status of permanent member of the faculty, awarded on the basis of scholarship, teaching, or service.

Term: A generic word for the variety of academic sessions (semester, quarter, trimester)

Thesis: A written work containing the results of research on a specific topic prepared by a candidate for a bachelor's or master's degree.

TOEFL: Test of English as a Foreign Language: this is the test most often taken by students for whom English is not the native language.

Transcript: The official record of the student's academic performance at the university.

Trimester: Period of study consisting of approximately three equal terms of 16 weeks during the academic year.

Tuition: The money an institution charges for instruction and training (does not include the cost of books).

Undergraduate: 1) adj. of or relating to **undergraduate studies** herein: 2) n. a student in such a program. (See **freshman, sophomore, junior, senior** herein)

Undergraduate studies: Two-year or four-year programs at a college or university, undertaken after secondary school graduation and leading to the associate or bachelor's degree.

University: A large postsecondary institution consisting of several colleges (or branches of learning) which awards advanced degrees and engages in research activities.

Upper Division: Junior – senior classes and courses.

Varsity: A descriptive term for *upper-division* activities, mainly sports (e.g., “varsity football”); derived from *university*.

Visiting Professor: A scholar of some experience and status who has been invited to work at a university for a limited time.

Visiting Scholar: A distinguished scholar brought to the university temporarily to enrich the intellectual lives of faculty and students

Withdrawal: The administrative procedure of dropping a course or leaving a university.

Work-study: Employment, usually on campus, awarded to needy students as part of a financial aid package through the U.S. government's Federal Work-Study program. While international students are not eligible for work-study jobs under this program, most are legally eligible to accept part-time employment on campus, with permission from the international student adviser (see herein).

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13. Test of English as a Foreign Language [TOEFL Server] URL: www.toefl.org
14. University of North Dakota [UND Server] URL: www.und.edu

Contents

Unit 1. The American University: Selectivity and Admission.....	3
Unit 2. University Curriculum.....	10
Unit 3. Academic Dishonesty – How Common is Cheating.....	17
Unit 4. Extracurricular Life at the University.....	27
Appendix.....	32
Glossary.....	48
Reference Materials.....	58

Учебное издание

Гуральник Татьяна Андреевна

Higher Education in the USA

Учебное пособие

Публикуется в авторской редакции
Компьютерная верстка, макет Т.В. Кондратьевой

Подписано в печать 29.09.09. Формат 60x84/16. Бумага офсетная. Печать офсетная.

Усл.-печ. л. 3,5; уч.-изд. л. 3,75. Гарнитура Times.

Тираж 150 экз. Заказ № 1748

Издательство «Самарский университет», 443011, г. Самара, ул. Акад. Павлова, 1.

Тел. 8 (846) 334-54-23

Отпечатано на УОП СамГУ