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ACADEMIC LIFE

General Character and Mission of the Graduate Program

The Slavic Department offers interdisciplinary graduate training in Russian, Polish, Czech, Ukrainian, and Bosnian/Croatian/Serbian languages and literatures, leading to the degrees of Master of Arts and Doctor of Philosophy in Slavic Languages and Literatures.

The Department aims at a broad and balanced education in Slavistics. It offers courses on Russian poetry and prose, Old Russian literature, 18th-century Russian literature, 19th-century Russian literature, 20th-century Russian literature, literary theory, cultural and intellectual history, interdisciplinary studies, language acquisition methodology, Czech literature, Polish literature, Slavic film, Slavic folklore, and Slavic linguistics. In addition, it offers language instruction in Czech, Polish, Russian, Bosnian/Croatian/Serbian, and Ukrainian. The Department fosters the study of non-Russian Slavic languages and literatures in addition to Russian. This broad orientation makes ours a genuinely Slavic department capable of responding to recent political developments in Eastern Europe that have upgraded the status of non-Russian cultures.

Students can specialize in Russian, Czech, Polish, and South Slavic literatures and cultures. The extensive course offerings at the University of Michigan frequently make such arrangements possible. An individual program will be tailored to the interests of the student, following roughly the principles underlying the Russian program.

In addition, the graduate program requires literature students to demonstrate knowledge of a second Slavic language equivalent to two years of coursework and to fulfill two course requirements in a second Slavic literature. Students are also expected to take a course on Old Church Slavic and an introduction to Slavic linguistics.

The graduate program emphasizes the importance of language proficiency and offers various opportunities for students to enhance their Russian and other Slavic language skills. An obligatory course on the methodology of language teaching prepares students to become successful language instructors, particularly in Russian, and strengthens their competitiveness on the academic job market.

Over the years the faculty has created a unique institutional culture that emphasizes the presence of faculty on campus and a hospitable climate for informal academic contact between faculty and students. General availability of faculty to students is a rule and the role of graduate advisors is highly valued.

The Department's philosophy is to offer instruction in a variety of approaches to literature. Through its diversity, it seeks to enable students to develop their own methodology, as appropriate to their research interests and expertise. In the past several years, dissertations written in the Department have addressed a broad range of topics and methodologies. Several students have branched out into genuinely interdisciplinary research projects.
By the time they receive the Ph.D., students will have:
  - produced a major piece of scholarship
  - acquired knowledge, skills, and experience in language teaching
  - acquired a broad knowledge of a Slavic literature
  - strengthened their Slavic-language proficiency
  - acquired working knowledge of a second language and literature

In addition, the Department hopes that they will have:
  - presented their work at scholarly conferences
  - acquired experience in teaching literature
  - acquired administrative experience
  - had scholarly work accepted for publication

The Department aims to prepare its students to apply for academic positions in colleges and universities. In the last ten years or so, its graduates have landed positions at University of Southern California, Harvard University, University of Virginia, University of Florida, Bowling Green State University, Dickinson College, Indiana University, University of Texas at Austin, Syracuse University, Tufts University, University of Wisconsin, Oakland University, Ohio University, University of London, University of Kansas, Wayne State University, Williams College, S. Missouri University, University of Alaska, and others. Some students have gone into administrative positions in academic environments. Yet other students are working in Russia. And some have gone into fields unrelated to things Slavic.

**Relevant Academic Resources**

**CREES**
The University of Michigan Center for Russian and Eastern European Studies (CREES, [www.umich.edu/~iinet/crees](http://www.umich.edu/~iinet/crees)) is one of the nation’s foremost institutes for interdisciplinary research and training on Russia, Central and Eastern Europe, Central Asia, and the Caucasus. CREES organizes over 50 public events each year, including lectures, conferences, films, and mini-courses. The study of Russia, other successor states to the former Soviet Union, and Eastern Europe constitutes the Center’s core curriculum. The current CREES director is Michael Kennedy, Professor of Sociology.

**Library**
The Hatcher Library has a good collection of Slavic materials that will suffice for teaching needs and basic research but will probably require some supplementing once you reach the dissertation level. The Head of the Slavic Division is Janet Crayne. You can e-mail her at jcrayne@umich.edu, call her (936-2348), or visit her in the Area Studies Reading room on the first floor of the North building of Hatcher library. She would be the person to contact when you experience difficulties locating Slavic materials. She is in charge of acquiring Russian, Polish, and Czech books and covers also the entire former Soviet Union. If you spot any important gaps, bring them to the attention of faculty.
A lot of resources for searching are now available on the Web. The WorldCat catalogue will give you access to books owned by most libraries in the U.S.A. (and some in the world), to the extent that their catalogues have been digitized. ArticleFirst gives you a fairly good listing of articles owned by most libraries in the United States. Both databases (and many more) are available at http://www.lib.umich.edu/. Please be aware that for some of the larger libraries, such as the Library of Congress or Widener library at Harvard, only books acquired after a certain date are reflected in their computerized database. You will find a series of useful databases on Mirlyn, including the MLAB (the Modern Languages Association bibliography of articles published in the field of modern languages), which is fairly up to date, if incomplete, and the INION database of large print-run books and articles published in Russia since 1992. No database is complete, and one should always combine various search techniques. You may also find some references using Russian search engines such as http://www.yandex.ru or http://www.km.ru. There is also a database of Russian newspaper articles at http://www.lib.umich.edu. AATSEEL maintains a site on Slavic-related digital libraries and Internet resources http://clover.slavic.pitt.edu/~aatseel/internet.html. The University of Illinois’ Slavic and East European Library (one of the foremost in the country) offers a Slavic reference service. If you need a title that is not held in the United States, e.g., they will order a microfilm copy for you to borrow. They will also help you locate materials and verify citations. See their webpage at http://www.library.uiuc.edu/spx/srs.htm.

Writing Format. In our field, most journals and presses in America follow either the format described in the MLA Style Manual or the Chicago Manual of Style. It is a good idea to familiarize yourself with these formats and try to do things right from the very beginning. The Department does not have a specific format requirement (nor does the University), but we ask that you choose one established format and use it consistently.

Transliteration. The system of transliteration to be used depends on whether you are in linguistics or literature and what your particular needs are. The Library of Congress has a system that is functional and widespread; it is the one used in computerized catalogues. Certain purists find it problematic because it is not based on a phoneme to phoneme equivalence, nor on a letter to letter equivalence (for example, it conflates [i] and [j]). In most cases, it will suffice. The system with diacritics is more precise, but most publications and most editors avoid it. So unless you absolutely need it, avoid it! A scheme of all transliteration systems accepted in the US is posted in the Department in 3040. For those of you who feel passionately about issues of transliteration of Cyrillic, there is a whole book on the subject by J. Thomas Shaw, The Transliteration of Modern Russian for English-Language Publication (Madison, 1967). Please avoid foreign systems, such as the British, French, etc.

Good writing. There is any number of manuals for good writing available. The MLA publishes very helpful manuals relevant to our field, such as Line by Line. Generally, you should develop an ability to produce clear and elegant academic writing. Reading one or two of these manuals will help you get attuned to the underlying principles of effective writing and to the areas to work on. When in doubt, err on the side of being conservative.
When you read a text that you like, try to analyze it. Developing a stylistic feel is a long-term project, and you will refine your skills over the years, provided you remain sensitive to and interested in stylistics all along. Meanwhile read and re-read your own prose continuously to improve it. In addition, have your texts read and commented upon by your peers and edit their pieces, too. In short, stay engaged with stylistic issues. The Sweetland Writing Center (4-0429) offers a service whereby you can have an hour-long individual appointment to go over your paper (or anything else you bring in) with someone.

The same essentially goes for non-native writers of English, except that you need to be even more involved in developing your vocabulary and your stylistic intuition. Non-native writers will be baffled by the fact that English does not seem to have firm grammatical rules where one would think that rules are called for. More decisions pertain therefore to stylistics than to grammar, which implies that you should definitely pay a lot of attention to this area. The English Language Institute is a primary resource for international students: http://www.lsa.umich.edu/eli/. They offer writing classes and provide staff assistance.

Advisor Relations
The Department designates a graduate advisor to assist students throughout the course of their studies in the program. Students should meet with the graduate advisor at least once at the beginning of every term and are free to meet with him/her more frequently whenever the need occurs. The responsibilities of the graduate advisor include:

- meeting with students in residence at the beginning of each term to help them carry out a course of study appropriate to their interests and conform to departmental requirements and to discuss the students’ ideas, desires, and concerns
- ensuring that students fulfill their course requirements in a timely manner
- assisting them in selecting a dissertation committee
- mediating when conflicts arise with other members of the faculty

The graduate advisor does not make any decisions regarding finances (such as awarding financial support, GSI appointments, etc.). Such decisions are made by the Chair of the Department.

In addition, students are strongly encouraged to choose a mentor at the beginning of their graduate career, who will assist them in preparing for the qualifying examination, in developing a dissertation topic, and writing the dissertation prospectus. It is hoped that the mentor might become the dissertation advisor. Students should choose a faculty member with whom they can get along and who roughly shares their interests. Students can change their mentor at any time by asking another professor to become their mentor and by notifying the graduate advisor. Advising should be informal and does not imply a long-term commitment. Faculty have the right to decline being a mentor if they feel that there is not enough overlap in interests.
Rackham offers a brochure that provides helpful advice on how to receive good advice! It is called *How to Get the Mentoring You Want: A Guide for Graduate Students at a Diverse University* and can be downloaded from http://www.rackham.umich.edu/downloads/publications/mentoring.pdf

**Student Involvement in Department Governance**

Students can get involved in Department Governance by serving as student representative at the departmental Executive Committee. The student representative at the Executive Committee participates in all discussions except those that involve personal matters about fellow graduate students or faculty. He or she serves as a conduit between faculty and students. Often the representative will be asked to sound out fellow graduates. The student representative is expected to report to other graduate students about meetings of the Executive Committee.

In addition, consistent with its emphasis on informal interaction between students and faculty, the Department welcomes initiatives, comments, and suggestions from its students and students in related fields. Such contributions can be addressed informally to the Chair, the graduate advisor, or any faculty, or, more formally, to the Executive Committee. Students, for example, may propose to organize workshops or conferences and solicit funding from various units on campus if the Department deems that the proposal merits support. Faculty will also assist students who wish to apply for funding to develop instructional materials. Such funding may be available from the Language Resource Center http://www.umich.edu/~langres, (ph. 764-0424).

**Student Concerns and Grievances**

Departmental policies are determined by Rackham policies and procedures (see Rackham Student Handbook, http://www.rackham.umich.edu/StudentInfo/Publications/GSH/html/contents.html), the Graduate Employees’ Contract http://umgeo.org/contract/ and through decisions made by the Executive Committee and the Chair.

Before undertaking a formal grievance procedure (see below), students are encouraged to discuss the issue with the chair of the department, the graduate advisor, or a member of the executive committee. This includes problems related to grading, candidacy, work assignments, harassment, personal behavior, etc. Students have the right to privacy in the handling of their grievance. If the grievance cannot be solved within the department or the student is not comfortable airing the grievance, the student is encouraged to take applicable grievances to the Rackham Grievance Officer.

**Rackham Academic Grievance Procedures**

The Graduate School's “Academic Grievance Procedure” describes the procedures provided by the Horace H. Rackham School of Graduate Studies for resolving academically related complaints or grievances. Included is information concerning the
applicability of the grievance procedures, an overview of the grievance process, and detailed sections on each of the stages in the process.

Although the procedures described make provision for formal adjudication of academic disputes between students and faculty or administrators, it should be noted that the emphasis in the procedures is on a more informal form of intervention, that is, mediation. Mediation allows the disputants, working with the Grievance Officer, to construct a resolution that has been mutually agreed upon and that is satisfactory to both parties.

The policy is available in the Rackham Graduate Student Handbook or online at http://www.rackham.umich.edu/StudentInfo/Publications/GSH/html/APPA.html.

Student Rights and Student Records
In carrying out its assigned responsibilities, the Department collects and maintains information about students. Although these records belong to the University, both University policy and federal law accord you a number of rights concerning these records. The following University document is designed to inform you concerning where records about you may be kept and maintained, what kinds of information are in those records, the conditions under which you or anyone else may have access to information in those records, and what action to take if you believe that the information in your record is inaccurate or that your rights have been compromised.

The entire University document on your rights is available on-line: http://studentpolicies.dsa.umich.edu/statementstudentrights.htm

Departmental Honors and Other Awards

Departmental Honors
Outstanding Graduate Student Instructor in Slavic Languages and Literatures
Eligibility: two terms of teaching experience in the Department
Nomination date: early March

Slavic Studies Graduate Research Paper Prize for 2007-2008
A new award for the best graduate research paper written for a course in the Department in the academic year.
Nomination date: mid-April

University Awards Requiring Nomination by the Department
Distinguished Dissertation Awards
The purpose of the four awards, each of which includes a $1,000 honorarium, is to recognize exceptional and unusually interesting work produced by doctoral students in the last phase of their graduate work. To qualify for consideration, a nominee must have completed the dissertation and earned the doctoral degree during the current calendar year.
Rackham Outstanding Graduate Student Instructor (GSI) Awards
These awards are designed to honor Graduate Student Instructors who have demonstrated
1. Exceptional ability and creativity as teachers
2. Continuous growth as teachers (e.g., by seeking to refine their own teaching skills and helping others to do the same)
3. Service as outstanding mentors and advisors to their students, fellow colleagues and others in need of their help
4. Growth as scholars in the course of their graduate programs
Eligible students for this award will have completed at least two terms (not necessarily consecutive) as Graduate Student Instructors.
PLEASE NOTE: Graduate students whose second term of teaching will occur in the final semester of their program may be nominated for the Outstanding GSI competition, even though they may no longer be enrolled at the University by that time.
Nomination date: mid March

Outside Awards
AAASS Graduate Student Essay Prize for an outstanding essay by a graduate student in Slavic Studies. Details at http://www.fas.harvard.edu/~aaass/
ACADEMIC POLICIES AND PROCEDURES

**Chronology to Degree**

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<td>First week of first year</td>
</tr>
<tr>
<td>Coursework to fulfill M.A. req.</td>
<td>First and second year</td>
</tr>
<tr>
<td>Russian-Language Proficiency Exam</td>
<td>Before you start teaching</td>
</tr>
<tr>
<td>Choice of mentor</td>
<td>First Year</td>
</tr>
<tr>
<td>Qualifying Examination</td>
<td>No later than March of third year</td>
</tr>
<tr>
<td>Coursework to fulfill Candidacy req.</td>
<td>Third year</td>
</tr>
<tr>
<td>Appointment of dissertation advisor and dissertation committee (at least one additional member of the dept.)</td>
<td>During fifth term</td>
</tr>
<tr>
<td>Foreign Language Requirement</td>
<td>Before the end of the third year</td>
</tr>
<tr>
<td>Case Study Defense/Advancement to Candidacy</td>
<td>Upon successful presentation of case study (beginning of May of third year)</td>
</tr>
<tr>
<td>Prospectus Defense</td>
<td>No later than the end of September of the fourth year</td>
</tr>
<tr>
<td>Work on dissertation</td>
<td>During the two-three years following the advancement to candidacy</td>
</tr>
<tr>
<td>Meetings with dissertation advisor and committee members</td>
<td>As needed, but on a regular basis, usually at least once per year with active committee</td>
</tr>
<tr>
<td>Scheduling of dissertation defense</td>
<td>Well in advance! Changes to the Dissertation Committee must be received by the Graduate School at least four weeks prior to the oral defense</td>
</tr>
<tr>
<td>Submission of final dissertation</td>
<td>At least two weeks before defense</td>
</tr>
<tr>
<td>Defense</td>
<td>No later than three years after advancing to candidacy</td>
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**Academic Standing**
The Rackham School of Graduate Studies requires that a student maintain at least a “B” (5.00) grade average. The department further requires that a student maintain at least a “B+” grade average to be admitted to the Ph.D. program after the M.A.

Satisfactory and timely completion of the program depends to a great extent on managing time effectively and completing coursework on schedule. While there may be legitimate reasons to request a grade of incomplete, students should be aware that under the rules of the Graduate School the granting of incompletes is not automatic. Students wishing to be granted an incomplete must first request this from their instructor and arrange a schedule for completing the unfinished work in the course. The specific rules applying to incompletes are stated in the Rackham Graduate Student Handbook at [http://www.rackham.umich.edu/StudentInfo/Publications/GSH/html/registration.html](http://www.rackham.umich.edu/StudentInfo/Publications/GSH/html/registration.html)

Students are dissuaded from taking incompletes, as the fact of having taken incompletes may impede their ability to win major grants and fellowships.

The Graduate School asks students to achieve Candidacy within four years of their first enrollment in the doctoral program and to complete all requirements for the Ph.D. within seven years. Students can petition to receive an extension of these limits due to childbearing, dependent care, or other reasons (see the Rackham Graduate Student Handbook). Please note that being on leave or on detached study does not automatically extend your expected time to degree. Significant delay in your progress may put you at a disadvantage in applying for certain grants such as the Rackham Pre-Doc.

**Fee Requirements**
Each doctoral student enrolled in the Rackham Graduate School must accumulate a minimum number of fee credits in order to be recommended for Candidacy, and to receive the doctoral degree (unless Rackham adopts the Continuous Enrollment policy). No more than nine credits may be counted toward the Rackham Fee Total (RFT) requirement in a full term (five in a half term), regardless of the number of hours elected. Each doctoral student must accumulate at least 68 RFTs overall, which consist of course and dissertation work. At least 36 RFTs must be accumulated prior to candidacy. An eight-hour registration for the term of the oral defense is required; this registration will count toward the RFT requirement.

Students are responsible for keeping check of how many RFTs they accumulate over time. Students who do not register for dissertation work after achieving candidacy or students who study abroad before or after achieving candidacy should be especially careful to ensure that they will reach the RFT requirement.

**Prospectus and Dissertation Committees**
As soon as possible after the qualifying examinations, students should select their future dissertation advisor, the person with whom they will work most closely. In consultation with the advisor, they should then choose three additional members of the dissertation
committee. The committee should be composed of a minimum of four faculty: at least two faculty members from the Slavic Department and at least one UM faculty member from outside the Department, the so-called cognate member, are required. Typically, a dissertation committee will be composed of three faculty from the Department and one from another unit on campus, but it could feature two Departmental members and two outside members. More faculty can be added to the committee, including scholars from outside the University. Specific rules on the composition of the dissertation committee are spelled out in the Rackham Graduate Student Handbook at http://www.rackham.umich.edu/StudentInfo/Publications/GSH/html/doctoral.html#committee. Normally, the prospectus committee prefigures that of the dissertation committee. Adjustments in the composition of the committee are possible, depending on faculty leaves, changes in the faculty roster, or other considerations.

The role of the committee in the preparation of the dissertation is a matter for individual negotiation. The student may ask any member of his or her committee to read and comment on portions of the thesis while in preparation, and these requests may or may not be complied with in a particular case. The chair of the committee has a stronger obligation than the other members of the committee to assist the student during the writing of the thesis, and normally the student works fairly closely with the chair. Each member of the committee must submit an independent evaluation of the thesis after it is formally submitted and before the oral defense is officially authorized. Therefore it is important that the candidate have the entire thesis approved by the entire committee well before it is formally submitted. All members of the committee should receive a complete draft of the thesis much in advance of the deadline for final submission – how far in advance is a matter to be negotiated with the members of the committee.


Guidelines for Papers, Prospectus, and Thesis
Papers come in various forms and shapes, and faculty might have different notions of what constitutes a good paper. So the first rule is to communicate about this with your professor when you write a paper, prospectus, or thesis. In most cases, a good paper will seek to make a central point, although in some cases you may be asked to engage in the practice of “close reading,” in which instance your paper will take the form of a running commentary on a particular text. Most papers will also operate with a recognizable methodology, which you might even identify or explicate at the beginning. There is a difference between a term paper and a seminar paper. A term paper often provides an interpretation of one particular theme in one text. A seminar paper requires a much greater degree of contextualization and a much better grasp and engagement of existing secondary literature. It will therefore contain a solid scholarly apparatus (notes and bibliography) and will be substantially longer. Think of it as the first step towards preparing a publishable article. The organization of your paper depends on the kind of argument you present and the kinds of evidence you adduce. Some papers are more discursive, others more argumentative. But in all cases the readers should be able to
follow the logic of your organization, and some pointers at critical transitions might help them do so.

The prospectus is a somewhat different exercise, in that it requires you to present the work you will undertake in your dissertation. It therefore should contain a general exposition of the issues you plan to treat, a discussion of your methodology, a description of the data you will be using, an outline of chapters, and a bibliography. The case study then illustrates how your dissertation project works in practice. It shows how you apply your methodology on a limited body of data. Eventually your case study will serve, we hope, as a section of a chapter of your dissertation.

Formal requirements for the dissertation are described in Rackham’s Dissertation Handbook, which is available at http://www.rackham.umich.edu/student_life/publications/dissertation_handbook/

To describe what makes a good dissertation is too much of a topic to be handled in one or two paragraphs without ending up being overly prescriptive. Good communication with your dissertation advisor and with the readers is key to enable you to meet their requirements.

A dissertation aims to make a genuine contribution to a field of inquiry. It therefore requires an adequate grasp of the existing secondary literature. Typically, novelty can be achieved in one of two ways: either you discover new data or approach old data from a new perspective. In most cases a dissertation will do a bit of both at once. New data might consist of literary texts, archival texts, or paraliterary documents (letters, memoirs, published reviews and other traces of reception, etc) that have remained unnoticed or have not been conceptualized. New ways to approach existing data might include invoking a new theoretical paradigm, establishing new connections between data (say intertextual links), addressing a new issue (the way gender became a topical issue in our field some years ago), etc.

As you write you should envision a readership broader than your actual dissertation committee. While in most cases your dissertation will not end up hitting the mass book market, you should work with the assumption that you are addressing a particular intellectual community, namely that of specialists in your field. Establishing connections with these specialists as you work on your dissertation is a good way to help you imagine your dissertation as a kind of dialogue with this community.

**Academic and Professional Conduct**
The following is an excerpt from the Rackham Graduate Student Handbook, Appendix B

A clear sense of academic honesty and responsibility is fundamental to our scholarly community. To that end, the University of Michigan expects its students to demonstrate honesty and integrity in all their academic activities. However, students pursuing graduate education are being educated not only in a substantive
field of inquiry but also in a profession. Although there are many common values, specific standards required of professionals vary by discipline, and this policy document has been written with respect for those differences.

As professionals in training, graduate students assume various roles, depending on the academic program. These include the roles of scholar/researcher, teacher, supervisor of employees, representative to the public (of the University, the discipline and/or the profession), and professional colleague and even the role of provider of services to clients. Therefore, students are responsible for maintaining high standards of conduct while engaged in course work, research, dissertation or thesis preparation, and other activities related to academics and their profession. Because students take on multiple roles in multiple settings, some types of conduct are both academic and professional in nature—hence, the inclusive nature of this policy.

Graduate training, like future professional life, includes demands that might tempt some students to violate integrity standards. There are pressures on graduate students to achieve high grades, obtain financial support, meet research or publication deadlines, gain recognition from the scholarly community, and secure employment. Although faculty members can help students to maintain academic integrity despite these pressures, each student has final responsibility for maintaining integrity in his or her individual conduct.

Finally, conduct that violates the ethical or legal standards of the University community or of one's program or field of specialization may result in serious consequences, including immediate disciplinary action and future professional disrepute. In support of the Graduate School's commitment to maintain high standards of integrity, this policy makes provisions for bringing forward and hearing cases of academic and professional misconduct.

It is worth noting that the community of Slavists is small enough that scholars know a lot about one another and police themselves, as it were. Building a good reputation, both academically and ethically, should be one of your major goals.

FINANCIAL SUPPORT

**Deadlines**
Some deadlines in this section are based on last year’s dates. Please make sure to check the exact dates for the current year well in advance.

**Internal Sources**
After being admitted into the Department's graduate program, you received an official letter signed by the Chair that indicated the nature of your support and any requirements that may apply. The letter identified the degree toward which you will be working and the duration of support.
Departmental Commitment
The offer letter you receive at the beginning of your graduate career determines what kind of financial support you can expect from the department for your first three to five years. A typical support package may consist of one to two years of fellowship followed by two to three years of graduate student instructorships. LS&A has a ten-term cap on the amount of aid you can receive from them. This limit does not apply to departmental discretionary or Rackham funds. A complete description of the ten-term rule is available at http://www.lsa.umich.edu/lsa/facultystaff/10term/. The ideal student career under the LS&A guidelines would be one year of fellowship, two years of GSI support and two years of dissertation fellowships (see the previous link). Our graduate students typically take at least six years, although on at least one occasion they have finished in four years.

All support is for the academic year only, and includes predetermined stipends and fringe benefits as well as a tuition waiver. Summer support, however, is not guaranteed by the department. Benefits continue for students who have an appointment for the following Fall term, have had appointments during the prior Winter and Fall terms, or through separate arrangements. Summer appointments may be available for the Summer Language Institute. Beyond the time period indicated for your degree, further support may be obtained through the sources listed below under internal and external funding sources.

Support does not come without responsibilities. In order to receive continued assistance, you will have to be a student in “good standing” (see Rackham handbook), meet degree requirements (such as passing the prospectus defense), perform GSI duties acceptably, make progress towards the graduate degree according to schedule. The Department will track this carefully, and reserves the right to stop support when these requirements are not met. Make sure you meet with the graduate advisor at the beginning of each academic year. Direct all inquiries about the nature of your support to the chair and discuss aspects of GSI and other forms of support with the Department's student services assistant.

Effective for students joining the Department after September 2002, those declining a GSI position during any of the terms covered by their initial letter of support, for whatever reason, including taking a fellowship or a GSI position in another department, should understand that they have thereby waived an equivalent period of guaranteed support. Leaves are decided on an individual basis. Where possible, the Department tries to accommodate students needing teaching positions beyond that offered in their initial offer letters and who remain eligible within the ten-term limit. Such teaching, when available, is allocated on evidence of continuing progress to degree and past teaching performance. It is not, however, guaranteed.

Graduate Student Instructorships
The department is strongly committed to its students and regards graduate teaching as a part of the overall graduate process. All students in our graduate program should have had some teaching experience, especially if they are thinking about jobs in education. Ideally, this experience should be diversified. The Department encourages graduate
students to assume GSI positions in other departments, and students should pursue these possibilities so that they have this type of teaching experience in addition to language teaching.

Other departments that have offered our students GSI positions:
Asian Languages
CREES
Screen Arts & Cultures
Great Books
Romance Languages
Women's Studies

Staffing guidelines for GSI positions in the Department of Slavic Languages and Literatures
Teaching is awarded first on the basis of written departmental commitments made to incoming graduate students. Teaching beyond the initial offers is not guaranteed.

Teaching positions which are not part of the initial funding package will be awarded through a competition to which all graduate students in good standing of any Department can apply. The Chair will make teaching assignments after careful weighing of the following factors:

- oral, written, and cultural competence in the Russian language (language proficiency is expected to be at the Advanced level according to the ACTFL guidelines)
- proficiency in language-acquisition methodology and performance as teacher, as evidenced by student evaluations and class visits
- overall academic performance and progress toward the degree
- relevance to graduate training
- specific needs of the language program and its students
- scheduling constraints

Staffing decisions will be announced on or around April 1 of each year.

The same rules apply to GSI assignments in other languages, such as Polish or Czech.

According to LS&A policies, graduate students may have no more than five years of support through LS&A, which includes Regents fellowships, FLAS fellowships and GSIs. Funding through Rackham is not affected by this rule.

The Department of Slavic Languages and Literatures is committed to a policy of non-discrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, or disability, where the item in question will not interfere with job performance and where the applicant is otherwise qualified.
University of Michigan Funds

Rackham Funds
http://www.rackham.umich.edu/Fellowships/rackhamf.html

The Fellowships Discretionary Fund is intended to assist Rackham graduate students in meeting emergent situations or those one-time, unusual, or unforeseen expenses which are beyond the student's control and not eligible for other funding programs. Projects should directly relate to furthering progress toward the students’ graduate degree. Due date: usually by mid May for funds from that academic year

Rackham Predoctoral Fellowships
Eligible students are those who have been advanced to candidacy by January or earlier, and who have not previously been awarded a Rackham Predoctoral Fellowship. The appointment is for three terms. Throughout tenure, Rackham Predoctoral Fellows are expected to be involved full-time in the completion of degree requirements. It is the intention of the Graduate School that these fellowships be awarded to outstanding students who will complete the dissertation in the year in which they hold the fellowship and who will complete the doctorate within six years of beginning their programs. It is the responsibility of the Department to nominate candidates. If you fulfill the basic eligibility criteria and wish to be nominated, submit your proposal to the Executive Committee for review in November. See the link above for details.
Nomination date: January 11, 2008

Rackham One-term Dissertation Grants
Each year the Department can award a limited number of Rackham One-term Dissertation Grants. These fellowships are intended to speed the process of completing the dissertation. They are awarded to candidates for the term in which they will finish and defend their dissertations. A fellowship consists of candidacy tuition and registration fee plus a stipend for one term. Recipients will be eligible for GradCare health insurance coverage provided by the Graduate School during the term of their award. A student may receive only one Rackham One-Term Dissertation Fellowship.
Due date: March 15, 2008

Susan Lipschutz, Margaret Ayers Host and Anna Olcott Smith Awards for Women Graduate Students
At least three (3) $5,000 awards will be made (one Susan Lipschutz, one Margaret Ayers Host and one Anna Olcott Smith) for Spring/Summer support. Women graduate students actively pursuing a doctoral degree in any Rackham program, and who have achieved candidacy by the application deadline are eligible to be nominated. Nominees must have a cumulative GPA of 7.6 or higher.
Due date: January 25, 2008

FLAS
http://www.umich.edu/~iinet/iisite/fundops.html
Foreign Language and Area Studies (FLAS) Fellowships are awarded to CREES by the U.S. Department of Education under Title VI of the Higher Education Act. Awards are
available to U.S. citizens and permanent residents enrolled in full-time UM graduate or professional degree programs specializing in languages of the former Soviet Union and Eastern Europe. German and the first two years of Russian are not included. Professional school students may be eligible for awards in first and second year Russian. Please check with the CREES Student Services Associate (see coordinates above) for more information. This fellowship also counts toward the ten-term limit of LS&A funding.
Due date: Early February

Institute for the Humanities
http://www.lsa.umich.edu/humin/fellowshipsgrants/
University of Michigan Graduate Student Fellows who show interest in interdisciplinary research may apply for a ten-month fellowship. Applicants must be University of Michigan students and have attained candidacy at the time of application.
Due date: January 9, 2009

CREES Research, Internship, and Fellowship (CRIF) Program Grants
http://www.umich.edu/~iinet/crees/
CREES seeks applications from students in REES M.A., Ph.D., and professional degree programs for grants ranging from $500 to $1,500 towards summer or semester-long research projects or internships at institutions in Eastern Europe or the former Soviet Union. Grants ranging from $500 to $5,000 are available for students planning research or internships in Poland. Applicants for research grants may be at preliminary or more advanced stages of their research; applicants for internships should be prepared to identify the venue for their internship in a governmental agency, business, or non-governmental institution in the region. Students must also seek cost-sharing from the International Institute, Rackham (where appropriate), and their home units for these grants.
Due date: Mid March

Departmental Discretionary Funds
Each year the department makes several awards to fund graduate student study or research. The department's general policy has been to give a larger number of smaller awards. These awards are usually designed to supplement other funding sources such as Rackham Discretionary Funds and II Pre-dissertation Research. Department awards aid in the search for supplemental funds since they show the department's willingness to support you. The awards may be used to support travel to conferences, or the writing of seminar papers or articles for publication. To apply for departmental funds submit:
1) A one-page proposal that states your goal clearly (e.g. read for my qualifying exams, conduct research for my qualifying research paper, develop the methodology and case study sections of my prospectus, etc.); 2) an itemized estimate of expenses to be covered by the award; 3) a brief outline of your progress to degree.

International Institute Conference Travel Grants
http://www.umich.edu/~iinet/
The International Institute provides supplemental travel support for graduate and professional school students who are presenting papers at conferences in the U.S. and its
territories. Papers must be on international or area studies topics, and must have been selected by a juried process. Students may apply each year for one travel support grant of up to $300. Rackham Graduate School and the International Institute collaborate to support participation in conferences taking place outside the United States and its territories. Application should be made directly to the Rackham Graduate School Fellowships Office.
Due date: rolling

*International Institute Individual Fellowships for Predissertation Research*
[http://www.umich.edu/~iinet/](http://www.umich.edu/~iinet/)
The International Institute's Individual Fellowships for Predissertation Research provide partial support (up to $2,000) for preliminary visits to prospective overseas dissertation sites by graduate and professional school students who are planning doctoral research on topics in area and international studies. These awards are intended to enable students to develop a firm foundation for their research. Proposals may not include language training, classroom work, or other activities and opportunities for which fees are assessed. Students should indicate proficiency in the language needed in order to conduct their research.
Due date: early March

*CREES Travel Grants*
[http://www.umich.edu/~iinet/crees/funding/gradfunding.html#travelgrants](http://www.umich.edu/~iinet/crees/funding/gradfunding.html#travelgrants)
Subject to availability of funding, awards will be made to UM students who will present REES-focused papers or serve as chairs or discussants for REES-focused sessions at regional, national, or international conferences. These awards are intended to supplement other University of Michigan conference participation grants.
Due date: rolling

*External Funds*
*Fulbright Fellowships*
[http://us.fulbrightonline.org/home.html](http://us.fulbrightonline.org/home.html)
There are a number of Fulbright grants. Of the two competitions for study abroad available at the International Institute, one is administered at the national level by the [Institute of International Education (IIE)](http://www.iie.org). This is known as the *IIE Fulbright* and is for graduate study or research abroad, and for overseas professional training in the arts. The Fulbright book and the application materials are available in 2660 International Institute, in the School of Social Work Building. Competition for the 2006-2007 academic year will open in May 2005 and close September 16, 2005.
The Fulbright Program Advisor for this competition at the University of Michigan is Amy Kehoe, who can be reached at 763-3297.
Due date: Mid September

*Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship*
This Fulbright competition for student grants is administered by the US Department of Education (US/ED). These fellowships only support research in modern foreign
languages and the study of a world area outside of Western Europe. The US/ED Fulbright Coordinator at the University of Michigan is Beni (G. A. Benadom), who may be reached at 764-0441, Mondays through Thursdays between 7:00 a.m and 11:30 a.m., or by special arrangement. His e-mail address is unlisted@umich.edu. Applications and more detailed information on the program are available through Beni's office at the International Institute. Student awards provide fairly generous allowances for six to twelve months. Due date: Mid-October.

**SSRC International Dissertation Field Research Fellowship (IDRF) Program**
http://programs.ssrc.org/idrf/The International Dissertation Field Research Fellowship (IDRF) Program, funded by the [Andrew W. Mellon Foundation](http://www.mellon.org), provides support for social scientists and humanists to conduct dissertation field research in all regions of the world. The fellowships enable doctoral candidates to use their knowledge of distinctive areas, cultures, languages, economies, polities and historical experiences, in combination with their disciplinary training, to address issues that transcend their disciplines or area specializations. Due date: Check Website.

**ACTFL**
American Council on the Teaching of Foreign Languages
http://www.actfl.org
Scholarships are available through ACTFL for summer study abroad for ACTFL Members. Due date: not specified.

**IREX**
http://www.irex.org/
Individual Advanced Research Opportunities
Grants of one to three months to Master’s students; grants of two to nine months to pre- and postdoctoral scholars for research at institutions in Central and Eastern Europe and Eurasia. American scholars in policy research and development, and cross-disciplinary studies are strongly urged to apply. Due date: Check Website.

**ACLS**
http://www.acls.org/
The American Council of Learned Societies will offer support of up to $17,000 for writing dissertations in Southeast European studies in all disciplines of the humanities and the social sciences. Applications should be for work related to Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania, and Serbia and Montenegro (including Kosovo). Applicants may propose comparative work considering more than one country of Southeastern Europe or relating Southeast European societies to those of other parts of the world. Deadline: Check Website.
**National Endowment for the Humanities**
http://www.neh.fed.us/

**The National Council for Eurasian and East European Research**
http://www.nceeer.org/Opportunities for post-doctoral scholars.
Due date: January 15-March 15 for various opportunities

**Woodrow Wilson International Center for Scholars**
http://www.wilsoncenter.org/index.cfm?fuseaction=Fellowships.welcome
EES research scholarships are available to American citizens (or permanent residents) in the early stages of their academic careers (generally before tenure but after Ph.D.) or to scholars whose careers have been interrupted or delayed. For non-academics, an equivalent degree of professional achievement is expected. Research scholarships will be awarded for 2-4 months of research in Washington, DC. Office space at the Wilson Center and a research assistant will be provided whenever possible.
Due date: December 1, 2005

**CIEE**
http://www.ciee.org/

**ACTR**
http://www.actr.org/

**Summer Support and Summer Programs that Offer Full or Partial Support**

**Summer FLAS**
http://www.umich.edu/~iinet/crees/
Summer FLAS recipients receive a stipend and tuition/fees for intensive language study during the summer; limited travel funds may also be available. For Russian language FLAS awards: students must be at the third year level or above and participate in approved U.S.-based or overseas programs. For East European language FLAS awards: students may study at any level in approved U.S.-based programs or be at or above the third year level for approved overseas language programs. Not all programs have been approved by US/ED; please check with CREES to determine whether your language program meets US/ED standards. In all cases, the student is responsible for making a timely application to the desired summer language program.
Due date: February 1, 2006

**CREES Conference Travel Grants**
http://www.umich.edu/~iinet/crees/
CREES is accepting applications from UM students for travel grants to support REES-focused conference participation during 2006-2007. Subject to availability of funding, awards will be made to CREES students who will present REES-focused papers or serve as chairs or discussants for REES-focused sessions. These awards are intended to supplement other U-M conference participation cost-sharing.
Due date: rolling, but before conference travel.
Summer Research Laboratory on Russia and Eastern Europe
http://www.reec.uiuc.edu/srl/srl.html
Established in 1973, the program provides an opportunity for scholars to utilize the resources of the University Library, which holds the largest Slavic collection west of Washington, DC, and seek advice from the reference librarians of the Slavic and East European Library. The Summer Lab also serves as an excellent forum to meet with colleagues in the field and discuss current research. The Summer Lab is an ideal program for graduate students to conduct research prior to going abroad for their dissertation research or as they are finishing their dissertation. Associateships are available for any period of time from June 13 - August 5.
Due date: early April

ACTR/ACCELS Russian Language Teachers Program in Moscow
http://www.actr.org/
A six-week program coordinated by specialists at Moscow State University providing full funding for airfare, tuition, housing, and incidentals to about 12 (out of 40 applicants). It focuses on improving practical skills in spoken and written Russian and on the methodology of teaching Russian as a foreign language. In addition to language and pedagogy courses, there will also be lectures on culture and literature. Participants live with a host family and receive graduate credit from Bryn Mawr College at the end of the program.
Deadline: Check Website

The Foreign Language Enhancement Program (FLEP)
http://www.umich.edu/~iinet/iisite/funding/graduate.html#flep
This program provides scholarships of up to $2,000 to cover living expenses incurred while attending any CIC host institution. This program is intended to help students take advantage of language offerings not available to them at their home university. A list of foreign languages expected to be taught at the CIC institutions is posted on the CIC website.
Due date: early February

Sites with More Information on Summer Programs
AATSEEL
http://aatseel.org/
CIEE and ACTR
See links above

TEACHING IN THE RUSSIAN LANGUAGE PROGRAM

Instructor Responsibilities
(This section of the Handbook was developed with the help of Rachel Harrell and with the financial support of Rackham School of Graduate Studies.)
GSIs in first-year Russian (Russian 101 & 102) teach 5 hours a week, and should attend grammar lectures as well as one-hour meeting once a week with the Russian Language Coordinator. In second-year Russian (Russian 201 & 202), GSIs teach 5 hours a week, and meet with the Russian Language Coordinator for one hour every two weeks.

All GSIs are expected to have two office hours a week. The instructors for each year should coordinate a two-hour review session before the final exam. You are encouraged to attend Russian Tea or Russian Club meetings, if possible.

If you have to miss class, please warn the Russian Language Coordinator in advance. It is your responsibility to arrange for one of your fellow GSIs to take over for you. In an extreme case, you can cancel the class and reschedule it. If you do, please call the Department and let the Student Services Assistant know you are canceling, so she can put a sign on the door for your students.

Record-Keeping
GSIs must record their students' attendance, homework, and grades. You should keep these records for several years after the end of a course, lest disputes arise. Tests, quizzes, and oral exams should all be graded. Homework, compositions, and in-class presentations may or may not be. You should assign at least 5 grades by mid-semester; these will be the basis for mid-term progress reports. Each student should be told (confidentially, of course) what overall grade he or she has earned in the course so far. For students who are doing poorly (C- or below), you must file a formal Undergraduate Academic Progress Report (see Terminology section). Give a copy of this form to the Russian Language Coordinator, as well.

Tests, Quizzes, etc.
The Russian Language Coordinator will provide syllabi and tests. Quizzes and handouts will be produced collaboratively at the weekly (or bi-monthly) meetings. Copies of these can be obtained from the Russian Language Coordinator. Feel free to ask the Russian Language Coordinator if you need extra materials.

Grading
GSIs for a given course should meet and grade tests together, so that the grading is consistent across the sections. All the GSIs will meet after the final exam to grade together. Individual instructors are responsible for marking quizzes, homework, and compositions.

Letters of Recommendation
Your students may ask you to write letters of recommendation, especially for study abroad programs. They should give you some advance warning (three weeks from the due date is reasonable) and they should give you a written statement about themselves, what it is they are being recommended for, etc., so you'll have something to write about. If the letter needs to be official, you can get a sheet of the department letterhead stationery from the main office.
Supplies, Perks
As a GSI, you will be given copies of the textbooks, tapes, workbooks, a record-book for grades, and a code number for the copier. You also get special library privileges (you can check out books for an entire term, rather than 8 weeks, and you will be charged no fines other than for recalled books), so be sure to stop by the Graduate Library for a new library card.

Problem Situations
Occasionally, a situation may arise in class that you should not try to handle by yourself. If you suspect that one of your students may have a learning disability, or if you catch someone cheating, or see that a student is consistently disruptive, or harasses other students (or you) sexually; document the problem, if possible, and then go to the Russian Language Coordinator for help.

Evaluations
Your CRLT evaluations will be returned to you after the end of the term. Make sure to keep them, for you might need them on the job market. Departmental evaluations can be consulted in the Department once you have turned in your grades.

Student Obligations
Attendance
Attendance is required! Students may miss class for religious observances, medical reasons, or anything else you consider reasonable, but they should warn you of these absences in advance, if at all possible. Unexcused absences will affect their grades as follows:

<table>
<thead>
<tr>
<th>Class hours missed:</th>
<th>Effect on grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>None</td>
</tr>
<tr>
<td>5-10</td>
<td>Participation grade will be lowered one “notch”</td>
</tr>
<tr>
<td></td>
<td>(from an A to an A-, for example) for each absence</td>
</tr>
<tr>
<td>11-15</td>
<td>Participation grade will be an E</td>
</tr>
<tr>
<td>15 or more</td>
<td>Final course grade will be an E</td>
</tr>
</tbody>
</table>

Since late arrivals disrupt the flow of a class, two late arrivals (by more than 10 minutes) will count as one absence. Late homework will also count as an absence; the work should be made up, but the participation grade cannot be.

Homework
Students should expect to work on their Russian at least two hours day. Encourage them to see you in office hours if they feel they are falling behind; stress that it will become progressively more difficult for them to catch up.

Participation
Students should come to class prepared to participate actively. This doesn't mean they should know everything already — let them know that making mistakes is a natural part
of learning; if they are not making mistakes, they are not pushing the limits of their knowledge. On the other hand, if a student is making mistakes just because he is unprepared, do not let him waste everyone else's time. Sometimes students will tell you up front that they're not prepared on a given day. Do not let them make a habit of it, but do keep in mind that everyone has a bad day now and then, and it is far better to come to class unprepared than not to come at all.

Grades
Progress and consistency of preparation are strong factors in the final evaluations, so make sure your students do not “coast” on previous knowledge (especially if they are heritage speakers), or slack off towards the end of the term. Effort counts for a lot, especially in borderline cases.

The final grade is based on a combination of oral performance, homework, quizzes, and written and oral finals, roughly as follows:

- Oral Performance (participation and evaluation) 20%
- Writing (homework and compositions) 20%
- Tests (quizzes and take-home- quizzes) 40%
- Final exam 20%

Classroom atmosphere tends to differ from one group of students to the next, but in every class you should insist on a basic level of respect. Make it clear that you will not tolerate students putting down others' efforts. Also, although extroverts can be an asset in a class, don't let them crowd out the more timid students. Everyone deserves an equal chance to participate.

Wearing caps and hats, cell phones, chewing gum and food are prohibited in the classroom.

Visitors
Graduate student visitors are permitted to officially audit classes if allowed by the instructor. An official audit (visitor status) obligates a student to attend classes regularly and complete course requirements (e.g., papers, laboratory assignments, tests, and the final examination). A request to officially audit a course should be approved before the election is made and at least by the end of the third week of a full term. Undergraduates are not allowed to audit language classes.

On-Campus Resources for GSIs and Their Students
(For descriptions of some of these, please see the "Terminology" section)

About travel, work, and study abroad
International Center (Overseas Opportunity Office)
http://www.umich.edu/~icenter/

About teaching
Center for Research on Learning and Teaching
http://www.crlt.umich.edu/

Language Resource Center
http://www.umich.edu/~langres/

GSI/graduate student issues
GEO
http://www.umgeo.org

Rackham Student Government
http://www.umich.edu/~rstugov/

The Career Center
http://www.careercenter.umich.edu/

Non-academic concerns
UM Ombuds Office
http://www.umich.edu/~ombuds/

Counseling and Psychological Services
http://www.umich.edu/~caps/

SAPAC (Sexual Assault Prevention and Awareness Center)
http://www.umich.edu/~sapac/

Services for Students with Disabilities
http://www.umich.edu/~sswd/
Text of UM Code of Student Conduct
http://www.umich.edu/~oscr/index.htm

Text of UM Sexual Harassment Policy
http://www.studentpolicies.dsa.umich.edu/facstaffhass.htm

Terminology

Center for Research on Learning and Teaching (CRLT)
The CRLT offers workshops, individual consultations, and various free publications to help GSIs (and faculty members) teach more effectively. They also administer course evaluations. Please see the “Resources” section of this book for more information.

Code of Academic Conduct
The following forms of dishonesty are considered "academic misconduct" under the school’s honor code: plagiarism, cheating, double submission of papers, fabricating data, aiding and abetting dishonesty, and falsification of official records. The Code states that, “An instructor has the responsibility to make clear what academic dishonesty is and to
help his or her students understand what uses may be made of the work of others and under what conditions.”

College of Literature, Science, and the Arts (LS&A)
Most of your students will be in this division, but some may come from Engineering, Education, Business Administration, or Natural Resources and Environment, all of which have their own degree requirements. Grad students belong to the Rackham School of Graduate Studies.

Concentration
LSA students are expected to declare a concentration in the second half of their sophomore year. They can design their own program, or choose from a list of existing concentrations, including Russian, Polish, and Russian and East European Studies. Concentrators in Russian and Polish are required to take at least Third-Year Language courses, as well as literature and culture courses. Professor Makin is the undergraduate concentration advisor for Russian and Piotr Westwalewicz for Polish. REES concentrators, apart from their REES requirements, are expected to take Third-Year Russian or four terms of BCS, Czech, Polish, or Ukrainian.

Course Evaluations
Students fill out two evaluation forms each term, one for the University and one for the department. The University form is designed by CRLT and asks mainly about satisfaction with the course in general. The department’s questionnaire focuses more on the GSIs performance. You can choose when to give these, keeping in mind that the students need plenty of time to give thoughtful replies. The results come back 4-6 weeks after the start of the next term, and are kept on file by the department. They are used in assigning future GSI positions, and professors may refer to them when writing recommendations.

Drop/Add
For the first three weeks of a term, students are free to drop and add courses at will. After that, the course will appear on their transcript with a “W” (for “withdrawn”). Students dropping after the third week need the GSI’s signature and the approval of their LSA advisor. Be aware of the deadlines involved here (“Last day for regular drop/add” and “Last day for approved late drop/add” listed in the front of the Time Schedule).

Graduate Employees Organization (GEO)
GEO is the union representing all UM graduate student instructors and graduate student staff assistants (and the second oldest student workers’ union in the U.S.). They bargain on our behalf with the University Administration, and will intervene to support individual members who come into conflict with the university. The union represents you, and collects dues from you, from the time you become a GSI, but you will be a voting member of GEO only if you sign a union membership card.

International Center
The International Center provides information and support for International students studying at UM. They also collect information about work and study opportunities for
UM students traveling abroad. Through the Overseas Opportunities Office, they sponsor many informational events about travel abroad, study programs, scholarships, and employment. They also have peer advisors available to offer advice based on their own experiences abroad. They're located next to the Michigan Union, at 603 E. Madison, and they maintain a very useful website at http://www.umich.edu/~icenter/.

International Institute
The International Institute is an umbrella organization that oversees all the area studies programs at UM, including CREES. They sponsor lectures and courses by visiting scholars, fund travel to conferences, and coordinate the Summer Language Institute, among other things. They are located at 2660 School of Social Work/Int'l. Institute Building on South University.

Language Disability
Among your students, you will probably find some who have great difficulty learning Russian. In most cases, this is simply a matter of never having studied a foreign language before, and can be remedied by discussing study techniques with the student during office hours. Sometimes, however, you may come across a student with a learning disability. Signs of language-learning disability include erratic handwriting (mixing upper and lower case, or print and cursive), constantly mixing up the letters of words, difficulty reading aloud or following oral instructions, and extreme difficulties in retaining vocabulary. If you think one of your students may have a learning disability, discuss the situation with the Russian Language Coordinator before saying anything to the student! The suggestion of a previously unsuspected learning disability can be extremely upsetting, the more so if you turn out to be mistaken. The Russian Language Coordinator can assess the problem and refer the student for counseling, if necessary. For more information about students with learning disabilities and the University's programs to help them, you can contact Services for Students with Disabilities (SSD) at 763-3000 (located in Haven Hall, room G625).

Language Resource Center (LRC)
The LRC provides course tapes for students to buy or borrow; audio-visual equipment and a video library for class use; a computer lab specializing in language learning; Russian TV news taped daily and about a hundred other things. Please see the “Resources” section of this handbook.

Language Requirement
Students at UM working toward Bachelor of Arts or Bachelor of Science degrees are expected to fulfill requirements in English Composition, Quantitative Reasoning, Race and Ethnicity, and Language. To meet the language requirement (which they are advised to do by the end of their sophomore year), they must get a C- or better in a fourth-term language class, including Russian 202 or 203, Czech 242, Polish 222, or Bosnian, Croatian and Serbian 232. Students taking these courses to fulfill the requirement should be taking them for a grade (i.e., not pass/fail) or, in the Residential College, with a narrative evaluation.
Mini-courses
The department offers mini-courses. These are one-credit, credit/no-credit courses and meet for 6-7 weeks of the Fall or Winter term.

Minor
The Department offers minors in Czech, Polish, and Russian. For a minor, students are expected to reach second-year language proficiency and to earn 12 additional credits chosen from a list of approved courses.

Off-sequence courses
For students who are out of sync with the regular pattern of courses, the department offers one section each of 102 and 202 in the Fall Term, and one each of 101 and 201 in the Winter Term (enrollments permitting).

Pedagogy Library
We have a collection of Russian textbooks, grammar references, etc. that you are welcome to borrow. The books are kept in 3028. If you take one, make sure to sign it out.

Placement
Students who have taken Russian in high school or have some exposure to the Russian language (e.g., with relatives) must take a placement test. According to LSA, a student cannot get credit for a course below his/her placement level without the department’s permission. In addition, our department specifies that someone who has taken two years of high school Russian cannot take Russian 101 for credit; students with three years, 101 or 102; and students with four years, 101, 102, or 201.

Religious Holidays
Students are allowed to miss classes or exams for religious observances, provided they make up the work within an agreed period. Your students should tell you well in advance which days they will be absent.

Residential College
The Residential College is a separate degree-granting unit within LSA. Students live in East Quad for their first two years and take a combination of RC and regular university courses. RC courses are generally graded with narrative evaluations, but starting with the class of 2005 they receive both grades and evaluations. Two years of Intensive Russian (193, 293) are offered in the RC, as well as a Russian reading course. Alina Makin is in charge of Russian at the Residential College.

Sexual Harassment Policy
Please see the full text of the University's policy on Sexual Harassment, which can be found at http://www.studentpolicies.dsa.umich.edu/facstaffhass.htm. In general, sexual advances or suggestive comments constitute harassment if they create an offensive or intimidating environment, or if submitting to them becomes (implicitly or explicitly) a condition of continued employment, education, or participation in University activities. Consensual involvement between faculty and students is not, technically, prohibited, but
such involvements are unethical: the difference in age, experience, and authority between the two people renders “consent” meaningless.

Student Grievances
A student who wants to contest a grade or who has any other complaint about a class is expected to go first to the instructor, then, if no agreement can be reached, to the Russian Language Coordinator, and finally to the department chair.

Summer Language Institute
We have a Spring/Summer Intensive Program, which allows students to condense a year’s coursework into one Spring or Summer Half-Term. Classes meet four hours a day, five days a week, and are accompanied by a series of lectures and cultural programs. Up to four years of Russian may be offered, depending on enrollments.

Test/Quiz File
There is a file of tests, quizzes, and handouts in the Reading Room (top drawer of the left gray filing cabinet) – feel free to borrow and make copies of them, but please leave the originals there.

Tutors/Translators List
The department maintains a list of people (some associated with the Department, some not) looking for work as translators, interpreters, or tutors in Slavic languages. The list is posted on our website at http://www.lsa.umich.edu/slavic/slavic_detail/0.2648,13223%255Farticle%255F19933,00.html. If you want to be included on it, see the Chair’s Assistant. If someone asks you for a referral (especially if one of your students wants more help than you can give them during office hours, or wants to work on their Russian between terms) point them to it.

Undergraduate Academic Progress Report
If one of your students is getting a C- or worse at mid-semester, you should fill out one of these forms (They are on file in the Slavic Main Office). It goes to the student and to LSA Advising, informing them of the grade the student is receiving and the reasons for it (poor attendance, not doing homework, etc.) You should also make a copy of the form for the Russian Language Coordinator, to let her know about the situation in case the student complains to her.

Pedagogy bibliography
Theory and Background Information
General
1. Information from Linguistics, Psychology, etc.

Discussion of first and second language learning. Analysis of how we learn languages. Other topics include error analysis, discourse analysis, language testing. Primarily theoretical.

A collection of essays examining the intersections between Second Language Acquisition theory and teaching practice.


Discusses how developments in linguistics, psycholinguistics, cognitive psychology, educational theory, and curriculum experimentation bear on foreign language teaching. Practical guide for teachers. Excellent bibliography.

Practical discussion of several assumptions about foreign language teaching and learning: levels of learning, spoken versus written presentation of the language, analysis versus analogy in the learning process. Practical recommendations for the teacher (using audio-lingual methods).


This article reviews "several decades of first- and second-language reading research," covering such topics as the roles of vocabulary, syntax, phonology, and rhetorical structure, and distills from each topic a practical list of "pedagogical implications." The author also lists 7 strategies of effective readers, and proposes activities to help students develop them.

2. Description and Analysis of Current Teaching and Assessment Methods

A rationale for tapping the students' creative abilities is given to clarify why ALA may be profitably used in the classroom. The article also attempts to survey some of the affective themes that may be incorporated into classroom teaching materials (not Russian specific).
Hendrickson, J. "Error Correction in Foreign Language Teaching: Recent Theory, Research, and Practice." Modern Language Journal 62, no. 8 (1978): 387-98. Compares the status of error correction in the audio-lingual and communicative competence models of instruction, and surveys literature from the '70's to make practical suggestions of which errors should be corrected, and how.


Magnan, Sally Sieloff. "Grammar and the ACTFL Oral Proficiency Interview: Discussion and Data." Modern Language Journal 72, no. 3 (1988): 266-276. This article reviews the debate surrounding the role of grammatical accuracy in the Oral Proficiency Interview. It also presents the results of a study testing the correlation of grammatical accuracy and proficiency ratings (among French students).


**Slavic**

1. **Research into Russian Teaching and Learning**

An investigation of different ways of testing stress placement-- written or oral, in isolated words or in phrases.

The author presents the results of a study of essays written by students at various levels of Russian, along with comments on the relevance of the ACTFL proficiency level descriptions, some discussion of the sequence in which L2 writing skills are acquired, and suggestions of other criteria for describing students' level of proficiency in writing.

Results of a study comparing the seriousness of different types of errors (taken from intermediate-level proficiency interviews). Mistakes in tense, case, stress, aspect, voice, gender, conjugation, intonation, and phrasing were ranked from most- to least-irritating by various groups of native and non-native Russian speakers.

Presented the results of a very small study comparing the speaking accuracy of intermediate students (as determined by proficiency interviews) to their writing skills.

Presented the results of a study on the acquisition of cases. The types and frequency of errors are enumerated, and some tentative comments are made on their causes and cures.
   Results of a small-scale study on Proficiency levels (in speaking, listening, writing, and reading) attained after 1, 2, 3, 4, and 5 years' study of Russian. Comments are also made on the appropriateness of the ACTFL Guidelines for Russian programs, and on the methods of proficiency testing.

2. Description and Analysis of Teaching Methods, Course Design, and Textbooks


   This article compares the vocabulary (nouns only) of several common introductory textbooks with Morkovkin's Leksicheskie minimumy sovremennogo russkogo iazyka.

   Describes the general plan and day-to-day workings of a second-semester Russian course designed according to "proficiency" principles.

Lubensky, Sophia and Donald K. Jarvis, eds. Teaching, Learning, Acquiring Russian. Columbus: Slavica, 1984

   A scheme for an effective technical-reading course.

   A review of the most commonly-used textbooks published between 1973 and 1991, evaluating their effectiveness in promoting "communicative competence".


The authors briefly describe a method of teaching beginning students through children's games, songs, and pictures. There's a nice suggestion at the end for using folk songs as models for original compositions.


A survey of the application of "proficiency" principles to Russian teaching through the '80's.

Techniques and Approaches

Class Planning


Defines the four necessary parts of a lesson (on anything).


Conversation and Conversation-Based Drills


A series of conversation (dialogue-like) drill patterns for developing fluidity with inflection in meaningful but controlled contexts is presented. Students express real content in a morphologically correct form. More sophisticated than pattern drilling because students must choose content as well as form. A must for teachers of RU 1/2!


This article explains certain techniques which will help teachers to encourage active student use of the foreign language (to express their feelings, tastes, desires) and motivate students in their study (not Russian specific).


This paper reports on using a foreign language for spontaneous communication in an elementary language class (not Russian-specific).

Culture

Teaching culture, the author suggests, is not just describing "everyday activities a visitor might encounter" or "famous institutions... in the realm of literature and the arts," but should introduce students to elements of "deep culture", encouraging them to contrast Russian and American cultural attitudes and values. She shows how five basic grammatical topics-- lexical equivalency, gender, possessives, aspect, and verbs of motion-- can serve as points of departure for discussions of Russian perceptions of time and travel, ownership, and social status. These discussions provide a context that makes grammar study more meaningful, while "suggest[ing] to students where... they might look to begin to discover the cultural differences that contribute to the Russian and American worldviews."


Techniques discussed include: "cultural asides", "culture capsules", and "cultural slots." Acting-out techniques and instructional games are also treated.

Film, Video, & New Technologies


This article briefly surveys the video-, computer-, and internet-based resources now available to language instructors and provides references to more detailed articles on each one. The authors also describe four writing and conversation activities (adaptable to any level) that rely on these technologies.


This brief article gives concrete examples of exercises to help beginning students get the most out of watching a movie. Although it focuses on Jean Cocteau's "La Belle et la Bête," the suggestions are readily adaptable to Slavic films.


The article describes a series of computer-based writing activities for intermediate and advanced students, using movie clips on laser disc as a starting point.
Suggests preparatory activities and viewing tasks for use with short, authentic video materials (news clips, commercials, etc.).

Describes a computer program (the "Russian Dynamic Hand") that helps students learn the Cyrillic letter-forms, both printed and cursive.

Games


Five games presented which promote assimilation of certain language material: lotto (bingo) for numbers, word-formation games, word-dominoes, and others.

Games to encourage students to talk unselfconsciously. Mostly suited to 2nd year and above, but a couple of the games could be used towards the end of 1st year.

Ideas for games in Russian teaching covering the following skill categories: alphabet and number games, games for vocabulary or grammar, information exchange games. Especially good memory games for cases.

Traditional puzzles and crosswords carefully designed to assist in the learning of various language skills (not Russian specific).

Over 150 language learning games for all levels and many different subjects. English-oriented, but many games are easily adaptable.
Intonation and Word Order

This article considers the difficulties English speakers have with correct placement of sentential stress in IK-3, and comments more generally on prevalent misconceptions in the teaching of intonation.

A short survey of the ways word order and intonation are covered in a sampling of beginning textbooks.

Particular Constructions

Differences in usage between e]´ and u'e. Practical exercises included.

Discusses the teaching of the following constructions: esli/ li/ est’ li, chto / chtoby. Suggested exercises included.

The author argues for presenting “katerorii sostoianiia” (“mozhno,” “nado,” “pora” and all non-verbal predicates, including adverbials and nominals) as a distinct part of speech, the predicative.

Proverbs, Rhymes, & Riddles

Observing that "a passive knowledge of 1000 proverbial statements [is] necessary for a good understanding of Russian speech" (p.17), the author proposes (and gives examples of) the inclusion of proverbs into all areas of Russian teaching-- pronunciation, grammar and syntax, vocabulary, conversation, and "culture".

Rhymes to help children remember how to form the letters. What does each letter look like? Some ideas could be used for older students.

Phonetic, lexical, and grammatical rhymes as mnemonic devices and potential drills associated with them.


Zhuravleva, N. “Stikhi-pomoshchniki,” Russkii iazyk za rubezhom, 1987, no. 3: 45-8. Rhymes for assisting assimilation of grammatical rules, certain speech models (etiquette), and the lexicon. Mostly for kids, but some (such as the case rhyme) could be profitably used for older students.

Reading and Vocabulary


Brown, James E. "Recognizing and Recalling Russian Words." Russian Language Journal 50, nos. 165-167 (1996): 63-82. The author suggests a number of techniques to help students acquire and hang onto new vocabulary. The second half of the article, which offers practical ways to introduce concepts of etymology and word-formation, seems particularly useful.

Gibson, Margaret I. "Reading with Roots." Russian Language Journal 40, no. 135 (1986): 45-51. Techniques for helping students to read more fluently by learning to recognize roots and patterns of word-formation.

Testing and Error Correction


Varieties of Russian

This brief article points to some of the phonological, syntactic, and morphological peculiarities of colloquial Russian and urges that students be introduced to them as early as possible, if only passively. It makes a few (rather general) suggestions of how to do this.


A detailed overview of the differences between Technical Russian ("professional, written description of scientific or technical research and findings") and standard literary Russian.

*Verbs*


The author proposes a modified version of the two-stem system of conjugation.


The author argues against the one-stem system and in favor of a three-stem approach (infinitive, 1st sg, 2nd sg).


A very clear discussion of the single-stem/two-stem debate. The author first shows what level of accuracy each approach offers in dealing with the 1000 most frequent verbs, then considers a wider selection of verbs, and finally comments on three textbooks that use the single-stem approach.


The article outlines the traditional way of teaching prefixed verbs of motion and proposes and characterizes (theoretically and practically) an alternative method.

**References**

*Language*

1. **Grammar and Usage**


A discussion of the usage of “pol’zovat’sia,” “ispol’zovat’,” and “upotrebliat’” in contemporary Russian.

   This reference book is similar to Wade's *Russian Reference Grammar,* and covers much the same ground, but it is a useful complement to that book because of the amount of space it devotes to such topics as stylistic registers, verbal etiquettes, and difficulties encountered in translating from English to Russian (on both a word and phrase level).

Popov, P. "On the Interchangeability of *ia imeju* and *u menja est'." *Slavic and East European Journal* 18, no. 4 (1974): 400-5.
   Discusses restrictions on usage of “*ia imeju*” and “*u menja est’* and to what extent they are interchangeable. Points out that most grammars and textbooks err in limiting constructions with “*imet’*” to those with abstract objects.

   Explains the meanings and usage of 15 “chastitsy”. The explanations can be a bit opaque, but the author gives many natural-sounding examples, as well as exercises and an answer key.


   Reference for declension of proper names in Russian: Orthography (capital or small letter) and inflection.

2. History

   A very readable account of the transformations Russian has undergone during this century. Alongside the expected discussions of syntax, vocabulary, morphology, and pronunciation, are chapters on "Sex, Gender, and the Status of Women" and "Modes of Address and Etiquette" which might be of interest to even the beginning student.

Culture


**Supplementing the Textbook**


**Other Bibliographies**

