Department of World Languages & Cultures

Graduate Student Orientation and Advising meeting
Friday, August 11, 2017
Welcome!
The handbook and plans of study

• **Courses.** What classes to take? What classes require approval? Can I take courses outside the program? Am I required to take courses outside the program?

• **Registration.** GoSolar, looking for courses online

• **Program requirements.** Language proficiency, thesis or non-thesis, final portfolio and review

• **Important policies.** Transfer of credit, continuous enrollment, apply to graduate, minimum grade
Plans of study

• **See template** “plan of study” document distributed via email, at meeting. Assumes GTA and follows a 2-year plan

• **Grads as GTAs** – note the state of GA requirement for a minimum number of hours completed at the graduate level to be able to teach your second year.

• **Grads** – assumes a two-year schedule with or without summer classes; may be >2 years if working full time; MA must be completed within 6 years

• **MA program.** Some but not all possible courses listed in Handbook for the programs and its concentrations
Fall 2017. Sample plan of study, with GTA, new student

French MA program
• FORL 6128 (if not taken)
• FREN 8220
• FREN 8265
• FREN 8895 (Research Hours, 9hrs)

Spanish MA program
• FORL 6128 (if not taken)
• Two of the following:
  • SPAN 8710 or SPAN 8840 or SPAN 8880
• SPAN 8895 (Research Hours, 9hrs)
Fall 2017. Sample plan of study, no GTA, 2-year plan; new student; enroll in 2-3 courses

**French MA**
- FREN 8220
- FREN 8265

See also courses outside program as “related course”; consult DGS

**Spanish MA**
- SPAN 8710 or SPAN 8840 or SPAN 8880

See also courses outside program as “related course”; consult DGS; Maximum of two outside courses allowed
Plan of study: Sample plan of study; those who work full time; no GTA; > 2 year plan

• Aim to take 3-4 courses per year
• Finish in 2.5 to 3 years while working full time
  Year 1 – take 3 courses
  Year 2 – take 3 courses
  Year 3 – take 3 courses
  + 1 course during the summer in Year 1, 2 or 3
  = 10 courses
Mentoring

A few rhetorical questions to think about ...

• What is a mentor? Are there different types of mentors?
• What are the roles of a mentor?
• What are not the roles of a mentor?
• What are the roles of a mentee?
mentoring

• **You are in charge of you.** Set realistic goals and timelines.

• **Recommended reading.** “How to Get the Mentoring You Want: A Guide for Graduate Students” from the Univ. of Michigan (see here: [http://www.rackham.umich.edu/downloads/publications/mentoring.pdf](http://www.rackham.umich.edu/downloads/publications/mentoring.pdf))

• **Recommended reading.** “How to Mentor Graduate Students: A Guide for Faculty” from the Univ. of Michigan (see here: [http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf](http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf))
mentoring

(see mentoring plan AY2017-2018 to be distributed)

• **Form your team.** Identify a team of people who can offer different types of input and feedback

• **Formalized or informal?** Depends on your style. Develop clear, shared expectations if entering a more formal arrangement. See here for guide on how to develop shared expectations: [http://www.rackham.umich.edu/sites/default/files/developing-shared-expectations.pdf](http://www.rackham.umich.edu/sites/default/files/developing-shared-expectations.pdf)
Goals with coursework, learning outcomes

• Demonstrated ability in research and/or data collecting
• Demonstrated critical thinking in field and ability to analyze primary material
• Used concepts/theory in field to describe, explain and evaluate and to generate new ideas
• Demonstrated appropriate literary, artistic, linguistic, historical and cultural knowledge
• Defends a thesis/argument with textual evidence and secondary sources
• Student demonstrated communicative competence in written language
• Student demonstrated communicative competence in oral language
• Student demonstrated superior use of grammar or spelling
Final portfolio, review and exit interview

- MA students prepare a final portfolio that consists of the following parts:
  - CV or résumé
  - Personal statement (or, teaching philosophy)
  - Self-assessment
  - Three sample works (i.e., seminar paper, project or other exemplary work)
  - Culminating project (i.e., the thesis or non-thesis paper)
  - Reflection on core themes (choose one of four topics)
  - Oral presentation (of thesis or non-thesis) and exit interview

Guidelines for the portfolio are available on the WLC webpage under Graduate Resources.
Q & A time
Remember:

• Read the handbook and know your program
• Look for answers and information in the handbook and on the WLC website for graduate students
• Ask for help
• Be kind to administrative staff; they work very hard