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Образование в США

Учебное пособие для студентов IV курса отделения английского языка переводческого факультета

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ВВЕДЕНИЕ

Учебное пособие «Образование в США» содержит материалы, которые описывают систему начального, среднего и высшего образования в США.

Пособие состоит из 10 разделов, в первом из которых рассматривается структура образования в США и приводится информация о том, как осуществляется контроль над образованием на федеральном и местном уровнях. Следующие разделы посвящены характерным особенностям американского начального и среднего образования. В третьем разделе содержится информация о системе высшего образования в США, рассматриваются ее основные уровни, типы высших учебных заведений, правила приема и основные ученые степени, присуждаемые выпускникам. Кроме того, пособие включает публицистические тексты, в которых рассматриваются вопросы реформы системы образования в США, освещаются новые тенденции в сфере высшего образования, вскрываются недостатки школьной системы, сопоставляются системы высшего образования в США и Великобритании. УП также снабжено списком терминов, которые используются в американском образовательном контексте.

Пособие дополняет информацию, представленную в УММ «Система образования в Великобритании». Сопровождающие каждый текст языковые и речевые упражнения направлены на то, чтобы помочь студентам овладеть основной терминологией тематической области «Образование», пополнить их знания в отношении структуры начального, среднего и высшего образования США, развивать навыки аналитического мышления, проводя сопоставление британской и американской систем образования. Пособие может быть использовано в рамках курсов «Профессиональные подъязыки» и «Практикум по КРО».

CONTENTS

EDUCATION IN THE UNITED STATES

The American education system offers a rich field of choices for students. There is such an array of schools, programs and locations that the options may be overwhelming. From the beginning, when Americans established their basic system of public schools in 1825, they reaffirmed the principle of equality of opportunity by making schools open to all classes of Americans and financing these by taxes collected from all citizens. By 1860, free public elementary schools (grades 1-8) were firmly established in the United States.

American public education had a strong practical content which included the teaching of vocational skills and the duties of citizenship. During the next century and a half, public schools in the United States were expanded to include secondary or high schools (grades 9-12) and colleges and universities with both undergraduate and graduate studies.

Unit I

CONTROL OF EDUCATION

There are two significant influences on American education which give it its present character, its size, and its great variety at all levels. The first influence is legal, or governmental. The second is cultural.

The United States does not have a national system of education. Education is considered to be a matter for the people of each state. Although there is a federal Department of Education, its function is merely to gather information, to advise, and to help finance certain educational programs. Education, Americans say, is "a national concern, a state responsibility, and a local function." Since the Constitution does not state that education is a responsibility of the federal government, all educational matters are left to the individual states. As a result, each of the 50 state legislatures is free to determine

its own system for its own public schools. Each sets whatever basic, minimal requirements for teaching and teachers it judges to be appropriate.

In turn, however, state constitutions give the actual administrative control of the public schools to the local communities. There are some 15,300 school districts within the 50 states. School boards made up of individual citizens elected from each community oversee the schools in each district. They, not the state, set school policy and actually decide what is to be taught.

There is, then, a very large amount of local control. On average, about 47 percent of the funds for elementary and secondary education came from state sources, about 46 percent from local funds, and only about 6 percent from the federal government. Overall, the public schools are very much community schools. They must have local public support, because citizens vote directly on how much they want to pay for school taxes. They must represent local wishes and educational interests, as those who administer the schools are elected by the community. The question whether private schools, church-supported or not, should receive public money is still hotly debated in the U.S. Two 1985 Supreme Court decisions prohibited public school teachers from going into private religious schools to teach courses with funds supplied by public sources.

There are a great many city or county-owned colleges and universities, and many others are supported by the states. In general, colleges and universities, whether state or private, are quite free to determine their own individual standards, admissions, and graduation requirements. Both schools and universities have self-governing groups, associations or boards which "accredit," that is, certify schools and universities as meeting certain minimum standards. Yet membership in such groups is voluntary and they have no official, governmental status.

The major result of this unusual situation is that there is variety and flexibility in elementary, secondary, and higher (university) education throughout the nation. For example, although all states today require that children attend school until a certain age, this age varies from 14 to 18 years. Or,

as another example, in about two-thirds of the states, local schools are free to choose any teaching materials or textbooks which they think are appropriate. In the remaining states, only such teaching materials may be used in public schools which have been approved by the state boards of education. Some universities are virtually free to residents of the state, with only token fees. Others are expensive, especially for out-of-state students, with tuition fees in the thousands of dollars each year. Some school systems are, like their communities, extremely conservative, some very progressive and liberal.

Because local and state taxes support the public schools, there are also significant differences in the quality of education. Communities and states that are able or willing to pay more for schools, buildings, materials, and teachers almost always have better educational systems than those that cannot or will not. Attempts by the federal government to provide special funds to poorer areas and school districts have helped to some degree, but the basic differences remain. Also, some Americans are worried that more federal help could lead to less independence and local control of their schools.

Local control of the schools has also meant that there is a great deal of flexibility. There is much opportunity to experiment and to fit programs to a community's wishes and needs. Typically, high schools will offer courses of study which they feel best reflect their students' needs. Students at the same school will commonly be taking courses in different areas. Some might be following pre-university programs, with an emphasis on those academic subjects required for college work. Others might well be taking coursework which prepares them for vocational or technical positions. Still others might enroll in a general program combining elements of the academic and vocational. The range of courses available in schools throughout the U.S. is enormous, including everything from computers in the elementary schools to car design and construction in the vocational programs. Just about anything, from Portuguese to pole-vaulting, is being taught somewhere by someone.

There have recently been attempts at the federal level to pass laws which would encourage the states to adopt so-called national standards, introduce nation-wide testing, or even accept some type of national curriculum. Such efforts are unlikely to have much immediate effect, for two reasons. First, the diversity among schools and school systems – their freedom to experiment and innovate - is a recognized strength of the American approach. And secondly, the federal government simply does not have the constitutional authority to impose a national system. State-supported universities and colleges also to some degree tailor their courses of study to the needs of the states and the students. States with strong agricultural economies will often support major departments in related sciences. States with strong technological interests, for example California and Massachusetts, will often give much support to technological and scientific research institutions. On the other hand, while a state university in the heart of the Midwest might offer doctoral-level studies in "Dairy Science", it will also offer doctoral programs in, say, Oceanography, Environmental Studies, Chinese, and African Languages.

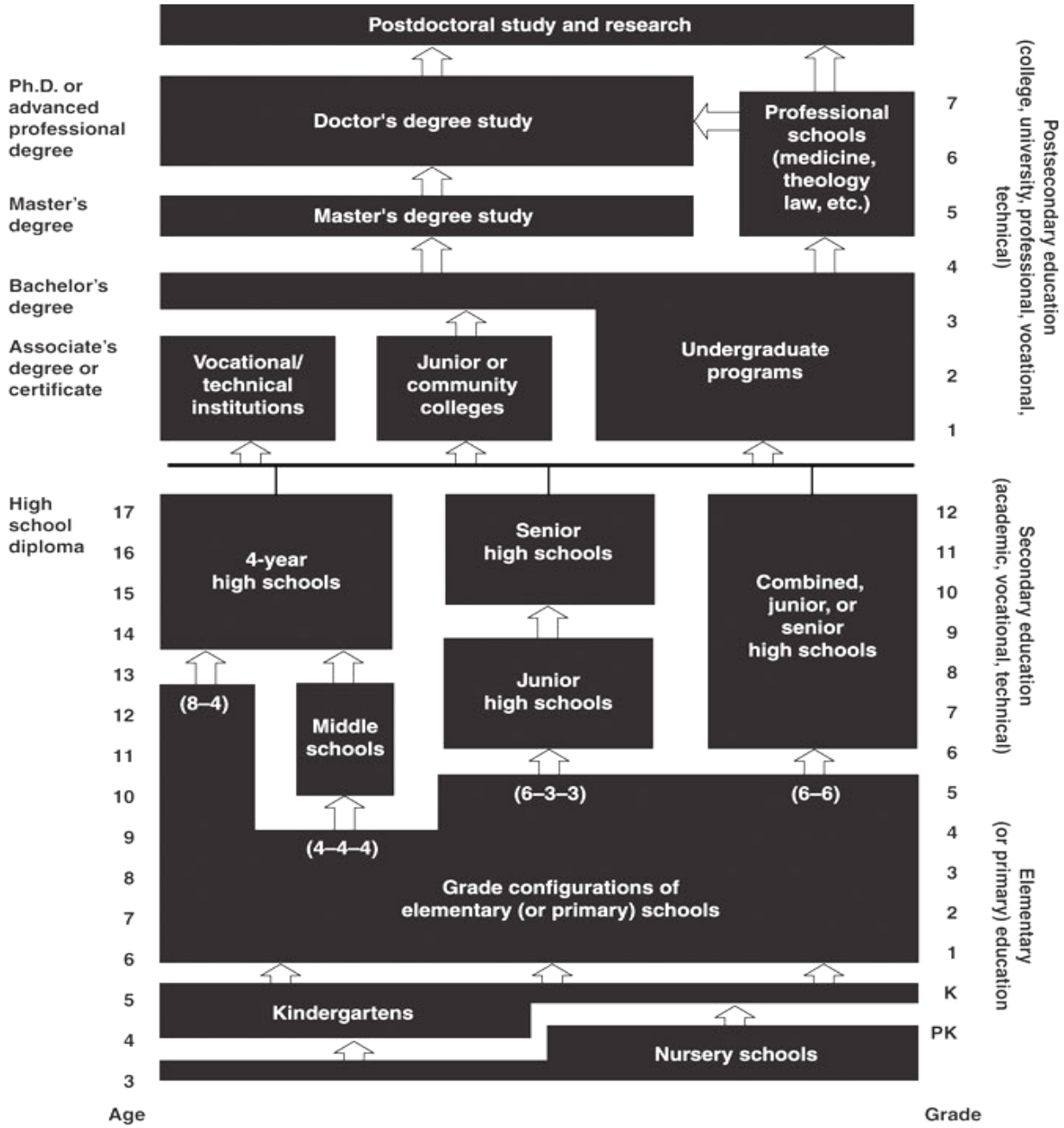
What makes American education at the secondary level different from most other countries is that all such programs, whether academic, technical, or practical, are generally taught under one roof. As often as possible handicapped children attend the same schools that anyone else does. Although most high school students in America are following different "tracks," or courses of study, Americans feel that they should be kept together as long as possible. They feel that students pursuing different educational goals should learn together and thereby learn to get along together.

The structure of education in the United States

Figure 1 shows the structure of education in the United States. It presents the three levels of formal education (elementary, secondary, and postsecondary) and gives the approximate age range of persons at the elementary and secondary levels.

Students ordinarily spend from 6 to 8 years in the elementary grades, which may be preceded by 1 to 3 years in nursery school and kindergarten. The elementary school program is followed by a 4 to 6 year program in secondary school. Students normally complete the entire program through grade 12 by age 18.

Figure 1. The structure of education.



High school graduates who decide to continue their education may enter a technical or vocational institution, a 2-year community or junior college, or a 4 year college or university. A 2 year college normally offers the first 2 years of a standard 4 year college curriculum and a selection of terminal vocational programs. Academic courses completed at a 2 year college are usually transferable for credit at a 4 year college or university. A technical or vocational institution offers postsecondary technical training leading to a specific career.

An associate's degree requires at least 2 years of college level work, and a bachelor's degree normally requires 4 years of college-level coursework. At least 1 year of coursework beyond the bachelor's is necessary for a master's degree, while a doctor's degree usually requires a minimum of 3 or 4 years beyond the bachelor's.

Professional schools differ widely in admission requirements and program length. Medical students, for example, generally complete a bachelor's program of premedical studies at a college or university before they can enter the 4 year program at a medical school. Law programs normally require 3 years of coursework beyond the bachelor's degree level.

(http://nces.ed.gov/programs/digest/d06/figures/fig_01.asp?referrer=figures)

1. Say it in English:

Требования к преподаванию, школьный попечительский совет, устанавливать собственные образовательные стандарты и требования к приему, быть практически бесплатным для жителей штата, выпускники школы, степень бакалавра / магистра / доктора наук.

2. Say it in Russian:

Vocational skills, to oversee the schools in each district, to set school policy, to enroll in a general program combining elements of the academic and vocational,

to spend from 6 to 8 years in the elementary grades, to differ widely in admission requirements and program length.

3. Explain the meaning of the following:

Array, overwhelming, to reaffirm, token (fee), nursery school, associate's degree.

4. Paraphrase the following:

To be firmly established –

State-supported universities and colleges also to some degree tailor their courses of study to the needs of the states and the students – .

To pursue different educational goals -

5. Insert prepositions:

All educational matters are left … the individual states;

School boards are made … … individual citizens elected from each community;

Citizens vote directly ... how much they want to pay … school taxes;

Public school teachers are prohibited … going … private religious schools to teach courses … funds supplied … public sources;

They fit programs … a community's wishes and needs;

To be transferable … credit;

To require 3 years of coursework … the bachelor's degree level;

Students normally complete the entire program … grade 12 … age 18.

Unit II

SCHOOL EDUCATION

Americans have traditionally worried about government control of School. Citizens of the United States have always had a deep distrust of

government, and much of the current system of governance is designed to ensure that government does not become too powerful. The system of education reflects this broader tendency. Instead of having a national system, run by the federal government, or even a collection of state systems, run by the various states, the US education system is completely decentralized. There are thousands of independent school districts in the country, each with its own elected school board which establishes curriculum and policy for that specific district. So it is possible to see articles in the news about a town in Idaho or somewhere that has decided to ban teaching about evolution, or to insist that students receive a course on the history if mining or something. Local school boards can do this. And they are elected locally, so they will lose their jobs if they make policies that local citizens disagree with.

The value of such a localized system, of course, is that it prevents the government from controlling the curriculum, from deciding what knowledge will be accessible. But decentralization also creates certain problems:

a. One problem is that, without a standardized curriculum, it is impossible to prepare teachers to teach any particular curriculum. So the teacher education courses are often almost content-free, giving teachers broad or general guidance that is not tied to particular curricular context.

b. In theory, you might expect quite a bit of variation in curriculum content from one place to another, but in fact, this problem isn't as severe as it might be expected because most districts buy their textbooks from one of a half dozen or so commercial publishers. However, this reliance on commercial publishers creates another problem. Publishers want to sell as many textbooks as possible, so they want to cover all the content that all the states and districts require. That means our textbooks tend to be very large, and to cover a lot of content, but to cover most of it only superficially. Just a half-page might be devoted to an important topic, even though another half-page is devoted to a relatively unimportant topic.

c. American decentralized system also leads to inequities in opportunities for learning. Each local community pays the taxes for its own local schools, and wealthy communities are able to pay more than poor communities are. Consequently, schools in low-income communities have much less to offer their students.

An open system with many paths

Another central value that governs much of American educational thinking is the notion of ample and equal educational opportunity. Thus it leads to the rejection of two practices common in other countries.

A. Americans do not use test scores to decide which students can move on to middle school or secondary school, nor to decide which students can attend college prep secondary schools. In many countries, students take tests at the end of elementary school that determine whether, or where, they will attend middle school. They take tests in middle school to determine whether or where they will attend secondary school. In the US, tests may be used to admit students to special programs or to particular classes, but they are not used to allocate students to different schools until students are ready to apply to higher education.

B. They do not sort students at young ages according to their likely career trajectories. In many other countries, secondary schools divide students according to their future careers, so that one school provides a college preparation curriculum, another a business curriculum, and perhaps a third provides a curriculum for people who will become manual laborers. In the US they are critical about this approach because it denies students the option to change their careers later on. As a result, secondary schools serve a wide range of students and offer a wide range of curriculum options. And they often lack coherence.

Instead of sorting and weeding students through a series of placement tests, they offer a system with numerous avenues to achievement and that offers

students second and third chances. For instance, suppose a student fails in high school, or even drops out of school, but then later regrets this decision. In that case, he can obtain a Graduate Equivalency Diploma, or GED, by taking courses on his own or by getting a specified score on a test. With his GED in hand, this student has the opportunity to continue his studies and to attend college if he wishes. Similarly, if a student obtains a low score on his college admission test, he can be tutored on the test and take it again. Finally, if students receive low scores on their college admission tests, there is a network of open-admission community colleges which students can attend. If they do well in these institutions, they can later transfer to more demanding schools.

The presence of all these second and third chances, though, is also associated with an educational system that is necessarily disorganized and often lacking in clear standards. Moreover, because the schools are all operated by local communities, they differ in their budgets and in the resources they can offer their students. And though students are not sorted by test scores, they are often homogeneous in the sense that they live in the same community. Most students take all of their education – elementary, middle, and secondary – at their local neighborhood schools. Most of the high schools are *comprehensive*, meaning that they try to provide a curriculum that suits the entire population of students. A few large cities offer specialized secondary schools in, say, performing arts or technology, but in the US, almost every public high school tries to serve every student need. So the students within any one high school will be tremendously various, ranging from those who are very studious to those who are not interested in school at all and the curriculum will also be various, offering courses in industrial arts as well as advanced college preparation courses. However, the comprehensive school rarely succeeds in providing ample or equal opportunity for all students, and many practices are related to this problem, including the following:

Tracking

Tracking is a quite controversial issue. This is a method of sorting students for purposes of instruction. It is much more widespread in secondary schools than in elementary schools. The idea is that, because the school is comprehensive, and has such a wide variety of students within it, the students should be grouped by their apparent level of ability, even though students in all tracks will be taking the same courses. For instance, a high school might sort students into 3 or 4 tracks for its math program. Students in all these tracks might be taking the same courses, such as beginning algebra and geometry, and might be using the same textbooks. But the different groups, or tracks, move through the material at different rates of speed. Tracking causes great controversy. Teachers tend to like it because it makes teaching more efficient, but critics argue that it is unfair and that students in lower tracks tend to get less instruction and lower-quality teaching.

Vouchers

Vouchers are like coupons that can be used to "buy" an education in a different school or school district. There are many advocates for voucher programs but very few actual voucher programs. The idea for vouchers is to give students an opportunity to attend a better school than the one in their neighborhood. It is usually proposed as a way to help students who live in poor communities attend schools in other communities. With a voucher, they could take their education money and spend it in a better school. The state literally subtracts this money from one district and gives it to the other district.

Curriculum

Many state and federal policy makers, as well as observers from other walks of life, have been concerned about the uneven nature of American education, and have sought ways to create a more coherent and higher-quality curriculum. You will hear many references to *standards*: state standards,

national standards, mathematics standards, science standards, and so forth. The idea is that, even if the schools themselves are governed locally, state and federal governments can still try to hold them accountable by requiring them to meet certain standards. This idea is very popular right now and it is possible to encounter many variations of it. Still, even though there are many advocates for standards, there is also much resentment and suspicion that these standards serve political purposes and will not really help students.

Ironically, because of the way the schools are governed, there are numerous sets of standards and these standards often compete with one another. Most states now have state standards, and they may have standards for every grade level and for every school subject. These can be quite different from one state to the next. In addition, professional associations are creating standards for their own disciplines. So, for instance, you have a set of mathematics standards created by the National Council of Teachers of Mathematics, and a set of science standards created by the American Association for the Advancement of Science. And there are others as well.

One particular effort is NCLB which stands for a federal law called *No Child Left Behind*. It was enacted in the early 2000's and makes extensive demands on schools. It provides some funding for schools, but schools claim it demands much more than it pays for. Among other things, it requires annual testing and establishes a system of corrections for schools that fail to demonstrate annual student progress.

Standardized tests

Standardized examinations play a decisive role at almost every level of education, especially in the admission to colleges and universities. Students who wish to go to a good university but only took high school courses that were a "snap," or who spent too much time on extracurricular activities, will have to compete with those who worked hard and took demanding courses.

There are two widely used and nationally – administered standardized tests for high school students who wish to attend a college or university. One is the SAT (Scholastic Aptitude Test), which attempts to measure aptitudes in verbal and mathematical fields necessary for college work. The other is the ACT (American College Testing program), which attempts to measure skills in English, mathematics, and the social and natural sciences. Both tests are given at specific dates and locations throughout the U.S. by non-governmental organizations. The tests are used by universities as standards for comparison, but are not in any way "official".

Each year, the SAT is taken by some two million high school students. One million of these students are in their last year of high school. Another million are in their next-to-last year. The ACT, more commonly used in the western part of the U.S., is taken each year by another million high school students. With so many different types of high schools and programs, with so many differences in subjects and standards, these tests provide common, nationwide measuring sticks. Many universities publish the average scores achieved on these tests by the students they admit. This indicates the "quality" or level of ability expected of those who apply.

Academic Year

The school calendar usually begins in August or September and continues through May or June. The majority of new students begin in autumn, when they start to adjust to a new phase of academic life. Additionally, many courses are designed for students to take them in sequence, starting in autumn and continuing through the year.

The academic year at many schools is composed of two terms called “semesters.” (Some schools use a three-term calendar known as the “trimester” system.) Still, others further divide the year into the quarter system of four terms, including an optional summer session. Basically, if you exclude the

summer session, the academic year is either comprised of two semesters or three quarter terms.

(https://www.msu.edu/user/.../orientationtoUS.ht)

1. Say it in English:

Принимать учащихся на различные программы; распределять учеников по школам, изучать предмет самостоятельно, набрать низкие баллы при написании теста, необходимого для поступления в колледж, спецшкола, осваивать материал с разной скоростью, ежегодное тестирование, сдавать тест в выпускном классе, сдавать тест за год до окончания школы, учебный год состоит из двух семестров

2. Say it in Russian:

To drop out of school, open-admission community college, to transfer to a more demanding school, to sort students into 3 or 4 tracks for the math program, advocates for voucher programs, walks of life, to hold schools accountable, extracurricular activities

3. Explain the meaning of the following words:

Coherence, to weed (students), studious, tracking, to enact, snap, aptitude

4. Paraphrase the following expressions:

The teacher education courses are often almost content-free –

To sort students through a series of placement tests –

To be tutored on the test –

To make extensive demands on schools –

These tests provide common, nationwide measuring sticks –

5. Insert prepositions:

the teacher education courses are often almost content-free;

variation … curriculum content … one place … another;

to lead .. inequities … opportunities … learning;

to decide which students can move .. … middle school;

to apply … higher education;

to get a specified score … the test;

to sort … students … purposes … instruction;

to measure aptitudes … verbal and mathematical fields necessary … college work;

Many universities publish the average scores achieved … these tests … the students they admit.

6. Explain the difference between

a charter school – a private school

a vocational course – an academic course

mandatory course – elective course

preschool – kindergarten

7. Answer the following questions:

- What do you think should be taught in public high schools? What should be priorities? Read the following list of areas which are covered in American schools and decide which are the most important. Provide your arguments.

A. Teaching students how to think.

B. Developing students' moral and ethical character.

C. Developing students' appreciation of art, music, and other cultural pursuits.

D. Preparing students who do not go to college for a job or career after graduation.

E. Preparing students for college.

- How important is college education, from your point of view? Who should attend college?
- Why do Americans put stress on extracurricular activities? In what nonacademic clubs and activities did you participate when at school?

Unit III

HIGHER EDUCATION

The American idea of mass education for all is matched by an awareness that America also needs highly trained specialists. In higher education, therefore, and especially at the graduate schools (those following the first four years of college), the U.S. has a competitive and highly selective system. This advanced university system has become widely imitated internationally, and it is also the one most sought after by foreign students.

While the American education system might put off selecting students until much later than do other systems, it does nonetheless select. And it becomes increasingly selective the higher the level. Moreover, because each university generally sets its own admission standards, the best universities are also the most difficult to get into. Some universities are very selective even at the undergraduate or beginning levels. In 2013, for example, some 38,828 individuals sought admission to Stanford University, a private university south of San Francisco. Because these individuals must pay a fee to even apply for admission, these were "serious" applications. Of that number, only 2,208 were admitted for the first year of study (Table 3). It is interesting to note that the majority of those who were accepted had attended public – not private – schools. Many state-supported universities also have fairly rigid admission requirements.

Table 1

Stanford university enrollment and persistence
Institutional Enrollment, Men and Women, as of October 15, 2013

	Full Time	Full Time	Part Time	Part Time
	Men	**Women**	**Men**	**Women**
Undergraduates				
Degree-seeking, first-time freshmen	902	772	0	0
Other first-year, degree-seeking	31	24	0	0
All other degree-seeking	2,773	2,478	0	0
Total degree seeking	3,706	3,274	0	0
All other undergraduates enrolled in credit courses	0	0	23	58
Total undergraduates	3,706	3,274	23	58
Graduate				
Degree-seeking, first-time	1,358	814	73	41
All other degree seeking	3,963	2,437	191	103
All other graduates enrolled in credit courses	18	15	947	1,115
Total graduate	5,339	3,266	1,211	1,259

Total all undergraduates: 7,061

Total all graduate students:11,075

Grand total all students: 18,136

Table 2

Enrollment by Racial / Ethnic Category

Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2013. Include international students only in the category "Nonresident alients."

	Degree-seeking First-time, First-year	Degree-seeking Undergraduates, (including first-time, first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	164	565	565
Hispanic / Latino	272	1,178	1,178
Black or African American, non-Hispanic/Latino	97	440	440
White, non-Hispanic	593	2,584	2,584
American Indian or Alaska Native, non-Hispanic/Latino	21	63	63
Asian, non-Hispanic	325	1,332	1,332
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	5	26	26
Two or more races, non-Hispanic/Latino	187	753	753
Race/ethnicity unknown	10	39	39
Total	1,674	6,980	6,980

Grand total all students: 18,136

Table 3

First- time, first-year (freshman) admission

Applications

Total first-time, first-year (freshman) men who applied:	20,464
Total first-time, first-year (freshman) women who applied:	18,364
Total first-time, first-year (freshman) men who were admitted:	1,147
Total first-time, first-year (freshman) women who were admitted:	1,061

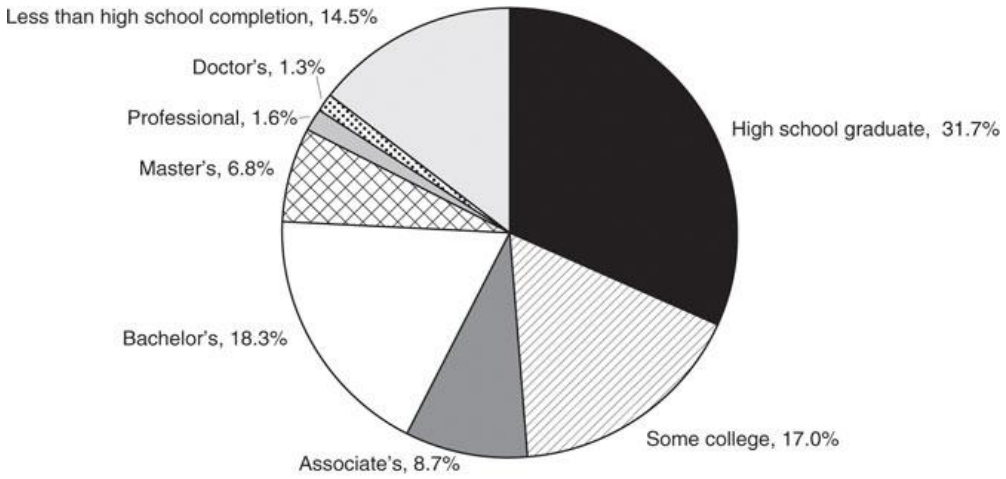
(https://ucomm.stanford.edu/cds/2013)

Admission to law or medical schools and other graduate programs has always been highly selective. It is true, as often stated, that children who wish someday to go to one of the better universities start working for this goal in elementary school.

Needless to say, those children who have attended better schools, or who come from families with better educated parents, often have an advantage over those who don't. This remains a problem in the U.S., where equality of opportunity is a central cultural goal. Not surprisingly, the members of racial minorities are the most deprived in this respect – with the notable exception of the Asian-Americans.

The percentages of adults 25 years old and over completing high school and pursuing higher education have been constantly rising. In 2006, 85 percent of the population 25 years old and over had completed at least high school and 28 percent had completed a bachelor's or higher degree. This is higher than in 1996, when 82 percent had completed at least high school and 24 percent had completed a bachelor's or higher degree. In 2006, about 7 percent of persons 25 years old or over held a master's degree as their highest degree, 2 percent held a professional degree (e.g., medicine or law), and 1 percent held a doctor's degree.

Figure 2. Highest level of education attained by persons 25 years old and over: March 2006.



(http://nces.ed.gov/programs/digest/d06/figures/fig_05.asp?referrer=figures)

Levels of Study

- **First Level: Undergraduate**

A student who is attending a college or university and has not earned a bachelor's degree, is studying at the undergraduate level. It typically takes about four years to earn a bachelor's degree. Students can begin their studies in pursuit of a bachelor's degree at a community college or a four-year university or college.

During the first two years of study they will generally be required to take a wide variety of classes in different subjects, commonly known as prerequisite courses: literature, science, the social sciences, the arts, history, and so forth. Thus students achieve a general knowledge, a foundation, of a variety of subjects prior to focusing on a specific field of study.

Many students choose to study at a community college in order to complete the first two years of prerequisite courses. They will earn an Associate of Arts (AA) transfer degree and then transfer to a four-year university or college.

A "major" is the specific field of study in which the degree is focused. For example, if someone's major is journalism, they will earn a Bachelor of Arts in Journalism. They will be required to take a certain number of courses in this field in order to meet the degree requirements of their major. Students must choose their major at the beginning of their third year of school.

A very unique characteristic of the American higher education system is that you students can change their major multiple times if they choose. It is quite common for American students to switch majors at some point in their undergraduate studies. Often, students discover a different field that they excel in or enjoy. The American education system is very flexible. It is important to keep in mind that switching majors may result in more courses, which means more time and money.

- **Second Level: Graduate in Pursuit of a Master's Degree**

Presently, a college or university graduate with a bachelor's degree may want to seriously think about graduate study in order to enter certain professions or advance their career. This degree is usually mandatory for higher-level positions in library science, engineering, behavioral health and education.

A graduate program is usually a division of a university or college. To gain admission, you will need to take the GRE (graduate record examination). Certain master's programs require specific tests, such as the LSAT for law school, the GRE or GMAT for business school, and the MCAT for medical school.

Graduate programs in pursuit of a master's degree typically take one to two years to complete. For example, the MBA (master of business administration) is an extremely popular degree program that takes about two years. Other master's programs, such as journalism, only take one year.

The majority of a master's program is spent in classroom study and a graduate student must prepare a long research paper called a "master's thesis" or complete a "master's project."

- **Third Level: Graduate in Pursuit of a Doctorate Degree**

Many graduate schools consider the attainment of a master's degree the first step towards earning a PhD (doctorate). But at other schools, students may prepare directly for a doctorate without also earning a master's degree. It may take three years or more to earn a PhD degree. For international students, it may take as long as five or six years.

For the first two years of the program most doctoral candidates enroll in classes and seminars. At least another year is spent conducting firsthand research and writing a thesis or dissertation. This paper must contain views, designs, or research that have not been previously published.

A doctoral dissertation is a discussion and summary of the current scholarship on a given topic. Most U.S. universities awarding doctorates also

require their candidates to have a reading knowledge of two foreign languages, to spend a required length of time "in residence," to pass a qualifying examination that officially admits candidates to the PhD program, and to pass an oral examination on the same topic as the dissertation.

Characteristics of the U.S. Higher Education System

Classroom Environment

Classes range from large lectures with several hundred students to smaller classes and seminars (discussion classes) with only a few students. The American university classroom atmosphere is very dynamic. Students are expected to share their opinion, argue their points, participate in class discussions and give presentations.

Each week professors usually assign textbook and other readings. Students are expected to keep up-to-date with the required readings and homework so you can participate in class discussions and understand the lectures. Certain degree programs also require students to spend time in the laboratory.

Professors issue grades for each student enrolled in the course. Grades are usually based upon:

- Each professor will have a unique set of **class participation** requirements, but students are expected to participate in class discussions, especially in seminar classes. This is often a very important factor in determining a student's grade.
- A **midterm** examination is usually given during class time.
- One or more **research or term papers**, or laboratory reports must be submitted for evaluation.
- **Possible short exams or quizzes** are given. Sometimes professors will give an unannounced "pop quiz." This doesn't count heavily toward the

grade, but is intended to inspire students to keep up with their assignments and attendance.

- **A final examination** will be held after the final class meeting.

Credits

Each course is worth a certain number of credits or credit hours. This number is roughly the same as the number of hours a student spends in class for that course each week. A course is typically worth three to five credits.

A full-time program at most schools is 12 or 15 credit hours (four or five courses per term) and a certain number of credits must be fulfilled in order to graduate. International students are expected to enroll in a full-time program during each term.

Transfers

If a student enrolls at a new university before finishing a degree, generally most credits earned at the first school can be used to complete a degree at the new university. This means a student can transfer to another university and still graduate within a reasonable time.

Standard grading and testing systems

In order to progress through each year of college, students will be required to pass a certain number of classes. Although assignments will often be graded with the universal letter system of A, B, C, etc., most American colleges will express cumulative grade as a grade point average, with each of the classes worth a certain number of credits.

The GPA roughly translates to the universal lettering system, with 4.0, equivalent to an A, frequently being the highest achievable grade and 0.0 the lowest. As students move through their semesters at college their transcript will show the accumulation of grades.

In many countries, making the move to college usually involves studying a single subject such as math, history or science. One of the specific things about

the American academic system is that there is no need to make a firm decision about what subject students want to study before beginning their college career.

While at college, students pick a major, a primary subject of study. One of the most common questions on any college campus is "What's your major?" But around that subject, students can often select courses from other departments – or schools – on the campus.

A student could, for example, major in English while taking minors in philosophy and biochemistry. Some students spend several semesters or even several years at college before they choose, or declare, a major.

This opportunity to explore different subjects allows students the time to really think about what they want to study before making a long-term commitment to a single topic.

This flexibility gives students studying at American colleges a more well-rounded academic experience, and international students should take advantage of these opportunities. Even if the students know the major they want to pursue, it's always worth selecting a variety of classes to give the schedule a bit of contrast.

Students should also be ready to take some exams. Instead of clumping all the academic weight of the classes at the end of a semester, college courses tend to have a set combination of assignments, midterms and final exams as a way of distributing grades more evenly across a semester.

Midterms are exams that fall across a period of a few weeks in the middle of each semester. It can seem at times as though you're facing a relentless onslaught of papers and tests, but ultimately the midterm system helps your grades, as your final grade in a course is cumulative.

If students miss the occasional assignment, some professors offer ways to make up extra credit. Students can do an extra project to improve the grade in a class or they may take on a smaller part-time class alongside the main schedule to bring in an extra grade.

Types of U.S. higher education

1. State College or University

A state school is supported and run by a state or local government. Each of the 50 U.S. states operates at least one state university and possibly several state colleges. Many of these public universities schools have the name of the state, or the actual word “State” in their names: for example, Washington State University and the University of Michigan.

2. Private College or University

These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than that of the state schools. Often, private U.S. universities and colleges are smaller in size than state schools.

Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a percentage of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded.

3. Community College

Community colleges are two-year colleges that award an associate’s degrees (transferable), as well as certifications. There are many types of associate degrees, but the most important distinguishing factor is whether or not the degree is transferable. Usually, there will be two primary degree tracks: one for academic transfer and the other prepares students to enter the workforce straightaway. University transfer degrees are generally associate of arts or associate of science. Not likely to be transferrable are the associate of applied science degrees and certificates of completion.

Community college graduates most commonly transfer to four-year colleges or universities to complete their degree. Because they can transfer the credits they earned while attending community college, they can complete their bachelor’s degree program in two or more additional years. Many also offer

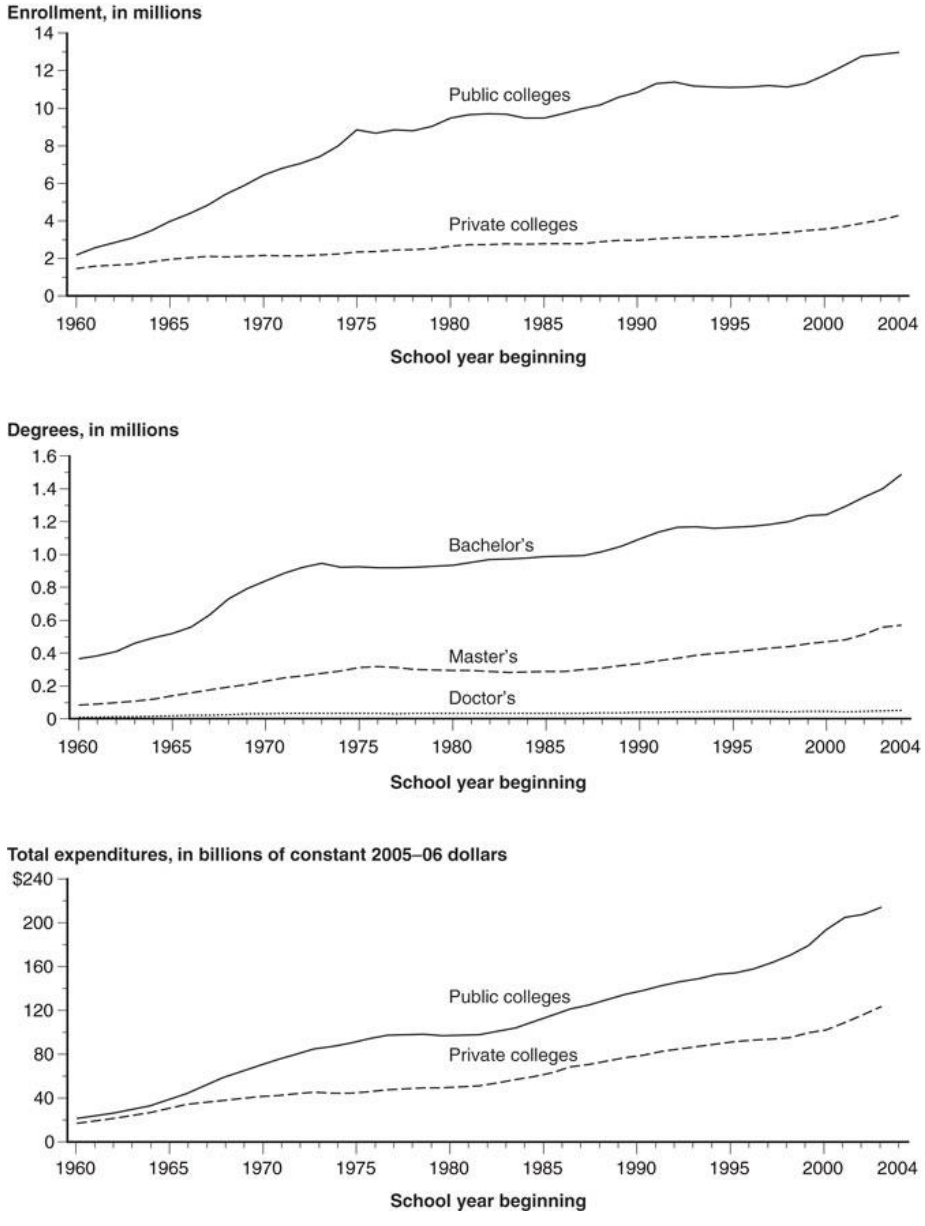
ESL or intensive English language programs, which will prepare students for university-level courses.

4. Institute of Technology

An institute of technology is a school that provides at least four years of study in science and technology. Some have graduate programs, while others offer short-term courses.

(studyusa.com/.../understanding-the-american-e)

Figure 3. Enrollment, degrees conferred, and expenditures in degree-granting institutions: 1960–61 through 2004–05.



(http://nces.ed.gov/programs/digest/d06/figures/fig_11.asp?referrer=figures)

1. Say it in English:

Устанавливать собственные правила приема, проводить строгий отбор абитуриентов, иметь преимущество над другими студентами, получить степень бакалавра, магистерская диссертация, получить степень доктора наук, выставлять оценки всем студентам, записанным на курс, студенты дневного отделения, перевестись в другой университет, самый высокий балл,

2. Say it in Russian:

To confer a degree, degree-granting institutions, undergraduate studies, graduate student, the attainment of a degree, to have a reading knowledge of two foreign languages, to admit candidates to the PhD program, class participation, to submit for evaluation, to inspire students to keep up with their assignments and attendance, to fulfill the credits, to pick a major, to be run by a state or a local government, certificate of completion

3. Explain the meaning of the following words:

Enrollment, prerequisite, mandatory, term paper, pop quiz, to clump, to affiliate, to clump

4. Paraphrase the following expressions:

To switch majors, to meet the degree requirements of your major, a discussion and summary of the current scholarship on a given topic, to pass a qualifying examination, to count heavily toward the grade, to be worth a certain number of credits or credit hours, to make a long-term commitment to a single topic, to fall across a period of a few weeks in the middle of each semester, a transferable degree

5. Insert prepositions:

This system is also the one most sought … … foreign students;

To seek admission … this university;

To begin studies … pursuit … a bachelor's degree;

To excel … some field;

Most doctoral candidates enroll … classes and seminars; to be graded … the universal letter system… A,B,C, etc.;

To take a minor … philosophy;

To distribute grades evenly … the semester

6. Make two-word expressions by combining words from lists A and B. Make up sentences with these phrases.

A	**B**
elementary	fee
vocational	control
rigid	aptitude
administrative	testing
county-owned	skills
token	activities
nation-wide	school
national	grade
academic	affiliation
studious	curriculum
extracurricular	degree
scholastic	course
degree-granting	students
final	requirements
full-time	examination
cumulative	institution

religious	program
transferable	college

7. Fill in the blanks with the correct word from the box:

Elective, tuition, major, diploma, high school, elementary school, semester, school, alumnus, freshman, instruction, curriculum, quota, syllabus, credit, graduate school, session

1. Either of the two periods into which a year at school, college or university is divided is called _____.
2. The part of a year or a day during which a school holds classes is called_____.
3. A department that teaches a particular subject at an American university is called_____.
4. A secondary school that usually includes grades 9 or 10 through 12 is called_____.
5. An optional academic course or subject is called_____.
6. A school attended for the first six to eight years of a child's formal education is called _____.
7. A part of the course completed by a student is called _____.
8. A male graduate of a school, college or university is called_____.
9. One can earn a master's degree at _____ which follows the first four years of college.
10. A first–year student of a U.S. high school or college is called _____.
11. The act or practice of teaching or educating is called _____.
12. All the courses of study offered in a school, college or university form_____.
13. A field of study chosen as an academic specialty is called_____.

14. An arrangement of subjects for a particular course of studies is called_____.

15. An official paper showing that a person has successfully finished a course of studies is called_____.

16. The money students pay for instruction at a private school or college is called _____.

17. In order to ensure that a certain number of minority people will be admitted to a professional school, the school may set _____.

8. Answer the following questions:

1. What are the main things that influence American education?
2. Why do Americans call education " a national concern, state responsibility, and a local function"?
3. In what way are schools funded?
4. Why are the attempts of the federal government to introduce a national curriculum unlikely to bring any results?
5. What types of coursework do students take at school?
6. What are the main goals of American educational system?
7. What are the reasons for the social and economic mobility of Americans?
10. A lot of American universities have rigid admission requirements. What examples can prove it?
11. What do standardized tests for high school students measure?
12. In what way are the tests administered?
13. What examinations do the universities require?
14. What are the main levels of higher education?
15. What is the difference between the student's "major" and "minor"?
16. What degrees do higher educational institutions confer?
17. How can the classroom environment be characterised?
18. How can students transfer to other universities or colleges?

Unit IV

IF SCHOOLS COULD PICK THEIR STUDENTS ...

Newsweek: November 18, 1999

By Saul Schachter

Critics of public schools have it all backward: we shouldn't let students pick their schools. We should let schools pick the students.

Let me cite a story – fairly typical among my teacher colleagues – to illustrate my reasoning. A few years ago, a student I'll call "Jeremy" came to our middle school. He was disruptive and abusive to his peers, and he quickly became known throughout school as a troublemaker.

The following year, in seventh grade, Jeremy was in my class. On the second day, the tall, lanky 12-year-old let loose with a fusillade of profanity at the poor little girl to his right. I immediately threw him out of the room. The next morning I found a scathing letter on my desk from Jeremy's mother. In it she claimed I'd expelled her son because he "didn't have a pencil for class." Obviously, there was a communication problem here. A meeting was set up, the record was straightened out and the year went on more or less uneventfully.

In eighth grade, I heard, Jeremy continued to lie and be disrespectful. A couple of weeks after he graduated from our school, Jeremy's dad called me at home while I was having lunch. "We want to send Jeremy to a private high school. Could you write a recommendation?" I almost choked on my cucumber.

A recommendation? After all the grief he'd put me and my colleagues through? "He liked you," the father said quietly. And, in a way, I believed him. Jeremy did eventually settle down a bit in my class. His father probably asked me to write a recommendation because I was the only teacher he had a chance of persuading.

I grudgingly agreed, and a few hours later Jeremy and his parents were on my doorstep. They were on their way to Jeremy's interview. "Oh, Mr.

Schachter!" the mother cooed. "Thank you so much for writing this letter for Jeremy." This was from the woman who the year before had wanted my head for daring to discipline her child. Smiling wanly, I promised, "I'll do what I can." Jeremy's dad handed me the school's questionnaire, and off they went.

I curled up in my big chair and looked over the categories from which I was to mark Jeremy from "outstanding" to "poor." "Performance as a student": I circled fair. "Scholastic ability" – fair. And then I paused. Uh-oh. "Behaviour," "Respect for others" and "Emotional stability". I looked up and down the form, but, alas, there was no "You've got to be kidding" column.

I read on. "Has any punitive action ever been taken against this student?" (I wanted to write, "On a daily basis? Hourly?"). "Does the student have any exceptional abilities?" ("Yes, the ability to infuriate anyone he comes in contact with.")

The next day I called his prospective school and talked to the principal. I explained that I couldn't, in all honesty, write a favorable recommendation for this boy. ."I understand," he said. "I just interviewed him and his parents." Jeremy, he said, showed no interest in the school or its program. His parents, on the other hand, spoke glowingly of his former school. When the principal pointed out the F's and D's on his report card, they pooh-poohed the marks. "He's a late starter," they said. After 45 minutes, the principal said, he had seen and heard enough. Jeremy was rejected.

I wish we could run our public schools like this. Schools, to me, are sacred and should be treated like places of worship. And teachers should be treated in a similar fashion. I once spent a summer teaching English in China. Every time I entered the classroom, students stood at attention. One child would bring me a cup of tea.

I don't expect standing ovations or a hot beverage each morning from my students. But it would be nice if teachers were treated with courtesy and respect instead of as doormats.

Students should be prepared for learning every day: they should be well rested, fed and dressed properly. They should leave at home the baseball caps, the gum and the T shirts with obscene messages. And at the end of the year, their teachers will evaluate them. Those who are hard working and conscientious will be invited to return. The students who are disruptive will be sent to alternative schools.

Will this idea cure all of our nation's educational ills? No, it will not. There are many other problems. I think we have to do something about the inequities of school funding. I feel overcrowding should be eliminated and crumbling schools replaced.

These are problems that must be tackled. But first we must make sure that education is taken seriously. Letting schools pick their students would be a first step toward that end.

1. Answer the following questions :

1. The author maintains that schools should be given power to select their students. What story illustrates his reasoning?
2. In what way did Jeremy's mother react when her son was expelled?
3. Why did Jeremy's father ask the author to write a recommendation?
4. Why did the teacher agree to write it?
5. Why was Jeremy rejected a place at the private high school he applied to?
6. Compare and contrast the behavior of students in American school with that in the Chinese school.
7. What is the way to treat teachers as viewed by the author?
8. What nation's educational problems should be solved from the author's point of view?
9. If you had been Jeremy's teacher, how would you have handled him?
10. Do you agree with the author's idea of sending disruptive students to alternative schools?

11. Schools around the world differ in their expectations of students. How should students behave in class from your point of view?
12. What are the possible reasons for some students' disruptive behavior and truancy?
13. What measures on the part of a teacher can help break the cycle of disruptive behavior?

2. What is the Russian for:

Uncooperative parents, a disruptive student, fusillade of profanity, to straighten the record, performance as a student, scholastic ability, a crumbling school

3. What is the English for:

Наказывать ученика, директор школы, написать положительную характеристику, трудолюбивый, добросовестный ученик; оскорблять сверстников, выгнать из класса, переполненная школа

Unit V

EDUCATION REFORM

Sep 27, 2010, The New Yorker

By Nicholas Lemann

A hundred years ago, eight and a half per cent of American seventeen-year-olds had a high-school degree, and two per cent of twenty-three-year-olds had a college degree. Now, on any given weekday morning, you will find something like fifty million Americans, about a sixth of the population, sitting under the roof of a public-school building, and twenty million more are students or on the faculty or the staff of an institution of higher learning. Education is nowhere mentioned in the Constitution; the creation of the world's first system

of universal public education—from kindergarten through high school – and of mass higher education is one of the great achievements of American democracy. It embodies a faith in the capabilities of ordinary people that the Founders simply didn't have.

It is also, like democracy itself, loose, shaggy, and inefficient, full of redundancies and conflicting goals. It serves many constituencies and interest groups, each of which, in the manner of the parable of the blind men and the elephant, sees its purpose differently. But, by the fundamental test of attractiveness to students and their families, the system – which is one of the world's most ethnically diverse and decentralized – is, as a whole, succeeding. Enrollment in charter schools is growing rapidly, but so is enrollment in old-fashioned public schools, and enrollments are rising at all levels. Those who complete a higher education still do better economically. Measures of how much American students are learning – compared to the past, and compared to students in other countries – are holding steady, for the most part, even as more people are going to school.

So it's odd that a narrative of crisis, of a systemic failure, in American education is currently so persuasive. This back-to-school season, we have Davis Guggenheim's documentary about the charter-school movement, "Waiting for 'Superman' "; two short, dyspeptic books about colleges and universities, "Higher Education?," by Andrew Hacker and Claudia Dreifus, and "Crisis on Campus," by Mark C. Taylor; and a lot of positive attention to the school-reform movement in the national press. From any of these sources, it would be difficult to reach the conclusion that, over all, the American education system works quite well.

The school-reform story draws its moral power from the heartbreakingly low quality of the education that many poor, urban, and minority children in public schools get. This problem isn't new, and the historical context is important: one of the cornerstones of Lyndon Johnson's Great Society was the

Elementary and Secondary Education Act of 1965, which for the first time directed substantial national funding to schools attended by these children. (George W. Bush's No Child Left Behind was technically a tweak to Johnson's law, and Barack Obama is incorporating his education-reform ideas into another tweak.) The gap in educational achievement between black and white children narrowed during the nineteen-seventies and eighties, and has been mainly stuck since then, but it's misleading to suggest that the gap is getting bigger.

It should raise questions when an enormous, complicated realm of life takes on the characteristics of a stock drama. In the current school-reform story, there is a reliable villain, in the form of the teachers' unions, and a familiar set of heroes, including Geoffrey Canada, of Harlem Children's Zone; Wendy Kopp, of Teach for America, the Knowledge Is Power Program; and Michelle Rhee, the superintendent of schools in Washington, D.C. And there is a clear answer to the problem – charter schools. The details of this story are accurate, but they are fitted together too neatly and are made to imply too much. For example, although most of the specific charter schools one encounters in this narrative are very good, the data do not show that charter schools in general are better than district schools. There are also many school-reform efforts besides charter schools: the one with the best sustained record of producing better-educated children in difficult circumstances, in hundreds of schools over many years, is a rigorously field-tested curriculum called Success for All, but because it's not part of the story line it goes almost completely unmentioned. Similarly, on the issue of tenure, the clear implication of most school-reform writing these days – that abolishing teacher tenure would increase students' learning – is an unproved assumption.

In higher education, the reform story isn't so fully baked yet, but its main elements are emerging. The system is vast: hundreds of small liberal-arts colleges; a new and highly leveraged for-profit sector that offers degrees online; community colleges; state universities whose budgets are being cut because of

the recession; and the big-name private universities, which get the most attention. You wouldn't design a system this way – it's filled with overlaps and competitive excess. Much of it strives toward an ideal that took shape in nineteenth-century Germany: the university as a small, élite center of pure scholarly research. Research is the rationale for low teaching loads, publication requirements, tenure, tight-knit academic disciplines, and other practices that take it on the chin from Taylor, Hacker, and Dreifus for being of little benefit to students or society.

Yet for a system that – according to Taylor, especially – is deeply in crisis, American higher education is not doing badly. The lines of people wanting to get into institutions that the authors say are just waiting to cheat them by overcharging and underteaching grow ever longer and more international, and the people waiting in those lines don't seem deterred by price increases, even in a terrible recession.

There have been attempts in the past to make the system more rational and less redundant, and to shrink the portion of it that undertakes scholarly research, but they have not met with much success, and not just because of bureaucratic resistance by the interested parties. Large-scale, decentralized democratic societies are not very adept at generating neat, rational solutions to messy situations. The story line on education, at this ill-tempered moment in American life, expresses what might be called the Noah's Ark view of life: a vast territory looks so impossibly corrupted that it must be washed away, so that we can begin its activities anew, on finer, higher, firmer principles. One should treat any perception that something so large is so completely awry with suspicion, and consider that it might not be true – especially before acting on it.

We have a lot of recent experience with breaking apart large, old, unlovely systems in the confidence of gaining great benefits at low cost. We deregulated the banking system. We tried to remake Iraq. In education, we would do well to appreciate what our country has built, and to try to fix what is

undeniably wrong without declaring the entire system to be broken. We have a moral obligation to be precise about what the problems in American education are – like subpar schools for poor and minority children – and to resist heroic ideas about what would solve them, if those ideas don't demonstrably do that.

1. Say it in Russian:

Redundancy, charter school, parable, dyspeptic books, realm of life, superintendent of schools, tenure, unproved assumption, highly leveraged pro-profit sector, tight-knit academic disciplines, redundant, to be completely awry, subpar schools, demonstrable

2. Say it in English:

Конфликт интересов –

Академические показатели американских студентов остаются стабильными –

Краеугольный камень –

Разрыв между академическими достижениями детей различной этнической принадлежности стал менее выраженным –

Проверенный на практике учебный план –

Низкая преподавательская нагрузка –

Относиться с подозрением –

Получать большое преимущество при малых затратах

3. Explain the meaning of the following metaphors:

- other practices that take it on the chin from Taylor
- the Noah's Ark view of life
- ill-tempered moment

4. Insert prepositions:

To be … the faculty … an institution of higher learning, a tweak … Johnson's law, to be filled … overlaps and competitive excess, the rationale … low teaching loads, to be deterred … price increases, to be adept … generating neat, rational solutions … messy situations

5. Does the author of the article aim to describe, explain, compare, or persuade? What is the social message of the article? Find the elements of the text that express the author's attitude to the present state of education in the USA.

Unit VI

MISBEHAVING PUPILS ENDING UP IN COURT

By Nina Robinson

BBC News Apr.11, 2012 , Texas

Has school discipline been handed over to police and the courts?

Hundreds of US schools have police patrolling the playgrounds and corridors to keep order. But some believe their presence means an increasing number of pupils are being criminalised for minor classroom offences.

Judge John Sholden sits, dressed in black robes, in between two American flags and calls out names. He is looking down on a courtroom full of teenagers and their parents who are facing "Class C" misdemeanour offences for skipping school.

At the truancy courts of Dallas in Texas, absence from class or repeated late arrivals are punishable with fines of up to $500 (£316). "A Class C misdemeanour is the lowest level of all the criminal offences, it would be the equivalent of a traffic ticket or not abiding by a stop sign on the street," says Judge Sholden, who can also hand out sanctions like essays and book reports in

his sentence. The use of the court system to correct student behaviour is a popular policy used in schools across Texas.

Class C convictions

- Truancy
- Being 10 or 15 minutes late
- Class disruption, including talking in class, profanity and fights
- Uniform infringements officially exempt in 2007
- But tickets still issued for not tucking in shirts
- Writing on a desk

A recent study put the number of Class C tickets issued to young people at around 300,000 per year. Many of these tickets were for classroom disruptions and truancy but also included some minor misbehaviour problems.

Alison Brim, from the Texas Organizing Project, a group which campaigns for low and moderate income families, has come across examples of minor school disciplinary matters being referred to police officers, stationed permanently inside nearly all local high schools. "I ran into a mother recently whose daughter wrote her name on a school desk in highlighter and she was given a felony conviction for that. A substantial number of kids were getting Class C misdemeanours for violation of some minor school rules”

Although welcomed by those people reassured by the extra security, this expanding role of police is blurring the lines between school discipline and the criminal justice system.

Students who are creating a problem for teachers in the classroom can be referred to a police officer, which makes it easier for the matter to end up in the courts. A retired teacher and volunteer assistant in local schools, Dorothy Robinson, has been working with children for more than 50 years. She is worried about the young people she sees as entering a "school to prison pipeline", where misbehaviour in school can be escalated to the point where the child faces a risk of suspension or even worse, a criminal conviction.

"I've seen children being disciplined for the wrong colour belt, the wrong colour tennis shoes. A majority of things are just so silly. They are normal things that children are just going to do, like talking in class and being a little bit disruptive. Teachers used to be able to manage their students and police were there just as a backup, but now what I'm seeing is that security and police are intervening all the time."

Class C tickets being given out for minor infractions of school policies came to the attention of Republican member of the Texas Legislature, Representative Jerry Madden, in 2007. He was trying to reduce the number of people entering the state's prisons, which were filling up to capacity and placing a costly burden on the taxpayer. He thought that the best way to stem the flow of new prisoners was to look at those coming from schools.

"We found out there were a substantial number of kids who were getting Class C misdemeanours for violation of some minor school rules."

So, a bill was passed to try and outlaw the practice of issuing tickets for the more minor infringements, like breaking school uniform rules. It did not attempt to change the law on giving out tickets for other reasons like class disruptions and truancy. But five years on, there are still discretionary tickets being issued for swearing or wearing banned jewellery.

In a study of 1m Texan students...

- Nearly six in 10 were suspended or expelled at least once between ages 12 and 18
- Only 3% of these were for conduct for which state law mandates suspensions/ expulsions, the rest were discretionary
- About 10% of students suspended or expelled between 12 and 18 dropped out, compared with just 2% of students with no disciplinary action
- About 59% of those students disciplined 11 times or more did not graduate from high school

- More than one in seven Texas middle and high school students have been involved with the juvenile justice system.
- 83% of African-American male students ended up in trouble, 74% of Hispanic male students and 59% of white male students
- Six out of 10 black male school dropouts will spend time in prison

Source: Council of State Governments Justice Center, Public Policy Research Institute, Texas

Thirteen-year-old Joseph Wallace used to attend a school last year that took a zero-tolerance approach to discipline. He saw children being given tickets for not tucking in their shirts. But, the threat of going to court did not have the desired effect in correcting behaviour.

"I know kids who had tickets and they would rip them up and not pay them. Then about a month later, I saw the police come and take them to jail."

In a show of defiance against authority, young people who do not fulfil the terms of their Class C ticket can find themselves landing much deeper inside the criminal justice system. Back in Judge Sholden's courtroom, there are many repeat truancy offenders present including 17-year-old Scott, who is making his fourth appearance for skipping school. His teeth are in braces and he wears baggy jeans, but despite numerous fines which now total more than $2,500 (£1,579), he still does not intend to go back to school.

His brother also received many Class C tickets for truancy and is now locked up in adult prison. Scott says he doesn't want to end up on the same path as his brother, but with more than one in seven Texas students now involved with the juvenile justice system, the odds are not in his favour.

1. Read the article and express your own evaluation of the problems raised by the author.

2. Compress the article to 100 words and get ready to present it in class.

Unit VII

INSIDE COLLEGE ADMISSIONS

The Time

By JODIE MORSE Sunday, Oct. 15, 2000

An exclusive look at the admissions process of three top schools exposes the myths that keep students from getting into the college of their choice.

What to do about Theater Boy? That was the question vexing Peggy Walbridge and David Field as the two admissions readers paged through his application to Cornell University in Ithaca, N.Y. With a 1,420 SAT score, solid grades and top scores on two advanced- placement exams, the applicant-we're calling him Theater Boy to protect his identity - certainly looked like Cornell material. He had appeared in professional musical productions and helped raise over $50,000 to stage plays at his school. "That's pretty amazing," Walbridge muttered. Field chuckled as he read through the applicant's essay about his voice changing from a once beautiful boyhood soprano. Said Field: "There's a nice sense of humor in this writing."

Still, something gave the readers pause. There was nothing outstanding in the applicant's two teacher recommendations. A more gushing letter came from his boss at the pizza place where he worked after school, detailing Theater Boy's rapport with the restaurant's immigrant cooks. "He sure sounds like a wonderful employee," said Walbridge. Field interjected, "But is he a real scholar?" Theater Boy wrote that he wants to study politics and history. But the two readers wondered why he hadn't studied more of them already. Theater Boy’s moment was fading as quickly as it had come. "The more I think about it, I don't see enough real scholarship here." said Field. "I just have a feeling we can do better."

They can, because Cornell, like other elite colleges, has seven applicants for every spot in its freshman class. As 1.2 million high school seniors begin the

college-application process in earnest this month, competition has never been fiercer. Nor have students been better prepared. These days, kids in junior high take high school academic classes to make room for more demanding courses in the later grades. And in just the past decade, there's been an 83% increase in the number of ninth- graders who take the SAT-just for practice. But even if you didn't study calculus in the ninth grade, there are steps you can take at application time to better your odds.

Last spring three of the country's most selective schools-Rice University, Bowdoin College and Cornell University-allowed TIME behind the closed doors of their admissions deliberations. The one stipulation: that TIME not use the names or certain identifying characteristics of kids like Theater Boy. The insights we gleaned won't substitute for top scores and grades. But they did puncture some of the myths that often prevent an applicant from winning admission to his or her favorite college.

Myth 1. Make yourself look as well rounded as possible

You would think that a flutist-cum-poet with a 1,520 SAT, unblemished transcript and a passion for philosophy would find a warm welcome at Houston's Rice University. Renaissance Girl was involved in so many extracurricular activities – band, the literary magazine, the astronomy, philosophy and poetry clubs – that it took minute handwriting to squeeze them onto the application. Yet she never made it off the waiting list.

In the parlance of Rice's admissions committee, Renaissance Girl was a "clubber," a serial joiner of I school organisations who never rises to a leadership position. A Cornell applicant submitted a one-page, single-spaced addendum to his application that catalogued, as an admissions officer exasperatedly termed it, "every activity he's ever participated in." With the "spread too thin" designation on his voting sheet, even his perfect 800 score on the verbal half of the SAT wasn't enough to stave off rejection.

Says Don Saleh, Cornell's dean of admissions and financial aid: "Students should occupy leadership roles and show years of commitment. That's one way we know kids aren't doing activities just to put them on their applications." Another is to ask how many hours students spend on each activity. And in an instance where the numbers seemed high? A gimlet-eyed Cornell officer whipped out a calculator to reveal that the (unsuccessful) applicant claimed to spend 50 hours a week on after-school pursuits.

Myth 2. The essay counts only in close calls

Before even glancing at grades or test scores, admissions officers at Bowdoin College in Brunswick, Maine, rate a student's personal statement That first impression can color the whole discussion. The committee, for example, issued a swift rejection to a student whose essay was riddled with typos. After reading a moving tale of how a student bonded with a Chilean immigrant struggling to educate his children, assistant dean Debbie DeVeaux went to bat for the applicant: "I love this guy. I hope you love him as much as I do."

A little warmth and humor never hurt either. Bowdoin requires a second, shorter essay on an influential teacher. Most students opt for a boiler-plate hymn to the hardest teacher in school. But a rare description of a teacher who "was big, but not overweight ... like you could trust her to provide you with bread and beef through the winter" got the committee laughing. And the essay's touching conclusion – "she taught me how to improve from a mistake and still like myself" – sent them straight for the ADMIT stamp. Otherwise, the student's B record would not have got him in.

Admissions officers say the most successful essays show curiosity and self-awareness. Says Cornell's Saleh: "It's the only thing that really lets us see inside your soul." While there's no one right formula for soul baring, there are many wrong ones. Ifs disastrous to write, as a Rice applicant did, of what he could "bring to the University of California." A self-absorbed or arrogant tone is also a

guaranteed turnoff. Exhibit A: a Rice essay beginning, "I have accumulated a fair amount of wisdom in a relatively limited time of life." Exhibit B: a Cornell applicant who set out to "describe the indescribable essence of myself."

The officers accept that student essays are often heavily edited and adapted for multiple applications. But if an essay seems too polished, they'll often compare the writing with that in other parts of the application, and even to a student's verbal SAT score.

Myth 3. Send your "award-winning" art portfolio

Each spring admissions officers amass boxes full of discarded watercolors and videotaped productions of the Music Man - and the occasional batch of brownies - all sent by students hoping such extras will increase their prospects. More often they distract readers from the real meat of the application. A Cornell applicant. Budding Author, directed readers to her "countless short stories and novellas." Though the admissions officers were impressed with the other parts of Budding Author's application, they didn't quite know what to make of her creative writing. "Well ifs not quite soft porn," said a confused Walbridge. Instead of receiving a fat acceptance packet. Budding Author was wait-listed.

At Cornell and Bowdoin, admissions readers typically send art slides and music tapes out to department heads to get an expert appraisal. Those rare applicants who get a ringing endorsement are usually instant hits back in the committee room. That was the case for a student's trumpet performance, which received the top rating from Cornell's music department. But, noted reader Ken Gabard, "it's only I in 100 who gets this kind of reception."

Myth 4. Don't spill your guts

Admissions officers love a good against- all-odds story. "We like to see that kids have overcome adversity," says Cornell's Cabard. "Goodness knows, they'll face adversity in college." Provided the adversity is authentic – like a death in the family – it can make a much more gripping essay topic than a

summer jaunt through Europe. And if applicants have suffered any dip in academic performance, they need to account for it, either in an essay or in a counselor's letter.

With scattered Cs in the ninth and 10th grades and football and guitar as his only extracurriculars, Comeback Kid would normally have missed Bowdoin's first cut of applications. But in his essay he wrote of how he'd spent those first two years of high school "slowly poisoning myself in a pool of malted hops." Then a close relative who was an alcoholic died of a stroke. After that, Comeback Kid cut out the beer, got A- pluses in his senior year and won a national writing award. He also won a unanimous thumbs-up for admission.

Schools are also taken with good students from families with little education or money. At Bowdoin, this is known as an "NC / BC" case, for no college/blue collar, at Rice, it's an application with "overcome" factors. At Cornell, admissions readers were initially not too impressed by a student with good test scores but whose grades were all over the map. Then a reader noticed that she came from a family with no higher education and worked up to 40 hours a week as a cashier. But it was her essay that really swayed the committee, as she described being derisively called "white girl" by some other blacks and related how a classmate told her that he "looked forward to seeing me 'flipping burgers' after graduation."

Before you go Grafting your sob story, it bears noting that college admissions officers are among the world's finest b.s. detectors. A case in point: a student s Cornell essay about a relative's homosexuality struck an admissions reader as gratuitous: "This has got shock value written all over it."

Myth 5. If a teacher says he'll write a rec, it will be a good one

For admissions officers, there's a distinct hierarchy to recommendation letters. "Brilliant means more than bright," says Bowdoin's senior associate dean of admissions Linda Kreamer. "'Hardworking and motivated' probably means

the student isn't too smart." Cornell readers bristled at a recommendation hailing a Translation: If admitted, he'd wind up on academic probation. student who "cares more about what he learns than what grades he gets."

The best recommendations describe a student's accomplishments with specific and knowing details. Bowdoin's admissions committee was on the fence about an applicant who had good grades but below average test scores. Then it scanned his two recommendations, "A rare gem," said one letter; the other called him a "mature humanitarian." Most compelling, though, was a tidbit missing from the rest of the application. The student had come up with a unique scheme for supporting world-famine relief: he pledged his weekly allowance and persuaded his parents to give matching grants. Cornell readers were similarly impressed with a letter that touted an applicant's papers on Billie Holiday and Vietnam veterans.

To improve his accolades, a student shouldn't necessarily ask the best teacher in school, who's probably swamped with other requests, but should instead seek out someone who really knows him and his work. A student should also jog the memory of his recommender with a cheat sheet of his accomplishments – including a copy of a well-received term paper.

Myth 6. Don't be too eager

Colleges want students who want them. That's one reason why kids who apply for early decision have a leg up. But for all applicants, it's unwise to skip a college's visit to your high school or, as a Rice applicant did, to ask an alumni interviewer if Rice was just a "second-tier" institution. As with most interactions a student has with a college, this one was duly noted. The interviewer wrote, "I don't think Rice should accept him."

There are also less obvious faux pas, like stating your intended major without checking that it is offered. Students are sometimes asked the number of schools to which they're applying, and some colleges take offence at being one of many under consideration. Rice was weighing a superbly qualified applicant

when a reader mentioned that the school was just one of 15 on his list. The student wound up on the wait list.

But such close calls can just as easily swing the other way. Bowdoin's committee was ambivalent about one applicant until it read a last-minute addition to his file, a note saying, "Bowdoin College is at the top of my list." He was admitted.

1. Answer the questions to the text:

1. What reasons does the author give for saying that Theater Boy looked like Cornell material?
2. Why did the admissions readers reject Theater Boy?
3. What facts prove that Cornell is an elite college?
4. What do admissions officers think of the applicants involved in numerous extracurricular activities?
5. What sort of essays do the admissions committee prefer?
6. What examples of wrong essays are provided in the article?
7. Why was Budding Author, a Cornell applicant, wait-listed?
8. According to the author, admissions officers love applicants with “overcome” factor. Illustrate it with examples.
9. What recommendations tend to impress admissions readers?
10. Why do colleges prefer those who apply for early decision?
11. List the myths that prevent applicants from winning admission to their favourite college.
12. What are the advantages and disadvantages of admission policies in this country?

2. Paraphrase the following sentences:

1. I do not see enough real scholarship here.2.These days, kids in junior high take high school academic classes to make room for more demanding courses in

the later grades. 3. In the parlance of Rice's admissions committee, Renaissance Girl was a "clubber". 4. At Cornell, admissions readers were initially not too impressed by a student with good test scores but whose grades were all over the map. 5. If admitted, he'd wind up on academic probation. 6. That's one reason why kids who apply for early decision have a leg up. 7. You would think that a flutist-cum-poet with a 1,520 SAT, an unblemished transcript and a passion for philosophy would find a warm welcome at Houston's Rice University.

3. Say it in English:

Приемная комиссия, сочинение с множеством опечаток, увеличивать шансы, проницательный член приемной комиссии, быть в нерешительности, отлично ладить с кем-либо, похвала, бывший ученик/студент, освежить память, не престижный университет, снижение успеваемости, преодолеть трудности, тщательно отредактированное сочинение, развеять миф

Unit VIII

LESSONS FROM ONLINE LEARNING

BBC News

28 August 2013

By Peter Day

Will traditional university lectures one day be a thing of the past?

Every time a new medium comes along, visionaries proclaim that education is about to be revolutionised. They did it when the cinema started more than 100 years ago. Then they said that radio would change everything. And TV. And the internet.

But so far, the education revolution has been rather slow in arriving. Indeed you might say that teaching has changed little since a group of students gathered around Aristotle 2,300 years ago and argued their way to understanding. Face-to-face lectures, seminars and tutorials in schools and universities with bricks and mortar have prevailed ever since.

University terms still reflect the agricultural year - with long vacations during the summer, so that mediaeval students could walk home to their country villages and participate in the harvest that was the dominant element of most economies until the 19th Century.

That's why "massive open online courses" (Moocs) have been such a jolt to the university system in several parts of the world. Moocs are, as the name suggest, online courses aimed at attracting mass participation.

Massive panic

It all started about two years ago, when two Stanford University lecturers in California put their artificial intelligence lectures on to the internet. Sebastian Thrun and Peter Norvig were astonished by the impact - at least 140,000 people signed up for the online teaching. Though most dropped out during the 10 weeks of the course, among the 10,000 candidates who stayed with it there was an 85% pass mark. Ten thousand is a lot more than are normally reached by a Stanford course. Thus was born the idea of Moocs.

Yet the three words "massive", "open" and "online" are pretty challenging to the conventional idea of a university. It is especially the word "massive" that has put a sense of panic into the cloistered calm of academe.

Universities have traditionally been about elites, and learning has (on the whole) been restricted to young people with a conventional school education just completed.

The internet enables university ideas (and maybe university teaching) to reach a far wider and less conventional audience of potential learners, studiers with far larger experiences than the normal teenage-to-20s students. With (perhaps) a far

keener appreciation of what education might do for them. So there is now something of a rush to Moocs by all kinds of institutions in all kinds of places.

Universities who have looked so snootily on the internet for quite a long time are now falling over each other to get their courses online. They are struggling to work out the implications of mass audiences.

The impact of really good lectures delivered by really good lecturers will come as no surprise to anyone who has been to one of those crowded live debates in London or New York, or attended a literary festival.

It's apparent that there is a heartfelt need for people to encounter ideas. Older "students" seem hungrier for this intellectual exposure than people in their youthful university phase. And the top university lecturers find their internet-accessed popularity exhilarating – a new dimension to their teaching experience. Maybe a lucrative one.

Star professors

The potential of Moocs is very disruptive for conventional universities and for the people who work for them. Many questions are raised. Are Moocs democratic or super-elitist? Will they empower a few superstar professors while reducing to insignificances those other teachers whose courses attract only a smattering of followers?

Are teachers going to be rewarded according to the numbers who sign up for their courses? Will open access to whatever is taught at the great universities diminish the institutions themselves to the status of merely accrediting organisations?

How do you mark or assess the cascade of exams that may result from a great Moocs course? Robotic marking of essays is one (not impossible) suggestion. Does mass popularity become a monetisable feature of the pay of a university professor?

How many online lectures do we need on basic subjects? What happens to local, maybe not top-class, universities with an important regional role?

Moocs suddenly elevate teaching to number one position in the way a university may think of itself. What happens to the vital second leg of university work, research? And after the rush to stake a Moocs claim is over, who is going to pay for all this?

It may well be that in the long run, online education might become a powerful adjunct to physical leaning. It might enable conventional students to revise, repeat and extend their study in their own place and time – in the bar, on the bus, in bed. Not quite as carried away as the original Moocs enthusiasts would have us believe, but it may be convincing.

Sex issue

Of course, Britain has long been a pioneer in open education. I once went along to see the remarkable serial social entrepreneur, the late Lord Young of Dartington, in his just-opened School for Social Entrepreneurs in Bethnal Green, east London.

He was then in his 80s. He was not the easiest of men. Seeking to make polite conversation before the interview began, I ventured a few tentative remarks about his great creation the Open University. It was a British innovation in high level lifelong learning from home that is now imitated all over the world.

"Everything's going your way," I gabbled. "The internet – who needs bricks and mortar universities?"

Lord Young intervened. "You're forgetting one thing," he said, raising a long finger in the air.

I leaned forward to learn this flaw in my argument. What was it? "Sex," he said.

For the late Michael Young, university education was as much about experiencing physical interaction as it was about learning from professors and lecturers. And that may be a lesson that the Moocs enthusiasts have to learn all over again.

1. Say it in Russian:

universities with bricks and mortar, cloistered calm, to venture a few tentative remarks, a serial social entrepreneur, to learn this flaw in my argument

2. Say it in English:

Стимул, толчок для системы образования –

Снижать значимость кого-либо –

Физическое взаимодействие –

Поднять указательный палец –

3. Explain the meaning of the following words:

Academe, snooty, exhilarating, lucrative, monetisable, to gabble

4. Paraphrase the following expressions:

They are falling over each other to get their courses online –

It is disruptive for conventional universities –

Their courses attract only a smattering of followers –

5. Insert prepositions:

To sign ... ... the online teaching, to be restricted … young people … a conventional school education just completed, to seem hungrier … this intellectual exposure than people … their youthful university phase, to need online lectures … basic subjects

6. Speak about the way on-line education is changing traditional instruction in universities. Who will benefit from the free access to the courses conducted by the star professors? Make up a list of advantages and disadvantages of on-line learning and get ready to discuss these issues in class.

Unit IX

THE CRUCIAL SKILL NEW HIRES LACK

BBC 29 August 2013

By Ronald Alsop

Millennials would rather send an instant message than walk a few feet to speak directly to a colleague. They spend hours texting and playing games on smartphones, but regard voice calls as intrusive wastes of time. Connecting through social networks is usually preferable to chatting over coffee. And even their student clubs "meet" online rather than in person.

Because of such extensive reliance on online communication, many millennials – the generation born during the 1980s and 1990s – have missed out on valuable face-to-face interactions and failed to learn how to speak in a polished manner, listen attentively and read other people's expressions and body language.

As a result, employers are finding that their young hires are awkward in their interpersonal interactions and ill-prepared to collaborate effectively with teammates and develop relationships with clients.

"Speaking and writing are the number one set of skills that our advisory board and recruiters say need more work," said Mark Zupan, dean of the Simon School of Business at the University of Rochester, in New York state, which is putting more emphasis on interpersonal communication.

Simon's MBA core curriculum includes a "Communicating Business Decisions" sequence, and the school has made classroom participation an integral part of a student's grade in all required courses. The career management office also recently created a four-person professional development team to offer programmes on leadership and communication.

There are other business schools trying to turn millennial students into confident, articulate communicators as well. The management school at the

University at Buffalo, also in New York, started a leadership certification programme called LeaderCORE, which enables students to assess themselves on a variety of skills, including communication and interpersonal relationships, and then develop a customised development plan for the two-year MBA programme.

The recent recession prompted some companies to cut back on training programmes, so they're counting more than ever on schools to get students up to speed before they start work.

"Employers have put business schools on notice that collaboration is the norm and they don't want to hire people who can't talk," said Wendy Bedwell, an assistant professor of industrial and organizational psychology at the University of South Florida and co-author of a research study on teaching interpersonal skills to MBA students.

Ideally, schools should incorporate interpersonal development in a variety of classes – from finance to operations – not just in a few stand-alone communication courses. Few are pursuing that strategy, but among the exceptions is Insead, a business school with campuses in France, Abu Dhabi and Singapore.

In addition to such courses as the Art of Communication and Communication and Leadership, Insead is blending communication lessons into marketing, entrepreneurship, organizational behaviour and other management classes.

In Professor Ian Woodward's classes on communication and leadership, he includes video training on body language and voice expression. He also presents examples of similar conversations conducted in person, over Skype or in a teleconference to illustrate differences in verbal and non-verbal interpretation and meaning.

Insead and other schools are finding students surprisingly receptive to communication courses. "I am hearing very clearly from our MBA students that they want the leadership communications class extended. This is a first," said

Lisa Feldman, executive director of the MBA career management office at the Haas School of Business at the University of California, Berkeley. “In the past, students felt this class was too fluffy. Now, they understand that it is essential.”

‘Fall apart and cry’

Undergraduates typically need more help with their communications skills than older, more experienced MBAs. They may lack confidence when meeting alumni or recruiters, and some haven’t learned how to react appropriately to rejection or critical feedback.

“Where we really see interpersonal issues is where students have to self-regulate themselves when they’re told no. They often don’t know how to interact appropriately or how to negotiate on their own behalf,” said Erika Walker, executive director of the undergraduate program at Berkeley’s Haas School. “They may fall apart and cry because someone at the school won’t grant them an exception. Some of that comes from their feeling that they’re the best and they deserve it.”

Before a recent roundtable event for women students, Walker and her colleagues spent time coaching attendees on how to network effectively with alumni. “Some students will say, ‘Hi, I’m Erika,’ and then don’t know how to carry that forward,” she said. “We talked about how to be proactive and put yourself out there and take some risks.”

Perhaps the most common complaint about millennials’ communication style is their casual approach. Many young people have become so accustomed to the informal, curt nature of texts and tweets that they often use the same tone with both their buddies and their bosses. Millennials also tend to be very candid and chummy on social networks with people they barely know, including authority figures, and they often carry that approach over to emails and in-person conversations. The judges at one business school’s case competition were taken aback when students addressed them as, “you guys”.

“Students can be a little too open and too friendly and that makes recruiters concerned about how they will handle things when they work with clients,” said Michael Meredith, assistant professor of management and corporate communication at the Kenan-Flager Business School at the University of North Carolina, Chapel Hill.

He says he emphasises the importance of knowing one’s audience and understanding rules and etiquette of good communication. “When presenting for a client or trying to get a job”, he said, “a lot of communication boils down to trust: Do I trust that you’ll work well with others?”

As he interviews students, Dan Black, the Americas director of recruiting at the international professional services firm Ernst & Young, has begun to see positive results from business schools’ communication programs. But the accounting firm still works with promising candidates and young hires to enhance oral and written communication, collaboration, business relationship and other interpersonal skills.

Black attributes millennials’ communication deficiencies partly to their youth. But unlike previous generations, millennials “grew up with technology and modes of communication like tweeting, social media and texting,” which encouraged what he called “a complete disregard of the English language.”

Ernst & Young encourages some students to take writing courses, teaches them presentation skills and helps them figure out when to respond by phone or in person rather than with an email or text. “Sometimes I place a call and leave a message for a student, but get an email or text back,” Black said. “That can come off as the person isn’t comfortable.”

1. Say it in Russian:

extensive reliance on online communication –

to speak in a polished manner –

to be ill-prepared to collaborate effectively with teammates –

core curriculum –

to assess themselves on a variety of skills –

Employers have put business schools on notice that collaboration is the norm –

Schools should incorporate interpersonal development in a variety of classes –

To blend communication lessons into marketing, entrepreneurship, organizational behaviour and other management classes –

To include video training on body language and voice expression –

To coach attendees on how to network effectively with alumni –

To be very candid and chummy on social networks –

2. Say it in English:

Они предпочтут послать текстовое сообщение вместо того, чтобы лично поговорить с коллегой –

Это выглядит предпочтительнее, чем разговор за чашкой кофе –

Испытывать неловкость при межличностном общении –

Участие в дискуссиях, проводимых на занятиях, является важной составляющей оценки студента –

Уделять больше внимания межличностному общению –

Анализировать образцы разговоров, осуществляемых при личной встрече, по Скайпу и в режиме телеконференции –

Студенты хотят, чтобы этот предмет преподавался в расширенном формате –

Они не могут должным образом реагировать на критику или отказ –

Делать для кого-либо исключение –

Неформальное общение –

Вызывает обеспокоенность то, как они будут вести работу с клиентами –

Улучшить навыки письменного и устного общения –

Полное пренебрежение нормами английского языка –

3. Explain the meaning of the following words:

Intrusive, customized, alumni, proactive, curt

4. Paraphrase the following expressions:

The recent recession prompted some companies to cut back on training programmes –

Students are receptive to communication courses –

Students felt this class was too fluffy –

They don't know how to interact appropriately or how to negotiate on their own behalf –

When presenting for a client or trying to get a job, a lot of communication boils down to trust –

Sometimes I place a call and leave a message for a student, but get an email or text back. That can come off as the person isn't comfortable.

5. Insert prepositions:

To regard voice calls … intrusive wastes of time, to "meet" online rather than … person, to miss … … valuable face-to-face interactions, to turn millennial students … confident, articulate communicators, co-author …a research study … teaching interpersonal skills to MBA students, to carry that approach … … emails and in-person conversations, to attribute millennials' communication deficiencies partly … their youth, to figure … when to respond … phone or … person rather than … an email or text.

Unit X

COLLEGE COSTS

College Costs Expose the False Meritocracy of the American Dream

The cost of an education in America has risen so much that only the wealthy and indebted can attend. The system doesn't work

By Chris Arnade

The Guardian, 18 June 2014

When I entered Wall Street in 1993 with a PhD, I was an anomaly. One of my bosses was a failed baseball player, another a frustrated jazz musician. One of the guys running one of the most profitable businesses, in both my firm and all of Wall Street, was a former elevator repairman. Their college degrees – if they even had them – were from all sorts of schools, not simply the Ivy leagues.

By the time I left Wall Street a few years ago, the only people being hired were the "play it safe kids". The ones with degrees from Princetons and Harvards. You know, the ones who had organized a soup kitchen in eighth grade (meaning, really their parents had) to load their resumes. The ones who had gone to the state science fair (meaning their parents or nannies had spent many weekends and nights helping with a science project). Few of these hires where rags-to-riches stories. Most had parents very much like those already working on Wall Street – wealthy and dedicated to getting their children whatever they needed, regardless of cost. Many were in fact the children of Wall Street parents.

It is not just Wall Street. Most of the best paying jobs now require a college degree, or post-college degree, and still rarely hire from state schools. They want Ivy schools, or similar. That feels safe.

This is a problem. Businesses have abdicated their primary role in hiring, handing it over to colleges, which have gladly accepted that role, and now charge a shit-load for it. Want a job kid? Pay $60,000 a year for four years. Then maybe pay for another two to get a MBA.

Yet, those best schools do not teach kids anything radically different from what the average colleges do. They do not prepare them better for the day-to-day work of Wall Street. Those finance skills are learned with experience and instinct after two years of training – on the job.

Rather, a prestigious education is a badge given to students who can follow the established rules, run through the maze, jump through hoops, color between the lines, and sit quietly. It shows that they really, really want to be a grown-up. For that, they pay $60,000 per year.

It has become a test. Are you part of the meritocracy? It also has become a barrier of entry to professionalism – a very costly barrier of entry.

I paid for my own college by working during summers. In 1987, I graduated from a Florida public college, with no debt. My yearly cost was $2,500, an amount I paid for by working picking watermelons, painting houses and tarring roofs.

I can only pay for my daughter's college because I worked on Wall Street for 20 years. She could never pick enough of a cornucopia of watermelons, or quinoa, or kale to pay her costs.

My oldest daughter is going to college next year. The price, if she chooses a state university in New York, is roughly $25,000 per year. That is the cheapest option, and about 10 times what I paid. Adjusted for inflation, that's about five times more expensive than my tuition fees.

My case is relatively normal. Over the last 30 years, the cost of education, adjusted for inflation, has increased 300%. No summer jobs can pay for that, which is an important barrier to have crossed. Thirty years ago, college was below that barrier. You could work summer jobs, night jobs, and pay for college without taking out a loan. Now you can't. Not even close.

Now the only summer jobs you see on Wall Street resumes are for free internships, or paid jobs in parents' companies. Working to pay for college? That isn't only insurmountable, it's also considered a waste. You need to build a resume, not tar it with blue-collar jobs.

The result? Only the kids with money, like my daughter, can go, or kids willing to go into debt before they reach 20. Far, far fewer spots go to kids talented enough, and with enough support, to obtain a good scholarship.

The dual combination of the increased necessity of a college degree, often from a prestigious institution, and the absurd cost, is a one-two punch that hits middle- and lower-income children hardest.

It provides them a very narrow and very expensive path to pursue the popular idea of the American dream (read: wealth) – get into a very prestigious college and go far into debt.

That path requires doing almost everything right, as defined by the meritocracy, from birth. That path almost always weaves through good elementary, middle, and high schools. That path requires a level of dedication, which many have, and support, that few have. There are some who can do it. Some who have parents who are focused enough to help their children early. Some who even get scholarships. They are very much the exceptions.

Children from low-income homes face so many obstacles so early, that getting into a prestigious school is a long stretch. For them, college and its cost is an increased barrier to mobility. Who benefits? Those born into the right neighborhoods, with the right education, and the right support network. Like my daughter. Like the other children of Wall Street parents.

1. Consider the following issues:

- How has the American system of higher education changed in 30 years, in the author's view?
- What weak points of the system does the author of the article expose?
- How could the situation be improved, from your point of view?

2. Compress the text of the article to 100 words and get ready to present it in class.

Ivy Leagues Apart

The Observer

10 September 2000

When John Kenneth Galbraith, a Canadian expert in agricultural economics, found himself, to his surprise, involved in the admissions process at

Harvard in the 30s, he was startled to be equipped with a sheet of paper that divided applicants into five categories. One listed aspirants from a group of private boarding schools, Groton and others. Two listed similar groups from other New England boarding schools. Another listed... Jews. The last was for graduates of all the public admission high schools across the rest of the American continent.

Harvard has changed dramatically, of course. Since the 50s it has admitted more than the handful of Jews it previously allowed to study. The Speaker of the House of Representatives, Tip O'Neill, tells in his memoirs how he came to hate Harvard almost as much as "the English" when he was working for the university as a gardener. But the Irish, once despised and rejected, are now allowed in, conveniently, since they control the politics of Boston where the university is located. Since the 70s, African-Americans, and especially Asians, have appeared in substantial numbers.

It says something immensely sad that the best model the British Chancellor, Gordon Brown, and New Labour's leader in the House of Lords, Margaret Jay, can find for an egalitarian university is Harvard, rather than, say, Berkeley or Wisconsin. For Harvard is proudly and unapologetically both elite and elitist. It is a ferociously competitive place. It is also authoritarian and hierarchical. It is a private university, heavily dependent on a vast endowment created by private donations and increased by shrewd investment.

The university now makes efforts to bring in young people from a wider socio-economic catchment area. These efforts, while admirable and quite effective, hardly compare in scale or intensity with Harvard greatest glory, its fund-raising. The effort to bring poor kids to Harvard on scholarship, however welcome, is a public relations campaign.

Before Britain rushes to adopt the Harvard solution to the problems of funding a world-class research and teaching university, a few things should be remembered. Harvard is seriously expensive. Whereas all British universities

were free once a student had been accepted, and now cost less than $1,500 a year, tuition at Harvard is more than $30,000 a year. That is approximately the entire income of the average American. And tuition is only the beginning. To send two children to Harvard for four years each will cost a family close to half a million dollars. For the average family that is unthinkable.

Funding any serious number of scholarships depends on the United States law that allows taxpayers to set their charitable donations against tax. Does New Labour contemplate relying for the expansion of educational opportunity on tax-free donations to Oxford and Cambridge?

Harvard now says that no one who meets the university's requirements will be turned away on grounds of cost alone. That is enlightened, an inspired stroke of public relations. It is also a luxury that few even among US private universities can afford, an unattainable example rather than a solution. Harvard's British admirers do not perhaps understand how the Harvard system works. Harvard offers not free education to those who pass its means test, but a package. Some money will come from grants, some from loans, some from the opportunity to work for the university. (Does Brown feel comfortable with the idea that poor students at British universities should work for rich students in the kitchen? Because that is the American way.)

And then, those loans. It is said many students leave the Harvard law school with debts of $75,000 or more. If they can get jobs with big New York and Washington law firms, their starting pay may be around $100,000 a year. But is this what New Labour wants? That Oxbridge graduates should be obliged to work in the financial services sector, or to emigrate, to pay back a proportion of their fees?

The Brown case, if that is not too strong a word for a piece of demagogic improvisation, seems confused. For Harvard's dedicated recruiters must presumably also, like Oxford, have to make choices between qualified applicants from equally underprivileged backgrounds.

Harvard is one of the glories of the American educational system. That does not mean that British politicians should imitate it out of an inferiority complex, and more than they should imitate any other aspect of a foreign country that they understand so imperfectly.

1. Answer the following questions:

1. What idea is supported by the example given at the beginning of the article?
2. In what way has Harvard admission policy changed since the 30s?
3. Some British politicians think Harvard the best model of an egalitarian university. What do they mean by such an observation?
4. What does the author mean by calling Harvard both elite and elitist?
5. What does the author think of the effort to bring poor kids to Harvard on scholarship?
6. What facts are provided to prove that Harvard model cannot be applied to British educational system?
7. Does the author of the article endeavor to explain, to inform, or to persuade? Give your reasons.
8. Do you agree with the author that British politicians should not imitate American system of higher education?
9. Is the title of the article appropriate? Explain your answer.
10. Do elitist private universities conflict with the American ideal of equality of opportunity?
11. In what way is the American system of higher education different from the British one? In what way are they similar?

2. Say it in Russian:

unattainable example, to pass the university means test, public admission high school, endowment, tax-free donation, socio-economic catchment area, inferiority complex, aspirant, university fund-raising, an inspired stroke of public relations.

3. Consider the following differences between some British and American words relating to education:

a. One form - different meanings

British English		**American English**
non-fee-paying school	**state school**	school subsidized by one of the states
to earn a university degree	**to graduate**	to complete your studies at high school, college or university
fee-paying school	**public school**	non-fee-paying school
school that prepares for entering a public school	**prep school**	school that prepares for entering a university
high-ranking university teacher	**professor**	any university teacher
a university department	**faculty**	teaching staff
a period of time when a university is closed	**vacation**	a holiday
a person doing a university course	**student**	a person going to school or university
a person in charge of a college at some universities	**provost**	a senior member of the staff who organize the affairs of some universities

b. One meaning – different forms

British English		**American English**
hall of residence	Студенческое общежитие	dormitory
teaching staff	Профессорско-преподавательский состав	faculty
post-graduate	магистрант	graduate
post-graduate course	магистратура	graduate school
primary school	начальная школа	elementary school
optional	факультативный	elective
form	класс	grade
sixth form	старшие классы школы	high school
vice-chancellor	ректор	chancellor

GLOSSARY

Academic adviser: A member of a school's faculty who provides advice and guidance to students on academic matters, such as course selections.

Academic year: Annual period during which a student attends and receives formal instruction at a college or university, typically from August or September to May or June. The academic year may be divided into semesters, trimesters, quarters, or other calendars.

Accredited: Official recognition that a college or university meets the standards of a regional or national association. Although international students are not required to attend an accredited college or university in the United States, employers, other schools, and governments worldwide often only recognize degrees from accredited schools.

ACT (American College Test): A standardized college entrance exam administered by the American College Testing Program. Four separate, multiple-choice tests measure knowledge of English, math, reading, and science, and one optional writing test measures essay planning and writing skills. Most students take the ACT during their junior or senior year of high school, and most colleges and universities accept scores from either the ACT or SAT. Some schools may recommend, but not require, international students to take the ACT or SAT. (See the *U.S. News* college test prep guide for more information.)

Affidavit of Support: An official document proving adequate funding from an individual or organization to cover an international student's educational and living expenses while enrolled at a U.S. college or university.

AP (Advanced Placement program): A program offered by the College Board, a U.S.-based nonprofit educational organization, that allows students to take college-level courses while in high school. Students can then take standardized AP exams; those with qualifying scores can earn credit at certain colleges and universities.

Assistantship: A financial aid award granted to a graduate student to help pay for tuition that is offered in return for certain services, such as serving as a teaching assistant or research assistant.

Associate's: An undergraduate degree awarded by a college or university upon successful completion of a program of study, usually requiring two years of full-time study. An associate's is typically awarded by community colleges; it may

be a career or technical degree, or it may be a transfer degree, allowing students to transfer those credits to a four-year bachelor's degree-granting school.

Audit: To take a class to gain knowledge about a subject, but without

Bachelor's: An undergraduate degree awarded by a college or university upon successful completion of a program of study, typically requiring at least four years (or the equivalent) of full-time study. Common degree types include bachelor of arts (B.A. or A.B.), which refers to the liberal arts, and bachelor of science (B.S.).

Campus: The grounds and buildings where a college or university is located.

Coed: Open to both men and women (often used to describe a school that admits both sexes and a dormitory that houses both genders)**.**

College: A postsecondary institution that typically provides only an undergraduate education, but in some cases, also graduate degrees. "College" is often used interchangeably with "university" and "school." Separately, "college" can refer to an academic division of a university, such as College of Business. (See *U.S. News*'s rankings of Best Colleges.)

Commencement: A graduation ceremony where students officially receive their degrees, typically held in May or June at the end of the , though some colleges and universities also hold August and December ceremonies.

Common Application: A standard application form that is accepted by more than 450 member colleges and universities for admissions. Students can complete the form online or in print and submit copies to any of the participating colleges, rather than filling out individual forms for each school. However, international students will typically need to submit additional application materials unique to each college.

Community college: A public, two-year postsecondary institution that offers the associate degree. Also known as a "junior college." Community colleges typically provide a transfer program, allowing students to transfer to a four-year school to complete their bachelor's degree, and a career program, which provides students with a vocational degree.

Conditional admission: An acceptance to a college or university that is dependent on the student first completing coursework or meeting specific criteria before enrollment. For an international student, this can include a

requirement to attain a certain level of English-language proficiency if the student's TOEFL score doesn't meet the minimum required.

Core requirements: Mandatory courses that students are required to complete to earn a degree.

Course: A regularly scheduled class on a particular subject. Each college or university offers degree programs that consist of a specific number of required and elective courses.

Course load: The number of courses or credits a student takes during a specific term.

Credits: Units that a school uses to indicate that a student has completed and passed courses that are required for a degree. Each school defines the total number and types of credits necessary for degree completion, with every course being assigned a value in terms of "credits," "credit hours," or "units."

Dean: The head of a division of a college or university.

Deferral / Deferred admission: A school's act of postponing a student's application for early decision or early action, so that it will be considered along with the rest of the regular applicant group. A "deferral" can also refer to a student's act of postponing enrollment for one year, if the school agrees.

Degree: A diploma or title awarded to students by a college or university after successful completion of a program of study.

Department: A division of a school, made up of faculty and support staff that gives instruction in a particular field of study, such as the history department.

Discipline: An area of academic study.

Dissertation: An in-depth, formal writing requirement on an original topic of research that is typically submitted in the final stages before earning a doctorate (Ph.D.).

Doctorate (Ph.D.): The highest academic degree awarded by a university upon successful completion of an advanced program of study, typically requiring at least three years of graduate study beyond the master's degree (which may have been earned at a different university). Ph.D. candidates must demonstrate their mastery of a subject through oral and written exams and original, scholarly research presented in a dissertation.

Dormitories (dorms): Student housing provided by a college or university, also known as "residence halls," which typically includes rooms, bathrooms, common areas, and possibly a kitchen or cafeteria.

Double major: A program of study that allows a student to complete the course requirements for two majors at the same time.

Drop: To withdraw from a course. A college or university typically has a period of time at the beginning of a term during which students can add or drop courses.

Dual degree: Program of study that allows a student to receive two degrees from the same college or university.

Early action: A program offered by some colleges and universities that allows students to submit their applications early, typically in November or December, and receive decisions early, usually in mid- or late December. Students are not required to accept the admissions offer and have until May 1 to decide. Although some schools allow international students to apply via early action, applicants who request financial aid may not receive a decision any earlier than those who apply through the regular decision process.

Early decision: A program offered by some colleges and universities that allows students to submit an application to their top-choice school early, typically in November or December, and receive the decision early, usually in mid- or late December. If accepted, students are required to enroll at that school and withdraw all applications to other schools. Although some schools allow international students to apply via early decision, applicants who apply for financial aid may not receive a decision any earlier than those who apply through the regular decision process.

Electives: Courses that students can choose to take for credit toward a degree, but are not required.

Elementary school: A school attended for the first six or eight years of a child’s formal education.

Enroll: To register or enter a school or course as a participant.

Exempt: Not required to do something that other students may be required to do. For example, a school may require all students to take a freshman English course, but some students may be exempt based on their high scores on a college entrance exam or their previous coursework.

Extracurricular activities: Optional activities, such as sports, that students can participate in outside of academic classes.

Faculty: A school's teaching and administrative staff who is responsible for designing programs of study.

FAFSA (Free Application for Federal Student Aid): Application used by U.S. citizens and permanent residents to apply for financial aid from U.S. federal and state governments. International students are not eligible for U.S. government aid, but schools may ask international students to submit a FAFSA to determine financial need. (Note: A social security number is required to complete the FAFSA.)

Fees: An amount of money charged by colleges and universities, in addition to their tuition, to cover costs of services such as libraries and computer technology.

Fellowship: An amount of money awarded by a college or university, usually to graduate students and generally based on academic achievement.

Financial aid: All types of money offered to a student to help pay tuition, fees, and other educational expenses. This can include loans, grants, scholarships, assistantships, fellowships, and work-study jobs. (See the *U.S. News* paying for college and paying for grad school guides for more information.)

Flunk: (inf.) to fail, esp. in a course or examination.

Fraternity: A student organization, typically for men, formed for social, academic, community service, or professional purposes. A fraternity is part of a college or university's Greek system. Some fraternities, such as those with an academic or community service focus, may be coed.

Freshman: A student in the first year of high school or college / university.

Full-time student: A student who is enrolled at a college or university and is taking at least the minimum number of credits required by the school for a full course load.

GMAT (Graduate Management Admission Test): A standardized graduate business school entrance exam administered by the nonprofit Graduate Management Admission Council, which measures verbal, quantitative, and analytical writing skills. Some business schools accept either the GMAT or GRE. In June 2012, the GMAT will incorporate an integrated reasoning section

designed to assess how applicants analyze different types of information at once. (See the *U.S. News* business school test prep guide for more information.)

Grade: A score or mark indicating a student's academic performance on an exam, paper, or in a course. A "grade" can also refer to which year a student is in while at elementary, middle, or high school, but that usage typically does not apply at the college or university level.

Grade point average (GPA): A student's overall academic performance, which is calculated as a numerical average of grades earned in all courses. The GPA is determined after each term, typically on a 4.0 scale, and upon graduation, students receive an overall GPA for their studies.

Graduate school: The division of a college or university, or an independent postsecondary institution, which administers graduate studies and awards master's degrees, doctorates, or graduate certificates. (See *U.S. News*'s rankings of Best Graduate Schools.)

Graduate student / graduate studies: A student who already holds an undergraduate degree and is pursuing advanced studies at a graduate school, leading to a master's, doctorate, or graduate certificate. A "graduate" can also refer to any student who has successfully completed a program of study and earned a degree.

Grant: A type of financial aid that consists of an amount of free money given to a student, often by the federal or a state government, a company, a school, or a charity. A grant does not have to be repaid. "Grant" is often used interchangeably with "scholarship."

GRE (Graduate Record Examination): A standardized graduate school entrance exam administered by the nonprofit Educational Testing Service (ETS), which measures verbal, quantitative, and analytical writing skills. The exam is generally required by graduate schools, which use it to assess applicants of master's and Ph.D. programs. Some business schools accept either the GMAT or GRE; law schools generally require the LSAT; and medical schools typically require the MCAT. Effective August 2011, the GRE will incorporate key changes in the content, length, and style of the exam. (See the *U.S. News*GRE guide for more information.)

Greek life / Greek system: A college or university's collection of fraternities and sororities on campus, whose names originate from letters in the ancient Greek alphabet.

High school: A secondary school that offers grades 9 to 12.

Humanities: Academic courses focused on human life and ideas, including history, philosophy, foreign languages, religion, art, music, and literature.

Independent study: An academic course that allows students to earn credit for work done outside of the normal classroom setting. The reading or research assignment is usually designed by the students themselves or with the help of a faculty member, who monitors the progress.

Institute: An organization created for a specific purpose, usually for research, that may be located on a college or university's campus.

Internal Revenue Service (IRS): The U.S. government agency that collects income taxes. International students who work on or off campus or receive taxable scholarships must pay taxes. A college or university's international student adviser can provide further information, including on relevant tax treaties between the United States and specific countries that may allow certain benefits.

International student adviser: A school official who assists international students, scholars, and faculty with matters including orientation, visas, income taxes, insurance, and academic and government rules, among other areas.

Internship: An experience that allows students to work in a professional environment to gain training and skills. Internships may be paid or unpaid and can be of varying lengths during or after the academic year.

Ivy League: An association of eight private universities located in the northeastern United States, originally formed as an athletic conference. Today, the term is associated with universities that are considered highly competitive and prestigious. The Ivy League consists of the highly ranked Brown University, Columbia University, Cornell University, Dartmouth College, Harvard University, Princeton University, University of Pennsylvania, and Yale University.

Junior: A student in the third year of high school or college / university.

Junior college: A two-year postsecondary institution that offers the associate degree. (See "community college.")

Letter of recommendation: A letter written by a student's teacher, counselor, coach, or mentor that assesses his or her qualifications and skills. Colleges,

universities, and graduate schools generally require recommendation letters as part of the application process.

Liberal arts: Academic studies of subjects in the humanities, social sciences, and the sciences, with a focus on general knowledge, in contrast to a professional or technical emphasis. "Liberal arts" is often used interchangeably with "liberal arts and sciences" or "arts and sciences."

Liberal arts college: A postsecondary institution that emphasizes an undergraduate education in liberal arts. The majority of liberal arts colleges have small student bodies, do not offer graduate studies, and focus on faculty teaching rather than research. (See *U.S. News*'s rankings of Best Liberal Arts Colleges.)

Loan: A type of financial aid that consists of an amount of money that is given to someone for a period of time, with an agreement that it will be repaid later. International students are generally not eligible for U.S. federal government loans and will typically require an American cosigner to apply for a private bank loan.

LSAT (Law School Admission Test): A standardized law school entrance exam administered by the nonprofit Law School Admission Council, which measures reading comprehension, analytical reasoning, and logical reasoning skills. There is also a writing section; although it is not scored, it is sent to each law school to which a student applies. (See the *U.S. News* LSAT test prep guide for more

Major: The academic subject area that a student chooses to focus on during his or her undergraduate studies. Students typically must officially choose their major by the end of their sophomore year, allowing them to take a number of courses in the chosen area during their junior and senior years.

Master's: A graduate degree awarded by a college or university upon successful completion of an advanced program of study, typically requiring one or two years of full-time study beyond the bachelor's degree. Common degree types include master of arts (M.A.), which refers to the liberal arts; master of science (M.S.); and master of business administration (M.B.A.).

Matriculate: To enroll in a program of study at a college or university, with the intention of earning a degree.

MBA: A master of business administration degree.

MCAT (Medical College Admission Test): A standardized U.S. medical school entrance exam administered by the nonprofit Association of American Medical Colleges, which measures verbal reasoning and writing skills and physical and biological sciences knowledge. The MCAT will likely undergo significant changes in 2015, with new areas added, such as genetics, cell and molecular biology, psychology, and sociology.

Merit aid / merit scholarships: A type of financial aid awarded by a college or university to students who have demonstrated special academic ability or talents, regardless of their financial need. Most merit aid has specific requirements if students want to continue to receive it, such as maintaining a certain GPA.

Midterm exam: An exam given after half of the academic term has passed and that covers all material studied in a particular course until that point. Not all courses have midterm exams.

Minor: An academic subject area that a student chooses to have a secondary focus on during their undergraduate studies. Unlike a major, a minor is typically not required, but it allows a student to take a few additional courses in a subject different from his or her major.

Need-based financial aid: Financial aid that is awarded to students due to their financial inability to pay the full cost of attending a specific college or university, rather than specifically because of their grades or other merit.

Need-blind admissions: A college or university's policy of accepting or declining applications without considering an applicant's financial circumstances. This policy does not necessarily mean that these schools will offer enough financial aid to meet a student's full need. Only a handful of U.S. colleges or universities offer need-blind admissions to international students.

Net price calculator: An online tool that allows students and families to calculate a personalized estimate of the cost of a specific college or university, after taking into account any scholarships or need-based financial aid that an applicant would receive. By Oct. 29, 2011, each higher education institution in the United States is required by law to post a net price calculator on its respective website.

Nonmatriculated: Enrolled in a college or university's courses, but not in a program of study leading to a degree.

Nonresident: A student who does not meet a state's residence requirements. A college or university may have different tuition costs and admissions policies for residents versus nonresidents. In most cases, international students are considered nonresidents. A "nonresident alien" is a person who is not a U.S. citizen and is in the country on a temporary basis.

Notarized: Certified as authentic by a public official, lawyer, or bank. Colleges and universities often require international students to submit notarized documents, such as the Affidavit of Support or high school transcripts.

Nursery school: A school for children between the ages of three and five.

Open admissions: A college or university's policy of accepting all students who have completed high school, regardless of their grades or test scores, until all spaces are filled. Most community colleges have an open admissions policy, including for international students.

Orientation: A college or university's official process of welcoming new, accepted students to campus and providing them with information and policies before classes begin, usually in a half-day or full-day event. Many colleges and graduate schools offer a separate orientation just for international students to cover topics such as how to follow immigration and visa regulations, set up a U.S. bank account, and handle culture shock.

Part-time student: A student who is enrolled at a college or university but is not taking the minimum number of credits required for a full course load.

Pass-fail: A grading system in which students receive either a "pass" or "fail" grade, rather than a specific score or letter grade. Certain college or university courses can be taken pass-fail, but these typically don't include ones taken to fulfill major or minor requirements.

Ph.D.: A doctor of philosophy degree. (See "doctorate.")

Plagiarism: The use of another person's words or ideas as your own, without acknowledging that person. Schools have different policies and punishments for students caught plagiarizing, which tends to occur with research papers and other written assignments.

Postdoctorate: Academic studies or research for those who have completed a doctorate. A "postdoc" can refer both to a person who is pursuing a postdoctorate and to the postdoctorate itself.

President: A person in charge of a university.

Priority date: The date by which an application must be received in order to be given full consideration. This can apply to admissions, financial aid, and on-campus housing. After the priority date passes, applications may be considered on a case-by-case or first-come-first-served basis.

Private school: A postsecondary institution controlled by a private individual(s) or a nongovernmental agency. A private institution is usually not supported primarily by public funds and its programs are not operated by publicly elected or appointed officials. Stanford University, for example, is a private school.

Probation: A status or period of time in which students with very low GPAs, or whose academic work is unsatisfactory according to the school, must improve their performance. If they are unable to do so, they may be dismissed from the school. Students may also face "disciplinary probation" for nonacademic reasons, such as behavioral problems in the dorms.

Professional school: A higher education institution for students who have already received their undergraduate degree to gain training in specific professions, such as law, medicine, and pharmacy.

Provost: The senior academic officer of a college or university who typically oversees all academic policies and curriculum-related matters.

PSAT: The Preliminary SAT, a standardized practice test cosponsored by the nonprofit College Board and the National Merit Scholarship Corp., which measures reading, writing, and math skills, giving students experience with the SAT. Students usually take the PSAT in their junior year of high school, and U.S. citizens and permanent residents can submit their scores to qualify for National Merit scholarships. (See the *U.S. News* college test prep guide for more information.)

Public school: A postsecondary institution that is supported mainly by public funds and whose programs are operated by publicly elected or appointed officials. The University of California—Berkeley, for example, is a public school.

Quarters: Periods of study that divide the academic year into four equal segments of approximately 12 weeks each, typically including the summer.

Registrar: The college or university official who is responsible for registering students and keeping their academic records, such as transcripts.

Registration: The process in which students choose and enroll in courses to be taken during the academic year or in summer sessions.

Regular decision: An admissions process used by colleges and universities that typically requires applicants to submit their materials by January 1; an admissions decision is generally received by April 1, and if admitted, students usually have until May 1 to respond to the offer. The majority of applicants are evaluated during regular decision, rather than early action and early decision.

Resident assistant (RA): A student leader who works in campus dormitories and supervises issues and activities related to dorm life. RAs often receive free housing in the dorm in return for their services.

Rolling admissions: An admissions process used by some colleges and universities in which each application is considered as soon as all the required materials have been received, rather than by a specific deadline. Colleges and universities with this policy will make decisions as applications are received until all spaces are filled.

Room and board: Housing and meals. "Room and board" is typically one of the costs that colleges and universities will list in their annual estimated cost of attendance, in addition to tuition, fees, and textbooks and supplies. If students choose to live in dormitories, they may be required to buy into a meal plan to use on-campus dining facilities.

SAT: A standardized college entrance exam administered by the Educational Testing Service (ETS) on behalf of the nonprofit College Board, which measures reading, writing, and math skills. Most students take the SAT during their junior or senior year of high school, and most colleges and universities accept scores from either the SAT or ACT. In addition, students may choose to take the SAT Subject Tests in English, history, languages, math, and science to demonstrate their knowledge in specific academic areas. Some schools may recommend, but not require, international students to take the SAT or ACT. (See the *U.S. News* college test prep guide for more information.)

Scholarship: A type of financial aid that consists of an amount of free money given to a student by a school, individual, organization, company, charity, or federal or state government. "Scholarship" is often used interchangeably with "grant." (See the *U.S. News* scholarship guide for more information.)

School: Any educational institution, including those that provide elementary, secondary, and postsecondary education. In the latter case, "school" is often used interchangeably with "college" and "university."

Semesters: Periods of study that divide the academic year into two equal segments of approximately 15 to 18 weeks each. Some schools also offer a shorter summer semester, beyond the traditional academic year.

Seminar: A course offered to a small group of students who are typically more advanced and who meet with a professor to discuss specialized topics.

Senior: A student in the fourth year of high school or college / university.

SEVIS (Student and Exchange Visitor Information System): A computerized U.S. government database used to track international students and scholars in the United States. Once an international student is accepted by a U.S. college or university, the school is required to mail the student a Form I-20, which is a paper record of the student's information in SEVIS. A student must pay a SEVIS fee and use the payment receipt and I-20 to apply for a visa.

Social Security number: A nine-digit number issued by the U.S. government to people who are authorized to work in the United States and collect certain government benefits. Many colleges and universities use the Social Security number as the student identification number. International students who are in the United States and are authorized to work either on or off campus must apply for and obtain a Social Security number, which is then used to report their wages to the government.

Sophomore: A student in the second year of high school or college / university.

Sorority: A student organization for women formed for social, academic, community service, or professional purposes. A sorority is part of a college or university's Greek system.

Standardized tests: Exams, such as the SAT, ACT, and GRE, which measure knowledge and skills and are designed to be consistent in how they are administered and scored. Standardized tests are intended to help admissions officials compare students who come from different backgrounds.

Teaching assistant (TA): A graduate student who assists a professor with teaching an undergraduatecourse, usually within his or her field, as part of an assistantship.

Tenure: A status offered to high-level faculty members at a college or university that allows them to stay permanently in their positions, after demonstrating a strong record of teaching and published research.

Term: Periods of study, which can include semesters, quarters, trimesters, or summer sessions.

Thesis: A formal piece of writing on a specific subject, which may be required to earn a bachelor's ormaster's degree.

TOEFL (Test of English as a Foreign Language): A standardized exam administered by the nonprofit Educational Testing Service (ETS), which measures English-language proficiency in reading, listening, speaking, and writing. Many U.S. colleges and universities require non-native English speakers to take the TOEFL and submit their scores as part of the admissions process.

Transcript: An official record of a student's coursework and grades at a high school, college, or university. A high school transcript is usually one of the required components of the college application process.

Transfer credit: Credit granted toward a degree on the basis of studies completed at another college or university. For instance, students who transfer from a community college to a four-year college may earn some transfer credit.

Trimesters: Periods of study that divide the academic year into three equal segments of approximately 10 to 12 weeks each.

Tuition: An amount of money charged by a school per term, per course, or per credit, in exchange for instruction and training. Tuition generally does not include the cost of textbooks, room and board, and other fees.

Undergraduate student / undergraduate studies: A student enrolled in a two-year or four-year study program at a college or university after graduation from high school, leading to an associate or bachelor's degree.

University: A postsecondary institution that typically offers both undergraduate and graduate degree programs. "University" is often used interchangeably with "college" and "school."

Wait list: A list of qualified applicants to a school who may be offered admission if there is space available after all admitted students have made their decisions. Being on a wait list does not guarantee eventual admission, so some

students may choose not to remain on the list, particularly if the school is not their first choice.

Withdraw: To formally stop participating in a course or attending a university.

Work-study: A financial aid program funded by the U.S. federal government that allows undergraduate or graduate students to work part time on campus or with approved off-campus employers. To participate in work-study, students must complete the FAFSA. In general, international students are not eligible for work-study positions.

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