

The Portfolio Ph.D. Examination

Literature track

The Professional Portfolio

From the first semester in the program, graduate students prepare a Professional Portfolio representing their work. This portfolio replaces the written comprehensive examinations. Through the portfolio, students demonstrate their command of their fields and their preparation to undertake dissertation research.

The portfolio should contain the following items:

I. The Curriculum Vitae

The CV outlines the student's professional biography to date and shows the student's ability to present the academic self.

II. Documentation of Learning

Purpose: The student must demonstrate their acquisition of field knowledge and possession of the skills to advance to the dissertation stage and then into the academy or a profession. To demonstrate this, the student will 1) submit **two independently developed syllabi on Russian literature**, 2) submit **a research paper and one course syllabus in the minor**, 3) demonstrate through testing the ability to use the **foreign language or languages** studied (testing will be conducted prior to the portfolio defense).

1. **TWO syllabi** developed by the student that demonstrate more in-depth knowledge of a period of Russian literature different from the period of specialization tested by the M.A./Ph.D. Qualifying exam:

- a) syllabus for an introductory-level survey course of this period;
- b) syllabus for an upper-level seminar addressing a particular topic from this period.

Both syllabi will be discussed during the portfolio defense to test the student's knowledge of this period of Russian literature.

2. A **polished research paper in the student's minor field and one syllabus in the minor** developed by the student.

Both documents will be discussed during the portfolio defense to test the student's knowledge of their minor field.

III. Documentation of Ability to Undertake Research

The student must demonstrate that they have acquired the research, critical thinking, and complex writing skills to succeed at the dissertation stage and beyond. Documentation of research includes:

- 1. **Analytical (original research) essay** on a topic chosen with the advisor (7000-8000 words) [article].

- a) This should be an essay with a broad scope that contributes to existing scholarship.
- b) The essay should be written with complete scholarly apparatus, edited, and presented in polished and “publishable” form (ideally, you should have submitted or be ready to submit the work to an academic journal).

2. A **statement of research interests** (circa 1000 words).

3. A **dissertation prospectus** (4000–5000 words) with a **bibliography** and an **abstract** (150–300 words).

4. **Other document(s)** that the advisor and the student agree should be included, such as:

- a) sample post-M.A. research essays
- b) conference papers/abstracts (if any)
- c) book reviews
- d) any other publications or works under consideration.

IV. Documentation of Teaching

The student must demonstrate that they have acquired appropriate teaching skills, mastered appropriate pedagogical strategies, and thought reflectively about the nature and methods of teaching. This section includes:

1. Syllabi of courses taught
2. Samples of teaching materials developed, if relevant (exams, handouts, activities)
3. Student evaluations from all courses taught and sample teaching observations
4. One syllabus for a survey course from the student’s area of concentration (literature and/or culture), developed by the student
5. Statement of teaching philosophy (1000–1500 words)
 - a) Discuss any courses taught
 - b) Discuss your teaching style and how it might have evolved
 - c) Discuss any core principles that guide or motivate your teaching style
 - d) Address any successful teaching strategies/methods
 - e) Mention any courses you would like to have the opportunity to teach

V. Documentation of Professional Development (as relevant)

In today’s competitive job environment, the student must demonstrate that she or he has acquired the skills necessary to traverse the profession independently. This section includes:

1. Grant proposals (whether funded or not), if such exist
2. Mock cover letter for an academic job in your field of specialization (1.5–2 pages, single-spaced)
 - a) Include mock sample job description to which the letter is tailored
 - b) Discuss your dissertation and other research interests and accomplishments
 - c) Discuss teaching experience and teaching interests at the hiring institution

The Portfolio Oral Examination

Following completion of coursework, students present the portfolio formally to their Supervisory Committee through the process described below. By this time, they must have fulfilled all requirements for the Ph.D. established by the Department and Graduate Studies with the exception of the Portfolio Oral Examination, the 18 credit hours of dissertation research, and the dissertation itself.

Prior to taking the Portfolio Oral Examination, it is the responsibility of students to:

- a) remove the grade of “Incomplete” in any course that will count toward degree;
- b) meet the FLORS requirement (as stipulated in the Graduate Catalog) in a non-Slavic foreign language (usually French or German);
- c) demonstrate reading competence in a second Slavic language through a written test.

Students need to inform the Director of Graduate Studies of their intention to submit and defend their PhD portfolio at least 6 months before the defense is scheduled.

The student names their Supervisory Committee of at least 5 graduate faculty members, two of whom are the primary advisor and the faculty in the minor, following the successful conclusion of the MA/PhD Qualifying Exam. The primary advisor chairs the Supervisory Committee. A faculty member from outside the Slavic Department who serves on the Committee also fulfills the role of the official Graduate Studies Representative at the examination. The student may change members of the Supervisory Committee in consultation with departmental Chair and the Director of Graduate Studies.

The student must schedule the Portfolio Oral Examination one month in advance and upon receiving the advisor’s approval of the portfolio materials, make the complete portfolio available to the committee electronically at least two weeks in advance of the defense. Ahead of the defense, the student’s primary advisor circulates the student’s dissertation prospectus among all graduate faculty in the department.

All Supervisory Committee members participate in the two-hour Portfolio Oral Examination. The Examination consists of a free-form, broad intellectual discussion that stems from the materials presented in the portfolio and includes student’s defense of the choice and direction of the dissertation project.

The Supervisory Committee Chair and the Graduate Studies Representative fill out the exam outcome form that is then submitted to COGA for processing. Additionally, the Chair reports the results of the oral examination in writing (via email is sufficient) to the Director of Graduate Studies who then reports the results on the proper form to the Graduate School.

The Portfolio Ph.D. Examination

Linguistics track

The Professional Portfolio

From the first semester in the program, graduate students prepare a Professional Portfolio representing their work. This portfolio replaces the written comprehensive examinations. Through the portfolio, students demonstrate their command of their fields and their preparation to undertake dissertation research.

The portfolio should contain the following items:

I. The Curriculum Vitae

The CV outlines the student's professional biography to date and shows the student's ability to present the academic self.

II. Documentation of Learning

Purpose: The student must demonstrate their acquisition of field knowledge and possession of the skills to advance to the dissertation stage and then into the academy or a profession. To demonstrate this, the student will 1) submit **a synthetic essay**, 2) submit **a research paper and one course syllabus in the minor**, 3) demonstrate through testing the ability to use the **foreign languages** studied (testing will be conducted prior to the portfolio defense).

1. **Synthetic essay**. (7000–7500 words). The student and the Supervisory Committee may think of this as the equivalent of survey chapter in a book or the introductory portion of an advanced lecture on the topic. The topic of the synthetic essay is decided by the student's Supervisory Committee, in collaboration with the student. The synthetic essay should be diachronic if the student's specialty is synchronic, and vice-versa. In the synthetic essay the student should:

- a) Cover a research theme outside her or his immediate area of expertise.
- b) Give a coherent and intelligent summary, supported with references to relevant primary and secondary sources for that theme, etc.,
- c) Demonstrate control of a research area outside the student's special field of interest.
- d) Some examples of possible topics: the main changes from Indo-European to Slavic, the diatopy of Slavic through major isoglosses, case studies of the degree of success of the enforcement of language policy, differences in the case systems of two or more Slavic languages, differences in the verbal systems of two or more Slavic languages, specific issues in pragmatics of one or more Slavic languages, interaction between morphology/syntax and narrative structure of one or more Slavic languages; many of these topics can accommodate comparative consideration of Slavic and another area language of concentration (e.g. Yiddish).

2. A **polished research paper in the student's minor field** and **one syllabus in the minor** developed by the student.

Both documents will be discussed during the portfolio defense to test the student's knowledge of their minor field.

III. Documentation of Ability to Undertake Research

The student must demonstrate that they have acquired the research, critical thinking, and complex writing skills to succeed at the dissertation stage and beyond. Documentation of research includes:

1. **Analytical (original research) essay** on a topic chosen with the advisor (7000-8000 words) [article].
 - a) This should be an essay with a broad scope that contributes to existing scholarship.
 - b) The essay should be written with complete scholarly apparatus, edited, and presented in polished and "publishable" form (ideally, you should have submitted or be ready to submit the work to an academic journal).
 - c) The linguistics research essay should document the student's ability to work with data, as appropriate for the concentration and dissertation topic. This includes issues like data collection, ethics, human subjects as applicable, work with corpora (synchronic and diachronic), statistics if applicable, etc.
2. A **statement of research interests** (circa 1000 words).
3. A **dissertation prospectus** (4000–5000 words) with a **bibliography** and an **abstract** (150–300 words).
4. **Other document(s)** that the advisor and the student agree should be included, such as:
 - a) sample post-M.A. research essays
 - b) conference papers/abstracts (if any)
 - c) book reviews
 - d) any other publications or works under consideration.

IV. Documentation of Teaching

The student must demonstrate that they have acquired appropriate teaching skills, mastered appropriate pedagogical strategies, and thought reflectively about the nature and methods of teaching. This section includes:

1. Syllabi of courses taught
2. Samples of teaching materials developed, if relevant (exams, handouts, activities)
3. Student evaluations from all courses taught and sample teaching observations
4. One syllabus for a survey course from the student's area of concentration, developed by the student
5. Statement of teaching philosophy (1000–1500 words)
 - a) Discuss any courses taught
 - b) Discuss your teaching style and how it might have evolved
 - c) Discuss any core principles that guide or motivate your teaching style
 - d) Address any successful teaching strategies/methods
 - e) Mention any courses you would like to have the opportunity to teach

V. Documentation of Professional Development (as relevant)

In today's competitive job environment, the student must demonstrate that she or he has acquired

the skills necessary to traverse the profession independently. This section includes:

1. Grant proposals (whether funded or not), if such exist
2. Mock cover letter for an academic job in your field of specialization (1.5–2 pages, single-spaced)
 - a) Include mock sample job description to which the letter is tailored
 - b) Discuss your dissertation and other research interests and accomplishments
 - c) Discuss teaching experience and teaching interests at the hiring institution

The Portfolio Oral Examination

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Prior to taking the Portfolio Oral Examination, it is the responsibility of students to:

- a) remove the grade of “Incomplete” in any course that will count toward degree;
- b) meet the FLORS requirement (as stipulated in the Graduate Catalog) in a non-Slavic foreign language (usually French or German);
- c) take a written test to demonstrate reading competence in **two** non-primary Slavic languages, which together with the student’s primary Slavic language cover all three language families (East, West, and South Slavic).

Students need to inform the Director of Graduate Studies of their intention to submit and defend their PhD portfolio at least 6 months before the defense is scheduled.

The student names their Supervisory Committee of at least 5 graduate faculty members, two of whom are the primary advisor and the faculty in the minor, following the successful conclusion of the MA/PhD Qualifying Exam. The primary advisor chairs the Supervisory Committee. A faculty member from outside the Slavic Department who serves on the Committee also fulfills the role of the official Graduate Studies Representative at the examination. The student may change members of the Supervisory Committee in consultation with departmental Chair and the Director of Graduate Studies.

The student must schedule the Portfolio Oral Examination one month in advance and upon receiving the advisor’s approval of the portfolio materials, make the complete portfolio available to the committee electronically at least two weeks in advance of the defense. Ahead of the defense, the student’s primary advisor circulates the student’s dissertation prospectus among all graduate faculty in the department.

All Supervisory Committee members participate in the two-hour Portfolio Oral Examination. The Examination consists of a free-form, broad intellectual discussion that stems from the materials presented in the portfolio and includes student’s defense of the choice and direction of the dissertation project.

The Supervisory Committee Chair and the Graduate Studies Representative fill out the exam outcome form that is then submitted to COGA for processing. Additionally, the Chair reports the results of the oral examination in writing (via email is sufficient) to the Director of Graduate Studies who then reports the results on the proper form to the Graduate School.

The Portfolio Ph.D. Examination

Second Language Studies track

The Professional Portfolio

From the first semester in the program, graduate students prepare a Professional Portfolio representing their work. This portfolio replaces the written comprehensive examinations. Through the portfolio, students demonstrate their command of their fields and their preparation to undertake dissertation research.

The portfolio should contain the following items:

I. The Curriculum Vitae

The CV outlines the student's professional biography to date and shows the student's ability to present the academic self.

II. Documentation of Learning

Purpose: The student must demonstrate their acquisition of field knowledge and possession of the skills to advance to the dissertation stage and then into the academy or a profession. Depending on their research interests and professional aspirations, SLS students will develop either a more literature/culture-oriented portfolio or a more linguistics-oriented one. As part of a literature/culture-oriented portfolio, students will submit 1) **two independently developed syllabi on Russian literature and culture**, and 2) **a research paper and one course syllabus in the minor**. As part of a more linguistics-oriented portfolio, students will submit 1) **a synthetic essay** and 2) **a research paper and one course syllabus in the minor**. SLS students will also demonstrate through testing the ability to use the **foreign language or languages** studied (testing will be conducted prior to the portfolio defense).

1. **The two syllabi** developed by the student for a literature/culture-oriented portfolio should include:

- a) syllabus for an introductory-level course in Russian culture;
- b) syllabus for an upper-level course in Russian literature to be taught in Russian, with the goals of developing both the learners' knowledge of literature and their level of proficiency in Russian. Both documents will be discussed during the portfolio defense to test the student's knowledge of the Russian literature and culture included in the syllabi.

OR:

1. The **synthetic essay** (7000–7500 words) developed by the student for a linguistics-oriented portfolio may be thought of as the equivalent of a survey chapter in a book or the introductory portion of an advanced lecture on the topic. The topic of the synthetic essay is decided jointly by the student and the advisor. In the synthetic essay the student should:

a) Cover a research theme in linguistics or second language studies outside their immediate area of expertise.

b) Give a coherent and intelligent summary, supported with references to relevant primary and secondary sources for that theme, etc.,

c) Demonstrate control of a research area outside the student's special field of interest.

Some examples of possible topics: differences in the case systems of two or more Slavic languages, differences in the verbal systems of two or more Slavic languages, specific issues in pragmatics of one or more Slavic languages, interaction between morphology/syntax and narrative structure of one or more Slavic languages; specific issues in the acquisition of grammar, vocabulary, phonology, or pragmatics; specific issues in language assessment; issues in the acquisition of intercultural competence.

2. A **polished research paper in the student's minor field** and **one syllabus in the minor** developed by the student.

Both documents will be discussed during the portfolio defense to test the student's knowledge of their minor field.

III. Documentation of Ability to Undertake Research

The student must demonstrate that they have acquired the research, critical thinking, and complex writing skills to succeed at the dissertation stage and beyond. Documentation of research includes:

1. **Analytical (original research) essay** on a topic chosen with the advisor (7000-8000 words) [article].

c) This should be an essay with a broad scope that contributes to existing scholarship.

d) The essay should be written with complete scholarly apparatus, edited, and presented in polished and "publishable" form (ideally, you should have submitted or be ready to submit the work to an academic journal).

2. A **statement of research interests** (circa 1000 words).

3. A **dissertation prospectus** (4000–5000 words) with a **bibliography** and an **abstract** (150–300 words).

4. **Other document(s)** that the advisor and the student agree should be included, such as:

e) sample post-M.A. research essays

f) conference papers/abstracts (if any)

g) book reviews

h) any other publications or works under consideration.

IV. Documentation of Teaching

The student must demonstrate that they have acquired appropriate teaching skills, mastered appropriate pedagogical strategies, and thought reflectively about the nature and methods of teaching. This section includes:

1. Syllabi of courses taught

2. Samples of teaching materials developed (exams, handouts, activities)

3. Student evaluations from all courses taught and sample teaching observations

4. One syllabus for a survey course from the student's area of concentration (for ex., methods of teaching Slavic languages), developed by the student
5. Statement of teaching philosophy (1000–1500 words)
 - f) Discuss any courses taught
 - g) Discuss your teaching style and how it might have evolved
 - h) Discuss any core principles that guide or motivate your teaching style
 - i) Address any successful teaching strategies/methods
 - j) Mention any courses you would like to have the opportunity to teach

V. Documentation of Professional Development (as relevant)

In today's competitive job environment, the student must demonstrate that she or he has acquired the skills necessary to traverse the profession independently. This section includes:

1. Grant proposals (whether funded or not), if such exist
2. Mock cover letter for an academic job in your field of specialization (1.5–2 pages, single-spaced)
 - d) Include mock sample job description to which the letter is tailored
 - e) Discuss your dissertation and other research interests and accomplishments
 - f) Discuss teaching experience and teaching interests at the hiring institution

The Portfolio Oral Examination

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The student must schedule the Portfolio Oral Examination one month in advance and upon receiving the advisor's approval of the portfolio materials, make the complete portfolio available to the committee electronically at least two weeks in advance of the defense. Ahead of the defense, the

student's primary advisor circulates the student's dissertation prospectus among all graduate faculty in the department.

All Supervisory Committee members participate in the two-hour Portfolio Oral Examination. The Examination consists of a free-form, broad intellectual discussion that stems from the materials presented in the portfolio and includes student's defense of the choice and direction of the dissertation project.

The Supervisory Committee Chair and the Graduate Studies Representative fill out the exam outcome form that is then submitted to COGA for processing. Additionally, the Chair reports the results of the oral examination in writing (via email is sufficient) to the Director of Graduate Studies who then reports the results on the proper form to the Graduate School.