

*Department of
Languages,
Literatures,
and Cultures*

Illinois State
University

A close-knit community of teachers and
students

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**WELCOME TO THE DEPARTMENT OF LANGUAGES,
LITERATURES, AND CULTURES!**
Message from Dr. Bruce R. Burningham, Chair

Welcome to our Department! I hope that your time with us will be one of the most rewarding experiences you have had. As a major in the Department of Languages, Literatures, and Cultures, you will be part of an active, close-knit community of teachers and foreign language students with diverse goals.

Because Illinois State is the primary school in Illinois for teacher education, many of your classmates will be preparing to become teachers. Others will be improving their language skills in order to pursue a career overseas or in the US.

Some students will be studying languages simply because they enjoy learning about other languages and cultures. And others will be studying a foreign language as part of their preparation for graduate study.

The presence of an associated master's program offers undergraduates access to a much broader array of advanced courses in culture, linguistics, literature and pedagogy, even for students who do not plan to pursue the MA.

In the Illinois State Department of Languages, Literatures, and Cultures, you will never run out of interesting and challenging coursework in the language you have chosen, whether you are on campus or participating in one of our study abroad programs in Canada, France, Germany, Japan, and Spain.

You can expect small classes at every level--generally fewer than 25 students. Every day you will be able to interact with an exceptional international faculty and staff, drawn from Europe, North and South America, and Asia. Faculty includes specialists in Classics, French, German, Italian, Japanese, Portuguese, and Spanish.

The languages, literatures, and cultures community on campus extends outside the classroom to a language center in the residence halls. In a language center students can choose to live and speak a foreign language with other language students. There are also language clubs that sponsor free tutoring and conversation tables at lunch and dinner; student societies that screen and discuss foreign films; and sometimes even salsa dance classes.

In addition, many students form their own study groups in order to better prepare their language, literature, and culture classes. All of our co-curricular activities contribute to a strong sense of community among faculty and language students. Even years later, our alumni report that they still keep in touch with the friends that they made in the language programs at Illinois State.

In choosing to study foreign languages, literatures, and cultures in the Illinois State Department of Languages, Literatures, and Cultures, you can enjoy the small classes, close faculty-student interaction, and strong sense of community traditionally associated with small liberal arts colleges without giving up the range of choices that come with a larger university.

LANGUAGES, LITERATURES, AND CULTURES MAJOR / MINOR CHECKLIST

Welcome to the Illinois State University Department of Languages, Literatures, and Cultures!

In order to ensure that you take advantage of the opportunities available to you in the Department, we urge you to complete the following checklist as soon as possible in the Fall. We have found that students who plan ahead are much more likely to succeed in achieving their academic and professional goals.

_____ See the Departmental Advisor, (Stevenson Hall 231B, foradvisor@ilstu.edu) the Departmental website (www.LAN.illinoisstate.edu) and your language teacher(s) for advice about your career in the ISU Department of Languages, Literatures, and Cultures. In general, get into the habit of asking your teachers' advice about your study plans.

_____ Find out in the Departmental Office (Stevenson Hall 114), on the Department Web site, or on the digital sign on the second floor of Stevenson Hall where and when the Language Clubs and Tables in your language meet. If possible, go to the first meeting in order to participate in the planning of the club or table for the coming year.

_____ Check with the Departmental Office (Stevenson Hall 114) and the Julia N. Visor Academic Center in Vrooman 12 to find out about free tutoring and/or supplemental instruction sessions for language students, so that you will be prepared to take advantage of these services as needed. (Language Lab is in STV 227B)

_____ Go to the Career Resources Center (Student Services Building 185) to explore the career opportunities that are available to you. The Department will also offer a one-credit career foreign languages seminar each Spring (best if taken your junior or senior year). Any idea of the possible careers you may wish to pursue will help you choose your future courses.

_____ If you have not already done so, declare your major or minor by filling out a form in STV 114 or on Go.Illinoisstate.edu. By doing so (and by making it your first major), you may give yourself an advantage in getting into sought-after classes.

_____ Check out the Department's web site and/or the designated bulletin board in the main hallway near the advisor's office for study abroad opportunities both in the summer and during the year. Also see the Undergraduate Advisor in Stevenson 231B. The earlier you study abroad, but after your 116 class, the greater the advantages will be for the development of your language skills and knowledge at ISU. We strongly urge you to participate in a study abroad program.

_____ Check out possible scholarship opportunities for study at ISU and abroad. These are over and above the financial aid package you may have received. The Financial Aid Office (Fell 231, financialaid.illinoisstate.edu/scholarships) will give you further guidance. You can also look into opportunities for financial aid from many local clubs, such as generous study abroad scholarships offered by the Rotary Club. For many scholarships you need to apply a year or more in advance.

_____ Visit the Languages, Literatures, and Cultures Common Room and Study Lounge in Stevenson 113. Upon availability, LAN students are allowed to use STV 113 to study, relax, or just have conversation.

WHAT WILL YOU LEARN BY MAJORING IN LANGUAGES, LITERATURES, AND CULTURES AT ILLINOIS STATE?

Many students (and parents) ask what they will do with a degree in language, literatures, and cultures. What is more important to consider are the skills that students acquire in the academic environment which are critical to career preparation. What follows are seven broad skill clusters which show you how you can link the academic disciplines of the humanities to many occupations.

Communication: Majors can expect to be able to communicate in a language other than English. This skill will help in the exchange, transmission, and expression of knowledge and ideas, from sales to film news writing to illustrating, from teaching to the performing arts.

Research and Investigation: The search for specific knowledge, from controlled laboratory experimentation to detective work, from scholarly endeavors to investigative journalism.

Cultural and linguistic knowledge: The ability to understand how other societies and cultures function and how cultural differences are encoded in language.

Organizational and Information Management: The arrangement and retrieval of data and knowledge, from cataloguing to accounting, from computer programming to inventory control.

Emphasize (Humanitarian Service): The attention to physical, mental, or social needs of people, from medicine to social work, from labor relations to play therapy.

Administer (Organization Management): The direction and guidance of a group in the completion of tasks and the attainment of goals, from politician to minister, from industrialist to school principal.

Imagine (Design and Planning): The conceptualization of the future and description of a process for creating it, from the city planner to artist, proposal writer to architect.

HUMANITIES MYTHS

Remember, when you are planning your academic program and future career, diversity and flexibility are of prime importance. Seldom will you make a final choice when it comes to careers. Most college graduates will change jobs at least six times during their lifetimes according to the United States Department of Labor. Career planning is, therefore, an on-going process which will continue for most of your student and working life. Many students in the humanities are unconvinced of the merits of a liberal education and feel they must pursue an engineering or business degree if they are to have a competitive edge in today's labor market. Before you panic and choose a major based on the fear of an unfulfilling and unsuccessful career we would like you to consider several myths about academic program planning and career decision-making.

Myth #1: The major field of study predicts the career of the liberal arts graduate.

Most liberal arts majors are not vocationally specific; hence the greater proportion of liberally educated people find themselves choosing work which is not directly related to their major field of study.

Myth #2: A liberal arts graduate is nothing without a graduate or professional degree.

Many thousands of liberal arts graduates are prominently employed in business, social service, government, publishing, and elsewhere, without having acquired advanced educational credentials. This does not mean that an advanced degree will not enhance your chances. It definitely will.

Myth #3: A liberal arts graduate must have experience to find a job.

As a new college graduate, you are hired primarily for your potential to learn and advance within the organization rather than for your existing work capabilities or experience.

Myth #4: There is little opportunity for a liberal arts student to explore careers.

There are methods which you can use outside of the classroom (during college) to investigate career possibilities, and these methods do not require special vocational knowledge.

Myth #5: Most people start their careers at about age 21 and proceed in a straight line toward their ultimate career objectives.

The career paths of most people are filled with zigs and zags, and sudden changes of direction. People do not reach their ultimate career decisions when they are 21 because the experiences they gather in one type of work change their attitudes about careers and have application to many other kinds of work (e.g., news reporting and interviewing can be adapted to later work in social service, management consulting and public relations). People are seldom aware of the extent to which their past job experiences gave them flexibility in pursuing future jobs and the degree to which these experiences acted to change their career needs. But this versatility is openly expressed in their own career paths. There are social workers who have become city planners, advertising writers who have become management consultants, mortgage loan brokers who are now magazine writers and so forth. Ask people who are 35 what they were doing when they turned 21 and you may be amazed to discover that, in many cases, they are doing work that is worlds apart from their current job. And these people will say, "I just had a lucky break." They are unaware of the inherent fluidity of the career development process, the degree to which their own needs change through experience and the ways in which their past experience is used in their jobs.

Myth #6: Career planning is an irreversible process.

On the contrary, you can change career directions whenever your talents and needs dictate, because these attributes are in a continual state of being changed and reshaped by vocational experience.

Myth #7: A liberal arts student has few talents which are valuable in the world of work.

By the time you are 18 or 20 years old, you have developed identifiable abilities that can be applied successfully to a wide variety of occupations.

Myth #8: There is only one right job for me.

There are numerous job situations in which your talents can be equally applied, and the nature of these possibilities will expand as your work experiences accumulate.

Myth #9: Each and every job requires a particular set of talents.

Most jobs except highly technical and specific talents. These skills can be acquired and utilized in a variety of ways by people who possess different sets of capabilities.

Myth #10: There is a particular set of job responsibilities for every occupation.

People in positions having the same title are very often performing different tasks or performing similar tasks according to very different styles. Very often their job responsibilities differ because of the varying capabilities of the people who inhabit the positions.

(Taken from Howard E. Figler, Path: A Career Workbook for Liberal Arts Students. The Carroll Press Publishers, 43 Squantum St., Cranston R.I., 09290. 1975.)

RECOMMENDED COURSE SEQUENCES – NON-TEACHER EDUCATION

French Major (Non-Teaching):

111 ⇒ 112 ⇒ 115 ⇒ 116 ⇒ Take the 100-level courses in order (or equivalent preparation)
 213, 214 ☆ ⇒
 220* ⇒
 223*, 305 ☆ ⇒
 235 ☆ ⇒
 9 hours of 300-level electives, including at least
 one 300-level literature course

* = fall only

☆ = spring only

- ❖ prerequisite for 235 is two 200-level courses, usually 213 and 220
- ❖ Completion of a Senior Research Paper in a 300-level French course is required for graduation.

German Major (Non-Teaching):

111 ⇒ 112 ⇒ 115 ⇒ 116 ⇒ Take the 100-level courses in order (or equivalent preparation)
 211, 213, 217 ⇒
 317, 322 ⇒
 310, 385, 300-level elective(s), including one literature course

- ◇ 200-level courses are taught in fall semesters only
- ◇◇ 300-level courses are taught in spring semesters only (except 385.13)

Spanish Major (Non-teaching)

111 ⇒ 112 ⇒ 115 ⇒ 116 ⇒ (or 120 – for native speakers only) ⇒ Take the 100-level
 courses in order (or equivalent preparation)
 213 (B or better) ⇒
 215, 223, 233 ⇒
 One from 243 or 244 ⇒
 One from 323, 324, 326 or 327 ⇒
 Three from 305, 310, 311, 336, 337, 360, 385 ⇒

- ❖ 214 is not for credit if student has ACTFL oral proficiency rating of advanced.

NOTE: Not all classes are offered every semester.

RECOMMENDED COURSE SEQUENCES – TEACHER EDUCATION

French Major (Teacher Education):

111 ⇒ 112 ⇒ 115 ⇒ 116 ⇒ Take the 100-level courses in order (or equivalent preparation)
 209, 213, 214 ⇒
 220 ⇒
 223 ⇒
 235, 305 + (314, or 325) ⇒
 319.11 ⇒
 320.11 ⇒
 Two, 300-level French electives

- ❖ prerequisite for 235 is two 200-level courses, usually 213 and 220
- ❖ plus sufficient electives to meet the total hour requirement, if needed
- ❖ take 319 and 320 at the same time (the semester before you plan on graduating (Advanced-Low on the Oral Proficiency Interview required)
- ❖ complete a full semester of student teaching during your last semester

German Major (Teacher Education):

111 ⇒ 112 ⇒ 115 ⇒ 116 ⇒ Take the 100-level courses in order (or equivalent preparation)
 211, 213, 217 ⇒
 317, 322 ⇒
 310 ⇒ and one literature course at 300-level
 319.11 ⇒
 320.11 ⇒

- ❖ plus sufficient electives to meet the total hour requirement, if needed
- ❖ take 319 and 320 at the same time (the semester before you plan on graduating (Advanced-Low on the Oral Proficiency Interview required)
- ❖ complete a full semester of student teaching during your last semester

RECOMMENDED COURSE SEQUENCES – TEACHER EDUCATION

Spanish Major (Teacher Education):

111 $\Rightarrow$ 112 $\Rightarrow$ 115 $\Rightarrow$ 116 $\Rightarrow$ (or 120 – for native speakers) $\Rightarrow$ Take the 100-level courses in order (or equivalent preparation)

213 (with a B or better) $\Rightarrow$

215, 223, 233, 243, 244 $\Rightarrow$

319.11 $\Rightarrow$

320.11 $\Rightarrow$

Up to three Spanish elective courses – all three must be at the 300-level

- ❖ take 319 and 320 at the same time (the semester before you plan on graduating (Advanced-Low on the Oral Proficiency Interview required)
- ❖ complete a full semester of student teaching during your last semester

CHECKLIST FOR MAJORS IN FRENCH, GERMAN, AND SPANISH TEACHER EDUCATION

This checklist is an overview to the Teacher Education majors in our Department. Students interested in declaring one of these majors should refer to the **complete guide** provided by the Coordinator of Teacher Education in the Department of Languages, Literatures, and Cultures, as well as information provided by the College of Education. The *LAN TE Guide* also contains helpful and essential information regarding planning courses, professional education, General Education, Field of Study or Area of Specialization, Graduation Requirements, Study Abroad, and performance assessments. Note that Gateway requirements tend to change rather often, so special attention will be needed.

_____ **Step I: Declare the Teacher Education major:** Students may apply for the teacher education major in French, German or Spanish at any time by filling out a form on [My.Illinoisstate.edu](http://my.illinoisstate.edu) or in STV 114. Formal admission will occur at the completion of Gateway 1. All students should take and pass the state of Illinois TAP (formerly Basic Skills) Test (if they do not have a 22 plus writing or better on the ACT) before or during freshman year, or as soon as the major is declared.

_____ **Step II: Obtain a copy of the *Languages, Literatures and Cultures Guide for Teacher Education*** as soon as possible after declaring the major. Read the full document with care and follow the instructions. Look under Helpful Links here:
http://lan.illinoisstate.edu/teacher_education_program/documents/TeacherEdGuideMARCH2014.pdf

_____ **Step III: Gateway 1: Admission to Professional Studies:** Once students have **completed 30 hours** (including a C or better in English 101 and Com 110 or their equivalents), students should: 1) Attend a meeting for prospective Teacher Education majors in French, German and Spanish (held each September and February); 2) Interview for Departmental Approval; and, 3) Begin Performance Based Assessments (PBA). See http://lan.illinoisstate.edu/teacher_education_program/documents/TeacherEdGuideMARCH2014.pdf and the College of Education website for additional information regarding dates, times, transfer students, second bachelor's candidates, endorsements, clinical hours, etc. To qualify and remain in the program, students must have 3.0 GPA in the major and a 2.75 cumulative GPA.

_____ **Step IV: Gateway 2: Admission to Student Teaching:** In September, 1 to 1½ years before you plan to student teach, you will receive notification from the College of Education to apply for student teaching. (Transfer students and those seeking a second bachelor's degree need to contact the Teacher Education Center to verify that their name is on the mailing list to ensure that they receive this and other notifications.). To be admitted to Student Teaching students must complete the Gateway 2 PBA requirements the semester before student teaching. These include: State Content Test; application for graduation; and, Departmental Approval for Student Teaching. See http://lan.illinoisstate.edu/teacher_education_program/documents/TeacherEdGuideMARCH2014.pdf or deadlines and additional information.

_____ **Step V: Gateway 3: Exit from Student Teaching:** To Exit from Student Teaching and graduate, students must complete the Gateway 3 PBA requirements. See http://lan.illinoisstate.edu/teacher_education_program/documents/TeacherEdGuideMARCH2014.pdf

CHICAGO TEACHER EDUCATION PIPELINE™

Illinois State University

Student involvement in TEACHER+PLUS Project Activities

What is TEACHER+PLUS?

- Teacher Education and Assessment Continuum for High-need Educators and Resources + Principal Leadership for Urban Schools
- The TEACHER+PLUS Project is a continuum of experiences and opportunities for students from pre-college through graduate level to better prepare themselves for urban teaching specifically in Chicago Public Schools.

TEACHER+PLUS Passport

- The TEACHER+PLUS Passport is the easiest way to begin and track your progress along the continuum of experiences.
- The passport helps you keep track of the various courses you take along the continuum; extra activities such as RSO's, volunteerism and special trips; involvement in STEP-UP and eventually leading you to your classroom in a CPS classroom.
- The passport also serves as your application for items such as STEP-UP, PDS and other TEACHER+PLUS related programs.

UTP (Urban Teacher Preparation) Tagged Courses

- Through TEACHER+PLUS, you can take courses that have been designed to have a focus on urban education.
- Many of these courses are already within your course sequence and fit into your schedule as requirements you need to take.
- Many also include opportunities to come to Chicago for clinical trips related to coursework.
- You can find these courses by logging on to the TEACHER+PLUS Passport system. When registering for upcoming courses, be certain to match professor name, not just course and section number.

STEP-UP

- STEP-UP is a rigorous 4-week summer immersion program in Chicago.
- STEP-UP Fellows are put through a comprehensive application process and meet high eligibility standards:
 - 3.0 or higher Major *and* Cumulative GPA
 - Active member of an urban focused RSO on campus
 - Completion of UTP tagged coursework
 - Completed the requirements set forth in the passport allowing entry to apply for STEP-UP
 - Completion of volunteer or service-learning hours
 - Commitment to student teaching in Chicago or applying for a Chicago PDS
- All STEP-UP Fellows teach in Chicago for three years upon graduation.
- Fellows receive a \$1,500 stipend for the summer. Housing, transportation and most meals are also covered.
- A daily schedule includes teaching in CPS schools, an internship in a community-based organization, taking seminars covering a wide array of topics and living with a host family in the partner community.
- Applications will be available in November for the following Summer.

NOTE: All STEP-UP Fellows are expected to student teach in Chicago. Currently, the Chicago PDS is only available for EEd and Bilingual Education. Middle Level and Secondary Education students are required to complete TST in Chicago or may opt for a PDS in another city (E.g., Peoria).

What happens after I graduate?

- TEACHER+PLUS includes induction support for beginning teachers in Chicago Public Schools. This induction includes the following:
 - Enhanced mentorship by Chicago New Teacher Center and Illinois State University faculty.
 - Access to electronic resources to address needs including areas for question and answer.
 - Involvement in a cohort of new teachers, coaches, faculty and others involved with TEACHER+PLUS.

What can I do now?

- Apply to the TEACHER+PLUS Passport to stay on-track with courses, received updates on events, and apply to various TEACHER+PLUS activities. You can find more information at www.teacherpipeline.ilstu.edu or by sending an email to teacherpipeline@ilstu.edu.
- Talk with your advisor. Let them know you are interested in urban education and that you would like to participate in these activities.
- Talk with the Teacher Education Center. Notify your counselor that you would like to student teach in Chicago.
- Join a select RSO. Joining organizations like UNITE, SABE, Habitat for Humanity, and others listed within the Passport community will keep you connected to many opportunities.
- Participate in special programs like the Urban Education Bus Trip, Multicultural Mentorship Project and any clinical trip to Chicago.

GRADUATION REQUIREMENTS:

Refer to your catalog year, your *Progress Toward My Degree* on Go.Illinoisstate.edu, and advisement sheets. If you have questions, email the Languages, Literatures, and Cultures Advisor at foradvisor@ilstu.edu, or sign up on the office door (STV 231B) for an appointment.

STUDENT ORGANIZATIONS

The Department of Languages, Literatures, and Cultures sponsors the following student organizations in the various languages. Get involved! You will meet fellow students, work on your language skills, and learn more about other cultures.

Asian Studies:

Nihongo Kaiwa (Japanese Conversation Hour)
Chinese Language Club

French:

Le Cercle Français/French Coffee Hour (French Club)
Pi Delta Phi (French Honor Society)

German:

German Student Organization
Delta Phi Alpha (German National Honor Society)
German Conversation Hour

Italian:

Italian Conversation Hour

Spanish:

El Club de Español
Sigma Delta Pi (Spanish Honor Society)
Spanish Conversation Hour

More information—including meeting times and faculty sponsors—is available on the departmental website, at <http://lan.illinoisstate.edu/studentactivities/>. Look under the specific language area in which you are interested.

STUDY ABROAD

Studying and living abroad is one of the most valuable experiences you can have as a Languages, Literatures, and Cultures major. It will not only improve your linguistic skills, it will also allow you to learn about other cultures and societies. Our faculty members strongly encourage all students to take advantage of the numerous programs offered through our Department and the University.

Illinois State offers programs abroad for ISU and non-ISU students. The duration of these programs varies: You can find *Semester/Academic Year Programs* as well as *Short Term/Summer Programs*. Our faculty coordinates programs in Angers and Grenoble (France); Quebec (Canada); Bonn (Germany); Nagoya, and Hirakata (Japan); Granada (Spain).

For more information, visit the Department's website, at [http://www.LAN.ilstu.edu/study abroad/](http://www.LAN.ilstu.edu/study_abroad/) as well as the web page for International Studies, at <http://www.internationalstudies.illinoisstate.edu/>.

DR. MARY TROUILLE

PLEASE NOTE: These are Dr. Trouille's guidelines. They are included here to give you some general guidance. You should always consult your instructor for specific information and requirements.

GUIDELINES FOR ESSAY-WRITING

Structure and argumentation

1. Outline all main ideas and supporting arguments before you begin writing well in advance so that the ideas have time to develop before you write. A good outline will help you focus your ideas and structure your arguments more clearly. Following each argument, indicate the examples you plan to use to support it (but do not include quotes). Follow the sample outline from the MLA Guide handed out in class.
2. Your title should give the reader a clear sense of your topic, yet be "catchy" enough to capture the reader's interest. It should also indicate the author(s) and title(s) of the work(s) to be discussed. The title can be set in boldface and in a larger font to give a more professional look to your paper. Italicize or underline titles of books, films, and plays, but do not underline or italicize your own title. Put titles of short stories, articles, and poems in quotation marks. In French and Spanish, unlike English, only the first word (and first noun) of titles and subtitles are capitalized. The title should fit on two lines of roughly equal length. Do not put a period at the end.
3. Your introduction should indicate the full name of author(s) and title of work(s) to be discussed and the setting (location and time period) of the story. Then give an overview of your topic, the key issues or questions to be examined, and a sense of your perspective.
4. Start a new paragraph when you introduce a new main argument. Each paragraph should begin with a clear topic sentence that introduces and summarizes this new argument. The topic sentence should be self-contained (able to stand alone). The rest of the paragraph should relate directly to that argument and offer supporting examples and pertinent quotations. Make transitions from one paragraph to the next and from one sentence to another as smooth, logical, and clear as possible.
5. Your conclusion should not only sum up what you have said, but provide some fresh insight or perspective that goes beyond the discussion already presented. For example, what makes your topic and your position of particular interest, significance, or relevance?
6. Discuss the events of the story in chronological order. However, avoid merely summarizing plot, except when absolutely necessary to advance your arguments. I know the plot; what interests me is your analysis. Above all, stick to the point; avoid straying too far from your topic or from the text you are examining.
7. Avoid sweeping generalizations you don't (and can't) support. Nuance your arguments with qualifiers (such as the French or Spanish equivalents of *generally, often, in the majority of cases*, etc.).

Style

8. Compress style to heighten the interest and clarity of your arguments. Cut out repetitions of ideas and stylistic redundancies. Try to lighten up your style through use of simpler words and structures, greater concision, and a faster pace. Focus on your arguments and don't let yourself get bogged down in details or in your own rhetoric.
9. Word choice/register: Try to liven up your style through better choice of words. Avoid repeating the same word or phrase within the same paragraph. Be more precise, more descriptive, more assertive and dramatic. However, do not use unfamiliar words from a thesaurus without first looking them up; words grouped together in a thesaurus are not necessarily interchangeable. Avoid slang, informal expressions, and first-person personal pronouns (the equivalents of *I* and *we*) whenever possible. Remember that you are writing a formal essay, not a book report or film review.
10. Verbs: Use present tense for general discussion wherever possible. Whatever tense you choose, use the same tense consistently within the same paragraph. Watch noun-verb agreement.
11. Sentence structure/syntax: Vary the rhythm of your writing through alternation of short and long sentences and a greater variety of sentence structures. Avoid run-on sentences, incomplete sentences, passive constructions, and prepositions at the end of sentences and clauses. Use parallel constructions within sentences.

Punctuation: Do not use commas between two clauses if the second one is not an independent clause. (An independent clause has both a subject and verb and can stand on its own.)

Format

One-inch margins on all sides. Do not add extra space between paragraphs.

Indent each paragraph 3/4 inch.

Number all pages (except the first page) in the upper right-hand corner by computer. (Use "first-page special" option.) Do not number pages by hand.

All papers must be typed, double-spaced, and stapled in upper left-hand corner. Include title on first page, with name and date in upper right-hand corner. No title pages, folders, binders, cover sheets, or epigraphs (opening quotations), please.

USE OF A FRENCH OR SPANISH SPELL-CHECK PROGRAM IS REQUIRED. Accents must therefore be typed, NOT hand-written. You are encouraged to use the Foreign Language Computer Lab (STV 231A), which students enrolled in foreign-language classes may use at no charge. Computers there are equipped with foreign-language word processing software, as well as spell-check and grammar-check capabilities. Foreign-language dictionaries are available for in-lab use.

Use of parenthetical page references is recommended. Page references should be given in parentheses within the body of the text (not in footnotes). Do not include material from secondary sources for non-research papers. In non-research papers, there is no need for a bibliography.

Quotations

Avoid using long quotes or too many quotes, which can bog down the discussion. Use only quotes absolutely necessary to support or highlight your arguments. When in doubt, leave out. When introducing quotes, avoid using the equivalent of the verb *to say*; use livelier, more descriptive verbs, such as the equivalents of *maintain*, *declare*, *exclaim*, *affirm*, etc. Introduce quotes with colons, unless you are able to work them into the sentence, in which case you would use a comma. When citing only one author, give only the page number. When quoting from plays, indicate the act, scene, and line numbers (not pages numbers) in parentheses following quotations, using the following format: (I, 3, 156-59).

Run in quotations of four lines or less into the body of the text. The period follows the page reference. Block quotations (of five lines or more) should be single spaced and indented one-half inch on both left and right, with no quotation marks. Do not put ellipses at the beginning of quotations. For other technical questions, consult the MLA Guide. Cite passages in their original language; do not translate English quotations into French or Spanish.

Turning a first draft into a finished paper

Take time to read your final draft aloud to yourself to see how it "flows" and if the main arguments come across clearly. As you read through your first draft, ask yourself: Is this sentence/argument/paragraph in the best place? Is each main idea fully developed, with adequate support? Does each paragraph connect smoothly with the paragraphs before and after? What can be cut out or compressed? Have I already said this somewhere else? Do I really need this quote? Is this the best example to support my argument? Am I being reductive or simplistic? How can I make this argument clearer and more convincing?

Proofread final paper carefully for typos, spelling errors, and inconsistencies in formatting. USE OF A SPELL-CHECK PROGRAM IS REQUIRED. However, keep in mind that spell-check programs will not catch all errors, such as homonyms (words that sound the same but are spelled differently).

DR. JAMES REID

PLEASE NOTE: These are Dr. Reid's guidelines. They are included here to give you some general guidance. You should always consult your instructor for specific information and requirements.

Citation, Bibliographical Formats, and Plagiarism

You are ethically and legally obligated to give authors credit for the words and ideas that you put in your papers. You give credit by means of in-text citations for specifically borrowed words and ideas. Citations always refer to bibliographical entries.

Citations and bibliographies tell your reader that you have consulted authorities in coming up with your reasons, evidence, and overall argument. They distinguish your words and ideas from those of the authorities you have consulted. They lend credibility to your argument and make it more persuasive.

Put citations in parentheses at the end of a sentence whenever you borrow two or more words or an idea from an author. If the borrowing goes on for more than one paragraph, put the citation at the end of each paragraph.

I In-text citations

A. MLA

1. cite page only if the author's name is in your sentence: According to Thorstein Veblen, the accumulation of commodities represents "one's pecuniary strength" (87).
2. cite author and page if the author's name is not in your sentence: The accumulation of commodities represents one's spending power (Veblen 87).
3. cite key title word and page if you have listed more than one work by the same author in your bibliography: The accumulation of commodities represents "one's pecuniary strength" (Theory 87).

B. APA

1. cite date of publication only if the author's name is in your sentence: According to Thorstein Veblen, the accumulation of commodities represents "one's pecuniary strength" (1970).
2. cite author and date of publication if the author's name is not in your sentence: The accumulation of commodities represents one's spending power (Veblen 1970).
3. cite key title word and date of publication if you have listed more than one work by same author in your bibliography: The accumulation of commodities represents "one's pecuniary strength" (Theory 1970).

II Bibliographical Formats

A. MLA and APA bibliographical formats for print materials:

<http://www.libraryilstu.edu/page/244#EvaluatingCitingSources>

B. MLA and APA bibliographical formats for on-line materials:

<http://www.mlbilstu.edu/ressubj/subject/intrnt/citeweb.htm>

III Basic Guidelines for citing sources (articles, books, etc.):

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6th ed. New York: MLA, 2003.

IV Plagiarism

If you use an author's words or ideas without crediting him or her by means of an in-text citation and a bibliographical entry, you are committing the legal crime of plagiarism. Plagiarism can have legal consequences and is punished university by expulsion from the university.

The student code of conduct defines plagiarism as follows: "Plagiarism is the unacknowledged appropriation of another's work, words, or ideas in any themes, outlines, papers, reports, or computer programs. Students must ascertain from the instructor in each course the appropriate means of documentation. Submitting the same paper for more than one course is considered a breach of academic integrity unless prior approval is given by the instructors."

Plagiarism also involves deceitfully attributing material from one source to another source.

Official University policy for dealing with plagiarism:

Regardless of whether or not the student admits to cheating, faculty are obligated to notify The Office of Community Rights and Responsibilities of any incident in which academic dishonesty is alleged. It is very important to ensure that the University as a whole is represented in such cases, and to make sure a student isn't making the same "innocent mistake" in several classes at once.

When an incident of academic dishonesty is referred to this office, we will evaluate it to see what steps may be appropriate, depending upon the circumstances, the response of the student, and the wishes of the faculty member. In all cases, CRR staff will meet with the student and discuss University action, in addition to whatever grade penalty is assessed by the faculty member.

Faculty should not assess a grade penalty if the student denies having cheated. In such cases, the incident should immediately be referred to CRR for adjudication. If necessary, the student should be given an "incomplete" grade for the course pending the outcome of disciplinary proceedings.

CAREER OPPORTUNITIES IN LANGUAGES, LITERATURES, AND CULTURES

Why Learn Another Language?

Knowing Other Languages Brings Opportunities

Move Ahead!
Know Another Culture!
Get a Better Job!

The world is full of languages.

How far do you have to go from your front door to know that this is true? Think about how many more people and places you could really get to know, newspapers and books you could read, movies and TV programs you could understand, Websites you could visit with another language!

Give yourself a competitive edge.

Did you know that studying a second language can improve your skills and grades in math and English and can improve entrance exam scores – SATs, ACTs, GREs, MCATs, and LSATs? Research has shown that math and verbal SAT scores climb higher with each additional year of foreign language study, which means that the longer you study a foreign language, the stronger your skills become to succeed in school. Studying a foreign language can improve your analytic and interpretive capacities. And three years of language study on your record will catch the eye of anyone reading your job or college application.

If you've already learned a language other than English at home, expanding your knowledge of its vocabulary, grammar, culture, and literature – at the same time you are learning English – will also improve your chances for success in school and in your career.

The job advantage in a global economy.

More and more businesses work closely with companies in other countries. They need many different kinds of workers who can communicate in different languages and understand other cultures. No matter what career you choose, if you've learned a second language, you'll have a real advantage. A technician who knows Russian or German, the head of a company who knows Japanese or Spanish, or a salesperson who knows French or Chinese can work successfully with many more people and in many more places than someone who knows only one language.

There are lots of Americans who speak languages other than English. If you've ever thought of being a nurse, a doctor, a police officer, a judge, an architect, a businessperson, a singer, a plumber, or a Webmaster, you will multiply your chances for success if you speak more than one language. A hotel manager or a customer-service representative who knows English and Spanish or English and Korean may look much better at promotion time than one who knows only English.

Professionals who know other languages are called on to travel and exchange information with people in other countries throughout their careers. Knowing more than one language enhances opportunities in government, business, medicine and healthcare, law enforcement, teaching, technology, the military, communications, industry, social service, and marketing. An employer will see you as a bridge to new clients or customers if you know a second language.

Learning other cultures: Your world and beyond.

Discover new worlds! Get an insider's view of another culture and a new view of your own. Connect with other cultures. Knowledge of other cultures will help you expand your personal horizons and become a responsible citizen. Your ability to talk to others and gather information beyond the world of English will contribute to your community and your country.

Go for excitement: New ways of language learning.

What can you expect? You will learn a second language in exciting new ways using technology and focusing on communication (speaking). Learning a language is not just learning grammar and vocabulary. It is learning new sounds, expressions, and ways of seeing things; it is learning how to function in another culture, how to know a new community from the inside out.

How much can you learn? Depending on how long you study, you can gain different levels of fluency. You will probably not sound like a native speaker. Don't worry; you're not expected to. To a greater or lesser degree you will, however, be understood, get where you want to go, read magazines or books for information or pleasure, and meet and talk with a whole new group of people. You can't imagine what a great experience that is. Of course, it doesn't happen overnight. Like math, English, or other subjects, language learning takes time.

Should you continue language study after high school? Yes! Don't waste your investment of time and effort; whatever you have learned is a foundation for further study. Stick with it. Use your second language on the job, seek out opportunities to use it in your community, or, in college, take more courses, study abroad at intersession or for a summer, a semester, or a year. Some programs teach language in conjunction with engineering, business, nursing, or journalism. And you might decide to start still another language – when you study language, you learn about how to learn languages, so learning the next one is easier.

Which language should you learn?

There's no one answer. Here are the twelve most likely to be offered in your high school or college: Spanish, French, German, Italian, Japanese, Latin, Russian, Hebrew, Greek, Chinese, Arabic, and Portuguese. Swahili, American Sign Language and Navajo – and 121 other languages – are also taught in American high schools, colleges, and universities. Whatever language you choose, learning it will make a difference in how you see the world and in how the world sees you.

(From the Modern Language Association)

Career Development for Language Majors/Minors

Careers in Foreign Languages – 292 (1 Credit Hr.)

This course will familiarize students with career opportunities for students with a major in foreign languages. It will cover both theoretical and practical aspects of career planning and development. Students will consider career options for using their language abilities as either a primary or an auxiliary skill. Class time will be used for discussion and presentations by the instructor, students, and possibly outside speakers, such as alumni, representatives from ISU's Placement Services, and the work world off campus. Over the course of six weeks, students will create their resume and cover letter, research different careers, visit the Career Center, have a mock interview and present a career to the class, among other things.

Selected Online Sources of Information

Career Development in Foreign Languages

<<http://careercenter.depaul.edu/student/explore/index.aspx>>

The Career Key

<http://www.ncsu.edu/careerkey/>> <[www/careerkey.org](http://www.careerkey.org)>

Tips on Resumes

< <http://www.careercenter.ilstu.edu/students/OptimalResume.asp>>

Print Sources of Information

General

DeGalan, Julie, and Lambert, Stephen. *Great Jobs for Foreign Language Majors*. McGraw-Hill, 2007

"Self-assessment is the process by which you begin to acknowledge your own particular blend of education, experiences, values, needs, and goals.

Pollak, Lindsey. *Getting from College to Career*. Harper Collins, 2012

Rivers, Wilga. *Opportunities in Foreign Language Careers*. McGraw Hill, 2004

"As U.S. citizens have traveled more widely and many foreign students, businesspeople, and tourists have visited this country, Americans have become more aware of their general ignorance of other languages and cultures.

Seelve, H. Ned and Day, J. Laurence. *Careers for Foreign Language Aficionados & Other Multilingual Types*, Second Edition, McGraw-Hill, 2001 "Before we tell you about careers for foreign language speakers, we want to tell you this: there's a whole other world out there!

Business

American Jobs Abroad. Harlow and Knappman, Visible Ink Press, Gale Research, Inc., Detroit, MI, 1994. More than 800 US companies and 100 government/nonprofit agencies with career opportunities in 111 countries. "It may be getting a bit old around the edges, but "American Jobs Abroad" is one of the best directories of American employers worldwide ever published. While many of the addresses, phones, and company names may have changed, this directory still gives you a really good idea of what each one does, the types of people each hires, how to apply, and -- perhaps most important -- keen insights on all facets of the international job search and the practical aspects of living abroad."

International Trade Resources Guide: Creating Job Through Trade. Stirling, California Chamber of Commerce and California Trade and Commerce Directory, 1999. States and metropolitan areas publish these types of international trade guides listing resources in the public and private sectors. Find the ones for your area.

Halloran, Ed. *Careers in International Business*, McGraw-Hill; 2 edition (March 24, 2003)
This book will guide you toward finding and keeping the job that's right for you. From traditional jobs to :

- Research available international positions
- Create a plan for acquiring the necessary credentials, including language proficiency
- Determine the career best suited to your strengths and interests
- Prepare a portfolio for prospective international employers
- Respectfully conduct business in different cultures

Government

Carland, Maria Pinto and Gihring, Lisa A., *Careers in International Affairs*, April 2003.
“Now in its 7th Edition, this book stands in the sterling reputation of its previous editions as being a major resource for anyone, young or old, seeking to help make a safer and more stable world through their contributions in an international career. This new, totally revised edition provides up-to-date descriptions and data about careers in the global workplace and how to find them.”

Troutman, Kathryn, K., Troutman, Emily K. Raikow, David. *The Student's Federal Career Guide: 10 Steps to Find and Win Top Government Jobs and Internships*, Sept. 2004
Your choice to pursue a job in government is a smart move. The United States federal government is the largest employer in the U.S. The government employs 2.6 million people in jobs that range from biology to art restoration to law enforcement. In addition, the average federal employee is over 46 years of age, and two of every five are eligible now to retire. Agencies are scrambling to find a new, younger workforce ... YOU!
Work in the federal government is often more financially rewarding than work in private industry. The average entry level starting salary in government is \$26,000 to \$37,000 per year. The government may also offer full benefits: including comprehensive health insurance, 401K with matching funds, 10 paid holidays annually, plus 13 days paid vacation to start! Agencies also have the discretion to pay you a signing bonus or pay your student loan debt. In addition, the federal government often offers more workplace flexibility than corporate America. All of these factors add up to a great opportunity for a successful and rewarding career opportunity for you.

International Development, Peace and Security

Interaction Member Profiles 1995-1996. Ed. by Geoghegan and Allen, *InterAction-American Council for Voluntary International Action*, Washington, DC, 1995. Listing of 150 private voluntary organizations (PVO's).

International Affairs Directory of Organizations: The Access Resource Guide. Ed. Seymore, ABC-CLIO, Inc., Santa Barbara, CA, 1992. Information on war, peace, security, arms control and disarmament organizations.

The Peace Corps and More: 120 Ways to Work, Study and Travel in the Third World. 2nd Ed., Benjamin, Global Exchange, San Francisco, CA, 1993. How to get field experience in the international development field.

International Education

O'Sullivan, Marie. *Passport: Academic Year Abroad 2007-2008: The Most Complete Guide to Planning Academic Year Abroad* February 28, 2007. Institute of International Education (IIE), New York, NY, Annual. Best listings of US college sponsored study abroad for summer, semester and year.

Steen, Sarah. *Vacation Study Abroad 2000/2001: 50th Anniversary Edition of IIE's Complete Guide to Summer and Short-Term Study*. Institute of International Education (IIE), New York, NY, Annual.

Teach English abroad:

Griffith, Susan and Penrith, Deborah. *Teaching English Abroad*. 8th edition. Vacation-Work, 2006. The Bible for teaching English overseas.

Mohamed, Jeff, *Teaching English Overseas: A Job Guide for Americans & Canadians*, June 2003
Powell, Caleb. *The World is a Class: How and Why to Teach English around the World*. April 2002. "In the world of teaching English overseas, the acronym TESL comes up frequently..."

How to get a job abroad:

Kruempelmann, Elizabeth, *The Global Citizen: A Guide to Creating an International Life and Career*, June 2002. "If your dreams of career success include jobs in Prague or Munich, if you want to learn Mandarin while living in China, or if your travel plans always require a passport, then THE GLOBAL CITIZEN is for you. Written by Monster.com's former international career mentor, Elizabeth Kruempelmann, THE GLOBAL CITIZEN is an international life and career planner that walks you through the ins and outs of working, studying, volunteering, or living in a foreign country. Thought-provoking assessments will get you started on your global path, the interactive planner will keep you on track, and extensive resources will widen your possibilities. With tips for researching and funding your adventure, secrets to adjusting to life abroad, and hints for making the most of your experiences when (or if!) you return, THE GLOBAL CITIZEN presents a new approach to life planning no citizen of the world should be without."

Matherly, Cheryl, and Sandborn, Robert. *How to Get a Job in Europe: Names, addresses, phone numbers, fax numbers, and websites for over 2,000 employers in England, France, Italy, Germany, Spain, ... 18 other countries* (The Job Finders Series), June 2003.

Mueller, Nancy. *Work Worldwide: International Career Strategies for the Adventurous Job Seeker*, May 2000.

"My school friends...agreed that cutting open mummies and searching gold-filled tombs were perfectly rational goals and were well worth pursuing," explains Egyptologist Kent R. Weeks.

Reuvid, Jonathan. *Working Abroad*. Kogan Page Ltd; 26 Rev Ed edition, 2005

Segal, Nina, Kocher, Eric. *International Jobs: Where They Are and How to Get Them*, Sixth Edition, August 2003.

"International job opportunities cover a broad spectrum: federal government, business, communications, banking, nonprofit organizations and foundations, and multinational organizations such as the United Nations (UN) system."

Work/Travel:

Landes, Michael. *The Back Door Guide to Short-Term Job Adventures: Internships, Summer Jobs, Seasonal Work, Volunteer Vacations, and Transitions Abroad*, April 2005

"Remember when you thought about "what I want to be when I grow up"?"

Griffith, Susan. *Work Your Way around the World*, 12th Edition, June 2005.

Peace Corps and Volunteer work:

Ausenda, Fabio, and McCloskey, Erin. *World Volunteers (3rd Edition): The World Guide to Humanitarian and Development Volunteering*, March 2006.

Backhurst, Paul. *Alternatives to the Peace Corps: A Guide of Global Volunteer Opportunities*, 11th Edition, Oct. 2005.

Banerjee, Dillon. *So You Want to Join the Peace Corps: What to Know Before You Go*, Jan. 2000.

"The application process can be arduous and seemingly endless..."

Collins, Joseph, Dezerega, Stefano and Heckscher, Zahara. *How to Live Your Dream of Volunteering Overseas*, Dec. 2001.

"During our research for this book, we met hundreds of people who wanted to volunteer overseas-college students who hope to begin an international career by volunteering.

McMillon, Bill, Cutchins, Doug, Geissinger, Anne. *Volunteer Vacations: Short-Term Adventures That Will Benefit You and Others*, Feb. 2003

"Project type: Technical expertise in areas such as but not limited to: accounting, baking, finance, farm management, policy reform, and sustainable agriculture.

Distributed title. *Int'l Directory of Voluntary Work* 7/r, Feb. 2000. "This book provides full details of over 700 organizations that need all types of people for all types of short, medium, and long-term voluntary work around the world."

Taiber, Julie. *International Exchange Locator: A Resource Directory for Educational and Cultural Exchange*, Feb. 2002.

The "International Exchange Locator: A Resource Directory for Educational and Cultural Exchange, 2002 Edition" is an indispensable resource for international exchange organizations, job seekers, public libraries, university offices and students throughout the country, and for anyone with an interest in international education and exchange.

The Locator details over 250 exchange organizations-- including addresses, websites and e-mail, phone/fax numbers, exchange programs details, and key staff members. Tables at the end of the book provide a fingertip overview of Department of State Exchange Visitor J designations, organizations offering programs in specific geographical regions and countries, academic levels (K-12, scholar, teacher exchange, and more), and cultural and professional exchange programs.

In addition to profiling exchange organizations, the 2002 edition also lists information on international organizations, research and support organizations; exchange programs throughout over 40 federal government departments, agencies, bureaus, and offices (with detailed phone listings of State, USAID, and Fulbright Commissions worldwide); and congressional committees which oversee and fund international exchange and training programs.

Internships, Study, Travel, and World Regions

The Access Guide to International Affairs Internships. Washington, DC. 4th Edition, Access, Washington, DC, 1996. Why not do an international internship in the most international city in the US?

Directory of International Internships: A Guide to International Internships Sponsored by Educational Institutions, Government Agencies, and Various Organizations. 3rd Edition, Ed. by Gliozzo et al., Michigan State University, East Lansing, MI, 1994. Excellent resource for internship opportunities at home and abroad.

International Directory of Youth Internships with the United Nations, Its Related Agencies, and Non-Governmental Organizations: A Directory of Intern/Volunteer Opportunities. 5th Edition, Ed. by Morehouse, The Apex Press, New York, NY, 1993. Good outline of where UN agencies are operating worldwide.

International Internships and Volunteer Programs: International Options for Students and Professionals. Cantrell and Moddero, Worldwide books, Oakton, VA, 1992. Intercultural experiences for all employer types.

How to Get a Job in the Pacific Rim. Sanborn and Brandao, Surrey Books, Chicago, IL, 1992. Listings of employers, job hunting resources, and work permit regulations.

After Latin American Studies: A Guide to Graduate Study, Fellowships, Internships and Employment for Latin Americanists. Kregar, Center for Latin American Studies, University of Pittsburgh, PA, 1991.

Opportunities in Africa. The African American Institute, Interbook, New York, NY, 1993.

Contact Addresses for Foreign Language Jobs

This is a list of addresses, contacts, and phone numbers for a number of information sources and/or potential employers for language-skilled personnel. The interest focus is chiefly (but not exclusively) for translators and government work.

- **American Translation Association**
Ms. Lilian Novas,
Accreditation Cmte. Chair
18414 Crooked Oak Way
Spring, TX 77379
(281) 374-6813
lilivv@houston.rr.com
www.atanet.org
- **Board of International Broadcasting**
Dir of Personnel
1201 Connecticut Ave NW, Suite 1100
Radio Liberty
Washington, DC 20013
translators, editors, researchers, & analysts
- **Central Intelligence Agency**
PO Box 1925
Dept A, Room 821
Washington, DC 20013
www.cia.gov
Political & geographic analysts
- **Central Intelligence Agency**
100 N Glebe Rd
US Joint Publs Research Serv
Arlington, VA 22201
www.cia.gov
Government translation
- **Defense Intelligence Agency**
Washington, DC 20301-6111
(202) 737-3367
www.dia.mil
Editorial
- **Defense Language Institute**
Attn: ATFL-CP
Presidio of Monterey
Foreign Lang Center
Monterey, CA 93940
www.dli.army.mil
Language instructors
- **Dept. of Defense**
Attn: Civilian Pers Operations Div,
RHR-2
Washington, DC 20301
- **Dept. of Defense**
National Security Agency
Ft Meade, MD 20755
Internships
- **Dept of Defense**
International Security Affairs
European & NATO Policy
The Pentagon
Washington, DC 20301
www.defenselink.mil
Internships
- **Federal Court Interpreter Certification Program**
ATTN: CPS Human Resource Services
241 Lathrop Way
Sacramento, CA 95815
http://www.ncsconline.org/d_research/Consort-interp/fcice_exam/index.htm
- **Foreign Broadcast Information Service**
PO Box 2604
Washington, DC 20013
Translation
- **US House of Representatives Committee on International Relations**
2170 Rayburn House Office Bldg
Washington, DC 20515
www.house.gov/international_relations
- **Library of Congress**
Recruitment and Placement Office
Rm G114
Washington, DC 20540
www.loc.gov
Translation/research

- **Library of Congress**
Summer Intern Program
Rm LM-315
Foreign Affairs Sect
Washington, DC 20540
www.loc.gov
- **Marine Resources Co. Intl**
Director of Operations
192 Nickerson, Suite 307
Seattle, WA 98109
(206) 285-6424
Cooperation w/Russian fleet
- **National Security Council**
The White House
Washington, DC 20506
www.whitehouse.gov/nsc
- **Radio Free Europe/Radio Liberty**
Recruitment Office
Oettingenstr. 67
D-8000 Munich 22, FRG
<http://www.rferl.org/about/jobs/>
Translation
- **Senate Foreign Relations Committee**
SD446 Subcommittee on European
Affairs
Washington, DC 20510
www.senate.gov
Internships
- **U.S. Department of State**
2201 C St NW
Bureau of Consular Affairs
Washington, DC 20520
www.state.gov or
www.careers.state.gov/
Internships
- **US Dept. of Commerce**
Soviet and East Europe Division
Employment Office
Washington, DC 20230
www.commerce.gov
econs. & bus. Analysts
- **US Dept of Commerce**
Personnel Division, US Census
Washington, DC 20233
www.commerce.gov
Demographic analysis
- **US Dept of Commerce**
Main Commerce Building
International Trade Administration
Washington, DC 20230
www.commerce.gov
Internships
- **US Dept of Commerce**
Main Commerce Building
Bureau of East-West Trade
Washington, DC 20230
www.commerce.gov
Internships
- **US State Department**
Employment Office Per/Ree/Emp
Washington, DC 20520
Foreign Service Officers
- **US State Department**
Executive Director, Rm 6639
Bureau of Intelligence & Research
Washington, DC 20520
- **US Trade Representative**
600 17th St NW
Washington, DC 20506
www.ustr.gov
- **US Information Agency**
Personnel Office
301 4th Street, SW
Washington, DC 20547
- **US Information Agency**
Office of Research
301 4th Street, SW
Washington, DC 20547
Soviet and Eastern Europe Branch
<http://dosfan.lib.uic.edu/usia/>
Summer intern program

- **Voice of America**
Personnel Office
Rm 1341, HHS North
330 Independence Ave, SW
Washington, DC 20547
Speakers

Nonprofit Organization Websites

For general information on employment in the non-profit sector, see “Non-Profit”
<<http://www.careers-in-business.com/nonprofit.htm>>

- ❑ Access: Networking in the Public Interest <<http://www.accessjobs.org>>. National source for employment and internships in nonprofits.
- ❑ AIDS Volunteer Clearing house <<http://www.volunteerinfo.org/avc.thm>>. Jobs and contact information.
- ❑ Americorps <<http://www.americorps.org>>
- ❑ The Chronicle of Philanthropy <<http://www.nonprofitjobs.org>>. Devoted to nonprofit human resource recruitment in such areas as management, fund development, education & training, finance, etc.
- ❑ Environmental Careers Organization <<http://www.nonprofitjobs.org>>
- ❑ Global Volunteers <<http://www.globalvolunteers.org>>. Information and job openings.
- ❑ Good Works: A Guide to Social Change Careers <<http://www.goodworksfirst.org>>. A guide to careers in social change. This directory lists over 1000 nonprofit organizations and gives information on such things as contacts, openings, internships, and salary.
- ❑ The Idealist <<http://www.idealists.org>>. International directory of 14,000 nonprofit organizations.
- ❑ Volunteer match <www.volunteermatch.org>. Lists of links to volunteer organizations worldwide.
- ❑ International Red Cross <<http://www.ifrc.org>>. Reports on the 50 Red Cross chapters across the world.
- ❑ National Organization for Women <<http://www.now.org>>. Internships and jobs.
- ❑ Nonprofit Career Network <<http://www.nonprofitcareer.com>>. Dedicated to the nonprofit sector of the business and economic world.
- ❑ Non-Profit Careers <<http://www.careers-in-marketing.com/np.htm>>. Overview of opportunities in the non-profit sector with extensive list of useful books.

- ❑ Non-Profit Times <<http://www.nptimes.com>>. Non-profit news and classified listings.
- ❑ One World Jobs <<http://www.oneworld.net/jobs/index.html>>. Job openings in nonprofit and humanitarian endeavors around the globe.
- ❑ Opportunity NOC's <<http://www.opportunitynocs.org>>. One stop shop for nonprofit job searching and employee recruitment on the Internet. It includes a national job bank, local classifieds, FAQs, and career resources.
- ❑ Peace Corps <<http://www.peacecorps.gov>>. Volunteer to help people around the world. Involvement is possible even while you are in school.
- ❑ Philanthropy News Network Non-Profit Job Database <<http://pnnonline.org>>. Search jobs by region or title. Post your resume.
- ❑ Quaker Information Center <<http://www.quakerinfo.org>>. Includes volunteer and service opportunities.
- ❑ State PIRGs: Public Interest Research Groups <<http://www.pirg.org>>. Includes a career section.
- ❑ Volunteer Smarter <<http://www.volunteersmarter.org>>. Gain valuable resume experience through volunteering.
- ❑ Volunteers for Peace (VFP) <<http://www.vfp.org>>. 1000 short-term “peace corps” adventures in 70 countries.
- ❑ World Teach <<http://www.worldteach.org>>. A private, non-profit organization based at Harvard University which sends volunteers overseas to teach in developing countries.
- ❑ World Vision <<http://www.wvi.org/home.shtml>>. Seeking highly qualified professional staff for relief and development projects in a number of countries around the world in the following areas: Accounting & Financial Management, Relief Project Management, Community Health, Agriculture, etc.

Joining our Master's Program

Admission and Assistantships:

Admission to the Master's program in Languages, Literatures, and Cultures normally requires an undergraduate major in the intended language. Applications may be submitted for either the fall or spring semesters. We recommend submitting your application by November 1st for Spring Semester and March 1st for Fall Semester for full consideration. Applicants may also apply for a graduate assistantship which includes a complete tuition waiver. Assistants may teach one four-hour introductory language course, assist in the computer laboratory, or serve as research assistants. All graduate assistants are required to take a teaching techniques course. See our website for more details.

Application for Admission:

You may obtain an application form by visiting the admissions the ISU Admissions website <http://www.admissions.illinoisstate.edu/graduate>

Application for Graduate Assistantships:

- Apply for a graduate assistantship at www.jobs.ilstu.edu

Requirements for Application:

A grade-point average of at least 3.0 (out of 4.0) for the last 60 semester hours of undergraduate work and two letters of recommendation. Have your recommendations sent on letterhead to the Department of Languages, Literatures, and Cultures, Attn: Graduate Director, Campus Box 4300, Illinois State University, Normal, IL 61790-4300.

Financial Support:

Graduate assistantships in this department provide a stipend of approximately \$8568 per academic year and a tuition waiver (but not a fee waiver) in exchange for a teaching or research assignment. The department offers some travel support for a semester of study abroad. The University also offers minority student scholarships and other scholarship opportunities.

Course Load:

Full-time students take nine to 12 hours (three to four classes) per semester. Part-time students may take up to six years to complete the degree.

Program Requirements:

Students must complete 33 semester credits of graduate course work with a 3.0 grade-point average, including at least 21 credits in the major language. A thesis option also is available. All students take a comprehensive examination in the final semester.

Major Areas of Emphasis:

Students may concentrate in one or more of the following areas of emphasis: culture/civilization studies, linguistics/language, literature, or teaching methods.