

TA Handbook

Department of Spanish and Portuguese
University of Illinois
Fall 2021 (revised 5/15/2021)

Welcome to our department!

It is a pleasure to welcome you as a Teaching Assistant in the Department of Spanish and Portuguese (SP) and at the University of Illinois. In this role, you will be contributing to the education of the more than 3,000 undergraduate students who study Spanish or Portuguese each semester and that is an honor and a great responsibility. While your official title is that of ‘teaching assistant’, you actually will be the main instructor for your students and your role is, therefore, much more important. You will be acquiring valuable professional skills that will greatly benefit you in your future career. We hope that you enjoy your teaching experience and that you learn from this opportunity as well.

This handbook has been compiled in an effort to keep you as well informed as possible about issues related to your teaching appointment. We hope that this handbook will help answer many of the questions that might arise during the course of your career here. There are various orientation sessions and meetings for TAs throughout the year, yet it is easy for certain information to be overlooked or not communicated to all the TAs. The information supplied here is in no way complete but reflects suggestions and comments from TAs, faculty, and staff. We have been guided by and made reference to several other university handbooks which are available to you, where you can find additional details on many of the policies described here. You are encouraged to become familiar with these documents and the policies described in them. The source manuals and some useful websites are listed at the end of this handbook. If you do not have a copy and would like one, you can contact the appropriate office or ask and we will obtain one for you. **If you have questions that are not addressed in this handbook or the other manuals, please do not hesitate to consult your Program Director.**

For purposes of brevity, the following abbreviations are used in this handbook:

LD – Language Program Director

C/S – (Spanish only) Coordinator or Supervisor (This may include Course Coordinators, Graduate Supervisors or faculty members with supervising responsibilities.) (The term supervisor is also used generically to refer to any faculty or staff member who oversees that course.)

TA – Teaching Assistant, also referred to as instructors in some passages

CPR – University Code of Policies and Regulations

Table of Contents

<u>Departmental Information</u>	4
Organizational Chart and Titles	
<u>Teaching Assistantship Appointments</u>	5
TA Job Description	
Oral English Language Proficiency	
Teaching Load	
Teaching Assignments	
Summer Teaching Opportunities	
Renewal of Teaching Assistantships	
Probation	
Resignation	
Teaching Evaluations	
ICES	
Observations	
TA Duties	
Grading/Record Keeping (and Athletes & Minority Students)	
Semester Meetings	
Office Hours / Tutoring room	
Professionalism (Dress, conduct, promptness, fraternizing, etc.)	
Substitutes, missing class	
Office Computers	
E-mail	
<u>Other Issues Related to Teaching</u>	12
Cheating	
Student Privacy (Posting grades, Parents, etc.)	
Exam Security	
Students with Disabilities	
Auditing	
Tutors	
Honors Learning Agreements	
Human Subjects Research	

<u>Main Administrative Office</u>	15
Hours	
Staff	
Mailboxes	
Photocopying and printing privileges	
Telephone and Fax machine use	
Overhead transparencies, checking out AV materials, etc	
Office Supplies	
Office Keys	
<u>Basic Language Programs</u>	18
Role of Instructors	
Teaching Loads	
Course Syllabus	
Compass (Access, grading)	
Discussion compositions (Access, grading)	
Participation	
Exam Information	
Observations	
Record keeping, Online Gradebooks	
Final Check out	
Beginning of semester issues	
<u>Language Specific Information</u>	
Spanish	25
Portuguese	28
<u>Extra Credit Guidelines for Spanish and Portuguese Undergraduate Courses</u>	33
<u>Helpful addresses</u>	34

Departmental Organizational Chart

Department Head: Mariselle Meléndez

Associate Department Head: Melissa Bowles

Director of Graduate Studies: Javier Irigoyen-García

Director of Undergraduate Studies in Spanish: Ann Abbott

Undergraduate Advisor in Spanish: Tasha Robles

Director of Undergraduate Studies in Portuguese: John Karam

Director of Portuguese Language Program: Raquel Goebel

Director of Introductory Spanish: Melanie Waters

Director of Fourth Semester Spanish: Brenden Carollo

Director of Advanced Spanish: Florencia Henshaw

Office Administrator to Dept. Head and of SP: Kathy Schilson

Teaching Assistantship Appointments

Teaching Assistant Job Description

The standard Teaching Assistantship is a 50%, nine-month appointment. The appointment period begins on August 16 and ends on May 15. You will be expected to participate in some meetings when classes are not in session (usually just before the beginning of a semester during your appointment period). Teaching, class meetings, class preparation, and office hours will typically occupy an average of twenty hours per week (averaged throughout the academic year).

Teaching Assistants are responsible to the Course Coordinator, Director, and/or faculty supervisor for the course(s) to which they are assigned.

Responsibilities may include:

- Teach assigned classes as scheduled.
- Hold 2 office hours per week during which you are available to students.
- Comply with the guidelines and regulations of the SP Language Program(s) for which you are teaching.
- Prepare daily lessons, guided by the course syllabus.
- Grade and return all student homework, compositions, and exams within the designated time frame.
- If required, write assigned sections of the Midterm and/or Final Exam for the course taught and submit them by the established deadlines.
- Proctor exams.
- Attend periodical course meetings throughout the semester and attend additional workshops during the appointment period.
- Keep accurate and up-to-date records of student grades and submit them to the LD (if requested) at the end of each semester. Submit official grades on the university computer system (Enterprise/Banner) at the end of each semester.

*All TAs are required to attend the Graduate Teaching Academy (All-Campus Orientation) and the SP Orientation immediately preceding their first semester, and to successfully complete the SP 571 methodology course during the fall semester of their first year.

Oral English Language Proficiency

According to university policy, all international students must meet set requirements to demonstrate spoken English Language Proficiency being allowed to teach classes. For further information about the specifics of this policy, visit <https://grad.illinois.edu/admissions/taengprof.htm> or speak with the Director of Graduate Studies.

Teaching Load

A TA with a standard 50% appointment will teach the equivalent of three traditional classes (or 6 hybrid classes) per year (an average of 6 contact hours per week), which will be distributed as needed to fill sections that year. Traditional language courses have 3-4 contact hours per week; most of those that employ on-line learning have only two contact hours a week. TAs teaching these technologically enhanced courses will teach extra sections but will have less preparation and grading requirements. Additional courses may be offered as departmental needs arise. However, *no* TA is guaranteed the opportunity to teach more than the standard three regular classes per year.

Due to stipulations of the U.S. Immigration Law, international students may not work more than 20 hours per week for paid compensation. Given that the College estimates that a 50% TA appointment will occupy an average of 20 hours per week, international TAs may not teach more than the equivalent of three regular classes per academic year (including contact hours, class preparation, grading, meeting with students, and attending staff meetings).

Teaching Assignments

Teaching assignments are based on departmental need. Before the end of the previous semester each TA must fill out a form on which you will list your own course schedule, any special considerations, and possibly, your teaching preferences for the following semester. Please list a variety of courses and times for your preferences. Every attempt will be made to fulfill reasonable requests and preferences. However, the final assignments are based mainly on the best way to distribute classes according to all TAs' schedules. We try to balance your sections as fairly as possible within each program's limitations. Teaching experiences and observations from previous semesters along with one's stage in the Masters/PhD program are also taken into consideration when making teaching assignments.

Teaching assignments depend on new TA course registration and student registration and are announced closer to the beginning of the semester. Assignments for the Spring Semester are usually announced in December.

Summer Teaching

The department offers some undergraduate classes during the summer and there are usually a few teaching positions available for TAs. A few months before the Spring Semester ends, there will be an announcement asking for names of those who are interested in teaching a summer class. Decisions are not made until the students finish registering for summer classes and we see how many classes actually fill. The Department Head and the Language Director typically make decisions regarding summer appointments and they are announced in mid to late April.

Fewer classes are offered in the summer and it is impossible to use everyone who wishes to teach. As with fall and spring semesters, we are also dependent on enrollment to keep the available sections opened.

TAs who are not registered as students during the summer will have Social Security taxes deducted from their paychecks. International TAs are allowed to teach during the summer. Summer appointments are based on the following policies:

Instructors who have contracts that offer them employment in the summer are given higher priority.

Your own expressed flexibility (or lack thereof) can exclude you from employment. You are asked to rank your choices; if you put Summer I as your first choice and don't put a second, third, fourth choice you will be skipped over for ANY opportunities to teach intersession or Summer II.

Based on departmental needs, selections are made from those students who submit an application, according to the following criteria:

- TAs who have not previously had summer earning through the university (from teaching in our department, going abroad, RA-ships, etc.).
- The TAs selected are in good academic standing and are making satisfactory progress towards the completion of their studies.
- The TAs have good evaluations to their credit, good class observation reports, and good assessment by supervisors, especially regarding sense of responsibility and willingness to follow directions. The latter issue is given weight for summer teaching assignments because at that time there is minimal supervisory structure in place. For this reason, TAs typically are not assigned to courses they have not taught before.

NOTE: IFLIP course assignments are not handled by the Department.

Renewal of Teaching Assistantships

Financial support for all graduate students is subject to annual review. Renewal will be automatic for those who demonstrate acceptable performance both as graduate students and as TAs, as well as satisfactory progress toward completion of the degree. (See SP Guideline for Graduate Students for number of years allowable)

Probation

If a TA is not demonstrating acceptable performance as a teacher, the LD, after consultation with the Department Head, may put a TA on teaching probation for a semester or the remainder of the semester. During this time, the LD or C/S will work with the TA to improve teaching performance in the classroom, record keeping skills, conflict resolution skills, or other areas that need remediation. The TA will be observed

periodically by the LD or C/S to help determine areas of concern and to ensure progress towards the goal. If satisfactory progress is not made by the end of the probation period, the TAship will not be renewed for the following semester.

Resignation

A TA who voluntarily ends an appointment before at least three-fourths of the semester has been completed will be required to reimburse the university the full amount of tuition and fees for that semester. This payment is not required if the TA withdraws from the university as a student on the same day that he resigns the TAship.

For more information regarding Graduate Teaching Assistantships see the *Handbook for Graduate Students and Advisors*. <http://www.grad.illinois.edu/gradhandbook>

Teaching Evaluations

ICES - Instructor and Course Evaluation System

This is the university system whereby students evaluate their instructors. It is required that all instructors give this instrument each semester. You will receive a packet in your mailbox about mid-semester from the Office of Instructional Resources. It will include a red form that your return to that office to request the evaluation forms. They will be sent to you later by campus mail. See the sample form on the wall by the mailboxes. All basic language TAs should have their results sent to the LD or C/S. Other TAs should have them sent to the Department Head. You will receive the results of the student evaluations about 4 weeks after final grades are turned in.

Observations

All TAs are observed periodically by their LD or C/S. The purpose of the observation is to provide feedback so that you may constantly improve your teaching. The number of visits and the format of the observation procedure will differ according to the class you teach. During the feedback session the TA and the observer discuss the observation report and suggestions for how to make the lesson more effective (if necessary). (See language specific sections for more details.)

The TA will receive a copy of the observation report. Observation reports are confidential and are kept on file by the LD or other supervising faculty member. They are accessible only to the LD, the Department Head and the Director of Graduate Studies.

The Incomplete List of Teachers Ranked as Excellent by Their Students

This list is determined by student responses to Item #1 on the ICES evaluations. The list of names is published in the school newspaper each semester. TA appearance on the list does not affect teaching assignments, but it is nice information to include on CVs.

Grading/Record Keeping

All instructors should keep accurate and up-to-date records of student attendance and any grades that will be used in determination of the student's final grade in the course. Although computer programs are the most reliable and efficient method of recording grades, the TA should always keep a hard copy in case of computer failure. Consult your LD or C/S for the preferred method of record keeping or refer to the language specific sections for more details.

Around mid-semester the university will request approximate grade averages for certain students (freshmen, athletes, those at risk). These grade forms and requests for other information should be returned promptly to the appropriate office as listed on the form or online request.

Paper class record books may be obtained in the main office. They can generally be used for several semesters.

Semester Meetings

TAs are expected to attend periodic meetings with their LD or C/S throughout the semester. The corresponding LD or C/S will announce these meetings.

Office Hours/Tutoring Room (only for Spanish)

Each TA is expected to keep 2 office hours per week, regardless of the percentage appointment.¹ At least one of these is to be at a fixed hour in your office. You should try to reasonably accommodate your students' requests if they cannot attend your fixed office hour time. In setting the time for your office hours, you may want to consider polling your students to see what hour would accommodate the largest number of students. Please post the name and office hours of each officemate on the outside of the office door. It is advisable to leave the office door open when meeting with a student.

If you hold a 50% appointment or more and you are teaching at least one section of SPAN 122, 130, 141, 142, 200, 204, 208, or 228, your second office hour should be held in the Tutoring Room according to the schedule determined at the beginning of each semester. You are expected to hold tutoring hours for the course you are currently teaching (i.e., if you are teaching SPAN 204 you are expected to hold a tutoring room hour open to any SPAN 204 students; if you are teaching SPAN 204 and 228, your tutoring room hour should be open to SPAN 204 and 228 students). When you sign up, please also indicate what other course(s) you are comfortable providing tutoring for.

If you hold a split appointment and one course is from the prior list and one is not, or if you are teaching only upper-level courses not on the list, you are *not* expected to hold a Tutoring Room hour. So, for instance, someone teaching one section of SPAN 204 and one section of a 300-level course would not be expected to hold a tutoring room hour. In this case you should hold two office hours per week.

In the event that you need to cancel your tutoring room hour, it is your responsibility to find a substitute. The contact person for questions about the Tutoring Room is your course supervisor.

The following Tutoring Room rules apply and will be posted on the door of the room and in the room itself.

- The Tutoring Room provides support to students enrolled in SPAN 122, 130, 141, 142, 200, 204, 208, and 228. On the schedule, each tutor has indicated which courses s/he can help with. If you are taking a course not on this list, please contact your instructor for help.
- The Tutoring Room is for course-related questions and assignments only.
 - Mi Pueblo conversation groups are a great resource for students looking for opportunities to practice their Spanish outside of class (<http://uiucmipueblo.webs.com/>).
- When other students are waiting, there is a 15 minute time limit per student.
- For help related to a composition, students should come to the Tutoring Room with a draft. They should come prepared with questions because tutors do not proofread or revise entire drafts or essays.
- If a student has a question about online work, he or she must have attempted it at least once before coming to the Tutoring Room. They do not need to have submitted the attempt; a screenshot of the browser window with a response to the relevant question(s) is sufficient.

Professionalism

You are the person in charge of your particular section and class. It is important that you conduct yourself as an instructor and ensure that the course content is covered each day. It might be easy to fall into being ‘friends’ with your students, but remember that you are the one in charge of assigning the grades in the class and you should maintain a professional attitude toward your students. You should not socialize with your students outside of class if there is any chance that it might compromise your position.

The university does not have particular dress requirements for its teaching faculty. However, as the leader of the class, you will want to dress a little more conservatively than you might simply to attend a graduate class. You will want to set yourself apart from your students in this regard. Take cues from what the faculty members are wearing on days they teach. The most important thing is that your clothing is clean, neat, and not so revealing that it detracts students’ attention from the class material.

Missing Class

It is campus policy that classes not be cancelled unless there is some other session to take its place. Your LD or C/S will let you know what steps to take in case you are ill or must miss a class for any other reason. You should not cancel your class. In general, you should have a prearranged ‘buddy’ who can substitute for you. The best person for this is one who teaches the same class you are teaching. The substitute must be another teacher in the SP Department.

If you have made attempts to contact another TA and cannot find one to substitute for you, you should next contact the LD or C/S. They may have a particular system to help solve the matter.

Office Computers

All TAs are assigned to a shared office. The TAs in the same office should arrange a schedule for use of the computer so that all have ample opportunities. This computer is primarily for use in checking student progress in the course and grading on-line materials. These activities have priority over all other computer needs. You may use the computer for your personal use, yet ALL documents should be kept on personal devices or the FLB server and not on the hard drive. Computer support staff may check the computers periodically and erase extra materials.

The computers are connected to a printer in the main office. See the section on *Office Printer*.

E-mail

The university and the department are trying to become as ‘paperless’ as possible. Most departmental correspondence is conducted via e-mail. It is important that you check your e-mail at least once a day during the week. SP has several different list groups:

SPAN-PORT-GRADS@LISTS.ILLINOIS.EDU - all the graduate students in the department.
 SPAN-PORT-DEPT@LISTS.ILLINOIS.EDU - all in the department (faculty, grads, and staff).
 SPAN-PORT-FACULTY @LISTS.ILLINOIS.EDU - faculty in the department including Lecturers, Instructors, Visiting, and AP's.
 SPAN-PORT -TTFACULTY@LISTS.ILLINOIS.EDU - tenured/tenure-track faculty only.
 SPAN-PORT -EXCHANGE@LISTS.UIUC.EDU - anyone that wishes to be on this list. It is used for advertising social events outside the department, exchange of conversations, etc. See Kathy Schilson if you wish to be added to this list.

All lists are for departmental business only except for SPAN-PORT-EXCHANGE. These are not necessarily private groups and some persons may be members of multiple groups.

Messages from your students should be answered promptly (within 48 hours). If a student asks a question that you do not know how to answer, find out the answer from your LD or C/S before replying to the student. Any e-mail messages of the following types should be saved and forwarded to your LD or C/S:

1. messages with offensive language or tones
2. messages from problematic students
3. messages dealing with course issues beyond your control
4. messages that you/we might need later to confirm or clarify the issue

Other Issues Related to Teaching

Cheating

Unfortunately, cheating in class and on exams sometimes occurs. The best policy here is to take preventative measures ahead of time so that the possibility of cheating is minimized. Remind students of the campus policy on cheating and that they must do their own work in the course. See the list of other suggestions for preventing cheating in the CITL (Center for Innovation in Teaching and Learning) Handbook and the university policies in the CPR (Code of Policies and Regulations) manual.

If you suspect that a student is cheating on his or her coursework, you should consult your LD or C/S for ways to verify and deal with the problem. During an exam you should constantly monitor the students. Any suspicious conduct should be attended to immediately. If you suspect the student is cheating but cannot verify it, have him move to a different location in the exam room. If you see someone copying, you should take the exam from him at that time and he should be removed from the exam site. If there are other TAs with you, have one of them verify the cheating before you confront the student. Take any notes that the student might be using to cheat and give them to your LD or C/S after the test.

You should fully inform your LD or C/S about the incident as soon as possible! He/she will explain to you the next steps according to the Departmental Policy on Academic Integrity.

Student Privacy

The university has very clear policies regarding student records. See the CPR for the full policy.

According to university policy and FERPA (Family and Educational Rights and Privacy Act), student records cannot be revealed to others without their explicit consent. Personal information or grades may not be revealed to anyone other than the student or an authorized university official. Therefore, you should not post student grades in any public way, even if their names are not listed. The social security number is considered private information and should not be used to identify student grades.

When printing student grades at the end of the semester, be sure to go to the printer and pick up any grade sheets you may have sent there. If the paper does not print right away, go check for it a bit later. These records do not need to be left lying around at the printer.

It is not likely that you will be contacted by a student's parents, but if you are, you cannot reveal information regarding the student's grades or attendance to their parents unless the student is present and gives consent. Politely inform them that you are not allowed to discuss these issues with them but that you will be glad to meet with the student to discuss his or her progress. If the student agrees to let you speak with the parents, then you can meet together but consult your LD or C/S ahead of time and have him or her attend the meeting.

Exam Security

All midterm, final, and other exams should be kept on file for at least one year before being destroyed. At the end of this period, you may securely discard the exams. Exams should be returned to your LD or C/S who will store them and eventually destroy them. If you find old exams in your office, take them to your LD or C/S who will arrange to have them securely recycled by the university or shredded. No exams or student record should be left lying around the building nor should they be placed in the recycling bins in the hallways. Do not let your students keep the exams, unless otherwise indicated.

Students with Disabilities

All classes should be accessible to all students. If a student shows you a form from the Office of Disability Resources and Educational Services (DRES), you should follow the steps indicated in it to accommodate the student. For more information, consult your LD or C/S and/or DRES. They can make additional suggestions or meet with you to discuss ways to help the student.

Auditing

Auditing may or may not be allowed. See language specific sections for more information. Occasionally a faculty member will be allowed to audit a course but the TA will be informed by the LD or C/S that this person has permission to attend the class.

Tutors

The main office maintains a list of tutors for hire. If you wish to be included on this list as a tutor, see Kathy Schilson in 4080. TAs should not tutor their own students for a fee. By the same token, TAs should not advise, tutor, or correct the work of students of other TAs during their office hours. The student should be referred to his own TA or advised of the possibility of hiring a tutor.

Honors Learning Agreements

Students who are in the university honors program are called James Scholars. They are required to select one course each semester in which they do additional work beyond the normal course requirements. The student and the teacher construct an Honors Learning Agreement which outlines the additional projects that the student will complete. If the teacher is a TA, the HLA must be approved by a faculty member. The faculty advisor should be consulted and made aware of any HLAs that are being considered.

Because of the basic nature of the courses, HLAs are **not permitted** at the beginning or intermediate (100) level classes.

Human Subjects Research

Any faculty member or TA who wishes to conduct research in a class must first have the approval of the Institutional Review Board. Please see the faculty advisor for advice and the appropriate forms.

The researcher should present a written request that briefly describes the experiment, the number of students/sections requested, and the amount of time needed so the syllabus and calendar can be planned accordingly. Each language program may have specific guidelines regarding procedures.

Anyone wishing to use time in one of the Basic Language Courses should contact the LD during the **semester prior** to the one when they want to conduct research experiments.

Main Administrative Office (4080 FLB)

Hours

The main office for SP is 4080 FLB. This is also the main office for several other departments. The main office is open from 8:00-12:00 and 1:00-5:00 Monday through Friday. If you teach an early class please plan ahead since copier machines may be busy first thing in the morning.

Staff

There are several office staff members in 4080 and they all have varying responsibilities, but the person most relevant to you as TAs and graduate students would be Kathy Schilson. Her main responsibility is support for the Department Head, however she takes care of general SP business and handles some matters related to your teaching assistantship: teaching schedule, classrooms, office assignments. She typically sends out an information sheet with more information about the department and calendars at the beginning of the academic year. She is also a notary public.

4072 – Director of the School of Literatures, Cultures, and Linguistics

Administrative Assistant: Rebecca Riley, assists the Director of SLCL and supervises the building's other staff members.

3070 - Graduate Student Services Office

All paperwork involving TAs, RAs, fellowship appointments, graduate committees, and exams.

2090 - Undergraduate Services

Matters related to undergraduates. This is also the office where you submit copy jobs of more than 30 pages.

Mailboxes

Each TA has a mailbox in the main office. Campus mail comes mid-morning and mid-afternoon. U.S. mail is usually in by 3:30. Personal U.S. mail with stamps will not be collected here. There is a blue mailbox on the way to the coffee shop, on the corner of Illinois & Goodwin Sts. While our departmental correspondence is done almost exclusively via email, you will still receive lecture and program announcements, official correspondence, and other information in your box.

You may leave mail for your colleagues in the boxes; however, if a student needs to leave something for you, he or she should leave it with a staff member who will then distribute it to your mailbox. **Students should not be instructed to leave assignments in your mailbox.** Do not leave exams in mailboxes for any reason! These should be hand delivered to the recipient or to the office of the recipient (see section on Exam Security).

Mail going to other locations on campus can be left in the basket just inside the door. Use one of the used brown envelopes found in the bottom drawer of that cabinet. Mark through any other

addresses on the envelope and address it using the appropriate campus mail code. The SP departmental mail code for sending campus mail is **MC-176**.

Telephone and Fax Use

The main telephone number is (217) 333-3390. The fax number is (217) 244-2223. The fax machine is for departmental business only. Please do not ask others to leave messages for you at the main office unless absolutely necessary.

Departmental Phone List

Each semester a departmental directory is compiled that contains contact information for departmental staff, faculty, and graduate TAs. You will be asked to provide or update your personal contact information at the beginning of each semester and a new directory will be provided to you on-line.

Do not share any personal information (home address and phone) with anyone outside the SP department, especially students.

Photocopying Privileges

There is a copy machine in the workroom of the main office. It is to be used *only for materials pertaining to the classes that you teach*. Each TA has a limit of 200 copies per semester. You should make no more than 30 copies at a time on this machine. Large copy jobs should be submitted to the 2nd floor office. Personal copies may be made on photocopiers in the library and other campus locations.

Office Printer

The computer in your office is connected to the printer in the main office. When you wish to print, you may need to select a location listed as “SP-4080” on the print menu. You should pick up your print jobs immediately because this printer is in almost constant use and materials can easily get lost or picked up by someone else if left in the pile. Special care should be taken when printing exams or student grades.

The 4080 printer should be used *only for materials relating to the classes you teach*. Personal printing may be done in a computer lab using cash value on your ID card (as on library photocopiers).

Other Office Resources and Supplies

- Other office supplies needed for the classes you teach may be obtained on the 2nd floor.
- You may use the refrigerator and microwave in 4080, but please clean up after yourself. Label any items you keep in the refrigerator and do not eat anything that is not yours.
- You can check out CD/tape players, a computer, and audio-visual equipment for use in the classes that you teach by talking to a staff member in 4080.

Office Keys

You will be assigned an office to share with other grad students. You may obtain a key from the 2nd floor. You may also request a key to the front door of the building. You should always close and lock your office door when you are not there. There have been thefts in the building.

Role of 100-level Spanish Instructors

The 100-level courses in this department are not only the core of our department's basic language program, but are also the primary venue for undergraduate students to fulfill the campus-wide foreign language requirement. We offer numerous sections of our 100-level courses, almost all of which are filled to capacity each semester, and nearly 30 different instructors and TAs teach these courses. Because of the large numbers of sections for some courses and because such large numbers of students move through our course series of three or four semesters, consistency of both instruction and policy are absolutely essential across sections of a course and between the courses in the series. The course material and policies are designed very carefully in order to provide our students with substantive, fair instruction, as well as to avoid the major potential problems that result from inconsistencies between sections and courses.

The primary role of TAs and instructors teaching at the 100-level is to carry out the department's goals, philosophy, and methodology. This means that while you may certainly develop your personal style as a language teacher in the way that you deliver each class lesson and in your rapport with your students, the course content, schedules, and administrative procedures must be adhered to by all instructors. You are expected to strictly follow the course policies and grading criteria outlined in your syllabus, as well as the lesson plans listed in the course calendar for each day. You should make no exceptions to the syllabus; if a student has a problem or a special situation you should discuss these with your LD or C/S.

Not only does this kind of careful coordination protect the department and serve the students, but it also has benefits for you as a graduate TA as well. You will find that lesson planning is less demanding (with some practice) because the material to be covered each day is chosen for you. You may have the opportunity to collaborate on the midterm and final exams yet the final document is prepared by your LD or C/S. You may not have to grade typical homework assignments because many assignments are done on-line and are computer-scored. Most importantly, by adhering strictly to the class format and procedures, it will be much easier for you to deal with students who complain, ask for exceptions or extensions, or make excuses for missed work. You simply refer them to the policies stated in the course syllabus and/or to your LD or C/S, and you are not put in a position of subjective decision-making on their behalf. Furthermore, consistency among instructors minimizes the potential negative impact of students in different sections who discuss and compare their classes. If all the instructors and TAs are doing the same things and are equally faithful to the course policies, there will be no basis for your students to complain about what you are or are not doing compared to one of your colleagues who teaches another section.

Finally, it is important that instructors cover the material according to the same schedule and methodology because students in each course take common midterm and final exams. If instructors take liberties with the material, students will not be equally prepared for the exams.

Syllabus

The course syllabus is created by the course LD or C/S each semester and made available on-line at both the departmental web site and the on-line site (see Compass section below). The web address for the departmental web site is <http://spanport.illinois.edu>. There is a link to Course Syllabi where the 100-level course syllabi can be accessed.

It is each TA's responsibility to have a working knowledge of the information contained in the syllabus for the course he or she teaches each semester. All of the course policies and procedures, grading criteria for assigning Participation points and Discussion composition scores, the weekly calendar for the semester, and a host of other very relevant information can be found in the syllabus. Students will ask many questions about the course, almost all of which can be answered by referring to the syllabus (to which they also have the same access). The syllabus for the course you are scheduled to teach will be explained thoroughly by the course LD or C/S during the TA meeting that takes place at the beginning of each semester.

Teaching Load and Technology-Enhanced Courses

The number of sections you teach each semester will depend on which course you teach. As explained in the Departmental Information section of this handbook, you typically will teach three classes each academic year, either two in the fall and one in the spring, **or**, one in the fall and two in the spring. Rarely, domestic TAs may have the opportunity to teach four classes (two and two) if there are class sections available. Keep in mind that a "section" refers to a group of students and a regular meeting time, while a "class" is an administrative term relating to your teaching contract. You will be assigned to teach at least three "classes" per year, but this may not equal three "sections" of students.

Several upper level courses are "traditional" courses, meaning that they each meet 3-4 days a week. One section of these courses is equal to one class. All 100-level courses and some 200-level courses are technology-enhanced, meaning that computerized instruction takes the place of two class meetings per week. These classes meet for fewer days per week and therefore you will teach 2 "sections" to equal one "class". In other words, students meet with the instructor twice each week, and the other two hours consist of "virtual" instruction expected to take place outside of class by students completing on-line activities. Because your in-class teaching time is only two days a week per section of these courses, teaching **two sections of a technology-enhanced course equals one class** (in your teaching contract). This means that teaching three classes for the year equates to six sections of a technology-enhanced course.

Here are three different examples of how your teaching load could be configured in a typical year (teaching 3 classes) at the 100-level.

<u>Fall</u>		<u>Spring</u>	
3 sections technology-enhanced	+	3 sections technology-enhanced	= 3 classes
4 sections technology-enhanced	+	2 sections technology-enhanced	= 3 classes
2 sections technology-enhanced	+	4 sections technology-enhanced	= 3 classes

In the technology-enhanced courses, class time is devoted almost exclusively to communicative practice opportunities for students. They receive instructional information as well as written and audio activities from the on-line homework, so class time is not spent on teaching grammar or lecturing about language use. The lessons for each class meeting are selected to build on what students have done on the computer outside of class and to give them maximum opportunities to develop their oral language abilities in a communicative setting.

Basic descriptions of all classes can be found at university and departmental websites.

Course Management Systems (Compass, MySpanishLab, Connect, Moodle)

Illinois Compass (BlackBoard) is a web-based course management program used in all of the 100-level courses. Each course has a Compass web site, accessible via the following web address: <http://compass.illinois.edu>

Once you log-on there will be an "s" in the "https" of the URL. This indicates that these are secure sites. Access is available only to those students enrolled in the course and their instructors.

Connect is the web-based course management program where Span 122, Span 103 students complete their online assignments. Access to all sites is limited to those who purchase the course materials which include a loose-leaf paper version of the book, and online access including an e-book. There is a link to this site on the course Compass homepage.

The Compass site for each course may contain:

- a link to the course syllabus, including the semester calendar
- a link to the Discussion page, the conferencing program used for writing assignments
- an Announcements link where the LD or C/S will post announcements regarding exam times and places, and other important course information
- all of the homework assignments for the semester with deadlines for each assignment
- a link to the Course Grade Book where the student or TA can view student grades

During the first semester of teaching a particular class, all 100-level TAs are expected to complete some samples of the online homework assignments. This enables you to anticipate problem activities and questions students may have, as well as providing you with an awareness of the relationship between what takes place during class time and what students do outside of class. Your LD or C/S will periodically check the Connect site to see that TAs are fulfilling this responsibility each semester.

Absences

Most of the 100-level courses have no absence policy per se because of the nature of the Participation component of the courses. When a student is absent, he or she cannot participate and receives a 0 for the day. There are no "excused" absences in regard to Participation. At the end of the semester, each student's lowest week of participation will be dropped automatically by the computer system. This will compensate for a single absence, whether excused or not.

The syllabus outlines procedures for dealing with absences for medical or religious reasons, for student athletes and band members, or other special circumstances. Special considerations may be made for students with extended excused absences. In order for an absence to be "excused," the student must provide dated written documentation for the absence **and** have permission from the LD or C/S. You should keep all written documentation brought to you by students until the end of each semester and you should not make any changes to that student's Participation grades until the end of the semester. Your LD or C/S will provide you with detailed instructions if you need to adjust Participation scores for any student with extended excused absences.

See the syllabus for information regarding missed homework, presentations, and/or and exams.

Exams

Part of your teaching responsibilities includes proctoring exams. Combined Midterm and Final exams for our courses DO NOT follow the university's timetable for exams. Combined Midterms take place outside of class in the evening about mid-semester. Final exams may take place at any time during the university Final Exams week. Your LD or C/S will inform you of exam times and places when he or she receives that information and will post it on the Announcements page in Compass.

Neither you nor the students should make any end-of-semester travel plans until you receive the date for your final exam!

Exam meetings

Your LD or C/S will schedule a meeting before each combined exam to look over the exam, discuss procedures for proctoring the exam, and explain how to grade the written portions of the exam. All TAs are expected to attend these meetings.

Review sessions

It is not appropriate to schedule extra exam review sessions outside of class time for your sections, other than your regular office hours or individual appointments. This would not be fair to students in other sections. You might have review time scheduled into your weekly calendar.

Exam security

Exams should be stored out of sight in your office and your office door locked whenever you leave. You should keep Midterm exams in your office for a few weeks after the exam in case a student wishes to come look at his or her exam. Your LD or C/S will let you know when you should turn in old exams. You will turn in Final exams at the end-of-semester check-out.

Never leave exams for your LD or C/S or a colleague in his or her mailbox. Deliver exams in person. If you must leave exams for your LD or C/S in his or her office, make sure they are clearly labeled to indicate which sections and to which TA they belong.

Conflict exams

There is a procedure outlined in the syllabus for students who have a conflict with the scheduled exam time. Familiarize yourself with this procedure so that you can advise students who have questions.

Observations

Those teaching at the 100 level will be observed at least once a semester, either by the LD or C/S. The purpose of this observation is to help you become the best instructor possible. The exact date of the observation will be unannounced, yet the observer will contact the TA within two weeks of when the observation will take place. Most observations will take place before mid-semester. The observer will make notes on a particular form. Within a day or two after the observation the observer will give the written feedback to the TA and make an appointment to discuss the observation with the TA. The meeting with the observer should take place within one week after the observation if at all possible. During the feedback session you will discuss the comments made by the observer and talk about suggestions for how to make the lessons more effective. At the end of the session, the TA is asked to sign the form to verify that the feedback has taken place. You have the choice to mark “I agree” or “I do not agree” with the comments made by the observer. You also have the option of submitting a statement to be attached to the form.

The TA receives a copy of the observation report. The original is filed in the LD’s office and is accessible only to the LD and Department Head.

Record Keeping

The Course Gradebook (located in the Compass on-line site) calculates the overall course grade based on scores the TA enters for the various course components. You will enter weekly Participation scores, Discussion grades, and exam grades into the Gradebook. Scores for on-line assignments are automatically imported to the grade book and do not need to be entered manually. When manually entering any grades, scores should not be rounded up or down, nor should any final course grades be rounded.

See "How to enter grades in Compass Grade Book" in the Appendix section.

TAs are expected to keep the Gradebook scores up to date weekly so that students can check their progress throughout the semester. This is their only way of knowing their Participation and Discussion scores, and they should be able to access them in case they want to consult with you about their work.

Final Check-out

At the end of each semester you are required to submit certain materials to the university and to the department. You will receive more information on this near the end of the semester. Final checkout is scheduled in time blocks after the Final exams. The university requires that all final grades be turned in no later than 72 hours after the Final exam is given.

In addition, there are materials that you will turn in for storage:

- a) Textbooks, notebooks (clean)
- b) Graded final exams, labeled according to LD instructions

Beginning of Semester Issues

Course Rosters

You will need to access an initial copy of your course rosters. Follow these steps:

1. Open <https://apps.uillinois.edu/selfservice> and click on the links below.
2. Orange **I** for “University of Illinois at Urbana-Champaign”
3. Log in with your Enterprise ID and password
4. “Faculty and Advisor Services”
6. “Faculty Services”
7. “Class List Summary”
8. Select the appropriate semester term from the dropdown box and “Submit”.
9. Click dropdown menu showing “CRNs” and select your section. Then “Submit”
10. To print the roster, go to the bottom of the list and choose “Printable Class List”.

Drop/Add Activity

Students will add, drop, and switch sections many times in the first two weeks. You should check attendance daily and keep track of who is attending the class. During this time, **DO** let students attend your class, even if they are not on the roster. This way, if they manage to add the class, they will not have missed the material. Remind them that attending before official registration does not guarantee a place in the class. However, after the last day to add a class (see Timetable) **NO** student should be allowed to attend your class if he or she is not on the official class roster. This is university policy. Do not take the student’s word that he or she is enrolled in the class. They may be attending the wrong section by mistake. The student should be asked to leave the class if he or she is not on the roster.

Students may ask you if they can add your section. **All adds, drops, and switches must be done by the student via U of I computer registration.** Do not tell them that it is ‘*ok with you*’ for them to add your class; it may be full already even if there are seats available or if there appear to be spaces on the roster. Do not send them to LD or C/S. Tell them to keep checking on line to see if space becomes available.

Setting up a class e-mail list

During the semester you may receive information from your LD or C/S that you should pass on to your students or you may need to communicate with the entire class between class sessions. You can access the e-mail addresses of your entire section via the Enterprise site where you access the class roster. If you have any trouble with this service, see your LD or C/S. Any messages sent to the entire class should be sent as BCC (blind copy) so that individual addresses are not seen by all students.

Compass access

All students who have officially registered for the course before the first day of classes will have access to Compass at the beginning of the semester and others will be added periodically. If students write or tell you that they do not have access to either program, first check to see if they are using the correct address. Next, check Compass to see if the student does indeed have access or not. If the student *does* have access, have him come to your office and sit at the computer with him to make sure he is entering the URL correctly. If the student *does not* appear on Compass, send the name, section, and net-id information to your LD or C/S so the student can be entered right away.

Write the Compass URL on the chalkboard each day for the first two weeks of class.

Also send the course syllabus to any students who do not have Compass access yet.

<http://www.spanport.illinois.edu>

Professionalism with your LD or C/S

Please observe professional courtesy when visiting the office of your LD or C/S. Please knock on the door, even if it is open, to make sure that the person you wish to see is available. Often he or she may be with someone else, or on the phone, so it's best to wait rather than barging in.

When sending your students to any of these persons, please refer to them by title instead of by their first names (even though you may be on a first name basis with them.)

If you need to drop off access cards, exams, or other materials for your LD or C/S, please do so during the times they recommend.

Language Specific Sections

SPANISH

Access Cards

Students in 122, 103, and 141 are required to purchase access for the use of the on-line materials in Connect. This access code is including on a card in the materials package and is the permission to use the copyrighted materials. Details are given in each course syllabus and on the Compass site. Students do not automatically have access to the site and cannot complete necessary class work until they purchase the cards and log on. Students must purchase the materials from a local bookstore or a link on Compass since they are custom editions just for UIUC. The Compass site explains how students may access the online materials for a free two-week trial period so they will not fall behind on assignments. See your course syllabus for more information.

Accents

The use of accents is required for all on-line homework assignments as well as for the writing assignments. For instructions on how to type accents on a Mac or PC, see the Appendix section. This information is also posted in the Compass Announcements section each semester.

On-line essays

On-line conferencing programs are used in all 100-level courses for posting writing assignments throughout the semester. The assignments consist of paragraph-length postings written on various topics relating to course content and grammatical features. These topics are posted on the Compass homepage. Students in each section are placed into groups of 5-7 and their postings are available only to the other students in that conference group and their TA. The groups are accessible from a link on the left side of the Compass home page. More information on Discussion compositions can be found in the course syllabus.

Access to Discussion groups is not available for TAs or students until Week 3 of each semester.

Posting, Grading and Comments

For Discussion writing assignments, you will be responsible for posting an initial model posting, then reading and grading the student postings for the sections that you teach. You may be asked to provide brief comments on each assignment. There are approximately 6 writing assignments throughout the semester. In addition to the general comments here, your LD or C/S will explain the procedures for posting and grading the assignments for your course in detail at the TA meeting at the beginning of each semester. The grading criteria, assignment topics and deadlines, and other information can be found in your course syllabus.

One week before the student deadline you will post a topic, and possibly a model paragraph for each assignment. Your model posting should meet the same criteria as set forth for the students for each assignment: it must be related to the current topic, must contain at least the minimum number of words, and should demonstrate use of the current vocabulary and grammatical items covered in the class. Furthermore, you must use language that is appropriate to the level of the students you are teaching – neither too simple nor too complex – so that they can both comprehend it and make use of it as a helpful example for their own writing.

After the student deadline you will read and grade your students' postings according to the criteria in the syllabus, using the most literal interpretation of those criteria. This grading must be as consistent as possible across TAs and across sections in order to maintain equity and integrity in our courses. If you are uncertain about an appropriate grade for a particular posting, ask your LD or C/S for his or her opinion and input. These compositions should be graded within a week and grades entered promptly into the on-line Gradebook so that students can regularly check their progress.

Part of the posting and grading cycle throughout the semester may be to provide brief comments (2-3 sentences) to students within their conference groups. These comments should address both content and grammar in a general way that is relevant to the group as a whole. Again, don't be afraid to ask your LD or C/S for help and suggestions if you need guidance.

Participation

Because class time is specifically intended for communicative practice, a part of the students' grade for 100-level courses is based on their in-class participation. Each day they can earn from 0 to 5 points, which you will assess according to the criteria given in the syllabus. As with Discussion grades, you should follow the most literal interpretation of these criteria and make no exceptions to them. *Attendance* is not the same thing as participating. At the end of each week you will enter the weekly participation total for each student in the on-line Gradebook. It is important that you keep these scores up-to-date in the Gradebook so that students can check them regularly and consult you if they want to know how to improve.

In order to fairly and effectively award participation points to your students, it is important that you learn their names as soon as possible at the beginning of the semester. We do not start recording participation points until Week 3 so you have several class meetings to work on learning names. This can seem a daunting task if you have nearly 80 students in a semester and meet only two times a week with each class, but it is important to make your best effort, both for the sake of building a positive rapport with your classes as well as for accurate and efficient record-keeping. Ask your LD or C/S or an experienced TA for hints or ideas for learning names more quickly.

Compass Gradebook

Your LD or C/S has created the Compass Gradebook categories and tabs according to the course and student needs. Although you may have access to do so, you should never make modification

to these categories, nor should you “hide” or “show” any categories. Any such changes affect ALL students and TAs. If you are in doubt, please consult your LD or C/S before clicking!

If you would like to see how the student views a page, you can click on the Student Preview tab. However, since you are not a student, and have no grades, you may not see everything exactly as the student does.

If a student is in your office and wishes to discuss his or her grades, you should “find” him or her by the last name, then click the pull-down menu to the right to “hide” the other rows so as not to reveal other students’ grades.

PORTUGUESE

Our Program is committed to embracing innovation, being open for suggestions from TAs/Instructors, colleagues, students, and community members. You will play a crucial role in this success! The Portuguese Language Program welcomes you in a very exciting moment, our turning point. As we resume our Graduate Program, it is important for you to know how much we value you and how important your job is for our growth. Before providing you with procedures and guidelines, it is a must that you understand our Program's mission and goals and how you can be a key player in this achievement.

By teaching students a new language you are taking on a great responsibility. Your knowledge and professionalism will guide students in developing language skills while fostering culture literacy. What you teach and how you deliver your message; the strategies you use will be key to motivating students to be active learners and promoting a positive learning environment. We believe in creating opportunities for students to live the language. Both in class and through numerous extracurricular activities sponsored by the Program, our goal is to allow students to acquire experiences in the target language preparing them to use the language to find creative solutions through comparing and contrasting cultures.

While developing opportunities to maximize student access to learning, it is important that you become familiar with a number of vibrant course offerings available to help students with their Portuguese program choices. Our activities designed to develop effective communication strategies, to facilitate a great understanding for the relevance of culture inclusion while comparing and contrasting cultures to prepare students to live in a global society. The use of Portuguese for communication in "real life" situations should also promote community building. We invest in great efforts to attracting more students to our program so everything we do must reflect that goal. The better we do our jobs the more likely students will want to stay with us and will recommend our program to others. We count on you to accomplish this goal!

Here are some very important points to remember:

Meetings

TAs will meet with the LD as a group every other week, or on an as-needed basis, to discuss on-going issues such as students' progress, lesson planning ideas, and announcements. Agendas will be provided prior to the meeting and TAs are encouraged to suggest topics. The meetings will last between thirty minutes to one hour depending on the agenda. The schedule will be put together as a group during the first week of classes.

Extra-Curricular Activities

TAs are encouraged to participate in the organization and maintenance of extra-curricular activities such as the "Bate Papos," field trips, music concerts, and other opportunities sponsored by our program, the Luso-Brazilian Association, or our community members. TAs are also invited to participate in lectures offered by the Portuguese section of the SP Department and the Lemann Institute for Brazilian Studies.

Portuguese Bate Papo conversation groups are a great resource for students looking for opportunities to practice their Portuguese outside of class. Information on Bate Papos is available on the Portuguese Program Website and on the Portuguese Program Page on Facebook.

Training and Continuing Education

In-service training support may be provided in the form of workshops, conferences, and symposiums by the Center for Language Instruction and Coordination- CLIC, the LD, or by other University staff. Dates and topics will be announced as they become available. You are encouraged to take advantage of these opportunities for personal and professional development.

Substitutions

Because of the small size of our program and the limited number of TAs/instructors, teaching time absences must be avoided at all cost or at least carefully planned. At the beginning of the semester, each TA/instructor should identify one or more colleagues with a compatible schedule and establish an ongoing agreement for possible substitutions. Adequate planning is essential in guaranteeing continuity of instruction as classes should NOT be cancelled.

All lesson plans should be ready in written form, at least one week in advance, so they can be shared in case of an emergency.

Should an unexpected emergency occur, the LD should be notified as soon as possible.

On-line assignments (pre and post-instruction)

Students in the Basic Portuguese Program (Port 400 and Port 401) complete a series of pre and post-instruction exercises. Students are expected to prepare in advance for each class by looking up the material that will be covered prior to the class. This preparation consists of completing a series of on-line assessments prior to the beginning of each lesson. The pre-instruction exercises can be found at

http://wps.prenhall.com/wl_klobucka_ponto_1/70/17991/4605862.cw/index.html. This is an open website that offers activities to accompany each unit with structure and vocabulary, in addition to the audio files for additional practice. After completing each activity the website will prompt students to e-mail the results to him or herself **and** the TA/instructor. Since this is an open access website (free of charge), it is important to advise students to save a copy of their results in case there are glitches in the system. Pre-instruction on-line activities are to be completed and forwarded to the TA/Instructor via email, by midnight, one day before the beginning of the unit as determined by the given course calendar.

Access Cards

The book *Ponto de Encontro*, Second Edition, is used for both Port 400 and Port 401. Students are required to purchase an access for the use of on-line materials available through MyPortugueseLab. Students must purchase the access from a local bookstore or directly from the Pearson website. This access code is included on a card in the book package and is the permission to use the Pearson Publisher copyrighted materials. Students do not automatically have access to the site and cannot complete necessary class work until they purchase the cards and log on. Students will need access for both semesters and the access cards are only available for 6 or 24-month access. So, unless this is the student's final semester at the University or they are starting the Program at Port 401, you should recommend the purchase a 24-month access.

After creating an account with the access card, students will also need a Course ID to access the materials. The MyPortugueseLab Course ID will be provided to the TA/instructor by the LD within the first week of class.

Essays (writing sample + compositions)

Writing Sample: During the first week of class, all students will produce a writing sample in class. This sample will serve as a ‘measuring stick’ to student progress during the course and it will be returned to students at the end of the semester. It will also assist the TA/instructor in identifying strengths and weaknesses in Port 401 students.

Compositions: students will write two compositions using the writing process approach which consists of writing and re-writing a final draft after receiving feedback from your instructor. This process may take two or three drafts. These assignments provide students with the opportunity to communicate their ideas at their own pace in written Portuguese and to identify areas that need attention. The first step of each writing task will be done in class. The TA/instructor will guide students through the process of choosing the topic and setting the scenario.

Once it is turned in within the deadline, the TA/instructor will offer feedback and collect the final draft by the due date. All dates can be found in your Course Calendar. The compositions must be related to the proposed topic, must contain at least the minimum number of words (at least 100 words for Port 400 and 150 words for Port 401), and should demonstrate the use of vocabulary and grammatical items covered in class.

Accents

The use of accents is required for all on-line homework assignments as well as for the writing assignments. For instructions on how to type accents on a Mac or PC contact your LD. This information will also be available to students through a handout distributed in class in the beginning of Port 400 or upon student request.

Grading and Comments

The grading criteria, assignment topics and deadlines, and other relevant information can be found in your course syllabus. Instructors are required to keep student records up to date on their online grade book. New scores should be entered no later than five days after an assignment deadline or after a test has been given.

When providing comments, you must use language that is appropriate to the level of the students you are teaching – neither too simple nor too complex – so that they can both comprehend it and make use of it as a helpful example for their own writing.

After the student deadline you will read and grade your students' postings according to the criteria in the syllabus, using the most literal interpretation of those criteria. This grading must be as consistent as possible across TAs and across sections in order to maintain equity and integrity in our courses. If you are uncertain about an appropriate grade for a particular posting, ask your LD for his or her opinion and input. These compositions should be graded within a week and grades entered promptly into the on-line Gradebook so that students can regularly check their progress. Part of the posting and grading cycle throughout the semester may be to provide brief

comments (2-3 sentences) to students. These comments should address both content and grammar. Ask your LD for help and suggestions if you need guidance.

Participation

Attendance is not the same thing as participation. Students are expected to use Portuguese during class, for oral exams, and for presentations. Using invented words and/or structures based on other Romance languages, for instance, does NOT fulfill the requirement to use Portuguese. Be sensitive when providing corrective feedback. If you would like to get suggestions of providing feedback, contact your LD. Criteria for calculating participation points are outlined in detail in the course syllabus.

Participation in class is an important aspect of the course. It is only through actively participating and speaking Portuguese that students can gain fluency and build confidence. You will be responsible for evaluating student participation every meeting. **Advise students not to wait until the end of the semester to discuss participation grades with you.** If a student is unable to participate due to being absent for an extended period of time (i.e. two weeks or more) and has legitimate documentation (e.g. doctor's note/DRES letter) to prove it, you may be able to excuse him or her for these absences. In this case, collect any relevant documentation and save them for the record.

In order to fairly and effectively award participation points to your students, it is important that you learn their names as soon as possible at the beginning of the semester. We do not start recording participation points until Week 3 so you have several class meetings to work on learning student names. This should not be a daunting task as you should have at most 40 students in a semester and meet three times a week with each class. Knowing students names helps to build a positive rapport with your group as well as assists you in maintaining accurate and efficient records. If you experience difficulties, ask your LD for ideas for learning names more quickly.

Gradebook

Your LD has created the Gradebook according to the course and student needs. If a student is in your office and wishes to discuss his or her grades, you should “find” him or her without revealing other students’ grades.

Auditing Portuguese Classes

The presence of auditors in Portuguese classes will be considered for authorization if the following conditions are present:

- Class is not full
- Program Director and Instructor are in agreement
- Auditor can commit to regular attendance and homework assignments

If these conditions are met, auditors will have to fill out an Auditor's Permit form (available at http://registrar.illinois.edu/staff/pdf/records/Auditors_Permit.pdf), have it signed by the instructor, and then turned in to the Office of the Registrar. Only those auditors who have completed the process will be admitted to class.

Other

Most relevant topics are covered in this handbook. Additional details on exams will be available in the course syllabus. If you have any question or would like additional information in any of the topics covered above, you are welcome to contact your LD.

Extra credit guidelines for Spanish and Portuguese undergraduate courses

Many linguistics students, like faculty, conduct research with human subjects and need to recruit participants who are second language learners or heritage speakers of Spanish or Portuguese to complete qualifying papers and dissertations. The number and level of proficiency of the participants depends on the study, so participants may be recruited from any class/section or course in our department. Although many studies offer cash compensation for research participation, if given the option of extra credit for a class they may be taking, increasingly undergraduate students have opted for the extra credit option, even when the research participation takes place outside the Spanish or Portuguese class.

If the course supervisor or instructor of record agrees to offer extra credit for a Spanish or Portuguese class the volunteer participant may be taking, or if the graduate-student-researcher knows in what classes the volunteers will be or are likely to be recruited, **before completing the IRB form (signed by the advisor as responsible investigator)**, the graduate-student-researcher needs to contact the course supervisor in case of multi-section courses or the instructor of record in the case of non multi section course for the intended class/es to request that the supervisor or instructor of record allows the researcher to recruit potential research participants from among the students enrolled in the class. If supervisors or instructors choose to offer student participants extra credit in return for their participation in the study, alternative extra credit activities must be offered to students who choose not to participate in the study.

When alternative assignments to earn the extra credit are required by the IRB, the student/faculty seeking participants for their research must receive prior approval from the course supervisor or instructor of record, as needed, regarding the alternative assignment. As a general guideline, the alternative assignment should be equivalent in terms of time commitment and format (i.e., online, in person) to the activities required as part of the study. The course supervisor or instructor of record reserves the option of requesting that all alternatives be available to all students, regardless of whether or not they qualify for the study.

The Department of Spanish and Portuguese recommends that extra credit for research participation be offered in SPAN or PORT courses only when the research study involves a language taught in the Department of Spanish and Portuguese; that no more than 3% of the final course grade be based on extra credit associated with a research project; and that no more than two researchers recruit from the same class.

Decisions regarding studies that offer monetary compensation for participation do not need to involve the course supervisor or instructor of record, other than seeking approval to announce the study to students.

HELPFUL ADDRESSES

University of Illinois (There are many useful links on this page.)	http://www.illinois.edu
Department of Spanish and Portuguese	http://www.spanport.illinois.edu
Compass	https://compass2g.illinois.edu
Connect	http://connect.mheducation.com
Banner/Enterprise (Registration)	https://apps.uillinois.edu/selfservice
Center for Innovation in Teaching and Learning	http://citl.illinois.edu
CITES (Computer Services)	https://techservices.illinois.edu
NESSIE (Human Resources)	https://nessie.uihr.uillinois.edu
University Code of Policies and Regulations	http://admin.illinois.edu/policy/code/
DRES (Disability Resources)	http://www.disability.uiuc.edu
Division of Public Safety (Campus Police)	http://www.dps.uiuc.edu/