



## **Graduate Teaching Assistant Handbook**

Department of Spanish, Italian, and Portuguese  
University of Illinois  
Fall 2011

# Welcome to our department!

It is a pleasure to welcome you as a Teaching Assistant in the Department of Spanish, Italian, and Portuguese (SIP) 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, Italian, or Portuguese each semester and that is an honor and a great responsibility. While your official title is that of 'teaching assistant', you often 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

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## Departmental Organizational Chart

Department Head: Prof. Silvina Montrul

Associate Department Head: Prof. Mariselle Meléndez

Director of Graduate Studies: Prof. José Ignacio Hualde

Director of Undergraduate Studies in Spanish: Prof. Silvina Montrul

Undergraduate Advisor in Spanish: Ms. Beth Chasco

Director of Undergraduate Studies in Italian: Prof. Robert Rushing

Director of Undergraduate Studies in Portuguese: Prof. Luciano Tosta

Director of Portuguese Language Program: Ms. Nola Senna

Director of Basic Language Instruction, Italian: Ms. Laura Hill

Director of Introductory Spanish: Ms. Melanie Waters

Director of Fourth Semester Spanish: Mr. Brenden Carollo

Director of Advanced Spanish: Prof. Ann Abbott

Basic Spanish Courses Coordinators:

Spanish 122: Ms. Melanie Waters

Spanish 103: Ms. Florencia Henshaw

Spanish 141: Ms. Alyssa Martoccio

Spanish 142: Mr. Brenden Carollo

Supervisors for Intermediate Level Spanish Courses:

Spanish 204: Director: Prof. Melissa Bowles, Head TA:

Spanish 200, 228, 208, 232: Prof. Ann Abbott

Honors Advisor: Ms. Beth Chasco

Affirmative Action Officer: Prof. Robert Rushing

Human Subjects in Research: Prof. Melissa Bowles (through SLCL)

Graduate Representative to Departmental Meetings:

Secretary to Dept. Head and of SIP: Ms. Kathy Schilson

Receptionist: Ms. Geraldine Moore

## **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 school is 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 SIP 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 SIP Orientation immediately preceding their first semester, and to successfully complete the SIP 571 methodology course during the fall semester of their first year.

### **Oral English Language Proficiency**

According to university policy, all international students must pass an English Language Proficiency (SPEAK) exam before being allowed to teach classes. The TA must receive a minimal score of 50 in order to qualify for a Teaching Assistantship. If this score is not achieved, the TA may appeal the decision, take a prescribed ESL course, or spend a required number of hours with an approved private tutor before taking the test again. The test may be taken three times in total. Please see the Director of Graduate Studies for more information.

### **Teaching Load**

A TA with a standard 50% appointment will teach the equivalent of three traditional classes (or 6 on-line 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 teaching preferences for the following semester and your own course schedule. This form must be signed by your academic advisor. 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 TA's schedules. We try to balance your sections as fairly as possible within each program's limitations. Teaching experiences, observations from previous semesters, and stage in the 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 very close to the beginning of the semester. Assignments for the Spring Semester are usually announced in December.

### **Summer Teaching**

The department offers a limited number of undergraduate classes during the summer but 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. (When applicable.)

Many 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.

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.

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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.

### **Renewal of Teaching Assistantships**

Financial support for all 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 SIP 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*.

## **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 you return to that office to request the evaluations 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 submitted.

### **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 in any way, 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**

Each TA is expected to keep 2 office hours per week. 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. Please post the name and office hours of each office mate on the outside of the office door. It is advisable to leave the office door open when meeting with a student.

In the case of 100 level Spanish TAs, the second hour will be fulfilled at the Tutoring Room according to the schedule determined at the beginning of each semester. Other instructors may fulfill this hour by appointments with students.

### **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 student's attention from the class material.

All instructors should arrive on time to class as well as to any scheduled meetings with the LD, C/S and/or program staff.

### **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 SIP 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 disks or on the FLB server and not on the hard drive. Computer support staff may periodically check the computers and erase extra materials from the hard drives.

The computers are connected to the laser printer in the main office. Please 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. SIP has four different list groups:

SIP-GRADS@LISTSERV.ILLINOIS.EDU - all the graduate students in the department.

SIP-DEPT@LISTSERV.UIUC.EDU - everyone in the department (faculty, grads, and staff).

SIP-PROFS@LISTSERV.ILLINOIS.EDU - all the faculty in the department including Lecturers, Instructors, Visiting, and AP's.

SIP-TTFACULTY-L@LISTSERV.ILLINOIS.EDU - tenure/tenure-track faculty members only.

SIP-EXCHANGE@LISTSERV.UIUC.EDU - anyone that wishes to be on this list. It is used for advertising social events outside the department, sale items, exchange of conversations, etc.

All lists are for departmental business only except for SIP-EXCHANGE.

These are not necessarily private groups and some persons may be members of multiple groups.

New TAs should subscribe themselves to SIP-DEPT right away. Go to [listserv@po.uiuc.edu](mailto:listserv@po.uiuc.edu) and in the message section type “subscribe sip-dept” then your name and user netid.

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 does occur at times. The best policy here is to take preventative measures beforehand 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 CTE (Center for Teaching Excellence) 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 Rehabilitation Services Office, you should follow the steps indicated in it to accommodate the student. For more information, consult your LD or C/S and/or the Rehabilitation Office (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. Students can see the list on the SIP website. If you wish to be included on this list as a tutor, see Geraldine. 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.

In the case of Spanish, a “tutoring table” will be staffed by the TAs who teach 100 level classes. Any student taking 100 level SIP Spanish classes may go to this table for help. A schedule will be posted outside 4090 and on the course Announcements section.

### **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 Spanish or Italian 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 SIP is 4080 FLB. This is also the main office for Classics, Linguistics, Cinema Studies, Medieval Studies, and SLATE. 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**

The office staff members in 4080 are: Kathy Schilson, Cathy Penny, Geraldine Moore, and Debbie Richardson. They all have many responsibilities, but some of those relating to you as TAs and graduate students are the following:

**Geraldine:** Receptionist: She takes care of mail and mailboxes, problems with equipment or the building, and checkout of equipment and supplies for the classes you teach.

**Kathy:** EO (Head) Support: She takes care of general SIP business and handles some matters related to your teaching assistantship: teaching schedule, classrooms, office assignments. She is also a notary public.

**Cathy:** EO (Head) Support for Linguistics, and Medieval Studies.

**Debbie:** EO (Head) Support for Classics and the Center for Translation Studies.

### **4072 – Director of the Foreign Language Building Units**

Administrative Assistant: Marita Romine, assists the Director of the School of Literatures, Cultures, and Linguistics. She supervises the building's other staff members.

### **3070 - Graduate Student Services Office**

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

Receptionist: Lynn Stanke

Administrative Secretary: Mary Ellen Fryer

### **2090 - Undergraduate Services**

Class rosters, grade sheets, exams, and other 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 mailbox.

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 the receptionist 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 SIP 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) 244-8430. Local phone calls may be made from the telephone at the east end of the building on the fourth floor of FLB (near the stairs). 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 in your mailbox or on-line.

**Do not** share any personal information (home address and phone) with anyone outside the SIP 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 2<sup>nd</sup> 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 “sip-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).

### **Overhead Transparencies**

Overhead transparencies may be made on the photocopier. Again, these resources are for use **only** for materials pertaining to the classes that you teach. They are expensive so please limit your use of transparencies. Ask a member of the office staff or a knowledgeable colleague for help the first time you need to make a transparency.

### **Other Office Resources and Supplies**

- Office supplies found in the workroom may be used modestly for the classes you teach.
- 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, borrow overhead transparency markers, and audio-visual equipment for use in the classes that you teach by talking to the receptionist.

### **Office Keys**

You will be assigned an office to share with one or two other students. You may obtain a key from Kathy Schilson. 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 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 simply send them directly to 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://sip.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 of this handbook, you will typically 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. 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 some 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 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.

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

### **Course Management Systems (Compass, Centro, i-learn, Connect)**

Illinois Compass (BlackBoard) is a web-based course management programs 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.

**Centro** is the web-based course management program where Span 122, Span 103 and Italian 101 and 102 students complete their online assignments. **I-learn** is utilized in Span 141, and **Connect** will become the new CMS for Span 122 in Fall 2011 and Span 103 in Spring 2012. (These do not apply to Portuguese.) Access to all sites is limited to those who purchase the course e-book and online manual. The URL is: [www.mhcentro.com](http://www.mhcentro.com) and 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 regular 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 the online homework assignments at least one week ahead of student deadlines. 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 Compass/Centro 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 excuse 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 for any student with extended excused absences. This is done in special circumstances approved by LD or C/S.

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 may have class time scheduled into your syllabus to review before exams.

## **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 Grade Book (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 grade book. Scores for on-line quiz assignments are automatically imported to the grade book and do not need to be entered manually. Span 122 and 103 TAs will need to make a one-time transfer of final Centro averages at the end of the semester. 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 Mallard/Compass Grade Book" in the Appendix section.

TAs are expected to keep the Grade Book 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) Print-out of Compass grades for each section you teach.  
(unless otherwise instructed by your LD or C/S)  
(See "How to Print Grades" in the Appendix section)
- b) Textbooks (clean)
- c) Graded final exams, labeled according to LD instructions

## Beginning of Semester Issues

### Course Rosters

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

1. Open <http://apps.uillinois.edu/index.html> and click on the sites below.
2. “Student and Faculty Self-Service”
3. If you do not have an Enterprise ID yet, click “Obtain your Enterprise ID”
4. “University of Illinois at Urbana-Champaign”
5. “Faculty and Advisor Services”
6. “Faculty Services”
7. “Class List Summary”
8. “Submit” on the “select a Term: Fall 2010” dropdown box
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”, then print using the icon on your browser toolbar.

### 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 add the SIP Dept Web address where they can see the course syllabus if they do not have Compass access yet. <http://www.sip.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 either access cards for the use of the on-line materials in Centro, i-learn or Connect. This is the equivalent to buying a paper book and workbook 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 in 122 and 103 must purchase the e-book (textbook) card from a local bookstore in order to receive the black/white paper version of the text that they will need in class.

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 each Discussion writing assignment, 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 model paragraph for each assignment topic. 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 Grade Book 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 Grade Book. It is important that you keep these scores up-to-date in the Grade Book 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!

The TEACH tab is where you will enter scores for your students. If you would like to see how the student views the page, you can click on the STUDENT 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 and not reveal other students’ grades.

## **ITALIAN**

### **Program Description**

The Italian Language program is undergoing a major transition during the current academic year 2011-2012: while in Fall 2011 all of our classes will still be taught in the traditional, face-to-face format, in Spring 2012 Italian 101 will move to a blended format, with students only meeting with their instructor and classmates twice a week, and otherwise doing the rest of their work online. In Fall 2012, Italian 102 will also become a blended course.

### **Face-to-Face (Traditional) Courses vs. Blended Courses**

Instructors' workload in both formats will be comparable, with 1 face-to-face sections involving four weekly contact hours in the classroom and 2 blended mini-sections requiring the same time commitment when combined. Because of the considerable amount of web enhancement present in our face-to-face courses, online involvement in discussion boards and writing assignments will be equally required in both formats.

### **Course Management Systems**

All courses in the Basic Italian Programs currently use Compass, but the University will be transitioning to a new version of Blackboard in Fall 2012. Italian 101 will be involved in a pilot testing of Blackboard in Spring 2012, at the same time the new blended course format will be introduced. Appropriate training will be provided to instructors at the end of 2011. Centro will continue to be used in Italian 101 and 102.

### **Managing Online Discussion Boards**

In all courses, instructors will be responsible for opening conferences and posting initial messages at least five days before the deadline for student submission; for responding weekly to at least two different students; and for keeping accurate records of student activity on the boards, in accordance with the criteria and requirements outlined in the course syllabus. Models for all opening posts will be provided to instructors in Italian 101 and 102.

### **Training and Continuing Education**

Because of the changes taking place in our Program, training support will be provided twice a semester in the form of workshops. Exact dates and topics will be made available as soon as possible.

### **Office hours**

In connection with the adoption of a blended format, one of the two office hours required of all instructors will be held online to provide support to 101-102 students working on their online materials prior to face-to-face meetings. Organizational details will be discussed during training sessions and workshops.

### **Substitutions**

Because of the small size of our program and the limited number of instructors, absences from teaching need to be as carefully planned as possible. Each instructor, at the beginning of the semester, should identify one or more colleagues with a compatible schedule and establish an ongoing agreement for reciprocal substitution in case of need. Adequate planning is essential in guaranteeing continuity of instruction.

Should an emergency occur with no previous planning in the place, the LD should be notified as soon as possible.

### **Student participation**

Instructors will keep accurate records of their students' attendance and participation in class, since this will be an important component of their final grades. Criteria for calculating participation points are outlined in detail in the course syllabus.

### **Compass (or Blackboard) Gradebook**

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 taken.

### **Auditing Italian Classes**

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

- Class is not full
- Instructor is in agreement
- Auditor can commit to regular attendance

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](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.

## **PORTUGUESE**

The Portuguese Language program is undergoing significant changes in its undergraduate curriculum. Although not all changes have been implemented yet, it is important to become aware of the new suggested undergraduate curriculum and new course offerings in order to better help students with their Portuguese program choices. We are currently investing our efforts in attracting more students to our program so everything we do must reflect that aim. The better we do our jobs the more students will want to stay with us and will recommend our program to others. We count on you to accomplish that goal!

Here are some very important points to remember:

### **Bi-weekly meetings**

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

### **Extra-Curricular Activities**

TAs must participate and help with the organization and maintenance of extra-curricular activities such as the "Bate Papos" and others, whether organized or not by the Luso-Brazilian Association. TAs are also expected to participate in all lectures offered by the Portuguese section of the SIP Department, except during class or teaching times.

### **Training and Continuing Education**

Based on TAs suggestions and observation notes, in-service training support may be provided in the form of workshops given by the Program Director or by other University staff. Dates and topics will be made available as the need arises. TAs participation is required.

### **Managing Online Discussion Boards**

In all courses, instructors will be responsible for:

- opening conferences and posting initial messages at least five days before the deadline for student submission
- responding weekly to all students (or same thread)
- keeping accurate records of student activity on the boards, in accordance with the criteria and requirements outlined in the course syllabus.

Note: Models for opening posts can be provided.

### **Substitutions**

Because of the small size of our program and the limited number of instructors, teaching time absences must be avoided at all cost or at least carefully planned. At the beginning of the

semester, each 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 emergency.

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

### **Student participation and attendance**

Instructors will keep accurate records of their students' attendance and participation in class, since this will be an important component of their final grades. Criteria for calculating participation points are outlined in detail in the course syllabus.

### **Compass (or Blackboard) Gradebook**

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.

### **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](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.

## HOW TO ENTER GRADES IN COMPASS

1. Start on the "Teach" tab (not the "Student" tab)
2. Click on "Gradebook"
3. Click on Grade Book Options to the right and select "Find Members"
4. You will get a screen that asks for Column, Condition and Value:
  - For "column" choose "section" from the drop-down list (scroll through the list)
  - For "condition" use the default "contains" or choose "equal to"
  - For "value" type in your section (C1, D1, etc.)
5. Click on "Run Query" at the bottom

It should return you to the Gradebook with only your own students showing in the list.

6. Click the VIEW ALL tab at the top left. (The default GRADES tab only shows the component averages)
7. Find the column for which you wish to enter a grade; you'll probably have to scroll to the right on the screen. When you find "Part 4" (Participation, Week 4) or "Disc 1" (Discussion) click on the little gray triangle next to the assignment title.
8. Select "Edit values"
9. Enter your students' grades
10. Click "Save"

## **HOW TO POST MODEL COMPASS DISCUSSION MESSAGES**

It is best to type your model composition in a Word document and save it before taking these steps. See course syllabus and/or Compass homepage for topics and requirements. If you teach 3 sections you will post the same model in about 9 different groups.

1. Start on the "Teach" tab (not the "Student" tab)
2. Click on "Discussions" on the left margin (push-pin icon)
3. Click on appropriate Section and Group (link) (a section you teach - Group 1)
4. Click "Create Message"
5. Type the Subject name and due date: "Mi familia. Due #-#-###" (sample)
6. Type the Message: (type or paste your model composition)
7. Highlight and copy your message so you can post it in the next group. (first posting only)
8. Click "Post"
- 9. Repeat with next group until all 9-12 groups you're teaching have the model posted.**

## **HOW TO GRADE COMPASS DISCUSSION MESSAGES**

1. Start on the “Teach” tab (not the “Student” tab)
2. Click on “Discussions” (push-pin icon on left margin)
3. Choose your section and the first group
4. Click on the subject title of the first composition (your model message.)
5. A separate window will open and show your model message
6. Scroll down a little and click on “Display Complete Thread”
7. Read and grade compositions according to the criteria in the syllabus
8. Write down grades on separate piece of paper or paper gradebook
9. Repeat for all groups in all sections you are teaching
10. Post Discussion grades in Compass Gradebook (see “How To Enter Grades”)

## HOW TO PRINT COMPASS GRADES

IF you are asked to print the end-of-semester grades, wait until the LD or C/S gives the ok to print.

1. Click on TEACH tab
2. Click on GRADEBOOK tab
3. Click on the GRADES tab at top left. (Make sure of this! You should see mostly averages.)
4. Under Grade Book Options box (at top right) make sure columns are UNFROZEN
5. Under Grade Book Options, click on FIND MEMBERS
6. For the COLUMN section, scroll down and select "section"  
Conditions = "contains" and value = A1, B2, etc (your section)
7. Click on RUN QUERY
8. You should see about 9 columns, (averages and the final grade).
9. Set the following printing settings:  
(page set-up: "landscape" and "shrink to fit page width")  
(print: print frame ="the selected frame")
10. Print this page!

**Print ONE page and go get it from the printer to see if it looks ok before wasting a lot of paper! See your LD or C/S if you are having trouble printing.**

## HELPFUL ADDRESSES

**University of Illinois** <http://www.illinois.edu>  
(there are many useful links on this page under the box entitled RESOURCES FOR: ... )

Department of Spanish, Italian, & Portuguese	<a href="http://www.sip.illinois.edu">http://www.sip.illinois.edu</a>
Compass	<a href="https://compass.illinois.edu">https://compass.illinois.edu</a>
Centro	<a href="http://www.mhcentro.com">http://www.mhcentro.com</a>
Banner/Enterprise (Registration)	<a href="http://apps.uillinois.edu/index.html">http://apps.uillinois.edu/index.html</a>
Center for Teaching Excellence	<a href="http://cte.illinois.edu">http://cte.illinois.edu</a>
CITES (Computer Services)	<a href="http://www.cites.uiuc.edu">http://www.cites.uiuc.edu</a>
CITES Express E-mail	<a href="https://express.cites.uiuc.edu">https://express.cites.uiuc.edu</a>
NESSIE (Human Resources)	<a href="https://nessie.uihr.illinois.edu">https://nessie.uihr.illinois.edu</a>
University Code of Policies and Regulations	<a href="http://admin.illinois.edu/policy/code/">http://admin.illinois.edu/policy/code/</a>
DRES (Disability Resources)	<a href="http://www.disability.uiuc.edu">http://www.disability.uiuc.edu</a>
Division of Public Safety	<a href="http://www.dps.uiuc.edu/">http://www.dps.uiuc.edu/</a>

(The university recently converted its URL tag from “uiuc” to “illinois”. Some links still remain as uiuc. Most sites will still open with either tag.)