

**ILLINOIS STATE UNIVERSITY**

**DEPARTMENT  
OF  
LANGUAGES, LITERATURES,  
AND CULTURES**

**(formerly  
FOREIGN LANGUAGES)**

# Graduate Assistant Handbook

*Revised 6/07*

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## **Introduction**

Congratulations on your admission to the Master of Arts in the Languages, Literatures, and Cultures (formerly Foreign Languages) program at Illinois State University and receiving a Graduate Assistantship. The Graduate School at Illinois State University defines the Graduate Assistantship as follows:

*Graduate assistantships are provided as financial support for selected graduate students. They are intended to facilitate progress toward a graduate degree, and assistantship regulations and procedures are designed to promote this academic objective. Therefore such factors as satisfactory academic progress and time to degree are considerations for retaining assistantships.*

Your assignment as a Graduate Assistant in the Department of Languages, Literatures, and Cultures is designed, like your coursework, to complement and contribute to the academic objectives of the MA program. As such, you should fulfill your assistantship obligations responsibly, but you are a student first and foremost.

By accepting the Department's offer of an assistantship, you agree to not only undertake graduate study in **Languages, Literatures, and Cultures** for the next several semesters, you also agree to the conditions of the Graduate Assistantship provided to you.

## GRADUATE ASSISTANT POLICIES

### 1. Assistantships

For formal contractual purposes the Fall semester begins on August 16th and ends on December 31st. The Spring semester begins on January 1st and ends on May 15th. In addition to enrolling in 475.11 (*Foreign Language Teaching Methods at the College Level*) in the Fall, you are required to attend a short orientation session held the week before classes begin in August. The actual date of the Fall Orientation may fall somewhat earlier than the formal contract date because of the difficulty of scheduling an orientation before the start of classes. Note, however, that Graduate Assistants' duties normally begin later than the starting date for Spring contracts and end considerably before the end of the contract period in both the Fall and Spring semesters. **Contracts are issued contingent upon attendance at the orientation session and enrollment in 475.11.**

Whether you are assigned to teach or to perform some other duties for the Department, you will generally receive separate contracts for each semester. If you remain in good academic standing, your assistantship may be renewed for a total of four semesters. Additional semesters of support are sometimes available, on a case by case basis. If you decide to discontinue your assistantship after one year, you must notify the Director of Graduate Studies (DGS) no later than May 1 and your position will be assigned to another student. If the DGS does not hear from you, it will be assumed that you intend to continue your assistantship into the next academic year.

### 2. Requirements

- a. You must *make satisfactory progress toward your degree and maintain a 3.0 GPA in a normal minimum of 9 credit hours per semester* to keep your Assistantship. Provisions for probation must be made individually with the Graduate Committee.
- b. A typical workload is twenty hours per week.
- c. You may be assigned to teach a class, work in the language or computer laboratories, assist a faculty member, or perform other duties related to departmental needs.
- d. The week before classes begin you are required to attend a four-day Orientation and Workshop. The primary purpose for this Orientation and Workshop is to prepare you for your teaching assignment, although it will include a short general Orientation on the M.A. program aimed at all graduate students. The workshop portion will be directed by the Supervisor of Graduate Assistants. All Graduate Assistants, including those who have previously taught, must attend this Orientation. If you are not assigned to teaching duties, you must still attend the orientation and workshop.
- e. All new Graduate Assistants (GAs) are required to take 475.11 in the Fall semester, regardless of their assignment, as most GAs are given

the opportunity to teach at some time during their course of study, contingent upon undergraduate enrollment and other factors. Assistants entering in the Spring semester will usually be assigned to work in the Language Laboratory whenever possible.

- f. Throughout the semester you are required to attend scheduled meetings with the department's Language Coordinator for Graduate Assistants and/or the section's supervisor of teaching Graduate Assistants. These meetings will offer the opportunity to examine issues and needs, and will include discussion of lesson plans, tests and other classroom activities.
- g. You are required to observe two classes per semester and to discuss your observations with the Supervisor. Remember to ask the other instructors' permission to observe his or her class. Your supervisor will also visit your class and discuss observations with you.
- h. Students with assistantships should be prepared to teach all the semesters of their residency (usually four). The only consideration in building teaching and lab schedules will be the schedule of the classes that the graduate student is taking. In the interest of fairness to all, we cannot consider weekend plans, off-campus employment, social obligations, or other personal preferences when devising schedules.
- i. Evaluation procedure: Teaching GAs will administer course evaluations to their students during the final two weeks of each semester. These evaluations are available for review in the Department office (Stevenson Hall 113) after the end of the semester. Non-teaching GAs will receive a performance evaluation by their immediate supervisor at the end of their assignment (at least once a year). Along with student evaluations, teaching performance will also be evaluated by the Language Coordinator. The Language Coordinator will meet with the GA to discuss his/her teaching performance at least once a semester and will provide him/her with a written evaluation of his/her teaching.

### 3. Office

You will be assigned office space in Stevenson Hall 227C with access to a phone. Keys will be ordered for Stevenson Hall and 227C and will be available for pick up at the Physical Plant located on Gregory Street. All keys must be returned to the Physical Plant by the end of the year or the last paycheck will be withheld. If you are assigned teaching duties, you should plan to hold two office hours per week, and should be available at those times to assist your students with their work in the course you are teaching. One of your office hours will be held in the Foreign Language Lab (STV231A) at the grammar help desk. Keep in mind that you have full responsibility for your class and that students will regard you not only as their instructor, but as an official representative of Illinois State University.

4. **Textbooks and Supplies**

You will receive a free copy of the textbook for the course you teach. The departmental office staff will instruct you in the use of office machines. Supplies such as grade books, chalk, and paper for reproducing quizzes and exams are available. The Department does not provide supplies and services related to your own graduate course work. Textbooks and teaching materials provided by the Department must be returned once a Graduate Assistant has finished his/her teaching assignment at the end of the MA.

5. **Mail and Email**

A mailbox will be assigned to you in Stevenson 114 and you will receive an email account. You should check both at least once every day for important departmental notices and for messages from your students.

6. **Parking and Transportation**

You may buy a student parking permit at the Office of Parking and Transportation located at 709 North Main Street, 438-8391. Public bus service is free for ISU students with a valid Redbird / Student I.D. card.

7. **Payroll Matters**

The current minimum stipend for a 20/hour Graduate Assistantship in the Department of Languages, Literatures, and Cultures is \$750 per month (\$3375.00 per semester.) This rate may be subject to variation according to funding, the needs of the Department, and the experience of the Graduate Assistant.

Checks can be direct deposited to the bank of your choice, or can be picked up at the Student Accounts office on the last working day of each month. To have your check direct deposited, you will need to complete the necessary paperwork in the payroll office located in Hovey Hall, room 101.

Income tax deductions are based upon the information you have entered on your W-4 Form which must be filed with the University.

The Payroll Office can give you complete information in payroll matters. You must fill out an Employment Eligibility Verification Form (I-9 Form) before you begin your work duties. You will need either a current passport or two approved forms of personal identification such as a driver's license and either an original social security card or an official birth certificate. You will also need to sign a form certifying that you have not defaulted on an educational loan.

8. **Tuition and Fees**

As a Graduate Assistant your tuition is waived unless you exceed 12 credits in a semester (which you should not do, in any case). You do, however, have to pay student fees, including the cost of health insurance. You will receive free tuition for one summer session following successful completion of one semester as a Graduate Assistant.

Sample lesson plans and syllabi follow and, in most cases, are intended only as general examples for you to keep in mind as you begin thinking about your own teaching. You will receive current materials at the orientation in August.

## SAMPLE LESSON PLANS

### FRENCH:

1ERE SEMAINE	LUNDI 21 AOÛT	MARDI 22 AOÛT	MERCREDI 23 AOÛT	JEUDI 24 AOÛT
ACTIVITÉS EN CLASSES	<b>Introduction</b>	<b>Unité I : leçon 1</b>	<b>Unité I : leçon 1</b>	<b>Unité I : leçon 1</b>
SALUT !	<b>1<sup>ere</sup> rencontre</b> Qui suis-je ? Et vous ? Formel et informel Je/nous- Tu/vous Syllabus	<b>Contexte : Ca va ?</b> <b>Les sons et les lettres : Alphabet</b> <b>Roman-photo : Au café</b> <b>Communication : Mise en pratique : Vidéo Cd-rom</b>	<b>Culture : la bise ?</b> <b>Structure : Noms et articles</b> <b>Nombres 0-60</b> <b>Communication : Mise en pratique : Le zapping</b>	<b>Portrait : Aix-en-Provence</b> <b>Savoir-faire : Le monde francophone</b>
INTRODUCTION CHAPITRE PRELIMINAIRE UNITE I : LEÇON 1 ÇA VA	<b>Mardi :</b> → À lire le syllabus préparez vos questions → À Préparer une carte d'identité personnalisée pour vous présentez en classe → Preview Roman-photo	<b>Mercredi :</b> → À Préparer : Leçon Workbook : Leçon 1 (1)	<b>Jeudi :</b> → À Préparer : Leçon Workbook : vidéo 1 (211)	<b>Vendredi :</b> → À Préparer : Leçon
Attention → Att.				À revoir Leçon 1 ↔ Epreuve

### SPANISH:

#### 111 (First week)

##### Day 1: Introduction.

- 15 minutes: In English, briefly introduce yourself. Use the attached transparency to point out main components of the syllabus. Mention that the syllabus is in Webct. Emphasize the following:
  - Students need to buy a passcard and turn it in to you before they can have access to Webct. Passcard is the licensing fee for ISU to use Webct.
  - As soon as they turn in the Passcard students are required to take the introductory Webct quiz that helps them navigate through Webct course

modules.

- All Webct homework appears in the Calendar Module. Students need to check the calendar regularly to know when assignments are due. Do not rely on Webct automated reminder of due items because that system does not always work. **YOU WILL NOT REMIND STUDENTS OF DUE DATE ASSIGNMENTS.**
- Start working on Webct early on so if they encounter a problem they can ask you before the quiz is done. If they complain about a quiz the day that quiz is done, we will not be able to help the student.
- No extra-credit assignments. Encourage students to seek help early in the semester.
- policy about no make up exams.
- use of Spanish in the classroom
- concern form

At the end ask if there are any questions.

- 3 mins. Go over your class list to start familiarizing yourself with names and faces. Do this the first week to know who is not attending class
- 1 min.: In Spanish introduce yourself and tell a little bit about yourself. Ex: Hola, me llamo ....., soy la profesora de esta clase. Soy de Chicago. También soy estudiante en ISU. Estudio una maestría (Masters) en Español. Repeat phrases as needed but don't translate
- 10 mins. If students have their book, ask them to read p. 2 individually. If they don't have their textbook, make copies of p. 2 and pass them around so each pair of students have 1 copy (recycle the photocopies for your next class). Try to do the exercises that you experienced during the Catalan lesson during orientation to practice formulas on p. 2.
- Ask them to fill out the student background questionnaire.

## Day 2:

- Start collecting Passcards and stress Webct instructions!
- 5 min. Go over class lists but instead of you reading of the list, use the information on p. 2 to ask students' name as you check them off your class list. Ask some students some other questions such as ¿De dónde eres?.
- 2 mins. Actividad A p. 3 in class
- 2 mins. Students read *Así se dice* and *Nota comunicativa* silently. Go over those expressions with students in class.
- 2 mins. Actividad B p. 3 individually and then in class.
- 4 mins. Actividad C. Read suggestion on p. 4.
- 4 mins. Ask students to read section on Gramática on p. 4 silently. Then go over the main points in Spanish with your own examples. Ask students to read aloud as a class the verb conjugation. Ask students to read conjugations in pairs three or four times and then quiz each other on verb conjugations (model with a student, e.g., You say: *Yo.....* He/she says: *yo soy*, etc.)
- 2 mins. Actividad D p. 5 first individually (paso 1) then in pairs (paso 2). Model with student. Then ask three or four students some of the items in class to make

sure they are doing the right conjugations. Read suggestion.

- 3-4 mins. Actividad E p. 5. Ask students to read Paso 1 and then you model the questions with a student, let students to review those questions if necessary before they do the interview. You may also write down those questions on the board as you model the interview. Allow 1 min, for Paso 2 and then ask several students to read paragraph aloud **or** ask students to exchange paragraphs and read them to get to know someone else in class. Read suggestion.
- If there is time, you can play the eraser game to learn names.

### Day 3

- Start class reviewing the greetings studied the day before. Ask questions of students and allow students to ask questions among themselves
- 2 mins. Have pieces of paper with names of famous and important people (university president, the Pope, etc.) as well as with regular people (a high school student, a university student, a child, etc.). Distribute the papers among students and ask them to walk around class and greet each other appropriately based on who they are addressing to. For example, if one person is greeting the university president, they will have to use formal greetings. Allow for this interaction to go on for 2 mins. And then ask students to exchange papers among each other to take on different personalities. Walk around class to check for comprehension.
- 2 mins. Introduce the vocabulary on p. 6-7. Read suggestion.
- 2 mins. Actividad A p. 7 Do some of the ideas on the Option section on p. 7 as a follow up.
- Ask students to read Nota Comunicativa silently. Then add those expressions to a transparency with expressions already seen on p. 3 and 5. From now on for the next four weeks leave the transparency with these expressions on the overhead projector so students get used to them in class.
- 5 mins. Actividad B p. 8 Read suggestions on p. 8
- 2 mins. Let students read *Asi se dice* silently and then provide other examples and quiz them with words such as periódico, teatro, literature, historia.
- 2 mins. Students read Gramática on p. 9 silently and then you go over the main points in Spanish. Stress with intonation the difference between *gusta/gustan*.
- 4 mins. Actividad C. p. 10 After students do this individually, ask questions of students in class to find out which subjects they like the most. Then ask students to find out one person in class who has at least three identical likes about certain subjects. Model the activity by asking individual students questions such as *Te gusta la administracion de empresa?*
- Sections on Los Hispanos Hablan are in Webct. They are the video clips for the chapter. If you have time you can do Actividad D in class. Follow suggestions.

## SAMPLE SYLLABI

### FRENCH:

*\*Sample syllabus is from fall 2006.*

### 111.12 1<sup>ST</sup> YEAR FRENCH (PART I) (4 SEMESTER HOURS CREDIT) ILLINOIS STATE UNIVERSITY DEPARTMENT OF FOREIGN LANGUAGES

**TEXTBOOKS:** *Espaces*, Cherie Mitschke, Cheryl Tano, & Valérie Thiers-Thiam, and its accompanying Workbook and Answer Key, plus video/audio CDs. These materials are available at the Alamo II on North St. and the Barnes & Noble University Bookstore in the Bone Student Center.

**DESCRIPTION & OBJECTIVES:** French 111 is an introductory course for beginning students of French. Students will have an opportunity to practice reading, writing, listening, and speaking at the beginning level, as well as to learn aspects of everyday culture in French-speaking countries. In order to meet these objectives, students are required:

1. to study outside of class (daily preparation/homework/labs),
2. to attend classes regularly, and
3. to participate fully in class activities.

### **DEPARTMENTAL POLICY:**

1. **Grading:** Your class grade is divided as follows:

*Class Participation and Daily Preparation	15%
*Daily Homework, Quizzes, & Workbook Exercises	15%
*Oral Tests (2)	10%
*Lesson <i>épreuves</i> (12)	30%
*Multi-unit tests (2)	15%
*Final Exam	15%

Grading Scale: A=100-90 B=89-80 C=79-70 D=69-60 F=Below 60

2. **Class participation, daily preparation, and attendance:**

Learning a foreign language is highly interactive and hands on, so it is essential to attend class regularly. For the purposes of participation grades, department policy is not to distinguish between excused and unexcused absences. If you are not in class, you are not participating and you will be graded for your participation only on the days you were in class each week period. Also, if you are consistently late to class, this also affects your participation grade.

Late homework will not be accepted and there are no make-ups for missed quizzes or *épreuves*. However, the lowest quiz and *épreuve* grade will be dropped at the end of the semester. At the discretion of your instructor, the multi-unit tests

may be made up within a reasonable time with a valid, documented excuse. Prescriptions are not valid, documented excuses.

Students are responsible for learning all new vocabulary and grammar, for studying the assigned material, and for writing out assigned exercises before class time. Most of class time will be spent on putting the material into use in French. Detailed grammatical explanations are in English in the book. It is essential to read such explanations before class to avoid confusion during class time. Be sure to ask your questions!

If you miss a class, it is your responsibility to find out what material was covered during your absence and what assignments are due next class. Therefore, exchange phone or e-mail information with 2 classmates so that you won't get behind.

Your participation grade will be based on four sets of criteria: Use of target language, class participation, effort, and attendance/tardiness.

### 3. **Participation/Attendance Grading Criteria:**

Every week you will give yourself a participation grade where you will evaluate yourself using the following rubric. The form will also have space for you to ask questions or make comments. Your instructor will then give you a participation grade every two weeks, taking into account your input. S/he will have the right to raise or lower your grade based upon the observation of your classroom participation/attendance. This grade makes up fifteen percent of your final grade.

#### **5 points**

- consistently engaged in class and partner activities and volunteers answers and participates with examples in French
- listens attentively and responds appropriately to others in French
- strong effort to work within the contexts given for class activities
- uses “off time” (time after having finished activities) to chat primarily in French or to go over activity again
- asks for clarification questions to teacher and students in order to negotiate meaning

#### **4 points**

- mostly engaged in class and partner activities and sometimes volunteers answers in French or participates in examples
- listens attentively and responds appropriately to others in French
- good effort to work within the contexts given
- sometimes uses “off time” to chat in French or English or to repeat activity in French
- sometimes asks clarification questions in order to negotiate meaning

#### **3 points**

- engaged in activities but rarely volunteers answers or participates in examples in French
- listens attentively to others and responds somewhat appropriately
- uses “off time” to chat usually in English or sometimes repeats activity with partner
- rarely asks clarification questions but makes an effort to follow along with the class

**2 points**

- slightly engaged in class activities and does not volunteer answers or participate in examples
- listens to what others say but rarely attempts to respond appropriately
- ineffective use of “off time”
- shows some effort to follow along with the class but does not ask clarification questions

**1 point**

- not engaged in class or partner activities and does not volunteer answers or participate in examples
- listens in class but does not attempt to respond appropriately to others
- shows little to no effort to follow along with the class or to ask clarification questions
- more than 5 minutes late every day

**0 points**

- More than 15 minutes late for class more than two times during the week
- Students who are absent from class are responsible for making up what they missed outside of class. For the purpose of participation grades, the department does not distinguish between excused and unexcused absences. In other words, if you are not in class, you cannot receive participation points. However, with a valid documented excuse, homework can be turned in late for full credit. This is determined on an individual basis and is at the discretion of the instructor.

4. **Homework/Audio Exercises:**

a. Homework: In each lesson, your instructor will assign graded and non-graded exercises as homework and preparation. These exercises will help you and your instructor evaluate your progress. Assignments must be completed and handed in on time. No credit will be given for late assignments and the instructor is under no obligation to accept overdue assignments.

b. Workbook/Video Manual: Learning a foreign language obviously involves the development of listening skills, so it is important to do the workbook, audio, and video exercises for each lesson. You will have two CDs, one that contains the video you will be studying, and one that gives the audio for all

the listening exercises in the book. You will be responsible for doing all the exercises, as given by your instructor. You will turn in your workbook with your corrections on each Monday at the time of your short test, the *épreuve*, and your instructor will hand it back to you the next day. There is no room for being late in this schedule, so plan accordingly. Instructors will only accept workbooks on Mondays.

**Workbook Grading Rubric:** The grade is based on overall effort, including the level of completion and the accuracy of corrections. You should use a different color of ink so that the corrections are easy to see. The criteria are as follows:

100—Student completed all assigned exercises and corrected errors using a different color of ink.

95—Student has not completed 1 or 2 exercises and/or has failed to accurately correct errors in 1 or 2 exercises.

85—Student has not completed 3 exercises and/or has failed to correct errors in 3 exercises.

75—Student is missing or has not completed 4 or 5 of the exercises assigned and/or failed to accurately correct errors in many exercises.

65-below—Student shows little or no effort in workbook exercises.

5. **Quizzes:** There will be at least one (1) quiz per chapter (announced or unannounced) to reinforce your preparation and understanding of the grammatical concepts and vocabulary.

6. **Oral Component:** In this class, you will learn to speak another language. This is an exciting prospect, but in order to accomplish this goal, you have to talk! For some of you, this is not a problem; for others, this will be a challenge. The goal is to speak regardless of any mistakes you make in the process. Errors are a natural part of the language learning process. With practice, you will learn to catch those errors and monitor for them. So, you will be graded on your continual effort much more than how perfectly you speak through your participation grade. Of course, you will be expected to make progress; you cannot expect to get a good grade if there is no progress. Two oral tests will serve to evaluate your overall ability to communicate ideas in grammatically correct forms.

7. **Exams:** The dates of all exams are indicated on the schedule. There will be twelve shorter tests (*épreuves*), one for each lesson and two multi-unit tests for units 1-3 and units 4-6. All exams will include listening comprehension, reading, writing, vocabulary and grammar, as well as aspects of culture.

8. **Final Written Exam:** A departmental two-hour comprehensive final exam for units 1-7 will be given at 8 a.m. on Saturday, December 9.

\*\*The University will accommodate, within reason, students who are unable to take examinations on the scheduled day for religious reasons. Students should consult in advance with their instructor about alternative arrangements.

## NOTES TO SYLLABUS

- **Academic Dishonesty:** Cheating and Plagiarism **WILL NOT BE TOLERATED**. See *ISU Student Handbook*, page 9. Graded exercises—including homework and lab—are to be individual work.
- Students are expected to behave in a manner consistent with being in a professional environment. Open discussion and disagreement are encouraged in a respectful manner. Open hostility, rudeness, and incivility are discouraged and will result in appropriate action. Mechanical disruptions (cell phones, pagers, electronic toys, music players, etc.) are also strongly discouraged.

Students acting in a disruptive or uncivil manner may be dismissed from the class for the remainder of the class period. If necessary, referrals may also be made to **Community Rights & Responsibilities** for violations of the Code of Student Conduct.

- Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD).
- Pay attention to course/university withdrawal dates. The last day to withdraw (WX) from this course is Friday, October 13, 2006.
- Students are encouraged to seek help outside of class during instructor office hours. In addition, the department provides free tutoring hours in STV 231A; a schedule will be posted. You can also ask about a tutor in the Languages, Literatures, and Cultures Department Office, STV 114, or in the University Center for Learning Assistance, STV 133.
- If students have problems/concerns with the instructor's performance, they are encouraged to talk to their instructor honestly about it. Students may also contact the Language Coordinator for GAs by filling out a "Concern form" available in the department office and leave it in Dr. Mir's mailbox in STV 114. Dr. Mir will personally contact the student to discuss the problem.

### Horaire (*Schedule—Calendar of Assignments and Exams*)

l	le 21 août	Introduction au cours
m	le 22 août	unité 1
m	le 23 août	unité 1
j	le 24 août	unité 1
l	le 28 août	unité 1: épreuve leçon 1
m	le 29 août	unité 1
m	le 30 août	unité 1
j	le 31 août	unité 1
l	le 4 septembre	<b>Fête du travail (Labor Day Holiday)</b>
m	le 5 septembre	unité 2: épreuve leçon 2
m	le 6 septembre	unité 2
j	le 7 septembre	unité 2
l	Le 11 septembre	unité 2: épreuve leçon 3
m	le 12 septembre	unité 2
m	le 13 septembre	unité 2
j	le 14 septembre	unité 2

l m m j	le 18 septembre le 19 septembre le 20 septembre le 21 septembre	unité 2: épreuve leçon 4 unité 3 unité 3 unité 3
l m m j	le 25 septembre le 26 septembre le 27 septembre le 28 septembre	unité 3: épreuve leçon 5 unité 3 unité 3 unité 3
l m m j	le 2 octobre le 3 octobre le 4 octobre le 5 octobre	<b>Examen, unités 1-3</b> unité 4 <b>Examen oral 1</b> ( <i>sign up to take outside of class.</i> ) unité 4 unité 4
l m m j	le 9 octobre le 10 octobre le 11 octobre le 12 octobre	unité 4: épreuve leçon 7 unité 4 unité 4 unité 4
l m m j	le 16 octobre le 17 octobre le 18 octobre le 19 octobre	unité 4: épreuve leçon 8 unité 5 unité 5 unité 5
l m m j	le 23 octobre le 24 octobre le 25 octobre le 26 octobre	unité 5: épreuve leçon 9 unité 5 unité 5 unité 5
l m m j	le 30 octobre le 31 octobre le 1 novembre le 2 novembre	unité 5: épreuve leçon 10 unité 6 unité 6 unité 6
l m m j	le 6 novembre le 7 novembre le 8 novembre le 9 novembre	unité 6: épreuve leçon 11 unité 6 unité 6 unité 6
l m m j	le 13 novembre le 14 novembre le 15 novembre le 16 novembre	<b>Examen, unités 4-6</b> unité 7 unité 7 unité 7
	le 20 au 24 novembre	<b>Les Vacances (Thanksgiving Break)</b>
l m m j	le 27 novembre le 28 novembre le 29 novembre le 30 novembre	unité 7: épreuve leçon 13 unité 7 unité 7 unité 7
l m m j	le 4 décembre le 5 décembre le 6 décembre le 7 décembre	unité 7: épreuve leçon 14 révision <b>examen oral 2</b> <b>examen oral 2</b>
<b>sam</b>	<b>le 9 décembre</b>	<b>EXAMEN FINAL (unités 1-7) à 8 heures du matin</b>

**SPANISH:**

**Spanish 111  
First-year Spanish (Part I) (4 semester hours)  
Fall 2006  
Department of Foreign Languages  
Illinois State University**

Office/Phone: STV 227C, 438-7538

**Catalog description:**

Fundamentals of grammar. Practice in speaking, understanding, reading and writing Spanish.

**Prerequisites:**

Not recommended if student had 3 years high school Spanish. Not for credit if had SPA 116 or 116.

**Course Objectives:**

Spanish 111 is the first of the two introductory courses for beginning students of Spanish. The purpose of this sequence is to help students develop proficiency in the four language skills essential to effective communicative language learning, and to offer an introduction to the culture of the ample Hispanic world.

**Course Description:**

In order to meet the course objectives, the student is required to do pre-class preparation and written exercises outside of class, to attend class regularly, and to participate fully in class activities. Class time will be primarily spent in practicing through communicative activities where students express their own ideas in Spanish. In order to benefit from class instruction it is highly recommended students go over textbook material before coming to class so class time can be spent on oral practice. Students can follow class schedule through the course calendar posted on WebCt. All assignments and tests are listed there. The instructor will not always remind students of assignments. Therefore, the student's class preparation is essential for ensuring a successful class period and effective communication for everybody in the classroom.

**Textbooks:**

VanPatten, Lee & Ballman (2006) (2nd Ed.) Vistazos: Un curso breve. McGraw-Hill

WebCt- On-line Written and Audio Manual Activities. **You need to purchase the passcard!**

El Mundo Hispano McGraw-Hill

**Grade Distribution:**

Examen Final	250 points
Tarea on-line	200 points
Exámenes orales	100 points
Pruebas	200 points
Discusiones escritas	100 points
Quizzes	100 points
Participación/Asistencia	50 points

Scale: A=1000-900    B=899-800    C= 799-700    D=699-600    F=Below

### Course Requirements

Exámenes y Pruebas: There will be one final exam and two chapter *pruebas* as indicated in the schedule. The final exam is comprehensive and therefore, will cover all from *Lección Preliminar* to *Lección 8*. . The two chapter *pruebas* are not cumulative. The final exam will include grammar, vocabulary, reading, culture, listening. The chapter exams will test grammar and vocabulary. **NO MAKE-UP EXAMS WILL BE GIVEN UNLESS AN ACCEPTABLE EXCUSE IS PROVIDED.** If a student misses a *prueba* or the Final Exam because of a medical emergency, he/she will have to provide a written excuse from his/her doctor to the instructor who will arrange a make-up session. For other type of excuses, the student will have to talk to the Language Coordinator (438-7856).

Exámenes orales: There will be one oral exam at the end of the semester which will consist of a short role-play to be performed with a classmate. More details about this exam will be given in class. In addition, your oral performance will be evaluated during the semester in class activities without previous announcement. Therefore, it is important you offer the best oral participation in class at all times. **NO MAKE-UP EXAMS WILL BE GIVEN.**

Discusiones escritas: Students will participate in three written discussions on WebCt. Your instructor will post a discussion topic in the WebCT Discussions module. Students will be placed in discussion groups of five students each. Within that discussion group you will have to reply to the topic posted by your instructor and to one of the group members' message. You will have five days to participate in the discussion. The objective here is to establish on-going written discussions with you peers. Repeating or copying another group member's posting will result in a grade of zero for that posting. Using a translation program will also result in a zero. This will be considered a violation of academic integrity. The messages you post will be read by your instructor and by the classmates who are members of your particular group. Online Discussions are not private.

All entries are to be **AT LEAST 100-120 WORDS LONG** written **IN SPANISH**. Lists of words, songs, dialogs, and copies of other texts are not acceptable messages.

You will be assessed according to the following scale:

100 points = Effort in completing the assignment is evident: Student paid attention to grammar and use of vocabulary. Not many grammar mistakes are evident. Student provided many details and information as needed. Student made an effort to provide interesting content. Student contributed twice to the discussion.

90 points= Effort in completing the assignment is evident: Student paid attention to grammar and use of vocabulary. Not many grammar mistakes are evident. However, student provided very

little details and information. Entry was short. Student did not make an effort to provide interesting content. Student contributed twice to the discussion.

80 points.= Effort in completing the assignment is evident: Student paid attention to grammar and use of vocabulary. Not many grammar mistakes are evident. Student provided many details and information as needed. Student made an effort to provide interesting content. Student contributed only once.

60 points.= Effort in completing the assignment is partially evident. Student paid some attention to grammar and use of vocabulary. But some grammar mistakes are evident.

50 pts. = Effort in completing the assignment is not evident. Student simply wrote a couple of sentences. Student made very basic grammatical mistakes that show lack of effort/interest in the assignment.

0 pts.= Not done.

Important: You must use the Reply command at the bottom of the last posting in a category (i.e. posting 1, 2, 3, etc.) in order to write your own posting. To do so, open your instructor's message, read it, read any other message following it, "Reply" to the last message in the list (Click on *Reply*). DO NOT use the Create Message option at the top of the page. After you have written your posting you must send it by clicking the POST button immediately under your composition. Check to see that your posting is in the right place and properly labeled.

Quizzes: There will be regular unannounced quizzes during the semester. These quizzes will be very short (10 mins). At the end of the semester the lowest scored quiz will be dropped from the final grade calculation. If you miss a quiz, that will not affect your final grade since that missed quiz will be the one deleted from the final grade calculation.

Tarea: All written homework for this class is on WebCT. Students will be responsible for all chapter related exercises on WebCT. All exercises are under the Workbook exercises icon. You will be responsible for completing all exercises for every chapter as indicated in the calendar (you can access the calendar on WebCT). Please, note that under the Workbook exercises you will find the following:

- a. Chapter related exercises
- b. Video exercises
- c. Reading exercises (Mundo Hispano) (Note: You will only have **two attempts** to submit your answers)

Make sure you scroll down the list when you access the Workbook exercises page in order to see all activities. Also, check the calendar regularly to know when exercises are due, do not rely on WebCt automated system to remind you on due items. It is your responsibility to check due items in the course calendar!

WebCt will automatically grade and score your responses to the exercises. For most exercises you can submit your responses as many times as you want until you reach the score you are satisfied with. WebCt will only use your highest score. Do not expect to get 100 points in each exercise. If

after trying several times to submit an exercise to get a better score, you are still not satisfied, write down the answers you are entering as they appear in WebCt and ask your instructor for help.

Some exercises will not be scored for grade purposes but you are encouraged to complete them since they are good practice. These practice quizzes are indicated on the top of the quiz. Also all pronunciation quizzes are practice exercises only so no grade will appear. It is very important you complete ALL WebCT quizzes even those that are for practice purposes only.

It is highly recommended you work on workbook exercises as you cover material in class. WebCT workbook exercises will only be accessible during the time a lesson is covered. Please, pay attention to the due date all WebCT assignments are due.

If you encounter some problems with WebCt, please, let your instructor know RIGHT AWAY. You have plenty of time to complete each WebCT assignment. Please, refer to the calendar to know when the due date is for WebCt homework assignments. Do not wait until the last day to work on WebCt exercises!!!

Participación/Asistencia: Participation in class will be assessed taking into account the following components:

1. Language quality
2. Speaking only in Spanish.
3. Attendance
4. Coming to class prepared and show enthusiasm.

Students will be partly responsible for their participation grade, granting that your instructor will agree with it. Every three weeks students will assess their participation by completing a short questionnaire.

### **Participation/Attendance Grading Criteria**

Use of Target Language:

- 5-- used the target language 95% of the time, including in small group work
- 4-- used the target language 75% of the time, including in small group work
- 3-- used the target language 50% of the time; often used English in small groups
- 2-- used the target language 30% of the time ; often used English with the instructor and in small groups
- 1-- used English most of the time

Preparation and Focus in Class Activities:

- 5-- always helped others by remaining on task, by participating spontaneously, by listening while others spoke, by showing respect for other students and the instructor. Always actively participated in group activities, did not remain silent.
- 4-- usually helped others by remaining on task, by participating spontaneously, by listening while others spoke, by showing respect for other students and the instructor. Sometimes actively participated in group activities and tried not to remain silent.
- 3-- participated when called upon in class or in group activities, but rarely participated spontaneously; occasionally did not complete tasks assigned for in-class activities. Occasionally actively participated in group activities.

- 2-- frequently off task, passes when called upon in class or in group activities.
- 1-- non-participatory, not listening or disrespectful to others.

Quality:

- 5-- high quality (as opposed to high-quantity) participation in class discussion and in small group activities. Showed mastery of assigned structures and vocabulary.
- 4-- good quality participation. Used most assigned structures well with good use of vocabulary.
- 3-- average quality participation. Used some assigned structures and vocabulary covered in class.
- 2-- below average participation. Used only the simplest structures and vocabulary.
- 1-- poor quality participation. Responded in incomplete sentences and used very limited vocabulary.

Attendance (by week):

- 5-- attended class every day and arrived on time
- 4-- attended class every day but may have arrived 15 minutes late on one day
- 3-- missed one day of class or arrived 15 minutes late on more than one day
- 2-- missed one day of class and may have arrived 15 minutes late on one or more days
- 1-- missed two day

Note: 0's may be given in these 4 categories in cases where, due to two or more absences in a week, it was impossible to assign a grade. At the end of the semester the weekly grades will be averaged for the final participation grade.

**NOTES TO THE SYLLABUS**

- Since learning a foreign language is highly interactive and participatory, it is essential to attend class regularly. For the purposes of participation grades, department policy is not to distinguish between excused and unexcused absences. If you are not in class, you are not participating.
- Students are responsible for learning all new vocabulary and grammar, for studying the assigned materials, and for writing out assigned exercises before class time. If you miss a class, it is your responsibility to find out what material was covered during your absence and what assignments are due next class.
- Please, check carefully the date of the final exam. If you have a conflict, you will need to provide your instructor with an official note describing the reason for requesting an excused absence **before Friday, April 28**. Only officially proven excuses such as an athletic event, military duty, plane tickets, etc., will be accepted and taken into consideration for a possible make-up.
- All the homework assigned for this class is indicated in the schedule and therefore, it is your responsibility to come to class prepared with the assignments. There will be times that you will have more homework than others. It is advisable that you work on your assignments early in advance so you don't feel overwhelmed. No excuses such as you have lots of homework from other classes will be accepted for not turning in your Spanish homework.
- Students should be aware of Illinois State University's policy toward academic dishonesty. Cheating and plagiarism will not be tolerated. This policy applies equally to graded exercises and out-of-class assignments
- The University will accommodate students who are unable to take examinations on scheduled days for religious reasons, provided they consult with their instructor in advance about alternative arrangements. Also, if you need special accommodation to fully participate in this class, please contact Disability Concerns at 438-5853 (voice), 438-8620 (TDD).

- Students are expected to behave in a manner consistent with being in a professional environment. Open discussion and disagreement are encouraged in a respectful manner. Open hostility, rudeness, and incivility are discouraged and will result in appropriate action. Mechanical disruptions (cell phones, pages, electronic toys, music players, etc.) are also strongly discouraged. Students acting in a disruptive or uncivil manner may be dismissed from the class for the remainder of the class period. If necessary, referrals may also be made to Community Rights & Responsibilities for violations of the Code of Student Conduct
- Due to the large amount of assignments required for this class, no extra-credit assignments will be given. Students have many opportunities to earn a good grade in the course by faithfully and carefully completing all assignments and coming to class prepared.

### **Computing with accents**

When you work on your on-line assignments you will need to use the appropriate Spanish accents and characters. Here is information on how to activate your keyboard in your home computer to use Spanish characters.

1. Go to **Start Settings Control Panels** to open the **Control Panels** window, then click on the **Regional and Language Options** icon.
2. In the **Regional Options** window, click on the **Language** tab on the top.
3. Click the **Details** button to open the **Settings** window.
4. In the Settings window, Click on the **Add** button to open the **Add Input Locale** window.
5. From the **Input locale** pull-down list, select the language desired (e.g. Spanish International Sort)
6. In the **Settings** window, you should see the new language or keyboard listed in the Input language menu. If you want the added language to be the default, then choose that language from the **Default input language** pull down menu.
7. If you want to set keyboard shortcuts to switch between multiple keyboards, make sure you are in the **Settings** window (shown in Step #4) , then click the **Key Settings** button on the bottom to open a new window. Adjust the keyboard sequence as desired.
8. Click **OK** to close the **Regional Options** windows.

**NOTE:** If you close a window without clicking **OK**, none of the settings will be changed.

For more information:

<http://tlt.its.psu.edu/suggestions/international/accents/codeint.html#activate>

### **Download Quick Time Player**

In order to use the audio/video files in WebCt you will need to have Quick Time Player in your home computer. Here is the link to download the program into your computer.

<http://www.apple.com/quicktime/win.html>

Click on "FREE DOWNLOAD" and follow the instructions.

(It is possible Real Player works as well, here is the link you need to go to download Real Player.

<http://www.real.com/>)

**Please, note that the best browser to use Quick Time Player is Internet Explorer!!**

## **OTHER INFORMATION**

**Some of my students need help with general study skills, time management, and/or coping with test anxiety.**

The University Center for Learning Assistance, located on the first floor of Stevenson, offers free sessions on all of these issues, as well as supplemental instruction and tutoring for a variety of classes. Their number is 438-7100.

**What should I do about a student who is dishonest, disrespectful or disruptive?**

Most of our students are honest and respectful of the rights of others. For those who are not, the university has established procedures to uphold the values of the academic community.

Information on expectations for conduct—including honesty, civility and integrity, along with procedures for reporting, investigation and consequences of violations, can be found at the Community Rights and Responsibility website, <http://www.deanofstudents.ilstu.edu/crr/> It is a good idea to read that information now, so that you are familiar with your students' rights and responsibilities. Contact the language coordinator, graduate director or department chair if you have questions about whether or not an incident needs to be reported, or about what else you should do.

Illinois State is committed to promoting a working and learning environment free of discrimination. Any student, faculty member, or employee who feels he/she has been the victim of harassment or other form of discrimination on the basis of race, religion, sex, national origin, sexual orientation, ancestry, age, marital status, physical or mental disability, unfavorable discharge from military, or status as a disabled veteran or veteran of the Vietnam Era should follow the complaint procedures outlined at the website of the Office for Diversity and Affirmative Action, <http://www.diversity.ilstu.edu/>

**If at any time a student's behavior raises concerns about your personal safety or that of other students, do not hesitate to leave the situation and call the University police at 438-8631 (non-emergency) or 911 (emergency).** A university police officer will come to the scene, assess the situation, and determine the appropriate response.

**What should I do if a student asks for an accommodation for a disability?**

At Illinois State, university policy is to refer all such requests to the Office of Disability Concerns. Professional staff there will evaluate the student and, if they determine that accommodations are appropriate, they will issue the student a wallet-sized card to present to instructors. Please note that it is up to the student whether or not to present the card (instructors are not permitted to ask whether the student has a disability and/or a card). If you believe that a student could benefit from screening for a disability, you may recommend that the student visit ODC for information.

If the student's ODC card specifies a note-taker, extended time for exams, or other assistance that will require resources, those resources are provided by ODC. Call them for information on when and where to send exams. ODC will provide the room and proctor, so you do not have to look for an available room outside your regular class hour, or stay late to provide the extra time for the exam. Exams sent to ODC will be returned to your mailbox in Stevenson. For more information

on Disability Concerns, the website is <http://www.disabilityconcerns.ilstu.edu/> Staff at that office will also field phone inquiries at 438-5853.

If a student does not present a Disability Concerns card that prescribes accommodations, you are not authorized to provide them. The student is to be treated exactly the same as all other students in your class.

**What if one of my students comes to me with a serious personal problem?**

Because students see their language TAs almost every day, our TAs often become the campus “first responders” for students who are facing personal issues such as depression, substance abuse, or conflicts with friends, roommates or family members. If students should come to you with these kinds of problems, please assure them that help is available and provide referral information. The Student Services Center 438-3655 has professional counselors who deal with such issues every day. If the student seems to need additional support, you may want to offer to make the call for an appointment and/or walk with the student to the center. If you believe that one of your students is at risk for suicide, the PATH hotline 827-4005 is staffed around the clock and ready to help.

**Between my grad classes and my own students, I’m feeling a bit overwhelmed myself. Is there anyone here to help me?**

All of the offices mentioned above serve grad students too, and please don’t hesitate to talk over your concerns with your professors, the language coordinator, your graduate advisor, the graduate coordinator or the chair. At the exit interviews it is not unusual for even the most successful MA students to report that there was at least one moment when they wondered if they would be able to complete the program.

If ever you are considering dropping a class or classes, please talk to the professor, the graduate coordinator and/or the chair before you make any decision. They can help you put your situation in perspective, inform you of your options and help you check on the potential consequences of dropping a class if you have an assistantship, tuition waiver or other financial aid. All graduate assistantships are considered financial aid, and dropping below full-time status may result in immediate termination of your assistantship along with a requirement to pay back the tuition waiver for the entire semester. Dropping even one class may also trigger repayment requirements for any student loans that have been deferred based on your status as a full-time student.

Students who experience financial emergencies are encouraged to contact the Graduate School for information about the Student-to-Student fund, which may be able to help you with unexpected and urgent needs.