

ILLINOIS STATE UNIVERSITY

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

<http://www.llc.ilstu.edu>

Graduate Assistant Handbook

Revised 6/09

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Introduction

Congratulations on receiving a graduate assistantship in the Department of Languages, Literatures, and Cultures. 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 (hereafter, GA) 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 undertake graduate study in Languages, Literatures, and Cultures for the next several semesters, and to the conditions of the graduate assistantship provided to you.

GRADUATE ASSISTANT (GA) POLICIES

1. Assistantships: Overview

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 order to prepare you for your time in the classroom, 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 first day of the 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 GA 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 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 take at least *9 credit hours per semester* (exceptions may be made in the final semester of study if only 6 hours are taken), *make satisfactory progress toward your degree, and maintain a 3.0 GPA* 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. These sessions will provide a general overview of the M.A. program and give you the opportunity to meet new and returning students. However, their primary purpose is to prepare you for your teaching assignment. The workshop portion will be directed by the Coordinator of Graduate Teaching Assistants (who oversees GA training across all language sections); Language Supervisors (who manage an individual language section) will also attend. All new GAs, including those who may have previously

taught at other institutions, must attend all four sessions; returning GAs are required to attend the final day of the workshop only. THIS ORIENTATION AND WORKSHOP IS REQUIRED OF ALL NEW GAs, REGARDLESS OF ASSIGNMENT.

- e. All new 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 Coordinator for Graduate Teaching Assistants and/or the section's Supervisor of Graduate Teaching Assistants. These meetings will offer the opportunity to examine issues and needs, and will include discussion of lesson plans, exams, and other classroom activities.
- g. Observations of peer classrooms: If you are a **Graduate Teaching Assistant (GTA)**, each semester you are required to observe **two** classes of other graduate instructors or faculty members teaching a beginning language class—remember to get prior permission from the instructor whose class you intend to visit—and to submit to the GA coordinator an analysis of methods and classroom management using the evaluation form provided in the Orientation Workshop Packet. If necessary the GA coordinator may require you to visit more than two language classes to help your own teaching.
- h. Observations by Language Supervisors and Coordinator: Classes of all new GTAs will be observed and evaluated by the Language Supervisor and / or the GA Coordinator at least two times during the first semester, the initial visit usually occurring by the end of the third week of classes. GTAs who enroll in the M.A. program in January and have not had the opportunity to attend the teaching workshop in August or 475.11 during the Fall will be observed at least once during the first two weeks of the semester and then as needed after that; they will also be required to sit in and observe the 111 or 112 class of an experienced GTA for one week (*GTA Action Plan, 10/07*).
- i. When possible new GTAs will be assigned a peer mentor (*GTA Action Plan, 10/07*).
- j. 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 personal preference when devising schedules.

- k. 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 (Williams Hall 329) after the end of the semester. GTAs should get into the habit of reviewing these; they are useful for the purpose of improving teaching and may be cited or included with application materials when you are seeking employment in the future. 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.
- l. Evaluation of Language Coordinator and Supervisors: GTAs will have the opportunity to evaluate the accessibility and helpfulness of these administrators once a year (*GTA Action Plan, 10/07*).
- m. Policy for Graduate Teaching Assistants From Other Departments:
Extra-departmental Graduate Teaching Assistants (GTAs) are required to either register for 475.11 for credit or as an audit if they are hired in the fall semester; if they are hired in the spring, they will be required to conform to the requirements for LAN GTAs; see above. If extra-departmental GTAs request renewal of their contract for the following fall semester and assistantships are available, they will be required to enroll in 475.11 for credit or as an audit (2/09).

3. **Office**

You will be assigned office space in Williams Hall (WIH) with access to a phone. Keys 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 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 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 you have finished your teaching assignment at the end of the M.A. program.

5. **Mail and Email**

A mailbox will be assigned to you 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, 309-438-8391. 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 \$850 per month. 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 for up to 12 credit hours per semester. Following completion of one semester as a graduate assistant, summer tuition is waived. If you purchase your health insurance through ISU, you will receive a reimbursement for your payments. Other fees are paid by the student.

SALAMANCA EXCHANGE
FOR SECOND-YEAR GRADUATE TEACHING ASSISTANTS IN
SPANISH

This opportunity is available for one second-year GTA per year to attend the University of Salamanca, take courses that would apply to the M.A. plan of study (up to 16 hours, with a maximum of 6 at the 400 level), and participate in English conversation instruction for 6 hours weekly. In exchange, the student would receive a monthly stipend of 700 euros (approximately \$1078). Interested students should contact their graduate advisor and Dr. Montserrat Mir early during their first semester of study in order to receive more information and learn how this opportunity will affect the completion of their degree.

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	Introduction	Unité I : leçon 1	Unité I : leçon 1	Unité I : leçon 1
SALUT !	1^{ere} rencontre Qui suis-je ? Et vous ? Formel et informel Je/nous- Tu/vous Syllabus	Contexte : Ça va ? Les sons et les lettres : Alphabet Roman-photo : Au café Communication : Mise en pratique : Vidéo Cd-rom	Culture : la bise ? Structure : Noms et articles Nombres 0-60 Communication : Mise en pratique : Le zapping	Portrait : Aix-en-Provence Savoir-faire : Le monde francophone
INTRODUCTION CHAPITRE PRELIMINAIRE UNITE I : LEÇON 1 ÇA VA	Mardi : → À lire le syllabus préparez vos questions → À Préparer une carte d'identité personnalisée pour vous présentez en classe → Preview Roman-photo	Mercredi : → À Préparer : Leçon Workbook : Leçon 1 (1)	Jeudi : → À Préparer : Leçon Workbook : vidéo 1 (211)	Vendredi : → 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 transparency to point out main components of the syllabus. Mention that the syllabus is in Blackboard. Emphasize the following:
 - Students will need to register in Centro to purchase access to the workbook online (we will prepare a printout with instructions on how to do this).
 - We will have the syllabus, calendar, gradebook and discussions on Blackboard. Students will need to check the calendar regularly to know when assignments are due. **YOU WILL NOT REMIND STUDENTS OF DUE DATE ASSIGNMENTS.**
 - 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. If you have someone in class who is not on your roster, ask whether he/she has registered for the course already. Sometimes students register in the last minute and they do not appear in the roster. Add student's name to your classlist.
- 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. Try to do the exercises that you experienced during the Catalan lesson during orientation to practice formulas on p. 2.
- If you have enough books in the class (or if you have the technology to project the text onto the whiteboard), do Act. A, B, C, And D. Now, for each activity, tell students to read instructions (you remain silent for 15 secs) and then, you paraphrase in Spanish what students are supposed to do. If possible, do first item in class as a model. For Act. C. look at the instructor's annotations because it gives some very interesting variations.
- Ask them to fill out the student background questionnaire.

Day 2:

- Start class by **VERY QUICKLY** (2-3 mins) stressing main components of the course, especially the need to register in Centro for the online workbook and all

- the information available in Blackboard. Remind them they need to take the Intro. to Course quiz on Blackboard.
- 5 min. Go over class lists but instead of you reading off the list, use the information on p. 2 to ask students' name as you check them off your class list.
 - 3 mins. Go over Act. D again as a reminder. Ask students to introduce themselves or introduce different classmates.
 - 2 mins. Students read Vistazo cultural on p. 3. Paraphrase in Spanish the main points and model with a student.
 - TRANSITION: *Ahora vamos a expresar el origen. Por ejemplo, Yo soy de..... ¿De dónde eres tú?* (point to a student and see if he can say where he is from. If necessary write down question and answer on the board).
 - 2 mins. Students read silently p. 4 *Lean la información en la página 4, por favor.* (You remain silent as they do this)
 - Paraphrase in Spanish the main points from p. 4 and ask students to repeat after you the conjugation from the table on p. 4
 - TRANSITION: *Vamos a practicar el origen. Vamos a hacer la Actividad E. De dónde eres? Lean las instrucciones de Paso 1, por favor.* After the finish reading, you model the exercise aloud by doing it in Spanish for the class. Then, tell students: *Escriban la información para punto 1 y 2. Tienen 1 minuto.*
 - *Ahora vamos a hacer paso 2. Lean las instrucciones.* After 20 secs, you model the exercise with a student and tell students to do it. Encourage them to use only Spanish. *Recuerden solo pueden hablar en español, el inglés no es necesario.*
 - Read instructor's annotations for Paso 2 and do it in class: 2- mins.
 - TRANSITION: *Fantástico! Vamos a practicar un poco más. Vamos a aprender el alfabeto (a, be, c, d, e, etc.). Lean Act. F, Paso 1.*
 - *Muy bien. Ahora vamos al Paso 2. Lean las insutrucciones.*
 - 2 min. Read instructor's annotations for Paso 2 and do as it says. After students finish doing Paso 2, tell them to compare answers with a partner. *Muy bien, comparen respuestas con el compañero. ¿Preguntas? ¿Repito alguna palabra?* As students compare answers, you walk around to see what students wrote and see if you need to repeat a word.—2-3 mins.
 - *Más práctica con el alfabeto! Lean Paso 3.* Do Paso 3 the same as Paso 2: 2 mins.
 - TRANSITION: *Vamos a repasar (write on the board 'review'=repasar) el alfabeto, el origen y la información de los saludos. Lean las instrucciones para Act. G.* Model activity in class: 5 mins.
 - TRANSITION: *En la universidad estudiamos muchas materias: Español, matemáticas, arte, física, economía. Vamos a aprender vocabulario nuevo. Página 6, vocabulario sobre las materias.* Read instructor's annotation about the use of cognates and tell students with one or two examples. Then, ask students to repeat the words on the vocab. list as you read them aloud.
 - *Vamos a practicar este Nuevo vocabulario. Lean instrucciones para Act. A, Paso 1. :30 secs. Hagan Paso 1 individualmente.* After they finish, tell students to compare answers. : 1 min.
 - Then do Paso 2 as a class. *Lean Paso 2. Por ejemplo, 'los chimpancés' ¿Qué*

materia asociamos con los chimpancés? As you do this, hold your book open to the class and point to the list of subject matters on p. 6 so students know where to look at.

- *En la próxima actividad vamos a hacer conexiones lógicas. Lean Act. B. y hagan la actividad de forma individual. Tienen 1 min.* When they finish, ask different students to tell you what answers they gave by reading the entire statement. Do #1 as a model.
- **TRANSITION.** *Muy bien!! ¿Cuál es tu campo?* Ask a couple of students as a way to introduce next activity. Point to the 'mas vocabulario' box on p. 6 so students see what you are asking. Then, tell them to read Act. C. Do activity for 2 mins. and go over it at the end in class.
- *Ahora vamos a entrevistar a un compañero. Lean Act. D.* Model in class. Allow 5 mins. for this activity and then, see if a couple of students can do as suggested on the instructor's annotation on p. 7.

Day 3

- Start class reviewing the greetings and the subjects studied the day before. Ask questions of students and allow students to ask questions among themselves---3 mins.
- *Hoy vamos a aprender sobre los artículos, el género y el número de las palabras. Abran el libro en la p. 8.* As you say this, hold the book up open to p. 7 and point to what you just said. *Lean p. 8 y 9.* 2 mins Read aloud table on p. 8 and ask students to repeat. **STRESS** with your voice the endings!!!!
- *Vamos a empezar con la Act.E. Lean instrucciones.* Read instructors' annotations and so as it says.
- *Lean Act. F.* Show what a mochila is by pointing to a student's backpack. Also, ask students to read 'expresate' so they understand the meaning of 'hay'. Students do this activity individually 2 min. and report to class as indicated in the instructor's annotations.
- **OPTIONAL.** Bring to class a backpack with some common objects and ask students to guess the contents as suggested in the suggested follow up for Act. F.
- **TRANSITION.** *Vamos a aprender más vocabulario nuevo. Vamos a leer la información en la p. 10.* Read aloud and students repeat after you.
- *Vamos a practicar este nuevo vocabulario. Lean Act. A.* 2 mins. Encourage students to look at the picture on p. 10. Tell students to compare answers
- *Ahora vamos a asociar palabras. Lean Act. B. Hagan la actividad individualmente. Tienen 1 min.* Go over the answers in class.
- *Finalmente, vamos a hacer Act. C. Lean Paso 1.* Follow the suggestions that appear in the instructor's annotations for Paso 1 y 2.: 5 mins.

As a final activity, you can ask them to write a short statement describing the university. Ahead of time prepare a short paragraph describing your own university to show students as a model. You can have that on a transparency.

SAMPLE SYLLABI

FRENCH:



111.12 1ST YEAR FRENCH (PART 1) (4 semester hours credit)

Illinois State University Department of Foreign Languages

Fall 200_

Instructor: _____ E-mail: _____

Office: STV-_____ Office Phone: 438-_____ Office Hrs: _____

Messages: FL Dept. 438-3604

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 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; 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 and understand these 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 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 Manuals: 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 unit (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 on 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 THE STUDENT

- **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 Foreign Languages 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 departmental 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 20 août	Introduction au cours
m	le 21 août	unité 1
m	le 22 août	unité 1
j	le 23 août	unité 1
l	le 27 août	unité 1: épreuve leçon 1
m	le 28 août	unité 1
m	le 29 août	unité 1
j	le 30 août	unité 1
l	le 3 septembre	Fête du travail (Labor Day Holiday)
m	le 4 septembre	unité 1: épreuve leçon 2
m	le 5 septembre	unité 2
j	le 6 septembre	<u>unité 2</u>
l	le 10 septembre	unité 2
m	le 11 septembre	unité 2: épreuve leçon 3
m	le 12 septembre	unité 2
j	le 13 septembre	unité 2
l	le 17 septembre	unité 2
m	le 18 septembre	unité 2: épreuve leçon 4
m	le 19 septembre	unité 3
j	le 20 septembre	<u>UNITÉ 3</u>
l	le 24 septembre	<u>unité 3</u>
m	le 25 septembre	unité 3: épreuve leçon 5
m	le 26 septembre	unité 3
j	le 27 septembre	unité 3
l	le 1 octobre	Unité 3
m	le 2 octobre	Examen, unités 1-3
m	le 3 octobre	unité 4 (Sign up for Examen oral 1 to take outside of class.)
j	le 4 octobre	unité 4
l	le 8 octobre	unité 4

m	le 9 octobre	<u>unité 4: épreuve leçon 7</u>
m	le 10 octobre	unité 4
j	le 11 octobre	unité 4
l	le 15 octobre	unité 4
m	le 16 octobre	unité 4: épreuve leçon 8
m	le 17 octobre	unité 5
j	le 18 octobre	<u>UNITÉ 5</u>
l	le 22 octobre	unité 5
m	le 23 octobre	unité 5: épreuve leçon 9
m	le 24 octobre	unité 5
j	le 25 octobre	unité 5
l	le 29 octobre	<u>unité 5</u>
m	le 30 octobre	unité 5: épreuve leçon 10
m	le 31 octobre	unité 6
j	le 1 novembre	<u>unité 6</u>
l	le 5 novembre	unité 6
m	le 6 novembre	unité 6: épreuve leçon 11
m	le 7 novembre	unité 6
j	le 8 novembre	unité 6
l	le 12 novembre	Unité 6
m	le 13 novembre	<u>Examen, unités 4-6</u>
m	le 14 novembre	unité 7
j	le 15 novembre	<u>unité 7</u>
	le 19 au 23 novembre	<i>LES VACANCES (Thanksgiving Break)</i>
l	le 26 novembre	unité 7
m	le 27 novembre	unité 7: épreuve leçon 13
m	le 28 novembre	unité 7
j	le 29 novembre	unité 7
l	le 3 décembre	unité 7 (Sign up for Final Oral Exam outside class)
m	le 4 décembre	unité 7: épreuve leçon 14
m	le 5 décembre	Rattrapage, Révision
j	le 6 décembre	Révision
<i>Samedi, le 8 décembre EXAMEN FINAL (unités 1-7) à 8 heures du matin</i>		

SPANISH:

**Spanish 111
First-year Spanish (Part I) (4 semester hours)
Fall 200_
Department of Languages, Literatures and Cultures
Illinois State University**

Instructor:
Office Hours:

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 Blackboard. 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. Spanish will be the language of instruction and students are expected to use only Spanish in the classroom.

Textbooks:

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

Final exam is on December 6 at 8 am. Location to be announced later.

NOTE: An acceptable excuse includes: medical emergency, military duty, work duty, sports event where the student has to participate. These excuses have to be evidenced by an official note from the person in charge. Excuses such as graduation party for a family member, family/personal trip, babysitting needs, attending a wedding (unless the student is a member of the wedding party) or any other personal circumstance will not be accepted for a request for a make-up. If the student wishes to attend one of these events on the day of an Exam or Final Exam and the student notifies the instructor ahead of time or 24 hours after the day of the exam, the student will be able to make-up the exam with a 10% score deduction. The same applies if a student misses an exam or final exam because of forgetfulness or sleeping in.

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 four written discussions on Blackboard. Your instructor will post a discussion topic in the Blackboard 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 four days to participate in the discussion; **however**, you will need to submit your contributions in two non-consecutive different days: there must be at least one day between both contributions. **YOU CANNOT** submit both contributions on the same day or in two consecutive days!!! Therefore, we recommend you participate in the discussion as soon as your instructor tells you so you have a few more days before the second contribution is finally due. 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 WORDS LONG written IN SPANISH (8 lines). 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.= Some effort in completing the assignment is evident: Student paid some attention to grammar and use of vocabulary but not enough. There are mistakes that the student could have avoided if attention to grammar studied in class would have been placed. Student provided many details and information as needed but message is sometime incomprehensible due to wrong vocabulary usage (i.e. use of English or wrong word usage) and basic grammar mistakes. **Student contributed twice to the discussion.**
- 70 points=Student contributed twice but in one entry student did not stick to the topic and/or did not answer all questions. Student wrote the amount expected and grammar and vocabulary usage was appropriate for the level.
- 60 points= **Student contributed only once!!** Entry is detailed, complete and interesting. Very few grammar mistakes. Student paid attention to the grammar and vocabulary usage, especially grammar points studied in class.
- 50 points = 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. **Student contributed twice.**
- 40 points= **Student contributed only once!** 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.
- 20 points= Student contributed twice but in both occasions student did not stick to the topic, instead he/she wrote about something different from what expected.
- 0 pts.= Not done.

As you can see from the criteria above you need to pay special attention to:

1. Stick to the topic and answer all questions.
2. Contribute twice in two different days. If you contribute twice in the same day the second entry will not be accepted. If you contribute twice in consecutive days, your score will be penalized 5 points.
3. Participate in the discussion within the time limit given. If you participate late, your entries will not be accepted.
4. If instructor suspects of online translation, the instructor has the right to reject the entry. Please, note that after a while your instructor knows how much and how well you can use Spanish so it is quite easy to see when a student has used external help to complete assignments.
5. Effort in completing this assignment is the key. Therefore, pay attention to the grammar studied in class. Please, revise your entry carefully paying attention to agreement and verb conjugations.

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, therefore, do not request a make-up quiz unless you have first, a written excuse for your absence and/or this is the second quiz you have missed.

Tarea: All written homework for this class is on Blackboard. Students will be responsible for all chapter related exercises on Blackboard. 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 Blackboard). **Check your Blackboard Calendar REGULARLY!** Please, note that under the Workbook exercises you will find the following:

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

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 Blackboard automated system to remind you on due items. It is your responsibility to check due items in the course calendar!

Blackboard 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. Blackboard 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 Blackboard 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 with the label *Practice only* next to each exercise. It is very important you complete ALL Blackboard quizzes even those that are for practice purposes only.

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

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

It is VERY IMPORTANT that when you complete a Blackboard exercise you click on EVERY button needed. For example, within each exercise you may have several items to complete, after you complete each item you WILL NEED to click on FINISH. A window will appear with the following message: "All questions have been answered and saved. Do you want to proceed?". If you do not see this window it means you did not save your answers or left some items unanswered. Click OK. Then click on SUBMIT QUIZ FOR GRADING and finally on VIEW RESULTS. If you do not follow ALL these steps your responses will not be recorded. Finally, after you finish working on Blackboard it is HIGHLY RECOMMENDED you check your overall grades on MY GRADES to make sure that all your exercises have been completed. If you work from home make sure your internet connection is high speed and reliable, if not, please use the computer labs on campus to work on Blackboard. We are giving you MANY CHANCES to do well on Blackboard. PLEASE, DO NOT WAIT UNTIL THE LAST MINUTE to raise any concerns you may have or complete exercises. If we receive a concern the day a lesson is due, we know you have not been responsible since you have a few days to complete lessons on Blackboard and at that point we may not be able to help you.

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

1. Speaking only in Spanish
2. Preparation and Focus in Class Activities
3. Quality

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 Grading Criteria

Use of Target Language:

20-- used the target language 95% of the time, including in small group work
15-- used the target language 75% of the time, including in small group work
10-- used the target language 50% of the time; often used English in small groups
5 - 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:

20-- 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.
15-- 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.
10-- 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.
5-- frequently 'off task', passes when called upon in class or in group activities.
1-- non-participatory, not listening or disrespectful to others.

Quality:

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

Attendance.

You are expected to attend class regularly. Learning a foreign language happens by **using** the language with others. In class activities are **essential** to your learning. The criteria described below is based on the premise that if you are not in class you cannot participate in class activities and thus, your instructor cannot assess your participation.

Your participation grade will be affected by your absences and tardiness as follows.

Every 50 min. class you miss will result in a deduction of 5 points from the participation score for the time period being evaluated (participation will be assessed every three weeks).

Every day you miss will result in a deduction of 10 points from the participation score for the time period being evaluated (participation will be assessed every week).

If you arrive 10 minutes late, your participation grade will be deducted 2 pts.

How absences are handled:

It is the responsibility of the student to (1) inform instructors of scheduled absences in advance, (2) where possible and as soon as possible, provide a schedule of all semester absences, and (3) arrange to complete missed classroom work. Ultimately, students are responsible for material covered in class. Excused absences are those who have been approved by your instructor upon provision of an official notification from a doctor, the military, employer, etc.

In order to make up any missed work due to an excused absence student has to contact his/her instructor within 24 hours of the absence. Make up sessions for missed assignments, quizzes will not be given if the request and the excused absence are not evidenced by proper documentation more than 24 hours after the excuse took place. Only in individual cases that due to totally unexpected circumstances the student has not been able to contact his/her instructor about the absence, an exception to the rule just described may be made. However, the instructor has the right to finally make that decision following ISU procedure and policy.

In the case that the absence has been properly evidenced according to the protocol just described and the student requests that due dates for Blackboard assignments be extended, the instructor will make a decision on how many assignments to be re-opened for the student based on when the request was made. Excuses such as ‘my internet was down or the server was down’ are not acceptable excuses. Students are encouraged to work on Blackboard exercises regularly and not wait until the due date to complete them. If under these circumstances the student approaches the instructor with a request to extend due dates for Blackboard exercises and the instructor checks that the student has not completed any of the chapter exercises, then the request will be denied. Only when the student has been regularly working on Blackboard exercises and an unexpected circumstance has taken place a couple of days before the Blackboard due date, the instructor will consider extending due dates for the student in question.

NOTES TO THE SYLLABUS

- 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 November 28**. See the note above about acceptable excuses.

- 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. 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 (TTY). It is the student's responsibility to provide the instructor with the Disability Concerns card early in the semester. If the card is provided later in the semester, accommodations as indicated in the card will be provided from that day on only.

- 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

- 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

Windows:

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.

Macintosh:

Accented characters are "hard wired" into the Macintosh Operating System. The following instructions will always work on a Mac in any program or application since they always remain part of the system software.

Symbols joined by a + need to be held down at the same time;

Symbols separated by a coma need to be hit in sequence, one after the other.

Á	Option + E , A
É	Option + E , E
Í	Option + E , I
Ó	Option + E , O
Ú	Option + E , U
É	Option + E , Shift + E
Ñ	Option + N , N
Ñ	Option + N , Shift + N
¿	Option + Shift + ?
¡	Option + 1
Ü	Option + U , U

Example 1: To input the letter **ó**, hold down the **Option** key, then the **E** key. Release both keys then type lowercase **o**.

Example 2: To input the letter **Ó**, hold down the **Option** key, then the **E** key. Release all three keys then type capital **O**.

Accents in Windows Vista:

<http://207.46.197.98/Windows/en-US/Help/391afa15-092b-4165-912d-5d628808b03a1033.mspx>

If you need more information, you can go to google.com and simply search for accents in Macintosh and/or Accents in Windows, etc.

Download Quick Time Player

In order to use the audio/video files in Blackboard 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/player/>

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!!

FREQUENTLY ASKED QUESTIONS

If I have a graduate assistantship can I seek other employment off campus?

If you are a U.S. citizen or permanent resident, you are free to work in addition to your assistantship according to your desire and needs; if you are an international student, your employment as a graduate assistant is tied to your enrollment in a degree program at Illinois State University and under most circumstances you may not seek other employment. Check with the Office of International Studies and Programs if you have any questions: 308 Fell, 309-438-5276.

How can I learn more about improving my teaching?

Apart from 475.11 (Foreign Language Teaching Methodologies at the College Level) and talking with your language coordinator and supervisors, you might consider the free workshops on everything from classroom management to communicating with difficult students to technologies like Blackboard offered by the Center for Teaching, Learning & Technology (CTLT) at Illinois State University.

Center for Teaching, Learning & Technology
Instructional Technology & Development Center
301 S. Main St. • Campus Box 6370 • Normal, IL 61790-6370
Phone: (309) 438-2542 • Fax: (309) 438-8788 • E-mail: teachtech@ilstu.edu

Is there any recognition for outstanding teaching by a graduate assistant?

Within the department, the Montserrat Vilarrubla Award and a monetary prize are given every year to a graduate teaching assistant who has completed at least two semesters in the classroom and demonstrates excellence in teaching. Nominations for this award are made by GTA supervisors.

CTLT (see above) oversees the Outstanding University Graduate Teaching Award. Nominations, which may be initiated by graduate coordinators, department chairs, faculty members, staff, or students, are due from the department in early May and materials are submitted in September to the College, which then selects nominees to forward to the University Teaching Committee. More information may be found on the CTLT website.

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

The Julia N. Visor Academic Center, located at 012 Vrooman Hall, offers free sessions on all of these issues, as well as supplemental instruction and tutoring for a variety of classes. Their number is 309-438-7100.

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 need help in these areas, 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 the 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 309-438-8631 (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 309-438-5853.

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 GTAs almost every day, our GTAs 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 309-438-3655 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 (Providing Access To Help) hotline is staffed around the clock. Crisis, information, and referral services can be reached 24 hours a day, 7 days a week, 365 days per year by calling 2-1-1 in McLean (the county for Bloomington-Normal), Livingston, and DeWitt counties in Illinois or by calling PATH at 309-827-4005.

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 M.A. students to report that there was at least one moment when they wondered if they would be able to complete the program.

If you are considering reducing your load of 9 credit hours by dropping a class or classes, please talk to the professor, the graduate advisor, the Director of Graduate Studies, 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 and interest-free emergency loans.

We are delighted that you have accepted a graduate assistantship in our department and we look forward to working with you in the coming semesters.