

Department of Spanish and Portuguese
Lower Division Program Guidelines
Prepared by Professor Timothy McGovern
Academic Year 2006-07

INTRODUCTION

Welcome to the Lower Division Programs in Spanish and Portuguese at UCSB. These guidelines and the Language Program materials are designed to save you as much time as possible for your research, yet still ensure that our students receive high quality instruction in Spanish and Portuguese language. Likewise, a secondary goal is to prepare you for a career in which Modern Language Instruction is either the focus or a component. This is a supervised Teacher Training Program, so when you have doubts or questions, feel free to see Professor McGovern or Cheyla Samuelson, the current Teaching Assistant Consultant, and also to collaborate with your fellow instructors.

This manual will serve all lower division instructors (TAs) as a quick reference course on the mechanics of enrollment in the proper courses, on questions that may arise during the quarter, on the structure and the nature of the courses involved, and on the standards of teaching, correction, grading, reporting and record-keeping of the Department.

Points not specifically covered in these Guidelines should be discussed with the Lower Division Coordinator, Professor McGovern.

GENERAL INFORMATION

As an instructor of a lower division language course you are expected to follow these Guidelines as well as any other recommendations or specific instructions given to you by Professor McGovern, the TAC, or the Undergraduate Staff Advisors concerning the course you have been assigned to teach.

Classes meet four days per week (Monday through Thursday) for fifty minutes each. **ARRIVE TO YOUR CLASS ON TIME.** You are expected to utilize the Department's adopted method (Communicative Approach) and to follow the syllabus, detailed lessons, and the course descriptions for each class. Furthermore, you are expected to contribute in the production, administering, and grading of tests, quizzes, the midterm, and the final examination.

Please be sure to give a copy of all materials you distribute to your students to the Professor McGovern.

In the unlikely event that you have to be absent on a given day, it is your responsibility to pre-arrange for a substitute instructor. You must also notify the department and Professor McGovern if you should be unable to attend class. If you need to miss an entire week or

more of the quarter due to personal commitments, you should not teach that quarter as it gravely affects the overall effectiveness of the course.

Spanish/Portuguese 591

A Teaching Assistantship is a means for you, as a Graduate Student, to develop your teaching ability and acquire experience in a variety of situations so as to become competent in contemporary methods of language teaching. You will therefore have to enroll each quarter that you are teaching in the corresponding Practicum (SPAN/PORT 591) for which, at the end of each quarter, you will receive 4 units of credit (these units, however, do not count towards your degree objective). The instructor is Professor McGovern and the instructor code is 20. Do NOT enroll in Span/Port 592 as you will NOT receive a passing grade unless you are teaching an Upper Division course that quarter.

Any student interested in completing supplementary coursework for 591 is invited to meet with Professor McGovern to design a research project or teaching materials project. This sort of course component can greatly enhance your marketability when you finish your studies and it also makes an excellent addition to a teaching dossier.

If your performance as an instructor has not been satisfactory, Professor McGovern may grant you a U (Unsatisfactory) grade and your contract may not be renewed for the next year.

The following items would be considered grounds for a U grade in 591 for the obvious reason that they seriously compromise the program and denote a total lack of professionalism:

Not turning in grades on time or at all.

Not giving the final group exam or midterm on the given dates or giving a different exam.

Seriously deviating from the syllabus or course description (ie. number of quizzes, compositions, following point distribution for final grades, etc.)

Not coming to the exam revision meetings, and/or totally ignoring exam construction deadlines.

Missing long periods of class without notifying the coordinator and/or the department.

Chronic tardiness.

OFFICE HOURS:

You are to keep two regular office hour periods of fifty minutes each, held on different days, the exact times and dates of which are to be announced to your students by the third day of class, posted on your webpage, as well as posted outside your office door.

OFFICE SPACE

All instructors are assigned office space while they are teaching. However, due to the shortage of space, any time that an instructor is not teaching, the office must be vacated

so that other instructors may make use of available space. Offices are also vacated for Summer Sessions for summer instructors and before Fall Quarter to move new Teaching Assistants into the offices adjacent to the Coordinator's office.

Please see the Graduate Staff Advisor or the Undergraduate Staff Advisor for office, desk and key assignments, and information about the usage of the telephone, the copy room, the location of your mailbox, and the computer room.

DESCRIPTION OF COURSES

All course descriptions are found on the Lower Division website as are the calendars and daily lessons. These are all in PDF format so that they may be easily printed. The first day of class you will provide students with the official syllabus, the course description, and a course contract which they will sign to prove that they have read and understood the requirements and rules of the class. Keep this contract as it proves that students understand the program, its position concerning cheating and plagiarism, and the dates of the midterm and final. Students will not be given the daily detailed syllabus that is to be followed in order to insure continuity between course sections.

Please stress to students that no makeup finals exams will be given for family events (graduations, weddings, birthdays, job interviews, etc.).

Spanish Placement Guidelines:

Students who plan to study Spanish at UCSB (to satisfy major or GE requirements or to pursue an elective interest) may need to take the Spanish language placement examination. The exact times and dates are found in the Schedule of Classes under "Pre-Instructional Activities."

Students who have an official score from the AP Grammar Test in Spanish should use the following to determine proper class level as indicated below:

AP Test Scores in Spanish Language:

Score of 3: Should enroll in Spanish 4 or 5

Score of 4: Should enroll in Spanish 6 or 25

Score of 5 Should enroll in Spanish 25, 16A or B, or Spanish 102A or B

Years of High School Language and UCSB Course Enrollment

0 years: Spanish 1

1 year: Spanish 1 or 2

2 years: Spanish 2 or 3

3 years: Spanish 3 or 4

4 years: Spanish 5, or 6

Students without the above test scores who wish to continue Spanish should (but do not have to) take the Spanish placement exam as a way of insuring proper class selection. Heritage Speakers should take the Placement test.

BEGINNING SPANISH AND PORTUGUESE (1-3) APPROACH

The Spanish and Portuguese language program at UCSB utilizes the Direct Method (class taught entirely in the target language) and the Communicative Approach (the class emphasizes meaningful communication instead of drills). Also, due to the fact that this is an academic program and not an immersion one, the skills tested will be grammatical competence, listening and reading comprehension, and writing production. Students are not expected to become proficient simply by taking Spanish and Portuguese language classes, and you should remind them to consult the Education Abroad Program office if they are interested either in attaining high proficiency in the language and/or taking Upper Division classes in Spanish or Portuguese.

The purpose of Beginning Spanish and Portuguese (Spanish and Portuguese levels 1 through 3) is to introduce students to the basic structures necessary for communication in the target language.

The four skills (i.e., the understanding of spoken and written Spanish and Portuguese, and the ability to speak and write the language) will be emphasized.

From the first day of classes, you must accustom your students to the constant use of the target language. If students are unable to understand a word from the context in which it is presented, you may write it on the board in English but the course should be taught entirely in the target language. Teaching ten percent of the class in English is too much. The texts for Spanish and Portuguese 1-6 all present explanations in English and have glossaries for students to refer back to the native language.

The ultimate objective of oral practice is the ability to communicate in Spanish and Portuguese. Thus, you should introduce into the course, from the first classes, oral communicative activities to provide the students with the opportunity to hear and speak the target language.

Spanish and Portuguese 1- 3 (Beginning)

Beginning Spanish and Portuguese courses establish fundamental skills in speaking, listening, reading, and writing. Due to national standards, all basic Spanish Grammar is covered in the first year while reading and writing, as well as more in-depth study of more difficult structures, are focused upon in Second Year. For the actual topics covered, refer to the daily lessons on-line.

Spanish and Portuguese 4, 5, 6 (Intermediate)

Recommended Pre-requisite: Grade of B or better in Spanish 3, or equivalent (the student is responsible for all material covered in Beginning Spanish and Portuguese).

Begins review of basic grammar and syntax, designed to develop the four fundamental skills: understanding, speaking, reading, and writing. The courses are conducted in Spanish and Portuguese with an emphasis on vocabulary building and use of the language

in practical situations. One of the main focuses of these courses is the refinement of reading skills. This course focuses principally on reading Literature and the writing of analytical essays on Literature.

Some instructions for Second Year Spanish and Portuguese:

These courses aim at developing oral and written skills beyond the level attained in Spanish and Portuguese 3, to review and deepen formal knowledge of grammatical structures, and to increase learners' active and recognition vocabulary so as to enable them to express themselves at a more sophisticated level and to understand and produce written and spoken language as used for non-literary purposes, as well as to develop an ability to analyze and read literature.

A) Oral Communications:

Emphasis will be given to the development of oral comprehension and speaking ability by means of class discussions, community learning approaches to the texts, and communicative activities such as debates, discussions, etc.

The traditional "Oral Presentation" should be avoided as these do not lead to learning and are pedagogically rather unsound in a language class setting.

Memorizing texts and/or plays is NOT part of the communicative approach, but role play may be applicable.

The topics for these activities should relate to the topics and readings from each unit.

B) Essays:

In Spanish and Portuguese 1-6, students will write TWO essays of two drafts each. These should incorporate at least a minimum of research. The topics should prepare students for the composition portions of the midterm and the final examination.

C) Lectures in Spanish and Portuguese 4-6: Instructors will prepare and present two lectures each quarter to give students background in the topics/authors/texts studied. The idea is to begin to prepare students for lecture courses later should they decide to major or minor in Spanish or Portuguese. Students' comprehension, note-taking skills, and study skills in a content area should then be tested on the Quizzes.

Spanish 16 A B

Course Description:

Spanish 16 A B is designed for speakers of Spanish who wish to improve their command of the formal variant of the language. The course will focus on advanced grammar, writing styles, reading skills, and vocabulary building. Special attention will be paid to those aspects of the language which native speakers in the United States find most problematic.

Portuguese 1, 2, 3 (Beginning)**Course Description:**

The first year Portuguese program at UCSB is designed to introduce students to linguistic and cultural structures necessary for basic communication in Portuguese. The course is taught entirely in Portuguese while the textbook contains explanations and instructions in English.

Portuguese 4, 5, 6 (Intermediate)**Course Description:**

The second year Portuguese Program at UCSB is designed to build upon the basic foundations of the first year program. The course will focus on improving students' skills in reading literature, writing, and listening and speaking in order to prepare them (depending on their possible individual need for participation in an immersion program) for Upper Division Portuguese classes.

Beginning of Quarter Procedures

On the first day of class, you will hand out the course syllabus and the course contract and biography sheet in order to collect information on the students' background in Spanish or Portuguese so that you can determine whether each student is eligible for that course. Students who do not meet the prerequisites but feel prepared to take Spanish or Portuguese 4 (on account of a summer spent in Mexico, Portugal etc.) may be accepted but will be responsible for the material covered in the courses missed. After these administrative matters have been addressed, you will give a short introduction to the course, describing its goals, activities, grading policy, etc., and what you expect of them. The introduction should only take 20 minutes. Then begin instruction as indicated in the detailed syllabus/lessons for your level.

You will take roll of your students (the ones on your class list downloadable on e-grades) and ask all others to sign a waiting list. Once the quarter has begun, all classes will be closed by the Undergraduate Staff Advisor in order to keep accurate and fair wait lists. It will be your responsibility to keep track of attendance for the first 4 days and to let the students know if there is a possibility to enroll in the class. If spaces open up, then you may use approval codes to let students enroll. Patience is a must during the first week of classes as there will be many full classes and many students interested in taking classes. However, do not allow students to remain in the classroom without being officially enrolled in that particular course.

Reporting Enrollment the First Two Weeks

For the first two weeks you must also report the number of students present each day in your class on the departmental Enrollment Chart, located in the front of the main office. This is a good reference for students to check on enrollment in other classes. If you fail to

do so, you will be contacted by the coordinator.

SPECIFIC GUIDELINES

This section will discuss specific guidelines for you to keep in mind concerning attendance, testing and grading, as well as the record-keeping and reporting of the various activities to the Department and/or the Coordinator.

ATTENDANCE

Attendance in class is mandatory and will be carefully recorded at each meeting. Absences will be counted against the student's class participation grade on a percentage basis. After 3 absences, the student's grade will be reduced by one percentage point for each absence. For this reason, it is important that instructors also make every effort to meet with their class each day. "Substitutes" strongly reduce the effectiveness of your class.

Tardiness may be dealt with by the instructor. The suggested policy is to take attendance each day by 2-3 minutes after the hour and to let students know occasionally that if they miss the roll call, then they are counted absent. This is also one of the many reasons that it is so important for instructors to be punctual for class.

It is the student's responsibility to explain to you the circumstances beyond his or her control for missing a class and to arrange to cover any material missed. **THERE ARE NO MAKE-UP TESTS!** However, students may drop one of the 4 quizzes (the lowest grade or the quiz that was missed).

The students are encouraged to go to the Language Lab (Kerr Hall 2160) and to do the exercises in the Lab workbook and to use the CD-ROMS and the text websites. Students must turn in the homework each day and instructors must give students credit for each day's homework. No late homework is to be accepted. You are required to collect the homework each class. Do **NOT** collect the homework once a week since that encourages students to only study one day per week.

TESTING AND GRADING

Testing will occur regularly throughout the quarter as listed on the syllabus. The suggested sections for each test are included on your detailed syllabus. Again, there are no make up tests! The student's lowest quiz grade is dropped so they do not need to take a make-up quiz.

Instructors teaching Spanish and Portuguese 8A/B, 25 and 16 A/B are responsible for evaluating their students' progress in the course by means of regularly scheduled tests and exams. See Professor McGovern if you have any questions concerning testing in these classes.

Midterms will be group-generated and approved by the TAC and Professor McGovern. These will take approximately 40 minutes for the grammar section and 30-35 minutes for the listening and composition sections.

Quizzes are short tests of variable duration (20-40 minutes), designed to test the material thus covered and to prepare students in their progress toward the midterm or final. There will be four given each quarter with the lowest grade dropped.

In Spanish 1 through 3, you may also use the Testing Program that accompanies *Puntos de partida*. This material, however, should not be used for the midterm or the final. The midterm and final exams must be administered on the assigned days. Quizzes may vary slightly depending upon class.

While the instructor materials for *Portugal: Língua e Cultura* are rather minimal, Portuguese instructors may request testing materials, transparencies, and any other materials from the Spanish texts to help them in preparing exams and activities.

All tests and quizzes are to be corrected and graded on a strict percentage basis.

Each group level will turn in a grading key for the midterm and final that they have created and that each instructor will follow in order to insure fairness in grading. Instructors should return graded materials promptly (the next day for quizzes and no more than two days for midterms and compositions).

COMPOSITIONS / ESSAYS

Two compositions will be turned in for each class except for Spanish 16 A/B which has four and Spanish 25 which has three and one final essay. Some suggested dates are included in the syllabus as are some suggested topics in the detailed syllabus. The composition topics should be agreed upon by the group and these should prepare students for the essay part of the midterm and final exams.

In correcting compositions, the following guidelines may be of help to you, especially for Spanish 4, 5, and 6. Each composition has two versions: a Draft and a Rewrite. Compositions require a great deal of time and effort to correct and grade, so be sure you insist that your students turn in each version typed, double-spaced, and on time.

Since compositions are to be turned in to you on the dates indicated in the official syllabus, it is imperative that you announce the topic of each composition at least three class meetings before the respective due dates to allow the students ample time to actually do what is requested of them.

Remember: Return the corrected Drafts no later than the second class meeting after receiving it so that there will be no overlap of present Rewrite and next Draft.

Grade the first draft!! It takes a little extra time, but then you can have a basis upon which to grade their corrections. The corrected version should be given no more than 10 points above the first grade. If the composition is so plagued by mistakes that you need to correct every other word, meet with the student or simply write down the major problems and give a low (meaning D or F) grade. The student is supposed to write the essay, not trick you into doing it!

ALL TESTS, QUIZZES, AND COMPOSITIONS ARE TO BE CORRECTED, GRADED, AND RETURNED TO THE STUDENTS BY THE INSTRUCTOR NO LATER THAN THE SECOND CLASS MEETING FOLLOWING THE DATE OF THE TEST, ETC.

The Group Dynamic

Each group (class level) will be assigned one or two liaisons who will advise the coordinator of any problems with the syllabus, group concerns or problems, the composition topics, turn in and pick up the draft versions of the group-generated exams, and turn in the grading key for each exam. The coordinator will also be notified of the meeting times and locations in order to visit occasionally, especially to discuss problems with the syllabi, exam construction, etc.

Group Meetings:

All instructors in Spanish 1-6 and Portuguese 1-3 will meet on one Friday per quarter in order to revise the midterm and final exams. These dates will be given to you at the general TA meeting in fall quarter. You are responsible for participating in this important process. The revision meetings will take place generally on the second Friday of the quarter. If you miss more than one of these meetings during the year, you will not be assigned a TAsip for the following year.

FINAL EXAMS AND MIDTERMS

The written final and midterm exams are a collective effort in which all instructors teaching the same course are to participate.

The midterm should equal 100 points and the final 200 points.

In all courses, the exams must be accompanied by a grading key, agreed upon by all members of the group and which will be followed in order to insure continuity and fairness.

In making plans for departure from Santa Barbara at the end of the term, remember that the quarter ends generally one week after the final examination is given.

Do NOT plan on leaving Santa Barbara before the day of the makeup exam for each quarter since you may have a student who will miss the original date of the final. The

makeup exam is given on the Monday following a Saturday final exam, or on a Tuesday following a Monday final.

Be sure to turn in your corrected finals and your departmental grade sheet to the Undergraduate Staff Advisor by the Wednesday after finals. You must also input your grades in the E-grades system by the same Wednesday by 4PM. Failure to do so will result in a NO PASS in Spanish /Portuguese 591.

GRADES

The assigning of grades is the responsibility of the instructor; you are to correct and grade all papers, quizzes, and tests of your particular section. No one may grade your exams for you.

GRADING SCALE

All grades will be assigned and recorded on a strict percentage basis. You must round to the nearest tenth. Therefore if a student's final grade is 89.5%, you must round up to 90% and the student receives an A-. The following are the cut-off scores for each grade:

A+ 98	B+ 88	C+ 78	D+ 68
A 93	B 83	C 73	D 63
A- 90	B- 80	C 70	D- 60

Grade Breakdown (Spanish 1-6 and Portuguese 1-6)

The following is the grade percentage breakdown to be used in Spanish 1-6 and Portuguese 1-6:

Midterm-25%
Quizzes-25%
Performance-10%
(Performance includes oral participation, homework, and attendance)
Compositions-10%
Final Exam-30%

This breakdown must be followed in each class in order to insure fairness in grading.

SPECIAL GRADES

A) INCOMPLETE

Only the Instructor of Record (McGovern) or the chair may sign the form for an incomplete. If a student requests an incomplete, it must be approved by the coordinator.

B) PASS / NOT PASS

Pass/No Pass (P/NP) grades are not included in the computation of university grade-point averages. Courses graded P, however, are acceptable for unit and appropriate degree credit. P grades will be assigned only for course work equivalent to a C or better on the letter-grade basis. NP grades will be assigned for work equivalent to a C- or below. No credit is given for courses graded NP.

Note: Strongly encourage students to NOT take the course for Pass/No Pass since if they earn a 72 they will not pass.

GRADE CHANGES

All grades except I and IP are final when submitted to the registrar by the instructor on E—grades. They are, however, subject to the provisions noted in Contested Grades, as mentioned in the Official UCSB Catalog. Thereafter, an instructor may report a grade correction in the case of clerical or procedural error, but only Professor McGovern may actually fill out the grade change report or change the grade on E-grades.

REPORTING AND RECORD-KEEPING

You alone are responsible for accurate and up-to-date reporting and record-keeping of all your students' class activities.

REGULAR GRADES AND ATTENDANCE

The Undergraduate Staff Advisor will issue you a grade book in which you can enter the students' attendance, as well as the grades. Please keep all these entries neat since the grade book will have to be returned to the Department upon your leaving the university; thus the records you kept will be available to counter any student's requests or complaints that may surface at a later date.

FINAL GRADE REPORTS (Wednesday of Finals Week)

Your final grades are due the Wednesday of Finals Week. At the end of the quarter, you will be asked to enter your grades on E-grades and to produce a written report on the achievements of your students.

The Departmental Grade Sheet with percentage breakdowns are filed with Professor McGovern after the final exams. If you discover after the fact that you have made a mistake calculating a student's grade, inform Professor McGovern and he will change the grade on E-grades. The Department Grade Sheet is a departmental document which shows the different grades for each category assigned to each student during the course. This report should be neatly written and filled in on the sheet that is available as a PDF form. I do NOT accept forms generated by a grading program. Please be sure to enter the percentage grades already multiplied by the weights assigned to each category (such as quizzes, tests, compositions, oral exams, final exam).

The Departmental Grade Sheet is very important to us for the following reasons: It keeps an accurate record of how the student did in the course. If a student registered late, they will not appear on the Grade Sheet at first, but they will eventually show up on a supplemental sheet or a late grade request. Your grade list will supply all the information on each student who attended your class, even those who do not show up officially on any lists. This helps tremendously when a Teaching Assistant has already left on vacation or has left the program.

Be sure you keep copies of both documents for your own files!

PHOTOCOPY Policy

Each instructor is allotted 500 copies per quarter for COURSE-RELATED copies. You should leave a copy of each handout for your class with the coordinator. You may open an additional copy account with the department for your own research needs. You will be charged ten cents a copy and be billed quarterly. You will only be allowed more than 500 copies for your class in unusual circumstances and if you have already turned in a copy of **ALL** materials that you have copied for your class, and with the approval of Professor McGovern.

REPRODUCTION OF COPYRIGHTED MATERIALS

Federal copyright legislation has severely curtailed individual instructors' right to legally reproduce copyrighted materials for classroom use. Instructors who use such material may do so in violation of the law and risk court action by copyright holders. The Department strongly discourages such practices in the lower division instruction and disclaims any responsibility, legal or otherwise, for the actions of those instructors who undertake them.

MATERIALS DISTRIBUTED IN CLASS

All materials distributed to the students, such as quizzes, exercise sheets, grammar handouts, and the like, must be typewritten. Copies of all such materials must be placed in the mail box of the Lower Division Coordinator prior to their distribution.

NO REVIEW PACKETS

The use of lengthy review packets to prep students for the midterm and final exams is prohibited. The sections on the quizzes should be similar in format and covering the same basic material as the group exams. If students need a practice exam before the exam, either the exam is defective or the class instruction did not prepare the students.

CLASS WEB PAGE

All instructors are required to maintain a current webpage for their class with contact information, office hours and place, and any other relevant information.

Students' Privacy Rights: RELEASE OF INFORMATION ON STUDENTS

Writing letters of recommendation for or providing information on your students, be it to prospective employers and/or other agencies and/or individuals, is a matter fraught with legal implications. According to current UC Policies applying to the Disclosure of Information from Student Records and the Santa Barbara Campus implementation of that policy, Santa Barbara students are assured the right:

1. To inspect and review their student records;
2. To have withheld for disclosure, absent their prior consent, personally identifiable information from their student records;
3. To inspect records maintained by the Campus of disclosures of personally identifiable information from their student records;

4. To seek correction of their records through a request to amend the records, or a request for a hearing to challenge the content of their records, or to include a written statement therein; and
5. To file complaints with the Office of the Chancellor or with the Department of Health, Education and Welfare regarding violations of the rights accorded by federal law or University policy.

Consequently, you should not release any information on a present or former student, in writing or orally, to any person or agency, unless you have a letter from that student authorizing you to do so. Furthermore, keep in mind that you are under no obligation to write letters of recommendation/information for anyone. If a situation that you do not know how to handle arises, consult with the Chairperson of the Department, or the Lower Division Coordinator before you commit yourself.

STUDENTS' COMPLAINTS

The most important thing about dealing with students' complaints or problems with students is to follow a chain of command. First you try to deal with the problem at hand, and if a solution cannot be reached, then you send the student to the Coordinator to present her/his grievances.

Note: If you anticipate a problem with a student, or suspect that a student will complain to Professor McGovern or the office, then you should bring the matter to the attention of Professor McGovern as soon as possible. Also, be sure to supply the coordinator with all of the pertinent information (grades, notes, etc.) so that Professor McGovern can be fully informed about the situation before the student arrives.

EXCLUSIVE USE OF SPANISH AND PORTUGUESE IN THE CLASS

Instructors are expected to speak only Spanish or Portuguese in the class. This is extremely important to prepare students for each progressive level.