TABLE OF CONTENTS

Introduction 1-2

Lower-level Language Courses
  French 2-4
  Spanish 4-6
  Italian 6
  Portuguese 6-7

The Language Requirement 7

Teaching Assistantships 7
  A. Renewals 7-8
  B. Double Sections 8
  C. Summer School 8-9
  D. Appointment of Course Coordinators 9
  E. Selection Criteria for Upper-Level Courses 9
  F. Graduate Teaching Award 9-10

General Administrative Policies 10-12
  Duties of Teaching Assistants 12-15
  Regulations Concerning Students 15-16
  Honor Code 16-17
  Tutoring Students 17-18
  First Day of Class 18-19
  Checklist for the First Week 19-20
  Checklist for the Last Week 20
  Support Services 20-22
  Study Abroad Opportunities 22-23
  Teaching and Training 24-26

Appendix: Departmental Information for Graduate Students
  Administrative Policies
  Responsibilities of Teaching Associates and Fellows
  Pre-observation Form
  End-of-semester Student Evaluation Form
  Coordinator Evaluation of Instructor Form
  Sample Grade Report Form
Welcome to the lower-level language program of the Romance Language Programs at UNC-CH. You will be working closely with the following faculty:

Directors of the Language Programs:
- French: Dr. Hannelore Jarausch
- Spanish: Dr. Glynis Cowell
- Italian: Dr. Ennio Rao
- Portuguese: Dr. Fred Clark and Dr. Monica Rector

Specific courses within the language groups are coordinated by faculty or senior teaching fellows, referred to in the document below as coordinators.

During the academic year you will all be helping the undergraduates at UNC fulfill their language requirement or continue their study of a Romance language at an advanced level. We want these students to benefit from and enjoy their work in our courses, and it is up to us to make this happen. Because of the large enrollments in our lower-level language courses, and because the majority of those enrolled are there primarily to fulfill a university requirement, we ask you to follow a fairly uniform methodology in your teaching and a uniform testing and grading procedure in each course. The students should be treated fairly and in an equal manner, and they must all be adequately prepared by you so they can successfully continue their study of language at the next level.

We realize that you have come to UNC-CH to pursue your own studies and that your first priority will naturally be the fulfillment of requirements in the courses you are taking, the passing of oral or written exams, and the completion of the thesis or dissertation. A description of Academic Policies and Procedures is included in the appendix to the Handbook. This is an essential document and you should be aware of its contents.

Because of the demands of balancing studies and teaching, a graduate student will occasionally decide not to continue teaching in the language program in order to have more time to devote to her/his own work. Some will decline an offer to teach a second section when they know that they would not have time to do a good job in both sections. Since the number of semesters for which you will receive support is limited, it is your responsibility to keep track of the semesters you have used. Granting of support beyond the four semesters for the MA and six semesters for the Ph.D. is not a matter of routine. It depends on the number of sections which we need to staff as well as the number of graduate teaching fellows still “within time” in any given semester.

The Graduate School provides tuition for only ten semesters and there is nothing the Department of Romance Languages can do about this policy. After ten semesters you will have to pay out-of-state tuition if you are not a resident of North Carolina. You should explore options for changing your residency. The Graduate School will have information sessions on the procedures and the Bull’s Head Bookstore (in Student Stores) has a pamphlet with information. Fellow graduate students can also provide advice.

To make your job a little easier, we have organized this handbook as a reference during the year. We have tried to anticipate the questions you might have concerning not only the course(s) you are teaching but also departmental policies. You will receive information on university-wide policies from the Center for Faculty Excellence during your
fall orientation. You may also wish to get a copy of *Teaching at Carolina*, a publication prepared by the Center, available from their office in Wilson Library. Please look here for more specific information on the language programs and your role in them. If you do not find the answer, or do not understand the answer you have found, please talk to your coordinator or language program director. You are also encouraged to suggest additions to the handbook for next year.

To give you an overview of the courses you are likely to teach, the following pages give brief descriptions of the lower-level language courses in French, Italian, Portuguese and Spanish.

**FRENCH**

**French 101** (4 credits, 3 hours per week) is the introductory course for students with little or no background in French. The course is proficiency oriented, giving students a communicative command of useful French. The four language skills are taught in a francophone context, with greatest emphasis on listening and speaking. Students study the grammar and vocabulary before each class period and complete written activities to support their learning. Reading, accompanied by the teaching of strategies, is done both in class and in the workbook. Four to five short compositions are required so as to develop the writing skill beyond the production of single sentences. In addition to class meetings, students are required to complete extensive on-line work which includes the lab materials.

**French 102** (4 credits, 3 hours per week) is the continuation of French 101. Generally students do not place into French 102 since the course is designed for students who have taken French 1 at UNC-CH. The course presents and practices additional fundamental structures of French while building vocabulary. Listening and speaking are emphasized in class, with written assignments reinforcing grammar skills completed by students in preparation for each class period. A certain number of short compositions are required. In the last third of the course more time is spent on the development of reading skills. Outside of class students complete extensive on-line work which includes the lab materials.

**French 105** (4 credits, 3 hours per week) is a rapidly paced course for high beginners. This course is designed for students who studied French in high school but are not yet performing at the intermediate level. It covers the same material as French 101 and 102. To allow students to refresh their knowledge and “fill in the gaps” the course begins with a quick review of the structures usually taught in French 101. After the first exam (usually about 5 weeks into the semester) the pace slows for material which is usually presented in French 2 since some of this may be new to students. The curriculum addresses reading and writing strategies as well as a thorough review of basic French grammar. Because of the accelerated pace and the special needs of French 105 students, listening comprehension and speaking are emphasized most in class. Students are expected to study the grammar before each class meeting so that they come ready to practice the forms through teacher-led and group activities. In addition to the class meetings, students complete extensive on-line work which includes the lab materials.

**French 111** (6 credits, 6 hours per week,) is an intensive course, using video materials, which covers the first two semesters of French in one. Two class meetings per week focus

---

1 Throughout this document you will find references to Blackboard, a software program for managing instruction. If you are not familiar with Blackboard (you may have used it as a student), there will be a tuturion on line and a a workshop will be available early in the semester if needed, the university offers regular workshops, or you can ask a colleague to explain it to you. It is quite easy to learn. Your students will be familiar with it from other courses as well. Some of you will also be using a new software called Sakai.
on the video episodes and related activities, the other three days are spent practicing the forms and vocabulary in whole-class and small-group work to develop the four skills. In addition to the in-class viewing, students look at video episodes again outside of class and complete listening activities with the accompanying audiotapes. This course is highly recommended for students who wish to progress rapidly in their acquisition of speaking and listening skills. French 1-2 may be used to fulfill the language requirement but students who have had two years of prior study of French will receive only three hours of credit and will need a special letter to the General College. Due to budget constraints, this course is not currently offered.

French 212 (6 credits, 6 hours per week) is the continuation of French101, but may also be taken by students who have completed other first-year courses (101, 102, 105). The course follows the same pattern as French111, but is structured around the last half of the video episodes Students who successfully complete 212 will be prepared to take fifth semester French courses (literature or conversation). Due to budget constraints, this course is not currently offered.

French 203 (3 credits, 3 hours per week) is the first intermediate-level course. Readings, both expository and literary, from France and the francophone world, serve as a springboard to help students increase their proficiency in the four skills while reviewing the grammar taught in first-year or introductory courses. Class time is spent on reading and on contextualized, communicative activities in which students use the structures, which they have studied in the reference grammar section of their textbook. Self-check exercises in the workbook reinforce understanding of the material prepared. Grammar is presented in class only as needed when new or especially challenging. Topics move students beyond the survival and personal focus of first year courses and invite them to reflect upon current questions, comparing their own culture with francophone cultures. Writing skills are further developed through regular compositions based on the themes in the textbook. Laboratory tapes with each chapter practice pronunciation and listening. For most students, this is the last course in the language requirement.

French 204 (3 credits, 3 hours per week) is taken by students who wish to continue beyond the language requirement, as well as by those required to do so for their degree (BS in the sciences) or those who place into the course as entering freshmen. Emphasis is placed on increasing the scope of communication and acquiring accuracy in all the skills, especially reading and writing. It is neither a grammar nor a literature course but has elements of both. Most of class time is spent discussing readings, with grammar review incorporated into responses to the texts read. Writing assignments are structured to reinforce the correct use of forms and to encourage the expression of creative thought. French 204 prepares students to continue in both literature and language courses.

Beyond the language requirement and often taught by graduate students:

French 401/402 (3 credits, 3 hours per week plus language laboratory) is designed for students with strong language backgrounds, i.e. who have successfully learned another foreign language. This sequence allows them to acquire sufficient language skills in one year to be able to take literature courses or conversation courses. It may not be used to fulfill the language requirement. In two semesters it covers the same material as the four-semester sequence.

French 250 (3 credits, 3 hours per week) is a fifth-semester course with emphasis on further development and refinement of speaking, listening, reading, and writing skills, including a review of grammar through the study of literary and cultural texts.
French 255 (3 credits, 3 hours per week) is the introductory conversation course, generally taught by native speakers. Class size is limited in order to allow each student to participate. The main goal is to build oral proficiency while increasing awareness of contemporary French culture. Students prepare “revues de presse” and lead discussions on topics dealing with issues in the media. Emphasis is also placed on building vocabulary and addressing problematic grammatical structures.

French 260 (3 credits, 3 hours per week) introduces students to French literature through the study of major genres. It focuses on how to read literary texts and what questions to ask of a text rather than on literary history. In a blend of teacher-led and student-centered activities, students learn to discuss their readings, while short papers and exams further develop the writing skills. This course can be used to fulfill the aesthetic perspective-literature requirement and is a prerequisite for all additional upper-level literature courses.

French 300 (3 credits, 3 hours per week) is a third-year grammar review and composition course designed to improve accuracy in both written and oral production. The writing skill is developed through exercises and compositions, often using a process approach. This course is required for majors and minors.

French 310 (3 credits, 3 hours per week) is an intermediate conversation and composition course designed to expand speaking skills through activities that stimulate conversation, the discussion of authentic readings and associated vocabulary building. Emphasis is also placed on the continued development of the writing skill. An extended role-play (“L’immeuble”) is used for both speaking and writing practice.

NOTE: Students who wish to spend their junior year in Montpellier on the UNC program are expected to have completed two courses beyond French 204, generally 260 and 300 (grammar review and composition), although 255 and 310 (intermediate conversation) are also helpful.

SPANISH

Spanish 101 (4 credits, hybrid) is the introductory course for students with little or no background in Spanish. The four language skills are developed through contextualized, meaningful exercises and activities, often with an underlying cultural component. At this level, the greatest emphasis is placed on the development of listening and speaking along with an introduction to Hispanic culture. Students meet once per week in a regular classroom setting with their professor, once per week in small groups of 6-8 students, and the remaining two hours consist of online activities.

Spanish 102 (4 credits, hybrid) is the continuation of Spanish 101. The course, designed for students who have had Spanish 101 at UNC-CH, presents and practices additional fundamental structures of Spanish grammar while continuing to build cultural awareness and vocabulary. Although listening and speaking skills are still emphasized, the development of reading and writing plays a greater role than in Spanish 101. Students meet once per week in a regular classroom setting with their professor, once per week in small groups of 6-8 students, and the remaining two hours consist of online activities.

Spanish 105 (4 credits, 3 hours per week plus online activities) is a one-semester, intensive, rapidly paced course for high beginners. The course covers the same essential grammar points and vocabulary as Spanish 101 and 102 combined. It is designed for students who studied Spanish in high school for at least two years, but are not yet performing at the intermediate level. The curriculum addresses reading and writing strategies as well as a
thorough review of basic Spanish grammar. Because of the accelerated pace and the special needs of Spanish 105 students, listening comprehension and speaking are emphasized most in class. Students are expected to study the grammar and vocabulary and to complete supporting textbook and online exercises before each class meeting in order to come prepared to practice their skills through teacher-led and group activities. Computer activities are regularly assigned.

**Spanish 111** (6 credits, 6 hours per week) is an intensive course that covers the first two semesters of Spanish in one and is highly recommended for students who wish to progress rapidly in their acquisition of speaking and listening skills. The core of the course is the Destinos video series. Spanish 101-102 may be used to fulfill the language requirement, but students who have had two years of prior study will only receive three hours of credit and will need a special letter to the General College. Due to budget constraints, this course is not currently offered.

**Spanish 212** (6 credits, 6 hours per week) is the continuation of Spanish 111, but may also be taken by students who have completed other first-year courses (101 and 102 or 105). The course follows the same pattern as Spanish 111, but completes the last third of Destinos. Students then focus on selected portions of the Mundo 21 text used in Spanish 203 and Spanish 204. Students who successfully complete this course will be prepared to take fifth-semester Spanish courses (intro. to literature, conversation, or business Spanish). Due to budget constraints, this course is not currently offered.

**Spanish 203** (3 credits, 3 hours per week) is an intermediate-level course that uses reading as a springboard to help students increase their proficiency in the language skills and to review and use with greater fluency the grammar introduced in Spanish 101, 102 or 105. The core of the course is a rich cultural component, which is enhanced by an accompanying video of authentic footage from 8 different Hispanic countries. The reading selections include pieces from virtually all Hispanic countries, in a variety of formats, and cover a wide range of topics involving history, geography, politics, current events, literature, art, and music of the targeted area. Students have ample opportunity to hear, read, write, and speak with increased confidence and accuracy and to improve their knowledge and understanding of Hispanic cultures. Students who have completed 102 or 105 at UNC-CH, or who have placed into 203, usually complete their language requirement with this course.

**Spanish 204** (3 credits, 3 hours per week) is designed for those students who wish to go beyond the language requirement and for those whose program of study requires a fourth semester of language. Emphasis is placed on increasing the scope of communication and further developing linguistic accuracy in all the skills, this time with more emphasis on reading and writing. Although following the approach used in Spanish 203, readings are explored in greater depth and new and more advanced grammatical structures are introduced and practiced in context.

Beyond the language requirement and sometimes taught by graduate students:

**Spanish 401/402** (3 credits, 3 hours per week) is designed for students with strong language backgrounds, i.e. who have successfully learned another foreign language. This sequence allows them to acquire sufficient language skills in one year to be able to take literature courses or conversation courses. It may not be used to fulfill the language requirement. In two semesters it covers the same material as the four-semester sequence.

**Spanish 255** (3 credits, 3 hours per week) is the introductory conversation course, generally taught by native speakers. The main goal of the course is to build students’ oral proficiency while increasing their awareness of Hispanic culture. Emphasis is also placed on building
vocabulary and addressing problematic grammatical structures. Class size is limited to allow each student to participate. Not open to native speakers.

**Spanish 260** (3 credits, 3 hours per week) introduces students to Spanish and Spanish American literature through the study of the major genres. The course focuses on how to read literary texts and what questions to ask of a text, rather than on literary history. Through a lecture/discussion format, students learn to discuss the readings while short papers and exams further develop writing skills. This course can be used to fulfill an aesthetic perspective requirement and is a prerequisite for all upper-level Spanish literature courses.

**Spanish 300** (3 credits, 3 hours per week) is the third-year grammar and composition course designed to improve accuracy with common points of Spanish grammar. The writing skill is further developed through exercises and compositions involving process and task-oriented approaches.

**Spanish 310** (3 credits, 3 hours per week) is the intermediate conversation course designed to expand speaking skills through activities that stimulate conversation, the discussion of authentic readings, and associated vocabulary building. Emphasis is also placed on continued development of writing skills. Not open to native speakers.

**ITALIAN**

**Italian 101** (3 credit hours, plus language lab) This course begins the introduction of basic elements of the Italian language. The emphasis is on conversation and oral comprehension in realistic situations, such as ordering in a restaurant and planning an evening with friends.

**Italian 102** (3 credit hours, plus language lab) This course completes the introduction of essential elements of the Italian language. Conversational topics include clothes, shopping in the supermarket, parts of the body, family members, etc. The course continues the introduction of basic aspects of Italian culture, making use of parts of Italian newspapers and magazines.

**Italian 203** (3 credit hours) There is a continuing emphasis on oral comprehension and oral expression, with added emphasis on writing and reading. Situational dialogues and cultural readings are supplemented with short literary texts and an in-depth review of grammar. Videotapes of Italian news programs are also used.

**Italian 204** (3 credit hours) As for Italian 203, the emphasis on oral skills is continued, while reading and writing skills are further developed. Reading selections include a short novel.

**PORTUGUESE**

**Portuguese 101, 102, and 203** present fundamentals of the Portuguese language in general and Brazilian Portuguese in particular. Each lesson is a unit which introduces a dialogue, new grammar, vocabulary, and exercises.

**Portuguese 101** (3 credit hours plus language lab) covers pronunciation of Brazilian Portuguese, grammar points, vocabulary, exercises, oral drills, dictation and lab assignments. Offered in the fall semester.

**Portuguese 102** (3 credit hours plus language lab) continues Portuguese 101. Offered in the spring semester.
Portuguese 111 (6-credit hours) is an intensive course which meets five days per week, in the fall semester. Portuguese 212 is offered in the spring.

Portuguese 203 (3 credit hours plus language lab) Offered in the fall semester

Portuguese 204 (3-credit hours) Offered in the spring semester.

Portuguese 401/402 (3 credit hours each) covers the equivalent units of Portuguese 101-204 in two semesters. Since this course attempts to provide a thorough exposure to the Portuguese-Brazilian language and culture, it is taught completely in Portuguese. Each unit treats one or more aspects of Portuguese grammar, numerous exercises, reading practice, dictation, composition, class discussion, debates, and reports. Prerequisite: knowledge of another Romance Language or a basic knowledge of Portuguese.

Portuguese 310 (3-credit hours) Emphasis on conversation, cultural aspects, group discussion, debates and composition. Offered on demand.

THE LANGUAGE REQUIREMENT

All students, regardless of proposed major in any undergraduate school or department at the University of North Carolina-Chapel Hill have a language requirement.

1. Students who choose to continue their high school language, or begin a new language not previously studied, must complete through level three (203) of that language.
   (NOTE: A student who either places into or chooses to take level one of a language he/she has studied for at least two years in high school will not receive graduation credit for level one (101) of that language. However, credit is granted for that semester and the grade counts for the GPA.)

2. Students who place into level 204 of their high school language are required to take level 3. Upon successful completion of level 204, they will receive credit for level 203 as well. In addition, certain BS programs also require level 204 of a foreign language.

**** For the majority of students, the placement exam results are reasonably accurate. However, if students are not sure they are in the right course, please send them to your language director who can change placement if needed. Even if a student places at a certain level according to the placement exam, this can be changed by the director. Placement exams are somewhat imperfect instruments and there are always students who get lucky and place higher than they should, and those who have a bad day and place lower. You, the instructor, in the classroom with the student, have a crucial role to play in correcting placement if need be. We do not want our students to be “in over their heads” nor do we want them to feel that they are wasting their time. If you have questions about whether a course is appropriate for a particular student, do speak to him/her about options and send him/her to the language program director for advice as early as possible in the semester.

I. TEACHING ASSISTANTSHIPS

A. Renewals:

The Language Instruction Committee determines the re-appointment of teaching fellows. The directors of language instruction make recommendations based on each assistant’s overall performance. Each semester the directors evaluate the graduate language
instructors for their teaching effectiveness, cooperation in preparing exams, promptness of fulfilling duties (checking your email, retrieving items from your departmental mailbox, responding to requests for materials, turning in copies of quizzes, recording grades, etc.), and attendance at meetings (See section on Observations/Evaluations below). Each member of the professorial staff also makes her/his recommendations in regard to each TA's quality as a graduate student and progress toward the degree. Assuming satisfactory work and normal progress toward the degree, a teaching assistant receives four semesters of support during the MA program, with a fifth semester sometimes possible. During that fifth semester, however, a teaching assistant may not teach more than one section. In the Ph.D. program, six semesters of support can be expected. It may be possible, depending on the needs of the program, to award an additional two semesters at the Ph.D. level bringing the total to 8 semesters of support. However, this cannot be guaranteed. Study abroad, even if UNC-CH sponsored, does not count as part of this time.

B. Double sections:

You have all been awarded a teaching assistantship for the fall semester. Most of you have a contract for a section to teach in the spring as well. Because we are never sure of the enrollment in language courses until the week of registration, it is rare for a TA to be awarded more than one section to teach before the semester begins. At the beginning of the semester, when we see the need to add more sections, we may ask if you are interested in teaching one of them. Please remember that the undergraduate enrollment and the number of graduate language instructors vary each semester so you should never assume that there will be extra sections just because you know that there have been some in the past. Enrollments also vary from language to language, which means that teaching loads are not always equal among languages nor from year to year.

Double sections, if available, will be assigned based on:

1. teaching ability: judgment based on classroom observations, videotapes, post-observation conferences with the faculty coordinator or language program director, student evaluations (both language and pedagogic skills are considered in this decision)
2. ability to handle workload of two sections: judgment based on evaluations of course coordinator, student evaluations, conferences with language program director (considerations include returning student work in an appropriate period of time, meeting deadlines for exam parts and other materials requested such as schedules, grade reports, etc., attendance at and contributions to course meetings)
3. progress toward the degree

NOTE: Only students who are at the ABD level (have completed course work for the Ph.D., passed their written examinations and defended their prospectus) may teach two sections each semester. First year MA students will not teach double sections in either of their first two semesters.

C. Summer School:

A limited number of teaching assistantships is available in the two summer sessions; the exact number depends on faculty requests for summer teaching, enrollments and summer session budget. You will receive information about the application procedure in February. If you do not receive a memo about summer school teaching by early February and are interested in applying, please contact your language director. Late applications will not be considered and we do not wish to exclude anyone from consideration due to a possible oversight. Progress toward the degree, evaluation of your teaching, and your ability to work on your own are the major factors in the selection process. Generally, second year Ph.D.
candidates who have not previously taught in summer school have priority, but a certain number of summer school sections are also awarded to Lecturers. Then come first year Ph.D. candidates, followed by second year MA candidates who have not taught in summer school. Preference is given to graduate students who have been in the program for two consecutive years. The Language Instruction Committee makes the selection.

D. Appointment of course coordinators

When needed, senior teaching fellows may be selected by their respective language program directors to serve as course coordinators. Criteria used for selection include language skills, quality of teaching, organizational ability, skill at working with others, experience in the course(s) to be coordinated. The course coordinator should be within time for the degree sought. Course coordinators are generally appointed for the academic year and receive priority in the assignment of double sections if available. In the case of co-coordinators (where two senior teaching fellows share the responsibilities and the stipend), the coordinator who supervises the larger number of language instructors will be the first to be offered double sections if available. If double sections are available in the second semester, the co-coordinator will be offered the second section.

E. Selection Criteria for Teaching Introduction to Literature and Upper-level Language Courses

In French, advanced graduate students who wish to teach French 260 or the literature in translation courses should contact Professor Martine Antle, coordinator of these courses, who will make the selections. In Spanish, requests to teach 260 should be made through Dr. Cowell.

Teaching introduction to literature and upper-level language courses is a privilege since only a small number of sections are available for teaching fellows each semester.

Selection Criteria (established by the Language Instruction Committee)

- Preference is given to students within time, i.e. three years of support for the Ph.D. Within this group, priority is given according to the order of progress.
- Proven record of excellence in teaching, strong academic record and linguistic competence.
- Professionalism as a teaching fellow; responsibility and dependability in items such as preparing quality exams, meeting deadlines, submitting requested work on time, attending course meetings, following established procedures, checking mail, reading email, turning in grade reports on time and correctly completed, etc.

For conversation courses, preference will be given to native speakers.

Selection for these courses will be made as early as possible before the start of the following semester by the respective language program director in consultation with faculty in related areas.

F. Graduate Student Award for Excellence in Undergraduate Teaching.

1. Nature of the award: There will be two recipients of the award, each of whom will receive a stipend of $500 and have his/her name added to the departmental plaque.
2. Eligibility: Any graduate assistant in the Department of Romance Languages and Literatures who is teaching in the academic year in which she/he is nominated and is in good academic standing in the department is eligible. The recipient should be enthusiastic, creative, organized, open minded and dedicated to teaching. Previous recipients of this or any other university teaching award are not eligible.

3. Nomination process: Nomination forms include the nominee's name, course and section, a brief statement, and the nominator's name, address, and phone number. Nominations are due no later than [date will vary from year to year, generally mid-February]. Nomination forms are available through the Department of Romance Languages and Literatures home page and in the departmental office (Dey 238). Announcements of the competition will be sent out to all instructors and faculty by email in late January. These can then be sent on to students through Blackboard or a listserv, and can be presented in class. Calls for nominations will also be posted throughout campus. Completed forms are to be placed in the box provided in Dey 238 or may be returned through campus mail to the Department of Romance Languages, CB #3170.

4. Selection procedures and guidelines: Faculty, administrators, fellow language instructors and undergraduate students are encouraged to nominate persons for consideration for the award. The GRA Teaching Award Committee comprised of the officers of the GRA and additional members, selected as needed by the GRA to insure representation from each language, screen nominations. Alternates selected by the GRA should replace committee members who have been nominated for the award. Screening involves consideration of the letter(s) of nomination and telephone polls of randomly selected students. The names of five finalists, along with supporting evidence, are submitted to the Language Instruction Committee to review the supporting evidence, read teaching evaluations, and make a recommendation to the departmental chair who names the recipients.

II. GENERAL ADMINISTRATIVE POLICIES

A. Course Scheduling and Teaching Assignments

All graduate language instructors must submit a schedule of courses they plan to take in the following semester when requested by the language directors. They may also mention the course and the hours they prefer to teach. Whenever possible, the language directors will take these requests into consideration. However, assignment of classes depends on many factors and it is not always possible to assign the requested class or teaching hour. Due to shortage of classrooms during renovation and construction on campus, the University requires a specific time distribution for undergraduate courses: 60% must be offered outside of "prime time", i.e., before 9 A.M. and after 12 noon. Of necessity, this means that many sections of language courses must be taught at 8 A.M., 1 P.M., 2 P.M., 3 P.M. and even 4 P.M. Since enrollment in these sections is often smaller than at more popular hours, teaching some of them can actually be a better teaching/learning experience. Teaching assignments for the fall semester will be given out before the final exam period and finalized prior to the opening of the fall semester. For the spring semester, assignments will be made before the final exam period for the fall semester. Because of the uncertainties of registration, these assignments must be considered tentative until the third day of class. Desk copies will be distributed as early as possible.

B. Attendance

Failure to meet classes and to be on time constitutes reasons for termination of your contract. All instructional staff are expected to meet classes every scheduled day, and for the
allotted number of minutes every day. **The first day of the semester is especially important in setting the tone for the course and beginning to build your relationship with your students. Please be sure your travel plans do not make it impossible for you to be there.** The official university calendar is prepared far in advance and is available on line on the Registrar’s page: [http://regweb.oit.unc.edu](http://regweb.oit.unc.edu) University calendars can be found there, including the one with the final exam schedule. Consult it to be sure of dates when making travel plans.

It is your responsibility to find a substitute if you will miss a class. Your coordinator will give you a substitution schedule for this purpose. Should you need to be absent for an extended period of time, you should consult with your course coordinator about a long-term arrangement. It is not a good idea to have five different people teach your class for you. In case of emergency, notify the coordinator or director immediately if you cannot arrange for a substitute instructor yourself. It is vital that your coordinator, your director and the main office have a current telephone number for you. You are not permitted to cancel classes at any time, not even the day preceding or following a holiday period.

In the final exam period, you are required to be present until you turn in your grades and other records, usually 72 hours following the administration of the exam. Even if you are a “fast” grader, do not assume that you can leave 24 hours (or less) after you have given your final. Students who need make-ups (see below) can create a real problem for your course coordinator if you are not there to grade the exam and to complete your grade forms. **You should make arrangements to be available, in person, until 72 hours after the exam has been administered.**

**Attendance at meetings called by the director or your course coordinator at any time during the academic year is mandatory.**

### C. Supervision/Observation

Course planning involving objectives, selection of texts, and instructional methods and procedures is done by the language directors in collaboration with course coordinators and other staff. The syllabus for various courses is prepared either by the course coordinator or the director. If you have any questions about them, or if you wish to make comments or suggestions, please feel free to talk to your director or coordinator. We are always interested in improvements and those of you teaching a particular course are in the best position to know what works and what does not.

To maintain the quality of instruction in the language courses and to help you to become the best possible instructor, all language instructors’ classroom performance will be supervised, by personal visits to the classroom and/or videorecording. Before each visit/videorecording you will receive a form (sample in Appendix) to complete, presenting your lesson plan and evaluating your teaching. A consultation with the observer will follow each visit/videorecording. The number of observations may vary, but the general rule is twice during the first semester of teaching, once in each subsequent semester.

In addition to the above observations, course coordinators will complete an evaluation form for each graduate language instructor working under her/his supervision each semester. This form covers areas such as attendance at meetings, following directions, quality of exam preparation, cooperation, turning in requested materials, etc. A copy of this form is included in the appendix.
All graduate students with teaching assignments new to the Department are required to take the methodology course RL 700: Theories and Techniques of Teaching Foreign Languages. Peer observations are a central part of the course.

D. Student Evaluations

All instructors are required to conduct informal mid-semester evaluations, usually just after the first exam, of the courses they are teaching. Course coordinators provide sample forms. A summary of the evaluation is given to the coordinator or director.

At the end of each semester, your students will evaluate the course(s) you are teaching and your teaching performance (form in the Appendix). We may be using two types of forms, one which the students print from the course webpage and complete as a homework assignment, in addition to the usual university form. You will receive additional information about the procedures from your course coordinator. The scantron forms, required additional questions if applicable, and a supply of #2 pencils will be available in the main office during the last two weeks of class each semester. Please announce to your students the day on which you plan to do the evaluations and ask them to bring a #2 pencil. All but first semester freshmen will be familiar with the procedure. On the day of the evaluation, select a student to take the forms to the main office. You may wish to speak to this student before class. Remove forms from the envelope which you do not need (you will have forms corresponding to your official enrollment and some students may be absent) since blanks confuse the scanning process. Take these unneeded forms back to the main office. YOU ARE NOT TO STAY IN THE ROOM WHILE THE STUDENTS ARE COMPLETING THE EVALUATION. You may read the comments on the separate evaluation as soon as you have turned in your grades. The results of the scantron forms, which are scanned by a central office at the university, will be distributed as soon as possible. Your language program director will keep your evaluations on file until you leave the program, at which time you are encouraged to take them with you. Of course you may have them earlier, as needed, for the job search.

E. Departmental Administrative Policies

A copy of administrative policies concerning such issues as office assignments, keys, classrooms, mail boxes, telephones, paychecks, and supplies is in the appendix of this Handbook. Please refer to it until you are familiar with procedures and keep it for future reference.

III. DUTIES OF THE TEACHING ASSISTANT

A. Stay Informed

Check your email and your mailbox in the Department of Romance Languages daily. Even if you are a graduate student in another department, you will have a mailbox in Romance Languages which you must check. Since mailboxes must be shared, be sure you take only your own materials. It is your responsibility to read and respond promptly to ALL communications you receive, the majority of which will come by email. Respond promptly to any requests for information.

You are expected to subscribe to your respective language distribution lists (frentas@listserv.unc.edu, italtas@listserv.unc.edu, porttas@listserv.unc.edu, spantas@listserv.unc.edu) and to check your email regularly, i.e. once per day, since many
important announcements will be sent only electronically. You will receive instructions as to how to subscribe or your coordinator will subscribe you.

B. Office Hours

Office hours are required. A suitable formula is two hours per week for each class taught, at different times of the day and certainly on different days of the week. A student who cannot come to your office hour on Mondays at 10:00 will also not be able to come on Wednesdays at 10:00. Therefore it is important to have some variety in the times you are available. Your office hours should be announced in class, posted on your office door and indicated on your Blackboard site or personal webpage. This information must also be given to the office and your course coordinator. You are expected to make yourself available by appointment as needed, but do not let students take advantage of you. Consult your coordinator or director if this appears to be happening.

C. Handouts and Quizzes

***** Handouts and quizzes for your students should be free from error. Have your work checked by your coordinator, an office mate, a colleague or a native speaker. Your name must be included on all material that you hand out. One copy of testing materials you give to your students should also be given to your course coordinator for the course file. Your coordinator will usually request an electronic one. E-mail, web pages, and course management systems are all suitable substitutes for handouts.

D. Preparation of Exams

1. Language instructors will participate in the development of common tests and final examinations. Material requested by the exam committee or course coordinator is to be turned in promptly, typed in hard copy and electronic copy if indicated. It is each TA's responsibility to turn in exam contributions that have been well thought out. Procedures for preparing exams may vary from language to language, but it will be assumed that the definitive copy of the exam has the approval of each teaching assistant.

2. It is important for you to take the exam yourself, prior to administering it to students to check for inconsistencies and errors.

3. Staple (in the main office) enough copies of the exam for your class(es) and take them to the exam room with you. Before the exam, be sure your copies are in a safe place where students do not have access to them.

4. If you have a correcting/grading key for the exam, please follow it carefully. If you have questions about certain items and how to grade, consult your coordinator. There will be no curving of common exam grades unless the director determines that the test was unfair.

5. Inform your students of the room, time and date of the final examination several times during the last two weeks of classes.

6. Students may need to take make-up exams (either for midterms or finals). Consult with your course coordinator or language program director about how to handle this. There is an established university procedure for final exams (see below) but each program must set its own policy on midterms (and you set the policy on quizzes).

E. Record Keeping

You are required to keep a record of attendance, quiz and examination grades, class grade, homework, laboratory work, etc. in such form that it can be read and interpreted by others than yourself. Please record grades, even for compositions, in numerical form. This
makes averaging more accurate at the end of the semester. It is highly recommended that you use the computer for record keeping and grade computation, if you have an appropriate program such as Excel, Access or another spreadsheet program. WE REQUEST THAT YOU USE REGULAR PERCENTAGES IN THE PRESENTATION OF YOUR SPREADSHEET FOR OUR RECORDS SO THAT WE CAN RECALCULATE IF NEEDED. For the sake of safety, please also keep a hard copy. When you leave UNC, leave your grade book with your director, in case there are questions about grades later.

F. Grading

1. Grade Changes: There is constant pressure by students for change of grades. No grade on any work can be changed without the approval of your language director.

2. Assigning Grades: Each graduate language instructor is responsible for assigning the final grade to her/his students. This procedure is done in accordance with university regulations and the regulations provided by the directors. Instructors should confer with the course coordinator or director if there is a question or problem in the assignment of course grades to students. The number of high or low grades in your class will not be used in judging your quality as an instructor. Since the majority of the students in lower-level language courses are freshmen and sophomores, grades may not always be as high as you would like.

After the final exam, you must submit two types of grade report forms: an official one provided by the registrar for the college and a detailed spreadsheet for the department. The form for the college asks only for the final letter grade (but there is space for comments). The departmental spreadsheet should include: class average (daily work, homework, quizzes, etc.), compositions, presentations, interviews, hourly exams, and final; the weight of each of these should also be indicated in case a student challenges the grade. Please limit your spreadsheet to one page (we do not need a record of the grade for each homework assignment) and select a type size no smaller than 10 point.

3. To convert your class averages into letter grades, required by the university registrar, please use the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>A-</td>
<td>90.91</td>
</tr>
<tr>
<td>B+</td>
<td>88.89</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
</tr>
<tr>
<td>C+</td>
<td>78.79</td>
</tr>
<tr>
<td>C</td>
<td>72-77</td>
</tr>
<tr>
<td>C-</td>
<td>70.71</td>
</tr>
<tr>
<td>D+</td>
<td>68.69</td>
</tr>
<tr>
<td>D</td>
<td>60-67</td>
</tr>
</tbody>
</table>

NOTE: There is no A+ or D- for a final grade (policy of the registrar). Always round up at .5 or higher: i.e. 89.5 = A--; 71.7 = C.

4. Absences from Exams: If a student misses a common hour or midterm exam for a valid reason, confer with your coordinator or director to make arrangements for a make-up exam. If a student misses the FINAL EXAM and cannot make it up in the period immediately following (make-ups should not be given before the officially scheduled exam), mark AB (meaning absent) on the final report form. The student must contact you, explain her/his absence and request permission to take a make-up exam from the Dean of his College. Otherwise the grade, whatever it may have been, is counted as an F at the end of the following semester. The College requires that an additional form be filled out for each student who receives a grade of AB. The secretary in the main office has this form. If a student who would not pass the course, even if he took the final, is absent from the final, that
student receives a grade of FA, with the same procedure as above. The grade of IN (incomplete) can be assigned only with the permission of the director.

5. Once you have graded your final exams, they are to be left in the main office, held together by a rubber band. They may not be given to students. However, students have the right to consult their exams in your presence and you may show an exam to a student, as long as you retain it for the office files.

G. Registration/Drop-Add: Since students register via computer you are not directly involved in registration. Students may still, however, come to you to ask to be added to your class. **Students are not allowed to sit in, hoping to be able to add.** Your first line of defense is to tell the students to continue trying via online registration. We will drop students who do not show up for the first two class meetings. After the second class meeting you must report, to the administrative office, the names and student PID numbers of those on your roll who did not attend the first two class meetings. This will generate spaces. **You may not add students without the approval of a supervisor.** You will not be informed if a student drops your class, but you can always check your class roll online.

IV. REGULATIONS CONCERNING STUDENTS

A. Attendance: The following legislation by the Faculty Council gives each instructor the authority to prescribe attendance regulations for his/her classes:

"Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

Instructors will keep attendance records in all cases. **If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will report the facts to the student's academic dean for appropriate action.**

The appearance of a student's name on the Infirmary List constitutes an excuse for the student for absences from classes during the period the student is in the Infirmary. This list is circulated to all deans of colleges and schools having undergraduate students. In case of doubt the instructor may call Student Health.

Students who are members of regularly organized and authorized University activities and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. Notification of such an absence must be sent by the responsible University official to the office of the student's dean where instructors may, should they be in doubt, consult the list."

Regular attendance is essential in foreign language courses, since most of the practice takes place in class. One might assume that college students are mature enough to make this decision on their own, but they are not. Most of them are in our classes because the university requires them to be there, and unfortunately they need this type of discipline imposed upon them. The different language programs may vary slightly in their approach to the issue of absences, but the general rule of mandatory attendance should be the guideline. In the case of excessive absences, contact the student's advisor. You should ask for the name of the advisor on the first day of class, since this is important should you have problems with a particular student. If you do not know the name of the advisor, contact Academic Advising at 966-5116
The telephone number of the Dean of Students: 962-4042.

For academic issues, contact Academic Advising for referral to the appropriate advisor or dean. For issues relating to disruptive behavior, physical or psychological complications, get in touch with the Office of the Dean of Students. If you have a student whose attendance is very irregular, or who is not turning in work, check with your coordinator or language director. The first response should be to speak to the student about the situation. If nothing changes, then send the student an email, stating the absence policy, the number of absences to date, list the missing work, etc., and cc: the student’s advisor (email address can be found in the UNC directory on the UNC webpage). Be sure to keep careful records.

You will receive information on students in your classes who have learning disabilities or physical disabilities from the respective offices. Do not hesitate to contact these offices for additional information and help in handling the challenges which these students face.

B. Change of Schedule: Changes in course registration schedules should be made during the official registration period and during the first five days of classes. Thereafter, the addition of a course to the registration schedule requires permission of the course instructor. The addition of a course after the second week of classes is not recommended or normally possible. Your language director can determine if such a late addition is appropriate. Occasionally students will discover that they have been placed in a course which is too difficult for them, and wish to drop back. In most such cases, we try to accommodate the request of the student. For instance, a student may find French 203 too difficult and wish to pick up French 105 after the first two weeks. Similarly, a Spanish 105 student may prefer to start again with Spanish 101, even if he/she will not receive graduation credit by doing it. Neither of these situations should create any real problems. If a student is placed into a course which is clearly too easy for him/her, it is vital that you encourage that student to move up to the next level quickly, so as not to fall behind. Since there will be homework to turn in and most likely a quiz in addition to your observation of a student’s oral skills, you should be able to make such a decision during the first two weeks of the semester. However, a student with no previous experience in the language, who wishes to add the first course two weeks into the semester, should be strongly discouraged. In matters like this, send the student to the course coordinator or director of the respective language program.

First year students and sophomore transfers may not drop foreign language courses in levels 101-203 until they have completed their Foundations foreign language requirement, unless approved by a dean in the Academic Advising Program in the General College and College of Arts and Sciences.

If you have a student who seems to be having trouble in your class, speak to him/her directly (in your office, if possible) so that he/she can still drop if that is the best solution.

V. HONOR CODE

The Honor Code is explained in detail in the materials you received in your Orientation Packet from the Center for Faculty Excellence. If you do not have it, please see your director who will have a copy. Cheating is a serious offense and results in suspension or expulsion, not just an F in the course involved. You help your students to avoid temptation by not reusing exams/ quizzes/composition topics, by remaining in the room and paying attention while your students are taking tests, and by spacing seating when possible. Let your students know that you expect them to obey the Honor Code, and do not hesitate to report a
student if you have evidence of violations. You owe it to all the honest ones. Do read the complete description of the Code.

Each examination (and quiz, if you wish) should contain the pledge:

*I have neither given nor received unauthorized aid on this exam.*

Some tips to avoid cheating on exams:

1) Remind your students of the Honor Code before giving them their exams. You trust them but it is their responsibility to follow the rules of the Honor Code.
2) Remind them of the rules. Spread out, turn off cell phones (access to the web and text messaging makes it very easy to cheat), no books (if they are allowed dictionaries or bring in their own bluebooks, check them for notes), no baseball hats or drinks (it’s been found that students write notes on their hats and on the label of their water bottles (you may have them peel off the label if they need a water bottle), no looking at other people or exams (especially if they are in a small classroom).
3) If you have make-ups, remind your students not to talk about the exam. It only hurts their grade if they tell others what is on the exam and it violates the Honor Code.
4) Finally, remind your students that it is not worth cheating: they could receive an F in the course, probation, suspension, and if they are found guilty, it will be on their record for 10 years!
5) Do NOT leave your students alone during the exam. If you need to step out, remind them of the Honor Code at that time.

Other Honor Code issues:

The Internet is a wonderful tool, for us as well as for our students. Students are finding innumerable amounts of information on paper topics given by us…and we are starting to find this reproduced in their papers. Remind your students of what is/is not allowed. Translating websites have also been a problem in our department. It is a good idea to remind your students that they may not use these websites.

If a paper looks too good, it generally is. If you are unsure, you may want to go to google.com and search key words or phrases from the paper. You may also want to consult your coordinator or language program director for a second opinion. Finally, talk to the student. S/he should be able to tell you exactly how s/he wrote the paper. You may want to have a colleague or officemate present during that meeting if you need another opinion or do not feel comfortable with the student.

The use of spell checks/grammar checks may be permitted for compositions This depends on the policy of the particular course.

What to do if you think (or are told) that a student may have cheated:

1) Make copies of materials.
2) Talk to the student about the incident. Ask the student to explain what happened and let him/her know why it is not acceptable. A possible cheating case should also be a learning experience for the student.
3) Tell your course coordinator or language director about the incident.
4) File a complaint with the Undergraduate Student Attorney General.

Websites:  [http://honor.unc.edu](http://honor.unc.edu), [http://integrity.unc.edu](http://integrity.unc.edu)

Material on the Honor Code prepared by Dr. Valérie Pruvost ([pruvost@email.unc.edu](mailto:pruvost@email.unc.edu))

**VI. TUTORING STUDENTS**
Free peer tutoring is available through the Learning Center two evenings per week. Information will be received concerning time and location during the first month of classes.

Language instructors interested in tutoring can place an index card in the tutoring box in the main office (the secretary will show you where). On this card you can give information as to your background, teaching experience, what you charge, etc. However, there are a few issues of which you should be aware when tutoring.

It is considered a violation of the faculty honor code for instructors to receive payment for tutoring students enrolled in their own classes. You may certainly help your students, both during your office hours and beyond, as long as you are not paid for this and as long as you do not reveal information about testing etc. which would give that student an advantage over his/her classmates.

Tutoring students for money who are not in your section but in the same course can create ethical conflicts, which you should keep in mind. This is not expressly forbidden but it is a delicate issue since you have information about exams, which could influence your work with that student. Of course it is also true that you are in an optimal situation to help a student with a particular course if you are teaching it (or have taught it). It will also help you steer clear of sticky issues such as how much “help” is permitted on a composition if you speak to the student’s instructor. In general, when working with a student on a composition, you should answer only very specific questions from the student. You should not proofread the composition for errors, since this would be a violation of the Honor Code. Refer the student to his/her instructor who will determine how much help s/he feels appropriate to provide.

A few language instructors may be employed by the athletic program to tutor student athletes. The same issues apply here.

VII. FIRST DAY OF CLASS

No paper class rolls will be distributed since they are available on line. To find your class roll(s), go to http://www.unc.edu/faculty. On that page, go to Faculty Resources and click on Online class rolls. You will receive a prompt to log-in with your Onyen and password. A course menu will appear. In the appropriate space for Class rolls/wait-list rolls, enter the information on the course, i.e. Span 101. All the sections will come up, so you go to the one you are teaching, click on it, and the class roll (also photos of all the students!) will appear.

Make sure that only those students with the proper background are in your class by explaining the prerequisites, the language requirement (see below), the goals and procedures of the class, etc. Remind students that they must be officially registered. Do not accept more students than the official limit (usually 19 for the lower-level courses) since there are sometimes other sections available. If you have a student on your roll who does not come to the first two class meetings and has not contacted you, give the following information to the undergraduate student services manager: your name, course and section number, name and PID number of the student. We can then delete the name of the student from the computer roll (if the student has not already dropped), thereby making space for another student. If you can, check the class roll first to see if the student has dropped—this will save time for everyone.

A. On the board, write your name, email address, office number, and office hours, along with the course number, the section number, and the days and hours of class meetings.
(Depending on the hour, French and Spanish courses meet in different rooms and at slightly different times on Tuesdays or Thursdays.)

B. Introduce the textbooks to be used in the class and write their names on the board. Tell your students to purchase their books by the time of the next class meeting.

C. Tell the students where to find the syllabus (course page—write the URL on the board, your Blackboard/Sakai site, etc.). It may be helpful to have a transparency of the syllabus on the first day (or use the document camera if you are in a room so equipped) so that you can go over it with your class. Be sure to mention
   1. how often they have quizzes
   2. the dates of all common exams
   3. the requirements for laboratory work
   4. the class attendance policy (as established by your director/coordinator)

D. Explain briefly the course objectives, the nature of language learning, the importance of class attendance and good study habits, the kind of homework expected and why the course will be taught in the target language (because the learning of a foreign language takes place primarily by performing in it and not by talking about it in English).

E. Get the following information for your records, preferably on a 3x5 card:
   1. student's name
   2. student ID number
   3. local phone number and email address
   4. how many years of previous study of the target language
   5. when they previously studied the language
   6. other languages studied
   7. name of General College advisor
   8. anything else they would like you to know about them to help them in their language studies (sometimes you will have students with hearing problems, or other disabilities that you should know about but that they may be reluctant to mention. This gives them a chance.)

F. Write the first week's homework assignments on the board (be sure to put this on your Blackboard/Sakai page as well) or distribute a sheet with assignments, if this is not included on the course syllabus.

G. Begin the first lesson, or do some other language activity so that the students can experience the language from the very first class meeting and efficiently utilize the remainder of the class time, including activities to help you and the students learn each other's names. You may wish to start with a language activity, then do the “housekeeping”, then conclude class with another language activity. If you are teaching French/Spanish, your students already know quite a bit and they can use it.

VIII. CHECK-LIST FOR THE FIRST WEEK OF CLASS

A. All students have syllabus, printed from the web, and course materials
B. All students have textbooks. If your students tell you that there are no more, contact your coordinator immediately so that an order can be placed. Tell your coordinator how many copies your students need. Texts either are or can be placed on reserve at the library.

C. Mailbox and email checked at least once each day.

D. Your teaching and course schedule turned in to your coordinator so that a substitution list can be prepared.

E. Teaching and course schedule provided by the main office turned in so that a list of instructors can be prepared and everyone has your phone number.

F. Create a listserv or a mailing list on email for your class once the enrollment has stabilized. This will make it easier for you to communicate with your students during the course of the semester. If you use Blackboard, you can mail all of the students from your site, but they cannot use this list to contact each other.

IX. CHECKLIST FOR THE LAST WEEK OF CLASS

A. Your portion of final exam preparation complete

B. Students notified of time and place of final

C. Students who need make-ups have turned in forms. (Two exams scheduled at the same time or three exams within 24 hours are reasons for a make-up. Students must go to their advisor, from whom they receive a slip, authorizing the make-up. They give this to you, with their exam schedule written on the back. You, in turn, give this slip to your coordinator who will schedule an alternate date.)

D. Students have completed evaluations and turned them in to the main office.

E. Mailbox/bulletin board/email checked daily.

X. SUPPORT SERVICES

A. Files in copy room

   The filing cabinets in the copy room contain a variety of teaching materials for Spanish and French. Primarily there are copies of transparencies for the textbooks we are using, as well as some realia and suggestions for activities which you may find helpful. You are free to borrow the materials that are there but we request that you return them as soon as you have finished using them so that your colleagues have access to them as well. If you have materials that you are willing to share, please add them to the files. The GRA is organizing a library of materials for all to use. Copies of textbooks no longer used, earlier editions of textbooks, etc. can also be consulted if you are looking for alternative activities, readings, etc.

   A telephone and a printer are also available in this room.

B. Foreign Language Resource Center

   Hours for the Media lab (Dey 109): Monday-Thursday, 8am-8 pm; Friday 8am-5pm
In addition to CDs designed for listening and speaking practice, several video/DVD viewing stations are available in Dey 109 so that you can assign videos or portions of videos to be viewed outside of class. The DVDs/videos can be placed on reserve in Dey 104, where students can also check out headphones for video viewing.

**Materials Checkout (Dey 104)**

Monday-Thursday, 8am-8 pm; Friday 8am-5pm

In Dey 104, you may borrow CD players, videos, DVDs, video equipment, etc. The department also has a mini-cameras, which you may borrow if you wish to make videotapes of your students or of activities relating to the language program. A complete listing of the available materials from the Resource Center is available online at: [http://flrc.unc.edu/catalog](http://flrc.unc.edu/catalog)

Students may also purchase CDs of the listening materials for their courses, usually in MP3 format. These must be paid for using UNC One Cards at a charge of $5 per CD. No cash can be accepted.

**C. Technology and Instructional Support Studio (Dey 110)**

Some technology assistants are available in Dey 110 and online resources can be found through: [http://flrc.unc.edu](http://flrc.unc.edu). For specific technology information, please visit the following sites:

- [http://romlinstructors.unc.edu](http://romlinstructors.unc.edu) – Resource site specifically for ROML Instructors
- [http://flrcvideos.unc.edu](http://flrcvideos.unc.edu) – Tutorials for language instruction
- [http://dey110.unc.edu/](http://dey110.unc.edu/) - Registration for in person training for language instructors

If you need specific materials or have suggestions for information technology applications, please let us know. A few sessions of Romance Languages 700 will be devoted to technology, so even if you have had an equivalent methods course, you should make a point of attending if you are not familiar with the use of Blackboard, spreadsheets for grading, etc.

**D. Center for Faculty Excellence (basement of Wilson Library)**

The Center offers a variety of services from providing help on teaching techniques, to a self-service lab for the preparation of teaching materials (transparencies, slides, etc.) Each graduate student language instructor has an allocation of $25 per semester for materials prepared in the lab: overhead transparencies, slide film and developing, and videotapes. CTL does NOT provide photocopying services, prints on paper, blank videotapes or blank transparency film. Instructors who need to photocopy an image, as an intermediate step in the production of a transparency, should copy the image before going to the Center. If you wish to use the equipment or other services of the Teaching Resource Lab, call 962-1289 to schedule an appointment.

**E. Main Office (Dey 238)**

Our secretaries are professionals and deserve to be treated with respect. The Department and our program would collapse without them. They are helpful and well informed, but also quite busy, especially at the beginning and end of the semester. The secretary responsible for undergraduate instructional matters is Sheena Melton.

You are expected to prepare your own quizzes, using a computer and printer, and make your own copies. Please limit your paper consumption. You may ask for departmental
stationery for departmental business (such as recommendations for students) and of course you may use the staplers, paper cutter etc. Common exams, handouts run off in large quantities by the office, etc. are usually kept in the bottom cabinet to your right and left, depending on the language, as you enter the office (behind the door).

For copies, other than exams copied by the main office you may purchase a copy account, to which you periodically add money, from the Graduate Romance Association and use the Xerox machine in the copy room. This is cheaper than photocopying commercially although of course you can do so. We wish there were funds to properly support your hard work in producing supplementary materials for your students, but there are not. Putting materials on Blackboard for your students to print is an alternative, but requires advanced planning and notification of students.

There is a telephone in the copy room for your use, but it is limited to local calls. Please tell your students not to call the office and leave messages for you unless it is truly an emergency. Being absent from class is not an emergency and they can email you or tell you about it when they return. The secretaries may be too busy to track you down, but they will try to leave you a note. There are pay phones on the first and third floors and you may certainly use the office phone for important matters. It is up to you to decide whether or not you wish to have your home telephone number released to your students. However, the main office must have your number.

XI. STUDY ABROAD OPPORTUNITIES

A. Undergraduate Programs

French: Program in Montpellier (fall/spring semester, academic year); For the year program, juniors are preferred but sophomores and seniors are eligible as well. Not for French majors only. There are usually two information meetings, one in the fall and one in the spring to explain the program. Students should have had through French 260 to be eligible for the year program, but the semester programs have dual tracks, allowing students with somewhat less prior study to participate.. Contact Prof. Nina Furry (Dey 222) for further information

Exchange with Sciences politiques: For students with strong French skills. See Study Abroad Office.

Semester in Paris, in conjunction with UNC-Wilmington. Students of varying language levels are eligible. Contact Study Abroad Office (FedEx Global Education Center) for information. This program is available both fall and spring.

Summer Session in Paris, in conjunction with UNC- Wilmington. Students of varying language levels are eligible. Contact Study Abroad Office.

Internships in Paris and Francophone Europe: see Study Abroad Office.

Spanish: Year in Sevilla offers semester, year, and summer programs in Sevilla, Spain. Each year 150+ undergraduate students participate in one of the programs. Students are able to make substantial progress toward or complete a major or minor in Spanish while studying in Sevilla. It is also possible to fulfill several Arts and Science and General College Perspectives while studying with the program. Eligibility: Language, Society and Cultural Studies: completion of Spanish 204 OR 204/255; Advanced Hispanic Studies: Completion of UNC-CH Spanish 260 and 300; Specialized Area Studies: Completion of four content courses beyond fourth semester Spanish; previous study abroad experience or significant contact with
the Spanish language and Hispanic cultures. For more information, contact Professor William Maisch (Dey 134), or the program secretary in the Study Abroad Office. Program and course descriptions are available on line at http://www.unc.edu/depts/sevi

**Summer in Madrid**, administered by the Study Abroad Office.

**Internships in Madrid**, administered by the Study Abroad Office.

**Summer or semester in Taxco or Mexico City, Mexico**, administered by Study Abroad Office.

**Summer and semester in Quito, Ecuador**. Contact Study Abroad.

**Summer and semester in Buenos Aires, Argentina**. Contact Study Abroad.

**Italian: Summer and semester in Florence, Italy**. Contact the Study Abroad Office for more information.

**Portuguese: Summer and semester in Rio de Janeiro, Brazil**. Contact the Study Abroad Office (Porthole Building) for information.

There are many other programs which are available for our students, of varying lengths, in many different parts of the world. Contact the Study Abroad Office for more information or visit the website at http://study-abroad.unc.edu/.

### B. Opportunities for Graduate Students

**France**

**Montpellier**: one teaching assistant, always post-MA to teach English language and civilization, as well as assist resident director and students in UNC program

**Paris**: One position to accompany UNC students during the summer program.

**Spain**

**Sevilla**: Graduate assistants, Programs in Advanced Hispanic Studies and Specialized Area Studies. 25 hours per week working with study abroad program that enrolls 30-45 students per semester. Duties include office work and assisting with administration. September 1 - May 31 or January 5-December 22, with possibility for employment with summer program in June.


**Navarra**: Research assistant, Department of Spanish Literature. Must be a doctoral student. October 1 - June 30. http://www.unav.es


**Italy**
Florence: either one semester or the full academic year at the Institute Lorenzo di Medici, as a teaching apprentice/instructor and assistant for students on the UNC program. Transportation, housing plus a stipend. Contact Study Abroad.

NOTE: French and Spanish Houses are located in Carmichael Residence Hall. The program occupies one floor of the dorm and students, who pledge to speak the language, live in language specific suites. Sophomores, juniors and seniors are eligible. Contact the faculty advisor for further information. These students are always grateful when fluent speakers (graduate students) participate in their activities, announce their films, etc.

XII. TEACHING AND TRAINING

All new language instructors will enroll in Romance Languages 700: Theories and Techniques of Foreign Language Teaching. This course will provide a theoretical foundation for foreign language teaching as well as practical advice and experience in the form of discussions and demonstrations. You will observe each other's classes, examine professional journals, explore the integration of technology in language teaching and prepare class activities for the teaching of speaking, listening, reading, writing and culture in your target language. Since you will be teaching while you are taking this course, and we cannot cover all necessary points in the first week, here is some general advice to assist you in your work.

A. Time Management

The role of the graduate language instructor is a complex one as it involves two sets of responsibilities. On the one hand, you are part of the teaching staff, on the other you are still a student working toward a degree, fulfilling requirements and preparing for a career in teaching and research. Therefore you should strive for a sound and comfortable balance between your involvement in both endeavors. Homework, quizzes and exams must be returned promptly to your students, and you must always be prepared for classes you are teaching as well as those you are taking. The general Teaching Assistant Handbook has good suggestions for handling your various duties.

B. Objectives

The primary objective of the language program is to develop the student's basic language skills in the five traditional areas: listening, speaking, reading, writing and culture. A sixth concern is the enhancement of these skill areas through the use of technology. Consequently, the instructor's first responsibility is to establish and sustain a learning community whose fundamental means and mode of communication is the target language. Your classes are not to be taught in English, but in French, Italian, Portuguese or Spanish.

To achieve this objective, consider the following notions as part of a teaching code with pedagogical as well as methodological components.

C. Pedagogical Notions

1. Organization

Organization of individual classes is determined by the individual instructor and the makeup of the class, as well as by the textbook. Such organization must, however, be based on the syllabus that outlines the work for the course. The textbook should be your guide, but do not be its slave!
Keep up with the weekly programs and do not allow your section to fall behind.

2. Preparation

Strive to develop clarity and consistency in your teaching and cultivate a genuine sense of personal motivation.

As a primary step in achieving the above, recognize that the prerequisites of efficient and effective language teaching are planning and preparation.

Never go unprepared to class. Organize each class ahead of time so that you know exactly how much material should be covered, the objectives of each lesson and how to implement each exercise. It is not sufficient to open the book and read out of it. Your students can do that without your help!

So that no valuable class time is wasted, the instructor should always have a written lesson plan. Note cards are more useful for this purpose than large sheets of paper which are harder to handle and on which you can easily lose your place. It may help you and your students to know what the plan for the day is if you put a brief outline of it on the board before you start class (in a corner where you will not need to erase it).

3. Attitude

Base your attitude on good sense and good habits. For instance, without pretending to exude radiance and hilarity at all times, try not to enter the classroom in a sullen mood or sorry frame of mind. Do not carry your personal problems into class with you, and NEVER relate them to your students. Do not bring your moods with you into class. Students resent instructors who take their bad feelings out on them.

If you find it unbearably stressful to be smooth and endearingly patient at all times, try at least not to be rough, short-tempered or inconsiderate.

Refrain, if and whenever possible, from being aloof, dull, constitutionally undynamic or resignedly unrevivable.

Show interest in the progress of your students. Whenever they do something well, praise them. Do not discourage your students; empathize with their difficulties, especially when they result from untoward personal circumstances. Since the students who need remedial help seldom ask for it, it may be necessary for the instructor to suggest it privately. Be tactful and don’t call out their names and tell them they must see you after class, but contact them directly or write them a note on an assignment that you are handing back. Give all the help you can and be encouraging and supportive, but remember that you are not their parent. You are not expected to spend hours and hours tutoring students; for such extensive tutoring, the main office keeps a list of individuals who are willing to tutor for a fee. You may, of course, add your own name to this list, but you may not tutor your own students for a fee.

To help your students further, you may wish to refer them to Peer Tutoring sessions organized by the Learning Center which are announced each semester in the Daily Tarheel and by flyers which you will receive towards the beginning of the semester. If a student is struggling with how to study, a referral to the Learning Center (Phillips Annex: 962-3782) may help. A web page has been created with study suggestions for foreign languages: http://www.unc.edu/depts/lcweb/. Click on “Supplemental Instruction”. 
Avoid intentional sarcasm, mockery, opinionated judgments, hypercritical attitudes, and all types of reprimanding speech. Instead, try to learn how to recognize and deal with the signs of potential difficulties.

There should be no eating or drinking in class, neither by the instructor nor by the students. Even if your class meets at 8:00 A.M., it is rude if the instructor drinks coffee while the students force themselves to stay awake. Certainly you may bring food or organize a picnic with your students, as a cultural activity, but munching and sipping during class is annoying and unprofessional.

Learn the names of your students as quickly as possible. If need be, use name cards on their desks to help you, or use a seating chart, if necessary.

**From time to time it is helpful to step back and evaluate your own teaching. These questions may help you:**

1. Do you demonstrate adequate planning and sequencing?
2. Do you use material that is relevant to the students’ world and at an appropriate level for the student?
3. Is the aim of your lesson clear to the student?
4. Do you have a clear understanding of the structure so that you will not be surprised by irregular items?
5. Are your directions clear and to the point?
6. Do you keep rules, diagrams and explanation to a minimum?
7. Are your handouts well prepared and legible, and not characterized by poor duplication?
8. Do you speak naturally, at normal speed?
9. Do you maintain an appropriate pace to keep the class alert and interested?
10. Do you have good rapport with your students?
11. Do you listen to your students and are you aware of student errors, limiting correction to what is relevant and necessary?
12. Do you promote student self-esteem?
13. Do you use peer correction?
14. Do you respect students’ abilities to use their own gray matter to come up with new items and do you invite them to use their own powers of analogy or analysis to make educated guesses?
15. Do you promote students’ participation and activity?
16. Are you aware of the ratio of student and teacher talk, keeping teacher talk to a minimum rather than dominating a class?
17. Do your students have the chance to communicate with each other in real language activities so that the emphasis is not on pattern practice?
18. Is your class arranged for successful communication between students and easy accessibility to the teacher?
19. Can your students do something new linguistically after class?
20. Would you, as a student, enjoy your class?

*Special thanks to Professor Emeritus Tony Illiano for his contributions to this section of the TA Handbook.*
ADMINISTRATIVE POLICIES IN EFFECT AS OF May 1, 2009

Building Use (NO SMOKING IN DEY HALL)

Office Assignment - Teaching Fellows

Teaching Fellows are assigned desk space in a shared office. Each office has been inventoried for State-owned furniture and equipment. Such furniture is not to be moved from this office location.

Office space is assigned to allow Teaching Fellows to meet with students during designated office hours. Use of office space by unauthorized persons is prohibited. Do not authorize anyone to use your office or desk space in your absence. It is a security hazard for those who share your office. Take care that the office doors are locked when all occupants are gone.

If the graduate student does not teach Romance Languages classes the space assignment is revoked and carrel space in the Library should be obtained. Arrangement should be made for removal of books and personal belongings from your office space. The Department has no available storage space for this purpose.

Computers

Laptops: Most teaching fellows who requested a laptop computer this year obtained one. If you are interested in signing up to receive a laptop, contact Rob Moore at rob_moore@unc.edu. You are financially responsible for the computer. This means that, though the department is paying for the insurance coverage the University offers, you are personally liable for the insurance deductible in case of loss. The deductible is $1,000 in case of loss, $500 in case of damage. You can try to insure against the loss of the computer by purchasing a rider on your homeowner's insurance.

Desktops: In addition, every TA office is equipped with a single shared desktop computer for access to the internet, etc. Responsibility for this computer is also shared by all the people in the room. The last person in the room should lock the office when he or she leaves. At no time should these computers be left unattended.

Keys - Graduate Student

You will receive a key to your office, and since Dey Hall is secured after 10:00 pm and on University holidays, you may want an outside door key. There is a $10.00 replace charge per key should you lose any keys.
Classrooms

Classroom assignments are made by Records and Registration. Sheena coordinates Romance Languages assignments. If your assigned classroom is not adequate for the course you are teaching, consult with your language director to see if another assignment is possible. It may not be possible given the space limitation on campus. Do not contact the Classroom Reservation Office personally and do not arbitrarily relocate your class. Special classroom needs should be cleared with your language director as far in advance as possible.

It is the responsibility of each faculty member and teaching assistant to see that regulations concerning no smoking and consumption of food and/or beverages (both alcoholic and non-alcoholic) in the classroom are enforced. Classroom windows are to remain closed. University heating and air conditioning engineers inform us that the central control for Dey Hall will not be effective unless the windows are closed.

If you are in a smart classroom use the red phone for any technology issues

Mail Boxes

Mail boxes for faculty and graduate students are located in the main corridor of the second floor. Graduate students are assigned mail boxes and provided keys by Sheena. There is a $10.00 per key replacement charge should you lose it. No mail of a personal nature should be sent to Dey Hall due to the large amount of mail received by the Romance Languages Department. Check your mail box daily since most campus and departmental notices are placed there for your information. Please clear your mailbox each day you are on campus to avoid a build up of mail particularly if you share a mailbox.

Telephones

A telephone, is available in the Graduate Loung for making for local calls. Long distance and 800 calls are not possible from this phone. The phone does not accept “incoming” calls.

Notify your students at the beginning of the semester that it is not necessary to report class absence due to illness since arrangements will have to be made concerning make-up work upon their return to class. With only 2 telephone lines in the administrative office, it is not possible to handle the number of calls received of this nature.

In cases of emergency we will attempt to locate you during business hours (8 a.m. to 5 p.m., Monday through Friday). Notice of calls received will be placed in your mail box and we will send an email.
Security

Please note that the building is vacant at night. We encourage you not to stay in your office during the late hours.

Miscellaneous

In accordance with University regulations:

-No posters or papers are to be placed on the walls, glass or tiles of the hall areas.

-Absolutely no bicycles or dogs (except guide dogs) are allowed in the building.

Bicycle racks are available for use at the east and west entrances of Dey Hall. Do not lock your bicycle to the hand rails of the south and west first floor entries to Dey Hall as these are handicap entrances.

Special bulletin boards for graduate students are located (1) in the Mail Room for special notices of importance concerning courses and job notices (also Tom's office), and (2) at the intersection of the main hall and the west wing of the second floor for information concerning the GRA. The bulletin board for faculty information is located just above the faculty mail boxes in the mail room. Check these bulletin boards frequently for important information.

Paychecks - Teaching Fellows

Teaching Fellows are paid every two weeks (on Friday) during the semester taught. All payments are to be made via Direct Deposit to a U.S. bank of your choice. You can access information about your deposit at the following: https://s4.its.unc.edu/paystub/login.do. The first, and second checks received will generally be payment for only one section. If you are given an additional section during the registration period, you will receive the increased stipend on the 3rd or 4th payday (retroactive to the start of the semester). Contact Tom Smither if you have questions.

Supplies and Duplication

Some teaching supplies such as chalk and transparencies are available from the main office. The Department will supply each Teaching Fellow with 500 copies per semester and you may purchase extra copies. Departmental stationery, envelopes and postage are provided upon request for departmental business. The department is responsible for the duplication of quizzes and major exams and the teaching assistant is responsible for the preparation of daily classroom material. Teaching Fellows should bring any quizzes that need duplicating to the main office; we request a 24-hour lead-
time. We will print your instructional material from disk or memory key if you do not have a printer available.
No material is to be taken to the Copy Center for duplication, nor any arrangement made for film presentation, without first securing the approval of the main office. Any contract of this kind entered into without such approval becomes the responsibility of the person who ordered and signed for such services. Sheena Melton is your contact for duplicating and supply needs.

**Department "Locator/Directory" Information:**

At the beginning of each semester, all graduate students will be sent an email with instructions to complete an on-line directory information form, which includes your phone number, office number, email address, class schedule and office hours. A form for your local address and cell phone number is attached to that email. Please complete forms promptly, returning the address form to the Administrative Office. If there are any changes during the semester let us know. Home telephone numbers are never given out to students.