



# MEMORANDUM

AMINA YASSINE

LANGUAGE CURRICULUM DIRECTOR

HUMANITIES HALL 322-H

E-mail: ayassine@uci.edu

<http://www.humanities.uci.edu/spanish>

DEPARTMENT OF  
SPANISH & PORTUGUESE

**DATE :** September 09, 2009  
**TO :** All Fall 2009 Teaching Assistants and Associates  
**RE :** **Beginning-Of-Quarter Memo**

**PLEASE!**

**KEEP THIS MEMO CLOSE TO YOU AT ALL TIMES!**  
**REFER TO THIS MEMO OFTEN, ... BEFORE YOU COME TO SEE ME!**

**Welcome to Fall Quarter 2009!**

Enclosed please find the usual, though **updated reminders** to help you get ready for the upcoming quarter. Some explanations may be helpful:

## 1. Teaching Assignments

As always, I hope that the attached version is the final version, but, as you should very well know by now, ... we'll just have to wait and see! Please, check your email address and your phone number (cell is preferred) and let me know of any changes immediately via e-mail. The reason that you have this list available to you is so that, if you should need a replacement on a given day, you would know whom to call to ask to substitute for you. Remember, however, that **any substitution needs to be authorized by me before you agree on a substitute!** All short-term substitutions (up to three days) are the responsibility of the TA needing a substitute. If you find someone to substitute for you, please give me a properly filled-out "**Notification of Substitution**" form (available on the TA web site) as soon as possible, so that the insurance will cover any possible problems, injuries, etc.

Also, please remember to enter the number of **BODIES PHYSICALLY PRESENT** in your classroom during the entire first week of classes on the "Bodies Present" sheet in the office, on the wall right inside the main door! Do this **immediately** after your class; it is critical for us to know the "demand".

## 2. Exam Preparation Schedule

Please, check the "Exam Preparation Schedule" (available on the TA web site) very carefully to see if/when you are supposed to **make up an exam** and when you are to **have it reviewed by me** (on the "**Draft**" date). **Get your colleagues' input** and suggestions **right on your draft version prior** to bringing that version of the test to me. All pertinent dates are listed on the "Exam Preparation Schedule".

**[Procedure for securing your colleagues' input:** By the "In-Box" date listed on the schedule, the **preparer** (name in bold letters) will leave a copy of the complete exam (including the oral part, **as well as the key**) in his/her mailbox inside a manila

envelope. To the top of the envelope, attach a "Test Approval" form (available on the TA web site) with all of your colleagues' names, each followed by a place where those who have reviewed it, and made their comments, can put their initials and indicate the date and the time they returned it to **the preparer's mailbox**. It is absolutely necessary that every colleague teaching the same level **review the exam very carefully** during the time stipulated (between "In-Box" date and "Draft" date). Suggestions are to be made right on the exam and returned to the preparer's mailbox immediately after reviewing it. **Under no circumstances is the exam ever to leave our floor** (that is, the Dept. Office, the outside patio, my office, etc). In that context, please **don't leave any test material in my mailbox**, but rather **give it to me in person**, so that we can go over it right there and then, -time permitting. You'll need to **talk to me**, however, prior to the "Draft" date, to **make an appointment.**]

Once approved, and after all of the changes have been made, the preparer then places the final version into his/her mailbox **by 9:00 AM** on the day indicated under "Final Version" for your colleagues to copy the exam. Make sure to also **give me a hard copy** of that test for our test bank at the same time that you place the "ready-to-be-copied" version of the test into your mailbox; don't forget to attach the **Listening Comprehension** text on **top** of the exam!

### 3. Feedback

It is absolutely essential that you: **a)** always **return exams** (or any other written assignments, -even compositions and journals) to your students the very next class day, and **b) inform your students** of their grade, if applicable, by **distributing the grade** via GradeBook immediately after grading, thus providing them with effective feedback on their work.

### 4. Visitation Schedule (If requested/applicable)

Here you will find the dates (available on the TA web site) I am planning to visit your class. I tried very hard not to let them fall on an exam day, etc. Please **check "your" date** very carefully and let me know immediately if the date I chose might not work, for whatever reason. Don't forget to **give me a copy** of your lesson plan for that particular lesson, as well as copies of **all** handouts, PowerPoint slides (six per page), and book pages used (no half-sheets, please), right BEFORE you begin your lesson. **SAVE ME A SEAT BY THE DOOR!**

### 5. "Deficient Student" List

ALWAYS check this (attached) list **very, very carefully** to see if any of the students already on your roster, or those wanting to add your class, have received a non-passing grade in the previous course of the series. According to School of Humanities policy:

"Within the beginning and intermediate foreign language instructional sequences (SPAN 1 & SPAN 2 series), students must have earned a 'C' [73.0%], or better, in order to advance to the next level of instruction".

This also holds true for the **SPAN 3A/B Series and SPAN 15**: A passing grade in **SPAN 2C/NS/S2BC** is an absolute and enforced prerequisite for SPAN 3A/B and SPAN 15. If you should find the name of one of your students on the **"Deficient Students"** list, you will need to **require them to drop the course (!)** and re-take the deficient level. **There are NO EXCEPTIONS to this policy!** Those with an "NR" might have special circumstances, - send them to my office. Remember, SPAN 2C/NS/S2BC is a **mandatory and enforced prerequisite** for SPAN 3A/B and SPAN 15. Thus, if someone received a "W", an "I", or an "NR" in SPAN 2C, S2BC, or SPAN 2NS, they can **not stay** in SPAN 3A/B or SPAN 15!

**On the other hand**, if a student was deemed "deficient" previously, and they claim not to be so anymore, **have them show you proof** that they have passed the prerequisite course in question in the meantime.

## 6. "Copying Policy"

The following copying guidelines have been established by the Department for all those teaching lower-division language courses (see also the Departmental Copying Policy on the TA web site). You will be given a copy code to use **only** for copying **instructional and evaluation materials** for your class. This includes: all regular unit exams and quizzes (depending on the level, up to a maximum of **7** quizzes, -if the lowest score is dropped), as well as the final exam, -where appropriate. You are only allowed copy-credit for the above-mentioned copies.<sup>1</sup> TAs teaching in a "non-tech" room are allowed up to an additional 30 sheets of handouts per student (this does not include HH-342 and HH-344). Exam preparers will also be allowed one copy each of any unit test(s) or final exam they prepared.

[As soon as possible but before the end of the quarter, please remember to always send me an **electronic** copy (**attached to an email**) of any material(s) you prepared for your class, clearly indicating the level, as well as the topic or purpose of the material, following closely the examples shown on the "**File Naming Conventions**" page; this includes tests, quizzes, handouts, overheads, PowerPoint slides, graphics, etc.]

## 7. Official Department Software

Please, don't forget that **you are expected to check your e-mail messages at least twice per day** for any relevant and important information that would take too long to reach you through memos or other conventional channels of communication.

By the same token, it is strongly recommended that you use a not-web-based e-mail program, like Eudora Pro, which allows you to receive and send attachments, as well as allows you to write to your students **with accents**, etc. **Don't tell me that YOUR e-mail program can't handle attachments, or whatever, -get Eudora! All required software is available to you at no cost; just ask me!**

**The official softwares of the "Spanish Language Program"** are **MS-Word**, or **WordPerfect** (for word-processing), **MS-Excel** (for spreadsheets), **Firefox**, **Safari**, **Netscape**, **Opera**, or **Internet Explorer** (for browsing the web), **Eudora** (for e-mail communications), and **GradeBook** (ONLY!) for keeping and distributing grades to your students. Make sure you **set up your GradeBook completely**, well **before** the first grades need to be entered. **I expect you to be thoroughly familiar with these programs so that an efficient channel of communications can be guaranteed at all times.** Questions? ASK!

## 8. QUIA!

With respect to QUIA!, I hope that we have all seen the benefits of such a program to our students, -at any level, including the SPAN 3 Series! If you have taught the course you are teaching now previously, please **add at least one additional activity** to the respective class page. If you have never taught the course you are teaching now, please **add one new activity per week**; these could be anything, from a simple hangman game all the way to a sophisticated fill-in-the-blank quiz session with feedback to you. If you need help on using QUIA!, please stop by my office **BEFORE** the end of the first full week of classes.

## 9. Personal Web Page

If you haven't given me the information for your **PERSONAL WEB PAGE** on our Language Curriculum's web site yet, please do so **BEFORE the end of the first full week of classes**. Stop by my office **BEFORE** the end of the first full week of classes if you need help. For a sample page and the recommended categories to cover, take a look at: <http://www.hnet.uci.edu/spanish/mancell.htm>. Just send me the pertinent, **unformatted**, information in a DOC or WPD file (**NOT in html!**), **along with an electronic picture of you**, and I will do the rest. Also, check your existing personal web page to see if any of the info needs to be **updated**, especially with respect to degree and other current

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<sup>1</sup> The number of students in your class, for copying/accounting purposes, is based on the final number of students on the grades roster, plus two, plus any **ACCESS** students (**it is your responsibility to let me know who they are at the end of the quarter**).

information.

#### 10. Office Hours

So that I can better direct your students, I'll also need you to place into my mailbox your completely filled-in "Office Hours" sheet (available on the TA web site) **by no later than the second day of classes**.

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#### A quick word on prerequisites and eligibility ...

... please check our Language Program's web site, as well as the departmental "Add / Drop Policy" pages for **checking students' eligibility** for your course **BEFORE you add** any students to your class. If you have students who want to add your class and who have not taken the Placement Test, if applicable and required, there will usually be an additional **Placement Test on the second or third day of classes, at a time and place TBA**. Have the students check with the Testing Office and register for the test and/or to get any additional information. Furthermore, **DO NOT add any students** until **after the third class meeting**. Remind your students **repeatedly** during the first two weeks that **Friday of the second week (October 9, 2009)** is the **absolute last day to drop** a course **without incurring any penalties**. This Humanities Policy is/needs to be **strictly enforced**.

# Let's have a great Quarter!

