DATE: January 3, 2013  
TO: All Fall 2012 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 Winter Quarter 2013!

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 it is customary, I hope that the version posted on the Spanish Language Program is the final version, but, as you should very well know by now, these assignments may change up to the first week. 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 or Miriam Mora Quilon for the 3 series 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 of our classes.

2. Syllabi Changes
   I have made changes to all syllabi, please read them carefully and let me know if you have any questions.

3. Exam Preparation Schedule
   For the 1 and 2 Series, I will be posting the “Exam Preparation Schedule” (available on the TA website) very soon, please review 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). You should have gotten your colleagues’ input and suggestions right on your draft version prior to bringing that version of the test to me. If there are disagreements, please bring them up to me so that I can clarify them. The draft version should include the answer key for your colleagues to review. All pertinent dates will be listed on the “Exam Preparation Schedule”.

   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). You can do this right on a hard copy of the exam and returned to the preparer’s mailbox immediately after reviewing it or by uploading your suggested changes on EEE dropbox. Please don’t leave any test material in my mailbox, but rather give it to me in person. We will arrange a time to review it. You’ll need to make an appointment, however, prior to the “Final Draft” date. I will have office hours posted on the EEE sign-up sheet. It is your responsibility to schedule an appointment with me in advance for that day, given that I may not be able to meet with you at a later day to review the exam.

   Once approved, and after all of the changes have been made, the preparer then uploads the final version on the EEE final versions dropbox by 9:00 AM on the day indicated under “Final Version” for your colleagues to copy the exam. Make sure to also upload a separate document of the final version of the exam with the answer key. Make sure to also give me a hard copy of that test for our test bank at the same time that you upload the “ready-to-be-copied” version of the test into EEE; don’t forget to
Feedback
It is absolutely essential that you: a) always return quizzes or any other written assignments, such as short written exercises or journals, to your students the very next class day, b) exams and compositions should be returned no later than a week, and c) 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. While exams and compositions are due within a week, you should start grading right away, because in our Series meetings we will be discussing issues related to grading to make sure every TA within each section is grading consistently.

Absences, missed homework, or lack of participation should be recorded on a weekly basis on GradeBook so that students get a sense of the deductions they will get at the end of the quarter.

Visitation Schedule (If requested/applicable)
On the TA website, I will be posting the dates I am planning to visit your class. I try very hard not to let them fall on an exam day, etc. Once I post them, I will ask you to 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. Do not email me the material on the day of the visit! ...and SAVE ME A SEAT IN THE BACK OF THE ROOM!

"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 the School of Humanities policy:

"Within the beginning and intermediate language instructional sequences (SPAN1 & SPAN2 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/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/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, or S2BC, 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.

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.

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.

The official softwares of the Spanish Language Program are MS-Word, MS-Excel (for spreadsheets) and EEE GradeBook (ONLY!) for keeping and distributing grades to your students and EEE for posting class materials. TAs teaching the SPAN 1 series should NOT use Connect to post powerpoint presentations or handouts.

GradeBook Changes
Make sure you set up your GradeBook completely using the guidelines posted on the TA website, well before the first grades need to be entered. I expect you to be thoroughly familiar with Gradebook so that an efficient channel of communications can be guaranteed at all times. Questions? ASK!

Remember to add the adjustments category to GradeBook, which includes extra credit, absences, homework, etc. Remember that these fields need to be up-to-date and released to the students at all times. We want to avoid confusion at the end of the quarter when students get a different grade than they expected.

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. This same information should be available on EEE. Make sure it is accurate and up-to-date.
11. Policy on Add/Drop/Change
   EAD (Electronic Add/Drop) is implemented for all undergraduate courses during the first two weeks of instruction for a grade change/dropping a course and during the first three weeks of instruction for adding one. Enrollment changes during the first two weeks of instruction is made through WebReg only and requires access codes for students to be able to do initiate those. You may access those codes from your own Myeee website. For further information, please consult the School of Humanities’ Undergraduate Study website at: http://www.humanities.uci.edu/undergrad/current/add_drop.php

12. Religious Accommodations
   According to the California State Education Code (section 92640), an instructor will make a reasonable attempt to accommodate student needs in the case of serious incompatibility between a student's religious creed and a scheduled test or examination. Accommodation for alternative examination dates will be worked out directly and on an individual basis between the student and the instructor involved. Students should make such requests of the instructor during the first two weeks of an academic term, or as soon as possible after a particular examination date is announced by the instructor. For more information, please consult http://www.reg.uci.edu/grades/accommodation.html

13. Students with Disabilities
   Announce during the first day of class that if they have a disability they should contact you AND the UCI Disabilities Service Center to discuss any special arrangements that may be needed to facilitate their work in your course. Make them aware that they need to do this ahead of time so that the Disabilities Office can contact you or me for special arrangements. (http://www.disability.uci.edu)

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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 (January 25th) is the absolute last day to drop a course without incurring any penalties. This Humanities Policy is/needs to be strictly enforced.