DATE : March 24, 2012
TO : All Spring 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 Spring Quarter 2012!

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 make
DO NOT SEND THE EXAM TO BE REVIEWED VIA EMAIL. ALL EXAMS WILL BE EDITED ON THE COPY THAT IS LEFT IN THE PREPARER’S BOX.

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 send 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 to 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. Do not email me the material on the day of the visit! ...and 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/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.

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. 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

\[1\] 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). 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.

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. Nulu

With respect to Nulu, I hope that we have all seen the benefits of such a program to our students, - at any level, including the SPAN 1 Series! Please add at least one activity a week to your students’ homework load. You may vary the assignments connected to the readings as would fit best with that week’s lesson; assign the reading to be used as a springboard to class discussions, compositions, etc... If you need help on using Nulu, 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 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.

11. New Policy on Add/Drop/Change Cards

EAD (Electronic Add/Drop/Grade Change) will be 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. As a result, enrollment changes during the first two weeks of instruction will now be made through WebReg only. You may access those codes from your own Myeee we bsite. 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

****

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** (April 13, 2012) 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!