DATE : March 26, 2007
TO : All Spring 2007 Teaching Assistants, Associates, and Lecturers
RE : Beginning-of-Quarter Memo

PLEASE,

KEEP THIS MEMO CLOSE TO YOU AT ALL TIMES!
REFER TO THIS MEMO OFTEN, BEFORE YOU COME TO MY OFFICE!

Welcome to Spring Quarter 2007!
Enclosed please find the usual, updated reminders to help you get started 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! 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 substitute for you. Remember: 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 hand in a properly filled-out copy of the “Notification of Substitution” form (available on the TA web site) to me as soon as possible, so that the insurance can 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 on the “Bodies Present” sheet in the office, right inside the main door!

2. Exam Preparation Procedure / Schedule
   Each preparer will make available (in his/her mailbox) a draft version to the rest of the group for review on the day indicated under “IN BOX”. On the day marked “FINAL DRAFT”, the preparer will meet with me to get the exam approved. Don’t leave exams in my mailbox: always make an appointment with me ahead of the “FINAL DRAFT” day and see me, in person (!), so that we can go over the exam. Don’t forget to give me a hard copy as well as an electronic copy as soon as you have the FINAL VERSION ready. The preparer will then place the final version into his/her box by 9:00 AM on the day indicated under “Final Version” for your colleagues to copy the exam. Don’t forget to attach the Listening Comprehension text! The “Exam Preparation Schedule” is available on the TA web site.

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

4. Visitation Schedule

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 out, for whatever reason.

5. “Deficient Student” List

Check this list (attached) very, very carefully to see if any of the students already enrolled in, or 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’ [73.5%], or better, in order to advance to the next level of instruction”. This also holds true for SPAN 10B; SPAN 10A is an absolute and enforced prerequisite for SPAN 10B. If you should find the name of one of your students on that 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. If there are students who didn’t do too well (barely got a “C”) in SPAN 5, or in SPAN 10A, they are included only for reference (for those teaching the SPAN 10s and SPAN 15, respectively). Remember, SPAN 10A is a mandatory and enforced prerequisite for SPAN 10B. At the same time, if someone received a “W”, an “I”, or an “NR” in SPAN 2C or SPAN 5, they can **not stay** in SPAN 10A!

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. Current “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 (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.

[At the end of the quarter, remember to always give me an electronic copy (not on a floppy!) 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 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 through memos or other channels of communication.

By the same token, it is strongly recommended that you use an 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, Netscape, or Internet Explorer (for browsing the web), Eudora (for e-mail communications), and GradeBook (ONLY!) for keeping and distributing

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1 The number of students in your class, for our copying/accounting purposes, is calculated, based on the final number of students on the grades roster, plus two, plus any ACCESS/UCI Extension students (it is your responsibility to let me know who they are).
grades to your students. Make sure you set up your class completely, well before the first grade needs 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 by now we have all seen the benefits of such a program to our students, –at any level, including the SPAN 10 Series! If you have taught the course you are teaching now before, please add two additional activities to your class page. If you haven’t taught the course you are teaching now before, please add one new activity per week; these could be anything, from a simple hangman game to a more 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 categories you should cover, check out: http://www.hnet.uci.edu/spanish/igomez.htm. Just send me the pertinent information in a DOC or WPD file, along with an electronic picture of you, and I will do the rest.

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) no later than Thursday, April 5, 2007.

A quick word on prerequisites and eligibility ...

... please check our Language Program’s web site, especially the “General Placement Information” page, as well as the departmental “Add / Drop Policy” pages for checking students’ eligibility for your course BEFORE you add any students to your class. 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 is the last day to drop. This Humanities Policy is strictly enforced!

Let’s have a great quarter!