Handbook for Graduate Teaching Assistants in the Lower Division Language Program

Rev. 2016

Be sure to thoroughly read the current *Teaching at the University of Florida: A Handbook for Teaching Assistants* in addition to this department-specific handbook.

There are additional GTA resources available via *Teaching Assistant Development*.
## Contents

1. INTRODUCTION .................................................................................................................. 2

2. GOALS OF THE LOWER DIVISION LANGUAGE PROGRAM ......................................................... 3
   2.1. Mission Statement ........................................................................................................ 3
   2.2. ACTFL Standards for Foreign Language Learning ...................................................... 4
   2.3. ACTFL “Can-Do” statements for language learners .................................................. 5

3. PROGRAM INFORMATION .................................................................................................. 6
   3.1. Division of responsibilities ....................................................................................... 6
   3.2. Degree Requirements ............................................................................................... 7
   3.3. Placements ................................................................................................................... 7
   3.3. LDLP Courses ........................................................................................................... 7

4. TEACHING MATERIALS .................................................................................................... 9
   4.1 Textbook (Instructors’ Annotated Edition) ................................................................. 9
   4.2 MySpanishLab ........................................................................................................... 9
   4.3 Other resources ....................................................................................................... 10
   4.4. Course Syllabi and Other Materials ..................................................................... 11

5. ADMINISTRATIVE ISSUES AND RESPONSIBILITIES ....................................................... 11
   5.1 Professionalism and Job-Related Duties ................................................................... 11
   5.2 Harassment ............................................................................................................... 12
   5.3 Substitution Policy ................................................................................................... 14

6. CLASSROOM and PEDAGOGICAL INFORMATION .......................................................... 15
   5.1. Class observations .................................................................................................. 15
   6.2. Materials creation ................................................................................................... 21
   6.3. Entering final grades in MyUFL ............................................................................. 25

7. CONCLUSION ..................................................................................................................... 26
1. INTRODUCTION

Welcome to the Lower Division Language Program of the Department of Spanish and Portuguese Studies!

The purpose of this handbook is to provide you with the information you need to carry out your duties as an instructor in our department. Here you will find information about the administrative policies of the program, the materials at your disposal, and other information related to your duties and responsibilities. At the beginning of each term you will be provided as well with copies of the course syllabus, placement form and other materials that you will need for the course you will be teaching. The materials in this handbook deal primarily with the first- and second-year Spanish courses, as it is generally those instructors new to the program and/or with less experience that will need this resource. Nonetheless, the general administrative policies and duties apply to anyone teaching in the Spanish and/or Portuguese programs.

Ours is a large program, involving many instructors whose work needs to be coordinated in order to provide consistent quality across the different course sections. That is why we all need to follow a set of common guidelines while developing our individual personalities as language teachers. This handbook sets those policies out in writing for you and provides information on the structure and goals of the program. Please read these documents carefully and keep the handbook available for reference as long as you are a member of our program.

The Lower Division Language Program in Spanish in particular is in charge of providing instruction to over 2,500 students each year. Many of these students enroll in our 1000-level classes to fulfill a two-semester foreign language requirement, although some of them may choose to pursue their studies in Spanish beyond the first year. In any case, our task is to provide them with instruction in the language as well as to try to develop in them an understanding of some aspects of the cultures and ways of life of the different Spanish-speaking countries. There is a limit to what we can offer our students in the course of a few semesters, but it is important to make the effort to provide them with the tools and the motivation to be intellectually challenged to explore what lies beyond their own language and culture.
2. GOALS OF THE LOWER DIVISION LANGUAGE PROGRAM (LDLP)

2.1. Mission Statement

Students completing the LDLP should be able to communicate effectively in Spanish or Portuguese, understand the cultures of the Hispanic or Luso-Brazilian world, connect the study of foreign language with their other university studies and their world beyond the university, make informed comparisons of language and culture as a whole, and participate in a larger community of Spanish and/or Portuguese speakers.

Objectives:

- Introduce students to the language and culture of the Spanish-speaking/Portuguese-speaking world
- Promote the development of their communicative competence in the Spanish/Portuguese language
- Develop intercultural understanding and social consciousness of problems that affect this cultural complex

With these goals and objectives in mind, the LDLP...

... assumes that language is a social activity and that the primary goal of language is communication.

... supports an integrated approach to the five goal areas ("the 5Cs") established in the Standards for Foreign Language Learning (see next page): Communication, Cultures, Connections, Comparisons and Communities.

... allows students to practice and apply the skills they are studying.

... teaches all courses in Spanish/Portuguese (target language usage = 90% and higher in every class).

... expects students to communicate utilizing their newly acquired structures.

... encourages students to become involved in their own learning process and to be active constructors of their own knowledge, both on their own and with the support of their peers and instructors.

... expects that language knowledge is mediated by cultural artifacts from the target culture as well as active exposure to and use of the language.

... takes communicative principles as its main foundations for instruction, with a focus on content-based and task-based teaching.

... requires students to communicate using the different skills of speaking, listening, writing, and reading, both inside and outside of class.

... focuses primarily on communication and meaning, but also makes provisions for the metalinguistic analysis of particular aspects of the language as needed. That is, language is the arrow, not the target!

... incorporates cultural artifacts reflecting different settings and dialects in the Spanish-speaking world.

... evaluates student performance based on these teaching practices and therefore reflects not only grammatical accuracy but the development of other competencies as well.
### 2.2. ACTFL Standards for Foreign Language Learning

#### World-readiness standards for learning languages

(https://www.actfl.org/sites/default/files/pdfs/WorldReadinessStandardsforLearningLanguages.pdf)

<table>
<thead>
<tr>
<th>Goal Areas</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</td>
</tr>
<tr>
<td>Interpersonal Communication:</td>
<td>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</td>
</tr>
<tr>
<td>Interpretive Communication:</td>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
</tr>
<tr>
<td>Presentational Communication:</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
<tr>
<td><strong>CULTURES</strong></td>
<td>Interact with cultural competence and understanding</td>
</tr>
<tr>
<td>Relating Cultural Practices to Perspectives:</td>
<td>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</td>
</tr>
<tr>
<td><strong>CONNECTIONS</strong></td>
<td>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</td>
</tr>
<tr>
<td>Making Connections:</td>
<td>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</td>
</tr>
<tr>
<td>Acquiring Information and Diverse Perspectives:</td>
<td>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</td>
</tr>
<tr>
<td><strong>COMPARISONS</strong></td>
<td>Develop insight into the nature of language and culture in order to interact with cultural competence</td>
</tr>
<tr>
<td>Language Comparisons:</td>
<td>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</td>
</tr>
<tr>
<td>Cultural Comparisons:</td>
<td>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</td>
</tr>
<tr>
<td><strong>COMMUNITIES</strong></td>
<td>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</td>
</tr>
<tr>
<td>School and Global Communities:</td>
<td>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</td>
</tr>
<tr>
<td><strong>Lifelong Learning</strong></td>
<td>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</td>
</tr>
</tbody>
</table>
2.3. ACTFL “Can-Do” statements for language learners

ACTFL’s Can-Do statements are self-assessment checklists designed to be used by learners to assess what they can do with language in the various communication modes. These can help guide both instructors in program and lesson design and ongoing formative assessment.

![Can-Do Statements Table]

3. PROGRAM INFORMATION

3.1. Division of responsibilities
Your role and responsibilities as an instructor are detailed in this handbook and will also be discussed throughout SPN 6943 and SPN 6940, in addition to regular meetings with your coordinators and supervisors. Although everyone works together, you will most often work closely with the coordinator for your level, as well as with the Administrative Coordinator.

Structure of the Lower Division Language Program (DSPS)

In general, the responsibilities for each member of the LDSP are as follows:

<table>
<thead>
<tr>
<th>Director of Lang Instruction</th>
<th>Administrative Coordinator</th>
<th>Level Coordinators</th>
<th>Lead Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Select textbooks</td>
<td>• Placement, advising,</td>
<td>• Create evaluative</td>
<td>• Meet regularly</td>
</tr>
<tr>
<td></td>
<td>registration</td>
<td>materials (in conjunction</td>
<td>with the</td>
</tr>
<tr>
<td></td>
<td>Order textbooks</td>
<td>with the TAs)</td>
<td>Level coordinator</td>
</tr>
<tr>
<td></td>
<td>Liaison with Target</td>
<td>• Meet with TAs,</td>
<td>• Revise/ edit</td>
</tr>
<tr>
<td></td>
<td>Copy</td>
<td>divide labor</td>
<td>existing</td>
</tr>
<tr>
<td></td>
<td>Deal with student</td>
<td>• Observe and</td>
<td>materials</td>
</tr>
<tr>
<td></td>
<td>problems/issues</td>
<td>evaluate classes</td>
<td>• Liaison with</td>
</tr>
<tr>
<td></td>
<td>Input final grades</td>
<td>• Establish</td>
<td>instructors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>deadlines</td>
<td>• Informally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Finalize materials</td>
<td>observe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and transmit to</td>
<td>instructors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Director of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language Instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Administrative</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

3.2. Degree Requirements
Students who wish to demonstrate proficiency in Spanish in order to meet the College of Liberal Arts and Sciences (CLAS), College of Journalism and Communications (JM) or BA in Fine Arts (FA) degree requirements must do one of the following:

• Complete SPN1131, the terminal course in the Beginning Spanish sequence (or higher) with a satisfactory grade;
• Take the SATII Spanish exam and score a 430 or higher; or
• Earn sufficient scores on an AICE, AP, CLEP or IB exam (see chart below).
3.3. Placements
As of Fall 2015, there are no formal prerequisites for SPN 1130 or 1131. Instead, students are strongly encouraged to take the survey on the Spanish Placements webpage (http://spanishandportuguese.ufl.edu/undergraduate-programs/lower-division-spanish-program/spanish-placement/) to make the best choice for which Spanish course to take. If students want to go back to the very beginning and start over with SPN 1130, they may do so. If they would like to take to SPN 1131, that is also allowed. If they believe they are ready to take 2200 (which isn’t advisable without AP or IB scores; see below), they may do so. The survey also offers students the option of taking the WebCAPE online placement test (see below) for additional information to help determine the most appropriate level. The survey also includes information on taking the SAT2 to place out of the language requirement (SPN 1131 or equivalent). This change in policy places more power in the students’ hands, trusting them to make the decision with which they are comfortable.

Students who are native or heritage speakers of Spanish or grew up speaking Spanish with family and friends must consult with the director of the Bilingual Program, Susana Braylan (sbraylan@ufl.edu) in order to remain in any SPN 1000-level course. There is a special track of courses designed to meet their specific needs.

Students who have studied Spanish in any setting and have an intermediate to advanced command of Spanish (including those who have taken 3000 level courses and/or are native or heritage speakers of Spanish) may not take POR 1130 or 1131. They should enroll in POR 3010. Other students who should enroll in POR 3010 include: those with experience and/or formal training at the intermediate-high (3000) level in French or Italian and no previous knowledge of Portuguese; or those who passed POR 1130 with an A or A-. If students have had previous training and/or are a native speaker of Portuguese must be evaluated by Dr. Antonio Gil.

3.3.1. WebCAPE TEST DESCRIPTION
The test is multiple-choice and covers grammar, reading, and vocabulary. It is an adaptive test, which means that the question difficulty will vary depending on how the student responds. The test costs $10, payable upon registration, and should take only about 20-25 minutes. Students can take the test online, on their own, at via the link provided on http://spanishandportuguese.ufl.edu/undergraduate-programs/lower-division-spanish-program/spanish-placement/. See the next page for information on test scores, completion of language requirement, and placement issues.

3.4. LDLP Courses
The courses that make up the Lower Division Language Programs are:

- SPN 1130: Beginning Spanish I (MWF)
- SPN 1131: Beginning Spanish II (MWF)
- SPN 2200: Intermediate Spanish I (MWF)
- SPN 2201: Intermediate Spanish 2 (MWF)
- SPN 2240: Intensive Communication Skills in Spanish (MWF)
- SPN 3300: Spanish Grammar and Composition (MWF)
- POR 1130: Beginning Portuguese I (MWF)
- POR 1131: Beginning Portuguese II (MWF)
- POR 3010: Introduction to Portuguese and Brazil (MWF)
# Student Placement Information

* = These scores successfully satisfy the CLAS, JM and BA in Fine Arts language requirements.

** = Please consult with Prof. Antonio Gil (agil@ufl.edu) for assistance in these cases.

## WebCAPE SpanishPlacement Test

<table>
<thead>
<tr>
<th>If your score is …</th>
<th>you should enroll in …</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 270</td>
<td>SPN 1130</td>
<td></td>
</tr>
<tr>
<td>270-345</td>
<td>SPN 1131</td>
<td></td>
</tr>
<tr>
<td>346-427</td>
<td>SPN 2200</td>
<td></td>
</tr>
<tr>
<td>428+</td>
<td>SPN 2201</td>
<td></td>
</tr>
</tbody>
</table>

*WebCAPE is only a placement exam. Scores on WebCAPE are used to place students into the correct course but not to satisfy language requirements.*

## SAT II (Spanish subject test)

<table>
<thead>
<tr>
<th>If your score is …</th>
<th>you should enroll in …</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 340</td>
<td>SPN 1130</td>
<td></td>
</tr>
<tr>
<td>350-420</td>
<td>SPN 1131</td>
<td></td>
</tr>
<tr>
<td>430-560*</td>
<td>SPN 2200</td>
<td></td>
</tr>
<tr>
<td>570-690*</td>
<td>SPN 2201</td>
<td></td>
</tr>
<tr>
<td>700+*</td>
<td>SPN 2240 or SPN 3300**</td>
<td></td>
</tr>
</tbody>
</table>

*WebCAPE test is not required but is recommended as it provides more accurate placement. The SATII subject test is acceptable for meeting the CLAS, JM and BA in Fine Arts language requirements.*

## College Level Examination Program (CLEP)

<table>
<thead>
<tr>
<th>If your score is …</th>
<th>you should enroll in …</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>SPN 1130</td>
<td></td>
</tr>
<tr>
<td>63*</td>
<td>SPN 1131</td>
<td>May enroll in SPN 2200.</td>
</tr>
</tbody>
</table>

## Advanced International Certificate of Education (AICE)

<table>
<thead>
<tr>
<th>If your score is …</th>
<th>you should enroll in …</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNGRADED/NOGRADE (0)</td>
<td>--</td>
<td>SPN 1131</td>
</tr>
<tr>
<td>A-E (A level) *</td>
<td>SPN 2200 and SPN 2201</td>
<td>SPN 2240</td>
</tr>
<tr>
<td>A-E (AS level) *</td>
<td>SPN 2200</td>
<td>SPN 2201</td>
</tr>
</tbody>
</table>

## Advanced Placement (AP) [Language or Literature]

<table>
<thead>
<tr>
<th>If your score is …</th>
<th>you should enroll in …</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>--</td>
<td>SPN 1131</td>
</tr>
<tr>
<td>2</td>
<td>--</td>
<td>SPN 1131 or SPN 2200**</td>
</tr>
<tr>
<td>3*</td>
<td>SPN 2200</td>
<td>SPN 2201</td>
</tr>
<tr>
<td>4*</td>
<td>SPN 2200 and SPN 2201</td>
<td>SPN 2240</td>
</tr>
<tr>
<td>5*</td>
<td>SPN 2200 and SPN 2201</td>
<td>SPN 2240 or SPN 3300**</td>
</tr>
</tbody>
</table>

## International Baccalaureate (IB)

<table>
<thead>
<tr>
<th>If your score is …</th>
<th>you should enroll in …</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>SPN 2200</td>
</tr>
<tr>
<td>4*</td>
<td>SPN 1131</td>
<td>SPN 2200</td>
</tr>
<tr>
<td>5*</td>
<td>SPN 1131 and 2200</td>
<td>SPN 2201</td>
</tr>
<tr>
<td>6*</td>
<td>SPN 1131 and 2200</td>
<td>SPN 2201</td>
</tr>
<tr>
<td>7*</td>
<td>SPN 1131 and 2200</td>
<td>SPN 2201</td>
</tr>
</tbody>
</table>
4. TEACHING MATERIALS
A variety of materials are available to you to help you create and administer your lessons.

4.1 Textbook (Instructors’ Annotated Edition)
This is the main source of material you have to help you carry out your instructional task. As you become familiar with the text, you will be able to choose what activities better serve your purposes, also of course following the guidelines provided by your coordinator and in the syllabus. Remember that the textbook is a tool for you to use, not something that controls every aspect of your teaching.

The textbooks in use for the LDLP courses are as follows:
- SPN 1130 & 1131: ¡Anda! Elemental (Pearson Higher Education)
- SPN 2200 & 2201: ¡Anda! Intermedio (Pearson Higher Education)
- SPN 2240: Revista (Vista Higher Learning)
- SPN 3300: Taller de escritores (Vista Higher Learning)
- POR 1130, 1131 & 3010: Ponto de Encontro (Pearson Higher Education)

The textbooks we have adopted have been chosen because they have as their primary purpose to foster communication, cultural knowledge, critical thinking skills and strategies for learning. They were written in accordance with the National Foreign Language Standards, referenced earlier in this handbook, and therefore the textbooks themselves help us work towards meeting the goals and objectives of our language program. You are strongly encouraged to read – carefully – the instructor preface to your textbook, as it provides a great deal of information on the theory behind and the best methods for using the materials.

Know, though, that no textbook can fully represent the breadth and depth of Spanish and Portuguese and the cultures of those who speak them! Consider regularly what information, texts (written, audio, video), and experiences you can use in the classroom and beyond to help your students become more linguistically and culturally competent. See 4.3 below to learn best how to incorporate “extra” materials.

4.2 MySpanishLab (MSL)/MyPortugueseLab (MPL)
The textbooks for first and second year Spanish and Portuguese are packaged with MySpanishLab or MyPortugueseLab, an extensive online system for teachers and instructors. MSL and MPL are an extremely powerful resource, and you will receive detailed training on its use. As you become more comfortable with the platform, you will be able to take fuller advantage of everything it offers.

The following resources are available through MSL/MPL:

FOR STUDENTS
- Full electronic textbook with ability to do exercises, highlight, and add notes
- Calendar showing what work is due when
- Readiness checks for each chapter
- Tutorials on vocabulary and grammar
- Electronic Student Activities Manual (S.A.M.) (These are the exercises that count as “homework” on MSL)
- Additional practice activities, including flashcards, exercises, games, practice test and oral practice exercises
- Student resources, including pronunciation guide, media files, video and web links, and a Student User Guide
FOR ALL INSTRUCTORS (hidden from student view)

( NOTE: Course Coordinators create MSL/MPL sections and use tools in MSL/MPL that are not listed below.)

→ General resources, including: user guide; philosophy of the textbook; teaching tips; sample syllabi, lesson plans and grading rubrics; cultural background notes; quiz on “walking tour”, etc.
→ Gradebook with all students’ grades
→ Overview of who has not completed what assignments
→ View of who has logged on and when (and who has not logged on within a specified period of time)
→ Notification of assignments that need grading
→ Images from textbook
→ PowerPoint presentations
→ Activities Cache, a Word document per chapter that includes additional classroom (i.e., communicative) activities
→ Full electronic textbook with ability to highlight and add notes (visible to all students)
→ Ability to send an email to your entire class (though generally use your UF class listserv) and/or post an announcement on the welcome screen

For the most part, the activities in the S.A.M. are pre-assigned (principally by the level coordinators) so that you do not have to decide which exercises to do. When students log on to MSL/MPL they will automatically see which activities have been assigned and when they are due. **MSL/MPL activities are due every day that there are textbook pages assigned!**

4.3 Other resources
There are of course a variety of options available to you in planning your lessons, ranging from the textbook itself, to MSL/MPL, to the internet, etc. While it is your responsibility to follow the syllabus and to cover the assigned topics on the assigned days, you can bring in materials from other suitable sources as well.

While you are still learning the ropes of the textbook and of teaching in general, we suggest you take advantage of the many resources available through the text itself. **When you do choose to incorporate outside materials, however, please make sure of the following:**

a) your materials aid you in accomplishing your linguistic and cultural goals for that day (that is, there is a direct link to the theme of the chapter – and ideally the country/group under study – and the vocabulary and grammar that has been taught to that point);

b) your materials are appropriate in language and content and could not be considered offensive to anyone (if you have any doubt, ask your course coordinator!); and

c) your materials help you fulfill at least one of the Cs (Cultures, Connections, Comparisons, Communities) in addition to Communication

If you cannot be sure that these three points are met with your materials, please check with your course coordinator and/or with Dr. Wooten before using them.

In order to ensure effective teaching and to help build a resource base, please share any materials (lesson plans, PowerPoints, guided readings, activities) you create with your coordinator so that s/he can add them to the Share drive.
4.4. Course Syllabi and Other Materials
You will be provided with the current version of the syllabus for the course you are teaching as well as all materials you are required to distribute in class (i.e., placement form, etc.). Syllabi are also provided online at ufpsyllabi.wikispaces.com.

5. ADMINISTRATIVE ISSUES AND RESPONSIBILITIES

5.1 Professionalism and Job-Related Duties
Most of the instructors in the first year language program play a dual role in our department. On the one hand you are graduate students and need to attend to your academic duties as students. On the other hand, you are language instructors, and that position carries specific responsibilities. As an instructor, you represent our program, our department, and our university. For many of our students you are going to be one of their initial contacts with our university. It is very important that you project to your students a sense of professionalism in terms of your interaction with them, the quality of your work, your attitude, and your appearance. The following subsections detail the basics of your job-related duties and professional considerations.

Instruction
You are fully responsible for the day-to-day instructional activities in your class, following the general guidelines established in the syllabus shared by all sections.

Administrative matters
It is crucial that you comply with all requests from the Program Coordinators as accurately and promptly as possible. When given a checklist, you need to go through it step by step to avoid forgetting important duties. When you receive a memo or email, you need to read it carefully and take note of any deadlines it may contain. This is especially vital during the first week of the semester and exam periods. You are expected to check your email at least once daily, as well as to check your mailbox in Dauer every day that you are on campus.

Office hours
You are required to schedule three office hours a week, on at least two different days, in the office assigned to you. Office hours should not be at the same time every day. These scheduling guidelines are not only for your students, so that they are able to attend, but also so that you will not have to schedule alternate meetings on a regular basis. Inform your students of your schedule throughout the course and post it on your office door. If you need to change office hours during the semester, tell your students, the Program Coordinators, and the staff in Dauer 170.

Evalulative materials
You will work with your level coordinator to establish assessment materials (see Section 6.2 for further information). All members of the program must strictly adhere to the procedures for tests and other evaluative parts of the course! (Any other short in-class assignments that you implement can be considered part of the participation/preparation grade.) Your feedback and your innovative ideas are greatly appreciated for future development of the program, but you CANNOT decide for yourself to change the way grades are assigned or how and when tests and compositions are given. That includes make-up assignments for students who were absent; please consult your Course Coordinator and Prof. Antonio Gil about if/how students will make up an assessment.
Classrooms
If your classroom is unacceptable for pedagogical or, occasionally, logistical, reasons, please speak to Dr. Wooten immediately to see what can be done to remedy the situation. Classroom space is at a premium, though, and it is unlikely that any changes can be made. Regardless, the meeting place for your class is the assigned classroom or the labs. Places such as restaurants and cafes are not appropriate meeting places for your classes. Prior to the start of any semester, you can always see what your classroom looks like using the Classroom Info resource (https://classrooms.at.ufl.edu/classroom-info/pictures-and-info/).

Time management
You are expected to be on time to your classes. In addition to being unprofessional to arrive late, if you are not on time your students will not see the need to be on time themselves. Nor should you keep your students in class past the regular time. Many may have to run across campus to their next class. On the other hand, if you complete your lesson plan before the end of the period, do not end class early. You should always have a back-up activity or conversation ideas, or even review activities, on hand in case you end up with extra class time. If your lesson plan requires a few minutes to set up, arrive early so that you don’t spend class time setting up. If the instructor in the class previous to yours lingers too long, politely indicate that you need to prepare your classroom for your lesson.

Office security
You will be sharing office space with several of your fellow instructors. In addition to your personal belongings, the offices contain computers. It is extremely important that you always lock the door when you leave if there is nobody else in the office, even if you just step out for a minute. There have been break-ins and robberies on campus, and we need to do everything we can to maintain a safe environment.

Photocopying
DUE TO BUDGET CUTS AND ENVIRONMENTAL CONCERNS, GENERAL PHOTOCOPYING IS NOT AVAILABLE. Fortunately, however, the textbook and the MSL/MPL program offer plentiful resources for teaching, and you should rarely need to make any copies. When lesson planning, consider these options to paper copies: PowerPoint; the electronic textbook projected in the classroom; students’ writing answers in their own notebooks; etc.

Should you absolutely need to make copies (aside from tests and rubrics, which are provided to you by the department), you will be responsible for paying for the copies on your own. In this case, please make sure that the original is in perfect condition (spelling, grammar, no typos, etc.) and is appropriate for class (see above discussion in 4.3 Other Resources).

5.2 Harassment
HARASSMENT includes, but is not limited to, acts of verbal or written abuse, threats, intimidation, coercion, and/or other conduct which creates an intimidating, hostile, or offensive educational environment, including racial and sexual harassment and stalking. (Rule 6C1-4.016(1)(s), F.A.C.) This includes conduct that unreasonably interferes with a teacher’s, fellow student’s or class’s academic performance.

Harassment can be exemplified by conduct that includes, but is not limited to:
- Notes, essays and other written materials, including e-mail and computer messages.
- Telephone calls.
- Inappropriate display of photographs, videos, computer images, slides, graphics, cartoons and drawings in a class.
• Insulting or disruptive sounds or body language in class.
• Disruption caused by humor, and jokes that denigrate the teacher or fellow students.
• Implicit or explicit spoken or written threats to the teacher or fellow students.
• Nonconsensual grabbing, hitting of the teacher, or of fellow students in classes or conferences.

**Sexual harassment** has been defined by the Equal Employment Opportunity Commission as a form of sex discrimination. The University policy on sexual harassment states:

> It is the policy of The University of Florida to provide an educational and working environment for its students, faculty and staff that is free from sex discrimination and sexual harassment. In accordance with federal and state law, the University prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students, faculty, staff and visitors to promptly report sex discrimination and sexual harassment.

The definition of sexual harassment adopted by the University of Florida with regard to both employees and students, including GA-Ts, includes: “unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when . . . such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.” Any of the following may constitute sexual harassment:

• Suggestive or inappropriate written communications
• Suggestive or inappropriate photographs, videos, computer images, slides, graphics, cartoons or drawings
• Sexual innuendo, or comments
• Comments about a person’s clothing
• Whistling in a suggestive manner
• Humor or jokes about sex
• Sexual invitations, propositions, or pressure for sexual activity
• Implied or overt sexual threats
• Suggestive or obscene gestures
• Patting, pinching or other inappropriate touching or brushing against the body
• Implied or overt sexual threats
• Suggestive or obscene gestures
• Attempted or actual kissing or fondling
• Coerced sexual intercourse
• Sexual assault

**HARASSMENT** in the classroom context can happen in two different, albeit sometimes related ways: Disrupting the teaching context and sexual harassment of a teacher or student. The following policy is designed to minimize the difficulties dealing with such potential problems in your classroom. UF maintains a UF Student Conduct Code, which explains the scope and nature of violations, and spells out procedures and resolution options. Refer to [https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) for further information.
In general, harassment problems can be best addressed following these two principles:

1. Stop the harassment at the earliest possible time.
2. Resolve the harassment at the lowest possible, least formal level.

Steps to curtail, interrupt, halt and prosecute harassment

1. Upon identifying a potential harassment problem, the instructor should communicate disapproval and explanation to the student in conference, in writing, or both. In taking this action the instructor may benefit from advice from the Program Coordinators.
2. Document all instances of problems. Keep copies of written materials, maintain a dated journal of interactions, and have witnesses present at conferences. At any time in which sexual harassment of the instructor is involved, report the problem to Prof. Gil.
3. If the student continues to be disruptive, report the problem to the Dr. Wooten. If you feel threatened, do not hesitate to contact the University Police Department. If sexual harassment is involved, there are specific guidelines to be followed, including mandatory reporting of the problem to the Dean and the Office of Affirmative Action. If any danger seems likely, these officials shall immediately contact the appropriate Associate Dean, College of Liberal Arts and Sciences, and the Director of Student Judicial Affairs, in order to move the student into some other learning context in which the instructor is not endangered.

Any suspected violations of the Student Honor Code (i.e., suspected plagiarism) should be reported to the Level Coordinator and Dr. Wooten immediately in order to ensure proper procedures are followed.

For more information on UF’s policy on harassment, as well as online brochures, forms and training opportunities, please refer to UF’s Human Resources Department (http://hr.ufl.edu/).

5.3 Substitution Policy

You are expected to be present and teach your class every scheduled class meeting of the semester. However, it is understood that occasionally things happen to prevent this. The most important thing to remember is that, no matter what the circumstances, classes must NEVER go untaught.

In general, there are three and only three acceptable reasons for not teaching your class:

1. Personal or family emergency, including illness
2. Professional meeting or workshop attendance
3. Comprehensive or qualifying examination

In all cases, whether planned or spontaneous, instructors are responsible for finding a suitable substitute via the LDLP Sub List and providing a detailed lesson plan and any supporting materials. In addition, the instructor must notify their level coordinator AND Prof. Gil of the following information: course and section number, meeting time/place, substitute, reason for absence, dates of absence. If the substitution is pre-rearranged, this information should be conveyed and approved at least one week prior to the absence. In the case of emergency, the information must be submitted as soon as possible.
6. CLASSROOM and PEDAGOGICAL INFORMATION

6.1. Class observations
You will be observed regularly by Program Coordinators (both Course Coordinators and Dr. Wooten). The purpose of these evaluations is to help you continue to grow into the best instructor you can be. Observations are part of the constant process of evolution and improvement that goes along with teaching in the classroom. It is often only through evaluation that as instructors we realize what our potential classroom weaknesses are. Further, you can take these opportunities to ask your coordinators for advice or feedback on particular areas. We urge you not to dread the observations but rather to look forward to them as a chance to show your strengths, to seek guidance on your weaknesses, to reflect on your own ongoing development as an instructor.

You will be notified of a two- to three-week period in which you will be observed, but you will not be given the specific date of the visit. This is for three reasons: first, there are so many people to observe that it would be challenging to schedule everyone well in advance; second, we don’t want you not to spend an inordinate amount of time worrying about one specific lesson plan; and third, the hope is that since it is (almost) impossible for you to stress out for two or three full weeks, the class that is ultimately observed will closely resemble a ‘normal’ class for you. In the long run, it is in your best interest to have a ‘normal’ class observed, so that you can get the most valuable feedback possible.

There are three primary documents associated with the observation process (see pages that follow), and these compose the official Observation packet:

• Pre-Observation form: You answer the questions on the Pre-Observation form and submit it prior to the visit so that your observer will be prepared before going to your class. Respect the deadline established by the observer when s/he contacts you about the observation process!
• Observation form: Review the Observation form here so that you know what will be assessed during the evaluation. The person who observes your class will complete the Observation form and review it with you.
• The Post-Observation form: About 24-48 hours after the observer has visited your class, complete the Post-Observation form to reflect on the experience and the specific class visit and to offer any additional insight. Submit the form to the observer.

After the class visit, your observer will provide you with feedback (the completed Observation form) and arrange for an in-person discussion of the evaluation. You will both sign the form after discussion. The completed and signed form – along with the Pre-Observation form and Post-Observation form – will become part of your professional teaching file. If for whatever reason you are dissatisfied with your observation, feel it does not reflect your true classroom environment or feel you were unfairly assessed, let Dr. Wooten know immediately so that we can arrange an alternate visit. In that case, only the second form will go on file. The three forms used in assessment are provided on the following pages and on the Share drive.
Lower Division Language Program: Pre-Observation Information
Please email this completed form to your observer at the start of the observation cycle (specific date provided by observer).

Instructor:
Courses taught this semester:

1. Please tell me about your approach to second language teaching. What is your lesson planning process (including how you keep what will interest/be relevant to students in mind, incorporate authentic materials and tasks, vary the types of experiences students have, work towards the goals of Cultures, Connections, Comparisons, and Communities, etc.).

2. What do you see as your strengths as a Spanish/Portuguese educator? That is, what do you believe you do particularly well?

3. What specific pedagogical goal(s) are you working on this semester/year? What strategies have you used / are you using / will you use to meet your goal(s)? How will you know that you’ve met your goal(s)? How have you done in meeting your goal thus far? [Your observer will have access to your “Goal sheet” from the SPS orientation, but this question allows you to revisit your goal and to consider your progress thus far.]

4. Would you like specific feedback on any particular aspect of your class?

5. Is there anything else you would like me to know about your teaching / your classes / your students before my visit?
Lower Division Language Program: Classroom Observation
(adapted from Teacher Effectiveness for Language Learning (TELL))

Instructor:  
Date:  
Course/Section:  
Room:  
Number of students:  
Observed by:  

Description of class organization / activities

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
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Class Evaluation

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<thead>
<tr>
<th>Fully Observed (FO)</th>
<th>Partially Observed (PO)</th>
<th>Not Observed (NO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ample evidence (YES)</td>
<td>Some evidence</td>
<td>No evidence</td>
</tr>
<tr>
<td>Starting the lesson</td>
<td>FO/PO/NO</td>
<td>FO/PO/NO</td>
</tr>
<tr>
<td>1. The instructor makes the purpose of the lesson clear to students. That is, students know what they will be able to do as a result of the lesson. (May be shared orally or posted in the classroom.)</td>
<td>FO/PO/NO</td>
<td>FO/PO/NO</td>
</tr>
<tr>
<td>2. The instructor engages students in a warm-up activity that is related to and appropriate for the lesson.</td>
<td>FO/PO/NO</td>
<td>FO/PO/NO</td>
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</table>

Comments / feedback:

Classroom Communication

<table>
<thead>
<tr>
<th>FO/PO/NO</th>
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<tr>
<td>3. At least 90% of what the instructor says and materials the instructor shares with the students is in the target language.</td>
</tr>
<tr>
<td>4. The instructor uses a variety of strategies (e.g., texts, visuals, gestures, concrete objects, hands-on experiences) to make language comprehensible to students throughout the lesson.</td>
</tr>
<tr>
<td>5. The instructor clearly expects and encourages students to use the target language throughout the period (arrival to departure).</td>
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<tr>
<td>6. The instructor frequently checks for student understanding throughout the lesson.</td>
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</table>
### Learning Activities

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<th></th>
<th>FO/PO/NO</th>
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<tr>
<td>7. The lesson is coherent (meaning that activities explicitly relate to and build on one another), and there may even be a specific context used throughout the lesson.</td>
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<td>8. Students are actively engaged in activities designed to help them meet the stated objectives of the lesson.</td>
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<tr>
<td>9. There are a variety of activities in the lesson that allows students to interact with language and content in different ways (for example, with whom students interact - individual/pairs/groups/whole class; what they do – reading authentic texts / listening to or viewing authentic materials /writing /speaking /acting/drawing/etc.)</td>
<td></td>
</tr>
<tr>
<td>10. Students are engaged in cooperative language tasks (i.e., pair and/or small group activities) that provide clear connections between language forms AND communicative functions of the target language.</td>
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<tr>
<td>11. Activities help students work towards at least one “C” (Cultures, Connections, Comparisons, Communities) in addition to Communication (interpersonal, interpretive, presentational).</td>
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<tr>
<td>12. The instructor uses smooth and efficient transitions to facilitate learning throughout the class period.</td>
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<td>13. The instructor makes good use of instructional time.</td>
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</table>

### Assessment and feedback

<table>
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<th></th>
<th>FO/PO/NO</th>
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<tbody>
<tr>
<td>14. The instructor elicits and builds on students’ responses so that students can develop communicative proficiency and make connections between language functions and forms in specific contexts. That is, the instructor generally asks follow-up questions, asks students to expand on responses, encourages students to comment on another’s comment, etc. rather than only saying evaluative statements like “Good.”</td>
<td></td>
</tr>
<tr>
<td>15. The instructor monitors student performance throughout the lesson (i.e., there are multiple forms of formative assessment) and provides students feedback (including error correction) effectively.</td>
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</table>

### Learning environment

<table>
<thead>
<tr>
<th></th>
<th>FO/PO/NO</th>
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<tbody>
<tr>
<td>16. The instructor encourages a positive classroom community atmosphere by modeling respectful behavior (e.g., using positive words, looking students in the eye, listening actively) and demonstrates rapport with students.</td>
<td></td>
</tr>
</tbody>
</table>
### Closing the lesson

<table>
<thead>
<tr>
<th>FO/PO/NO</th>
<th>Comments / feedback:</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. The instructor returns students’ attention to the targeted learning objective(s) to affirm what they can do now that they couldn’t do at the beginning of the class and previews the next lesson.</td>
<td></td>
</tr>
</tbody>
</table>

### Commendations

(What did the instructor do especially well?)

### Recommendations

(What can the instructor work to improve? How might s/he do so?)

### Next steps (complete with instructor). (What will the instructor do to continue to progress as an educator? Goal / Steps and strategies / Measures)

---

### Based on this observation, the instructor’s performance...

<table>
<thead>
<tr>
<th>exceeds expectations (4)</th>
<th>meets expectations (3)</th>
<th>approaches meets expectations (2)</th>
<th>does not yet meet expectations (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor deftly and consistently employs best practices for teaching Spanish/Portuguese. The instructor’s performance suggests that s/he is deserving of being nominated for a departmental/university teacher award.</td>
<td>The instructor generally employs best practices for teaching Spanish/Portuguese and is an effective educator.</td>
<td>The instructor uses some best practices for teaching Spanish/Portuguese but may do so inconsistently. The instructor will benefit from continuing to learn more about the art and science of teaching (please conference with Dr. Wooten).</td>
<td>The instructor struggles to employ best practices for teaching Spanish/Portuguese and is in need of professional development. Please see Dr. Wooten to create an action plan.</td>
</tr>
</tbody>
</table>

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Instructor signature ____________________________ Date _______________

Observer signature ____________________________ Date _______________
Lower Division Language Program: Post-Observation Form

Please email this completed form to your observer 24-48 hours after your class was observed.

Name of Instructor:
Course/Section:
Date observed:
Observed by:

1. What were the main objectives of your lesson? That is, what did you want students to be able to do as a result of the lesson?

2. Do you think learners met the objective(s) of the lesson? If so, what specific and observable evidence demonstrates that they did?

3. What were the most effective parts of the lesson (review and self-evaluate the categories in the Observation form)? Why?

4. What were the least effective parts (review and self-evaluate the categories in the Observation form)? Why?

5. Based on this lesson, how will you work to improve your teaching? That is, what is your goal (will you continue to work on your established goal and/or add a new goal)? What steps/strategies will help you meet your goal? How will you know you’ve met your goal (what does success look like?)? [This is a draft for the “Next steps” section of the Observation form, which you’ll discuss with your observer.]
6.2. Materials creation
Part of your responsibility as an instructor is to assist in the creation of pedagogical and evaluative materials, in conjunction with your level coordinators and your fellow instructors. The following assignments are those that will be created in groups.

Written tests (guided by Course Coordinator)
Each course administers two written tests over the course of the semester, a midterm and a final. The content varies by course but should cover vocabulary, grammar, culture, and communication skills (including listening comprehension, reading comprehension, and writing). The specific content and layout of tests will vary by course and will be determined in conjunction with the level coordinator and the lead instructors. Nonetheless, there are some common guidelines that you should keep in mind for all courses.

Length: The test needs to be completed in 50 minutes by all students, so ensure that it is not too long or that there is not too much open-ended writing for the students to realistically be able to complete all sections during class time. Make sure all items add up to 100 points. (This is just much easier for students and instructors to deal with than trying to figure percentages.)

Content: There are a variety of potential sources of material for exams, ranging from: unused exercises in the Student Activity Manual; Instructor’s Resource Guide; old tests (modified, we never reuse sections verbatim); your own ideas; etc. Our tests have a common theme that unites all of the sections of the test. Make sure all the activities relate somehow to that theme and that they make sense in the order they’re in (i.e., it’s not necessary to have listening first if it makes more sense, contextually and logically, as the third section).

Format: Use a variety of formats in the exams, and aim for a good balance of recognition, short-answer, and creation activities. Some activity options for novice level learners in particular are: true/false; multiple choice; fill-in-the-blank; matching; sentence creation; complete the conversation; label a drawing; complete a list; etc. When creating a test section, consider the linguistic and communicative goals of the section and then determine which format will best let you test those aspects. Remember that activities that require more writing and creativity should be worth more than those that require only fill in the blank or the determination of true/false or multiple choice answers. In terms of formatting, be sure you are consistent throughout the test. For example, bold the section titles, use periods after the numbers for each section’s title, and keep the points in each section formatted the same. The specific formatting is less important than the consistency within one document.

Instructions: Write your instructions clearly (in English at the 1000 level and at Spanish at the 2000 level). Relate the title to the activity, avoiding titles such as “Vocabulario” or “Objetos directos” and opting instead for titles such as “A visit from an old friend” or “¡Qué fin de semana!” etc. Indicate what the student is to do, especially remembering to indicate whether items in a bank may be used more than once. Indicate points possible and how much each item is worth at the end of the instructions for the activity (i.e., [5x3=15]). If you use a word bank, be sure to indicate if words can be used more than once.

Answer key: It is best to write the answer key for each section as you create the section. The answer key should include all the possible and acceptable answers for the activity. Be sure to indicate if partial credit is available, and if so, how (i.e., what happens if the student doesn’t answer correctly?). For example: [ -1 incorrect verb conjugation; -.5 spelling error]). If no partial credit is possible, note this in the corresponding section. If you make any changes to the test during the editing process, remember that those changes need to be reflected in the answer key as well!
Chapter quizzes (online)
In addition to the summative midterm and final, students will generally take online chapter quizzes to periodically assess and ensure their learning of the material. There will be one quiz per chapter, administered through MSL/MPL. Quizzes will be pre-created and pre-assigned, and quizzes not completed by the due date will receive a 0. Instructors may not alter the calendar or the grading of the quizzes! Students will take 6 (SPN/POR) quizzes per semester (except POR 3010, which will take more), and the lowest score will be automatically dropped.

Writing assignments (informal texts for practice)
Students also participate in writing assignments in class, in order to help them improve their writing skills. The writing assignment topics will be decided by the instructors and level coordinator prior to the days indicated on the syllabus; topics will include some kind of visual aid (i.e., a comic strip, a photo, etc.) to help students generate ideas and be creative. These writing assignments, or workshops, can take a few different forms, and you should discuss these options with your coordinator as you plan the assignments.

For example you can ask students to work in pairs on pre-writing activities, such as discussing what the main ideas of the composition could be, and making brief notes in either English or Spanish. They can brainstorm lists of Spanish words or expressions they have learned to help them express their ideas. Then, after individually completing the writing assignment, they can peer edit each other’s work, offering suggestions and feedback on the content as well as the linguistic aspects of the writing. Another option is to ask students to work in groups of three and to write a story together (e.g. what Mary does on a normal day at school). Student 1 writes the first sentence and then passes the sheet of paper to student 2 who writes the next sentence of the story, and then gives it to student 3, and so on several times till the complete a group story. They can collaborate orally and/or in written exchanges. Later, different groups can exchange their stories to peer edit. Although students write the formal compositions on their own, this process of collaborating and exchanging ideas can help them improve their own skills as well.

Essays (or mini-compositions)
Students write short essays – or mini-compositions – in order to practice more formalized writing and to gain valuable feedback prior to the Composition. Topics are generally provided to instructors in 1000-level classes by the Course Coordinator; instructors teaching at the 2000+ level may have more freedom in the topics and the logistics of the essays/mini-compositions.

Students will generally write their essays during a 20-25 minute period of time in class (about 2-3 minutes to read the prompt and to brainstorm, 12-15 minutes to write, and 2-3 minutes to edit their text). The amount of time will be established based on the complexity of the prompt, the expectations on how much students should write, etc. Instructors will clearly outline (generally on a PowerPoint) how much time students will have for each phase. Students will follow the general guidelines as those in the Composition (use their paper, double space their text), and instructors will evaluate the essays/mini-compositions using the rubric included on the syllabus.

Composition
Students write the first draft of their composition in class, during the entire class period designated in the syllabus. They provide their own paper for writing, so be sure to remind them of this prior to the composition day. The must write their compositions double-spaced, so that instructors can write in corrections.
Composition topics may be created by the instructors in conjunction with the level coordinator. Topics will be presented to the class via PowerPoint. Each topic should allow for pre-writing, writing, and revision. The pre-writing activities should be something that students can document on their paper, such as brainstorming a list of words, etc. Time the pre-writing activities carefully to make sure the students have at least 30-40 minutes to write their composition. During the writing period students will work on their own, in silence.

You will grade the first version using the error code in the syllabus; underline the word or words that contain an error and write the corresponding symbol above. Use the grading criteria in the syllabus to assign a grade out of the total possible points for the first draft. Note that students should be graded only on material that they should know (i.e., that has been covered in class). If they make other errors, make the correction yourself. If the student repeatedly does this, though, you should take the opportunity to have the student come talk to you so you can advise him/her about how to focus on mastering the material they have studied instead of trying to use structures they have not learned. If you see correctly rendered advanced structures we have not taught and suspect something is amiss, talk to your level coordinator about a possible violation of academic integrity.

Instructors should return the graded/marked first drafts as soon as possible but in no case more than 10 calendar days after the in-class writing. Students then revise their compositions using the codes and changes indicated by the instructor. For this version they can use their textbook and a dictionary. Other than these resources, though, what students turn in for grading must be their own original work. They may not collaborate with other students when writing or revising their composition. You will have to provide a due date for the second version of the composition, which is generally about a week after you hand back the first draft.

When the students hand in the final version, they must include the first version of their composition with it. Instructors correct any remaining errors by writing in the right forms. Following the guidelines on the grading sheet, decide if the students have done a good job correcting the first version and assign points for the rewrite as stipulated on the rubric. Add that score to the score for the first version to calculate the final grade.

**Effective Communication Assessments (ECA) (SPN courses)**

Once or twice during the semester the 1000-level SPN courses will participate in ECAs. On these days, the class will be divided into two groups. On one day, one group will come to class and, in pairs or groups of three, converse on a variety of topics for the duration of the entire class period. The instructor will evaluate these interactions utilizing the same rubric that is used to evaluate the oral exam (see below), by walking around the classroom and observing each group on multiple occasions during the period in a nonintrusive manner. Students will be provided with question/statement prompts to help the flow of interactions. These practices will also serve as preparation for the oral test that takes place at the end of the semester, as it familiarizes the student both with a similar set-up and the same evaluation rubric. On the day that students are not assigned to participate in the ECA, they should spend that time to write or revise compositions, study for quizzes, do homework, etc.

**Oral exams**

There are one or two oral exams administered in each course, one approximately at mid-semester and/or one at the end of the semester. Depending on the course you teach, two or three days in the class schedule have been reserved for the administration of each exam, which is done in pairs, with approximately 10 minutes per pair. If your class has an uneven number of students, you can schedule an
individual exam with someone or you can have a student volunteer to sign up twice, in which case s/he can choose the higher of the two grades earned.

A week or two prior to the exam, instructors pass out a sign-up sheet for the exams. Students sign up for a specific day and time for their exam and only have to come to class at that time; they should use the other days to review and study. These topics are decided by the instructors in conjunction with the level coordinators. The topics should be role plays or guided conversations relating to the chapter topics covered so far. More importantly, the topic format should resemble conversational or communicative activities that the students have done in class. Students should prepare the appropriate structures and vocabulary for the topics studied during the course and as suggested in the student preparation document (which includes a sample scenario), as they will choose a topic at random on the day of the exam. Do not let students bring you sample written scripts of the topics to be corrected by you – we want to assess their ability to converse openly, not script and memorize a dialogue.

During the exam itself, students will have 2-3 minutes to read their scenario and to brainstorm together. They will then begin the official part of the exam where they dialogue or role-play on their own, without instructor intervention. Aim for 5-7 minutes of talking for each pair. If they have exhausted their topic, you can ask questions or suggest further topics to keep them talking. Remember that the point of the oral exam is to let them show you what they have learned, so avoid intruding in the conversation! You must administer these oral exams in your classroom and not in your office, as it creates too much traffic, noise and disturbance to the others in your area if your students all congregate outside your office.

Leading up to the oral exam, set aside for conversation practice that mirrors the structure of the oral exam in order to let the students prepare for it and get used to the format. Let students practice sample topics (like the one included on the student preparation document) for the exam with their assigned partners and do any other additional conversation practice that you think may help them better prepare for the test. You can use the more open-ended activities in your textbook to help you get ideas for conversation practice, or you can come up with your own topics. NEVER use the exact topics from the oral exams, as we want these days to be practice, not rehearsal. Again, we want to see how students converse spontaneously!

**Final exam**

The final exam will be created by the instructors and level coordinator as a whole and approved by Dr. Wooten. Final exams are cumulative in nature, although they can emphasize elements that have not been covered on previous exams (specifically, the most recent chapters covered, if applicable). Final exam periods are 2 hours long and are scheduled by the University Registrar. There is absolutely NO changing the date / time / place of our final exams!

The creation of the final exam should follow the same guidelines as those of written tests (above), keeping in mind the broader amount of material. Drafts of the exams should be provided to the Program Coordinator at least two weeks prior to the end of classes.

In POR 1130, 1131, and 3010 and SPN2200 and 2201, students take final exams on different days and during different times.
6.3. Entering final grades in MyUFL

1. Go to [http://my.ufl.edu](http://my.ufl.edu). Click on the “Access My UFL” button to log in.
2. Log in using your UF Gatorlink id and password.
3. From the menu bar on the left, click “My Self Service”. Then select “Enter Grades.”
4. You will be taken to the list of sections you are authorized to grade. From there:
   a. Click on the section number (highlighted in blue) to open the class roster.
   b. Use the drop down menu in the Grade column to select the appropriate grade for each student. If the student is taking the course S/U only those options will appear. If not, all letter grade options (including minus grades) will appear.

NOTES:
- A grade of E or U is for a student who fails or performed unsatisfactorily in spite of attending most classes and completing most assignments.
- A grade of E1/U1 is for students who stopped attending classes or participating in assignments prior to the end of the semester.
- A grade of E0/U0 is reserved for students who never came to class or participated in any assignments at all.
   c. When you have entered all the grades, double check them again. It’s easy to make mistakes with the drop down menus! Be sure the grade you have selected is the grade you intend to assign.
5. Click on the “Save grades” button to save the grades you have entered.
6. Click on the “Finalize” button (towards the top center of the page) before going on. You have to click this button, then review your grades one last time, and then click the submit button – it’s a multi-step process. Grades will not be processed or submitted unless you complete all these steps!
7. Repeat steps 4a-6 for any other sections you need to grade.
8. When you return to the “Grade My Sections” page you should see that your sections are 100% complete and finalized.
9. Don’t forget to log out of MyUFL when you are finished.
10. Thank you!

NOTE: Incomplete grades are assigned only in exceptional cases in which a student has completed “a major portion of the course with a passing grade [and] been unable to complete course requirements before the end of the term because of extenuating circumstances.” Incomplete grades require a written contract between student and instructor, which must be approved by the Department Chair.

**LDSP final grade scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C(S)</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>E</td>
<td>59-0</td>
</tr>
</tbody>
</table>
7. CONCLUSION

It is our sincere hope that you will find your teaching experience in our department to be exciting and rewarding.

Most of you will be combining your teaching duties with those pertaining to your graduate studies. Please keep in mind that the experience you gain from your work in our program will serve you well in your future endeavors after graduation. **Think of your teaching as a constant learning experience, and remember that the more you learn, the more you will be able to share with your future colleagues and students.** It can undoubtedly be a struggle to balance your graduate coursework with your classroom responsibilities, but the more experience you gain the easier this will be!

Please remember that we are here to answer any questions and offer any guidance we can. Also, don’t hesitate to ask for advice or materials help from the other instructors in our program – we are all stronger the more we help each other. We strongly encourage you all to take the time to observe other instructors – your coordinators and other peers. There is so much we can learn from each other, and seeing how others handle the same material is always illuminating. There will undoubtedly be issues or questions that arise that are not dealt with in this handbook, and in those cases it is always best to ask **first**, not after the fact.

Although Dr. Wooten teaches the Teaching Methods class only during select fall semesters, and not all of you will enroll in Supervised Teaching, both Dr. Wooten and Dr. Lord consider it our responsibility to help each and every one of you adjust to your life as instructors and, in many cases, graduate students, and to help you be the best possible teachers you can be. We are always happy to discuss with you any specific aspects of your contribution to this program, your development as a language teacher, or your role in our program and/or our department. Our doors are always open to you!

We wish you the very best of luck with this and future semesters. May the new school year bring us all many rewarding experiences!

Gillian Lord
Chair of the Department of Spanish and Portuguese Studies

Jennifer Wooten
Director of Language Instruction, Department of Spanish and Portuguese Studies