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GEP Director: Elizabeth Guzman, Office 303C PH, Phone: 335-2173
Assistant to the GEP Director: Jane Gressang, Office 303B PH. Phone: 335-2241

This Manual can be accessed at:
https://clas.uiowa.edu/dwllc/spanish-portuguese/graduate-programs/graduate-student-resources
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Departmental Policies Regarding Teaching Assistants and the Conduct of Classes in General Education Courses

Kristine Muñoz, Chair

Elizabeth Guzman, General Education Program (GEP) Director

Welcome to the new semester. As you assume your teaching duties, I would like to share with you a list of important policies that affect you as a teaching assistant in the Department of Spanish and Portuguese. During your orientation workshop, you have been exposed to a great deal of information concerning the conduct of classes in Elementary and Intermediate Spanish and Portuguese. Some of this information has dealt with university policies, such as those on human rights, sexual harassment, and faculty/student relations, while other information has dealt with policies and procedures specific to the teaching of our departmental General Education (GE) courses. The purpose of this “Policies” document is to summarize your most general and most important pedagogical responsibilities as a teaching assistant in Spanish or Portuguese. Please make certain that you read this entire manual carefully for future reference. If you have questions concerning the contents of this memorandum or anything else in this manual, please discuss them with the GEP Director or with me.

1. Conduct your class in the Spanish or Portuguese language after the first day of the semester. Save English for after class or for office hours.

Students in all Elementary and Intermediate Spanish or Portuguese classes are expected to use only Spanish or Portuguese in class after the first day of the semester. If students speak to you in English, consider it a teaching opportunity: pretend that you are a monolingual speaker of Spanish or Portuguese in class; act surprised that they have tried to communicate with you in English; and help them express themselves simply in Spanish or Portuguese. Elementary-level students will have few linguistic resources at the beginning. Try to anticipate their doubts and questions, so that you can figure out quickly what they are asking and respond to it. The use of gestures, visuals, and very simple language will enable you to make yourself comprehensible to students who understand very little Spanish or Portuguese.

On the first day of classes, explain to your students that exclusive use of the target language in the classroom is departmental policy for all sections of Elementary and Intermediate Spanish and Portuguese. If you have students who are taking their first UI Spanish or Portuguese course, it is important to assure them that you will tailor your language to their level so they are not lost. Encourage them to speak up when they do not understand you; only if they communicate their confusion will you know that you need to slow down, repeat, or simplify your language. Communication is a two-way street, and the students need to do their part to assure that they can participate fully in classroom discourse.

Some students object to the “target language only” policy at the beginning of the semester, but they will accept and come to appreciate it if you believe in it yourself and adhere to it firmly. Explain to students that even advanced learners sometimes resort to paraphrase to compensate for limitations in their abilities. The process of learning how to use general language to express specific vocabulary or complex ideas needs to start in the first semester. Your leadership in this matter is essential. In the long run, the benefits to students of the “target language only” policy are significantly greater than any policy that would permit the regular use of English in class.

Remind your students that they have ample access to grammar and vocabulary explanations in English when they are studying outside of class. Please remember for yourself that the GEP Director, other faculty members, and your TA colleagues, are available to you for consultation about how to solve any problems that you may encounter in following the “target language only” policy in the classroom.

2. Students should normally keep their books closed as much as possible during class.

An average class will consist of the following parts: a. warm-up activities, b. practice of material already-studied by the student outside of class, perhaps discussion of reading or research done outside of class, and c. various communicative activities conducted by the instructor or done by students in pairs or small groups. There may also be some writing activities or listening-comprehension activities based on audio, video, or other materials. You, the instructor, design each day’s class; you, not the textbook, should be the organizing principle. To use time more effectively, use the blackboard/whiteboard to a minimum. To keep the students’ attention focused on you and on the content of the class, design your lesson plan activities using PowerPoint, pictures, and props that will allow the use of the projector.
It is appropriate to use the book for a limited number of functions:

a. When students work on a speaking task in pairs or small groups, the guidelines for their interaction may be found in the margin annotations in the Instructor’s edition of the textbook.

b. You will want to use and project graphic material (in MySpanishLab, the textbook, the Internet, realia, etc.) to promote conversation.

c. For reading assignments, you may want to direct students’ attention to particular strategies, phrases and passages, or concepts unfamiliar to them. [When an assignment is based on a piece of realia, such as an advertisement, a form to be filled out, or a short newspaper article, it is better to project the text on the screen than to have students use their books.]

d. In-class reading activities that involve skimming and scanning of printed texts will, of course, involve the use of the book or any other printed material assigned for the course.

e. When you introduce material that students will study at home, you may want them to follow along in their books as you draw their attention to important information, such as the purpose of the activity, an overview of the task, the directions, essential vocabulary, and possible problem areas.

Since students should have studied before class, it is not appropriate for students to have their books open when you are practicing vocabulary, briefly explaining or reviewing a point of structure, or having students reconstruct or summarize/synthesize the content of a reading assignment. We want students to keep their attention focused on you and on the rest of the class. Use the projector, PowerPoint lesson plans, questions to the class, student-to-student questions, or other teaching strategies to keep students involved and participating in class activities. Remember: in class, your students do most of the talking, not you.

Keep in mind that class time is best used on things that students cannot do on their own at home. Students will put more effort into their homework if you design your classes so that you build on things they have studied and prepared the night before, rather than repeat the exercises they have done at home. Homework exercises can be used very occasionally in class as quick warm-ups or as the basis for students’ questions, but should not be the centerpiece of a class. Your most important goal is to provide opportunities for students to interact with each other and with you, something that they are unable to do at home on their own. Finding the right balance among an occasional, brief grammar explanation, practice, and communication is at the heart of effective language teaching.

3. Avoid translation exercises; translate words and phrases in class only as a last resort.

Translation exercises should NOT form part of your classroom activities. In general, the homework assignments involve the most “mechanical” exercises in the (e-)textbook and the electronic workbook. Time in the classroom is better used for communicative activities in Spanish or Portuguese. Teaching Assistants in Spanish will find activities ready to use or adapt in Recursos para TAs on CANVAS and MySpanishLab. If you prepare occasional worksheets for your students, please make them communicative and contextualized, rather than write isolated sentences that have no relationship to each other or to a unifying context. Avoid sentences for translation; since we have no translation in GE tests or quizzes, translation worksheets will not help students. Occasionally, of course, it is necessary to translate single words or phrases in class. Try to make these occasions as infrequent as possible. Instead, demonstrate the meanings of words by showing their status as cognates, giving synonyms, using descriptions, dramatizations, or naturally-occurring or planned props in the classroom.

In addition, when you communicate the meaning of a word by non-verbal means or through a verbal description, DO NOT let students verify their comprehension by saying the word in English. Doing so works against the purpose of the paraphrase, which is to help students process language without recourse to translation. Let them know loudly and clearly (but with good humor) that they cannot use English to confirm their comprehension.

Students are much more likely to retain the meanings of Spanish or Portuguese words if they first acquire them by hearing them or seeing them used in contexts involving actions, pictures, dramatizations, objects, etc. That is why recourse to translation as a means of communicating the meanings of Spanish or Portuguese words should be kept to the barest minimum.
4. Attend all staff meetings of your course group.

These one-hour meetings are scheduled by the GEP Director and/or Course Supervisors, and are normally held every other week, every three weeks, or as needed. They deal with such matters as training on key aspects to successful teaching, presenting and discussing approaches to the material for the upcoming week, reviewing format and content of upcoming electronic exams, setting standards for grading, clarifying administrative procedures, etc. You may be asked to make short presentations to the group on a schedule determined by the course supervisor. The level meeting is a good forum for exchanging ideas with the GEP Director, your course supervisor, your fellow TAs, and with the experienced instructors who teach in the GE program. The supervisors for this academic year are as follows:

35:1001-35:1002 Alejandro Pérez-Belda
35:1501-1502 Brian Olovson
35:1503 No Supervisor; GEP Director and/or Assistant to the Director provide assistance as needed. TA(s) teaching SPAN 1503 must attend the SPAN 1502 meetings.

Portuguese courses: See Professor Maria Jose Barbosa, faculty member in Portuguese, for course coordination duties. The day and time of the TA level meetings for Spanish courses is determined during the Orientation Workshop or early in the semester. Attendance at these meetings is required by the terms of the TA contract. You are permitted ONE unexcused absence per semester from these meetings with no questions asked. "Excused" absences are permitted for such things as illness, professional activities (e.g., attending a conference), and personal emergencies. Being punctual at meetings is also expected. A five-minute late arrival may be accepted VERY occasionally. Starting the Fall 2016, two tardies (5 or more minutes late) will count as one absence to a TA meeting. The Course Supervisor keeps a record of attendance and passes the records along to the GE Program Director. Since the course supervisor communicates to the GEP Director about your absences, you should stay in close touch with your supervisor. More than one unexcused absence to meetings (level or others) or frequent late arrivals during a semester may affect your eligibility for reappointment or your priority for course or time selection, and you may be subject you to disciplinary action as a teaching assistant.

If you must be absent from a TA level meeting for any reason, you are responsible for informing yourself of what was covered in that staff (level) meeting and for informing your students of any developments arising from that meeting.

5. It is the responsibility of the Teaching Assistant to find a replacement so that all of your classes and office hours are covered, either by you or by a substitute arranged by you if you must be absent. If the Teaching Assistant has difficulty or is unable to make arrangements, they should always notify the GEP Director in writing to assure coverage and provide the names of individuals already contacted. Regular, consistent, and punctual attendance to your teaching and administrative duties is expected. For further information on absences, paid leave, and holidays, please consult the COGS manual at http://cogs.org/current-contract

If you attend a conference nationally or internationally, you may remain in paid status for a maximum of five (5) work days per semester. To get the proper authorization from the GEP Director, you must fill-out the Teaching Assistant Absence Request form online on ICON at https://icon.uiowa.edu/d2l/lms/quizzing/admin/quizzes_manage.d2l?ou=2449102. Please, provide the GEP Director with a copy of the Conference program that you will attend.

Your contractual responsibilities begin three days before the first day of classes and end when final grades are turned in. If you must miss a class or another contractual obligation (such as part of the orientation or the proctoring of the final exam, etc.) for reasons of illness, accident, professional obligation, emergency, or unforeseeable event, it is your responsibility to do the following: (a) arrange for coverage if you are going to miss a class or any other job-related activity; and (b) notify the GEP Director in writing and discuss the need of the absence to get pre-approval.1

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1 See Article XII of the agreement between the Iowa Board of Regents and COGS and “Information for Teaching Assistants on Paid Leave Policies” in this manual.
You will hold **THREE** face-to-face office hours on the University of Iowa premises (314PH, 316PH, 318A PH, or a reserved space at the Language Media Center). The place and time of your office hours will be posted at 314PH for student and staff consultation. Encourage your students to use your office hours to their advantage. To facilitate your job, our department has made some computers available at 316PH, and 318A PH for all TAs to share as they hold their face-to-face office hours. If for reasons beyond your control you cannot hold office hours on a particular day, you must inform your students and the GEP Director in writing. Remember that the office hours are crucial to your students’ success in flipped/blended courses. All of their study is done in advance outside of class; therefore, often times their doubts, questions, and concerns must be addressed during face-to-face office hours. If you must miss a scheduled office hour for any reason, whenever possible, find another hour during the same week when you will be available to your students and announce the new hour through email and in class.

**Arrange for coverage.** Although regular, consistent, punctual attendance is expected, there might an occasion when you may not be able to attend your duties. For coverage of classes, the GE Program uses a **mutual-help substitute system.** At the beginning of each semester you will be asked to identify other TAs who will commit themselves to cover for you if you cannot meet your class, and to serve as a substitute for at least two other TAs as well. During the first week of the semester, your level substitution network list will be prepared and accessible to you in *Recursos para TAs on CANVAS.* Keep a copy of the substitution list with you when you go out of town; if you have an emergency, you will need to contact your substitutes, your Course Supervisor, and the GEP Director. If you are unable to secure a substitute, contact the GEP Director.

**Obtain pre-approval/Notify the GEP Director.** If you have an anticipated absence, such as a job interview or a conference, you MUST fill out the Teaching Assistant Absence Request online (CANVAS) at least one week in advance for the GEP Director's approval. As a matter of courtesy, notify your Course Supervisor of your absence. In cases of emergency or illness, where it is not possible to offer approval to miss class ahead of time, you should notify the GEP Director of the situation in writing, including the name of the person (preferably a TA who teaches in your level) who will substitute for you, by sending me an email message (elizabeth-guzman@uiowa.edu) or by leaving a phone message (319-335-2173). The same form should be filled out at your earliest convenience. Please, refrain from calling, emailing, or texting your course supervisor or the GEP Director before 7:00 a.m. or after 9:00 p.m. to say that you are unable to teach your 8:30 class. Sometimes emergencies arise, but it is your responsibility to have an active, functioning list of substitutes to whom you can turn if you are unable to meet your class.

**Please note:** Filling out the Teaching Assistant Absence Request online when you are going to miss a class or an administrative duty, such as proctoring an exam, is **required;** it is **not** an optional activity. Records must be kept and reported for sick leave, family illness, and other paid leave for all employees in the department, including TAs.

During the academic year all classes must be held in the classroom assigned on CANVAS at their scheduled times (never outside university premises). Classes may **not** be canceled except in the case of a University holiday, snow day, or due to other extreme weather conditions duly authorized by university administrators.

In accordance with College of Liberal Arts and Sciences policies, all instructional staff members are expected to hold **THREE (3) published face-to-face office hours per week** each semester, and to be available to students before and after class. It is also customary to offer students a “by appointment” option. Therefore, regardless of the number of sections a Graduate Teaching Assistant is assigned, he or she must hold **three (3) office hours.** Office hours should be scheduled at your work station (314PH, 316PH, 318A PH, or at a room reserved in the Language Media Center) on *The University of Iowa premises* during normal working hours. Your office hours will be posted at 314PH for student and staff consultation.

6. As an instructor in a multi-section General Education course, you are obliged by the College and the University to insure that your students cover the same material presented in the same general way and receive grades based on the same evaluative criteria weighed in the same specific way as students in other sections of the course.²

You will find that you have considerable freedom to pursue your own teaching style in your classroom. Nevertheless, individual section instructors in multi-section courses must follow the course syllabus and course overview prepared by the GEP Director with respect to the materials covered on a given day or in a given week, the general approaches used in

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²The information in this section applies to Spanish TAs. Portuguese is a far smaller program with different procedures. Please consult with the faculty member in charge of Elementary and Intermediate Portuguese for guidance on matters of curriculum, teaching practices, and evaluation.
presenting and practicing material, the procedures to be followed in administering and grading examinations and quizzes, the criteria in assigning grades on class participation, special projects and oral examinations, and the evaluation criteria to be applied in determining course grades. Grade inflation will be monitored and will not be accepted. **REMEMBER:** “The Educational Policy Committee (EPC) strongly discourages instructors from assigning the A+ grade. No grades of A+ should be awarded except for truly extraordinary work.” (CLAS Recommended Grade Distributions) Normally all of the chapter tests, oral exams, and quizzes are prepared by the GEP Director. Suggestions and collaboration from TAs are invited, and all tests are subject to review by the TAs in the relevant course before they are given to students online.

For reasons of fairness to the students, the GEP Director may periodically hold standard-setting sessions for the evaluation of student performance in the various language skills. It is for this reason also that we ask you not to engage in “one-person” experiments with existing procedures and evaluation criteria, but instead to bring your ideas to your course group and to the GEP Director. The Director is glad to consider proposals that will improve the program and wants them to be available to all.

This is a large program. Each fall we offer approximately 60 sections of GE Spanish and Portuguese courses. Each year we have more than 2,500 student enrollments. The overall effectiveness of the course in which you teach depends on the ability of individual instructors in your course to coordinate their activities with those of their colleagues to permit the course as a whole to achieve a set of common goals through a set of common policies and procedures. The policy regarding the uniform implementation of course syllabi is designed to insure fairness to all students enrolled in multi-section GE courses in Spanish and Portuguese. We are eager to make their learning a highly productive and valuable part of undergraduate education at the UI, and rely on all of you to help us realize this goal. Our intention is not to stifle your talents and creative ideas, but rather to consider them in an orderly fashion.

The GEP Director and the Department Chair rely on you to contribute your suggestions and to voice any reservations you may have about the organization and implementation of the course in which you teach. This means that you **should not** unilaterally proceed to conduct your section differently from the other sections of the course in which you teach. Rather, you should present your ideas or suggestions for improvement regarding the organization of your course and the implementation of its syllabus at level meetings so that they can be shared and discussed among all the instructors in your course. In this way, any changes that may eventually be approved for your course by the GEP Director can be adopted after group deliberation and implemented uniformly in all sections of your course. This is the only way in which fairness to all students enrolled in the multiple sections of a GE course can be preserved.

As a teaching assistant in the Department of Spanish and Portuguese, you will be confronted with a double set of responsibilities and obligations: those related to your role as a member of our teaching staff and those that you must assume as a graduate student. In the classroom you should be attentive to your professional obligation to your peers, the other teaching assistants, and to the Department of Spanish and Portuguese. As a representative of the program, you should establish your role as a teacher sympathetic to your students’ needs and concerns, but also as someone who stands behind the goals, policies and procedures of the GE program.

When a problem arises in the classroom in the area of discipline, you should feel free to bring it to the attention of the GEP Director, who will help you find the proper means to solve it. You should be aware that students at times attempt to set up confrontational situations in which you may be portrayed by them as their ally and advocate, and in which they misrepresent your words and intentions. This is a delicate matter: students understand that you are a student yourself, and may assume that you will take their side in a conflict between them and the GE Spanish and Portuguese program. Please remember that the GEP Director is available to help resolve problem situations in ways that both support your authority in the classroom and maintain integrity and consistency of the GE program and its policies. When confronted with a complex situation, it is always advisable to seek for help from the GEP Director rather than make a quick, but wrong decision.

**7. Conduct yourself as a teaching assistant in a manner that is consistent at all times with the University of Iowa Policy on Sexual Harassment and Consensual Relationships and the University of Iowa Policy on Human Rights (excerpted below in this Manual).**

You have attended or will attend a workshop about said practices conducted by the office of Equal Opportunity and Diversity. The policy can be found online at [http://www.uiowa.edu/~our/opmanual/jv/02.htm](http://www.uiowa.edu/~our/opmanual/jv/02.htm) and [http://www.sexualharassment.uiowa.edu/faq.php](http://www.sexualharassment.uiowa.edu/faq.php).
It is advisable for all TAs to establish norms of courtesy and respect in their classrooms from the first day of each semester. These can include such common-sense notions (not always clear to first-year undergraduate students) as not speaking English in class, not eating or chewing gum, not texting during class time, not reading the newspaper, or not engaging in side conversations with classmates during class time, turning off their cell phone, tablets, laptop computers, etc. You should also insist on norms of civility and respectful speech and behavior towards you and other students.

It is helpful for new TAs, especially if they are close in age to their students, to establish and maintain a distinct professional distance. Students may misinterpret a friendly demeanor as an invitation to request special treatment, or they may confuse reasonable flexibility with weakness. Students need to understand that your goal is to establish a comfortable and inviting environment for learning, not to be their friend. Helping them to see the difference contributes to making the teaching and learning situation optimal for all concerned.

8. Take advantage of the many teaching resources of the General Education Program, the Department of Spanish and Portuguese, and the University of Iowa.

Everyone was once a novice teacher. You will find many people here who are eager to share their knowledge, wisdom, advice, and teaching tips and materials with you. For questions about teaching approaches and materials, your best resources are the GEP Director, your course supervisor, the Assistant to the GEP Director, and other experienced TAs. Our General Education Program is known for the generosity of the TAs in sharing the activities and materials that have been developed here. For help with classroom management or policy questions, your best resources of information, advice, and assistance are the GE Program Director, your Course Supervisor, and the Assistant to the GEP Director. The UI Center for Teaching is also an excellent resource for general teaching topics. See their website (http://teach.its.uiowa.edu/) and their posted schedule for information about presentations, workshops, and other programs.

The UI has policies regarding civility and academic honesty that give a high priority to teaching and learning. This means that instructors at all levels, from TAs to professors in graduate courses, are supported in their efforts to offer high-quality instruction to their students. To maximize the usefulness of these policies and the general pro-teaching ethos, you need to take advance of the resources that are available. For example, you should remember the following:

* Familiarize yourself with the attendance and absence policy in the GE Spanish Program (or other courses or programs in which you may teach). The policies are in writing and students have studied them and taken Quiz 0 online; therefore, students are held to them. The attendance policy for the GE Program in Spanish can be found in the Course Overview on CANVAS (https://uiowa.instructure.com) for each level. Read it carefully and refer to it frequently until you are completely conversant with it. Remind each individual student in writing (email is fine) of the attendance policy as soon as he or she has surpassed the number of absences allowed. Keep a record of your written correspondence with your students.

* Keep complete and accurate records of students’ scores on ALL graded assignments on CANVAS and on their attendance. The GEP Assistant to the GEP Director and/or the GEP Director will conduct regular checks to ensure that grades are entered at least weekly. Keep a second record (paper and/or electronic) as a back-up. In cases where a student disputes a grade or the number of absences, the program can most effectively support the TA only when the TA has kept good records.

* Rely on the GEP Director in difficult or delicate student matters. If a student repeatedly engages in disruptive behavior, or in any cases of academic dishonesty (plagiarism or cheating), refer the matter directly to the GEP Director. It is much better to talk with the GEP Director at the early stages of a problem, rather than when it has already escalated. Do not be reluctant to ask for help.

* Be vigilant about cheating and plagiarism. Avoid cheating during exams by seating students every other seat from each other at the College of Public Health building (CPHB), whenever possible, by requiring that they leave their books, cell phones i-Pads, tablets, and papers in the back of the testing room, as indicated before each exam starts, by asking those students wearing a brimmed sports cap to turn the brim backwards, etc. Monitor them closely and intervene immediately if you see suspicious behavior. Do not give them the opportunity to copy from each other’s tests. For the projects/activities or assignments that require writing outside of class, structure the assignment to minimize opportunities for plagiarism. One way to do this is to give students topics or approaches to work on that will require them to synthesize information rather than summarize it. Another is to have them do original work, such as watching a documentary and writing about it, comparing works of art by the same or different artists, or interviewing a native speaker. Spend some time with students when you make
the assignment explaining what plagiarism is and how to avoid it. Refer to the section on academic honesty in the course description on CANVAS for GEP Spanish courses and to the relevant section of the Student Academic Handbook: http://clas.uiowa.edu/students/handbook

9. Cooperate with the GE Program and the Department of Spanish and Portuguese by conserving resources and respecting policies.

The important thing to keep in mind is that the office staff has a large number of TAs to attend to, as well as faculty members. In addition, they are responsible for all of the procedures and details that keep the department and the Division of World Language, Literatures and Cultures running (https://clas.uiowa.edu/dwllc/). Please respect the rules that they put into place for the GE Program by not asking for special favors or exceptions.

We are available to discuss these and any other departmental policies with you if you wish to convey your views and ideas or if you wish further explanation or clarification. Please accept our best wishes for your personal success both as a teaching assistant and as a graduate student in the coming academic year. Please know also that we deeply appreciate the valuable contributions that you and your colleagues will make as teaching assistants to the collective success of our department this year.

Summary: Obligations of a Teaching Assistant

The contract signed by Graduate Teaching Assistants (TAs) requires them to do the following:

1. New TAs must enroll in a three-day Orientation Workshop, which takes place in mid-August, the week before fall classes begin. Experienced TAs attend part of the Workshop, as indicated in the Orientation Program; that is, whatever portion is deemed necessary by the GEP Director in a given year. The Department of Spanish and Portuguese expects regular and consistent attendance to the Fall Orientation.

2. TAs must take the 3-credit graduate course 'Teaching and Learning Languages (SPAN 5000:001) in the first fall semester of their appointment as part of their professional training and as a condition of their employment in the Department. Waivers may be granted by the Director of Graduate Studies for students who have taken a similar graduate course previously.

3. TAs must attend the TA meetings scheduled by the GEP Director or Course Supervisor every (other) week, monthly or as needed.

4. TAs must be available on a weekly basis for consultation with students. **Three (3) face-to-face hours per week** each semester is the College of Liberal Arts and Sciences policy for all instructional staff, regardless of the number of sections taught. In addition, it is customary to offer the option of meetings "by appointment" as well.

5. TAs must receive prior approval or, in the case of emergencies or sudden illness, notify in writing the GEP Director immediately afterwards and fill out the Teaching Assistant Absence Request online, when they are unable to meet their class or perform other duties due to illness, professional obligations, or family emergencies.

6. TAs may make private arrangements to tutor students for pay, but they may **not** tutor a student who is enrolled in his or her course (35:1001, 35:1002, 1501, 1502, 1503).

Salary and Workload (Please, see http://www.cogs.org/contract.htm)

Teaching assistantships are usually awarded on a one-semester or a one-year contract basis as half-time appointments. Occasionally, a TA appointment may be given in third-time or sixth-time percentages. New (first-time) appointments in Spanish for 2016-2017 are compensated as listed below.

- **Half-time (4 sections for academic year 2016-17): $18,816**
- **Quarter-time (2 sections for academic year 2016-17): $9,408**
- **Half-time (2 sections for 1 semester of AY 2016-17): $9,408**
- **Quarter-time (1 section for 1 semester of AY 2016-17): $4,704**
Each section taught by a TA may meet for 50 minutes or 100 minutes three times a week (M-W-F). With in-class teaching, outside preparation and grading, TA meetings and office hours, a TA holding a half-time appointment should expect an average of 20 hours of work per week, or an average of 10 hours per week per section taught.

The Department of Spanish and Portuguese expects that you will fulfill your obligations when a teaching contract has been signed. Furthermore, the University of Iowa is a member of the Council of Graduate Schools and subscribes (along with some 400 other institutions) to its ‘Resolution Regarding Graduate Scholars, Fellows, Trainees, and Assistants,’ which appears on pp. 14-15 of this Manual, and with which you should familiarize yourself.

**Policy on Extra-Departmental Teaching Assistants**

At times, the Department of Spanish and Portuguese employs extra-departmental teaching assistants for the GE program when there are not enough of our own students to staff all of the sections. To be considered for an extra-departmental teaching assistantship, you must first be accepted to or enrolled in a graduate degree program at the University of Iowa.

**Application and Notification Process**

To apply for a teaching assistantship, you must do the following. Please also consult the position announcement, which is posted at 303 Phillips Hall by March 1. (Occasionally, there are openings for the spring semester. The announcement is posted by November 1 or later, should openings occur after that date.)

1. Fill out the Extra-Departmental Teaching Assistantship Application, which can be obtained from the GEP Director and returned to her. A copy of the application is included at the end of this manual or can be found at the departmental webpage (http://clas.uiowa.edu/dwllc/spanish-portuguese/graduate-programs/graduate-student-resources).
2. Enclose with the application form a letter (written in English) that contains a general autobiography, an explanation of your present status, and an outline of your academic and career goals.
3. Provide three letters of reference that address your ability and background in teaching, as well as your general academic preparation. One of the letters must be from your academic advisor, and should address your standing in your academic degree program. You may attach the letters with to application or ask your recommenders to send their letters directly to Elizabeth Guzmán, Director of the GE Program, by mail or email at elizabeth-guzman@uiowa.edu

All applications will be reviewed beginning early in the spring semester, and continuing until all positions are filled. The finalists will be contacted by email. For graduate students already on campus, a personal interview may be scheduled. For students who are off-campus, the interview may be conducted by telephone or via the Internet (Skype).

Applicants for extra-departmental teaching assistantships may be notified of our final decisions as late as May. This late notification is due to our department first accepting and processing applications from its own internal M.A. and Ph.D. candidates, and to adherence to the C. G.S. Resolution on Graduate Assistants (see p. 15).

**Reappointment of Extra-Departmental Teaching Assistants**

All teaching assistants are given one-year contracts. Extra-departmental TAs may apply for reappointment for the following academic year; they receive in their mailboxes by March 1 a reapplication form for this purpose.

Reappointment decisions are based on the needs of the department and on the following considerations:

1. The TA must show evidence of satisfactory teaching and administrative performance. The classes of new TAs are visited by one or more of the following: the GEP Director, peers, and sometimes by other members of the department. Their classes may also be videotaped. TAs are also evaluated by their students through ACE evaluation online.
2. The TA must show evidence of satisfactory academic progress, and obtain a reappointment recommendation from both his or her academic advisor and the Chair or Director of Graduate Studies of the department in which the TA is enrolled as a degree candidate.
3. Complete reappointment guidelines are announced each year by March 1.
**Conditions of Employment and Reappointment**

**Selection of Teaching Assistants**

TAs in the Department of Spanish and Portuguese are selected from four major groups: 1) graduate students in this department; 2) graduate students in other departments in the DWLLC (FLARE, MFA in Literary Translation, Comparative Literature); 3) graduate students in the College of Education; and 4) graduate students who are pursuing advanced degrees in departments outside the DWLLC.

Graduate students in categories 2-4 may apply for a teaching assistantship by using the Extra-Departmental Application Form on pp. 22-23. Finalists are interviewed by the Chair and/or GEP Director. When the applicant is off-campus, the interview may be conducted by telephone and/or via Skype. All applicants whose native language is not English must demonstrate their proficiency in spoken English by passing the SPEAK/ELPT tests offered periodically at the UI; TA appointments may be made contingent on the applicants’ passing the SPEAK/ELPT tests.

In addition to the standard requirements for expertise in Spanish or Portuguese, as well as fluency in English, the academic credentials of extra-departmental candidates are carefully reviewed. Information is requested from each applicant’s home department, consultations are carried out with that department’s Chair, and recommendations for appointment are requested. In all cases, the procedure for appointment is essentially the same, requiring endorsement from the graduate student’s home department.

**Orientation and Training of Teaching Assistants**

Departmental policy requires that all TAs receive instruction in foreign language teaching techniques and methodologies in the following ways: 1) the fall orientation workshop; 2) the Teaching and Learning Languages course (SPAN 5000:001); and 3) ongoing training for new and experienced TAs, including observing their supervisor’s class (for new TAs or returning TAs in need of pedagogical support) or that of an experienced TA/Visiting Lecturer (suggested by the GEP Director), and attending TA level meetings.

**1) Orientation workshop**

TAs in the Department of Spanish and Portuguese participate in a three-day workshop before the beginning of the fall semester. It includes general sessions of introduction to university facilities and policies, as well as specific training in various areas of foreign language pedagogy and classroom management. TAs will also be expected to attend the Human Resources (HR) orientation and the Graduate College Orientation. An abbreviated version of the departmental workshop may be held before the beginning of the spring semester for TAs who begin their appointment at that time. TAs whose appointment begins in the spring semester and who are reappointed for the following fall may be required to attend the three-day orientation and training workshop in the fall.

The objectives of the workshop are:

- a. to ensure the highest possible quality of instruction in the department’s GEP courses;
- b. to provide new TAs with introductory pedagogical training;
- c. to provide opportunities for experienced TAs to continue to develop their professional skills and to share them with their new colleagues;
- d. to provide information about new materials, approaches, and technology in the GE program;
- e. to foster collegial spirit and a sense of professional identity among the teaching staff;
- f. to provide information related to resources available to TAs at the University of Iowa and in the Department.
2) SPAN 5000:001 Teaching and Learning Languages

Concurrent with their first fall teaching assignment, all TAs, both departmental and extra-departmental, are required to take the departmental course SPAN 5000:001 Teaching and Learning Languages (3 s.h.) as a condition of employment. This class provides valuable background in areas such as second language acquisition, communicative approaches to teaching, specific classroom techniques, and uses of technology.

TAs will observe and will be observed by their peers, will analyze a videotape of their teaching. In addition, the course instructor observes them, writes a report of the observation, and meets with them to discuss it. New TAs may also observe their supervisor’s class, the GEP Director, or, in consultation with the GEP Director, another section of the course they are teaching.

3) Staff meetings by course

In addition to the training workshop and required methodology course, all TAs must attend staff meetings every other week, monthly, or as needed, throughout the academic year specific to the course they are teaching. These meetings include discussions of exams/ quizzes, procedural matters, demonstrations of model lessons, and teaching strategies for material coming up in the week ahead.

Teaching Assistant Performance Evaluation

The University of Iowa requires that all TAs receive supervision and evaluation of their teaching performance. The goals of such supervision and evaluation are:

a. to continue to improve teaching skills and use of appropriate methodologies;

b. to furnish information to TAs about their teaching skills, to commend exemplary performance, and to provide suggestions for improvement when necessary;

c. to provide a forum for communication between TAs and the GEP Director;

d. to provide information to the Director for letters of recommendation; and

e. to assist TAs close to completion of their degrees in representing their teaching skills knowledgeably and articulately as they enter the job market.

The evaluation of their teaching performance is accomplished by means of: a) announced or unannounced class visitation and/or videotaping and b) post-observation meetings after visitation and/or videotaping.

Teaching assistants are supervised by the GEP Director, assisted by departmental faculty, as needed.

All new TAs are visited once and/or videotaped once during their first semester of teaching. All experienced teaching assistants are either visited by the GEP Director or videotaped at least once per year. After each visit, the GEP Director writes a report with comments (Please see the TEACHING ASSISTANT/INSTRUCTOR TEACHING EVALUATION FORM), concerns, and suggestions based on the observation, which are discussed in a post-observation meeting with the TA. In addition, students fill out ACE (Assessment of Classroom Environment) forms online (CANVAS) at the end of each semester, which provide evaluation of the course and the individual instructor. The forms also include space for spontaneous student comments. These forms are tabulated by the Evaluation and Examination Service, stored on CANVAS, and accessed and examined by the GEP Director. You will have access to the students’ comments and ACE statistics online on CANVAS.

TAs who are ABD will be encouraged to use the class visit/videotaping process as an opportunity to prepare a pedagogical videotape to use for their employment applications. Increasingly, institutions are asking applicants, particularly finalists, for a videotape of a language class. TAs who are entering the job market may decide to have a class videotaped, may analyze the tape, and may meet with the GEP Director to discuss it. The discussion may serve as a basis for (a) deciding
whether or not this tape is good to send to potential employers; and (b) helping the TAs speak articulately and knowledgeably about language teaching.

Student concern about instructors comes to the department in two main ways: comments or complaints to the GEP Director, and comments written by students on their ACE evaluation. Individual student concerns should be brought first to the instructor, then the GEP Director, and the Chair. Every effort is made to listen, respond, and mediate sensitively. It is occasionally, although fortunately rarely, necessary to change a student’s section assignment in cases where apparently unresolvable or personal antagonisms have developed. If clarification, mediation, or other measures fail, students are directed to GEP Director or, if necessary, to the department Chair. More information on this issue is found at http://clas.uiowa.edu/students/handbook

Student evaluations (ACE) are read by the GEP Director and by the TAs themselves. When student evaluations indicate a general trend of concern, such as presentation and practice of course material, organization of class time, instructional style, use of English in the classroom, TA’s tardiness, lack of professionalism, etc. the GEP Director works with the TA to address that concern and to develop a plan for change, if necessary, or for reinforcement of necessary skills. TAs may receive additional visits, or may be asked to observe the class of a TA who is particularly successful in the area of concern. Often the TA involved initiates such a request for ideas and suggestions. Occasionally ACE evaluations indicate widespread problems or perceptions which may be addressed in TA meetings or taken up in specialized portions of the Orientation workshop or other training sessions during the year.

Summary: Teaching Assistant Responsibilities

TAs perform under the supervision of the GEP Director in any or all of the following representative activities:

- preparing PowerPoint lesson plans and teaching assigned sections;
- conducting classes in Spanish or Portuguese at all times;
- meeting their class(es) on time in the classroom assigned on CANVAS;
- proctoring and grading examinations and other oral or written assignments;
- returning or providing students with feedback of all graded assignments promptly (no later than seven days);
- holding three (3) scheduled face-to-face office hours on the U. of Iowa premises (314PH, 316PH, 318A PH or a reserved room at the LMC) and meeting with students individually as needed;
- regular, consistent, and punctual attendance to teaching and administrative responsibilities
- arranging for a substitute in case of an unavoidable absence and seeking approval from the GEP Director in advance if possible or, in the case of an emergency or sudden illness, soon afterwards;
- attending scheduled TA staff meetings every other week, monthly, or as needed;
- participating in the Fall Orientation Workshop;
- participating and adhering to departmental TA teaching approach and evaluation procedures;
- conducting all classes and grading in accordance with assigned syllabi, methodology, and established procedures;
- maintaining satisfactory academic progress (see below);
- behaving at all times in a manner consistent with university policies on sexual harassment, consensual relationships, and human rights; (please, see Operation Manual, COGS)
- sharing ideas and concerns with other TAs, supervisors and the GEP Director;
corresponding when necessary with other university departments or programs requesting information about individual students, e.g., Special Support Services, Athletics; and

q. declining to tutor for pay students enrolled in the course the TA is currently teaching

Academic Progress

Whenever possible, students pursuing graduate degrees in the Department of Spanish and Portuguese will be supported at the 1 HTE level. To be eligible for such half-time support, departmental pre-comprehensive graduate students must maintain good standing; that is:

a. Completion of at least 18 s.h. per academic year. Should a student for any reason drop (a) course(s) during the academic year, any remaining hours must be made up during the summer session.

b. Maintain a cumulative graduate GPA of at least 3.25 in courses taken toward the current degree.

Each student’s progress is reviewed annually by his or her advisory committee. The advisor’s evaluation is discussed by the faculty at a yearly meeting scheduled early in the spring semester. If no form has been turned in, no consideration will be made for support in the following year.

Post-comprehensive examination students need to show progress toward completion of degree requirements even though their yearly enrollments are likely to be below 18 s.h.

Maximum registration is 15 graduate hours for the fall or spring semester and 8 graduate hours for the summer session for TAs who are appointed at one-quarter or one-third time. Half-time TAs may register for not more than 12 s.h. in the fall or spring semester and 6 s.h. in the summer session. They may register for additional hours only with the approval of the Graduate College.

Teaching Load

The customary teaching load assigned to teaching assistants in Spanish is 4 sections (flipped courses) for a one-half time academic-year assistantship (1 HTE) or 2 sections for a quarter-time assistantship. These assignments may vary in particular situations.

Normally, TAs will be assigned teaching in Elementary and/or Intermediate Spanish or Portuguese (SPAN:1001, SPAN:1002, SPAN:1501, SPAN:1502, SPAN:1503, PORT:3010, PORT:3020). A TA who teaches two classes will normally have two sections of the same course; an assignment to two different courses will be made only with the agreement of the TA. Every effort is made to give TAs experience with different courses and different levels during their time at UI. In addition, TAs may have the opportunity to teach in Spanish courses beyond the GEP level (i.e., upper division courses) that are taught in a lecture/discussion section format. Assignment to GEP levels and courses is determined by the GEP Director; assignments at the upper division level are decided by the Chair and, where relevant, the professors of upper division Spanish courses that are taught in lecture/discussion section format.

Normal Duration of Support for M.A. and Ph.D. Students in Spanish

The Department is committed to providing financial aid to M.A., MFA in Creative Writing, and Ph.D. candidates in Spanish to support their graduate studies and to enhance their development as teachers and scholars. We offer financial support through teaching and research assistantships awarded competitively. Students who maintain good academic standing, meet expectations in their progress toward degree, and maintain a good teaching and administrative record may normally expect two years of support while completing the M.A or MFA in Creative Writing degree and four years of post-M.A. support while pursuing the Ph.D. (two years of support while completing the Ph.D. coursework and two years of support while writing the dissertation). After four years of support during Ph.D. study, students lose priority for financial aid. Support beyond four years for the Ph.D. is rare and is awarded only in exceptional circumstances. Please refer to the Department of Spanish and Portuguese Manual for Graduate Students. Students who wish to be considered for financial support should apply directly to the department office.
The Department encourages students to seek out and apply for extra-departmental funding opportunities to support their graduate studies. Advanced Ph.D. students in particular should apply for fellowships to support their dissertation research and writing; the application process presents an opportunity to develop skills that will contribute to your professionalization. Sources of internal funds include the Graduate College, the College of Liberal Arts and Sciences, Opportunity at Iowa, the Graduate Student Senate, International Programs, and other units in the University. For further information, visit their Webpages. Sponsored Programs also maintains a list of external fellowships and grants available for graduate students and provides assistance in preparing applications for outside funds.

TAs hold academic year appointments. When contemplating contract reappointment of a Graduate Teaching Assistant, the Department of Spanish and Portuguese will consider the following criteria for appointment and reappointment:

- a. teaching observation and/or videotaping;
- b. adherence to the course syllabus, Course Overview, and to the Departmental Policies (pp. 1-5);
- c. adherence to other departmental and College and University policies and procedures (e.g., policies on sexual harassment, consensual relationships, and human rights; being punctual and teaching classes on UI premises, limitations on tutoring for pay, etc.);
- d. other evidence of satisfactory performance (e.g., ACE Evaluations, student comments to the GEP Director);
- e. attendance at and participation in the Fall Orientation Workshop and the weekly/every other week course meetings; and
- f. compliance with program and departmental deadlines in turning in class lists (including attendance); entering grades (including zeros) at least weekly; regular, consistent and timely attendance to contractual duties; informing the GEP Director in writing of an absence, filling out the Teaching Assistant Absence Request form online, and getting an absence pre-approved whenever possible; responding to requests for information, teaching classes on time in the assigned classroom, etc. A record of (semi-)annual assessments of teaching is placed in each TA’s file. Detailed guidelines for reappointments are announced March 1 each year. (See below for most recent version.)

Extra-Departmental Teaching Assistants

When the pool of qualified applicants from among departmental degree candidates does not meet full staffing needs, the department will consider applications from non-departmental graduate students. (Students working on sequential degrees—with the degree in Spanish being the second one—are considered extra-departmental candidates until they begin their work in the Department of Spanish and Portuguese.)

Criteria for their appointment include:

- a. progress towards completion of requirements in the candidate's program;
- b. maintenance of a minimum cumulative graduate GPA of 3.25;
- c. favorable recommendation of the Chair of their home unit or department (obligatory); and
- d. preferably taking graduate courses in the Department of Spanish and Portuguese (other than the Teaching and Learning Languages course required of all TAs), according to a plan of study or degree program endorsed by the candidate’s advisor.

Extra-departmental appointments are made on an annual basis, and may be affected by program needs in the Department of Spanish and Portuguese. The duration of support for extra-departmental TAs is the same as for departmental TAs.
Summer School Teaching

A limited amount of teaching is usually available in the summer for departmental teaching assistants at a stipend equal to approximately two-ninths of the academic-year half-time salary. Eligibility is restricted to continuing students. In addition to strong academic and teaching credentials, appointments made in previous summers are taken into account, in an effort to reward eligible graduate teaching assistants not previously supported during a summer session. Summer school teaching appointments are made by a departmental committee, whose members consider the credentials of summer teaching applicants.

Opportunities for Teaching Outside the General Education Program

There are limited opportunities for teaching assistants to work as discussion section leaders in several lecture-discussion courses at the 100 level, including SPAN:2400 (Readings in Spanish Literature and Culture) and SPAN:2500 (Readings in Spanish American Literature and Culture). Other courses may be included as dictated by departmental needs. TAs must apply for these positions to be considered. Preference is given to departmental students over extra departmental students according to the established appointment guidelines explained elsewhere in this manual.

University Policies and Services

This section contains links to The University of Iowa policies that are important for teaching assistants. It also gives information on relevant university offices and services. Please, read them.

1. The Council of Graduate Schools’ Resolution Regarding Graduate Scholars, Fellows, Trainees, and Assistants, to which the University of Iowa is a signatory: https://www.cgsnet.org/april-15-resolution

2. Sexual Harassment and Consensual Relationships: http://opsmanual.uiowa.edu/community-policies/sexual-harassment

   Section 5. Prohibited Relationships: http://www.uiowa.edu/~our/opmanual/ii/05.htm


4. Services for Persons with Disabilities: http://sds.studentlife.uiowa.edu/: Located in 3100 Burge Hall (335-1462), Student Disability Services (SDS) assures access through reasonable accommodations to qualified students who currently demonstrate a condition producing significant functional limitations in one or more major life activities. Equal access to education is achieved when barriers to learning are removed and students with disabilities are allowed to compete solely on the basis of their academic skills and abilities. In providing academic accommodations to qualified students with disabilities, SDS seeks to promote equal opportunity within the context of a diverse university community through practices that increasingly reflect the mission and values of The University of Iowa. Please make sure you include the following text in your TA handout the first day you meet with your students: “I would like to hear from anyone who has a disability which may require seating modifications or testing accommodations or accommodations of other class requirements, so that appropriate arrangements may be made. Please contact me during my office hours.” (Please see the sample TA sheet in the Appendix)

   5. Office of Student Support Service Programs: http://tutor.uiowa.edu/help-labs/trio-student-support-services

   6. Library Services: http://www.lib.uiowa.edu/services University Libraries’ staff and services are available to support you in your instructional work. Librarians will work with your students to explain which information sources (including the new electronic ones) are the most important for a particular project, where to find these sources, how to use them efficiently, and the steps involved in doing library research. Librarians also will provide instructional tours of library services and collections.
In addition to this direct work with your students, librarians will work with you through the Reference Consultation program in which class assignments relating to library resources and library services can be discussed in detail. (This service is also available for your own research activities.) The staff can provide you or your class with informational handouts, to include various guides (such as guides to locating book reviews, criticism of literary works, film reviews, and so forth), and ‘pathfinders’ which are instructions on locating information on specific subjects. Other handouts available include the Libraries’ Guidebook which presents in brief form an introduction to the entire library system and information specific to the Main Library collections and services. A short course offered by library staff on the electronic catalog called ‘Getting the Most from OASIS’ is also available.

Additional College of Liberal Arts and Sciences Policies

1. Information about courses

On the first day of class or on the first day they attend, students should receive or have web access to a handout or PowerPoint containing the following information:

* the instructor’s name, office location, face-to-face office hours, U. of Iowa email address
* the GEP Director’s name, office location, office hours, U. of Iowa email address, and office telephone number
* the name of the department, the location of the departmental office, and information about how to contact the DEO (Department Chair) or his/her designate
* grading procedures and information about expectations for attendance, assignments, and examinations (other than those included in the Course Overview on CANVAS)
* resources for obtaining additional help, such as tutors, teaching assistants, or tutorial or resource centers (if any)
* a statement on the availability of accommodations for students with disabilities
* course syllabus or schedule of topics, readings, and course materials (information on where to obtain the Course Overview and Syllabus can be given orally)

2. Student Academic Misconduct (see http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code) for additional information:

The College of Liberal Arts and Sciences considers academic fraud, dishonesty, and cheating serious academic misconduct. All students suffer when academic misconduct takes place. Academic fraud, dishonesty, and cheating disturb the mutual respect that should exist between instructors and students and between students, and can poison the atmosphere of a classroom. Perhaps most seriously, those who commit academic fraud, dishonesty, or cheating are robbed of the educational experiences that are the primary purpose of course work in the College of Liberal Arts and Sciences. Instructors are expected to help students understand and avoid all academic fraud.

To help students understand plagiarism and how to avoid it, TAs should do the following:

* bring to students’ attention the section on academic honesty in the Student Course Overview on CANVAS
* make themselves available to talk with students about doubts they may have about how to use print and electronic sources in their written work (e.g., online discussions, culture projects, class presentations, writing activities, etc.); be sure to say explicitly that the use of online translators is NOT permitted and is easily detected
* structure assignments in which students make use of print and electronic sources so that students turn in outlines, drafts, etc. in stages; assign topics that require that students synthesize rather than summarize, do original resources, and rely on their own interpretations.

In the case of cheating, instructors **should try to avoid** opportunities for students to copy from each other's tests by seating them far apart from each other **(every other seat)** whenever possible. In addition, the instructor should remain vigilant at all times during the administration of a graded activity (test, writing activity, oral exam). In some cases, it may be necessary to ask students to put all of their books, cell phone, i-phone, laptop, tablets, and papers into their book bags or to ask them to place their belongings in the front or back of the (testing) room. Such actions should apply to all students, not just to those the instructor suspects of cheating.

**If you suspect a student of plagiarism or cheating:** If you suspect that a student has committed plagiarism or has cheated, you should make copies of all relevant documents and share them with the GEP Director. In the case of cheating, you should immediately remove the student's (or students') papers and ask them to leave the classroom or testing room for the duration of the class hour or testing period (and say that you will talk to them later in the day). **Do not** grade the paper or return it to the student. Also, you should not discuss a student's case of suspected plagiarism or cheating in the presence of other students (or staff), even if the student initiates the conversation. The GEP Director will work with you to decide on a course of action. Normally this involves online research (to find the source), notification to the student in writing that an investigation is underway, discussion with the student, and the instructor providing a written record of his/her actions. In cases where the GE Program determines that a student has submitted work that was not his/her own, disciplinary action will be applied. This action ranges from a zero on the assignment (most lenient) to a penalty to the student's overall grade in the course, to (most severe) a grade of F in the course.

**Disciplinary action** (excerpted from CLAS Academic Handbook, [URL http://clas.uiowa.edu/students/handbook](http://clas.uiowa.edu/students/handbook)) When an instructor in the College of Liberal Arts and Sciences suspects a student of academic fraud or cheating **these procedures will be followed:** ([http://clas.uiowa.edu/faculty/teaching-policies-resources-academic-fraud](http://clas.uiowa.edu/faculty/teaching-policies-resources-academic-fraud))

1. Inform the student of the concern in an e-mail at the uiowa.edu account, asking the student to discuss the situation. Please follow these guidelines for the e-mail. Whenever possible, discuss the situation with the student in person. (Note: TA's should always report academic misconduct to the course supervisor (GEP Director) who will take further action. When reporting an incident of academic fraud committed by more than one student, send an individualized e-mail to each student without mentioning the other students' names.)

2. In considering the appropriate consequence for academic fraud, the instructor will take into consideration the scope of the fraud, the student's perceived intent, the nature of the course, the assignment, and the academic discipline.

   - In cases of academic fraud, an instructor should deduct an appropriate number of points; assign a lower grade than otherwise would have been given; or fail the assignment showing evidence of academic misconduct.
   - Instructors should **not** fail the student for an entire course because of the instance of academic fraud. In many cases, the student will earn an F in the course based on the overall quality of work.
   - If an instructor strongly believes a student should be failed for the entire course because of the fraud, the instructor must consult first with the Associate Dean for Undergraduate Programs and Curriculum, Helena Dettmer, about the situation.

3. Next, the Course Supervisor (GEP Director) will send a report via the **new online reporting form** describing the academic fraud and the action taken; attach documentation to support the claim. The report is automatically copied to the DEO, the student, and to the Associate Dean. Reports may also be sent by e-mail or campus mail; please send copies at the same time to the DEO, the student, and the Associate Dean.

4. After receiving this report, CLAS will enforce the following consequences: ([http://clas.uiowa.edu/faculty/teaching-policies-resources-academic-fraud](http://clas.uiowa.edu/faculty/teaching-policies-resources-academic-fraud))

   - **For a first offense:** The student will be required to enroll in an academic integrity seminar and will be warned about the consequences of repeat offenses. The seminar includes close readings, requires short essays answers, and takes around 18-20 hours to complete. The student is charged $100 for the course and the student’s registration is be held until the course
is completed. The fee is not included in the UI tuition and is paid separately online before enrollment. A notation concerning academic misconduct does not appear on the transcript.

- **For a second offense:** The student is placed on disciplinary probation and is suspended. The student is not be allowed to register at the University of Iowa and the offense is noted on the student record during the time of suspension, with the notation reading, *Not permitted to Register: Academic Misconduct*. Suspensions generally last for two regular academic semesters. At the end of the suspension, the student may return to the University of Iowa and the notation is removed from the transcript.

- **For a third offense:** The student is expelled. Once expulsion occurs, the offense is recorded on the student's permanent record/transcript as follows: *Not permitted to Register: Academic Misconduct*. If expelled, the student may not return to the University of Iowa.

If you have questions, please do not hesitate to contact the office of the Associate Dean at 335-3155.

5. Student Complaints Concerning Faculty Actions

The College of Liberal Arts and Sciences has a procedure for students to follow if they have a complaint about the actions of a member of the teaching staff, including TAs. These complaints may concern such matters as inappropriate faculty conduct (including inappropriate course materials), incompetence in oral communication, inequities in assignments, scheduling of examinations at other than authorized and published times; failure to provide disability accommodations, or grading grievances. The procedures to be followed are explained in detail in the CLAS Academic Handbook ([http://clas.uiowa.edu/students/handbook](http://clas.uiowa.edu/students/handbook))

For information on Paid Leave, Sick leave, Bereavement leave, and Other Leave Paid Leave policies, please, consult the contract between the UI and COGS: [http://www.grad.uiowa.edu/cogs-contract](http://www.grad.uiowa.edu/cogs-contract)

**Department of Spanish and Portuguese**

**Procedures for the Appointment or Re-appointment of Teaching Assistants Who Come Within the Scope of the Policy on the Conflict of Interest and Employment**

At times, the Department is asked to consider applications for teaching and/or research assistantships or fellowships from graduate students who are related to a faculty member in the Department as a relative, a spouse, or a partner in a consensual relationship. When considering such applications, the Department’s official position is to base the decision entirely on the applicant’s scholarly and teaching record and academic progress as specified in the Department’s Manual for Graduate Students and Teaching Assistants, with no reference to the relationship. The University of Iowa has policies that relate to the employment of relatives of UI employees (Operations Manual ([http://www.uiowa.edu/~our/opmanual/iii/08.htm](http://www.uiowa.edu/~our/opmanual/iii/08.htm)). To implement this policy, the following rules (issued by the Department on February 8, 1993) apply:

The faculty member related to or a participant in a consensual or spousal relationship with the graduate student cannot participate in the appointment or re-appointment decision. Additionally, the faculty member is expected not to urge the appointment on those who do have the responsibility for the decision, directly or indirectly.

The faculty member agrees that (s)he is not to be assigned any responsibility for the supervision or review of the teaching and/or research assistant or graduate fellow.

Both the faculty member and the teaching or research assistant or graduate fellow who are either related or participants in a consensual or spousal relationship are expected to behave in an appropriate collegial manner towards each other, should they come into contact at the University as a result of their respective duties in the Department.

Both the faculty member and the teaching or research assistant or graduate fellow who are either related or participants in a consensual or spousal relationship are expected to act in a mature, morally responsible way in all of their academic dealings.

The faculty member cannot participate in any reviews, including tenure, promotion, and salary reviews, of faculty members who have or had supervisory responsibility and/or decision-making responsibility for the appointment of the relative, spouse, or partner as a teaching or research assistant or graduate fellow, for a period of at least six years from the last instance of supervisory activity.
To protect the interests of the teaching and/or research assistant or graduate fellow, and to guarantee that (s)he be treated fairly in all departmental transactions, each member of the Department’s faculty and staff is expected to behave in an appropriate collegial manner toward the teaching or research assistant or graduate fellow, without reference to the relationship with the faculty member.

The departmental executive officer will notify the Associate Dean for Faculty in the College of Liberal Arts and Sciences immediately when a graduate student who is related to a faculty member in the Department as a relative, spouse, or partner in a consensual relationship is appointed to an assistantship or fellowship. The Associate Dean will notify all graduate students and faculty members in the Department of Spanish and Portuguese that they are to report any concerns and problems which can be attributed to the relationship of the graduate student and faculty member directly to the Associate Dean.
TEACHING ASSISTANT/INSTRUCTOR EVALUATION FORM

TA/Instructor visited: ___________________________  Name of observer: __________

Course: ___________________________  Section: _______

Date: ___________________________  Place: _______

Rate according to the following key:
1 = does not reflect at all what went on, needs much improvement
2 = only marginally reflects what went on, needs some improvement
3 = neutral
4 = describes rather well what went on
5 = is totally accurate reflection of what went on
NA = Not applicable

I. PLANNING

1. Plans a day’s lesson to include communicative activities in the target language.  1 2 3 4 5
2. Plans original activities different from those of the text.  1 2 3 4 5
3. There is a mixture of new and familiar material.  1 2 3 4 5
4. Transition between activities is smooth, purposeful and clear  1 2 3 4 5

II. COMMUNICATION SKILLS

1. The instructor’s Spanish is clear and comprehensible.  1 2 3 4 5
2. Uses English only when absolutely necessary.  1 2 3 4 5
3. Consistently discourages use of English for questions and does not respond to students using English.  1 2 3 4 5
4. Performs without disturbing mannerisms.  1 2 3 4 5

III. CLASSROOM MANAGEMENT

1. Every student is involved at some point in the lesson.  1 2 3 4 5
2. Plans for group activities to make the lesson more student-centered.  1 2 3 4 5
3. Provides opportunity for controlled practice.  1 2 3 4 5
4. The questions and discussions are appropriate to the level of the class.  1 2 3 4 5
5. Adapts easily to unexpected events.  1 2 3 4 5
6. Gives clear instructions about what to do next before breaking up a group and entering into a transition.  1 2 3 4 5
7. Circulates during transitions and group activities to handle individual and group needs.  1 2 3 4 5
8. Signals the end of a transition and the beginning of a structured activity properly, and quickly gains everyone’s attention.  1 2 3 4 5
9. Prepares equipment or illustrations for smooth transitions.  1 2 3 4 5
10. Carries out frequent comprehension checks.  1 2 3 4 5
IV. METHODS, STRATEGIES AND TECHNIQUES

1. Class time is used effectively. 1 2 3 4 5
2. Appropriately uses teaching materials and classroom space. 1 2 3 4 5
3. Able to adjust instructional techniques to the needs of the class. 1 2 3 4 5
4. Provides ample opportunities for students to use Spanish. 1 2 3 4 5
5. Errors are appropriately corrected. 1 2 3 4 5
6. Creative in devising and adapting resources to the needs of learners. 1 2 3 4 5

V. CLASSROOM ENVIRONMENT

1. Encourages a warm, supportive atmosphere. 1 2 3 4 5
2. Adequately recognizes good performance. 1 2 3 4 5
3. Maintains eye-contact with the students. 1 2 3 4 5
4. Encourages small group interaction. 1 2 3 4 5
5. Facilitates response and gives feedback. 1 2 3 4 5

VI. MOTIVATIONAL ANALYSIS OF TASKS AND ACTIVITIES

A. Extrinsic motivation strategies

1. Calls attention to the instrumental value of the knowledge or skills developed in the activity (applications to present or future life outside of school) 1 2 3 4 5
2. Structures individual or group competition for prizes or recognition. 1 2 3 4 5

B. Extrinsic motivational features of the task or activity

1. Opportunities for active response (beyond just watching and listening). 1 2 3 4 5
2. Opportunities to answer divergent questions or work on higher level objectives. 1 2 3 4 5
3. Immediate feedback to students' responses (built into task rather than provided by teacher as in C.6 below). 1 2 3 4 5
4. Game-like features (the task is a game or contains game-like features that make it more like a recreational activity than a typical academic activity). 1 2 3 4 5
5. The task involves fantasy or simulation elements that engage the students' emotions or allow them to experience events vicariously. 1 2 3 4 5
6. The task provides opportunities for students to interact with their peers. 1 2 3 4 5

C. Teacher’s attempts to stimulate students’ motivation to learn

1. Induces task interest or appreciation. 1 2 3 4 5
2. Makes abstract objectives more personal, concrete familiar. 1 2 3 4 5
3. States learning objectives and provides advance organizers. 1 2 3 4 5
4. Models task-related thinking and problem solving. 1 2 3 4 5
5. Includes instruction or modeling designed to increase students’ metacognitive awareness of their learning efforts in response to task. 1 2 3 4 5
6. Provides opportunities for students to respond and get feedback (asks questions during group activities, circulates to monitor performance during seatwork). 1 2 3 4 5
VII. LEANER GROUPINGS (Which of the following organizational patterns best represents what went on during the class period?)

1. Teacher-whole class (as in choral repetition, for instance)  
2. Teacher-student  
3. Student-student (dyads)  
4. Small groups (tryads, groups of 4 students)  
5. Large groups (5 students/half of the class)  
6. Whole class

VI. GENERAL COMMENTS:

_____________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________

The observer has discussed his/her observation with me. I have seen the completed observation form and I have the following comments to make about the observation.

_____________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________

Teaching Assistant’s/Instructor’s name and signature

________________________________________________________

Signature______________________________________________

Date of post-evaluation interview: _____/_____/201
EXTRA-DEPARTMENTAL TEACHING ASSISTANT APPLICATION FORM

The University of Iowa and the Department of Spanish and Portuguese requests the information below for the purpose of awarding graduate support. No persons outside the University are routinely provided this information. Responses to all questions are required. Applications will not be considered until we have a completed form and all other requested items. See the checklist at the end of this application form.

Application for: fall [ ] spring [ ] year _______ Spanish [ ] Portuguese [ ]

Name (print): ___________________________________________ Date of birth: __________

Current address: __________________________________________

Current telephone: ___________ e-mail: ______________________

Degree program in which you are enrolled or plan to enroll:

  Department/Program: ____________________ Advisor if known: __________________

  Degree sought: M.A. [ ] Ph.D. [ ] Other: __________________

  Date of entry into your program: fall [ ] spring [ ] year __________

  Estimated date of completion: fall [ ] spring [ ] summer [ ] year __________

What is your citizenship? __________________ Place of birth? __________________

What is your native language? __________________

University ID # ______________ What is your visa status? __________

English proficiency information: ____ Check here if you did not have to take the TOEFL for admissions purposes.

TOEFL: Date taken: __________ or Date you plan to take it: __________

  Total score _______ Part scores: Sec. 1 ______ Sec. 2 ______ Sec. 3 ______

SPEAK/LECT (if you have taken it): When taken: __________ Scores (A, B, C) ______

Level of assistantship for which you are applying:

  Half-time (4 sects. per year) [ ] One-fourth appointment (2 sects. per year) [ ] One-eighth appointment (1 sect. per year) [ ]

Have you taught Spanish or Portuguese in a high school, community college, or college/university? If yes, briefly describe your experience below (date, place, course[s]).

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Do you have teaching experience in areas other than Spanish or Portuguese? If yes, briefly describe your experience below (date, place, subject matter).

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Have you taken one or more courses in Foreign Language Teaching Methods at the graduate level? If yes, list the courses (date, place, course title) below.

___________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________

_________________________________________________________________________________

Checklist

___ Summary of overall professional goals and any specific experiences that are relevant to the assistantship in Spanish or Portuguese (attached to this application form)

___ Curriculum vitae (résumé) (attached to this application form)

___ Three letters of recommendation from individuals who can address your academic work and/or teaching skills. These should be sent directly to the Department by the writers, not attached to this form. One of the letters should be from the graduate advisor or chair of the department in which you are enrolled, certifying your graduate student status. Letters may be sent by mail to Elizabeth Guzmán, Department of Spanish and Portuguese, University of Iowa, 303C Phillips Hall, Iowa City, IA 52242 or by e-mail to elizabeth-guzman@uiowa.edu.

Letters have been requested from (name, title, affiliation):

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

I certify that the information I have supplied in this application form is accurate.

Signature _______________________________ Date _____________