

**GUIDELINES FOR INSTRUCTORS IN THE
SPANISH LANGUAGE PROGRAM¹**

Brown University

2018-2019

¹ These guidelines have been prepared by the language faculty in the Hispanic Studies Language

THE DEPARTMENT OF HISPANIC STUDIES

BROWN UNIVERSITY

GUIDELINES FOR NEW INSTRUCTORS

These guidelines describe the content, administration and policies of the Spanish language courses offered by this department. We do not expect you to memorize this information immediately, but rather use these guidelines as a reference to consult throughout your teaching in the Spanish Language Program. As you gain experience working in the program, we hope that they will take on coherence and meaning. We welcome any comments and suggestions that might improve the usefulness of these guidelines for new instructors and the program.

You may find supplementary information on University policy in the [Bulletin of the University](#)². For other questions please contact the Language Program Faculty.

² <https://bulletin.brown.edu/>

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1. THE SPANISH LANGUAGE PROGRAM

1.1. Description of the program

1.2. Language Program Staff

1.3. Course Descriptions

1.1. Description of the program

The Spanish Language Program consists of a sequence of general Spanish courses ranging from Basic to Advanced. At the Basic and Intermediate levels our courses seek to develop the students' proficiency in Spanish in all skills (listening, reading, writing and speaking) while being introduced to the Hispanic cultures. At the Advanced level students reinforce and expand their linguistic proficiency by focusing on conversation and writing skills while continuing to learn about and develop an appreciation for contemporary Spanish-speaking societies.

The courses in the Spanish language program are multi-section (usually 2 to 6 sections per course.) Each section is limited to a maximum of 18 students and meets 3 or 4 times per week, depending on the course). Only HISP 110, Intensive Basic Spanish meets 5 times a week. These courses are taught by Language Program faculty members, Teaching Assistants, and Visiting Teaching Associates.

1.2. Language Program Staff

The Spanish Language Program is coordinated and managed by the Language Program faculty members, who share administrative and teaching related responsibilities.

Each particular course is directed by a faculty **Course Supervisor** (in some cases this may be an experienced Teaching Assistant Supervisor working under the direction of a faculty member.) The Course Supervisor organizes and prepares course materials (syllabus, exams, assignments, etc.) and meets with course instructors regularly. More details in sections 2.4 and 2.5 on *Teaching Assistants and Teaching Associates* and their requirements and responsibilities.

1.3. Course Descriptions

HISP 100: Basic Spanish I and HISP 200: Basic Spanish II

Prerequisite for **HISP 100**: none; for true beginners.

Prerequisite for **HISP 200**: **HISP 100** or placement³.

HISP 100 and **HISP 200** provide students with a solid foundation in the development of Spanish, gradually building the language system, and developing the four fundamental communicative skills: speaking, listening comprehension, reading and writing. Following a flipped classroom model, students become familiar and start integrating linguistic information before class. Classroom work focuses on advancing acquisition through the use of the language in interactive communicative tasks. Reading and writing skills are also introduced and developed gradually through the basic sequence. Attention is also given to the development of cultural awareness.

With successful completion of **HISP 100-200**, students will:

- begin to become acquainted with Spanish-speaking communities and gain insight into some aspects of Hispanic culture (i.e., institutions, traditions and history, attitudes and beliefs, etc.), while becoming more aware of their own cultural identity.
- be able to speak intelligibly to persons accustomed to dealing with foreigners in daily life situations and carry on short spontaneous conversations involving everyday topics, observing basic courtesy requirements. Pronunciation should be accurate enough to allow comprehension by a native speaker.
- be able to comprehend simple conversations especially with those who adapt their speech to the foreigner/ learner; understand the gist of some one-way communications such as radio and television.
- be able to read simple printed materials for practical information in predictable contexts and some longer narratives on a variety of topics.
- be able to write simple correspondence and short compositions on familiar topics, with good control of basic grammar.

HISP 110: Intensive Basic Spanish

Prerequisite: written permission required

This course is a highly intensive, two-semester sequence in one semester that carries 10 contact hours per week and double credit. Primarily for students with knowledge of Spanish, who have scored below 450 in SATII or below 340 in the Brown Placement Exam. Students with little or no preparation in Spanish should consult with the Course Supervisor. Students focus on the acquisition of the four communicative skills - speaking, listening comprehension, reading and writing - with an increasing emphasis on grammatical and lexical accuracy, as well as fluency in both writing and speaking as the semester progresses. In addition, students work

³ Please see section 3.1 (p. 19) for specific information on placement procedures.

on cultural awareness by exploring diverse aspects of Hispanic Cultures, and connecting, comparing and contrasting these cultures with their own. Class is conducted entirely in Spanish and –based on a flipped classroom model- individual daily study prior to class prepares students for in-class activities focused on authentic communication.

With successful completion of the course students will be able to (but not limited to) understand simple texts, carry on short spontaneous conversations involving everyday topics (such as modern daily life, health, art and culture, nature and the environment, and relationships) and write simple texts with good command of grammar and sentence structure. Ideal for students interested in fast-tracking their language learning to meet study abroad requirements.

HISP 300: Intermediate Spanish I and HISP 400: Intermediate Spanish II

Prerequisite for HISP 300: HISP 110, 200, or placement.

Prerequisite for HISP 400: HISP 300 or placement.

HISP 300 continues to develop and strengthen students' proficiency in the Spanish language as well as to help them increase their cultural understanding. It seeks to expand and refine the use of vocabulary, to develop fluency and accuracy in grammar and pronunciation, to help students further their writing skills, and to teach students to express, interpret, and negotiate meaning in context. Through the exploration of themes such as the individual and the community, health issues, traveling, multiculturalism and human rights, students focus on communication and learn to appreciate cultural differences.

With successful completion of **HISP 300**, most of the students will:

- comprehend the speech of an educated Spanish speaker conversing on day-to-day topics at a moderate speed.
- speak about everyday topics so that a native speaker accustomed to speaking with non-natives can understand them without difficulty.
- read passages in Spanish on non-technical subjects, looking up only a few unknown words.
- communicate in writing on familiar topics, in a casual style without frequent syntactic and semantic errors.

HISP 400 is designed to reinforce and expand the Spanish language skills (reading, writing, listening and speaking) that students have already acquired. It offers an exploration of the Spanish language and Hispanic cultures through a variety of thematic foci: the world of work, the arts, globalization and technology, leisure, and celebrations. It focuses on vocabulary building, the examination of some of the more difficult points of grammar, and moving students towards a more sophisticated level of comprehension and expression. Students entering at this level should be able to express themselves orally quite well in daily situations.

With successful completion of **HISP 400**, most of the students will:

- have increased their knowledge and insights about contemporary Hispanic culture (with emphasis on Latin America).
- comprehend main ideas and some details over longer stretches of connected discourse by a native speaker discussing many non-technical subjects at a normal rate.
- speak with fairly consistent fluency and accuracy, as well as near-native pronunciation on everyday matters and some abstract issues.
- narrate and describe in major time frames with some consistency and using more connected discourse of paragraph length.
- read most non-technical texts in Spanish with use of a dictionary.
- communicate fairly accurately in writing most thoughts, opinions, information, anecdotes and explanations with minimal errors of usage and with appropriate intermediate vocabulary and syntax.

HISP 500: Advanced Spanish I

Prerequisite: **HISP 400** or placement.

HISP 500 offers comprehensive work in listening, speaking, reading, and writing, with targeted grammar review. It seeks to help students increase cultural awareness as they explore Hispanic cultures in relation to their own. Students work with a variety of readings (literature, journalistic articles, online materials, etc.) and with art forms such as film and music from Hispanic cultures, and they learn more about themselves in interaction with one another as they research issues relevant to the Hispanic world and beyond. Students also explore topics of their own interest through student-led activities and presentations. As a result, students advance their oral and written expression. Please refer to section 5.5 on p. 54 to learn about heritage learners, sometimes enrolled in this course.

With a successful completion of **HISP 500**, students will:

- have advanced proficiency in all skills.
- have expanded both their passive and active vocabulary and reinforced grammar previously learned, with an increased ability to extemporize with substantial grammatical accuracy both in everyday matters and abstract issues.
- have a better understanding of their own cultural identity and a broader and deeper knowledge of Hispanic cultures and societies.
- be more independent and reflective learners.

HISP 600: Advanced Spanish II

Prerequisite: **HISP 500** or placement.

HISP 600 offers continued, advanced level work in speaking, listening, reading, and writing skills, with focused review of challenging aspects of Spanish grammar. Course materials include films, music, art works, and a variety of written texts (articles, stories, plays, a novella, etc.) chosen to promote class discussion and in-depth written analysis. There will be individual and group activities, including in-

class presentations and creative writing projects. Please refer to section 5.5 on p. 54 to learn about heritage learners, often enrolled in this course.

With a successful completion of **HISP 600**, students will:

- have expanded their knowledge of cultural, social and political issues in Spain and Latin America.
- produce substantially accurate, coherent written and oral discourse dealing with both concrete and abstract topics.
- coherently support a point of view in writing and speaking
- use, fairly comfortably, some of the rhetorical skills of an educated adult native speaker.

2. TEACHING ASSISTANTS and TEACHING ASSOCIATES

2.1. Teaching Assistants (TAs) at Brown University

2.2. Teaching Associates

2.3. Teaching assignments

2.4. General requirements and responsibilities of Teaching Assistants and Teaching Associates

2.5. Working successfully with your peers and Supervisor

2.1. Teaching Assistants at Brown University

Teaching Assistants (TAs) are graduate students who are assigned to teach a variety of courses, with increasing levels of autonomy as their experience builds. TAs typically teach a section (a class) of a multi-section course, working under the direction of a Course Supervisor to ensure that all students of the course receive similar attention and preparation, and that they are equally prepared for tests as well as to progress to the next level in the program. Experienced TAs, or TAs with a solid record of good teaching, may be assigned to supervise the course they teach under the direction of a faculty Course Supervisor.

Graduate teaching assistants have an obligation both to their own studies and to their teaching. Clearly, both are demanding and deserve considerable effort and dedication. We strive to ensure that a teaching assignment in the Spanish Language Program does not exceed the maximum load established by the graduate school and contributes to your professional development. At the same time, TAs must understand the importance of their roles within the undergraduate curriculum, and the nature of their commitment as instructors of the Hispanic Studies department and Brown University.

Financial support, including the awarding of Teaching Assistantships, is subject to university regulations and policies. [Please consult the *Hispanic Studies Graduate Handbook* for further explanation]. Renewal of financial support is contingent upon satisfactory progress toward the degree as well as satisfactory performance in any teaching or research you do, as defined by the field. Failure to sustain the expected standards of good teaching in our program will result in a warning followed by careful monitoring of your progress. Insufficient improvement may result in the termination of the Teaching Assistantship as determined by the appropriate University authorities.

Teaching Assistants are encouraged to take advantage of educational and professional development resources offered by Center for Language Studies, the Harriet W. Sheridan Center for Teaching and Learning, Instructional Technology group, etc. (See section 6.2. *Resources for Teaching Assistants and Teaching Associates*)

2.2. Teaching Associates

The Department of Hispanic Studies at Brown also welcomes instructors from abroad as part of partnerships with the University of Salamanca in Spain (year-long position) and the *Ministerio de Asuntos Exteriores y de Cooperación* (MAEC) of Spain (year-long position renewable to up to three years).

Teaching Associates teach two courses per semester and may be asked to teach any of the courses of the language sequence depending on their qualifications and experience. Teaching Associates generally have the same responsibilities and opportunities as TA/TFs, but they are also expected to offer additional academic support to students, organize and participate in departmental academic and cultural events, etc. consistent with the terms of their program's agreement. Since Teaching Associates do not have the same academic obligations of graduate TAs, they are expected to be flexible about their teaching schedule to accommodate the needs of the language program.

Teaching Associates are also encouraged to take advantage of educational and professional development resources offered by Center for Language Studies, the Harriet W. Sheridan Center for Teaching and Learning, Instructional Technology group, etc. (See section 6.2. *Resources for Teaching Assistants and Teaching Associates*), or any course of their interest at Brown and the Rhode Island School of Design (RISD).

2.3. Teaching assignments

Teaching assignments are made by the Hispanic Studies department Chair and the Language Program faculty. This is an extremely important and complicated process that goes through various steps, revisions, and checks. Here are some of the factors that go into the distribution of assignments, although program needs may override some of these criteria:

- We generally place instructors new to our program in the elementary sequence HISP 100 and 200 so that they understand how students progress through their levels of proficiency. Program needs may require us to make exceptions to this practice (i.e., if we have more new instructors than sections in elementary courses.)
- We do not observe a strict seniority system in making teaching assignments. However, we do try to give all our graduate students the opportunity to gain teaching experience in as many levels of the language program as possible.⁴

⁴ We keep a record of instructors' previous teaching assignments on file but ask that you indicate this information on the form mentioned above so that it is current and listed on a single form.

- We consider who has received other forms of support: proctorships, scholarships or fellowships, etc. [For information on these please refer to the Hispanic Studies Graduate Handbook]
- We consider individual strengths and weaknesses as indicated by student evaluations and faculty observations. That is, we consider how each instructor's placement might make best use of his/her strengths and improve weaker areas.

Section assignments. During the first course meeting with the Course Supervisor, the group of course instructors is asked to establish these assignments through consensus, keeping the following in mind:

- The Supervisor-either faculty or graduate student Supervisor- has priority for selecting his/her section(s.)
- After the Supervisors, the group of TAs selects among the rest of the sections by consensus.
- Teaching Associates, who are not taking required academic courses, are expected to accommodate the needs of Teaching Assistants who are taking courses. This includes Associates who may be Supervisors.

Please note that this protocol has been established by the language faculty after much thought and consideration to ensure fairness for all instructors. We expect all instructors to be flexible when negotiating the distribution of section assignments as part of their professional obligations.

Although we try to avoid it, changes in course or section assignment may be made at the beginning of the semester, particularly when a section is closed. We make every effort to inform all instructors of changes as soon as possible.

2.4. General requirements and responsibilities of Teaching Assistants and Teaching Associates

The teaching load of Teaching Assistants should not exceed the maximum of 20 hours/week recommended by the Graduate Council. You will be teaching one course (3 to 5 hours per week) and the rest of your time will be devoted to lesson planning, office hours, correcting assignments, grading and attending course meetings. Teaching Associates have a double teaching load (2 courses per semester.) It is normal for new instructors to need more time for these tasks at the beginning, but please consult with your Supervisor if your teaching-related duties still take you too long after the first few weeks.

Because you will be teaching within an established program and in a multi-section course, it is critical that TAs work together and under their Supervisor's direction to

achieve consistency in all sections of each course and coherence throughout the entire Spanish Language Program, both in terms of pedagogical principles and course policy.

Beginning instructors often feel that, in order to develop professionally, they should make changes to the set syllabus, and create their own activities. This belief sometimes leads to vast amounts of personal time devoted to coming up with extra materials and creates problematic situations, both because lack of experience results in flawed materials and because it leads to inconsistency among sections of the same course.

It is important to note that the course you teach has already been developed to meet the needs, requirements and teaching philosophy of the Spanish Language Program at Brown so you are expected to use your textbook, and follow the syllabus and instructions of your Course Supervisor. It is essential that you assume your role as an instructor of a section of an existing course, where you can develop your teaching skills and style, but where you do not have the independence to make changes to the course policies, syllabus or assigned work. You will have opportunities to develop your own lesson plans, modify textbook activities and even create some original activities, but you must do so under the guidance and direction of your Course Supervisor.

Let us emphasize that following a set syllabus and methodology and working with your peers and Supervisor will, in fact, help you develop your teaching skills and style; you will be able to teach with a well thought-out and pedagogically sound methodology, which will allow you to teach efficiently and gain confidence.

Another common obstacle in achieving consistency in multi-section courses has to do with keeping strict deadlines or course policies. It is often hard to say “no” to our students, as we sympathize with their difficulties. You should be aware, though, that all students in any section of a course are entitled to be treated equally and to have the same opportunities. We can only guarantee this by strictly following the norms and policies set in the syllabus. Therefore, TAs do not have the authority to make exceptions to the policies set forth in the syllabus. It is nothing short of amazing how students in different sections will find out and complain if one of the instructors allows late homework or otherwise fails to apply the rules. If a student insists or you feel a specific case may grant an exception, tell them you will consult with your Supervisor and do so.

Other recommendations regarding consistency:

- The same tests are given to all sections of a course. Therefore, each instructor will need to prepare the students equally within the same time period.
- Teaching Assistants and other instructional staff who are not coordinating the course should keep the Supervisor of the course informed of any

significant irregularities in student status (i.e. if a student is having difficulties, has frequent or extended absences, etc.)

- Never make assumptions! Do not just assume that something is probably one way or another unless it is clearly established in the course syllabus or in these Guidelines. Consult with your Supervisor before answering questions or making statements you are not positively certain about, whether to the class or to individual students.

Note that all graduate student instructors, including those with prior teaching experience, are required to take the graduate seminar LANG2900 (Theory and Methods of Foreign Language Teaching) either before or concurrently with their first year teaching in the department. This requirement will be waived, in consultation with the Language Program faculty and the Director of Graduate Studies ONLY if the student has taken an equivalent course elsewhere.

In addition to all of the above, all TAs and Teaching Associates must meet the following requirements:

- Attend the teaching orientation held during Orientation Week at the end of August before the first semester of teaching in Hispanic Studies.
- Attend classes taught by their Course Supervisor during the first month of classes (the specific number and/or frequency will be determined by the Course Supervisor.)
- Prepare for and attend Course Meetings on a weekly basis or as instructed by the Course Supervisor. These meetings deal with administrative and pedagogical issues related to the course, which are essential for its successful implementation and for ensuring homogeneity in all sections of the course.
- Read and respond in a timely manner to all communications from your Supervisor and Language Program faculty. There are many important administrative matters that are communicated throughout the semester; all instructors are responsible for the information contained in those communications.
- Keep updated records of students' attendance, grades, etc. and to check periodically attendance notes from the conversation undergraduate TAs working with your students. Note that your Supervisor will regularly check the gradebook in Canvas to make sure grades are up to date.
- In the event you must miss a class, to clear it in advance with the Course Supervisor and arrange a substitute among the remainder of the instructors of the same course or, if this is not possible, among other instructors teaching

in Hispanic Studies. **Note that no cancellations are allowed** for language classes and it is the instructor's responsibility to ensure the class is adequately covered.

- Fulfill in a professional and timely manner all the necessary teaching, training and administrative functions as indicated in these Guidelines and by your Course Supervisor (always ask in case of doubt.) This includes following the instructions established for observing your Supervisor's classes at the beginning of the semester, the observation of your class, grading, etc.
- Contribute course materials (e.g. quizzes, activities, etc.) as requested by your Supervisor. These will not be frequent or very demanding, and form an important part of your training. Note that any materials you develop for your classes must be submitted to your Course Supervisor, ideally before using it in class. Whether you copied the materials from an existing source or you write them yourself, be sure to include full authorship information (consult with your Course Supervisor if you are unsure as to how to do this).
- Provide the Supervisor with any materials and information requested of you (grades, materials for teaching observations, etc.) in a professional and timely manner.
- Participate in training provided by the department in the form of workshops, teaching chats, etc.

As relates to your class and students:

- Be punctual. Please arrive to your classroom a few minutes before class starts to prepare and respect the end of the meeting time so that students can arrive to their next class on time. We also expect punctuality at course meetings.
- Communicate announcements to your students clearly and in a timely manner.
- Carefully correct and grade assignments and exams, giving appropriate feedback and returning them to students promptly.
- Follow these general norms when giving out grades: make sure all the grades are accurate, do not announce grades out loud or in a any manner that makes any student's grade public (call students to your desk to return graded work or exams or hand it out covering the grade); do not send out grades by e-mail.

- Hold a minimum of 1 office hour per week for each section you teach⁵ and to attend these hours as announced. When scheduling office hours you should keep in mind the goal of being available when most students can see you. This helps avoid the drain of scheduling extra appointments. To this end it is better to have your office hour or be available, preferably, at less busy times (i.e., early morning or late afternoon). Offer appointments as needed when students' schedules conflict with your scheduled office hours.
- Save all electronic correspondence with students, the conversation undergraduate TAs working with your students, and Supervisor throughout the semester in case it is needed for future reference.

All instructors are also expected to become familiar with Brown University's mission, Brown curriculum and its philosophy and the academic code as well as with statements on issues such as diversity, students with special needs, sexual harassment, etc. You can find information on these issues in the following pages of the Brown U. website.

- Mission statement and the philosophy of the [Brown curriculum](#).⁶

- [Academic Code](#).⁷

- For disabilities and special needs, visit [Student and Employee Accessibility Services \(SAES\)](#)⁸, particularly their advice for [teaching students with disabilities](#).⁹

- Our institution takes sexual assault and harassment very seriously. It is very important that you read the university's page on [Sexual Harassment and Gender Equity](#)¹⁰ carefully so that you are fully aware of what constitutes inappropriate behavior and its consequences.¹¹ You may also find more general information on sexual assault in the page [Sexual Assault and Dating Violence](#)¹² developed for students.

- Information on diversity issues can be found at the university's page for [Institutional Diversity](#).¹³

⁵ You should plan at least an hour per week though you may choose to help students a bit more. Nevertheless, your available time must not exceed two hours per week. If there are students who need extra support, please talk to your supervisor who may refer them to the Dean of Co-curricular Advising and Tutoring. More information in section 6, Resources, on p. 57 in the Guidelines.

⁶ <http://www.brown.edu/academics/college/degree/curriculum>

⁷ <https://www.brown.edu/academics/college/degree/index.php?q=policies/academic-code>

⁸ <http://www.brown.edu/campus-life/support/accessibility-services/>

⁹ <http://www.brown.edu/campus-life/support/accessibility-services/teaching-students-disabilities>

¹⁰ <https://www.brown.edu/about/administration/title-ix/>

¹¹ Please read carefully sections 4.4.3 on p. 47.

¹² <https://www.brown.edu/campus-life/health/services/promotion/sexual-assault-dating-violence>

¹³ www.brown.edu/about/administration/institutional-diversity/

A course may be supervised by a TA or Teaching Associate under the direction of a faculty Course Supervisor. Course supervisors must:

- Prepare and organize TA meetings, exams (but not write exams) and arrange other pertinent activities.
- Encourage the sharing of extra materials that instructors might bring in, review and help refine such materials as needed. Note that any materials that you develop for courses taught in the Hispanic Studies department should be submitted for our records. Whether you copied the materials from an existing source or you write them yourself, be sure to include full authorship information.
- Hold weekly meetings with the other instructors to distribute materials, address pedagogical and administrative difficulties and, very importantly, to track students having problems in the course. The last couple of meetings of the semester can be held every other week, otherwise it is required that you meet IN PERSON (not by phone or e-mail) with the group. (Of course, there will be times in between meetings when you will need to contact your colleagues electronically.)
- Keep the faculty Course Supervisor updated on a regularly basis and consult with her if there are difficulties in the course (i.e. students or instructors having problems, organizational or administrative difficulties, etc.).
- Include in one of the final course meetings a debriefing session in which you discuss the challenges you encountered, what you learned from supervising, strengths and weaknesses of the course as well as make suggestions for its improvement.

2.5. Working successfully with your peers and Supervisor

It is very important to the Spanish Language Program and to the department of Hispanic Studies that we create and maintain an environment that is conducive to learning, teaching and working together successfully. While TAs are expected to perform as responsible members of the teaching staff, and to make every effort to be supportive of their Course Supervisor in her/his diverse functions, they are also recognized as learners themselves in the pedagogical process. It is therefore extremely important that we develop and maintain effective ways of communication to resolve questions or problems for a successful and smooth semester.

Here are some suggestions to help maintain a good rapport with your peers and Supervisor and contribute to a cooperative atmosphere:

- Communicate to your Supervisor any needs, questions and concerns, as soon as they arise. If your students have questions or pose problems you cannot resolve, tell them that you must consult your Supervisor and that you will let them know what is determined as soon as you know (and do it!).
- Read any communications from your Supervisor immediately and do not hesitate to ask your Supervisor for a reminder or for clarification if something is unclear. Also, keep copies of your Supervisor's communications for future reference.
- Be judicious in your expectations in terms of communications and allow a reasonable amount of time to respond to your e-mails (within 24 hours, except on weekends and holidays). Also, be respectful of your Supervisor and peers' personal time. Although they may respond to e-mail in the evenings or weekends, this should not be an expectation. Note that we also keep these same guidelines in our communications with students.
- Communicate to your Supervisor and to your peers not only the difficulties you encounter, but also your successes and achievements. Sharing both the negative and positive experiences is the best way to learn with and from others.
- Be sure to follow the syllabus and course policies to avoid undermining your peers and Supervisor. If a TA allows late homework or does not apply the policies strictly, students in different sections who find out (and they will!) will view their own instructor negatively and criticize him/her.
- When more than one person is in a position of authority (for instance, a TA and the Supervisor), there is always a danger of students taking advantage of the situation: if they do not get the answer they want from you, they may change the story and go to the Supervisor to try again. To avoid any problems always save all e-mails from and to your students so you will always be able to trace your communications. Though errors should be resolved candidly, and though you should always be accountable and supportive, we want to help you avoid problematic situations.
- Be open to constructive guidance and criticism from your Supervisor; do not view him/her as a judge but rather as a coach.
- Be tolerant of your own need to learn and develop; while it is normal to be frustrated if your class did not run very smoothly or an activity did not quite work the way you expected, keep things in perspective and focus on analyzing the problem and finding ways to improve for the future.

- Offer suggestions for improvement for any aspect of the teaching/mentoring effort where you think it can be improved. You can do this either through personal communication with your Supervisor, at course meetings or through the graduate student representative in the Language Committee.

Any matter of concern regarding instructors' work in the Language Program should be resolved with the Supervisor whenever possible. If it cannot be resolved at this level, please consult other language faculty (if your Supervisor is a graduate student, contact the faculty Course Supervisor), and ultimately the Chair of the Department.

3. COURSE ADMINISTRATION MATTERS

3.1. Placement matters

3.1.1. Placement

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3.1. Placement matters

3.1.1. Placement

A fundamental aspect of a successful semester is having a class that is as homogeneous as possible in terms of students' proficiency and skills in Spanish. That is why correct placement is of the utmost importance in any language program.

Students who have had any Spanish experience before coming to Brown (through formal study or by having lived in an environment where Spanish is spoken) will be placed in our program through test scores, namely, scores received in national exams (Advanced Placement and SAT II) or the score received in the Brown Spanish Placement Exam. Other students with previous Spanish experience take the Brown Spanish Placement Exam online. We use these scores for placement in the appropriate course (see table below) but placement assessment continues during the first week or two of classes when students and instructors observe whether their level fits well with the course.

3.1.2. Course Placement in Hispanic Studies

Note: The information below is the document the faculty in the Spanish Language Program has developed for students to find the appropriate course for their level. It is available to them on the Hispanic Studies website and at the Spanish Language Program orientation.

COURSE PLACEMENT IN HISPANIC STUDIES

→ *No previous experience with Spanish:* sign up for HISP 100.

→ *For HISP 110* please refer to the course catalog for course description and requirements.

→ *You have had previous exposure to Spanish:* If you have taken the SAT II or the Advanced Placement (AP) Exam within the past 18 months, you can use that score for placement. Otherwise, you need to take the Brown Placement Exam.

→ *If you take the Brown Placement Exam:* The Brown Placement Exam is a computer-administered test given during Orientation Week and the first week of class. More information about the exam can be found in the [placement section](#) of our department's webpage.

Attention!! The Brown Placement test is designed to place new students in our program, not to evaluate progress. Students are not allowed to skip levels. Once they have entered the Spanish Language Program, they must proceed to the next level. For instance, if a student has completed HISP 200, she/he must take HISP 300 next. S/he cannot take the Brown Placement test and use a high score to place into HISP 400.

Spanish course	SAT II score	AP Score	Brown Placement Exam Score
HISP 710-730, 740, 750-760	750 & above	5 (literature)	651 or above
HISP600	670 – 740	5 (language)	571 - 650
HISP 490** HISP500	600 – 660	4 (language or lit.)	491 - 570
HISP400	520 – 590		411 - 490
HISP300	460 – 510		341 - 410
HISP200	400 – 450		241 - 340
HISP110 Intensive Basic Spanish*			Below 340
HISP 100	300 – 390		Below 240
		3 or below: take Brown Placement Exam	

*Students familiar with Spanish or other Romance languages and with placement scores in the range of HISP 100 and HISP 200, that is, below 340 in the Brown Placement Exam or below 450 in the SAT II, may be eligible to enroll in this intensive (two semesters in one) course. If interested, contact Prof. Nidia Schuhmacher, nidia_schuhmacher@brown.edu or Mrs Mary Oliver, mary_oliver@brown.edu

**HISP 490 is a Medical Spanish course that has the same placement pre-requirements as HISP 500, but does NOT qualify as a pre-requirement for study abroad or for HISP 600. Students who complete 490 successfully can continue in our program with HISP 500 as the next level. For further questions, contact Prof. jill_kuhnheim@brown.edu

Note: If you have a 4 or 5 AP score you will also receive one unassigned credit in Spanish in addition to the credit received after successfully completing one of the

courses listed.

*****Please note:*** All Spanish Language courses are independent courses and there are no requirements to take subsequent courses in order to receive credit.

Please note that there is some degree of flexibility in the use of the scores of SAT II, AP and Brown exam for placement. If a student shows scores nearing the lower or higher level, and his/her performance warrants it, consult with your Supervisor about adjusting the student's placement. In the following section you will find out how to determine and what to do if a student is incorrectly placed.

3.1.3. Some Placement Guidelines for Instructors

Important: Although every instructor must be attentive to placement problems, level changes are not up to the instructor's discretion but must be approved by a Course Supervisor. In order to solve placement issues more efficiently, we ask that you **direct students to the Course Supervisor of the level where the student places based on their scores.**

Since an ideal placement vehicle does not exist, the instructor is the final "filter" for catching placement problems. Two situations may present for students who place in a level through AP, SATII or Brown Placement Scores:

1. The student disagrees (for a variety of reasons) with the level indicated by his/her test scores and attends another level (higher or lower) s/he believes more appropriate.
2. The student attends the course indicated by his/her test scores but in fact, on closer examination, s/he seems to be either below or above the level of that course (see general descriptions of proficiency by level below.)

Both situations must be corrected in the best interest of the misplaced students as well as the rest of the class. Students are sometimes reluctant to change levels or are adamant about attending a level different than what their placement indicates. If they are placed in a course too high for their true level, you need to make them aware that they are likely setting themselves up for frustration, not only in the particular class but also in future Spanish classes (the disparities can rarely be made up in a semester.) Furthermore, a very weak student can slow the rest of the group down and disrupt the class community. A student that is placed in a course at a lower level than their ability (and these students sometimes cling to the lower level for the comfort of a secure grade) is wasting time and money and can intimidate the rest of the class.

There are two main ways to spot placement issues early on:

- At the beginning of the semester, we will be collecting students' questionnaires where they report placement information, among other things. It is of the utmost importance that you immediately check the scores reported and contact any students whose scores do not fall within the range established for the course (see placement table above.) Please copy (cc) the appropriate Course Supervisor in the email you send these students and follow up with them. It is also a good idea to keep a list of these students and send it to your own Supervisor.
- In addition, during the first meetings of your class you must keep an eye out for inappropriately placed students (that is students described in situation 2 above), frequently basing your evaluation on oral work. If you think you have a student in this predicament, or if a student approaches you because he/she believes to be incorrectly placed, please talk with the student and immediately consult with your Course Supervisor. We should make every attempt to resolve placement problems during the first two weeks of class, though we sometimes make adjustments later in the semester.

Read carefully the description of levels of proficiency and skills students should exhibit in each course (below.) If a student seems to be incorrectly placed, observe the student carefully and make sure the level he/she shows in one area is consistent in other areas (for instance, they may speak better than other students but have trouble with basic grammar or writing, etc.) Since in some classes there are no exams or compositions during the first two weeks you will need to pay close attention to oral performance. You may also want to include a one page written assignment during the first classes as a writing sample [not to be graded] to give you a sense of their proficiency (ask your Course Supervisor for ideas on topics conducive to the use of language you want to see at that level.)

Here are some other factors to keep in mind:

- If the student has knowledge of another Romance language the exam could place him/her higher than is warranted.
- Heritage speakers of Spanish (in whose families Spanish is spoken) will usually place high on the placement exam but may need to take a class at a lower level. Please refer to section 5.5 *Heritage Learners* for more information on this topic and consult with your supervisor.
- If a student has had Spanish in secondary school but has been away from study of the language for a while, he/she may need to be placed at a lower level than their score indicates.

In order to have more elements to inform placement decisions you may suggest these students to:

- Do some research, by looking at the syllabus and check out the course materials at the bookstore for the level which the student/you think may be more appropriate.

- Sit in on various levels during the first few days of class and speak with the instructors.

Below are some guidelines for proficiency that students in each course should already exhibit; please keep in mind that there will be many individual variations of these patterns.

HISP 100. This course presumes no previous knowledge or minimal contact with Spanish but some students will try to register because: a) they want an easy course or b) they do not want to wait until spring for HISP 200 (HISP 200 is only offered in the spring.)

If a student can express basic ideas in the present tense (including irregular verbs) with some consistency or uses past tenses, s/he should NOT be in HISP 100 but rather in HISP 200 or HISP 300.

Note: If a student writes on the student questionnaire that s/he took anything more than a semester of high school Spanish, tell her/him to take the Brown placement exam.

HISP 200. Students starting HISP 200 are able to express basic ideas with some fluency and accuracy and use fairly consistently the present tense, but are not able to narrate in the past. Students may have had less or up to 2 semesters of high school Spanish; students with any more Spanish than that would normally place into HISP 300.

HISP 110. Students in HISP110 present a range of proficiency comparable to what is described for HISP100 and HISP200.

HISP 300. This course is intended for students who have taken a year of university Spanish or its equivalent (three or four semesters of high school Spanish.) Within the range of correctly placed students there will be a wide variety of abilities. Most students should have some fluency when discussing concrete and familiar topics (school, friends, family, recreation, etc.), although their accuracy will vary greatly. They should have a fair grasp of the past tense when describing actions or events in the past, but they still show less than partial control in the distinction of aspect (preterit vs. imperfect) and they are only beginning to develop narration. Most students should be somewhat familiar with the use of the present subjunctive but will have only partial control when producing it. See the description for HISP 400 below for more clarification.

HISP 400. Students at this level should be able to converse with fairly solid fluency and accuracy about concrete topics (school, friends, family, recreation, etc.) in the present and past (though their use of the preterit and imperfect will need work.) They will just be starting to produce the present subjunctive in noun clauses; it will not be consistent or very strong. Students will NOT be as fluent with abstract topics

(hypothesis, giving opinions, textual analysis, etc., which will be practiced significantly in HISP 400). Students who are not able to meet these general criteria should be sent to either HISP 300, or possibly HISP 200.

HISP 500. When coming into HISP 500 students should be able to converse and write about concrete topics (school, friends, family, recreation, etc.) with quite good fluency and accuracy; and about abstract topics (hypotheses, giving opinions, textual analysis, etc.) with fairly good fluency and some accuracy. They should be utilizing moods (indicative /subjunctive) and tenses with some consistency. Students who are not able to meet these general criteria should be sent to HISP 400. (Remember that high grammatical accuracy is an extremely high-level achievement; we are looking for consistency in usage, not native-like performance.)

HISP 600. Students enrolling in HISP 600 should be able to discuss abstract topics, hypothesize, support opinions, and analyze written texts with considerable fluency and consistent accuracy. In the first few days of the semester, HISP 600 students must complete an in-class diagnostic writing assignment that instructors may use to encourage them to either move up or down in course level.

This class is also often recommended for Spanish--speaking or heritage speakers who lack preparation in writing /grammar (HISP 300 or HISP 400 may be a more appropriate placement for heritage speakers with significant grammar deficits.) Having heritage speakers in class can be intimidating for non-natives. The instructor will need to clarify that each student, whatever his or her background, has strengths and weaknesses (spoken fluency is only one measure of language proficiency) and that it is a benefit to have native speakers in the class. Native speakers who have been educated in Spanish-speaking countries should not be allowed in HISP 600.

Note: The American Council for Teaching Foreign Languages (ACTFL) has put forth a detailed set of [Proficiency Guidelines](#)¹⁴ for speaking, writing, listening, and reading. Although our course levels are not designed to correspond precisely with the proficiency levels described in the ACTFL Guidelines, they can be a great reference to familiarize yourself with what we can and cannot expect of students at certain levels, or provide more detailed descriptors that may help you in determining appropriate placement of students.

3.2. Enrollment

Because Brown students have about two weeks at the beginning of the semester (“shopping” period) to select courses¹⁵ before having to pay a fee, class size and composition vary enormously during that time. This may be confusing and

¹⁴

https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

¹⁵ Please check the [Academic Calendar](#) for the last date to add a course without a fee.

frustrating for students as well as instructors, as we often find overfilled classes on the first couple of days, students come and go (they “shop” for classes), etc.

In our language courses, we give students about a week to try our classes before we finalize our class lists, but it is extremely important you read and follow carefully the instructions in this section to ensure a smooth first week and enrollment process.

Note that we will go over these instructions during our orientation, please read carefully and note any questions you might have.

3.2.1. Preparation for elaborating class lists

Class lists are finalized on the 4th day of class of the semester (you may add students later if you have extra space.) In order to carry out the enrollment process smoothly and correctly, be sure to read and follow these instructions carefully.

Being correctly placed in the course is a pre-requisite for students to be able to enroll (officially register) in the course. Students other than beginners who have not taken any Spanish courses at Brown and do not present SAT II or AP exam scores need to take the Brown Placement test. Tell these students that they will not be able to enroll in the course unless you receive a Brown placement score confirming their placement in the course. At the beginning of the semester, you will receive instructions about how to check Brown placement exam scores. Please be sure to double-check any placement scores reported by students.

• Before the beginning of each semester, students who were at Brown the previous semester had a chance to pre-register in the course and these students are already in our class lists. Some of these pre-registered students will want to stay in the section where they pre-registered, others might want to change sections, and yet others may not be interested anymore and will not attend class. At the same time, there will be students who come to class who did not pre-register. Note that, after that pre-registration period, **no students are allowed to enroll in Spanish classes until the faculty Supervisor gives them an override** (i.e. lifts the restriction to register), if they get a spot in the section, when class lists are finalized.

Important note regarding pre-registered students: Pre-registered students must attend every day until the 4th class to maintain their pre-registered status. If they miss a class without previous notification to the instructor, they automatically become “non pre-registered” students and lose the guarantee of a spot in the class. Pre-registered students who want to change sections will have priority over students who did not pre-register in the course as long as they attend class every day; however, we cannot guarantee a place for these students until class lists are finalized.

The size of our classes is limited to 18 students. It is likely that the first few days you find many more students in your class. Tell students not to be discouraged from the large numbers, as these numbers will almost certainly diminish. Tell students trying to get into your section to keep coming, but at the same time, to look into either another section and/or another class as a backup.

3.2.2. Procedures to elaborate your class list correctly

As you now know, only students pre-registered in a specific section of a course are guaranteed a spot in that section. In order to assign available space to other students, the faculty of the Spanish language program has established the following procedures. Please read and follow them carefully.

ON THE FIRST DAY OF CLASS

A. Ask students to fill out a Student Information Questionnaire (this is where we collect the necessary information to determine order of priority, see sample in section 3.2.3)¹⁶

- Make sure students fill in all the information required (if they do not remember everything or they forgot to complete a section, remind them by email and make sure they complete it on the next day of class)
- Do not tell students that this information is used to establish enrollment priorities, as that might encourage some to be untruthful.
- Bring all the student information questionnaires every day in case students need to add or change information on them. Bring also a set of blank copies for any students that may come for the first time.

B. After each class, review any questionnaires you have received and look for information that **confirms correct placement first. Any student who is not correctly placed or needs further evaluation has to be informed as soon as possible.** Please, e-mail them that same day. Keep these questionnaires aside and **do not include them with the rest of the group until you have confirmed that they are correctly placed in your course.**

In order to **confirm correct placement**, look for the following information:

- Students enrolled in HISP 100: **Students with no previous coursework or up to one semester of Spanish in High School** are correctly placed in HISP 100. With any more than that (a full year of Spanish, for example) OR any other academic program they should take the placement exam. Also, if they describe

¹⁶ Your Course Supervisor may have already requested pre-registered students to fill these documents before classes start but you will still need questionnaires from all other students.

other significant personal experience with Spanish (Spanish speaking relatives, or lengthy or recurring trips to Spanish speaking countries), you will need to find out more about the student's language ability. Note that students with significant previous experience or those who place into the high range of HISP100 or HISP200 might be good candidates for HISP110. Contact your supervisor if you have any doubts or questions.

- Students enrolled in HISP200 – HISP600. **Students who have taken Spanish at Brown U., should have listed the previous course.** Some students try to “skip” courses saying that:
 - a. they spent some time in a Spanish-speaking country or took a course somewhere so they feel ready for the next level. Our policy: They can only “skip” levels based on academic work completed elsewhere if they have received proper Brown credit. For Spanish courses, they must go to Prof. Tori Smith.
 - b. for whatever reason, they took the placement test after they took a Spanish course here and the scores places them at higher level, so they feel justified in skipping a level. Explain to them that placement tests are designed to give a first approximation to students level (it only measures comprehension, but not ability to use the language), and they can be influenced by many factors. Our policy is that the placement test can only be taken once, as the first step to place students new to the program. Any subsequent scores will be dismissed.

Students new to our program are placed through AP, SATII or Brown placement scores and should always start off in the course where they place. We do not have direct access to AP and SAT II scores, so we trust students' honesty in reporting these scores (but if they seem inconsistent with the level you observe, please let your supervisor know). In the case of Brown placement scores, please be sure to confirm that the score they provide is accurate and valid (i.e. there is only one score, not multiple ones.)

Additional notes on placement, for all levels:

- Always pay close attention to the written portion of students' questionnaires and listen to them in class with an eye to identifying students who might be incorrectly placed. If there is any such indication, please contact your supervisor.
- Sometimes students will try to enroll in a level that is higher than where they should be because they are in a hurry to get to a particular course level. Other times they enroll in a lower course because they feel insecure (or they are looking for an easy class). If a student who places in a different course seems hesitant or unhappy about moving, ask them to contact the supervisor of the course level at which they place so that she can better assess their current

proficiency, clearly stating that they cannot register in the class until their proper placement is confirmed.

It is always a good idea to follow up with an email to the student copied to both your supervisor and the supervisor of the course in which they place, so that you can alert them and also document the situation.

Dear _____,

As I mentioned to you in class today/As you know, your score places you in HISP---. If you have any questions about your placement, I encourage you to speak to Prof. ---, who supervises that course, so that she can further evaluate your proficiency level and advise you regarding the most appropriate course. Please note that students can only register in a Spanish course after proper placement is confirmed.

One final note: if a student tells you he has spoken to one of us, and we have given him/her permission to be in a particular course, please email that supervisor asking for confirmation.

C. The next steps involve organizing the questionnaires of the *correctly placed students by order of priority.* Although these instructions are quite detailed, they boil down to two main guiding principles: (1) we give priority to students who have committed to taking the course, and (2), within similar groups, we give priority to students with the more pressing academic need.

After you have checked correct placement, follow these steps:

1) Look at students' forms again and check the names against the class lists you will have received from your instructor. In the top right corner of the form, write down whether they are pre-registered in your section (**Pre-r sect**), pre-registered in a different section of the course (**Pre-reg not sect**), graduate students (**Grad**), or not pre-registered in the course (**Non pre-reg**)¹⁷.

Form groups with each of these categories (we suggest you use clips to hold all the forms in each category together): **Pre-r sect** will be at the top of the pile, **Pre-r not sect** will be next, followed by **Grads** and, lastly, **Non pre-reg**.

¹⁷ This is just a suggestion of abbreviations to use, feel free to pick your own, as long as you are consistent and remember them.

2) Pre-reg Sec students have a guaranteed place in the section (i.e. they are already “in”).

3) Now, you have to further categorize the **Pre-reg non sect** and **Non pre-reg** groups (grad students, if any, are not further categorized.) Organize the two groups separately.

Starting with the **Pre-reg non sect** group, look first for students who have declared a concentration in Hispanic Studies (this is rare) and write **HS** in the top right corner, under your previous notes. These will be the first sub-group. Then come students with declared concentrations that require a second language: Latin American Studies, International Relations, Comparative Literature, and Art History. Mark this second sub-group as **Conc. Req.** The third sub-group includes students with specific plans (they must have indicated which country and in which semester) to study abroad in a Spanish-speaking country. Mark these as **St Abr.** The rest of the students are the fourth and last sub-group.

4) Repeat step 3 with the questionnaires in the **Non pre-reg** group.

6) Finally, in the non pre-reg group, pay attention to whether any students are transfer students (write **T**) or RISD students (write **RISD**)¹⁸.

ON THE FOLLOWING DAYS OF CLASS

You will need to be aware several important things:

- Check that all students in the pre-reg. groups attend class. If they do not attend and they did not let you know beforehand, cross out the Pre-reg. note, take them out of their group and place them in the Non pre-reg. group (keep in mind the rest of the criteria to place them in the right spot within this group.) For non pre-reg. students it makes no difference if they miss class, but they have to be there on the day class lists are finalized (the 4th day of class.)
- Any students that come to your class for the first time will need to fill out a questionnaire (it does not matter if they already filled one out for a different section). After class, go over each form, check for placement and contact the student immediately if there are any issues, take notes in the top right corner as you did with the other forms and place them in the corresponding spot among the others according to the guidelines above.

¹⁸ RISD is the Rhode Island School of Design, also located in Providence, whose students can take Brown U. courses. These students, as well as students transferring from other universities and first semester student, do not have the chance to pre-register. We keep 3 spaces for them to ensure they are not locked out of our courses.

- Be sure to check or confirm placement scores of any students taking the placement test (you will be given instructions on how to do this).

THE DAY BEFORE CLASS LISTS ARE FINALIZED

Check again that all the forms are correctly organized. Then:

1) Go to the **Non pre-reg group** and see how many students you have that are transfer, RISD, or first semester (**1**) students. If you have three or fewer, take those forms and place them after Pre-reg sect. and before Pre-reg not sect. (we reserve three spots for these students.) If you have more than three of these, pick the three that have highest priority (compare requirements and seniority) to place after Pre-reg sect. Leave the rest where they are.

2) The students who are definitely in your section by now are the **Pre-reg sect students** and the **three transfer/RISD/ 1st semester students** you have added. Continue organizing a tentative class list by adding first the **Pre-reg not sect students in order of their ranking** (by concentration and year of study), then any **Graduate Students**, and finally, **the Non Pre-reg students in order of their ranking**. As you go, pay attention to students that are equal in every way to the previous and/or next one in the list and mark them with a star.

ON THE DAY WHEN CLASS LISTS ARE FINALIZED

This is the day when enrollment decisions are made. Follow these instructions¹⁹:

1) If there are any new students, they will have to fill in a questionnaire right away. (You can do a warm up with the rest of the class). When they give you their sheets, go over them carefully, take notes in the top corners as you did before and place them where they belong in your stack.

2) Take your pile of questionnaires. Read the first name, make sure student is in class and write 1 in the lower right corner. If a student is not in class, remove his/her questionnaire from the pool. Continue until you get to 18.

3) Although a rare event, when you get to the last few spots, you might find that you have equally qualified students (you will have marked them with a star) competing for the last spot(s). You will need to have a lottery among these students to assign the remaining spot(s). (See below)

¹⁹ As a general rule this is what we do. Your Course Supervisor may have some additional instructions depending on what happens in that course.

After the process is over, if there are any students left who did not get a spot in your section, we suggest that you say something along these lines: “We’ve reached the course limit of 18. I’m sorry that there wasn’t room for everyone at this time. However, if there is an opening in another section or any seat open here before the end of the 2nd week of class, I will contact people on this list to see if they are interested in filling those spots.” After class, contact your Supervisor to report your final list and the names of any students who were not able to get a spot.

Very important: We are not required to have a final list on the 4th day of class, so if you feel unsure about assigning spots, it is better to tell students that you need to consult with your supervisor and wait one more day than realize later you made a mistake.

IN CASE YOU NEED TO HOLD A LOTTERY

This is not common, but you should be prepared in the event it is necessary. Have the eligible students write their name on a small piece of paper, put their names in a hat (box, bag), then have students who are already IN the class draw the necessary number of names to fill the spot(s). When you give your Supervisor the report on your final list and the names of students who did not get a spot, make sure to indicate if any of them were part of a lottery. They will be contacted first if any space becomes available.

SUMMARY of ENROLLMENT INSTRUCTIONS

1. **Make sure students are correctly placed.** Contact students without placement information or students who are incorrectly placed immediately. Consult with your supervisor with any doubts or questions you may have.
2. Divide the forms in groups according to enrollment status, in the following order of priority: **(Pre-r sect), (Pre-reg not sect), (Grad), (Non pre-reg)**.
3. Organize each of the groups in #2 (except for Grad) in sub-groups, according to academic requirements, and in the following order of priority: **HS, Req. Conc., St Abr.**, all remaining students.
4. Note transfer **(T)** and **RISD** students.
5. Days 2 and 3 of class:
 - Make sure any new students in your section fill out a questionnaire.
 - Review the questionnaires carefully every day and reorganize as needed.
 - Check the attendance of all pre-reg. students. **Pre-reg** students who miss class without letting you know ahead of time move to the non pre-reg. group.

- Check/confirm the scores of students who take the Brown placement test.
6. Before day 4 of class:
- Place the 3 highest-ranking transfer/RISD/1st semester students after **Pre-reg not sect.**
 - Make sure all questionnaires are in order (you may also number them), making sure you have marked any questionnaires that are equally qualified.
7. On 4th day of class:
- Have any new students fill in questionnaires, revise them, put them in the proper place in the pile.
 - Call out students' names until you get to 18, **however**
 - Pay attention to the last few to see if there is more than one equally qualified student competing for the last or last few spots. If this is the case, you must have a lottery.

WHEN YOU FINISH YOUR SECTION'S CLASS LIST

- If any students did not make it into your section and want to try a different section, return their questionnaires to them indicating that they are correctly placed and with your signature.
- If you are willing to take ONE person over the 18 limit, this is fine (but not required) and you will need to indicate this to your Supervisor. Keep in mind than one person over the limit dilutes the entire group's contact time with you and adds to your workload.
- Tell students to let you know if they drop the course, and not to just disappear so we may offer the spot to another student. Also, remind students who drop the section (even if they do it to register in another section of the course) that they must officially drop the course section in Banner (the Registrar's online platform), since we cannot add or remove students from the section ourselves.
- Keep all the student information questionnaires for future reference, even those of students who were left out so if a student drops the class in the first couple of weeks you can contact the next student in the priority line.
- After the 4th day of class, if you have fewer than 18 students you MUST accept correctly placed students still trying to get in through the second week. By the third week of class, you may turn away students – and probably should! - since you will be so far into the course.

Another chance in another semester

Please give your Course Supervisor the names of those students who were eliminated from the course via lottery and who could not get into the course later on (during the first two weeks of class.) Tell them that we will be keeping that information and that we will TRY to give them extra consideration in the future. We cannot guarantee this, however.

3.2.3. Sample Student Information Questionnaire

This is a sample of the questionnaire instructors give to students on the first class of the semester. Some instructors may have modified the questionnaire to fit the needs of the course. They will provide you with the right questionnaire.

Student Information Questionnaire

Name: _____

HISP ____ Brown University

Please fill in the following information.

This form is considered an academic document, and the information you provide constitutes a crucial piece in the Spanish language placement process. Please do not omit any of the requested items.

NOTE: According to the Tenets of Community Behavior and Academic Code: “**The University expects that Brown students will tell the truth.**” Therefore, purposefully omitting or misrepresenting the truth when providing the requested information will be considered a violation of the Academic Code and will be reported to the Office of the Dean of the College.

Banner ID#: _____ Phone # you actually use: _____

E-mail address you actually use: _____

Box#: _____

Is this your first semester as a transfer student? _____ Are you a RISD student?

Semester of studies at Brown now: are you a Freshman? _____? Other? (1st, 2nd, 3rd... etc. graduate student?) _____

Have you declared a concentration? _____. If you have, please indicate in which area:

If you have specific study abroad plans, indicate when and where [i.e. Semester I, junior year, Barcelona, etc. (Note: this does **not include** summer programs or

programs after graduation, or travel. You must be in an academic program.)

If you have taken Spanish at Brown, please list which courses you have taken and when (e.g. Spring 2018)

If you have NOT taken Spanish at Brown, please answer the following questions:

- Have you taken any Spanish before? Please indicate where and for how long.
-
- If you have had contact with the Spanish- speaking world (e.g. through relatives, a Spanish- speaking community in the US or travel in Hispanic countries), please describe it.

-
- If you have AP courses or SAT II scores, please indicate what the score was and when you took the exams (month/year)

AP score _____
SAT II score _____

- If you have taken the Brown Placement Exam, please indicate your score [if you do not remember indicate when you took it, i.e. fall 13, spring 14, etc.]

PLEASE **NOTE** that the language placement exam can only be taken **ONCE** to help place you in the program and that, according to the Academic Code (see note at the beginning of this form), purposeful underperforming in the test or misrepresentation of the information you submit in the exam will be reported to the Academic Code Committee. Test scores are recorded and kept in the placement exam data base for many years)

Responde a la siguiente pregunta en 6 o 7 líneas. **¿Qué fue lo mejor de tus vacaciones de verano y qué esperas poder hacer o que ocurra este nuevo año académico?**

3.2.4. Auditors and vagabonds

Auditing. The following is taken from the Faculty Rules and Regulations (version 15.0, 2017 [p. 77]).

1. An auditor is a student who is enrolled in a course without credit under the following conditions:

- a.) the student must be properly registered for it;
- b.) the usual course fee must be paid except as noted in the next paragraph;
- c.) the student is entitled to all instruction in the course, including conferences, the criticism of papers, tests, and examinations.

2. A student who is enrolled for credit in at least three courses may be permitted to audit additional courses in any semester without charge. With the concurrence of the instructor on the basis that the course work completed is acceptable as an audit, the fact that a course has been audited shall be entered on the permanent record of any student electing this privilege. The status of a course in which a student has been registered as a free auditor may not be changed from audit to credit after mid-semester.

FIRST AND FOREMOST, we only allow auditors in sections that have not reached their maximum enrollment of 18 students. Even when you have fewer than 18 students, the choice is yours whether to accept an auditor or not. Keep in mind that auditors tend to be highly motivated students and do not usually cause difficulties for instructors or class groups.

Vagabonding. From the *Faculty Rules and Regulations* Version 15.0, 2017. [p. 78]:

A “vagabond” is a student, who with the permission of the instructor involved, visits a given course occasionally or regularly without payment of fee. It is understood that such a student will not be entitled to participation in classes and activities, including discussions, conferences and papers, unless the instructor approves.

We do not accept this kind of students in language classes.

3.2.5. Taking Spanish Courses: Frequently Asked Questions

This information is posted in the Hispanic Studies Web page for students interested in Spanish courses. Read it carefully, as your students may ask you some of these questions.

Student Frequently Asked Questions

- What happens if I could not pre-register on line because the course was already closed?

Once the pre-registration period finishes, we close online registration. Whether you are trying to join a different section than the one for which you pre-registered or you did not get to pre-register, attend the section of the Spanish course in which you

are interested and follow the instructor's directions. There will be shifting during the first classes while students try to work out their course schedules. On the 4th day of class, if students are correctly placed they will most probably find room in one of the sections. We will try to ensure that most of the students interested in Spanish classes be accommodated.

-Who has to take the Brown Placement Exam?

Anyone who has had previous coursework in Spanish before beginning Spanish at Brown must take the Brown Placement Exam UNLESS s/he has presented recent AP scores or SAT II scores from the last 18 months (however, those who received an AP score of 3 or under and have no SAT II score must also take the Brown Placement Exam).

Students with substantive non-academic contact with Spanish (living abroad, speaking Spanish at home) should also take the exam before entering a Spanish course.

-When and where is the Placement Exam given?

The exam is currently offered online. For more information, consult our page on [undergraduate placement](#).²⁰

-How do I get help determining my correct placement?

Please read the placement information in our [undergraduate placement](#) page²¹. If you have questions, you can speak with the departmental representative at the Academic Expo usually held during the week of Orientation at the beginning of the fall. Help is often needed; please don't be timid about seeking it! Professors Gómez, Schuhmacher, Smith and Sobral are also available to discuss placement matters.

-What do I do if I feel I am placed too high or low?

There is no perfect placement tool; if you feel that the course where you placed is not appropriate for you, talk to your instructor or the Supervisor of the course. Remember that in order to be admitted in a course where you did not place through test scores, you need permission from the Course Supervisor of the course where you placed, so consult departmental representatives (see above.) In order to learn more about the level of the courses, check course materials in the bookstore and course preview pages at [Courses @ Brown](#)²².

- If I place at a higher level on the exams, what courses can I take?

If you place at higher levels in the AP, SAT II or BPE, there is an array of courses you can choose from.

- AP (5) in Language → HISP 600; AP (5) in Literature → HISP 710-760—See Banner for 700 level courses; SAT II (750+) → HISP 710-760—See Banner for 700 level courses

²⁰ <http://www.brown.edu/academics/hispanic-studies/home/language-placement>

²¹ <http://www.brown.edu/academics/hispanic-studies/home/language-placement>

²² <http://cab.brown.edu>

- Brown Placement Exam (651+) → HISP 730-740-750

HISP 710, 730, 740, 750, and 760 are at approximately the same level, but with different emphases. HISP 730 and 740 serve as introductions to all periods of Latin American and Peninsular literature, while HISP 760 offers a similar introduction to literature but from a Trans Atlantic perspective. Hispanic Studies concentrators must take at least one course from the 700 literature series (730, 740, or 760). All students, including concentrators, are required to take 730, 740, or 760 before proceeding to 1000-level courses. HISP 710 focuses on advanced language topics, also including relevant cultural connections, while HISP 750 courses offer various more specialized topics in Hispanic culture and civilization.

-Why can't I take HISP 1000-level courses right away?

All 1000-level courses at Brown should have prerequisites. In Hispanic Studies, we want our 1000-level students to be able to examine and discuss texts with the right "tools" and thus require that you go through our departmental courses at the 700 level. This generally includes native speakers of Spanish, since our upper-level courses are predicated on literary rather than purely linguistic knowledge.

-What level of study is required for study abroad?

Brown U. offers programs in different Spanish-speaking countries, each with its own language requirements, you should check the appropriate page in the [Office of International Programs website](#) for specific program details.

-What level of study satisfies the International Relations Concentration requirement?

HISP 600.

-How do I get information regarding a concentration in Hispanic Studies?

By attending the Academic Expo; by consulting the page on the [Hispanic Literatures and Culture concentration](#) and by speaking with our Concentration Advisor, Prof. Silvia Sobral any time during the year.

3.3. Mid and end of semester matters

3.3.1. Grading and evaluation

Instructors in charge of individual sections are responsible for assigning grades for course work, following the criteria set forth by the Course Supervisor. Instructors must enter grades in the Canvas gradebook in a timely manner and should remind students to keep all graded work during the semester.

The syllabus of the course establishes which tests/activities are graded and their worth (percentage of the total.) Instructors are not allowed to change this in any manner (add graded activities, or take out any of those established by the syllabus or change how much each is worth.) Extra credit cannot be offered either.

Students may take courses for a grade (A, B, C, NC) or as Satisfactory/No Credit (S/NC). Our grading system is based on percentages:

90 and above	A
80 - 89.9	B
70 - 79.9	C
Below 70	NC

Note that as per university regulations, the minimum passing grade is considered to be a C, or a 70% in our courses. In addition, Brown does not include +/- system for grades, nor does it calculate Grade Point Average (G.P.A.) The language faculty in Hispanic Studies has decided not to round up grades systematically when determining point grades during the semester or figuring the final percentage grade.

Submitting grades. Faculty Supervisors, who are the primary instructors of the course, will enter final grades in Banner. Please follow any specific instructions your Supervisor gives you at the end of the semester.

Incomplete grades. A grade of I [incomplete] is assigned with the consent of an instructor provided that the student has filed a request for extension of time to complete the work of the course with the approval of the instructor [forms are available from the Registrar's Office and Departmental offices]. It is unlikely that in a language course a student would have justification for requesting an *Incomplete*, except as a result of circumstances beyond his/her control. Because instructors are in a position to know best whether a student's request is legitimate, they are expected to discuss such requests with the Course Supervisor, who will act on the request.

Grade changes. If a grade needs to be reevaluated or changed, consult with the Course Supervisor.

If there are any doubts or questions, please consult with your Supervisor.

Course Performance Report or CPR

You should be aware that students may request "a narrative evaluation of their performance from their instructor" specially for courses graded S/NC. These reports are called Course Performance Reports (CPR). The academic calendar posts the deadlines to request such report from an instructor. Students are instructed what to do by visiting ASK in the Dean of the College's website. Students must complete a section and the faculty Course Supervisor will then be alerted to complete the rest.

Course supervisors will request the student's instructor to provide a narrative with information on strengths, weaknesses and other important elements of the student performance in the course and will submit it on line.

3.3.2. Reading period

Reading period is the few days that precede the beginning of final examinations. It is very flexible and certain departments observe it while others do not. Our department has traditionally observed reading period and thus the last day of class is the day before reading period begins. Nevertheless, some wrap-up activities may be scheduled (film screenings, individual or group presentations, etc.) during these days. Note that neither final exams nor new assignments can be given during reading period. Each Course Supervisor will explain how reading period will be used in each course.

4. COURSE MANAGEMENT AND POLICIES

- 4.1. Attendance and Participation
- 4.2. Homework
- 4.3. Late work and missed quizzes/exams
- 4.4. Classroom and student management
 - 4.4.1. In the classroom
 - 4.4.2. Culturally sensitive issues
 - 4.4.3. Student – teacher relationship outside of class
- 4.5. Plagiarism and cheating

4.1. Attendance and Participation

Since language classes are a type of performance class, regular attendance in language classes is crucial. Absences hinder the cumulative nature of the language-learning process and they can eat away at the classroom community. Read the following policies carefully (they are also mentioned in the course syllabi for students to be aware of them):

- Each course syllabus establishes how many absences (including to class and to conversation section meetings) students are allowed with no penalization during the semester. These absences include those due to illness, conferences, interviews, personal reasons, etc. Every absence beyond the maximum allowed number will be penalized (please check this section carefully in your course syllabus; your Supervisor will also brief you on how this policy is applied in your course.)
- Religious holidays are excluded from the attendance requirement. Absences because of a religious holiday will never be penalized nor counted as one of the four non-penalized absences.
- Students are asked to let you know immediately if there is an extended absence due to illness or any other exceptional circumstances. They also need to appropriately document such absences. In these cases, the Dean of the College will typically send a letter to the student's instructors informing them of the situation. If a student in this predicament goes over their four non-penalized absences, misses homework or a test, let your Course Supervisor know immediately so that alternatives can be discussed. The Supervisor will decide whether makeup tests and assignments can be offered, or if any additional work can be assigned to compensate for extended absences.
- Any student missing 25% of the total number of class meetings (for any reason) will fail the course. If a student is missing class frequently, you should tactfully ask if they are having any problems or special circumstances as well as remind them that their absences will affect their grade and that, if they miss 25% of classes, they will fail. If the situation does not improve let your Course Supervisor know.

Students are expected to arrive on time, as late arrivals disrupt both the instructor and fellow students. Note that tardiness will result in a lower class participation grade. (Please see your course syllabus for details.)

Participation is fundamental in any language course, as language learning is an active process where students learn by doing, interacting and communicating. Therefore, an important part of students' grade is based on participation.

Because we have designed our courses to maximize classroom time to communicate, all work that can be done individually (grammar and vocabulary learning, readings, etc.) is assigned as homework to be done in preparation for class. Daily preparation before class will determine how well a student can participate in class and, consequently, daily preparation is also a part of the participation grade. Other components of the participation grade are quality of participation, quantity of participation, attention to what the instructor and the other students say, speaking in Spanish only (we are somewhat more flexible about this in elementary courses), etc. For more details regarding participation evaluation and grading criteria, consult your course syllabus.

4.2. Homework

Homework is generally assigned with two different purposes. In language courses we follow a flipped classroom model, which entails students' engagement with the material prior to class, so that class time can focus on communicative activities, discussion, etc. Depending on the course level, preparation homework may involve reading different texts, watching a film and completing activities, studying grammar, learning vocabulary and completing exercises to start integrating such grammar and vocabulary so that students are ready to use their new linguistic knowledge in authentic, communicative activities in the classroom.

Other homework assignments are assigned for further practice and reinforcement of the new material, creative and meaningful use of the language, etc. or for cultural exploration depending of the course level. Pay attention to the role and meaning of homework in the course you teach and do not hesitate to check with your course supervisor if in doubt about how to work with it.

Instructors may or may not be required to correct homework depending on the course level and type of task requested, etc. but do check for adequate completion. In the case of preparatory homework, you must pay attention to students' participation in class, and you will soon learn to spot those students who are not well prepared because they look lost, do not volunteer, etc. Remind them often that daily preparation is part of their participation grade and be sure to keep it in mind when grading participation. For many homework assignments students are required to self-correct using Answer Keys, marking their mistakes and corrections. They get credit for homework completed and self-corrected adequately.

It sometimes happens that students will complain about homework (they find it unnecessary and/or tedious). It is important to assure students that, even though progress may not be obvious to them, regular practice reinforces new material learned and facilitates acquisition, and there is a strong correlation between doing consistent and careful completion of homework and good progress in the language class as well as their language acquisition. If you make them aware of their language learning process, they will understand the role of homework, and will likely see it as more meaningful.

Read the appropriate section of your course syllabus for specific details on these issues and consult with your Course Supervisor if you have any questions.

4.3. Conversation sections

Beyond regular class meetings, all students in the language program are required to attend a one hour conversation section each week (these typically run from week 4 to week 13 of the semester). These sections are organized and led by undergraduate teaching assistants (UTAs) and, although Spanish language instructors are not directly involved in them, they are required to check UTA(s) notes on attendance (be aware that absences from conversation sections count as much as class absences, so it is important to pay close attention to them) and general comments on students performance and progress, which can be informative.

4.4. Late work and missed quizzes/exams

Homework assignments and their deadlines as well as dates of quizzes and exams are clearly established in the syllabus from the beginning of the semester. It is the students' responsibility to turn in all assignments on the due date and to be present for quizzes and exams.

Each course has clear policies establishing rules for late work (homework, compositions, etc.), including penalizations and final deadlines. Similarly, if a student misses an exam, she/he cannot make it up. In the case of unavoidable circumstances or an extended absence that are adequately documented, consult with your Course Supervisor, who will decide on whether to grant an extension or makeup exam.

Your Supervisor will clarify our policies on this sensitive issue in the first course meetings of the semester. Be sure to ask any questions you have and remember that it is of the utmost importance you follow these policies.

4.5. Classroom and student management

The best way to deal with classroom management issues is to prevent them, but there are also some effective ways of dealing with issues when they arise. If a

problem comes up, act immediately: problems do not go away with time, they get bigger!

What you can do to prevent general management problems.

- Know the policies well (check with your Supervisor if you are not sure) and apply them with no exceptions. If there is a situation when you think that an exception could be made or if a student insists on a particular issue, just tell them that you will consult with your Supervisor and that you will keep them informed. Then do it.
- Keep records of absolutely everything (e-mails, doctor's notes, etc.) and backup copies of all grades in electronic form and paper.
- If you notice that a student or group of students has a problematic attitude or behavior, let them know. Speak with them after class or ask them to come to office hours. Try to be gentle at first: assume they have not realized this is a problem, tell them that the situation needs to be resolved and offer your help. Then, follow up with an email (ask your Supervisor for help if you are not sure as to how to word it.) Having written evidence of this type of situation can be useful if the problem does not resolve. If that is the case, *talk to your Supervisor*. We are here to help you and back you up, and we can only do that if we know what is going on.

4.5.1. In the classroom

First of all, it is important that you establish the right atmosphere and rapport from the first day of class. The dynamics of the first few days will set the tone for the rest of the semester. If classes are well organized and productive from the first day students will prepare for class, and then participate actively and stay on task during class.

The main factor leading to classroom management problems is for students to be idle or not know what to do. Here are some things you can do to avoid difficult situations in class.

- Be early. You will need a few minutes to write on the board, organize materials, possibly set up a laptop and prepare the projector, etc. before students arrive. If you are using equipment –whether you bring it or it is in the classroom- always have an alternative plan, in case something goes wrong. Technological support in the classroom at Brown is not always what we would like it to be.
- Always bring the complete syllabus to class so that you can accurately answer any questions students may have about deadlines, etc. You can also write your teaching schedule with room numbers and useful phone numbers (Hispanic Studies office, Media Services, etc.) so that they are always handy.
- Be very well prepared for class.

- Have a clear, easy-to-follow lesson plan. Include page numbers, extra examples, etc. so you don't have to stop and look for the next activity or think of an example while students wait.
- Keep all your materials organized and at hand so you don't waste time looking for things.
- Good and specific instructions are essential. When students don't know what to do or how to do it they get off task: they may ask somebody for help (probably in English), chat with other students or just give up and do something else. Give clear and precise instructions and make sure students are listening to you and not distracted looking at the book, etc.
- In lower levels, write a brief outline of the activities for the day (with page numbers) on the board for students to follow in case they get lost.
- Always have some extra activities for students who work fast so that nobody gets bored and is constantly on task.

Here are examples of possible situations that may arise and suggestions to deal with them.

- A student does not prepare for class, does not participate appropriately or behaves inappropriately (chats with other students, falls asleep in class, etc.)
 - Make students accountable for what they have to prepare or the answers to the activity. If a student knows there is a real possibility she is going to be questioned about what she had to prepare or about what she found out in a class activity, she will be more likely to prepare. If you ask students to do something but there is no follow-up later, there is no consequence for not completing the task.
 - Remind students that daily preparation and active participation in class activities are both part of their participation grade. Keep daily notes about students' participation and be careful to use your notes when grading participation so that you give grades that are consistent with what students do, not just general impressions.
- A student asks many questions that are irrelevant, too advanced or has trouble understanding a concept and slows down the class too much.

As a general rule, answer students' questions and, if they are not of interest for the whole class, do it briefly. Be careful, however, not to use a lot of class time answering questions that are not helpful for more than one or two students. In such cases, tell the student you will answer the question after class.

When a student consistently asks many questions that are not of interest for the class, approach him/her after class and explain that, because we have a lot of material to cover in class, you cannot spend much time with questions not directly related to the course material but you will be happy to answer her questions during office hours.

- A student complains or has a challenging attitude with regards to material, activities or course policies.

It is important that students understand there are good reasons behind the way the course is designed. When students complain you can briefly explain why the activities or assignments they don't like are helpful or the reasons certain policies are in place. For instance, some students complain about homework until the instructor explains that the course is designed for them to do individual work at home so that we can maximize class time speaking and completing tasks in the language. If you are not sure about how to explain certain aspects of the course or the policies, consult with your Supervisor.

If students try to persuade you to make exceptions to course policies, etc., explain that this is a multi-section course and that you do not have the authority to make exceptions, but are required to comply with the syllabus and policies the department has established.

- There is a confrontation between students, some students are somehow disrespectful of others (laughing, rolling their eyes, etc.) or one student says something that may be offensive to others.
You are in charge of the class and it is your responsibility to ensure that this type of behavior does not happen by leading with your example: do not make fun of a student's answer, express opinions in tactful ways and never ignore a comment that can be offensive but make a strong, unequivocal statement that you will not allow disrespectful comments in class.
- A student stops coming to class and/or he/she is consistently missing assignments.
Talk to the student after class or e-mail him/her and ask if there are any problems that are causing these absences. Invite him/her to let you know if there is a situation that needs attention, offering your help. If this is not resolved quickly, inform your Supervisor.

4.5.2. Culturally sensitive issues

If you come from a different country, you might have little familiarity with American cultural values and behaviors in general and within the educational system. What follows may help you understand better your environment and respond appropriately to students' expectations.

- **The student as the center of the learning process.** One of the aspects that may strike your attention, especially if you are coming from another culture, is how students are at the center of the classroom experience. The professor is not delivering knowledge but constructing it and uncovering it through a very active interaction with the students. Students may ask many questions,

agree and disagree, even challenge ideas presented by a professor. Your job is to make sure that all of these interactions take place with a central respect for the individual. If you are in doubt as to what is acceptable, talk with your Supervisor and share experiences with your fellow instructors.

- **Formality.** You will also notice that there is an atmosphere of informality in the classroom. Students do not follow a strict dress code. They may show up in shorts, flip flops, etc. They will sometimes wear caps, or chew gum. They may sit in a very relaxed fashion, may not lift their eyes from the paper they are reading when you come in and greet them, etc. All of these are features of a certain behavior that is - for the most part - commonplace and acceptable. Nevertheless, you as an instructor have the right to set up certain rules. For example, you may make it a cultural lesson and explain that when they enter the classroom, they are crossing a threshold into the Hispanic world. As such you expect them to greet and answer greetings to honor courtesy, to remove their caps and not chew gum for example. By doing this, you are helping them to become aware of cultural differences.
- **Sensitivity to diversity.** Your students will represent many different races, religions, ethnicities, gender identities, socio-economic class, etc. Try to be sensitive to all and avoid value judgments or expressions that may be offensive to some of your students. This does not mean that you should avoid controversial issues in class discussions, but such discussions must be carried out in a mature and respectful manner where all students feel free to express their opinions and no offensive remarks are made.
- **Physical contact/personal space.** Notions of personal space and physical contact in the US are very different from those of most Latin cultures. Be aware that many students find physical closeness or contact uncomfortable and even inappropriate.
- **Favoritism.** Many times we tend to call on one student more, or inadvertently be more attentive to somebody's difficulties. Make a conscious effort to give all your students similar attention and encouragement to participate.

4.5.3. Student - teacher relationship outside of class

- **In your office:** You are still the instructor in your office, so your behavior toward your students should abide by all the previous guidelines. Keep your door open whenever a student is in your office to avoid uncomfortable situations. As you may be sharing offices with other instructors try to schedule office hours at different times. Respect your office mates when they are meeting with students in the office. You can still work there but silently and without disrupting them.

- Socializing with students: Just don't! This means don't have coffee with them; don't go out with them, decline invitations to parties, etc., and do not socialize online (e.g. Facebook, etc.) You may organize an activity for your entire class, such as a movie evening on university premises or a meal in an ethnic restaurant, but it should be part of the cultural activities you bring to enrich the language/culture experience and all students must be invited to participate.
- Be aware of students who may contact you with an unlikely story either through an e-mail message or chat for example, or of students who seek you at strange hours of the day. If you have the sense that something is not quite right, consult immediately with your Supervisor.

4.6. Plagiarism and cheating

All cases of "inappropriate help" and plagiarism should be reported immediately to the Course Supervisor, who will advise you on the protocol to follow. Therefore, when you think a student has cheated or received help in an assignment contact your Supervisor immediately.

Although you will get more specific guidance from your Supervisor, here are some steps to take if you think that a student has turned in work that you suspect has been plagiarized or that a student has not written on his/her own.

If there is a sentence or longer section in a students' writing that is suspicious, run it through Google to see what you come up with. If there is clear evidence of plagiarism, notify your faculty Course Supervisor of the matter immediately; the student will receive a zero in the assignment she will decide if any further action will be taken against the student. If you do not have direct evidence of plagiarism, but feel that the student's work is not his/her own (e.g. idiomatic phrases or sophisticated structures inconsistent with the general level of the student, for instance), you should also consult with your Course Supervisor. In these cases, we often try to get the students to explain what they did. In order to do this, you would see the student during office hours and express your puzzlement (not outrage or disappointment) over the discrepancy. Here's a possible script:

"I couldn't help but notice that your work on this paper is far superior to any other work you have done in this class. It is my experience that students simply do not make this kind of improvement in so short a time. I'd like you to help me understand the discrepancy." PAUSE and let the student respond.

Often students who have sought inappropriate help will, when pressed, admit that they have done so. You want to create a concerned yet comfortable space for them to speak honestly with you. If s/he admits to having gotten help with the work, let him/her know that they have a zero for this assignment and that any future offenses

will be dealt with more punitively. If a student does NOT admit to getting help or plagiarizing, your Course Supervisor will take over the case.

Again, note that you should not start any action on your own: you must contact your supervisor first and he/she will give you specific instructions.

5. HELPING YOUR STUDENTS

5.1. General help.

5.1.1. Tips for Students Studying a Foreign Language.

5.2. Students with difficulties.

5.2.1. Detecting academic problems.

5.2.2. Detecting emotional problems.

5.3. Timeline for students with academic difficulties.

5.4. Learning and physical disabilities.

5.4.1. Dyslexia, ADHD, other learning differences and disabilities.

5.4.2. Range of resources and accommodations to students with any of the disabilities mentioned.

5.5. Heritage learners.

5.1. General help

The teaching/learning experience is a complex, multifaceted process and success in meeting and accomplishing learner/teacher goals depends on a combination of intellectual, cognitive, emotional, experiential and contextual factors. Both students and instructor bring their personal stories to the classroom. Part of the teacher's role is also being attentive to students' needs, difficulties, strengths and weaknesses. In fact, being tuned in to your students will almost certainly warrant success in their learning and will bring greater satisfaction to your daily work in the classroom. In addition, as you teach the subject matter, you will soon realize that, in fact, you are educating your students in a broader sense. You are also helping them to learn about strategies, techniques, and ways of approaching the study of a foreign language. In short, your ultimate goal is to help students become whole independent learners. What follows is a number of tips, suggestions and information that will help you to address different issues, and make the teaching/learning experience successful.

5.2. Students with difficulties

5.2.1. Detecting academic problems

Since we work almost daily with our students we are in a position to spot difficulties early. Within the first 3 weeks of class you will have identified potential problems: poor attendance, low quiz/assignment scores, difficulty with pronunciation, attention in class, low participation, late or missing homework, etc. (See section 5.3. *Timeline for Students with Academic Difficulties*). Contact the student as soon as possible and let your Course Supervisor know immediately about such students.

- Invite your student to see you during office hours; show friendly concern and inquire about schedule, course load, study habits, possible personal matters (sleep deprivation, roommate troubles, romance on-the rocks, etc.)

- Ask the student to tell you how s/he prepares for class and how s/he approaches the study of language in general. Offer constructive feedback as needed.
- Suggest a study partner, and offer *whatever else you think appropriate* for an improved performance, being as specific as you can.

Sometimes just this personal attention is an enormous encouragement. Always follow up on your initial meeting; usually these students need to be tracked more closely throughout the semester.

Though you may do some basic review work, **it is not your job to be a tutor but rather a resource person.** See section 6.1. *Resources for students* for information on how to proceed in case of concerning student difficulties and talk to your Course Supervisor immediately.

5.2.2. Detecting emotional problems

At any time in the semester you may notice a sudden, subtle or gradual change in the performance or behavior of a student: absences multiply, coming late to class becomes more common, participation and focus may deteriorate or a significant amount of homework is missed. You may sense this student is no longer the same. It is time to contact your student by email or in person and try to find out what is going on.

You must be tactful and sensitive and simply remind the student that there are many resources to support when students are going over difficult personal situations. You do not need to know what the problem is but it is important that you urge this student to seek counsel and speak with his/her advisor, one of the academic deans. Let your Course Supervisor know, she may contact a Dean to make him/her aware that this student is having a difficult time and they will take the necessary steps to support the students. While you want to respect the student's privacy and ability to solve his/her own problems, remind them that the right support at the right time may protect them from undesirable consequences.

5.3. Timeline for students with academic difficulties

One of the toughest parts of our job as teachers is to support those who are having difficulties in our classes. Please do not postpone intervention with these students. Since signs of distress usually appear early, timely and compassionate support can help turn around a student's performance as well as buoy her confidence and feelings about Spanish. Below there are some steps you may take as early as week 2 or 3.

WEEKS 2-3

- Be aware of the deadline for changing the grade option. You may find this information in the [Academic Calendar](#).²³
- Invite weaker students to see you during office hours. Inquire about how much time they study each day and their study habits. Ask if there are any personal difficulties that the student might wish to share with you. Also inquire if there is anything the student can think of that you can do to help (call on her more, change seating, practice during office hours, etc.).
- If you do not notice improvement, suggest that the student consider a change of grade option to S/NC.
- If the student is not able to devote adequate time to studying for the course, s/he might need to drop it and take it at a later time.

WEEKS 3-4

- If a student continues to have difficulty, you should talk to your Course Supervisor who may consider tutoring support for the student. Please refer to section 6.1.1 for information on this topic.
- The student should meet with you during your office hours when you will help her identify those areas that are weak and suggest concrete remedial work.

WEEKS 6-7

- Mid-term activities will often clue you about weaker students' improvement or need for further attention.

If a student has incorporated all of your suggestions and is working the best s/he can without changing her situation, then you might need to consider possible learning disability or native language problems. At this point, you should speak with your Course Supervisor about your student if you have not done so, or bring up the matter again with a new sense of urgency.

Note: Around midterm, the Dean of the College asks that instructors report students who are having difficulties in academic courses. A member of the Language Program faculty will forward this letter to you. This report does not entail a punitive action but rather it is a way for instructors to try to make sure every student gets the right academic support needed to succeed.

5.4. Learning and physical disabilities

We need to be sensitive to students with learning differences of all kinds. Some are more evident, such as physical conditions that require special considerations.

²³ <http://www.brown.edu/about/administration/registrar/academic-calendar>

Others, like dyslexia, are subtle, frequently invisible even to the student herself or himself. It is also important to keep in mind the emotional stress under which many of our students are. This often interferes with academic performance. Please let your Course Supervisor know about students you think might need special attention.

5.4.1. Dyslexia, ADHD, other learning differences and disabilities

Sometimes difficulty in the language class may be caused by ADD or ADHD, a common condition caused by chemical imbalances in parts of the brain. This condition is associated with inattentiveness, restlessness, short-term memory, inability to focus among other symptoms. Other times difficulty is caused by more subtle conditions such as dyslexia, an umbrella term for organizational and language disabilities which manifest themselves most noticeably in reading and writing. If a student persists in having difficulty in a course despite a commitment to good study habits, refer him/her to your Course Supervisor.

Students may have other types of disabilities such as physical mobility disability, deafness or hardness of hearing disability, psychiatric disability, blindness or a visual disability. They may have difficulties with alcohol/substance abuse or be troubled by mental illness.

5.4.2. Range of resources and accommodations to students with any of the disabilities mentioned

Any time a student requests a special accommodation because of a disability s/he should present you with a letter from the office of [Student and Employee Accessibility Services](#) (SEAS)²⁴ in the Office of Student Life, verifying that s/he has written documentation of the disability. One of the most common accommodations we make for students has to do with examination modifications as necessary, such as: additional time; quiet room; use of a word processor; or in rare cases, an alternate format. For more information on the variety of services offered to students with any type of learning, psychological or physical disabilities please check and refer students to the SEAS website.

5.5. Heritage learners

Heritage speakers of Spanish are those raised in an environment where Spanish is spoken (by parents, extended family and/or the community) so they have some knowledge of Spanish. Depending on the extent of their contact with Spanish, heritage speakers show a wide range of levels and types of proficiency in the language: some may merely understand the language; others might be able to hold basic conversations about domestic topics, while others could sound native-like.

²⁴ <http://www.brown.edu/campus-life/support/accessibility-services/>

In any case, heritage speakers bring to the classroom a distinct set of traits and needs that we must understand in order to provide them, as well as the rest of our students, with a positive learning experience.

Heritage speakers are often motivated to take Spanish because they have a strong emotional connection with the language. Heritage speakers have a strong desire to improve their language skills in order to affirm their identity, to better communicate with their family and community, and to be able to use Spanish in formal environments such as academia and the workplace. While their emotional connection to Spanish is a great motivator for heritage speakers and provides them with sociolinguistic and cultural knowledge, it also makes them vulnerable. Many heritage speakers are self-conscious about their Spanish because they are aware of their limitations or because native speakers (including teachers) have told them that their Spanish is “bad.”

Heritage speakers typically display a reduced linguistic system and, to different degrees, the following characteristics:

- Because their Spanish experience is often limited to basic interactions on domestic issues, they may dominate vocabulary and structures used in such interactions but not those used for abstract thinking (i.e. complex structures, subjunctive tenses, etc.) and in formal situations.
- They have limited to no literacy skills in Spanish; therefore they often show a significant disparity between their listening and speaking abilities as compared to their reading and writing skills.
- They may use a regional and socio-economic variety of Spanish that is not a standard, educated one. This may be a native variety or a US Spanish variety that has already undergone linguistic change typical of situations where two languages are in contact.

The presence of heritage speakers in the foreign language class presents a number of challenges:

- Challenges to the Spanish heritage learner:
 - Unmet expectations; needs not served.
 - Failure, poor grades.
 - Boredom, disconnect and frustration.
 - Sometimes, shame.
- Challenges to the other students:
 - Intimidated by heritage learners’ fluency and apparent proficiency.
 - Resentful if they believe that heritage learners’ presence is going to raise the general expectations of the instructor for the class.
- Challenges to the instructor:
 - Understanding heritage learners and their needs.

- Frustration because of the difficulties involved.
- Lack of resources.

Our main goals for heritage speakers should be:

- Affective:
 - To reaffirm their identity.
 - To encourage positive attitudes and motivation.
 - To help them explore cultural knowledge, particularly of their ethnic group in the U.S.

- Linguistic:
 - To work on their overall development of proficiency.
 - To work on their acquisition of a standard variety of Spanish.
 - To improve their sociolinguistic awareness (varieties, change, register) and help them understand the validity of their own variety within the appropriate context. You can use English as an example to explain that conversational English and slang are different from academic English, and that both are equally valid and valuable as long as they are used in the appropriate context.
 - To help them transfer literacy skills from English to Spanish and work on spelling, stress marks, etc.

In order to help our Spanish heritage speakers, we should:

- Be attentive to our students in order to identify heritage speakers in our classes and speak with them in order to determine what they already know, what their needs and expectations are and to help them with the challenges of their situation.
- Avoid practices that undermine heritage students and their communities. Be aware of the difference between errors and non-standard but native-like production and do not criticize their linguistic production as “wrong” or “bad Spanish”; this may very well be what they have learned from their parents and this type of comment could be hurtful and humiliating! Instead of giving negative feedback (“*eso está mal/eso es incorrecto/no se dice así*”), focus on showing them the difference between their variety and the standard one (“*en español estándar/formal diríamos...*”)
- Make heritage speakers’ presence in your classroom a valuable resource; for instance you can ask them to illustrate pronunciation and share vocabulary and cultural information from their country of origin or community in the US.
- Connect the material to students’ experiences in their community so everybody can learn about Hispanic communities right here in the U.S.

6. RESOURCES

6.1. Resources for students.

6.1.1. General resources

- 6.1.2. Internet and online resources
 - 6.1.2.1. Canvas
 - 6.1.2.2. Useful links to Hispanic sites
- 6.1.3. Resources at Brown University
- 6.1.4. Student groups and publications at Brown
- 6.1.5. Resources and entertainment connected to the Hispanic community beyond Brown
- 6.2. Resources for Teaching Assistants and Teaching Associates
 - 6.2.1. Course Supervisors
 - 6.2.2. Language Committee
 - 6.2.3. The Harriet W. Sheridan Center for Teaching and Learning
 - 6.2.4. Center for Language Studies
 - 6.2.5. Computing Information Services (CIS)
 - 6.2.6. Internet links to sites that support teaching language, literature, and film
 - 6.2.7. Faculty and Teaching Assistant Hospitality Program
- 6.3. Stress Management Tips.

6.1. Resources for students

There is an array of resources available to students to support their learning and it is the responsibility of the instructor to make them aware of these resources early in the semester. Most course CANVAS sites will include information on these resources. Bring students' attention to these and encourage their use to support and enrich their learning experience.

6.1.1. General resources

Instructors' office hours: all instructors must schedule one weekly office hour per section they teach. Instructors may schedule time of consultation either at Rochambeau or at a more central, accessible place on campus, for example a room in the Rockefeller Library. Since Teaching Assistants do not have an individual office that provides a good space for consultation, they may either set up an hour a week at a specific time and place of their choice or may tell students that they are available by appointment, whatever arrangement works best for them.

What is important is that every instructor must be available to students regularly. It is a good idea to encourage students to ask quick, specific questions through email if it fits your style. At the same time, you are NOT a tutor and therefore, if a student needs substantial help on any aspect of the language, indicate this need to your Course Supervisor immediately (for information on tutoring, see the section on tutoring services, below.)

Peer support: Language learning often improves when one is working with a partner. It is a good idea to encourage students to study with a classmate. Graded

individual assignments, however, must be completed individually unless otherwise indicated by the instructor.

Tutoring services: Students in language courses can request tutoring, with the approval of their instructor, through the office of the Dean of the College. See the page on [tutoring](#)²⁵ for more information. You can also suggest to seek tutoring services to students who are performing poorly (averaging less than about 80% in their scores.) If there are any such students in your class, you should also let your Supervisor know as soon as possible.

Note: You are not allowed to tutor students in your own course, whether in a section you teach or any other.

6.1.2. Internet and online resources

6.1.2.1. Canvas

Canvas is a web-based course management system and a key tool for both students and instructors. It provides a space for students to access course content, namely, syllabus, requirements, assignments, resources specific to the course, access to audio files that accompany the textbook program used in the course, video clips, links to music, links to reserved materials, links to research sites provided by instructors, dictionaries and other resources on line, as well as a discussion board for communicative interactions online among students on topics and issues connected to the course. It also offers instructors a repository for course materials, links to websites devoted to Spanish language resources, a gradebook to record student grades, etc.

Since this is an essential part of our courses, please be sure to familiarize yourself with its use as soon as possible. Be sure to consult with your Supervisor if you have any questions.

6.1.2.2. Useful links to Hispanic sites: Here are some links to Spanish-language sites that can help your students in a variety of ways when studying, practicing the language or researching for presentations. Some Course Supervisors may have uploaded this information to their Canvas page. If this is not the case, feel free to copy it and hand it to your students or use it yourself.

Useful links to Hispanic sites for students

- **Spanish search engines:**

[Google](#) [you may select Spanish in the language preferences so the search looks for sites in Spanish]

²⁵ <http://www.brown.edu/academics/college/support/tutor>

[Google.es](#) [Google in Spain]

[Yahoo en español](#)[Yahoo in Spanish]

Dictionaries:

[Word Reference](#) Multilingual dictionary, with entries to discussion threads on different uses of words. (when you look for a word, scroll down to find discussion threads)

[Real Academia Española](#) Includes verb conjugations.

For grammar, vocabulary, etc.

[Study Spanish](#) See the section Free Spanish tutorials for grammar, vocabulary and pronunciation practice material.

[BBC languages](#) has lots of resources, from free lessons and exercises, to audiovisual material.

[Aveteca](#) Exercises by level (basic A1 to advanced C1)

[Todo ELE](#). Grammar exercises

[Indiana U. grammar exercises](#)

[Colby Spanish Language and Culture](#)

[Verbix](#) Verb conjugations and more

[Conjuguemos](#)

Newspapers and media online

[Lanic](#). A rich site for a variety of research interests; many newspapers, magazines, etc. from Hispanic countries and much more.

[BBC Mundo](#) and [CNN español](#). Text and video news.

[Univisión](#) and [Telemundo](#) general interest Spanish language programming for North America can be found on Brown's IPTV (undergraduate dorms only).

[Diarios del mundo](#). Enlaces a los principales periódicos en español

[Prensa escrita](#). Enlaces a periódicos en español en EE.UU.

[El Mundo](#) (Boston)

Note: Some newspapers require a subscription in order to view content beyond the headlines. Brown U. has subscriptions to many newspapers; see **6.1.3** for instructions on how to view news through the library website.

[Notodofilmfest](#) has a great collection of Spanish language short films.

6.1.3. Resources at Brown University

- [Machado House](#)²⁶ (across from Rochambeau on Prospect Street). There are different types of activities that often include food from the Hispanic world, movies, presentations, and stimulating conversations in Spanish! The

²⁶ <http://students.brown.edu/machado/>

schedule of events is distributed to all instructors and posted in the Hispanic Studies website, the Hispanic Studies Facebook page and around campus at the beginning of the semester.

- **The libraries:** There are books, magazines, newspapers and online databases at the Rockefeller Library. You can also access electronic versions of many newspapers through the [Library](#)²⁷. For example, if you want to read “El País”, a Spanish newspaper, you can search the title through Josiah (the Library's catalog) and click on “View online version.” Since the Library has a subscription to “El País” you will have free and full access to its archive 1976-present (access is limited to non subscribers).

You may visit the [Latin American, Iberian and Caribbean resources](#)²⁸ page for information on the collection, relevant databases, etc.

- **Movies:** Spanish-language films are also available through the library. You may check out movies at the Friedman Center (Science Library) to watch in a viewing station there. Only graduate students and instructors may check movies out overnight if they are not on reserve for another course. The video collection holdings are searchable through Josiah. You can see a list of movies in Spanish in the library [here](#)²⁹ (select language option Spanish.)
- **Music:** The [Orwig Music Library](#)³⁰ has a great collection of Spanish language music.
- **[The Center for Latin American and Caribbean Studies](#)**³¹ offers interesting periodicals as well as a wide range of lectures, films and presentations on Latin American culture and politics.

Note to instructors: If any student reports a problem with any of the links or the location of materials described above, please inform your Supervisor immediately.

6.1.4. Student groups at Brown

There are many Hispanic student groups at Brown. You can browse them in the [Student Activities Office](#)³² page.

²⁷ <http://library.brown.edu/>

²⁸ <http://libguides.brown.edu/content.php?pid=318599>

²⁹ <http://library.brown.edu/collatoz/videos.php>

³⁰ <http://library.brown.edu/about/orwig/>

³¹ <https://watson.brown.edu/clacs/>

³² <http://www.brown.edu/campus-life/events/student-activities/student-groups>

6.1.5. Service connected to the Hispanic community beyond Brown

- [The Swearer Center for Public Service at Brown University](http://brown.edu/academics/college/special-programs/public-service/)³³ “works to connect the capacities of the university and community to address inequalities in our society and communities; to create, share, and apply knowledge for the public good; and educate and prepare students for lives of effective action.” There are many opportunities of community service that reach out to the large Hispanic community in Providence. Check the link above to learn about its mission, goals and range of opportunities.

6.2. Resources for Teaching Assistants and Teaching Associates

6.2.1. Course Supervisors

The Course Supervisor is your most immediate and important resource during your teaching in the Language Program in Hispanic Studies.

Your Supervisor will provide the structure of the course as well as all the materials and resources available to support your teaching. She will be your mentor and the person to whom you should bring all your questions, concerns and requests related to the course. She is also the liaison to other departmental faculty, and administrators when you need special support in addressing specific issues that may come up during the semester. She will also facilitate communication with your peer instructors and will lead weekly meetings to discuss progress in teaching, curriculum issues, strategies, techniques, activities and other relevant resources. For more suggestions and information on constructive and enriching communication with your Supervisor, please refer to section 2.7 of these Guidelines.

6.2.3. The Harriet W. Sheridan Center for Teaching and Learning

“The mission of the Center is to improve the quality of teaching at Brown University. The Center builds upon the unique and historic commitment of the University to excellence in teaching by recognizing the diversity of learning styles and exploring the richness of teaching approaches. In order to encourage the exchange of ideas about teaching and learning, both within and across disciplines, it consults and collaborates with the faculty, administration, graduate and undergraduate students. The Center offers a broad range of programs, lectures and publications that address interdisciplinary pedagogical issues; in addition, it assists departments and programs to realize the specific needs and potential of their disciplines. Thus the

³³ <http://brown.edu/academics/college/special-programs/public-service/>

Center, guided by its Advisory Board supports the ongoing improvement of teaching for the benefit of the University and the community-at-large”.

We strongly recommend that you contact the Center to learn about its extremely useful certification programs for Graduate Students. Please note that starting the certification programs early in your career will have a significant impact on several fronts: they will contribute to your professional development, help you build a record of involvement and accomplishment for your teaching dossier, and increase your chances for nomination to the Presidential and Kossoff Prizes for excellence in teaching during the 3rd year of your teaching (4th year in their graduate program). [Please check these prizes in sections 7.4.1 and 7.4.2]. Visit their [website](#)³⁴ for more information and teaching resources.

6.2.4. Center for Language Studies

“Since 1987, the Center for Language Studies has facilitated contacts and cooperation among faculty with teaching and research interests in second languages. Our mission is to strengthen language study at Brown University through promoting research, developing teaching techniques, courses, programs, and learning resources, and creating new curricular configurations. CLS supports the application of technologies in language learning, promotes the professional development of language faculty and graduate students, and forges collaborations at Brown and beyond. Members include teaching faculty from each language department on campus. CLS is the academic home for Arabic, American Sign Language, Hindi/Urdu, and the Program in English for International Teaching Assistants. Our operations also include the technological facilities of the Language Resource Center.”

Among a wide range of important functions, the center (CLS) sponsors each year an array of events on campus including roundtable discussions, workshops, lectures, colloquia and conferences. They coordinate orientation sessions for new TAs, workshops and conferences for language faculty, and language placement testing, the Language Partners Program, and advising for self-study in less-commonly taught languages. For more information on this center, their activities and contributions check the link above. Visit their [website](#)³⁵ for more information.

6.2.5. Computing Information Services (CIS)

[CIS](#)³⁶ works in partnership with the University community to enhance teaching and learning through the effective use of technology. Delivering creative, responsive solutions to pedagogical and strategic needs in support of faculty, staff and students. The Instructional Technology Group (ITG) bridges discipline-specific objectives and

³⁴ <http://www.brown.edu/about/administration/sheridan-center/>

³⁵ <http://www.brown.edu/academics/language-studies/>

³⁶ <https://it.brown.edu/>

innovative technology-based solutions, while respecting and supporting diverse teaching needs.

6.2.6. Internet sites that support teaching language, literature, and film

Below is a list in progress of some useful sites for instructors. If you find a problem with a link or see that it has disappeared please pass on the information so we can update the list. Please inform Silvia Sobral of any additional sites that you think should be included in this list.

[Instituto Cervantes](#)

[TodoELE.net](#)

[Marco ELE](#)

[Zona ELE](#)

[Cinergía](#) (“A site dedicated to the study of Spanish, Latin American and Latino Cinema, films, movies and media for students and scholars.”)

[The National Capital Language Resource Center](#)³⁷ [NCLRC]

“Since its inception in 1990, the NCLRC has conducted activities in the areas of testing, learning strategies, materials development & methodology, technology, professional development, and dissemination of information on commonly and less commonly taught languages.” This center will keep you informed about current debates and research in the vast, evolving, and multidisciplinary field of language teaching. It provides links to other useful and interesting sites such as the Culture Club. You may subscribe to receive a monthly newsletter with information relevant to your own teaching and research interests.

[Teachers College Record](#).³⁸ Journal of research, analysis, and commentary in the field of education. It has been published continuously since 1900 by [Teachers College, Columbia University](#). It offers paid subscription, but you may access it online through the Brown library, which holds an institutional subscription. Note: If you are accessing from an off-campus location, be sure you log in (through the “Off-campus access” in the top menu) before you click on “View online version.”

6.3. Stress Management Tips

Here are some suggestions to help you manage the inevitable stresses of your work. You could easily argue that you don't have time, however if you follow them you will be much more likely to work more efficiently and in better spirits. You can reduce stress by:

³⁷ <http://www.nclrc.org/>

³⁸ <http://www.tcrecord.org/>

- **Eating well.** Be careful with stimulants (coffee, tea, sugar, alcohol, nicotine, etc.) which, though they give you a quick boost, ultimately sap your energy and cause your mood to sag.
- **Exercising regularly.** This doesn't have to be a punishing regime at the gym. A 20-30 minute daily walk can help you feel better and be more productive. Many people report that walking is a way to think things through and break through mental blocks. Take time every day to relax and have some fun, even if for just a short time.
- **Learning relaxation** techniques such as breathing exercises, stretching, meditation or body postures that can give you deep refreshment in a short period of time.
- **Taking regular micro-breaks** while working to stretch or walk around. This is also good for the health of your back. (Back troubles and headaches are two very common health complaints in our sedentary profession)
- **Maintaining a social life** and not isolating yourself. Have someone you can confide in about your interior life (if you're feeling anxious or depressed, talk about it with someone you trust). Counseling services are available on campus and are used regularly by undergraduate and graduate students alike.

Many of us have found that it is optimum to follow a routine, each day balancing teaching work, academic work, self-care, and personal time. It is also beneficial to have one time in the week, say Sunday afternoon or evening, in which you totally disconnect from work in order to refresh yourself. From a holistic perspective, relaxation is as much a part of doing one's job as is sitting at the computer.

7. TEACHING EVALUATION

7.1. Observations.

7.2. Departmental student course evaluation.

7.3. Self-evaluations.

7.3.1. Evaluating Course Evaluations.

7.3.2. Teaching Self-analysis

7.4. Prizes: Kossoff and Presidential Awards

7.4.1. The Presidential Award for Excellence in Teaching

7.4.2. The Aaron David and Ruth Kossoff Prize for leadership in teaching

7.5. Appendices

7.5.1. Appendix A – Evaluation of Teaching Assistant Performance

7.5.2. Appendix B – Course Evaluation Hispanic Studies

7.5.3. Appendix C – Evaluating Course Evaluations

7.5.4. Appendix D – Teaching Self-Analysis

7.5.5. Appendix E – Department Grade List Form

7.1 Observations

Learning to teach and/or refining teaching skills are part of an ongoing complex process. All Teaching Assistants, Teaching Associates, and faculty new to the department are periodically observed. Teaching observations have a twofold purpose: to continue to support your professional development as part of the mentoring and educational experience along your teaching journey and to ensure coordinated operation of our language program as well as the highest quality of teaching.

Observations include both observing other fellow teachers [your Course Supervisor, other faculty or your fellow TAs] and being observed by a language faculty member a number of assigned times in the first three years of your teaching in the program.

As it has been indicated in chapter 2, Teaching Assistants and Teaching Associates must observe their Course Supervisor and are encouraged to observe other faculty and peer Teaching Assistants. Observing others teach is enriching because it forces us to pay attention to what others do in the classroom while we look back at our own teaching practices. This is a thought-provoking process that provides us with new perspectives on teaching and learning.

Instructors are observed and evaluated once a semester during the course of the first year of teaching, and only once again during the second year, unless the language faculty deems it necessary to do one more observation during the third year or at the time when the graduate student is about to enter the job market. Observations are scheduled in advance and typically involve two components: a video taping of your class and, often, a class visit by a faculty member. We believe that the combination of both components is very effective since you have the chance to revisit what you did in class and take notes, and your observer may be able to

provide you with richer feedback on your teaching. Ultimately, teaching observations are meant to provide you with an opportunity for reflection and discussion about your teaching.

After the observation is completed, including a discussion with the faculty member who observed you, your observer will fill in an evaluation form (see *Evaluation of Teaching Assistant Performance* in **Appendix A** at the end of this chapter) and file it. In the third observation (2nd year), in addition to the observation form, there is a letter of evaluation placed in the instructor's file. And in the fourth observation [3rd year] a follow up letter will be placed in the file only upon request of the instructor.

At the time observations are scheduled, the Language Program faculty will provide you with detailed guidelines on the steps to follow to have observations completed in the second part of the semester.

7.2. Departmental student course evaluation

At the end of each semester students are asked to review the courses they have taken. This evaluation is a very important tool to assess both the course (syllabi, textbooks and other materials, etc.) as well as the individual instructors' effectiveness. These reviews are tracked carefully in the department and, besides considering the general feedback provided on the courses, they are also used to gauge your teaching development, and assess your weaknesses and strengths as an instructor.

Hispanic Studies participates in the online course evaluation system instituted by the office of the Dean of the College (see **Appendix B**). Toward the end of the semester students will receive notification from the Dean of the College indicating that course online evaluations are accessible and encouraging them to submit theirs (faculty will be notified as well.) Still, it is very important that all instructors remind and encourage students to complete these evaluations.

After final grades have been submitted, instructors have access to the evaluations submitted by students. Please keep a copy of your evaluations for your own records (you might also need them when applying for jobs.) We actually recommend that you read them carefully and take some time to complete a set of questions [see **7.3** and **Appendix C** also at the end of this chapter] that will help you reflect on your strengths and weaknesses and devise ways to improve your teaching practice. Remember, though, that these evaluations are not entirely objective and that not all students take them as seriously as they should. Nevertheless, collectively they often provide a valuable perspective of your work.

7.3. End of semester evaluations

At the end of each semester, your faculty Course Supervisor will complete a brief form describing your performance during the semester beyond your class observation. Consideration will be given to such factors as attendance of and participation in regular course meetings, timely and appropriate communications with your course supervisor, consistent implementation of course policies, etc. This information will be shared with the Director of Graduate Studies as part of our assessment of your overall progress in the graduate program.

To review the requirements and expectations, you may review section 2 *Teaching Assistants and Teaching Associates* in these Guidelines.

Your reflections and feedback on your teaching experience are also important to us. Therefore at the end of each semester, you will be asked to complete a brief form to provide feedback on the course you taught, your work with the course supervisor, and any other issues relevant to your teaching.

7.4. Self-evaluation

7.4.1. Assessing Course Evaluations

The purpose of this guide is to help you distill the information in your student course evaluations. In the short term, it will help you fine-tune your teaching and in the long term it will provide organized notes for discussing your teaching performance, and preparing your teaching dossier for job interviews (See **Appendix C** for this complete self-evaluation guide).

7.4.2. Teaching Self-analysis

This guide can be useful in planning your class, even when you think it is going well. If you feel that things aren't as good as they could be (and this can be a frequent feeling when you are teaching for the first time), talk with your Course Supervisor. Be forthcoming about your anxieties (we all have them) and then take concrete steps to make improvements. Your students will appreciate your efforts to turn things around, even if it means some temporary awkwardness (see **Appendix D**).

7.5. Prizes: Kossoff and Presidential Awards

7.5.1. The Presidential Award for Excellence in Teaching

The Presidential Award for Excellence in Teaching is an annual prize awarded by the Graduate School to recognize outstanding pedagogical achievement by a Brown

University graduate student. The award carries a monetary honorarium (may vary each year) and is given out at the University Awards ceremony, which is held in early May.

The award is open to teaching assistants or teaching fellows from any program. Each candidate must be nominated by their program, and each program may submit only one nomination.

Criteria for this award

Members of the Prizes Committee will rank the top three members of the most senior group of graduate students (by year) that has not been previously considered for the Presidential Prize, based on the following criteria:

1. They must have consistently outstanding teaching evaluations made by language faculty.
2. They must present a record of enthusiastic student evaluations from two semesters
3. They must present a strong record of contributions that promote student learning. These could include: contribution of course materials (activities as needed, work on Excel or Canvas, revision of materials, etc.), course supervision, helping/mentoring students, work with the Sheridan Center, committee work, collaboration and teamwork (active participation in a course group, proofreading materials, participation in brainstorming sessions, etc.), as well as professional training (certification programs completed at the Sheridan Center.)

If there are not three students who meet these criteria, we will consider only those who do. From this top-ranked pool the committee will choose a candidate for nomination to the Presidential Prize, subject to approval by the other members of the department.

Note: To learn about the Graduate School criteria for the Presidential Prize, please read the current criteria at this link:

<http://www.brown.edu/academics/gradschool/about/awards/excellence-teaching-award>

7.5.2. The Aaron David and Ruth Kossoff prize for leadership in teaching

The David and Ruth Kossoff prize is given to one or two senior graduate students who present a strong record of service to the department as well as excellence in teaching. Aaron David Kossoff (1918-1995), an emeritus professor of Hispanic Studies at Brown University, established the prize with his wife Ruth to support an array of activities in Hispanic Studies, such as the Tertulias at the Machado House and lectures given throughout the year for graduate students, as well as books for our in-house Departmental library. For more information on his interesting life and contributions check the Hispanic Studies website.

After the Presidential Prize winners have been announced, there are two possibilities for awarding the David and Ruth Kossoff Prize:

- If our nominee is **one of the winners of the Presidential Award**, we will award the Kossoff prize to anyone remaining in the initial top-ranked pool (as long as we feel they are qualified).
- If our nominee is not a winner, we will award the Kossoff prize to the nominee and, if deemed appropriate, to the next ranking candidate in the pool.

We urge you to work towards meeting the requirements for this prizes starting early on and as you advance in your studies and participation in the Spanish language program. These prizes are a fantastic recognition of excellence to add to your CV when the time comes to enter the job market.

7.6. Appendices

In the following pages you will find Appendices A-C.

7.5.1. Appendix A – Evaluation of Teaching Assistant Performance

APPENDIX A Department of Hispanic Studies³⁹ Brown University Evaluation of Teaching Assistant Performance

T.A. Name _____ Course/Section _____ Semester _____

Date of Observation _____ Class length _____ Previous teaching experience

Name of observer _____ Position _____

GENERAL (This instructor: _____)	Very Descriptive					Not at all Descriptive
Is well prepared for the class	1	2	3	4	5	N/A
Creates a class atmosphere conducive to learning	1	2	3	4	5	N/A
Has a good rapport with students	1	2	3	4	5	N/A
Has clear goals and student outcomes for the lesson	1	2	3	4	5	N/A
Schedules a variety of appropriate class activities	1	2	3	4	5	N/A
Uses contextualized, communicative activities	1	2	3	4	5	N/A
Integrates grammar into the lesson and expects students' participation in grammar explanation	1	2	3	4	5	N/A
Makes an effort to integrate culture	1	2	3	4	5	N/A
Allows ample time for consideration of questions and formulation of answers	1	2	3	4	5	N/A
Is responsive to students' questions	1	2	3	4	5	N/A
Is sensitive to students' responses	1	2	3	4	5	N/A
Maximizes students' opportunity to speak in class	1	2	3	4	5	N/A
Encourages student-to-student interaction	1	2	3	4	5	N/A
Engages students in free and structured conversation	1	2	3	4	5	N/A
Involves all students in class activities	1	2	3	4	5	N/A
Uses group work effectively	1	2	3	4	5	N/A
Gives succinct and well-formulated instructions	1	2	3	4	5	N/A

³⁹ Updated July 2008

Repeats and paraphrases when necessary	1	2	3	4	5	N/A
Works with student pronunciation	1	2	3	4	5	N/A
Corrects grammatical/lexical errors when appropriate	1	2	3	4	5	N/A
Handles weak students well	1	2	3	4	5	N/A
Reinforces good performance & encourages improvement	1	2	3	4	5	N/A
Gives explicit assignment for the next day	1	2	3	4	5	N/A
Has excellent pronunciation	1	2	3	4	5	N/A
Uses appropriate Spanish intonation, rhythm and speed	1	2	3	4	5	N/A
Speaks a grammatically correct & idiomatic Spanish	1	2	3	4	5	N/A
Speaks clearly and projects voice well	1	2	3	4	5	N/A
Has no distracting mannerisms	1	2	3	4	5	N/A
Maintains eye or voice contact with students	1	2	3	4	5	N/A
Conducts class in Spanish to greatest degree possible	1	2	3	4	5	N/A

Instructor's comments:

7.5.2. Appendix B – Foreign Languages Evaluation

APPENDIX B Foreign Languages Evaluation

Basic Spanish - S01

HISP 0200 - S01 CRN:24282

- Semester level: **99**
- Please indicate your intended concentration/program:

Student Information

- Please indicate your reason(s) for taking this course (check all that apply).
 - Pre-requisite for other course(s)
 - Requirement for concentration
 - Elective within a concentration
 - Elective outside concentration
 - Reputation of instructor
 - Interest in topic
- Please indicate how often you attended class.
 Always Frequently Less than half of the time (reset)
- Please indicate the number of hours per week you spent on this course outside of class.
 0-2 hours 3-4 hours 5-6 hours 7-8 hours 9+ hours (reset)

[Save Now](#)

Effectiveness of Course

- What knowledge or skills did this course help you develop? Please comment on your own learning and intellectual growth.

4000
- Please indicate your overall evaluation of the quality of the course.
 Excellent Good Satisfactory Poor Very poor (reset)
- Please elaborate on your responses above, or on anything else you wish to discuss about the quality of the course.

4000
- Please comment on assignments (e.g., essays, papers, exams, oral presentations, activities, etc.). Consider the variety, interest level, usefulness, and quantity, as well as the clarity of the instructor's expectations and helpfulness of feedback.

4000
- Please comment on the course materials (e.g., textbook, readings, films, etc.). Which ones did you find most engaging and helpful? Are there any that should be eliminated in future versions of the course?

4000
- Please comment on your daily preparation, homework assignments (online and/or on paper, as applicable) and class activities. What did you find enjoyable and challenging?

4000

Effectiveness of Instruction

1. How well prepared was the instructor for class meetings?

<input type="radio"/> Very well prepared	<input type="radio"/> Prepared	<input type="radio"/> Somewhat prepared	<input type="radio"/> Poorly prepared	<input type="radio"/> Very poorly prepared	(reset)
--	--------------------------------	---	---------------------------------------	--	-------------------------

2. How well did the instructor explain course material?

<input type="radio"/> Extremely well	<input type="radio"/> Reasonably well	<input type="radio"/> Satisfactorily	<input type="radio"/> Poorly	<input type="radio"/> Very poorly	(reset)
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3. How helpful were the instructor's comments on your work?

<input type="radio"/> Very helpful	<input type="radio"/> Helpful	<input type="radio"/> Somewhat helpful	<input type="radio"/> Unhelpful	<input type="radio"/> Very unhelpful	(reset)
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4. How clear were the criteria for grading in this course?

<input type="radio"/> Very clear	<input type="radio"/> Clear	<input type="radio"/> Somewhat clear	<input type="radio"/> Unclear	<input type="radio"/> Very unclear	(reset)
----------------------------------	-----------------------------	--------------------------------------	-------------------------------	------------------------------------	-------------------------

5. Please indicate your evaluation of the instructor's overall effectiveness.

<input type="radio"/> Excellent	<input type="radio"/> Good	<input type="radio"/> Satisfactory	<input type="radio"/> Poor	<input type="radio"/> Very poor	(reset)
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6. Please elaborate on your responses above, or anything else you wish to discuss about the teaching in this course.

[4000](#)

[Save for Later](#)

[Review Responses »](#)

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7.5.3. Appendix C – Evaluating Course Evaluations

APPENDIX C EVALUATING COURSE EVALUATIONS

NAME: _____

Course name/#: _____ Sem/year _____

Experience with course: _____

Survey:

1. In what areas do you see a pattern of positive feedback from your students?
2. In what areas do you see a pattern of negative evaluation?
3. Misunderstandings (Those strange, isolated negative comments that seem to come from out of the blue. NB: If more than one persona mentions something, it is probably worth paying attention to it.)
4. What will you continue to do?
5. What will you do differently? How?
6. Summarize you student evaluations in a few sentences.

Your answers START HERE.

7.5.4. Appendix D – Teaching Self-Analysis

APPENDIX D TEACHING SELF-ANALYSIS

I. Daily preparation

1. Do I set up clear objectives for my lesson plans?
2. Do I state clearly what I want my students to be able to do by the end of this lesson?
3. How precise and thorough are my lesson plans?
4. In what ways are my lesson plans useful or a hindrance in the classroom?
5. What works or does not work and what other alternatives to what I did/do can I think of to improve students' learning?

II. Instructor-student rapport

1. Atmosphere in class. Do I create a safe space for students to feel confident and comfortable to interact fully?
2. Do I have a tendency to teach to any particular students? If so which ones?
3. What is my attitude when I correct students' mistakes?
4. How is my general classroom presence (gestures, mannerisms, etc.)? Do any of them have a negative effect? Which ones and why?
5. How much talking do I do in one hour? How much do the students speak? (approximate percentage)
6. How would I describe my class: teacher-centered or student-centered?

III. Methodology

1. Variety. Type and number of activities in one hour? What kind? How smooth are the transitions from one to the next one?)
2. How clear are the objectives of each presentation? What methods do I use to make the objectives clear to the students?
3. What kind of activities do I use? Are they effective? Why?
4. Pacing of activities: is the pace too slow/ too fast for most students?

5. How often do I use audio-visual devices or other forms of technology, and how do I use them? Am I comfortable with them?
6. Do I use worksheets? How effective are they?
7. Do I take advantage of Canvas? Do I encourage students to use it? How do I use it myself to teach the lessons?
8. Do I have a "favorite" method of introducing new grammar (question/answer, etc.)? Am I using this method too often?
9. What methods do I use to reinforce the introduction of other new material such as vocabulary?
10. How do I know that students understand what I am presenting?
11. How much Spanish is used in class? How easily am I persuaded to use English? When do I use English?
12. How do I practice and check pronunciation, rhythm, intonation, linking and stress?
13. Do I put equal emphasis on all four skills? If so, how? If not, why not?
14. How do I work with culture? How do I help students to become aware of other cultures in their own terms, that is, without judging them from their own cultural patterns?