TEACHING

Expectations
Teaching is a fundamental part of graduate training in our program. Graduate students in Hispanic Studies serve as Teaching Assistants (T.A.’s) during their second, third, and fourth years, teaching one course per semester. In their first years, they normally teach a section of a multi-section language course, working under the direction of a course supervisor. T.A.’s with a solid record of good teaching may be assigned to supervise the course they teach under the direction of a faculty course coordinator. Opportunities to broaden their teaching portfolios are opened for more advanced students by pairing them with professors as Teaching Assistants, collaborating with them in engaged learning courses, or assigning them to their own courses in literature, culture or specialized language areas (e.g., Spanish for the Health Professions).

T.A.’s must understand the importance of their roles within the undergraduate curriculum and the nature of their commitment as instructors of the Department of Hispanic Studies and Brown University. In multi-section language courses, they are expected to adhere to the syllabus and to attend regular meetings with the course supervisor and fellow instructors to ensure that there is consistency among all sections and that all students are equally prepared both for exams and to continue on to the next level in the program. They should not miss class except when absolutely necessary. If they do need to miss class, they should always inform the faculty course coordinator and make arrangements for a substitute. At the end of each semester, they are expected to be on campus until a week after reading period. In case they must leave before this time, they should notify the faculty course coordinator and make themselves available for contact through email and telephone until all grades are uploaded to the system.

Pedagogical Training
Students acquire initial pedagogical training by taking a teaching methodology course in the Spring of their first year. In their first year of teaching, they are also expected to attend the orientation organized by the language faculty the week before the beginning of the academic year. Returning T.A.’s should plan to be on campus at least two days before the beginning of the semester. Students receive feedback on their teaching through classroom observations in their first and second years of teaching and through course evaluations. Students interested in further pedagogical training and independent teaching experiences should explore the following resources and programs:

- Sheridan Center workshops and Certificate Programs
- Summer@Brown teaching opportunities in the School of Professional Studies
- Deans’ Faculty Fellows Program – open to all doctoral students (except BioMed)
- Brown/Wheaton Faculty Fellows Program – open to all doctoral students (except BioMed)
- Brown/Tougaloo Faculty Fellows Program – open to all doctoral students (except BioMed)

For more detailed information about all aspects of language teaching, see the Guidelines for Instructors in Hispanic Studies: https://www.brown.edu/academics/hispanic-