

**Department of Romance Languages &
Literatures**
University of Missouri - Columbia



INSTRUCTOR HANDBOOK
2009-2010

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INTRODUCTION

Welcome to the elementary language program of the Department of Romance Languages and Literatures at MU. You will be working closely with the following coordinators of the language program:

Annice Wetzel • French 1100, 1200 & 2100 • wetzelm@missouri.edu
Rita Cavigioli • Italian 1100 & 1200 • cavigiolir@missouri.edu
Jack Draper • Portuguese 1100 & 1200 • draperj@missouri.edu
Linda Keown • Spanish 1100 • keownl@missouri.edu
Dawn Heston • Spanish 1200 • hestondm@missouri.edu
Gabriela Castro-Barrientos • Spanish 2100 • castrobarrientosm@missouri.edu
Valerie Kaussen • Director of Undergraduate Studies • kaussenv@missouri.edu

During the academic year you will be helping MU undergraduates fulfill their language requirement or continue their study of a Romance language at an advanced level. We want these students to benefit from and enjoy their work in our courses, and it is up to us to make this happen. Because of the large enrollments in our lower-level language courses, and because the majority of those are enrolled primarily to fulfill a university requirement, we ask you to follow a fairly uniform methodology in your teaching and a uniform testing and grading procedure each semester. The students should be treated fairly and equitably, and you must adequately prepare them all so they can successfully continue their study of language at the next level.

We realize that you have come to MU to pursue your own studies and that your first priority will naturally be the fulfillment of requirements in the courses you are taking, the passing of oral or written exams, and the completion of the thesis or dissertation.

Because of the demands of balancing studies and teaching, a graduate student will occasionally decide not to continue teaching in the language program in order to have more time to devote to his/her own work. Some will decline an offer to teach a second section when they know that they would not have time to do a good job in both sections. Since the number of semesters for which you receive support is limited, it is your responsibility to keep track of the semesters you have taught. Under current policy, MA students at this university are eligible for 4 semesters of support. Granting of support beyond the limit is not a matter of routine. It depends on the number of sections that we need to staff as well as on the number of graduate instructors still “within time” in any given semester. PhD students are entitled to a total of 10 semesters of support: 6 semesters while completing their coursework, plus an additional 4 semesters following the comprehensive exam. After you have used up your allotted semesters of support, you will have to pay tuition. There is nothing the Department of Romance Languages and Literatures can do about this policy.

To make your job a little easier, we have compiled this handbook as a reference. We have tried to anticipate the questions you might have concerning not only the course(s) you are teaching but also departmental policies.

THE LANGUAGE REQUIREMENT

Most students at MU have a 12-hour language requirement.

While this usually takes the form of 1100, 1200 & 2100, many students start at a higher level. Students can take a placement test to help them determine which course to take, but these test scores do not require that they start at a certain level. The test scores serve more as a guide. If a student starts in 1200 or 2100 and passes with a C or better, he/she can apply for back credit to fulfill his/her language requirement.

For the majority of students, the placement exam results are reasonably accurate. However, if students are not sure they are in the right course, please send them to your coordinator, who can change placement if needed. Placement exams are somewhat imperfect instruments so there are always students who get lucky and place higher than they should, or those who have a bad day and place lower. You, the instructor in the classroom with the student, have a crucial role to play in correcting placement if need be. We do not want our students to “be in over their heads” nor do we want them to waste their time in courses below their abilities. If you have questions about whether a course is appropriate for a particular student, speak to him/her about options and send him/her to your coordinator for advice as early as possible in the semester.

COURSE OVERVIEW

To give you an overview of the courses you are likely to teach, the following pages give brief descriptions of the elementary-level language courses in French, Italian, Portuguese, and Spanish.

French 1100 (5 credits, 5 hours per week) is the introductory course for students with little or no background in French. The course is proficiency oriented, giving students a communicative command of useful French. The four language skills are taught in a francophone context, with greatest emphasis on listening and speaking. Students study the grammar and vocabulary before each class period and complete written activities to support their learning. Reading, accompanied by the teaching of strategies, is done both in class and in the workbook. Short compositions are required so as to develop the writing skill beyond the production of single sentences. In addition to class meetings, students are required to complete one listening laboratory chapter approximately every two weeks.

French 1200 (5 credits, 5 hours per week) is the continuation of French 1100. Generally students do not place into French 1200 since the course is designed for students who have taken French 1100 at MU. The course presents and practices additional fundamental structures of French while building vocabulary. Listening and speaking are emphasized in class, with written assignments reinforcing grammar skills completed by students in preparation for each class period. A certain number of short compositions are required. In the last third of the course more time is spent on the development of reading skills. Outside of class students complete the listening laboratory chapter which accompanies each textbook chapter.

French 2100 (3 credits, 3 hours per week) is the first intermediate-level course. Readings, both expository and literary, from France and the francophone world, serve as springboard to help students increase their proficiency in the four skills while reviewing the grammar taught in first-year or introductory courses. Class time is spent on reading and on contextualized communicative activities in which students use the structures, which they have studied, in the grammar book or the reference grammar section of their textbook. Self-check exercises in the workbook reinforce understanding of the material prepared. Grammar is presented in class only as needed when new or especially challenging. Topics move students beyond the survival and personal focus of first year courses and invite them to reflect upon current questions, comparing their own culture with francophone cultures. Writing skills are further developed through regular compositions based on the themes.

Italian 1100 (6 credits, 6 hours per week) is a communicative multi-media course aimed at introducing English-speaking students to the Italian language and culture. Lesson plans follow the textbook structure, where each unit consists of vocabulary and grammar sections, review activities, cultural readings, writing and listening exercises. In order to expose the students to as much Italian as possible and to develop listening and speaking skills, this class is conducted mainly in Italian. By the end of the semester the students will know enough words and phrases to understand and communicate with native speakers on a basic level.

Italian 1200 (6 credits, 6 hours per week) is the continuation of Italian 1100. Elementary Italian 1200 parallels the methodology of the previous level, but more sophisticated grammar and oral skills are covered. Lessons will be conducted using an interactive approach: students will be exposed to reading, listening and role conversations both with the instructor and with other students in intermediate Italian. At the end of the course, the student should be able to express their ideas in Italian with reference to the most common activities involved in daily routine and experiences, as well as cultural fields including modern music and contemporary cinema.

Portuguese 1100 (6 credits, 6 hours per week) is designed to give students an overview of the grammar and syntax of Portuguese. Emphasis is on oral and listening skills with some reading and writing. *More will be added when the department hires a full-time coordinator for Portuguese.*

Portuguese 1200 (6 credits, 6 hours per week) is designed to give students an overview of the grammar and syntax of Portuguese. Emphasis is on oral and listening skills with some reading and writing. *More will be added when the department hires a full-time coordinator for Portuguese.*

Spanish 1100 (5 credits, 5 hours per week) is designed for students who have never taken Spanish. The course offers an introduction to the Spanish language and the many cultures it encompasses. The course work will allow students to develop all four language skills: reading, speaking, listening and writing along with the cultural background necessary to help you to communicate effectively in Spanish. In order to expose students to as much Spanish as possible and to develop listening and speaking

skills, this class is conducted primarily in Spanish; students should see that their ability to understand and to respond will develop quite rapidly. By the end of the semester, students should be able to understand simple dialogues and texts, engage in brief conversations on everyday topics and write short compositions. Students should know enough words and phrases to understand and communicate with native speakers on a basic level.

Spanish 1200 (5 credits, 5 hours per week) is designed for students who have taken one semester of Spanish at the MU. The course offers the opportunity to build upon the skills learned in Spanish 1100, while introducing them to more aspects of the Spanish language and the many cultures it encompasses. The course work will allow the continual development of all four language skills: reading, speaking, listening and writing along with the cultural background necessary to help them to communicate effectively in Spanish. In order to expose students to as much Spanish as possible and to develop listening and speaking skills, this class is also conducted primarily in Spanish.

Spanish 1250 (5 credits, 5 hours per week) is designed for students who have taken more than two years of high school Spanish. It is an accelerated beginning course offering a reinforcement of the beginning concepts of the Spanish language and the many cultures it encompasses. The materials covered will include some of those topics taught in Spanish 1100 and all of the topics covered in Spanish 1200. This course will allow students to further develop all four language skills: reading, speaking, listening and writing along with the cultural background necessary to communicate effectively in Spanish. This class is conducted primarily in Spanish. Completing 1250 successfully will track students immediately into Spanish 2100 and allow them to complete their 13 hours of foreign language credit in two semesters if they apply for and receive back credit for Spanish 1100.

Spanish 2100 (3 credits, 3 hours per week) is designed for students who have completed two semesters of college Spanish or the equivalent. It offers the opportunity to build upon the skills learned in Spanish 1100 and 1200 while introducing more aspects of the Spanish language and the many cultures it encompasses. A major focus of Spanish 2100 is the integration of previous knowledge with new vocabulary, grammatical structures and cultural understanding through communicative activities in class as well as through both cultural and literary readings. Classroom discussions will move students from basic survival skills into expressing ideas about culture and current questions. To further develop writing skills, students will write regular compositions on a variety of themes. In order to expose students to as much Spanish as possible and to further develop listening and speaking skills, this class is conducted in Spanish. By the end of the semester, students will have reached a level of intermediate-mid to intermediate high competency (according to the ACTFL scale) in the four language skill areas: speaking, reading, writing and listening.

I. INSTRUCTORSHIP

A. Renewals

The faculty determines the re-appointment of instructorships. The coordinators of language instruction make recommendations based on each instructor's overall performance. Each semester, the coordinators evaluate the language instructors for their teaching effectiveness, cooperation in preparing exams, promptness in fulfilling duties (checking e-mail, departmental mailbox, responding to requests for materials, turning in copies of quizzes, recording grades, etc.), and attendance at meetings. Each faculty member in the language also makes his/her recommendation regarding each graduate instructor's quality as a graduate student and progress toward the degree. Generally, Masters' candidates are expected to complete their degrees in four semesters or two years, with a fifth semester sometimes allowed in certain circumstances; PhD candidates should, ideally, complete their degrees in 10 semesters, or five years. Study abroad does *not* count as part of this time.

B. Double sections

You have all been awarded an instructorship for the semester in which you have received this handbook. Some instructors' requests to teach two sections per semester may be considered, but since this is contingent on enrollments, it cannot be guaranteed. Please remember that undergraduate enrollments and the number of graduate instructors vary each semester so you should never assume that there will be extra sections just because you know that there have been some in the past. Enrollments also vary from language to language, which means that teaching loads are not always equal among languages or from year to year.

Double sections, if available, will be assigned based on:

1. teaching ability: based on classroom observations, post-observation conferences with the coordinator, student evaluations
2. ability to handle workload of two sections: based on evaluations of coordinator, student evaluations, conferences with coordinator
3. progress toward the degree

C. Summer Session

A *very* limited number of instructorships are available for summer sessions. The exact number depends upon faculty requests, enrollments and summer session budget. You will receive information about this during the Winter Semester. The coordinators do not coordinate the courses taught during the Summer Session. The faculty makes the selection based upon:

1. Seniority. In general, PhD students receive first priority, and those with the most seniority are given consideration over new students in the program. In the absence of qualified doctoral students applying for summer teaching, the most senior Masters' candidates are next in order of preference.
2. Overall standing in the program. Students must be making timely progress toward their degrees and have no Incompletes or other academic deficiencies. They are also chosen on the basis of their previous teaching records at MU.

3. Prior teaching in summer. In order to ensure fairness, the department makes every effort to rotate summer teaching each year so that everyone who wants to has a chance to teach a summer session.

II. GENERAL ADMINISTRATIVE POLICIES

A. Course Scheduling and Teaching Assignments

All graduate instructors must submit a schedule of courses they plan to take in the following semester when requested by the coordinator or the staff. They may also mention the course and the hours they prefer to teach. Whenever possible, the coordinators and the staff will take these requests into consideration. However, assignment of classes depends on many factors and it is not always possible to assign the requested class or teaching hour. Teaching assignments are made after the budget is finalized and before semester break. Because of the uncertainties of registration, these assignments must be considered tentative until the second week of class. Desk copies will be distributed as early as possible.

B. Attendance

Failure to meet your classes and failure to be on time for class are grounds for immediate termination of your contract. All instructional staff are expected to meet classes every scheduled day, and for the allotted number of minutes every day. The first day of the semester is especially important in setting the tone for the course and beginning to build your relationship with your students. Please be sure your travel plans do not make it impossible for you to be there. The official university calendar is prepared far in advance and is on the Registrar's website. Consult it to be sure of dates when making travel plans.

It is YOUR responsibility to find a substitute if you have to miss a class. Should you need to be absent for an extended period of time, you should consult with your coordinator about a long-term arrangement. It is not a good idea to have several different people teach your class for you. In case of emergency, notify your coordinator immediately if you cannot arrange for a substitute instructor yourself. It is vital that your coordinator and the main office have a current telephone number for you. You are not permitted to cancel classes at any time, not even the day preceding or following a holiday period.

In the final exam period, you are required to be present until you turn in your grades and other records, usually 72 hours following the administration of the exam. Even if you are a "fast" grader, don't assume that you can leave 24 hours (or less) after you have given your final. Students who need make-ups can create a real problem for your coordinator if you are not there to grade the exam and complete your grade forms. We realize that this may create hardships, especially at the end of the first semester. However, completing student exams and grades is a vital part of your responsibility, and should not be passed on to your coordinator. If a problem in this area does arise for you, it is essential that you speak to your coordinator about it.

Attendance at meetings called by the coordinator is mandatory.

C. Supervision/Observation

Course planning involving objectives, selection of texts, and instructional methods and procedures is done by the coordinators. The coordinators are responsible for preparing the syllabi. If you have any questions about them, or if you wish to make comments or suggestions, please feel free to talk to your coordinator. They are always interested in improvements and those of you teaching a particular course are in the best position to know what works and what does not.

In order to maintain the quality of instruction in the language courses and to help you become the best possible instructor, all language instructors' classroom performances will be supervised, by personal visits to the classroom and/or videotaping. Before each visit/videotaping you will receive a form to complete, presenting your lesson plan and evaluating your teaching. A consultation with the observer will follow each visit/videotape. The number of observations may vary, but the general rule is twice during the first semester of teaching, once in the second, and once a semester subsequently.

In addition to the above observations, coordinators will complete an evaluation form for each graduate language instructor working under his/her supervision each semester. This form covers areas such as attendance at meetings, following directions, quality of exam preparation, cooperation, turning in requested materials, etc.

All instructors with new teaching assignments in the Department are required to take the methodology course on theories and techniques of teaching foreign languages.

D. Student Evaluations

All instructors are encouraged to conduct informal mid-semester evaluations, usually just after the first exam, of the courses they are teaching.

The Coordinators will provide sample forms. A summary of the evaluation is given to the coordinator.

Early Feedback Evaluations

All new international instructors are required to participate in the Early Feedback program, sponsored by the Program for Excellence in Teaching (PET). As the name implies, the instructor receives early feedback from his/her students on how well s/he is performing as a teacher. Early Feedback consists of both a written evaluation and a class visit from one of the PET staff to observe the instructor in action. Teaching problems can thus be remedied before they become insurmountable. These evaluations are usually scheduled for mid-semester (PET provides the dates) and students may complete the evaluation in class or online. PET will always notify both the instructor and the students in the class when Early Feedback will be given.

End of Semester Evaluations

At the end of each semester, your students will evaluate the course(s) you are teaching and your teaching performance. These evaluations are mandatory and must be given for every class you teach. The evaluation packets will be available in the main office during the last two weeks of class each semester; you will be notified

in advance via the listserv of the day you are to give your evaluations. Make sure you tell your students and remind them to bring a #2 pencil with them on evaluation day; some students will inevitably forget, so you should bring a few from the supply in the main office. However, the department can not provide pencils for every student in your class.

You may NOT pick up your evaluation packets in advance. Please take only the packet for the class you are about to teach unless you have back-to-back classes at opposite ends of the campus. 15-20 minutes before the end of class, distribute the forms to your students and designate someone reliable to return them to the main office when they have completed the evaluations. The form is simple, and direct, but encourage your students to write comments, since these are usually the most helpful. *You may not stay in the room while the students are completing the evaluation.* You may read the evaluations once you have turned in your grades. Your coordinator will keep the student evaluations on file but you may have them at any time should you need them for applications for teaching positions. Please take them with you when you leave MU.

E. Departmental Administrative Policies

Information About Front Office Procedures and Policies

Office Staff: Marcia Reeves, Administrative Associate I, reevesm@missouri.edu
Pam Myers, Administrative Assistant, myersp@missouri.edu
Amy Rinck, Office Support Staff III, rinckam@missouri.edu

Offices

The main office is open from 7:30-5:00 Monday-Friday during the regular academic year. It is closed on weekends and University holidays. During the summer, the departmental office observes summer hours, from 7:30-4:00. Desk assignments in the instructors' offices, 316 and 320, Arts & Science are made at the start of each semester. If you have any strong preferences please communicate them to your coordinator or Amy, who makes the office seating charts each semester. Because of space limitations, most instructors must share cubicles. Room 316 is assigned only to doctoral candidates; the offices in 320B-E are divided between MA and PhD students, and OTS instructors.

There are two telephones in 320 Arts & Science: 882-6481 and 882-3376. There is also a departmental FAX machine in 147A, which instructors may use. Keep in mind that if you want to send a long distance FAX you will need to have a calling card; the department does not provide long distance access for graduate students.

Cleaning and Maintenance

The custodians clean offices and classrooms on a weekly rotating schedule. There is also a day porter who covers all the buildings and is on call from morning through the afternoon. Please inform Pam of any drink spills, leaks, or wet floors so she can call the day porter to take care of it. You should also tell Pam if the night custodial crew is not

emptying trash on your scheduled night, keeping the restrooms adequately cleaned or stocked with supplies. The custodians don't dust, polish furniture or wash windows. If you have a microwave, coffee-maker or refrigerator in your office, you are responsible for keeping them clean. Marcia should be contacted about any broken office furniture so she can arrange to have it picked up by Surplus. Unfortunately, this department has limited funds and can't afford regular technology upgrades or furniture replacements, so you may have to improvise or make do in the interim. If you're throwing out old boxes or other unwanted items that are too big for the trash cans, clearly label them as trash. In general, the custodians won't throw out anything that's not marked as trash for their own protection, even if it's sitting right by the trash cans.

Plumbing disasters, burned out fluorescent lights, broken doors or locks, malfunctioning heating/air conditioning and elevator problems should also be reported to Pam or Amy, who will immediately call it in to the Service Desk. Generally Campus Maintenance will fix the problem the same day but some jobs, like burned out lights, are lower on their priority list.

Keys

All new teaching staff are issued keys at the beginning of each semester, to the outside doors, the 3rd floor corridor doors, and to their own offices. New instructors should pick up their keys from Amy in room 147. If you lose your keys please inform Amy immediately so she can order replacements. Occasionally someone will be issued a key that won't work in the lock for which it's designated. If this happens to you, please return the key to Amy so she can send it back to the Key Shop and order you a new one. Always return your keys to her when you graduate or accept another job so she can return them to the Key Shop.

Copy Machine Policies/Problems

The department has two copiers. The copy machine in 147A, in the main office area, is intended for use primarily by the departmental office staff and faculty. Graduate and OTS instructors may also use it in an emergency. The copier in 320B is for use by all teaching staff in the department. Amy assigns or changes personal copier access codes at the start of each semester. If you lose it, forget it, or for some reason are unable to get your code to work, please see Amy. Graduate instructors are allotted 1000 copies per class per semester. Please make every effort to stay within your limit with handouts or other class materials. You should also remember to hit the "Access" key to clear the readout when you're done with your job, or other people will continue to make copies on your code, maxing you out faster than you expect. Limits are keyed into the copier. Copy allotment is 400 per credit hours of instruction, e.g. 1200 copies for one 3 hour course.

If you are making more than 200 images at a time, plan ahead and have Amy (rinkam@missouri.edu) or Pam (myersp@missouri.edu) send your job to Digiprint for processing. You can submit this job to them via E-mail with attachment in PDF or Word format. PDF format is preferred because sometimes layout adjust in Word. In the body of the E-mail state the number of copies required, single or double sided, stapled or not stapled, and when needed. Allow a 2-day turn around and 3 days at very busy times in

the semester. This will not count against your copy total and will save wear and tear on the copy machine. Also, it is much cheaper for the department to use Digiprint than to copy on our own machines. If you prefer not to submit your copy job electronically, provide Amy or Pam your hard copies.

Because of heavy usage, the departmental copy machines are prone to paper jams. Some jams can be prevented by fanning the copy paper thoroughly before putting it in the feed tray, or by allowing the copier to cool off in between jobs. Persistent or stubborn jams or other problems should be reported to Amy or Pam immediately. If the problem can't be fixed they will call Image Technologies. If you find a malfunction message with the code C-0910, check to see that the paper is properly loaded in both drawers, then open and shut the front panel. This should clear the readout. Never ignore a message stating that the toner is running low. Amy or Pam should be informed to ensure a replacement is on hand. NEVER take the toner out and shake it to redistribute the ink; the copier doesn't work like a computer printer.

The department encourages instructors to use overhead transparencies in lieu of handouts whenever possible. Blank transparencies are available from the main office. If you don't know how to make a photocopy on a transparency, please ask Pam or Amy to show you how, so you won't jam the copier.

Office Computers and Printers

There are several Macintosh computers with Internet access; and a printer available for graduate students' use in 316 and 320. Please let the staff know if you are having a problem with the printer or computers so they can report it to the Arts & Science tech support office. Instructors are responsible for changing the printer toner cartridge when the toner runs low. It is usually possible to coax an extra week or two of use from a cartridge by taking it out and rocking it back and forth to redistribute the ink, then putting it back in the printer. If this doesn't work, Amy has spare cartridges in her office (147).

Mailboxes

The instructors' mailboxes are on the 3rd floor, between the Afro-Romance Institute and the departmental instructor offices. They are listed in numerical order, and are updated each semester, as students graduate or enter the program.

Lost and Found

The A&S Building's Lost and Found is in the main office. Please let Pam know if you have lost something, or are turning in lost books, cell phones, calculators or other belongings so she'll know we have them in case students come looking for misplaced possessions. If you teach in another building and notice a student left something behind in your classroom, turn the item in to that building's lost and found, not Arts & Science's.

Paychecks, Fee Waivers, and Insurance Subsidies

All instructors are paid on the last working day of each month. Payment is by direct deposit. In August, you will receive a partial paycheck for the number of days actually worked. The rest of your fall semester salary is divided into four equal amounts from September through December. For graduate students, Winter paychecks are divided

into five equal payments, from January through May. However for OTS (non-student) instructors, there will be a partial paycheck in January and four equal payments in February through May. Please see Marcia immediately if you don't receive your salary, or you notice discrepancies on your monthly statement.

Fee waivers are provided for those graduate instructors eligible. Marcia will contact you if there is a problem with your eligibility for a fee waiver. If you receive a bill that does not include your fee waiver, first contact the Cashier's Office to see if they show a record of it. If they do not have a record of it, contact Marcia. Graduate students with teaching assignments are also eligible for an insurance subsidy, please check the Financial and Funding Information on the Graduate School's website for more information about the insurance subsidy.

Classrooms

Registration assigns classrooms wherever space is available at that time. This means that, unfortunately, your classroom assignment may be less than ideal, located either in a more remote area of campus or in an older building. It is extremely difficult, due to competition for space, to get rooms changed.

Supplies

Limited, basic office supplies are available; please see Amy for your office supply needs. You may check out copy paper in Room 147A. Amy has letterhead stationery and envelopes in her office if you need them for writing letters of recommendation, etc.

Audiovisual Equipment

The department has TV/VCR or TV/DVD units, overhead projectors, slide projectors, and CD players for use in your classes. They are located in the Equipment Room (155) and may be checked out in the main office. The check-out sheet and Equipment Room key are located in the first mailbox on the top row at the far end, near the back door to Marcia's office. Please remember to return anything you use to the Equipment Room after you're done with it. The same goes for the Equipment Room key, which you are urged to use gently; we seem to replace, on average, a couple of bent keys a year. If you need a TV for a certain time, you can reserve it in advance by leaving a sticky note on it with your name, the date and time you need it. Please note that the department's TVs are for use in Arts & Science only and cannot be taken out of the building. Any equipment breakages or malfunctions should be reported to the office staff. Out of consideration for your colleagues, please treat the equipment with respect. It's not always possible to replace broken TVs or CD players every year and the fewer working units we have, the fiercer the competition gets for those remaining.

If you teach in another building and want to show a video in class, you must go through Academic Support to rent TV/VCR or DVD combos. You must clear all equipment rentals with your coordinator prior to making a request.

Audiovisual Rentals from Academic Support

Once you have gotten the approval of your coordinator, here is some important information about reserving equipment from Academic Support:

1. Amy handles all video and equipment rentals through Academic Support. Please note: equipment must be reserved at least 48 hours in advance. There are NO exceptions.
2. When requesting equipment rentals please let Amy know the place(s), day(s), and time(s) you need it. If you need a TV or other equipment for an entire week, it is cheaper to reserve it for a block of days than to arrange for daily deliveries. Academic Support doesn't begin delivering equipment until 9 AM. If you teach at 8:00 or 9:00, it's better to have your equipment delivered the afternoon before, to make sure you have it when you need it in the morning.
3. Instructors occasionally request items that are unavailable at Academic Support so to avoid disappointment, please have Amy verify beforehand whether or not Academic Support has what you want. More expensive rentals, such as LCD projectors, must be cleared through the Chair if they are for normal classroom use and not for special departmental events.
4. Due to the large number of lost or stolen remote controls, Academic Support no longer includes them with TV deliveries. If you want a remote for your TV/VCR/DVD unit, please specify when reserving one. You will need to pick it up in person in Room 11 of Academic Support Center. It is also your responsibility to return the remote to Academic Support afterwards.
5. Academic Support has designated delivery rooms in most classroom buildings on campus. If you teach in a building that has no secure delivery room, Academic Support will not deliver equipment there. Amy will tell you where the delivery room is in your building and if required, call ahead to let office personnel know to expect a delivery. Some departments won't accept equipment deliveries without advance notice.
6. Please take *only* the TV (or other equipment) that Romance Languages has reserved for you. Do NOT take someone else's TV if yours isn't in the pick-up room at the time you've reserved it. Notify Academic Support immediately at 882-3601.
7. After your class, you must personally return your TV or other equipment to the delivery room in your building, or have a reliable student in your class take it back if you are unable to do so yourself. Never leave equipment in your classroom or out in the hall, or allow a student or teacher from another class to take it after you're done with it. We get several calls every semester from Academic Support personnel looking for equipment that hasn't been returned to its proper pick-up spot. In nearly every case someone from another department has appropriated equipment after our instructors have returned it, but there are occasional exceptions. We make one-time allowances for instructors who are unfamiliar with the procedures. However, we will refuse to approve equipment rentals for repeat offenders.
8. Amy can usually get you an extension over the phone if you need another class period to use a TV or other item you've rented. Just see her right after your class and she'll call Academic Support.

Videos

1. You must secure permission from your coordinator to show videos. Amy will not order without evidence of permission from the coordinator.
2. Prior to reserving a video, please have Amy verify whether or not it is available in the Academic Support video library. It may already be rented out at the time you plan to show it.
3. Make sure you have the correct title when requesting video rentals and let Amy know how many days you need the video. The Chair must approve long-term video rentals.
4. Videos must be picked up and returned in person to Room 11, Academic Support Center. They will not deliver videos.
5. Academic Support charges the department \$15 late fees for videos that aren't returned on time. We may refuse rental requests for instructors who habitually return videos late to Academic Support. If you know you can't get it back by the original due date, ask Amy if you can get the rental time extended. This can be accomplished with a phone call in most cases.
6. If you change your mind and want to cancel any video or equipment reservation, please ask Amy to call Academic Support to cancel the order, rather than doing it yourself. This will save the front office a lot of confusion.

Missing or Broken Classroom Furniture and Equipment

Report missing or broken classroom furniture, window blinds, projector screens and equipment (such as overhead projectors) to Amy or Pam. Please be specific about the nature of equipment malfunctions so Academic Support's repair person will know exactly what is wrong. It's not uncommon to find that all the chalk and erasers in your classroom have disappeared. A supply of chalk and replacement erasers are kept in the main office (Rm 143) if you need them.

Room Reservations

If you want to show a video, hold a review session or makeup exam and need to reserve a room after 5:30 PM on weekdays, on weekends, or during the holidays, you should go to Business Services' website, <http://mubsweb.missouri.edu/>. It includes a complete listing of all rooms reserved on the main campus, the dates of the room reservations, and the online room reservation form, which may be submitted electronically. Please be aware that most classrooms in Arts & Science, Strickland and other major classroom buildings are booked solid in the evenings during the regular semester, so if you're interested in showing your class a video outside of regular classroom hours, please be sure to plan ahead.

Security

Please remember to securely store your valuables in your office when you're teaching or in class. The double doors to the 3rd floor lobby should *a/ways* be kept locked after 5 PM during the week and at all times on weekends. Homeless people are known to take shelter in the building.

Pay attention to any emails on the listserv from Marcia pertaining to campus crime, particularly in the Arts & Science Building or vicinity. If you see anything or anybody

suspicious in the building, report it to the main office. It may not be anything to worry about but it's better to be safe than sorry.

Administrative Support

The Department of Romance Languages and Literatures has a small office staff, considering its size. Therefore, the department doesn't offer administrative support, such as photocopying or typing, for graduate students or instructors. However, you should never hesitate to ask Marcia, Amy or Pam if you have any questions or need information about departmental procedures.

III. DUTIES OF THE GRADUATE INSTRUCTOR

A. Stay Informed

Check your mailbox and email at least twice daily during the first two weeks of classes and at least once daily thereafter. It is your responsibility to read and respond promptly to ALL communications you receive.

B. Office Hours

Office hours are required. A suitable formula is three hours per week, if possible at different times of the day and certainly on different days of the week. You may have one of your office hours per week in the language lab. Your office hours should be announced in class and posted on your office door.

C. Handouts and Quizzes

Handouts and quizzes for your students should be error-free. Have your coordinator, a colleague or a native speaker proofread your work. Your name should be included on all material that you hand out. Be sure to type all of your material since that is far more professional looking than handwritten work.

D. Preparation of Exams

French

1. Instructors will participate in the development of common exams (two midterms and final). You will be given a schedule at the beginning of the semester with all the meeting dates for these exams. Your attendance at these exam meetings is required. The meetings will be scheduled at times when you are not teaching, taking classes or working. It is therefore your responsibility to make sure not to plan anything on these dates.
2. During the meetings, we will discuss the content of the exams and your coordinator will assign parts to each instructor. You will be informed when to turn in those parts to the coordinator. Each part should be written on a word document, which you will send via email to your coordinator as an attachment.
3. Once you get the first draft of an exam from the exam-writing team, you *must* take the exam yourself and offer written commentary on the exam and its grading criteria to the coordinator. Your input is expected on each first draft you receive.

4. Please follow the grading criteria carefully. The grading criteria help ensure that grading is as uniform as possible across sections. If you are unsure about something, please talk it over with the coordinator. You are not allowed to stray from the criteria without clearing it with the coordinator first.
5. Inform your students of the room, time and date of the final examination several times during the last two weeks of class. There will always be a few students who either forget or don't listen, no matter how many times you repeat the information. The coordinators post the final exam locations on their office doors, or on the main office lobby doors, to make sure everyone knows where to go.
6. Students may need to take make-up exams. Consult with your coordinator about how to handle this. For the final exam, a petition for a make-up date will be made available to students several weeks before the final exam.

Spanish

1. Instructors will participate in the development of common tests and quizzes. The first draft of the assessment will be circulated by the coordinator. Once you get the first draft of an assessment, you should take the quiz/ exam yourself and offer written commentary on the exam and its grading criteria by the date specified. Your input is welcomed on each draft you receive. Based on your feedback, the coordinator will send an electronic copy of the file with revisions/ changes to Copy Services. You will receive the same electronic file from the coordinator prior to the exam/quiz date.
2. Your coordinator will inform you when exams are ready to pick up. Once you pick them up, please keep them in a safe place where students will not have access to them before the exam time.
3. Please follow the grading criteria carefully. The grading criteria help ensure that grading is as uniform as possible across sections. If you are unsure about something, please talk it over with the coordinator. You are not allowed to stray from the criteria without clearing it with the coordinator first.
4. Inform your students of the room, time and date of the final examination several times during the last two weeks of class. There will always be a few students who either forget or don't listen, no matter how many times you repeat the information. The coordinators post the final exam locations on their office doors, or on the main office lobby doors, to make sure everyone knows where to go.
5. Students may need to take make-up exams. Consult with your coordinator about how to handle this. For the final exam, a petition for a make-up date will be made available to students several weeks before the final exam.

E. Record Keeping

You are required to keep a record of attendance, quiz and examination grades, class grade, homework, etc. in such a manner that others can easily interpret it. In addition to a hard copy of your records, you must keep grades posted in a timely fashion on Blackboard. At the end of the semester, you will be required to turn in a hard copy of your grades.

F. Grading

Assigning Grades: Each graduate instructor is responsible for assigning the final grade to his/her students. This procedure is done in accordance with university regulations and the regulations provided by the coordinators. Instructors should confer with the coordinator if there is a question or problem in the assignment of course grades to students. After the final exam, you must complete two grade report forms: one for the university (the bubble sheet) and one for the department. Your coordinator will give you specifics at the end of the semester. Grade sheets must be personally turned in to the coordinator; it is absolutely against policy to mail them to the department.

The University of Missouri uses the plus/minus grading system. The grade break-down is as follows:

A+	97-100
A	92-96
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61
F	59 and below

Absence from Exams: If a student misses a unit exam for a properly documented, valid reason, confer with your coordinator or director to make arrangements for a make-up exam. If a student misses the FINAL EXAM, mark AB on the hard copy of your grade sheet. The student must contact you or the coordinator with proper documentation in order to make up the exam. Please note: Several weeks before the end of the semester a petition to make up the final exam will be made available on Blackboard for students who have direct exam conflicts or who have three or more exams on the same day. Students who take the make up exam will be required to bring a picture ID since the exam will be proctored by someone other than their own instructor.

Incompletes: Only the coordinator can issue a grade of "Incomplete." These are granted *only* to students with documented reasons for being unable to complete the class.

Once you have graded your final exams, they are to be turned in to the coordinator. They *may not* be given to students. However, students have the right to consult their exams in your presence and you may show an exam to a student as long as you are present and you retain the exam for the office files.

Grade Changes: Students are constantly pressuring instructors to change their grades. You may not change a grade on any work without the approval of your coordinator. If you feel a student has a legitimate case for a grade change, contact your coordinator.

Registration/Drop-Add: Since most elementary language courses fill up quickly, you will have a number of students approaching you to try to get into your class. There are a couple of things you should tell the student to do: 1) keep trying to add via Myzou
2) Request an override form the coordinator. Only the coordinators can grant an override because they can keep a close eye on enrollments. Coordinators do everything they can to accommodate students who need to get into a class and will be requesting information from you at the end of the first week about who is attending, but not yet registered as well as students who are enrolled, but not attending. Don't be distressed if you have extra students the first week or two of class. Students are told to attend class while they are waiting to get an override so they don't fall behind. It is not unusual to have a number of students the first week who eventually get placed in other sections.

G. Regulations Concerning Students

Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent without excuse from any given number of class meetings.

Instructors will keep attendance records in all cases. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will report the facts to the coordinator for appropriate action.

Students who are athletes or members of regularly organized, authorized University activities, and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. In the case of student athletes, you will be contacted at the start of each semester by the Total Person Program and informed of any student athletes enrolled in your section(s). Their office will always notify you in advance when a student has a scheduled game, meet, or other event. Notification of such an absence must be sent by the responsible University official to the office of the student's dean where instructors may, should they be in doubt, consult the list.

Regular attendance is essential in foreign language courses, since most of the practice takes place in class. The different language programs may vary slightly in their approach to the issue of absences, but the general rule for mandatory attendance should be the guideline. In the case of excessive absences, you should contact your coordinator.

IV. TUTORING STUDENTS

At the beginning of the semester, you will receive a form on which you will fill out your office hours and whether or not you would like to be considered for tutoring. Be sure to include any pertinent information like background and what you charge etc.

While you are free to tutor students, there are a few issues of which you should be aware:

- You may not tutor students enrolled in your own classes.
- You are discouraged from tutoring students enrolled in the same level you teach, as this can create ethical conflicts.
- Tutors may not proofread written work, help students complete homework, nor revise compositions as this could be considered a breach of MU's academic honesty policy.

V. FIRST DAY OF CLASS

Class rosters are always distributed during the first few days of class and are almost always incomplete. You may also find it helpful, especially if you have a newly-opened section, to pass around a sign-up sheet so you'll have a better idea of who is attending your class until you receive a more complete roster from Registration. Make sure that only the students with the proper background are in your class by explaining the prerequisites, the goals and procedures of the class, etc. Remind students that they must be officially registered. If you have a student on your roster that misses the first few class meetings and doesn't contact you, give the following information to your coordinator: your name, course and section number, name and ID number of the student. S/he can then delete the name of the student from the computer roll (if the student has not already done so), thereby making space for another student.

A. On the board, write your name, e-mail address, office number, and office hours, along with the course number, the section number and the days and hours of class meetings.

B. Introduce the textbooks to be used in the class and write their names on the board.

C. Distribute the syllabus and other pertinent course materials. Mention:

1. how often they have quizzes
2. the dates of all common exams
3. the requirements for laboratory work
4. the class attendance policy (as established by your coordinator)

D. Explain briefly the course objectives, the nature of language learning, the importance of class attendance and good study habits, the kind of homework expected and why the course is taught in the target language (because the

learning of a foreign language takes place primarily by performing in it and not by talking about it in English).

E. Get the following information for your records, preferably on a 3x5 card:

1. Student name and student ID number
2. Local phone number and e-mail address
3. How many years of previous study of the target language
4. When they previously studied the language
5. Other languages studied
6. Major area of study
7. Anything else they would like you to know about them to help them in their language studies (sometimes you will have students with hearing problems or other disabilities that you should know about but which they may be reluctant to mention publicly. This allows them the privacy they need to inform you.)

F. Write the first week's homework assignments on the board, or distribute a sheet with assignments, if this is not included in the course syllabus.

G. Begin the first lesson, or do some other language activity so that the students can experience the language from the very first class meeting and efficiently utilize the remainder of the class time, including activities to help you and the students learn each other's names. You may wish to start with a language activity, then do the "housekeeping", then conclude class with another language activity. If you are teaching 1200, your students already know quite a bit and they can use it.

H. Immediately after class, if requested to do so by your coordinator, report your class attendance.

VI. CHECKLIST FOR THE FIRST WEEK OF CLASS

1. All students have syllabus and course materials
2. All students have textbooks. If your students tell you that there are no more, contact your coordinator immediately so that books can be made available
3. Mailbox and email should be checked twice per day
4. Turn in your office hours to the main office
5. Create a listserv or email mailing list once your enrollment has stabilized to make it easier for you to communicate with students

VII. CHECKLIST FOR THE LAST WEEK OF CLASS

1. Students notified of time and place of final exam
2. Students who are eligible to take the make up exam (direct exam conflict or 3 exams on the same day) have turned in forms. (Available on Blackboard)
3. Students have completed evaluations and have turned them in to the main office.
4. Mailbox and email should be checked twice per day.

VIII. LANGUAGE LAB RESOURCES

Lab Coordinators: G. ("Doss") Bhagvandos and Jenifer Pilz Coulibaly: 882-2857
The Language Resource Lab is located in Arts & Science 36 (in the basement). Lab hours are posted in the lab as well as on Blackboard.

French 1100 & 1200 and Spanish 1100 & 1200 are scheduled in either room 39 or 40 one day a week. Each of these courses uses Blackboard for grade management and as an internal website to communicate with students and to provide additional practice for students. It is a good idea to spend some time familiarizing yourself with all these sites have to offer so you can help your students use them more effectively. To access Blackboard, go to <http://courses.missouri.edu>. All computers in the Language Resource Lab are equipped with Internet access, DVD and CD drives as well as recording devices to help students with pronunciation.

In addition to the computers, the Language Resource Lab offers language videos to check out, televisions with video players for student use and a helpful staff.

IX. DISABILITY SERVICES

S5 Memorial Union

Coordinator of Student Services: Barbara Hammer (882-4696)

Special Needs Advisor (testing): Ashley McGee (882-4696)

It is very likely that at some time a student will bring you a letter that says that s/he is registered with Disability Services. Most often this means that they have Attention Deficit Disorder and need a quiet testing room and time and a half on exams. A student is not entitled to any special accommodations unless they are registered with Disability Services. As the instructor, you should not be making these special arrangements, you should only be aware of them and make sure the exams goes to the right place - it is the student's responsibility to bring you the proper forms that enable them to get special accommodations. You will fill the forms out with the student and, on test day, arrange to take the test to Disability Services. Their staff will administer the test.

You will occasionally have a student with a disability that is more challenging to accommodate, in which case, it is strongly recommended that you meet with Barbara Hammer and your coordinator to be sure the student's needs are being met. The Disability Services' office personnel are very helpful and accommodating.

If you are unsure about any of the procedures or students' requests, please talk to your coordinator.

X. TEACHING AND TRAINING

All new instructors must enroll in the required Foreign Language Teaching Methodology course offered every Fall semester unless they have already taken a similar course at their previous schools. This course provides a theoretical foundation for foreign language teaching as well as practical advice and experience in the form of discussions and demonstrations. You will observe each other's classes, examine professional journals, explore the integration of technology in language teaching and prepare class activities for the teaching of speaking, listening, reading, writing and culture in your target language. Since you will be teaching while you are taking this course, and we cannot cover all necessary points in the first week, below is some general advice to assist you in your work:

A. Time Management

The role of the graduate language instructor is a complex one as it involves two sets of responsibilities. On the one hand, you are a part of the teaching staff, on the other you are still a student working toward a degree, fulfilling requirements and preparing for a career in teaching and research. Therefore; you should strive for a sound and comfortable balance between your involvements in both endeavors. Homework, quizzes and exams must be returned promptly to your students, and you must always be prepared for classes you are teaching as well as those you are taking.

B. Objectives

The primary objective of the language program is to develop the student's basic language skills in the five traditional areas: listening, speaking, reading, writing and culture. A sixth concern is the enhancement of these skill areas through the use of technology. Consequently, the instructor's first responsibility is to establish and sustain a class format whose primary mode of communication is in the target language. Your classes are not to be taught in English, but in the target language. To achieve this objective, consider the following notions as part of a teaching code with pedagogical as well as methodological components.

C. Pedagogical Notions

Organization of individual classes is determined by the individual instructor and the makeup of the class, in addition to the textbook. Such organization must, however, be based on the syllabus that outlines the work for the course. The textbook should be your guide, but do not be its slave!

Keep up with the weekly programs and do not allow your section to fall behind.

Preparation

- Strive to develop clarity and consistency in your teaching and cultivate a genuine sense of personal motivation.
- Recognize that the prerequisites of efficient and effective language teaching are planning and preparation.

- Never go to class unprepared. Organize each class ahead of time so that you know exactly how much material should be covered, the objectives of each lesson and how to implement each exercise. It is not sufficient to open the textbook and read out of it.
- To avoid wasting valuable class time, always prepare a written lesson plan in advance. Index cards are preferable to standard notebook pages. They are a more convenient size and you are less likely to lose your place. It may help you and your students to know what the plan for the day is if you put a brief outline of it on the board before you start class (in a corner where you will not need to erase it).

Attitude

- A good classroom attitude is essential. If you're in a bad mood, don't take it to class with you and above all, don't unload your personal problems on your students. Try not to be short-tempered or unkind, even when your patience is sorely tried or one too many things have gone wrong in your day. Venting your bad humor on your students will only cause resentment.
- Intentional sarcasm, mockery, opinionated judgments, and a hypercritical attitude have no place in the classroom. Never belittle or berate your students.
- Learn the names of your students as quickly as possible. If need be, use name cards on their desks to help you, or even a seating chart if necessary.
- Show interest in your students' progress and praise them if they do something well. Students appreciate an instructor who genuinely cares that they're learning. Don't discourage your students; an outstanding elementary language experience is often the impetus students need to pursue more advanced language studies.
- Since students who need remedial help seldom ask for it, it may be necessary for you to suggest it privately. Be tactful and don't call out their names and tell them they must see you after class; instead, contact them directly or write them a note on an assignment that you are handing back.

Give all the help you can and be encouraging and supportive, especially if you know they are facing adverse personal circumstances, but also remember that you are not a parent substitute. You are not expected to spend hours and hours tutoring students; for such extensive tutoring, the main office keeps a list of individuals who are willing to tutor for a fee. You may, of course, add your own name to this list, but you may not tutor your own students for a fee.

- To help students further, the Student Success Center does offer some group tutoring for beginning language courses. For information on date and times, refer students to the Student Success Center, or their course's webpage.
- From time to time it is helpful to step back and evaluate your own teaching. These questions may help you:

1. Do you demonstrate adequate planning and sequencing?
2. Do you use material that is relevant to the students' world and at an appropriate level for the student?
3. Is the aim of your lesson clear to the student?
4. Do you have a clear understanding of the structure to be presented so that you will not be surprised by irregular items?
5. Are your directions clear and to the point?
6. Do you keep rules, diagrams and explanation to a minimum?
7. Are your handouts accurate, well prepared and legible, and not characterized by poor duplication?
8. Do you speak naturally, at normal speed?
9. Do you maintain an appropriate pace to keep the class alert and interested?
10. Do you have good rapport with your students?
11. Do you listen to your students and are you aware of student errors, limiting correction to what is relevant and necessary?
12. Do you promote student self-esteem?
13. Do you use peer correction?
14. Do you respect students' abilities to use their own brains to come up with new items and do you invite them to use their own powers of analogy or analysis to make educated guesses?
15. Do you promote students' participation and activity?
16. Are you aware of the ratio of student and teacher talk, keeping teacher talk to a minimum?
17. Do your students have the chance to communicate with each other in real language activities so that the emphasis is not on pattern practice?
18. Is your class arranged for successful communication among students and easy accessibility to the teacher?
19. Can your students do something new linguistically after each class?
20. Would you, as a student, enjoy your class?

XI. ACADEMIC DISHONESTY

The University's policy on academic honesty states:

The faculty and administration of the University of Missouri-Columbia recognize the necessity of encouraging procedures which assure to the extent possible an academic environment in which each student has the opportunity to be evaluated fairly on the basis of his own performance. The maintenance of such an environment requires that both faculty and students have access to these regulations regarding academic dishonesty and that early in each term the instructor provide the class any expectations unique to that course. Any formal report of academic dishonesty will be made in writing to the department chairperson and the Office of the Provost. The report, which will be prepared without delay, will contain a detailed account of the incident, supporting evidence (if appropriate), and any disposition taken by the instructor. Notice of violations and action(s) taken will be handled in accordance with Section 6.01 of the *Collected Rules and Regulations* of the University as published in the *MBook*. When disposition of a case of academic dishonesty is made, a report is to be

submitted to the instructor and the Dean of the school or college in which the student accused of academic dishonesty is enrolled. Academic: Integrity is expected of all students in a University community. A charge of academic dishonesty is a serious one and can have serious consequences if guilt is established. Discipline ranges from a warning to expulsion from the University. In addition, the instructor may award a failing grade in the assignment, a failing grade in the course, or may adjust the grade as deemed appropriate.

If you suspect a student of getting improper help on written assignments, or of cheating on a quiz or exam, ALWAYS inform your coordinator immediately. He/she will know the correct way to proceed on any case of academic dishonesty. Never try to handle this type of situation on your own.