

Department of Romance Studies

2018-2019 **MANUAL**

**For Graduate Teaching Assistants, Teaching
Associates & Visiting Lecturers**

Cornell University

August 2018

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CONTRACTUAL OBLIGATIONS

GENERAL EXPECTATIONS

When planning your semester, you should take into account the fact that teaching duties will take approximately 15 to 20 hours per week, averaging no more than 15 hours per week, for the first course you are assigned and up to 40 hours per week if you teach 3 sections.

As a teacher, your professional responsibilities are to your students, to the institution, to the course coordinator who is appointed as your supervisor within the institutional structure, and to yourself.

It is expected that you offer the best teaching possible with the mentorship of the course coordinator and in collaboration with the remainder of the course instructors, and that you fulfill all requisite administrative functions as indicated by the department and the course coordinator. The following are required aspects of your job:

- collegial participation in any training or orientation provided by the department
- thorough and thoughtful class preparation in synchrony with the remainder of the course syllabus, approach and curricular goals
- punctuality for your teaching, both at the start and the end of the meeting time for the class
- insuring that each day of class is covered for your own students. No cancellations are permitted for language classes; if you are ill or need replacement for another reason, you are to seek a substitute among the rest of the teachers of the course and inform the coordinator of your substitution prior to class time
- holding 2 weekly office hours in the office assigned to you, from 8am to 4:30pm
- meeting with the course coordinator on a weekly basis or as needed
- providing promptly the information the coordinator asks of you, such as class attendance, grades, lesson plans, quizzes, etc.
- observing classes taught by other members of the language teaching team, sharing and discussing your experience with your colleagues

At the end of the semester, you will need to remain on campus one day after the last possible exam in the fall and one week after the last class or until your exams and grades are done in the spring. Please see <http://www.cornell.edu/academics/calendar/> for more information about Cornell's academic year schedule.

For graduate students, financial support is, of course, subject to university regulations and policies on financial awards. Renewal of financial support each year is contingent upon satisfactory progress toward the degree and satisfactory performance in any teaching or research you do, as defined by the field. Graduate students holding TA positions are expected to be in good academic standing, taking an adequate load of courses in order to meet their program objectives, in cooperation with their Special Committees and the Director of Graduate Studies.

PRESEMESTER ORIENTATION SESSION

While under support by the Department of Romance Studies, you are required to arrive each semester at least one full week prior to the first week of classes. Please see <http://www.cornell.edu/academics/calendar/> for more information about Cornell's academic year schedule. You will need to arrive in time for the pre-semester orientation session in the Fall, unless your assigned supervisor instructs you otherwise. The Fall orientation session starts at 8:30 am on the Tuesday at the beginning of the first week of classes and extends to the first day of classes, with extra meetings and administrative obligations. The Spring orientation session usually starts at 9am on the Thursday of the week prior to the first week of classes. Prior to making travel plans, it is your responsibility to find out your specific obligations relating to orientation by contacting your assigned supervisor or, if the supervisor is not available, the Associate Chair, Mary K Redmond, mkr4@cornell.edu, K168 Klarman Hall.

FALL 2018 ORIENTATION:	August 21-22
SPRING 2019 ORIENTATION:	January 17-18

This program brings together experienced and inexperienced instructors and graduate TAs in preparation for the semester ahead. Throughout these meetings, instructors and TAs review or learn about the Cornell undergraduate student profile, the place of language teaching within the institution, the functions of the academic advising office, academic integrity, undergraduate orientation, etc. They revisit immediately applicable facets of language pedagogy, receive course materials, syllabi and course-specific grading plans and testing philosophies, think through the first weeks of class. Those who are new either to the Department or the program or the course they have been assigned, are initiated to any pertinent specifics and approaches. This includes for many the preparation of lesson plans as well as practice teaching. When possible, the session is introduced by the Chair of the Department. Course coordinators customize the orientation session to suit the needs of the course and of the individual TAs.

Because coordinators know that graduate TAs, Teaching Associates and Visiting Lecturers have other important commitments, they seek to streamline efforts and avoid redundancy. At the same time, we rely on experienced teachers as resources for new teachers, and for help, when necessary, with functions such as the proctoring and scoring of department placement tests. As soon as you receive your letter of appointment, check with your assigned course coordinator before planning summer travel to know your pre-semester responsibilities. Your presence may be needed to help maintain the coherence of the course or for purposes of necessary communication.

PEDAGOGY CURRICULUM

The following curriculum is pertinent for graduate TAs, Teaching Associates and new Visiting Lecturers:

- **ROMS 5070 - METHODOLOGY OF ROMANCE LANGUAGE LEARNING AND TEACHING**
This course focuses on language teaching as facilitation of learning, thus on the learner's processing of language acquisition and the promotion of reflective teaching. Pedagogical approaches will be addressed from a learner-centered perspective involving effective language-learning strategies and analysis (3 credits | Spring | S/U). This course is required prior to your first language teaching assignment in the Department.

Followed by:

- **ROMS 5080 - TA PRACTICUM**
This practicum is designed to better enable the TAs to meet the needs of their students in the understanding and acquisition of linguistic forms, notions and functions covered in their course. Required for all graduate TAs teaching language for the first time in the Department of Romance Studies. (1 credit | Fall | S/U). Concurrent with the first teaching assignment in Fall, to be taken with the coordinator of the course you have been assigned to teach.

ROLES AND EXPECTATIONS

I. AS CORNELL EMPLOYEES

As Cornell University employees, you should be informed of its institutional philosophies and guidelines: (1) Cornell's mission, (2) Cornell's commitment to diversity and inclusion, and (3) Skills for success

1. Cornell's mission. The text below is drawn from <http://www.cornell.edu/about/mission/> :

Cornell is a private, Ivy League university and the land-grant university for New York State. Cornell's mission is to discover, preserve, and disseminate knowledge; produce creative work; and promote a culture of broad inquiry throughout and beyond the Cornell community. Cornell also aims, through public service, to enhance the lives and livelihoods of our students, the people of New York, and others around the world.

2. Cornell's commitment to diversity and inclusion. Please familiarize yourself with the information contained on Cornell's diversity and inclusion website: <https://diversity.cornell.edu/>

Cornell is working to:

- Continually improve on our demographic diversity.
- Promote a genuine sense of belonging for all members of the Cornell community.
- Prepare all constituents for an interconnected diverse world.
- Utilize and leverage the diversity of thought, backgrounds, and identities of our constituents for innovation and scholarly excellence.

CORNELL'S VISION FOR DIVERSITY: OPEN DOORS, OPEN HEARTS, OPEN MINDS

Cornell's vision statement, *Open Doors, Open Hearts, Open Minds*, was formally adopted by all university governance bodies (the Employee Assembly, the University Assembly, the Student Assembly, the Faculty Senate, and the Graduate and Professional Student Assembly) nearly two decades ago (2000). This vision still holds true to what our community is committed to.

OPEN DOORS

"I would found an institution where any person can find instruction in any study." This statement, made by Ezra Cornell in 1865, proclaims Cornell University's enduring commitment to inclusion and opportunity, which is rooted in the shared democratic values envisioned by its founders. We honor this legacy of diversity and inclusion and welcome all individuals, including those from groups that historically have been marginalized and previously excluded from equal access to opportunity.

OPEN HEARTS

Cornell's mission is to foster personal discovery and growth, nurture scholarship and creativity across a broad range of common knowledge, and affirm the value to individuals and society of the cultivation of the human mind and spirit. Our legacy is reflected in the diverse composition of our community, the breadth of our curriculum, the strength of our public service, and the depth of our commitment to freedom, equity, and reason. Each member of the Cornell community has a responsibility to honor this legacy and to support a more diverse and inclusive campus in which to work, study, teach, research, and serve.

OPEN MINDS

Free expression is essential to this mission, and provocative ideas lawfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Cornell stands for civil discourse, reasoned thought, sustained discussion, and constructive engagement without degrading, abusing, harassing, or silencing others. Cornell is committed to act responsibly and forthrightly to maintain an environment that opens doors, opens hearts, and opens minds.

3. Office of Human Resources “Skills for Success” these apply to all Cornell employees:

JOB SKILLS:

- Demonstrates competence in tools, equipment, software and technologies to effectively complete assignments and job tasks.
- Maintains professional certifications, licensing and education in functional expertise and effectively applies knowledge.
- Understands, interprets and applies regulations, policies and contracts to deliver effective results.
- Uses good judgment, information and observations to evaluate and recommend actions to support decisions and deliverables.

INCLUSIVENESS:

- Demonstrates the ability to communicate across difference to create a collaborative, collegial, and caring community.
- Increases cooperation, honesty, openness and a welcoming environment for all and speaks up when others are being excluded or treated inappropriately.
- Supports/increases participation of key and diverse employees in career/professional development opportunities and in campus/community involvement.
- Actively supports work/life integration in the workplace.
- Recruits, hires and engages high performing diverse employees.

ADAPTABILITY:

- Anticipates and adapts to changing priorities and additional demands.
- Is flexible, open and receptive to new information, ideas and approaches which enhance Cornell’s capacity to thrive in the future.
- Embraces, promotes and implements change.
- Modifies one’s preferred way of doing things when it benefits the whole focusing on long- term vision rather than short-term gains.

SELF-DEVELOPMENT:

- Is self-aware; seeks and acts upon performance feedback.
- Seeks and acts on opportunities for development; takes measures to ensure personal well- being and balance.
- Works to continuously learn and improve.
- Applies learning to evolving assignments.

COMMUNICATION:

- Expresses thoughts clearly, both orally and in writing.
- Demonstrates effective listening skills; seeks to understand and be understood.
- Asks questions and shares knowledge and information to help others clearly understand processes and desired results.
- Gives, receives and acts upon helpful and timely feedback.

TEAMWORK:

- Shows respect, compassion and empathy for others, even in difficult situations, building an environment of trust.
- Works effectively and cooperatively with others, willingly admitting mistakes and offering apologies.
- Acknowledges the support and contributions of others, involving them as appropriate when outcomes will impact their work.
- Has a positive attitude and understands how behaviors impact others.

SERVICE-MINDED:

- Is diplomatic, courteous and welcoming, striving to satisfy external and internal customers.
- Supports ideas, solutions and changes to processes to ensure high quality outcomes.
- Reaches out in a timely and responsive manner to resolve problems and conflicts.
- Negotiates well, finding and orchestrating win-win solutions.

STEWARDSHIP:

- Strives to develop and implement best practices; encourages others to adopt a culture of sustainability and efficiency.
- Demonstrates high standards of personal conduct and owns the consequences of one's own actions.
- Exercises sound and ethical judgment no matter how difficult or contrary; considers environmental, economic, compliance and social impacts in decision-making.
- Shows commitment to unit and university goals and delivers results.

INNOVATION:

- Looks for advancements in products, processes, services, technologies or ideas.
- Identifies opportunities in challenges and shows initiative to make changes.
- Demonstrates innovative, creative and informed risk taking.
- Shows foresight and imagination to see possibilities, opportunities and trends.

II. AS TEACHERS

As Cornell University teachers, you are expected to demonstrate a responsible attitude toward:

- Commitment and sensitivity to the individual student, with awareness of diversity of students in terms of cultural, racial, gender and ethnic backgrounds, as well as differing learning styles
- Attention to special needs of students with declared or apparent learning difficulties
- Attendance at all class meetings
- Punctuality at start and end of class
- Full preparation prior to each class
- Production of suitable activities
- Use of target language in class
- Thorough and accurate correction of assignments, with appropriate constructive feedback
- Prompt return of corrected work
- Attention to students' understanding and following of Cornell's Code of Academic Integrity, <http://cuinfo.cornell.edu/aic.cfm>

Consult with your course coordinator prior to approaching students on matters relating to problematic behavior of this nature.

III. AS MEMBERS OF THE PROGRAM OF INSTRUCTION

We recognize that part-time teachers and graduate Teaching Assistants have obligations beyond those of teaching within the department. We make every effort to assign teaching loads and functions that do not exceed the basic requirements for the job, and whenever possible, coordinators look for ways to reduce this amount of effort. At the same time, part-time teaching staff, as well as graduate TAs and their advisors must understand the importance of the teacher's role within the undergraduate curriculum, and the essential nature of their commitment to the learning of the students in their sections.

In the Department of Romance Studies, you may teach a variety of courses, with increasing levels of autonomy as your experience builds. Incoming teachers usually start by teaching language courses at the 1000-2000 levels. You will typically work within an existing structure, teaching a subsection of a multi-sectioned course, led by a course coordinator. All of the teaching staff within the course are expected to function in collaboration with the coordinator, to ensure that each student in the course receives similar attention to the individual facilitation of language learning, similar preparation for tests, and that each class session during the semester covers the same material. Consequently if there is a need for a student to attend exceptionally a different section on a particular day, the coverage of material matches what the student's own section would have done.

Each instructor and TA is accountable for the optimal facilitation of the learning of each student in her/his own sections, and thus, is expected to perform the functions of teacher as if the course were her/his own. This is in spite of the fact that the design and focus of the course is predetermined by the program and the materials are selected by the coordinator, who also prepares the syllabus. For each instructor and TA to feel enabled to perform as if the course were his/her own, s/he will have to become fully familiarized with the objectives of the course, the materials, and the grading and assessment plans prior to the beginning of the semester.

If you note significant errors in the materials provided by the coordinator, be sure to bring these to her/his attention as soon as possible.

EXTRA MATERIALS

If you wish to add materials that are not a standard part of the syllabus, you should consult with the coordinator before using them:

- Are these materials being used in other levels?
- By using them, are you sacrificing some other assigned material?
- By using them, are you overloading the students?

These questions can apply to any type of material - songs, texts and movies (consider, for example, that the song you want to use may be what is used on a listening comprehension test in the next level, and that the movie you want to show is part of the syllabus of another level, either already taken, or yet to be taken).

COHERENCE AND CLARITY

One of the major sources of inefficiency at the workplace comes from individuals unconsciously taking for granted a variety of aspects of the job, jumping to conclusions, announcing these to others, without verifying first or double checking written guidelines for the course, or alerting others to lack of clarity that needs resolving. To optimize the efficiency of the group effort, all members of the team should be aware of this potential pitfall, and be proactive, by reviewing written guidelines, communicating and asking pertinent questions whenever applicable.

Some examples follow:

- **PACE.** Is it desirable to allow a student on occasion to attend a different section from her/his standard section, on an exceptional basis, due to a scheduling conflict with a sports event or other obligation? If so, sections should be covering the same material each day.
- **TESTS.** Will all tests be the same? If so, each instructor will need to prepare the students equally within the same time period. If not, it should be made clear that all tests need to meet the standards and goals of the course, and must not be duplicates of old tests for the course.
- Those who are not coordinating the course should keep the coordinator informed of any significant irregularities in student status.
- You should report problems with students, or low performance of students, to the course coordinator as soon as possible.
- Those who are not yet fully seasoned at the task should NOT communicate directly with the College on your students' performance unless so directed by the course coordinator, who should make sure that any communication to authorities is worded appropriately.
- You should keep very detailed and accurate records of student attendance and performance.
- Be very careful before making any announcements in class regarding grading procedures – the course coordinator and all other members of the teaching team must be sure to give students information that is consistent in what relates to grading.
- Do not assume anything (e.g., if a coordinator gives you a sample grading scheme that only has examples of As and Bs, this does not mean that lower grades do not exist for the course.) Double check before making any blanket statements.
- Do not give out grades to students unless it is absolutely clear that this is the appropriate thing to do, and that the grades you have calculated are accurate.

DOUBTS?

If you are in doubt, ask questions about the grading plan, the textbooks, individual responsibilities, and anything about the course plan that may not be fully clear --

- what prior experience did you have in another course or program that may lead you to assume certain things about this course's functioning? (these assumptions may be wrong – assume nothing – check first when in doubt)
- who prepares lesson plans? when? how?
- who prepares tests? when? how?
- who updates the web page? when?
- how soon after receiving students' homework are you expected to return it corrected?

While all members of the teaching team are expected to perform as responsible professionals, and to make every effort to be supportive of the coordinator in her/his diverse functions, novice teachers and TAs are also recognized as learners themselves in the pedagogical process. This in no way diminishes your value to the institutional teaching program. As you develop as a teacher, you bring fresh perceptions to the process for all teachers, and enrich everyone's experience.

To maintain a good rapport with the coordinator as mentor, you should:

- communicate to the coordinator any needs, questions, concerns, as soon as they arise
- be supportive of the efforts of peers and coordinator
- communicate to the coordinator and to your peers not only the difficulties you encounter, but also your victories, small and large, and your perception of their victories, small and large
- be open to constructive guidance and criticism
- be tolerant of your own need to learn and develop
- be sensitive to the pressures of all those who teach within the team, including the course coordinator
- contribute in any way you can to the common cause of the team, to the course
- offer suggestions for improvement for any aspect of the teaching / mentoring effort where you think it can be improved

STRATEGIES TO ACHIEVE BETTER COMMUNICATION

Questions

If you have asked a question, but the answer does not seem to be what you expected, ask again, rephrasing your question to be sure that what you are asking is actually what is being understood.

Instructions

Receiving instructions: If you have just received instructions that are complex, or that do not seem to be clear, repeat them to the coordinator orally, to make sure you actually understood them as they were intended.

Giving instructions: If you are giving instructions that are complex or that could be misconstrued, ask the person to whom you have given the instructions to summarize them orally.

In the second half of each semester, teaching staff is asked by the Associate Chair to report on the orientation session (in Fall), on the overall mentoring process, and on the performance of the coordinator.

You should understand that your constructive evaluation of the process of supervision and mentoring is very valuable, and should not hesitate to indicate a need for improvement in any particular area, as long as it is pertinent to the overall mission of the program.

TROUBLESHOOTING: SHARED AUTHORITY

In situations where more than one person is in a position of authority, careful communication is required to avoid undermining the other's authority in favor of one's own. This can happen without it necessarily having been consciously planned.

What constitutes undermining of authority? Some situations to ponder --

- Case 1. In a class, a student criticizes course, materials, test, lecture, etc. – these are things you may not have prepared – how do you respond? What do you do if the student is right (e.g. if there is a mistake on the test, for example)
- Case 2. A student of a TA speaks with the coordinator about a problem – imagine types of problems. How is the coordinator to respond? What if the student has evidence that proves the point? (e.g. if the TA did in fact grade a test incorrectly)

In every case, the student should receive the impression that the course leadership (coordinator, and all teaching staff) is unified, that each member of the team supports all the rest. Errors should be resolved candidly, always making sure to be accountable and supportive, and to follow channels of command where necessary.

Any matter of concern to you regarding your work in the Department should be resolved with the supervisor wherever possible. If it cannot be resolved at this level, the next authority would be the Associate Chair and ultimately the Chair of the Department.

CANCELLATION OF LANGUAGE CLASSES

What do you do in case of illness or emergency? Note the following principles:

- Language classes are never cancelled
- You need to find substitution
- You need to inform the coordinator of your substitution plans, but you should not leave it to the coordinator to find a substitute for you
- Your substitute should be from within the course teaching staff if possible
- Remember to repay the substitution favor

CLASSROOM OBSERVATIONS

CLASSROOM OBSERVATION PROTOCOL

GENERAL PRINCIPLE

Classroom observations should be as unobtrusive as possible.

PRE-OBSERVATION MEETING

Observers should agree with the instructor on the best day to observe, and should meet to find out ahead of time what is to be covered that day, and any other particulars about the class that will contribute to a thorough observation. At this meeting, a post-observation meeting should be scheduled.

OBSERVATION

On the day of the visit the observers should arrive on time or a few minutes early, sit in the back of the room, and observe the entire class, unobtrusively.

POST-OBSERVATION MEETING

After the visit they are to convey their impressions orally to the instructor. If this is a new teacher, a second observation should be scheduled as follow-up.

WRITTEN REPORT

After the second observation, (following this same protocol), a written report should be prepared, reflecting what was said at the post-observation meeting, with a copy to the Associate Chair.

If a problem or a disagreement arises during the process of the observations, the instructor has the right to request another visit, either by the same or by different colleagues.

CLASSROOM OBSERVATION REPORT FORM

DEPARTMENT OF ROMANCE STUDIES

INSTRUCTOR		COURSE		OBSERVER	
DATE OF OBSERVATION		#STUDENTS: PRESENT		ENROLLED	
PRE-OBSERVATION CONFERENCE					

RATING:

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ACTIVITIES	- ORGANIZATION, PLANNING						
	- BALANCE, VARIETY						
	- APPROPRIATENESS FOR STUDENT NEEDS						
MATERIALS	- ADEQUACY OF MATERIALS USED						
TEMPO	- APPROPRIATENESS FOR TASK(S)						
EXPLANATIONS	- APPROPRIATENESS FOR TASK(S)						
	- CLARITY AND EFFECTIVENESS						
	- INDICATION OF KNOWLEDGE BEYOND TEXT						
	- EFFECTIVENESS OF USE OF AIDS, BLACKBOARD, ROOM						
STUDENTS	- PARTICIPATION						
	- PREPAREDNESS FOR CLASS						
	- APPARENT MOTIVATION FOR LEARNING						
	- MAINTAIN USE OF TARGET LANGUAGE						
RAPPORT	- QUALITY OF RAPPORT WITH STUDENTS						
	- ADEQUACY OF FEEDBACK TO STUDENTS						
	- ELICITATION OF PARTICIPATION FROM STUDENTS						

COMMENTS:

POST-OBSERVATION CONFERENCE	
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(Standard form. Other formats may be used.)

PERFORMANCE EVALUATION

In an effort to maintain high standards of performance in teaching as well as effective administrative functioning of the unit, the Department asks that supervisors prepare each semester an evaluation report of graduate Teaching Assistants, Teaching Associates, and Visiting Lecturers under their mentorship. These reports are used, among other things, to help determine future teaching assignments where there is more than one option.

CRITERIA FOR EVALUATION OF PERFORMANCE

The criteria for evaluation of performance are listed in this Manual under “Contractual Obligations, General Expectations”

PROCEDURE FOR EVALUATION

1. Prior to the start of the semester, the department will provide you with this document, to notify you of the fact that you will be evaluated by your appointed supervisor (the course coordinator of the course you are assigned to teach is also your supervisor, unless you are informed otherwise) to make sure that everything that is needed to maintain quality of performance is covered.
2. Class observations and follow-up discussions should be conducted as needed for appropriate mentorship. (Class observation form p. 17)
3. At the middle point of the semester, midterm evaluations should be conducted in class. The supervisor will study these with the teacher to analyze strengths and weaknesses, and provide guidance where needed. Any problems relating to performance in the classroom and as a member of the team teaching the course should also be addressed directly at the middle point of the semester. Every effort should be made to correct these problems as soon as possible, prior to the performance report. All significant issues of concern in the performance of the teacher should be communicated informally to the Associate Chair, and resolved if at all possible prior to the evaluation report being finalized. (Midterm evaluation form p. 19)
4. Soon after the mid point of the semester, the supervisor will prepare a report evaluating the overall performance of the individual during the semester, both in class, and as a member of the teaching team. This report will be sent to the Associate Chair. The format of this report can include the attached form, but must include at least one narrative paragraph, in English, describing the overall performance of the individual. (Performance Report form p. 20)
5. The Associate Chair will send reports on Teaching Assistants who are graduate students in Romance Studies to the DGS.

MID-SEMESTER STUDENT EVALUATION FORM

DEPARTMENT OF ROMANCE STUDIES

To the student:

We appreciate you taking the time to respond to the questions below. Your views will be very helpful to us in ensuring that we are doing everything we can to facilitate your learning, and to respond to your needs. Please note that although this evaluation is anonymous, it is not confidential. Your instructor will have access to the information.

Comment on each of the points below relating to the performance of your instructor. Indicate if the performance has been good, or if there is a pattern of problems. Please clarify where necessary. You may continue writing on the other side of this page if necessary.

1. Starts class on time
2. Ends class on time
3. Is thoroughly prepared for the class session
4. Brings suitable and effective activities to practice assigned material
5. Uses primarily the target language in class, and resorts to English only when necessary
6. Requires the use of the target language by the students
7. Corrects homework and tests thoroughly and carefully
8. Returns corrected work in a timely manner
9. Arrives on time for office hours or appointments
10. Treats students respectfully, equally, with no favoritism or bias
11. Demonstrates expertise in the target language
12. Demonstrates expertise in the cultures associated with the target language
13. Conducts class in a clear and organized manner
14. Brings interest, enthusiasm and stimulation to the course
15. Creates a classroom atmosphere that helps students learn
16. Demands optimal performance from the students
17. Provides adequate opportunity for all students to participate in class
18. Provides constructive evaluation of students' performance

General comments:

TA PERFORMANCE REPORT

DEPARTMENT OF ROMANCE STUDIES

The purpose of the TA Performance Report is to help Romance Studies administrators assess graduate student eligibility for continued TAship support and future teaching assignments.

The report should be shared with the TA as part of supervision, but is not designed to be included in job application portfolios.

The coordinator completes one report per TA each semester and submits the electronic version to the Associate Chair.

If there was no opportunity to observe a quality or it is not applicable to that course, the coordinator should indicate N/A below.

Instructor		Supervisor	
Course		Semester/Year	

I. Teaching Performance Assessment & Classroom Observation

	(Mark the box that reflects your rating)				
	5. Excellent	4. Good	3. Satisfactory	2. Needs Improvement	1. Unsatisfactory
1. Prepares well for class					
2. Has good rapport with students					
3. Creates an environment conducive to learning					
4. Uses visual supports and/or technology effectively					
5. Has clear objectives and student outcomes for the lesson or unit					
6. Uses communicative activities					
7. Paces the activities well and spends an appropriate amount of time on each activity					
8. Uses a variety of level-appropriate activities to practice assigned material					
9. Incorporates cultural references, activities, materials effectively					
10. Allows an appropriate amount of time for questions and answers					
11. Encourages the participation of all students					
12. Makes transitions effectively					
13. Knows when and how to provide a variety of corrective feedback					
14. Maximizes students' opportunity to speak					
15. Engages students in spontaneous and structured conversation					
16. Incorporates pair and group work well					
17. Adequately monitors student production during pair work					
18. Gives clear instructions, observes student behavior, modifies instructions as needed					
19. Encourages improvement					
20. Assists timid or weak students skillfully					
21. Repeats or paraphrases when necessary					
22. Uses appropriate intonation, tone of voice, pausing, and pronunciation for non-native speakers					
23. Speaks clearly and at an appropriate speed for this level					
24. Speaks mostly the target language in class					
25. Speaks grammatically and idiomatically correct language					
26. Uses eye contact and non-verbal communication appropriately					

27. Encourages the use of the target language and communication strategies					
28. Corrects assignments and exams as outlined by the coordinator and in a timely way					
29. Is able to reflect on his/her own behaviors and those of students					
30. Accepts and incorporates constructive criticism to improve linguistic, teaching or professional skills					

II. Administration, Professionalism, Collegiality

(Mark the box that reflects your rating)	5. Excellent	4. Good	3. Satisfactory	2. Needs Improvement	1. Unsatisfactory
1. Actively participates in, prepares for, cooperates in orientation, staff meetings, observation meetings					
2. Has excellent professional communication skills with supervisor and colleagues by e-mail, phone, or in person: timely responses, appropriate, thorough					
3. Is available for students and has respectful communication skills with students (before/after class, office hours)					
4. Contributes to course materials or lesson plans if appropriate and provides requested materials promptly					
5. Cooperates on administrative tasks (attendance lists, students in crises...) and grading matters					

III. Comments

IV. Recommendation for future teaching assignments. Please indicate the courses you recommend the TA to teach based on current language proficiency, experience, and teaching performance:

	FALL	SPRING
1210-1220		
1230		
2090		
2190		
Literature courses		
Freshman Writing Seminars		

These recommendations do not constitute any guarantee, given that teaching assignments are limited by the availability of courses and/or the needs of the Department. Decisions are reached after consultation with language coordinators, faculty, the Associate Chair, and the Director of Graduate Studies.

END OF SEMESTER STUDENT EVALUATION FORM – LANGUAGE COURSE

DEPARTMENT OF ROMANCE STUDIES

To the student: Please respond first to the questions below

- Rate the amount of effort you devoted to the course: (1=insufficient; 5=sufficient) ____
- Main reasons for taking the course: Required ____ ; Has good reputation ____ ; Subject matter of interest ____ ; Other: _____
- How frequently did you use office hours for extra help? (1=never; 5=frequently) ____

Instructions to the student: Note that you will be rating the COURSE first, and then the performance of the INSTRUCTOR. If the course had a lecture, evaluate it under COURSE. Your thorough and candid comments are very valuable to us. Please write in English.

I. THE COURSE

(Mark the box that most closely reflects your rating)



STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

- ...was well organized
- ...required an appropriate amount of work for the number of credits
- ...increased your confidence and ability in the language
- ...was at an appropriate level of difficulty
- ...had appropriate means of assessment of your progress (tests, etc.)
- ...grading reflected an accurate evaluation of your learning and participation
- ...had materials that broadened your experience with the language and culture
- Overall, the course was of value in your language learning process.....

Please comment on the above questions, or on any other aspect of the course:
(continue on the other side of the page if necessary)

II. THE INSTRUCTOR

Instructor's Name: _____

(Mark the box that most closely reflects your rating)



STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

- ...demonstrated expertise in the subject matter
- ...conducted the class in a clear and organized manner
- ...brought interest, enthusiasm and stimulation to the course.....
- ...created a classroom atmosphere that helped you learn.....
- ...returned assignments in a timely manner
- ...provided adequate opportunity for you to participate in class.....
- ...provided constructive evaluation of your performance during the semester
- Overall, the instructor's teaching was effective.....

Please comment on the above questions, or any other aspect of the instructor's teaching: (continue on the other side of the page)

CORNELL ACADEMIC CALENDAR

The following can be found at: <http://www.cornell.edu/academics/calendar/>

RELIGIOUS HOLIDAYS

<https://dos.cornell.edu/cornell-united-religious-work>

ATTENDANCE POLICY

The following is copied from the University Faculty Handbook, Chapter 5
<https://blogs.cornell.edu/deanoffaculty/files/2015/12/Chapter5-1lrdm5s.pdf>:

[...]

Students have an obligation to be present throughout each term at all meetings of courses for which they are registered. In some courses, such as physical education and courses in which participation in classroom discussion is considered vital*, there may be penalties for absences per se or defined limits to absences, the exceeding of which leads to the student failing the course or receiving a grade of Incomplete. These rules are set by the department or instructor.

**N.B. in Romance Studies, language courses, where daily preparation and participation are key to progress, instructors must keep a very precise record of the daily attendance pattern of each student. Students need to be made aware of this from the outset – they should come to class prepared to spend the full hour, with their own tissues, and having used the facilities before entering. In some courses, arriving late counts as half an absence, as does leaving class within the 50-minute session for any portion of time (some students make a habit of going out to drink water, get toilet paper for tissue, use the restrooms, etc.). It helps to explain to students that as logic dictates, for a language class they can only earn points for participation in class if they attend class (attend = be present for the full 50 minutes) – thus, a very good student may get an A for preparation and participation on individual days, but if this student misses class either in full or in part with any sort of frequency, once the points are removed for absences, that A can easily drop to a lower grade. It is not an excuse that a prior professor does not let them leave class early enough to arrive to the language class on time – the student needs to make the other professor aware of the need to arrive on time to the next class.*

In most courses, however, attendance is not taken, and the student's responsibility is for the work covered in the class rather than for being physically present when the class is held. A student is then not penalized directly for missing a lecture, for instance, but is held responsible (in subsequent tests) for knowledge of material presented in the lecture. There are various means by which students can acquire such knowledge and thus avoid an indirect penalty.

It is harder to make up missed work if the class that was missed was a test or a laboratory session or field trip. Such make-ups involve the direct cooperation of the instructor. If the instructor feels the absence was unjustified, he or she is not required to provide the student with the opportunity to make up the missed work.

There is no such thing as a "university excuse" for absence from class that frees a student from responsibility for the missed work. Only the instructor of a course can provide such an exemption to a student. And even the faculty member is not permitted (by legislation of the University Faculty) to cancel classes just before or after academic recesses without special approval of the dean of the school or college concerned. Each faculty member and instructor has the special responsibility of maintaining the regular

quality and content of instruction in classes just before and after university vacations, regardless of the number of students present in the classroom.

There are some circumstances, however, in which faculty members are not supposed to penalize students directly for missing classes and are urged to try to make opportunities for the students to make up work that was missed. These circumstances include, but are not limited to, the following:

ILLNESS, OR FAMILY OR PERSONAL EMERGENCY

The University expects that students will be honest with their professors about routine illnesses, injuries, and mental health problems that may lead to missed classes, labs, studios, exams, or deadlines. Academic advising staff and associate deans are available to provide assistance to students or faculty members who have concerns about attendance issues. See also the CU Health Excuse Policy at <https://health.cornell.edu/sites/health/files/docs/Health-Excuse-Policy.pdf>

EMPLOYMENT INTERVIEWS

Students often have limited control over the timing and location of interviews with prospective employers. The University expects that students will be honest with their professors about interviews that require an absence, and also that students will plan ahead as much as possible to facilitate arrangements for making up work missed due to absence.

(See also Disability Accommodation Procedure for Students in this section.)

RELIGIOUS OBSERVANCES

The University is committed to supporting students who wish to practice their religious beliefs. Students are urged to discuss religious absences with their instructors well in advance of the religious holiday so that arrangements for making up work can be resolved before the absence. Faculty are urged to announce at the beginning of the semester all activities which, if missed, would require make up work.

The New York State Legislature (since July 1, 1992) requires all institutions (public and private) of higher education not to discriminate against students for their religious beliefs. Accordingly, the pertinent parts of Sections 3 and 4 of the law state:

"3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. . .

"4. If ... classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements . . . shall be made available on other days, where it is possible and practicable to do so. . . "

Both Cornell as an institution, and its faculty members, have an obligation to comply with the laws of New York State. The language of the law is vague, and particular situations may need interpretation. The Office of the Dean of Faculty may be contacted either for questions or further clarification.

WEATHER

During winter weather, "snow days" occasionally cause delay or cancellation of activities at the university. Times for making up missed activities in a coordinated way are publicly announced on such occasions. The local radio stations, the Cornell website, and *The Cornell Daily Sun* convey the news.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Students whose participation in varsity athletics or other recognized extracurricular activities requires occasional absences from the campus may present an appropriate slip or letter with the signature of a responsible official, attesting that the proposed absence is in connection with a recognized activity. In the case of athletics, the Faculty Advisory Committee on Athletics and Physical Education must approve the schedule of events and associated athletic leaves of absence each year, thus assuring that the athletic absences are kept within approved limits and guidelines.

TRANSLATION AND TUTORING

As a service to the institution and the community, the Department of Romance Studies maintains lists of individuals available for translation and tutoring in the languages taught in the Department. At the beginning of every semester, these translator and tutor lists are updated.

The availability of these services depends on the availability of individuals who can render them. It is to be expected that a fee will be associated with these services. The individual soliciting the service is expected to negotiate the fee with the individual providing the service.

The Department is not accountable for arranging or paying for the service. Nor is the Department accountable for the quality of the translation or tutoring service rendered. When notarization of a translation is handled through Cornell, the Department member who signs for the notarization vouches for the accuracy of the translation.

Providing translations is earned income, separate from Cornell business. Since this is a personal business unrelated to your Cornell appointment, please do not use the Romance Studies staff or main office to collect or return translations/money to customers. Contact the Department Administrative Manager if you have questions about potential conflict of interest.

GUIDELINES FOR TUTORING

Students in courses conducted by the Department who are thinking of seeking tutoring support should consult with their current instructor and with the course coordinator.

Tutors cannot be current instructors or TAs in the department. Graduate students who are not currently TAs may serve as tutors, as can TAs in other departments.

Students should be aware that availing themselves of outside help could lead to potential ethical problems (see Cornell's Code of Academic Integrity: <http://cuinfo.cornell.edu/aic.cfm>).

University Policy on Tutoring:

"No member of the instructional staff, including assistants, may engage, for profit or gain, in tutoring a student in a University course taught by himself or herself or by colleagues in the same department. University buildings or equipment are not to be used by any member of the instructional staff for tutoring for profit."

GUIDELINES FOR TRANSLATION

FEES

Translation fees vary depending on the complexity of the document and the language. The translator may also waive fees.

Typical standard fees [this is just an observed norm, not a required one] per document or translated page (one page = 300 words):

- Driver's license / Birth certificate / Diploma / etc.: \$30
- Transcripts: \$60
- Other types of text: \$30 minimum [variable, based on complexity]

FORMAT

THE TRANSLATION MAY NOT BE PRINTED ON DEPARTMENT LETTERHEAD. At the end of the document the translator writes:

"This is a true and accurate translation of the original. This document was translated by: NAME OF THE TRANSLATOR, TITLE OF THE TRANSLATOR (lecturer, senior lecturer, TA, etc) of the (SPANISH, ITALIAN, FRENCH, ETC) Program, Department of Romance Studies, Cornell University, DATE. The Department of Romance Studies assumes no responsibility for the content of the translated document."

NOTARIZATION

The translation can be notarized, free of charge, by taking it to a public notary on campus (<http://www.dfa.cornell.edu/about-us/notaries>). Banks and credit unions also offer this service free of charge, if you are a member. The notary will ask the translator to provide a form of I.D. (the Cornell I.D. isn't sufficient; a driver's license is adequate) and then asks him/her to sign the document.

REGISTRATION, ENROLLMENT, PLACEMENT

REGISTRATION

Registration takes place in three steps at Cornell:

- Pre-enrollment (online)
- Arts & Sciences Freshman Registration (online)
- Add/Drop period (online)
 - 2 weeks for adding without a petition
 - 7 weeks for dropping without a petition

COLLEGE OF ARTS & SCIENCES LANGUAGE REQUIREMENT

Option 1: completion of a course in a language or any other course taught in a language at Cornell's 2000-level or above.

Option 2: completion of at least 11 credits of study in a single language at Cornell (usually an introductory sequence)

Exempt: native speaker, or equivalent (see definition of "native speaker" below)

Definition of "native speaker" for purposes of language placement: "One who has completed secondary education in an institution whose primary language of instruction was not English, but the target language." Native speakers fitting this description are exempt from the language requirement. To be granted exemption officially in French or Italian, take the CASE exam. For Spanish, use the Native Language Accreditation Service in Spanish, or NLAS. This is a walk-in service offered for native speakers of Spanish during the first three weeks of classes and the posted office hours. Contact: Brisa Teutli (K140, bt54@cornell.edu).

LANGUAGE PLACEMENT AND TESTING – INFORMATION FOR STUDENTS

(information from <http://romancestudies.cornell.edu/placement-testing-and-transfer-credit>)

FRENCH

Determining Level of Achievement

- If you are a native speaker who wants accreditation for your language abilities, you need to take the CASE exam (for details see below). Native speakers must also register in the Collt. As mentioned above, remember that if you are a student in the College of Arts & Sciences, the requirement can only be fulfilled by courses taken at Cornell.
- If you have less than 2 years of foreign language study, you may enroll in the first semester course (The course number is 1210).
- If you have more than 2 years of foreign language study, please use the chart below. Before considering this chart, please note that after two years, high school placement scores are no longer reliable, and you will be required to take the LPF for accurate placement. This applies to SATII and AP scores.

Scenario 1: You have a SAT, or an AP, or an LPF (Cornell's language placement exam) score that is less than two years old

French Placement Chart			
SATII	AP	LPF	French Language Courses
Below 410		Below 37	1210
410-480		37-44	1220
490-590		45-55	1230
600-680	AP4 in language, 3 credits	56-64	2060, 2090 or equivalent
690 and above	AP5 in language, 3 credits or AP4 or 5 in literature, 3 credits	65 and above	CASE exam required for placement

Scenario 2: You did not take any of these tests, or your score is more than two years old

Step 1: Register in [COLLT](#)

- All students wishing to take courses or be granted credit in French must register in [COLLT](#) (Cornell On-Line Language Tests) and fill out the information on their background.

Step 2: Take the LPF Test

- The LPF test (Language Placement test in French) is designed to place you in the level that is most suited for your needs. The LPF is offered online in the COLLT so that students can take it at their convenience.
- Use the chart above to determine your level. If you get a score above 65, take the CASE (step 3). However, students who get a 65 or higher on the LPF test at the end of 1220 are not eligible to take the CASE exam; instead, they should enroll directly into 2070/2090 (or the equivalent).

Step 3: (Only if your LPF score >65) Take the CASE exam

- The CASE (Cornell Advanced Standing Exam) is designed for students who have acquired the language outside of Cornell and need to determine placement into our courses. Students may earn up to 3 credits with the CASE.
- The CASE is not offered online, but given twice at the beginning of each semester.

Fall CASE Exam Schedule	
CASE	Monday, August 20, 2018 at 3:00 pm, Morrill Hall 111
CASE make-up	Monday, August 27, 2018 at 5:00 pm, Morrill Hall 111

- Once you receive your CASE score, use the chart below to determine the course you should place in.

CASE Placement Chart		
Score	Language Courses	Literature Courses
Q	2060, 2090	
Q+	2095	- 2310 (with permission of the instructor)
Q++	Variable, listed with posted score	- 2310 - 3000 level literature courses (follow prerequisites in catalog)

Contacts for Language Placement

If you have any questions regarding the language placements tests, please contact:

- [Thierry Toréa](#), Lecturer of French Language, Klarman K149
- [Cal Hile](#), Undergraduate Coordinator, Klarman K165; 5-8222

ITALIAN

Determining Level of Achievement

- If you are a native speaker who wants accreditation for your language abilities, you need to take the CASE exam (for details see below). Native speakers must also register in the Collt. As mentioned above, remember that if you are a student in the College of Arts & Sciences, the requirement can only be fulfilled by courses taken at Cornell.
- If you have less than 2 years of foreign language study, you may enroll in the first semester course (The course number is 1201).
- If you have more than 2 years of foreign language study, please use the chart below. Before considering this chart, please note that after two years, high school placement scores are no longer reliable, and you will be required to take the LPF for accurate placement. This applies to SATII and AP scores.

Scenario 1: You have a SAT, or an AP, or an LPI (Cornell's language placement exam) score that is less than two years old

Italian Placement Chart			
SATII	AP	LPI	Italian Language Courses
below 370		below 37	1201 (Fall only) or 1401 (Spring only)
370-450		37-48	1202 or 1410 (Spring only)
460-480		49-64	2201
690 and above	AP4 or 5 in language, 3 credits or AP4 or 5 in literature, 3 credits	65 and above	CASE exam required for placement

Please note that Cornell does not recognize IB tests or any equivalent scores; please take the LPI test.

Scenario 2: You did not take any of these test, or your score is more than two years old

Step 1: Register in [COLLT](#)

- All students wishing to take courses or be granted credit in Italian must register in [COLLT](#) (Cornell On-Line Language Tests) and fill out the information on their background.

Step 2: Take the LPI Test

- The LPI test (Language Placement test in Italian) is designed to place you in the level that is most suited for your needs. The LPI is offered online in the COLLT so that students can take it at their convenience.
- Use the chart above to determine your level. If you get a score above 65, take the CASE (step 3).

Step 3: (Only if your LPI score >65) Take the CASE exam

- The CASE (Cornell Advanced Standing Exam) is designed for students who have acquired the language outside of Cornell and need to determine placement into our courses. Students may earn up to 3 credits with the CASE.
- The CASE is not offered online, but given twice at the beginning of each semester.

Fall CASE Exam Schedule	
CASE	Monday, August 20, 2018 at 3:00pm in Morrill Hall 102
CASE make-up	Contact Kora von Wittelsbach

- Once you receive your CASE score, use the chart below to determine the course you should place in.

CASE Placement Chart		
Score	Language Courses	Literature Courses
Q	ITAL 2201	

Q+	ITAL 2202 (Language and Culture)	ITAL 2203 (Language and Literature) ITAL 2204 (Language and Film)
Q++	Variable, listed with posted score	Variable, listed with posted score

Contacts for Language Placement

If you have any questions regarding the language placements tests, please contact:

- [Kora von Wittelsbach](#), Senior Lecturer of Italian Language, Klarman K127
- [Cal Hile](#), Undergraduate Coordinator, Klarman K165; 5-8222

SPANISH

Determining Level of Achievement

- If you are a native speaker who wants accreditation for your language abilities, you need to get in contact with the NLAS examiner in order to arrange a brief interview with him/her.
- If you have less than 2 years of foreign language study, you may enroll in the first semester course (the course number is 1210).
- If you have more than 2 years of foreign language study, you will be required to take the LPS for accurate placement.

Scenario 1: You have an LPS (Cornell's language placement test) score that is less than two years old

Spanish Placement Chart	
LPS	Spanish Language Courses
below 37	1210
37-44	1220/1120
45-55	1230
56-64	2090, 2070, 2000 or equivalent
65 and above*	CASE exam required for placement

Please note that Cornell does not recognize IB tests or any equivalent scores; please take the LPS test.

* Students who get a 65 or higher on the LPS test at the end of SPAN 1120 or 1220 are not eligible to take the CASE exam; instead, they should enroll directly into 2070/2090/2000 (or the equivalent).

Scenario 2: You did not take the LPS or your score is more than two years old

Step 1: Register in [COLLT](#)

- All students wishing to take courses or be granted credit in Spanish must register in [COLLT](#) (Cornell On-Line Language Tests) and fill out the information on their background.

Step 2: Take the LPS Test

- The LPS test (Language Placement test in Spanish) is designed to place you in the level that is most suited for your needs. The LPS is offered online in the COLLT and takes about one hour, so that students can take it at their convenience.
- Use the chart above to determine your level. If you get a score above 65, take the CASE (step 3).

Step 3: (Only if your LPS score >65) Take the CASE exam

- The CASE (Cornell Advanced Standing Exam) is designed for students who have acquired the language outside of Cornell and need to determine placement into our courses. Students may earn up to 3 credits with the CASE.
- The CASE is not offered online, but given twice at the beginning of each semester.

Fall CASE Exam Schedule	
CASE	Monday, August 20, 2018 at 3:00pm, Morrill Hall 106, 107
CASE make-up	Monday, August 27, 2018 at 5:00pm, Morrill Hall 106, 107

- Once you receive your score, use the chart below to determine the course you should place in.

CASE Placement Chart		
Score	Language Courses	Literature Courses
Q	2070, 2090, 2000	
Q+	2095	- 2000 level literature courses (follow prerequisites in catalog)
Q++	2180, 2130	- 3000 level literature courses (follow prerequisites in catalog)

Contacts for Language Placement

If you have any questions regarding the language placements tests, please contact:

- [Mary K. Redmond](#), Senior Lecturer of Spanish Language, Klarman K168
- [Cal Hile](#), Undergraduate Coordinator, Klarman K165; 5-8222

FAQS ON PLACEMENT TESTS AND CASE EXAMS

1. Do I have to take the placement test if I want to enroll in a language class?

The placement test is required for everyone in Spanish, unless they have never taken a Spanish course, and only required for those who do not have a score from the SATII or AP4 or 5 in French and Italian. The LP score indicates your level and places you in the class that will most suit your needs.

2. I took FREN1220, ITAL 1202, or SPAN 1220 and got a low score on the placement test that was given at the end of the semester or as the final exam. Can I take the LP test again?

Yes, you can take it again at the beginning of the following semester, but you may not do it online: you must request a special proctored test.

3. I just took the LP and got a score I did not like. Can I retake it right away?

No. The LP may be retaken once. A one year interval is required prior to retaking the LP test, and it can only be retaken twice in all.

4. I studied the language for two years (or more), but feel that it would be better to start over because I didn't learn much. Can I just enroll in FREN 1210, ITAL 1201, or SPAN 1210 and not take the placement test?

The placement test is necessary to provide a clear sense of your level. With the score, we can place you in the class that is best for you. FREN 1210, ITAL 1201, or SPAN 1210 might in fact be your level, but we need your placement test score to determine that. If you start the course into which you have placed and you feel you are not at the right level, speak with the course coordinator.

5. My advisor recommended that I start from scratch, although I already have 2 (or more) years of the language. Can I do this?

Not unless your placement score indicates that it is your appropriate level. Our test is designed to place you accurately at the level in which your performance will be the highest possible.

6. My SAT II places me differently than my LP score: which should I use?

Use your LP score.

7. What is the placement test like? Can I prepare for it?

The online LP is a multiple-choice standardized test, with 90-100 questions. The best way to prepare is to refresh your memory by reading, and get some rest before the test so you are alert. Proctored LP tests have a variety of formats.

8. What is the difference between the LP and the CASE?

The CASE exam is not a multiple-choice test; it tests reading, listening, writing and for some languages and levels, speaking.

9. I will be taking the LP online. Do I have to take the online test at Cornell?

No, you can take the online test wherever you have access to the Internet, on a PC or a Mac.

10. Is it better to take the placement test closer to when I am going to take a class?

If you have a language requirement (as do all Arts & Sciences students), you should take the placement test as soon as possible, and fulfill the requirement as soon as possible.

11. I speak the language at home, and consider myself a native speaker. Can I take the CASE to get credit?

For purposes of language placement, we define "Native Speaker" as one who has completed secondary education in an institution whose primary language of instruction was not English, but the target language.

To be granted exemption officially, if you fit the above definition of native speaker, contact the individual in charge of exemptions for your language starting on the third week of each semester (be prepared to present your secondary school diploma):

- French: Thierry Toréa (tat67)
- Italian: Kora von Wittelsbach (keb11)

- Spanish: Brisa Teutli (bt54)

If you do not fit the above definition of “Native Speaker”, you are required to take the LP for placement; a high score on the LP makes you eligible for the CASE exam. It is possible to be granted exemption (and credit) if you score high on the CASE exam.

12. I speak the language at home, and consider myself bilingual. Do I have to take the placement test?

You are required to present a placement or achievement score before taking a language class at Cornell. If you already have an achievement score or an AP score of 4 or higher, you do not need to take our placement test, but the CASE. There are many different levels among bilinguals, and the placement score helps determine which course might be best for you. Spanish 2000 is designed for those who get 56 to 64 on the LPS. If you get a higher score than that, take the CASE exam to see if your level is higher, and you might receive exemption and credit through the test.

13. I consider myself a beginner in the language. I have only had 2 years of the language, and they were not very good. Can I just register for FREN 1210, ITAL 1201, or SPAN 1210?

If you have 2 years of the language, we require that you take the LP. It is possible that FREN 1220, ITAL 1202, or SPAN 1220 might be better for you than FREN 1210, ITAL 1201, or SPAN 1210.

14. I have an AP3. Do I have to take the placement test?

You must take the LP for placement.

15. Can I fulfill the language requirement by taking classes outside of Cornell?

No, there is no exception at the Department level to the College requirement that specifies that language courses are to be taken “at Cornell”. If in doubt, consult with the Associate Chair.

16. I have completed all of my requirements for graduation except the language requirement. Can I study the language elsewhere and fulfill the language requirement that way?

The language requirement specifies that courses need to be taken at Cornell.

POLICY ON ENROLLMENT IN LANGUAGE COURSES

ACCESS

All students who want to take a language class in our Department should be able to do so, if they have taken the steps to secure a score for their placement, and if they demonstrate flexibility in their schedule, especially for courses that are offered only in the Fall, or only in the Spring. For courses that are offered both in Fall and Spring, some students may need to wait until Spring to enroll.

GRADUATE STUDENTS

Graduate students may pre-enroll, register on-line before the semester starts when the registration system opens up, or during the add/drop period just like any other student. They must take language courses for a letter grade or if they are post-A exam they may register as "Audit" (see below) and there is no S/U grade option. Only if the course has been made "permission only" would undergraduates, such as seniors who have a language requirement, be added before graduates because the coordinator is the one adding students to the sections.

CAP

The cap for all sections is set at 16 students, with a maximum of 18 in each section. Please be sure that all sections are balanced. The College will look at individual sections (not the total enrollment for the course) when determining the amount that we can offer.

ADDING OR CLOSING SECTIONS

If you have a demand that is higher than an average of 18 per section, or fewer than 6 students, alert the course coordinator. The Associate Chair needs to be informed immediately if we need to open extra sections or close a section.

PERMISSION ONLY

Conversion to "Permission Only" should be requested from Cal when the coordinator deems it necessary. This represents a significant amount of work not only for the coordinator, but also for the registrar's office, whose staff have to manually enter the change of status of the course, and for each add/drop of the students. Give Cal at least 2 day's notice for the conversion to "Permission Only". Note that once a course becomes "Permission Only", drops can be done without permission, online, but adds must be done by stamping add/drop forms (these forms are available to the students – not to the faculty -- at the Registrar's office, KG17 Klarman Hall). The course coordinator will be responsible for adding all new students and stamping their forms.

PRIORITIES ON CLASSLISTS

A student who has not been on the list at all for three days, but shows up on the list and in person on the fourth day of class, does not have priority over those who have been attending regularly. Clearly there can be good reasons for this sort of situation to occur, and you will want to hear out any student with patience, but if your classes are at the limit of their capacity (18), you can tell this newcomer that the section (s)he just added online is actually full, and that (s)he will need to change to another hour.

S/U OPTION

If your course is "Letter Only", no S/U options are permitted, even for graduate students. Because there is no S/U for graduate students, some coordinators accept them on an exceptional basis as auditors (see below).

AUDITOR and VISITOR REGISTRATION STATUS

- Our policy on auditing language courses is very restrictive in the interest of maintaining optimal learning conditions for the rest of the students in the course.
- Any case should be considered individually by the coordinator, who will from the outset want to clarify the course policy on attendance, participation, preparation, so that the individual can decide whether or not the investment of time is possible. TAs must consult with the coordinator before anyone is allowed to audit.
- If the individual's priorities lie outside the course, there may be diminished performance, absenteeism, lack of preparation, and eventually dropping the course because they can't keep up with the work. At the same time if an individual is motivated to learn and invests the time, the experience of the undergraduates may be enriched by his/her participation.
- At no point should an auditor occupy the spot of an undergraduate. The auditor may attend class from the beginning but might need to wait a few days to register.
- Any auditor must register for the course before the 2-week drop/add period is over.
- University policy does not allow undergraduates to audit classes.
- The Graduate School allows graduate students who have completed their A exam to audit, however they cannot be required to do all of the classwork, assignments and exams.
- Non-professorial academic staff and employees are allowed to enroll in one course per semester (4 credits max), and must enroll through the School of Continuing Education.
- Extramural students also register through the School of Continuing Education.
- The Visitor's Program applies to non-participatory classes and because language courses involve participation, we cannot accept "visitors."
- Occasional visitors to our classes, such as prospective students and their parents, are welcome.

FACILITIES

CONTACTS

CHAIR – Mitchell Greenberg, mdg17@cornell.edu, Klarman K171

ASSOCIATE CHAIR – Mary K Redmond, mkr4@cornell.edu, Klarman K168. For matters relating to staffing and scheduling classes, teaching evaluations and coordinator performance reports, TA assignments, organization of TA supervision, external TAs, TA evaluations and performance reports, lecturer workshop series, RSTA awards, fall orientation, etc.

DIRECTOR OF GRADUATE STUDIES (DGS) – Patty Keller, pkeller@cornell.edu, Klarman K264. For Romance Studies graduate student concerns, recruitment, admissions, and graduate field.

DIRECTOR OF UNDERGRADUATE STUDIES (DUS) – Cecelia Lawless, cbl6@cornell.edu, Klarman K130. For Romance Studies undergraduate student concerns, oversees all aspects of the undergraduate majors and curriculum offerings.

LANGUAGE CONVENERS –

French: Flavien Glidja, ktg2@cornell.edu, Klarman K131

Italian: Flaminia Cervesi, fc4@cornell.edu, Klarman K143

Spanish: Tomás Beviá, tjb99@cornell.edu, Klarman K144

ADMINISTRATIVE MANAGER – Rob Van Brunt, rv12@cornell.edu, Klarman K172. The manager oversees administrative functions for the Department, supervises staff, and is responsible for insuring the smooth running of business operations. Works with the Chair and Associate Chair in regards to planning and resource management.

CHAIR'S ASSISTANT/HUMAN RESOURCES/COMMUNICATIONS ASSISTANT – Jessica Brenn, jeb479@cornell.edu, Klarman K170. For immigration or visa questions. Assists the Chair, Associate Chair, and Manager with searches, promotions, leaves, and reviews, processes academic and staff appointments, works closely with and provides back-up for the Administrative Manager. Also updates the Romance Studies webpages and social media sites and supports department social events.

UNDERGRADUATE STUDIES COORDINATOR/ASSISTANT TO THE ASSOCIATE CHAIR – Cal Hile, clh2@cornell.edu, Klarman K165. For departmental room scheduling, keys, building and office issues/repairs, course registration issues, Course of Study catalog and course roster updates. Provides clerical support to the Associate Chair and works closely with the Associate Chair and the DUS in regards to the teaching program.

ACCOUNTS COORDINATOR – Vacant, @cornell.edu, Klarman K167. Processes travel and business expense reimbursements, fields accounting questions, orders supplies and materials, takes care of equipment check-out, and generates financial projections for faculty accounts. Key operator for the copy machines and does printer and photocopier troubleshooting.

GRADUATE FIELD ASSISTANT/ACADEMIC EVENTS COORDINATOR – Katy Kempf, clk36@cornell.edu, Klarman K173. For issues related to graduate students and graduate field, TA appointment forms, serves as liaison between Department and Graduate School, coordinates and supports departmental academic events, lectures, conferences, works closely with the Chair, DGS, and Administrative Manager in regards to the graduate program.

KLARMAN COMPUTER SUPPORT – klarman-it@cornell.edu

LANGUAGE RESOURCE CENTER – Angelika Kraemer, Director, ak2573@cornell.edu, Stimson G04B

WHO DOES WHAT?

ROMANCE STUDIES SUPPORT STAFF

NAME	ROOM	NETID	TELE#	TITLE
Cal Hile	K165	clh2	5-8222	Undergraduate Coordinator/Assistant to Associate Chair
Vacant	K167		5-4048	Accounting and Social Events
Katy Kempf	K173	clk36	5-4264	Graduate Field Coordinator, Academic Events
Rob Van Brunt	K172	rv12	5-4265	Administrative Manager
Jess Brenn	K170	jeb479	5-0316	Chair's Assistant, Human Resources, Website, and Social Media

Job Task	Person Responsible for Task
Academic Events	Katy
Accounting	Vacant, Rob
Add/Drop & Pre-enrollment	Cal
Budget	Rob
Building Repairs and Maintenance	Cal
Bulletin Boards & Hall Monitor	Katy
Classroom Scheduling	Cal
Commencement	Cal
Computer Support	Klarman-it@cornell.edu
Copy Room Key Operator	Vacant
Courses	Cal
Department Directories	Katy
eShop ordering of supplies and materials	Vacant
Exams	Cal
Faculty Advising (Undergraduates)	Cal
Faculty Recruiting and Searches	Jess
Grades	Cal
Graduate Field	Katy
Keys	Cal
Mailboxes	Cal
Office Hours	Katy
Paychecks	Jess
Personnel Appointments	Jess, Rob
Procurement Cards	Vacant
Classroom Reservations	Cal
Social Media (Facebook, Instagram)	Jess
Staff Issues	Rob
Supplies	Vacant
TA Appointments	Katy
Telephones	Jess
Textbook Orders and Desk Copies	Cal
Travel Reimbursements	Vacant
Undergraduate Program	Cal
Visa Questions	Jess
Web Updating	Jess, Katy

OFFICES AND FACILITIES

OFFICES

TA offices are shared offices. Each of us must always have access to our work area whenever we need it, and relatively quiet surroundings to enable us to do the work we need to do. Please respect this basic principle for yourself and for all those who share an office with you.

Throughout the semester, all of those who share the office should pay attention to keeping the office looking presentable overall, so that it is a more welcoming place for those who share the office and for students who come to office hours.

At the end of each work day, tidy up your work surface and place all of your personal belongings in as safe a place as possible (don't leave anything of value in the office). For shared areas like computer desks, think of those who must use the area after you, don't leave your things in these shared areas, don't eat or drink near the keyboard, etc.

Do not leave food in your office unless it's in a sealed container, or we will have rodents and other pests invading our space. Report any pest activity to Cal Hile as soon as you notice it.

In the interest of security and safety, if you are the last to leave the office, be sure to lock the door. Report any safety concerns to the main office immediately.

Be aware of the fact that there are cultural differences among us, and that some behavior, which may give the appearance of being invasive, could be considered in the other culture to be the only civilized way to handle oneself in that situation. Be tolerant of differences, and encourage tolerance in those who work with us, to keep our worksite as comfortable and pleasant as possible for everyone. In case of social differences that affect the working environment, professional courtesy and respect of the environment of others will always take precedence (this could include, for example, resolving issues of sensitivity not only to sound, such as voices and music, but also to odors from food and perfumes). The best rule is to be sensitive to the needs of those around you, and be as noninvasive as you can be with your own behavior and customs. This does not mean, however, that you can ask your officemates to remove themselves from the area so that you can work with your students – this is as much their territory as yours.

At the end of the semester, check with your course coordinator to see if you need to return desk copies you were given for the course. Under normal circumstances, desk copies are needed for future teachers.

Before you leave for the semester, remove all of your personal belongings from the office. Over winter and summer breaks there can be office moves, desk changes, etc., and offices of all but long-term lecturers and senior lecturers should be completely empty at these times, except for items that have been placed there by the administration (supplies, reference materials, etc.). Even if there is no major change or repair being planned, this will allow the cleaning staff to do their job better.

If your students have given you large displays that were left over from class presentations, it is your responsibility to dispose of them before you leave (these are usually recyclable), unless you want to keep them for yourself, in which case you should take them home. Any personal items that remain in the office after the semester is over will be considered as unwanted items.

SUPPLIES

The most common supplies are available in the copy room (K169). Other supplies are available in the storage room (K163).

KEYS

See Cal Hile for your office key. If you need to use a classroom after hours, please reserve it with Cal.

MAIL

Individual mail slots are located in the mailroom (K161). Mailing supplies are located in the cabinets underneath the mail slots.

PHOTOCOPYING

Photocopiers for faculty and TA use are in Klarman K169. You may print directly from your computer to either copier. Please send a request to Klarman-it@cornell.edu to set up this feature on your computer. Both copiers also have "scan to PDF" capability. Please see any staff member if you need to be shown how to use this feature.

COPY CODE

You will receive a copy code from Jess Brenn. If you have not received your code, or it does not work properly, please let her know.

GNOMON COPIES

In addition to our copiers, you can also use Gnomon for department-charged copying:

- You can order copies online at <https://gnomoncopy.net/>
- Forms to order Gnomon copying can be found in Klarman K169.
- Please order black and white copies whenever possible since color copies and colored paper cost extra.
- Please leave your order on the left table near the door. It should be returned within 24 hours except on weekends.

COMPUTERS

One PC, three iMacs, and a printer are available for TAs in KG52 Klarman Hall. No files should be stored on the shared computers.

Technical Support. If you notice a problem with a computer or printer in KG52, please send an email with details on the problem to Klarman-it@cornell.edu.

Note that there are a number of public computer labs on campus for you to use for your own academic work (a list of these public labs can be found at: <https://it.cornell.edu/computerlabs>).

FACILITIES

Kitchen/Lounge (K164) – If you would like to reserve the lounge for an event at 4:30 or later weekdays or on a day when classes are not in session, please contact Jess Brenn or any other staff member if she is not available. In special circumstances, we may be able to reserve the lounge during a portion of a weekday. Please contact Rob Van Brunt in these cases.

Conference Rooms – There are two conference rooms available. Jess Brenn is the primary contact for scheduling these rooms, but any staff member can reserve one of the rooms for you. The large conference room (K155) seats 20 people and the small conference room (K111) seats 8-10. K155 has a large wall monitor which can be hooked up to laptops for presentations or video conferencing (i.e. Skype or Zoom). K111 does not have any A/V capabilities. K121 is now controlled by College Admissions and Advising. We can still reserve the room, when available, through the College.

Seminar Rooms – There are two seminar rooms available for talks/conferences from 4:30 – 9:00 every weekday and all day Saturday and Sunday. On weekdays, these rooms are reserved for classes. Please contact

Jess to reserve these rooms. The large seminar room (KG42) seats 42 people and the small seminar room (KG44) seats 12.

TA/Student Meeting Room – K148 is available for TAs to meet with students on a first-come, first-served basis

DEPARTMENT EQUIPMENT

Available in K161 for teaching-related use:

- Mac and PC laptops
- Mini-digital video camcorders.
- VGA and HDMI adapters (to connect laptops to projectors and large monitors in the lounge, conference rooms, and seminar rooms)
- Projector

CLASSROOMS AND CLASSROOM EQUIPMENT

AUDIOVISUAL RESOURCES

If you need assistance with the A/V equipment in your classroom or need additional equipment not already in the classroom, please contact the audio visual equipment contact for the building:
<https://registrar.cornell.edu/spaces>

Most Frequent Contacts:

Kevin Mathy (arts_av_tech@cornell.edu, 227-5816) Goldwin Smith Hall, Klarman Hall, Lincoln Hall, Malott Hall, McGraw Hall, Morrill Hall, Rockefeller Hall, Stimson Hall (119, 206), Uris Hall, and White Hall

Eric Fields - Arts Quad Buildings & Classrooms Manager (Goldwin Smith, Klarman Hall, Lincoln Hall, McGraw Hall, Morrill Hall, and White Hall): gs_bldg_mgr@cornell.edu

If you have problems with a classroom, report them to Cal Hile in K165 Klarman Hall or email her at ch2@cornell.edu

GRADUATE STUDENT AWARDS

Romance Studies TA Award

Award for Outstanding Performance as a Graduate Teaching Assistant

The purpose of this departmental award mechanism is to formally recognize outstanding performance of a graduate Teaching Assistant as a contributor to the academic mission of the Department of Romance Studies. The Romance Studies TA award is bestowed upon an individual(s) whose collegial participation within a team structure, and service to the overall pedagogical mission of the Department, are deemed exceptional. Most eligible are TAs whose citizenship in the Department is exemplary, who work collaboratively within the team structures to which they are assigned, and who contribute to the *esprit de corps* in support of their coordinators, supervisors, and peers. Special recognition is given to individuals whose efforts extend beyond individual courses, and benefit the overall educational mission of the Department.

The prize is bestowed upon the individual who meets the highest number of criteria. TAs are eligible to receive the prize only once in their career in the Department.

THE SELECTION COMMITTEE

The RSTA Awards Committee determines by consensus the recipients of awards each year. Members of the committee are appointed by the Chair, in consultation with the Associate Chair and the Director of Graduate Studies, on the basis of their capacity for representation of the various departmental units with TA participation, as well as their capacity for objectivity as to advocacy of candidates for the award; when possible, members of the committee will be recipients themselves of teaching awards, or other merit awards.

CRITERIA FOR SELECTION

Prerequisites for consideration: endorsement by a course coordinator; evidence of student satisfaction in course evaluations

Additional criteria: strong recommendations by other members of the Department; seniority; evidence of contribution to Department mission beyond the classroom and individual courses.

DEADLINE FOR NEXT SUBMISSION OF NOMINATIONS: April 10, 2019. Recommendations are to be sent to the Associate Chair of the Department. Those interested in seeing their candidates win the award are urged to write letters containing specific references pertinent to the focus of this award. Letters received after the deadline will not be considered.

Award recipient announcements will be made at the year-end reception in early May.

Carolina Corson French Prize

The Corson French Prize was founded in 1902 by Hiram Corson, in memory of his wife Caroline Rollin Corson. The prizes will be awarded to the most distinguished essays on a subject in either French philology or French literature. Both undergraduate and graduate students are welcome to submit an essay. Undergraduate and graduate essays will be assessed separately. There is an award of \$1,150 for first prize and \$650 for second prize for both undergraduate and graduate essays.

All entries must be written in French, and may either be original essays or essays originally submitted for a course (in this case, all appropriate corrections and emendations should be made). In the introductory paragraph, candidates should state clearly and succinctly the thesis they are arguing in the essay.

Candidates should sign their essays with a fictitious name, and simply indicate their status (undergraduate or graduate). The real name of the competitor is to be enclosed in a sealed envelope attached to the entry.

USEFUL LINKS

- Academic Calendar: <http://www.cornell.edu/academics/calendar/>
- Academic Technologies: <http://www.it.cornell.edu/teaching/>
- Blackboard: <https://blackboard.cornell.edu/>
- Canvas (replacing Blackboard) <https://it.cornell.edu/canvas>
- Center for Teaching Innovation: <http://www.cte.cornell.edu/>
- Class Roster <http://romancestudies.cornell.edu/courses>
- Code of Academic Integrity: <http://cuinfo.cornell.edu/aic.cfm>
- Courses of Study: <http://www.courses.cornell.edu/>
- Graduate School: <http://www.gradschool.cornell.edu/>
- International Services (Global Learning): <http://www.isso.cornell.edu/>
- John S. Knight Institute,
First Year Writing Seminars: <http://www.knight.as.cornell.edu/>
- Language Resource Center: <http://lrc.cornell.edu/>
- Romance Studies Graduate pages:
 - French: <http://romancestudies.cornell.edu/french-graduate>
 - Italian: <http://romancestudies.cornell.edu/italian-graduate>
 - Spanish & Portuguese: <http://romancestudies.cornell.edu/spanish-portuguese-graduate>