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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 20 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 for at least three days after the final examination is given so as to assist in grading and other tasks. 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.

Teaching Associates and Visiting Lecturers are hired on a semester or yearly basis. If you are interested in being rehired, you will need to inform the Director of Language Instruction as early as possible in the academic year (staffing decisions are made in mid-Fall for the following academic year).
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 usually starts at 8am on the Wednesday of the week prior to the first week of classes, and extends up 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 Director of Language Instruction, Tomás Beviá, tjb99@cornell.edu, Morrill Hall 305.

<table>
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<tr>
<th>FALL 2013 ORIENTATION:</th>
<th>August 21-23, 26-27</th>
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<tr>
<td>SPRING 2014 ORIENTATION:</td>
<td>January 16-17</td>
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This pre-semester orientation is not just designed for the uninitiated teacher. 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, and 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 and the Associate Dean for Undergraduate Studies. Course coordinators customize the orientation session to suit the needs of the course and of the individual TAs.

If you have already attended the Romance Studies pre-semester orientation session, as soon as you receive your letter of appointment, check with your assigned course coordinator before planning summer travel to know whether your presence will be required for the full session.

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 (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.

   Our faculty, students, alumni, and staff strive toward these objectives in a context of freedom with responsibility. We foster initiative, integrity, and excellence, in an environment of collegiality, civility, and responsible stewardship. As the land-grant university for the state of New York, we apply the results of our endeavors in service to our alumni, the community, the state, the nation, and the world.

2. Cornell’s commitment to diversity. The text below is drawn from http://diversity.cornell.edu/diversity-at-cornell:

   Our Defining Focus
   A diverse community includes everyone and is the foundation for the meaningful exploration and exchange of ideas. Since its founding, Cornell University has encouraged a culture that provides for the full participation of all members of our campus community—this keeps us at the leading edge in education and in our fields and practices. Cornell University is a place where intercultural skills are developed and enacted among diverse campus constituencies, with community partners, and within the classroom and workplace.

   Join us in our commitment to diversity and inclusiveness by adding what is unique about your perspective to our intellectual community. At Cornell we don’t simply want you to fit in with what we are already doing—we want you to expand our horizons, blaze new trails, pursue new knowledge, and share all of what you have to offer with all of us.

   Our Historic Commitment
   At a time when the American Equal Rights Association was being formed as a coalition between women’s rights and anti-slavery organizations (1866)—and prior to the adoption of the 14th Amendment to the U.S. Constitution (1868)—university co-founders Ezra Cornell and Andrew Dickson White were committed to creating a university that was open to all individuals, regardless of race or gender.

   Two statements from the co-founders confirmed Cornell University’s commitment to diversity. In a letter dated February 17, 1867, Ezra Cornell stated that he wanted to have girls educated in the university as well as boys, so that they could have the same opportunities. And in 1874, Andrew Dickson White affirmed that the university would accept students of color even if the 500 enrolled white students “asked for dismissal on this account.” Since that time, Cornell University has had many diversity “firsts”. Learn more at Cornell’s Diversity Timeline.

Open Doors, Open Hearts, Open Minds
In 1998, an ad hoc group of faculty, staff, and students formed the Campus Climate Committee to institutionalize a respectful, inclusive, diverse community. It was led by then dean of faculty, J. Robert Cooke, and co-chaired by Professor Robert Harris, Jr., and then director of university ministries Robert Johnson, Jr. The group met over the course of a year and a half to develop a vision for the university, “Open Doors, Open Hearts, Open Minds,” which has since provided the foundation for subsequent efforts to address diversity and inclusion at Cornell.
3. Office of Human Resources “Skills for success” these apply to all Cornell employees:

**INCLUSIVENESS:**
- Shows respect for difference in backgrounds, lifestyles, viewpoints, and needs, with respect to ethnicity, gender, creed and sexual orientation
- Promotes cooperation and a welcoming environment for all
- Works to understand the perspectives brought by all individuals
- Pursues knowledge of diversity and inclusiveness

**ADAPTABILITY:**
- Is flexible, open and receptive to new ideas and approaches
- Adapts to changing priorities, situations, and demands
- Handles multiple tasks and priorities
- Modifies one’s preferred way of doing things

**SELF DEVELOPMENT:**
- Enhances personal knowledge, skills, and abilities
- Anticipates and adapts to technological advances as needed
- Seeks opportunity for continuous learning
- Seeks and acts upon performance feedback

**COMMUNICATION:**
- Demonstrates the ability to express thoughts clearly, both orally and in writing
- Demonstrates effective listening skills
- Shares knowledge and information
- Asks questions and offers input for positive results

**TEAMWORK:**
- Builds working relationships to solve problems and achieve common goals
- Demonstrates sensitivity to the needs of others
- Offers assistance, support, and feedback to others
- Works effectively and cooperatively with others

**SERVICE-MINDED:**
- Is approachable/accessible to others
- Reaches out to be helpful in a timely and responsive manner
- Strives to satisfy one’s external and/or internal customers
- Is diplomatic, courteous, and welcoming

**STEWARDSHIP:**
- Demonstrates accountability in all work responsibilities
- Exercises sound and ethical judgment when acting in behalf of the university
- Exercises appropriate confidentiality in all aspects or work
- Shows commitment to work and to consequences of own actions
- Considers actions impact to University fiscally, physically and operationally

**MOTIVATION:**
- Shows initiative, anticipates needs and takes actions
- Demonstrates innovation, creativity and informed risk-taking
- Engages in problem-solving; suggests ways to improve performance and be more efficient
- Strives to achieve individual, unit, and university goals
II. AS TEACHERS

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

- 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 of 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/Academic/AIC.html

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, 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).
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.

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

In the second half of each semester, teaching staff is asked by the Director of Language Instruction 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, there is always a danger of shared responsibility, and undermining of 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 always 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 Director of Language Instruction and ultimately the Chair of the Department.

Those teaching languages in the Department, and whose supervisor is a lecturer or senior lecturer, and who have seemingly irresolvable issues with the supervisor, should address their concerns to the Director of Language Instruction.

Graduate TAs teaching literature/culture courses in the department, and/or any TAs who are working under the supervision of a professorial faculty member, and who have seemingly irresolvable issues with the supervisor, should address their concerns to the Chair.

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 Director of Language Instruction.

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

<table>
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<tr>
<th>INSTRUCTOR</th>
<th>COURSE</th>
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<th>DATE OF OBSERVATION</th>
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**PRE-OBSERVATION CONFERENCE**

**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**

(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. 16)

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 Director of Language Instruction, and resolved if at all possible prior to the evaluation report being finalized. (Midterm evaluation form p. 18)

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 Director of Language Instruction. 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. 19)

5. The Director of Language Instruction will send reports on Teaching Assistants who are graduate students in Romance Studies to the DGS and respective Graduate Coordinator. All reports will be placed in the individual's department file for future reference, including decisions on continued financial support.
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:
# PERFORMANCE REPORT

## DEPARTMENT OF ROMANCE STUDIES

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**S** = Satisfactory  
**N** = Needs improvement  
**U** = Unsatisfactory  
**NA** = Not Applicable

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<td>- Evidence of Preparedness Before Class</td>
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<td>- Production of Suitable Activities for Class</td>
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<td>- Use of Target Language in Class</td>
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<td>- Corrects Homework and Tests Thoroughly</td>
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<tr>
<td>- Returns Homework and Tests in a Timely Manner</td>
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<tr>
<th>Staff Meetings</th>
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<tr>
<td>- Attendance</td>
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<td>- Punctuality</td>
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<td>- Preparedness</td>
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<td>- Participation</td>
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<td>- Collegial Comportment</td>
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<td>- Holds Dependably 2 Office Hours in Office</td>
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<td>- Professional Behavior</td>
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<td>- Consideration for Officemates</td>
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<th>Rapport with Coordinator</th>
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<tr>
<td>- Cooperative</td>
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<tr>
<td>- Responsive</td>
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<tr>
<td>- Open to Constructive Criticism</td>
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<tr>
<td>- Provides Requested Materials Promptly</td>
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<th>Rapport with Peers</th>
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<tr>
<td>- Collegial</td>
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<tr>
<td>- Collaborative Sharing of Ideas</td>
<td></td>
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<tr>
<td>- Open to Constructive Criticism</td>
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**Comments:**
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)

...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)

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

<table>
<thead>
<tr>
<th>FALL TERM</th>
<th>2013-14</th>
<th>2014-15</th>
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<th>2016-17</th>
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<tr>
<td>Course Add/Drop Begins</td>
<td>M 8/12</td>
<td>M 8/11</td>
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<tr>
<td>Check For Holds Preventing Registration</td>
<td>T 8/20</td>
<td>T 8/19</td>
<td>T 8/18</td>
<td>T 8/16</td>
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<tr>
<td>New Student Check-in (new undergraduates)</td>
<td>F 8/23</td>
<td>F 8/22</td>
<td>F 8/21</td>
<td>F 8/19</td>
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<tr>
<td>Residence Halls Open/Orientation Begins</td>
<td>F 8/23</td>
<td>F 8/22</td>
<td>F 8/21</td>
<td>F 8/19</td>
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<tr>
<td>Graduate &amp; Professional Student Welcome</td>
<td>M 8/26</td>
<td>M 8/25</td>
<td>M 8/24</td>
<td>M 8/22</td>
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<tr>
<td>Instruction Begins</td>
<td>W 8/28</td>
<td>T 8/26</td>
<td>T 8/25</td>
<td>T 8/23</td>
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<tr>
<td>Labor Day/Holiday/No classes</td>
<td>M 9/2</td>
<td>M 9/1</td>
<td>M 9/7</td>
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<tr>
<td>Fall Break Begins, 1:10 PM</td>
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<tr>
<td>Instruction Resumes, 7:30 AM</td>
<td>W 10/16</td>
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<td>M 12/2</td>
<td>M 12/1</td>
<td>M 11/30</td>
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<tr>
<td>Last Day of Classes</td>
<td>F 12/6</td>
<td>F 12/5</td>
<td>F 12/4</td>
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<tr>
<td>Study Period</td>
<td>S-W 12/7-11</td>
<td>S-T 12/6-9</td>
<td>S-T 12/5-8</td>
<td>S-T 12/3-6</td>
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<tr>
<td>Exams</td>
<td>W-S 12/11-14</td>
<td>W-S 12/10-13</td>
<td>W-S 12/9-12</td>
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<td>M-Th 12/15-18</td>
<td>M-Th 12/14-17</td>
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<td>Th 12/26</td>
<td>F 12/26/14</td>
<td>M 12/28/15</td>
<td>M 12/26/16</td>
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<tr>
<td>3-Week Classes Begins</td>
<td>Th 1/2/14</td>
<td>F 1/2/15</td>
<td>M 1/4/16</td>
<td>M 1/2/17</td>
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<tr>
<td>Winter Session Period Ends</td>
<td>S 1/18</td>
<td>S 1/17/15</td>
<td>S 1/23/16</td>
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<tr>
<td>Course Add/Drop Begins</td>
<td>M 1/13</td>
<td>M 1/12</td>
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<td>Check For Holds Preventing Registration</td>
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<td>T 1/13</td>
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<td>T 1/16</td>
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<tr>
<td>January Orientation Begins</td>
<td>F 1/17</td>
<td>F 1/16</td>
<td>F 1/22</td>
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<td>Martin Luther King, Jr. Day/Holiday</td>
<td>M 1/20</td>
<td>M 1/19</td>
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<td>Instruction Begins</td>
<td>W 1/22</td>
<td>W 1/21</td>
<td>W 1/27</td>
<td>W 1/25</td>
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<td>February Break Begins, 1:10 PM</td>
<td>S 2/15</td>
<td>S 2/14</td>
<td>S 2/13</td>
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<tr>
<td>Instruction Resumes, 7:30 AM</td>
<td>W 2/19</td>
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<td>W 2/17</td>
<td>W 2/22</td>
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<tr>
<td>Spring Break Begins, 1:10 PM</td>
<td>S 3/29</td>
<td>S 3/28</td>
<td>S 3/26</td>
<td>S 4/1</td>
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<tr>
<td>Instruction Resumes, 7:30 AM</td>
<td>M 4/7</td>
<td>M 4/6</td>
<td>M 4/4</td>
<td>M 4/10</td>
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<tr>
<td>Last Day of Classes</td>
<td>W 5/7</td>
<td>W 5/6</td>
<td>W 5/11</td>
<td>W 5/10</td>
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<tr>
<td>Study Period</td>
<td>Th-Su 5/8-11</td>
<td>Th-Su 5/7-10</td>
<td>Th-Su 5/12-15</td>
<td>Th-Su 5/11-14</td>
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<td>Exams</td>
<td>M-Th 5/12-15</td>
<td>M-Th 5/11-14</td>
<td>M-Th 5/16-19</td>
<td>M-Th 5/15-18</td>
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<td>Study Day</td>
<td>F 5/16</td>
<td>F 5/15</td>
<td>F 5/20</td>
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<tr>
<td>3-Week Session Regist/Classes Begin</td>
<td>W 5/28</td>
<td>W 5/27</td>
<td>W 6/1</td>
<td>W 5/31</td>
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<td>M 6/9</td>
<td>M 6/8</td>
<td>M 6/13</td>
<td>M 6/12</td>
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<tr>
<td>3-Week Session Final Exams</td>
<td>F 6/20</td>
<td>F 6/19</td>
<td>F 6/24</td>
<td>F 6/23</td>
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<tr>
<td>6-Week Session Regist/Classes Begin</td>
<td>M 6/23</td>
<td>M 6/22</td>
<td>M 6/27</td>
<td>M 6/26</td>
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<tr>
<td>6- and 8-Week Sessions Final Exams</td>
<td>M-T 8/4-5</td>
<td>M-T 8/3-4</td>
<td>M-T 8/8-9</td>
<td>M-T 8/7-8</td>
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</table>
RELIGIOUS HOLIDAYS

The following table was copied from: http://dos.cornell.edu/dos/cms/curw/Religious-Holidays.cfm

BUDDHIST:

- **Obon: July 13-15, 2012**
  Japanese Buddhist festival to honor deceased ancestors. Involves lighting of bonfires, traditional meals, paper lanterns, folk dances.

- **Asalha Puja Day: July 22, 2013**
  Buddhist observance of the day when Gautama Buddha made his first public proclamation to five ascetics at Deer Park, Banares. He taught the middle way, the noble eight-fold path and the four noble truths.

- **Rohatsu (Bodhi Day): December 8, 2013**
  Buddhist celebration of the enlightenment of Buddha.

- **Mahayana New Year: January 16-19, 2014**

- **Chinese New Year: January 31, 2014**
  Begins a fifteen Day Festival for Chinese people of all religions. Family reunions with thanksgiving and remembrance of departed relatives take place. Traditionally a religious ceremony honors Heaven and Earth.

- **Nirvana Day February: 15, 2014**
  A regional observance of the death of the Buddha.

- **Magha Puja Day March: 16, 2014**
  Celebration of the presentation of teaching by Lord Buddha to an assembly of holy men.

- **Theravadin New Year May: 15-18, 2014**

- **Visakha Puja Day: May 14, 2014**
  Marking of the birth, enlightenment and death (attainment of Nirvana) of Lord Buddha.

Bold titles are primary holy days of tradition

CHRISTIAN:

- **All Saint’s Day: November 1, 2013**
- **All Soul’s Day (Catholic Christian): November 2, 2013**
- **Advent – First Sunday: December 7, 2013**
- **Christmas: December 25, 2013**
  Christian celebration of the birth of Jesus Christ. Observed by prayers, exchanging of gifts and family parties

- **Nativity of Christ (Eastern Orthodox): January 7, 2014**
- **Shrove Tuesday: March 4, 2014**
- **Ash Wednesday – Lent begins through March 23: March 5, 2014**
- **Clean Monday – Lent begins (Eastern Orthodox): March 10, 2014**
- **Maundy Thursday: April 17, 2014**
- **Good Friday**: April 18, 2014
  Christian remembrance of the crucifixion of Jesus and related events.

- **Easter: April 20, 2014**
  The most holy of Christian Sacred days. The day commemorates the resurrection of Jesus Christ from his death by crucifixion.

- **Holy Friday (Eastern Orthodox)**: April 18, 2014
- **Easter/Pascha (Eastern Orthodox): April 20, 2014**
- **Pentecost(Whit Sunday): June 8, 2014**
  Christian observation of the day when the God the Holy Spirit came to the disciples in the forms of tongues of fire and rushing wind. It is a traditional day for baptism and confirmation of new Christians.

Bold titles are primary holy days of tradition

**Fasting may be observed in these communities on this day
HINDU:

- **Raksha Bandhan:** August 21, 2013
  Festival honoring the loving ties between brothers and sister in a family.
- **Krishna Janmashtami:** August 28, 2013
  Commemoration of the birth of Krishna – the 8th incarnation of god Vishnu
- **Ganesh Chaturthi:** September 9, 2013
  Festival honoring the god of prosperity, prudence and success.
- **Navaratri: October 5-13, 2013**
  Festival of the divine mother honoring Durga, wife of Shiva, and seeking her blessings.
- **Dasera:** October 14, 2013
  Celebration of victory and valor. Lord Rama is remembered as winning a victory over evil.
- **Deepavali:** November 1-5, 2013
  Five day festival of lights marking the end of the Hindu year.
- **Diwali:** November 3, 2013
  Festival of lights symbolizing the human urge to move toward the light.
- **Vasant Panchami:** February 4, 2014
  Celebration dedicated to Saraswati, goddess of learning.
- **Maha Shivaratri:** February 28, 2014
  Festival in honor of Lord Shiva and his marriage to Goddess Parvati.
- **Holi:** March 17, 2014
  Spring festival dedicated to the god of pleasure. Observed in a colorful and boisterous manner.
- **Hindu New Year:** March 31, 2014
- **Ramayana:** March 31-April 8, 2014
- **Ramanavami:** April 8, 2014
  Celebration of the birth of Lord Rama, hero of the religious epic poem, The Ramayana.
- **Hanuman Jayanti:** April 15, 2014
  Celebration of Hanuman who was an embodiment of Lord Rama. Devotion and selfless work are encouraged.

Bold titles are primary holy days of tradition

JEWISH:

- **Tisha B’Av:** July 16, 2013
  Day of fasting in remembrance of the destruction of the Temple in 586 b.c.e. and 70 c.e.
- **Rosh HaShanah:** September 5-6, 2013
  Jewish New Year. A time of introspection, abstinence, prayer and penitence.
- **Yom Kippur:** September 14, 2013
  Jewish Day of Atonement. This holiest day of the Jewish year is observed with strict fasting and ceremonial repentance.
- **Sukkot:** September 19-25, 2013
  Feast of Tabernacles which celebrates the harvest and the protection of the people of Israel as they wandered in the wilderness dwelling in tents.
- **Shemini Atzeret:** September 26, 2013
  Completion of the annual cycle of reading of the Torah.
- **Simhat Torah:** September 27, 2013
  Day to celebrate the reading of the Law.
- **Hanukkah:** November 28-Dec.5, 2013
  Festival of Lights. Commemorates the Maccabean recapture and rededication of the Jerusalem Temple in 165-164 b.c.e.
- **Tu BiShvat:** January 26, 2014
  Celebration of the coming of spring by preparation of foods native to Israel. Also known as “New Year for Trees”.
- Purim: February 24, 2014
  Celebration of the deliverance of the Jewish minority in Persia from genocide.

- **Pesach**: April 15-22, 2014
  Jewish 8 day pilgrimige festival celebrating the Exodus from slavery to freedom. Also known as Passover.

- Yom HaShoa: April 27, 2014
  Jewish Holocaust Day. Remembering the six million Jews killed by the Nazis in 1933-45.

- Yom Ha`Atzmaut: May 5, 2014

- Lag B’Omer: May 18, 2014
  Observation of the counting of the day – the link – between Pasach and Shavout.

- **Shavuot**: June 4-5, 2014
  Celebration of Moses’ descent from Mt. Sinai with the ten commandments.

**Bold titles are primary holy days of tradition**

*Sukkot and Passover are 8 day festivals. Although the first two days and the last two days have the strictest holiday observance (i.e. no driving, no writing, etc.), all 8 days have certain restrictions and should be considered according to the levels of stated observance by the diverse Jewish religious communities at Cornell. Holidays marked with an asterisk are observed for one day only by Reform Jews. Holidays noted in bold are days on which no work is permitted and absences from school or work should be excused.

**MUSLIM:**

- Ramadan Begins*: July 9, 2013
  9th month on Islamic calendar, devoted to the commemoration of Muhammad’s reception of the divine revelation recorded in the Qur’an. The event begins when authorities in Saudi Arabia sight the new moon of the 9th month. It is the holiest period of the Islamic Year. There is strict fasting from sunrise to sunset.

- Lailat al Kadr: August 3, 2013
  Islamic Night of Destiny. First revelation of Qur’an to Prophet Mohammed.

- Eid al Fitr*: August 8-11, 2013
  Marks the close of Ramadan. It is a festival of thanksgiving to Allah for enjoying the month of Ramadan.

- Waqf, al `Araf: Hajj Day: October 14, 2013

- Eid al Adha*: October 15-18, 2013
  Festival of Sacrifice. The day after Arafat, the most important day in Hajj ritual.

- Al-Hijra – New Year: November 4, 2013
  The emigration of Muhammad and his followers to Medina in 615 c.e.

- Islamic New Year. Ashura*: November 13, 2013
  Islamic optional one day fast. The Shia observance is based on the martyrdom of Prophet Muhammad’s Grandson, Hussein, martyred on this date in 683/684 AD at the battle fo Kerbala. Sunni observance is a recognition of Moses fasting in gratitude to Allah/God for liberation from oppression.

- Mawlid an Nabi*: January 13, 2014
  Commemoration of the birthday of Prophet Muhammad, founder of Islam, in about 570 c.e. Not universally observed.

- Lailat al Miraj: May 27, 2014
  Observance of Mohammed’s night journey from Mecca to Jerusalem and his ascension to heaven.

- Lailat al Bara’ah: June 14, 2014
  Night of Forgiveness. A night of prayer to Allah for forgiveness of the dead. Preparation for Ramadan through intense prayer.

- Ramadan Begins*: June 28, 2014
  9th month on Islamic calendar, devoted to the commemoration of Muhammad’s reception of the divine revelation recorded in the Qur’an. The event begins when authorities in Saudi Arabia sight the new moon of the 9th month. It is the holiest period of the Islamic Year. There is strict fasting from sunrise to sunset.

**Bold titles are primary holy days of tradition**

*Actual sightings of the crescent moon may sometimes delay these dates to the next day/date.
ATTENDANCE POLICY

The following is copied from the University Faculty Handbook, Chapter 5 (http://theuniversityfaculty.cornell.edu/handbook/Chapter5.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, FAMILY, OR PERSONAL EMERGENCY
A college office or advisor may be able to give confirmation. Students have the responsibility of providing help in obtaining confirming evidence of circumstances for which they are requesting consideration.

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 Daily Sun, the Cornell Chronicle, and other media 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 has contacts for translation and tutoring in the languages taught in the Department. The function of these individuals is not to do translations or tutoring themselves, but to maintain a list of individuals in the local area who have offered to provide these services. At the beginning of every semester, the contact updates the list of people from our department who are interested in doing these services. A list of outside tutors and translators should also be available if possible, for documents that are not of an official nature and that would not require notarization.

The availability of these services depends entirely on the availability of individuals who can render them. It is to be expected that a fee will always 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 for or paying for the service, in part or in full, under any circumstance. Nor is the Department accountable for the quality of the translation or tutoring service rendered except when notarization of a translation is handled through Cornell, in which case the Department member who signs for the notarization vouches for the accuracy of the translation.

Providing translations is earned income, separate from Cornell business. Do not include the departmental support staff in this process. 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, as this would become a conflict of interest for you. Contact the Administrative Manager, Colette Walls, 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.

You should also be aware that availing yourself of outside help could lead to potential ethical problems (see Cornell’s Code of Academic Integrity: http://cuinfo.cornell.edu/Academic/AIC.html).


“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) Division, 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 one of the public notaries on campus (there are two in the Cornell Book Store and one in Day Hall). 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

Registration takes place in three steps at Cornell:

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

The course coordinator is responsible for matters of policy on caps and grade options – TAs should be informed of the policies and guidelines, and should address any questions on these matters to the course coordinator.

Cap = maximum number of students allowed to enroll online in a class (see page 36)

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 of Nilsa Maldonado-Méndez, 423B Morrill Hall, nbm4@cornell.edu.
LANGUAGE PLACEMENT AND TESTING – INFORMATION FOR STUDENTS

- All students must register on the COLLT site (Cornell On Line Language Testing) at http://collt.lrc.cornell.edu.
- The online survey form will help you determine your situation and offer an online test or other recommendation.
- Be sure to fill out the survey questionnaire for each language in which you need placement.
- Placement info: http://romancestudies.cornell.edu/undergraduate/placement/

LP TESTS – LANGUAGE PLACEMENT TESTS

These tests are designed to place you in the level that is most suited for your needs:
- French: LPF
- Italian: LPI
- Spanish: LPS

The placement test is only required for those who do not have a recent (less than 2 years old) score from the SATII or AP4 or higher.

Eligibility for the LP test:
- If you have studied the language for a minimum of 2 years (if you have studied less than 2 years, sign up for 1210)
- If you want to update an old achievement score
- If you have an AP score of 3
- If you are a heritage speaker with a degree from an institution whose primary language of instruction was not the target language.
- If you are not a native speaker (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, contact the individual in charge of exemptions for your language during the first three weeks of each semester, during posted office hours (be prepared to present your secondary school diploma):
  - French: Colette Waldron (cdw1)
  - Italian: Kora Bättig Von Wittelsbach (keb11)
  - Spanish: Nilsa Maldonado-Méndez (nbm4)

CASE EXAM (CORNELL ADVANCED STANDING EXAM)

This 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.

Sign-up is required, as follows:
- If you have registered for COLLT (Cornell On-Line Language Tests) at http://collt.lrc.cornell.edu and were told that you should take the CASE, then simply come to the next available CASE session in your language.
- Otherwise, you must register in COLLT. The online survey form will help you determine your situation and offer an online test or other recommendation. Be sure to fill out the survey for each language in which you need placement.

Eligibility for the CASE:
- 65 or higher on the LP test, or 690 or higher on the SAT II, or AP4 or 5
- If you have acquired the language outside of Cornell (students who have studied the language at Cornell are not eligible for the CASE)
GENERAL TESTING INFORMATION

- Schedule: http://romancestudies.cornell.edu/undergraduate/testing/
- Sign-up: http://collt.lrc.cornell.edu/
- Retaking language tests: Unless you’ve taken the language at Cornell**, LP tests may be retaken twice, as long as it is NOT within the same testing period (you may take it the following semester). The CASE exam may only be taken once.

**If you’ve taken the language at Cornell, and wish to retake a placement test, request a special proctored test:
- French: Colette Waldron (cdw1)
- Italian: Kora Bättig von Wittelsbach (keb11)
- Spanish: Silvia Amigo-Silvestre (sa254)

- Questions? See FAQ’s below. If your question does not appear in this list, contact Cal Hile at: clh2@cornell.edu

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?
   Yes, unless you already have an SAT II score, or an LP score, or an AP4 or 5. The LP score gives us an indication of your level and allows us to place you in the class that will be most suited to your needs.

2. I took 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
   - French: Colette Waldron (cdw1)
   - Italian: Kora Bättig von Wittelsbach (keb11)
   - Spanish: Silvia Amigo-Silvestre (sa254)

3. I just took the LP and got a score I did not like. Can I retake it right away?
   The LP may be retaken, but not within the same testing period. You will need to wait until the start of next semester.

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 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. 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. What will I do if I am 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: Colette Waldron (cdw1)
- Italian: Kora Bättig von Wittelsbach (keb11)
- Spanish: Nilsa Maldonado-Méndez (nbm4)

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 1210?
If you have 2 years of the language, we require that you take the LP. It is possible that 1220 might be better for you than 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 Director of Language Instruction (Tomás Beviá [tjb99]).

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.
PLACEMENT TESTING SCHEDULE 2013-2014

If you have registered for COLLT (Cornell On-Line Language Tests) at http://collt.lrc.cornell.edu and were told that you should take the CASE, then simply come to the next available CASE session in your language (see schedule below).

Otherwise, you must register in COLLT at http://collt.lrc.cornell.edu. The online survey form will help you determine your situation and offer an online test or other recommendation. Be sure to fill out the survey questionnaire for each language in which you need placement.

Placement info: http://romancestudies.cornell.edu/undergraduate/placement/
Questions? Contact Cal Hile at: clh2@cornell.edu

LP (Language Placement Tests)

<table>
<thead>
<tr>
<th>Language</th>
<th>Test Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>LPF</td>
</tr>
<tr>
<td>Italian</td>
<td>LPI</td>
</tr>
<tr>
<td>Spanish</td>
<td>LPS</td>
</tr>
</tbody>
</table>

The online tests (LPF, LPI, LPS) are for students who have never taken a course in the language at Cornell. For internal language students, standard sequencing of courses applies.

If you are currently enrolled in 1220, the LP given at the end of the semester or as the final for the course will provide you with the placement information you need. In the meantime, we recommend that you tentatively pre-enroll for a course at the level you think might be right. Once you get your LP placement, if it is different than you expected, you can switch courses as soon as online add/drop begins.

If you have taken a course at Cornell in French, Italian, or Spanish, and have since done significant work with the language, equivalent to an additional course, you will need to request a proctored test. Please contact:

- French: Colette Waldron (cdw1)
- Italian: Kora Bättig von Wittelsbach (keb11@cornell.edu)
- Spanish: Silvia Amigo-Silvestre (sa254)

CASE (Cornell Advanced Standing Exam)
Sign up required: see instructions above on registering in COLLT

<table>
<thead>
<tr>
<th>CASE</th>
<th>DATE</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Monday, August 26, 2013</td>
<td>9:00 AM</td>
<td>French: Morrill Hall 110, 111</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Italian: Morrill Hall 102</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish: Morrill Hall 106, 107</td>
</tr>
<tr>
<td>Fall make-up</td>
<td>Tuesday, September 3, 2013</td>
<td>5:00 PM</td>
<td>French: Morrill Hall 110, 111</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Italian: contact K. Bättig von Wittelsbach (<a href="mailto:keb11@cornell.edu">keb11@cornell.edu</a>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish: Morrill Hall 106, 107</td>
</tr>
<tr>
<td>Spring</td>
<td>Friday, January 17, 2014</td>
<td>2:00 PM</td>
<td>French: Morrill Hall 110, 111</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Italian: Morrill Hall 102</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish: Morrill Hall 106, 107</td>
</tr>
<tr>
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<td>5:00 PM</td>
<td>French: Morrill Hall 110, 111</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Italian: contact K. Bättig von Wittelsbach (<a href="mailto:keb11@cornell.edu">keb11@cornell.edu</a>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish: Morrill Hall 106, 107</td>
</tr>
</tbody>
</table>
## PLACEMENT TABLES

### FRENCH

**PLACEMENT TESTS**

<table>
<thead>
<tr>
<th>LPF</th>
<th>SATII**</th>
<th>French Language Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 37</td>
<td>below 410</td>
<td>1210</td>
</tr>
<tr>
<td>37-44</td>
<td>410-480</td>
<td>1220</td>
</tr>
<tr>
<td>45-55</td>
<td>490-590</td>
<td>1230</td>
</tr>
<tr>
<td>56-64</td>
<td>600-680</td>
<td>2060, 2090</td>
</tr>
<tr>
<td>65 and above*</td>
<td>690 and above</td>
<td>CASE required* for placement</td>
</tr>
</tbody>
</table>

**AP4 or 5 in language, 3 credits

**AP4 or 5 in literature, 3 credits and proficiency

<table>
<thead>
<tr>
<th>CASE</th>
<th>Language Courses</th>
<th>Literature Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td>2000, 2090</td>
<td>follow prerequisites for literature courses in catalog</td>
</tr>
<tr>
<td>Q+</td>
<td>2190</td>
<td>2210</td>
</tr>
<tr>
<td>Q++</td>
<td>variable - listed with posted score</td>
<td></td>
</tr>
<tr>
<td>exempt</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### ITALIAN

**PLACEMENT TESTS**

<table>
<thead>
<tr>
<th>LPI</th>
<th>SATII**</th>
<th>Italian Language Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 37</td>
<td>below 370</td>
<td>1210</td>
</tr>
<tr>
<td>37-44</td>
<td>370-450</td>
<td>1220</td>
</tr>
<tr>
<td>45-55</td>
<td>460-580</td>
<td>1230</td>
</tr>
<tr>
<td>56-64</td>
<td>590-680</td>
<td>2090</td>
</tr>
<tr>
<td>65 and above*</td>
<td>690 and above</td>
<td>CASE required* for placement</td>
</tr>
</tbody>
</table>

**AP4 or 5 in language, 3 credits

**AP4 or 5 in literature, 3 credits and proficiency

<table>
<thead>
<tr>
<th>CASE</th>
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<th>Literature Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td>2090</td>
<td>follow prerequisites for literature courses in catalog</td>
</tr>
<tr>
<td>Q+</td>
<td>2190</td>
<td>2210</td>
</tr>
<tr>
<td>Q++</td>
<td>variable - listed with posted score</td>
<td></td>
</tr>
<tr>
<td>exempt</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### SPANISH

**PLACEMENT TESTS**

<table>
<thead>
<tr>
<th>LPS</th>
<th>SATII**</th>
<th>Spanish Language Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 37</td>
<td>below 370</td>
<td>1210</td>
</tr>
<tr>
<td>37-44</td>
<td>370-450</td>
<td>1120,1220</td>
</tr>
<tr>
<td>45-55</td>
<td>460-580</td>
<td>1230</td>
</tr>
<tr>
<td>56-64</td>
<td>590-680</td>
<td>2000, 2070, 2090</td>
</tr>
<tr>
<td>65 and above*</td>
<td>690 and above</td>
<td>CASE required* for placement</td>
</tr>
</tbody>
</table>

**AP4 or 5 in language, 3 credits

**AP4 or 5 in literature, 3 credits and proficiency

<table>
<thead>
<tr>
<th>CASE</th>
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<th>Literature Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td>2000, 2070, 2090</td>
<td>follow prerequisites for literature courses in catalog</td>
</tr>
<tr>
<td>Q+</td>
<td>2190</td>
<td>2140, 2150, 2170</td>
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<tr>
<td>Q++</td>
<td>variable - listed with posted score</td>
<td></td>
</tr>
<tr>
<td>exempt</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

* students who get a 65 or higher on the LP test at the end of 1220 are not eligible to take the CASE exam; instead, they should enroll directly in 2070/2090 (or the equivalent).

** Note that after two years, high school placement scores are no longer reliable, and you will be required to take an LP test for accurate placement. This applies to SATII and AP scores. Students with LP and CASE scores from 2 or more years back should check with the course coordinator of the course they want to take to see if they need reassessment.
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.

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 that an average of 18 per section, or fewer than 6 students, alert the course coordinator. The Director of Language Instruction needs to be informed immediately if we need to open extra sections or close a section.

ENCOURAGEMENT
Be encouraging to students who are trying hard to get their classes in order. We want to be supportive of their efforts and welcoming, even if we may have a lot of demand.

PERMISSION ONLY
The coordinator may request to convert a course to "Permission Only". 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. 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, 55 Goldwin Smith).

“AUTOMATIC” DROPS
For students who have been absent three days in a row, the coordinator may give Cal a copy of the latest class list, with the name of the student who needs to be dropped highlighted. She will have to send this to the registrar’s office. Each student you are dropping in this manner needs to receive an e-mail from you right away, to let the student know that (s)he is being dropped from the class list due to the absence(s), to make room on the list for others who are attending.

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 and a professional façade, 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 requests for attending a full semester undergraduate course as Auditor is very restrictive, in the interest of maintaining optimal learning conditions for the rest of the students in the course.

These cases need to 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 will realize whether or not the investment of time is going to be possible. These cases, where the individual’s priorities often lie outside the course, result often in diminished performance, absenteeism, lack of preparation, and eventually often dropping before the end of the semester because they can’t keep up with the work. At the same time, there are undoubtedly occasions when an individual of this profile, who is motivated to learn and has the time to invest, can enrich the experience of the undergraduates by his/her participation.

At no point should an Auditor occupy the spot of a regularly-enrollable undergraduate.

Auditors must officially sign up for the course before the 3-week drop/add period is over. Extramural students (e.g. faculty and staff) must enroll through the School of Continuing Education.

University policy does not allow undergraduates to audit classes at all. TAs who are approached by graduate students requesting to audit their section should consult with their coordinator, who will use his/her judgment to determine when exceptions might apply.

Non-professorial academic staff and employees are allowed to enroll in one course per semester (4 credits max), and so, for these individuals, we require enrollment.

The Visitor’s Program was established years ago but it ONLY applies to non-participatory classes. Language courses are participatory and therefore we cannot accept visitors. The students should register for the class(es) and pay the tuition. Occasional visitors to our classes (such as, for example, prospective students and their parents) are welcome.
DEPARTMENT

CHAIR – Timothy Campbell, tcc9@cornell.edu, Morrill 303A

DIRECTOR OF LANGUAGE INSTRUCTION (DLI) – Tomás Beviá, tjb99@cornell.edu, Morrill 305. For matters relating to senior lecturers, lecturers, teaching associates, graduate TAs teaching language, performance issues of these ranks, language pedagogy, TAship applications, TA pedagogy curriculum and policy, coordination of language courses, TA mentorship, language requirement policy, language curriculum, etc.

DIRECTOR OF GRADUATE STUDIES (DGS) – Tracy McNulty, tkm9@cornell.edu, Morrill 309. Oversees Romance Studies graduate student concerns, recruitment, admissions, and graduate field.

DIRECTOR OF UNDERGRADUATE STUDIES (DUS) –
  French: Cary Howie, csh34@cornell.edu, Morrill 323B
  Italian: Marilyn Migiel, mm55@cornell.edu, Morrill 311
  Spanish: Bruno Bosteels, bb228@cornell.edu, Morrill 323D

For Romance Studies undergraduate student concerns, works closely with section heads to oversee all aspects of the undergraduate majors and curriculum offerings.

LANGUAGE CONVENORS –
  French: Flavien Glidja, ftg2@cornell.edu, Morrill 403A
  Italian: Ti Alkire, eha1@cornell.edu, Morrill 403D
  Spanish: Nilsa Maldonado-Méndez, nbm4@cornell.edu, Morrill 423B

ADMINISTRATIVE MANAGER – Colette Walls, cw16@cornell.edu, Morrill 303D. The manager oversees administrative functions for the Department, supervises staff, and is responsible for insuring the smooth running of business operations. She works with the Chair and Director of Language Instruction as regards planning and resource management.

CHAIR’S ASSISTANT/HUMAN RESOURCE SPECIALIST – Samantha Preston, slp59@cornell.edu, Morrill Hall 303C. For immigration or visa questions. She assists the Chair, Director of Language Instruction, and Manager with searches, promotions, leaves, and reviews, processes academic and staff appointments, works closely with and provides back-up for the Administrative Manager. She is also the telephone coordinator.

UNDERGRADUATE STUDIES COORDINATOR/ASSISTANT TO THE DIRECTOR OF LANGUAGE INSTRUCTION – Cal Hile, clh2@cornell.edu, Morrill 306. For departmental room scheduling, keys, building and office issues/repairs, classroom equipment issues, course registration issues, Course of Study catalog and course roster updates. Provides clerical support to the Director of Language Instruction and works closely with the Director of Language Instruction and the DUS as regards the teaching program.

ACCOUNTS REPRESENTATIVE – Brent Hollenbeck, bnh11@cornell.edu, Morrill 303B. He processes travel and business expense reimbursements, fields accounting questions, orders supplies and materials, and generates financial projections for faculty accounts. Brent is the key operator for the copy machines and does printer and photocopier troubleshooting.
GRADUATE FIELD ASSISTANT / RECEPTIONIST – Rebecca Davidson, rd18@cornell.edu, 5-4264, Morrill 303. For issues related to graduate students and graduate field, equipment check-out, TA appointment forms, serves as liaison between Department and Graduate School, coordinates and supports departmental social events, lectures, conferences, works closely with the Chair, DGS, and Administrative Manager as regards the graduate program.

MORRILL COMPUTER SUPPORT – Melissa Fields, ml_comp_supp@cornell.edu, 5-0717. If it is an emergency, you can contact her on her cell phone at 280-5762.

OTHER

Dick Feldman – Director of the Language Resource Center: rf10@cornell.edu

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

Bill Grover – Uris Building Manager, contact for Rockefeller classroom needs: uh_bldg_mgr@cornell.edu

Steve Truesdail – Arts Classroom Technologies support: arts_av_tech@cornell.edu

David Way (CTE Center for Teaching Excellence -- for videotaping classes and analyzing performance – is not available just to videotape – his function is pedagogical, not merely technical): dgw2@cornell.edu
WHO DOES WHAT?

ROMANCE STUDIES SUPPORT STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>ROOM</th>
<th>NETID</th>
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<tbody>
<tr>
<td>Rebecca Davidson</td>
<td>303B</td>
<td>rd18</td>
<td>5-4264</td>
<td>Graduate Field Assistant / Receptionist</td>
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<tr>
<td>Samantha Preston</td>
<td>303C</td>
<td>slp59</td>
<td>5-0316</td>
<td>Chair's Assistant/Human Resources</td>
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<tr>
<td>Cal Hile</td>
<td>306</td>
<td>clh2</td>
<td>5-8222</td>
<td>Undergraduate Coordinator/Assistant to Director of Language Instruction</td>
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<tr>
<td>Brent Hollenbeck</td>
<td>303</td>
<td>bah11</td>
<td>5-4048</td>
<td>Accounting</td>
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<tr>
<td>Colette Walls</td>
<td>303D</td>
<td>cw16</td>
<td>5-4265</td>
<td>Administrative Manager</td>
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WHO DOES WHAT?

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<tr>
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<td>Commencement</td>
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<td>Computer Support</td>
<td>Melissa Fields</td>
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<td>Copy Room Key Operator</td>
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<td>Courses</td>
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<td>Department Directories</td>
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<td>eShop ordering of supplies and materials</td>
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<td>Exams</td>
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<td>Faculty Advising (Undergraduates)</td>
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<td>Keys and Card Access</td>
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<td>Samantha Preston</td>
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<td>Web Updating</td>
<td>Rebecca Davidson</td>
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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, and especially for those in offices that you are entering temporarily or passing through.

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 the main office 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, close windows, turn off the air conditioner, etc. 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 department supplies graduate TAs, Teaching Associates and Visiting Lecturers with the following materials upon request:

- cards for student information
- printer paper
- dry erase markers
- chalk
- #2 pencils
- roll books
- blue books or other needed testing forms
- phone message pads
- transparencies
- writing instruments for transparencies
- stationery for professional recommendations

In addition, each TA office should be supplied with basic needs such as staples, paper clips and scotch tape; printer cartridges are changed when needed. Please stop by the main office and any of the staff can provide you with additional supplies as needed.

KEYS

See Cal Hile for your office and building keys, as well as the key to A/V equipment cabinets in some classrooms. There is a $5.00 deposit for each office or building key for TAs. The deposit will be refunded to you at the end of your post with the Department, when you return the key.

If you need to use a Morrill classroom after hours you must reserve it with Cal.

MAIL

You have a mailbox on the third floor of Morrill Hall, next to the main office. Please see Cal Hile, 306 Morrill Hall, for your mailbox key.

PHOTOCOPYING

Photocopiers for faculty and TA use are in Morrill 308. The photocopier in the main office is only for use by the support staff.

In the interest of conservation of the environment and to avoid unnecessary expense, plan ahead to avoid unnecessary photocopying. Whenever possible and pedagogically sound, use alternative means of getting the information to your students: the web for student home use, and overhead transparencies for class presentation. Both of the copiers in Morrill 308 have “scan to PDF” capability. Please see Brent Hollenbeck if you need to be shown how to use this feature.

CODE

For copying needs related to your teaching, you will receive from the Department a special copy code. If you have not received your code, or it does not work properly, please contact Brent Hollenbeck. Keep track of all your copying, in case someone uses your code. If you notice an inconsistency at any point, alert Brent immediately.
WHERE TO COPY?
You have the choice of either copying in Morrill 308 or sending orders to Gnomon. If you have a known copying need and would like to place the order with Gnomon, please plan ahead sufficiently. Rush orders will need to be done in Morrill 308. Please note that there is a card access lock on the copy room door. Your Cornell ID card will provide you with access. Please see Samantha Preston in 303C Morrill if you have problems accessing either the copy room or the lounge on the 3rd floor.

GNOMON ORDERS
You may use Gnomon for department-charged copying:

- Forms to order Gnomon copying can be found in Morrill 308.
- Order black and white copies only; one color copy costs at least twenty times as much as one black and white copy.
- Order white paper whenever color paper is not justified; color paper costs extra.
- Order only as many copies as you need.
- Leave your order in the basket on the shelf; it should be returned within 24 hours except on weekends.

COMPUTERS
Computers are to be shared among all of those in the office: please be considerate of those who are waiting their turn to use the equipment, try to check to be sure someone else doesn’t have a more urgent priority than you, etc.

Shared computers in TA offices are for use related to teaching in the courses assigned for your TAship in the Department of Romance Studies.

Only those assigned to a particular office may use the equipment in that office, except in emergencies.

No files should be stored on shared computers unless they relate to the course you teach, and then, only if these files are shared by others teaching the course, or need to be consulted again.

At regular intervals, and particularly at the end of each semester, when you clear your desk for the break, delete all files that you have created that you know will not be needed again. If in doubt about the need of these files for future use, check with the course coordinator.

Never delete files other than your own.

Keep in mind that regular servicing of computers may require that all files be deleted, especially if the drive has frozen due to overfill. In essence, standard back-up strategies apply.

Technical Support. Melissa Fields troubleshoots all problems with office computers in Morrill Hall. If you notice a problem with a computer in your office, please notify Melissa as soon as possible, so she can resolve the problem. Send all of your requests via email to Melissa (mef2@cornell.edu) or by phone at 5-0717. If it is an emergency, you can contact her on her cell phone at 280-5762.

Note that there are on campus a number of public computer labs for you to use for your own academic work (a list of these public labs can be found at: http://www2.cit.cornell.edu/services/labs/).
DEPARTMENT LOUNGE

The 3rd floor lounge is available to all those who work in the Department, as a shared area. The kitchen area provides the means of making coffee (prices are posted in the area), keeping your lunch refrigerated (labels with a place for your name and date are attached on the refrigerator), etc. The responsibility for cleaning the lounge resides with all users. Please be considerate and clean up after yourself. Do not leave dishes in the sink. The lounge has an ID card access lock. Please see Samantha Preston if you have a problem getting in to the lounge.

DEPARTMENT AND BUILDING EQUIPMENT

In Morrill there are a variety of types of equipment available to you. In the two large TA offices (404, 423), there is a cart with a monitor and a VHS tape deck. In the lounge (304) there is a monitor with a multiformat VHS player, and a DVD player. Each TA office should also have a shared boom box. Now that classrooms are equipped with boom boxes, it should not be necessary to carry the boom box to class.

Available in the main office for teaching-related use (sign up in the main office, at the front desk):

- Portable computers of a variety of formats
- Flip Video hand-held camcorders
- Mini-DV digital video camcorder - CANON ZR70. Rebecca Davidson will provide training for use of the camera as needed.

Available for use in Morrill classrooms:

- Multi-format VCR and/or projector:
  - For regular week time hours (8am-4:30pm) reserve equipment with Eric Fields (gs_bldg_mgr@cornell.edu)
  - For after hours and week-ends, use the sign-out sheet on the cart

This multi-format VCR has been provided by the College for the needs of those who want to show PAL or other non-NTSC format videotapes in Morrill.

This VCR is on a cart with a projector, in the 3rd floor lounge (Morrill 304). The projector can also be used independently, with a laptop computer. When this equipment is used after hours or during the weekend be sure to lock any classroom doors and windows you may have opened.

When you finish using this equipment, return the cart to MRL 304, making sure to lock it back in the closet. Be sure to return with the cart all cables, the remote control, and the clipboard with the key.

Instructions for the use of the equipment are on the cart. First-time users of this equipment should check in advance to see if you could get it to work for you without help. If you need help, contact Eric Fields, gs_bldg_mgr@cornell.edu, with sufficient notice to schedule a meeting for training.
CLASSROOMS AND CLASSROOM EQUIPMENT

AUDIOVISUAL RESOURCES
If you need equipment that is not available in your classroom, contact the building manager to request it 24 hours in advance. For the AV equipment contact list go to the following website: http://registrar.sas.cornell.edu/Sched/av.html

Most frequent contacts:

- Eric Fields (gs_bldg_mgr@cornell.edu, 255-4262): Goldwin Smith, Lincoln Hall, McGraw Hall, Morrill Hall, and White Hall
- Bill Grover (uh_bldg_mgr@cornell.edu, 255-6340): Rockefeller, Uris Hall

CLASSROOM PROBLEM REPORTING
If you have problems with a classroom, report them immediately to Cal Hile in 306 Morrill Hall or email her at clh2@cornell.edu
One first prize:
Award for Outstanding Performance as a Graduate Teaching Assistant | $500

Three additional honorees receive a
Certificate of Recognition for Meritorious Performance as a Graduate Teaching Assistant

The purpose of this departmental award mechanism is to formally recognize outstanding performance of graduate Teaching Assistants as contributors to the academic mission of the Department of Romance Studies. The Romance Studies TA award and Certificate of Recognition are bestowed upon individuals 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.

FORMS OF THE AWARD
The first prize, carrying a monetary award of $500, is bestowed upon the individual who meets the highest number of criteria.

In addition, a maximum of three additional deserving individuals are honored by means of the Certificate of Recognition.

TAs are eligible to receive the first prize only once in their career in the Department, but may receive the Certificate of Recognition more than once if the committee has evidence of their performance being worthy of this repeated recognition.

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 Director of Language Instruction 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 11, 2014. Recommendations are to be sent to the Director of Language Instruction 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.

The selection process will begin after student evaluations are complete for the Spring semester. Award recipient announcements will be made by the Department Chair at the Fall Department Reception.
USEFUL LINKS

- Academic Calendar: http://www.cornell.edu/academics/calendar/
- Academic Technologies: http://www.it.cornell.edu/teaching/
- Center for Teaching Excellence: http://www.cte.cornell.edu/
- Code of Academic Integrity: http://cuinfo.cornell.edu/Academic/AIC.html
- Courses and Exams: http://www.courses.cornell.edu/
- Graduate School: http://www.gradschool.cornell.edu/
- International Students and Scholars Office: http://www.isso.cornell.edu/
- John S. Knight Institute, First Year Writing Seminars: http://www.arts.cornell.edu/knight_institute/fws/fws.htm
- Language Resource Center: http://lrc.cornell.edu/
- Romance Studies Graduate pages:
  - French: http://www.romancestudies.cornell.edu/graduate/french/
  - Italian: http://www.romancestudies.cornell.edu/graduate/italian/
  - Spanish & Portuguese: http://www.romancestudies.cornell.edu/graduate/spanish/

The information in these TA Guidelines can be found on the Department website at http://romancestudies.cornell.edu/graduate/teaching-opportunities/taship-overview/