

HARVARD
UNIVERSITY



*Department of Romance Languages
& Literatures*

TEACHING FELLOW AND ASSISTANT HANDBOOK

2026-2027

Introduction

Welcome to the Department of Romance Languages and Literatures and to the teaching staff of our language program. We are delighted to have you join us.

Over the past decades, advances in applied linguistics and research in second language acquisition have significantly shaped the field of language teaching. These insights have informed not only the structure and content of our courses both theoretically and practically, but also the design of our TA/TF training programs, which familiarize you with sound and researched proven pedagogical practices. As you begin your teaching journey with us, you will learn more about this theory-meets-practice orientation in our language pedagogy course(s), pre-service seminar, and instructor orientation.

We value your role as a future educator within our department and are equally committed to supporting your ongoing professional development. This handbook is intended to provide you with a comprehensive overview of our program, your rights and your responsibilities as you enter the language classroom and to anticipate questions or concerns that may arise as we enter the new academic year and beyond. We warmly encourage you to stop by and chat with the Directors of Language Programs and the Course Heads, particularly if we have not addressed all your questions here.

Good luck to all of you. We look forward to working with you!

Nicole Mills, Ph.D., Director of Language Programs in RLL (French, Portuguese, Italian)

María Luisa Parra, Ph.D., Director of Language Programs in RLL (Spanish)

Katherine Killough, RLL Language Program Manager

CLARIFICATION:

Throughout this handbook, a distinction is made between Teaching Assistants (TAs) and Teaching Fellows (TFs). Teaching Fellows are graduate students in good standing in any M.A. or Ph.D. program at Harvard, as determined by the Department of Romance Languages and Literatures, the Teaching Fellow's department, or the Graduate School of Arts and Sciences. All other part-time language teachers, including French, Mexican and Spanish international exchange students, are called Teaching Assistants and are employees of the University.

Note: Some sections of this handbook are taken from previous editions of the *Handbook for Teaching Fellows and Teaching Assistants* (Harvard University), by Kimberlee Campbell and Stacey Katz Bourns. Other sections are adapted from the *TA Handbook* (University of Utah), by Johanna Watzinger-Tharp, Randall Gess, Stacey Katz, and Fernando Rubio).

I. Language Study at Harvard

Students enrolled in your courses pursue language study for a variety of reasons. Some of them are deeply interested in gaining a richer understanding of the language and its cultures. Others wish to improve their language skills for specific reasons, such as preparing for study in a target language country or communicating in the language in their professional or personal lives. Many are working toward a Foreign Language Citation (see below) or fulfilling a requirement for their concentration. Particularly in first- or second-year language courses, students may be taking French, Italian, Portuguese, or Spanish for the sole purpose of fulfilling the language requirement, without a specific interest in language learning.

One of the key challenges for TF/TAs is to engage and inspire students across this spectrum - motivating those who choose language study enthusiastically while also motivating others to find value and enjoyment in the process, and ideally, to continue their studies beyond the minimum requirement.

This chapter explains the language requirement, placement, sectioning, language citations, and concentrations, with the hope that understanding these aspects of language study at Harvard will help you anticipate your students' needs better and, consequently, provide a more satisfying teaching experience for both you and them.

Language Requirement

During their four years of study leading to the AB (Bachelor of Arts degree), Harvard students must meet a foreign language requirement in a language that is taught at Harvard or for which an appropriate examination may be given. According to the 2024/2025 Handbook for Students <https://handbook.college.harvard.edu/>, the requirement may be satisfied in one of the following ways:

- Earning a minimum score of 700 on a College Entrance Examination Board SAT II Test in a language other than English, a score of 5 on a relevant Advanced Placement examination, or a score of 7 on a relevant International Baccalaureate examination.
- Earning a passing score as determined by the department on a placement examination administered by certain language departments.
- Passing with a letter grade one appropriate year-long course (8 credits) or two semester-long courses (4 credits each) in one language at Harvard, or the equivalent as determined by the appropriate language department. These courses may not include foreign literature courses conducted in English.
- Passing with a letter grade in a language course or courses at the appropriate level taken in Harvard programs abroad, as approved by the appropriate language department. Study completed at other institutions may also fulfill the requirement if approved by the appropriate language department whether through examination or based on achieving a minimum grade.
- A student whose high school education was conducted in a language other than English may satisfy the language requirement with evidence of the official high school transcript.
- A student who claims fluency in a language other than English may satisfy the language requirement through satisfactory completion of an examination in the relevant language,

provided that an appropriate examination can be given. If the language is not one that is offered at Harvard, and if a qualified examiner, as determined by the Office of Undergraduate Education (OUE), cannot be identified, the student must meet the language requirement with another language.

- No student may take the relevant departmental examination more than once for the purpose of meeting the language requirement.

These are the general policies set by the Office of Undergraduate Education for the entire College. However, RLL policies are more specific. If your students have questions regarding the Language Requirement, please refer them to Katherine Killough, RLL's Language Program Manager, who will direct them to the appropriate office.

Placement and Sectioning (Note: See Placement section of the Appendix)

Many students needing to fulfill the language requirement choose to study a Romance language. Students are placed at the beginning, intermediate or advanced level, according to their scores on the Harvard Placement, SAT II, or Advanced Placement Tests, the number of years of previous study of the language, or the judgment of the Course Head if there are special circumstances. If they have never studied the language before, or if they have obtained a sufficiently low placement score, they enroll in French/Italian/Portuguese/Spanish 10. Students with scores that are higher, but not high enough to fulfill the language requirement, or students who have studied the language for three or four years in high school, are placed into French/Italian/Portuguese/Spanish 11 or 20[*]. Students with scores above 600 are placed in higher-level courses (30 and above). See placement exam website for more information: <https://placement.college.harvard.edu/>

After placement, students register for their course by electing their preferred class time. Using the course catalog (my.harvard.edu), they locate the class time that best suits their schedule.

Note: Official enrollment occurs at the end of the Course Registration Period before the start of classes. When Course Registration begins, the course Canvas sites are ready with syllabi and other course materials for students to preview to help them make their course selection. While students generally do not change language courses (since their enrollment in these classes is based on placement scores), they may change class times to correspond to changes in the rest of their schedule.

Citations

In 1998, the Harvard Faculty of Arts and Sciences (FAS) initiated a language citation program to encourage students to pursue foreign language study. Students earn a citation by taking four courses (16 credits) in the same language beyond the first-year level. For RLL, this means courses numbered 20 and above. The courses must be taught in the target language, and two of the courses must be at the third-year level or beyond. Students must complete all courses for a citation with letter grades of B- or better. Regardless of the level at which a student enters a language program at Harvard, all citations require the completion of four courses (16 credits) taken at Harvard or counted for Harvard degree credit.

At graduation, the award of a language citation will be noted on the student's transcript and will be included in the commencement program. Students will also receive printed citations along with their diplomas. A language citation is a mark of distinction on a student's record. For this reason, you should encourage your students to continue in their language study.

Concentrations

All Harvard students must fulfill the requirements of one of the fifty recognized fields of concentration, an approved joint concentration, or an approved special concentration. A student's concentration, often known as a "major" in other colleges and universities, reflects commitment to a particular discipline, field, or specialization. The language instructor can play an important role in helping students select a concentration. TFs/TAs know their students' abilities and interests well and can sometimes identify potential concentrators. Although it is not common, it is possible for students who start their Harvard language study at the beginning (10/11) or intermediate (20) level to decide to concentrate in that area, as they often find their language courses the most enjoyable and rewarding experience during their freshman year. If you think that you have potential concentrators in your class, contact RLL's Undergraduate Program Coordinator, Cathy Downey (cdowney@fas.harvard.edu) or RLL'S Director of Undergraduate Studies, Dr. Kathy Richman (richman@fas.harvard.edu).

II. Learning to Teach in the Department of Romance Languages and Literatures

The Department of Romance Languages and Literatures is committed to delivering language instruction of the highest caliber. Our pedagogical approach is intentionally eclectic, drawing on a range of approaches that have been shown through research to support effective language acquisition. Although Course Heads at all levels in all languages have their own way of organizing their courses and balancing pedagogical techniques and materials, we all share a belief in the importance of interaction, communication, and intercultural competence. In the context of our department, we are engaged in offering a holistic language program that spirals language structures with culture-specific, authentic content, therefore going beyond language instruction as mere exposure to grammar, vocabulary, and stock phrases, inviting students into deeper engagement with the language and the diverse cultures in which it is lived.

There is a tendency among new teachers to wish to teach as they were taught. However, even if you have had excellent teachers, following those models will not guarantee your success in the classroom. Training and instruction in research driven approaches to second language acquisition are necessary to help you understand foreign language teaching practices and to adapt techniques and approaches to the specific environment in which you will be teaching. Consequently, the Department of Romance Languages and Literatures offers a comprehensive training program for all Teaching Fellows and Teaching Assistants during their first semester of teaching at Harvard. The components of this program are outlined below:

Pre-Service Seminar, Orientation and Course Head meetings: late August–early September. The five-day pre-service seminar, held weekdays at the end of August is required only of new TAs and TFs, and is an essential part of the language pedagogy course, ROM-LANG 210 (see below). This 20-hour seminar is

followed by administrative and orientation sessions designed for, and required of, all first-year TAs and TFs. For details, please see the program schedule (soon available from Katherine Killough).

Language Pedagogy Course and Practicum:

TFs typically start teaching in the department during their 3rd year of the doctoral program. The RLL department is only able to guarantee teaching in language courses due to limited availability of literature sections. TFs are not required to teach in the RLL language program and are welcome to independently pursue teaching opportunities outside of the Department of Romance Languages & Literatures (i.e., GenEd, comparative literature, etc.) If the TF does decide to teach language in RLL in their G3 year, however, they will be assigned a beginning language course in their first semester. As they gain more teaching experience, we aim to offer opportunities to teach intermediate and advanced language courses, although these levels are not guaranteed and depend on the needs of the program.

Any new instructor (TA or TF) in RLL who is teaching an RLL language course for the first time must take (or audit for new TAs) **ROM-LANG 210 *Language Pedagogy: Theories, Approaches, and Practices***, during the fall semester of their first year of teaching. ROM-LANG 210 represents ongoing training for the teaching you will do at Harvard and is a part of your professional responsibilities. If you have taken a similar course elsewhere, you may petition to be excused by presenting the course description and syllabus to Dr. Nicole Mills, RLL's Joint Director of Language Programs and the instructor for ROM-LANG 210.

ROM-LANG 210 is a graduate course that consists of two parts: the 5-day pre-service seminar which runs weekdays at the end of August, and 6 hours over the course of two class meetings and individualized meetings during the Fall term, with accompanying Fall semester assignments.

Graduate students enrolled in ROM-LANG 210 are required to teach a language course during the semester they are taking ROM-LANG 210.

Weekly Meetings: All TFs and TAs are required to attend the weekly instructional staff meetings held by their course head(s). In these meetings, your course head will review teaching materials and help you to prepare in advance for your lessons. You will often be asked to prepare for these meetings by reading materials in advance and bringing your questions.

Classroom Visits: The Director of Language Programs and your Course Heads may visit your class at any time. These visits will be announced in advance. The classroom visits are an essential component of the RLL teacher-training program, allowing the DLP and Course Heads to provide TF/TAs with valuable feedback about their teaching performance. After each visit, each TF/TA should arrange to see the DLP or Course Head as soon as possible to discuss the class.

III. Your Teaching and Administrative Responsibilities

As a Teaching Fellow (TF) or Teaching Assistant (TA) for a language course in the Department of Romance Languages and Literatures, you occupy a distinctive and influential role. You are the manager of the

classroom, a figure of authority and the source of knowledge for your students, who look to you for direction, understanding and appreciation. At the same time, you are a member of a teaching team supervised by a Course Head who determines the orientation of the course, including the course materials and the pedagogical approach, and who decides on details of organization. This section of the Teaching Fellow Handbook will discuss your responsibilities as a TF/TA in the Department of Romance Languages and Literatures, and the ways you can contribute to our language mission

Follow your Course Head's instructions. Course Heads are responsible for setting the pedagogical direction, materials, and organizational structure of each course. Because of your Course Head's vast experience and because of the necessity for maintaining consistency across classes in a given course, it is important that you follow your CH's instructions. Regardless of your previous teaching experience, you are expected to use the approach chosen by your Course Head. You should follow the course syllabus, adhere to the program requirements, and conduct all formative and summative assessments. Additionally, consulting with course heads for ideas on activities before implementing them in the course with students is often required by the Course Head, as it will help ensure alignment with learning objectives and enhance student engagement.

Your Course Head must sign all official documents. Remember that your Course Head is the official contact with the FAS administration, and they must sign all documents for students. Do not sign any forms or contact any FAS administrative personnel (e.g., Freshman Advisor, Freshman Dean, or Senior Tutor) without prior discussion with your Course Head.

Only the Course Head can authorize a make-up quiz or exam. Students will be allowed to make up work and exams missed because of religious holidays or illness, but these make-ups must be processed through the Course Head. For the calendar of religious holidays, see: <http://hds.harvard.edu/life-at-hds/religious-and-spiritual-life/multifaith-calendar>. You may not change the dates of scheduled exams or quizzes without the course head's approval. If work is missed for ANY other reason, please, consult immediately with your Course Head who will decide the action to be taken on a case-by-case basis.

Attend all required meetings called **by your Course Head**. For most courses that you teach, you will be expected to attend weekly staff meetings, which are essential to ensure that all classes cover the same material in the same way. These meetings are not optional. Missing a meeting without prior notification and a valid reason disrupts the cohesion of the teaching team and the student experience. If you are unable to attend a meeting, you must notify your Course Head in advance and follow up to stay aligned with course expectations.

You will sometimes be invited to make contributions to course planning, materials development, and the creation of quizzes or exams. During the weekly meetings you will have the opportunity to discuss with your Course Head the best ways to contribute to a class, module or unit if or when needed. If you would like to suggest updates to any existing materials, you should present the suggestion in advance to your CH, who will ultimately decide if the change is aligned with the program and can be incorporated.

You are required to follow the course calendar and syllabus outlined by the Course Head. You cannot change the assignment deadlines or due dates as posted on the syllabus, Canvas, or otherwise, unless approved by the Course Head. You may also not add or remove course content, unless otherwise advised by the course head.

You may not cancel classes for any reason. At the start of the semester, you are asked to find a “teaching partner” (teaching the same level/course if possible) that can be easily contacted as a replacement if you would like to take a personal day or if you are ill. If you are unable to teach, you must contact your Course Head. According to the HGSU contract, TFs are able to take one personal day per semester that can be used for professional meetings, job interviews, or personal reasons. You will be asked to inform your course head at least three days in advance so that a substitute can be found.

You must also begin all class sessions **on time**. We recommend that you arrive at the classroom 15 minutes before the start of the class session to set up the classroom and to ensure that class begins promptly at the start time.

You must be on campus throughout the semester, including during reading period and finals, with the exception of approved time off as described in the HGSU contract (for graduate student TFs). Your Course Head will tell you when you are free to leave at the end of the semester; you will need to be present at the final exam for the course you are teaching, for corrections of that exam, and for any grading meetings. In the fall, you must be on campus one week before the start of the semester. In the spring, your Course Head will let you know when you need to be back on campus.

Please be advised that both students and Course Heads at Harvard will expect you to answer their e-mail messages within 24 hours, except during university holidays and weekends. As a Teaching Assistant, you will have access to a free FAS email account, once you have your ID number. Please note that you should use your **Harvard email account** for all communication with students, course heads, and colleagues and for all University business. We will assume that you are checking this account and will use it for all official communication. Friendly confirmation of receipt of all Course Head email correspondence and requests is requested.

Students at Harvard will expect that you provide feedback and corrections on assignments within 2-5 days. Your Course Head will provide you with course specific timelines, guidelines, rubrics, and answer keys for corrections and feedback.

Students at Harvard will expect you to be in your office for two "office hours" each week. You may also wish to hold "remote" office hours. These hours are part of your professional commitment and may not be canceled without consulting your Course Head about make-up times. As offices are shared by multiple TF/TAs, you and your office mates will need to work out a schedule specifying office hours and other times you will need to be present.

Report any equipment malfunctions or difficulties in your classroom (e.g., excessive noise, burned-out lights, defective equipment) to your Course Head and to Katherine Killough (killough@fas), who will

transmit your complaint to the appropriate department. Any temporary change of class location must be reported to your Course Head and to Katherine Killough so that your class can be found if necessary or in case of emergency.

US copyright law is very strict. You may not distribute photocopied materials at will in class. Your Course Head will explain the policy to you in greater detail. Should there be legal proceedings for copyright violations, you, and not the University or the Department, will be held financially responsible.

Computers and video equipment. If you teach in Sever Hall, requests for audio-visual and computer equipment to be used in class should be made in Sever 301 (5-9470). For other buildings, you must contact the main Instructional Media Services office in Science Center B-02 (5-9460). Note that there are also media players that you may borrow in Boylston 403. Please clear all media activities you wish to use with your Course Head if these are not part of the syllabus given to you for your class.

Students with disabilities. Harvard University is committed to ensuring that all students have equitable access to academic opportunities. This includes providing appropriate accommodations for students with disabilities, as required by federal law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990, as amended in 2008).

The Disability Access Office (DAO), part of the FAS Office of Student Services, is responsible for determining reasonable accommodations and communicating them to instructors. DAO works with faculty, TFs, and TAs to support the implementation of these accommodations and to foster effective teaching and learning environments.

An explanation of the Faculty of Arts and Sciences' policies regarding students with disabilities can be found here: <https://dao.fas.harvard.edu/>

Sexual harassment. Sexual harassment, including sexual violence, is a serious violation of University policy and federal law. All forms of unwelcome conduct of a sexual nature - including verbal, nonverbal, or physical behavior - may constitute harassment and must be reported.

Teaching staff must not engage in romantic or sexual relationships with students in their courses or under their academic supervision. In accordance with University policy, TFs and TAs are also considered "responsible employees" and are required to report any disclosure of sexual harassment or misconduct to an FAS Title IX Resource Coordinator.

Title IX is a federal law that prohibits sex-based discrimination, including sexual harassment and misconduct, in any education program or activity receiving federal funding. It ensures equal access to educational opportunities regardless of sex, gender identity, or sexual orientation.

The FAS guidelines for what constitutes sexual harassment and unprofessional conduct in the Harvard community can be found at the following web site: <https://infoforfaculty.fas.harvard.edu/book/sexual-harassment>

The Derek Bok Center for Teaching and Learning is a valuable resource for advice on a variety of topics of interest to TFs and TAs, including professional development workshops:

<https://bokcenter.harvard.edu/>

The Harvard Language Center offers an additional source of professional development opportunities, invited guest speakers, and workshops. Please learn more about their offerings at this website:

<https://ess.fas.harvard.edu/the-language-center/language-center-events/>

PROFESSIONALISM

Professional behavior is expected of each teacher. Here are a few items worth emphasizing:

- Collegiality and collaboration among TAs/TFs are always expected.
- Respectful and collegial correspondence/interactions with course heads, DLPs, and language faculty is required.
- TAs/TFs should consult with their course head regarding any student's academic and/or behavioral issues to establish a collective strategy for support.
- You should not discuss a student's work or grade in public. Respect your students' privacy by using initials in email subjects or chats instead of their names. In the same way, avoid projecting materials with students' names like attendance sheets or gradebooks on Canvas. These practices help ensure confidentiality and maintain a professional environment.
- TAs and TFs should bring a positive attitude to all interactions with students. You should never criticize the textbook, the course materials, your Course Head, or the Department in front of your students. You are always welcome to discuss any concerns with your course head and provide constructive feedback.
- If a teacher is unhappy about a particular aspect of the language curriculum or has a suggestion about how a curricular approach might be done differently, they should first discuss this matter with the Course Head and later the Director of Language Programs, if preferred.
- Teachers should maintain a positive attitude among other teachers and contribute to a collegial and supportive atmosphere within their teaching community.
- Organization in all aspects of your classroom conduct is essential. This includes materials that you distribute and grade reporting. Feel free to consult your Course Head for advice and assistance.
- Teachers should always seek to continue their professional development in teaching and learning by attending professional development workshops or presentations by invited speakers within the RLL language program discussion series or the Harvard Language Center.

- Teachers should always have the students' best interests and education in mind
- If there are concerns or questions about professionalism, conduct, or any other aspect of your position as a TA/TF, we welcome you to contact your course head, or DLP if preferred, to engage in a discussion about your questions/concerns.

IV. Practical Considerations for Your Students

Attendance is essential, given the cumulative nature of language learning. Your Course Head will inform you about the specific attendance rules for the course you are teaching. You must keep an accurate record of student attendance and should adhere to the instructions provided by the course heads regarding student attendance and participation records. It is important for instructors to consistently update and review attendance records to ensure they correctly reflect student participation and engagement in the course.

Placement in language courses. Students are placed in language courses based on recommendations from a language placement test, AP examinations, or other relevant examinations. We value instructor feedback about students' placement; however, instructors should not recommend that students change course levels without consulting their course head.

No auditors are permitted in language courses (Numbered 10-60s).

No Pass/Fail. Pass/Fail is a grading option available in the College but not in language courses in the Department of Romance Languages and Literatures. **SAT/UNSAT** is a grading option available to graduate students enrolled in some language courses. Your Course Head will let you know whether students in the course you are teaching can elect the SAT/UNSAT status.

Add-Drop: Students who are having difficulty with a course may elect to drop or withdraw from a course. Always consult with your Course Head and the Director of Language Programs before advising a student to drop or withdraw. Students may drop a course from their record until the fifth Monday of the term.

Please check with your Course Head before agreeing to allow any students to join your class after the end of the first week of classes.

Classes officially end after 75 minutes of instruction, although some language courses meet for 60 minutes of instruction. Contact your course head for details.

Formal final exams and projects must be taken/submitted on the date and at the time scheduled by the Registrar. No extensions can be provided, nor can the date/time be changed, even by the Course Head or Director of Language Programs. Only the Harvard College Administrative Board may grant make-up final exams or give students extensions past the last day of exam period; notify your Course Head, however, about any such requests.

If a student is having difficulty, inform your Course Head immediately. While poor performance is commonly associated with lack of study, it can also be an indication of language learning difficulties or personal problems. Know the boundaries about involvement in academic and personal matters and always consult your Course Head in a timely manner.

Students can get extra help: from you, during your office hours, or by making an appointment at the RLL Tutoring Center (ground floor of Boylston Hall). Students sign up for Tutoring Center sessions at: <https://rll.fas.harvard.edu/pages/tutoring-center-0>. If you have any questions, contact Katherine Killough at killough@fas.harvard.edu.

V. Classroom Management

SYLLABUS AND LESSON PLANNING

The syllabus (which is part of the longer course description) contains specific information about a given course. It includes a plan of the instructional activities over the course of the semester (e.g., which themes/chapters will be discussed on which days) and a thorough description of how students will be evaluated (e.g., a grading scale and percentages of graded activities). The syllabus, created by the Course Head, should be considered a contract between the instructor and the students: the requirements are defined according to course objectives and accepted by the students, if they choose to stay in the class.

A lesson plan is an outline of a day's activities in a class. (See the outline for "Lesson Planning" in the Attachments section of this handbook.) Teachers, however, are asked to carefully review these materials and create a lesson plan in advance of each day's class so that they can manage time more effectively in the classroom. By planning in advance, teachers can also check for coherence across the activities, for meaningfulness, and for purposefulness of the activities. Lesson plans should be saved for future use, and comments should be added as to the success of the activities and their sequencing. Instructors are encouraged to exchange ideas for activities with colleagues and their course head and to share useful teaching resources they have created.

RLL language courses will typically have a database of pre-existing teaching materials (PowerPoints, handouts, etc.) for their courses. Course heads will inform TAs/TFs if they have flexibility to update, revise, or adapt the existing teaching materials or if they would like the teaching materials to remain unedited. Course heads welcome ideas and suggestions, but final decisions on any new teaching materials need approval of the course head. Deadlines, course calendars, exams and other forms of assessment cannot be adapted unless explicitly approved by the course head.

FIRST DAY/WEEK OF CLASSES

The following is a partial list of the items that should be discussed during the first day or two of classes. This list may vary according to language program but is considered to be the minimum that should be done:

- Check and adjust physical aspects of the classroom: chair and table set-up; computer projection; audio-visual equipment; board/chalk;
- Distribute and discuss course description, syllabus, course policies and requirements;
- Discuss the course materials and textbook;
- Plan an activity for students and teacher to introduce each other in the L2; learn each other's names; let them know how they should address you;
- Check student attendance against the roster; if necessary, start a waiting list;
- Get students' information such as their concentration, interests, email, etc.;

In addition, it is a good idea for teachers to locate their classroom **before** the first day of classes, in order to see how long it will take to get there, and whether all the equipment is available and working.

PROBLEM PREVENTION AND PROBLEM SOLVING

Being a teacher sometimes means more than being an educator, and particularly so when your students are bored or are not challenged sufficiently. Minor problems that arise in the classroom can sometimes grow into major problems, disrupting the class, distracting attention, and generally making the job more difficult and less enjoyable. To minimize problems and to maximize the learning opportunity for students, instructors should keep the following points in mind. (A large portion of this discussion is from Brown, 1994 and Good & Brophy, 1987):

Classroom

It is crucial that the physical set-up of the classroom be conducive to the kind of learning we promote. Language classes should be interactive and engaging, which often involves putting students in pairs or groups. Therefore, during scheduling, we make every attempt to secure classrooms that are suitable for language courses. Most classrooms are appropriately sized for the number of students expected and are equipped with moveable chairs/desks, one or more chalkboards or whiteboards, and internet connection and projection. Your classroom may or may not have an installed computer. If this presents a problem, consult with your Course Head.

Language classes are very much dependent on students' ability to listen to and interact with each other. You are expected to arrange seats in a **semi-circle or U-shape** which allows students to face each other and communicate with each other easily. It also brings every student to the center of the classroom, keeping the less motivated ones from "hiding" in the back and avoiding participation, or worse yet, disrupting the class by talking while others are contributing to a class discussion. Establish a pattern from the beginning, and your students will get used to it, even if the rearrangements cost you a few minutes of class time.

Voice and Body Language

Good voice projection is essential. All students should be able to hear you. Clear articulation is included with good projection. In beginning classes, you may speak a bit more slowly, but only slightly so. Students also notice non-verbal communication. Brown (1994, pg. 414) suggests the following:

- Let your body posture exhibit an air of confidence;
- Do not bury yourself in your notes and plans by sitting down behind the desk – stand up;
- Do not plant your feet firmly in one place for the whole hour;
- Move around the classroom, but not to distraction;
- Use facial and hand gestures to enhance meanings of words and sentences that might otherwise be unclear;
- Make frequent eye contact with ALL students in the class.
- Dress appropriately, taking into consideration the expectations of your students and the culture in which you are teaching; generally speaking, dress comfortably, yet professionally.

Activities

Activities done in the classroom should be *intrinsically motivating* in order for the learner to avoid boredom. Ask yourself the following questions about the activity (Brown, 1994, p. 43):

- Does the activity appeal to the genuine interests of your students? Is it relevant to their lives?
- Do you present the technique in a positive, enthusiastic manner?
- Are students clearly aware of the purpose or goals of the activity?
- Do students have some choice in determining how they fulfill the goals of the activity?
- Does the approach encourage students to discover for themselves certain principles or rules (rather than simply being told)?
- Does it contribute, at least to some extent, to students' ultimate autonomy and independence?
- Does the activity/technique present a 'reasonable challenge'?
- Do students receive sufficient feedback (either from you or from each other)?

- Are you considering the High Leverage Teaching Practices discussed in ROM-LANG 210 when you plan your lessons?

Supportive Environment

Make your students feel that they and their contributions to the class are valuable and interesting. Be sure not to humiliate students for giving the wrong answer. Do not allow other students to make fun of or criticize another's contributions. In fact, encourage students to focus and comment on the positive aspects about the content of each other's contributions.

Classroom Policies and Teacher-Learner Roles

Be sure to clearly state the course expectations of the students and all policies on late work, make-up work, and participation grades during the first week of classes. Then adhere to those policies. This information must also be given to students in writing on their course description. Your students will respect you for having stated the expectations and policies and, more important, for holding each and every student accountable to them.

At any given time, you may face a question in class that you are unable to answer, or about which you are not quite sure. When this occurs, simply let the students know that you are not sure, that you will check on the item after class, and then return with an answer to the next class session. Students will respect you more for being honest, and less for making up an answer that you must correct later on. And they already know that nobody is perfect!

Student Complaints

Here are some suggestions for dealing with a student's complaint:

- Discuss the complaint privately; if a student introduces the complaint in class, say that you will be happy to speak with him/her after class; however, you may briefly follow up on it in class, especially if the complaint affects other students;
- Listen carefully and take the complaint seriously;
- Let students "tell their own story;" in other words, do not put words in their mouths;
- Ask the student for specific information; you may wish to take notes;
- Report any complaint *immediately* to your course head; if necessary, involve course heads as third-party mediators.

Cheating

Minimize the possibilities for your students to cheat during exams; be sure to spread them out as much as possible. Every class has someone with 'wandering eyes'. If you observe such behavior, stop it

immediately in a tactful and discreet manner. Make sure to proctor exams actively; circulate throughout the classroom, and do not sit at your desk working.

Problem Solving

All minor distractions and problems, such as students chatting while others are talking or students sleeping or reading their electronic devices when they should be participating in the class, should be addressed immediately. When a disruption occurs, you may use eye contact or physical proximity to let the student know you are aware of the behavior. Calling on the student to make a response is also helpful. If a verbal reprimand is necessary, then do your best to avoid humiliating the student in front of the class. It is best to wait until the end of the class session to speak with the student.

Some problems need to be resolved outside of class. Simply ask the student to see you after the class and tell them of your observation/concern. Let the student respond to this concern. Again, it is important to avoid humiliating the student. Try to find the source of the problem and deal with that, rather than focusing on the symptoms. It is also helpful to ask your Course Head how they have dealt with similar problems and what the outcomes were.

If a particular student continues to be a problem, then you should discuss the situation with your Course Head. In any case, it is best to act *quickly* in dealing with problems in the classroom so that others are not distracted, and you can focus your energy on maximizing learning opportunities.

Electronic Devices

Smartphones, tablets, and laptops are to remain in the off position or sleep mode during class. Do not allow your students to use these devices except during activities in which they may be needed.

Helpful Tips

TEXTBOOKS, CANVAS, AND SUPPLEMENTAL MATERIALS

Textbooks and Canvas sites provide ideas and a guide to classroom activities. However, remember that the students can and should have read the assignment and completed the daily assignments in their textbook and on Canvas before coming to class. Class time should include new (of course, related) challenges that supplement the textbook with other types of materials, ones which students have not seen before or cannot read at home. This approach should make the class more interesting to the students, force them to do their homework, and reduce their absenteeism or tardiness.

COMMITMENT TO COMMUNITY BUILDING

RLL is committed to providing inclusive and welcoming spaces for all. We are firmly committed to an education that develops and advances all our students, providing opportunities for students of all gender identities, (dis)abilities, religions, or any other dimension of diversity that requires equitable representation and acceptance. We believe that our classrooms should reflect the vast diversity present

at Harvard and in the communities and cultures represented through our languages. We embrace difference and diversity of identity, experience, and thought, and actively strive for inclusive behaviors across our sections.

RLL is at its best when every member feels supported and inspired to be their authentic selves. We foster an unconditionally inclusive culture and, in return, ask that your contributions do not infringe on the right to equitable educational opportunities. As such, TFs/TAs are expected to respect students and establish a community of respectful practices among students in the classroom. For example, it is encouraged to promote the sharing of personal pronouns and it is discouraged to make any pejorative comments and jokes associated with gender identities, races, ethnicities, religions, political views, or bodies.

VI. Fractional Values, Remuneration, Pay Scale

Fractional Values: For purposes of calculating teaching loads and salaries, each type of course in FAS is assigned a fractional value. In the Department of Romance Languages and Literatures, the equivalencies per semester for courses that TF/TAs teach are as follows:

First class of a language course	2/5 (or 40% per semester)
Second class of same language course	1/5 (or 20% per semester)
Intensive language course (e.g., French 15)	3/5 (or 60% per semester)
Discussion section of literature course	1/5 (or 20% per semester)
Senior or Junior Tutorial	1/10 (or 10% per student per semester)

Teaching Fellows G-3 or above and Teaching Assistants with a master's degree in a related discipline (or two years of graduate study, or two years of teaching experience at the college level) are paid at the senior rate. If you do not meet these requirements, you will be compensated at the junior rate. Salaries are subject to federal and state withholding taxes.

Note: TAs on J-1 visas may be exempt from paying social security taxes but must register with the Tax Office to sign up. They may be exempt from paying federal and state taxes as well if their country of tax residency maintains a tax treaty with the US. For more information, contact Nonresident Alien Tax Compliance by email, Nratat_ufs@harvard.edu, or telephone, 617/495-8500 (option 5).

For pay rates for the current year, please see Katherine Killough in Boylston 436.

Payment Procedures

For the 2025-2026 academic year, fall term TF and TA appointments begin August 10 and end January 3, 2026, and spring term TF and TA appointments begin January 4, 2026, and end May 30, 2026. Both TFs and TAs are paid on a bi-weekly payroll schedule, meaning that **pay periods will cover two weeks of preceding work**, with paychecks issued every other Friday.

It is advisable to have your paycheck deposited directly in your bank account by logging on to PeopleSoft, Harvard's web-based Human Resource Management System for employees. Access PeopleSoft by first

logging into HARVie (the intranet for Harvard employees) at <https://hr.harvard.edu/> Click on "PeopleSoft" in the upper right-hand corner of the screen. Once you have logged in to PS, click on "My Pay," and then "Direct Deposit."

VII. Regulations Governing Teaching, Reappointment, Other Teaching Opportunities

Graduate students in the Department of Romance Languages and Literatures are eligible to apply for Teaching Fellowships if they:

- have completed two full years of graduate work in the general field of Romance Languages and Literatures at Harvard and have advanced language proficiency in the language of instruction;
- are graduate students in good standing. Note that more than two incompletes or insufficient progress toward your degree may disqualify you from teaching;
- are qualified to teach one of the languages offered by the Department, to tutor in the appropriate literature, or to assist in courses given by senior members of the Department.

Teaching Loads of Teaching Fellows

First-year Teaching Fellows normally teach no more than 2/5 (= 40% full-time) per semester unless they have passed the Departmental Ph.D. exams. Graduate students who have successfully passed the examinations are eligible to teach a 3/5 (= 60%) course load throughout the year, should additional courses be available. In accordance with IRS regulations governing student status, the University allows graduate students only 3/5 through-year teaching, including any teaching elsewhere within Harvard University. Individual appointments will depend on the teaching needs of the Department. Note that it is possible for TFs who are US Citizens or Permanent Residents to teach 2/5 one semester and 4/5 the other semester of the same academic year for an average course load of 3/5. Immigration regulations limit the employment of international students on F-1 visas to no more than the equivalent of 20 hours per week at any given time (57% full-time, based on Harvard's 35-hour workweek).

Assuming no other work commitments, and consistent with visa limitations, international students may be hired to teach three standard sections in a single term if at least two of the sections are in the same course. International students with questions regarding this regulation should consult with their financial aid officer.

G1: No teaching

G2: No teaching

G3: maximum of (2/5) before completion of Ph.D. comprehensive exam; otherwise, three standard sections (3/5) maximum.

G3+: maximum of (3/5)

Ordinarily, no graduate student may hold a teaching fellowship for more than four academic years, regardless of whether the appointment is for one or two terms within the same year; students who have taught fewer than 16 standard sections in 4 years will be permitted to teach a 5th and 6th year, up to the total of 16 standard sections.

The teaching component of the financial support package for the majority of GSAS (including RLL) students consists of the equivalent of two standard sections of teaching (2/5) per term for four terms. These teaching appointments are guaranteed by the student's academic program, **provided the student has met all program-specific teaching criteria.**

It is the joint responsibility of the student and their program to identify available teaching opportunities that can be used to fulfill the teaching guarantee of two standard sections per term. Students may teach in areas outside of their programs. Teaching appointments in the Program in General Education or other academic programs will count toward the guarantee. Students needing assistance in securing teaching should consult their program administrators for guidance.

The RLL language program may offer teaching opportunities to graduate students beyond the four terms but these teaching assignments are dependent on enrollment and language program needs.

In general, these limits of time apply to all teaching employment at Harvard, including the University Extension. Students are expected to use good judgment in accepting additional employment both inside and outside Harvard that might delay their academic progress. Please keep the Director(s) of Language Programs and the Language Program Manager informed of any teaching commitments outside of the language program, in literature courses or in other departments so that we can maintain accurate files on your cumulative total of fractions.

For more information about teaching fellowships at Harvard, be sure to consult the GSAS Handbook: <https://handbook.gsas.harvard.edu/teaching-fellowships>

Workload

When you begin teaching for the first time, it is natural that it may take additional time to learn lesson planning strategies, grading procedures, and how to navigate new administrative responsibilities. Please see your Course Head if you find it difficult to balance time with your new teaching responsibilities during this formative professional development experience.

If there is a discrepancy between the stated workload and your actual workload (see HGSU contract), you will be expected to log hours and show concrete evidence of working past the established workload. If you are indeed putting in more time than specified in the contract, but other TFs or TAs are doing the same amount of labor in less time, you should consult with their Course Head and receive advice on how to best manage your time and teaching responsibilities. If the workload across the TFs/TAs for that particular course level exceeds the maximum workload across the board, the course head will be asked to consult with the DLPs in order to come up with modifications. If this does not resolve the issue, then

the TF may file a grievance as per Union procedure. Please refer to the “workload” section of the HGSU contract for more information.

Non-teaching Fellowships and Teaching

Graduate students who hold a non-teaching fellowship or scholarship (other than a tuition grant) may be limited by the Graduate School as to the amount of teaching they may do. Consult the Financial Aid Officer for the Department of Romance Languages and Literatures, Amber Glavine Nardone (617-495-9222, agnardone@fas.harvard.edu) about your individual situation.

Teaching Assistant and Exchange Student Teaching Limits

In contrast to Teaching Fellows, who as GSAS students are subject to term, annual and career teaching limits as described above, it is possible for Teaching Assistants to teach full-time (or 5/5). Note, however, that they may not ordinarily teach more than 5/5 in any one semester regardless of their willingness to do so or their financial need. Depending on their visa status, Teaching Assistants – including those who originally come to the Department of Romance Languages and Literatures as exchange students from France, Mexico, or Spain – may be re-appointed a maximum of seven times, depending upon the needs of the Department. That is, it is not possible to hold a Teaching Assistant appointment for more than eight academic years total (with the fifth through eighth years requiring an exception from FAS Academic Affairs, which is not guaranteed).

Teaching in the University Extension

All questions regarding teaching in the University Extension should be addressed to Suzanne Spreadbury, Dean of Academic Programs and Chief Academic Officer, Harvard Extension School, (617) 998-8495, suzanne_spreadbury@harvard.edu. RLL is not responsible for administering courses offered through the Division of Continuing Education.

Teaching in the Harvard Summer School

Because Romance language course offerings are limited, teaching in Harvard Summer School does not represent a significant source of employment for TA/TFs in RLL. Staffing recommendations to the Harvard Summer School are made by the DLP in consultation with the RLL language faculty. Full-time language faculty are given priority when instructor recommendations are requested by the Summer School. If no language faculty are available, highly experienced TAs/TFs who have taught the course extensively during the academic year may be recommended to teach the same course in the Summer School. Final hiring decisions are made by the Summer School administration.

Because FAS academic departments do not administer or oversee courses offered through the Harvard Summer School, summer school instructors are expected to work independently without the supervision of a course head. The Summer School requests recommended names by the end of August. If you are a highly experienced instructor with prior experience teaching the language and level offered in the summer

school and you are interested in teaching a summer school course, please contact the DLP by August 1 of the previous year.

Tutoring Center

The OUE sponsors tutoring for students enrolled in RLL courses. If you are interested in working as a tutor, you need to be a current TA or TF (G3 and above). If you are interested in working as a tutor during the academic year, please contact your language program coordinator and Katherine Killough by August 1.

Other Teaching Opportunities

Teaching assignments outside RLL (General Education, Literature Concentration, History and Literature, etc.) are sometimes available. If interested in these positions, students are responsible for finding any outside teaching assignments themselves by contacting the other departments and faculty directly, or by consulting the Centralized Application for Teaching Sections (CATS) Application Tool: <https://apps2.registrar.fas.harvard.edu/cats/>.

The responsibility for meeting the Romance Languages and Literatures departmental deadline remains with the applicant for the Teaching Fellowship or Assistantship.

Applying for Teaching Fellow and Teaching Assistant Positions for the Following Year

An email will be sent to the rll-list when the online application forms for Teaching Fellowships and Assistantships are available, normally in mid-late February. Applications must be completed by the date specified in the email communication. Teaching Assistants should upload an updated copy of their résumés with the application form. Note that late applicants will have low priority for assignments and may have to wait until vacancies appear in the original teaching assignment list to be assured of a position for next year.

Please remember that official offers of Teaching Fellow or Teaching Assistant positions in the Department of Romance Languages and Literatures come from the Office of the Director of Language Programs and that any discussions that you may have with anyone else about future teaching will be considered tentative until you receive an offer in writing.

Because of financial aid decisions, scholarships, Ph.D. exams, study abroad decisions, and other determining factors, Offers of Contract for teaching assignments cannot be issued until May. TF/TAs must return the contract acceptance form to the Director of Language Programs by the date specified in the letter of offer (normally the 1st week of June). This written acceptance will be considered binding. It is absolutely essential to notify the Director of Language Programs of any subsequent changes in your plans for teaching assignments. This must be done IN WRITING (email is preferred). A student who withdraws acceptance of an offer of contract after the departmental deadline, except for extreme personal hardship (e.g., inability to return to Harvard the following year) or medical reasons, will be assigned low priority for appointment within the Department in succeeding years. Note that we can offer a certain amount of teaching (subject to enrollments) but cannot guarantee specific course assignments.

How Teaching Assignments Are Allotted

The Harvard Language Teaching Program in the Romance Languages exists primarily for Harvard College students as part of their education, not for graduate student financial support or professional development. Consequently, the first consideration of the Director of Language Programs and Course Heads must be to maintain the standard of excellence of the program in course design, content, and quality of teaching.

First-year Teaching Fellows (G3 and above) usually teach a three-semester sequence of 10/11/20, where their experiences in teaching are shared and their progress carefully monitored, with guidance provided as needed.

The Director of Language Programs and Course Heads will assess whether graduate students have a strong enough command of the target language to qualify for teaching opportunities. Graduate students who are still developing their language skills are encouraged to actively work on improving their proficiency in the year leading up to their teaching application. Ideally, they might consider spending a year or a summer abroad to further enhance their language abilities, participating in exchange programs (currently available in French and Spanish), or enrolling in on-campus courses to strengthen their skills.

While we strive to match teaching assignments with individual preferences whenever possible, a variety of factors must be considered when making course assignments. As a result, it may not always be possible to accommodate every request from Teaching Fellows to teach specific courses.

Please be aware that:

- The large number of post-first-year TFs/TAs and the number of sections available in beginning courses requires us to call on some experienced TFs/TAs to help with beginning courses.
- The large number of sections available in the Fall Term in comparison with the Spring Term may make it difficult to give graduate students the fractions of support that they request, especially if these requests come late (after the application deadline), or when plans change.
- Some TFs/TAs may do such an excellent job in first-year courses that they will be requested by the Course Head to serve as a model for new TF/TAs. Other TFs may take longer to acquire confidence and an effective teaching style and consequently may be asked to teach a beginning level course a second year to hone their skills.
- Some courses require TF/TAs with a particular profile, such as specialized knowledge (business, film, theater, culture, and civilization of another country). Specialized topic knowledge may require faculty to hire outside the department.
- Course Heads may find it difficult at times to maintain strong, attractive, and constantly- evolving courses and teaching teams. Some continuity of appointment must be maintained, so that more experienced TF/TAs can help incoming TF/TAs, as well as the Course Heads. Course Heads also

retain the right, as courses advance in linguistic and content sophistication, to decide whether TAs/TFs applying to teach with them are sufficiently qualified to do so. To ascertain that instructors have the required level, Course Heads interview candidates from among those proposed to them by the Directors of Language Programs.

- It is difficult to make tenths and fifths add up to the permitted fractions of 2/5 (pre-generals) and the possible 3/5 maximum permitted. There is also the challenge of balancing the workload and financial remuneration across two semesters. Consequently, TFs may occasionally have unbalanced assignments (e.g., 4/5 Fall + 2/5 Spring).
- Language faculty are responsible for developing the syllabi for new language courses. When a new course is being created, a language faculty member may be awarded grant funding and may hire a TA or TF to assist with the course design process.
- Teaching assignments are balanced between language sections (2/5), GenEd or literature sections (1/5), and Tutorials (1/10), based on the needs of our GenEd faculty—including some outside the Department—and our concentrators for Tutorials. When assigning literature sections, faculty will take into account your relevant coursework and other preparation to help guide their selections.
- TF/TAs interested in teaching sections of GenEd or literature courses should personally contact the professor teaching the course. This applies to opportunities in RLL, History and Literature and other departments. Any change in teaching assignments as a result should be reported to Katherine Killough immediately.

The Department, acting through the Director of Language Programs, retains the right of final decision in all teaching assignments, after consideration of all the relevant factors stated above, as well as the graduate student's progress toward completion of the Ph.D. degree.

VIII. Awards and Certificates for Teaching

Teaching Evaluations

Toward the end of each semester students fill out online questionnaires ranking their instructors and the courses they are taking on a scale of 1 to 5. They also provide comments about the course content, the instructor, the course materials, and the ways in which student progress is assessed. The results of this survey are aggregated into the Q Guide, available on the Q Evaluations site (<http://q.fas.harvard.edu>). We encourage you to organize a meeting with your course head or DLP to discuss your course evaluations if you have questions or concerns about student feedback. When assessing your teaching within the department, language faculty take a holistic approach by considering multiple factors, including course head observations, feedback from student evaluations, professionalism, responsiveness to administrative requests, and collegiality.

Certificate in Teaching Languages and Cultures

In collaboration with the Department of Romance Languages and Literatures, the Harvard Language Center offers a certificate program through which GSAS PhD students and TAs may demonstrate their commitment to excellence in the teaching of language(s) and culture(s). The certificate is open to TAs and GSAS PhD students who teach courses in language, culture, and literature at Harvard College. The certificate requirements include 1) teaching, 2) research and practice, and 3) professionalization. Go to the Harvard Language Center website for full details and to apply.

IX. About the Department

The department web site is useful for learning who everyone is and what people do. The web site also has information about departmental programs, courses, events, and resources related to Romance languages. <http://rll.fas.harvard.edu>.

Common Areas - Computer Room, Lounge, Kitchen, Reading Area

The Department of Romance Languages and Literatures is located on the third, fourth and fifth floors of Boylston Hall. We also have offices on the ground floor of Boylston Hall and our Tutoring Center holds in-person tutoring sessions in the Harvard Language Center.

The fourth-floor atrium lounge provides a space for talking quietly with friends and colleagues, reading, etc. Adjacent to the lounge is a small galley kitchen available for use by all department members, but you must bring your own food and wash and dry any dishes you may have used. Note that although we have offices on the third floor, the third-floor lounge and kitchen area are for members of the Linguistics Department only.

Room 414 (known as the “computer room”) has networked computers, printers, and a scanner for use by department members only. Please be considerate of others using the room by keeping noise to a minimum.

The fifth floor has a quiet study area.

There are two small meeting rooms (Boylston 433 and 434) that can be scheduled by TF/TAs if they have not been reserved for other purposes (check with Julian Jean-Pierre or Katherine Killough to sign up). When not reserved for special events, Ticknor Lounge on the first floor of Boylston Hall offers extensive space for reading and quiet conversation. It is usually open from 8 a.m. until 9 p.m. Ticknor Lounge or the Boylston Mezzanine should not be used for office hours.

Photocopying and Scanning

For budgetary as well as ecological reasons, we limit the number of photocopies that we make in the department. As a teaching member of the department, you are encouraged to use the photocopying services on the mezzanine level of Boylston for the production of course materials and handouts for your students. Please keep in mind that these services receive heavy use, especially in the morning, and that there may be a line; it is therefore a bit risky to wait until a few minutes before your class to request

photocopying. You may also email your materials as PDF attachments to Liz of the Arts & Humanities Services Group ahas@fas.harvard.edu for pick-up at the mezzanine desk.

There is free and unlimited scanning available using the fourth-floor photocopier opposite Boylston 421.

Mail

There are mailboxes for Teaching Fellows, Teaching Assistants, Concentrators, and research affiliates in the lounge area on the fourth floor of Boylston Hall. Please check your mailbox at least once a day, especially during the first month of classes when messages tend to be more urgent. Faculty mailboxes are located on the fourth floor of Boylston Hall opposite rooms 432 and 436. Mail for other FAS departments, for other divisions of the University and for on-campus student residences may be put in the University Mail wooden mailbox near the kitchen. University and stamped US Mail may be mailed from the department, but please note that the department does not provide stamps for outgoing personal mail.

RLL Email Lists

rll-list: For events and announcements directly related to Romance Languages. This list is for messages that have a direct relation to Romance Languages and Literatures, including but not limited to: guest lectures, colloquia, graduate student and faculty forums, calls for papers, cultural events, etc. Everyone in RLL – faculty, staff, graduate students, concentrators, teaching assistants, exchange students, and visiting scholars – will automatically be subscribed to this list. You can add yourself to the list by going to: <http://lists.fas.harvard.edu/mailman/listinfo/rll-list>

rllgrads-list: For graduate students in the Department of Romance Languages at Harvard. TAs, Post-docs, graduate students in related departments such as Comparative Literature. Former graduate students are also welcome to join. This list was created for two purposes: 1) as an official vehicle of communication from faculty, administrators and staff to graduate students; 2) to allow graduate students and TAs to communicate with one another. Topics may include: calls for papers for graduate student conferences, short and long term job opportunities, scholarship opportunities, sublet and roommate notices, updates on departmental policies affecting any of the constituencies on the list, etc. All graduate students in RLL, both in and out of residence, should be subscribed to this list:

<http://lists.fas.harvard.edu/mailman/listinfo/rllgrads-list>

Graduate Exchange Programs

Graduate students interested in spending a year in France, Spain, or Mexico by participating in our exchange programs should contact Katherine Killough during the fall semester.

X. About the University

The Department of Romance Languages and Literatures is part of the Faculty of Arts and Sciences (FAS), one of the nine faculties of Harvard University. On the web, you will find a number of Harvard sites that will help you to understand and take advantage of the opportunities offered by this vast institution. The URLs below will present factual information and explain the organization of the university and its constituent parts:

The Faculty of Arts and Sciences <http://www.fas.harvard.edu>

Harvard College <http://www.college.harvard.edu/>

Here are a few details about the resources available to you as a Teaching Assistant or Teaching Fellow of Harvard University:

Athletic Program

You may purchase an individual membership to the Harvard athletic facilities either online at <http://www.gocrimson.com> (under the “Recreation” tab, click on “Purchase Membership” and you will be prompted to enter your HUID and pin and credit card information) or in person at the Harvard Ticket Office (5-2211) which is located on the first floor of the Murr Center at 5 North Harvard Street (next to Harvard Stadium and Blodgett Pool) open Monday through Friday from 9am to 5pm.

Computer Access

As soon as you have your 8-digit Harvard ID number, found on your Harvard ID card, you will be able to claim your “Harvard Key,” a single login name and password, which enables access to a wide range of applications and services across Harvard. Refer to the step-by-step guide for new users: <https://reference.iam.harvard.edu/files/huit-iam-docs/files/harvardkey-claim-newusers.pdf>.

You will be prompted to create your Harvard email account as part of the key-claiming process. The program gives step-by-step instructions, but if you have any difficulties, you can call the HUIT Help Desk at 617/495-7777 to speak to a computer services representative. Once you have set up your account, you can access it from any computer by using the web-based application Microsoft Outlook, found at <http://www.outlook.com/harvard.edu>. Please note that you should use your Harvard email account for all communication with students and for all University business. We will assume that you are checking this account and will use it for all official communication.

ID Cards

New Teaching Assistants should note that depending on their date of arrival, there may be a delay in receiving their Harvard Key and ID card. You must allow approximately 7-10 business days for the payroll department to process your teaching appointment from the day that you fill out the employment authorization (I-9) form. As soon as you are in the payroll system, you can obtain the ID card from Campus Services on the eighth floor of Smith Campus Center. Present a valid picture ID (passport or driver’s license), and your ID card will be issued while you wait.

If you are a returning Teaching Assistant with a current, non-expired I9 on file, your new ID card will be reactivated automatically (unless it has expired, in which case the ID office will mail a new card to your departmental mailbox.) Note that an ID card is needed to enter Widener Library and to get into Boylston Hall before 8 a.m., late at night, and on weekends. If you receive a new ID card, send your ID number (exactly as it appears on your card) to Julian Jean-Pierre by email (julian_jean@fas.harvard.edu), and he will ask building management to program your ID card for access to Boylston Hall.

Library Privileges

As a Teaching Fellow or Teaching Assistant, you are entitled to check out books from Widener for one semester and for a shorter period of time from the other libraries, returning them no later than certain fixed dates (the due date is stamped in the book in the usual way). After ten days any book is subject to recall (by someone else who may need to use it), but you may, on returning it, place your own recall and get it back at the end of ten more days, to keep for the semester or until recalled. Anyone failing to return a due book within a reasonable time may be held liable for the cost of the book.

Teaching Assistant Health Benefits

Call University Health Services (5-5711) for first aid, which is always available. If you are a Harvard graduate student, your Student Plan covers other services, as well as emergency dental care. Medical benefits on a copayment basis are available to Teaching Assistants earning at least 2/5 per semester. TAs eligible for medical benefits should visit <http://hr.harvard.edu/health-benefits> to obtain information on the different plans offered by the University.

Note that Teaching Assistants are contracted from August through May. Consequently, insurance coverage is terminated as of June 1, and eligible employees are given the option of continued coverage under the COBRA plan. You must sign up for this through the Benefits Office. If you have any questions about your particular case, see Katherine Killough in Boylston 436. Teaching Assistants who are not eligible for health insurance benefits (because they are teaching less than 2/5) may purchase the Blue Cross and Blue Shield Plan for Harvard students and affiliates. For information about this plan, go to the Health Benefits web site above.

APPENDIX A: Courses and Placement Information

With reference to test scores in SATII, Harvard Placement Exam (HPE), Advanced Placement Exam (AP), International baccalaureate (IB) or previous course work (Pre-req)

FRENCH:

SATII	HPE	AP	IB	Pre-req Course	Course Number and Level
<300	< 259				French 10 Beginning I *
301-450	260-336	<3		10	French 11 Beginning II *
					French 15 Intensive Beginning **
					French 16 Reading only
451-600	337-402	3	5	11 or 15	French 20 Intermediate
601-680	403-460	4	6	20	French 30 Upper level
681-720	461-520	5	7	30	French 40 Advanced I
721-750	521-590			40	French 50 Advanced II
751-780	491-1000			591-650+	French 60-level or above (e.g., 70-level, 80-level) above

ITALIAN:

SATII	HPE	AP	IB	Pre-req Course	Course Number and Level
<300	< 350				Italian 10 Beginning I *
301-450	351-583	<3		10	Italian 11 Beginning II *
					Italian 15 Intensive Beginning **
					Italian 16 Reading only
451-600	584-720	3	5	11 or 15	Italian 20 Intermediate
601-680	721-800	4	6	20	Italian 30 Upper level
681-720	801-875	5	7	30	Italian 40 Advanced I
721-750	876-900			40	Italian 50 Advanced II
751-780	900-950+				Italian 60-level or above (e.g., 70-level, 80-level) above

PORTUGUESE: Contact the course head in Portuguese for placement into Portuguese language courses.

SATII	AP	IB	Pre-req Course	Course Number and Level
-------	----	----	----------------	-------------------------

<300				Portuguese 10	Beginning I *
				Portuguese 10s	Beginning I for Spanish Speakers**
301-450	<3		10	Portuguese 11	Beginning II *
			10s	Portuguese 11s	Beginning II for Spanish Speakers**
				Portuguese 15	Intensive Beginning **
				Portuguese 16	Reading only
451-600	3	5	11 or 15	Portuguese 20	Intermediate
601-680	4	6	20	Portuguese 30	Upper level
681-720	5	7	30	Portuguese 40	Advanced I
721-750			40	Portuguese 50	Advanced II
751-780				Portuguese 60- level or above	60-level, or above (e.g., 70-level, 80-level)

SPANISH:

SATII	HPE	AP	IB	Pre-req Course	Course Number and Level
<300	< 269				Spanish 10 Beginning I *
301-450	270-345	<3		10	Spanish 11 Beginning II *
					Spanish 15 Intensive Beginning **
451-600	346-427	3	5	11 or 15	Spanish 20 Intermediate
601-680	428-480	4	6	20	Spanish 30 Upper level
681-720	481-540	5	7	30	Spanish 40 Advanced I
681-720	481-540	5	7	consult CH	Spanish 49H For Heritage speakers
721-750	541-610			40	Spanish 50 Advanced II
721-750	541-610			40	Spanish 59 Community
721-750	541-610			Consult CH	Spanish 59H Community for Heritage speakers
751-780	611-720+			50, 59 or 59h	Spanish 60- level or above 60-level, or above (e.g., 70-level, 80-level)

*** No student with four or more years of high school language will be admitted initially into beginning-level course.**

**** FRE/ITAL/POR/SPA 15 (formerly ACD) and POR 10S/11S (formerly POR AC/AD) may not be used to fulfill the undergraduate language requirement**

APPENDIX B: GLOSSARY OF HARVARD ABBREVIATIONS AND TERMS

ART-	American Repertory Theater
CES-	Center for European Studies
CLCS-	Center for Literary and Cultural Studies
DRCLAS-	David Rockefeller Center for Latin American Studies
EALC-	East Asian Languages and Civilizations
FAS-	Faculty of Arts and Science
FDO -	Freshman Dean's Office
GSAS-	Graduate School of Arts and Science
GSD-	Graduate School of Design
GSE-	Graduate School of Education
HBS-	Harvard Business School
ICG-	Instructional Computing Group
IMS-	Instructional Media Services
IOP-	Institute of Politics
KSG-	Kennedy School of Government
LRC-	Language Resource Center
NELC-	Near Eastern Languages and Civilizations
OCS-	Office of Career Services
The Yard -	main campus, where Boylston Hall is located
The Quad -	The location of the Radcliffe dormitories and Hilles Library
Radcliffe Yard -	on Garden Street and Appian Way
Mem Hall -	Memorial Hall
UHall -	University Hall, offices of Academic and Administrative Deans

Ad Board: Administrative Board, composed of Faculty members, Housemasters, and Deans. The Ad Board makes decisions regarding disciplinary matters

8-credit Course: full-year, indivisible course (formerly, full course)

4-credit Course: semester-long course (formerly, half course)

Freshman Advisers: are the academic advisers for freshmen, corresponding to Assistant Deans for sophomores and above.

Assistant Dean: or, more properly, the Allston Burr Assistant Deans of Harvard College of the student's undergraduate house is the academic adviser after the freshman year.

APPENDIX C: PROFESSIONAL ASSOCIATIONS

There are various associations for scholars and teachers of specific languages and literatures. It is helpful to be a member of one or more of these associations, as they keep their members informed of innovations in the field and important events. Their websites are the most efficient way to receive information, to acquire updates on mailing addresses and phone numbers, and to find out about regional, affiliated organizations. Most of the organizations hold annual conferences and have regional sections with their own conferences. We encourage graduate students to submit proposals for presentations at least once during their graduate studies. Faculty members are usually happy to assist you, especially if such proposals emerge from a graduate seminar.

American Council for the Teaching of Foreign Languages (ACTFL)

<http://www.actfl.org>

(ACTFL is the umbrella organization for several of the language teaching organizations listed below.)

American Association of Teachers of French (AATF)

<https://www.frenchteachers.org/>

American Association of Teachers of Italian (AATI)

<http://www.aati-online.org/>

American Association of Teachers of Spanish and Portuguese (AATSP)

<http://aatsp.org>

American Association of Applied Linguistics (AAAL)

<http://aaal.org>

E-mail: aaaloffice@aaal.org

Association of Departments of Foreign Languages (ADFL)

http: www.adfl.org

American Association of University Supervisors, Coordinators and Language Program Directors (AAUSC)

<http://aausc.org>

Modern Language Association (MLA)

<http://www.mla.or>

DIRECTORY OF LANGUAGE FACULTY

CATALAN

Daniel Aguirre Oteiza, Professor of Spanish

Boylston Hall 321, daguirre@fas.harvard.edu)

FRENCH

Nicole Mills, Director of Language Programs in RLL (Joint), Senior Preceptor in French

Boylston 413, (mills@fas.harvard.edu)

Claire-Marie Brisson, Preceptor in French

Boylston 507, (cmbrisson@fas.harvard.edu)

Jacob Meister, Interim Preceptor in French

Boylston 408, (jmeister@g.harvard.edu)

ITALIAN

Chiara Trebaiocchi, Senior Preceptor in Italian

Boylston 328 (ctrebaiocchi@fas.harvard.edu)

PORTUGUESE

Cristiane Soares, Senior Preceptor in Portuguese

Boylston 425, (cristianesoares@fas.harvard.edu)

SPANISH

María Luisa Parra, Director of Language Programs in RLL (Joint), Senior Preceptor in Spanish

Boylston 326, (parra@fas.harvard.edu)

Adriana Gutiérrez, Senior Preceptor in Spanish

Boylston 412, (agutierr@fas.harvard.edu)

Xiomara Feliberty-Casiano, Senior Preceptor in Spanish

Boylston 416, (xiomaraafc@g.harvard.edu)

Juan Manuel Arias, Preceptor in Spanish

Boylston 324 (juanarias@g.harvard.edu)

Carmen Fajardo-Rojas, Preceptor in Spanish

(ctfajardorojas@fas.harvard.edu)

