

Graduate Student Handbook
Department of Literatures, Cultures and Languages
University of Connecticut
6/2012

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This handbook has been compiled in order to help familiarize students with our procedures and policies in the graduate programs. Please note that graduate students are responsible for acquainting themselves with the general regulations of the Graduate School as listed on the University of Connecticut Graduate policies website, <http://grad.uconn.edu/policies.html>, and in the graduate catalog, <http://catalog.grad.uconn.edu/>.

GENERAL REMARKS

Representation

Graduate students form an integral part of the campus and of LCL, and their impressions and opinions pertaining to program matters mean a great deal to us. Although teaching assistants do not have voting rights in departmental or sectional meetings, they are considered junior staff members, who fulfill an important role in our teaching mission. Two graduate students are elected by all graduate students to serve as liaisons to the faculty and, as students of the Department of Literatures, Cultures and Languages, graduate students may elect a representative to the Graduate Student Council.

Offices and Mailboxes

All teaching assistants will be provided with office space. Office Hours may be held in the meeting rooms available on our floor. Teaching assistants will have a key for their offices and the mailroom.

E-Mail

All faculty and students communicate frequently via e-mail, and it is expected that teaching assistants use their university account for all communication both with faculty and with their own students. It is also expected that teaching assistants check their mail at least once a day and follow proper e-mail etiquette by responding within 48 hours.

Events

Teaching assistants are expected to attend scholarly lectures or comparable events scheduled by the department. These events are designed to broaden the students' horizon, build connections, and introduce them to the world of national and international scholarship.

A Note to Foreign and Exchange Students

For all matters regarding Student Visa teaching assistants should contact the Office of International Affairs (tel: 860-486-3855). Teaching assistants should be sure to take care of all necessary re-entry formalities when leaving the U.S. for a visit, such as the letter for re-entry. Any contracts they sign outside the department (e.g. apartment leases) are legally binding. The department can take no responsibility for these agreements.

ABOUT THE GRADUATE PROGRAMS

General Admissions

The Graduate School requires a minimum grade-point average on a four-point scale of 2.6 points for provisional admission and 3.0 points for regular admission to the M.A. Program, and a minimum of 3.0 for admission to the Ph.D. Program. Graduate Record Examinations, though not required for admission, are recommended for U.S. citizens who apply. For admission, foreign students must pass the TOEFL examination with a minimum score of 550 (213 computer-based) or an overall band score of 6.5 on the IELTS. International students must also take an examination of their spoken English before they are permitted to teach. This exam is administered by the University of Connecticut during the International TA Orientation.

The Department of Literatures, Cultures and Languages requires the applicant to send a statement of purpose that specifically addresses the goals or research topics of interest for the student for pursuing the M.A. or the Ph.D.; three letters of recommendation; and a sample of written work in the target area of specialization (for instance, a class paper). If possible, a paper written in the primary language the student wishes to study is encouraged. All application materials must be sent to the Graduate School.

The Graduate School allows a maximum of 6 credits (approximately 2 or 3 courses depending on the university of origin) to be transferred from other institutions for credit toward the University of Connecticut M.A. or Ph.D., provided that these credits were not already applied to another degree. Faculty of the Department of Literatures, Cultures and Languages, with permission of the Graduate School, will determine University of Connecticut equivalents for courses taken elsewhere.

For admission to the M.A. program, the applicant must hold a baccalaureate degree, preferably in a field closely related to the planned area of graduate study. A student applying for one of the major national language fields should have completed

coursework equivalent to an undergraduate major in that national language; or in a related field such as History, Philosophy or Latin American Studies, but the student needs to prove fluency through a sample paper. If planning to specialize in Comparative Literary and Cultural Studies (CLCS), the student must have substantial coursework in at least one of the target languages, and preferably have begun work on others. This requirement normally includes 24 credits of language, literature or civilization coursework beyond the intermediate college level.

The M.A. program

When applying, all students must select a field that most closely matches their intended area of study (see list of major fields in the Ph.D. section below). The M.A. program requires one and a half to two years of full-time study with a minimum of 24 credits of graduate coursework. M.A. students must take CLCS 5302, the 3-credit Literary Theory course, and LCL 5030, the 3-credit Methods and Approaches to Second Language Acquisition course, preferably during their first year in the program. The rest of their plan of study must be designed in consultation with the student's M.A. advisory committee.

Master's degrees may be earned under either of two plans, as laid out by the graduate school (<http://grad.uconn.edu/forms.html>) and as determined by the advisory committee. Either Plan A or Plan B may be used for completing the M.A. to enter the Ph.D. Plan A requires not fewer than fifteen credits of advanced course work and not fewer than nine additional credits of Master's Thesis Research (GRAD 5950 or GRAD 5960), and the writing of a thesis. Plan B requires not fewer than twenty-four credits of advanced course work and a final examination, but no thesis. In either case, advisory committees may require more than the minimum number of credits. Specific characteristics of the thesis or the exam will also be determined by the advisory committee.

M.A. students anticipating formal acceptance as Ph.D. candidates should complete during the first year of graduate study the 3-credit course in Literary Theory (CLCS 5302), a course in Methods and Approaches to Second Language Acquisition (LCL 5030), and two one-credit courses in Fields and Research (LCL 6010), offered every year.

The Ph.D. Program

The department offers a single Ph.D. with a concentration in one of five primary fields of study: French and Francophone Studies, German Studies, Italian Literary and Cultural Studies, Spanish Studies, and Comparative Literary and Cultural Studies. The

department is also planning to offer a Ph.D. concentration in Hebrew and Judaic Studies, with expected approval in 1/2013, at which point it too will become a primary field. In addition to the primary fields of specialization, the department offers secondary areas of specialization in Applied Linguistics, Classics and Ancient Mediterranean Studies, Digital Culture and Media Studies, and Film. Students may also develop a secondary field of specialization in collaboration with their Ph.D. committee and other programs at the University. These include but are not limited to: Medieval Studies, Gender Studies, Human Rights, and Judaic Studies.

The flexible design of the program and the close scholarly and professional mentoring by clusters of faculty experts will provide graduates with the skills necessary for a broad range of academic units (i.e., literature and language departments, general humanities programs, interdisciplinary programs, digital culture and media studies, film studies, etc.). With its strong emphasis on pedagogical theory and practice the program also develops teachers capable of meeting the educational needs of a growing, culturally diverse community and the demands for innovative instruction at a variety of levels.

Admission

Students who have a master's degree in a relevant field – Classics, French, German, Italian, Spanish, Media Studies, Philosophy, Anthropology, History, English or another modern language, among others — or who are working towards such a degree, and whose graduate work shows sufficient promise in analytical work may apply for admission to the doctoral program. When applying, all students must select a major field (see below) that most closely matches their intended area of study. All applicants are urged, and some may be required, to submit results of the Graduate Record Examinations for both the General Test and the Subject Test in their field. In the modern languages, applicants are expected to be able to participate in seminars at the graduate level conducted in the foreign languages.

All applications for admission, together with letters, a critical and analytical original paper, and a statement should reach the admissions committee by January 15. Admission is competitive, and most admitted graduate students are financially supported as teaching or research assistants.

General Ph.D. Requirements

The following are the minimum requirements for all Ph.D. students:

- (a) at least 29 credits in course work, at least 12 of which in a primary field of study (see list below), 3 from the Interdisciplinary Seminar (LCL 6040); 2 from one-credit courses in Fields and Research (LCL 6010); these courses could be

substituted by an equivalent course upon the approval of the student's committee. They may not be substituted by an Independent Study;

- (b) successful completion of the Ph.D. comprehensive examinations;
- (c) successful defense of a dissertation; and
- (d) competence in reading scholarly material in one language besides English and the major field language (*for Comparative Literary and Cultural Studies special language requirements see section below*).

M.A. students anticipating formal acceptance as Ph.D. candidates should complete during the first year of graduate study one 3-credit seminar course in Literary Theory (CLCS 5302), one 3-credit course in Methods and Approaches to Second Language Acquisition (LCL 5030), and two one-credit courses in Fields and Research (LCL 6010). Students who are accepted in the Ph.D. program with an earned M.A. from another university will need advisory committee approval of equivalent satisfaction, if any, of these requirements. Since some Ph.D. requirements (such as 2 credits from LCL 6010 Fields and Research or 3 credits from LCL 5010 Film Theory and History) may be completed by students who received their M.A. from UConn, the minimum number of credits may be reduced to 24 for them in the Ph.D. program.

A secondary field is an option strongly encouraged and requires at least 6 credits. It should be formally identified early in the course of study and can consist of one of the department's areas of expertise summarized below or another field approved by the candidate's Ph.D. committee. Every plan of study is individually structured by a committee chosen by the student in consultation with his or her main advisor.

Policy on Individual and Independent Studies Courses: Requirements cannot be substituted by an Independent Study. Students may complete a maximum of 8 credits of Independent Studies courses after the completion of the M.A. and before the Ph.D. comprehensive examination. Within these 8 credits, Ph.D. students may take the independent study preparation for the prospectus defense only once and for a maximum of 3 credits.

One of five methods may be used to establish evidence of **reading competence in a third language** approved by the student's advisory committee, as stated in the *Graduate Catalog*:

(1) The student may pass both semesters of an approved one-year reading or intermediate course in the language with grades equivalent to C (not C-) or higher. This requirement will be considered to be met if, in light of previous preparation, the student is permitted by the instructor to enter directly into the second semester of the one-year sequence and earns a grade of C or higher. The courses may be taken by

graduate students on a Satisfactory/Unsatisfactory basis, with a grade of Satisfactory denoting performance at the level of C or higher. The Executive Committee designates courses that may be taken for this purpose. Alternatively, the student may pass a course in a foreign language or literature at or above the 3000's level, provided that the reading for the course is required to be done in the language. Language courses taken at other institutions are not accepted.

(2) The student may pass an examination set by a member of the University faculty (or, if approved by the advisory committee and the Graduate School, a faculty member at another college or university) designated by the student's advisory committee and approved by the head of the department in which the major advisor holds an appointment. The examiner may be a member of the same department but may not be a member of the student's advisory committee. The examination will include, but need not be limited to, the translation of a passage approximately 400 words in length. The *Graduate Catalog* states that the use of dictionary may be permitted. The Department of Literatures, Cultures and Languages highly recommends that a bilingual dictionary be allowed. The translation is to be written in English.

(3) A doctoral reading examination passed at another graduate school of approved standing may be accepted in transfer (subject to a five year limitation) provided the examination was taken prior to the student's enrollment in this Graduate School.

(4) The student may establish evidence of competence in the language through an official transcript stating that the B.A. or a higher degree was earned with that language as the major.

(5) The student may establish evidence of competence in the language through documentation that it is the student's native language, learned in childhood and used primarily through at least secondary school.

Students anticipating expertise in the Middle Ages or the Renaissance should demonstrate reading competence in Latin and in one modern language.

Primary Fields of Departmental Scholarly Expertise:

French and Francophone Studies engages the diversity of French literary and cultural production from a multiplicity of viewpoints: from France to former French colonies in sub-Saharan Africa and the Caribbean; in the Muslim world from Senegal to Syria; and in Asia and the Americas, from Vietnam to Quebec. Seminars in the Department's core strengths – including Medieval Studies, Digital Culture & Media Studies, and Film – are central to the French and Francophone Studies Program,

which stresses interdisciplinary, intercultural, and transnational approaches. Seminars in specialized topics include medieval literature, culture and languages; animal and environmental studies; fantasy and science fiction studies; poetry and philosophy; social and literary theory; postcolonial literatures, cultures and theories; literature and media; urban, material and consumer cultures; and contact linguistics. The faculty also supports a rigorous language and pedagogy program, which may lead to certification for secondary school teaching.

German Studies offers seminars in German literature, culture, and linguistics leading to the Ph.D. degree. Interdisciplinary studies in Comparative Literature, Linguistics, Women's Studies (WS Certificate), and Human Rights (HR Certificate), among others, are available in cooperation with other sections and departments. The graduate program strongly supports an interdisciplinary, intercultural, and transnational approach to German Literary and Cultural Studies, including trans-disciplinary literary and cultural theory, "interkulturelle Germanistik," applied linguistics, literature and other arts, and anthropological, historical and philosophical inquiries into literary studies, beginning with the 18th century. Additional expertise: Black-German Studies, Gender Studies, Film and Media Studies, German-Jewish Studies, Literature/Culture and Philosophy, and Interarts Studies.

Italian Literary and Cultural Studies offers graduate courses in all periods from the Middle Ages and Renaissance to the present. Their interdisciplinary, intercultural, and transnational approach encompasses the Italian Diaspora to the Americas, Mediterranean Studies, Ethnic and Gender Studies, and Film and Media Studies. Students are strongly encouraged to draw upon the resources associated with the Emiliana Pasca Noether Chair for Modern Italian History and interdisciplinary programs such as Medieval Studies, Women Studies, and the program in Comparative Literary and Cultural Studies.

Spanish Studies offers graduate courses in Latin American, Peninsular and Latino literature, culture, film, and linguistics leading to the Ph.D. degree. The research program in Spanish includes Spanish Literary and Cultural Studies, Golden Age, Colonial, 18th-21st-century Peninsular, 19th-21st -century Latin American Studies, Latino Studies in U.S. and Caribbean Literary and Cultural Studies, and a diversity of theoretical fields such as Gender Studies, Film and Media Studies, Performance Studies and Applied Linguistics.

Comparative Literary and Cultural Studies. The graduate program offers students the opportunity to develop an interdisciplinary, transcultural study of literatures and the arts. Students design their own plan of study in consultation with a group of

faculty from the program and/or other academic departments. Ph.D. candidates are expected to pursue studies in three different fields and demonstrate advanced proficiency in at least two languages in addition to English.

Secondary Fields:

Applied Linguistics. Areas of pedagogical, interpretative and quantitative approaches to language, literature, media and cultural studies. Among others, the specialty areas are Second Language Acquisition; Applied Cognitive Linguistics; Humor studies; Language Contact; Bilingualism; Language Acquisition; Pragmatics and Semiotics.

Classics and Ancient Mediterranean Studies (an independent program for M.A. study). This specialization provides students with the knowledge and skills necessary to study and teach the languages and cultures of the Ancient Mediterranean. Areas of faculty specialization include the Greek, Hellenistic and Roman worlds, Second Temple and Rabbinic Judaism, and the world of Late Antiquity.

Digital Culture and Media Studies. The secondary concentration in Digital Culture and Media Studies prepares students to work in a wide variety of interdisciplinary fields such as Game Studies and Media Philosophy and to undertake research projects in Media History. The application of media theory and history to the burgeoning digital culture presents a unique opportunity to merge practice with theory and to pursue work in the humanities with a scope that extends from the classical world through our immediate contexts. Ultimately, students learn to participate as scholars and teachers in the discourses springing from the integration of digital computer technology and multiple media into world culture.

Hebrew and Judaic Studies (an independent program for M.A. study). This newly configured section of the department brings together faculty who are engaged in the teaching of Hebrew and Judaic Studies full-time as well as members of other sections who have teaching or research interests pertaining to the history, literature, languages, and cultures of the Jews. (See: [Hebrew and Judaic Studies Section, Faculty](#)).

The highly interdisciplinary graduate offerings of this section focus on historiographic, literary, and cultural issues that intersect with other literatures and cultures taught in the department, enabling graduate students pursuing a PhD in LCL to develop a concentration or focus in a Judaic related area, especially regarding the Jewish experience in the Greco-Roman/Late Antique, Medieval, and Early Modern periods. (see: <http://judaicstudies.uconn.edu/graduate.html>).

History and Theory of World Cinema. This specialization provides students with the knowledge and skills necessary to study and teach world cinema through film history and theory in an interdisciplinary context. The analysis of film form and aesthetics as well as a cultural, economic and political phenomenon is this secondary field's objective.

Other secondary areas may be designed in consultation with programs outside the department such as Gender Studies, Human Rights, and Medieval Studies. Students may design additional secondary fields in consultation with their Ph.D. committee.

PROGRESSING TOWARDS THE PH.D.

Selection of Primary Field of Specialization and Major Advisor:

By the end of the 1st semester of the Ph.D., the student should:

- Select her or his area of Specialization among the primary fields of the department
- Select one faculty member as his/her main advisor.

Interdisciplinary approach:

We recommend Ph.D. students to consider areas of research as complementary and interconnected in global community. It is central to take an interdisciplinary approach that integrates the study of various regional cultures, periods, and methodologies.

The department requires that each student enroll in 2-3 courses per semester, depending on the teaching load.

Sample of Coursework Outline (the student should discuss her or his coursework with the advisor):

<i>1st year Fall</i>	<i>1st year Spring</i>	<i>2nd year Fall</i>	<i>2nd year Spring</i>
Methods Course	Advanced Theory (not mandatory)	Seminar (primary or secondary field)	Seminar (primary or secondary field)
Seminar (primary field)	Seminar (primary field)	Seminar (primary or secondary field)	Seminar (primary or secondary field)
1-credit Fields and Research seminar	1-credit Fields and Research seminar	Interdisciplinary Seminar	Independent Study for Prospectus

Advising

All Ph.D. candidates select a departmental advisor who assists them in course selection, the filing of a plan of study, and who discusses all university and departmental degree requirements with him or her.

Students should choose a major dissertation advisor and two associate advisors after they have selected their topic for the Ph.D. thesis, by the end of their second semester. Students may elect to change their advisory committee if it becomes desirable for extenuating reasons. Any questions students need answered pertaining to requirements or the selection of courses must be directed toward their major advisor first. Choice of courses should be discussed with her/him before or during the first week of classes.

THE PH.D. COMPREHENSIVE EXAMINATION

Students should select examination topics that constitute preparation for the dissertation. Written examinations ought to reveal the student's familiarity with the current debates in the chosen areas, familiarity with secondary literature, ability to engage in scholarly debate, and ability to draw on primary works as examples. The exam topics and the preparation process should be discussed in detail with the advisory committee members and the examiners of individual exam topics, beginning several months or a semester before the exam. They will assist the Ph.D. candidate in selecting primary and critical works for study.

Oral Pre-Exam Consultation

During the 3rd or the 4th semester, the candidate enrolls in an independent study course with her or his major advisor to prepare the prospectus and limit the fields of the Ph.D. examination. The student needs to file a Plan of Study and has to demonstrate reading knowledge of 1 language other than English or the language of the main field.

Examination (written and oral)

A standard Ph.D. examination in our department contains four sections, three written and one oral. Each written exam focuses on a specific field considered essential to the student's proposed dissertation. Each member of the Ph.D. committee, in consultation with the major advisor, develops an independent list of readings in a specific field of expertise with the Ph.D. candidate. The exam dates are determined by the committee in consultation with the candidate, but should not be later than the fifth semester if the student holds a teaching assistantship. Each member of the student's Doctoral committee, based upon the corresponding

reading list, gives the candidate a written exam consisting of 2 questions. One of these 2 questions is answered in the form of an academic essay. Each written exam has to be taken within the span of seven days. The oral exam requires the candidate to offer a half-hour scholarly presentation of his or her prospectus, a draft of which the candidate is required to have finished by this date. Questions and discussion from attending faculty follow the presentation. More specific characteristics of the exam may be determined by the student's advisory committee in accordance with the usual practices in his or her field.

Preparation of the Ph.D. Prospectus

By the beginning of the 2nd year of the Ph.D., the student must have a clear idea of a general topic that will serve as a point of departure for the doctoral dissertation. During the semester preceding the preliminary examination, the student should discuss the exam topics with the advising committee members and the examiners of the student's specific exam topics so that they can help the student select primary and critical works for preparation. In an independent course with his or her major advisor the student should formulate a draft of the prospectus keeping in mind the requirement structure. The final prospectus must be written in English and include the following parts: a. Statement of thesis b. Novelty of the study c. Purpose of the study d. Methodology, e. Organization f. Resources to be consulted. g. Working Bibliography. Once it is approved by all the members of the Ph.D. committee, the prospectus is submitted to the Department Head who sends it to two anonymous readers who may make further suggestions for revision to the student. Once the main advisor, the committee, and the Department Head agree to approve, the final version of the prospectus is sent to the Graduate School.

THE DISSERTATION

For details pertaining to the dissertation, see the Graduate School Catalog www.grad.uconn.edu (current students). What follows here are some issues to keep in mind and may vary with each candidate.

When **selecting a dissertation topic**, candidates should make sure that they will find enough support in their specialized research area among the faculty at UConn or, if necessary, from other universities. After candidates have selected a dissertation topic, they should get as much input as possible from faculty inside and outside the department.

Candidates should select their advisory committee with great care, taking into consideration the faculty members' fields of specialization, and the personal relationship entailed in the work between the advisors and the candidate. Any member of the faculty may serve as a major advisor. Associate advisors may be members of the section that represents the student's main field, but may also be chosen from other fields. Candidates may change advisors if their objectives change or if it becomes desirable for other reasons.

The advisory committee must approve the student's preliminary dissertation prospectus at the time of the general examination and should be kept closely and regularly informed of the student's progress. A dissertation may be written in the language of the student's main field or in English and must adhere to the format prescribed by the Graduate School (<http://grad.uconn.edu/forms.html>) .

A Ph.D. candidate is responsible for adhering to all Graduate School requirements regarding: continuous registration; the payment of fees for candidacy, formatting, microfilming, copyright, and binding; and for meeting the various university deadlines. At least two copies of the dissertation in its final typed form must be deposited in the departmental office no later than two weeks before the date of the dissertation defense, together with at least 20 copies of the dissertation abstract.

Defense of the Dissertation

The final examination consists of an oral defense of the dissertation (approximately 2 hours in length), which is public and must be announced in the University Calendar. The evaluation of the defense is made by the candidate's advisory committee.

FINANCIAL SUPPORT

In addition to the financial aid opportunities available to all students, the graduate program offers alternative ways to fund students.

- Teaching Assistantships
- Research/Administrative Assistantships
- Pre-doctoral Fellowships

All graduate students enrolled in degree programs in LCL are eligible for Graduate Assistantships. As a recipient of an assistantship a student is required to spend a

certain amount of time per week fulfilling a departmental function. Graduate Assistants may be assigned to teach first or second year courses (including Reading courses), LTL sections, advanced language courses, to assist in large lectures, to assist in the Multi Media Center in the department, or to perform other departmental duties in lieu of teaching, such as: assisting with the administration of Linkage Through Language or work as a research assistant. Stipend rates vary from year to year. The levels of pay are published each year in the Graduate Catalog and are available on the HR website.

Awards for assistantships and fellowships (often a combination of both) are made by the admission committee in the major field. These awards are renewable semi-annually or annually and are dependent upon: availability, the student's academic standing, progression toward completion of degree, her/his performance as a TA, and her/his meeting of graduate student/TA obligations outside the classroom. The first three years of Ph.D. study are guaranteed funding; the fourth and fifth years are dependent on student academic performance and departmental need. Consult the specific major field handbook with regard to duration of funding. Stipends for GA-ships increase with completion of the general Ph.D. examination, and also after the approval of the prospectus. Generally, at that time, students are awarded \$2,000 towards research needs of the dissertation by the Graduate School. After completing a degree, the student must ensure that any required documentation is promptly filed at the Graduate Records Office. Fellowship payments are made at the beginning of each semester. Assistants are paid on a semi-monthly basis with the payroll cycle beginning early in the semester.

During the summer, teaching opportunities are available on occasion. Summer fellowships for doctoral and pre-doctoral students are awarded to the student of our Department upon nomination by the Department Head. They are awarded on a competitive basis to Ph.D. candidates who wish to explore possible areas for their dissertation. Applications are available at the departmental office in March of each year. The Humanities Institute also provides fellowship for dissertating students: <http://web.uconn.edu/uchi/opportunities.php?page=custom&site=Fellowships%20and%20Grants&id=6>. The Graduate School itself offers several dissertation fellowships for a semester or a year of full-time thesis research. These are also granted on a competitive basis, upon application by the candidate. Occasionally, graduate students are offered summer research assistantships to work with individual faculty members (approximately \$400).

Connecticut residents are eligible for Connecticut State Scholarship Grants. Students are also eligible for University Pre-doctoral Fellowships. International students are

eligible for most types of financial aid based upon academic merit. They are not eligible for need-based financial aid. Importantly, as state employees, US students may only work outside of their TA employment with permission of the Department Head.

Occasionally, part-time lecturer positions at UConn or institutions nearby may be offered to qualified Ph.D. candidates working on their dissertation.

For general information see The Graduate Catalog's section on "Fellowships and Aid."

TEACHING ASSISTANTSHIPS

Teaching Assistantships are awarded to selected candidates. Our department considers teaching experience as an essential part of the graduate students' academic and professional development. It serves the purpose to developing teaching strategies and experience that is essential in the job market. The University requires Graduate Assistants to be full time students and remain registered for at least 6 credits while holding the appointment, and maintain a cumulative grade point average of at least B (3.00).

Teaching a class will take up approximately 10 hours a week. On occasion, qualified TAs are asked to teach Languages Across the Curriculum courses in the Linkage Through Languages programs or other language/culture courses either on their own or as assistants to faculty.

The department's own requirements include participating in all the orientations organized by the language coordinators before the beginning of the semester. The student should enroll in and successfully complete Methods and Approaches to Second Language Acquisition (LCL 5030), and remain in good academic standing (B average) and make progress toward her or his degree(s).

While teaching the assigned courses every semester, the student needs to assign and correct homework, administer tests and quizzes, to evaluate and grade each student at mid-term and at the end of the semester. Attention to the students' needs is expected by holding regular office hours, and by timely replying requests for help.

Students should show willingness and active participation in all the department's activities, especially those related to teaching. Particularly important is to inform the TA coordinator about any changes in the schedule, or any problems that can affect the performance in the classroom.