GUIDE TO THE MASTER’S PROGRAM

Department of Spanish and Portuguese

2015-2016
GUIDE TO THE MASTER’S PROGRAM

Welcome to the Department of Spanish and Portuguese!! We are very pleased that you have joined our vibrant learning and collegial community. In order to guide you through the program and successfully complete it, we have created this guide. We hope that it will be useful. However, it is important to remember that the faculty and staff will be happy to answer any questions you may have. It is of utmost importance that from the beginning of your graduate career in the department you get to know and consult with the Graduate Advisor, Prof. Martín Flores.

I.
THE PROGRAM

The M.A. Program in the Department of Spanish and Portuguese is designed for students who wish to pursue a career in teaching Spanish or a Ph.D.

The Goals of the Master’s Program

1) To enable students to master social, cultural, literary, and linguistic dimensions of the Spanish and Portuguese-speaking worlds.

2) To ready students for doctoral studies in Spanish and Portuguese or related fields such as applied linguistics and literary and cultural Studies.

3) To prepare teachers of Spanish and Portuguese for careers at the university and community college levels, and to further the professional development of those working in the field of second, heritage, and foreign language education.

4) To provide students with the cultural understanding and linguistic ability necessary to succeed in the global community.

Student Learning Outcomes of the Master’s Program

Knowledge area

• Identify, analyze, and evaluate the principal debates in the fields of linguistic and literary theory.
• Analyze linguistic and literary texts in their historical and social contexts.
• Identify the key issues of learning and teaching of Spanish in our bilingual and multicultural contexts.
Skills area

- Design an original scholarly research project applying the conceptual framework characteristic of the discipline.
- Articulate similarities and differences across theoretical positions within a field.
- Design a lesson, unit, or program taking into account principles of teaching for a diverse student population.
- Write and articulate effectively in both oral and written forms with a variety of audiences such as academic peers, work partners, and acquaintances.

The minimum number of credits that must be taken to complete the Master’s program is **30**.

You are required to take the following core courses: 601, 602, 661, 770, and **6 credits from 603/604/606**. (18 credits)

The remaining units are electives and can be fulfilled by taking at least **12 units** in any 500, 600, or 700 level classes. Students are advised to meet with the graduate advisor early in their studies in order to match their interests with the best possible set of electives.

In addition, all candidates must demonstrate knowledge of Portuguese by passing an examination administered by the department or by completing any Portuguese course (3 units or more).

In order to complete the Master’s program students may elect to write a thesis (Plan A, Spanish 799A) or take an exit exam (Plan B). Please consult with the Graduate Adviser regarding these options.

**CORE (REQUIRED) Classes for M.A. in Spanish**

- SPAN 601 Seminar in Hispanic Literary Theory
- SPAN 602 Foundations, and Research Methods in Hispanic Linguistics
- 6 units from among the following courses: SPAN 603 (Early Modern Hispanic Literature); SPAN 604 (18\textsuperscript{th} – 20\textsuperscript{th} Century Spanish Literature); SPAN 606 (Spanish American Literature: Independence to the Present).
- SPAN 661 Issues in the Study of Spanish Bilingualism.
- SPAN 770 Applied Spanish Linguistics for Teachers

The remaining units will be fulfilled through electives.
**ROAD MAP FOR THE MA**

- If you follow this road map, you will be able to finish your studies in 4 semesters.
- The classes for the MA program will be scheduled according to the following two-year cycle. Please be aware that 603, 604, and 606 are taught in the spring semester on a rotating basis.
- We recommend that if you are a TA during your first semester in the program, that you take Spanish 770.

The following two years will be scheduled as follows:

**Year I (2015-2016)**

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II.
Master's Degree Procedural Steps

Each of the following steps is sequential.

1. **Apply for Admission to the University**
For information regarding admission to San Diego State University, please see the Graduate Admissions webpage.

2. **Attain Classified Graduate Standing**
You must submit a satisfactory score on the GRE General Test before you can be granted classified standing.

   If you were given classified status at the time of your admission, skip to next step.

3. **If you were admitted with post baccalaureate unclassified status, file an Application for Classified Graduate Standing (CGS) in the Graduate Division when you are eligible for classification. Please check with your Graduate Advisor.**

4. **If you were admitted with conditional classified status, ask your graduate adviser to submit a Change of Status form to the Graduate Division when you have fulfilled the conditions specified at the time of your admission. For example, if you were admitted conditional to maintaining 3.0 GPA for two semesters, you should contact your Graduate Advisor toward the end of the second semester in order to complete the required form.**

5. **Submit an Official Program for the Master's Degree**
An Official Program of Study form should completed in consultation with your graduate adviser and submitted to the Graduate Division for approval. Any change made in the official program after it is approved must be made on a Request for Change in Official Program form.

6. **Attain Advancement to Candidacy**
Your eligibility for advancement to candidacy will be reviewed at the time your official program is approved. If eligible, a form will be sent by the Graduate Division to your graduate adviser, who will make a recommendation and return it to the Graduate Division. If not eligible for advancement at the time your Official Program of Study is approved, your file will be reviewed for advancement to candidacy by the Graduate Division at the end of each semester. You must be advanced to candidacy before you will be allowed to form your thesis committee officially or sit for the comprehensive examination.

7. **If you are writing Master’s thesis (Plan A students only) you need to:**
   - Submit a proposal to the Chair of the Graduate Studies Committee (GSC) prior to the end of the second semester or completion of 12 units.
• Once your proposal has been approved by the GSC, obtain the Appointment of Thesis/Project Committee form from the Graduate Division, secure the required signatures, and return it to the Graduate Division for approval.
• Obtain the schedule number for Thesis 799A in the Graduate Division Office once your Appointment of Thesis/Project Committee has been approved.
• You must be registered in Thesis 799A or Thesis Extension 799B during the semester you plan to submit your thesis. Graduate Division and Research will give you schedule numbers for thesis enrollment.
• Consult the SDSU Masters Theses and Projects: A Manual of Instructions (available at Aztec Shops Bookstore) for policies and procedures on preparing theses and projects.

8. Pass Required Final Examination (Plan B). If you are Plan B, a comprehensive examination will be required. The department will notify Graduate Division that you have passed the exam.

9. File an Application for Graduation
Graduation is not automatic upon completion of degree requirements. An Application for Graduation may be obtained in the Graduate Division. Complete and submit the form to the Cashier's Office with the appropriate fee by the deadline of the term in which you expect to graduate. Consult the current Class Schedule for the filing deadline date. If you do not graduate in the term for which you applied, you must reapply in the subsequent term in which you expect to graduate.

III. Useful FAQs

What is the contact information for Graduate and Research Affairs (GRA)?

Location - Student Services East 1410 Phone - 619-594-5213 E-mail - gra@mail.sdsu.edu Web-site - http://gra.sdsu.edu/index.html

What's the most important thing a graduate student can do to be successful?

READ! Read about being a graduate student. Particularly read Part Two of the Graduate Bulletin. These pages inform you about fees, admissions, residency, regulations and the requirements for doctoral and masters degrees. Refer to the Graduate Bulletin often. Read the emails and signs on campus. They provide important information and deadlines. The Graduate Bulletin is available in the Aztec Bookstore and online at http://coursecat.sdsu.edu/bulletin/.

What is a Red ID Number?

The Red ID Number (a 9-digit number, beginning with the number "8," shown on your admission letter) is the reference number used to identify you and your student record. If
you do not have this number, or have misplaced it, contact the Registrar's Office (619-594-7800; http://arweb.sdsu.edu/es/registrar/).

**What is Classified Admission?**

Students admitted with classified standing have met all university and department requirements for admission. Classified students are fully eligible to proceed with courses for their graduate program of study, and should not be required to take any prerequisites or meet any additional requirements beyond those listed in the Graduate Bulletin for all students.

**What if I have been admitted Conditionally?**

Students admitted conditionally have not met all university or department requirements for admission. Conditionally admitted students are typically required to take prerequisite courses or maintain a minimum GPA during their first several semesters of attendance. The specific conditions, and the allotted time period for completing them, are set by the student's department. If you have been admitted conditionally, please contact your graduate advisor for specific information regarding your conditions.

**When the conditions of admission have been met, how do I request classified standing?**

Adequate completion of a student's conditions is determined by the department. If you believe that you have satisfied your conditions, or would like to request more time to meet them, download the Change of Status form at classgradstand.html. Once this form has been signed by the Graduate Advisor, it should be returned to GRA for final evaluation.

**How do I register for classes?**

Registration for classes is completed online through the Web Portal. However, prior to registration, required fees must be paid. Payment may be made either (1) by check made payable to SDSU; (2) online (http://www.sdsu.edu/sfs) using personal checking account information or with a credit card through CASHNET SmartPay (http://commerce.cashnet.com/sdsu_sp). Once fees are paid, you may access registration through your Web Portal account.

**What is a Program of Study (POS)?**

The Program of Study (POS) is essentially a contract between the student, the department, and the university. The POS consists of the complete list of courses a student will take in order to satisfy the requirements for the degree. It includes both required coursework and electives. The POS can only be submitted by students with classified graduate standing. The graduate advisor and student consult about the Program of Study. Once an agreement is reached, the advisor submits the POS to the Graduate Division.
electronically for review. If the POS meets all university requirements it is given final approval by the Graduate Dean and becomes binding.

The Program of Study (POS) should be filed with Graduate Affairs by the end of the second semester.

How do I change my Program of Study (POS) once it has been approved?

If you wish to alter an approved POS, a Petition for Adjustment of Academic Requirements Download form here must be supported by the graduate advisor and approved by the GRA. You must complete the Petition, obtain the signature of the graduate advisor, and submit the Petition to the GRA. When approved, a copy will be mailed to you.

How many units of transfer, extension, or foreign university credit may be used on a Program of Study (POS)?

All transfer credit must have been taken at an appropriately accredited university, and approved by the graduate advisor and the Graduate Dean.

What does it mean to be Advanced to Candidacy?

A student who has been advanced to candidacy has been officially recognized by the university as a candidate for the degree. In order to be advanced to candidacy a student must have an approved Program of Study (POS) on file, completed a minimum number of POS units, and have a minimum GPA of 3.0. Students are typically nominated for advancement by their department, and reviewed for advancement by the GRA at the time the POS is submitted. If approved for advancement to candidacy, the student becomes eligible to file the Appointment of Thesis/Project Committee form in preparation for enrollment in thesis (Plan A), or to sit for the comprehensive examination (Plan B). For a list of advancement requirements, and for exceptions to the rules listed above, please see current Graduate Bulletin.

How soon should I think about thesis?

It is never too early to start thinking about the thesis. Preparing a dissertation or thesis (from the proposal development stage to the final manuscript) requires advance planning. Purchase and read the SDSU Dissertation & Thesis Manual (available from the Aztec Bookstore) as soon as possible. Beyond the research and writing of the thesis, a student is required to efficiently manage a wide array of resources. As you progress through the Program of Study, a topic of interest will develop. Seek out the advice and counsel of faculty members within your academic department and determine their willingness to chair your thesis committee. Two additional members (one within your department, one from outside your department) must also be secured in order to complete the thesis committee. If the research involves human or animal subjects, prior approval must be obtained from the appropriate university office, i.e., the Institutional Review Board or the...
Institutional Animal Care and Use Committee. Once a student has been advanced to candidacy, the Appointment of Thesis/Project Committee paperwork may be filed, and the final step in the culminating experience (writing and publication of the thesis) can officially begin.

**What GPA conditions are needed for graduation?**

In order to graduate, students need to comply with 3 GPA requirements:

1. Program of Study (POS) GPA: 3.0

2. 300 Plus GPA (All courses, 300-level and above taken at SDSU concurrently with or subsequently to the earliest course listed on the POS including courses accepted from transfer credit): 3.0

3. Cumulative GPA: 2.85 [Includes courses taken outside POS].

**Other important links**

For more information, please consult the Graduate Bulletin: http://coursecat.sdsu.edu/bulletin/

To access your records, go to the SDSU Web Portal: https://sunspot.sdsu.edu/pls/webapp/web_menu.login.

To access services available through Graduate & Research Affairs: http://www-rohan.sdsu.edu/~gra/grad/gramain.html


**IV. Teaching Associate/Graduate Assistant FAQs**

**How do I get an appointment as a TA or GA?**

The number of Teaching Associate (TA) and Graduate Assistant (GA) appointments available is determined primarily by the department's budget. Students who wish to be considered for a TA and/or GA position are required to fill out an application and return it to Alicia García. She also has the application forms.
How much can I work?

The number of hours is determined partially on the position and partially by the individual student's course load.

The position restrictions are as follows:

A TA may work/study in combination up to a maximum of 15 units in a given semester. **If the work/study combination equates to more than 15 units, then the student must submit an Excess Study Load Form to the Graduate Division.** A chart outlining the combination options and time equivalents for the TA position can be found in the TA/GA Handbook.

A GA may work a maximum of 20 hours per week. A student may have the combination of a GA position and also work as a TA, however, even in this case, the student may only work a maximum of 20 hours per week. A chart explaining the hours/time base breakdown for GAs can be found in the TA/GA Handbook.

Foreign students may only work a maximum of 20 hours per week, regardless of whether they are a TA or a GA. This is an INS regulation.

What if my department does not have a position available?

If a department has filled all its available TA and GA positions, it is possible for a student to pursue a position as a GA in another department so long as the subject matter is related to the student's course of study. For example an English student may be a GA in Rhetoric and Writing Studies. A student may only TA within their home department. There are no exceptions.

What does a TA or GA do?

According to the Classification and Qualification Standards of the CSU:

“A Teaching Associate classification is distinguished from the Graduate Assistant and Student Assistant classifications by assignments that primarily involve classroom and laboratory instruction. Responsibility for a course may be vested in the Teaching Associate under the direct supervision of an appropriate faculty member.”

Detailed information regarding the TA classification can be found at: [http://www.calstate.edu/HRAdm/Classification/R11/Teaching_Associate.pdf](http://www.calstate.edu/HRAdm/Classification/R11/Teaching_Associate.pdf)

According to the Classification and Qualification Standards of the CSU:
"The Graduate Assistant is distinguished from those classes used for undergraduate student help in the instructional program who perform clerical or other routine tasks such as grading examinations, recording grades, etc., by the following:

- Graduate Assistants are provided part-time employment and practical experience in fields related to their advanced study.
- Graduate Assistants provide professional non-teaching assistance to faculty members."

In short, what distinguishes GAs from TAs is that they have no responsibility for "the instructional content of a course, for selection of student assignments, for planning of examinations, or for determining the term grades for students."

Detailed information regarding the GA classification can be found at:
http://www.calstate.edu/HRAdm/Classification/R11/Graduate_Assistant.pdf

What would I be responsible/accountable for as a TA or GA?

Teaching associates are expected to be responsible members of the university community by meeting classes as scheduled; being prompt; keeping good records; holding examinations at officially announced times; giving suitable assignments; teaching classes in multiple-section courses in consonance with other sections; and providing the substance and method that the course requires. Teaching associates are subject to such direction as the senior faculty imposes regarding selection of textual material, grading practices, course content, and other instructional matters. For a more complete discussion of professional responsibilities of faculty, please refer to the University Policy File. Graduate Assistants' responsibilities vary with the assignment given. Both TAs and GAs are expected to adhere to the highest standards of ethics in their professional relationships with students. For a complete statement of university policy on the issue of sexual harassment, see Appendix in the TA/GA Handbook.

V

Comprehensive MA Exam Procedure

1. Exit exams will be offered twice a year, approximately three weeks before final- exams week in the fall and spring. The exact dates will be announced before the end of the third week of class each semester by the department chair. Exams will not be given on any other day.

2. Exams will be administered over two days. Each day shall consist of 2 three-hour blocks with an hour lunch break in between. The first daily session will begin at 9:00 and last until noon. The second daily session will last from 1:00 to 4:00pm. Students may leave the exam room once they have finished. No extra time will be given to complete the exam. Students with disabilities must consult the Graduate Advisor and ensure that appropriate accommodations are made.
3. One day will be devoted to literature (Spanish American and Peninsular) and one to linguistics.

4. Each semester the Graduate Studies Committee will provide the Graduate Advisor with the exam to be administered that term. The Graduate Advisor will be in charge of exam logistics and inform students of exam details.

5. Exam Security: access to the exam-question database and exams will be restricted to the Graduate Committee, the Graduate Advisor, and the Department Chair. Under no circumstances shall any student have access to exam documents prior to exam day.

6. For each exam, **two** readers from linguistics and **four** from literature will be chosen on a rotating basis.

7. Each student will be given one overall grade. The two parts of the exam will be weighted as follows: 50% literature; 50% linguistics. A passing grade is 75% of the total.

8. Exam results shall be communicated to students exclusively by the Graduate Advisor within two weeks of the exam sitting.

9. Effective fall 2013, students will have a maximum of 3 opportunities to pass the Comprehensive MA exam.

10. Completed exams will be archived in the Graduate Advisor’s office and not returned to students.

11. The identities of readers and candidates will not be disclosed.
VI
MA READING LIST

LITERATURE

The comprehensive MA exams in literature will be based on the following reading list. The Peninsular literature faculty have put together an anthology of the required poems that is available in the main office.

Literatura peninsular

Siglo de Oro (Renacimiento/Barroco)

Poesía
Garcilaso de la Vega, “¡Oh dulces prendas por mi halladas”, “A Dafne ya los brazos le crecían”, “Hermosas ninfas que, en el río metidas”, “En tanto que de rosa y azucena”, Égloga III
Fray Luis de León, “¡Qué descansada vida”, “Folgaba el rey Rodrigo”
San Juan de la Cruz, “La noche oscura”
Luis de Góngora, “Mientras por competir con tu cabello”, “Menos solicitó veloz saeta”
Quevedo, “¡Ah de la vida!...¿ Nadie me responde?”, “Miré los muros de la patria mía”,”En breve cárcel traigo aprisionado”, “Cerrar podrá mis ojos la postrera”

Narrativa
Anonymous, La vida de Lazarillo de Tormes y de sus fortunas y adversidades
Miguel de Cervantes Saavedra, El ingenioso Don Quijote de la Mancha
María de Zayas y Sotomayor: El prevenido engañado

Teatro
Lope de Vega, Fuenteovejuna
Pedro Calderón de la Barca, La vida es sueño
Tirso de Molina, El burlador de Sevilla
Miguel de Cervantes Saavedra, El retablo de las maravillas

Siglo XVIII
Jose de Cadalso, Cartas marruecas

Siglo XIX
Romanticismo (poesía)
José de Espronceda, “Canción del pirata”
Gertrudis Gómez de Avellaneda, “Al partir”, “A él”
Carolina Coronado, “El girasol”, “Libertad”
Gustavo Adolfo Bécquer, Rimas IV, V, XI, LIII
Rosalía de Castro, “Volved”, “Sintiéndose acabar con el estío”, “Ya siente que te extingues en su seno”, “Cuando sopla el Norte duro”, “Ya pasó la estación de los calores”
Costumbrismo

Realismo
Benito Pérez Galdós, Tormento
Emilia Pardo Bazán, Insolación

Generación del 98 y modernismo
Miguel de Unamuno, Niebla
Ramón del Valle-Inclán, Luces de bohemia

Siglo XX
Generación del 27
*Se sugiere que se lea la Introducción de esta edición.
Pedro Salinas, “Para vivir no quiero…”
Jorge Guillén, “Las doce en el reloj”
Gerardo Diego, “El ciprés de Silos”
Rafael Alberti, “Los dos ángeles”
Dámaso Alonso, “Insomnio”
Vicente Aleixandre, “La selva y el mar”
Luis Cernuda, “No decía palabras”
Federico García Lorca, “Llanto por Ignacio Sánchez Mejías”

La época de la posguerra, transición y democracia
Carmen Laforet, Nada
Mercé Rodoreda, La plaza del diamante
Carmen Martín Gaite, El cuarto de atrás
Manuel Vázquez Montalbán, Los mares del sur
Alberto Méndez, Los girasoles ciegos
Javier Cercas, Soldados de Salamina

Literatura Hispanoamericana

Periodo colonial
Crónicas:
Cristóbal Colón, Diario del primer viaje (10 de octubre de 1492 hasta 15 de marzo de 1493) y “Carta a Luis de Santángel”
Fray Bartolomé de las Casas, Brevisima relación de la destrucción de las Indias
Hernán Cortés, Segunda carta de relación
Bernal Díaz del Castillo, Verdadera historia de la conquista de Nueva España, (Prólogo; Cap. I, XVIII-XXX, XLII-XLVIII, LII, LVIII-LIX, LXXXV-XCII, XCV)
Ensayo:
Sor Juana Inés de la Cruz, Respuesta a Sor Filotea

Teatro
Sor Juana Inés de la Cruz, Los empeños de una casa

Poesía:
Sor Juana Inés de la Cruz, “Hombres necios que acusáis”, “Este, que ves, engaño colorido”, “Detente, sombra de mi bien esquivo”, (añadir 2013 “Rosa divina que en gentil cultura”

Siglo XIX
Romanticismo
Domingo Sarmiento, Facundo
Gertrudis Gómez de Avellaneda, Sab

Naturalismo
Horacio Quiroga, Cuentos (antología digital)

Ensayo
Simón Bolívar, Carta de Jamaica
José Martí, Nuestra América

Modernismo
Antología digital

Vanguardias
Antología digital

Novela de la Revolución Mexicana
Mariano Azuela, Los de abajo

Nueva Narrativa
Alejo Carpentier, Los pasos perdidos
Jorge Luis Borges, Ficciones
Juan Rulfo, Pedro Páramo
Julio Cortázar, Cuentos (antología digital)
Carlos Fuentes, La muerte de Artemio Cruz
Gabriel García Márquez, Cien años de soledad
Mario Vargas Llosa, La fiesta del chivo

Post Boom
Elena Poniatowska, Hasta no verte, Jesús mío
Luisa Valenzuela, Cuentos de hades
Ricardo Piglia, Plata quemada
Hispanic Linguistics

Language Acquisition and Development


Language Teaching and Learning


**Bilingualism**


Research Methods


VII
Guidelines for writing a Master’s thesis

1. When a student decides to write a thesis, he or she must present a proposal to the Graduate Studies Committee (GSC) prior to the end of the second semester or completion of 12 units.

2. The GSC will evaluate and extend a recommendation on the proposal to the Graduate Studies Advisor and the student. The GSC evaluates proposals once a month. If the proposal is not accepted, an exit exam will be recommended as an alternative to writing the thesis.

3. The proposal should contain the following components:
   a. Clearly stated research question or argument
   b. Theoretical framework of the proposed study
   c. Methodology and research design, where applicable
   d. Literature review and / or bibliography
4. Upon approval of the thesis proposal, the student shall form a thesis committee consisting of three members: a thesis chair (tenured or tenure-track faculty from within the department), a second reader (preferably from within the department), and a third reader (preferably from outside the department).

5. The thesis may be written in Spanish or English as decided in consultation with the thesis chair. (Theses written in Spanish must include an abstract in English.)

6. Completion of the thesis, from the initial proposal to the final revision and approval from SDSU’s Dissertation and Thesis Review Service should not exceed one year.

7. Recommended thesis length varies according to topic; the student should discuss appropriate length with the thesis chair.

8. It is the candidate’s responsibility to follow the guidelines for formatting and procedures for filing as established by the Office of Graduate and Research Affairs.

9. The Graduate Studies Advisor should be consulted for clarification of these guidelines or further guidance.

10. Refer to Montezuma Publishing (montezumapublishing.com) for formatting and template information.

**Addendum: Guidelines for Writing a Master’s Thesis: Outline**

1. Purpose: clearly stated research question or argument
2. Theoretical framework and proposed literature
3. Methodology
4. Design and population*
5. Methods of data interpretation*
6. Potential impact
7. Preliminary references

*Note: #4 and #5 above apply only to field study observations and/or experimental studies
VIII
POLICY/PROCEDURES FOR TEACHING ASSOCIATES

These policies are based on and conform to the Teaching Associate and Graduate Assistant Handbook published annually by the Graduate Division of San Diego State University. However, the Handbook includes much more detailed explanations of the policies. The Department of Spanish and Portuguese, thus, highly recommends that you familiarize yourselves with the Handbook.

1. TEACHING ASSOCIATE (TA) APPLICATION PROCESS AND MATERIALS.

1.1 Applicants to the MA Spanish Master’s program may concurrently apply for a Teaching Associate position in the department. TAs are required to teach in the academic department in which they are seeking their degree.

1.2 Application Form. All applicants for a Teaching Associate position are required to complete the departmental application form available from Alicia García.

1.3 Applications for TAships will be reviewed by the Graduate Admission and TA Selection Committee, which includes the Graduate Advisor, Director of the language program, the coordinator of the program and elected faculty members. This committee will recommend the granting of TA positions for qualified students entering the Master’s program based on the following:

- **Letters of recommendation** included in applicant’s file to the Master’s degree.
- **Composition**: All applicants will be expected to write a timed (30 minutes), proctored composition in Spanish as part of the TA application process. The same is required of those applying for TA position in Portuguese. The candidate must check with the Department office to find out the scheduling of the composition writing sessions. The composition theme will be announced at the session.
- **Interview.** All qualified candidates are required to meet with the Graduate Admission and TA Selection Committee for an interview to be conducted in Spanish and English. Candidates should check with the Department office to schedule their interview. (Note: Other arrangements, e.g. a phone interview, may be made for those qualified candidates who are unable to travel to SDSU for a personal interview.) [See Appendix III for details]

2. CRITERIA FOR TA (AND GA POSITIONS)

2.1 (For new students) Admission to the university.
2.2 (For continuing students) Continuation as a regularly matriculating student.
2.3 An official Program of Study (POS) should be filed with Graduate Affairs by the end of the second semester.

2.4 Maintenance of good academic standing and a minimum of 3.0 GPA in all program-related course work.

2.5 Timely completion of all departmental exams and research assignments.

2.6 Assignment of no more than 20 hours (50%) of work hours per week.

2.7 In the interest of fostering and maintaining excellence in the instructional program of the Department, the usual initial appointment shall be for (2) sections of lower division Spanish depending on class availability and budget constraints.

2.8 Scheduling, course to be taught, and unit load will be determined by the Chair in consultation with the Director of language program.

3. TRAINING

3.1 Teaching Associates are required to participate in orientation and ongoing training activities. Such activities will include, but are not limited to: 1) Workshops held during the week prior to the beginning of classes each semester; 2) Periodic meetings during the semester; and 3. Enrollment during the first semester of teaching in either Spanish 770.

3.2 It is the policy of the Department that because the position of Teaching Associate is a training or apprenticeship opportunity, the Department will make a conscientious effort to help TAs in need of improvement of their teaching effectiveness and performance.

3.3 All required training and orientation shall be considered part of the workload for the term with the exception of pedagogy courses required as a condition of employment for Teaching Associates and other training for bargaining unit employees required as a condition of employment.

4. REAPPOINTMENT PROCEDURES.

4.1 Application. Any TA who wishes to have his/her appointment continued the following year must submit an application by the department deadline set by the Chair in a timely manner.

4.2 Reappointment for continuing Teaching Associates is based on an comprehensive evaluation of teaching effectiveness/performance produced annually in the spring semester by the TA Review Committee according to the following criteria.

- Classroom observations by the Director of the Language Program, Coordinator and other faculty.
- Student evaluations.
- Attendance to required training workshops, meetings, and exam preparation.
- Response to requests for copies of specified materials such as copies of the grade book or grades, and grade breakdown for each student, as well as other instructional material used in their classroom and/or quizzes, and, under special circumstances, daily lesson plans.
- Active involvement in the undergraduate language program.
• G.P.A. and progress toward graduation in the TA’s graduate studies will be considered in the reappointment process. All candidates for reappointment must meet academic standards as specified by university policy. [See TA/GA Handbook as stipulated in section “Criteria for the Position”].

4.3 **TA Review Committee** will also rank TAs based on this evaluation.

4.4 Reappointment will only be granted if the TA has received a satisfactory evaluation.

4.5 Leaving the TAship or GAship assignment once the semester has begun will be prejudicial towards future assignments.

5. **TERMINATION OF APPOINTMENT**

5.1 According to the CSU/UAW contract, if a TA fails to remain academically eligible, the university has five weeks to terminate the appointment. In addition students must demonstrate satisfactory academic progress as a student (maintaining a 3.0 GPA in all program-related coursework) and perform assigned duties satisfactorily (including attendance at attend required meetings) or they may be reassigned to other work. Students may be denied reappointment if they do not carry out assignments in a satisfactory manner or if they become subject to academic or other disciplinary action. Reappointment may be denied for budgetary or enrollment considerations. Conditions of appointment are specifically outlined on the Statement of Terms and Conditions which must be read and signed by the student in order for the appointment to be valid. [see TA/GA Handbook]

5.2 Departments may recommend termination to the Dean of the college, but removal from an assignment for academic reasons requires the concurrence of the Graduate Dean. The Dean of Graduate affairs, also may initiate the termination of an appointment if the Dean determines that a student’s academic progress is unsatisfactory. Only the president of the university or the president’s designee may terminate an appointment. In all cases, the student shall be given appropriate notification. [see TA/GA Handbook]

6. **DOCUMENTS TO BE MAINTAINED IN DEPARTMENTAL STUDENT FILE.**

• Master copy of Application Form.
• Master copy of Faculty Recommendation Form (Appendix I.)
• Sample copy of interview format and sample of interview questions (Appendix II)
• Sample copy of outline detailing TA training (Appendix III)
• Teaching Associate Acknowledgement of Receipt and Review of Departmental Policies and Procedures Regarding Employment (Appendix IV)
Appendix I

SAN DIEGO STATE UNIVERSITY
DEPARTMENT OF SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES

FACULTY RECOMMENDATION FORM
For candidate applying for Teaching Associate Position

Please type or print in black ink

Applicant: Please complete this top section

Applicant’s name: ____________________________________________

I, the applicant, hereby waive my right of access to this letter: _____ YES _____ NO

**********

FACULTY MEMBER: PLEASE COMPLETE THIS SECTION

1. How well do you know this applicant? (Check the most appropriate response)
   _____ Extensive contact as advisor or in a small class
   _____ Well acquainted in a classroom environment
   _____ Limited contact in a classroom environment
   _____ Not very well

2. In comparison with other students whom you have known at comparable stages of their academic careers, please rate this applicant in the following areas. Write in the most appropriate number:

   5 = Excellent  4 = Good  3 = Average  2 = Below Average  1 = Unable to judge

   _____ Academic Ability
   _____ Motivation
   _____ Maturity
   _____ Enthusiasm
   _____ Oral Proficiency in Spanish
   _____ Written Proficiency in Spanish
   _____ Oral and Written Proficiency in English

   PLEASE CHECK ONE OF THE FOLLOWING: Of students I have known and worked with, the applicant would rank in the:

   _____ Upper 1%  _____ Upper 5%  _____ Upper 10%  _____ Upper 15%  _____ Other % estimate

3. REMARKS. Based on your knowledge of the applicant, please comment on his/ her potential to develop into an effective instructor of lower-division Spanish. Please assess relative strengths and weaknesses.

   Printed Name of Faculty recommending: ____________________________ Signature: ______________________ Date: __________

   Position/Department: __________________________________________ Institution: ________________________________

   PLEASE RETURN TO: DEPARTMENT OF SPANISH AND PORTUGUESE
   San Diego State University, San Diego, CA 92182-7703
SAN DIEGO STATE UNIVERSITY
DEPARTMENT OF SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES

GENERAL INTERVIEW FORMAT FOR THE TEACHING ASSOCIATE

All applicants for a Teaching Associate position in the Department of Spanish and Portuguese Languages and Literatures are required to meet with the Teaching Associate Selection Committee for an interview to be conducted in Spanish and English. Applicants should check with the departmental office to schedule their interview. The oral interview will assess relative strengths and weaknesses in the following areas: oral proficiency in Spanish and English, motivation for the position applied for, poise under pressure, general knowledge of the structure and usage of the Spanish and English languages, and overall common sense, as applied to the classroom situation. The purpose of the interview is to assess the potential of the candidate to become an effective language instructor in the Department. *(NOTE: other arrangements, e.g. a phone interview, may be made for those qualified candidates who are unable to travel to San Diego State University for a personal interview.)*

I. EXAMPLES OF TYPES OF GENERAL QUESTIONS THAT MAY BE ASKED

A. ¿Qué cualidades debe tener un buen profesor de español?
B. ¿Qué variedad de español se debe enseñar en nuestras clases?
C. ¿Qué importancia se debe dar a la incorporación de elementos culturales en la enseñanza del español?
D. ¿Qué papel le da a la gramática en la enseñanza del español?

II. EXAMPLES OF TYPES OF SPECIFIC QUESTIONS THAT MAY BE ASKED

A. Un alumno dice *Mi amigo es en casa.* ¿Qué haría usted?
B. ¿Cómo incorporará Ud. el que haya variantes léxicas regionales en el uso del español? Es decir, si un estudiante dice *palta* por *aguacate*, *guajolote* por *pavo*, *guagua* por *autobús* o *recámara* por *habitación*, ¿cómo reacciona Ud.?
C. Un alumno está leyendo el periódico en clase. ¿Qué haría usted?
D. ¿Cómo ve usted la relación entre un TA y el director (y/o coordinador) del programa
SAN DIEGO STATE UNIVERSITY
DEPARTMENT OF SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES

TEACHING ASSOCIATE TRAINING FORMAT

A. INITIAL WORSHOP/ORIENTATION MEETINGS

A three-day training workshop will be offered for Teaching Associates during the week before classes each semester. In addition, there will be three general Professional Development Workshops and scheduled biweekly meetings for new Teaching Associates alternating course Attendance is required of all new and continuing Teaching Associates as scheduled as a condition to their teaching contract with the department. The workshop will include but not be limited to:

1. Introduction to philosophy of text and method.
2. Practicum (demonstrations of sample lessons).
3. General resources (LARC, Instructional Technology Services, etc.)
4. Departmental resources (tape recorders, AV equipment, copy machines, etc.)
5. Experience sharing (by experienced Teaching Associates and/or Part-Time Lecturers)
6. Organizational tasks (syllabi, daily lesson planning, etc.)
7. Policy questions: grading, significance of grades, arranging substitutes, add/drop procedures (“crashing”), control of the classroom environment (disruptive students, etc.), office hours, class visitations (by Lower-Division Director, Coordinator, Chair of the Department).

B. ONGOING TRAINING

1. Each semester the Director of the language program, the Coordinator or other designated faculty members will make visitations to classes being taught by Teaching Associates.

2. Individual conferences will be scheduled after classroom visits to discuss the TA’s teaching performance as part of his/her ongoing training.

3. Each semester there will be professional development workshops meant to assist all TA in the ongoing training process. Attendance to these workshops is mandatory.

4. Teaching Associates will be informed of new resources and developments in the field of Second Language Acquisition in order to further their familiarity with pedagogical methodologies.
I hereby acknowledge that I have received, reviewed, and understood the policies and procedures (which are in accordance with the Senate Policy File and the Graduate Division and Research Handbook) of the Department of Spanish and Portuguese Languages and Literatures regarding the employment, duties, and performance of a Teaching Associate in the Department.

______________________________________________
Name (Please print)

______________________________________________
Signature

______________________________________________
Date

Please return this form to the Lower-Division Director or Coordinator by ________________.