

Comparative Literature Graduate Student & TA Handbook

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This handbook is designed to give you an overview of important Program policies and procedures. Its details are intended to state clearly the role of the Languages & Literatures staff in supporting undergraduate instruction, to systematize your responsibilities in order to facilitate your jobs as instructors, and to lay out the rights of your students. Please save this for future reference.

For more information, you may also access the UCD Policy and Procedure Manual on the web at: <http://manuals.ucdavis.edu>.

Comparative Literature Department Office Hours

The Undergraduate Office (213 Sproul) is open to students from 8:30 a.m. to 12:00 noon and 12:30 to 5:00 p.m. The Graduate Program Office (207 Sproul) is open from 8:00 a.m. to 12:30 each morning and 1:00 to 5:00 p.m. Monday-Friday. Since staff are very busy, please try to spare them any unnecessary extra traffic by handling routine matters yourself whenever possible.

Navigating UC Davis

Computing Accounts

To get a UC Davis computing account (email address) or change your passphrase, please visit <https://computingaccounts.ucdavis.edu/cgi-bin/services/index.cgi>.

Registering for courses

You can search for classes and view instructions on registration on the Office of the Registrar's website (<http://registrar.ucdavis.edu/registration/register/index.cfm>). If you're looking for extended course descriptions for classes, you should visit the website for the department that is offering the course or the General Catalog: <http://catalog.ucdavis.edu/>. For information on required courses, please consult the degree requirements. For registration deadlines, see <http://registrar.ucdavis.edu/calendar/registration.cfm>.

ID Cards & Library Privileges

To obtain an ID Card, please upload your picture online (<http://registrar.ucdavis.edu/records/aggiecard.cfm>). Once you receive a confirmation e-mail (sent to your UC Davis e-mail address) indicating that your photo was approved, you can pick up your AggieCard at the AggieCard office in 161A Memorial Union, Monday–Friday, 10:00 a.m. to 4:00 p.m. To activate your library privileges, you can apply online at <http://www.lib.ucdavis.edu/register/>. For more information on library privileges, see the UC Davis Library website: <http://www.lib.ucdavis.edu/dept/access/circ/borcirc/libcardsprivileges.php>.

California Residency

For information on obtaining California Residency for tuition purposes, please visit the Office of the Registrar's website at <http://registrar.ucdavis.edu/tuition/residence/index.cfm>. International students who enter the U.S. with a student visa are ineligible to establish California residency for tuition purposes.

Ordering Transcripts & Diplomas

Transcripts and diplomas can be obtained through the Office of the Registrar in 12 Mrak Hall. To order a transcript, please visit Mrak Hall or order online at the following website: <http://registrar.ucdavis.edu/records/transcripts/index.cfm>. For diploma information and mailing requests, please visit: <http://registrar.ucdavis.edu/records/diploma.cfm>.

Student Health and Counseling Services

The new Student Health & Wellness Center is located on La Rue Road between Hutchison Drive and Orchard Road, across the street from the Activities and Recreation Center (ARC) and next to the Colleges at La Rue. Information on the Students Health and Wellness Center can be found at <http://shcs.ucdavis.edu/>. This website also contains information on the Student Health Insurance Plan (SHIP), including coverage information and the procedure for waiving out of SHIP.

For more information...

For more information on navigating UC Davis, please see the Graduate Student Guide created by the Office of Graduate Studies:

http://gradstudies.ucdavis.edu/students/handbook/GS201_GraduateStudentGuide.pdf. If you are still having trouble figuring something out and don't know where to look, please see the Graduate Program Coordinator, Nancy Masson, in 207 Sproul.

Academic Guidance Procedures

Advising

The Graduate Adviser, who is nominated by the Chair of the program and appointed by the Graduate Dean, is a resource for information on academic requirements, policies and procedures. The Adviser approves elective coursework and is approved to sign required Office of Graduate Studies forms. The Graduate Adviser can also offer advice on selecting COM 250A, B, C supervisors and Major Professors.

The Major Professor is the faculty member who supervises the student's research and dissertation, and this person serves as Chair of the Dissertation Committee. The Major Professor is the student's supervisor for COM 250D and usually for COM 250A as well.

Finding a major professor

Until the student chooses a major professor, the student develops a study plan in close consultation with the program Graduate Adviser. Ph.D. students should select a Major Professor (Dissertation adviser) ideally before they begin their third year of coursework and in all cases no later than the end of their third year of coursework. M.A. student should select a Major Professor no later than the start of their 5th quarter.

Changing major professors

If a student wishes to change his/her major professor, a meeting should be arranged between the student, the Graduate Adviser, and the prospective new major professor in order to approve the student's decision.

Arranging an independent study (COM 299 or XXX 299)

To arrange an independent study, students must get the approval of a faculty member and request a meeting with them to complete a variable unit course request form. The form outlines their topic of study and the grading criteria. These forms should be returned in the Graduate Program Coordinator by the 10th day of instruction. Independent studies can be taken in Comparative Literature or, as appropriate, other relevant departments, such as Chinese (CHN 299). To have any independent study count in lieu of a Graduate Seminar requirement, you must petition the graduate adviser. See the comp lit resource page for the Student petition form.

Enrolling in Pedagogy courses and TA Training Practicum Units (COM 396)

You are eligible to enroll in TA Training Practicum (course 396) each quarter you are employed as a Teaching Assistant. If you hold a 50% TA appointment, you may register for up to 4 units. If you hold a 25% TA appointment, you may register for up to 2 units. Please email the graduate program coordinator for the Course Registration Number (CRN). These units help students maintain full-time status, but do not require additional class time.

Please note that the practicum units are different from the two required pedagogy courses.

Graduate Students in Comparative Literature typically serve as Teaching Assistants (TAs) for COM 5, 6, and/or 7 during their first two years in the program (or one if they enter with a relevant Master's degree). During fall quarter of the first year in which they TA, they are required to take the following pedagogy course:

- COM 392 Teaching Internship in Comparative Literature (or UWP 392 Teaching Expository Writing). Required for first-time TAs in COM 5, 6, and/or 7, or 10. Offered annually in Fall only. This is a practicum in the teaching of writing in literature courses. It may be offered as UWP 392.

Upon obtaining sufficient experience and training in COM 5-7, graduate students are typically offered Associate Instructor (AI) positions, teaching COM 1, 2, 3, and/or 4 in their third year in the PhD program. Typically, students begin with COM 3. Students whose native language is not English usually will serve as TAs for COM 10 after one or two years in the PhD program. The first year that students teach in COM 1-4, they are required to take the following pedagogy course:

- COM 390 Teaching Comparative Literature in College. Required for first-time AIs in COM 1, 2, 3, 4. Offered annually in Fall only. This course focuses on the content of these courses, that is, how to teach the literary works required in these courses.

NOTE: All professional courses (300-level) do not count toward the required units for the Comparative Literature Ph.D.

Orientation

Each Fall the department of Comparative Literature holds a mandatory orientation for its graduate students, Teaching Assistants, and Associate Instructors. This orientation is separate from the Center for Excellence in Teaching and Learning (CETL) orientation (required for TAs teaching for the first time at UC Davis).

Degree Requirements

Coursework

Two plans are offered for the M.A. in Comparative Literature. The [M. A. Plan I \(Thesis\)](#) degree requires 40 units of graduate work.

The M.A. Plan II requires a minimum of 36 units of coursework as well as a (written) comprehensive exam; students admitted to the Ph.D. may earn this M.A. en route.

The Ph.D. requires a minimum of 70 units of coursework as well as a (written) preliminary exam, an (oral) qualifying exam, and a dissertation. Please see the following pages for a degree checklist. The full text of the M.A. and Ph.D. degree requirements can be found on the graduate studies website at http://gradstudies.ucdavis.edu/programs/degReq/2011_GCOM.pdf. Please read the degree requirements carefully for specific course requirements. For any questions about them, please consult the Graduate Program Coordinator or the faculty Graduate Adviser.

Degree Checklist

See the following two pages for degree checklists. Please refer to the degree requirements for more specific details, including a recommended sequence of courses.

Comp Lit PhD Checklist

Name _____ Quarter Entered _____

Graduate Units in Comparative Literature	Quarter	Grade	Units
COM 255			2
COM ____			4
COM ____			4
COM 250A (w/Primary Mentor: _____)			4
COM 250B (w/Secondary Mentor: _____)			4
COM 250C (w/Third Mentor: _____)			4
COM 250D (w/Primary Mentor: _____)			4

Graduate Units in Critical Theory	Quarter	Grade	Units
CRI 200A			4
CRI 200B or 200C			4

Graduate Units in National Literatures	Quarter	Grade	Units
____ ____ (Primary: _____)			4
____ ____ (Primary)			4
____ ____ (Secondary: _____)			4
____ ____ (Secondary)			4
____ ____ (Third: _____)			4
____ ____ (Third)			4

Elective Seminars (including Special Topics and DEs if applicable)	Quarter	Grade	Units
____ ____			4
____ ____			4
____ ____			4

Total Coursework 70 units

Exams:

- 1-day Preliminary Exam by Primary Lit Mentor - _____
- 1-day Preliminary Exam by Second Lit Mentor & Third Lit or Special Topic Mentor - _____ & _____
- QE Oral: 3 mentors above + 2 additional committee members: _____ & _____

Dissertation Committee: _____, _____, & _____.

Comp Lit M.A. (Plan II) Checklist

Name _____ Quarter Entered _____

Graduate Units in Comparative Literature	Quarter	Grade	Units
COM 255			2
COM 250A (w/Primary Mentor: _____)			4

Graduate Units in Critical Theory	Quarter	Grade	Units
CRI 200A			4

Graduate Units in National Literatures	Quarter	Grade	Units
____ ____ (Primary Lit: _____)			4
____ ____ (Primary Lit)			4
____ ____ (Secondary Lit: _____)			4

Elective Seminars (in Primary or Secondary Lit or Comp Lit)	Quarter	Grade	Units
____ ____			2
____ ____			4
____ ____			4
____ ____			4

Total Coursework units 36

Comprehensive Exam Committee

Primary Lit Rep: _____

Secondary Lit Rep: _____

Additional Member: _____

(At least one must be a member of the Comp Lit Graduate Faculty)

Comp Lit M.A. (Plan I) Checklist

Name _____ Quarter Entered _____

Graduate Seminars - Methodology	Quarter	Grade	Units
COM 255			4
CRI 200A Or CRI 200C Or COM 210 – If focused on methodological or theoretical issues			4

Topical Study*	Quarter	Grade	Units
_____ (Primary Lit: _____)			4
_____ (Primary Lit)			4
_____ (Secondary Lit: _____)			4

*May enroll in COM 297 when graduate seminars are not offered in an approved language

Thesis research and writing	Quarter	Grade	Units
COM 299 w/Major Professor: _____.			4
COM 298: Thesis writing discussion group			2
COM 298: Thesis writing discussion group			2

Elective Graduate Seminars in Comparative Literature**	Quarter	Grade	Units
COM _____			4
COM _____			4
COM _____			4

**In addition to the courses above and excluding 298/299

Total units required for the M.A.: **40 units**

Exams

The M.A. Plan II degree requires a comprehensive exam be taken during the last (6th) quarter. The Ph.D. requires both a series of preliminary exams (to test preparation in your chosen field and, specifically, the contents of your reading lists developed in COM 250A, 250B, and 250C) and an oral comprehensive exam (that follows up on your reading list content as well as your dissertation proposal). Both Ph.D. exams must be completed within two consecutive quarters. Please see the degree requirements for full details: <https://gradstudies.ucdavis.edu/programs/gcom>.

Committees

Thesis Committee (M.A. Plan I)

The thesis committee will consist of a major professor and a second reader from within the Department of Comparative Literature, and a third reader from within or outside the Department of Comparative Literature. The major professor serves as chair of the thesis committee. Students will nominate faculty to serve on their thesis committee in consultation with the graduate advisor. These nominations are submitted to the Office of Graduate Studies for formal appointment in accordance with Graduate Council policy

Comprehensive Exam Committee (M.A. Plan II)

Not later than the end of the student's fourth quarter, a three-person committee shall be selected in consultation with the Graduate Adviser. This committee shall consist of a member of the Comparative Literature Department and a faculty member each from the departments of the student's primary and secondary literatures of concentration.

Preliminary Exam Committee (Ph.D.)

The Preliminary Exam is administered by the three supervising faculty members in COM 250A, 250B, and 250C. The student should select his or her preliminary exam committee and qualifying exam committee during his/her fourth year, at least one month prior to the start of the preliminary exams.

Qualifying Exam Committee (Ph.D.)

Each student's qualifying examination is administered by a Qualifying Exam Committee consisting of five faculty members, at least one of whom, the Chair, must be a faculty member in Comparative Literature. Additionally, at least one member of the committee must be from outside the Comparative Literature department. The Major Professor should not serve as Chair of the QE Committee. If a student is fulfilling one or more Designated Emphases, the committee will include a faculty member from each Designated Emphasis. In addition to the Chair, the Ph.D. Qualifying Exam Committee includes the supervising faculty members in COM 250A, 250B, and 250C. The Chair organizes and moderates the oral exam and is responsible for seeing that the student is treated fairly, e.g. that he/she is able to present plans for the dissertation, is not asked about books that are not on the reading lists, and is treated respectfully.

The QE Committee is constituted as follows: the student, after consulting with the Graduate Adviser, asks individual faculty members to serve as examiner at large and Chair. The names of these two faculty members and the three faculty members who supervised COM 250A, 250B, and 250C are then given to the Graduate Staff member so that he/she may schedule the exam. Once a date is scheduled, the Application for the Qualifying Exam is submitted to the Office of Graduate Studies for formal appointment in accordance with Graduate Council policy.

Dissertation Committee (Ph.D.)

A student's dissertation committee consists of three readers. The Major Professor is the faculty member who supervises the student's research and dissertation, and this person serves as Chair of the dissertation committee. The Major Professor/Chair of the dissertation committee can be a faculty member from outside the Comparative Literature Department. The two additional readers should be chosen in consultation with the student's Major Professor and must be approved by the Graduate Adviser when the student advances to candidacy; the Dean of Graduate Studies formally approves the committee nominated by student and adviser.

Additionally, if the student is admitted to a designated emphasis, he/she must insure that they have one committee member to represent each of his/her designated emphases. At least one of the readers must be a member of the core Comparative Literature faculty. Students may elect to have a fourth reader if they wish to do so.

Getting Involved

Each year, the Comparative Literature graduate student body selects three grad student representatives. Two of these representatives sit on the department's Graduate Committee and serve to facilitate communication between the faculty and grad students. These two representatives attend quarterly meetings with faculty and offer student input regarding policies, requirements, priorities, etc. The other representative represents Comp Lit Grads in the campus-wide GSA (Graduate Student Association). He/she attends monthly GSA meetings and organizes a social using GSA funds. Nominations are solicited during summer in order to elect new representatives by the beginning of Fall quarter.

Comparative Literature Graduate Student Travel Funding Guidelines

Comparative Literature students are eligible to receive up to \$800 during 2017-18 for travel to professional conference **to deliver a scholarly paper**. (This amount is subject to change year to year and is based on the availability of funds.) The Grad Program encourages students to organize and chair panels, but cannot fund these activities.

Additional funds are available for students on the job market who have been invited for an interview at the MLA Convention.

To request presentation funds from the graduate program, students must submit an email letter of request to the Graduate Adviser. The letter should include the conference name, date and location; the title of the paper being presented; and an itemized budget of projected travel expenses. Please forward your conference acceptance with the request. Please make your request prior to the conference to ensure that funding is still available.

To request interview funds from the graduate program, students should follow the same procedure above, except they should submit an interview invitation instead of an invitation to present their paper.

Upon approval of the request, a travel stipend will be paid through Student Accounting for domestic students and through payroll for international students. Because it is a fellowship stipend, it may alter your financial aid eligibility. The last date to process travel stipends is May 1st; therefore, any funding requests received before April 15, will be processed for that academic year. Any requests received after that date cannot be funded that academic year.

Because these funds come out of our very limited fellowship allocation, the Graduate Program must be careful in its allocation of these resources. Students are therefore encouraged to apply to other travel funding resources as well (such as the Office of Graduate Studies and the Graduate Student Association).



Graduate Studies Travel Awards are available to graduate students at or near the completion of their studies who have not previously received this award and who are presenting a research paper (acceptance of paper may be pending at time of application). Students must be in good academic standing and are required to hold and maintain a minimum GPA of 3.0. Applicants must be registered graduate students. Students on PELP (Planned Educational Leave Program) are not eligible for this award. Students on Filing Fee status may apply. You may receive only one Graduate Studies travel award.

Students should visit the Grad Studies website for award periods, application deadlines, and procedures. <http://gradstudies.ucdavis.edu/current-students/financial-support/internal-fellowships/travel-awards>



GSA travel awards are available to GSA members at the time of the application deadline. Students are automatically GSA members if they are a regularly enrolled graduate student (e.g., not on filing fee), enrolled in the Graduate School of Management, or enrolled in the Teaching Credential program.

Awards range from \$50-\$500 and are based on the relative ranking of applicants based on established selection guidelines. The number of awards will be based on the number of applicants and the merits of their applications. A minimum of 12 awards will be given in each period.

Awards are distributed as reimbursements. Reimbursement is contingent upon submission of original receipts and a completed Travel Expense Voucher.

GSA Travel Awards are granted twice per year. Late applications will not be considered.

Students should check the GSA website for award periods, deadlines, and selection guidelines.

<http://gsa.ucdavis.edu/>



Watch your emails for other funding opportunities related to travel and research from sources such as HIA, DHI, CWR, and more.

Job Search & Graduation

Job Search

Most graduate students begin the search for faculty positions during the summer preceding their final academic year of dissertation writing. The most common place to search for faculty openings is through the Modern Language Association (MLA) and its sub organization the Association of Departments of Foreign Languages (ADFL). You may search for openings in the Job Information List (JIL) at https://apps.mla.org/login_dual&xurl=jil_search.

Successful applicants to postings on the JIL are often invited for a first interview at the MLA Convention in late December or early January. Of these applicants, successful interviewees are typically asked to campus for a second interview. These interviews often require applicants to present a lecture.

Comparative Literature graduate students can work with the Graduate Program Coordinator to arrange a mock interview and/or job talk in preparation for the interview processes. Typically students wait until they have an invitation for at least one interview before scheduling the mock interview. They then work with the Graduate Program Coordinator to identify faculty in the field to serve as mock interviewers. (For example, a student applying for a Spanish Department Faculty Position will want to insure there are Spanish Faculty members on his/her mock interview committee.) Many students find it helpful to have faculty with whom they are less familiar on their committee to make it feel more like a “real” interview.

Other students choose to pursue careers outside of academia. Recent graduates have pursued careers such as Editor and Novelist.

The Internship and Career Center (ICC) offers comprehensive career advising for graduate students within academia and beyond. The ICC also partners with the Office of Graduate Studies to offer various Professional Development workshops throughout the year. Please see the IIC website <https://iccweb.ucdavis.edu/graduates/index.htm> and the GradPathways website <http://gradstudies.ucdavis.edu/professional-development/gradpathways> for details.

Participating in graduate commencement

Graduate commencement is held annually at the end of Spring Quarter. Registration for commencement takes place during Winter Quarter. Please see <http://gradstudies.ucdavis.edu/current-students/commencement> for details and registration instructions.

Filing for graduation

You can find the information on filing your dissertation on the Office of Graduate Studies website: <http://gradstudies.ucdavis.edu/current-students/admissions-academic-services/filing-thesis-or-dissertation>

You will need to make an appointment with German's designated Student Affairs Officer in the Office of Graduate Studies, Jean Telford. At the appointment, you will hand in the items on the checklist (see the link above). Even though you will file your thesis/dissertation electronically, you will need to hand in the cover page with original signatures. The appointment will need to be after you have obtained all of the approvals from your committee, as it is the last step in the completion of your degree.

At the link above, you will also find information on acceptable margins, fonts, etc. Make sure to pay attention to these formatting requirements as dissertations will not be accepted until they conform. Finally, when filing electronically, make sure not to submit your thesis/dissertation online until it is the final version approved by your entire committee. (There is no un-submit button.)

Your Student Affairs Officer will send you a letter that says you have completed the requirements for your degree (which you can use for job hunting), but your diploma will not be available for pick for another 4 months. See <http://registrar.ucdavis.edu/records/diploma.cfm> for details and mailing information.

Instructor Materials for COM 1-4 and COM 5-7

Handbooks to aid in the teaching of COM 1-4 and TAs in COM 5-7 are available on the Comp Lit website. Login access is based on your Kerberos ID. If you think you should have access and do not, please email harcshelp@ucdavis.edu.

Student Papers

Submission of Work

According to Comparative Literature policy, students **must** turn in papers to their instructors, not to the Main Office or another office. Therefore, please tell your students that they must give papers to you in class or during your office hours. Individual

instructors may decide whether or not to accept electronic submissions of student work, but this needs to be specifically stated on the syllabus at the beginning of the quarter.

Please note that the staff will not date stamp and/or initial any student paper delivered to the Main Office. Students may also not fax papers to the Program.

It is also a good policy to tell students to keep hard copies of any written work submitted for class until the end of the quarter or until they receive their course grade.

Returning Work

The Federal Family Education Rights and Privacy Act of 1974 and the California Information Practices Act protect students' rights to privacy by prohibiting faculty from posting grades, returning papers or exams in class with grades visible, allowing one student to pick up another student's graded work (without written authorization), or returning graded work by leaving it outside your office or in other public locations.

UCD policy permits you to return graded papers by leaving them in a public location only if you obtain students' consent in writing (and retain consent forms for at least one year after the end of the quarter) or if students' identities are concealed, for example, by using coded identifiers (such as the last six digits of their ID numbers) instead of names.

However, leaving papers outside of your office is discouraged, since this makes them vulnerable to theft and invites plagiarism.

If you leave course materials outside your office for students, note that fire codes forbid leaving boxes or other potential hazards on hallway floors. Instead, you may put materials in an envelope tacked to your bulletin board or in a paper holder mounted on the wall.

Duplication of Class Materials

Each instructor is responsible for his/her own scanning & printing. Printing limits have been set at 2500 pages per instructor per quarter for instructors teaching COM 1-4 and COM 5-7. To avoid wasting paper we encourage you, however, to scan and upload handouts to the course website, rather than scanning and then printing. Please print directly to the copy machines since it is both the most time efficient and cost effective choice.

Because the copy machines are used frequently, it's recommended that you print any materials you need for class at least a day earlier than the day when you will need materials. If you email them to yourself or save them to a flash drive, you can use the computer lab in 118 Sproul to print to a copy machine. Or, you may set up your laptop to print to a copier.

For copyright information, read the fliers located next to all photocopiers.

If you hand out a large number of supplemental instructional materials, you may need to make arrangements with an off-campus photocopy service to provide these materials to your students for a fee. Keep in mind that some photocopy services do require copyright permissions for published materials, so allow adequate time for permissions to be acquired. Again, we recommend scanning and uploading course materials.

Students must provide their own multiple copies of drafts that will be used in class workshops.

Administrative Course Policies

The following is intended to clarify administrative policies. If you have questions or comments, contact the Director of Comparative Literature or the TA Supervisor.

I. Course Syllabus and Information Sheet

Syllabus and a Course Information Sheet. Instructors must give students a written syllabus and information sheet on the first day of class to inform them of basic course information, policies, and major assignments in writing. Your syllabus may, of course, be subject to revision during the progress of the course, and it should explicitly say so. Some instructors hand out the schedule of reading assignments in installments.

If you are teaching Comparative Literature 1-4 or COM 10, please give a copy of your syllabus and course information sheet to the TA Supervisor by the end of the second week of classes.

Your syllabus should include the following program policies:

1. Composition courses require a minimum of 6000 words of original writing. In the Comparative Literature program this typically takes the form of 4000 words of writing plus 2000 of these rewritten in scheduled formal revision assignments.

2. Students must complete and hand in every substantive writing assignment, including the final exam, in order to pass the class. Part of the rationale for this policy is that not handing in an assignment probably makes it impossible for the students to fulfill the minimum writing required in composition courses. All of these assignments and their due dates should be listed on the syllabus.

3. Students must earn a grade of C- or better in order to fulfill the Composition Requirement. Students taking courses Pass/No Pass must receive a grade of C- or better in order to receive credit for the course.

4. Any suspected plagiarism or other student misconduct must be referred to Student Judicial Affairs, as Academic Senate Policy requires.

You should also give students the following information *in writing*:

1. Your name, office number, office phone number and/or e-mail address, and office hours. Instructors are expected to hold scheduled office hours on at least two separate days of the week, preferably at different hours of the day. Instructors are required to hold a minimum of two office hours for one course and a minimum of three for two courses. You may arrange to have some hours “by appointment”, but you must hold the minimum number of scheduled hours.

You should also be available for office hours between the time of the final exam and the date the grades are due, so students can contact you with questions or problems, get their papers back, and learn their course grades before they are turned in.

2. All major assignments and due dates, with percentage breakdown for determining course grades. Many instructors give formal credit for attendance and participation, but you should evaluate students primarily on the quality of their writing. **At least 75% of the final course grade should be based solely on the student’s formal writing.**

Detailed writing assignments may be handed out later, but **all writing assignments should be distributed in hard copy during class time, at least one week in advance of their due dates.**

You should also explain your grading criteria explicitly. Copies of the grading standards are available in the Handbook for Comp. Lit. 1-4. Many instructors provide copies to their students, discuss them during class time, and explain how they apply to specific assignments.

NOTE: Instructors should not grade solely on improvement. If a student enters the class writing at an A level and continues writing at an A level, that student should, of course, receive an A. While you may reward improvement by weighing later papers more heavily than earlier ones, paper grades should be based on the quality of the writing. Exceptions to these general rules should be discussed with the TA Supervisor before the course information sheet is distributed to students.

You must keep careful records of grades throughout the quarter and because students sometimes challenge grades, you should keep these records for one year. Midway through the quarter students should have received grades on two papers so they know where they stand.

Remember that when you determine your students’ grades, you must calculate rather than eyeball them. **Rule of thumb:** the calculated grade is the lowest grade the student may receive in a class; it may be raised by participation, improvement, etc., but normally only a third of a step, e.g., C to C+.

Please calculate your grades carefully and double-check your grades before submitting them. After grades have been filed with the Registrar, they may be changed only by petition and under strictly limited conditions. This process is time-consuming for the Program as well as the Division's Grade Change Committee.

Also remember:

**Do not give in to grade inflation. We each need to maintain the University's and the Program's standards for grades. Clarity of grading standards and consistency and fairness of grading are also items on students' course evaluations; therefore, it's a good idea to give students the program's grading standards early in the quarter and to discuss how they apply to specific assignments.

3. Explicitly state your attendance policy and support it by explaining the nature of the course and focus on development in writing skills. These courses require regular student attendance; most likely, poor attendance will affect a student's ability to complete assignments satisfactorily. Be sure to make this clear to your students so that they understand the value of participation.

Some instructors put in writing that more than three absences may be penalized by a lower grade. Such a rigid policy is not recommended because it can be difficult to enforce fairly. A more effective way to enforce an attendance policy is to assign numerous in-class exercises, exercises that cannot be made up at a later date. Having such assignments contribute toward a percentage of the course grade is one effective and fair way of encouraging attendance. Regularly evaluated journals can be similarly effective. Many instructors also give points for bringing drafts to draft workshops and participating in peer commenting, or deduct points from the paper grade for those who did not bring a draft to the workshop.

In emphasizing participation, however, avoid assigning too large a percentage of the final grade to class participation. No more than 10 to 15 percent of the course grade should reflect class participation. Also, please weigh in-class writing, non-graded assignments, and journals separately from class participation.

4. The final examination requirement. Senate Regulation SR 772 requires that final exams be given in all undergraduate courses. Therefore, you should give a real final exam (an in-class essay or similar exam), one which counts for a significant part of the final grade. The final exam ordinarily should be valued at least as much as the lowest weighted paper, or at least 10% of the final grade.

Graded in-class writing may also help protect against plagiarism or unauthorized collaboration, by enabling you to spot students whose in-class writing is dramatically weaker than their writing out of class. (See Section IV on Suspected Academic Misconduct for more discussion of plagiarism.)

Note: Students may not submit final exams to the staff.

In some circumstances instructors may wish to give an early exam. In order to do this, all students must sign a consent form agreeing to the earlier time, AND the exam may not be rescheduled earlier than the first scheduled exam time during finals week. If you ask students to hand in a take-home exam BEFORE the date of the scheduled final exam, you should ask them to sign a consent form agreeing to this change. Submit the consent form with your grades. Any **student who does not consent has the right to take the exam at the regularly scheduled time.**

NOTE: Students with documented disabilities may be entitled to accommodations on texts and in-class writing. The student should provide a letter from the Student Disability Center, which will specify the accommodations recommended for each particular student. Frequently this will require using a different room, as it may require additional time, use of a computer, or other specific conditions. A room is designated for this purpose during the final exam period.

5. Prerequisites for the course. Students must meet the Entry Level Writing requirement (for example, by passing the Entry Level Exam) before taking any course in the 1-4 sequence. Please refer students to the General Catalog for more information.

Be aware that prerequisites are NOT enforced by the Registrar, but by the instructor. Since students cannot be dropped involuntarily, enforcement of prerequisites depends on the instructor convincing students who lack prerequisites to drop the course voluntarily. For this reason, you should list the prerequisite(s) on the syllabus and state them orally during the first class. An in-class diagnostic early in the quarter is also useful for assessing students' preparation and identifying students who may lack the prerequisite or may need additional help to pass the class.

6. Your late-paper policy. Policies vary among instructors. Some instructors penalize any late paper that is not justified by a documented illness or other acceptable excuse. Some allow students to hand in one late paper without penalty, if the student informs the instructor in writing before the paper is due and turns the paper in within a week or by a mutually agreeable extended deadline. Others allow one "excused" late paper but penalize up to a full grade per day for additional late papers. Penalties range from a third of a grade per day to a full grade per day late. In no case should a penalty exceed more than one grade per day. Also, penalties should be applied consistently throughout the quarter for all students. Your late paper penalty should be stated on your syllabus.

Note: you should waive late penalties for students who add the course late. Students are permitted to drop classes through the 10th day (or 20th day, depending) of instruction and to add through the 12th day of instruction (later, with your Permission to Add). When students enroll late, you must set reasonable deadlines to catch up on missed work before imposing late penalties. However, you should explain to the student that after three missed classes, he or she is at a considerable disadvantage because he or she is behind in both the reading and the writing.

Academic Senate policy requires instructors to accept and evaluate all papers submitted during the quarter, up to the minute grades are handed in. Instructors may, of course, penalize these papers in accordance with their stated policy; thus a late paper could be given an F, or even a 0.

II. Instructor Absence

a. Instructors are required to be available during the official “service period” for each quarter. The official “service period” begins on the first day of the quarter (usually two to three days before the first day of instruction) and ends on the last day of the quarter (the last day of final exam week). You must be available by phone or e-mail through the last day of final exam week in case student problems or other matters arise. You are expected to hold office hours and to attend required meetings during this time.

Instructors are expected to submit grades electronically within 72 hours after the final examination. All incomplete grades require a form to be filled out and given to Amy to be kept on file. In case of an emergency, please contact Amy at 752-1219.

b. Illness or Emergency. Should an instructor be forced (due to illness or emergency) to miss a class meeting, he or she is responsible for notifying the TA Supervisor and making every effort to secure a substitute instructor who meets with the approval of the Program Director. In other words, operate on the buddy system before you cancel class. A staff person cannot legally proctor an examination or handle any matter related to instruction.

If by some quirk of fate or epidemic you are unable to find a substitute instructor, you may reschedule the class for some other time, if all your students agree to this arrangement and you locate (through the Registrar’s Office) an available classroom. If you prefer, you can hold additional scheduled office hours – at least two per class missed.

c. Special Academic Leave. An instructor who must miss a class meeting, scheduled office hours, or other assigned duties in order to attend a professional meeting or job interview must request permission for the leave in advance by means of the Program Request for Special Academic Leave form. This form, which is used for leaves both with and without pay, must be signed by the Program Director. Whenever possible, requests for such leaves should be submitted in time to reach the Director’s office at least one week before the proposed leave would begin.

d. Cancellation of classes in order to hold conferences. Some instructors cancel one day of classes in order to meet individually with each of their students. Instructors should cancel no more than one class per quarter in order to hold such extended, day-long office hours.

III. Assigning the grade “INCOMPLETE”

The Academic Senate policy for this grade is highly specific and restrictive. The following are the **minimum** criteria for assigning an Incomplete:

- a. The student must have completed at least 50% of the graded work for the course and have earned a passing grade (an average of C- or higher) for that work.
- b. The circumstances preventing the student from completing the work must be significant, unavoidable (i.e., illness, accident, death in the family), and documented.
- c. The TA Supervisor must approve in advance the assigning of an Incomplete. You can then get the incomplete form from Amy Lowery in 213 Sproul.
- d. The Incomplete form requires the rationale for the Incomplete, a list of the student’s grades on work already completed, and the percentage for each assignment in calculating the final grade. When you turn in the Incomplete form, you must attach copies of all the assignments to be completed.

IV. Suspected Academic Misconduct

Explicitly state in your syllabus and emphasize several times in class that any suspected misconduct or plagiarism will be referred to Student Judicial Affairs (SJA), as Academic Senate policy requires.

Take sufficient class time to define plagiarism explicitly, using the Student Judicial Affairs handout as a guide (available at: <http://sja.ucdavis.edu/>).

You might also explain that plagiarism is easily detected in composition courses, where instructors become quite familiar with each student’s writing style. Some instructors also emphasize that plagiarism is often an act of desperation and invite students to talk to them if they are experiencing problems completing work on time.

Tailor your assignments to avoid “standard” papers that might easily be borrowed. For example, try to invent topics that emerge from the class discussion rather than ones that have been used repeatedly in the past. Also, requesting that students turn in all rough drafts, arranged chronologically, along with the final version of the paper helps prevent plagiarism.

Teach your students the proper methods of using and documenting sources and explain the importance of proper use of sources in American academic writing. Remind your students that you are a professional reader who has a remarkable eye for a plagiarized paper, and emphasize how easy it is to trace material plagiarized from the Internet. You might also inform your students that Student Judicial Affairs has a contract with Plagiarism.com,

which compares individual papers with Internet sources, scanning for identical language, similar content and organization.

If you suspect plagiarism:

- a. Keep a copy of the suspicious paper or exam in your possession, along with any other materials that support the suspicion.
- b. Do not assign a grade, but invite the student to talk to you about the paper. Do not accuse the student of any misdeed or couch your suspicion in incriminating language (i.e., “plagiarism,” “cheat,” “criminal”). Instead, discuss the paper with the student, asking questions about the writing process, the content, and/or the sources, in order to assess their familiarity with the paper. This gives the student an opportunity to admit misconduct and provides information useful to SJA in investigating the case and determining sanctions.
- c. You should not notify the Student Judicial Affairs before you discuss the case with the TA Supervisor, providing copies of relevant materials and summarizing your interactions with the student. The TA Supervisor will then advise you about talking with the student and about sending the case to Student Judicial Affairs.

Student Judicial Affairs (SJA) has the sole responsibility for adjudicating cases and determining penalties. SJA will consult with the instructor throughout the investigation, including setting sanctions and deciding whether or not to require revision of the work in question. No grade will be given until the SJA has made its determination.

By campus-wide policy, a student found to have violated rules of proper academic conduct on an assignment does not automatically fail the course. Even if the SJA determines that a paper was substantially or completely copied, so that the student did not meet the word requirement for the course, the student must be given one opportunity to rewrite the paper satisfactorily in order to complete the minimum word requirement. Depending on the severity of the plagiarism, a grade of “F” (a “0” on a standard 4-point or 11-point scale) may be assigned to the paper. If the student was required to rewrite the paper to meet the minimum word requirement, the paper may still receive an F or the F might be averaged with the grade for the rewritten paper. However, the penalty applies **only** to the plagiarized work.

Using different grading scales, averaging in a “0” on a major assignment may have very different implications. To ensure consistent treatment across different sections, when a “0” is being averaged in for academic misconduct, instructors who ordinarily grade on a percentage scale (in which a D is a 65, for example) should use a standard 4-point or 11-point scale to calculate the student’s final course grade. The easiest way to do this is to calculate the grade for the other coursework (say, 80% of the course grade), translate that to a 4-point or 11-point scale, then average in a “0” for the remaining 20%.

The written instructions you receive when you are submitting your course grades explain how to treat cases under review at the end of the quarter.

V. Students' Rights

a. Privacy Rights: The Federal Family Education Rights and Privacy Act of 1974 and the California Information Practices Act protect students' rights to privacy by prohibiting faculty from posting grades, returning papers or exams in class with grades visible, allowing one student to pick up another student's graded work (without written authorization), or returning graded work by leaving it outside your office or in other public locations. (See above for guidelines on Returning Student Work.)

b. Safe Learning Environment: Students are entitled by law to a safe learning environment, free of hostility or harassment. Federal and state laws and university policy prohibit discrimination and harassment on the basis of race, color, national origin, religion, sex, disability, or age. In addition, university policy prohibits discrimination and harassment on the basis of sexual orientation, veteran status, or marital status.

The UC Davis Principles of Community go further than banning inappropriate behaviors, making all members of our diverse community responsible for creating a climate of justice and fostering mutual understanding.

“We affirm the dignity inherent in all of us and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and bias, and therefore we will endeavor to foster mutual understanding among the many parts of the whole.”

(For detailed discussion, see SJA handout “Working Together to Create a Hate-Free Campus.”)

In planning course materials, consider carefully the potential impacts of controversial or disturbing materials. Make sure that you have clear pedagogical rationales for all materials, explain these explicitly, and intellectually integrate the materials into the course. As the MLA Statement of Professional Ethics states, “Inasmuch as the teaching of language, writing, and literature not only involves a comprehension of the course materials but may also draw, more directly than other subjects do, on students' intellectual and emotional experiences, faculty members, in devising requirements for written work and oral discussion have an ethical responsibility to respect both students' privacy and their emotional and intellectual dignity.”

When in doubt, check with the TA Supervisor.

Departmental Policies

1. Teaching assistants, Associate-Ins and students are not allowed to send or receive faxes from departmental fax machines.
2. Keys are available from Maria Ruby in Sproul 210.
3. Mail is for business purpose only. The mail is metered so do not send out anything with stamps on it. Intercampus mail is also for business purposes only. Please do not send personal correspondence through campus mail. Please do not have personal mail sent to your department address.
4. You may review your teaching evaluations each quarter. You may, however, request copies for job interview purposes only. Evaluations are available in 207 Sproul with Nancy Masson.
5. The department provides supplies for your use as a TA/AI which include:
 - a. Grade Book
 - b. 1 pack 3/5 index cards each quarter for attendance
 - c. Pens and pencils
 - d. 1 each for each office: tape dispenser, scissors, stapler, etc.If you need any of these items, please see Nancy or Maria in Sproul 210.
6. There is a grad student computer lab to be used for working on TA/AI materials (quizzes, exams, etc.). Please do not save confidential material on these computers. If you encounter a problem with one of these computers, contact HArCS I.T. staff at harcshelp@ucdavis.edu.
7. Paychecks are issued on the first day of the month. If the 1st falls on the weekend, paychecks are issued on Friday (except the January 1 paycheck). Mail delivery, however, only occurs Tuesday and Thursday after 2pm, so you're highly encouraged to sign up for direct deposit so you don't end up having to wait one or more days to get your check.
8. Your TAsip provides health benefits through the Student Health Center unless you requested a waiver.

Should you have any questions or need further clarification, please see the Graduate Adviser or the TA Supervisor. Thank you for your careful attention to these matters; we appreciate your cooperation.

Graduate Program Committee 2017-18

1. Stefan Hoesel-Uhlig, Chair (Graduate Program Chair)
2. Tim Parrish
3. Noha Radwan
4. Jocelyn Sharlet

5. Archana Venkatesan
6. Sheldon Lu (Department Chair)