

# Connections

## TLC News

UWB's Teaching and Learning Center

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### JOIN US FRIDAY, OCTOBER 27

#### Quarterly Fridays with the TLC: Information, Workshops, Lunch and Collegiality

This year, the Teaching and Learning Center will reinstitute its Quarterly Fridays, beginning on October 27. The meeting will run from **10 AM to 3 PM**. We will begin with a discussion that builds on our September workshop on “Preventing Plagiarism through Pedagogy” and the web seminars we’re hosting on this topic (see page 4 for details). Our goal is to find venues and strategies for discussions of the ethics that surround matters of academic integrity and approaches to developing assignments and providing classroom instruction that support our expectations of students.

Part of the discussion of academic integrity involves recognizing the very culturally specific meaning of plagiarism and intellectual property in an academic setting. That will give us a natural segue into a discussion of working with students from diverse backgrounds—both linguistically and culturally.

We will provide lunch and an opportunity for conversation. In the afternoon, we will turn our attention to some of the new technologies that faculty are successfully integrating into their classrooms and assignments.

To RSVP, call 425-352-3501 or write to [tlc@uwb.edu](mailto:tlc@uwb.edu)

### UWB Grant Opportunities

Once again, the TLC will offer **travel grants** to faculty and instructional staff who wish to attend workshops and/or conferences related to teaching and learning issues or to present teaching-related research at conferences in their own disciplines. Grants are limited to \$800 per person for the year. Funds are limited to \$2,400 per quarter. Deadlines are October 30, February 12 and April 23. The application form is available at <http://www.uwb.edu/tlc/teaching/travelgrant.doc>

Enclosed are copies of 2 calls for proposals:

**The UWB Initiative for Community-Based Learning and Scholarship** has been funded for 2006-07 with a Worthington Academic Distinction Grant. The Initiative is creating five fellowships for faculty developing or revising courses to include substantial service-learning components. Applications are due on **October 31**.

**The UWB Collaborative Undergraduate Research Program** is providing grants to faculty-student research collaborations. The collaborations can be driven by faculty research agendas, but must involve undergraduates as partners, enabling them to author or co-author publications or conference presentations. Applications are due on **October 23**.

## SGIDs: Student feedback when you can use it —at mid-quarter

The TLC continues to offer Small Group Instructional Diagnoses (SGIDs), with very positive responses from the faculty and students whose classes have participated. SGIDs provide faculty with mid-quarter feedback from students on how their courses are going. Faculty can seek general feedback or can ask about specific issues (e.g., how well students are seeing the connection between the classroom and course readings). The feedback can then be used to make changes in the course or to clarify for students the goals and methods of the course.

SGIDs make for richer relationships between students and instructors because of the opportunity they create to talk to students about their learning and about instructors' learning goals for them. Students who are asked to assess their experience in a course greatly appreciate being asked, understanding the request as evidence of faculty commitment to student learning. They take very seriously their responsibility to provide concrete, constructive feedback on what they value about

the course and what changes they recommend. The discussion among students is thought-provoking for them because they often hear for the first time different perspectives on teaching practices and learning styles.

For faculty, the opportunity to surface issues in an entirely confidential and safe format is very valuable. Faculty have been pleased by how often what they hear from students is very positive—and how constructive suggestions for change are.

The student feedback is summarized for the faculty member, who meets with the consultant a day or two after the consultant's meeting with students. Together they brainstorm responses to the student feedback.

If you'd like someone to visit your class, or if you'd like to participate in training in order to provide SGIDs to colleagues, please contact Becky Rosenberg.

## Course Planning Consultations

One of the goals of the TLC is to give faculty easy access to campus and University-wide teaching resources. As you are planning your courses, developing assignments, constructing syllabi, or any other piece of the process, we'd like to help you connect with the range of resources and support staff available at UWB.

At the TLC, we have a small library of materials on teaching and learning, and files of UWB syllabi and assignments. We can arrange team meetings with the faculty and staff who can be most helpful as you design the course and think about integrating critical thinking, information literacy, reading, writing, quantitative reasoning and technology into your courses.

Contact Becky Rosenberg for help with planning and resources ([brosenberg@uwb.edu](mailto:brosenberg@uwb.edu)).

## Teaching & Research Circles

If you haven't already signed up, there's still time. October 9 is the deadline for creating or joining a circle. As in the past, circles meet approximately once every 2 weeks for an hour and a half (about 18 hours for the academic year). Teaching circles are generally formed around a shared concern or a curricular need. For examples, cross-program groups have addressed effective use of small groups in the classroom, developing reflective writing assignments, or integrating visual literacy into courses. Program needs have led to a group that formed to address the new MBA curriculum and another that revised the IAS program portfolio assignment. Some circles' work has culminated in publications in the scholarship of teaching and learning area.

Please contact Becky Rosenberg if you'd like to form or join a circle.

# The Teaching & Learning Center, Quantitative Skills Center and the Writing Center— A new configuration and new staff

We've done a bit of reorganizing. UWB is now one of a handful of campuses nationally that has acknowledged the integral relationship between how students learn and how faculty teach by joining their student academic support services with their support for faculty teaching. Our Quantitative Skills Center and Writing Center staff have always worked closely with faculty on course and assignment design and in the classroom. Our new institutional structure reflects that by moving those two centers into the Teaching and Learning Center.

In the meantime, our founding QSC director, Cinnamon Hillyard, has moved to a faculty position in IAS. She leaves us with a remarkably established center, now under the leadership of Nicole Hoover, who introduces herself below. Meanwhile, a search is on for a new Writing Center director. While that proceeds, we are fortunate to have two instructional consultants with us for the year, Robyn Condit and April Denonno, both of whom also introduce themselves below.

## New Quantitative Skills Center Director Has Moved In!!



Hi, my name is **Nicole Hoover** and I am the new director of the QSC. I arrived here most recently from teaching in the mathematics department at UC Davis. Prior to that I was teaching math at the University of New Orleans until hurricane Katrina rudely kicked me out! I have a great love for mathematics, but more than that I love sharing mathematics with others. What I appreciate about this campus is the interdisciplinary way in which the classes are taught. Because of this, quantitative ideas can be “snuck” into any course! I'm really happy to be here at UWB and I look forward to working with all the students, faculty and staff!

## Writing Center—New faces for consultation with faculty

### Robyn Condit—working with lower division courses

I'm joining the Academic Services team this year as a resource for instructors and students in their new lower-division writing courses, after serving as an associate faculty member next door at Cascadia for the six years since its opening. I have taught Composition, Research, Fiction, Non-fiction and Business Writing as well as American and World Literature and Drama courses, and have enhanced my interaction with students for the last four years as the advisor to Cascadia's ever-evolving creative arts magazine, *Wetlands Review*. I have collaborated extensively with other instructors to develop various course outcomes, portfolio assessment models and department congruity, and have balanced my pedagogical experience by tutoring high school and college Language Arts students in the South Seattle community. I am relentlessly enthusiastic about the potential of language and student expression, and eager to apply this passion in support of CUSP and the Writing Center.

Contact Robyn at [rcondit@uwb.edu](mailto:rcondit@uwb.edu).

### April Denonno—working with upper division and graduate courses

I just came on-board as the Writing Center's upper-division faculty consultant for the 2006-07 academic year. As consultant, I'm here to collaborate with faculty on any aspect of the reading and writing process in their course design from developing writing assignments, to conducting workshops on navigating scholarly texts, to creating strategies for feedback and evaluation of student work. I am a doctoral candidate in English at UWS, racing to complete a dissertation on the relationship between masculinity and experimental language in post-WWII American poetry. In addition to the thrills and chills of dissertating, I teach literature, film, and cultural studies at Cornish College of the Arts. At Cornish, I have collaborated with faculty in academic and art departments on the development and implementation of the Integrated Studies Program, a year-long multidisciplinary program for first-year and transfer students. I look forward to working in the same creative, productive way with the faculty, students, and staff of the UWB community.

Contact April at [adenonno@uwb.edu](mailto:adenonno@uwb.edu).



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## Mission Statement:

The Teaching and Learning Center fosters a culture of critical reflection on teaching, which engages all members of the UWB community in pursuit of our commitment to excellence, innovation and collaboration in teaching and learning.

The success of the TLC will be measured by its contribution to transformative teaching and learning at UWB over the short- and long-term.

## Web Seminar: Student Plagiarism: What can be done? Tuesday, October 10, 17 & 24, 1-2 PM, UW2 Room 141



In keeping with our interest in highlighting **enhancing students' academic integrity**, the Teaching & Learning Center has subscribed to the web series described below.

**Session 1, October 10: Rebecca Moore Howard, Associate Professor of Rhetoric and Writing, Syracuse University** introduces us to the three main approaches for dealing with student plagiarism: **faculty development/teaching effectiveness, creating a responsible institutional culture; and monitoring student writing**. She will then elaborate on the faculty development approach and focus our attention on how faculty can teach students the proper ways to use sources and create writing projects in ways that minimize the potential for plagiarism.

October 10

**Session 2, October 17: A faculty member who uses Turnitin.com to monitor plagiarism in student writing.**



**Session 3, October 24: Tim Dodd, Executive Director of the Center for Academic Integrity and Julia Christensen Hughes, Associate Professor and Director Teaching Support Services, University of Guelph, Ontario**, will wrap up this seminar series with a discussion of the institution's responsibility for creating an institutional climate in which plagiarism is not tolerated. Academic integrity is at the heart – the core value – of the academic enterprise. Achieving it requires an ongoing commitment by all levels of the university community. Unfortunately, recent articles in academic journals and the popular press have brought into question our collective success in living this value. This presentation will provide an overview of the extent and types of academic misconduct university students are engaging in today as well as possible explanations for why this misconduct is occurring. Summary results from the Canadian study will be shared along with key findings including “5 levers for supporting a culture of integrity.” Following an interactive presentation, participants will be asked to help identify specific steps their own universities might take in support of a culture of integrity.