



Happy New Year and Welcome back for another fun-filled, action packed semester!

However, before you get to the news, I just would like to remind all of you teaching a spring Tier One or Tier Two General Education course to email your syllabus to evm@email.arizona.edu.

For those of you who have already sent yours, a huge thank you!!!

The General Education Monthly News



THE UNIVERSITY OF ARIZONA

January 2017

A MESSAGE FROM ASSOCIATE DEAN LAURA BERRY OF THE HONORS COLLEGE

I am writing to clarify Honors College policy regarding Tier 1 General Education courses. In the past, we have asked for a "Standard Contract." This was meant to reduce the burden on faculty and younger students. In the interest of avoiding confusion, please know that the creation of a Standard Contract for your course is not required. If students request honors work you may, if you wish, create individual contracts with students, as with all other courses. Alternatively, if you prefer, you may create a single contract for the course that applies to all honors students in the course. You may then write this contract into your syllabus so that students can cut and paste it into their individual contracts for submission to the Honors College. In either case, thank you for working with honors students.

Just Because...



During the 1920s and 30s the sport that first brought The University of Arizona national recognition was Polo. The sport was established in 1922 with horses and a coach provided by the military and with athletes from the school's ROTC unit. The first teams were the target of snide remarks from football and basketball team members, but the detractors soon had to eat their words. The 1924 squad captured the Western Collegiate Championship and traveled to the east coast where it presented President Calvin Coolidge a cowboy hat. They met Princeton for the intercollegiate title, losing 6-2 and 8-0.

D2L TIP OF THE MONTH

Did You Know? D2L Support has Open Labs & Appointments

In addition to our online help materials, the D2L Support Team also offers one-on-one assistance for instructors in the form of scheduled appointments and Open Labs.

Open Labs are offered on a walk-in basis and do not require an appointment. During Open Labs, a member of the D2L Support Team will be available to answer any questions you may have about any D2L features.

Open Labs are held in the Manuel Pacheco Integrated Learning Center (ILC), room 103 ([map](#)), on the following days and times with the exception of University recognized holidays:

(January 3, 2017 - May 11, 2017)

Mondays & Tuesdays: 1:00pm-4:00pm.
Wednesdays & Thursdays: 9:00am-12:00pm.

If you cannot attend Open Labs, you may [contact us](#) to schedule an appointment.

Are You Frustrated by Students Selling Notes?

If you have been frustrated by students using D2L's Classlist to advertise class notes through sites like studysoup.com or notehall.com then please consider the following options:

1. Remove the Classlist tool from your course site. This has the downside of preventing students emailing you and other students from within D2L, but your email address is likely in your Syllabus and they can still send from regular university email. If you do remove it then you can still go to Course Admin and Classlist to email all of your students.
 - If you have never edited a D2L Nav Bar then the easiest way to do this is to go to Course Admin, Navigation and Themes, use the drop down menu to choose "Default Course Home With No Classlist," and click Apply.
 - Please keep in mind a student could still "guess" the Classlist url. To prevent this you will need to go to Course Admin, Tools, and make Classlist Inactive. Doing this also means you will be unable to use Classlist. When you want to use Classlist to email all of your students you must return to Tools and toggle Classlist Active. When done using Classlist you then must return to Tools and make it Inactive again.
2. Consider adding a statement to your syllabus warning students of the repercussions of using a site to sell class notes. You can also post it in the News section of D2L.

"Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Providing student email addresses to a third party is not permitted. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of electronic resources provided by The University of Arizona. This conduct may also constitute copyright infringement."

If you have any questions, comments, or concerns, please contact Mark Felix at mwfelix@email.arizona.edu.

Writing Tip of the Month: Writing to Learn with Low-Stakes Writing

Writing engages students in the ideas or subject matter of your course. For this reason, experts suggest offering frequent opportunities for low-stakes writing to help students work through difficult course material. Low-stakes writing can improve the quality of more formal, high-stakes writing later in the course. It can also be an opportunity to assess student learning before an exam or at the end of a unit. Here are a few low-stakes writing tasks that can be done in class with minimal planning, and still promote student engagement with course material:

- Write for a few minutes at the beginning of class to probe a subject or concept.
- Write for a few minutes during class to refocus a lagging discussion or cool off a heated one.
- Write for a few minutes at the end of class to sum up a lecture.
- Write to relate the course material to a current event, life experience, other courses, intended major or profession, and so on.
- Write a letter to a future student explaining a difficult concept or subject matter.

Resources:

Bean, J. (2011). *Engaging Ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (2nd. ed.). San Francisco: Jossey-Bass.

Meeting the General Education Tier One and Tier Two Writing Requirement

One of the biggest challenges of teaching a general education course is meeting the writing requirement. The following policies (which are posted on the [UWGEC website](#)) for integrating writing assignments are applied during approval and re-approval evaluations of Tier One and Tier Two courses. The University-wide General Education Committee will look for specifics when evaluating course proposals; sample assignments are helpful.

- Writing assignments, both formal and informal, are integrated in the course requirements through more than one means. Some examples are written papers, laboratory reports, abstracts, quizzes, examinations, journals, ungraded writing assignments, writing during the class session, and writing in small groups. Examinations and quizzes alone are not enough, even though they may include essay questions.
- Writing assignments emphasize critical inquiry—including skills of gathering, interpreting, and evaluating information appropriate to the area of study—through attention to the process of writing. Practice of various strategies, such as focusing ideas, drafting, revising, critical reading, and research using outside sources, support the writing process.
- Writing assignments are evaluated for format, organization, style, grammar, and punctuation, as well as content and participation in the scholarly conversation.
- At least one writing assignment involves a revision process in which students receive instructor and/or peer feedback on a first draft and make substantive revisions before submitting a subsequent draft for grading.
- Writing assignments may vary in number and length but must add up to a minimum of 10 pages or 2500 words over the term. One or more writing assignments of at least 750 words must be done outside of the class session.

Below is a list of some of the ways our faculty handle writing in their general education classes. Over the next few months, one or two of these methods will be presented in more detail to better acquaint you with the “how to” for use in class.

Ways that General Education classes fulfill the writing requirement

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| <ul style="list-style-type: none"> • Term papers (varying length) • Discussion posts (varying length and number) • Group project with each member writing 5 pages • Position paper • Workbook entries • Learning logs • Resiliency papers • Write lesson plans in team teaching activities • Essay (varying lengths) • In-class writing • Book review and citation exercises • Sequenced writing | <ul style="list-style-type: none"> • Attending a “draft” workshop where papers get peer reviewed • Formally writing up 2 presentations after they are given • Peer reviewed “response letter” that one student writes regarding another student’s work • Peer review • Personal narrative • Persuasive essay • Informal opinion • Plagiarism • Zine • Notecard with interesting quote or concept from readings on one side; on other side why you chose it (its importance or you have a question about it) |
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We welcome ideas and questions for articles and resources. To submit ideas or for more information on resources email Elaine Marchello at evm@email.arizona.edu