



Friday @ the Center: January 5, 2007

Teaching Consultations Available

Whether you are brand-new to teaching or a seasoned veteran, receiving feedback on your teaching from peers can be extremely helpful. One of the services that the Center provides is Teaching Consultations, a quarter-long program during which two faculty peers will meet with you to discuss a particular course, review its syllabi and other materials, observe some individual classes, interview your students, and finally provide some summary feedback and advice. Teaching consultations are purely formative, not evaluative, in nature, and the consultants will not write letters for your promotion or tenure files. Their feedback is for your ears only. If you are interested in arranging for a consultation either this quarter or spring quarter, please contact me.

Faculty Research Grants Due Feb. 1

SPU has three grant programs designed to support research, scholarship, writing, and creative activity. The **Faculty Research Grant** is open to all applicants, but priority in awards is given to pre-tenured faculty; The **Senior Faculty Grant** requires that the applicant be a tenured faculty member; and the **Lilly SERVE Faculty Grant in Vocation** requires a project that is related to the concept of vocation. All three programs can provide funds for reduced teaching load, travel, equipment, student assistants, and other research-related activities. Applications for all internal SPU grants to support work during the 2007-08 academic year are due **Feb. 1, 2007**. Go to <http://www.spu.edu/depts/csfd/scholarshipops.asp> for a complete description of each program and application forms.

Plagiarism Prevention: Tip #1

Start with education: spend some time in class talking about what plagiarism is and providing some examples. It's often helpful to demonstrate what I call "unconscious plagiarism," because students might not realize that they can't merely copy a long passage off a website or out of a book and then vaguely list that source in a bibliography. Show them the differences between a paraphrase and an exact quote, and talk about why a writer would use one over the other. Show how to document both. Providing specific examples that draw on your course material is especially helpful, plus this allows you to teach some content through the examples, along with teaching the skill of truthful writing. I wouldn't spend more than 10 to 15 minutes on this, but it's worth doing to demonstrate that you take plagiarism seriously enough to teach about, not just forbid it.

January Publications

- The January edition of *The Grant Advisor* is now available and can be accessed through on-campus computers at <http://grantadvisor.com/tgaplus/>. It contains 20-25 full program reviews and over 300 listings of grant and fellowship programs.
- The January edition of *The Teaching Professor* has recently been sent to your department chair (in CAS) or dean. This month's articles include some ideas about what to do in "The Last Class: A Critical Course Component," and an intriguing reflection on "Participation Blues from the Student Perspective," written by an articulate undergraduate. Ask your chair or dean when you might expect to see this month's *Teaching Professor*.

May the light of Epiphany shine on us all!

Susan

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