



## Friday @ the Center: April 13, 2007

### Have a Great Teaching Idea?

The *Creative College Teaching Journal*, a peer-reviewed publication from UNLV, invites submissions for articles for their 2007 issue, "Successful Practices Across the Disciplines," featuring descriptions, evaluations, and discussions of the actual integration of innovative practices into teaching and learning. Submissions may

- \* Explore, describe and evaluate innovative ways for the seamless integration of new approaches and techniques into teaching & learning;
- \* Describe approaches that enhance student-centered learning; or
- \* Report on collaborative approaches --- interdisciplinary, etc. (desired but not required).

Submission deadline is May 15, 2007. See <http://tlc.unlv.edu/publications.html>.

### Writing for Everyone: Part 7

**GLOBAL TIP:** In the drafting, we often find that our thoughts take unexpected directions once they are put down on paper. That's why I find it far more useful to work with a detailed outline after I've completed a draft rather than before I've written one. Nothing is more valuable than taking a draft and creating a basic topic outline defining what is happening in each paragraph. This helps point out paragraphs that don't hang together; rearrangements that might be necessary, repetition of ideas that should be brought together (Oh, both paragraph 4 and paragraph 10 talk about definitions of beauty!), and the need, especially in longer papers, for summary and transitional paragraphs.

**STRATEGY:** In a tutoring or one-on-one situation (I'm thinking Honors Projects right now, but any long major paper), sit at your desk with the writer and the draft, and create an outline together from the draft. Then the two of you can discuss where rearranging should take place.

**FINISHING TIP:** The seventh most frequent punctuation error in college writing, according to Lunsford's research, is **a wrong or missing preposition**. An alert reader of last week's *F @ the Center* noted that forgetting verb endings (last week's common error) is common among writers for whom English is a second language. The preposition problem also is characteristic of ESL students, and it's very difficult to explain, in my experience. So we have "The strawberries are in the hamper" rather than "The strawberries are at the hamper." Idiomatic differences like this often need to be memorized or absorbed through constant usage.

### March Grant Advisor Available

The March 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. Why not browse through it to see if it generates any ideas, and then contact our academic grant writer to talk about possibilities? Laura Lundahl is available for drop-in consultations or conversations on Tuesdays and Thursdays, from 1 until 4, in the Samuel Emmanuel Special Collections room, 2<sup>nd</sup> floor of the library. To arrange for an appointment, contact Laura at [Lundahl@spu.edu](mailto:Lundahl@spu.edu).

### **Last Call for New York Times Workshop!!!**

Show your appreciation for the provision of the *New York Times* on campus and learn about how you can access it for free on-line at the *NY Times* Workshop & Faculty Luncheon to be held on Thursday, April 19, 2007, in Upper Gwinn. A buffet lunch will be served beginning at 12:15, with the presentation to begin at 12:50. Those with classes ending at 12:20 are welcome to drop in when they are able. Please email [stockj1@spu.edu](mailto:stockj1@spu.edu) by 9 a.m. Monday morning, if you plan to attend.

It's Friday, the 13<sup>th</sup>. So what?

*Susan*

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