



Friday @ the Center: May 25, 2007

Faculty 2007 Mini-Courses

As a follow-up to last summer's successful faculty mini-courses in Foundations, the Center is pleased to offer a series of four day-long mini-courses this summer. One course will focus on assigning and evaluating student writing; the other three will provide summary versions of our undergraduate core curriculum. You'll receive a more complete description of this program next week along with instructions for registering, but start thinking about this opportunity now. Each course will be limited to 20 participants, who will receive a \$100 honorarium, a free book, and lunch. You may register for anywhere from one course to all four. Here's the schedule:

Writing for Everyone on Sept. 17	Instructor: Tom Amorose	June 15, repeated
U Core 1000 repeated on Sept. 12	Instructors: Chris Chaney and Tom Amorose	June 18,
U Core 2000 repeated on Sept. 13	Instructors: Ruth Ediger and Daryl Allen	June 21,
U Core 3000 repeated on Sept. 14	Instructors: Steve Layman and Patrick McDonald	June 22,

Writing for Everyone: Part 13

GLOBAL TIP: Save a tree. Except for long, formal research papers or honors theses, tell your students to omit a separate title page. MLA format recommends that the writer's name, instructor's name, course number, and date be aligned at the left margin of the first page, followed by the title of the paper centered. All of this, according to MLA style, is double spaced, with one inch margins and 12 point type. Page numbers should be printed in the right corner, but omitted on the first page. This is an example of a good standard format, and you may have some slightly different guidelines, but do let your students know the format their paper should follow, and hold them to it. They need to learn how to follow these kinds of formatting directions. Such explicit directions can also forestall tiny or large print, unusually wide margins, confusion in reading disordered pages, etc.

FINISHING TIP: According to Lunsford's research, the thirteenth most frequent punctuation error in college writing is **using the wrong tense or verb form**. This is another one of those errors that frequently trouble second-language writers. The verb may not clearly indicate when an action or condition has or will occur: "By the time I reached home, Lucy **slept**" should be "By the time I reached home, Lucy **was asleep**." And then there are those pesky irregular verbs, such as *begin, began, begun, or break, broke, broken*, which frequently confuse novice writers.

Student Fulbright Opportunities

The US Fulbright Agency recently announced their student programs for 2008-09, and the Center is sponsoring a Fulbright informational meeting on June 4, at 2 p.m. in the Library Seminar Room. There are a wide variety of Fulbright programs suitable for undergraduate students planning to graduate in June of 2008—both independent study programs and English Teaching Assistantships in 26 countries, but applications are due on October 1, 2007, so students *need to put an application together over the summer*. Fulbright awards for study and research abroad suitable for our graduate students are also available. Please advise appropriate students to attend this important informational session. More information can be found at <http://us.fulbrightonline.org/home.html>.

Remembering those who gave their lives,

Susan

Susan VanZanten Gallagher
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