White Board

Become An Effective Teacher & Save Your Valuable Teaching Time and Energy

Center for Effective Undergraduate Teaching (864) 388-8426
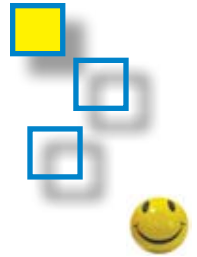
Control Your Email

THE GREATEST double-edged sword in productivity technology, email both empowers and overwhelms its users. But the most successful professionals know how to control their email instead of letting it run their workday.

Empty Your Inbox (and Keep It Empty) When you can empty your inbox on a regular basis, you've reached the ultimate level of email control.

Decrease Your Email Response Time Responding to your email in a timely, professional manner is one of the best things you can do for your career. But no one emerges from the womb with a natural talent for parrying a constant stream of new messages popping up in front of your face all day long. Email responsiveness is an acquired skill-the one that just may differentiate you from everyone else in the world overwhelmed by an overloaded inbox.

Craft Effective Messages The clearer your email messages are, the more likely you are to get the result you want in a more timely fashion-whether it's a response, a completed task, or an informed recipient.

Highlight Messages Sent Directly to You When faced with an inbox full of new, unread email, it's nearly impossible to determine which messages need to be dealt with right away, and which can be put off until later.

Use Disposable Email Addresses If you hate the idea of giving your email address to any web site that asks for it, and you want to protect your email address from junk mail and spam, use a disposable email address instead.

Master Message Search In the physical world, you can't throw years' worth of letters, cards, and memos into a drawer and then pick out the one Tom sent you about that fabulous rental he got in Key West back in

2007 in seconds. However, that is absolutely possible (and simple with a little know-how) in an email folder containing thousands of messages.

Future-Proof Your Email Address You've probably got as many email addresses as you do pairs of socks, but you don't want to change them as often. In fact, switching your primary email address can be a big inconvenience that leads to missed messages and lost relationships.

Consolidate Multiple Email Addresses with Gmail Gmail is not only an email host, it's an email client that can fetch mail from any number of external services and consolidate it all right there in your Gmail inbox.

Script and Automate Repetitive Responses To knock down repetitive email quickly, build up a set of scripted email responses that you can drop into emails quickly, personalize if necessary, and send off without spending the time composing the same information every time.

Filter Low-Priority Messages ('Bacn') Millions of email messages course over the Internet per second, and a bunch of them land in your inbox. Your spam filter helps shuttle junk mail out of sight, but what about messages from cc-happy co-workers, Aunt Eunice's forwarded emails, Facebook friend notifications, Google Alerts, and mailing list messages that clutter your inbox with low-priority noise?

Visit the website Lifehackerbook.com for more information on the above tips for controlling your email.

Adam Pash and Gina Trapani;
Control Your Email; Lifehackerbook.com; June 2011;
[http://lifehackerbook.com/ch1/] ;
November 19, 2011

BOOK

Paperback: 504 pages
Publisher: Wiley; 3 edition (June 28, 2011)
ISBN-13: 978-1118018378

Start using technology to spend less time working and more time living

Isn't that what technology was supposed to give us—more time? If your tools and gizmos seem to be consuming your life instead of streamlining it, you need these 100+ shortcuts. Here are updated versions of tried-and-true techniques plus plenty of new tricks that take advantage of smartphone technology and the growing importance of the web. There are tips for everyone—from Windows, Mac, and Linux power users to those less tech-savvy—all designed to put hours back into your life

Classed End - Dec 9
Exams - Dec 12-16
Faculty Meeting - Dec 14
Commencement - Dec 17
Grades Due - Dec 19
Holiday Break - Dec 26-30

WHITE BOARD
2011-12 Publication Dates
First Monday of the Month

Center for Effective Undergraduate Teaching
Carnel Learning Center, Suite106.
Phone: 388-8426

The Writing Process: Step-by-Step Approach Curbs Plagiarism, Helps Students Build Confidence in Their Writing Ability

I'VE LONG BEEN an advocate of student-centered learning and approaching material from a variety of perspectives. We hear so many buzzwords describing the ways we should teach or the ways our students learn, and we deal increasingly with issues of plagiarism and academic dishonesty. In a classroom of adult learners who frequently view themselves as consumers, we balance the need to meet their demands with the need for them to meet ours. Getting back to the basics can intrinsically incorporate kinesthetic, collaborative learning, and nearly eliminate plagiarism while promoting critical thinking.

In introductory collegiate writing courses, we teach students the writing process. Some texts and programs I've used insist that the process has four steps; others, five. The names may vary, but the steps are all important, and the process is recursive. The five that I talk about with my students are Prewriting/Invention, Drafting, Revising, Editing, and Reflecting. In addition to sharing this process, we ask that our student writers pay careful consideration to purpose, audience, and tone. Point-of-view occasionally makes this elite list, as well.

Demonstrating (modeling) the writing process and guiding students through each step naturally incorporates successful learning strategies while providing a variety of feedback that builds confidence and increases accountability while developing writing and thinking skills. The step-by-step process can be used with any essay length or type and with any research component.

I have students begin prewriting in class by listing potential subjects. I give either a number or time capacity; for example, each student must list ten topics or as many topics as she or he can in three minutes. Specifying the number of items or length of time to write helps counter writer's block. Each student then selects three of the ten topics, conferring with classmates if needed. Next, for each of those three topics, the student completes a five-minute freewrite. This invention activity can take place in the classroom or at home, but I find that with less motivated students, the immediacy of the classroom produces better results.

During the next class meeting, we hold a full-class workshop. In turn, each student shares her or his three subjects with the rest of the class members, who are encouraged to respond. This incorporation of classmates from the very outset helps the student writer understand the important role of writing to your audience and its interests, and discussions about purpose and tone begin to take root. Student writers ask one another questions. They disagree, they share experiences, and they encourage one another. Their response lets the writer know that the essay has meaning outside of fulfilling an assignment. Each writer notes not only the question she or he has about the subject, but also the questions or concerns of the increasingly apparent audience. As students take ownership of their ideas, the propensity to plagiarize also decreases.

Students frequently cite both procrastination and an underdeveloped understanding of the assignment as their reasons for resorting to plagiarism. If, however, we are both giving the adequate, guided time for the writing process and sufficient feedback on their ideas (as opposed to criticism of their structure, grammar, and mechanics,) then we are eliminating these excuses. I encourage students to answer the questions they generated during the invention phase from wherever they can, focusing on research as a means of "finding out" rather than meeting an arbitrarily set quota of sources. Whether they search academic journals, interview a professional in their field of study, or reach into the recesses of their memories, these student writers are actively engaging in their own learning.

Revising their writing again involves the audience. Students are excited to share their findings with one another, and many share ideas and potential sources, as well. This collaborative effort helps students strengthen their own ideas as opposed to taking credit for the ideas of others. Considering the perspectives of their peers, students are more considerate of tone, and if their readers aren't getting the same sense of "purpose" intended, these writers have a real reason to take genuine interest in their revisions.

Time and again, when my students reflect on their writing (in writing,) they appreciate the opportunity to create something meaningful, and almost all report increased confidence in their writing abilities. Greater empathy for and improved collaboration among peers are two additional benefits. Although I am an English instructor, faculty in other disciplines can incorporate the same processes by allowing students to apply principles from a particular discipline to their own experience through writing.

Ultimately, this practice of helping adult learners develop meaning and ownership through writing will promote a better understanding of not only subject material, but also of their relationships with their colleagues, experiences, and the world around them.

Carmen Hamlin, M.A. is an English instructor and NTHS Faculty Advisor at the School of Health Science of ECPI University.

Carmen Hamlin, "The Writing Process: Step-by-Step approach curbs Plagiarism, Helps Students Build Confidence in Their Writing Abilitiy;" Faculty Focus; November 28, 2012; [http://www.facultyfocus.com/articles/effective-teaching-strategies/the-writing-process-step-by-step-approach-curbs-plagiarism-helps-students-build-confidence-in-their-writing-abilities/], November 28, 2012

CAMPUS VIEW