The Art of Writing Compelling Letters of Recommendation

Amanda Cuevas, Director, Frederik Meijer Office of Fellowships
Tuesday, October 2, 12-12:50 pm, 2266 KC or Wednesday, October 3, 12-12:50 pm, 303C DeVos

Writing meaningful and compelling letters – whether in support of applications to graduate and professional programs, nationally competitive scholarships, summer research opportunity programs, or internships – is a critical part of helping students successfully attain their goals. Join us for a light lunch and discussion on:

- Characteristics & Content of Effective Letters
- Facilitating the Student Letter Request Process

Bring your questions and concerns to get the most out of this workshop. Letter writing information packets will be provided to participants. Please RSVP to fellowships@gvsu.edu by Wednesday, September 26th!

Integrating Writing Instruction Across the Disciplines

Kay Losey, Director, SWS Program, Writing Department
Thursday, October 4, 3-4 pm, 2201 KC, or October 5, 3-4 pm, University Club 107C DEV

The Supplemental Writing Skills program requires instructors to teach a minimum of four hours of writing. But many instructors wonder how to incorporate that much writing instruction into their courses, and others wonder if what they already are doing “counts” as writing instruction. This workshop responds to these concerns by providing instructors with a variety of methods for incorporating writing instruction across the disciplines and offering opportunities for instructors to share their current practices and receive feedback. Open to all faculty. Please register at www.gvsu.edu/seminar under Teaching & Learning.

Preventing and Handling Classroom Incivilities

Robert W. Henderson, Psychology
Wednesday, October 10, 2-3:30 pm, 2270 KC

What are the best strategies for preventing classroom incivilities and handling them when they do occur? Incidents of classroom incivility vary from mild annoyances (e.g., sleeping or texting in class) to serious disruptions (e.g., cyber-stalking or mobbing), with petty incidents far outnumbering the rare, threatening ones. Using brief narratives describing real incidents to prompt discussion, we shall consider the effectiveness of different instructor strategies, highlighting the value of authoritative teaching that builds classroom rapport. We shall also consider strategies and resources for dealing with those rare incidents that can escalate into seriously harmful disruptions. Register at www.gvsu.edu/seminar under Teaching & Learning.

Using Media Coupled With Guided Inquiry In Large Lecture Science Courses

Ellen Yezierski, Miami University, Ohio
Monday, October 15, 2-4:30 pm, 2270 KC

In this 2.5 hour workshop, participants will create guided inquiry activities. These activities, designed to replace lecture segments, will incorporate simulations and other media. Strategies for implementing and managing structured student work groups will also be discussed.

Session Agenda
- Introduction including logistics and goals of session
- Participants play student role while Ellen models an activity
- Debrief activity to elucidate key activity design elements
- Review theory behind the learning cycle, align with design elements previously elucidated
- Discuss a possible course structure to support guided inquiry activities in student groups
- Participants work on designing activities, discuss design challenges and next steps

Please register at www.gvsu.edu/seminar under Teaching & Learning.
Foundations of Online/Hybrid Course Development

**About Foundations.** In this series, we will discuss the basics for developing a course with the online or hybrid designation. Designed to provide a starting point and to meet the requirements stated in the faculty handbook, we will orient you with resources and tools to begin your planning process with a foundation of quality standards. Offered throughout the year in different formats, participation in all components of the series is required.

**2012-2013 Sessions**

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<td><strong>Session 1</strong></td>
<td>Monday, Sept 24, 1pm - 4pm (in person)</td>
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**On Demand Workshop Topics**

This year, the Pew FTLC is offering a full complement of sessions on demand. We will deliver sessions for colleges, units, or groups of faculty. Each interactive session provides information grounded in the teaching, learning, and faculty development literature. Depending on the needs of the group, we can offer sessions of varying lengths and include specific disciplinary examples.

There are four broad categories of sessions listed:

**Course Planning and Design**

**Assessment of Student Learning**

**Effective Teaching Methods**

**Faculty Professional Activities**

Contact ftlc@gvsu.edu for additional information or to schedule a session tailored to your particular needs. Sessions include:

**CDP 5: Clarifying expectations for your students with rubrics**

A well-designed rubric can help students complete assignments the way you want them to and save you time and effort as you provide performance feedback. Best practices in crafting rubrics will be discussed through the evaluation of rubrics from a range of disciplines.

**ETM 4: Helping students prepare for class**

Maybe it has happened to you from time to time: students come to class not having read the text or completed the assigned work. Strategies will be presented for motivating students, structuring pre-classwork, ensuring accountability, and providing timely feedback to students about their learning.

**ASL 1: How’s it going? Gathering informal feedback from your students**

Four considerations for gathering student feedback will be presented. This session will also describe the Pew FTLC service, mid-semester interviews about teaching (MITS).

**FPA 3: Designing or revising a departmental mentoring program**

Incorporating research results and best practices from GV as well as other institutions, this session will assist units in crafting effective and efficient mentoring programs. Applicable to support programs geared toward new faculty, adjunct faculty, or part-time instructors.