



THE UNIVERSITY OF
MISSISSIPPI
Center for Excellence in Teaching and Learning
P.O. Box 1848
University, MS 38677-1848

eMantle

March 2013

Volume 1, Number 5

In This Issue

- **Another Use for CIS**
- **Kick-starting the 2nd Half of Your Semester!**

GRADUATE INSTRUCTOR TEACHING AWARD

The Center is now accepting nominations for the 2012-2013 Graduate Instructor Teaching Award. This award is given to recognize the importance of the teaching role performed by graduate students.

Deadline: April 8, 2013 at 12:00 pm.

Full details can be found online.

<http://cetl.olemiss.edu/GRADAward.html>

Quotes from Winston Churchill

“Continuous effort - not strength or intelligence - is the key to unlocking our potential.”

“A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.”

“Let our advance worrying become advance thinking and planning.”

Staff

Susan Mossing, Associate Director
Nancy Wiggers, Learning Specialist
Rebekah Reysen, Learning Specialist
Sarah Hill, Senior Staff Assistant
Sue Vaughn, Academic Advisor for the Bachelor of General Studies degree program

Another Use for CIS

by Dr. Susan Mossing, CETL Associate Director

In the November eMantle, we introduced the [Course Information Sheet](#) (CIS) that was developed for students to keep track of their grades. Professors can use it as well. In fact, knowing how much of students' grades still remains to be earned can be a source of motivation. Toward that end, please pull out your course syllabus and complete your own CIS as you read along.

In the Grade Components section, list all assignments and assessments that will be used to calculate final grades. In the “Assessment” column, list each type (e.g., test, quiz, paper, project, or homework). If several distinct assignments are grouped together (e.g., homework), make a listing that allows for each specific grade to be recorded.

If you have dates listed in your syllabus, enter those dates now. If you did not list dates on your syllabus, enter the actual dates associated with the graded items that have been completed. We'll be doing our calculations based on past-due assignments, so future dates are not a concern at this point.

Does participation factor into students' final grades? If so, how do you measure participation? Have students already earned “points” for participation? If so, how many?

Do you reduce final grades by a formula that involves attendance? Have some students already started losing points because of excessive absences? Make a note of this, but set it aside. That information is too student-specific to be considered in our calculation.

Now, add up all of the assignments and assessments that have due dates in the past. Add the appropriate percentage for participation earned thus far. Do you offer extra credit? If so, how much can students earn back at the end of the semester? Reduce your subtotal by that amount. The number that remains should be the percentage of students' final grades that have already been determined.

While the main purpose of this article is to help you re-motivate your students, post spring break; there is a parallel purpose – to give you “fresh eyes” in reading your syllabus and considering your grading structure. It's something to keep in mind as you plan for next semester's course.

Kick-starting the 2nd Half of Your Semester!

by Rebekah Reysen and Nancy Wiggers, Learning Specialists

We have officially reached the halfway point of the semester. With students having just taken their midterms, you may be thinking wow, time is running out! You are probably already hearing students say, “I am worried about my grade” and “is there anything I can do for extra credit?” With the finish line quickly approaching, we have a couple of tips that you may be interested in

Advisory Board

Anthony Ammeter, *Management & MIS*
Luca Bombelli, *Physics & Astronomy*
Dennis Bunch, *Leadership & Counselor Ed.*
Robert Doerksen, *Medicinal Chemistry*
Tonya K. Flesher, *Accountancy*
Andre P. Liebenberg, *Finance*
Robert E. Mongue, *Legal Studies*
Susan Mossing, *CETL*
Charles K. Ross, *African-American Studies*
Michael Rowlett, *Music*
Christopher D. Sapp, *Modern Languages*
Paul Scovazzo, *Chemical Engineering*
Dwight Waddell, *HESRM*

Contact Us

Office: 105 Hill Hall
Phone: (662) 915-1391
Fax: (662) 915-1591
CETL@olemiss.edu
www.cetl.olemiss.edu

providing your worried students.

Semester Behavior Analysis

First, a semester behavior analysis may help students evaluate their performance in their courses as well plan the rest of their semester. These analyses help students evaluate the studying strategies that they have utilized thus far as well as identify the areas that they need to improve upon. A variety of behavior analyses exist, but for the sake of simplicity, we have created one for you. You can take these questions and upload them to Qualtrics to create a survey for your students to take the assessment. Link: http://cetl.olemiss.edu/Student_Review_Strategies.pdf

Bloom's Taxonomy

In addition to utilizing a behavior analysis, your students may want to consider whether their studying strategies have been geared towards the appropriate level of the Bloom's Taxonomy hierarchy. Are your students focusing more on memorization when they should actually be gearing their habits towards applying or synthesizing information? If so, students may benefit from a discussion of what critical thinking means according to Bloom's Taxonomy.

A work sheet that we frequently use at CETL is the Levels of Learning exercise. As a class activity, you could have your students create a study guide that addresses various components of your course material. This guide can be divided into three columns. The first column is where students can record the specific topic that will be reviewed; the second is devoted to which Bloom's Taxonomy level that topic covers (e.g., memorization, application, etc.); in the last column, the student can record the time that (s)he will allocate to studying each component. This exercise can help students not only create a study plan, but also help them gear their plan towards the appropriate Bloom's taxonomy level. An example is listed below:

Psychology Study Guide

Test Due Date: April 1, 2013

Social Psychology terminology	Remember & understand	30 minutes
Answer conformity scenario application q on p. 100 of textbook	Application & analysis	15 minutes
Develop 1 conformity scenario question and answer; bring to class on Monday	Creating	20 minutes
Develop 1 conformity scenario question and answer; bring to class on Monday	Creating	20 minutes
Etc.		

CETL Tools

Last, but not least, CETL offers a wide variety of tools that your students can utilize for free. We offer peer tutoring, where students can consult with expert undergraduates on studying strategies. We also offer DIY Learning Tools Workshops where students can augment the strategies that they already have through consulting with Learning Specialists.

We wish you an exciting, prosperous end to the semester!