



In This Issue

- Study Skills Presentations
- Guest Speaker – Lynée Gaillet

Faculty Development Workshop

Service Learning

Presented by:

Dr. Albert Nylander

Director of the McLain Institute

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Program Coordinator, Mclean Institute

Tuesday, April 23, 2013

11:45 AM – Union Ballroom

The McLean Institute supports faculty wishing to incorporate service learning in their classrooms. Mini-grants will be awarded to faculty for developing service-learning courses and projects on an annual basis, examples will be shared during the presentation. Data also will be presented from a recent campus survey regarding UM chairs and directors' views regarding service learning.

Link to [flyer](#).

Please **RSVP online** by 5:00 pm,
Wednesday, April 17, 2013.

Quotable Quotes

“Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.” –Abigail Adams

“I never teach my pupils. I only attempt to provide the conditions in which they can learn.” –Albert Einstein

“That which we persist in doing becomes easier, not that the task itself has become easier, but that our ability to perform it has improved.” –Ralph Waldo Emerson

Study Skills Presentations

by Nancy Wiggers and Rebekah Reysen, *Learning Specialists*

Since its creation, CETL has offered study skills training to all UM students requesting our individual consultations or workshops. In Fall 2013, we will expand these services to the classroom. Professors will soon have the opportunity to request study skills presentations for their individual classes. By reaching out to the professors, CETL hopes to assist more students as well as professors. Professors will be able to request presentations on days when their schedules require them to miss class and workshops can be tailored to address specific weaknesses students consistently demonstrate on assignments and tests.

To enhance student motivation and facilitate application for strategies provided in the presentations, we ask that professors provide us with information so that we may target the presentation appropriately. This allows students to see an immediate and concrete use for the strategy presented. In addition, we will conduct an assessment to evaluate the effectiveness of the presentation. The specific form of the assessment is dependent upon the course content.

The procedure to schedule a study skills presentation is as follows:

1. Complete an online request (*coming this Fall*) detailing the following information:
 - a. Course name and schedule and location
 - b. Name contact information; time to be contacted
 - c. Preferred Date/time requested for presentation
 - d. Number of students enrolled in class/average class size
 - e. Name of the Presentation Requested
 - f. Class syllabus, indicating specific course content
2. We will contact professors to arrange the details. It is important the content be something students perceive as relevant to the course, i.e. not busy work.
3. At the end of the presentation, students will complete a brief assignment and survey.
4. Professors will be sent the results along with a request for feedback.
5. For information regarding the skills presentations available, please refer to the list below. If you have any suggestions for other presentation topics that would benefit your students, please contact us.

Study Skills Presentations

- Time management in academic context
 - Managing time is crucial for academic success. This workshop addresses strategies to effectively manage time in light of course expectations and assignments.
- Notes for a real advantage
 - Taking notes in class provides the foundation for good review tools. This presentation addresses the steps involved in creating effective reviews from in-class notes.

Word Search

Find the following words in the grid below.

CLASS GRADE PAPER
EXAM HOMEWORK TEACH
FINALS LEARN

H	C	A	E	T	R	T	P
B	O	R	G	R	A	D	E
S	L	M	L	M	O	P	H
C	W	Y	E	E	X	A	M
L	B	N	A	W	D	P	T
A	D	S	R	K	O	E	C
S	L	A	N	I	F	R	U
S	W	T	I	B	A	J	K

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- Visual notes system
 - Maps visually highlight the relationships among various pieces of information. As with any strategy, the greatest value is in the application, i.e. creating the map, than in the product itself. This presentation introduces the steps to create useful illustrations for review.
- Reading effectively
 - Purposeful reading is fundamental for academic success. This presentation addresses reading strategies that promote deep learning.

Test Prep Presentation

- This presentation addresses test preparation for a course. Suggestions for managing time prior to tests and preparing for different types of test items are presented.

Post-test Test Prep Presentation

- This presentation addresses thorough test analysis to inform strategies for future tests. This presentation will require students to have access to the test.

Guest Speaker – Lynée Gaillet

Professor of English at Georgia State University

On Friday, April 19th from 10:00 AM to 12:00 PM Lynée Gaillet will be in the Bryant Hall Gallery to talk about *Disciplinary Synergy: Writing-Enriched Curriculum and a Writing Minor*. We invite all who are interested in learning more to join us. Light refreshments will be served. **RSVP is required.**

Gaillet is author of numerous articles and book chapters addressing the history of composition/rhetoric pedagogy and writing program administration. She received a Research Fellowship Award from the International Society for the History of Rhetoric in 2011 for her work on George Jardine and is the recipient of an NEH Summer Research Award.

Gaillet's work has appeared in journals such as *College Composition and Communication*, *Journal of Advanced Composition*, *Journal of Basic Writing*, *Rhetoric Review*, *Composition Studies*, *WAC Journal*, and *Issues in Writing*. She is also editor of *Scottish Rhetoric and Its Influence*, *Stories of Mentoring*, and *The Present State of the History of Rhetoric*. Her forthcoming projects include two co-authored textbooks, *Rhetorical Engagement and Archival Research* and *Rhetorical Reading for Engaged Writing*, and a co-authored book, *Academic Publication off the Tenure-Track*.

Gaillet teaches a wide range of undergraduate and graduate courses in writing theory and practice, archival research methods, and the history of rhetoric as Director of the Writing Studio and Lower Division Studies at Georgia State University. Her previous appointments include Writing Program Director at Georgia State University, Executive Director of the South Atlantic Modern Language Association, and Past-President of the Coalition of Women Scholars in the History of Rhetoric and Composition.

This event is being co-sponsored by the Center for Writing and Rhetoric and the Center for Excellence in Teaching and Learning.