



Q & A

Q: When grading writing assignments in my GE course, do I expect the same level of writing of my international students, as I do of my English-speaking students? Do I grade them equally?

A: The answer is a resounding YES! All students choose to come here whether it is from Europe, Asia or Iowa and we should have the same expectations of all students in all subjects, not just writing.



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DQP ASSIGNMENT LIBRARY

The purpose of this website is to provide a searchable online library of collegiate-level course assignments in a wide variety of academic disciplines that link to one or more proficiencies in the [Degree Qualifications Profile \(DQP\)](#).

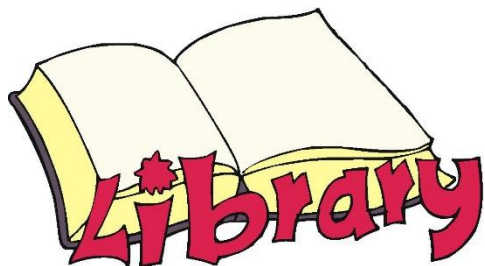
The [National Institute for Learning Outcomes Assessment \(NILOA\)](#) has been working with groups of faculty from various institutions to revise and strengthen assignment alignment to specific proficiencies. The assignments and commentaries here are works in progress, generously shared by faculty members from a wide range of fields and institutional types committed to advancing and documenting student learning.

To learn more about the assignment library initiative click [here](#).

To see a list of advisors to the project click [here](#).

This [Assignment Library](#) allows you to:

- [Browse](#) and adapt assignments to fit your needs
- [Submit](#) an assignment to the library
- Consult a [resource](#)
- Give us [feedback!](#)



D2L TIP OF THE MONTH

Qualtrics Surveys

You can use these surveys free! The person creating the survey must have a NetID.

1. Go to <http://qualtrics.arizona.edu> and log in with your NetID.
2. Once you have created your Project/Survey go to Distribution.
3. Choose Anonymous Link and copy it
4. Copy and paste this link into D2L Content. (Go to your D2L Content area and click into the Module you want this to be in and choose New, Create a Link.)

*To find out the results of the survey you will return to <http://qualtrics.arizona.edu> and log in with your NetID. Use the Data and Analysis area to obtain your data. Qualtrics has a much better data export than D2L Surveys or D2L Quizzes, but there is no automatic way to move the results of the Qualtrics survey to a D2L Gradebook.

Writing Tip of the Month: Build “talk time” into the writing process

As students develop their final projects, consider providing time for students to converse among themselves and to get responses from real readers or listeners about their ideas. This allows students the opportunity to test an argument, discuss organization, or ask questions.

One model for structuring this talk time is the “Save the Last Word for ME” protocol, which creates a space for the writer to hear the reactions of their readers without the defensive posture of an immediate response. First, split students into groups of 3-5. The timing can be easily adjusted to allow for more or less conversation.

1. Writer 1 speaks about their project for x amount of time (~ 2 min)
2. Others in group discuss the project with each other while the writer remains silent (~2-3 min)
3. Writer 1 joins back into the conversation, asking questions, clarifying comments, etc. (~2 min)
4. Continue with each writer having the opportunity to share their project ideas

If you teach an in-person course, consider setting aside 20-30 minutes of a class session for students to talk to each other. If you teach online, students could do this asynchronously using [VoiceThread](#) or the [video](#) and/or [audio](#) functions in the [D2L Discussion](#) tool, or synchronously by setting up their own [Study Group in Adobe Connect](#) and arranging a time to meet among themselves.

References

Averett, P. (n.d.) *Save the last word for ME*. [PDF document] Retrieved from http://schoolreforminitiative.org/doc/save_last_word.pdf

Bean, J. (2011). *Engaging Ideas: The professor’s guide to integrating writing, critical thinking, and active learning in the classroom* (2nd. ed.). San Francisco: Jossey-Bass.

Berger Memorial Fountain



Situated at the west entrance of Old Main, the Memorial Fountain, honoring those UA students who lost their lives in World War I, was the gift of Alexander Berger, an uncle of Alexander Tindolph Berger, one of those to whose memory it is dedicated.

On January 31, 1920, the Memorial Fountain in front of Old Main was dedicated amid a huge turnout of students, faculty, townspeople, and military who had come to honor the University's World War I dead and to greet the guest of honor, General John J. Pershing. General Pershing's speech was brief and impressive, following which the honorary degree of Doctor of Laws was conferred upon him by President von KleinSmid.



GENERAL EDUCATION WRITING TIP: PERSUASIVE ESSAYS

Structure and organization are integral components of an effective persuasive essay. No matter how intelligent the ideas, a paper lacking a strong introduction, well-organized body paragraphs and an insightful conclusion is not an effective paper.

The Introduction

Simply enough, the introductory paragraph introduces the argument of your paper. A well-constructed introductory paragraph immediately captures a reader's interest and gives appropriate background information about the paper's topic. Such a paragraph might include a brief summary of the ideas to be discussed in body of the paper as well as other information relevant to your paper's argument. The most important function of the introductory paragraph, however, is to present a clear statement of the paper's argument. This sentence is your paper's thesis. Without a thesis, it is impossible for you to present an effective argument. The thesis sentence should reflect both the position that you will argue and the organizational pattern with which you will present and support your argument. The following are helpful questions for you to consider when formulating a thesis sentence:

- What is the argument that I am trying to convince the reader to accept?
- How exactly do I expect to convince the reader that this argument is sound?

The Body

The body of your paper contains the actual development of your paper's argument. Each body paragraph presents a single idea or set of related ideas that provides support for your paper's argument. Each body paragraph addresses one key aspect of your paper's thesis and brings the reader closer to accepting the validity of your paper's argument. Because each body paragraph should be a step in your argument, you should be mindful of the overall organization of your body paragraphs.

The first step in writing an effective body paragraph is the construction of the first sentence of this paragraph, the topic sentence. Just as the thesis sentence holds together your essay, the topic sentence is the glue binding each individual body paragraph. A body paragraph's topic sentence serves two main purposes: introducing the content of the paragraph and introducing the next step of your argument. It is important to keep in mind that the goal of the topic sentence is to advance your paper's argument, not just to describe the content of the paragraph.

A good way to test the strength of both your topic sentences and your argument as a whole is to construct an outline of your paper using only your paper's thesis statement and topic sentences. This outline should be a logical overview of your paper's argument; all of your paper's topic sentences should work together to support your thesis statement.

The Conclusion

A basic purpose of your paper's concluding paragraph is both to restate the paper's argument and to restate how you have supported this argument in the body of the paper. However, your conclusion should not simply be a copy of your introduction. The conclusion draws together the threads of the paper's argument and shows where the argument of your paper has gone. An effective conclusion gives the reader reasons for bothering to read your paper. One of the most important functions of this paragraph is to bring in fresh insight. Some possible questions to consider when writing your conclusion are:

- What are some real world applications of this paper's argument?
- Why is what I am writing about important?
- What are some of the questions that this paper's argument raises?
- What are the implications of this paper's argument?

While the organization and structure described in this handout are necessary components of an effective persuasive essay, keep in mind that writing itself is a fluid process. There are no steadfast rules that you need to adhere to as you write. Simply because the introduction is the first paragraph in your essay does not mean that you must write this paragraph before any other. Think of the act of writing as an exploration of ideas, and let this sense of exploration guide you as you write your essay.

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