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**INSTRUCTIONAL SUPPORT SERVICES (ISS)**  
provides instructional consultation and media services to IU faculty through the following offices:

**Bureau of Evaluative Studies and Testing**

Franklin Hall M005 855-1595  
Assistance to faculty, students, and administrators in assessment, evaluation, and testing.

**Community Outreach & Partnerships in Service-Learning**

Franklin Hall 004 856-6011  
Assistance connecting community engagement with course-based learning.

**Graphic Services**

Franklin Hall M114 855-4047  
Custom visuals for teaching, publication, and presentations.

**Instructional Consulting**

Franklin Hall 004 855-9023  
Assistance to faculty in and out of the classroom with teaching, technology, and course innovations.

**Media Production**

Franklin Hall M114 855-1983  
Design and production of audio and video instructional programs.

**Media Resources**

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Videos, films, CD-ROMs, equipment, projectionists, and classroom technology assistance.

**Teaching & Learning Technologies Lab**

Ballantine Hall 307 855-7829  
Consultation and training for development and application of teaching & learning technologies.

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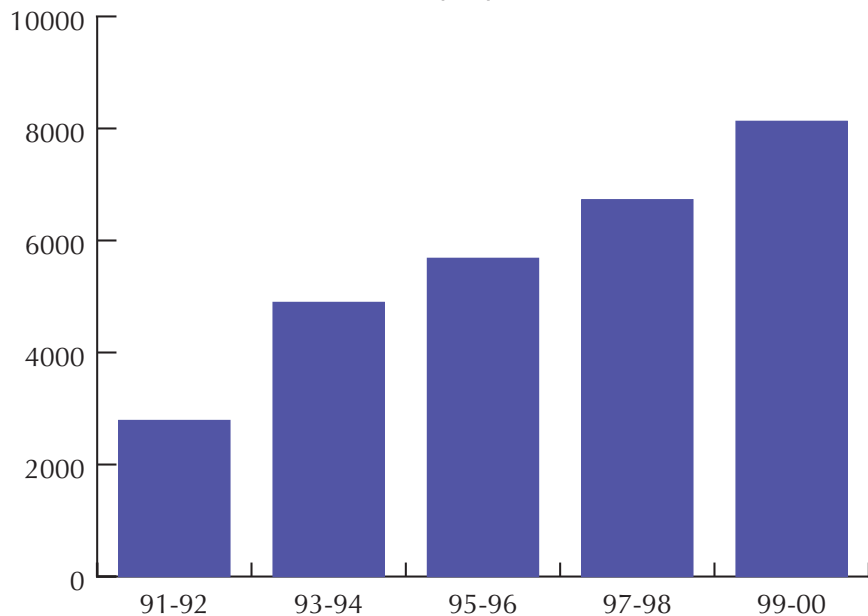
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## IU Campus Writing Program Offers Tutoring, Consultation & Training

In 11 years of operation, Writing Tutorial Services (WTS)—part of the Indiana University Campus Writing Program—has conducted over 53,000 tutorials in its main office and satellite locations. Since 1993, the WTS staff has grown from eight graduate tutors to 28 graduate and 13 undergraduate tutors, from offering tutorials in one location 10 am to 5 pm Monday through Friday to providing both appointment and walk-in tutoring from 10 am to 11 pm five days a week in six separate locations: Ballantine Hall, the Main Library, the Kelley School of Business, and the Academic Support Centers (ASCs) in the Ashton, Briscoe, and Forest Residence Halls. The number of students served by the tutorial service has grown in kind: in the 1993–1994 academic year, 4,894 students saw WTS tutors; in 2000–2001, 9,237 students received assistance from tutors at WTS and the ASCs.

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**Total Number of Tutorials by 2-year Periods**



# Campus Writing Program Services

## Continued from page 1

WTS Director Lisa Kurz explains what goes on at WTS: "A lot of tutorials are spent helping students focus on assignments and in clarifying and strengthening the organization of their writing. A common student misconception is that we proofread. While we help with grammar, we don't 'correct' papers for students because that doesn't help us reach our goal—to help students become better writers."

To that end, WTS has produced a number of pamphlets for students on common writing problems, such as "How to Write a Thesis Statement," "Outlines," "Correcting Your Own Grammar Errors," and "How to Avoid Plagiarism." These pamphlets are available at WTS or may be printed from the WTS website:

<http://www.indiana.edu/~wts/wts/>.

Since 1992, WTS has had a peer tutoring program, consisting of seven to thirteen undergraduates, nominated by IU faculty and selected after an hour-long interview. "It's the most enviable teaching situation imaginable," says CWP Assistant Director Laura Plummer, who runs the training seminar each spring semester. "I have a small class of bright, energetic, committed students for whom I do not have to assign final grades; they stick around for at least two years, too."

The training program consists of weekly two-hour classes, and culminates in the fledgling tutors working two hours a week in WTS during the month of April. Students who successfully complete the seminar begin tutoring in earnest the following fall.

WTS targets students in their first year of study. At the Academic Support Centers alone, over 30% of WTS tutorials are with English W131-Elementary Composition

students; an additional 40% are with those enrolled in 100- and 200-level courses. Over one-third of WTS tutorials support students meeting composition, Intensive Writing (IW), and TOPICS requirements. WTS also works with upper-class and graduate students, offering "course-specific" tutoring for students writing in the disciplines.

While WTS is the CWP's most visible presence, the office has additional missions: to assist faculty, through consultation, as they work to incorporate writing into their courses, and to research the claims of writing across the curriculum. Kurz, Plummer, and CWP Director Ray Smith regularly work one-on-one with faculty from across the university, often in consultations over the course of a full semester.

**"Anyone who assigns writing does a lot of teaching in the margins, but often those comments take hours to write and are only cursorily read by students."  
—Ray Smith**

CWP also helps faculty from all schools with undergraduate teaching responsibilities. That assistance takes many forms, from consultation about incorporating writing into classes large and small, to training AIs in various disciplines to grade and mark papers.

"Our consultations with faculty cover a variety of issues—all depending upon the individual teacher's needs and aims," says Plummer. "For example, some faculty

members send me copies of their writing assignments before they distribute them to students, and I give them feedback—what task the assignment seems to be asking students to perform, what pitfalls students might encounter, what clarification students might require. Other faculty call upon us to assist them in training graduate graders; fighting grade inflation and maintaining grade equity from section to section within large lecture courses is a priority."

With the lead faculty's guidance, CWP staff work with graders and AIs to establish grading criteria, selecting "benchmark" papers as points of reference for AIs to work from when they grade their individual sections' papers.

The CWP staff also run workshops for graduate students—often at the invitation of faculty teaching pedagogy courses within their departments—that focus on marking and commenting on, as well as evaluating, student writing.

"Anyone who assigns writing does a lot of teaching in the margins," says Smith, "but often those comments take hours to write and are only cursorily read by students."

There are tricks to reducing the grading load without losing the valuable learning opportunity writing provides for students. "The CWP staff has either committed or observed just about every mistake possible when it comes to teaching writing, and so we like to share our experience in the hopes of saving some other poor teacher from a time-consuming, frustrating fate."

If you'd like more information on the services of the Campus Writing Program, call 855-4928, or visit the CWP website, at:

<http://www.indiana.edu/~cwp/>.

# Graphic Services Prepares Maps for Yuri Bregel's Atlas of Central Asia

“Due to recent events, interest will probably increase,” IU Emeritus Professor of Central Eurasian Studies Yuri Bregel says of his current project. This is perhaps an understatement, since the work in question is Bregel's 48-map *Historical Atlas of Central Asia*, “the first such attempt” to capture graphically the long history of a region recently thrust into the international spotlight.

Brill will publish the atlas in

2003. ISS's Graphic Services is preparing the maps for the book, carefully converting Bregel's hand-drawn work into electronic files.

The atlas culminates a process that began in the classroom several years ago, when Bregel wanted to improve the quality of overhead transparency maps he used to illustrate lectures. Graduate students suggested using a computer drawing program, and—with help from Graphic Services—produced electronic maps that could easily be

output as transparencies. Eventually, 11 of the maps were published in pamphlet form by IU's Research Institute for Inner Asian Studies (RIFIAS).

An atlas in book form with a larger complement of maps was the natural next step. Bregel had been approached by another publisher interested in the project, but broke off negotiations when the publisher wanted to limit the atlas to two-color maps and a standard page

Continued on Page 4



Yuri Bregel designates features to include in individual maps for his *Historical Atlas of Central Asia* by drawing them in on a printout of a base map, using colored pencils to indicate the categories of items. Graphic Services then adds the items to the base map in Adobe Illustrator. This excerpt from one of the atlas maps shows Bregel's drawing (left) and the finished product (right). Kabul is in the bottom center.

**Continued from Page 3**

size. Brill agreed to Bregel's desire for full-color maps and a large format (9 by 13 inches). Each map will be accompanied by a facing page narrating the period covered by the map.

Former Graphic Services designer Christie Williams initially worked with Bregel on the project. Scott Taylor and Graphic Services Director Susie Hull are now producing the atlas maps.

Bregel and Williams began by establishing a series of base maps to serve as the foundation for most of the atlas material. The maps contain the geographical features common to all the maps—mountains, rivers, and bodies of water. Water features change slightly from map to map, however, since the water supply of the region has fluctuated over the centuries, a fact that figures in the area's history.

Maps excerpting sections of the region covered by the base maps will fill out the content of the atlas, which follows events in central Asia "from the earliest known historical time—written records exist from the period of Alexander the Great—to the present," according to Bregel.

Once the time-consuming task of establishing the base maps was completed, Bregel began to designate what particular features to include in individual maps by drawing them in on a printout of the base map, using colored pencils to indicate item categories. The atlas shows features such as ethnic groups, dynasties, borders, fortifications, migrations, and oases.

After Bregel submits an annotated draft, Graphic Services adds the features to the corresponding base map in Adobe Illustrator. To insure uniformity of the maps, Hull has prepared a general legend categorizing the styles of lines, text, and symbols used throughout the atlas.

Proofreading comes next. Black-and-white printouts showing type, city dots, and rivers are first checked for accuracy. Then a complete color printout is compared with the original draft to verify line styles and color coding. This process involves several staff members, including Rod Kates, office manager.

The full-color format of the maps has posed a considerable challenge. To keep features readable, the color of lines and matching text must be carefully coordinated (the text is

slightly darker, to stand out). Hull has recently sent test files to Brill for color proofs, to see how accurately the Graphic Services color printer approximates the colors as they will appear print.

Bregel and Graphic Services will finish the maps mid-year 2002, at which point Bregel will complete the accompanying text. Both Bregel and the Graphic Services staff have enjoyed their collaboration. For Bregel, "the experience has been quite good; I've been very happy." Hull has appreciated working with "such an extraordinary scholar" who has been "involved and committed" to the project, in addition to being "a very nice person."

Bregel reports that Brill plans to produce a paperback version of the atlas at a later date, making it likely that his work will reach new students in many other classrooms.

Graphic Services provides support for faculty who want to incorporate maps in the classroom. Using customizable map databases, the office can easily produce global, world, country, or regional maps to order for use as overheads or handouts. Contact Susie Hull at 855-4047, sehull@indiana.edu.

## Changes to Deanfac, SOTL Websites

### New Dean of Faculties Website

The Office of Academic Affairs & Dean of the Faculties website has been extensively revised to aid navigation and provide easier access to the growing number of announcements, applications, and other forms available online.

The new top page has four parts:

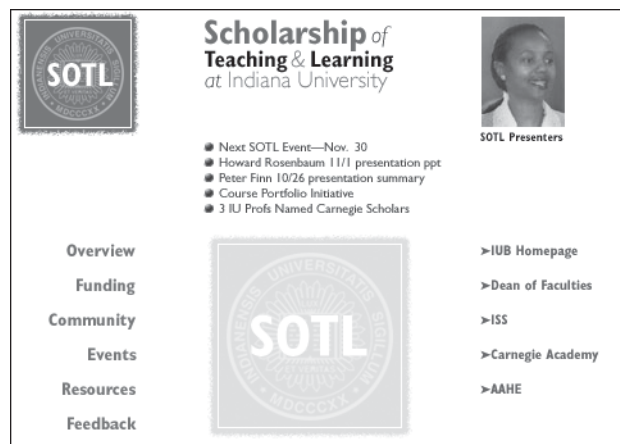
1. A **Main Menu** (the horizontal bar located under the banner) links to an office mission statement, a directory of OAA/DOF offices, a listing of faculty programs (including the Scholarship of Teaching & Learning

**Office of Academic Affairs & Dean of the Faculties**  
 812/855-2809 : 107 S. Indiana Avenue  
 dof@indiana.edu : Bryan Hall 111  
 : Indiana University  
 : Bloomington, IN 47405

**Quick Links** ▾ : **Mission** : **Directory** : **Faculty Programs** : **Tenure & Promotion** : **Instructional Support** : **Student Programs** : **Events** : **Forms & Applications** ▾

**Academic Guide (IUB)** : **News & Announcements** : **Academic Positions**  
 About This Site  
 New Academic Handbook  
 Next SOTL Event  
 Next Patten Lecture  
 Emeriti Faculty Site

**Academic Handbook** : **Award Nominations**  
**Artsweek** : **Faculty Summary Report**  
**Course Listings** : **FORMS INDEX**  
**Employment** : **Grants & Fellowships**  
**Housing** : **Leaves**  
**Patten Lectures** : **Promotion**  
**Religious Holidays**



**SOTL**

**Scholarship of Teaching & Learning**  
at Indiana University

- Next SOTL Event—Nov. 30
- Howard Rosenbaum 11/1 presentation ppt
- Peter Finn 10/26 presentation summary
- Course Portfolio Initiative
- 3 IU Profs Named Carnegie Scholars

Overview  
Funding  
Community  
Events  
Resources  
Feedback

SOTL Presenters

>IUB Homepage  
>Dean of Faculties  
>ISS  
>Carnegie Academy  
>AAHE

and Faculty 2000 initiatives), a listing of instructional support offices and resources (including ISS), a listing of student programs (University Division and others), and events (featur-

3. On the right-hand side, the **Forms & Applications Menu** breaks down available online documents into categories (including award nominations, grants & fellowships, leaves,

ing links to OAA/DOF and campus-wide events).

2. The **Quick Links** menu on the left-hand side of the page contains links to the most frequently requested site pages (e.g., course listings, the *Academic Handbook*, and the Religious Holidays calendar).

and promotion).

4. A **News & Announcements Menu** in the center of the page lists new features and timely announcements.

Please send any questions or comments about the new site design to dof@indiana.edu.

### SOTL Site Moving

Because of server space concerns, the Scholarship of Teaching & Learning website has moved from the OAA/DOF server to its own account, at:

<http://www.indiana.edu/~sotl>.

The old pages will be set to forward you to the new site, so you'll still be able to access SOTL web pages with the old URLs, but using the new address will be faster.

## TLTL Announces Grant Recipients

The Teaching and Learning Technologies Lab is pleased to announce the recipients of two new funding programs, TLTL Media Assistants and TLTL Grants-in-Aid, for IUB instructional technology projects for the 2001–2002 calendar year.

These programs are designed to provide assistance for projects that need specialized knowledge or talents, for projects that require concentrated or intensive efforts, or for materials or training that will make project development or implementation proceed more efficiently. A group of faculty and TLTL staff members reviewed the proposals and made the final grant selections.

Following is the list of TLTL grant recipients, by award category:

### Grants-in-Aid

Andy Hollinden—Music  
Kevin Glowacki—Classical Studies  
S. P. Srinivas—Optometry  
John McRae—Religious Studies  
Portia Maultsby—Folklore

### Media Assistant Grants

Andy Hollinden—Music  
Portia Maultsby—Folklore  
Valerie O'Loughlin—Medical Sciences  
Barry Rubin—SPEA

Projects will be implemented in classes taught on the IUB campus by December 2002. Award recipients will be required to submit a short written report evaluating the effectiveness of their project in meeting their teaching and learning objectives. Recipients will also agree to participate in any follow-up program evaluations that may be conducted.

Grants-in-Aid enable faculty to purchase equipment, software, or other materials, or for other purposes (e.g., to defray workshop, travel, or other expenses) necessary to complete a project or to make project development or implementation proceed more efficiently.

The Media Assistants program funds an assistant to work with a faculty member and TLTL staff to help develop or implement an instructional project. The program is designed to provide assistance for

projects that need discipline-specific or other specialized knowledge or talents (programming, graphics, etc.), and/or for projects that require concentrated or intensive efforts. The faculty member will help identify and select the Media Assistant for his/her project.

The review committee of faculty and TLTL staff tried very hard to find ways to substantially assist each applicant for TLTL grants, whether or not they receive a monetary award.

In addition to the projects funded, the reviewers favorably rated several other projects and we are pleased to announce those faculty projects will be assisted by TLTL, ISS services such as BEST, Media Productions and others, HPER ICT, or our colleagues in other service units on campus in the development of their projects.

TLTL and the review committee were very happy that even those who did not receive grant funding will be able to continue with their projects using services already available to instructors on campus.

# ISS Grant Opportunities for 2001

## Continued from Page 8

liver a written report or oral presentation—for interested faculty and staff—outlining the implementation and evaluation of the project within a calendar year of the fellowship period.

Awards will be made to active or service learning proposals that best meet the criteria of:

- A plan to address an identified instructional need or opportunity via creative active or service learning strategies.
- An explanation of how students will be more engaged in disciplinary content as a result.
- A plan for evaluating effectiveness of the innovation after implementation.
- Scale of impact on undergraduate education.
- Letter of endorsement from the department chair or dean.
- Commitment of additional funds or resources required to implement the proposal.
- A plan for sharing results of the innovation in the department or school.

## Application Outline

In approximately three to four pages, please describe the:

- Course to be designed or redesigned. Include course goals, typical or expected enrollment, frequency taught, and student profile. Explain the importance of this course to the department's curriculum or to undergraduate education in general.
- Instructional need or opportunity to be addressed through active or service learning strategies.
- Plan for addressing the need or opportunity. Be specific about the new teaching and learning strategies you will introduce to

the course. Explain how the innovation will promote active or service learning. How will critical thinking be encouraged?

- Plan to assess effectiveness of the innovation for students.
- Resources that would be utilized in the completion of the project, if any, in addition to the applicant's own time. If additional funds would be required for the project, please indicate the source.
- Plan to report results. Include means of sharing useful outcomes of the project within the department or school.

In addition to this document, please attach:

- a current course syllabus (un-



less you are proposing a new course)

- an abbreviated curriculum vitae (not to exceed four pages)
- a letter of support from your department chair or dean
- for service-learning applications, include a letter from the community partner(s)
- any other documentation you think might be helpful.

Please send four (4) copies of the complete application package to:

Jennifer Meta Robinson, Director  
Instructional Consulting at Franklin Hall  
Instructional Support Services  
Franklin Hall 004

or

JoAnn Campbell, Director  
Community Outreach and Partnerships in Service-Learning

Instructional Support Services  
Franklin Hall 004

The application deadline is February 15, 2002. A faculty and staff committee will make selections and announce them on or about March 30. For more information please contact Jennifer Robinson or JoAnn Campbell at the above addresses.

## Instructional Media Development Grants

*Deadline for proposals: March 1, 2002*

Media Production is pleased to announce a competition for 2002–2003 offering Instructional Media Development Grants.

These grants are designed to support undergraduate and graduate instruction on the Bloomington campus.

Though no salary is provided through this program, Media Production will provide all labor and materials—except in the case of extraordinary travel or materials costs.

Video or audio programs produced through these grants must be used in the classroom to improve or to enhance applicants, courses. Specifically, we are looking for projects that fill a particular instructional need, projects that solve a pedagogical problem or problems for a faculty member, a department, or a school. A minimum of three projects will be supported during the 2002–2003 academic year.

Faculty members who receive grants should expect to fully collaborate with the Instructional Support Services staff in developing, scripting and producing video and audio programs.

The award-winning staff can provide expert advice and assistance in the production of broad-

cast-quality video as well as analog and digital audio recordings. Media Production cannot independently produce a CD-ROM, web-based applications, or multimedia projects. However, the staff can produce digital audio and video materials to be used in these types of projects and will collaborate with other units in Instructional Support Services in producing digital presentations.

Travel expenses (if any) must be borne by the faculty member or his or her department. Copyright clear-



**Rosemarie McGerr used an Active Learning Grant to integrate visuals, lecture notes and audio tracks into PowerPoint presentations for her Medieval Literature class.**

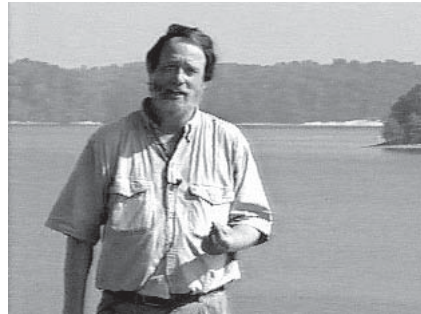
ance for third-party media must be obtained by the participating faculty member prior to submitting a proposal application.

All media produced in the course of these projects, or all productions containing media created in the course of the projects, are, unless other arrangements are made through Media Production, the property of Indiana University. The distribution and percentages of royalties for marketed programs should be determined during the application process.

Grants will be awarded by May 10, 2002, on the recommendation of faculty referees and the Office of the Dean of the Faculties. All projects start after July 1, 2002, and have a tentative completion date of August 31, 2004, or sooner.

Proposal forms and guidelines for proposals are available through

**In *The Earth Explored*—produced by Media Production and funded by an Instructional Media Development Grant—Jeremy Dunning (below) combines field demonstrations, lab experiments, and interviews with experts to convey geological concepts not easily visualized.**



Media Production (855-1983, Franklin Hall M114). Interested faculty should arrange an initial consultation session with Ralph Zuzolo, proposal coordinator for Media Production.

Media Production provides a wide range of production services to the Indiana University community. Professional services include full-scale analog and digital video and audio production capabilities. Also available is a classroom videotaping service, video and audio tape duplication, and complete scripting and consultation services.

Contact Media Production Director Ralph Zuzolo, 855-1984, rzuzolo.



**With an Active Learning Grant, Professor of Psychology Linda Smith enhanced her P106 General Psychology course, in which students use robots to learn about experimental procedure and the rudiments of behavior.**



**Associate Professor Sue Grimmond, of the Geography Department's Climate and Meteorology Program, used her Active Learning Grant to develop a WWW site for Geography 109; the site links lectures, labs, and online resources, manages quizzes, and provides feedback to students.**

## IMD & ALG Example Projects on Web

Follow the links below for past *ISS Newsletter* stories on Instructional Media Development Grant and Active Learning Grant recipients.

IMD examples:

- <http://www.indiana.edu/~iss/newsletter/nlapr97video.html>
- <http://www.indiana.edu/~iss/newsletter/nlfeb98video.html>

ALG examples:

- <http://www.indiana.edu/~iss/newsletter/nlapr98alg.html>
- <http://www.indiana.edu/~iss/newsletter/9904alg.html>
- <http://www.indiana.edu/~iss/newsletter/0002algr.html>
- <http://www.indiana.edu/~iss/newsletter/0102robots.html>

## Instructional Development Grants

Deadline for Application: February 15, 2002.

Do you have an idea for a teaching strategy to enhance student learning? Instructional Support Services is pleased to offer eight instructional development grants of \$1500 each for the summer of 2002.

Offered in conjunction with the Office of Academic Affairs and Dean of the Faculties, each grant will be awarded for the revision of an existing course or the creation of a new course to more actively engage students in learning. Bloomington campus tenured and tenure-track faculty are eligible for these awards.

Two types of projects are currently being solicited: Active

Learning Grants and Service-Learning Grants.

### Active Learning Grants

Active Learning Grants will be awarded to plans that encourage greater student engagement with critical thinking and "higher levels" of learning, analysis, synthesis,

and evaluation of information, in contrast to simple absorption. Examples of active learning methods include, but are not limited to, collaborative learning, problem-based learning, case methods, course projects, and simulations.

### Service-Learning Grants

Service-Learning Grants will be awarded to plans that integrate community engagement into the curriculum to enhance disciplinary understanding, civic engagement, and meet genuine community needs. In service-learning students may provide skilled or unskilled service at a community site or they

may conduct research or creative activities that meet community needs.

### Proposals

Grant recipients will be expected to: devote two weeks or more of full-time effort to their projects in the summer of 2002 for a course to be taught in fall 2002 or spring 2003; participate in one or two group planning/working sessions in the spring of 2002; and de-

**Continued on Page 6**



INSTRUCTIONAL SUPPORT SERVICES  
Indiana University  
Bloomington, Indiana 47405



**For more information about ISS units, contact:**

**Bureau Of Evaluative Studies and Testing**  
Franklin Hall M005 855-1595

**Community Outreach & Partnerships in Service-Learning**  
Franklin Hall 004 856-6011

**Graphic Services**  
Franklin Hall M114 855-4047

**Instructional Consulting**  
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**Media Resources**  
Franklin Hall 0009 855-8765

**Teaching & Learning Technologies Lab**  
Ballantine Hall 307 855-7829

**ISS on the Web**  
<http://www.indiana.edu/~iss/>

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