

## Peer and Faculty Mentions

Faculty,

Thanks for sending this out. I would advocate replacing printer because a printer doesn't leave students with an excuse to come prepared to class. I see this a lot on peer review days, when students need to bring in a draft of their essay. Electronic copies don't work during these times -- students feel more connected to having a paper copy in front of them. The same goes for turning in homework assignments. Unless I'm teaching a hybrid or online course, then I find that paper copies can be valuable. I encourage my students to print on both sides and recycle their paper.

Hope this helps!

-Dev

**To:** \_\_\_\_\_  
**Subject:** Printer  
**Importance:** High

The printer in The Learning Center Classroom has died. In looking at the folks who have booked it most often it is ENG and RDG classes. Before just replacing it and spending almost \$700, we need to hear the justification from faculty for doing so. Why would printing be needed over submitting assignments through Blackboard or email?

Need this today.

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**From:** \_\_\_\_\_  
**Subject:** FW: Helpful link for in-class essay prep  
**Date:** November 2, 2011 10:26:24 PM EDT  
**To:** Dev Bose <[boosedkb@my.gvltec.edu](mailto:boosedkb@my.gvltec.edu)>

Thanks to Dev Bose for sharing this!

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I found a very helpful link for the prep:

<http://techcrunch.com/2010/03/22/im-not-kidding-do-it-now/>

TechCrunch's rather lucidly titled review complains about the lack of dependability of low reviews of certain books. With one book in particular, the author explains, "Less than half of those one star reviews are actually reviewing the book."

That goes along well with \_\_\_\_\_'s point from her article about number of reviews and increase in business.

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Dev,

Sorry I didn't get back to you sooner. Like you, I've experimented with doing this a couple of different ways. In the past, I've used a point system converted to percentage at the end of the semester, so blog grades were just lumped in with other short assignments. This semester, however, I've made blog responses a separate grading category worth 10% of the semester grade. I believe the syllabus I sent you might not have been clear on this; I did some syllabus review yesterday, and this was one of the things I changed.

Do you use the blog feature in Blackboard? I've heard that sometime in the future there will be a way to link a grading form (abbreviated) to the blogs, but in the meantime, I simply post a blog grading form with the other rubrics, and then leave some feedback in the comment box.

I hope I've answered your question. Please don't hesitate to contact me with additional questions, concerns, or whatever.

-----Original Message-----

From: Dev Bose [<mailto:boosedkb@my.gvltec.edu>]

Sent: Thu 8/11/2011 10:05 AM

To: \_\_\_\_\_

Subject: Blog question

\_\_\_\_\_,

I noticed that you do blogs in your 101 class. I also do, but am experimenting with different places to put responses. How do you configure responses into your students' overall course grade?

Thanks,

Dev

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**From:** \_\_\_\_\_

**Subject:** Community College Teaching - thanks!

**Date:** November 29, 2011 10:38:49 AM EST

**To:** bosedkb@my.gvltec.edu

Hey Dev –

Thanks so much for your participation in and completion of the Community College Teaching course over the Fall, 2012 semester.

The course required a good bit of work on your part, and you completed it with a clearly demonstrated understanding of the materials – not easy at all with all you had going on this semester!

Your participation in the class – in both the face-to-face and online sessions – added to everyone's understanding. Your comments and ideas were well thought out and practical.

So...many thanks for helping to enrich the class's understanding of issues and for taking the time to explore opportunities to enrich your students' learning experiences.

Best of luck in your classes!