


## Example Overviews


### Professor Jia Wang's ECO 410 & ECO 346


Professor Wang finds Tweets from other feeds about learning, economics, and current events, and posts them onto her class Twitter feed that displays on the Overview.


 **University of Dayton** | **Isidore**


[Home](#) **Spring 2020  
ECO 410 01** [Spring 2020  
ECO 346 01/02](#) [Fall 2018  
ECO 410 01](#) [Fall 2019  
ECO 410 01](#)


**Overview**


 Syllabus


 Lessons


 Announcements

 Assignments


 Resources

 Attendance

 Commons

 Gradebook


Site Settings / Groups

 Site Info


**OVERVIEW**

[Twitter](#) [Edit](#) [Link](#) [? Help](#)

**Tweets** by @FlyerEcon [i](#)


 **EconUD**  
@FlyerEcon

Why you should take notes by hand, not on a laptop  
[vox.com/2014/6/4/57768...](http://vox.com/2014/6/4/57768...) via [@voxdotcom](#)



**Why you should take notes by hand, not on a laptop**  
Research shows that taking notes by hand forces you to actively listen.

A quote that ties into the course subject can stand out to your students and make them think.

 OVERVIEW

Site Information Display

EditLinkHelp

What gets us into trouble  
is not what we don't know  
It's what we know for sure  
that just ain't so

– Mark Twain


*Did Mark Twain actually write the words above? Look it up...*

**Welcome to SSC 200 - Truthiness!**


**Dr. Hallett's office is in St. Joe's 406. Please stop by anytime if you see my door open, or sign up to visit under the "Office Hours Signup" tab here on Isidore.**


Everybody has a right to their own opinion, but not to their own truth. That sounds reasonable enough. And surely truth can be reached through traditional means such as evidence, rational argument, fair weighing of interpretive possibilities, and careful accounting of methods...


A unique course subject lends itself well to a titillating welcome page.

 **OVERVIEW**

ENG 200 - Spring 2019


 Edit

 Link

 Help

**Bodice Rippers and Bulging Biceps:  
Reading and Writing the Popular Romance Novel**  
ENG 200: Writing Seminar II  
Spring 2019

**Welcome!**



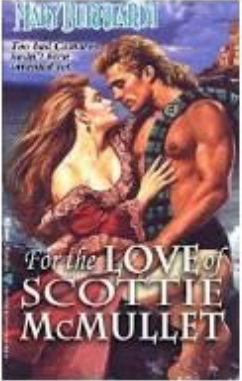
This will be your home for 200 this semester. All your reading materials and information for the class will be found here in Isidore, as well as project information and any other bits you'll need to be successful. I may send emails from time to time as well, so make sure your UD email account is working and you check it regularly.

Our theme for this semester is *Popular Romance Novels*.

Please check Isidore frequently for updates, due date information, readings, and links. And as always, you can email me if you have questions!  
akrug1@udayton.edu

**And, bring your computer to class every day!**

(note: no, these are not real romance novel covers, they're Photoshopped. [Click here for more!](#))



## Professor Susan Gardstrom's MUS 500

This Overview tells you what you need to know. What the course is, how to get started, and who the instructor is.

OVERVIEW

Site Information Display

EDIT

?

Welcome to

**MUS 500A: Methods of Music Psychotherapy**


**COURSE DESCRIPTION**

This course introduces students to Clinical Improvisation, one of the four distinct music therapy methods. We will learn about the instruments and elements that comprise improvisational practices, guiding principles and relevant models, and the decisions that guide design and facilitation. We will do this by surveying published literature and audio-visual media, engaging in asynchronous and synchronous dialogue, and experiencing first-hand multiple variations within this method, with an emphasis on those that are most frequently used by music psychotherapists.

**GETTING STARTED**

Please click on the "**Modules**" tool and enter the Introductory Module. There, you will find all of the information that you need to dig in to the course material.

**INSTRUCTOR INTRODUCTION**




**Dr. Susan Gardstrom**

My name is Susan Gardstrom and I am a Professor in the Department of Music. Currently, I coordinate the undergraduate Music Therapy program. I was hired at the University of Dayton in the fall of 1998 after teaching at Michigan State University, Western Michigan University, and




Professor Ivan Sudakov's PHY 206

A fun picture that connects to the course can be a great way to intrigue your students.

 OVERVIEW

PHY-206 General Physics I (Mechanics)

[Edit](#) [Link](#) [Help](#)



# PHY-206 General Physics I (Mechanics)

## Professor Mary Dillon's BIO 152

Professor Dillon has [moved her Announcements widget](#) to be in the top left corner of the Overview, then she posts weekly announcements about what is happening in the class.

### OVERVIEW


Recent Announcements

Options

## Announcements

(viewing announcements from the last 99 days)

[What's NEW in BIO 152? \(Check here often!\)](#)  
(Mary Dillon - Jan 16, 2019 11:49 am)



*Winter is Coming! Or is it Global Warming?  
Or Both?*

### Announcements

*Updated 1/16/19)*  
**Welcome Back!**

**For Friday: (Short items!)**

- 1) Review & finish today's LG (Finish Warpwing video)
- 2) Complete both sides of Fossil Record worksheet.  
(Hint for back: text **TABLE 25.1**)
- 3) Do Assignment 1B  
(Whale evolution videos)

🤘 Enjoy the videos & the Snow! 🤘

**All SI Sessions (pm) will be held in SC 64**

SI Leader	SUN	TUE	THUR
Lexie (04)- pre-PT			
Deigo (02) pre-med	X	7:30-8:30	8:30-9:30
Camryn(03)pre-med	7:00-8:00	X	6:30-7:30

**Professor M.E. Dillon**

💡 Office Hours: 💡  
Mon 3:45 - 4:15ish pm  
Thurs 2:30 - 4:00 ;m

**Phone: (937) 229 - 2769**  
**Office: SC 304B 🤘 Mailbox: SC 211**

## Professor Toby Rush's MUS 285

If you're brave, take your phone, turn on the camera, and do a walk and talk introduction to the course. Preferably in front of a local monument!

Overview

Syllabus

Daily Lessons

Forums

Assignments

Calendar

Resources

Announcements

Gradebook

Warpwire Video

Site Settings / Groups

Site Info

→ Add Tool

→ Manage Groups

Statistics


Support

OVERVIEW

Welcome

EditLinkHelp

Hello and welcome!




Here's what to do to get started:


- Take a look at the **Syllabus** (the second tab on the left) to see what this course is about and what's expected of you (and me!).
- Head to **Daily Lessons** to get started. Each class day — starting with Monday, May 20 — will have its own lesson. The lesson will start with one or more resources to read, listen to and/or watch. Then, you'll want to go to the **Forums** to answer one or more of the discussion questions, or respond to other people's answers, or add to the discussion in some other way. Though part of your grade will be based on your participation in these discussions, *how* you participate isn't as important... as long as it's a meaningful contribution.


## Professor Dorian Borbonus's HST 103


Take advantage of the flexibility offered by Isidore to put your **Syllabus** tool as the course landing page and hide the **Overview**. This way, students can see the course schedule first thing when they get to your site – which is what they care about most.


 **University of Dayton** | **Isidore**


[Home](#) Fall 2019 HST 304 H1/P1 Fall 2019 HST 103 74/75


 **Course Information**


 Course Materials


 Assignments

 Tests & Quizzes


 Attendance


 Gradebook


 Polls


 Textbook


Site Settings / Groups


 Site Info


 Add Tool


 Manage Groups


 Support

 **COURSE INFORMATION**

Add Section Edit Sections Redirect  Expand All Print View

 Course Information

 Office Hours

 **Course Schedule**

Week 1

8/21 Introduction

8/23 What is globalization? (Reading 1: Steger, "Is globalization new?")

Week 2

8/26 History and ethics (Reading 2: Midgley, "Trying Out One's New Sword")

8/28 Judging the past (Reading 3: News articles about judgment in history)

**UNIT 1: Early modern globalization**

8/30 Civilizations of the fifteenth century (Strayer 336-343)



## Professor Stephanie Sweet's CMM 202

If you want, you can embed your own Twitter feed or find a feed that is relevant to your course to embed. This can help your students find expert information from the field, as well as stay up to date with the latest news.

 OVERVIEW

Site Information Display [Edit](#) [Link](#) [? Help](#)

### Tweets by @UDcmm202

Comm Theories Retweeted


**Dept of CMM UD**  
@DeptCMMUD  
Hello CMM students! Good luck this semester!



  21h


## TEFL Course

The instructors in this class [moved the Commons widget](#) to the top left so students could carry on conversations with each other.


 OVERVIEW

Recent Commons Posts


[Link](#) [? Help](#)





In my experience, I have seen students struggle with the progressive tenses, but above all I see them struggle with the verb *to be*. I believe *to be* poses a problem because it can act as an auxiliary verb. Also I have seen students struggle with the progressive tenses, specially with irregular verbs.  
[Reply](#) [Edit](#) [Delete](#) 10/24/2018 10:15 PM



Irregular verbs kill in any language.  
[Edit](#) [Delete](#) 10/25/2018 2:34 PM



The verb tense that I find most difficult to teach is the past perfect progressive. As a native speaker, I myself, find it awkward to use. I like to stress the fact that this tense is used to focus on the duration of a past action before another action occurred. As  said, I also like to draw a timeline when discussing this verb tense.  
[Reply](#) [Edit](#) [Delete](#) 10/24/2018 9:20 PM



I brought this topic up with my coworkers and we all came to the consensus that the most difficult tense to teach is the simple present. The "SP" is usually taught in the begginig levels in english and then as the students progress they constantly review it. We all agreed on this tense because we feel that teaching it in the begginig stages of ESOL is difficult since the student's vocabulary isn't as wide or broad as one would like and thus ties your hands as to how much one as an instructor can ask of a student. This because the students vocabulary is comprised of basic words attained and or learned through personal experience and what they have been exposed to in the classroom. Once the student's vocabulary is a bit more extensive then explainig any tense will be easier since all you're basiclly telling them to do is to identify the verbs used to describe the actions.