



Center for Teaching and Learning Newsletter

Vol. 13 No. 5

January 2008

Dates to Note!!

Monday, February 4

*Adjunct Faculty
Colloquium*
4:30 to 6 p.m.
Gans Conference Room,
Staten Island Campus

Monday, February 11

Journal Club
Noon to 1 p.m.
Rosati Conference Room

Thursday, February 21

Journal Club
12:15 to 1:15 p.m.
Library room 110

Thursday, March 6

*More Effective Learning:
Two Views*
12:15 to 1:15 p.m.
Library 110

Thursday, March 13

*Keep It Lively: Teaching
Long Classes*
12:15 to 1:15 p.m.
Library 110

Tuesday, March 18

Journal Club
12:15 to 1:15 p.m.
Library 110

To **RSVP** phone us at
ext. 1859 or email us at
CTL@stjohns.edu.

Communal Teaching and Learning

Maura Flannery (College of Professional Studies, flannerm@stjohns.edu)

As I've mentioned before, I participate in a freshman learning community each fall. Kristen Prevallet teaches composition, Julie Upton teaches Discovery New York, and I teach Scientific Inquiry, all to the same group of students. These courses are linked in terms of students. The three of us don't do a great deal of collaborative planning; we find that we function best when we just keep an eye toward cooperation without being too deeply involved in the others' subject matter. Yet, the communities seem to work. We enjoy the experience and so do the students, who get to know each other better because they are in three courses together. Students also like the idea that their teachers care enough to discuss them outside of class.

And discuss we do. We keep in touch during the semester and confer about our successes, our problems, and our students. At one point, Kristen sent an email in which she mentioned an essay by Simone Weil that she had asked her students to read. I think she even sent a link for it, and Julie commented on how good it was. I have to admit that I ignored it. There were other things to be done, and so I was less than collegial.

A couple of months later, in another setting, Kristen again mentioned the article, and this time, I was just a little more awake. I asked for the link and even read the essay. It has a rather daunting title: "Reflections on the Right Use of School Studies with a View to the Love of God" (http://vocations.luther.edu/retreats_and_workshops/documents/Reflections_on_the_Right_Useof_School_Studies.doc), but read the first paragraph and you'll be hooked. Weil begins: "The key to a Christian conception of studies is the realization that prayer consists of attention." She goes on to argue that by attending carefully to our studies, we will learn a skill that can then be transferred to our spiritual life.

For me, this is a very different way to think about learning, what it requires, and how we benefit from it. While I can see its use in helping students learn to study, I found this article so compelling because of what it taught me and what it forced me to think about it. Those who know me will readily attest to the fact that I am hardly a saint. I am not spiritual enough to have connected study to prayer on my own, but having encountered the idea, I am taken with it. What a different way to think about both study *and* prayer. What an obvious link to make in an institution such as ours, but it is one I don't think I would ever have made on my own.

Weil makes a lot of sense when she argues that the discipline of attention that we learn in studying math, for example, will make it easier to attend to the spiritual as well. She contends this is true even if we aren't good at math, in fact, it may

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This newsletter is published monthly during the academic year by the Center for Teaching and Learning.

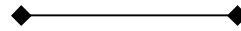
Managing Editor:

Lisa Getman

be even more true in this case. The goal is not mastery gained, but absorption in the work. Even if we don't get the answer, we have still learned a great deal from exploring the problem, not the least of which is practice in concentration.

One of Weil's major points is that it's necessary to "take great pains to examine squarely and to contemplate attentively and slowly each school task in which we have failed, seeing how displeasing and second rate it is, without seeking any excuse or overlooking any mistake or any of our tutor's corrections, trying to get down to the origin of each fault." This is tough stuff, and personally, it cut very close to the bone, as I thought about my reaction to rejected manuscripts. Weil goes on to write about forcing ourselves to "fix the gaze, not only of our eyes but of our souls" on our work. And later she describes how to achieve this: "Attention consists of suspending our thought, leaving it detached, empty, and ready to be penetrated by the object." Usually we seize on an idea too quickly and don't allow ourselves the time to move deeper. We want to get going and get things done, but "we do not obtain the most precious gifts by going in search of them but by waiting for them." This is hard advice, especially for the compulsive among us, but that's also what makes it such good advice.

I can't say that I've plumbed the depths of this essay, but I plan to keep it nearby as a reminder of what I aspire to. After many years of teaching, it seems that it's time I mastered something about learning. And I think I have. At least I have discovered the value of being in a community of learners where faculty and students mutually puzzle out the difficulties involved in "the right use of school studies with a view to the love of God."



Research Month 2008

In April the Office of the Provost and the Center for Teaching and Learning, in collaboration with the Office of Grants and Research, will sponsor:

Faculty Research Forum

Tuesday, April 8 from 11 a.m. to 1:30 p.m. in Council Hall

Reception Honoring Recipients of Grants

Tuesday, April 8 from 12 to 1:15 p.m. in Council Hall

CTL Fellows' Presentations on Research in Teaching and Learning

Thursday, April 10 from 2:30 to 4:30 p.m. in Bent Hall 277A

Reception for Book Authors

Thursday, April 17 from 3:30 to 5:30 p.m. in the Institute for Writing Studies, Library Room 150

Student Research Day: Poster Session, Queens Campus

Tuesday, April 22 from 11 a.m. to 2 p.m. in Carnesecca Arena

Student/Faculty Research Day: Poster Session, Staten Island Campus

Thursday, April 24 from 11 a.m. to 2 p.m. in the Kiernan Suite in the Kelleher Center

Interdisciplinary Research Roundtable Lunches

Mondays, April 7, 14 and 21 from 12 to 1:30 p.m. in Library Room 110 in the Academic Commons



Faculty News

January 2008

Professor Joseph Adolphe (Fine Arts, adolphej@stjohns.edu) published an illustration for the 'Best Advice' section in *Bicycling Magazine* (December 2007); painted the portrait of democratic fund-raiser Robert Crowe for Suffolk University *Alumni Magazine*; also illustrated a portrait of Chief Justice Chaudhry of Pakistan for the cover of the *National Law Journal* and an illustration for an article entitled "Safe Haven" in *Runner's World Magazine*; exhibiting new paintings in a two-person show called "deconstruction & resurrection" at the Kehler Liddell Gallery in New Haven, CT (January – February 2008).

Dr. Blase Billack (Pharmaceutical Sciences, billackb@stjohns.edu) co-authored with **Dr. Cesar Lau-Cam** (laucamc@stjohns.edu) and **Dr. Diane Hardej** (hardej@stjohns.edu) the article, "Evaluation of Resveratrol and Piceatannol Cytotoxicity in Macrophages, T Cells, and Skin Cells," in the *Archives of Industrial Hygiene and Toxicology* (November 2007).

Professor Linda Butti (Fine Arts, buttil@stjohns.edu) her work is in two exhibits: "Ceiling for the Landscape: Trees" at Gallery North in Setauket, NY (January-February 2008) and "The Open" at the Art Lab Gallery in Snug Harbor Cultural Center, Staten Island, NY (January-February 2008).

Dr. Angela Cutolo (Intensive English Program, cutoloa@stjohns.edu) co-authored the article, "An Analysis of Freshmen Learning Styles and Their Relationship to Academic Achievement," in the online journal *College Quarterly* (Spring 2007).

Dr. Fernando Egargo (Theology and Religious Studies, egargof@stjohns.edu) conducted a series of theological lectures and discussions on "Faith and the Sacraments" at St. Thomas the Apostle Parish Center, West Hempstead, NY (October-December 2007).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published an article, "Observations on Biology," in *The American Biology Teacher* (November/December 2007); has a quilt, "Cell Crazy," in the juried City Quilter 10th Anniversary Exhibition at the Williams Club in Manhattan (January-March 2008).

Dr. Grace Ibanez Friedman (Early Childhood, Childhood and Adolescent Education, friedmag@stjohns.edu) delivered a paper on a case study of supervising a Muslim female student in a NYC public school at the National Association of Early Childhood Teacher Educators in Chicago (November 2007); organized two Academic Forums: Family Engagement and Literacy Issues at St. John's University. **Drs. Carter, McVarish, Mistretta, Blake, Robertson and Pratt-Johnson** were part of these School of Education Forums (November 2007); participated at the World Organization for Early Childhood Education held at the United Nations (December 2007).

Dr. John J. Neumann (Economics and Finance, neumannj@stjohns.edu) presented "Portfolio Management Applications for the Classroom: Illustrating Spot-Futures Parity and Bear/Bull Strategies with ETFs and Mutual Funds," at the 2007 Academy of Business Education/ Financial Education Association Conference in Bermuda (September 2007).

Dr. William D. Reisel (Management, reiselw@stjohns.edu) published two articles: "An Exploration of the Sources of Alienation in Six Countries" in the *Journal of World Business* and "The Effects of Job Insecurity on Satisfaction and Perceived Organizational Performance" in the *Journal of Leadership and Organizational Studies*; chaired a seminar on job insecurity at the Academy of Management meeting (August 2007); presented two papers: "The Effects of Job Insecurity on Satisfaction and Perceived Organizational Performance: Integrating HRM Theory" at the 2007 meeting of the Academy of Management" and "An Examination of the Effects of Job Insecurity on Job Satisfaction, Organizational Citizenship Behavior, Deviant

Behavior, and Negative Emotions of Employees" at the Institute of Behavioral and Applied Management meeting (October 2007).

Dr. Frank Retzel (Fine Arts, retzelf@stjohns.edu) had the premiere of his "Blue-Line Strophes" for ensemble at the SCI/LICA New Music Festival at Queens College, CUNY (November 2007); was guest commentator on WJFF-FM "Afternoon Classics" discussing composer Olivier Messiaen and his "La Nativite du Seigneur;" and again when Frank Retzel's cycle "Horae" was the featured work on the show (December 2007).

Professor Richard A. Scorce (Computer Science, Mathematics and Science, scorcer@stjohns.edu) published a paper, "IT Staff Management Techniques for Improved Recruiting and Retention," in *Scientific Journals International* (2008).

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu) co-authored "A Preliminary

Study of the Non-Native Vascular Flora, Brookhaven National Laboratory, Long Island, New York" in the *Northeastern Weed Science Society Proceedings*.

Dr. William Watson (Mathematics and Computer Science) gave a presentation entitled "Teaching Mathematical Creativity" to the Professional Development Program for Korean Teachers on Gifted Education at St. John's University (January 2008).

Faculty News

If you would like to send an entry to "Faculty News," the deadline for the February issue is **February 4**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in "Faculty News." Material included in CTL Faculty News will be sent to Dominic Scianna for distribution in a news release.

The Richness of the University Libraries Webpage

As the semester begins, it's a good time to take another look at the University Libraries Webpage (<http://www.stjohns.edu/libraries>). It is a thing of wonder; a portal to a rich world of resources. There isn't room here to mention all its treasures, but a few that might be of interest are presented below:

- **Interlibrary Loan** is a great way to obtain materials you need for your teaching and research. You can now order materials online through ILLiad.
- The **E-Reserves** system allows you to provide reserve materials electronically for your students. These resources can then be accessed from any Internet-enabled computer. You can even fax materials directly into E-Reserves.
- The **Databases** page obviously has links to a large number of subscription databases, but if you scroll down, you will find on the right side links to **trial subscriptions** that are available for a limited time. Try them out and then go to the Database Evaluation Form link to let the librarians know the trial database you find useful.
- Under Research Guidance, on the right-hand side of the Webpage, there is the Citing Sources/Refworks link. If you haven't discovered **Refworks**, you are missing one of the best things the library has to offer. It is web-based bibliographic software that is easy to use and extremely powerful.
- Also under Research Guidance is the Plagiarism/TurnItIn link. TurnItIn helps students avoid plagiarism, or allows you to detect plagiarism in student papers. This software can be a valuable tool for both teaching and learning.
- Underneath the Research Guidance box is the "For Faculty box" with still more links. The most important is at the bottom: "More Info for Faculty." This will take you to a page with links to a form for acquisition recommendations, to information on journal rankings and acceptance rates, and to much more.

Vincentian Resources

Vincentian Mission: Opportunity and Responsibility – XIII in the Series

Sr. Margaret John Kelly, DC (Executive Director of the Vincentian Center, kellymj@stjohns.edu)

In response to the increasing number of faculty requests to locate Vincentian materials in various media and to identify good and appropriate sources on the Vincentian saints and traditions, Sr. Margaret John Kelly DC, offers in this issue a brief listing of resources on St. Vincent de Paul.

Frequently members of our St. John's Community, as well as many persons beyond the University, request information on both scholarly resources and popular materials on the Vincentian Family. Most frequently, the interest is in St. Vincent de Paul (1581-1660), founder of the Congregation of the Mission (1625) and Co-Founder of the Daughters of Charity (1633), with the number of requests about St. Louise increasing. We are fortunate in that both Vincent de Paul and Louise de Marillac appreciated documentation, were prolific correspondents, and mandated preservation of legal and historical materials related to their communities. We are equally fortunate that their associates, recognizing the sanctity of the leaders and their great value to the Church and society, took copious notes at conferences and other community convenings, although at times surreptitiously.

While responsible research and archival security have been a priority from the 17th century foundation of the Vincentians and Daughters, they received a major impetus in the post-Vatican II period when religious congregations in general were urged to study, preserve and share their heritage. Because of the richness of Vincent's historical era, the grand scope of his activities, and the enduring historical materials of his congregations, accounts of his life and works offer interesting reading today and also suggest research areas for faculty and students to mine.

Listed below are just a few important materials with very brief annotations. These resources, as well as much more information, are available through the University Library. Additional resources are maintained in the Archives and in the Vincentian Center.

GENERAL RESOURCE CENTER

The Vincentian Studies Institute of the United States, funded by the Daughters of Charity and the Vincentians of the US, is now located at DePaul University in Chicago and promotes "a living interest in the historical, spiritual and charitable heritage of the Vincentian Family." The Institute publishes a bi-annual journal, *Vincentian Heritage*, begun in 1979; sponsors a wide variety of translations and original works; and offers continuing education programs to promote understanding and appreciation of the Vincentian tradition and its applications. The bibliography of VH articles offers a range of interesting Vincentian topics and theme issues (<http://vsi.depaul.edu>). The library at DePaul also houses a wide variety of "Vincentiana" including manuscripts and artifacts.

CORRESPONDENCE, CONFERENCES AND DOCUMENTS

Poole, Marie DC, General Editor and Translator. *Vincent De Paul, Correspondence, Conferences and Documents*, Volumes 1-10, 13a and b. (New York: New City Press, 1984 forward)

This 13-volume edition is the definitive work in English and goes well beyond Pierre Coste's 1923 landmark study cited on the following page. This multi-decade, scholarly project, now almost at its close, will in the future also include a much-needed complete English index. The editors have thoroughly researched, located, footnoted and integrated many materials which formerly were difficult to find and relate. The publication has benefited from the scholarship of Daughters of Charity and Vincentians from English-speaking nations around the world, as well as from the increasing number of other scholars interested in Vincentian matters. Over 3000 of Vincent's letters and many of his conferences to both of his communities are extant and provide a treasure trove for students of history, church leadership and organization as well as services to and for poor persons.

LIFE AND WORKS

Coste, C.M., Pierre. *The Life & Works of St. Vincent De Paul*. Vol.1-3. (Brooklyn: New City Press, 1987)

This English translation of Pierre Coste's work by Joseph Leonard, C.M. was originally published in 1924 but has been superseded by advances in contemporary research and the number of documents discovered in recent decades. Despite these limitations, Coste's work remains an interesting and generally reliable source.

Daniel-Rops, Henri. *Monsieur Vincent: The Story of St. Vincent de Paul*. Translated by Julie Kernan. (New York: Hawthorne Books, 1961)

Daniel-Rops creates a tapestry of 17th century France and offers interesting interpretations of the drive which propelled Vincent onto the stage of 17th century church and state issues.

Pujo, Bernard. *Vincent De Paul: The Trailblazer*. Translated by Gertrude Graubart Champe. (Notre Dame, IN: University of Notre Dame Press, 2003)

Pujo presents Vincent as a pioneer in many aspects of his life as educator, founder of religious communities, reformer and organizer of service to poor persons. He draws a compelling portrait of Vincent as he weaves together the many complex threads of 17th century France. Some critics fault Pujo on not making greater efforts to move away from hagiography in presenting this extraordinarily talented, but very human person. However, the detailed historical-political perspective and the eminently well documented biography make it an interesting read and a valuable resource.

Purcell, Mary. *The World of Monsieur Vincent*. (New York: Charles Scribner's Sons, 1963)

This is one of the liveliest and most entertaining portraits of Vincent and his times. While the author is a very disciplined and recognized historian and provides chapter footnotes at the end of the book, one wishes that she provided more documentation for all the appealing events she reports in her flowing, artistic narrative. This is a very sound and enjoyable read for scholars and for students and is a good choice for an initial encounter with a complex man in a very complicated era. (While out of print, copies are available from the usual online sources.)

Román C.M., José María. *St. Vincent De Paul: A Biography*. Translated by Sr. Joyce Howard DC. (London: Melisende, 1999)

This biography is carefully researched and delightfully translated from the Spanish. While its length of almost 700 pages may discourage some readers, its every chapter is a source of interest and intellectual delight. While overall using a chronological approach, the author clusters Vincent's activities and associations so that one is able to see clearly the managerial and mission methods employed by this organizational genius as well as to meet the veritable thousands Vincent collaborated with and influenced from the unlettered early sisters to the intelligentsia, from royalty to the heretic Saint Cyran and the saintly Frances deSales. The index also is of great assistance if one is seeking to pursue a single aspect of Vincent's prolific career, as is the multi-faceted chronology.

SPIRITUALITY

McKenna, Thomas CM. *Praying with Vincent*. (Winona: Saint Mary's Press, 1994)

Theologian Fr. McKenna offers interesting insights into the praying and inspiring Vincent in a crisply developed format. In his preface, he suggests a methodology for prayer and reflection and provides a brief introduction to the historical Vincent. Each chapter then presents a Christian virtue, its meaning in Vincent's life and words, its place in the Scriptures, and prayer suggestions. While simple and popular in style, the content is profound and is adaptable for personal use or communal activity.



Faculty Growth Grant Report: Teaching Media Convergence

Judith Cramer (College of Professional Studies, cramerj@stjohns.edu)

Note: Each year, the CTL awards a number of Faculty Growth Grants for innovative teaching projects. Judy Cramer's article reports on how she used her grant to further program development as well as the introduction of a new course. Also, see page 8 for information on this grant program.

A couple of years ago, ABC News Vice President Michael Duffy addressed St. John's mass communication and journalism majors, saying the future of journalism is convergence, that new technologies and the melding of them are making it absolutely necessary for journalism and mass communication majors to be equally knowledgeable and skilled in print, electronic and on-line journalism. Duffy was just the latest in the profession and in higher education to acknowledge that changes are necessary in how we prepare our students for journalism careers.

While I was familiar with media convergence, having worked with Dr. Roger Wetherington, the director of the journalism program, to implement a converged journalism program [so that our students are capable of writing and reporting for print, electronic and online journalism outlets when they graduate], I believed I could benefit from more intense discussion and hands-on training from leaders in the mass communication and journalism fields. And I realized that something was missing from our newly converged journalism major – the teaching and learning of a variety of production values and skills. It is great to be able to know how to write and report across media platforms, but to be able to really communicate effectively in this new multimedia world, students must know how to integrate the written word, visuals and sound in successfully telling stories across platforms.

So with my faculty growth grant, I attended the Poynter Institute seminar "Convergence for College Educators" last February. Founded in 1975 by Nelson Poynter, chairman of the *St. Petersburg Times* and its Washington affiliate, *Congressional Quarterly*, the Institute is a financially independent, nonprofit organization. It is beholden to no interest except its own mission, which is to help journalists learn and achieve excellence.

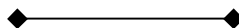
I was selected as one of 20 participants from a variety of schools and programs across the country. Alongside resident faculty (scholars, distinguished professionals and master teachers) and visiting industry professionals (photographers, reporters and on-line editors), we explored some of the newest technological tools of journalism, the ethical implications of their use, and the many challenges faced in putting those tools to work in university curricula and the profession.

During this four-day seminar, we examined the ways in which the world of journalism and mass communication is changing, the importance of interactivity, and the identification of different types of equipment (microphones, digital cameras, digital audio recorders), computer programs and editing software (e.g. Garage Band and Audacity) that can be used to make this happen. I discovered how to incorporate this new learning into the current curriculum (using blogs, slide shows of still photos, oftentimes combined with graphics and audio and video clips, and/or the written word), how to add to the curriculum in meaningful ways (e.g. courses, labs, workshops), and to staff it and fund it.

The result of my four-day experience at the Poynter Institute is a new course titled "Multimedia Communication," which will be introduced in the fall of 2008 to all incoming freshmen in the Division of Mass Communication. Dr. Deborah Greh and I designed a course which integrates writing with the sounds and images of media platforms such as radio, television, and the Web. Students will apply theory and skills to effectively target audiences in four required projects that build on each other. For the foreseeable future, the course will be team taught (at this point, it's unrealistic to expect one person to be an expert in all media) by full-time faculty and industry professionals.

Echoing Michael Duffy's prediction, Judy Woodruff, senior correspondent on PBS's *NewsHour with Jim Lehrer*, in the question and answer period following her Red Smith Lecture in Journalism titled "Are

Journalists Obsolete?” said: “We don’t know into what form journalism will evolve. Television isn’t about to go away. So if you’re interested in television journalism, writing is still important. You will need all the reporting skills that you would pick up whether you’re working for a newspaper or working for the Internet.” With the introduction of this course, multimedia communication becomes a fundamental requirement for all of our more advanced courses. Our students will now be much better prepared to be flexible for work in a number of different positions in an industry that expects them to be multimedia communication savvy.



Faculty Growth Grants Program

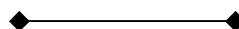
Faculty Growth Grants are intended to provide support for full-time faculty members who seek to enhance their teaching skills, to further integrate technology in the curriculum or to develop groundbreaking courses. A limited number of grants are available each year.

The deadlines to apply for a Faculty Growth Grant are:

January 28, 2008

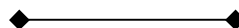
April 7, 2008

If you have any questions regarding the application procedures look at our website under Growth Grants Program (<http://stjohns.edu/academics/centers/teach/growth>) or email us at CTL@stjohns.edu.



The Professions in Action

As part of Founders Week the Vincentian Center is hosting “The Professions in Action” on **January 29** from **5 to 7 p.m.** in **Bent Hall room 277A&B**. This program is an opportunity to participate in roundtable discussions of applied research in the Vincentian tradition with the aim of poverty alleviation and the promotion of social justice by St. John’s University Faculty, Graduate Students and Alumni. For more information please contact the Vincentian Center at ext. 1612.



Blackboard CE 6 Sessions

Join the Blackboard 6 workshops, held at the times below, to learn the valuable skills needed to navigate the new Blackboard 6 with ease. All are held in the **Library, room 411**. This room has computers, however, if you have a laptop, it is recommended to bring it to the workshop so you are working on a machine which is familiar to you.

Questions can be directed to Prof. Edith Chasen-Cerreta, at chasene@stjohns.edu.

Topic:	Time:	Date:
Basic Intro, Announcements, Mail and Discussion Board	12:15 to 1:15 p.m.	Tuesday, February 5
Students, Files and Backups	12:15 to 1:15 p.m.	Tuesday, February 19
Grades, Assignments and Quizzes	12:15 to 1:15 p.m.	Tuesday, March 4

To register: Call the CTL at ext. 1859 or e-mail us at CTL@stjohns.edu.