Center for Teaching and Learning
Newsletter

CTL September Newsletter

The CTL Newsletter is distributed electronically every month during the academic year.

Highlights from our September issue include:

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Remember: The best places to look for faculty-related information are the CTL Webpage and the CTL Forum.

Faculty News: If you would like to send an entry to “Faculty News,” the deadline for the October issue is October 4. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in “Faculty News.”
Getting to the Heart of the Matter
Maura C. Flannery (College of Professional Studies, flannerm@stjohns.edu)

The beginning of the semester is a time for planning and organizing. There’s always a great deal to do, especially this year with a new version of Blackboard, new laptops for many full-time faculty, and of course, new students to meet. Our disciplines continue to change as well, so there’s always new content, new ideas to grapple with. This fall seems particularly rushed to me because the CTL packed a great deal into the two weeks before classes began. It was during one of our sessions that I recalled a different aspect of teaching, one that needs attention along with the technology, the students, and the material for class. That other aspect is myself as teacher.

I was reminded of this at a workshop while discussing one of my favorite articles on teaching: Parker Palmer’s “The Heart of a Teacher.” His major point is that there are three elements in teaching: the student, the subject, and the teacher. Most faculty spend their time on the first two. We are always considering how best to present material to our students: should we use discussions, when are lectures necessary, what is best tackled with online presentations. We also worry about how much material to cover and in what order: what favorite topic has to go to make room for a new theme, how deep should we go into a topic without overwhelming our students. What most of us don’t lose much sleep over at the beginning of the semester is ourselves: what are we, as teachers, bringing to the classroom?

When I first read Palmer’s article, this question hit me between the eyes. Yes, I had thought about how I could improve my teaching: projecting my voice, using better examples, trying new methods. However, I had never considered how my personal development, what I was—and was not—as a human being, could influence my teaching. But of course it does, constantly. I tend to be an introvert, so I am not one for grand gestures in the classroom. I am not capable of the great presentation style of many of my colleagues. I have to think small and find ways to make more subtle approaches work in a classroom of freshman. I use humor, but I am incapable of telling a joke well, so I have to leave it at witty asides, which my students don’t always find very witty.

What Palmer did for me was to get me to think about all this, and in considering my strengths and deficiencies, to begin to build on the former and tackle the latter. In other words, he helped me to grow as a person, to know myself better and thus to develop as a teacher. It is almost 15 years since I read this article, and as I reconsider its message today I realize that I still have a lot of work to do. If I could progress to the point where more of my mind could come through physically, verbally, and emotionally in the classroom, I might actually get better at this job. What attracts me about Palmer’s message is that it has allowed me to spend time considering something that I hadn’t thought was important. It was better to spend time on my students and my subject, and not be self-absorbed. But a little self-reflection might be the best thing we can do to improve our teaching this semester, along with, of course, learning our students’ names, mastering Blackboard 9, preparing for next week’s classes, etc., etc., etc.
Career Corner: Connecting Students to Employers

Michelle Kyriakides (Associate Director, Career Center, kyriakim@stjohns.edu)

It seems as though the Back-to-School sales have been running since before schools closed their doors for the summer. Strolling past them in June and July, I would chuckle and think, “Can’t we just enjoy the summer?” But, this past weekend was different. As I walked past the seasonal aisle, the school supplies seemed to be taunting “this time I mean it...September is here!” Though I’ll mourn the loss of the long summer evenings, I can’t help but be energized by the promise of the new beginnings that September brings for us and for our students.

This fall, the Career Center is especially excited about the new initiatives that we will be launching to help keep the academic community informed about internship and employment trends. One such initiative is the inclusion of our new Career Corner column in the Center for Teaching & Learning Newsletter, which will highlight information about industry and economic news that will impact our students’ employability, and will provide information about how we can work together to assure our students’ career success.

We are also planning to launch a New Faculty Lunch and Learn Series, in which we will host guest speakers from a variety of industries. Topics will include how we can help students identify companies or industries which are anticipating growth and will need their skill sets, updates on industry trends here in New York and on a global scale, and what Human Resource Directors want our students to know when applying for jobs and internships.

Additionally, we are enthusiastic about launching a new series of student programs called “Polished & Professional” which focuses on teaching students how to make a positive first impression by giving them the chance to practice networking and interviewing skills in a safe, interactive environment. At one such event, students will have the unique opportunity to attend a mock-tail reception where they will hear from alumni about working the room, and then have the chance to network and make connections with professionals in their field of interest. At another event, they will practice interviewing with HR professionals and other volunteers, and receive immediate feedback about how they can improve their technique. Then the students can go back to another volunteer to try it again.

We will also continue our tradition of providing students with direct access to today’s top employers through various events throughout the semester. Several of these special events will be held during our Third Annual Career Week, which will take place September 26 through October 4. This year’s Career Week conference theme is “Your Future is Now.” We have once again collaborated with the dean’s offices in each of the five colleges to assure a diverse schedule of events that will feature successful speakers from various industries including technology, business, medicine and healthcare, publishing, non-profit, and education. Career Week will also feature workshops, seminars, and small group discussions that will aid students in their career preparation. This year we have added a new “Coffee with a COACH” breakfast series to the agenda, which will feature informal question and answer sessions with experienced STJ alumni who have volunteered to serve in a mentoring role for our students. This series will include candid conversations with alumni in the fields of finance, education, federal law enforcement, and communications.

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Dr. Zhe-Sheng Chen (Pharmaceutical Sciences, chenz@stjohns.edu) was an invited keynote speaker at the Guangzhou International Symposium on Oncology in China (May 2011); gave seminars at Jinan University School of Pharmacy, Guangdong Pharmaceutical University and Sun Yat-Sen University School of Pharmaceutical Sciences; co-authored with Dr. Tanaji Talele (Pharmaceutical Sciences, talelet@stjohns.edu) the article, “The Phosphodiesterase-5 inhibitor Vardenafil is a Potent Inhibitor of ABCB1/P-glycoprotein Transporter,” in *PLoS ONE* (April 2011); with co-authors, published an article, “Contribution of Abcc10 (Mrp7) to *in vivo* Paclitaxel Resistance as Assessed in Abcc10 knock-out Mice,” in *Cancer Research* (May 2011); published an invited review article, “Roles for Sildenafil in Enhancing Drug Sensitivity in Cancer,” in *Cancer Research* (May 2011); and was selected as an Editorial Advisory Board Member by *World Journal of Pharmacology*.

Dr. Tracey-Anne Cooper (History, coopert@stjohns.edu) published the essay, “Shedding Tears in Late Anglo-Saxon England.” in *Crying in the Middle Ages: Tears of History*, edited by Elina Gertsman (Routledge: September 2011).


Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) presented a paper, "The Herbarium as Time Capsule," at the International Botanical Congress in Melbourne, Australia (July 2011).


Dr. Qi Lu (Physics, luq@stjohns.edu) co-authored with Dr. Vladimir Samuilov (Physics, samuilov@stjohns.edu) and others the chapter, “Temperature Dependent Resistance and Magnetoresistance of Single Wall Carbon Nanotubes Mounted on Silica Fiber Surfaces,” in *Interfaces and Interphases in Analytical Chemistry* (2011).

Dr. Susan Schmidt Horning (History, schmidts@stjohns.edu) presented papers at the Post45 Conference in Cleveland, OH (April 2011) and the ICOHTEC 2011 Conference in Glasgow, UK (August 2011); co-presented on the Bill Savory Collection of 1930s broadcast recordings of the National Jazz Museum in Harlem at the Association for Recorded Sound Collections in Los Angeles (May 2011); published the review, “Architects of Rock and Roll,” in *Technology and Culture* (July 2011); was elected to the nominating committee of the Society for the History of Technology and appointed to the executive committee of the International Committee for the History of Technology (Fall 2010).

Professor Anne Tedesco (Fine Arts, tedesca@stjohns.edu) performed works by Chopin, Liszt, Scriabin, Mozart, Beethoven, and Albeniz at the Annual Department of Fine Arts Piano Benefit at St. John’s (April 2011); adjudicated 85 piano students for the National Guild Piano Auditions, Garden City, NY (May/June 2011); performed works by Mozart, Scriabin, Liszt, Albeniz, Beethoven, and Chopin at the Montauk Library Concert Series (June 2011); and played works by Chopin for the 125th anniversary of the Crane School of Music Alumni Concert at State University College at Potsdam in Potsdam, NY (July 2011).

Dr. Richard Stalter (Biological Sciences, stalter@stjohns.edu) published the article, “The Biological Flora of Coastal Dunes and Wetlands: *Batis maritime C. Linnaeus*,” in the *Journal of Coastal Research* (2011); presented “A Preliminary Study of the Vascular Flora of Monomoy Islands National Wildlife Refuge, Massachusetts” and “The Vascular Flora of Plum Island, Long Island Sound, New York” at the annual meeting of the South Carolina Academy of Science (April 2011).
These programs are framed by the Academic Internship Fair, hosted by CPS on September 26, and the Fall Career Fair, hosted by the Career Center on October 4. Both of these expositions of more than 100 diverse companies take place in Taffner Field House, and provide students from various disciplines across the University the opportunity to meet with company representatives on an individual basis to discuss their qualifications for internships and jobs, and to learn about the variety of opportunities available at participating companies.

The Career Center is very pleased to be expanding our Career Conversations series and our Employer Site Visit series. The Career Conversations series allows students to meet employers from a variety of different companies, right here on campus, to learn about their organizations and career opportunities. This semester we are hosting Deloitte, Coca Cola, Comcast Sportsnet, Medco, Macy’s, United Healthcare, APCO Worldwide, Bank of New York Mellon, and International Securities Exchange. We have also scheduled Employer Site Visits to: Sirius Radio, Esprit, Penguin Publishing, and UNICEF.

For a full calendar of these events, please visit the Career Center web site at: http://www.stjohns.edu/services/career/workshops/career_events. Please encourage your students to attend events related to your field of study. We also would like to invite you to bring your class to any of our events, if appropriate. If you are interested in bringing your class to a session, or have any questions about our programs, please contact Dr. Michelle Kyriakides, Associate Director, Career Center at kyriakim@stjohns.edu.

We look forward to seeing you throughout the semester, and working with you to help assure our students’ career success.

9/11 Then and Now
Sumitra Shah (College of Professional Studies, shahs@stjohns.edu)

It was a bright day and we were more innocent. But I felt as I wrote my essay ten years ago that the horror of the tragedy changed all of us in that single day.

“Where Were You When It Happened? Please Do Not Ask My Students”  October 2001: Volume 7, No. 2 page 5-6

I cannot claim that we all became better persons. The rage we felt then rises suddenly to the conscious level even now when the volatile world throws more disharmonies in the global mix. We definitely feel that we understand better different peoples’ motives, aspirations and struggles. We have learned to pay attention to other belief systems, even if they were sometimes in contradiction to our own impulses. We realized that the planet holds a vast array of languages, norms and cultures that deserve respect even when we are not so disposed, or especially then.

We have also learned that looking for the commonality among human beings is a more promising strategy than emphasizing their differences. Maybe some day we will overcome these divisions; but in the meantime, we have more compassion and less hatred than on that fateful day in 2001. We have come much farther than we thought possible ten years ago; so we owe it to ourselves to keep the momentum going.

Making Meaning of 9/11: Ten Years After
For a full calendar of events and more information, please visit: http://www.stjohns.edu/academics/provost/announcements/911
Smart Phones in the Classroom: One Professor’s Call
Oscar Holt (College of Professional Studies, holto@stjohns.edu)

As the school year begins, students, with renewed vigor, will dash for classrooms armed with backpacks loaded with laptops, iPads, notepads, textbooks and pens. In their hands will be one of the many multidimensional devices on which they endlessly doodle, perhaps a Blackberry, Android, or iPhone. During class, all too often, the priority of students will be social networking, and not engaging with the professor, taking notes, or opening the textbook. Using an electronic device, they alternate between sending text or twitter messages, viewing facebook, checking and responding to e-mails, or rocking to the latest hip-hop beats. In our contemporary academic culture, where these multi-taskers believe that “reach out and touch” is a twenty-four hour, seven-day-a-week activity, professors are confronted with a dilemma. What rules regarding the use of electronic devices should be formulated and enforced to preserve order and decorum, and to promote learning and responsible behavior in the classroom?

Faced with the reality that students will inevitably ignore rules intended to regulate the misuse of electronic instruments in the classroom, I have established a code of conduct, which addresses this issue in a way that makes limited concessions, while continuing to advance the education process. The rules are clearly spelled out in the course outline.

Now, I recognize that, currently, most faculty are not willing to make the concessions that I have. However, in an effort to be a more effective educator, I have come to realize that a rigid stance against student use of electronics in the classroom is not beneficial to the learning process. So, changing along with technology, my position has evolved from a harsh prohibition against cell phones and other electronic devices in the classroom to the following:

Device alerts: While within the classroom, students are required to turn electronic devices to the off, silent or vibrate mode. I previously mandated that cell phones had to be “off” during the class session. I abandoned that position when I considered that, with a complete ban, students would be unable to retrieve emergency alerts or other important communications from the administration. Although I am aware that classroom buildings are equipped with public address systems, the fair and safer stance is to permit phones to remain in the mode that will allow soundless notification.

Texting in the classroom: My controversial rule is that students are permitted to send and view text or twitter messages during the class period, which includes during the lecture. I conceded to this position because I found that with an absolute ban, students will defiantly sneak to send and receive such messages. While teaching, I do not want to function as the purveyor of information while also policing cell phone use. I view students as mature adults. If they elect to text or twitter message rather than focus on the presentation, they do so at the risk of missing key subject material. Inevitably test scores will be negatively impacted.

There is a caveat: If a student abuses the privilege by continued texting or twittering, I reserve the right to require the student to put the phone aside. There are circumstances when I believe I have to protect these adults from behavior antithetical to learning.

Use of laptops or iPads: Students are encouraged to use laptops or iPads for note taking. They also are permitted to view the World Wide Web to research a topic being discussed. They may not otherwise surf the web, send e-mail messages or view social networking sites.

When I suspect students are improperly surfing the web, sending e-mail messages or viewing social networking sites, I either approach their desk to confirm, or directly question them. Sometimes I simply decide to ignore the behavior, again recognizing that they risk missing important points of the presentation. Telltale signs of such behavior include high speed typing during lulls in the lecture, and facial expressions.

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**Electronic devices during examinations:** During examinations, cell phones are to be set to the off, silent or vibrate mode. Except in an emergency, students are not allowed to view or use phones, laptops or iPads, or any device on which substantive course material may be stored. If, during the exam, the phone emits an audible alert, the student may be prohibited from continuing with the test.

**Cell phone calls and music in the classroom:** While physically within the room, whether before or immediately after class, students are not permitted to talk on the cell phone or listen to music. No exceptions. Also, they are not allowed to wear or display headphones. Have you ever been on a New York City bus or an elevator with an individual who, in total disregard of everyone else, is rudely yakking on the phone, or listening to blasting music through headsets? What an annoyance! Well, it is no less annoying when within the classroom. So, phone calls must be made and/or received in the hallway or preferably outside the building in the area reserved for smokers. When I enter the classroom, I am prepared to teach. I expect that when students enter the room, they are prepared to learn. Speaking on the telephone or listening to music is contrary to this expectation.

**Taking photographs within the classroom:** The taking of photographs within the classroom is strictly prohibited. Thus, students are not permitted to photograph chalk board markings or PowerPoint presentations as a method of taking notes. Although students love to photograph one another for ultimate display on social networking sites, I see no legitimate purpose for classroom photos. In addition, the right to privacy of all within the classroom must not be compromised.

Let’s face it, cell phones, iPads, iPods, laptops, and other electronic devices are communication staples of today’s student. Irresponsible text or Twitter messaging and the misuse of social media during class are issues that should be addressed at the initial session. As faculty, we will make better use of our time developing innovative ways to use these devices as tools for teaching and learning, instead of wasting time during the term attempting to control their classroom use.

This period of transition, is an opportune time for faculty and administrators to examine and dialogue about individual positions and the argument for a universal policy regarding the use of electronic devices in the classroom. You are welcome to call, e-mail, or text me to discuss the issue, but not while I am teaching. I will receive the silent alert, but unlike students, I will have to push the “ignore” button.

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**Library Workshops**
A list of upcoming library workshops (including a link for workshop registration) can be found at: [http://www.stjohns.edu/academics/libraries/services/is/workshop_schedule.stj](http://www.stjohns.edu/academics/libraries/services/is/workshop_schedule.stj)

**Memoirs Reading Circle Group**
*Beyond the Blackboard* (aka *Nobody Don’t Love Nobody*) by Stacey Bess
Thursday, September 29 at 7 p.m. in DAC 301
For more information

**Queens Public Library Card Sign-Up**
Representatives from the Queens Library will be at St. John’s Queens campus to process applications for a Queens Public Library card on Monday, September 26 from 10 a.m. to 3 p.m. in the lobby of St. Augustine Hall. For more information
Distant Learning versus Face-to-Face Teaching: A Comparison
M.E. Ellis (The Peter J. Tobin College of Business, ellism@stjohns.edu)

Introduction
During the Spring 2011 semester, I taught FIN 3310 – Fundamentals of Finance as a distant learning (DL) and a face-to-face (F2F) class. Both classes were taught using DL techniques and generally involved the same assignments and tests. During the semester, I kept a journal to compare the two courses. The objective was to see how the two classes differed and how they were the same.

FIN 3310 is the introductory class in Finance in the Tobin College of Business, and it is required of all business majors. Most undergraduates take this course as first or second semester juniors. At the beginning of the semester, the F2F class had 25 students enrolled, and there were 20 students at the end of the semester. The DL class initially had 15 students registered with 11 students remaining at the end of the semester.

Both classes consisted of four projects, a mid-term test, and a comprehensive final exam. The DL class had an additional Unit Question assignment to ensure students were receiving and reading the class notes that were sent in lieu of class lectures; the F2F class had a participation component in its grade calculation, and the weights allocated to Project 3 and Project 4 differed for the two classes. Despite these differences, the final grade distributions for the two classes were similar, and the same cut-offs were used in both classes to determine the students’ final letter grade.

Observations
The big difference in the DL class and the F2F class is that the DL class had a tighter grade distribution than the F2F class. Based on the 10 students in the DL class who received a letter grade (one student did not take the final exam and was given an ABF), the average grade for the course was 76.0% with a range in grades of 85.4% to 65.6%. In this class the letter grades ranged from A- to C-, and the grade point average for the class was 2.700. In the F2F class, 19 students received a letter grade. The average grade was 68.2% with a range of 86.8% to 17.0%. In the F2F class, the letter grades ranged from A- to F (4 students) and the grade point average for the class was 2.074.

The reason for the better performance in the DL class may be that the DL students tended to stay involved in the class. Students in the F2F class stopped coming to the lectures after the Mid-Term Exam. Towards the end of the semester, only three students came regularly (they all earned B+ or higher), and 4-5 other students came semi-regularly. When the semi-regular students did come to class, they were not active participants in the class discussions. These students tended to sit in the back of the class, work/play on their computers, and paid little attention to what was being said in the class. When I asked a direct question to one of these students, they had no idea what we were doing.

Alternatively, the DL class had the Unit Question assignment. In lieu of class meetings, students answered one question based on the class notes e-mailed to them for each of the 11 units in the class. A unit usually corresponded to one textbook chapter. Students were given the opportunity to edit an incorrect answer over the assignment period. This assignment required students to submit something almost weekly which kept the students involved in the course, and it required that I interact with each student on a regular basis. This technique enabled me to know each student better as an individual. The average grade for the Unit Question assignment was 89.6% with a median grade of 98.0%.

Both classes demonstrated similar issues: lack of student involvement (which was much worse in the F2F class), an inability to write a report, lack of test taking skills, and poor time management. The involvement issue may be addressed by having in-class assignments for the F2F class. The writing issue can be improved by giving students more opportunity to write. All projects had a written component, and the students’ writings appeared to improve towards the end of the semester. The other two issues are more difficult to address.
The same test was given to both classes on the same day. The tests were available on-line from 8:00am to 9:00pm, and students were allocated 80 minutes to answer 40 multiple choice questions. The questions popped up one at a time, and students were permitted to revisit questions. Each question had 1-5 alternative questions, and Blackboard selected which question was asked on a given test. This means that each student had a different test.

The difficulty with the tests appears to be the students’ failure to study for an open-book test as if it was a closed-book test and poor test-taking skills. Since the tests were open-book tests, students thought they had time to look up answers, and they ran out of time. Students would not read a question carefully and missed what the question was asking. Students would not save an answer as a question was asked, and when the student ran out of time, the blank answer received no credit since Blackboard did not accept answers submitted after the time had expired.

In terms of time management, students were given “benchmark” deadlines in all assignments where part of the assignment (a completed spreadsheet or a completed data file) was due before the final project deadline. Students were given warnings concerning assignment due dates via e-mails, discussion board postings, pop-up announcements when they logged into Blackboard, and messages on the home page. Despite these efforts, students in both the DL class and the F2F class failed to start assignments in sufficient time to complete them.

I am not sure what to do about the time management issue or how to improve students’ test-taking behavior. It is something to ponder.

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Founders Week 2011
Begin Founder’s Week on September 24 with the 10th Annual University Service Day and celebrate the Feast Day with a special University Mass. The Vincentian Chair of Social Justice Lecture and Vincentian Convocation will be held on September 26. For the many other activities planned for students, faculty and employees of St. John’s, go to www.stjohns.edu/foundersweek and click on your campus location.

Study Abroad Fair
Are you thinking about teaching abroad? Have you heard that it’s a great experience, but would like to know more? A good way to begin is to join the Office of Global Studies at the Study Abroad Fair. This event will be held on the Queens campus on September 27 from 10 a.m. to 2 p.m. in the D'Angelo Center - 2nd Floor (Main Level) and will feature:

- Specific information about every program that is offered
- Financial aid and scholarship information
- Student Global Ambassadors who will share their experiences
- Gillman Scholarship recipients
- Professors who have taught classes within our programs

Any question that you may have will most certainly be answered.

Faculty Growth Grant Program
The upcoming deadlines to apply for a Faculty Growth Grant are:

- November 7, 2011
- February 6, 2012
- April 30, 2012

If you have any questions regarding the application procedures look at our website under Growth Grant Program or email us at CTL@stjohns.edu.
St. John’s University
Center for Teaching and Learning
Fall 2011 Calendar of Events

We hope many of the CTL events listed below will interest you. Please take a look at our calendar and email us at CTL@stjohns.edu or phone us at ext. 1859 to RSVP for one or more of these events. There will be a detailed announcement prior to each event on the CTL Web page: http://www.stjohns.edu/academics/centers/teach.

Personnel Action Forms (PAF)
Tenure and Promotion to Full Professor Actions**
  Tuesday, September 13, 1 to 3 p.m., Bent Hall 277A
Years 1-5 Actions **
  Wednesday, September 14, 1 to 3 p.m., Bent Hall 277A
Chairpersons and P&B Members**
  Wednesday, September 21, 1 to 3 p.m., Marillac Hall 325

Basics
Getting Organized for Teaching and Research
  Tuesday, September 20, 12:15 to 1:40 p.m., Library 110
Introduction to Grant Writing
  Jared Littman, Director, Office of Grants and Sponsored Research
  Thursday, September 29, 2 to 3 p.m., Library 110
Journal Citation Reports
  Tuesday, October 4, 12:15 to 1:40 p.m., Library 110
New Faculty Luncheon: Overcoming the ‘Rattle Effect’
  Thursday, October 6, 12:15 to 1:40 p.m., Library 110
Journal Club: Learning about Learning Outcomes
  Wednesday, October 12, 12:15 to 1:40 p.m., Library 110
Publish and Flourish
  Tuesday, November 8, 12:15 to 1:40 p.m., Library 110
Journal Club: Getting Students to Talk
  Wednesday, November 9, 12:15 to 1:40 p.m., Library 110

Great Teaching Ideas from the Library
A Different Three-legged Stool: The Faculty-Librarian-Student Connection
  Tuesday, September 27, 12:15 to 1:40 p.m. Library 110
Making the Most of Search Engines in Teaching and Research
  Charles Livermore, University Libraries
  Monday, October 17, 1:50 to 3:15 p.m., Library 110
Comics in the Classroom? Graphic Novels, Graphic Memoirs, and Higher Education
  Caroline Fuchs, University Libraries
  Sophia Bell and David Farley, Institute for Writing Studies
  Monday, November 7, 1:50 to 3:15 p.m., Library 110

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Multicultural and Global Issues

Teaching a Multicultural Student Population
Jose Centeno, St. John’s College of Liberal Arts and Sciences
Aliya Homes, School of Education
Larry Boone, The Peter J. Tobin College of Business
Monday, October 3, 2 to 3:30 p.m., D’Angelo Center 416A

English Language Learners in Our Classrooms
Pamela Fairman, Director, The Language Connection
Susan Peterson, Assistant Director, The Language Connection
Christina Quartararo, Assistant Director, The Language Connection
Thursday, October 6, 1:50 to 3:15 p.m., Library 110

Thinking Globally: Using The New York Times in the Classroom
Tuesday, October 25, 12:15 to 1:40 p.m., Library 110

Staten Island
Interdisciplinary Studies
Robert Fanuzzi and Irene Dabrowski, St. John’s College of Liberal Arts and Sciences
Thursday, September 29, 1:50 to 3:15 p.m., Flynn Hall Gans Room

Journal Club: Learning about Learning Outcomes
Tuesday, October 18, 12:15 to 1:40 p.m., Rosati Conference Room

Faculty Writing Initiative: Responding to Reviewers’ Comments
Writing Across the Curriculum (WAC/CTL)
Monday, November 14, 1:50 to 3:15 p.m., Rosati Conference Room

Writing Biographies
If you are interested in writing a biography or in exploring history through the lens of individual lives and experiences, join us for a discussion with Colman Domingo, author of A Boy and His Soul.
Monday, October 24, 1:50 to 3:15 p.m., D’Angelo Center 401

Faculty Writing Initiative (WAC/CTL)
Grant Writing
Gregory Maertz, St. John’s College of Liberal Arts and Sciences
Sandra Reznik, College of Pharmacy and Allied Health Professions
Jared Littman, Director of Office of Grants and Sponsored Research
Monday, September 26, 1:50 to 3:15 p.m., Institute for Writing Studies Conference room, Library 150

Responding to Reviewers’ Comments
Monday, November 14, 1:50 to 3:15 p.m., Rosati Conference Room, Staten Island

Open Session: Bring Your Writing Questions
Tuesday, November 15, 1:50 to 3:15 p.m., Institute for Writing Studies Conference room, Library 150

To register for CTL workshops e-mail us at CTL@stjohns.edu or call ext.1859.

The CTL Certificate Program! If you attend four or more of our events during the Fall 2011 semester you will receive a certificate at the end of that semester and all of the sessions will be listed on the certificate. **Are NOT included in the CTL Certificate Program

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Remember:
The best places to look for faculty-related information are the [CTL Webpage](http://www.stjohns.edu/CTL) and the [CTL Teaching and Learning Forum](http://www.stjohns.edu/CTL).

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Also of Interest:

**Writing Across the Curriculum (WAC)**

Lessons from WAC Faculty Fellows
Marc Gillespie, College of Pharmacy and Allied Health Professions and Susan Rosenberg, St. John’s College of Liberal Arts and Sciences
Monday, October 3, 1:50 to 3:15 p.m., Institute for Writing Studies Conference Room, Library 150
To register: Contact Dorothy Bukay at [bukayd@stjohns.edu](mailto:bukayd@stjohns.edu) or x6910.

Lessons from Teaching with Group Writing Projects
Phyllis Conn, Patrick Flanagan, St. John’s College of Liberal Arts and Sciences and Benjamin Turner, University Libraries
Monday, October 24, 1:50 to 3:15 p.m., Institute for Writing Studies Conference Room, Library 150
To register: Contact Dorothy Bukay at [bukayd@stjohns.edu](mailto:bukayd@stjohns.edu) or x6910.

Undergraduates Talk About Their Writing Experiences Across the Disciplines
Consultants from the St. John’s University Writing Center
Thursday, November 3, 1:50 to 3:15 p.m., Institute for Writing Studies Conference Room, Library 150
To register: Contact Dorothy Bukay at [bukayd@stjohns.edu](mailto:bukayd@stjohns.edu) or x6910.

**Junior Faculty Research Colloquia**

Teaching Counseling Online: Faculty and Student Perceptions
Gina Cicco, School of Education
Thursday, September 29, 1:50 to 3:15 p.m., Institute for Writing Studies Conference room, Library 150
To register: Contact Tracey-Anne Cooper at [coopert@stjohns.edu](mailto:coopert@stjohns.edu) or Elizabeth Herbin at [herbine@stjohns.edu](mailto:herbine@stjohns.edu).

Interprofessional Education among Allied Health Students
Sandra Beysolow, Danielle Kruger, and Stacey Singer, College of Pharmacy and Allied Health Professions
Thursday, October 20, 1:50 to 3:15 p.m., Institute for Writing Studies Conference room, Library 150
To register: Contact Tracey-Anne Cooper at [coopert@stjohns.edu](mailto:coopert@stjohns.edu) or Elizabeth Herbin at [herbine@stjohns.edu](mailto:herbine@stjohns.edu).

The Voices of Cosmopolitanism in Early American Literature
Chiara Cillerai, St. John’s College of Liberal Arts and Sciences
Thursday, November 17, 1:50 to 3:15 p.m., Institute for Writing Studies Conference room, Library 150
To register: Contact Tracey-Anne Cooper at [coopert@stjohns.edu](mailto:coopert@stjohns.edu) or Elizabeth Herbin at [herbine@stjohns.edu](mailto:herbine@stjohns.edu).

Visions of History and Dystopia in China’s Historical Novels from the Late Twentieth Century
Jeffrey Kinkley, St. John’s College of Liberal Arts and Sciences
Monday, December 5, 1:50 to 3:15 p.m., Institute for Writing Studies Conference room, Library 150
To register: Contact Tracey-Anne Cooper at [coopert@stjohns.edu](mailto:coopert@stjohns.edu) or Elizabeth Herbin at [herbine@stjohns.edu](mailto:herbine@stjohns.edu).