Dates to Note!!

EXPLORING THE CORE CURRICULUM:
Wednesday, October 12
Writing
2:30 to 4 p.m.
Library Room 412

Tuesday, November 8
Critical Thinking
12:15 to 1:15
Library Room 412

STRATEGIES FOR STUDENT ENGAGEMENT:
Thursday, October 27
Respectful Dialogue on Controversial, Social Justice Issues
12:15 to 1:15 p.m.
Marillac 317

Thursday, November 17
Active Learning: The “Reacting to History” Approach
12:15 to 1:15 p.m.
Library Room 412

PROGRAMS FOR NEW FACULTY
Tuesday, October 18
Introduction to Grant Writing
2:30 to 4 p.m.
Bent Hall 277B

Tuesday, November 15
Publish and Flourish
2:30 to 4 p.m.
Library 420A

BROWN BAG SMORGASBORD
Wednesday, October 5
What We Know about Our Students’ Learning
Noon to 1 p.m.
Bent Hall 447

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

Teaching and Scholarship: The Incontestable Synergy
St. Vincent de Paul Teacher-Scholar Award Speech given at the New Faculty Convocation on Tuesday, August 30, 2005
Rosemary C. Salomone (School of Law, salomonr@stjohns.edu)

It is indeed an honor for me to have received this prestigious award. I am especially grateful for this opportunity to reflect on a topic of such critical importance to what academic life is all about and to share these thoughts with you today.

It is now exactly twenty-five years since I began what has become for me an amazingly gratifying career. I clearly remember at that time, as I was settling into my new surroundings, I received a letter from one of my former professors. He wanted to congratulate me on having gained what he considered to be “the next best thing to inherited wealth.” Well, I thought that was an interesting comparison, but it seemed like a rather modest inheritance. Nevertheless, I found it hard to believe that I would actually be paid, hopefully for a lifetime, to think big, and not so big, thoughts and dwell in the world of ideas. I also knew that I had to keep one foot securely grounded in reality.

I remember that first year preparing and teaching three new courses, trying feverishly to keep just a few classes ahead of my students, fearing that they might ask a question I simply could not answer. I remember pondering a lot over how I might start my research agenda. I knew I wanted to write about equality, education, and difference but the possibilities were endless. Where should I begin? What aspect or group should I focus on? Should I start with a theoretical piece and then move on to more specific policy implications? Should I build on my doctoral research or take on something new? I had completed a dissertation and so I well understood the rigors of scholarly writing.

What I discovered that first year is that writing as a professor is a uniquely rich experience. As I tried to engage my students in thoughtful discussion and listened to their ideas and opinions, it became clear to me that there is a crucial synergy between one’s scholarly endeavors and the planned and unplanned experiences of the classroom.

As the years have unfolded, I have confirmed that initial impression again and again. The insights that I have gained from organizing research findings and data to support a legal argument, and then defending my position at scholarly conferences, to the media, and in various legal documents, from opinion letters to draft regulations, have informed the materials that I select and how I engage my students in class. At the same time, the opportunity to analyze those materials and others, some repeatedly and some anew, as well as the intellectual interaction with my students, have significantly enriched my scholarship.

Like many others of my generation, I chose to study the law because I saw it as an instrument of social change. My writing and advocacy have allowed me to inform public policy in some measure. I likewise encourage my students to view the
law as a potent force for bettering the lives of those who lack political voice, and particularly children. My scholarship, which crosses disciplinary bounds and often incorporates field research, has permitted me to stretch my students to new horizons and offer them a real-world view of the law as it affects people’s lives. I often enliven my classes with the personal “stories” behind court decisions.

As a concrete example of this interaction, for several years I assigned Administrative Law classes a case study on civil rights enforcement that I had published in a book of readings on the role of the court in education litigation. The case study brings together a number of leading court decisions in federal administrative law and gives the students an understanding of how the three branches of government impact the working of administrative agencies. Yet, I could not have written that chapter in the first place without the background gained from having taught the course for several years. As the course helped to define and inform my scholarship, the resulting scholarship ultimately added texture to the course. At the same time, discussing the study with students kept revealing finer points that I shared with each succeeding class.

Throughout the courses and seminars that I teach, I continue to gain insights from my students as they share their singular perspectives. At times I have experienced an eye-opening moment when discussing with them a case or legal opinion that I have read and taught dozens of times, or when a student asks a question for which I am bound to give an answer if not immediately, then by the next class. Especially in recent years, the increasingly diverse student body at the Law School has confronted me with world views different from my own and challenged my assumptions. Forever etched in my memory are the middle-aged Mormon student who politely explained to me the arguments supporting polygamy although no longer practiced within his religion, the Citadel graduate who passionately laid before me and his classmates the feelings of the male cadets when coeducation was forced upon them by court order, and the female Muslim student who persuasively argued that, for her, wearing the hijaab or head scarf is voluntary and not a symbol or mechanism of women’s subordination. In each instance, eager to hear more, I have invited the student to continue the discussion after class. No amount of scholarly research on equality could ever convey those deep-felt feelings from the heart.

I also have learned from the many students who have worked with me on my research over the years. Bringing their diverse personal and academic backgrounds to the task, they have been a preliminary sounding board for testing and strengthening my arguments before making them public, at times pushing my research in unanticipated directions. Some of the most memorable have been those whose political positions on the particular issues have run totally contrary to my own.

For those of you who are new or early in your academic careers, I urge you to consciously consider this relationship – at times somewhat antagonistic, but always generative – between scholarship and teaching. Think about what parts of your own research you can share with your students. What ideas or underlying assumptions might prove challenging to them? Consider how you might involve them in the type of intellectual inquiry that drives your work. How might you actively engage them in your own projects? Be open to learning from them even if their ideas completely turn yours on their head. Be bold. Push them to respectfully disagree with you.  

(continued on page 5)
Dr. Fredericka Bell-Berti (Speech, Communication Science and Theatre, bellf@stjohns.edu) and Yan Helen Yu presented a paper, “The relation between learning Mandarin Pinyin or Zhuyin and L2 (English) production” at the 149th Meeting of the Acoustical Society of America, Vancouver, BC, Canada (May 2005).

Professor Linda Butti (Fine Arts, buttil@stjohns.edu) exhibited several pieces of her art work in the Gwangju Exhibition Convention Center, in Gwangju, Korea; this was an international invitational exhibit with artists for China, Malaysia, Korea and USA (August 2005).

Dr. Michael T. Dempsey (Humanities, dempseym@stjohns.edu) presented two papers: “The Wisdom and Science of Theology: Reading Thomas Aquinas’ Notion of Theology in the Mendicant Context of the 13th Century” at the Mid-Atlantic Meeting of the American Academy of Religion in New Brunswick, NJ (March, 2005); and “Karl Barth and the Art of Theological Rhetoric” at the Eastern International Meeting of the American Academy of Religion in Montréal (May 2005).

Dr. Christopher Denny (Theology and Religious Studies, dennyc@stjohns.edu) presented two papers: “Catholic Action in John Courtney Murray’s Theology of History” at the annual convention of the College Theology Society in Mobile, AL (June, 2005); and “From Dante’s Inferno to Hopkins’s ‘Heraclitean Fire’: A Balthasarian Reading” at a National Endowment for the Humanities Seminar, “Religious Experience and English Poetry, 1633-1985,” at the University of Notre Dame (July 2005).

Dr. Nancy Eng (Speech, Communication Science and Theatre, engn@stjohns.edu) presented a paper, “Perception of Novel Speech Stims by Bilingual and Monolingual Children,” at the International Symposium on Bilingualism at Barcelona; presented a poster, Language Attrition in the Case of the Internationally Adopted Child from China; was a program chair at the NYS Speech-Language and Hearing Assn. meeting; presented a Board of Ed workshop, Introduction to Bilingualism for the Teacher of Students with Language and Communication Disorders; and was a teleconference speaker on Bilingualism in Aphasia and Alexia, for the American Speech, Language and Hearing Assn. (February 2005).

Dr. Hannah Berliner Fischthal (English, fischthh@stjohns.edu) presented a paper, “Elie Wiesel and Y.L. Peretz,” at the American Literature Association conference in Boston (May 2005).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published an article, “Jellyfish on the Ceiling and Deer in the Den: Biology and Interior Decorating,” in Leonardo (June 2005).

Dr. Donna Geffner (Speech, Communication Science and Theatre, geffnerd@stjohns.edu) presented at International Dyslexia Assn., Community School-New Jersey, American Academy of Audiology, and New York State Speech-Language and Hearing Assn; also published on Evidence Based Practice in APD CSHA magazine (March 2005).

Professor David Gregory (Law, gregoryd@stjohns.edu) presented a paper at the conference marking the 70th anniversary conference of the national Labor Relations Act, at the Association of the Bar of the City of New York and co-sponsored by the NY State and American Bar Associations (May 2005).

Professor Fred Herron (Theology and Religious Studies, herronf@stjohns.edu) presented two papers: “Catholic Schools as Domestic Church” at the College Theology Society annual meeting at Spring Hill College, Mobile, Alabama; and “Teaching, Faith and Service: The Foundation of Freedom on the topic "Consuming Passions: Catholic Education and Consumer Culture" at a conference sponsored by The University of Portland Garaventa Center for Catholic Intellectual Life and American Culture and the University of Notre Dame Center for Ethics and Culture (June 2005).

Dr. Mike Hostetler (Speech, Communication Science and Theatre, hostetlm@stjohns.edu) presented two papers; “Diving in the Rhetorical Dumpster: Critical Lessons from Less than Perfect Speeches” at California State University at Los Angeles (May 2005) and "Karl Barth and the Art of Theological Rhetoric" at the Eastern International Meeting of the American Academy of Religion in Montréal (May 2005).
Angeles and at SUNY-New Paltz; and “Art and Effect: Sorting Out Rhetorical Inadequacy” at the Eastern Communication Association Convention in Pittsburgh.

Professor Rahul Karnik (Information Technology and Computer Science, Math and Science, rahul@stjohns.edu) co-presented “Networking for the Commercial AV Professional” at InfoComm 2005 Institute for Professional Development, Las Vegas, Nevada (June 2005).

Dr. Mark Malaszczycz (Social Sciences, malaszcm@stjohns.edu) appeared at the Garden City Middle School to discuss ‘Careers in Higher Education’, as part of Garden City UFSD’s “Career Day Program” (May 2005).

Dr. Larry Myers (Speech, Communication Science and Theatre, myersl@stjohns.edu) presented a repertory of plays—Fabian is a Hurricane Now, Invisible Galaxy Discovery, Ventriloquists in Love, and Blogging about Cat Stevens—has been playing at the Shelter Studio Theater in Manhattan; his plays, Persons of Interest and End of America, were staged at the Red Room Theatre and the Lower East Side Festival of Theater for the New City.

Dr. Jeffrey Nevid (Psychology, nevidj@stjohns.edu) coauthored a research publication, “Risk factors associated with posttraumatic stress disorder symptomatology in HIV-infected women,” in AIDS Patient Care and STDs, Vol 10, 2005; presented a paper, “Update on Abnormal Psychology,” in Psychology Teacher Network, Spring 2005; gave a keynote address, “From the Lab to the Classroom: The Four E’s of Effective Learning,” at DeVry University, Faculty Institute Day, New York, NY, (May 2005).

Dr. Robert Pagliari (Speech, Communication Science and Theatre, pagliarr@stjohns.edu) contributed a chapter to Sacred Stones—How the Power of the Earth Can Change Your Life; the selection written by Dr. Pagliari is titled: “A Stone from Ground Zero” (Adams Media Press, 2005).

Professor Liza Papi (Fine Arts, papil@stjohns.edu) is participating in the “Homeland Security Garden” public art project investigating at the Winter Garden, in the World Financial Center (August-October 2005).

Dr. Barbara Ruth Peltzman (Early Childhood, Childhood, and Adolescent Education, peltzmb@stjohns.edu) published an article, “Using Trade Books to teach the National Social Studies Standards,” in Dragon Lode, (May 2005).

Dr. Kelly Rocca (Speech, Communication Science and Theatre, roccak@stjohns.edu) co-authored an article, “Perceptions of the adult sibling relationship,” in the North American Journal of Psychology; presented a paper with several other authors entitled, “The relationship between college student class participation and perceived instructor communicator style” at the Eastern Communication Association convention in Pittsburgh; participated on a Great Ideas for Teaching Speech panel and chaired an Instructional Communication panel; co-author of a paper “The coach-player relationship: Impact of coaches’ use of BATs and verbal aggression on player motivation and affect for the coach” presented at the Central States Communication Association convention in Kansas City.

Professor Michelle Sawyer (Speech, Communication Science and Theatre, sawyerm@stjohns.edu) published an article, “Nonverbal ways of communicating with nature: a cross-case study,” in The Environmental Communication Yearbook.

Dr. Yvonne Shafer (Speech, Communication Science and Theatre) presented a paper, “Metaphor and Symbolism in the Plays of August Wilson,” at the International August Wilson Conference last month at Howard University; also reviewed four plays in Western European Stages.

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu) co-presented “The Vascular Flora of Great Gull Island, New York” at the 66th Annual Meeting Association of Southeastern Biologists (April 2005).

Faculty News
If you would like to send an entry to “Faculty News,” the deadline for the October issue is October 7. We prefer that you email the information to CTL@stjohns.edu. If that is not possible, then send a typed copy of your announcement to our office located in Bent Hall, room 281. We reserve the right to edit all material received.

Material included in CTL Faculty News will be sent to Media Relations for distribution in a news release.
St. Vincent de Paul Teacher-Scholar Award Speech continued from page 2

I also encourage you to branch out beyond your particular discipline. Seek out others within the University who may be working on a related topic from a different perspective. Take advantage of the opportunities the University offers to engage in dialogue with faculty and visitors across the disciplines.

Above all, make sure that your scholarship enriches your teaching while permitting the classroom experience to enrich your scholarship. Without the one, I guarantee you the other will remain lifeless.

In closing, I would like to thank the University and the selection committee for bestowing on me this honor as well as those inside and outside the University who supported my nomination. I am especially grateful to the Law School for having promoted my research over the years with sabbatical leaves and summer grants. Finally I would be remiss if I did not acknowledge my colleagues whose encouragement and intellectual energy help keep me charged. Without these institutional supports, I would not be standing here today.

New CTL Webpage: Conversations on Teaching

The Conversations on Teaching workshops held in August were well-attended by both new and returning faculty. We discussed a wide variety of topics under three general headings: Planning the Course, Active Learning, and Classroom Management. There was also a discussion about using technology in teaching. If you couldn’t make the Conversations this summer you might want to check out our new webpage based on the series, which is available on the St. John’s Internet at http://www.stjohns.edu/academics/centers/teach/conversations. We will also be featuring information on each of the three sessions in the Newsletter. Material from the first session, Planning the Course, can be found below.

Conversations on Teaching I – Planning the Course

Different Views of Teaching and Learning

- **Parker Palmer’s Triad**: Palmer is a noted voice in higher education, and he argues that there are three elements in teaching: the student, the subject, and the teacher. His article, *The Heart of a Teacher*, is a thought-provoking introduction to the personal commitment involved in teaching.

- **Different Foci for Teaching**: There are various approaches to teaching, depending upon what the teacher sees as the most important element in the process, for example, it can be content-centered, student-centered, or instructor-centered.

- **Teacher as Guide**: This is a relatively new view of teaching and is replacing the idea of the teacher as a source of information. Now it is more common to guide student learning, point out the needed resources, lead discussions, and manage group work.

Keys to Success in Teaching

- **It is important to be**:
  - Prepared
  - Organized
  - Enthusiastic
  - Flexible
  - Patient
  - A good manager

- **You can learn from**:
  - Your students
  - Your reading
  - Your reflections
  - Your colleagues
  - Your mistakes
Planning the Course
Where are you now?
- Have you selected a book/readings?
- Have you a plan for the semester?
- Have you written out a course requirement sheet?
- Have you considered how you want to conduct your classes?
- Have you thought about how you are going to determine the final grade?

Writing clear course objectives is crucial to planning your course. Ask yourself these questions:
- In what ways will students be different when they finish the course?
- What do you consider your most important goals in teaching this course?
- What should students be able to do with the knowledge and skills gained in this course?

Liz Banset provides a wonderful, concise guide to Writing Learning-Centered Objectives, Cynthia Desrochers gives some of her keys to success with students in Establishing Expectations for Our Students.

Developing the Syllabus
1. Title page
2. Table of contents--if you have a long syllabus you may need this
3. *Instructor information--Name, email [this is where I start]
4. Letter to the student--introduce yourself and the course [keep it short!]
5. *Purpose of the course--tell what this course is designed to do, include the objectives
6. *Course description--this can be what appears in the bulletin
7. *Course and unit objectives--this is where you present an outline of the course
8. Resources--relevant resources that might be helpful, including in the library and on the web
9. *Readings--readings from the textbook as well as any supplementary readings
10. Course calendar--give dates for assignments, quizzes, exams, etc.
11. *Course requirements--types of assignments including papers, quizzes, projects, exams, etc.
12. Evaluation--how students will be evaluated
13. *Grading procedures--how the final grade will be calculated
14. How to use the syllabus--tips on planning the semester
15. How to study for this course--tips on how to organize study time
16. Content information--looking at the overall content for the course
17. Learning tools--things like note taking that might be helpful to students [you might also want to include your expectations for behavior in class]

*the most important components

There are also web resources available if you want more information on developing a syllabus. Two good sites are Preparing a Course Syllabus and Components of a Learning-Centered Syllabus.

Consider Integrating Information Literacy into Your Course
Information Literacy is defined as a set of abilities that allows individuals to recognize when information is needed and to locate, evaluate, and use that information effectively. Every subject involves the use of these abilities, so you might want to consider how you would like to enrich your students’ information literacy. Ben Turner of the University Libraries is directing the University's information literacy efforts, and he would be happy to offer you assistance. He can be reached at turnerb@stjohns.edu and at ex. 5562.
If you would like to read more on information literacy, there is a great article, "Information Literacy as a Liberal Art," which presents a broad view of the topic.

Useful Resources
A Berkeley Compendium of Suggestions for Teaching with Excellence is a great resource on a large number of issues in teaching.
Tomorrow's Professor Faculty Development Listserv is a goldmine of good information on teaching; there are over 600 postings on the site. You can also join the listserv and receive two email postings a week. This is a easy way to keep up on the latest in college teaching.
The Teaching Folio on the website of the University of Maryland's Center for Teaching Excellence provides concise advice on a number of teaching issues; it is a good general resource. In addition, The University of Nebraska-Lincoln has a collection of teaching resources that is short and to the point; on the list, is a guide to planning a course.

Remember: The more materials you prepare for students, the more you have prepared yourself to teach the course.

New Library Service: ILLiad
The University Libraries have announced the availability of ILLiad, a new interlibrary loan management system. Now you can order materials from other libraries online. For more information on this service go to http://new.stjohns.edu/academics/libraries/services/ill.sju.

Sharing Resources
This month, two members of the St. John’s community have generously shared a number of interesting articles and other resources they've come across. Dr. Andrew J. Bartilucci’s (Dean Emeritus of the College of Pharmacy and Allied Health Professions) contributions include the new online journal/portal called Academic Commons (http://www.academiccommons.org). It explores the role of technology in liberal arts education. Be warned, it is unlikely that you will leave this site quickly; there is a great deal to investigate. Dr. Bartilucci also recommends the June 24, 2005 issue of The Chronicle of Higher Education which is devoted to technology. There is a special section on “10 Techniques to Change Your Teaching.” The Chronicle is available as an eJournal on the University Libraries' website. Finally, Dr. Bartilucci has also sent several items from the Tomorrow’s Professor listserv (http://ctl.stanford.edu/Tomprof/index.shtml). If you haven’t subscribed, you are missing one of the best sources of great information about teaching. Subscribers receive two postings a week via email. This is a wonderful way to keep current about issues in higher education.

Another way to learn the latest about the academic world is with the electronic journal, Inside Higher Ed (http://insidehighered.com). This source was cited by our Librarian, who has been amassing interesting materials over the summer. Two articles he highlighted in Inside Higher Ed have provocative titles: “Students Read Less. Should We Care?” and “Stress and the Female Faculty Member.” Still another, and much more extensive, contribution is “Undercover Freshman” by Rebekah Nathan. This describes her experiences as a “freshman” and her interactions with other students—it is very interesting and enlightening. Our librarian also notes that the SciTech Daily Review is a great source for the latest on science (http://scitechdaily.com). It is organized in much the same way as its sister site Arts & Letters Daily portal is. Here again, beware: these sites can easily destroy a tight schedule.

Noises Off: One Way To Improve Student Writing
Jack Godler (College of Professional Studies, godlerj@stjohns.edu)

Night after night I was surprised, perplexed and annoyed. I was reading the papers and articles assigned to the students in my Magazine Journalism classes, wondering why these seemingly bright students were making so many mistakes in grammar, structure and vocabulary. I knew coming into teaching after 30 years in the business that I was not going to find the same skill levels here that the young people I had worked with or hired had exhibited. After all, these were undergraduates, they may not have had rigorous training in writing, and they had other equally demanding courses plus a social life.

I added the newest edition of a little gem of a paperback as a required text: The Elements of Style by Strunk and White. I recommend it for every class that involves writing of any sort; it’s only $7.95.
That helped some, but not enough. I gave out grades that listed \textit{Content}—often A—and \textit{Strunkisms}—often C. Last spring, with the best class I have had, I noticed that the papers the students wrote in class, while not as sophisticated or extensive, were written far better. They were also written in silence. That was a big clue. I recalled editorial offices when deadlines loomed. I recalled my experiences and what it was like going to see my son at the big law firm where he is \textit{of counsel}. Not a sound. You could practically hear people breathing while word processing. A ringing phone was like a low level explosion.

I asked my students how and when they did their work: usually at the last minute and often with the TV or the radio blasting away and other students in and out of dorm rooms or bedrooms at home. Everybody was on the phone at some time in the night.

Multitasking makes for a messy mindset so I required the class to do all their work in silence for the next seven days. No conversations. No calls. No TV or radio. Then I asked them to write about the experience of \textit{Writing in Silence}.

Naturally their work improved. Would they maintain the discipline? Some of them would not forget the experience; they were shocked and amazed, surprised and delighted. WOW! Like just hearing and talking to yourself! A few were unnerved and shaken by \textit{thinking} without any distractions. Two of them said they couldn’t stand it and would never work in silence again. I included several of the \textit{Writing in Silence} articles in the class magazine we publish at the end of the semester.

\section*{WebCT}

Online Learning and Services along with the CTL will be sponsoring sessions on various aspects of using the course management tool, WebCT. The sessions will take place in \textbf{Sullivan Hall room 203} from \textbf{12:10 to 2:10 p.m}. All faculty, both full-time and adjunct, are invited to participate in these very valuable hands-on workshops, but seating is limited so please register.

\begin{tabular}{|l|l|}
\hline
\textbf{Topic} & \textbf{Date} \\
\hline
Basic Introduction to using WebCT & September 29 \\
Managing Course Content & October 6 \\
Managing Communications & October 13 \\
Grading and Communicating Grades & October 20 \\
WebCT Quizzes and Surveys & October 27 \\
Managing Quizzes and Course Backups & November 3 \\
Managing Students and Files & November 10 \\
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\end{tabular}

\textbf{To register:} Call the CTL at ext. 1859 or email us at CTL@stjohns.edu

\section*{Faculty Growth Grants Program}

The deadlines to apply for Faculty Growth Grants are:

\textbf{Monday, October 17, 2005}
\textbf{Monday, January 23, 2006}
\textbf{Monday, April 3, 2006}

If you have any questions regarding the application procedures look at our website under Growth Grants Program (\url{http://www.stjohns.edu/academics/centers/teach/growth.sju}).