



Center for Teaching and Learning Newsletter

Dates to Note!!

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[Assessment Ideas from CPS](#)

Tuesday, March 3

[BUG: Moving a Course from Online to Face-to-Face](#)

Wednesday, March 4

[Using MovieMaker to Create/Edit Video](#)

[3-D Visualization and Printing](#)

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Vol. 20, No 6

February 2015

CTL February Newsletter

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

Highlights from our February issue include:

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Remember: The best places to look for faculty-related information are the [CTL Web-page](#) and the [CTL Forum](#).

Follow Us on Twitter

The CTL is pleased to announce that it is now on Twitter [@sjuctl](#). Follow us for the latest news in teaching and learning as well as announcements of upcoming events.





Center for Teaching and Learning Newsletter

Vol. 20, No 6

February 2015

LIBRARY CORNER: Online Research Assistant-Expanded Service

P. Charles Livermore (University Libraries, livermop@stjohns.edu)

The introduction of online courses, the existence of the Rome and Paris campuses and the travel abroad opportunities available to St. John's students have presented a challenge to the University Libraries' obligation to provide library services to all students. Many of these students will never see a St. John's University campus; others will spend extended time in Rome, Paris or at other travel abroad locations where library services are limited. To meet their obligation to serve this population, the University Libraries are expanding their online services to make it possible for all students – wherever they are in the world – to meet and discuss their research and assignment needs with a St. John's University librarian. And with the online resources available to our students, much if not all of a students' research requirements can be satisfied during the online session.

Starting immediately, and when classes are in session, librarians will be online and available as listed:

Mondays through Fridays
9 am until 11 am --- New York Time
3 pm until 5 pm --- Paris and Rome Time

Wednesday
10 pm until midnight --- New York Time
4 am until 6 am --- Paris and Rome Time

During the above times, librarians will be available to speak directly to any student anywhere in the world. In addition to being able to have a live discussion with the student, a librarian will be able to share their computer screens allowing a student or faculty member to see what is being discussed/demonstrated. If the scheduled times are not convenient, it is possible to email sjulibrarian@gmail.com to arrange a more suitable time.

More information about these services (including our online service, our email AskUs service and the email address to arrange an appointment) is available at <http://campusguides.stjohns.edu/online>. A direct link to the live online service is: <http://stjohnslibrary.adobeconnect.com/library/>. You are urged to include this information on your syllabus, on your MYSJU (formerly St. John's Central page), on Blackboard or on whatever your class management system might be.

The online service is operated using Adobe Connect software. It has no complicated software to download. One click downloads all the software needed, a few more keystrokes and the connection to a librarian is established. The service operates best when using a hard wired internet connection and a headset with a microphone.

Come drop-in (<http://stjohnslibrary.adobeconnect.com/library/>) to see how the service operates and examine what it can do for you.



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2014-2016 FELLOWS:

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Samantha Jellinek-Cohen
Raeann Kyriakou
Zaidalynet Morales
Richard Waller

2013-2015 FELLOWS:

Joan Ball
June Chen
Randall Clemens
Roberta Hayes
Maureen Weicher

**CAMPUS GUIDES:
CTL TEACHING AND
LEARNING FORUM**

The site's main aim is to highlight the great teaching strategies developed by St. John's faculty.

Please visit: <http://stjohns.edu/campusguides.com/ctlforum>.

**Follow Us on
Twitter**

**Student Research Events: Registration is Open!**

We are pleased to announce that **registration is now open** for Student Research Events to be held on **Tuesday, April 21** on the **Queens Campus** and **April 16-23** on the **Staten Island Campus**.

Our students perform a spectrum of creative research projects, but it can be difficult for them to showcase their research to other members of the University community. Student Research Events offers a fantastic opportunity for students across the University to present their research.

Students interested in participating must complete an online registration form.

[Register for a Queens Campus Event](#)

[Register for a Staten Campus Event](#)

For more information, please visit the Research Month 2015 [website](#).

Faculty Research Forum

As part of Research Month activities, the Office of the Provost and the Center for Teaching and Learning are sponsoring the annual **Faculty Research Forum**. This event will provide an opportunity for all faculty to showcase their research through posters, interactive presentations, exhibits, and personal discussions with their colleagues. In furthering the University's goal of fostering a culture of academic excellence, we hope that you will consider participating by presenting your research. If you have visual materials you want to share, there will be poster boards available (36x48 white tri-fold boards), or you can use your laptop to show slides, run a video, make a presentation, or use software you've developed.

Maybe your research is text-based and you feel leery about standing in front of a poster board with a 20-page paper set out page by page. You can take a different approach. Bring a few copies of your articles and share them with colleagues or display work on your laptop. Still another alternative is for a group of colleagues to make a poster presentation together. No matter how you decide to participate, the important thing is to share your work because you will be contributing to the vitality of the intellectual life at the University.

The Forum will take place on **Thursday, April 16** from **noon to 3 p.m.** in the **D'Angelo Center room 416**. Displays may be set up between 11:30 a.m. and noon that day. If you are willing to make a presentation at the Research Forum, please contact Lisa Getman at the Center for Teaching and Learning (getmanl@stjohns.edu) by **Wednesday, March 25**, indicating (a) the title of your presentation; (b) a paragraph-long abstract, 300 words or less, describing the research project which will be published in the brochure and on the CTL website; (c) include presenters' names, College, Department (please note if a co-presenter is a student) and (d) whether you need a table or display board.

Please note, we will have an area set aside to display reprints of faculty authors' publications. Send at least two copies of a reprint to the Center for Teaching and Learning, Bent Hall room 281, by April 10 to be included in this display.

Faculty News

Dr. Christopher Denny (Theology and Religious Studies, dennyc@stjohns.edu) presented a paper, "Beyond the Symbolism of Evil: Prelude to a Dialogical Tragic Theology," at the annual meeting of the American Academy of Religion in San Diego, CA (November 2014).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) presented a poster, "Darlingtonia californica: The History of an Iconic American Plant," at the annual meeting of the History of Science Society in Chicago (November 2014).

Aleksandr Gevorkyan (Economics and Finance, gevorkya@stjohns.edu) published "The Legends of the Caucasus: Economic Transformation of Armenia and Georgia" in the *International Business Review* (December 2014) and was cited in *The New York Post*.

Dr. Richard Stalter (Biological Sciences, stalter@stjohns.edu) coauthored the article, "Biological Flora of Coastal Dunes and Wetlands: *Paspalum vaginatum* Sw," in the *Journal of Coastal Research* (January 2015).

Professor Syed Uddin-Ahmed (Discover New York, uddinahs@stjohns.edu) published the book review, "Why the French Don't Like Headscarves: Islam, the State, and Public Space," and the article "The Historical Challenges of Nationalism: Through the Eyes of Chatterjee and Appleby in the *International Journal of Humanities & Social Science Studies* (2014).

Dr. Heidi Upton (Institute for Core Studies, uptonh@stjohns.edu) published the article "[Aesthetic Education and Discover New York: Inquiry, the Arts and Civic Engagement](#)" in *Inquiry-Based Learning for the Arts, Humanities, and Social Sciences: A Conceptual and Practical Resource for Educators* (December 2014).

Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the March issue is **March 2**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in "Faculty News."

GIS in the Classroom

What do you get when you combine worms, interactive mapping, and 2nd graders? Deep spatial learning and big fun! **Dr. Julie Carter**, associate professor in the School of Education, used her 2-year CTL Technology Fellowship to learn about geographic information systems (GIS) technology and to integrate interactive mapping into her elementary and secondary teaching methods courses. Dr. Carter completed the CTL Fellowship in the spring of 2014. One year later, her students are creating amazing instructional units that help children think in spatial terms and grapple with geographic thinking skills. In an attempt to extend that work into K-12 classrooms, Dr. Carter is integrating GIS technology into an ongoing grant—funded collaboration with a local catholic school, Notre Dame Catholic Academy.

Dr. Carter is helping teacher Lisa Cooney explore the history and social significance of waste, recycling, and composting. In one instructional unit, thirty-two 2nd graders each visited their favorite NYC green spaces. They wrote about why they liked these places and what might attract others to visit. Ms. Cooney and Dr. Carter helped students map that data into ArcGIS (see www.arcgis.com).

The results of their work can be viewed on an interactive "Story Map" available at <http://bit.ly/1lv6r4v>. Engaging young learners as "citizen scientists" has proven to be a very exciting outgrowth of the CTL Fellowship experience.

Vincentian Mission: Opportunity and Responsibility No. XLVII Engaging Students with Social Justice Issues through Graphic Novels

Caroline Fuchs (University Libraries, fuchsc@stjohns.edu)

In this series, Vincentian Center Research Fellows from across the University share their experiences in advancing the Vincentian Mission of St. John's through curricula, pedagogy, service and research. In this issue, Professor Fuchs offers justification for "comics" as an integral part of academic programs from elementary schools through the continuum as a means of literacy and social development. She points up the advantages of the interceptions of text and image for hesitant readers, how media literacy can advance knowledge of social justice, and encourage discussion of issues like poverty, immigration, racism, access to services and exclusion.

Graphic novels (a.k.a. "comics") can be used as effective teaching tools to encourage dialogue and discourse on social issues such as personal/cultural identity, frailty of the human condition, social upheaval, poverty, war, racism and the immigrant experience. Through the interception of text and image, and the strategic use of page layout, paneling (or lack of paneling) and sequencing, choice of color, the clarity of graphics, font size and style, graphic narratives provide an unparalleled opportunity for students to witness and participate in the story. With the interdependence of and tension between the textual and the visual, the comics medium challenges a student's perceptions and assumptions, thus promoting critical literacy skills. Horn has argued that "Graphic novels can be a weapon in social justice pedagogy precisely because they verbalize discrimination and then illustrate such practices in logical sequence for younger readers." (Tabachnick 92) Graphic novels, with their visual and textual cues that are sometimes at odds with one another, encourage students to mediate between what they see, what they read, and what they "know."

As Michael D. Boatright noted in his article "Graphic Journeys: Graphic Novels' Representations of Immigrant Experiences," "critical literacy studies encourage readers to delve past a comprehension-level understanding of a piece of text to identify the underlying ideologies, or belief systems, inherent in any given word and image." (Boatright 370) Further, the combination of the visual and the textual, what is said and what is not said, what is seen and what is not seen, allows students to be immersed in the narrative at their own pace, reinforcing Chute's argument that "A comics page offers a rich temporal map configured as much by what isn't drawn as by what is: it is highly conscious of the artificiality of its selective borders, which diagram the page into an arrangement of encapsulated moments." (Chute 455) This is active reading, and active learning.

As a result, larger social issues are more fully felt by the reader, enabling them vicariously to gain insight into the experiences of the characters. Given that "larger" social justice storylines are often told concurrently within the single narrative frame, the incorporation of graphic novels into our courses provides an unparalleled opportunity for students to both witness and participate in the story. It is in that fuller participation that students become more engaged in the plot as well as the underlying social justice issues and conflicts around which the narrative is told. This allows them, for example, to gain insights into the struggles of tenement life in the first half of the twentieth century when they read Will Eisner's *Contract with God Trilogy*, or Leela Corman's *Unterzakhn*. Or the plight of immigrant families as they face urban blight and racial tensions in New York in the 1960s and 1970s as portrayed in Martin Lemelman's *Two Cents Plain*.

Graphic novels are excellent pedagogical tools for encouraging an informed dialogue concerning social justice issues. In addition to critical literacy and social justice literacy skills, graphic novels help to incorporate visual literacy skills as well. Jeff Adams explains: "In this way the works constitute a visual pedagogy, a means by which the contemporary audience may come to know, or to vicariously experience, past events through narratives that are generated by the juxtaposition of image with text." (Adams 35) And how is this done? Why are graphic novels a more successful pedagogical tool than a text-only narrative?

Horn argues that “When illustrations are included, two triads can be embedded within each other. The reader remains the same, but the reader must revise the concept, using both pictures and text to reconstruct new meaning.” (Tabachnick 97) In other words, the graphic novel/narrative is a medium, unlike any other, that compels students to challenge their perceptions and assumptions, about themselves and others, through the inseparable use of image and text, the visual and the word. Discussing the importance of media literacy and its connection with social issues, Schwarz notes that “Specifically, media literacy can help young people challenge information about society, detect prejudice and inequality, seek diverse points of view, and engage with difficult social issues. (Schwarz 100) But this important component of social justice engagement is not limited to primary and secondary education classrooms. It is just as effective – perhaps more effective – in a higher education setting. Joe Sacco’s *Palestine* and his *Footnotes in Gaza* provide a journalistic perspective and an exceptional opportunity to springboard into discussions of the ongoing conflicts between the Israelis and Palestinians in the Middle East, while *Persepolis* (Marjane Satrapi), set in Iran during the revolution, has become a classic literary work as well as a profound comic. The list could go on and on.

By including graphic novels in coursework, faculty can provide an alternative route for students to achieve social justice literacy. As Wolk notes “Teaching through inquiry and teaching for social responsibility have a symbiotic relationship. Classroom inquiry nurtures social responsibility, and living a socially responsible life means to live a life of inquiry.” (Wolk 66)

And let’s not forget that they are fun to read! Students love them and you will too!

Works Cited:

- Adams, Jeff. “The Pedagogy of the Image Text: Nakazawa, Sebald and Spiegelman Recount Social Traumas.” *Discourse: Studies in the Cultural Politics of Education* 29.1 (2008): 35–49. EBSCOhost. Web. 17 May 2010.
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- Chute, Hillary. “Comics as Literature? Reading Graphic Narrative.” *PMLA: Publications of the Modern Language Association of America* 123.2 (2008): 452–465. EBSCOhost. Web. 17 May 2010.
- Schwarz, Gretchen. “Media Literacy, Graphic Novels and Social Issues.” *Simile* 7.4 (2007): 1–11. Print.
- Tabachnick, Stephen Ely. *Teaching the Graphic Novel*. New York: The Modern Language Association of America, 2009. Print.
- Wolk, Steven. “Reading for a Better World: Teaching for Social Responsibility with Young Adult Literature.” *Journal of Adolescent & Adult Literacy* 52.8 (2009): 664–673. EBSCOhost. Web. 26 Nov. 2013.



2015-6 MetroCITI Fellows

The Metropolitan Colleges Institute for Teaching Improvement (MetroCITI) seeks to improve and enrich teaching in the general/liberal education curricula of high-diversity colleges and universities throughout the New York metropolitan area. Through the year-long MetroCITI seminar, college faculty (MetroCITI fellows) develop and disseminate approaches to teaching that help students surface and use what they know already – personally and culturally – to explore disciplinary ideas, especially those that promise to advance strivings for “the good” in students’ lives and communities.

In MetroCITI, fellows work with peer-instructors from area institutions to create and try out new pedagogical strategies, and to refine them. Drawing on MetroCITI resources, they develop teaching improvement projects to implement in one or more of their own classes. Fellows also design and convene a teaching development session, or series, for ten or more liberal education faculty colleagues on their own campuses.

To apply to be a MetroCITI fellow, go to: <http://metrociti.pressible.org/?p=15>

Deadline: Monday, April 13, 2015

If you have questions about MetroCITI, email: metrociti@tc.columbia.edu

St. John's Strengths and Challenges: Survey Results from the 2014 Student Satisfaction Inventory (SSI)

Yuxiang Liu (Director of Institutional Assessment, Liuy@stjohns.edu)

The Student Satisfaction Inventory (SSI), a standardized survey instrument from Noel-Levitz, is designed to measure students' satisfaction with a wide range of college experiences, programs, and services. It allows institutions to set priorities that are closely aligned with those of the students, pinpoint institutional strengths, and identify challenges in need of improvement.

The survey consists of 73 standard items. Each item is expressed as a statement of expectation. For each item, students are asked to rate both the level of importance (a scale of 1 to 7, with 1 as NOT IMPORTANT AT ALL and 7 as VERY IMPORTANT) and level of satisfaction (a scale of 1 to 7, with 1 as NOT SATISFIED AT ALL and 7 as VERY SATISFIED). The difference in the importance and satisfaction ratings is considered a performance gap.

In 2014, St. John's students were randomly selected from the following three groups: 1) Undergraduates on Queens Campus (906 participants), 2) Undergraduates on Staten Island (89), and 3) Graduate students of both Queens and SI campuses (424). For the three groups and at both the University and college levels, the samples are fairly representative of student populations in terms of gender and ethnicity.

Both strengths and challenges have been identified in this report. Strengths are areas of high importance, high satisfaction, and small gaps. Challenges are areas of high importance, low satisfaction, and large gaps, and they are the areas in need of improvement. Following are some highlights of the survey

In 2014, the following areas were identified as **St. John's strengths for undergraduates on both Queens and Staten Island campuses:**

1. The University has a good reputation within the community
2. The campus is safe and secure for all students
3. Computer labs are adequate and accessible
4. Academic advisors are approachable
5. Security staff respond quickly in emergencies
6. Adjunct faculty are competent as classroom instructors

Additional strengths for Queens campus:

7. Academic advisor is knowledgeable about requirements in students' major
8. On the whole, the campus is well-maintained
9. Faculty are usually available after class and during office hours
10. Nearly all of the faculty are knowledgeable in their fields
11. Variety of courses provided on this campus

Additional strengths for Staten Island campus:

7. Faculty care about students as individuals
8. Academic advisors are concerned about students' success as individuals
9. There is a commitment to academic excellence on this campus

The following areas were identified as **challenges for undergraduate students on both campuses:**

1. Billing policies
2. Tuition paid as a worthwhile investment
3. Use of student activities fees
4. Availability of channels for expressing student complaints
5. Selection of food in the cafeteria
6. Availability of financial aid

7. Conflicts in class registration
8. Timing for announcing financial aid awards being helpful in college planning
9. Helpful financial aid counselors
10. Experience to be a student on this campus

Additional challenges for Queens campus:

11. Students getting the “run-around” when seeking information on campus
12. The University showing concern for students as individuals

Additional challenges for Staten Island campus:

11. Variety of courses provided on this campus
12. Adequate services helping students decide upon a career
13. The student center as a comfortable place for students to spend their leisure time

In general, satisfaction ratings were higher on Staten Island than on Queens campus. There was also a pattern in the satisfaction ratings by level: the ratings by the first-year students were the highest, and with the level getting higher, the ratings became lower. Satisfaction ratings by New York State students were higher than by out-of-state students.



MARCH ASSESSMENT MADNESS!!! ASSESSMENT IDEAS FROM THE COLLEGES

[College of Professional Studies](#)

Monday, March 2
1:50 to 3:15 p.m.

[The Peter J. Tobin College of Business](#)

Thursday, March 5
1:50 to 3:15 p.m.

[St. John's College of Liberal Arts and Sciences](#)

Thursday, March 12
1:50 to 3:15 p.m.

[College of Pharmacy and Health Sciences](#)

Thursday, March 19
1:50 to 3:15 p.m.

[The School of Education](#)

Monday, March 30
1:50 to 3:15 p.m.

For more information click on the links above.

GLOBAL CERTIFICATE PROGRAM

The Office of Global Programs and the Center for Teaching and Learning have designed a **Certificate Program in Global Education** for faculty. The certificate will be awarded to those who complete at least **three** of the **four** workshops being offered in the program this semester.

[Reflections on Global Passport](#)

Thursday, February 19
1:50 to 3:15 p.m.

[SJU Internationalization: Law School & TCB](#)

Monday, March 16
1:50 to 3:15 p.m.

[Globalization and the Humanities](#)

Thursday, April 9
1:50 to 3:15 p.m.

[Mapping Technology and Library Resources](#)

Tuesday, April 14
12:15 to 1:40 p.m.

For more information click on the links above.

2015 Research Month Events

[Download the calendar for the Queens Campus Events](#)

[Download the calendar for the Staten Island Campus Events](#)

The research activities of St. John's students and faculty are increasingly diverse and impressive: grant dollars continue to rise; publications are flourishing; students are presenting papers at conferences. We have good reason to celebrate our accomplishments. We expect that through Research Month activities the St. John's University Community will become increasingly aware, mutually supportive and proud of these impressive activities. These events include:

Monday, April 13

[Interdisciplinary Research Roundtable: Writing Biography Luncheon](#)

12:15 to 1:40 p.m., Institute for Writing Studies, Library 150

[Annual Faculty Book Reception](#)

1:50 to 3:15 p.m., Institute for Writing Studies, Library 150

Thursday, April 16

[Faculty Research Forum](#)

Noon to 3 p.m., D'Angelo Center 416ABC

[Student and Faculty Readings, Presentations and Performances](#)

1:50 to 3:15 p.m., Kelleher Center Lounge

Monday, April 20

[Interdisciplinary Research Roundtable: Emerging and Infectious Diseases](#)

12:15 to 1:40 p.m., D'Angelo Center 416A

[Social Justice Research Showcase: Exemplary Student-Mentor Partnerships](#)

1:50 to 3:15 p.m., Kelleher Center, Kiernan Suite

[Communication Sciences and Disorders Department and Clinical Partners](#)

4 to 5:30 p.m., Kelleher Center, Lower Level Conference Room

Tuesday, April 21

Student Research Events – Queens Campus:

[Student Poster Session](#)

1 to 3 p.m. D'Angelo Center 416ABC, 412

[Oral Presentations and Panels](#)

Noon to 4 p.m., D'Angelo Center: 210, 212, 301, 311, 312, 401

[Fine Arts Presentations](#)

10 a.m. to 2:30 p.m., D'Angelo Center 128

[Film Screening and Performance Art](#)

Noon to 4 p.m., Bent Hall 101A

Vice Provost's Research Award Jury Presentations

2 p.m., Kelleher Center, Kiernan Suite

Thursday, April 23

[Poster Session](#)

1:50 to 3:15 p.m., Kelleher Center, Kiernan Suite

[CTL Fellows' Presentations on Research in Teaching and Technology](#)

1:50-3:15 p.m., Bent Hall 277A&B

[Social Justice Research Showcase: Exemplary Student-Mentor Partnerships](#)

1:50 to 3:15 p.m., D'Angelo Center 128

[Special Public Research Forum: Imagining Staten Island](#)

3:30 to 5:30 p.m., Kelleher Center, Kiernan Suite

[Annual Reception Honoring Recipients of Grants](#)

4:30 p.m., Faculty Club

Remember:

The best places to look for faculty-related information are the [CTL Web-page](#) and the [CTL Teaching and Learning Forum](#).

Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the March issue is **March 2**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in "Faculty News."

[www.stjohns.edu/
CTL](http://www.stjohns.edu/CTL)

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

Managing Editor:
Lisa Getman



Monday, April 27

[Interdisciplinary Research Roundtable: New York City as a Research Focus](#)
12:15 to 1:40 p.m., Bent Hall 277A

More details will follow in the coming months, with specific invitations to participate in each event. Please keep an eye out for notices regarding them. See <http://www.stjohns.edu/research/research-month> for information.

Faculty Writing Retreat

Date: Saturday, March 14, 2015

Time: 10 a.m. to 4 p.m.

Location: Institute for Writing Studies, Library room 150

[Register Now!](#)

The Faculty Writing Retreat offers you the opportunity to commit to a day of writing surrounded by your colleagues who will have made the same commitment as you. Published research – and our own experience from previous St. John's Faculty Writing Initiative writing retreats we've held – tells us the positive energy of being around faculty peers who are also writing (and struggling to write) helps faculty get substantial work done, even in one day. As to the schedule for the retreat, you will arrive and begin writing. We are certain there will be much writing advice to be shared during lunch, which will be served at 12:30pm. We hope you will be able to join us.

If you would like to learn more about writing retreats or you are interested in research about faculty writing productivity, go to the CTL Forum Writing Page at <http://stjohns.campusguides.com/aecontent.php?pid=71651&sid=589816>.

Crossing the Line? Cartoons, Satire & Free Speech in a Global Society

Considered the birthplace of visual satire, post revolutionary France embraced the work of cartoonists whose graphic broadsides became a mainstay of the press, catching on throughout Europe and eventually America. The January 7th attack on the Paris offices of satirical magazine, Charlie Hebdo, has given rise to discussion about free speech, the role of graphic satire and the direction it will take in print and new media. St. John's University impanels a selection of faculty, including historians, critics and a cartoonist to present an open discussion about the ramifications of the Charlie Hebdo attack.

Date: Thursday, March 5

Time: 2 to 3 p.m.

Location: SJH 104