



*Lifelong Education at Colby-Sawyer College*

## **Study Group Leader's Guide**

[www.colby-sawyer.edu/adventures](http://www.colby-sawyer.edu/adventures)

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# Study Group Leader's Guide

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## **Introduction**

Welcome to Adventures in Learning (AIL). Study group leaders are the heart and soul of our program, and we look forward with much anticipation to your course offering. Please count on the Curriculum Committee to do all it can to assist you in your endeavor. To that end, this guide has been written especially for you as the first step in our efforts to make your course successful in every respect.

This guide incorporates the wisdom and experience of AIL members who have both given and taken courses. It is intended as a guide rather than as a rulebook.

## **Background**

Created in 1998, the mission of AIL at Colby-Sawyer College is to provide a lifelong learning experience for adults with an interest in the world of ideas and who wish to continue their intellectual growth in an informal setting. AIL will achieve this mission by offering a diverse array of stimulating courses and programs throughout the year in the Kearsarge-Lake Sunapee region.

## **The Adventures in Learning Office**

The AIL Office is your working contact with Colby-Sawyer College. The office is located on the first floor of the Colby Homestead on the Colby-Sawyer campus. Administrative staffing is provided by Program Coordinator Marianne Harrison whose contact information is located on the last page of this guide. The office has established the hours of 9 a.m. to noon, Monday through Friday, for serving prospective and current members, course participants and study group leaders.

## **Proposing a Study Course**

Leading a course is a challenge requiring substantial effort; however, the rewards are many. It is an opportunity to meet and interact with enthusiastic participants who have rich and varied backgrounds. A prospective study group leader volunteers or is invited by an AIL committee member to lead a course. Previous teaching experience is not required; in fact, some of our most effective study group leaders have never taught before. Nor is it necessary to be an expert in a particular area of interest. "To learn" is the operative infinitive. Our goal is to offer instructive and enjoyable courses. Controversial topics should be presented in a fair and balanced fashion.

## **Study Group Proposal Form for a Single Leader Course**

As a prospective study group leader, you are required to complete the Study Group Proposal Form (available on the website) and submit it to the AIL Office. (Refer to the Submitting the Completed Study Group Proposal Form section.) You should include a course description of approximately 250 words suitable for the fall, winter or spring catalog publications. Due to the reduced size of the summer catalog, the course description should be approximately 100 words. The

description should include the goals and scope of the course, as well as the format (lecture or discussion style). A short biographical sketch of approximately 150 words should also be included for fall, winter and spring catalogs, and approximately 50 words for the summer catalog.

### **Sample Course Description for a Single Leader Course**

The following course proposal serves as an excellent model for a single leader course:

1. It starts with a quote which helps both introduce the topic and give it credence. (It is not necessary to open with a quote, but some opening paragraph which serves to announce what the course is about and give it weight is important.)
2. The proposal proceeds to describe what the course is going to examine and the mechanisms for doing this.
3. In the third paragraph the proposal talks about the format of the course.
4. The last paragraph mentions the leader's expectations of the participants.
5. The proposal ends with a brief and succinct biography.

### ***Title: The Seven Ages of Man (Woman, too) in Poetry***

*As usual, Shakespeare said it best:*

*"All the world's a stage,  
And all the men and women merely players,  
They have their exits and entrances,  
And one man in his time plays many parts,  
His acts being seven ages."*

*The course will examine how poets have interpreted seven ages of a person's lifetime - birth, youth, lover, soldier, middle age, old age, and death - by focusing on one age in each of seven weeks. We will do this through reading, analysis, and discussion of selections (made with some poetic license) grouped to highlight comparative similarities and differences.*

*The course will be discussion format, and will be a cooperative effort through which we will learn from one another. The study group leader makes no claim to superior poetic knowledge or insight.*

*Participants will be expected to read the poems critically prior to class, and to actively engage in class discussion. In addition, each participant will investigate one or two of the poets whose work is being discussed each week and make a very brief introduction highlighting relevant biographical or historical context. Participants are encouraged to suggest additional poems appropriate to the week's topic.*

### **Study Group Proposal Form for a Lecture Series Course**

Moderators of lecture series courses are required to complete the lecture series Study Group Proposal Form. The course description should be about 800 words in length, including a sentence or two about each lecturer if desired. For the summer term the length should be about 400 words. Please list the mailing addresses, phone numbers and email addresses for all of the lecturers, so the AIL Office can send them a catalog and/or contact them if necessary.

## Sample Course Description for a Lecture Series Course

This course proposal serves as an excellent model for a multi-speaker lecture series:

1. It starts with a paragraph which introduces the topic, talks about the importance of that topic and mentions the approach which is somewhat different from the usual approach to studying the Founding Fathers. It ends by stating the purpose of the lecture series.
2. Each topic, lecture by lecture, is then outlined with a brief and (hopefully) compelling paragraph about the Founding Father to be presented that day.
3. No biographies are presented except for those lecturers who will be unfamiliar to the audience. In this case Chuck Sanborn, who has not taught an AIL course before, is given a few extra sentences.
4. Since there are no textbook, bound materials or required reading, there are no prior reading expectations of the audience. The course will take seven weeks and will take up two pages in the catalog, leaving little room for any additional information. However, all the information necessary is here.

### *Title: The Founding Fathers: A Closer Look*

*This country's Founding Fathers were extraordinary men who defied the odds, demonstrating courage and fortitude to unite a group of disparate colonies, defeat the world's greatest power and create a nation. In the years that followed, their grateful children carved them in stone and developed a mythology about them which would challenge that of any Greek god. What has too frequently been forgotten in this adoration is that they were flesh and blood human beings with not only attributes and strengths, but also doubts and weaknesses. The purpose of this lecture series is to take a closer look at some of our Founding Fathers, focusing on who they were as individuals, and who and what influenced their lives and philosophies.*

September 21                      George Washington / Julie Machen

*Every American school child can answer the question "Who is the father of our country?" George Washington, we all learned, is our role model for honesty, bravery and leadership. He was a god among men and, as such, often appears remote and unapproachable. Julie, a former teacher of American History at Greenwich High School in Connecticut, will look at both the myth and the man, discussing the highly complex individual who lay behind this image.*

September 28                      John Adams / Joanna Henderson

*He was an awkward dancer and a poor card player. He was neither sophisticated nor worldly despite years of living in Europe. John Adams wrote wonderfully entertaining letters to his wife and friends and was learned and thoughtful. Certainly a better political philosopher than a politician, Adams could be cantankerous, hostile and vain. The nickname of "His Rotundity" came from both his pompous stance and large girth. Joanna taught an AIL course on Abigail Adams several years ago and now turns to Abigail's partner for a closer look at our second president.*

October 5                              Alexander Hamilton / Jere Daniell

*From the time he served as Washington's military aide until his dueling death at the hands of Aaron Burr, Alexander Hamilton created passionate admirers and equally passionate critics. Historians have been just as divided. Jere, a retired Dartmouth College history professor who wrote his undergraduate thesis on Hamilton a*

half century ago, will reflect on a visionary Founder he continues to find brilliant and opportunistic, but also self-destructive.

October 12                      Thomas Paine / Chuck Sanborn

*“These are the times that try men’s souls...” We know the words but who was the person behind the message? Thomas Paine is perhaps the most controversial of all the Founding Fathers, depicted over the years as a professional revolutionary, propagandist, hero and agitator. During his 40 years of teaching American History in independent schools, Chuck has developed a special interest in Paine. He will focus on getting to know the man and what made him tick.*

*Josiah Bartlett / Chuck Sanborn*

*As a signer of the Declaration of Independence, governor and founder of the N.H. Medical Association, Bartlett is writ large as one of New Hampshire’s heroes. Chuck will introduce him as a family man and the physician in the community and will view him through his relationships with his fellow citizens. Conversations with some of Bartlett’s descendants have increased Chuck’s understanding of this New Hampshire Founding Father.*

October 19                      Thomas Jefferson / Julie Machen

*The noted historian Gordon Wood said of Thomas Jefferson that he “scarcely seems to exist as a real historical person.” Rather, he is someone “invented, manipulated, turned into something we Americans like or dislike, fear or yearn for within ourselves....yet behind all the images, beneath all the allegorical Jefferson, there was a human being with every human frailty and foible.” Julie will focus on the human being—the contradictions in his character, his relationship with his fellow Founding Fathers and with the women in his life.*

October 26                      James Madison / Tom Galligan

*He was smart, short and always wore black. James Madison, our fourth President and the man hailed as the Father of our Constitution, considered himself unlucky at love until he met Dolly. A hypochondriac who lived a long and full life, Madison was the architect of the Virginia Plan, one of the key proposals that evolved into the United States Constitution. Later, he was primarily responsible for drafting the ten amendments making up the*

*Bill of Rights, even though he was originally opposed to such a bill. Tom will explore Madison's intelligence and idiosyncrasies in detailing how he was critical to the country’s early success and development.*

November 2                      Benjamin Franklin / Joanna Henderson

*Of all our Founding Fathers, Benjamin Franklin is the most playful. His witty aphorisms and lively writing display his charm and humor throughout a long, multifaceted career as scientist, inventor, diplomat, writer, business strategist and political thinker. Franklin was a strong supporter of the middle class and the common man. He was also a favorite of the ladies and a notorious flirt. His musical abilities as a composer and player of the harp, guitar and violin were only surpassed by his chess-playing skills. Joanna will present Franklin as a Renaissance man who led a colorful life and was one of the most politically influential of our Founding Fathers.*

## **Submitting the Completed Study Group Proposal Form**

The completed Study Group Proposal Form may be submitted in one of two ways: the preferred method is electronically by use of our online form, or if necessary by hard copy. To submit the form

electronically, go to the AIL website at: [www.colby-sawyer.edu/adventures/curriculum.html](http://www.colby-sawyer.edu/adventures/curriculum.html) to the heading of Study Group Proposals and click, as indicated, to download the form as a Word document. Using the instructions on the form, you will be able to complete the study group proposal on your computer and submit it as an attachment via email to [adventures@colby-sawyer.edu](mailto:adventures@colby-sawyer.edu). We recommend that before starting you save the form to your computer so that you will have a record of your proposal. If you prefer, you can submit your form via hard copy, either typed or printed, by sending it to the AIL Office.

## **Study Group Size**

The optimum study group size depends on the size of the classroom and the format of the course—whether discussion group, lecture style or lecture series. Please decide on an absolute maximum number of participants and include that number on your proposal form. If you determine a minimum number of participants is needed, also include that number.

## **Course Duration**

Full course duration:

Fall or spring term

5- to 8-week sessions

Winter term

5- to 6-week sessions

Minicourse duration:

Summer, fall, winter or spring term      3- to 4-week sessions

**Note:** Class sessions normally run for two hours – 9:30 to 11:30 a.m. or 1:30 to 3:30 p.m.

## **Preparing for Your Course**

### **Assistance for Study Group Leaders**

Three sources of support are available to assist you in preparing and presenting your course. First, if you are not a member of the Curriculum Committee, you will be assigned a committee member to serve as your "contact." If you need assistance, you should check with your assigned contact. Second if you are unable to reach your assigned contact, you may call or email the Curriculum Committee chair whose contact information is listed on the last page of this guide. Third, you may call or email the AIL Office.

### **Curriculum Committee Contact Person Information**

Your contact person will notify you that your proposal has been accepted. Although there is an Editing Sub-committee within the Curriculum Committee, if re-writing your proposal is necessary, your contact person may be called on to help in the process. For purposes of maintaining editorial consistency, the Communications Office at Colby-Sawyer has the final word in editing the content of AIL catalogs. This includes the descriptions for all courses and biographies.

The study group leader and his/her assigned contact person are a team and should operate using the buddy system. Please do not hesitate to be in touch with your contact person for answers to questions or to raise concerns during the entire process.

## **Classroom Venues**

The Curriculum Committee schedules all AIL classroom venues. Once the classroom venues have been determined, you will be notified of the day, time and location of your course by email if we have your email address. Otherwise you will be contacted by phone.

It is important that you visit your venue in advance and, where possible, introduce yourself to the person in charge. Your contact person can go with you to see the venue and, if possible, will attend the orientation session with you.

If you have questions or have encountered a problem with the classroom venue that needs resolution, please contact the facilities coordinator. His contact information is listed on the last page of this guide.

If you need help setting up the room, including audio/visual equipment, let your contact person know as soon as possible so assistance can be arranged.

Winter study leaders need to reserve an additional day for their course on their personal calendars because of the possibility of weather-related cancellations.

Many of our classroom venues are scheduled by other groups before and after AIL class sessions. It is important that you do not allow your course participants to enter the classroom if another group meeting is still in session. If you should find it necessary to rearrange classroom furniture in your assigned classroom, please remember that unless told otherwise, the space should be restored to its original condition i.e., if you unlock and open windows, then close and lock them; turn up the heat, then turn it down; put the shades down, then put them up; move furniture, return it to the way you found it; etc. Feel free to ask for assistance from course participants.

If you need to cancel a class session, please notify the AIL Office of any changes.

## **Equipment**

For courses scheduled on the Colby-Sawyer College campus, audio/visual or other equipment may be requested through the AIL Office. By arrangement through the office, the college's Information Resources staff will provide the requested equipment prior to the start of a class and will remove it following that class.

For courses in off-campus locations, most of the audio/visual equipment is stored in the tall, black cabinet in the AIL Office. The two Epson digital projectors are in carrying cases with the cable for connecting to your laptop. Instructions for use of the projectors are also in the carrying cases. In

addition, there is a CD player in a separate box, a portable mic, an overhead projector, portable lectern, laser pointer, VGA cable, VGA adaptor for Macs and a portable whiteboard. Stored at the New London Town Office building is the Toshiba DVD/VCR player, which is in a separate carrying case with associated Bose speaker, required cables and directions.

To use the equipment at Tracy Memorial Library, study group leaders should visit the library several days prior to the start of the course to receive instruction on using the digital projector, mic, DVD player and/or screen mechanism.

Woodcrest Village has a projector, and you should arrange an appointment in advance of your course to meet with their tech person. The contact information for Woodcrest Village is on the last page of this guide.

If you need help with the equipment, the Curriculum Committee will assign an individual to work with you. If requested, the individual can attend the study group leader orientation meeting held prior to the beginning of the term to discuss equipment needs with you and, if needed, may be present at the start of your first class to assist in the set up process. You or your class representative will be responsible for signing out and returning the equipment to and from the AIL Office. Other duties are listed in the Class Representative section.

If you have questions or have encountered an equipment problem that needs resolution, please speak to your Curriculum Committee contact.

## **Outside Speakers**

From time to time, study group leaders enlist the aid of an outside, featured speaker. If you are considering a Colby-Sawyer College faculty member as a speaker in your course, please clear this first with the Adventures in Learning Office. Contact information is on the last page of this guide, and they will be more than happy to work with you. Once you have received approval, you may then contact the faculty member.

## **Photograph**

Following the Curriculum Committee's approval of your study group proposal, we request that you submit an appropriate photograph of yourself, preferably smiling, which will appear along with your course description and biography in the AIL catalog. This photograph is best submitted electronically, or as a printed snapshot if that is not possible.

## **Potential Participants**

If a potential participant approaches you requesting information about availability in your course at any time during the registration period, please suggest that they visit the website to determine availability. Alternatively they can call or email the AIL Office.

### For Lecture Series Courses:

The moderator is responsible for informing lecturers that our policy allows lecturers to attend other sessions in the series at no cost. To ensure enough seating, the moderator needs to inform the office of the lecturers' desires to attend any additional sessions. The moderator is also responsible for providing the office with each lecturer's contact information.

### **Syllabus/Cover Letter**

If you plan to include a syllabus or letter in the confirmation notification, please submit it as a Word document to the AIL Office by the deadline given in your acceptance letter. Your letter should provide the course schedule of topics to be covered in each weekly session, reading assignments and other pertinent information.

### **Term Enrollment Confirmation**

Approximately two weeks before the beginning of the term, course confirmations will be sent to participants via email, or for those without email via United States Postal Service.

### **Textbooks**

Once your course has been accepted by the Curriculum Committee, and if you will be using a textbook, you should fill out section I of the Textbook Information Form available on the website at [www.colby-sawyer.edu/adventures/curriculum.html](http://www.colby-sawyer.edu/adventures/curriculum.html) or from the AIL Office. Please submit the form to the AIL Office so we can contact Morgan Hill Bookstore to determine the availability of the book(s). They will let us know if they can offer participants a discounted price. At the close of the registration period, we will let them know the number of participants in your course and whether the books are required or recommended reading.

When a special order has to be placed by the bookstore, the office will advise participants that they must contact the bookstore to pre-order.

In the event Morgan Hill Bookstore is unable to acquire a book you have selected, i.e., out of print, hard to find or above the \$35 maximum price, you will be notified. The following websites may aid you in locating your book: [abebooks.com](http://abebooks.com), [bookfinder.com](http://bookfinder.com), [alibris.com](http://alibris.com) or [usedbooksearch.com](http://usedbooksearch.com).

Please be aware that you may have participants who are not able to order books online and that you may need to make provisions for them.

The total cost for required course materials and/or textbooks should not exceed \$35 per participant. Should you believe it desirable or necessary to exceed this amount, please discuss the matter with your Curriculum Committee contact.

## Photocopies

The AIL Office will produce copies for your course participants. Because AIL wants to be in compliance with and supportive of the college's sustainability efforts, we have adopted the following guidelines to reduce paper waste.

The recommended copy limit for handouts is five pages of double-sided, **black and white copies** per participant for the duration of the course. Copies for a lecture series are expected to be more, and we suggest up to 10 pages per participant for the duration of the course.

You may also utilize email with your course participants if members are so equipped. However, you should use discretion when requesting that participants print out materials that may require numerous copies.

## Supplemental Bound Materials

If you choose to provide supplemental bound materials, you must provide a master copy to the AIL Office. Money from your instructional materials reimbursement allowance will be used to pay for the cost of these extra copies. Please keep the number of pages to a maximum of 100. If you need more than 100 pages, please contact the office. They will provide **black and white** photocopying and have the binding done at Flash Photo after the registration period has ended. Your original master copy should be on 8 ½" x 11" white copy paper with no paper clips, glue or staples. To accommodate the binding, please leave one-inch margins on all sides. All pages in your master copy should be either one-sided or two-sided but not a combination of both.

## Fair Use of Copyrighted Work

If any of your supplemental bound materials utilize the copyrighted work of others, it is important that you complete a *Checklist for Fair Use Form*. This form is available at the AIL Office or online at <http://www.colby-sawyer.edu/adventures/curriculum.html>.

The Fair Use Provision of the copyright law, Section 107 of the Copyright Act of 1976, is designed to allow "reasonable" use of copyrighted works for educational purposes while protecting the interests of the original authors. The test for fair use is based on four factors: the purpose of the use; the nature of the work to be used; the amount of the work to be used in relation to the work as a whole; and the effect of the use of the work on the market. The *Fair Use Checklist for Copyrighted Materials* form derives from these four factors and from the judicial decisions interpreting copyright law.

Completing the checklist provides a record of your fair use analysis, which is critical to establishing your "reasonable and good faith" attempts to apply fair use to meet your educational objectives. Because you are most familiar with your project, you are probably best positioned to determine if the cumulative weight of the factors in your case meets or contravenes the fair use provision. Keep a copy of the checklist in your files for future reference.

Once you complete the *Fair Use Checklist for Copyrighted Materials* form please submit it to the AIL Office together with a master copy of the materials that you wish to have bound for distribution. Please include a references page at the end of your bound materials that cites all resources used. This list must include the following: for books, title, author, publisher, date and place of publication. For articles, the journal name, volume number, year of publication, page number(s) and the issue number.

## **Field Trips**

A trip in conjunction with your course is sometimes desirable. As soon as you make that determination, you should notify the AIL trip coordinator whose contact information is on the last page of this guide. Together you will plan the logistics of your trip, and the coordinator will work with the Adventures in Learning Office. Items to be considered include transportation, reservations, cost per person and other details. The announcement of the trip will be sent from the AIL Office. Please be aware that if you are planning to carpool, liability coverage falls under each individual's vehicle insurance policy.

## **Study Group Leader's Orientation Meeting**

About two weeks before the start of each term, an orientation meeting is held to answer your questions and to provide an opportunity for you to meet fellow study group leaders. All study group leaders, new or returning, are highly encouraged to attend this important meeting. At the meeting the AIL Office will provide you with an orientation packet of materials for your course including a roster of names, addresses, telephone numbers and email addresses of your participants, name badges for those participants who do not already have one, participant and self-evaluation forms, classroom representative responsibilities and medical emergency information.

## **Participant Evaluation Forms**

You should give your course participants their evaluation forms no later than the week prior to the end of the course. This provides an opportunity for you to remind participants to complete and return the forms either directly to your class representative or to the AIL Office. It is important to encourage the return of the evaluations including written comments, where applicable, because you will receive valuable feedback, and the Curriculum Committee finds the responses helpful in planning for future courses.

### For Lecture Series:

Evaluations for lecture series courses should be handed out at the first class and collected at the last class.

## **Study Group Leader Self-Evaluation Forms**

Please complete your personal Study Group Leader Self-Evaluation Form that is included in your orientation packet and submit it to the AIL Office on or before the wrap-up meeting date.

## **Colby-Sawyer College Library Facilities**

The resources of the Susan Colgate Cleveland Library/ Learning Center on the Colby-Sawyer campus will be available to you to help in the preparation and implementation of your course.

The library offers AIL study group leaders and participants borrowing privileges for a fee of \$1 per course. For AIL course participants, these privileges will only extend during the weeks of the course. Study group leaders will be allowed to begin using materials a couple of weeks prior to the start of their course.

Alternatively, for a \$35 annual fee, anyone may join the Friends of the Library. This entitles people to a library card with borrowing privileges (three-week checkout period for books, four-day checkout for films), a computer password allowing access to the library's databases, and a \$3.00 monthly printing allowance. Printing charges are deducted as pages are printed: 50 cents/page for color and 3 cents/page for black and white. Please note, any remaining printing balance **cannot** be carried over from month to month.

The library can reserve up to three items for each study group leader for the duration of their course. Reading Reserves normally circulate for two hours and films on Reserve check out for four hours, but arrangements can be made to set up a different circulation period. The study group leader would need to visit the library with his/her books, readings or videos and discuss his/her needs with the staff. It would be best to call the library at (603) 526-3685 first to determine if a staff member will be available to assist you.

AIL participants who wish to use library headphones to listen to material the study group leader has placed on reserve may do so in the library for a 4-hour period by leaving an ID at the front desk.

Study group leaders may also request books or articles via interlibrary loan if they are needed for teaching purposes. Please submit any requests to the library director whose contact information is on the last page of this guide.

During open hours all AIL participants and study group leaders may use the library resources—books, journals or films in the library building without a library card and the two public access computer stations without a password. In addition, if you would like to bring your own laptop you may gain guest access to the college's ColbySecure wireless network. Directions on how to join ColbySecure Wi-Fi as a guest are available in the AIL Office.

The New Hampshire Book Bag Program is a joint project of the New Hampshire State Library and the New Hampshire Humanities Council. It provides collections of literature to discussion groups in New Hampshire. Over 400 titles in quantities that vary from 10 to 100 copies are available through the program and may be borrowed for up to two months. Reservation information and a

listing of available books can be found at: [www.nh.gov/nhsl/services/librarians/bookbag/](http://www.nh.gov/nhsl/services/librarians/bookbag/). If you make arrangements through them to use the program, please have their van deliver the books to the Colby-Sawyer College library. You will need to let the library director know how many boxes of books are coming and when to expect them.

## **Conducting a Study Course**

### **Class Breaks**

Short class breaks (10 minutes or so) should be planned to occur about halfway through each class. This provides course participants a chance to freshen up and also allows for informal discussions and camaraderie that can add greatly to their enjoyment of the course. If you and your course participants would like to provide light refreshments during the break at your own expense and there is a sink and counter available in the classroom (as in Tracy Memorial Library and the Town Offices Conference Room) that choice is up to you and the course participants. Some venues, such as the Colby-Sawyer College archives room, do not allow food or drinks to be brought into the room.

### **Class Representative**

A class representative is a designated member of your study group who is willing to act as an intermediary between you and the rest of the class. It is important to designate your class representative at the first class session. You may ask for a volunteer or appoint someone you know to serve in this valuable role. Please be sure to provide them with the list of responsibilities included in your orientation packet.

In the event that someone in your study group has a suggestion or concern about the course, but may feel uncomfortable about approaching you directly, the designated class representative can hear those thoughts and share them with you after class. Additionally the class representative will be responsible for assisting you in classroom set-up/break down and transporting audio/visual equipment available at the AIL Office. They will also be responsible for handing out evaluation forms, collecting all completed evaluation forms from your course participants and delivering the completed forms to the AIL Office following the end of the course.

### **Guests**

Many of our courses are oversubscribed and have a waiting list. Should a participant, guest speaker or lecturer approach you with a request to bring a guest for one class session, the decision to allow that guest is up to you.

### **Pets**

Dogs and other pets are not allowed in classrooms. However service animals are permissible.

## **Inclement Weather Policy**

- If, in the morning, Kearsarge Regional School District (KRSD) cancels school for that day, Adventures in Learning's morning and afternoon courses are also cancelled.
- If KRSD has a two-hour delay, Adventures in Learning courses **will be held**. If you decide you would prefer to cancel your class, you will need to notify participants as well as the AIL Office.
- If KRSD cancels school in the morning, the presumption is that AIL afternoon classes will be cancelled. If the weather improves enough to hold afternoon courses, you may decide to do so. If you so decide, you will need to inform your participants and the Adventures in Learning Office.
- If KRSD dismisses school for all or part of the afternoon session, AIL courses will not be held that afternoon.
- In the event of inclement weather during KRSD vacations, and assuming the venue is open, you should use your discretion about cancelling or postponing your class session and let your participants and the AIL Office know of your decision.
- For information on the district's cancellations, log on to [www.kearsarge.org](http://www.kearsarge.org) or check WMUR TV channel 9. Should you desire to extend the end date of your course due to a cancellation, please contact the facilities coordinator who will check to see if your classroom venue is available for the extra time.

Your course roster can be used to set up a telephone chain to notify course participants of changes in course location, your unexpected absence or class cancellation. We ask that you notify the office of any changes.

## **Liability Insurance**

According to Colby-Sawyer College policy, the classroom venues provided for designated AIL courses fall under the umbrella of the college's liability insurance. The college provides a certificate of insurance for this purpose to the property owners of each classroom location if requested.

On occasion, a study group leader may decide to bring course participants to his/her home for a class session. When this is the case and a scheduled class session moves from its regular classroom venue to a private home, the individual's personal homeowner's insurance policy would cover the liability. This scenario is no different from study group leaders inviting people into their homes for a private party.

## **Participation in Class**

There is no sweet spot between lecturing and engaging the class in discussion. Some participants prefer lecture; others prefer class discussion. The balance between the two depends largely on the nature of the subject and the preference of the study group leader.

In classes where discussion is sought, some people will need encouragement. Resource people can often be found among the participants and used to stimulate class discussion. In smaller classes, a circle question has been used effectively. Here a single question is asked of all participants and discussion is held after the final participant responds. In larger classes, a workshop design has been used. Here the class is divided into small groups, each with a leader. Groups confer separately on a single question. The class is reassembled, and the group leaders report results to the class as a whole.

While some people will need encouragement, others may attempt to monopolize the discussion. Encourage the former, and try to rein in the latter. If a course participant wishes to just listen, his/her preference should be respected. AIL participants come from all walks of life, are usually very well educated and have a wide range of experience. They are taking the course because they want to and will often be delighted to take an active role in the course by giving presentations or leading a session, should that be your request.

### **Instructional Materials Reimbursement Allowance**

You may spend and be reimbursed up to \$50 for instructional materials for your course (e.g., rental of videos, purchase of maps, extra copying costs, etc.). Please advise the AIL Office if you find it necessary to exceed this sum, without additional charge to the course participants, in order to achieve your course objectives.

If you are a study group leader who travels outside a 30-mile radius from your home to your class venue, you have the option of requesting a mileage reimbursement at the conclusion of the course. Colby-Sawyer College currently reimburses mileage at the rate of 40 cents per mile.

In order to receive your reimbursement, you must submit receipts, mileage (where applicable) and a brief explanation documenting expenses to the AIL Office for processing through the Financial Services Department at the college.

### **Sale of Supplemental Course Materials and Supplies**

Per college protocol, study group leaders are not permitted to sell books, bound copies, materials or supplies to participants. All sales must go through the AIL Office.

### **Solicitation**

Per college protocol, no solicitation and/or sale of personal property or goods to course participants is allowed.

## **Emergency Guidelines**

Emergency situations are unlikely to occur, but it is best to be prepared ahead of time just in case. Therefore, while checking out your assigned classroom before your first class, note all emergency exits and the closest telephone. During your housekeeping announcements at your first class, inform your participants of the location of these exits and telephones.

## **Emergency Procedures**

- In the event of a medical, fire or other emergency requiring immediate response by ambulance, fire or police departments, first call 911 by landline or cell phone, whichever is closest and/or available. The operator will guide the caller through an appropriate response. If using a cell phone, be sure the caller knows the street and number of the building as well as the location of the classroom.
- A list of venues, addresses, etc. will be included in your orientation packet.
- Notify any staff on duty at your location who might be of help.

If the emergency occurs on the Colby-Sawyer College campus call 911 first and then, if time permits, call Campus Safety at 526-3300. They have safety officers who are First Responder trained and skilled in managing emergency situations.

- Should a participant fall, do not move the person before trained help arrives, as this could cause further injury.
- Following the emergency, report the incident to the AIL Office at 526-3690.
- Many venues have AEDs and trained personnel. Please refer to the emergency information sheet in your Orientation packet.

## **Study Group Leader's Wrap-up Meeting**

Following each term, the Curriculum Committee will host a wrap-up meeting for the study group leaders to learn from one another as they share experiences, thoughts and ideas on what worked, what didn't and what new information could be added to the orientation meeting and/or Study Group Leaders Guide. At this time, copies of the evaluations submitted by your course participants will be given to you.

## **Recruiting Other Study Group Leaders**

AIL is always looking for good study group leaders. If there are people in your course who may be "experts" or who have an interest they would like to explore with others, urge them to consider leading a study group. Please give their names to a member of the Curriculum Committee or the AIL Office staff for follow-up.

## **Looking Ahead**

The suggestions offered in this guide are by no means “the last word” in leading a study group for AIL. As you lead future groups, you’ll no doubt discover all manner of tactics and ideas that will enhance your teaching and lead to successful classes. If you have suggestions and comments for additional useful information to be incorporated into this guide, please bring them to the attention of either the Curriculum Committee or the AIL Office.

We intend to expand and revise the Study Group Leader's Guide from time to time, and your input for the next edition will be greatly appreciated.

## **Thank You**

On behalf of all of us associated with the AIL program, thank you for the time and effort you put forth in preparing and conducting your course, and especially for the intellectual enrichment it will bring to our members and our community.

## Important Contact Information

### My Assigned Curriculum Committee Contact

- Contact name \_\_\_\_\_
- Phone number \_\_\_\_\_
- Email address \_\_\_\_\_

### Adventures in Learning Office

- General information (603) 526-3690, adventures@colby-sawyer.edu
- Marianne Harrison (603) 526-3434, marianne.harrison@colby-sawyer.edu

### AIL President

- Joanna Henderson (603) 877-0055, hendersonj135@gmail.com

### Colby-Sawyer College Library

- Front desk (603) 526-3685
- Librarian Director Carrie Thomas—for the Book Bag Program and interlibrary loans (603) 526-3686

### Curriculum Committee Chair

- Derek Hunt (603) 526-9883, dhunt@sfsu.edu

### Inclement Weather Cancellations for the Kearsarge Regional School District

- WMUR channel 9
- www.kearsarge.org

### Morgan Hill Bookstore

- (603) 526-5850 at 253 Main Street, New London

### Technical Assistants – Audio/Visual and Computer Support

- Sheldon Boege (603) 526-7426, seboege@comcast.net (He is also the venue coordinator.)
- Tom Cooper (603) 526-7648, sitkenai@comcast.net
- Maureen Rosen (not available Jan. - Mar.) (603) 763-4089, ponderosen@myfairpoint.net
- Ken Tentarelli (603) 763-9296, ken5@kenliz.net

### Trip Coordinator

- Pat Stewart (603) 526-4866, phstewart@tds.net

### Woodcrest Village

- Donna Baker-Harwell (603) 526-2300

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Office Hours

9 a.m. to noon