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Important Contact Information

My assigned contact
- Curriculum Committee contact
- Phone E-mail

Adventures in Learning Office
- Marianne (603) 526-3434
  marianne.harrison@colby-sawyer.edu
- Janet St. Laurent (603) 526-3690
  jstlaure@colby-sawyer.edu
- Kathy Carroll (603) 526-3888
  kcarroll@colby-sawyer.edu

Colby-Sawyer College Library
- Front desk (603) 526-3685
- Carrie Thomas—for the Book Bag Program and interlibrary loans (603) 526-3686

Curriculum Committee chair
- Joanna Henderson (603) 746-3396
  kimballhillfarm@comcast.net

Facilities Coordinator
- Sheldon Boege (603) 526-7426
  seboege@comcast.net

Flash Photo
- (603) 526-2400
  digital@flashphotonh.com

Kearsarge Regional School District cancellations
- (603) 526-2051 ext. 224

Morgan Hill Bookstore
- (603) 526-5850 at 253 Main Street, New London, NH
Looking Ahead

The suggestions offered in this guide are by no means “the last word” in leading a study group for Adventures in Learning. As you lead future groups, you'll no doubt discover all manner of tactics and ideas that lead to successful classes. If you have suggestions and comments for additional useful information to be incorporated into this guide for study group leaders, please bring them to the attention of either the Curriculum Committee or the Adventures in Learning 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 Adventures in Learning 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.
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 with rich and varied backgrounds. A prospective study group leader volunteers or is invited by an Adventures in Learning 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

As a prospective study group leader, you are asked to complete Study Group Proposal Form Part I (available on the web site) and submit it to the Adventures in Learning Office. See directions later in this 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


* The New London Town Offices building has an AED *(Automated External Defibrillator) on site and a trained staff to operate it. Notify them immediately of a medical emergency which might require the use of this equipment (e.g., unconscious patient).

** Colby-Sawyer College has four AEDs on site and the trained staff to operate them. Notify Campus Safety at extension 3300 immediately of any medical emergency which might require the use of this equipment (e.g., unconscious patient).

Study Group Leader's Debriefing Meeting

Following the end of each term, the Curriculum Committee will host a debriefing 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 could be added. At this time, copies of the evaluations submitted by your course participants will be given to you.

Recruiting Other Study Group Leaders

Adventures in Learning is always looking for good study group leaders. If there are people in your course who may be "experts" or have an interest they would like to explore with others, please urge them to consider leading a study group. Also, give their names to a member of the Curricu-
Emergency Guidelines for Adventures in Learning Study Leaders

Emergency situations are unlikely to occur, but it is best to be prepared ahead of time just in case. Therefore, before your first class while checking out your assigned classroom, note all emergency exits and 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, 911 should be called 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 location of the building and room.

- Notify any staff on duty at your location that might be of help.*

If the emergency occurs on the Colby-Sawyer College campus, subsequent to calling 911 (and if time permits), the Department of Campus Safety should be notified by calling extension 3300. Safety Officers are First Responders trained and skilled in managing emergency situations. **

- Should a fall occur, do not move the person before trained help arrives as this could cause further injury.

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.

Sample Course Description for a Lecture Series Course

This course proposal serves as an excellent model for a multi-speaker course which is a 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 is no textbook, bound materials or 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.

Reimbursement

You may spend and be reimbursed for up to $50 for instructional materials for your course (e.g., rental of videos, purchase of maps, etc.). This amount may also be applied toward copying costs when the specified limit per student, per course is exceeded. Please advise the Adventures in Learning Office if you find it necessary to exceed this sum, without additional charge to the course participants, in order to achieve your course objectives. (See Photocopies section on page 20.)

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. According to current Colby-Sawyer College policy, mileage reimbursement is paid at the rate of 40 cents per mile.

You must submit receipts, mileage (where applicable) and a brief explanation documenting expenses to Kathy Carroll in the Adventures in Learning Office. She will arrange reimbursement to be paid from the Adventures in Learning account.
However, 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 home owner’s insurance policy would cover the liability. This scenario is no different than 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.

Adventures in Learning participants come from all walks of 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. But 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 descendents have increased Chuck’s understanding of this New Hampshire Founding Father.

evaluation forms from the participants of your study group and delivering them to the Adventures in Learning Office following the end of the term.

Guest Policy

Many of our courses are oversubscribed and have a waiting list. As a courtesy to our membership, please remember that attendance in Adventures in Learning courses is reserved only for members who have registered and have been enrolled in the course.

Inclement Weather Policy

Adventures in Learning follows the Kearsarge Regional School District policy on weather closures. For information on the district’s cancellations, call (603) 526-2051 ext. 224. Study group leaders should notify the Adventures in Learning Office if they are cancelling a class. Should you desire to extend the end date of your course due to a cancellation, please contact Sheldon Boege. He will check to see if your classroom venue will be available for the extra time.

Liability Insurance

According to Colby-Sawyer College policy, the classroom venues provided for designated Adventures in Learning 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.
Conducting a Study Course

Class Breaks

Short class breaks (10 minutes or so) may be planned 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 small 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.

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.

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 and transporting audio/visual equipment available at the Adventures in Learning Office. They will also be responsible for handing out evaluation forms, collecting all completed

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.
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 Adventures in Learning website at 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 e-mail to jstlaure@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 Janet St. Laurent in the Adventures in Learning Office.

For Lecture Series:
Moderators of lecture series courses are asked to complete a study group proposal form. The course description should be about 800 words in length, including a sentence or two about the lecturer if desired. When submitting the proposal form, please list the mailing addresses, phone numbers and e-mail addresses for all of the lecturers, so the Adventures in Learning Office can send them a catalog and/or contact them if necessary.

Study Group Size

The optimum study group size depends on the format of the course—whether discussion group, lecture style or lecture series. For discussion-style courses, study groups are typically limited to 20 participants to facilitate discussion. If more than 20 register, the Adventures in Learning Office will call to see if you are willing to accept additional participants. Should

If you prefer, you may send Flash Photo an e-mail with the information you would like copied so they can have it ready for you to pick up. Please be sure to include the number of copies you would like and whether it should be copied one or two sided. They would like your phone number in case any questions arise.

You may also utilize e-mail 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.

Study Group Rosters and Nametags

Your orientation packet will also include nametags and the most current course roster of names, addresses, telephone numbers, and e-mail addresses. The roster can be used to set up a telephone chain to notify course participants of changes in course location, your unexpected absence, sickness, etc. We ask that you notify the office of any changes. For cancellations due to inclement weather, please see page 23. The Adventures in Learning Office requests that you collect the nametags at the conclusion of your course and return them to the office for the re-use of the plastic cases in another term.

For Lecture Series:
Nametags will not be provided for lecture series courses since the number of people registering makes it difficult to pass out and collect them each week.
duration of the course. The more copies you print at one time, the less it costs and the less waste is incurred. Please refer to the Fair Use section beginning on page 16 for citation information.

You will be given a card at the orientation meeting held prior to the term in which your course is offered. The card authorizes you to charge copies at Flash Photo located in the New London Shopping Center on Newport Road.

For Lecture Series:
Moderators receive a Flash Photo card during the orientation meeting so they can make copies for the lecturers if needed.

For copies beyond the five-page, double-sided limit per participant, you may utilize part of your allowance for reimbursable expenses. (See the Reimbursement section on page 25.)

These copy guidelines do not apply to the supplemental bound materials you may choose to use with a small class and which can be purchased by course participants.

If you are comfortable using the Flash Photo machines, which can also collate and staple copies, you may complete your copying without staff assistance. You will need to set the automatic counters to determine copy charges. When your copies are complete, a staff member will enter the charges at the register and ask you to sign a receipt. Flash Photo will bill the Adventures in Learning Office on a monthly basis. As always, if you need assistance at any time, a Flash Photo staff member will be available for help.

you decide not to increase your study group size, there may need to be a lottery and registrants will be offered their second or third choices.

Lecture-style courses and lecture series may accommodate 40 or more participants, at your discretion. Please decide on a maximum number of participants and include the number on your proposal form.

Course Duration

Full-course duration:
Fall, winter or spring term 5- to 8-week sessions
Mini-course duration:
Summer, fall, winter or spring term 3- to 4-week sessions

Note: All class sessions run for two hours.

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 begin by trying to reach your assigned contact. Second, if you are unable to reach your assigned contact, you may contact the Curriculum Committee chairperson, Joanna Henderson, at (603) 746-3396 or kimballhillfarm@comcast.net. Third, you may contact the Adventures in Learning Office. (See the last page for contact information.)
Your contact person will notify you that Part I of your proposal has been accepted, request that you complete Part II (available on the website) and submit it to the Adventures in Learning Office. Although there is an Editing Sub-committee within the Curriculum Committee, if re-writing your proposal is necessary, the contact person may be called on to help you re-write your proposal. For purposes of editorial consistency the Communications Department at Colby-Sawyer College has the final word in editing the content of Adventures in Learning catalogs. This includes the descriptions for all courses.

Once the venue for your class has been determined, the contact person will check with you to make sure you know where the classroom and appropriate parking are located. The contact person will go with you to see the venue if it is unknown to you, and, if possible, will attend the orientation session with you. If you need help in setting up the room, let the contact person know so assistance can be arranged. Winter study leaders need to reserve two additional days for their course because of the possibility of weather-related cancellations.

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

Sheldon Boege handles the scheduling of all Adventures in Learning classroom venues. Once the classroom venues have been determined, he will notify you of the day, time and

You may request books or articles via interlibrary loan if you need them for teaching purposes. Please direct any requests to Library Director Carrie Thomas. She may be contacted at (603) 526-3686.

You can go into the library during open hours and use the resources in the building—read books or journals, watch films and use the two public access computer stations. You can also request a temporary use password for the wireless network if you bring your own laptop.

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/index.html. 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 Carrie Thomas know how many boxes of books are coming and when to expect them.

### Photocopies

Adventures in Learning wants to be in compliance with and supportive of the college’s sustainability efforts. To that end we have adopted the following guidelines to reduce paper waste.

The copy limit for handouts given at no charge is five pages of double-sided, black and white copies per participant for the
For Lecture Series:
Evaluations for lecture series courses should be handed out at the first class and collected at the last class.

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 you a community membership the same as any other area resident. If you live in New London, the annual fee is $1. If you live elsewhere, the fee is $25 payable to the Friends of the Library. This entitles you to a library card with borrowing privileges (3-week checkout period for books, 4-day checkout for films) and a computer password with a 30 page a month printing quota.

The front desk staff will set up temporary cards for Adventures in Learning study group leaders or participants who do not have or wish to purchase a card. The cards will be good for the duration of the course. Study group leaders will be allowed a couple of extra weeks before the course starts.

The library can reserve up to 3 items for each study group leader for the duration of the course. Reserves normally circulate for two hours, but arrangements can be made to set up a different circulation period if that works better. The study group leader would need to visit the library with their books, readings or videos and discuss their needs with the staff. It would be best to call (603) 526-3685 first to determine if a staff member will be available.

location of your course by e-mail if we have your e-mail address. Otherwise he will contact you by phone. If you have questions or have encountered a problem with the classroom venue that needs resolution, please contact Sheldon. (His contact information is listed on the last page.)

Many of our classroom venues are scheduled by other groups before and after Adventures in Learning courses. It is important that you do not allow your course participants to enter the venue if another group meeting is still in session. If you should find it necessary to rearrange classroom furniture in your selected venue, please remember that unless told otherwise, classroom furniture should be broken down after use. The venue 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; etc.

If you need to cancel a class session, please refer to the Study Group Rosters and Nametags section on page 21 and Inclement Weather Policy on page 23 and notify the Adventures in Learning Office of any changes.

Equipment

For courses scheduled on the Colby-Sawyer College campus, such as in the Archives at the Susan Colgate Cleveland Library/Learning Center, audio-visual or other equipment may be requested through the Adventures in Learning Office. Upon direction, the college’s Information Resources staff will provide the requested equipment prior to the start of each class and will remove it following the class.
For courses in other locations, most of the audio-visual equipment is stored in the Adventures in Learning Office. The Epson digital projector is in a carrying case with the cable for connecting to your laptop. Instructions for use of the projector are also in the carrying case. In addition, there is a CD player in a separate box, an overhead projector 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.

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 (see page 22) will be responsible for signing out and returning the equipment to and from the Adventures in Learning Office.

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

**Outside Speakers**

From time to time, study group leaders enlist the aid of someone outside the study group as a featured speaker. If you are considering a Colby-Sawyer College faculty member as a

**articles and other materials must include the following common elements: author, title and date of publication. For books, the place and publisher should also be given; for articles, the journal name, volume number, year of publication, page number(s), and, often, the issue number should be included.**

**Study Group Leader's Orientation Meeting**

About two weeks before the term starts, an orientation meeting will be held for each term's study group leaders to provide answers to your questions, to familiarize you with classroom space and locations, and to provide an opportunity for you to meet fellow study group leaders. All study group leaders, new or returning, are encouraged to attend this important meeting. At this time, the Adventures in Learning Office will provide you with an orientation packet of materials for your course.

**Evaluation Forms**

In your orientation packet, you will find a supply of evaluation forms. They should be given to your course participants no later than two weeks before 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 (see page 22 for additional information) or to the Adventures in Learning Office. It is important to encourage the return of the evaluations including written comments, where applicable, because the Curriculum Committee finds the responses helpful in planning for future courses.
discuss the matter with your Curriculum Committee contact person.

**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, which is available from your contact person or the Adventures in Learning Office.

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 Checklist for Fair Use 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 completed, the Checklist for Fair Use should be submitted to the Adventures in Learning Office together with a master copy of the materials you wish to use for your course. Each separate use of the copyrighted works of others in the master copy must include a citation. Citations of books, speaker in your course, please clear this with Kathy Carroll in the Adventures in Learning Office prior to contacting 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 Adventures in Learning 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 at any time during or following the registration period requesting information about availability in your course, please refer them to the Adventures in Learning Office. Courses can sometimes be oversubscribed early in the registration process and there may be a waiting list. Following this procedure will ensure that potential participants receive fair and equal treatment.

**For Lecture Series:**

The moderator is responsible for informing lecturers that our policy allows lecturers to attend other sessions in the series free. To ensure enough seating, the moderator needs to inform the office of the lecturers’ desires to do attend all sessions. The moderator is also responsible for providing the office with contact information for each lecturer.
Syllabus/Cover Letter

Study group leaders sometimes decide to include a syllabus and/or a cover letter to accompany the course confirmation sent to participants. If you plan to provide a syllabus or letter for use in the participant confirmation process, please submit it to the Adventures in Learning Office prior to the end of the term registration period. The information letter should provide the course schedule of topics to be covered in each weekly session, reading assignments and other pertinent information.

Term Enrollment Confirmation

As courses reach the maximum number of participants, the Adventures in Learning Office will call those people who were not able to be enrolled and let them know they have been placed on a waiting list. Approximately two weeks before the beginning of the term, enrollment confirmations are sent to participants via e-mail or via United States Postal Service for those without e-mail.

Textbooks and/or Supplemental Bound Materials

Once your study group proposal has been accepted by the Curriculum Committee and if you will be using a textbook, you will be required to fill out section I of a textbook information form available on the website at www.colby-sawyer.edu/adventures/curriculum.html or from the Adventures in Learning Office. Please submit it to the Adventures in Learning Office so we can determine availability at Morgan Hill Bookstore.

Based on the information contained on your textbook information form and the number of participants in your course at the close of registration, we will contact Morgan Hill Bookstore to order textbooks that course participants can usually purchase at a discount. When required by the bookstore, the office may advise the participants that they must special order the textbook.

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, bookfinder.com, alibris.com or 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.

If you choose to provide supplemental bound materials, you must provide a master copy to the Adventures in Learning Office. The office will have photocopying and binding prepared at Flash Photo after the registration period has ended. In order to accommodate Flash Photo’s requirements, your original master copy should be on 8½” x 11” white copy paper with no paper clips, glue or staples. To accommodate the binding, please leave a margin of one inch. All pages in your master copy should be either one-sided or two-sided but not a combination of both. Once copied and bound, the office will offer these materials at cost to the course participants.

The total cost for required textbooks and/or supplemental bound materials offered at cost should not exceed $35. Should you believe it desirable to exceed this amount, please