

Table of Contents

Introduction	3
Background	3
How to Get Help	3
Your Contact Person.....	3
The AIL Office	4
Proposing a Study Course.....	5
Study Group Proposal Form for a Single Leader Course	5
Submitting the Completed Study Group Proposal Form	5
Submitting the Completed Lecture Series Proposal Form	6
Deadlines for Submission of Proposals for Courses or Lecture Series.....	6
Editing.....	7
Study Group Size	7
Course Duration	7
Preparing for Your Course	8
Classroom Venues	8
Equipment.....	9
Outside Speakers	10
Photograph	10
For Lecture Series Courses	11
Syllabus/Cover Letter	11
Term Enrollment Confirmation	11
Textbooks.....	11
Photocopies	12
Binders and Extensive Material.....	12
Fair Use of Copyrighted Work.....	13
Field Trips	14
Study Group Leader’s Orientation Meeting	14
Colby-Sawyer College Cleveland Library	15

Conducting a Study Course	16
Class Breaks	16
Class Representative.....	16
Guests	17
Pets	17
Inclement Weather Policy	17
Liability Insurance	18
Instructional Materials and Mileage Reimbursement	
Allowance.....	18
Sale of Supplemental Course Materials and Supplies	18
Solicitation	19
Participant Evaluation Forms.....	19
Study Group Leader Self-Evaluation Forms	19
Study Group Leader's Wrap-up Meeting.....	19
Emergency Guidelines.....	20
Emergency Procedures.....	20
Recruiting Other Study Group Leaders.....	21
Important Contact Information	22
Sample Course Description for a Single Leader Course	23
Study Group Proposal Form for a Lecture Series.....	24
Sample Course Description for a Lecture Series Course	24
Some Thoughts on Leading a Study Group: Participation	
in Class.....	28

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. The Curriculum Committee is responsible for finding, reviewing and approving all courses offered. Consisting of around fifteen members from the AIL community, its objective is to fulfill the mission of AIL. The committee has prepared this guide to assist you in your course preparation and delivery.

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 greater Lake Sunapee region.

How to Get Help

Your Contact Person

Once you notify the AIL office or a member of the Curriculum Committee of your interest in developing a course, the Committee will assign you a contact person as your liaison. Your contact person will alert you to his or her appointment and will give you his or her telephone number and email address. The contact person's responsibilities are the following:

- Assist you writing your course proposal.
- Keep you informed of your course's approval status.
- Field questions arising from the Curriculum Committee about

amending or editing your course proposal.

- Answer your questions on matters not addressed in this guide
- Attend the orientation meeting with you, at which time specific questions can be answered concerning the venue and the operation of audio-visual equipment specified in your course proposal.
- Help you with questions arising during your class.
- Receive, through the AIL office your self evaluation at the completion of your course and forwarding your comments and suggestions to the Curriculum Committee.

The AIL Office

Located on the first floor of the Colby Homestead on the Colby-Sawyer College campus, the AIL office hours are from 9 a.m. to noon, Monday through Friday. The Program Coordinator is Nina Tasi; her contact information is at the end of this guide and on the AIL website. The office serves prospective and current members and Study Group Leaders by assuming the following responsibilities:

- Receive new course proposals, all evaluations, textbook forms, Fair Use Checklists and syllabuses.
- Send acceptance letters to Study Group Leaders.
- Field general questions about the program such as deadline dates, venue issues and college policy matters.
- Schedule all courses, selecting the venues and preparing and mailing catalogs and participant information.
- Handle reimbursement for your expenses, if any.
- Send course confirmations to participants.
- Prepare orientation and wrap-up packets.

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. 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. 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. A sample proposal can be found at the end of this guide.

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 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@colbysawyer.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. A sample proposal can be found at the end of this guide.

Submitting the Completed Lecture Series Proposal Form

Moderators are responsible for submitting a Lecture Series Proposal Form, also found on the AIL website by following the directions above. The course description should begin with an overview by the moderator. For each lecture the title is followed by the name of the lecturer and a brief synopsis of the lecture.

Deadlines for Submission of Proposals for Courses or Lecture Series

- Summer Term: Proposal Deadline 1st Wed. of February
Classes start the 1st week of July
- Fall Term: Proposal Deadline 1st Wed. of April
Classes start the 3rd week of September
- Winter Term: Proposal Deadline 1st Wed. of July
Classes start the 3rd week of January
- Spring Term: Proposal Deadline 1st Wed. of October
Classes start the 3rd week of April

Editing

Occasionally, course proposals are edited for length and content by the Curriculum Committee. In such cases, your contact will inform you of the alterations and solicit your approval, comment or further change. To maintain 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.

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. Your first source of assistance is your contact person, so please direct any questions to him or her.

Course Duration

Fall, winter or spring term 3 to 8 week sessions

Summer term 3 to 5 week sessions

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

Be sure to complete the preferred days and times on your application. **Please include at least one p.m. choice.** Don't forget to note audio-visual equipment needs. In the past, failure to fill in these two items has caused scheduling problems and course delivery issues for study group leaders.

Preparing for Your Course

Classroom Venues

The AIL office schedules all classroom venues. Once the sites 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 is responsible for resolving all issues involving the site and equipment at the site.

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 classrooms 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 and your contact person 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 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 microphone, an overhead projector, portable lectern, laser pointer, VGA cable, VGA adaptor for Macs and a portable whiteboard.

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, microphone, DVD player and 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.

For on-campus courses the following individuals should be contacted, although one of them will be at Lethbridge Lodge 30 minutes before the time the Orientation meeting begins:

IR (Information Resources) – Jim Hanlon tel. 526-3800 and
AV (Audio Visual Services) – Jimmy Sferes tel. 526-3483.

If you are unable to attend the orientation session, a separate meeting can be arranged, but please call in advance to schedule a convenient time.

Otherwise, if you need help with the equipment, your contact person will find 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 contact person.

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. 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.

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 Microsoft 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

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 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. 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 contact person.

Photocopies

The AIL office will provide your participants with copies of course material up to five pages per class session, double sided per participant. Master copies must be submitted 72 hours in advance. All copies are black and white. 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 pages.

Binders and Extensive Material

You may wish to provide course participants with extensive or bound material that the participant is expected to purchase. It is extremely important that the expectation of purchasing this material is made clear in your course description as published in the term catalogue. The material can be copied and bound at Flash

Photo.

The procedure is as follows:

- Provide a master copy as a printed document or a memory stick to Flash Photo for copying and binding
- Flash Photo will photocopy the material; lead time is 72 hours
- Class participants should be instructed to go to Flash Photo to purchase the material directly.

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](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. 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 your contact and the AIL Trip Coordinator (see last page on contact data). Together you will plan the logistics of your trip. Items to be considered include transportation, reservations, cost per person and other details, all of which should be sent to the AIL office for dissemination to participants. 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.

Colby-Sawyer College Colgate-Cleveland Library

A one year membership in the Colgate- Cleveland Library is included with the cost of an annual AIL membership. Activation requires a short visit to the library to register and is limited to borrowing books and DVDs. All library privileges end when AIL membership expires. AIL members (past and present) may become Community Members at any time should they wish to have full access to library resources (i.e. computer use).

AIL Study Leaders may become borrowers under the same conditions listed above. If the Study Leader is not an AIL member he/she will be offered a Community Membership. AIL Study Leaders may request course reserves or inter-library loans of materials the college does not own but which are needed to teach a course. Requests for course reserves or inter-library loans should be made in person and will be granted on a case-by-case basis.

Colgate - Cleveland Library hours for the academic year begin Tuesday September 5.:

Monday through Thursday: 8:00 a.m. – 12 midnight

Friday: 8:00 a.m. – 8:00 p.m.

Saturday: 8:00 a.m. – 6:00 p.m.

Sunday: 11:00 a.m. – 12 midnight

Conducting a Study Course

Class Breaks

Short class breaks (10 minutes or so) should 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. 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 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 the designated representative 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. He/she 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. As a courtesy to our membership and to our course leaders, please remember that attendance in all courses is reserved only for those members who have registered and have been enrolled in the course.

Pets

Dogs and other pets are not allowed in classrooms. However service animals are permissible. If animals are a focus of the course, examples may be present if allowed by the owners/caretakers of the venue.

Inclement Weather Policy

Adventures in Learning follows Colby-Sawyer College's policy on weather-related closures and delays. If the college is closed, AIL classes are cancelled. If the college has a delay, morning AIL classes are cancelled and afternoon AIL classes will be held. Please check the Colby-Sawyer website at colby-sawyer.edu or WMUR. If Colby Sawyer College is on break or vacation, the decision whether to hold class or not should be made by the Study Leader.

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 so a make-up day can be arranged.

Liability Insurance

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 covers the liability. This scenario is no different from study group leaders inviting people into their homes for a private party.

Instructional Materials and Mileage 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 consult your contact person if you find it necessary to exceed this sum, without additional charge to the course participants.

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

College protocol prohibits study group leaders from selling books,

bound copies, materials or supplies to participants. All sales must go through the AIL Office.

Solicitation

No solicitation and/or sale of personal property or goods to course participants is allowed.

Participant Evaluation Forms

Your class representative 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.

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.

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 works, 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.

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 land line or cell phone, whichever is closest and 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 (Automated External Defibrillator) and trained personnel. Please refer to the emergency information sheet in your Orientation packet.

Recruiting Other Study Group Leaders

AIL is always looking for good study group leaders. If there are people in your course who may have unique knowledge or experience 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, provide names on an evaluation form or inform the AIL Office staff for follow-up.

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 Person

- Contact name: _____
- Phone number: _____
- Email address: _____

Contact Data

- General information
(603) 526-3690 adventures@colbysawyer.edu
- Colby-Sawyer Campus Security (603) 526-3300
- Colby-Sawyer Technical Assistance
 - IR (Information Resources) – Jim Hanlon
(603) 526-3800
 - AV (Audio-Visual Services) – Jimmy Sferes
(603) 526-3483

Susan Colgate Cleveland, Colby-Sawyer College

- Library Circulation (603) 526-3685
- Associate Director Sondra VanderPloeg, (603) 526-3686
- Morgan Hill Bookstore (603) 526-5850,
253 Main Street, New London
- Woodcrest Village, Donna Baker-Harwell (603) 526-2300
- AIL Trip Coordinator: Pat Stewart
(603) 526-4866, phstewart@tds.net

Adventures in Learning at

Colby-Sawyer College

541 Main Street

New London, NH 03257 adventures@colby-sawyer.edu

(603) 526 - 3690

Office Hours: 9 a.m. to noon or by appointment

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.

Some Thoughts on Leading a Study Group: 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. Please allow class members to determine their own level of participation.

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.