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Important Contact Information

My assigned Curriculum Committee Contact
• Contact name ________________________________
• Phone number ________________________________
• Email address ________________________________

Adventures in Learning Office
• Marianne Harrison (603) 526-3434,
  marianne.harrison@colby-sawyer.edu
• Janet St. Laurent (603) 526-3690,
  jstlaure@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 Co-chairs
• Van Crawford (603) 526-6848, xovanxo@tds.net
• Julie Machen (603) 526-2423, jnmachen@gmailcom

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

Kearsarge Regional School District Cancellations
• WMUR TV channel 9
• www.kearsarge.org

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

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

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

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, AIL is a community-based program of educational enrichment for adults living in the Kearsarge-Lake Sunapee region and beyond. Sponsored by Colby-Sawyer College, AIL provides a peer learning experience for those with a vigorous interest in the world of ideas and for those who wish to continue their intellectual growth in an informal setting. The program functions with the administrative support of the college and has its own volunteer leadership.

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 Coordinators Janet St. Laurent who can be reached at (603) 526-3690 or jstlaure@colby-sawyer.edu and Marianne Harrison who can
be reached at (603) 526-3434 or marianne.harrison@colby-sawyer.edu. The office has established the hours of 9 a.m. to noon, Monday through Friday, for serving members, registrants 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. See directions on page 8 for submitting the proposal. 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.

- 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. At this time, copies of the evaluations submitted by your course participants will be given to you.
Office who will process your reimbursement with 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 materials or supplies to participants. All sales must go through the AIL Office.

Solicitation of or Sales to Course Participants

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 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.

Sample 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 the lecturer if desired. 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 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.

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 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. (See Photocopies section on page 19.)

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 Marianne Harrison in the AIL
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

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 from your course participants and delivering the completed forms to the AIL Office following the end of the term.

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
AIL follows the Kearsarge Regional School District (KRSD) policy on weather closures. For information on the district’s cancellations, log on to www.kearsarge.org or check WMUR TV channel 9. Study group leaders should notify the AIL Office if they are cancelling a class. Should you desire to extend the end date of your course due to a cancellation, please contact Joanna Henderson. She will check to see if your classroom venue will be available for the extra time.

If KRSD has a two-hour delay, it is up to you to decide whether to cancel your class and notify participants.

During KRSD vacations, and assuming the venue is open, you should use your discretion about cancelling or postponing your course session.
Conducting a Study Course

Class Breaks

Short class breaks (10 minutes or so) may 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.

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/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

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

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 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 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.

bill the AIL Office on a monthly basis. As always, if you need assistance at any time, the Flash Photo staff will be available for help.

If you prefer, you may send Flash Photo an email 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, whether it should be copied two-sided and your phone number in case any questions arise. The telephone number and email address for Flash Photo are listed on the last page.

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.

Study Group Rosters and Nametags

Your orientation packet will also include nametags and the most current course roster of names, addresses, telephone numbers and email addresses. The 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. For cancellations due to inclement weather, please see page 23. The AIL 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 subsequent terms.

For Lecture Series Courses:
Nametags will not be provided for lecture series courses as the number of people enrolled makes it difficult to pass out and collect them each week.
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 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. 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.

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.)

Each study group leader and lecture series moderator will be given a Flash Photo card at the orientation meeting held prior to the term in which his/her course is offered. The card authorizes you to charge copies at Flash Photo located in the New London Shopping Center on Newport Road. If Flash Photo is not convenient, you may use another copy center and be reimbursed for the cost.

These copy guidelines do not apply to the supplemental bound materials you may choose to use 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 Flash Photo staff assistance. You will need to set the automatic counters to determine copy charges. When your copies are complete, an employee will enter the charges at the register and ask you to sign a receipt. Flash Photo will

Course Duration

Full-course duration:
- Fall or spring term 5- to 8-week sessions
- Winter term 5- to 6-week sessions

Mini-course 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 1:30-3:30 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 one of the Curriculum Committee Co-chairs Julie Machen or Van Crawford. Their contact information is listed on the last page. 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 Joanna Henderson. Her contact information is listed on the last page.

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.

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.

Study group leaders may also request books or articles via interlibrary loan if they are needed for teaching purposes. Please direct any requests to Library Director Carrie Thomas at (603) 526-3686.

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. You may 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/. 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

AIL wants to be in compliance with and supportive of the college’s sustainability efforts. To that end we have adopted
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) and a computer password allowing you to search the library’s databases and print 30 black and white pages a month. Color copies count as two black and white pages.

The library can reserve up to three items for each study group leader for the duration of their course. Reserves normally circulate for two 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

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 refer to the Study Group Rosters and Nametags section on page 21 and Inclement Weather Policy on page 23 and 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 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 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 contact
Donna at 526-2300 to arrange an appointment in advance of
your course to meet with their tech person.

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 AIL Office.

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
someone outside the study group as a featured speaker. If you
are considering a Colby-Sawyer College faculty member as a
speaker in your course, please clear this with Beth Cahill, vice
president for Advancement. She will be more than happy to

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 class roster, name tags,
evaluation forms, Flash Photo ID and medical emergency
information.

Participant Evaluation Forms

You should give your course participants their evaluation
forms 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 AIL 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.

For Lecture Series:
Evaluations for lecture series courses should be handed out at
the first class and collected at the last class.
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 AIL 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, 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 the issue number.

Field Trips

A trip in conjunction with your course is sometimes desirable. As soon as you make that determination, you should contact Pat Stewart, the AIL trip coordinator. Her contact information is on the last page. You and Pat will coordinate the logistics of your trip, and Pat in turn will work with the Adventures in Learning Office. Items to be considered include transportation, reservations, cost per person and work with you. Prior to contacting the faculty member, please contact Beth at ecahill@colby-sawyer.edu.

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 at any time during or following the registration period requesting information about availability in your course, please suggest that they register online. 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 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 and/or Supplemental Bound Materials**

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 or from the AIL Office. Please submit it to the AIL 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 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, 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 AIL Office. Please keep the number of pages to a maximum of 100. If you need more than 100 pages, please contact the office. They will have photocopying and binding prepared at Flash Photo after the registration period has ended. At Flash Photo’s request, 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. Once copied and bound, the AIL Office will sell 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 per participant. Should you believe it desirable or necessary to exceed this amount, please discuss the matter with your Curriculum Committee contact.

**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 from your contact or the AIL 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