HANDBOOK FOR MODERATORS

FIVE COLLEGE LEARNING IN RETIREMENT

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This guide is designed to help new and experienced moderators run creative, effective, peer-led seminars and workshops as part of the Five College Learning in Retirement (5CLIR) program. It covers the entire process of moderating a seminar, from the initial proposal through helping participants plan and lead their sessions.

Part I: Creating and Publishing Your Proposal

About two dozen peer-led seminars and workshops are offered by members of 5CLIR during ten-week seminars in the fall and in the spring. There may also be a few short summer seminars, meeting between one and five times during the summer months. Part I describes how these offerings get from the germ of an idea in the mind of a 5CLIR member to a scheduled seminar or workshop.

1. Defining Your Topic

The initial idea or topic of interest

Your proposal comes from an interest or enthusiasm for a particular topic or activity. This could be a particular era in history, or the important people from an era; a certain author or literary or scientific movement; a social movement; an artistic or intellectual skill. The topic may be academic or aesthetic, historical or contemporary, theoretical or practical, innovative or traditional. You need not be an expert in the subject, but you do have to have a solid appreciation for it and feel that others will share your interest.

Researching, refining and focusing your topic

You may need to do some additional research to refine your idea. You should gather enough background prior to submitting your proposal to be sure that you will be able to guide and assist the participants with their own research and presentations and achieve the overall goal of the seminar or workshop.

You may it find helpful to work with a co-moderator. If you are a novice moderator, partnering with a more experienced moderator will help you navigate the process. You can review **recent catalogs** to identify experienced moderators who may have similar interests, or you can use the pre-proposal form to ask the Curriculum Committee for help in finding a co-moderator.

As the topic takes shape, consider whether it provides enough interest and detail for a semester-long seminar of 8 to 10 weeks. If it doesn't, consider offering a short summer seminar instead. Or the topic may be too complex, without sufficient definition or focus to fit into a 10-week, 20-hour semester. If so, how can you narrow the scope?

Will this be a seminar, a workshop or some hybrid or new design of your own? While the standard seminar formats come in many variations, 5CLIR is also open to new ideas. (See **Appendix II. Suggestions for Seminar Formats**.) Moderators may choose or design any format they feel comfortable with. The only requirement, for both seminars and workshops, is that the format allow for active learning by all participants. A peer-led seminar or workshop is different from a class with a teacher.

Will your idea will work better as a seminar or a workshop? Broadly speaking:

- The purpose of a **seminar** is to provide an opportunity for the participants to learn together about a subject area. Think about the questions and topics you hope the seminar will address. Remember, you do not need to be an expert in the subject in order to propose a seminar on it. You do need both the curiosity to learn more and the willingness to do the advance work needed so that you can guide the seminar and help all participants to learn along with you.

- **Workshops**, on the other hand, focus on improving a skill-set. Learning takes place through a leader's demonstration and hands-on member participation. Workshops can range from artistic endeavors, such as learning how to make collages, to learning a new set of computer skills.

For either a seminar or workshop, you will need to think about the resources participants will need. Are they readily available at reasonable cost and understandable to non-experts?

Seeking help (the "pre-proposal")

If you need help refining your proposal before it ready to be submitted to the Curriculum Committee for their consideration, you may complete the pre-proposal form found at **5clir.org/forms**. The Committee will identify someone to work with you.

2. Submitting Your Proposal

Proposals must be submitted using the 5CLIR Seminar Proposal Form at **5clir.org/forms**. Use of the online version is greatly preferred, as your proposal will arrive immediately in the in-boxes of the Curriculum Committee co-chairs. You may fax or mail the completed paper form to the 5CLIR office, but you must allow at least a week for it to be received by the Curriculum Committee before the deadline.

Submission deadlines

The deadline for final proposals is a hard deadline. The actual deadline dates for both the spring or fall semesters can be found in the **Academic calendar**. The deadline for pre-proposals is a month before the deadline for final proposals. Proposals for short summer seminars are usually due in May.

Information needed for the Catalog

The fall/spring proposal form requests the information needed for the catalog. Short summer seminars do not appear in the catalogs, but the information you submit will be the basis for the on-line announcement of this offering.

Appendix III. Proposal Guidelines includes examples to help you complete these forms. The main text fields on the fall/spring form are Title, Subtitle, Purpose, Description, Role of Participants and Publication and Resources. Except for the last, these fields have word limits that must be observed, while the information information Publication and Resources field can not be excessively long. A common entry for this field is along the lines of: "The moderator will provide a list of resources that participants can use." Note that this field should refer only to resources to be used by *all* participants. Moderators often provide a list of optional resources as a handout at the Preview.

The remaining fields on the form are largely self-explanatory. Some that might not be are:

1. Moderator using the privilege: A seminar moderator receives priority when it comes to enrolling in another seminar in the same semester. (See "Lottery Procedure for Oversubscribed Seminars" on p. 28 of the **5CLIR Operations Manual**.) However, if there are two moderators, only one of them can exercise this privilege.

2. Auditors: Full members of 5CLIR who have been members for at least four years may request auditor status for a given semester. You are not obliged to accept auditors in your seminar. If you choose to allow auditors, you will be assigned no more than two.

3. Notice that the question about preferred time slots asks for times when the moderator and co-moderators are NOT available.

4. At the bottom of the form is a field where you can insert any information that you think the Curriculum Committee should know when considering your proposal. Information from this field will not appear in the Catalog.

3. Finalizing Your Proposal

You will receive an email acknowledgement when you submit your proposal as soon as it is received by the Curriculum Committee. The proposal will be distributed to the entire committee.

One member of the committee will be assigned as a liaison to work with you to finalize the proposal. The entire Curriculum Committee reviews proposals, generally at monthly meetings or at an extra meeting shortly after the submission deadline.

Working with your Curriculum Committee liaison

If the committee has any comments and concerns about the proposal, your liaison will communicate them to you and, if necessary, suggest revisions. The liaison will send you a copy of your proposal as a Word document, and will work with you to make any necessary changes. If you don't agree with the suggestions, the liaison will inform the committee of your thoughts with the goal of reaching a consensus. After the committee's final review, your liaison will inform you when the proposal is accepted and ready for inclusion in the catalog.   However, if a consensus has not been reached about the suitability of a proposal, it may not be approved as an offered seminar.

4. Catalog and Preview

The catalog is distributed to 5CLIR members and visitors attending an in-person Preview and mailed to all other 5CLIR members. A page summarizing the offerings (referred to as the "online catalog") is posted at **5clir.org** under the Programs tab. This page links to a PDF version of the catalog.

All moderators are asked to attend the Preview and are encouraged to bring additional materials as handouts to distribute as well as books that participants might like to browse. Forty copies of handouts are usually sufficient. In addition, or if the Preview is held online, handouts can be sent to the Curriculum Committee or to the office manager to be attached to the online catalog. Handouts should supplement, rather than repeat, the information in the catalog. They often provide lists of possible presentation of discussion topics, or lists of books and online resources that can help prospective participants better understand your seminar plans.

You can find the Preview dates on the **calendar** on the 5CLIR website.

Part II: Before the First Meeting

Now is when more detailed work begins. Your seminar or workshop is on the calendar for next semester, and the information has been distributed to 5CLIR members and potential members through the Catalog and Preview. What happens next?

5. Registration Process

Members of 5CLIR have about three weeks after the Preview to register for the seminars and workshops of their choice if they wish to be included in the "lottery." Members may still register after that date, but by then many seminars will be filled. After this lottery deadline, the office manager runs an algorithm that assigns registrants to seminars. Lottery and wait list policies are described in Appendix D of the **5CLIR Operations Manual**, p. 28.

Approximately four weeks after the Preview, each moderator receives from the Office Manager an initial list of participants registered for their seminar or workshop including the contact information for all the participants. Updated lists will be sent if there are later additions or withdrawals. These participant lists are also sent to each participant.

Note that registration is handled exclusively by the 5CLIR Office, ***not*** by the moderators. If slots in a seminar open up as the result of a withdrawal and there is a waiting list for that seminar, the Office Manager will contact people on the waiting list to determine who may wish to fill the open slots. Moderators will be told if their seminar or workshop has a waiting list, but not who is on it.

6. Moderator responsibilities

As soon as possible after receiving the participant list, within not more than in two weeks, moderators must contact the participants in their seminars and workshops by email. Moderators will find it helpful to develop a group mailing list of the participants in order to contact members by email quickly and easily.

Welcoming email

Your initial email should clarify the proposed format of the seminar and expectations for participants. For example, if participants will be giving presentations, you should suggest about thirty minutes (or less) for their talk, in order to leave ample time for discussion. For workshops, the moderator may suggest materials and equipment that participants will need. Direct members to the Handbook for Participants (available at **5clir.org/5clir-handbooks**), which reviews the basics of what they should expect in their seminars and workshops as well as offering suggestions on improving their presentations.

You may also set out your plans for finalizing the seminar or workshop schedule. You may ask if they have any questions, regarding such things as topic choices, or preferred dates for presentations. The e-mail may include attachments such as the Preview handouts or other background reading.

This initial email provides the participants with the group mailing list that they can use to communicate with the entire group. To be sure that your mailing list is accurate, request a short RSVP. Follow up with anyone from whom you do not hear back to be sure you have the right contact information.

Finalizing the schedule for the seminar or workshop

Presentation topics may come from the list of suggestions that you have provided. For some seminars, moderators may allow participants to lead sessions on topics that have not been included in the list of suggestions. However, such a choice must be approved by the moderator to ensure that topic fits within the overall goal of the seminar. The final decision is the moderator's. A moderator who feels the topic is inappropriate or beyond the scope of the seminar may decline it.

After topics have been selected, the moderator develops a detailed schedule. The schedule should include the dates and the session (either the first hour or the second), as well as the session leader's name and topic. For some seminars, there may be constraints; for example, topics may need to be presented chronologically, or participants may work in pairs to present two aspects of a single topic on the same day.

For a workshop, a schedule of the activities during the course of the semester may be useful for participants.

The final draft of the schedule must be sent to the participants well before the first meeting. Of course, the schedule may require subsequent changes if participants are added or withdraw, or if participants request a different date.

Moderators may take whatever steps are needed to shape the schedule of their seminars and workshops. For example, if there are fewer participants than planned, the number of seminar hours can be decreased by shortening the length of one or more sessions, or by starting later in the semester or ending earlier. More time can be added for discussion and review of the material that has been covered in previous sessions. A session of short additional presentations or discussions can be added.

Finally, moderators should always have something prepared to use if someone calls in sick the day he or she is scheduled to lead the session. This might be a video, a hand-out, or other supplementary materials that can fill in the gap. Or it might be a presentation, short or full-length, that will serve to spark discussion.

7. Logistics for in-person meetings

Room Arrangements

You may arrange to view the assigned venue ahead of time through the 5CLIR Office. If you believe that there need to be changes in the room's arrangement, lighting, or temperature, contact the 5CLIR office for help with those changes at least three weeks before your seminar begins. Moderators may make temporary rearrangements in the room's set-up to fit their preferences and requirements. They are responsible for restoring the room to its original order by leaving the furnishings as they were found and cleaning up trash.

Audiovisual equipment

Moderators should familiarize themselves with their room's AV equipment and know where to find assistance if needed. Many of the seminar and workshop venues used by 5CLIR have technical assistance experts on site, but these employees appreciate and often require being notified at least a week in advance for assistance that you or the presenter may need. There may be tech-savvy individuals among the seminar participants who can help as well. If you need further assistance, you can contact a member of the 5CLIR **Technology Assistance Committee**, who can advise you on issues involving hardware and software. Some equipment is available through the 5CLIR office.

If participants are planning to use a personal laptop to display slides during their presentations, the moderator should ask them to bring in their equipment for a test run prior to their presentation week.

Parking

Parking guidelines for each facility are noted in the catalog or on line, but moderators must inform and remind participants about those arrangements. If passes are required, the moderator will need to arrange with the 5CLIR Office to secure the passes and get them to the participants before the first session.

Photocopied materials

You may want to prepare handouts for the first meting of the seminar or workshop. Moderators may ask seminar participants to contribute up to $5 each for copying costs incurred by the moderator. Participants are responsible for their own photocopying costs. Remember that any copies of published material must include acknowledgment of the source.

Name tags

Name tags allow seminar members as well as the moderators to interact with one another. Many moderators use tent-type name cards placed on the table in front of each participant. These can be prepared in advance by the moderator or created by the participants at the first session using materials provided by the moderator such as markers and folded card stock.

Special Needs

Moderators should be aware of the special needs of their participants and do their best to meet those needs. All rooms used by 5CLIR are accessible to people in wheelchairs and to those with other mobility issues.

Many spaces used by 5CLIR are equipped with audio-enhancing equipment such as microphones. 5CLIR also owns audio enhancing equipment that can be reserved through the Office Manager. Be aware that noisy ventilation, rooms with poor acoustics, and back-lit speakers all make it difficult for those with hearing impairments to follow presentations or participate in discussions.

8. Logistics for online meetings

Online seminars, initially instituted to cope with the Covid pandemic in 2020, have proved popular with many participants as well as moderators, and will continue to be part of the 5CLIR seminar and workshop offerings.

When a seminar or workshop is offered online using Zoom, a Zoom PRO license is needed. The seminar host may apply for reimbursement of cost of this license for four months. A Zoom hosting expense reimbursement form is available at **5clir.org/forms**.

Several guidebooks for using Zoom have been prepared by the **5CLIR Tech Committee**, including one for moderators. **Quick Start** provides a short non-technical introduction.

If the moderator does not have the equipment or ability to Zoom-host the seminar or workshop, the first option is to look among the participants for a possible host. The 5CLIR Tech Committee includes a number of experienced moderators who can advise participants and moderators on the use of Zoom for meetings. Moderators should determine whether any of their participants would like some help learning to use Zoom and arrange a pre-seminar Zoom practice session, inviting a Tech Committee member if necessary.

Part III: The first meeting and beyond

Now it's time to relax and enjoy your seminar. However, the management of a seminar or a workshop so as to foster active participant learning remains a central part of the moderator's role.

9. Moderator responsibilities at the first session

First of all, arrive early! Be sure the room is open and the equipment is working. Set up the room, arranging chairs and tables in your preferred configuration. At the conclusion of each meeting, the room must be returned to its original configuration. Participants in the seminar are encouraged to help with this.

Opening Announcements

Establish a break procedure. Most moderators plan a mid-point break of ten to fifteen minutes. Point out the restrooms.

Remind participants they should make sure to silence their cell phones or put them in airplane mode at the beginning of the meeting and after each break. If they must take a call, they should leave the seminar room or mute themselves on Zoom.

Hand out the final schedule.

Establish the cancellation policy. The general 5CLIR policy for in-person meetings for snow days is that if the public schools of the town are closed, then the seminar is cancelled. However, the moderator should remind participants prior to the starting time via email when this happens. If a meeting needs to be cancelled for another reason, the 5CLIR Office should be notified. There is one week at the end of each semester for a make-up day, but moderators must determine how the schedule will be shifted.

Remind participants of the 5CLIR guest policy. A guest may attend one, but only one, session of a particular seminar. However, the participant leading a session may be sensitive about having guests. Inform participants that they need to let you know in advance if they wish to bring a guest so you can clear it with the session leaders for that day. If your seminar venue is one of the retirement communities, their residents may attend one session of your seminar, but again, they must receive permission.

10. Moderator responsibilities during the course of the seminar or workshop

The primary concern of the moderator is to ensure that the seminar runs smoothly, that time is well-used, that discussions are productive, and that the overall goals of the seminar are met.

Moderators are the timekeeper of each session. It may be necessary to let speakers know when they are approaching the end of the time allotted for their session and, if necessary, to ask them to conclude. Since both discussions and presentations can sometimes wander, moderators need to ensure that people stay on point. If the session strays too far off topic, moderators should redirect it.

Moderators should be prepared to help the session leader, if necessary. It is a good idea for the moderator to have questions ready to get discussions started. Make sure that discussions are orderly and respectful, and encourage all participants to join in the discussions. See also **Appendix IV. What Makes a Good Discussion?**

Encourage those who may have difficulty hearing to find a seat that will maximize their ability to participate in discussions by allowing them a good view of both the speaker and the other participants. It may be a good idea to pass a microphone around in rooms with poor acoustics.

11. Potential problems and challenges

Exchange of ideas and materials

In the spirit of its mission statement, 5CLIR holds as core values the free and full exchange of ideas in an atmosphere of mutual respect for the ideas and sensibilities of others. Freedom of speech, including the expression of ideas that may be unpopular, is vital to the learning on which our organization is built. Equally important, the recognition of deeply held views and the discussion of such views should take place in an atmosphere of mutual respect and civil discourse. Expressions of potentially controversial opinions should take place under respectful conditions in which time is allowed for discussion.

Materials distributed at seminars or events should be related to the topics at hand and express views that are relevant to the discussion. The circulation of petitions or materials and remarks that request that people take some political or social action is prohibited. Special responsibility falls on seminar moderators, as well as on those organizing or presiding at other 5CLIR events, to ensure that civil discourse is maintained. See the **5CLIR Operations Manual**, p. 12.

Potential Participant issues

Moderators may have to handle a variety of challenges that can arise with the participants including people who dominate discussions, who always arrive late, who interrupt others or are rude or inconsiderate, who are unprepared, and so forth. There are no easy solutions to these problems. You will sometimes need to ask yourself whether the problem is so infrequent or minor that it doesn't really need special attention. If you believe that it is sufficiently disrupting, you will need to find a balance between tact and directness in talking with that individual.

If there is an issue that you cannot resolve, the 5CLIR Ombudsperson is always available to you for strictly confidential assistance in helping to address the issue. The current Ombudsperson is **Anne Lombard** (telephone: 413-586-7509). See the **5CLIR Operations Manual**, p. 8.

12. A Few More Things

Building in time for socializing

5CLIR values the strength of its educational programs. However, we also emphasize the social aspects of our meetings. Moderators should think about providing some opportunities for social interactions within the framework of the seminar structure. These can include longer introductions during the first session, an opportunity to visit during the breaks with or without refreshments, informal lunch meetings, or a group gathering after the last session. Both in-person and online seminars can encourage participants to arrive early to visit with one another before the official start time. Good discussions and learning sometimes continue in a more informal, more personal setting.

Seminar Feedback

Seminars may benefit from mid-term seminar feedback from the participants. The Seminar Feedback form at **5clir.org/forms** can be downloaded and distributed in print, or can be completed anonymously on line. In order to allow time to make any adjustments that may be suggested by the participants through this form, you may want to distribute it by Week 3 or 4 of the semester. The use of this form by moderators is optional, as there are other ways to gauge the satisfaction of participants with the way things are going.

Council Nominations

The nominations of people for election to Council come from our seminars and workshops, so it's important to remember to solicit a nomination from your group. You will receive a reminder about this from the 5CLIR Office. One of your participants can volunteer to be the seminar's nominee, or a participant can be nominated by another participant. Forward the name of a person who accepts nomination the 5CLIR office. The annual election is held in May, following the Annual Meeting.

Appendix I. So You Are Going to Moderate a Seminar!

This is a check-list of steps to be taken between the time you receive the roster of your seminar from the 5CLIR Office Manager through the end of your seminar. The text and other appendices of this Handbook contain many more suggestions about how to run a smooth and happy seminar.

- Once you receive a list of participants from the 5CLIR office, any changes to that list must go through the office. If a participant notifies you that s/he is dropping the seminar, please be sure that information gets to the Office Manager.

- Consider your options and adjust the format/length of your seminar if you have fewer participants than you planned for.

- Within a week or two of receiving the initial list of participants in your seminar from the Office Manager, write a welcome email to your participants including specific information about format, topics, required reading, or necessary equipment, and about your plan for developing the schedule.

- Encourage participants with hearing, vision or other issues to let you know how best to accommodate their needs.

- Develop a schedule with input from participants. The schedule may undergo adjustments, but participants want to know as soon as possible what their role will be and when!

- If you have auditors, clarify your expectations of their role with them.

- Visit the room assigned to your in-person seminar in advance of the first session, and familiarize yourself with the AV equipment and on-site technical assistance, if any. You can arrange this visit with the help of the 5CLIR office. For an online seminar, identify a Zoom host if you do not plan to do it yourself, and offer technical assistance, perhaps a meeting a week before the seminar begins, for all participants to be sure that everyone can connect.

- Plan your first meeting to include clarification of all procedures and plenty of time for introductions. Welcome participants who are new to the 5CLIR program.

- Be prepared to step in if a presenter is absent or poorly prepared to facilitate discussion, but avoid dominating discussion.

- Check in from time to time about whether participants are able to hear and see everyone. Encourage feedback from participants using the anonymous on-line form or directly.

- Relay messages from Office about Council nominations and choosing Encore presentations.

Finally, we hope you will attend the Moderator Meetings offered by the Curriculum Committee both before and after the semester to share tips on best practices and other ideas.

Appendix II. Suggestions for Seminar Formats

Sharing ideas, information, interests, learning, and fellowship is at the heart of 5CLIR. The seminars and workshops offered each semester cover an enormous range of opportunities.

There are many different ways to organize a seminar or workshop. The choice among them depends on both the subject of the seminar and the moderators' preferences. And there can be variations in format from one session to another, at the initiative of the presenter.

The "standard" seminar format (#1 below) is the most widely used format, and it is regularly on display in 5CLIR's Encore series. But it is far from the only format being used.

Here are some examples. Every one of them comes with variations!

1. **The "standard" seminar format**

    Each participant is responsible for presenting a topic and leading a discussion.

    The presentations are typically 20 to 30 minutes long. But in a music seminar, for example, they might be much shorter, with the bulk of the hour devoted to listening to music.

    In recent years, with the increasing availability of laptop computers and audio-visual equipment in our seminar rooms, the use of PowerPoint presentations has become common. But "old-fashioned" presentations with handouts or with no supplementary materials are perfectly acceptable.

2. **Discussion format**

    In this format, all participants read/watch/listen to all material. One or two members have the responsibility of leading the discussion of the material assigned for a seminar session, but everyone joins in the discussion. Many literature seminars make use of this format, but it has also been used for seminars on music, radio, film, and even seminars on politics and economics.

3. **Writing and feedback**

    This is the format of the ever-popular "Writing to Remember" series, and it could certainly be used for other creative writing seminars, including writing for publication on the internet.

4. Workshops

The workshop format covers a great variety of skills-building seminars offered by 5CLIR over the years, and each is unique. Here are a few examples:

- Cooking: Each seminar in a popular series has had a theme, such as Appalachian cooking or ancient grains. Each participant selects a topic, discusses its origin or properties, and serves the food.

- Basic drawing: The moderator sets up a still life for each session, and participants draw from two angles (an hour each).

- Building a web site: The participants create a web site using the open-source content management system WordPress.

Within each seminar, there is no requirement that every session be in the same format. Here are some examples taken from seminars whose overall format was "standard".

a) In a seminar on "symmetry", one participant arranged a trip to talk with an organist about Bach chorales, with a demonstration on a church organ.

b) A seminar on "urban gardens" concluded with a field trip, planned by the moderators with the help of the 5CLIR Office Manager, to the New York City High Line. Spaces on this trip were made available to 5CLIR members who were not in the seminar as well.

c) In a seminar on Mars, one participant organized a series of debates on the merits and drawbacks of Mars space exploration, with questions such as "Should we stop exploring space and start fixing our planet instead?" Participants were assigned at random to "affirmative" or "negative" teams. Teams were given a few minutes to prepare. Discussion then proceeded in standard debate format (opening statements, cross examination, final arguments.)

d) Sessions using the "discussion" format can alternate with "standard" sessions.

The above list is not intended to be exhaustive, and the curriculum committee encourages innovation. Moderators may choose or design a format they feel comfortable with. 5CLIR's only requirement is that the format allow for active learning by all participants.

Appendix III. Proposal Guidelines

The material submitted using the seminar proposal form at **5clir.org/forms** is used to prepare the semester Catalog. Please follow these guidelines to focus your proposal to fit the one-page print catalog format. You will have an opportunity to prepare additional, free-form handouts for the Preview and for posting online.

Title: Only 35 characters allowed.

Subtitle: A subtitle is not required, but it is recommended. Fifteen words are allowed, sentence case. Examples of some Title:Subtitle pairs:

> *The Five Scrolls: Exploring five controversial books in the Hebrew Bible*

> *Beowulf's Britain: The birth of Britain after the Romans and before the Normans, 450-1066*

Purpose: 40 words maximum, complete sentences. This section should answer the question "What will participants get out of this seminar/workshop?"

> *The purpose of this seminar is to gain an understanding of China in the context of its history and culture.*

> *This seminar aims to explore aspects of black experience in the US through literary expressions of Ralph Ellison, James Baldwin and Toni Morrison. Its longer-term aim is to inspire further explorations of race in America.*

Description: 160 words maximmum, complete sentences. It should spark interest and provide sufficient detail to give a clear picture of what the seminar will be about. 160 words should be enough to include examples of potential topics, although clearly such a list will not be exhaustive. Space considerations preclude the use of bulleted or multi-paragraph lists. Use sentences or other punctuation or numbered lists without paragraphing to itemize potential topics.

> *…. Possible topics for presentation include: Roosevelt's early life; his administration as NY Governor; the 1932 election; etc.*

Do not waste any of the 160 words in this section on things that belong under "Purpose" or "Role of Participants".

Role of Participants: 100 words maximum, complete sentences. This section should answer the question: "What is expected of participants?"

Participants will select topics about major objects in the solar system from the list provided by the moderators, and make a presentation on their topic. All members will participate actively in discussion of each topic.

Participants will choose a vegetable, research it, tell us about its history, origin, where it grows, its nutritional values, and whatever other interesting facts they find in their research and preparation. On a hosting day, participants will have prepared a soup, a salad, and a side or main dish for tasting.

<u>Publications and Resources</u>: Include here only resources that will be used by <u>all</u> participants. Save lists of suggested resources for handouts at the Preview or for seminar participants. Do not mention specific stores or on-line services. Public resources, such as the Boston Public Library for streaming resources, are allowed. Specific editions need be mentioned only if only one edition is acceptable. This field may be left blank for creative writing seminars or workshops for which there are in fact no publications or resources required of all participants.

Marlowe: Four Plays: Tamburlaine, Parts One and Two, The Jew of Malta, Edward II and Dr Faustus, by Christopher Marlowe, ed. Brian Gibbons (Methuen: New Mermaids Anthologies).

Molly Young, "How Disgust Explains Everything," *The New York Times Magazine* (12/27/2021).

There is no single text or reference for this course. The Internet is the resource of first choice, as most of these topics are so contemporary as to not be in print.

The moderators will suggest background reading and help participants identify resources for their specific topics.

In addition, the Curriculum Committee has adopted some guidelines to ensure consistency across proposals in the catalog. While proposers may not be able to follow all of these guidelines (for example, the proposal form does not allow for italics), some are included here for completeness.

- Capitalize all words (except interior use of "the," "a," "an," etc.) in the Title. Use sentence case (initial capital, capitalize proper nouns and adjectives only) for the Subtitle.

- Use regular italics (not bolded) for the titles of books, plays, films, essays, as well as the names of magazines and journals. Enclose the titles of journal or newspaper articles in quotes.

- Within each section of the proposal, single space between lines and double space between paragraphs. Do not indent the first line of a new paragraph. Single space rather than double space at the end of a sentence.

Appendix IV. What Makes a Good Discussion?

One size does not fit all! Try not to over-formalize how seminar is run. Fewer rules promote more open and engaging discussions. However, here are some observations that may help you ensure that discussions are productive and stay on topic.

Discussion serves many functions in 5CLIR's peer-led seminar and workshop model. It may help to consolidate a common understanding of the topic among the participants. Conversely, a lively discussion may reveal a wide range of opinions, allowing participants to consider the topic from other points of view even if no consensus emerges. It may raise new questions and provide food for thought even when none of the participants offer answers.

Ideally, all participants will participate in discussions, through active listening as well as talking. In practice, of course, things do not always run so smoothly. It is a good idea for the moderator to have questions ready to get discussions started, as well as to redirect the conversation if it starts to become repetitive.

In a small group, it may be possible to allow people to jump in with their observations, but in larger groups this leads to non-participation by the more reticent, so a more orderly system of calling on speakers is advised. For on-line meetings, it is useful to ensure that everyone knows how to use the Zoom "raise hand" function and to be sure that the discussion leader knows where to look for raised hands.

5CLIR's participant learning model is based on invitation and acceptance of others. If one or more individuals are dominating the discussion, the moderator may intervene to suggest that others have not yet been heard from. While you should not expect everyone to speak at every meeting, you should seek ways to engage those who remain consistently silent, whether from shyness or from feeling that they know too little about the subject to contribute to the discussion. Another option is to have a final round at the end of each where each participant is invited to contribute a short final comment.

In a seminar where participants are making presentations, the moderator of the seminar should check ahead of time to see how the presenter would like to handle questions and discussion, during and/or following their presentation. Presenters may prefer to accept only questions for clarification before the end of their presentation. Suggest that presenters too might like to prepare some open-ended questions as the starting point for discussion.

In seminars where the discussion is based on shared experience (for example, everyone listens to the same music, watches the same film, or reads the same poem, play, novel), the discussion leader may offer some additional background or other remarks, but the shared experience is the main focus.